

Department Profile

Sr. No.	Question	Reply by the Department		
	Name of the Department	Education		
	Year of establishment	July 1971		
	Is the Department part of a School/Faculty of the university?	Yes		
	Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.)	B. Ed. , M. Ed., M.Phil., Ph.D., D.Litt., PG Diploma in Adult Education, PG Diploma in Guidance and Counselling		
	Inter disciplinary programmes and departments involved	No		
	Courses in collaboration with other universities, industries, foreign institutions, etc.	No		
	Details of programmes discontinued, if any, with reasons	No		
	Examination System: Annual/Semester/Trimester/ Choice Based Credit System	Semester		
	Participation of the department in the courses offered by other departments	With UGC- Human Resource Development Centre for organizing refreshing courses in Education		
	Chairperson	Prof. Sudarshana Rana		
	Department of Education , e-mail -	education.hpu@gmail.com		
	Ph. No.	0177- 2633522, 2833636		
13.	Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)			
		Sanctioned	Filled	Actual (including CAS&MPS)
	Professors	1	0	10
	Associate Professors	4	1	0
	Asstt. Professors	16	10	1
	Others			

Academics

Programmes	Number of Seats	Duration
B. Ed.	100	Two years (Semester System)
M. Ed.	50	Two years (Semester

		System)
M.Phil.	1	One year
Ph.D.	--	Five years
Diploma GUIDANCE AND COUNSELLING	10	One year
PG Diploma ADULT EDUCATION	10	One year

Faculty

Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance					
Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./ M.Phil. students guided for the last 4 years
Dr. Satish Chand Bhadwal 14-10-1956	M.A. Education, M.Phil. Education Ph.D.(Edu.)	Professor	Measurements & Evaluation Research Methods, Edu. Technology	34 years	8
Dr. Sudarshan Rana 10-10-1960	B.Ed. M. Ed. M.Phil. Education Ph.D.(Edu.)	Professor	Education Psychology, Value Education, Women Education, Distance and open Education	20 years	8
Dr. Pushpa Gautam 04-01-1956	M.A. Education, M.Phil. Education Ph.D.(Edu.)	Professor	Teaching of Physical and Life Sciences	17 years	8
Dr. Ranjna Bhan 15-02-1962	B. Ed., M.Ed. M. Sc. In Botany M.Phil in Botany Ph.D.(Edu.)	Professor	Science Education, Environmental Education, Edu Technology, Research Methodology	17 years	8
Dr. Krishn	M.A.	Professor	School Management,	17 years	8

Pal	Education, M.Phil. Education, Ph.D.(Edu.)		Teaching of Hindi		
Dr. Prabha Jishtu 22-07-1962	B.Ed. M. Ed. MA in Sociology M.Phil (Edu), Ph.D.(Edu.)	Professor	Development of Indian Education System, Teaching of Social studies	17 years	8
Dr. Nain Singh 10-05-1962	B.Ed. M. Ed. M.Phil (Edu) Ph.D.(Edu.)	Professor	Educational Philosophy,	17 years	8
Vivek Nath Tripathi 1-1985	B.Ed. M. Ed. M.Com. Net Ph.D.(Edu.) PGPD VI	Assistant Professor	Teaching of Commerce and Development of Education	4 years	Nil
Guest Faculty					
Dr. Harbans Singh 12-06-1955	M.A. Education, M.Phil. Education Ph.D.(Edu.)	Professor	Teaching of Physical sciences, Teaching of Mathematics, Psychology	26 Years	8
Dr. Ramesh Chand 02-05-1955 57 years	M.A. Education, M. Sc in Ecology and environment, M.Phil (Edu) Ph.D.(Edu.)	Professor	Teaching of Physical sciences and Research Methodology	29 years	8

Admissions

Students	B. Ed.		M. Ed.		Integra. Mast ers		M. Phil .		Ph . D.		Integr a. Ph. D.		D.Litt. /D. Sc.		Certifi cate		PG Diploma1		PG Diploma 2	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
From the state where the university is	38	48	04	32	00	0	03	13	10	23	00	00	00	00	00	00	05	05	03	07

located																			
From other states of India	078	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
NRI students	000	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
Foreign students	000	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
Total	4556	4	32	0	03	30	23	00	00	00	00	00	00	00	05	05	03	07	
G. Total	101	36	00		16	33	00	00	00					10			10		

Syllabus B.Ed. M.Ed.

FACULTY OF EDUCATION



Regulations and Syllabus for Two Years B. Ed. Programme

(Through Regular and Distance Mode)

With effect from the Academic Session 2015-16
(Subject to Change from time to time)

Note: Himachal Pradesh University reserves the right to amend Regulations, Scheme of Examinations, Pass Criteria, Scheme of Studies and courses of study as and when it deems necessary. The Institutions of Education are required to strictly follow the syllabi prescribed by the University. No deviation is permissible.

Regulations and Scheme of Examinations

(General Objectives, Scheme of Examinations and Courses of Study for B.Ed.
Programme)

1. **General Objectives:**

The curriculum is designed to achieve the following general objectives of the B. Ed. Programme:

The student teacher understands the central concepts, tools of inquiry, and the nature of the disciplines and can create learning experiences that make these aspects of subject matter

2. The student teacher understands the process of learning and development among students, different approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts

3. The student teacher plans learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of the process of viewing, developing and making sense of subject matter contained in the learning experiences

4. The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

5. The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

6. The student teacher develops self identity as a teacher through school based experiences and reflective practices that continually evaluate the effects of his/her choices and actions.
7. The student teacher acts as an agent of modernization and social change
 8. The student teacher promotes capabilities for inculcating national values and goals as mentioned in the Constitution of India.
9. The student teacher promotes social cohesion, international understanding and protection of Human Rights and rights of the child.
 10. The student teacher will become adept in the use of ICT in the teaching-learning process.

2. Eligibility and Procedure of Admission:

1. For Admission through Regular Mode:

- a. The candidates with at least 50% marks either in the Bachelor's Degree (Medical / Non-medical / Commerce / Arts) and/or in the Master's Degree in the Sciences /Social Sciences / Humanities/ Commerce, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, and 45 percent marks in case of SC/ST/OBC/Physically handicapped categories in the aforesaid Bachelor's/Master's Degree and 50% marks for Bachelor's in Engineering or technology from a recognized University established by law in India are eligible for admission in the programme.

Note: No relaxation, even 0.01 percent in the above prescribed percentage of marks shall be granted under any circumstances. (Para 3.2 of Appendix IV of NCTE Notification No. F-51F1/2007-NCTE (N & S) dated 27-11-2007).

- b. Post graduation is considered only to make those candidates eligible who are not eligible on the basis of qualifying examination but the post graduation will not be the merit criteria. The Post graduation must be in one of the school subjects and the subject offered at Post Graduation level should be the same as at graduation level.
 - (c) The reservation of seats for SC/ST/OBC/Ex-serviceman and Physically handicapped categories will be as per the existing rules of Himachal Pradesh Government.
- d. The admission will be made strictly on the basis of the merit of entrance test conducted by Himachal Pradesh University. The minimum eligibility condition will be the attainment of 35% marks in the entrance test (Govt. of Himachal Pradesh Letter No. EDN-A-F(7)5/2013 Dated 18th March 2013). However, in case of SC/ST, 30% marks in the entrance test would be the minimum qualifying criteria (Hon'ble High Court of Himachal Pradesh CWP 4533 of 2013). The Entrance Test will consist of 150 items of one mark each on General awareness of the candidate about India, Himachal Pradesh, Freedom movement, Knowledge about various

Commissions and Committees on Education, general mental ability and proficiency in the languages of Hindi and English.

2. Division of Seats

a. 85% seats will be reserved for the candidates from within the state and 15% will be open to candidates of other states/UTs on All India Basis. The eligibility criteria for 85% seats will be that the candidate must be a bonafide/domicile resident of Himachal Pradesh. Each candidate would be required to submit a certificate to this effect from the SDM/Tehsildar of the area concerned.

b. 10% out of 85% state quota seats in un-aided self-financing institutions shall be treated as management quota seats and shall be brought out of the purview of centralized counseling to be conducted by the university. The management of the institute shall fill up management quota seats on the basis of the merit of entrance test through its own counseling in a transparent manner. There shall be no reservation, whatsoever, in respect of the prescribed management quota seats. The basic eligibility criteria shall remain the same as in case of other students.

c. 85% seats reserved for the bonafide/domicile candidates of Himachal Pradesh will be filled by ***applying 100 point Reservation Roster of Himachal Pradesh Government (Deptt. of Higher Education, Govt. of Himachal Pradesh Letter No. EDN-A-Ga (18)-7/06-L Dated 13th July 2009.***

d. One supernumerary seat for a 'Single Girl Child' is reserved to the meritorious candidate of the entrance test in the Department of Education, H.P. University, Shimla only.

3. For admission through Distance Education Mode:

a. The candidates with at least 50% marks either in the Bachelor's Degree (Medical/Non-medical/Commerce/Arts) and/or in the Master's Degree in the Sciences/Social Sciences/Humanities/Commerce, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, and 45 percent marks in case of SC/ST/OBC/Physically handicapped categories in the aforesaid Bachelor's/Master's Degree and 50% marks for Bachelor's in Engineering or technology from a recognized University established by law in India are eligible for admission to the programme.

b. In addition to above eligibility conditions, the candidate should fall under any of the following two criteria:

- (i) Trained in-service teachers in elementary education;
- (ii) Candidates who have completed a NCTE recognized teacher education programme through face-to face mode.

c. The reservation and relaxation in marks for SC/ST/OBC/Physically handicapped categories will be as per the existing rules of Himachal Pradesh Government.

d. The admissions to the B. Ed. Programme through ICDEOL will be made solely on the basis of academic merit in qualifying examination in concerned stream of study of the candidate.

2.4 Admission to the B. Ed. Course is subject based:

At the time of admission, each candidate shall opt for two teaching subjects. A candidate can opt only those teaching subjects, which he/she has studied at graduation/ post graduation level. The candidate must have studied the subjects of the subject combination for at least three years at Bachelor's level and two years at Master's level.

Honour's students shall opt for teaching subjects (one major subject in which they have obtained honour, and the other subsidiary subject which should have been studied at least for one year/one semester).

The candidates who have passed additional subjects at graduation level can opt for only those teaching subjects, marks of which are taken into account for the purpose of calculating percentage of marks at graduation level.

The following will be the teaching subject for the students of different streams as under:

a. B.Com/M.Com students shall opt following teaching subjects:

Teaching of one of the languages i.e. English/Hindi/Sanskrit.

Teaching of Commerce.

i. B.Sc. (Medical) graduates shall opt the following two teaching subjects:

Teaching of Life Sciences

Teaching of Physical Sciences

ii.

B. Sc. (Non-medical) graduates shall

opt the following two teaching subjects:

Teaching of Mathematics

Teaching of Physical Sciences

iii.

Arts graduates shall opt following

teaching subjects:

Teaching of Social Sciences: Teaching of Social Sciences shall be opted by the graduates who have opted for one of the following subjects at B.A./M.A. level:

i. History ii. Geography iii. Political Science

iv. Sociology v. Economics vi. Public Administration

OR

Teaching of Mathematics: It shall be opted by the graduates who have taken mathematics as one of the subjects at their graduation level.

Teaching of any one of the languages i.e. English, Hindi and Sanskrit shall be opted by the candidate who has studied the subject at the graduation level.

3. Duration (Time Frame):

3.1 The B.Ed. programme through regular mode shall be of a minimum period of two academic years (spread across four semesters) and a maximum of three academic years from the date of admission of the candidate. There shall be at least 100 working days in each semester exclusive of the period of examinations and admissions with 600 teaching clock hours (each working day having 6 teaching clock hours). The minimum attendance of students shall be 80% for Theory Courses

and Practicum and 90% for Field Attachments / School Internship / Practice Teaching.

3.2 The B. Ed. programme through Distance Education (ICDEOL) mode shall follow annual mode and be of a minimum period of two years and a maximum of five years from the date of admission of the candidate. The personal contact programme will be compulsory for all the candidates and it shall be of 120 contact hours per year. The personal contact programme shall comprise of academic counseling sessions (72 hours per year), workshops (36 hours per year) and school-based activities (12 hours per year).

4. Evaluation:

The performance of a student in each course will be evaluated in terms of percentage of marks with a provision for conversion to grade points. Evaluation for each course shall be done by continuous comprehensive assessment by the concerned course teacher and ESE and will be consolidated at the end of the course. The evaluation system of the students has the following two components:-

- i. **Continuous Comprehensive Assessment (CCA)** accounting for 20% of the total marks assigned to a particular course; and
- ii. **End-Semester Examination (ESE)** accounting for the remaining 80% of the total marks assigned to a particular course.

In case of ICDEOL, ESE refers to End Session Examinations which will be held in the month of June each year.

4.1 Continuous Comprehensive Assessment (CCA):

4.1 a For the students through Regular Mode

This would include the following components:

- **Classroom Attendance** – Each student will have to attend a minimum of 80% Lectures / Tutorials / Practicals. A student having less than 80% attendance will not be allowed to appear in the End Semester Examination (ESE).
- However, the exemption from 80% attendance will be given to those participating in prescribed co-curricular activities (e.g. NCC, NSS, Youth Festivals, Sports etc.) to the extent of 20% (making the necessary attendance as 60% in these cases). The claim for this exemption should be supported by authenticated certificate from the concerned University/college authorities.
- The students having attendance between 79% and 70% attendance will apply for exemption on a prescribed form accompanied by clear reason(s) for absence to the competent authority.
- Those students getting the exemptions, except for those getting exemptions for co-curricular activities will not be entitled for getting the CCA marks for classroom attendance as given below.

- **Classroom Attendance Incentive:** Those having greater than 80% attendance (for those participating in Co-curricular activities, 20% will be added to percent attendance) will be awarded CCA marks (in case of courses with a total of 100 marks) as follows:-

- 80% but δ 83% 1 marks
- 84% but δ 87% 2 marks
- 88% but δ 91% 3 marks
- 92% but δ 95% 4 marks
- 96% 5 marks

The marks on the basis of attendance (in case of courses with a total of 50 marks) will be awarded as follows:

- 80% but δ 86% 1 marks
- 87% but δ 93% 2 marks
- 94% 3 marks

- The continuous comprehensive assessment (CCA) will have the following components:

Sr. No.	Component	Courses with 100 Marks	Courses with 50 Marks
A.	Classroom Attendance	05	03
B.	Mid-term Test / Theory Assignments	15	07
Total Marks (CCA)		20	10

b. For the Students through Distance Mode:

- **Attendance Reward:** Attendance in Personal Contact Programme (PCP) of B. Ed. Programme is compulsory for all the candidates and it shall be precondition for being permitted to appear in the University Examination. Provided that relaxation in attendance not exceeding 20% may be granted by the Director, ICDEOL H.P. University in exceptional circumstances (like election, census duty etc.) to be recorded in writing in each case and not as a general rule.
- **Theory Assignments:** A total of 50% weightage is earmarked for four theory assignments per course. The assignments will be evaluated by concerned course teacher/s and the feedback on it will be provided to the learners in order to improve their performance. The assignments are to be submitted to the concerned teacher/coordinator of PCP.
- **Workshop Activities:** About 30% weightage will be given to one activity in each course to be performed by the students during workshop sessions. The activities may include presentation in seminars, project work, preparation of TLM etc. The student teachers will prepare a report of the activity and submit the same to the concerned teacher/coordinator of PCP.

- **School-Based Activities:** About 20% weightage will be given to one activity in each course to be performed by the students in the schools. The activities may include preparing and maintaining Stock Registers, Students' Cumulative Records, Time Table, CCE Records, Attendance Records, School Development Plans, Annual Work Budget Plans etc. The student teachers will prepare a report of the activity and submit the same to the concerned teacher/coordinator of PCP.
- The continuous comprehensive assessment (CCA) / Internal Assessment will have the following components:

Sr. No.	Component	When	Weightage	Marks in case of Subjects with 100 Marks	Marks in case of Subjects with 50 Marks
A.	Theory assignments	Four theory assignments to be submitted during or within one month after PCP	50%	10	05
B.	Workshop Activity	One activity in each course	30%	06	03
C.	School Based Activity	One Activity in each course	20%	04	02
GRAND TOTAL (A+B+C)			100%	20	10

4.2 End-Semester Examinations (End-Session Examinations in case of ICDEOL):

- The remaining 80% of the final marks assigned to a student in a course will be on the basis of ESE that will be for three hours and one and half hour duration depending upon the marks assigned to the course. The end-semester examinations for odd and even semesters in case of regular students will be held in the months of November / December and June each year respectively. In case of ICDEOL, the end-session examinations will be held in the month of June each year. The ESE will be covering the whole syllabus of the course.
- Question Papers for the ESE will be got set by the Controller of Examinations, H. P. University, Shimla.
- **The question paper for the ESE (having 80 marks) will have following pattern:**

Section A

Compulsory of 16 marks consisting of 8 short answer type questions of 2 marks each covering whole of the syllabus.

Section B (UNIT I)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Section C (UNIT II)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Section D (UNIT III)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Section E (UNIT IV)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Total marks (A + B + C + D+E) 16 + 16 + 16 +16+16 = 80 marks

- **The question paper for the ESE (having 40 marks) will have following pattern:**

Section A

Compulsory of 8 marks consisting of 4 short answer type questions of 2 marks each covering whole of the syllabus.

Section B (UNIT I)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Section C (UNIT II)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Total marks (A + B + C) = 8 + 16 + 16 = 40 marks.

- It will be necessary for a candidate to pass separately in Internal and External Examinations. A candidate must obtain not less than 40% of the total number of marks in each course and 45% marks in aggregate of all the prescribed courses.
- Candidates reappearing in a subsequent examination shall be examined in accordance with the Scheme and syllabus in force.

- If a candidate fails in not more than 50% of the courses shall be declared as reappear and shall be required to appear in only those courses to clear his/her reappear. The candidate who fails in more than 50% courses shall be declared fail and shall be required to appear in all the courses.
- Candidates who fails in practical examination or absents from the practical examination (practice of teaching) may present for re-examination as an ex-student. He/she, after getting his/her case recommended by the Chairperson Department of Education, HPU Shimla / Director, ICDEOL, as the case may be shall deposit Rs 5000/- (Rs. Five Thousands Only) fee for the same in the account of Finance Officer, H. P. University / Director, ICDEOL, HPU, Shimla as the case may be.

5. Internship in Teaching / Practice Teaching (For Regular Candidates):

- The students are required to go through a school internship for five months (20 weeks) during two years in the schools under the supervision of a teacher educator of the institution concerned in which a particular student is studying.
- The school internship of one month duration will be held in second semester. The school internship (practice teaching) of four months duration will be held in the third semester. Final examination of teaching practice / internship in teaching will take place in third semester after the completion of mandatory lessons i.e. 50 macro lessons in each of the teaching subject.
- The school internship shall be of one month (4 weeks) duration during second semester of the course. These four weeks shall include an initial phase of one week meant for orientation of student-teachers about the school, its management structure, functioning and organization of co-curricular activities. The second week of practice teaching will include study of maintenance of various school records (eg. CCE records, admission-withdrawal registers, attendance records, stock registers etc.). The student-teachers will prepare separate reports on school management, its functioning and maintenance of different records by both the school authorities. The third and fourth weeks will include observation of senior teachers of the school by the student teachers. The candidates will prepare twenty observation lessons (10 in each teaching subject) and get them verified from the concerned senior teacher. Feedback will be provided to the candidates on his/her performance by the school teachers and teacher educator of the institution concerned in which the student is studying.
- During the third semester of the course, the practice teaching shall be of four months (16 weeks) duration. During these sixteen weeks, the candidates are required to deliver 100 lessons (50 in each teaching subject) under the supervision of the teacher educator of the institution concerned in which the student is studying. In addition, the student-teachers are required to observe 60 observation lessons (30 in each teaching subject) of their peer student-teachers in the concerned teaching subjects. If a candidate, who does not deliver mandatory number of lessons and any other activities related to teaching practice and practical work, he/she will not be allowed to appear in external assessment of practice teaching (i.e. final teaching practice examination). The macro / practice lessons will be supervised / assessed by the concerned teacher educator and feedback will be provided to the candidates on his/her performance by the school teacher and teacher educator of the institution concerned in which the student is studying.

- For Final Teaching Practice, the candidate must prepare two lessons- one related to each of the teaching subject.
- The Board of Examiners will consist of three external examiners. For this, the panel of examiners will be drawn by the Chairperson, Deptt. of Education and duly approved by the Hon'ble Vice-Chancellor of the University. The Board of Examiners will comprise of the experts in science and arts teaching subjects.

Micro Teaching Lessons and Simulated Teaching Lessons (for Regular Students):

The students are required to deliver following number of lessons in their respective Teacher Education Colleges:

Sr. No.	Type of Lessons	Number of Lessons	Remark
1	Micro Teaching Lessons (During 2 nd Semester Only)	20 (Four per Teaching Skill)	Two Micro Lessons in each Teaching Subject per Teaching Skill
2	Simulated Teaching Lessons (In the Beginning of 3 rd Semester)	20	10 Lessons per Teaching Subject

Note: The teaching skills for delivering micro lessons will be skill of chalkboard writing, stimulus variation, reinforcement, questioning and explaining.

6. Internship in Teaching / Practice Teaching (For ICDEOL Students):

- In case of ICDEOL, the students are required to go through a teaching practice for three months (12 weeks) in the schools where he/she works or in the schools of his/her choice in case of unemployed candidates) under the supervision of senior trained teachers of the concerned school.
- The practice teaching shall be of one month (4 weeks) duration during first year of the course. These four weeks shall include an initial phase of two weeks for observing regular classroom transaction process by senior trained teachers (of upper primary or secondary stage of education) of the school. The candidates will prepare twelve observation lessons (6 in each teaching subject) and get them verified

from the concerned senior teacher. During the remaining two weeks of practice teaching in first year, the candidates are required to deliver 12 macro/practice lessons (6 in each teaching subject). The macro / practice lessons will be supervised/assessed by the senior trained school teachers (of upper primary or secondary stage of education) and feedback will be provided to the candidates on his/her performance.

- During the second year of the course, the practice teaching shall be of two months (8 weeks) duration. These eight weeks shall include an initial phase of two weeks for observing regular classroom transaction process by senior trained teachers (of upper primary or secondary stage of education) of the school. The candidates will prepare twelve observation lessons (6 in each teaching subject) and get them verified from the concerned senior school teacher. During the remaining six weeks of practice teaching in second year, the candidates are required to deliver 36 macro / practice lessons (18 in each teaching subject). The macro / practice lessons will be supervised/assessed by the senior trained school teachers (of upper primary or secondary stage of education) and feedback will be provided to the candidates on his/her performance.
- The candidates are required to undergo practice teaching only after attending PCP i.e. academic counseling sessions and workshop activities.
- If a candidate, who does not deliver the required number of micro / simulated / observation / macro / practice lessons and/or any other assigned activities in the PCP / practice teaching, he/she will not be allowed to appear in final assessment of practice teaching (i.e. final teaching practice examination). At the time of practice teaching examination, the external examiners shall give due weightage to different records of micro / simulated / observation / macro / practice lessons and other activities assigned to the students.
 - The final practice teaching examination will be held in the second year in the month of May / June after completion of PCP and mandatory number of lessons. For Final Teaching Practice, the candidate must prepare two lessons-one related to each method of teaching.
 - The Board of Examiners will consist of three external examiners to be appointed by the university. The panel of examiners will be drawn by the Director, ICDEOL and duly approved by the Hon'ble Vice-Chancellor of H. P. University. The Board of Examiners will comprise of the experts in science and arts teaching subjects.

Micro Teaching Lessons and Simulated Teaching Lessons (for ICDEOL Students):

In case of ICDEOL, the students are required to deliver following number of lessons during PCP in workshop sessions in addition to other prescribed workshop activities:

Sr. No.	Type of Lessons during Workshops	Number of Lessons during 1 st Year	Number of Lessons during 2 nd Year
1	Micro Teaching Lessons	10	10
2	Simulated Teaching	05	05

	Lessons		
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7. Medium of Instruction and Examination:

- Medium of Instruction: The medium of instruction for the B. Ed. programme will be English or Hindi. The colleges can make arrangements and are permitted to do so by the university.
- Medium of Examination: The medium of the examination shall be English or Hindi.

SCHEME OF STUDIES:

A candidate is required to take following courses in B. Ed. Programme (through regular mode):

Sr. No.	Course Code	Name of the Course	Theory Marks	Internal Assessment	Total Marks
B. Ed. First Semester					
1	Paper I	Childhood and Development Years	80	20	100
2	Paper II	Contemporary India and Education	80	20	100
3	Paper III	Language Across the Curriculum	40	10	50
4	Paper IV	Understanding Disciplines and Subjects	40	10	50
5	Paper V	Text Reading and Reflections	40	10	50
Total Marks in First Semester			280	70	350
B. Ed. Second Semester					
1	Paper VI	Learning and Teaching	80	20	100
2	Paper VII	Assessment for Learning	80	20	100

3	Paper VIII	Drama and Art in Education	40	10	50
Candidates are required to choose any two of the following subjects in Second Semester in accordance with the subjects studied at graduation level.					
4	Paper IX - A	Pedagogy of School Subjects (Part – 1)			
	(i)	Teaching of Physical Sciences	40	10	50
	(ii)	Teaching of Life Sciences	40	10	50
	(iii)	Teaching of Mathematics	40	10	50
	(iv)	Teaching of Social Sciences	40	10	50
	(v)	Teaching of Commerce	40	10	50
	(vi)	Teaching of English	40	10	50
	(vii)	Teaching of Hindi	40	10	50
	(viii)	Teaching of Sanskrit	40	10	50
5	Paper X	Practice Teaching (4 Weeks Duration)	Grading (on Four Points Letter Grades) will be done on the basis of reports submitted by the students.		
Total Marks in Second Semester			280	70	350
B. Ed. Third Semester					
Candidates will continue with same two Teaching subjects in Third Semester which they have opted in the Second Semester					
1	Paper IX - B	Pedagogy of School Subjects (Part – 2)			
	(i)	Teaching of Physical Sciences	40	10	50
	(ii)	Teaching of Life	40	10	50

		Sciences			
	(iii)	Teaching of Mathematics	40	10	50
	(iv)	Teaching of Social Sciences	40	10	50
	(v)	Teaching of Commerce	40	10	50
	(vi)	Teaching of English	40	10	50
	(vii)	Teaching of Hindi	40	10	50
	(viii)	Teaching of Sanskrit	40	10	50
School Internship / Practice Teaching					
2	Paper XI - A	Skill in Teaching (School Subject – 1)		125	
3	Paper XI -B	Skill in Teaching (School Subject – 2)		125	
Total Marks in B. Ed. Third Semester			80 + 250	20	350
B. Ed. Fourth Semester					
1	Paper XII	Knowledge and Curriculum	80	20	100
2	Paper XIII	Gender, School and Society	40	10	50
3	Paper XIV	Inclusive School	40	10	50
4	Paper XV	ICT in Teaching-Learning Process	40	10	50
5	Paper XVI	Understanding the Self	40	10	50
Candidates are required to choose any one of the following optional subjects in Fourth Semester					
6	Paper	Health and Physical	40	10	50

	XVII	Education			
7	Paper XVIII	Vocational and Work Education	40	10	50
8	Paper XIX	Education for Peace	40	10	50
9	Paper XX	Guidance and Counseling	40	10	50
Total Marks in B. Ed. Fourth Semester			280	70	350
Grand Total Marks for B. Ed. Course			1170	230	1400

A candidate is required to take following courses in B. Ed. Programme in first and second year (through ICDEOL):

Sr. No.	Course Code	Name of the Course	Theory Marks	Internal Assessment	Total Marks
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B. Ed. First Year					
1	Paper I	Childhood and Development Years	80	20	100
2	Paper II	Contemporary India and Education	80	20	100
3	Paper III	Language Across the Curriculum	40	10	50
4	Paper IV	Understanding Disciplines and Subjects	40	10	50
5	Paper V	Text Reading and Reflections	40	10	50
6	Paper VI	Learning and Teaching	80	20	100
7	Paper VII	Assessment for Learning	80	20	100
8	Paper VIII	Drama and Art in Education	40	10	50
Candidates are required to choose any two of the following subjects in First Year in accordance with the subjects studied at graduation level.					
9	Paper IX – A	Pedagogy of School Subjects (Part – 1)			
	(i)	Teaching of Physical Sciences	40	10	50
	(ii)	Teaching of Life Sciences	40	10	50
	(iii)	Teaching of Mathematics	40	10	50
	(iv)	Teaching of Social Sciences	40	10	50
	(v)	Teaching of Commerce	40	10	50
	(vi)	Teaching of English	40	10	50

	(vii)	Teaching of Hindi	40	10	50
	(viii)	Teaching of Sanskrit	40	10	50
10	Paper X	Practice Teaching (4 Weeks Duration)	Grading (on Four Points Letter Grades) will be done on the basis of reports submitted by the students.		
Total Marks in B. Ed. First Year			560	140	700
B. Ed. Second Year					
Candidates will continue with same two Teaching subjects in Second Year which they have opted in the First Year					
1	Paper IX - B	Pedagogy of School Subjects (Part – 2)			
	(i)	Teaching of Physical Sciences	40	10	50
	(ii)	Teaching of Life Sciences	40	10	50
	(iii)	Teaching of Mathematics	40	10	50
	(iv)	Teaching of Social Sciences	40	10	50
	(v)	Teaching of Commerce	40	10	50
	(vi)	Teaching of English	40	10	50
	(vii)	Teaching of Hindi	40	10	50
	(viii)	Teaching of Sanskrit	40	10	50
School Internship / Practice Teaching					
2	Paper XI-A	Skill in Teaching (School Subject – 1)	125		
3	Paper XI-B	Skill in Teaching (School Subject – 2)	125		
3	Paper XII	Knowledge and	80	20	100

		Curriculum			
4	Paper XIII	Gender, School and Society	40	10	50
5	Paper XIV	Inclusive School	40	10	50
6	Paper XV	ICT in Teaching-Learning Process	40	10	50
7	Paper XVI	Understanding the Self	40	10	50
Candidates are required to choose any one of the following optional subjects in Second Year					
8	Paper XVII	Health and Physical Education	40	10	50
9	Paper XVIII	Vocational and Work Education	40	10	50
10	Paper XIX	Education for Peace	40	10	50
11	Paper XX	Guidance and Counseling	40	10	50
Total Marks in B. Ed. Second Year			610	90	700
Grand Total Marks for B. Ed. Course			1170	230	1400

COURSE CONTENTS

Paper - I

Childhood and Development Years

**Course objectives:
20)**

Marks: 100 (80 +

The student teachers will be able to:

- Understand the meaning, nature and scope of educational psychology
- Describe the role of educational psychology in teaching and learning process
- Understand growth and development of the learner and its importance in the learning process (with special reference to childhood and adolescent stage)
- Understand the needs, problems and developmental tasks of adolescence
- Describe intra and inter individual differences
- Explain the causes of individual differences
- Identify characteristics and remedial measures for diverse learners
- Identify educational needs of various types of children
- Understand role of teacher in school to minimize individual differences
- Explain the concept of motivation, role of school and teacher to enhance motivation
- Understand concept of intelligence, theories of intelligence and their educational implications
- Describe the concept, characteristics of creativity and educational programmes for developing creativity
- Explain concept, types, theories of personality and ways of assessment of personality
- Identify factors which affect mental health and hygiene and measures used to promote mental health
- Understand factors affecting adjustment and role of teacher

UNIT 1: Child Development

- Educational Psychology: Meaning, Nature, Scope and Role of Educational Psychology in Teaching-Learning Process.
- Concept of Growth, Maturation and Development.
- Principles of Growth and Development.
- Heredity and Environment: Concept, Importance of Heredity and Environment in Child's Development.

Unit 2: Managing Individual Differences

- Individual Differences: Meaning, Dimensions (Cognitive Abilities, Interest, aptitude, Creativity, Personality, Emotions, Values, Attitudes, Study Habits, Psycho-motor Skills, Self-concept and Gender).

- Causes of Individual Differences (Race, Sex, Heredity, Social, Economic Status, Culture, Rural-Urban Home, Language Spoken and Language of Instruction).
- Characteristics, Identification and Remedial Measures for diverse learners (Creative, Slow, Gifted Learners, Learners with Specific Learning Disabilities).
- Role of Teacher to minimize Individual Differences.

Unit 3: Social, Emotional and Moral Development

- Social Development: Meaning, Stages and Factors affecting Social Development, Characteristics of Social Development during Childhood and Adolescence.
- Emotional Development: Meaning, Factors affecting Emotional Development, Characteristics of Emotional Development during Childhood and Adolescence.
- Moral Development: Meaning, Stages (Kohlberg), Factors affecting Moral Development, Characteristics of Moral Development during Childhood and Adolescence.
- Childhood and Adolescence: Meaning, Characteristics, Developmental Task of Adolescents, Problems of Adolescence Period.

UNIT 4: Cognitive and Personality Development

- Cognitive Development: Meaning, Factors affecting Cognitive Development, Characteristics of Cognitive Development during Childhood and Adolescence.
- Theories of Cognitive Development (Piaget and Bruner).
- Personality Development: Meaning, Factors affecting Personality, Developmental Stages of Personality(Views of Sigmund Freud and Allport)
- Adjustment: Meaning, Types and Factors affecting Adjustment, Symptoms of Maladjustment and Role of the Teacher.

Activities (Any one of the following)

- Prepare a report of administration and interpretation of any one psychological test, selecting one from: Personality/Adjustment/Mental Health.
- Visit to a school and write a report on problems being faced by the students
- Administration of an individual test and preparing a report.

Suggested Readings

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Berk, L.E (2012) Child Development (6th Ed .) New Delhi: Prentice Hall of India,

Bhatnagar,S. (1980). Psychological Foundations of Teaching Learning and Development, Meerut: Loyal Book Depot

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Dececco, John P. and Crawford, William, R. (1988), Psychology of Learning and Instructions, New Delhi : Prentice Hall.

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Gates, A.S and Jersild, A.T (1970) Educational Psychology, New York :Macmillian.

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Maslow, A.H. (1970), Motivation and Personality, (2nd Ed.), New York: Harper & Row.

Mathur.S.S(2007) Educational Psychology, Agra: Vinod Pustak Mandir

Panda, K.C. (2001)Education of Exceptional Children, New Delhi: Vikas Publishing House Pvt. Ltd.

Penuington, D, et.al (2010) Advanced Psychology: Child Development, Perspectives and Methods, London: Hodder &Stoughton

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Umadevi, M.R.,(2009) Educational Psychology: Theories and Strategies for Learning and Instruction, Bangalore: Sathkruthi Publications

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Witting A F,(2001) Developmental Psychology: A life span Approach, New Delhi: Mc. Graw Hill

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus and carry 16 marks each.

Candidates are required to attempt one question each from the sections B, C, D and E of the question paper and entire Section A is compulsory. Answer to short questions should be completed in around 100 words each.

Paper II

Contemporary India and Education

Marks: 100 (80 + 20)

Course objectives:

The student teachers will be able to:

1. Understand the Constitutional Provisions for Education in India.
2. Understand the Fundamental Rights, Duties and Directive Principles of the State Policy.
3. Understand the aims of Education as per Constitutional Values.
4. Develop competencies to understand the various issues related to Education and remedial measures.
5. Understand the Constitutional provisions for inequality, discrimination and marginalization in UEE
6. Realize the importance of Right to Education and the provision made for realizing it.
7. Understand the importance of Education for the marginalized groups.
8. Acquaint with the policy initiatives, educational policies and programme in Contemporary India.
9. Acquaint with the emerging concerns and Educational development in India.

Unit –I: Education and the Indian Constitution

Indian Constitution: Preamble, Rights and Duties, Directive Principles of the State Policy and Aims of Education as per Constitutional Values; Constitutional Provisions for Education: Article 14, 15, 21A, 45, 46 and 51A (K).

Unit –II: Inequality, Discrimination and Marginalization in Universalization of Education

1. Equality of Educational Opportunities: Meaning, Objectives and Scope
2. Discrimination: Meaning, Factors and Constitutional Safeguards
3. Right to Education: Historical Development, Provisions, Issues and Challenges in Implementation.
4. Education of the Marginalized Groups (Women and Socially Disadvantaged) : Status, Issues and Constitutional Provisions.

Unit –III: Policy Initiatives for Universalization of Elementary Education

1. Kothari Commission (1964-66) and NPE (1986, 1992) and Recommendations for UEE.
2. Operation Black Board: Concept and Provision
3. DPEP and SSA: Objectives, Provisions, Implementation and Evaluation.
4. MDM: Objectives, Implementation and Problems

Unit –IV: Emerging Concerns and Education

1. Education for Environmental Conservation: Global Environmental Crises, Local Environmental Issues, Steps for Environmental Conservation and Regeneration.
2. Liberalization, Globalization and Privatization and their Impact on Indian Education
3. Social Basis of Education in the Context of Society, Culture and Modernity
4. Community Participation and Educational Development

Activities (Any One of the following)

1. Presentation on various National Educational Policies.
2. Preparation of reports on the State and Centrally Sponsored Schemes of Education like SSA, RMSA, MDM.
3. Conduct surveys on Educational problems at school level.

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Bhakshi P.M., (1998). The Constitution of India, New Delhi: Universal Law Publishing Company,

Bakshi, P.M. Basu, (2010). Constitution of India (2nd ed.) Delhi: Universal law Publishing Co.

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Jan Oosthoek, Barry K.Gills (2013). The Globalization of Environmental Crisis. New York: Routledge, Publication.

Chandra Ramesh, (2004). Globalisation, Liberalisation, Privatisation and Indian Polity: Education. Delhi: Isha books Publication.

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Tiwari ,Shubha (2007). Education in India. New Delhi: Atlanta Publication.

Websites

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DPEP (www.educationforallinindia.com/page81.html)

SSA (ssa.nic.in/)

SSA (mhrd.gov.in/?q=sarva)

MDM(mdm.nic.in/)

MDM(mhrd.gov.in/?q=mid)

MDM (www.archive.india.gov.in/sectors/education/index.php?id=7)

RMSA(www.rmsaindia.org/)

RMSA(mhrd.gov.in/?q=rmsa)

RMSA (indiacode.nic.in>coiweb)

Constitution of India (www.amagon.in>introduction_constitution)

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B, C, D and E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus & carry 16 marks each.

Candidates are required to attempt one question each from the sections B, C, D and E of the question paper and entire Section A is compulsory. Answer to short questions should be completed in around 100 words each.

Paper III

LANGUAGE ACROSS THE CURRICULUM

Marks: 50 (40 + 10)

Course Objectives:

The student teachers will be able to:

- 1). Understand the nature, importance and use of Language.
- 2). Acquaint with some latest methods and approaches for planning of successful language teaching.
- 3). Identify and be sensitive to the proficiency, interests and needs of learners.
- 4). Practice learner centered methods and techniques in the classroom.
- 5). Use technology to enrich language teaching.
- 6). Encourage continuous professional development.

UNIT 1 - LANGUAGE AND SOCIETY

- Meaning , Nature and Scope of Language, Role of Language in life: Intellectual, Emotional, Social, Literary and Cultural Development
- Characteristics of Language Development
- Factors affecting Language Learning : Physical, Psychological and Social
- Theories of Language: Divine Gift Theory, The Pooh or The Interjectional Theory, The Ding-Dong Theory, The Yo-He-Ho- Theory, The sing- song Theory, The Ta-Ta Theory, The Babble- Luck Theory, The Tongue-Tie Theory, The Contact Theory.

Unit 2: CURRICULAR PROVISIONS, POLICIES FOR LANGUAGE EDUCATION AND DEVELOPMENT OF LANGUAGE SKILLS:

- Position of Languages in India; Articles 343-351, 350A; of Constitution of India
- Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (Language Education), NCFTE - 2009 (Language Education).
- Meaning, Importance and Need for development of Language Skills.
- Approaches to Language Learning: Traditional Method, Textbook Method Communicative Method, Grammar-cum-Translation Method, Principles and Maxims of Language Learning

Activities (Any One of the following):

Discuss 'Multilingualism as a Resource'

Analyze s advertisements aired on Radio/Television on the basis of language and gender.

Analyze few passages from Science, Social Science and Maths textbooks of Classes VI to VII and Write a Report based on Following Issues

- (i) How the different registers of language have been introduced?
- (ii) Does the language clearly convey the meaning of the topic being discussed?
- (iii) Is the language learner-friendly?
- (iv) Is the language too technical?
- (v) Does it help in language learning?

SUGGESTED READINGS

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Joseph Mukalel C. (2011): Teaching of English Language, New Delhi: Discovering Publishing House.

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Sharma R.A. (2007): Teaching of English Education, Meerut: A. Lall Book Depot.

Sharma Asha (2010): Teaching of English Education, Ludhiana: Vijaya Publications.

Mangal, U.(2010) Teaching of Hindi, New Delhi: Arya Book Dept.

National Curriculum Frame Work (2005), New Delhi: NCERT.

Sachdeva, M.S (2013) Teaching of English, Patiala: Twenty First Century Publications.

Sullivan, M. (2008) Lessons for Guided Writing. Scholastic. National Curriculum Frame Work (2005).

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper IV

Understanding Disciplines and Subjects

Marks: 50 (40 + 10)

Course objectives:

The student teachers will be able to:

1. Understand the nature of discipline and school subjects
2. Differentiate between school subjects and curriculum.
3. Integrate and apply concepts and theories in real classrooms.

UNIT-1: Concept of Discipline

Nature and role of Discipline knowledge in School Curriculum

Paradigm shift in the nature of discipline

Emergence of School subjects and disciplines from Philosophical, Social and Political Contexts.

Needed changes in the Discipline Oriented Text Books

UNIT-2: Quality in Classroom Learning

Indicators of Quality Learning

Teaching and Learning as Interactive Process

Major issues in classroom learning: Catering individual differences, student-teacher interaction in the classroom.

Learning beyond text books- other sources of learning

Activity (Any one of the following)

1. Prepare a report mentioning the changes required in current school level text books prescribed by CBSE or HPBSE.

2. Prepare a report highlighting major issues and concerns in teaching of Mathematics or English at secondary school stage.

SUGGESTED READINGS

Apple, M. (1978) : Ideology and Curriculum, New York: Routledge.

Fuller, B. (2007) : Standardised Childhood, Stanford, CA : Stanford University Press.

Romero-Little, M.E. (2006). Honoring Our Own: Rethinking Indigenous Languages and Literary. Anthropology and Education quarterly, 37(4), 399-402.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper V TEXT READING AND REFLECTIONS

Marks: 50 (40 + 10)

Course objectives:

The student teachers will be able to:

- 1). Learn to read Newspaper ,Follow Radio, TV & Internet media critically and with understanding.
- 2). Form and exchange viewpoints on political and social Issues.
- 3). Distinguish fact, fiction and opinion in Newspaper articles.
- 4). Develop teachers professionally and support their aspirations as teachers.

UNIT-I: Analytical and Critical Thinking

Analytical and Critical Thinking: Meaning and Importance for Reading and Writing.

Role of Critical Reading and Critical Thinking in Enhancing Writing Skills.

Ways of Developing Reading Skills: Importance of Developing Reading Skills; Reading Aloud and Silent Reading; Extensive Reading; Study Skills including using Thesaurus, Dictionary, Encyclopedia.

Ways of developing Writing Skills: Formal and Informal Writing (such as Poetry, Short Story, Letter, Diary, Notices, Articles, Reports, Dialogue, Speech and Advertisement.

UNIT-II: Pedagogies of Reading and Writing

Models of Teaching, Models for Assessing the components of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Text Comprehension).

Instructional Approaches for Developing Students' Concepts of Grammar, Punctuation, Spelling and Handwriting.

Responding to the Texts: Approach to Response Based Study (The Core of the Text, Personal Connection, Reading Beyond the Text, Revisiting the Text).

Responding to the Contexts: Sharing Responses (Purpose of Sharing, Role of the Teacher and Benefits of Sharing).

ACTIVITIES (Any one of the following):

1. Writing a review or a summary of the text with comments and opinion.
2. Student teacher will select news paper/magazine articles on topics of contemporary issues

3. REFLECTION EXERCISES:

- Why did this particular (event, barrier, success, accident) happen ?
- What was the best thing I did and Why?
- If I did this again tomorrow, what would I do differently?

SUGGESTED READINGS

Alberta Learning (2003), Responding to Text and Context, Senior High School English Language Arts Guide to Implementation. Alberta, Canada. Retrieved from https://education.alberta.ca/media/883678/4_respond.pdf.

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INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper VI Learning and Teaching

**Course objectives:
20)**

Marks: 100 (80 +

The student teachers will be able to:

- Understand the nature, characteristics of learner and principles to make teaching-learning effective and productive
- Explain the concept, nature of learning as a process and conditions of learning
- Describe the Gagne's types of learning
- Explain the concept, types and strategies to develop memory
- Understand nature, causes, factors and strategies to minimize forgetting
- Apply the knowledge and understanding of the learning process, principles and theories of learning with their educational implications.
- Describe the concept, importance and level of transfer of learning
- Explain higher mental processes like concept formation and mind mapping
- Explain the role of teacher in teaching-learning situations as transmitter of knowledge
- Understand concept, principles of teaching, levels and phases of teaching
- Identify different learning styles of learners and their implications for the teaching
- Understand need and types of models of teaching

Unit 1 Learner and Learning

- Changing Nature of Learner, Characteristics of Effective Learner, Guiding Principles to make Teaching-Learning Effective and Productive, Characteristics of Student with Learning Disabilities
- Concept and Nature of Learning as a Process, Learning Curve, Conditions of Learning - objective, subjective and methodological, Learning and Maturation. Learning as an outcome -Achievement and Performance.
- Gagne's Types of Learning, Events of Instruction, Learning Outcome.
- Memory - Concept, Types and Strategies to develop Memory; Forgetting - Nature, Theories (Interference Theory, Trace Change Theory, Forgetting as Retrieval Failure), Factors and Strategies to Minimize Forgetting

Unit II : Understanding the Learning Process

- Learning: Meaning, Types and Levels of Concept Development, Strategies for Concept Learning
- Non-associative Learning- Habituation and Sensitization, Learning through Association –Classical Conditioning, Learning through Consequences – Operant Conditioning, Learning through Trial and Error, Learning through Observation – Modeling/Observational Learning, Learning through Insight – Discovery Learning and their Educational Implications
- Social Constructivist Learning – Concept of Vygotsky, Nature and Implications.
- Transfer of Learning: Concept, Types and Strategies to Maximize Transfer of Learning

Unit III : Teacher and Teaching

- Teacher: Qualities and Role in the Changing Scenario -- Transmitter of Knowledge, Model, Facilitator, Negotiator and Co-learner
- Concept of Teaching , Principles and Maxims of Teaching, Teaching as a Profession: Meaning of Profession, Characteristics of a Profession, Professional Ethics for the Teachers, Role of Teacher Training in Developing Professionalism in Teachers Educators
- Relationship between Teaching and Learning, Principles of effective Teaching and Learning, Diverse Teaching Strategies for Diverse Learner
- Learning Styles of Learners and their Implications for the Teaching

Unit IV : Phases and Models of Teaching

- Phases of Teaching: Pre-active, Interactive and Post Active. Operations involved in each.
- Models of Teaching: Meaning, Need, Types and Elements of Model of Teaching, Basic Teaching Models (Glaser).
- Concept Attainment Model (Bruner) and Advance Organiser Model (Ausbel), Problem Solving Teaching Model.
- Strategies of Teaching: Brain Storming, Simulation, Role Play and Gaming, Factors affecting the process of Learning and Teaching.

Activities (Any one of the following)

1. A study of educational, social & cultural functions of any informal agency of education.
2. Prepare a report of educational problems of learners in any school.
3. Prepare a report of problem of SC/ST/Backward/ Minority group of children in the rural & urban area of Himachal Pradesh.

Suggested Readings

Bower , G H and Hilgard E R (1981) Theories of learning, Englewood Cliffs,. New Jersey: Prentice Hall Inc.

Chauhan S.S. (1995) Advanced Educational Psychology, New Delhi: Vikas Publishing House Pvt. Ltd.

Mangal S.K. 2005) Advanced Educational Psychology, New Delhi. Prentice Hall of India,

Dandapani S. (2005). Advanced Educational Psychology, New Delhi: Anmol Publications

Gagne R.M. (1985) ‘ The Conditions of Learning and Theory of Instruction,(IV Edition) New York, Holt: Rinehart and Winston.

Gardener, Howard (1989). *Frames of Mind. The Theory of Multiple Intelligences*, New York: Basic Books,

Hurlock, Elizabeth B.(2007). Child Development (6th Edition). New Delhi: Tata McGraw Hill,

Lindgren H.C. (1980) ‘Educational Psychology in the Classroom, New York: Oxford University Press.

NCERT (2005) National Curriculum Framework, New Delhi.

NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.

Roy, S.(1994-95). Shiksha Monavidya, Kolkata: Soma Book Agency.

Santrock, John W. (2006). Educational Psychology Update: Preparing for PRAXIS TM and Practice (2nd edition), New Delhi: Tata McGraw Hill.

Sarangapani M. Padma (2003), *Constructing School Knowledge :An Ethnography of Learning in an Indian Village*, New Delhi: Sage Publication.

Skinner C E, (1984) *Educational Psychology* New Delhi: Prentice Hall.

Vygotsky, L.S. (1978) *Mind in Society*, Cambridge: Harvard University Press.

Woolfolk, A.E. (2009). *Educational Psychology (11th Edition)* (My Education Lab Series) New Delhi: Prentice Hall.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D and E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B, C, D and E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus and carry 16 marks each.

Candidates are required to attempt one question each from the sections B, C, D and E of the question paper and entire Section A. Answer to short questions should be completed in around 100 words each.

Paper VII

ASSESSMENT FOR LEARNING

Marks: 100 (80 + 20)

Course Objectives:

The student teachers will be able to:

1. Understand the nature of assessment and its role in teaching-learning process.
2. Understand the different perspectives of learning on assessment.
3. Realize the need for school based assessment.
4. Examine the contextual roles of different forms of assessment in schools.
5. Understand the different dimensions of learning and the related assessment procedures, tools and techniques.
6. Develop assessment tasks and tools to assess learners' performance.
7. Analyze, manage and interpret assessment data.
8. Analyze the reporting procedures of learners' performance in schools.
9. Develop indicators to assess learners' performance on different types of tasks.
10. Examine the issues and concerns of assessment and evaluation practices in schools.
11. Understand the policy perspectives on examinations and assessment and their implementation practices.
12. Trace the technology-based assessment practices and other trends.

Unit 1: Perspectives on Assessment

- Concept of measurement, assessment, evaluation and their interrelationship.
- Purposes of Assessment: Prognostic, Monitoring of Learning, Providing Feedback, Selection, Promotion, Placement, Certification, Grading and Diagnostic
- Classification of assessment: based on purpose (prognostic, formative, diagnostic and summative), scope (teacher made, standardized), nature of attribute measured (achievement, aptitude, attitude), nature of information gathered (qualitative, quantitative), mode of response (oral or written; selection or supply), nature of interpretation (norm-referenced, criterion-referenced) and assessment context (internal or external).
- Need for continuous and comprehensive school-based assessment; Grading: Concept, Types and Application; Indicators for grading.

Unit 2: Assessment of Learning

- Dimensions of learning: cognitive, affective and performance.
- Assessment of cognitive learning: types and levels of cognitive learning: understanding and application; Thinking skills – convergent, divergent, critical, problem solving, decision making and procedures for their assessment.
- Assessment of affective learning: Attitude, values, interests and procedures for their assessment.
- Assessment of Performance: Tools and techniques for assessment of skills; Use of Projects, Assignments, Work sheets, Practical work, Performance based activities.

Unit 3: Planning, Executing, Interpreting and Reporting of Assessment

- Difference between instructional, learning and assessment objectives; Stating of assessment objectives in behavioural terms.
- Construction/selection of test items; Guidelines for construction of test items; Guidelines for administration and scoring; Preparation of blue-print; Performing item analysis.
- Processing test performance: Calculation of percentages and central tendency measures; graphical representations; Analysis and interpretation of learners' performance; Reporting learners' performance – Progress reports, Cumulative records, Portfolios.
- Means of providing remedial instruction for improving learning, Using feedback for reporting to different stakeholders – learners, parents and administrators; Use of feedback for teachers' self-improvement.

Unit 4: Issues, Concerns and Trends in Learning Assessment

- Existing Practices: Unit tests, half- yearly and annual examinations, semester system, Board examinations and Entrance tests, State and National achievement surveys, Use of question banks.
- Issues and Problems: Marking Vs. Grading, Non-detention policy, Objectivity Vs. Subjectivity, Impact of entrance tests and public examination on teaching and learning – the menace of coaching
- Policy perspectives on examinations and assessment: Recommendations of NPE, 1986 and NCF, 2005.
- Trends in assessment and evaluation: Online examination, Peer assessment, Self-Assessment, Computer-based examinations and other technology-based assessment practices.

Activity (Any One of the Following):

1. Construct an achievement test in any subject of your interest containing a minimum of 50 items with its marking scheme and scoring procedure.
2. Visit an elementary school and prepare a report on the assessment and evaluation practices adopted by the school teachers.
3. Study the parameters / indicators followed in Continuous and Comprehensive Assessment System of CBSE and HP State Education Department. Prepare a critical report highlighting the similarities and differences in the two systems.
4. Visit a school and study how the progress reports and cumulative records of students are maintained by the teachers. Prepare a detailed report highlighting the content and format of students' progress reports and cumulative records.

Suggested Readings:

Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.) (2000). *How People Learn: Brain, Mind, Experience, and School*. Washington, DC: National Academy Press.

Burke, K. (2005). *How to Assess Authentic Learning* (4th Ed.). Thousand Oaks, CA: Corwin.

Burke, K., Fogarty, R., & Belgrad, S (2002). *The portfolio connection: Student work linked to standards* (2nd Ed.) Thousand Oaks, CA: Corwin.

Carr, J.F., & Harris, D.E. (2001). *Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. (2002). *Enhancing Student Achievement: A Framework for School Improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Gentile, J.R. & Lalley, J.P. (2003). *Standards and Mastery Learning: Aligning Teaching and Assessment so all Children Can Learn*. Thousand Oaks, CA: Corwin.

Guskey, T.R., & Bailey, J.M. (2001). *Developing Grading and Reporting Systems for Student Learning*. Thousand Oaks, CA: Corwin.

Linn, R.L. and Gronlund, N.E. (2003): *Measurement and Evaluation in Teaching*. Singapore: Pearson Education.

Nandra, Inder Dev Singh (2012). Learning Resources and Assessment of Learning. Patiala: 21st Century Publications.
Natrajan V. and Kulshreshta S.P. (1983). Assessing Non-Scholastic Aspects-Learners Behaviour, New Delhi: Association of Indian Universities.
NCERT(1985). Curriculum and Evaluation, New Delhi.
Newman, F.M. (1996). Authentic Achievement: Restructuring Schools for Intellectual Quality. San Francisco, CA: Jossey-Bass.
Nitko, A.J. (2001). Educational Assessment of Students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
Singh H.S.(1974). Modern Educational Testing, New Delhi: Sterling Publication.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D and E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B, C, D and E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus & carry 16 marks each.

Candidates are required to attempt one question each from the sections B, C, D and E of the question paper and entire Section A. Answer to short questions should be completed in around 100 words each.

Paper VIII DRAMA AND ART IN EDUCATION

**Course objectives:
(40 + 10)**

Marks: 50

The student teachers will be able to:

1. Understand the concept and importance of various arts in human life.
2. Understand aims, objectives and principles of performing and visual arts.
3. Appreciate Indian folk and visual and performing arts.
4. Understand various methods and techniques of teaching creative arts.
5. Understand the importance of visits in arts exhibitions and cultural festivals.

UNIT-I : Origin and Development of Art in India

1. Meaning of Art: Concept and Scope of Art.
2. Origin & development of Arts in India with special reference to the performing and visual arts.
3. Importance of various Arts in Life and Education.
4. Aims and objective of teaching performing and visual arts, Principles of Art.

UNIT-II : Methods and Approaches of Teaching Creative Arts

1. Understanding Indian folk and visual and performing arts.
2. Methods of teaching creative arts: a. Lecture cum Demonstration method. b. Direct Observation method. c. Method of Imagination and Free Expression.
3. Importance of visits in art exhibitions and cultural festivals.
4. Process of preparing canvas, Types of Colours and Paints.

Activity (Any one of the following):

Practical work to be submitted by students during the session: Size-½ Imperial Size Sheet. One Canvas in size 18'X 22' to be submitted along with the sheets.

- I. Landscapes - 1
- II. Still life – 1
- III. Poster – 1

Suggested Readings

Brown, Percy (1953). Indian Painting, Calcutta.

Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.

Harriet, Goldstein (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.

Jaswani, K.K., Teaching and Appreciation of Art in Schools. Lowenfeld Viktor . Creative and Mental Growth. Margaret, Marie Deneck (1976)

Indian Art. London: The Himalata Publication.

Sharma, L.C., History of Art, Meerut: Goel Publishing House. Read, Herbert. Education through Art [paperback].

Shelar, Sanjay. Still Life. Jyotsna Prakashan.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper IX – A (i)

TEACHING OF PHYSICAL SCIENCES

**Course objectives:
+ 10)**

Marks: 50 (40

The student teachers will be able to:

1. Familiarize with nature of physical science.
2. Formulate instructional objectives in behavioural terms.
3. Apply various approaches and methods of teaching physical science.
4. Select and integrate various kinds of instructional media.

UNIT-I : Foundations of Physical Science

- Meaning, Nature and Scope of Physical Science.
- Aims And Objectives of Teaching Physical Science; Taxonomy of Educational Objectives; Writing Instructional Objectives in Behavioural Terms.
- Importance of Physical Sciences as a Subject of the School Curriculum.
- Brief life history of Eminent Indian Scientists and Their Contributions- C. V. Raman, J.C.Bose, Satyendranath Bose, Vikram sarabhai, Homi Jahangir Bhabha, A. P. J. Abdul Kalam.

UNIT-II : Curriculum, Methods and Approaches of Teaching Physical Sciences.

- Curriculum in Physical Science: Meaning, Objectives, Principles and Steps of Curriculum Construction.
- Process of Evaluation of Physical Science Curriculum at School Level.
- Methods of Teaching Physical Science with Reference to Lecture, Lecture-Cum-Demonstration, Project Method, Problem Solving Approach, Laboratory, Heuristic and Inductive-Deductive Approach, CAI.
- Activity Approaches and Non-Formal Methods of Teaching Physical Sciences in terms of Field Trips, Science Club, Science, Museum, Science Fairs.

Activity (Any one of the following)

1. Preparation of a low cost and no cost teaching aids and studying their effectiveness a classroom transaction.
2. Developing a unit plan of own choice.
3. Prepare a report on critical analysis of physical sciences curriculum prescribed by HPBSE / CBSE for secondary school stage.

Suggested Readings:

Das, R.C. (1989): Science Teaching in Schools, New Delhi: Sterling Publishers..

Kohli, V.K. (1998): How to Teach Science, Ambala: Vivek Publishers,.

Kumar, Amit (2002): Teaching of Physical Sciences, New Delhi: Anmol Publications,.

Mangal, S.K. (1997): Teaching of Science, New Delhi: Arya Book Depot.

Mohan, Radha (2002): Innovative Physical Science Teaching Methods. New Delhi:

P.H.I.

Sharma, R.C. (1998): Modern Science of Teaching, New Delhi: Dhanpat Rai and Sons,.

Vaidya, Narendra (1996): Science of Teaching for 21st Century, New Delhi: Deep and Deep Publishers.

Kulshreshtha, R.P. (2010): Teaching of Physical Science. Meerut :R.Lall.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper IX – A (ii)

TEACHING OF LIFE SCIENCES

Course objectives:
10)

Marks: 50 (40 +

The student teachers will be able to:

1. Understand various objectives of teaching life sciences and to write the same in behavioural terms.
2. Understand and apply various methods of teaching life sciences.
3. Understand, analyze and improve present curriculum of life sciences operative at school level.
4. Understand the importance and appropriate use of different audio visual aids and improvised apparatus in Indian conditions with reference to concepts to be taught.

Unit 1: Foundations of Teaching of Life Science

- Meaning, nature and scope of Life Science, Historical development of Life Sciences in secondary school curriculum, Importance of Life Science in school curriculum.
- Aims and Objectives of Teaching Life Sciences at secondary stage; Writing instructional Objectives in behavioural terms. Formulation and classification of Instructional Objectives for teaching of Life Sciences with reference to cognitive, affective and psychomotor domains.
- Life Sciences Curriculum at School stage: concept, scope and principles of curriculum construction, approaches of curriculum construction such as concentric approach, topical approach and unit approach.
- Process of Evaluation of Life Sciences Curriculum at School level (HPBSE and CBSE).

Unit 2: Teaching Methods, Approaches and Techniques

- Teaching methods in Life Science: lecture method, lecture-cum demonstration method, project method, heuristic method, laboratory method.
- Approaches in Life Science: Inductive-deductive approach, problem solving approach, computer assisted instructions and web based instructions.
- Visualizing, Organizing and contextualizing learning situations through :
 - a. Field Trips
 - b. Biological Associations, Science Fairs and Exhibitions
 - c. Botanical Garden
 - d. Museum
 - e. Aquarium and Vivarium
 - f. Biological Clubs
 - g. Science Excursions
 - h. Concept Mapping
- Facilitating Life Science Learning: issues in practice; collaborative learning, peer learning; dealing students in heterogeneous classes.

Activity (Any one of the Following)

The student teacher will perform the following experiments and record them in the practical journal/file:

1. To prepare a temporary mount of a leaf peel to show stomata.
2. To show experimentally that carbon dioxide is given out during respiration.

Prepare a report on critical analysis of life sciences curriculum prescribed by HPBSE / CBSE for secondary school stage.

Suggested Readings:

Bhandula, N. Chadha, Sharma, P.C.(1989): Teaching of Science, Ludhiana: Prakash Brothers,.

Gupta V.K.(1994): Life Science Education Today. Chandigarh: Arun Publishing House.

Kohli, V.K.(2006): How to Teach Science. Ambala : Vivek Publishers,.

Sharma R.C. (1998): Modern Science Teaching, New Delhi: Dhanpat Rai Publishers.

Sood, J.K.(1987): Teaching of Life Science. A Book of Methods. Chandigarh: Kohli Publishers.

Venkataish, S.(2002): Science Education in 21st century, New Delhi: Anmol Publications.

Yadav, K. :Teaching of Life Science, New Delhi :Anmol Publications,.

Mangal S.K.(2005): Teaching of Life Science India: Arya Publication,.

Sharma, P.(2007): Teaching of Life Science, New Delhi: APH Publishing Corporation.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

Paper IX – A (iii) TEACHING OF MATHEMATICS

Course objectives:
10)

Marks: 50 (40 +

The student teachers will be able to:

1. understand the nature and characteristics of Mathematics.
2. know the importance and values of teaching mathematics.
3. understand the relationship of mathematics with other subjects of school curriculum.
4. understand aims and objectives of teaching mathematics at school stage.
5. state objectives in behavioural terms with reference to concepts and generalizations.
6. understand the contribution made by Indian and Western mathematician.
7. apply various methods of teaching of mathematics.
8. differentiate between methods and techniques of teaching mathematics.

Unit 1: Foundations of Mathematics Education

- Mathematics: Meaning, Nature, Importance and Place of Mathematics in Daily Life and School Curriculum.
- Aims and Objectives of Teaching Mathematics: Concept and Meaning, General Aims of Teaching Mathematics, Formulation and Classification of Objectives in Behavioural terms with Reference to Cognitive, Psycho-motor and Affective Domains.
- Concept of Vedic Mathematics, Contributions of Indian Mathematicians: Bhaskaracharya, Aryabhatta and Ramanujam; Contributions of Western Mathematicians: John Venn and Pythagoras.
- Curriculum Construction in Mathematics, Selection and Organization, Factors affecting Change in Mathematics Curriculum, Process of Evaluation of Mathematics Curriculum at School Level.

Unit 2: Teaching Methods/Approaches and Techniques

- Methods of Teaching Mathematics: Project Method, Problem Solving and Laboratory Method.
- Approaches of Teaching Mathematics: Inductive-deductive, Analytic-synthetic, Heuristic.
- Techniques and strategies of teaching Mathematics: Drill and Practice, Assignment, Homework, Supervised Study, Play Way Technique, and Activity Based Technique.
- Strategies for Teaching of Mathematics to CWSN (Gifted, Slow Learners, Learners with Dyscalculia). Difficulties Faced by the Teachers in Teaching of Mathematics and Suggestive measures to overcome them.

Activity (Any One of the Following)

1. Prepare any one self-made working (3-dimensional) teaching model from locally available resources for teaching of mathematics at senior secondary stage.
2. Power point presentation on any one topic of mathematics of standard VI to X .
3. Prepare a report on critical analysis of Mathematics curriculum prescribed by HPBSE / CBSE for secondary school stage.

Suggested Readings

Aggarwal S.M. (2005). Teaching of Modern Mathematics, Delhi: Dhanpat Rai and Sons.

Nanda, N. N. (1972). Teaching Mathematics, Ludhiana; Sharda Brothers.

NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi

Rai , B. C. (1978). Teaching of Mathematics, Lucknow; Prakashan Kendra.

Rawat, M. S. (1982). GanitShikshan, Agra; VinodPustakMandir.

Reymond, B. (2000). Math-tricks, puzzles and games. New Delhi: Orient Paperbacks

Sharan, R., & Sharma, M. (2006).Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.

Sidhu, K. S. (2006). The Teaching of Mathematics, New Delhi: Sterling Publishers private Ltd.

Singh, M. (2006). Modern Teaching of Mathematics, New Delhi: Anmol Publications Pvt. Ltd.

Suxen, R. C. (1970). Curriculum and Teaching of Mathematics in Secondary School, New Delhi: NCERT.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper IX – A (iv) TEACHING OF SOCIAL SCIENCES

**Course objectives:
+ 10)**

Marks: 50 (40

The student teachers will be able to:

1. Understand meaning, nature and scope of social sciences.
2. Understand the need and importance of teaching social sciences and relationship of social sciences with other subjects of school curriculum.
3. Understand aims and objectives of teaching social sciences at school stage.
4. Acquaint with different approaches of teaching social sciences at school stage.
5. Select and use appropriate methods and approaches of teaching social sciences.

UNIT – I: Foundations of Social Sciences Education

1. Meaning, nature, need and scope of Social Sciences.
2. Importance of Social Sciences, relationship of Social Sciences with other subjects of school curriculum.
3. Curriculum in Social Sciences: Meaning, importance and principles of curriculum construction. Process of Evaluation of Social Sciences Curriculum at School Level.

4. Aims and objectives of teaching Social Sciences at School Stage. Writing instructional objectives in behavioural terms. Co-Curricular activities in Social Sciences.

UNIT – II: Approaches and Methods of Teaching of Social Sciences

1. Approaches of Teaching Social Sciences: logical, concentric, spiral, chronological and correlational, inductive and deductive.
2. Methods and Techniques Teaching Social Sciences: Meaning, Characteristics, types (Lecture method, lecture-cum-demonstration method, project method, story-telling method, observation method, discussion method, socialized recitation method, problem solving method and team teaching).
3. Techniques of Teaching Social Sciences: Learning by doing, learning by experience, supervised study, role play, brain storming, field visits and exhibition.
4. Difference among Approach, Method and Techniques of Teaching.

Activity:

Prepare a report mentioning in detail the procedure of applying project method of teaching any topic of social sciences. Explain with the help of a suitable example.

Prepare a report on critical analysis of social sciences curriculum prescribed by HPBSE / CBSE for secondary school stage.

Suggested Readings:

Arora, N., D., Awasthy, S., S., (2003). Political Theory, New Delhi: Haranand Publication Pvt. Ltd.

Gergen (1982). Toward a Transformation in Social Knowledge. New York: Springer.

Verlog, Kirkpatrick, Evron (1977). Foundation of Political Science: Research, Methods and Scope, New York : The Free Press,.

Kochar, S.K. (1984). The Teaching of Social Studies. New Delhi: Sterling Publishing Pvt. Ltd.

Kottler, Ellen (2008). Secrets to Success for Social Studies Teachers. Corwin Press, Sage Publication, Oaks, CA 91320.

Mangal, S.K. (2008). Teaching of Social Studies, New Delhi : PHI, Learning Pvt. Ltd..

Morre, D. Kenneth (2001). Classroom Teaching Skill. New York:McGraw Hill Companies Inc.

Sharma, B.L., Maheshwari, B.K. (2009). Teaching of Social Science. Meerut: R. Lall Book Depot, Near Government Inter College, -250001 (INDIA)

William, Albert (1989). General Education in the Social Studies. Washington: American Council on Education.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper IX – A (v) TEACHING OF COMMERCE

**Course objectives:
+ 10)**

Marks: 50 (40

The student teachers will be able to:

1. Understand Importance and Principles of Commerce.
2. Acquire knowledge of present Commerce Scenario in India
3. Acquire competencies necessary for Commerce teaching.
4. Develop the competencies of Commerce teacher with the present needs of the environment.

Unit 1: Fundamentals of Commerce Teaching

Meaning, nature, scope and importance of teaching commerce; Historical development of teaching commerce. Place of commerce as a subject in the school curriculum; Relationship of commerce with other school subjects.

Aims and objectives of teaching commerce at school level and writing Instructional objectives in Behavioural terms.

Curriculum in Commerce: Meaning, importance and principles of curriculum construction of commerce. Approaches of curriculum construction – Concentric approach, Topical approach and unit approach, Process of Evaluation of Curriculum of Commerce.

Unit 2: Approaches in Teaching of Commerce

Methods of teaching Commerce: Lecture Method, lecture-cum-demonstration method, project method.

Inductive-deductive and Problem Solving approach of teaching Commerce.

Techniques of teaching Commerce: Question-answer, seminar, role playing, report-back sessions, simulation and gaming.

Role of ICT in teaching of Commerce: Need, function, techniques; E- Commerce.

Activity (Any one of the Following)-

1. Report of any MNC
2. Prepare a report on critical analysis of Commerce curriculum prescribed by HPBSE / CBSE for senior secondary school stage.

Suggested Readings:

Douglas, Palnford and Anderson (2000): Teaching Business Subjects, New York : Prentice Hall,.

Rao, Seema, (2007): Teaching of Commerce New Delhi: Anmol Publishers.

Singh, Y. K. (2009). Teaching of Commerce. New Delhi: APH Publishing Corporation.

Aggarwal, J.C (2003) : Teaching of Commerce, New Delhi: Vikas Publication.

Chopra, H.K and Sharma, H.(2007):Teaching of Commerce, Ludhiana: Kalyani Publisher.

Green H.O.(2001) Activity Handbook for Business Teachers, New York: McGraw Hill.

Musselman and Hann (1998): Teaching Book Keeping and Accounting, New York: McGraw Hill.

Rao Seema(2005) : Teaching of Commerce, New Delhi : Anmol Publishers.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

**Paper IX – A (vi)
TEACHING OF ENGLISH**

**Course objectives:
(40 + 10)**

Marks: 50

The student teachers will be able to:

- 1). Understand the nature, importance and use of English language.
- 2). Identify the proficiency, interests and needs of learners.
- 3). Understand methods and approaches of Teaching English Language.

- 4). Develop language skills: listening, speaking, writing and reading for Communication purpose.

Unit 1: Nature of English Language

- 1). Concept, importance and functions of English language; Importance of English in a Multi-lingual society.
- 2). Aims and objectives of teaching English language, Writing instructional objectives in behavioural terms.
- 3) Basic Linguistics and General Principles of English Language; Phonetics: Meaning, importance and phonetic symbols.
- 4). Curriculum Construction in English: Concept, Principles and Process of Evaluation of English Curriculum at School Level.

Unit 2: Teaching Methods, Approaches and Techniques of Teaching English

- 1). **Methods of Teaching English:** Various types of Methods, Dr. West Method,

Substitution Method, Bilingual Method. Grammar and Translation method.

- 2). Approaches in Teaching English: The Situational Approach, The Structure

Approaches, Linguistic, Communicative Approach, Co-Operative Learning.

Critical Analysis of various Teaching Approaches.

- 3). Teaching of Prose, Poetry, Composition and Grammar- Objectives and Methodology.

- 4). **Techniques of Teaching English:** Learning by doing, role play, brain storming, field visits, cooperative learning technique etc.

Activities (Any one of the following):

- 1). Discussion on the Topic 'Mother Tongue and Other Tongue'.
- 2). Organize language games, Quizzes, Debates, group-discussion and other co-curricular activities in the teaching and learning of English.
- 3). Plan language game as a media for teaching of English in classroom.

4). Prepare a report on critical analysis of English curriculum prescribed by HPBSE / CBSE for secondary school stage.

REFERENCES:

Valdmen,(1987) Trends in Language Teaching, New York, London: Mac Graw Hill.

Johnson, K (1983): Communicative Syllabus Design and Methodology, Oxford,:Pergamum Press.

Mukale, JC. (1998): Approaches to English Language Teaching, New Delhi: Sterling Publishing House,

Palmer, Harold E.(2014): The Principles of Language Study, New York : World Book Company.

Sharma, K L.(2012) : Methods of Teaching English in India, Agra: Lakshmi Narain Aggarwal Publisher.

Varghese, Paul: Teaching of English in India, University of London.

Kohli, A.L: Techniques of Teaching English, New Delhi : Dhanpat Rai Publisher.

Geeta Rai (2010): Teaching of English, Meerut: R. LAL book DEPOT.

Praveen Sharma (2008): Teaching of English Language, Delhi: Shipra Publications.

Sharma Yogendra K. , Sharma Madhulika (2011): Teaching of English Language, New Delhi: Kanishka Publishers.

Sharma R.A. (2007): Teaching of English Education, Meerut: Lall Book Depot .

Asha Sharma (2010): Teaching of English Education, Ludhiana: Vijaya Publications.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper IX – A (vii)
TEACHING OF HINDI
(हिंदी शिक्षण)

पाठ्यक्रम: उद्देश्य
10)

Marks: 50 (40 +

पाठ्यक्रम के अंत में छात्र- अध्यापक निम्नलिखित में सक्षम होगा-

1. भाषा का अर्थ, प्रकृति एवम् महत्व
2. भाषा की अलग अलग भूमिका को जानना
3. भाषा के विभिन्न रूपों एवम् अभिव्यक्तियों को जानना
4. मातृभाषा, क्षेत्रीय भाषा, विदेशी भाषा के रूप में हिन्दी
5. हिन्दी शिक्षण में गद्य, पद्य, रचना एवम् व्याकरण के चरणों एवम् उद्देश्यों का ज्ञान

इकाई -1

1. **भाषा का अर्थ, प्रकृति एवम् महत्व**
 - भाषा का अर्थ एवम् परिभाषा
 - भाषा की प्रकृति
 - भाषा के विभिन्न रूप
 - भाषा का महत्व
 - मातृभाषा, क्षेत्रीय भाषा, विदेशी भाषा के रूप में हिन्दी |
 - अनुदेशात्मक उद्देश्यों को व्यवहारिक रूप में लिखना |
2. **हिन्दी शिक्षण के उद्देश्य**
 - मातृभाषा के रूप में हिन्दी शिक्षण के उद्देश्य |
 - द्विभाषा के रूप में हिन्दी शिक्षण के उद्देश्य |
 - व्यवहारिक उद्देश्य

- सांस्कृतिक उद्देश्य
- साहित्यिक उद्देश्य
- भाषिक उद्देश्य

ध्वनि विज्ञान का स्वरूप एवम् ध्वनियों का वर्गीकरण |-

हिन्दी में अक्षर विन्यास एवम् विराम चिन्ह |

-पाठ्यक्रम का अर्थ, महत्व, सिद्धान्त, एवम् रूपरेखा |

-हिन्दी पाठ्यक्रम निर्माण एवम् समीक्षा विभिन्न शिक्षा आयोगों द्वारा हिन्दी पाठ्यक्रम सुधार के सुझाव |

इकाई -2

भाषा शिक्षण के सिद्धान्त एवम् सूत्र (Maxims)

1. विधिवत शिक्षण की आवश्यकता |
2. भाषा शिक्षण के सामान्य सिद्धान्त |
3. शिक्षण सूत्र |
4. भाषा शिक्षण के मुख्य तत्व |

हिन्दी शिक्षण पद्धतियां

1. प्रत्यक्ष पद्धति |
2. व्याकरण पद्धति |
3. गणक यंत्र आधारित बोधना विधि |
4. समन्वय |
5. शब्द परिवर्तन |
6. सारांचनात्मक विधि |

निम्नलिखित में से छात्र -अध्यापक कोई एक कार्य का चुनाव करके प्रतिवेदन तैयार करेगा

1. हिन्दी के साहित्यकारों में से किसी एक साहित्यकार किसी एक विधा का आलोचनात्मक अध्ययन|
2. हिन्दी शिक्षण में मनोरंजनात्मक क्रियाओं, शब्द अंताक्षरी, दोहा अंताक्षरी, पहेलियों का आयोजन

सन्दर्भ पुस्तकें

1. आचार्य, कपिल देव: अर्थ विज्ञान और व्याकरण दर्शन हिन्दुस्तानी एकेडेमी इलाहाबाद
2. उमा, मंगल (2008). हिन्दी शिक्षण, नई दिल्ली: आर्य बुक डिपो
3. कुमार, योगेश (2004). आधुनिक हिन्दी शिक्षण, नई दिल्ली एच. पी. एच पब्लिशिंग कॉर्पोरेशन
4. पारीक, ममता(2006) हिन्दी शिक्षण जयपुर: कल्पना पब्लिकेशन चांदपोल बाजार

5. गुप्ता, मनोरमा: भाषा अधिगम केंद्रीय हिन्दी संस्थान आगरा
6. चतुर्वेदी, शिक्षा: हिन्दी शिक्षण सूर्या पब्लिकेशन मेरठ
7. तिवारी, भोलानाथ: भाषा विज्ञान कोष किताब महल इलाहाबाद

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper IX – A (viii) TEACHING OF SANSKRIT (संस्कृत शिक्षण)

पाठ्यक्रम: उद्देश्य

Marks: 50 (40 + 10)

पाठ्यक्रम के अन्त में छात्र अध्यापक निम्नलिखित में सक्षम होगा :

- 1 संस्कृत भाषा का अर्थ, स्वरूप तथा महत्व।
- 2 संस्कृत शिक्षण में गद्य-पद्य, रचना एवं व्याकरण के चरणों एवं उद्देश्यों का ज्ञान।
- 3 संस्कृत भाषा शिक्षण में पाई जाने वाली विभिन्न प्रविधियों के विषय में जानकर उनका प्रयोग।

ईकाई-1

संस्कृत भाषा की प्रकृति एवं अन्य भारतीय भाषाओं से संबंध; संस्कृत भाषा का आधुनिक संदर्भ में महत्व

संस्कृत भाषा शिक्षण के सिद्धांत तथा उनका माध्यमिक एवं उच्च माध्यमिक स्तर के शिक्षण में अनुप्रयोग

संस्कृत में भाषा विज्ञान: धातु-रूप (लट् और लङ् लकार) निम्न रूप अस, भू, कृ, नग, कथ, पठ्। स्वर-सन्धि, प्रत्यय, शब्द-कोश एवं अक्षर-विन्यास में अशुद्धियाँ एवं निवारण के उपाय।

पाठ्यक्रम का अर्थ, महत्व, सिद्धांत एवं रूपरेखा। संस्कृत पाठ्यक्रम निर्माण एवं समीक्षा। विभिन्न शिक्षा आयोगों द्वारा संस्कृत पाठ्यक्रम सुधार के लिए सुझाव।

इकाई-2

संस्कृत साहित्य की विधा : गद्य एवं पद्य के शिक्षण का महत्व एवं विधियां।

संस्कृत साहित्य की विधा : कहानी एवं नाटक आदि के शिक्षण का महत्व एवं उनकी विधियां।

संस्कृत व्याकरण एवं संस्कृत रचना (मौखिक एवं लिखित) की शिक्षण विधियां एवं उनके अनुप्रयोग में अपेक्षित सावधानियां।

संस्कृत में उच्चारण शिक्षण – अर्थ, अशुद्ध उच्चारण के प्रकार, कारण एवं सुधार के उपाय।

निम्नलिखित में से छात्र -अध्यापक कोई एक कार्य का चुनाव करके प्रतिवेदन तैयार करेगा

- संस्कृत के साहित्यकारों में से किसी एक साहित्यकार किसी एक विधा का आलोचनात्मक अध्ययन।
- अभिक्रमित अनुदेशन की विधा के अनुरूप भाषिक तत्वों पर आधारित विशेष अधिगम सामग्री का निर्माण कराना।

सन्दर्भ पुस्तकें

- 1 चौबे, विजय नारायण (1985) संस्कृत शिक्षण विधि, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ।
- 2 सफाया, रघुनाथ (1990) संस्कृत-शिक्षण, हरियाणा हिन्दी ग्रंथ, चण्डीगढ़।
- 3 पाण्डेय, राम शुक्ल (2008) संस्कृत-शिक्षण, आगरा एकादमी: विनोद पुस्तक मंदिर, आगरा।
- 4 मित्तल संतोष (2008) संस्कृत-शिक्षण, आर० एल० बुक डिपो।
- 5 वत्स वी० एल० (2008) संस्कृत-शिक्षण, अग्रवाल पब्लिकेशनस, आगरा।

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper X

School Internship / Practice Teaching

The internship in teaching / practice teaching in second semester of B. Ed. Course (first year of B. Ed. Course in case of ICDEOL) will be of four weeks duration. The student-teachers pursuing B. Ed. Course through regular mode will prepare and submit following reports / lessons which will be graded by the concerned teacher educator / institution on a four points letter grading scale i.e. A, B, C and D (excellent, very good, good and satisfactory).

1. Report on school organization and management structure.
2. Report on Maintenance of various school records.
3. 20 Observation Lessons (10 per teaching Subject) of School Teachers.

The candidates pursuing B. Ed. course through ICDEOL will prepare and submit following lessons which will be graded by the concerned course teacher deputed by PCP coordinator on a four points letter grading scale i.e. A, B, C and D (excellent, very good, good and satisfactory).

1. 12 Observation Lessons (6 per Teaching Subject) of Senior School Teachers.
2. 12 Macro Lessons / Practice Lessons (6 per Teaching Subject)

Paper IX - B (i)

TEACHING OF PHYSICAL SCIENCES

Course objectives:
10)

Marks: 50 (40 +

The student teachers will be able to:

1. Select and integrate various kinds of instructional media.
2. Organize various co-curricular activities.
3. Select appropriate text books.
4. Explain the concept of evaluation.
5. Plan lessons in physical science.

UNIT- I : Learning Resources in Physical Sciences

- Text Books- Meaning, Types, Importance, Uses and Evaluation of Text Books.
- Laboratory Materials- Importance, Planning, Designing and Maintenance of Different types of Laboratory Materials, Common Accidents and their prevention in Science Laboratories.
- Journals, Handbooks, Student's Work Books, Display-Slides, Audio-Visual Support Material, Smart Classrooms, e- learning Resources.
- Teaching Aids: Classification of Teaching Aids and Their Description. Importance of Teaching Aids in Teaching Physical Science; Preparation and Development of Low Cost Improved Apparatus.

UNIT-II : Planning for Teaching, Assessment and Evaluation

- Unit and Lesson Planning: Need, Advantages, Steps, Various Approaches and Strategies of Lesson Planning.
- Meaning and Difference between Assessment and Evaluation; Evaluation in Physical Sciences- Importance and Types of Evaluation viz. Formative and Summative.
- Common Difficulties in learning Physical Sciences and Remedial measures- procedures in preparation of Criterion Referenced and Norm Referenced Tests.
- Evaluating Outcomes of Science Teaching; Preparing Different Type of Test Items and Their Advantages and Limitations; Diagnostic Testing and Remedial Teaching.

Activity (Any one of the following)

- Seminar on contribution of eminent Indian Scientists to science and their implication in science advancement.
- Developing an action plan for organization of a science exhibition, framing guidelines on a selected theme and various sub-themes.

Suggested Readings:

Das, R.C. (1989): Science Teaching in Schools, New Delhi: Sterling Publishers..
Kohli, V.K. (1998): How to Teach Science, Ambala: Vivek Publishers,.

Kumar, Amit (2002): Teaching of Physical Sciences, New Delhi: Anmol Publications,.

Mangal, S.K. (1997): Teaching of Science, New Delhi: Arya Book Depot.

Mohan, Radha (2002): Innovative Physical Science Teaching Methods. New Delhi:

Sharma, R.C. (1998): Modern Science of Teaching, New Delhi: Dhanpat Rai and Sons,.

Kulshreshtha, R.P. (2010): Teaching of Physical Science. Meerut :R.Lall.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each

Paper IX - B (ii) TEACHING OF LIFE SCIENCES

Course objectives:
10)

Marks: 50 (40 +

The student teachers will be able to:

1. Relate the knowledge of life sciences with other subjects of school curriculum.
2. Develop basic teaching skills for improvement of teaching-learning process.
3. Get familiar with principles and materials for setting an ideal life science laboratory.
4. Understand the present techniques of evaluation in life sciences.

Unit 1 : Learning Resources in Life Sciences

- Learning Resources: Meaning, types, functions, preparation and utilization of learning resources in Life Sciences; Models, Blackboards, Charts, Television, Computer, Educational CD's and use of Smart Classrooms; Effective use of Life Science Text Book as a learning resource.
- Life Science teacher: qualities and professional growth.
- Organization of Life Science Laboratory: layout of laboratory, Procuring and Maintenance of equipments for Life Science Laboratory and use of Laboratory for practical work and teaching of Life Sciences. Accident prevention and first aid requirements in Life Science Laboratory.
- Developing Teaching Skills as a base for effective teaching with special reference to Blackboard writing, demonstration, explanation, illustrating with examples, probing questions, stimulus variation and reinforcement.

Unit 2 : Planning for Teaching of Life Sciences and Evaluation techniques

- Importance of Planning for Teaching; Unit Planning and Lesson Planning: meaning, need, advantages, steps and various approaches of lesson planning.
- Evaluation in Life Sciences: purpose of evaluation, types of evaluation, different evaluation techniques with special reference to continuous and comprehensive evaluation (CCE) technique.
- Achievement Test in Life Sciences: Meaning, types of Achievement Tests (Norm Referenced and criterion referenced tests) ; various steps involved in the Construction and Standardization of Achievement Test; Types of test items: Essay type, Short answer type and Objective type.
- Assessment of Experimental Work/Project Work in Life Sciences.

Activity (Any one of the Following)

The student teacher will perform the following experiments and record them in the practical journal/file:

1. To study (a) binary fission in Amoeba and (b) budding in yeast with the help of prepared slides.
2. To determine the percentage of water absorbed by raisins.

Suggested Readings:

Bhandula, N. Chadha, Sharma, P.C.(1989): Teaching of Science, Ludhiana: Prakash Brothers,.

Gupta V.K.(1994): Life Science Education Today. Chandigarh: Arun Publishing House,.

Kohli, V.K.(2006): How to Teach Science. Ambala : Vivek Publishers,.

Sharma R.C. (1998): Modern Science Teaching, New Delhi: Dhanpat Rai Publishers.

Sood, J.K.(1987): Teaching of Life Science. A Book of Methods. Chandigarh: Kohli Publishers.

Venkataish, S.(2002): Science Education in 21st century, New Delhi: Anmol Publications.

Yadav, K. :Teaching of Life Science, New Delhi :Anmol Publications,.

Mangal S.K.(2005): Teaching of Life Science India: Arya Publication,.

Sharma, P.(2007): Teaching of Life Science, New Delhi: APH Publishing Corporation,.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

Paper IX - B (iii)
TEACHING OF MATHEMATICS

Course objectives:
10)

Marks: 50 (40 +

The student teachers will be able to:

1. Identify learning difficulties in mathematics and adopt appropriate remedial measures.
2. understand the characteristics and strategies for teaching children with special needs in mathematics.
3. explain the importance and uses of learning resources in mathematics.
4. appreciate the importance of mathematics laboratory in learning mathematics.
5. understand the role of text book, exhibitions and fairs in mathematics.
6. prepare unit and lesson plans for teaching of mathematics.
7. construct assessment tools for evaluating mathematics learning.

Unit 1: Teaching and Learning Resources in Mathematics

- Mathematics Learning Resources: Need and Importance, Importance and Organization of Mathematics Club, Mathematics Exhibitions and Mathematics Fairs, and Importance and Setting up of Mathematics Laboratory/Resource Centre.
- Importance of Various Teaching Aids in Mathematics: Developing/Preparing Low Cost improvised Teaching Aids relevant to Local Ethos, Roles of Models, Charts, Chalk board, Instruments, Work Book, Geometry box, Educational CD/DVD ROMs, and Use of Smart Classroom.
- Text book: Qualities of a Good Text Book in Mathematics, Evaluation of Mathematics Text Book prescribed by Himachal Pradesh Board of School education / CBSE for Elementary and Secondary Stage.
- Recreational Mathematics - Riddles, Puzzles, Beautiful Number Patterns and Magic Squares.

Unit 2: Planning for Teaching and Evaluation in Mathematics

- Unit and Lesson Planning: Meaning, Need and Importance, Principles and Steps in Lesson Planning, Essentials of a Good Lesson Plan.
- Various Approaches for Development of Composite Lesson Plans with Special Reference to Arithmetic, Algebra, Geometry, Trigonometry and Statistics.
- Evaluation in Mathematics: Meaning and Types: Formative, Summative and Diagnostic, Continuous and Comprehensive Evaluation: Concept and Techniques with reference to Mathematics.
- Construction of Objective and Essay Type Tests, Development of Achievement Test in Mathematics, Qualities of a Good Achievement Test (Reliability, Validity, Objectivity).

Activity (Any One of the Following)

- Preparation of Case Study of Slow or Gifted learner in Mathematics.
- Preparation of Enrichment program for gifted children in mathematics.
- Construction of Achievement Test.
- Diagnosis of learner difficulty in Mathematics and preparation of remedial exercise.

Suggested Readings

Aggarwal S.M. (2005). Teaching of Modern Mathematics, Delhi: Dhanpat Rai and Sons.

Nanda, N. N. (1972). Teaching Mathematics, Ludhiana; Sharda Brothers.

NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi

Rai , B. C. (1978). Teaching of Mathematics, Lucknow; Prakashan Kendra.

Rawat, M. S. (1982). GanitShikshan, Agra; VinodPustakMandir.

Reymond, B. (2000). Math-tricks, puzzles and games. New Delhi: Orient Paperbacks

Sharan, R., & Sharma, M. (2006).Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.

Siddizui, M. H. (2005). Teaching of Mathematics, New Delhi: A.P.H. Publishing Corporation.

Sidhu, K. S. (2006). The Teaching of Mathematics, New Delhi: Sterling Publishers private Ltd.

Singh, M. (2006).Modern Teaching of Mathematics, New Delhi: Anmol Publications Pvt. Ltd.

Suxen, R. C. (1970). Curriculum and Teaching of Mathematics in Secondary School, New Delhi: NCERT.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

Paper IX - B (iv)
TEACHING OF SOCIAL SCIENCES

Course objectives:

Marks: 50 (40

+ 10)

The student teachers will be able to:

1. Prepare achievement test in social sciences.
2. Identify the qualities and responsibilities of a social science teacher.
3. Prepare unit plans and lesson plans in social sciences.
4. Select and prepare the appropriate teaching aids for effective teaching.
5. Acquire skills of analyzing text book in social sciences.

UNIT – I: Teaching Learning Resources in Social Sciences

Resources: Reference books, Maps, Atlas, Globe, Teacher Handbook, Question Bank, Library, Resource Centre, e-resources, Documentaries, Museum, Community resources, newspapers and magazines.

Teaching Aids: Meaning, Types and Importance and their merits and demerits.

Text Books: Meaning, Importance of text books in Social Sciences. Qualities of a good text book, Evaluation of text book prescribed at the school stage.

Social Science Teacher: Social Science Teacher qualities, ethics and social and environmental responsibilities of a social Science Teacher.

UNIT – II: Planning for Teaching and Evaluation in Social Sciences:

Unit Planning: Meaning and Importance of unit planning, basic elements and its preparation. Questioning and evaluating approaches of unit planning.

Lesson Planning: Meaning and Importance of lesson planning, basic elements and its preparation. Different approaches of lesson planning.

Evaluation in Social Sciences: Meaning, need, Types and Procedure; Evaluation devices – written, oral, assignment, project work, portfolio, open ended question, open book tests: strengths and limitations, Continuous and Comprehensive Evaluation.

Identification of Difficulties in learning Social Sciences and remedial teaching.

Activity:

Construction of achievement test: Standardized, administered, tabulated, scored and preparing a report for evaluation.

Suggested Readings

Arora, N., D., Awasthy, S., S., (2003). Political Theory, New Delhi: Haranand Publication Pvt. Ltd.

Gergen (1982). Toward a Transformation in Social Knowledge. New York: Springer.

Verlog, Kirkpatrik, Evron (1977). Foundation of Political Science: Research, Methods and Scope, New York : The Free Press,.

Kochar, S.K. (1984). The Teaching of Social Studies. New Delhi: Sterling Publishing Pvt. Ltd.

Kottler, Ellen (2008). Secrets to Success for Social Studies Teachers. Corwin Press, Sage Publication, Oaks, CA 91320.

Mangal, S.K. (2008). Teaching of Social Studies, New Delhi : PHI, Learning Pvt. Ltd..

Morre, D. Kenneth (2001). Classroom Teaching Skill. New York:McGraw Hill Companies Inc.

Sharma, B.L., Maheshwari, B.K. (2009). Teaching of Social Science. Meerut: R. Lall Book Depot, Near Government Inter College, -250001 (INDIA)

William, Albert (1989). General Education in the Social Studies. Washington: American Council on Education.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

Paper IX - B (v)

TEACHING OF COMMERCE

Course objectives:
10)

Marks: 50 (40 +

The student teachers will be able to:

1. Introduce student teachers with the methodology of teaching commerce
2. Make student teachers aware of the values of commerce and the relationship of commerce with other subjects.
3. Encourage student teachers to use a wider range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.

Unit 1: Teaching Learning Resources in Teaching of Commerce

Learning resources and Teaching Aids: Meaning, types, functions, preparation and utilization of learning resources in commerce.

Models, Educational CDs, Diagrams, Pictures, Balance Sheets, Charts, Graphs, Power point presentation, (Multimedia presentation- preparation), Use of internet. Textbooks: Meaning and importance of textbooks in teaching of commerce. Qualities of a good text book of commerce. Role of text books in teaching of commerce.

Commerce Teacher: Qualities, Ethics and social and environmental responsibilities of Commerce teacher,

Unit 2 : Planning and Evaluation in Teaching of Commerce

Unit Planning: Meaning, need and Importance.

Lesson Planning: Meaning, need, advantages, steps, various approaches of lesson planning in teaching of commerce

Evaluation: Meaning and Difference between Assessment and Evaluation, Construction and Standardization of Achievement test in commerce.

Continuous & Comprehensive Evaluation: Concept, techniques and weightage at school level (XI & XII)

Activity (Any one of the Following)-

1. Critical analysis of one unit of Commerce
2. Prepare a Balance Sheet of any Educational Institution

Suggested Readings:

Douglas, Palnford and Anderson (2000): Teaching Business Subjects, New York : Prentice Hall,.

Rao, Seema, (2007): Teaching of Commerce New Delhi: Anmol Publishers.

Singh, Y. K. (2009). Teaching of Commerce. New Delhi: APH Publishing Corporation.

Aggarwal, J.C (2003) : Teaching of Commerce, New Delhi: Vikas Publication.

Chopra, H.K and Sharma, H.(2007):Teaching of Commerce, Ludhiana: Kalyani Publisher.

Green H.O.(2001) Activity Handbook for Business Teachers, New York: McGraw Hill.

Musselman and Hann (1998): Teaching Book Keeping and Accounting, New York: McGraw Hill.

Rao Seema(2005) : Teaching of Commerce, New Delhi : Anmol Publishers.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

Paper IX - B (vi) TEACHING OF ENGLISH

**Course objectives:
+ 10)**

Marks: 50 (40

The student teachers will be able to:

- 1). Acquaint with the latest methods and techniques for planning of successful English language teaching.
- 2). Enable the students to use technology to enrich language teaching.
- 3). Make students familiar in the effective use of learning resources.
- 4). Prepare lesson plans in English for instructional purposes.
- 5). Conduct pedagogical analysis of the content in English language and develop Teaching skills.
- 6). Acquire competence in analyzing and evaluating the performance of the students.

Unit 1: Instructional Strategies

- 1). Importance of Instructional Strategies, Meaning Importance & their Effective Use.
- 2). **Instruction Techniques:** Student centered techniques, Teacher centered techniques. Lecture, Discussion, Panel discussion, team teaching, tutorials, guided discovery, Group learning/ co-operative Learning, Computer Assisted Instruction, games, Project work and field trips etc., importance and Limitations of instructional strategies in teaching.
- 3). **Instructional Material / Aids:** Types, Importance and their merits and limitations; ICT in English language teaching; It's uses and importance in teaching Language.
- 4). **Language Laboratory:** Concept, Types and Components, Merits and Limitations.

Unit 2: Planning for Teaching and Evaluation of English

- 1) **Unit planning:** Meaning, importance, need and Steps
- 2). **Lesson Planning:** Meaning, importance, steps, Advantages and various Approaches of Lesson Planning
- 3). Meaning of Measurement & Evaluation, Purpose & Functions of Evaluation in English, Continuous and Comprehensive Evaluation, Formative and Summative Evaluation, Strengths and limitations
- 4). Characteristics of a good test preparation in English. Development of Language Test: Essay type, Short type and Objective type. Design and Blue print construction, Marking and grading system, Item-analysis.

Activities (Any one of the following):

- 1). Construction of an Achievement Test
- 2). Preparation of models, maps, charts flash cards, scrap book, Poster, Transparencies / Preparation of educational media software.

REFERENCES:

Valdmen,(1987) Trends in Language Teaching, New York, London: Mac Graw Hill.

Johnson, K (1983): Communicative Syllabus Design and Methodology, Oxford,:Pergamum Press.

Mukale, JC. (1998): Approaches to English Language Teaching, New Delhi: Sterling Publishing House,

Palmer, Harold E.(2014): The Principles of Language Study, New York : World Book Company.

Sharma, K L.(2012) : Methods of Teaching English in India, Agra: Lakshmi Narain Aggarwal Publisher.

Varghese, Paul: Teaching of English in India, University of London.

Kohli, A.L: Techniques of Teaching English, New Delhi : Dhanpat Rai Publisher.

Geeta Rai (2010): Teaching of English, Meerut: R. LAL book DEPOT.

Praveen Sharma (2008): Teaching of English Language, Delhi: Shipra Publications.

Sharma Yogendra K., Sharma Madhulika (2011): Teaching of English Language, New Delhi: Kanishka Publishers.

Sharma R.A. (2007): Teaching of English Education, Meerut: Lall Book Depot .

Asha Sharma (2010): Teaching of English Education, Ludhiana: Vijaya Publications.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper IX - B (vii)
TEACHING OF HINDI
(हिंदी शिक्षण)

पाठ्यक्रम: उद्देश्य

Marks: 50 (40 + 10)

पाठ्यक्रम के अंत में छात्र- अध्यापक निम्नलिखित में सक्षम होगा-

1. हिन्दी शिक्षण में गद्य, पद्य, रचना एवम् व्याकरण के चरणों एवम् उद्देश्यों का ज्ञान
2. हिन्दी भाषा में मूल्यांकन संबंधित क्षमता प्राप्त करते हुए प्रश्न पत्र का निर्माण
3. विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
4. हिन्दी शिक्षण में भाषा कौशल से सम्बंधित कोशलो का विकास

इकाई -1

1. भाषा कौशल का शिक्षण (skills)

श्रवण कौशल : महत्व, उद्देश्य, विधियाँ, श्रवण कौशल में ध्यान देने योग्य बातें |

भाषण कौशल : महत्व, उद्देश्य, विधियाँ, श्रवण कौशल में ध्यान देने योग्य बातें |

वाचन कौशल : महत्व, उद्देश्य, विधियाँ, श्रवण कौशल में ध्यान देने योग्य बातें |

लेखन कौशल : महत्व, उद्देश्य, विधियाँ, श्रवण कौशल में ध्यान देने योग्य बातें |

2. गद्य शिक्षण

हिन्दी शिक्षण में गड़या का स्थान, उद्देश्य, गाड़ी पाठ के प्रकार, गद्य शिक्षण की प्रणालियाँ |

3. व्याकरण शिक्षण- अर्थ, आवश्यकता तथा महत्व, उद्देश्य, व्याकरण के प्रकार और प्रणालियाँ, व्याकरण शिक्षण को प्रभावी बनाने के सुझाव |

4. कविता शिक्षण : कविता की परिभाषा एवम् महत्व, उद्देश्य, सोपान कविता शिक्षण की प्रणालियाँ |

5. रचना शिक्षण

रचना का अर्थ और महत्व, विशेषतायें, भेद प्रणालियाँ, रचना संबंधी अषुधियाँ एवम् सुझाव, रचना संबंधी अषुधियों के कारण एवम् सुझाव |

6. कहानी शिक्षण कहानी का अर्थ एवम् परिभाषा, कहानी के तत्व, महत्व, उद्देश्य, कहानी शिक्षण की प्रणालियाँ |

7. नाटक शिक्षण- नाटक का अर्थ एवम् महत्व, उद्देश्य, नाटक शिक्षण की प्रणालियाँ |

8. अनुवाद शिक्षण अर्थ महत्व, उद्देश्य, प्रकार, प्रणालियाँ |

इकाई -2

1. हिन्दी शिक्षण में अधिगम संसाधन: अर्थ, वर्गीकरण एवम् महत्व: शिक्षण सामग्री का निर्माण एवम् प्रयोग, चार्ट, एल. सी. डी, शिक्षाप्रद सी. डी, हिन्दी भाषा अध्यापन में आई. सी. टी का प्रयोग |

2. भाषा प्रयोगशाला: महत्व, उपकरण, एवम् कार्य प्रणाली |

3. हिन्दी पाठ्यपुस्तक की विशेषतायें, निर्माण के सिद्धान्त एवम् समीक्षा ।
4. हिन्दी भाषा अध्यापक के गुण, कर्तव्य और वर्तमान स्थिति ।
5. पाठ्य पुस्तक: अर्थ, महत्व, विशेषतायें व मूल्यांकन ।
6. सूक्ष्म शिक्षण कौशल : प्रक्रिया पाठ प्रस्तावना, प्रश्न कौशल, श्याम पट्ट प्रयोग कौशल , उदाहरण कौशल, सूक्ष्म शिक्षण पाठ योजना निर्माण ।
7. हिन्दी शिक्षण में पाठ योजना: अर्थ, आवश्यकता, सोपान, पाठ योजना निर्माण के विभिन्न उपागम व्याकरण, गद्य, पद्य एवम् रचना में पाठ योजना ।
8. हिन्दी शिक्षण में मूल्यांकन: अर्थ, विधियाँ और अंक विभाजन (छठी से दसवीं तक) ।
9. छात्र निष्पादन मूल्यांकन: विभिन्न प्रकार का परीक्षण- वस्तुनिष्ठ, लघुतरात्मक एवम् निबंधात्मक, अविरल एवम् विस्तृत मूल्यांकन, अंकन एवम् ग्रेडिंग प्रणाली, हिन्दी विषय में उपलब्धि परीक्षा का निर्माण ।

निम्नलिखित में से छात्र -अध्यापक कोई दो कार्य का चुनाव करके प्रतिवेदन तैयार करेगा

1. किसी एक छात्र (केस स्टडी करना जिसे पढ़ने / बोलने / लिखने की समस्या हो का व्यक्तिगत अध्ययन करना तथा उसे उपचारात्मक शिक्षण देने के सुझाव पर प्रतिवेदन लिखना) ।
2. अभिक्रमित अनुदेशन की विधा के अनुरूप भाविक तत्वों पर आधारित विशेष अधिगम सामग्री का निर्माण करना ।
3. निबंधात्मक, लघुतर एवम् वस्तुनिष्ठ परीक्षा के लिए किसी एक इकाई पर प्रश्न पत्र का निर्माण करना

सन्दर्भ पुस्तकें

8. आचार्य, कपिल देव: अर्थ विज्ञान और व्याकरण दर्शन हिन्दुस्तानी एकेडेमी इलाहाबाद
9. उमा, मंगल (2008). हिन्दी शिक्षण, नई दिल्ली: आर्य बुक डिपो
10. कुमार, योगेश (2004). आधुनिक हिन्दी शिक्षण, नई दिल्ली एच. पी. एच पब्लिशिंग कॉर्पोरेशन
11. पारीक, ममता(2006) हिन्दी शिक्षण जयपुर: कल्पना पब्लिकेशन चांदपोल बाजार
12. गुप्ता, मनोरमा: भाषा अधिगम' केंद्रीय हिन्दी संस्थान आगरा
13. चतुर्वेदी, शिक्षा: हिन्दी शिक्षण सूर्या पब्लिकेशन मेरठ
14. तिवारी, भोलानाथ: भाषा विज्ञान कोष किताब महल इलाहाबाद

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

Paper IX - B (viii)
TEACHING OF SANSKRIT
(संस्कृत शिक्षण)

पाठ्यक्रम: उदेश्य
10)

Marks: 50 (40 +

पाठ्यक्रम के अन्त में छात्र अध्यापक निम्नलिखित में सक्षम होगा

- 1 निदानात्मक तथा उपचारात्मक शिक्षण विधि का प्रयोग करके छात्रों की आवश्यकताओं की पूर्ति।
- 2 संस्कृत भाषा में मूल्यांकन सम्बन्धित क्षमता प्राप्त करते हुए प्रश्न पत्र का निर्माण।
- 3 गृहकार्य तथा संशोधन कार्य की क्षमता।

इकाई-1

संस्कृत शिक्षण में अधिगम संसाधन दृश्य श्रव्य साधन : अर्थ, महत्व, चयन एवं संस्कृत भाषा में प्रयोग।

भाषा प्रयोगशाला एवं उसका संस्कृत भाषा अधिगम की गुणवत्ता सुधार हेतु अनुप्रयोग।

संस्कृत पाठ्य पुस्तक : अर्थ, प्रकार, विशेषताएं, चयन के आधार एवं समीक्षा।

संस्कृत भाषा अध्यापक के गुण, कर्तव्य और वर्तमान स्थिति।

ईकाई-2

संस्कृत शिक्षण में पाठ योजना : अर्थ, आवश्यकता, सोपान एवं विभिन्न उपागमों में गद्य, पद्य, कहानी एवं नाटक में पाठ योजना।

सूक्ष्म शिक्षण कौशल : प्रक्रिया, पाठ प्रस्तावना, व्याख्या, प्रश्न, श्यामपट्ट प्रयोग, उदाहरण एवं सूक्ष्म शिक्षण पाठ योजना निर्माण।

संस्कृत भाषा शिक्षण में मूल्यांकन : अवधारणा एवं परीक्षण के प्रकार।

संस्कृत भाषा में निरन्तर व्यापक मूल्यांकन अर्थ, विधियां, अंक विभाजन एवं ग्रेडिंग प्रणाली।

निम्नलिखित में से छात्र -अध्यापक कोई एक कार्य का चुनाव करके प्रतिवेदन तैयार करेगा

1. संस्कृत शिक्षण में मनोरंजनात्मक क्रियाओं, शब्द अंताक्षरी, दोहा अंताक्षरी, पहेलियों का आयोजन

2. निबंधात्मक, लघुतर एवम् वस्तुनिष्ठ परीक्षा के लिए किसी एक इकाई पर प्रश्न पत्र का निर्माण करना

सन्दर्भ पुस्तकें

1 चौबे, विजय नारायण (1985) संस्कृत शिक्षण विधि, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ।

2 सफाया, रघुनाथ (1990) संस्कृत-शिक्षण, हरियाणा हिन्दी ग्रंथ, चण्डीगढ़।

3 पाण्डेय, राम शुक्ल (2008) संस्कृत-शिक्षण, आगरा एकादमी: विनोद पुस्तक मंदिर, आगरा।

4 मित्तल संतोष (2008) संस्कृत-शिक्षण, आर० एल० बुक डिपो।

5 वत्स वी० एल० (2008) संस्कृत-शिक्षण, अग्रवाल पब्लिकेशनस, आगरा।

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper XI - A and Paper XI - B

Skill in Teaching (School Subject – I and Subject – II)

Marks: 125 in Each Teaching Subject

The internship in teaching / practice teaching in third semester of B. Ed. Course (through regular mode) will be of sixteen weeks duration. The student-teachers will prepare and submit following number of lessons which will be examined by the panel of external examiners to be appointed by the University.

1. 50 Macro Lessons in Each Teaching Subject (Total 100 Lessons).
2. 30 Observation Lessons in Each Teaching Subject (Total 60 Lessons).

The student-teachers will produce the files containing micro teaching lessons and simulated teaching lessons, reports of other activities carried out in the school and three handwritten copies of final lesson plans in each teaching subject at the time of final teaching practice examination. The two final lessons delivered by the student teachers along with above mentioned files and reports will be examined by the panel of examiners and due weightage will be given to these records while carrying out evaluation of the student-teachers. The lists of marks of students so evaluated shall be dispatched to the Assistant Registrar, Evaluation Branch, H. P. University, Shimla immediately after the completion of teaching practice examination by the college. Each of the examiners will be paid remuneration for all the students so evaluated by three examiners. During practice teaching, the student-teachers are required to take part in morning assembly of the school, check the home task given to the students and maintain attendance registers of school students.

In case of ICDEOL, the internship in teaching / practice teaching in second year of B. Ed. Course will be of eight weeks duration. The candidates will prepare and submit following number of lessons which will be examined by the panel of external examiners to be appointed by the University.

1. 18 Macro Lessons in Each Teaching Subject (Total 36 Lessons).
2. 6 Observation Lessons in Each Teaching Subject (Total 12 Lessons).

The student-teachers will produce the files containing micro teaching lessons and simulated teaching lessons and three handwritten copies of final lesson plans in each teaching subject at the time of final teaching practice examination. The two final lessons delivered by the student teachers along with above mentioned files and reports will be examined by the panel of examiners and due weightage will be given to these records while carrying out evaluation of the student-teachers.

Paper XII

Knowledge and Curriculum

Marks : 100 (80 + 20)

Objectives:

At the end of this course, students will be able to;

- understand the meaning and principles of curriculum.
- understand and appreciate curriculum as a means of development of the individual.
- understand the foundations and evaluation of curriculum.

- comprehend the different models of curriculum.
- compare the view point given by different commissions.
- develop an understanding of the concept, need, scope and functions of school management
- develop an understanding of different components of human and material resources of the school
- develop an understanding of the concept, need and importance, types and principles of time-table construction, school-records and co-curricular activities
- develop an understanding of the concept and principles of classroom management

Unit I Knowledge and Education

- Knowledge: Concept, Types and Sources of Knowledge. Distinction between Knowledge and Skill, Teaching and Training, Knowledge and Information, Reason and Belief.
- Bases of Modern Child-centred Education: Concept of Activity, Discovery and Dialogue with reference to Gandhi, Sri Aurobindo, Gijju Bhai and Paulo Freire.
- Education in Relation to Modern Values: Equity, Equality, Individual Opportunity, Social Justice and Dignity with reference to Indian Constitution.
- Concept of Nationalism, Universalization, Secularism and their relationship to Education

Unit II Basis and Principles of Curriculum

- Curriculum: Meaning, Nature, Need and Characteristics of a Curriculum.
- Curriculum Development: Stages and Principles
- Bases of Curriculum: Philosophical, Psychological and Sociological.
- Approaches to Curriculum Development: Subject-centred, Learner-centred and Problem-centred; Defects in Existing School Curriculum.

Unit III Model, Patterns and Approaches of Curriculum Designing

- Models of Curriculum Designing: Administrative Line Staff (Taxler), Grassroot-level Planning (Hilda Taba).
- Models of Curriculum Designing: Tyler's Model, Wheeler's Model and Kerr's Model.
- Patterns of Curriculum Designing.
- Approaches of Curriculum Development: Concept, Advantages and Limitations of Centralized and Decentralized Curriculum Designing.

Unit IV Curriculum Evaluation

- Evaluation of Curriculum: Need, Importance and Procedure of Curriculum Evaluation
- Recommendations of Various Commissions: University Education Commission (1948), Secondary Education Commission (1952-53),

Education Commission (1964-66) and NPE (1986, 1992) with regard to curriculum development.

- NCF (2005) and Its recommendations with regard to curriculum evaluation.
- Continual Evaluation of Curriculum: Feedback from learners, teachers, community and administrators.

Activities (Any one of the following):

- Evaluation of textbook of secondary level class and prepare a report.
- Prepare a curriculum of any subject using Hilda Taba approach

Suggested Readings

Aggarwal, Deepak (2007): Curriculum Development: Concept, Methods and Techniques. New Delhi: Book Enclave.

Aggarwal, J. C. (1967). Education Administration, School Organization and Supervision, Delhi: Arya Book.

Aggarwal, J. C. (2003). Handbook of Curriculum and Instruction, Delhi: Doaba Book House.

Arora, G.L. (1984): Reflections on Curriculum. NCERT.

Bhatia, K. K. & Chadda D. P. C. (1980). Modern Indian Education and its Problems, Ludhiana: Prakash Brothers.

Chopra, R. K. (1993). Status of Teacher in India, New Delhi: NCERT

Dewey, John (1966). The Child and the Curriculum. Chicago: The Chicago University Press.

Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California: Jossey-Bass Inc. Publication.

Goodland, J. (1979). Curriculum Enquiry: The Study of Curriculum Practices. New York: McGraw Hill

Hass,G. (1991). Curriculum Planning, A new Approach, Boston: Allyn Bacon

Hooer, R.(1971). Curriculum: Context, Design and Development, New York: Longmans

Joseph, P.B. et al; (2000): Cultures of Curriculum (Studies in Curriculum Theory). New York: Teacher College Press.

Lawten, D. (1986). School Curriculum Planning, London: Holders and Stayhton

Mc Kernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. U.K :Routledge.

Menon, T. K. N. & Kaul, G. N. (1954). Experiments in Teacher Training, New Delhi: NCERT.

NCERT (2000). National Curriculum Framework for School Education, New Delhi.

NCERT (2005). National Curriculum Framework-2005, New Delhi.

NCTE (2009) National Curriculum Framework for Teacher Education.

Nicholls, H. (1978). Developing Curriculum- A Practical Guide, London: George Aleen

Payne, D. A. (1973). Curriculum Coalition: Commentaries on Purpose, Process and Product, Boston: D.C. Heath

Siddiqi, M. A. (1993). In Service Education of Teachers, New Delhi: NCERT

Singh, R. P. (1990). Studies in Teacher Education, New Delhi: Sterling Publishers

Taba Hilda (1962) Curriculum Development: Theory and Practice, New York: Harcourt Brace, Jovanovich Inc.

Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

William, M. A. (1966). Planning Curriculum for Schools. New York: Rinehart and Winston

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D and E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B, C, D and E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus and carry 16 marks each.

Candidates are required to attempt one question each from the sections B, C, D and E of the question paper and entire Section A. Answer to short questions should be completed in around 100 words each.

Paper XIII GENDER, SCHOOL AND SOCIETY

Marks: 50

(40 + 10)

Course Objectives:

The student teachers will be able to:

1. Develop basic understanding and familiarity with key concepts: Gender bias, gender stereotype, empowerment, equity and equality, patriarchy, matriarchy, masculinity and feminism.
2. Understand some important landmarks in connection with gender and education in the historical and contemporary perspective.
3. Learn about gender issues in school curriculum, textual materials across discipline, pedagogical processes and its interaction with class, caste, religion and region.
4. Understand relationship of gender power and sexuality to education (in terms of access, curriculum and pedagogy).

Unit – I: Gender Issues and Gender Studies:

1. Concept of Gender: Meaning of gender equality, need and importance, Gender bias, Gender stereotype.
2. Gender equity and equality in India in relation to caste, class, religion, ethnicity, disability and region.
3. Historical backdrop: Some landmarks from social reform movements of the 19th and 20th centuries with focus on women education.
4. Policy initiatives for Gender equality and women empowerment in India.

Unit – II: Gender, Education and Empowerment

1. Socialization theory of gender and educational implications.
2. Gender identities and socialization practices in: family, school, other formal and informal organizations.
3. Schooling of girls: Inequalities and resistances, issues of access, retention and exclusion (infrastructure and hidden curriculum).
4. Role of education in dealing with social Issues: Domestic violence against women, female foeticide and infanticide and dowry.

Activity:

1. Development of a project on the organizational climate of two schools single sex and co-educational school.

References:

Acker, S. (1994) Feminist Theory and The Study of Gender and Education; In S. Acker, Gendered Education: Sociological Reflections on Women, Teaching and Feminism, Buckingham: Open University Press.

Barks, O. (1971) Sociology of Education Ed. 2 Landon: Batsford.

Lips, Hilary M. (1989) Sex and Gender an Introduction, California: Mountain view, Mayfield Publishing Company.

Shokeshaft, Charol (1989). Women in Education Administration, New Bury Park: Sage Publication.

Crapo, H. (Ed.) (1970) Family, Class and Education, London: Longman

David, Mirrian, E. (1980) State the Family and Education, London: Routledge and kegan Paul Desai, A.R.

Myrdal, G. (1972) Asian Drama: An Inquiry into the Poverty of Nations, Vol: III, London: Allen Lane.

Husen, T. (1975) Social Influences on Education Attainment: Research Perspective on Educational Equality, Paris: OECD.

Tyler, W. (1977) the Sociology of Educational Inequality, London: Methuen.

Chandra, Karuna (1984) Structures and Ideologies: Socialization and Education of Girl Child in South Asia', Indian Journal of Social Sciences. Vol 3 No. 1.

Ahmad, Karuna (1984) 'Social Context of Women's Education 1921-81', New Frontiers in Higher Education, Vol.- XV No. 3.

Bordia, A. (2007). Education for Gender Equity: The Lok Jumbish Experience.

Chatterji, S.A. (1993). The Indian Woman in Perspective, New Delhi: Vikas Publication

Devendra, K. (1994). Changing Status of Woman in India, New Delhi: Vikas Publishing House.

Gupta, A.K. (1986). Woman and Society, New Delhi: Sterling Publication.

Inglehart, Ronald (2003). Rising Tide Gender Equality and Cultural change around the World. Cambridge: Press Syndicate of the University of Cambridge.

Mathu, Anuradha (2008). Gender and Development in India. Delhi: Kalpaz Publication C-30, Satyawati Nagar,

Mazumdar, Vina (2012). Education, Equality and Development. Centre for Woman's Development Studies.

Ministry of Education (1959). Report of National Committee of Woman's Education. New Delhi.

Page, Elspeth (2009). Exploring the Bias Gender and Stereotyping in Secondary Schools. United Kingdom: Commonwealth Secretariat, Marlborough House, Pall Mall, London, SW1Y 5HX.

Ruhela, S. (1988). Understanding the Indian Women Today; Delhi: Indian Publishers and Distributors.

Sainsbury, Diane (1996). Gender Equality and Welfare States. Cambridge :Press Syndicate of the University of Cambridge, the Pitt Building, Trumpington Street, Cambridge, C B 2 IRP 40 West 20th Street, New York, 10011-4211, USA.

Subrahmanian, Ramya (2002). Gender in Primary and Secondary Education. A Handbook for Policy Makers and Other Stakeholders. London: Commonwealth Secretariat, Marlborough House, Pall Mall, London, SW1Y 5HX, United Kingdom.

Thakur, H.K. (1988). Women and Development Planning (Case Study of Nauhatta Block), New Delhi: Vikas Publication

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

Paper XIV
INCLUSIVE SCHOOL

Marks: 50 (40 + 10)

Course Objectives:

The student teachers will be able to:

1. Understand the concept, nature and types of disabilities
2. Identify the characteristics and need identification of different types of disabled children.
3. Understand the concept, nature and approaches of inclusion in education.
4. Understand and reflect on models of inclusion in education.
5. Acquire knowledge and understanding about the provisions made for disabled children under SSA and RTE Act, 2009.
6. Understand different pedagogical and assessment techniques for inclusion of CWSN.
7. Employ different pedagogical approaches for inclusion of CWSN in regular schools.
8. Develop skills related to creation of disabled-friendly environment and inclusive culture in the schools.
9. Apply various approaches for assessment of knowledge and skills of CWSN.
10. Design & apply remedial instruction procedures for enhancing learning among CWSN.

- **Unit – 1 Disabilities and Inclusion in Education**

Disability: Concept and Nature; Disabled Children:

Types, Characteristics and their Identification.

- Inclusion in Education: Meaning, Need, Scope and Advantages.
- Constitutional Provisions for Inclusion in Education: Sarva Shiksha Abhiyan and Right to Education Act, 2009; Infrastructural Facilities required for Inclusion in Schools; Resource Room: Concept and Material Required.
- Approaches to Inclusion: Full Inclusion and Partial Inclusion; Models of Inclusion: Consultant Model, 3 Dimensional (3D) Model of Inclusion; Ways of Ensuring Community / Parents' Participation in Creating Inclusive Schools.

Unit – 2: Pedagogical and Assessment Approaches for Creating Inclusive Schools

- Pedagogical Approaches for CWSN: Curriculum Adaptation, Activity-based Learning, Developing/Using Specially Designed Resource Materials, Collaborative and Cooperative Learning, Team Teaching; Means of Creating Disabled-Friendly Environment in Schools.
- Assessment Approaches for CWSN: Observation, Continuous and Comprehensive Assessment (Formative and Diagnostic Assessment); Assessment of Group and Collaborative Learning.
- Identifying Barriers to Learning and Participation of CWSN.

- Means of Providing Remedial Instruction and Feedback; Role of School Head and Teachers in Evolving Inclusive Practices and Developing Inclusive Values.

Activity (Any one of the following):

1. Visit a primary school in your locality and identify the pedagogical practices employed by the teachers for inclusion of CWSN. Prepare a detailed report highlighting pedagogical practices, their relevance and difficulties faced by teachers.
2. Visit a School where resource room has been established by the State Govt. Interact with the incharge of resource room and prepare a report highlighting its layout, types of equipments and their usage by the teachers for imparting education in inclusive settings.
3. On the basis of interaction with school teachers and parents of disabled children, explain the major social and psychological barriers in the way of educational inclusion of CWSN. Prepare a detailed report by suggesting certain measures for improvement.

Suggested Readings:

Alur, Mithu and Bach, Michael (2009), The Journey for Inclusive Education in the Indian Sub-Continent. NewYork: Routledge.

Booth, T. and Ainscow, M. (2000), Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.

Booth, T. and Ainscow, M. (2002), Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.

Booth, T. and Ainscow, M. (2011), Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.

Das, Ashima; Das, Shankar and Kattumuri, Ruth. (2013), Inclusive Education: A Contextual Working Model. New Delhi: Concept Publishing Company.

Friend, M. and Bursuck, W. D. (1999), Including Students with Special Needs: A Practical Guide for Classroom Teacher. Boston: Allyn and Bacon.

Mangal, S. K. (2009) Educating Exceptional Children: An Introduction to Special Education. New Delhi: Prentice Hall.

Puri, Madhumita and Abraham, George. (2005), Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries. New Delhi: Sage Publications.

Stainback, S. and Stainback, W. (1991), Teaching in the Inclusive Classroom: Curriculum Design, Adaptation and Delivery. Baltimore: Brookes.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

ICT IN TEACHING-LEARNING PROCESS

Marks : 50 (40 + 10)

Course objectives:

The student teachers will be able to:

1. Understand the concept and role of ICT in construction of Knowledge.
2. Acquire knowledge and understanding about National Policy on ICT in School Education.
3. Identify the challenges in integration of ICT in school education.
4. Understand computer fundamentals.
5. Employ hands-on-experience on computer.
6. Apply different Hardware Technologies in Modern Educational Practices.
7. Familiarize with the new trends in ICT.
8. Apply different e-resources for educational purposes.

UNIT I: Introduction to ICT and Computer Fundamentals

Concept of ICT: Meaning & Characteristics; Role of Information Technology in Construction of Knowledge.

National Policy on ICT in School Education; Challenges in Integrating ICT in School Education;

Computer Fundamentals: Meaning, Components & Types of Computer; Functions of Operating System; Application Softwares.

Computer Application in Learning: Concept, Features and Advantages of Word (Word Processor); Excel (Spread Sheets) and PowerPoint (Slide Preparation & Presentation).

UNIT II: ICT in Teaching – Learning Process

Hardware Technologies and their Applications: Overhead Projector (OHP); Preparing Transparencies, Slide Projector, Audio-Video Recording Instruments.

Hardware Technologies and their applications: DLP Projector; Movie Projector; Close Circuit Television (CCTV).

New Trends in ICT: Concept, Elements and Advantages of Smart Classroom; EDUSAT.

Internet & Online Learning Resources (e- Library, Websites; Web 2.0 Technology and Open Educational Resources) in learning.

Activities (Any one of the following):

1. Prepare your Curriculum Vitae using computer and obtain its printout.

2. Visit an institution having interactive white board and learn its features and functioning and prepare a report.
3. Prepare a Powerpoint presentation for secondary school students.

Suggested Readings

Barton, R.(2004),Teaching Secondary Science with ICT. New Delhi: McGraw-Hill International

Bhaskara Rao, Digumarti (2013): Vidya - Samachara Sankethika Sastram (ICT in Education). Guntur: master minds, Sri Nagarjuna Publishers.

Denis, Kim, Sen and Morin (2000). Information Technology - The Breaking Wave. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.

Department of School Education and Literacy , MHRD (2012). National Policy on Information and Communication Technology (ICT) In School Education. New Delhi

Imison, T. & Taylor, P.H. (2001). Managing ICT in the Secondary Schools. Heinemann: Oxford.

Intel Teach to the Future - Pre-Service Binder – Version 2.0

Kumar, K.L. (2000). Educational Technology. New Delhi: New Age International Pvt. Ltd.

Mangal, S.K. & Uma Mangal (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.

Meredith, Marilyn and Rustkosky, Nita (2000). Advanced Microsoft Office 2000. New Delhi: BPB Publication.

Norton, P. (2000). Introduction to Computers. New Delhi: Tata McGraw-Hill Publications.

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

Shukla, Satish S. (2005). Basics of Information Technology for Teacher Trainees. Ahmedabad: Varishan Prakashan.

Sutherland, R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper XVI
UNDERSTANDING THE SELF

Course objectives:
+ 10)

Marks: 50 (40

To enable the learners to;

- understand self concept and its importance in human life
- understand self confidence and its importance in human life
- understand the nature, classification, sources, and methods of inculcation of human values
- understand the role of different agencies in promotion of human values
- define philosophy of yoga.
- explain the psychological and physiological basis of yoga.
- understand the scientific basis and therapeutic values of Yoga.
- classify yoga and list its instruments.

Unit 1: The Self and Human Values

- Meaning, Nature and Importance of Self-concept and Self-Confidence in Human Life
 - Human Values: Meaning, Nature, Importance, Classification, Sources and Methods of Inculcation.
 - Classification of Values.
 - Role of Family, Educational Institutions, Community and NGO's in Promotion of Human Values

UNIT 2: Philosophy and Psychology of Yoga

- Yoga: meaning, nature and importance.
- Concepts of the Prakrit and Purusha (Ishwar): Concept and their relation with each other in Sankhya philosophy.
- Ashtanga Yoga of Patanjali
- Therapeutic Values of Yoga, Yogic Diet & its Impact on Health; Asanas and their effects to promote a sound physical and mental health

Activity (Any one of the Following)

1. Preparation of Scrap Book on any six major Yoga Asanas with their benefits.
2. Select a story / an episode / an incident from an epic or any situation and analyse the human values integrated in it.
3. Preparation of scrap book on any five human Values.

Suggested Readings:

Goel, A. and Goel, S.L. (2005), Human Values and Education. New Delhi: Deep and Deep Publications Pvt. Ltd..

Gokak, V.K. (1973), A Value Orientation to our System of Education. New Delhi : M.M. Gulb and Sons.

Gore. M.V. (2005) Anatomy and Physiology of Yogic Practices, Kaivalyadhama, Lonavla

Goyal, B.R.(1979), Document on Social, Moral and Spiritual Values in Education. New Delhi:

NCERT.

Joshi, Kireet, (1976), Education for Personality Development, New Delhi: NCERT, (NIE Lecture Series).

Katoch S.K. (2013) Manveeya Mulya, Paryavarn Aur Manavadhikar Shiksha”, Chandigarh: Mohindra Capital Publishers (P) Ltd.

NCERT, (2000), Educations for Values Development, Chapter 5, In National Curriculum Framework for School Education, New Delhi.

Ramesh Babu. K. (2011): Aasana Sutras (Techniques of Yoga Asanas based on Traditional Hatha Yoga Literature), Viziyaganaram: Home of Yoga Publications.

Raparathi Rama Rao, Yogacharya, (2006): Journey to the Real Self (a book on Yoga Consciousness), Vijinigiri: Yoga Consciousness Trust.

Report of the Religious and Moral Instruction (1959). Ministry of Education, Govt. of India, New Delhi.

S. Radhakarishnan : Indian Philosophy, Vols. I and II, London : Allen & Unwin,.

Satyananda Saraswati, Swami (2002), Asana, Pranayama, Mudra, Bandha, Iyengar: Munger, Yoga Publications Trust.

Sharma Y.K. and Katoch K.S. (2013) Education for Values, Environment and Human Rights, New Delhi : Deep and Deep Publication, Pvt. Ltd.

Surendranath Dasgupta- (1989): A Study of Pantanjali, Delhi: Motilal Banarisidass.

Taimini, A.K. (1999): The Science of Yoga, (Com. On Yoga Sutras), Chennai: The Theosophical Publishing House.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

Paper XVII HEALTH AND PHYSICAL EDUCATION

**Course objectives:
(40 + 10)**

Marks: 50

1. Understand concept of health, hygiene and health education.
2. Differentiate between communicable and non-communicable diseases.
3. Understand the objectives of school health services.
4. Understand the concept and importance of physical education.
5. Develop skills in marking grounds for different games.
6. Organize sports events in schools in future.

Unit-I Health Education

- Definition of Health, Health Education, Health Instruction, Health Supervision; Aim, objectives and Principles of Health Education
- Health Services and guidance instruction in personal hygiene
- Communicable and Non-Communicable Diseases; Obesity, Malnutrition, Adulteration in food, Environmental sanitation; Personal and Environmental Hygiene for schools
- Objective of school health services, Role of health education in schools; Health Services- Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthy school environment, first - aid and emergency care

Unit- II Physical Education

- Meaning, Definition and Scope of Physical Education, Importance of Physical Education in present era, Misconception about Physical Education.
- Aims and objectives of Physical Education
- Importance of Tournament, Types of Tournament and its organization: structure- knock -out Tournaments, league of Round Robin Tournaments, Combinations Tournament and challenge Tournament
- Organization structure of Athletic Meet.

Activity (Any one of the following):

Mark a Sports ground and Prepare a report mentioning dimensions, rules, regulations and specification of any one of the following games:

1	Volley Ball	2	Badminton
3	Kabaddi	4	Table Tennis
5	Kho-Kho	6	Basket ball
7	Wrestling	8	Hockey

References:

Agrawal, K.C. (2001). *Environmental Biology*. Bikaner: Nidhi publishers Ltd.
Frank, H. & Walter, H., (1976). *Turners School Health Education*. Saint Louis: The C.V. Mosby Company.

Nemir, A. (n.d.). *The School Health Education*. New York: Harber and Brothers.
Odum, E.P. (1971). *Fundamental of Ecology*. U.S.A.:W.B. Saunders Co.
Broyles, F.J. & Rober, H.D. (1979). *Administration of Sports, Athletic Programme: A Managerial Approach*. New York: Prentice Hall Inc.
Bucher, C.A. (1983). *Administration of Physical Education and Athletic Programme*. St. Lolis: The C.V. Hosby Co.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

Paper XVIII VOCATIONAL AND WORK EDUCATION

**Course objectives:
(40 + 10)**

Marks: 50

To enable the pupil-teachers to:

- understand the need and importance of work experience in education.
- illustrate the concept of work experience and understand the objectives of introducing work experience as an integral part of education.
- compare the views of Indian and philosophers on work experience.
- understand the criteria for selecting work experience for school and organizing work experience programmes.

UNIT- I : Fundamentals of Vocational Education and Work Education

- Meaning, Need, Scope and Importance of Vocational Education in Secondary Schools, Current scenario of Vocational Education in India.
- Quality of Vocational Education in Secondary Schools, Efforts to improve the Quality of Vocational Education
- Concept, Need and Importance of Work Experience: Objectives of introducing work experience in school curriculum; Views of Gandhi and Dewey on Work Experience and Work Education, Recommendations of Indian Education Commission (1964-66), National Policy on Education (1986) and Programme of Action (1992) towards Work Experience.
- Methods of Teaching Work Experience: Lecture - Demonstration Method, Assignment Method, Excursion Method and Exhibition Method

UNIT- II : Components of Work Education

Preparation of Teaching Aids – Meaning ,concept, need and significance of Teaching Aids; Classification of Teaching Aids, Material required for preparing Teaching Aids

Campus Beautification - Identification of the campus , Maintenance of campus Fence , Raising of lawns and playgrounds, Raising of flower beds,

Maintenance of potted plants, Cleaning of classrooms /corridors and identification of places for display of slogans and posters

Library organization – organization and administration of school library, Classification and cataloguing; Readers services: Issue work, Reference work, Periodicals and their selection and use

Medical first Aid – Definition of first aid and its types, Components of First Aid Box, Providing first aid in case of drowning, burning, vomiting, diarrhea, bites and wounds.

Activity (Any one of the following):

1. Preparation of pickles / jam Jellies and other yield with regard to locality available fruits and vegetables.
2. Performance of basic asanas
3. Organization of literacy drive, Environmental awareness

Suggested Readings:

Gur Charan Singh Sehgal, (2001) Work Education , New Delhi : APH Publishing.

Joyce, B. & Weil, M (1979): Models of Teaching. New Jersey : Prentice Hall Inc.

Bhargav, Prabha (2005) Udhyan Kala. Delhi: Pustak Mahal.

George, A. (2002): Horticulture Principles and Practices. Delhi: Pearson Education Publishing.

Shrivastav, S.S. (2003) : Udhyan Vigyan. Raipur: Central book House.

Singh, D.K. (2004): Hightech Horticulture. Udaipur: Agrotech Publishing Academy. Thakur, U.S. et al.: Krishi Vigyan Parichaya.Vidyar

Barva, B.P. (1992): National Policy on Library and Information System and Services for India, Bombay: Popular Prakashan Pvt. Ltd.

Devarajan, G. (1995): Library Science Education and Manpower. New Delhi: ESS Publication.

Girjakumar, Krishnakumar (1992) Grantha Vigyan. New Delhi: Vikas Publishing House,.

Gupta, P.K. and Pawan Usha (1986) Library and Information Science. Jaipur: RBSA Publication.

Krishnamurthy, R. (1997): Library Management. New Delhi: Communication

Publisher. Mudhol, M.V. (1990): Children's Libraries. New Delhi: Aashish Publishing House,.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper XIX EDUCATION FOR PEACE

**Course objectives:
(40 + 10)**

Marks: 50

The learners will be able to:

- Understand the concept of peace education.
- Understand the dynamics of transformation of violence into peace.
- Familiarize the nature of conflicts and their resolutions.
- Imbibe the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace and values.
- Understand the contributions of different philosophers in Promoting Peace Education
- Understand different Strategies and Methods of Teaching Peace Education.

UNIT I : Education for Peace and Role of Social agencies

- Meaning, Concept and Need of Education for Peace;
- Practical Steps to build Culture of Peace in Schools and Values for Developing Peace; Teacher as Peace Builder
- Role of Social Agencies (Family, School, Mass Media and NGOs) in Promoting Education for Peace.
- Pedagogical skills and strategies in promoting education for peace.

UNIT II : Methods of Teaching Education for Peace

- Integrating peace concerns in classroom interaction.
- Strategies and Methods of inculcating Peace Values.
- Living together in harmony: The Treasure within.
- Contributions of various thinkers i.e. Gandhiji, Vivekananda and Tagore towards propagating peace.

Activity (Any One of the Following)

1. Prepare a role play of great personalities who worked/ contributed towards Peace.
2. Organize an activity in college to promote peace.
3. Prepare an album of Indian Philosophers and write their thoughts on Peace.

SUGGESTED READINGS

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INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper XX
GUIDANCE AND COUNSELLING

Course objectives:
(40 + 10)

Marks: 50

The student teachers will be able to:

1. Understand the meaning, objectives, need, scope and principles of guidance.
2. Acquaint with various types of guidance.
3. Develop skills in administering and interpreting, testing and non-testing tools of data collection.
4. Develop counseling skills.
5. Organize guidance programme in the secondary schools.
6. Develop the skills to prepare case study, to diagnose and identify problems, prepare report and provide guidance accordingly.

Unit –I: Concept of Guidance

1. Guidance: Meaning, need and scope; Role of school and Teacher in Guidance program.
2. Objectives, principles, procedures, issues and problems of Guidance.
3. Types of Guidance: Educational, Vocational and Personal.
4. Testing Techniques (Intelligence, Aptitude, Personality, Inventory and Achievement Test) and Non-testing Techniques (Observation, Interview, Case Study and Cumulative Record)

Unit –II: Counseling

1. Meaning, Objectives, Principles and Types of Counseling.
2. Approaches of Counseling: Directive, Non-directive and Eclectic.
3. Techniques of Counseling.
4. Organization of Counseling in Schools and Role of Counselor.

Activities (any one of the following)

1. Interview of a school counsellor.
2. Visit to a guidance or counselling centre and write a report.
3. Administration of individual test and preparing a report.
4. To prepare a case study.
5. Conduct a survey of the problems that are most prevalent in school which need immediate attention of a guidance counsellor and prepare a brief report.

SUGGESTED READINGS

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INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

FACULTY OF EDUCATION



Regulations and Syllabus for Two Years M. Ed. Programme (Semester System)

(Through Regular Mode)

**With effect from the Academic Session 2015-16
(Subject to Change from time to time)**

Note: Himachal Pradesh University reserves the right to amend Regulations, Scheme of Examinations, Pass Criteria, Scheme of Studies and courses of study as and when it deems necessary. The Institutions of Education are required to strictly follow the syllabi prescribed by the University. No deviation is permissible.

Regulations and Scheme of Examinations

(General Objectives, Scheme of Examinations and Courses of Study for M.Ed. Programme)

2. General Objectives

The curriculum is designed to achieve the following general objectives of the M. Ed. Programme:

2. To acquire the core competence and knowledge related to teacher education
3. To have a coherent perspective i.e. Socio-historical, political, economical, philosophical and technological.
4. To develop skills related to independent study of literature, research, academic writing, professional communication and team work.
5. To develop a deep and critical awareness of professional ethics.
6. To deepen their knowledge and understanding of education, specialize in select areas and develop research capacities.

8. Duration and working Days

1. Duration

The M.Ed. programme shall be of a duration of two years (spread over four semesters) including field attachment for a minimum of 04 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The summer / winter vacations should be used for field attachment/other activities.

2.2 Working Days

There shall be atleast two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. 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 Courses and Practicum, and 90% for field attachment.

9. Eligibility and Procedure of Admission:

The candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programmes:

1. B.Ed.
2. B.A.B.Ed., B.Sc.B.Ed.
3. B.El.Ed.
4. D.El.Ed. with an undergraduate degree (with 50 % marks in each)

b. Reservation and relaxation for SC/ST/PWD and other applicable categories shall be as per the rules of the central Government/ State Government whichever is applicable.

Note: No relaxation, even 0.01 percent in the above prescribed percentage of marks shall be granted under any circumstances. (Para 3.2 of Appendix IV of NCTE Notification No. F-51F1/2007-NCTE (N & S) dated 27-11-2007).

10. Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the entrance test or any other selection process as per the policy of the state government / central government/ Himachal Pradesh University by **applying 120 reservation point roster of H. P. University, Shimla.**

Age limit

There is no upper age limit for the candidates applying to the M.Ed. course of two years.

11. Evaluation:

The performance of a student in each course will be evaluated in terms of percentage of marks with a provision for conversion to grade points. Evaluation for each course shall be done by continuous comprehensive assessment by the concerned course teacher and end session examination and will be consolidated at the end of the course. The evaluation system of the students has the following two components:-

- iii. **Continuous Comprehensive Assessment (CCA)** accounting for 20% of the total marks assigned to a particular course; and
- iv. **End-Session Examination (ESE)** accounting for the remaining 80% of the total marks assigned to a particular course.

5. 1 **Continuous Comprehensive Assessment (CCA)** would include the following components:

- **Classroom Attendance** – Each student will have to attend a minimum of 80% Lectures / Tutorials / Practicals. A student having less than 80% attendance will not be allowed to appear in the End Session Examination (ESE).
- However, the exemption from 80% attendance will be given to those participating in prescribed co-curricular activities (e.g. NCC, NSS, Youth Festivals, Sports etc.) to the extent of 20% (making the necessary attendance as 60% in these cases). The claim for this exemption should be supported by authenticated certificate from the concerned University/college authorities.

- The students having attendance between 79% and 70% will apply for exemption on a prescribed form accompanied by clear reason(s) for absence to the competent authority.
- Those students getting the exemptions, except for those getting exemptions for co-curricular activities will not be entitled for getting the CCA marks for classroom attendance as given below.
- **Classroom Attendance Incentive:** Those having greater than 80% attendance (for those participating in Co-curricular activities, 20% will be added to per cent attendance) will be awarded CCA marks as follows:-
 - 80% but < 83% 1 marks
 - 84% but < 87% 2 marks
 - 88% but < 91% 3 marks
 - 92% but < 95% 4 marks
 - 96% 5 marks
 Remaining 15 marks of CCA component in each course will be awarded on the basis of theory assignments / sessional activities to be assigned by the concerned course teacher.
- The continuous comprehensive assessment (CCA) will have the following components:

Sr. No.	Component	When	Marks
A.	Classroom attendance	During the 200 days instructional time	05
B.	Theory Assignments/ sessional work in each course		15
GRAND TOTAL (A+B)			20

5.2 End-Session Examination:

- The remaining 80% of the final marks assigned to a student in a course will be on the basis of an end-session examination (ESE) that will be for three hours duration. The end-session examination (ESE) will cover the whole syllabus of the course.
- A set of question papers for the end-session examination (ESE) will be got set by the Controller of Examinations, H. P. University, Shimla-5
- The question paper for the **End-Session Examination (ESE)** (having 80 marks) will have following pattern:

Section A

Compulsory of 16 marks consisting of 8 short answer type questions of 2 marks each covering whole of the syllabus.

Section B (UNIT I)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Section C (UNIT II)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Section D (UNIT III)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Section E (UNIT IV)

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Total marks (A + B + C + D+E) 16 + 16 + 16 +16+16 = 80 marks

- A candidate must obtain not less than 40% of the total number of marks in each course and 45% marks in aggregate of all the prescribed courses.
- Candidates reappearing in a subsequent examination shall be examined in accordance with the Scheme and syllabus in force.
- If a candidate fails in not more than 50% of the courses shall be declared as reappear and shall be required to appear in only those courses. The candidate who fails in more than 50% courses shall be declared fail and shall be required to appear in all the courses.
- A candidates who fails in practical examination or absents from the practical examination may present for re-examination as an ex-student, after getting his/her case recommended by the Chairperson Department of Education, HPU Shimla-5

12. Medium of Instruction and Examinations:

- The medium of instruction for the M. Ed. programme will be English or Hindi. The colleges can make arrangements and are permitted to do so by the university.
- The medium of the examination shall be **English or Hindi.**

A candidate is required to take following courses during four semesters of the M. Ed. Programme:

Sr. No.	Course Code	Name of the Course	Theory Marks	Internal Assessment Marks	Total Marks	Credits
M. Ed. Semester- I						
1	Paper I	Philosophical Foundations of Education	80	20	100	4
2	Paper II	Psychology of Development and Learning	80	20	100	4
3	Paper III	Methodology of Educational Research	80	20	100	4
4	Paper IV	Statistics in Educational Research	80	20	100	4
		Practicum-cum-Field Work				
		Selection of Research Problem and Preparation of Research Proposal				2
		Field Work: Visit to schools and teacher education institutions (TEIs) and prepare a field report				3
TOTAL					400	21
Semester - II						
1	Paper V	Historical and Sociological Basis of Education	80	20	100	4

2	Paper VI	Political and Economic Basis of Education	80	20	100	4
3	Paper VII	Teacher Education - I (Institutions, System and Structure in Teacher Education)	80	20	100	4
4	Paper VIII	Introduction To Educational Studies	80	20	100	4
Practicum-cum-Field Work						
Data Collection : Tool development and sampling						2
Total					400	18

Semester- III						
1	Paper IX	Teacher Education – II (Curriculum, Policy, Practices and Continuing Professional Development)	80	20	100	4
2	Paper X	Curriculum Studies	80	20	100	4
3	Paper XI	Life Skills Education	80	20	100	4
4	Paper XII	Educational Technology	80	20	100	4

Practicum-cum-Field Work : Data collection						3
M.Ed. students will observe and supervise B.Ed. students during internship / practice teaching in schools						
Total					400	19
Semester - IV						
Specializations (Any three of the following)						
	Paper XIII	Curriculum, Pedagogy and Assessment	80	20	100	4
	Paper XIV	Educational Administration, Management and Leadership	80	20	100	4
	Paper XV	Principles and Procedures of Guidance and Counseling	80	20	100	4
	Paper XVI	Inclusive Education	80	20	100	4
	Paper XVII	Dissertation and Viva-Voce (Compulsory)	100	Dissertation = 75 Viva-Voce = 25		4
Practicum-cum-Field Work						4
Academic Work: Seminar, Workshop, Reporting, Writing Research Articles/Papers						
Total					400	20
Total Marks in M. Ed. 1st, 2nd, 3rd and 4th			1500+100=1600			

Semester	
Grand Total Marks for M. Ed. Course	1600
Theory Based Examination	1500
15 Theory Papers + Dissertation	1500 + 100 (64 Credits)
Practicum cum Field Work	Grading (14 Credits)
Grand Total	1600 Marks + Grade (78 Credits)

Credit: Each credit in a taught course is equated to one hour of teaching or two hours of seminars / group work / tutorials / lab. Work / practical work / field work / workshops per week for 16 weeks. Thus, a four credit course entails four hours of regular teaching per week or as much as 8 hours of teaching and other programme activities.

Evaluation in the Practicum-cum-field work will be done by the Departmental Council by assigning grades to the students on four points rating scale ranging from grade A, B, C and D.

COURSE CONTENTS

FIRST SEMESTER

Paper – I

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Course Objectives:
20)

Marks: 100 (80 +

Total Credits: 4

To enable the learners to -

- Highlight the idea of interrelatedness of the disciplines of education and philosophy.
- Understand different branches of philosophy.
- Develop the attitude and capacity of raising fundamental questions concerning theory and practice of education.
- Analyze the discourse in education in order to discuss the assertions, assumptions and kinds of meaning they might contain.
- Equip with basic terms and concepts of the discipline with a view to facilitate their understanding of the philosophical discourse relating to Education and intelligent participation in it.

- Familiarize with some significant philosophical perspectives on Education and their implications.
- Acquaint with the philosophical thoughts of some prominent Educational thinkers of the India and Western countries.
- Appreciate the extent to which Educational thought and practice are influenced by values cherished by the Nation.
- Become conscious about the ramifications of the constitutional provisions and protective discrimination and importance of social justice and development of Indian Nation.

Unit – 1 : Interrelatedness of Education and Philosophy Credit -1

Meaning and Aims of Education; Factors determining aims of Education, Objectives of Education for the Emerging Indian Democratic Society.

Role of various Agencies (Formal, Non-formal, Informal, Active, Passive, Commercial and Non-commercial) of Education in strengthening the present system of Education. Education in the light of Four Pillars of Education; Learning to know, Learning to do, Learning to Live together and Learning to be.

Philosophy of Education and Educational Philosophy: Meaning, Nature, Need for Philosophy of Education and Developing a Philosophical Perspective about Education, Difference between Philosophy of Education and Educational Philosophy.

Philosophy and Education: Meanings of Philosophy and Education, Relationship of Philosophy and Education. Significance of Philosophy in understanding the Educational practices and problems.

Unit –2 : Schools of Philosophy Credit-1

Nature of Philosophy, Characteristics of Philosophy and Branches of Philosophy: Metaphysics, Epistemology, Axiology, Logic and Aesthetics – their meanings, sub-branches and relevance for education. Philosophical Models of Teaching.

Philosophical Schools of Thought: Idealism, Naturalism, Realism, Pragmatism; Existentialism- meanings, basic postulates/assumptions and educational implications for aims, curriculum, methods of teaching, concept of discipline, the role of teacher and institutional settings.

Modern Philosophies of Education: Behaviorism, Marxism, Logical Positivism/Empiricism, and Constructivism- their implications for aims, curriculum, methods of teaching, concept of discipline, the role of the teacher and institutional settings.

Unit: 3 Educational thinkers and Constitutional Provisions for Education

dit- 1

Western Educational Thinkers: Socrates, Plato, Aristotle, Dewey and Soren Kierkegaard and their contribution to develop Educational thought and practices.

Indian Educational Thinkers: Educational thoughts of Gandhi, Tagore, Sri Aurobindo, Vivekananda and J. Krishnamurthy for developing the present scenario of education by idealizing the Indian Society.

Constitution Values: National Values as enshrined in the Constitution of India, Constitutional Provisions on Education, Social equity and equality of Educational Opportunities.

**Unit – 4 : Contribution of Indian Thought to Educational Practices
Credit-1**

General Features of Indian Philosophy, Difference between Western and Indian Philosophy, Critical appraisal of the contribution made by Buddhism, Jainism, Bhagavadgita and Islam to education in terms of value formulation.

Systems of Indian Philosophy (Shad Darshan): Sankhya Philosophy, Nyaya Philosophy, Vaisesika Philosophy, Mimansa Philosophy and Vedanta Philosophy – their chief features, Metaphysics, Epistemology, Axiology and Observations.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

Books Recommended

Awasthi, J.P. and Sharma, Mani. (1988): Classical Indian Philosophies and their Practice in Education (First Edition), Agra :National Psychological Corporation.

Brubacher, J. S. (1962): Eclectic Philosophy of Education, New Delhi: Prentice-Hall Publication ,

Cahan, Steven, M (1970): The Philosophical Foundations of Education, USA: Harper Collins College, Div.

Chaube, S. P. and Chaube, Akhilesh. (2013): Philosophical and Sociological Foundations of Education, Agra: Vinod Pustak Mandir.

Connor, DJO (1975): An Introduction to the Philosophy of Education, London: Route ledge & Kegan Paul.

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Jha Arbind Kumar, (2009): Constructivist Epistemology and Pedagogy (Insight into Teaching Learning and Knowing), New Delhi: Atlantic Publishers.

Jha Arvind Kumar, (2005): Nyaya Philosophy (Epistemology and Education), New Delhi: Standard Publishers.

Lavine, T.Z, (1985): From Socrates to Sartre: The Philosophic Quest (The Dramatic Survey that makes Philosophy a Force in our lives, our world, our visions), USA :A Bantam Book.

Magee, John B., (1971): Philosophical Analysis in Education, USA: Harper & Row, Publishers.

Morris L. Bigge, (1982): Educational Philosophies for Teachers, Charles E. Merrill USA: Publishing Company – A Bell & Howell Company.

Ozmon, Howard, A and Craver, Samuel, M. (1990): Philosophical Foundations of Education, USA: (Fourth Edition), Columbus, Toronto, London, Melbourne, Merrill Publishing Company.

Ozmon, Howard, A. (2012): Philosophical Foundations of Education (Ninth Edition), USA: Pearson Education, Inc., 501 Boyliston Street, Suite 900, Boston, M.A, 02116, USA.

Pachaury, Girish. (2006): Udayman Bharatiye Samaj main Shikshak, Meerut: International Publishing House.

Pandey, K.P. (1983): Perspectives in Social Foundations of Education, Ghaziabad: Amitash Prakashan.

Pandey, K.P. (2005): Shiksha ke Darshnik Evam Samajik AAdhar (First Edition), Vranasi: Vishwavidhayalaya Prakashan, Chowk,.

Pandey, Ramshakal, (2005): Teacher in Developing Indian Society, Agra: Vinod Pustak Mandir Dr. Rangeya Raghava Marg, Agra-2.

Pandey, Ramshakal, (2005): Udayman Bharatiye Samaj main Shikshak, Agra: Vinod Pustak Mandir, Agra-2.

Phillips, R.C. and Stalcup, R. J. (1968): Philosophic Systems and Education, USA: Charles E. Merrill Publishing Company, Columbus, Ohio, A Bell and Howell Company, USA.

Saxena, N. R, Swarup and Dutt, N. K. (2008): Philosophical and Sociological Foundation of Education, Meerut: Lal Book Depot.

Sharma, Santosh, (2006): Constructivist Approaches to Teaching and Learning (Hand Book for Teachers of Secondary Stage), New Delhi: National Council of Educational Research and Training.

Sinha, J.N. (2002): Introduction to Philosophy, Calcutta: New Central Book Agency.

Taneja, Vidya Ratna, (1998): Educational Thought and Practice, New Delhi: Sterling Publishers Pvt. Ltd.

Taneja, V. R. (1979): Socio-Philosophical Approach to Education, New Delhi: Atlantic Publishers and Distributors.

Wingo, Max G, (1974): Philosophies of Education: An Introduction, New Delhi: Sterling Publishers Pvt. Ltd.

Paper II

Psychology of Development and Learning

Course Objectives:
20)

Marks: 100 (80 +

Total Credits : 4

To enable the learners to:

- Understand the cognitive, affective and psychomotor development of adolescents and youth.
- Understand the concept of learning and different theories of learning
- Understand the concept of transfer of learning and different theories of transfer of learning
- Understand the concept and importance of motivation in teaching learning process
- Understand different strategies of motivation
- Understand the process of memorization and factors causing forgetting
- Develop the understanding of the theories of intelligence.
- understand the process of measurement of intelligence and apply different tools of measurement of intelligence.
- Understand the concept and process of creativity.
- Understand the techniques of enhancing creativity among the students.

- Understand the different aspects of development of learner's personality.
- Understand the techniques of assessment of personality.
- Develop understanding of the concept of mental hygiene and mental health and its importance in their lives.
- Understand the measures to promote mental health among students.
- Understand the concept of defense mechanism and different types of defense mechanisms.

Unit – 1: Psychological Bases of Education and Development Credit -1

Educational Psychology: Meaning, Nature and Scope – Relevance of Educational Psychology in Teaching and Learning process.

Methods of Inquiry in Educational Psychology- Introspection, Observation, Case Study, Interview, and Experimental.

Development – Concept, Stages, Principles of Development, Factors Influencing Development – Genetic and Environmental.

Theories of Development and their Educational Implications

- Piaget's Cognitive Development
- Freud's Psycho-sexual Development
- Erikson's Psycho-social Development
- Kohlberg's Moral Development

Unit – 2: Learning and Motivation Credit -1

Concept, Nature and Theories of Learning (Pavlov 's Classical Conditioning , Skinner 's Operant Conditioning , Thorndike's Trial and Error , Tolman's *Sign Learning*, Donald Norman's Information Processing , Kurt Lewin's Field Theory)

Transfer of Learning: Concept, Theories and Implications

Memory and Forgetting: Concept , Nature, Process and Factors involved in forgetting.

Motivation: Concept, Nature and Relationship with Learning, Strategies of Motivation.

Unit – 3 : Intelligence and Creativity Credit -1

Concept and Types of Intelligence (Concrete, Abstract, Emotional and Spiritual)
Theories of Intelligence and their Educational Implications

- Two Factor Theory of Intelligence

- Guilford's Structure of Intellect
- Gardener's Theory of Intelligence
- Sternberg's Theory of Intelligence
- Goleman's Theory of Emotional Intelligence

Measurement of Intelligence

- Verbal (Individual and Group) Tests
- Non-Verbal (Individual and Group) Tests
- Performance (Individual) Tests

Creativity: Concept, Factors and Process, Techniques for enhancing creativity among students.

Unit – 4: Personality and Mental Hygiene

Credit-1

Personality: Concept, Nature and Determinants of Personality

Theories of Personality and their Educational Implications

- (i) Trait (Allport, Cattell)
- (ii) Type (**Hans Eysenck**)
- (iii) Humanistic (Carl Rogers, Maslow)

Assessment of Personality: Inventories, Rating Scales and Projective Techniques.

Mental Hygiene and Mental Health- Nature, Concept, Scope and Principles; Factors Affecting Mental Health. Measures used to Promote Mental Health (Preventive and Curative); Defence Mechanisms: Rationalization, Compensation, and Sublimation.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

References

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Anderson, J.R. (1983). The architecture of cognition. Cambridge, MA, USA: Harvard University Press.

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Synder, C.R. & Shane J. Lopez (2007). Positive Psychology. U.K: SAGE Publications.

Paper III
METHODOLOGY OF EDUCATIONAL RESEARCH

Course Objectives:
20)

Marks: 100 (80 +

Total Credits: 4

To enable the learners to -

- Explain the concept, scope, types and importance of educational research
- Understand the importance of ethical issues in conducting educational research
- Describe the importance of review of related literature
- Understand the meaning, criteria and sources for identifying the research problems
- Formulate research objectives and hypotheses
- Understand the terms used in educational research process
- Prepare the research proposal.
- Define population, sample and describe the different techniques of sampling
- Explain the types, tools and techniques of data collection
- Describe the various methods of research
- Explain the different approaches to analyze the qualitative as well as quantitative data.
- Prepare the research Report.

UNIT 1: Basics of Educational Research **Credit-1**

Concept, Scope, Types and Importance of educational research, Ethical Issues in Conducting Educational Research

Review of Related Literature: Purpose and Sources of Related Literature and Writing Review of related literature.

Research Problem: Selection, Formulation and Delimitations of the Research Problem and Characteristics of Good Research Problem

Objectives and Hypotheses: Formulation, Significance and Types. Preparation of Research proposal.

UNIT 2: Sampling and Tools of Data Collection **Credit- 1**

Concept of Population and Sample along with its types, Sampling, Sampling Unit.

Sampling Frame, Sample Size, Techniques of Sampling, Characteristics of Good Sample, Sampling Errors and How to reduce them.

Meaning and Characteristics of Good Research Tools, standardization of research tools.

Types and Uses of Research Tools (Questionnaire, Rating Scales, Attitude Scales, Observation Schedule and Interview Schedule), Administration of Tools.

UNIT 3: Methods of Research **Credit -1**

Historical Research: Meaning, nature, importance and steps involved, Primary and Secondary Sources of Data, External and Internal Criticism of the data sources.

Descriptive Research Method: Meaning, Importance, Steps and Types of Descriptive Research Studies (Survey Studies, Developmental Studies and Case Study)

Experimental Research Method: Meaning, Importance, Steps and Components of Experimental research, Methods of Controlling of Extraneous Variables, Experimental Designs: One group Pre test- Post test design; Factorial Design (2x2);

Quantitative Vs Qualitative Research, Ethnographical Research, Mixed Method Research, Interdisciplinary Approach to Educational Research

UNIT 4: Data Analysis and Preparation of Research Report Credit- 1

Tabulating Data, Ways of Organizing & Presenting Data, Content Analysis including Logical & Inductive Analysis, Discourse Analysis.

Analysis of Observation Based and Interview based Data, Documentary Analysis.

Steps in preparation of Research Report

Writing Bibliography, APA Style of Referencing

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

Suggested reading :

Aggarwal, L.P.(2007). Modern Educational Research. New Delhi: Dominant Publishers and Distributors.

Best, J.W. & Kahan J.V.(2005). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd., 9th Edition.

Bhandarkar, P.L., Wilkinson, T.S.& Laldas, D.K. (2004). Methodology and Techniques of Social Research. Mumbai: Himalayan Publishing House.

Cohen, Louis, Mansion, Lawrence & Morrison, Keith (2011). Research Methods in Education, 7th Edition. India: Cambridge University Press, Private Limited.

Creswell, John W.(2014) Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, Fourth Edition. Delhi: PHI Learning Private Limited.

Koul, Lokesh, (2013) Methodology of Educational Research (4th Edition). New Delhi: Vikas Publishing House Pvt. Ltd.

Keeves, John. P, (1998). Educational Research Methodology and Measurement. An International Hand Book, Oxford: Pergamon Press.

Kerlinger, C.R.(1986). Foundations of Behavioural Research 3rd Edition, New York: Holt, Rinehart and Winston.

Kothari, C.R.(1998). Quantitative Techniques. New Delhi: Vikas Publishing House.

Radha Mohan(2006). Research Methods in Education. Hydrabad: Neelkamal Publications Pvt. Ltd.

Siddu, K.S. (2002). Methodology of Research in Education. New Delhi: Sterling Publications.

Singh, R, (2014) Research Methodology: A Step by Step Guide for Beginners, New Delhi: Sage Publication.

Paper IV

STATISTICS IN EDUCATIONAL RESEARCH

Course Objectives:
20)

Marks: 100 (80 +

Total Credits: 4

To enable the learners to;

- Understand the concept and nature of educational data.
- Understand and apply various statistical techniques to field-based educational data.
- Appreciate the role of statistical tools / techniques in analysis of data for educational research.
- Employ computer software for analyzing educational data.
- Make interpretations of findings revealed through statistical data analysis.

Unit – 1: Basics of Descriptive Statistics

Credit- 1

Types of data (Continuous and Discrete Data), Frequency Distribution and its Graphic Representation (Histogram, Frequency Polygon, Line Graph, Ogive, Pie Chart).

Measures of Central Tendencies and Variability (Range, Quartile Deviation, SD, Variance), Percentile and Percentile Ranks.

Meaning and Importance of Normal Distribution Curve (NPC), Properties of NPC, Applications of NPC.

Measuring Divergence of Field-based Data from Normality (Skewness and Kurtosis).

Unit – 2: Descriptive Statistics: Correlation and standard scores Credit - 1

Concept of Correlation, Product Moment, Partial and multiple correlation Uses and Significance of Correlation Coefficient.

Standardized Scores (z-Scores and T-Scores) and their calculations.

Unit – 3: Basics of Inferential Statistics and Computer Data Analysis Credit-1

Scales of Measurement, Variables and its Types (Independent, Dependent and Intervening).

Difference between Parametric and Non Parametric Statistics and rationale for using them in the analysis of data, Type-I and Type-II Errors.

Concept of Degrees of Freedom, Levels of Significance and their Use in Interpretation of Results.

Uses of Computers in Data Analysis, Data Analysis Software (MS-Excel, SPSS) and their Use in Analysis of Data, Selection of an Appropriate Statistical Test.

Unit – 4: Inferential Statistics: Parametric and Non-Parametric Tests Credit-1

Parametric Tests: Assumptions of t-test and Analysis of Variance (ANOVA), One-tailed and Two-tailed Tests of Significance, t-test and Significance of Difference between Means (for small and large samples, correlated and uncorrelated groups).

ANOVA for equal and unequal groups (upto two Way Factorial Design).

Non-Parametric Tests: Chi-Square Test (Assumptions and Uses), Spearman Rank Difference Correlation Method, and Contingency Coefficient (C).

Significance of Difference between Percentage and Percentage Change , Margin of Errors in Percentage Analysis.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each. Paper setters are required to set one theory based and other numerical based question from each unit.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B, C, D, and E of the Question Paper.

Suggested Readings:

- Best, John W. (1995) Research in Education. New Delhi: Prentice Hall.
Cohen, Louis; Manion, Lawrence and Morrison, Keith. Research Methods in Education (7th Ed.). London: Routledge.
Cornell. The Essentials of Educational Statistics.
Garrette, Henry E.,(1966) Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
Guilford, J P (1965) Fundamental Statistics in Psychology and Education ,New York: McGraw Hill Book Co.
George, Darren and Mallery, Paul, SPSS for Windows: Step by Step. New Delhi:Pearson.
Gupta, S. P. Statistical Methods.: New Delhi: Sultan Chand and Sons.
Koul, Lokesh, Methodology of Educational Research (4th Edition, 2013). New Delhi: Vikas Publishing House Pvt. Ltd.
Siegal, Sidney. (1956). Non-Parametric Statistics for the Behavioural Sciences, New York:McGraw Hill.

Suggested Practicum / Sessional Activities:

1. Visit a middle / high school and collect achievement-based data of students of any class from the school records. Compute the values of mean and standard deviation (SD) for the data and draw a histogram.
2. Visit a school and collect achievement-based data for any three classes (in all subjects). Feed this data in a computer in MS-Excel software and draw bar diagram and a line graph based on this data.
3. Visit a college and collect achievement-based data from girls and boys of final year students in any one stream (commerce / arts / science / BCA / BBA etc.). On the basis of this data, test whether there exists a significant difference in achievement of boys and girls.

“SECOND SEMESTER”

Paper V

HISTORICAL AND SOCIOLOGICAL BASES OF EDUCATION

Course objectives:
20)

Marks: 100 (80 +

Total Credits : 4

To enable the learners to;

- Acquire knowledge of salient features of Indian Education with reference to Ancient, Medieval and Modern period.
- Make critical appraisal of the recommendations of various Committees and Commissions on Education.
- Describe the development of Indian Education after Independence.
- Understand the Sociological Perspectives of Education.
- Understand the concept and process of Social Change.
- Develop the understanding of inter-relationship between sociological processes of education.
- Acquire knowledge of different social issues and challenges in National and International development of society.

Unit- 1: Education in Ages

Credit- 1

Education in India with special reference to Ancient Period and Medieval Period.

Development of Education in Pre- Independence Period: Macaulay Minutes(1835), Wood's Despatch (1854), Indian Education Commission, Hunter Commission (1882), Calcutta University Commission (1917), Wardha Scheme (1937).

Development of Education in Post- Independence Period: University Education Commission (1948-1949), Secondary Education Commission (1952- 1953), Indian Education Commission (1964-1966), National Policy on Education (1986).

Programme of Action (1986, 1992), Revised National Policy on Education (1992).

Unit- 2: Current Issues in Education

Credit-

1 Programmes of Universal Elementary Education (DPEP and SSA): objectives, norms and facilities provided under the schemes and implementation mechanism of the schemes.

Right To Education Act (2009): Norms and Standards.

Rashtriya Madhayamik Shiksha Abhiyan (RMSA) and Rashtriya Uchttar Shiksha Abhiyan (RUSA): objectives, norms, funding and functioning.

Non- Formal Education and Alternative Schooling/ Distance Education: definition, characteristics.

Unit-3 : Education and Sociology
1

Credit-

Meaning, nature, scope, importance and impact of sociology on education, Inter-relationship between Education and various social variables: Society, Family, School, Peer Group, Religion, Caste, Gender and Class.

Process of Socialization: Agents of Socialization, Factors hindering Socialization of a child, Role of teacher in the process of Socialization.

Education, Culture and cultural heritage: Meaning and nature of culture, characteristics of culture, cultural heritage of India, cultural lag, Influence of Education on Culture and Vice -Versa.

Education and Social change: Concept of Social Change, Factors affecting Social Change, Role of Education in Social Change. Education and Social Mobility: Meaning, forms, dimensions and causes of Social Mobility.

Education and Modernization: meaning, criteria or measure of Modernization, causes of Modernization, impact of Modernization on society and problems of Modernization. Role of Education in Modernization

Unit-4 : Sociological Issues
-1

Credit

Peace Education

Liberalisation and Education

Challenges of Education in 21st Century

Education for Eradication of Poverty

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D and E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D and E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

Suggested Readings:

Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education, New Delhi : Vikas Publishing House.

Aggarwal, J.C. (1996). Theory and Principles of Education, New Delhi : Vikas Publishing House.

Atlekar, A.S. (1957). Education in Ancient India, Varanasi: Nand Kishore Publication.

Brown Francis J.(1961) Educational Sociology, New York: Prentice Hall Inc.

Brookover W.B;and Erickson, E.L(1973). A Sociology of Education, Illinois: The Dorsey Press.

Dayal, Bhagwan (1995). Development of Modern Indian education, Bombay:Orient Longman.

Government of India (1986). National Policy on Education, (1986) Ministry of HRD, New Delhi.

Govt. of India (1992). Ministry of Human Resource Development, New Delhi.

Havighurst, R (1995). Society and Education, Boston: Allyn and Bacon.

Dewey John (1963) . Democracy and Education, New York: Ma Million
MHRD Govt. of India: Rashtriya Madhyamik Shiksha Abhiyan (2009), New Delhi

MHRD Govt. of India: Rashtriya Uchchar Shiksha Abhiyan (2013), New Delhi

MHRD Govt. of India: Sarva Shiksha Abhiyan. (2001)

Mukherjee, S.N. (1968). Education in India, Today & Tomorrow, Baroda: Acharya Book Depot.

Mukherjee, S.N. (1955). History of Education in India. Baroda: Acharya Book Depot. New Delhi: National Publishing House.

Narula, S & Naik:- A History Of Education In India, New Delhi: Macmillan.

Nurula, S. and Naik (1974) History of Education in India, New Delhi: Macmillan.

Rai, B.C. (1997):- History of Indian Education and its Problem; Lucknow : Prakashan Kendra

Report of University Education Commission,(1948-1949), Ministry of Education, Govt. of India .

Report of the Kothari Education Commission (1964-1966), Ministry of Education, Govt. of India

Report of the Secondary Education Commision (1952-1953), Ministry of Education. Government of India.

The Gazette of India (2009). Ministry of Law and Justice on Right to Education Act, 2009.

The Gazette of India (2009), Ministry of Law and Justice on Right to Education Act, 2009.

Paper VI

POLITICAL AND ECONOMIC BASIS OF EDUCATION

Course Objectives:
20)

Marks: 100 (80 +

Total Credits : 4

To enable the learners to:

- Acquaint with the Issues and Concerns in Education
- Acquaint with the: Social Forces, Political Ideologies and Education
- Acquaint with the Globalization and its impact on Education

- Acquaint with the basic concepts of economics of education.
- Acquaint with the concept of education as a major determinant of economic development.
- Acquaint with the concepts, nature, principles and procedures of Educational Planning.

Unit- 1: Issues and Concerns in Education Credit- 1

Constitutional provisions for education in India; Education and Nationalism;

Education for National Integration and International Understanding ;

Education as an Investment in Human-Resource Development; Educational Planning – Micro and Macro.

Unit- 2 : Democracy and Globalization Credit- 1

Democracy: Meaning and Values, Main Features of Democratic Education, aims, curriculum Methods of Teaching and School Administration.

Secularism in India – Meaning, Need and role of Education in Multi-religious Society

Globalization: Concept and its impact on Knowledge, skills and attitude.

Unit-3: Human Resource Development Credit -1

Education and Economic Development, Indicators and process Human Resource Development, Process of Human Resource Development

Concept, Need and Goals of Educational Planning, Principles of Educational Planning, Approaches of Educational Planning

Educational Planning in India since Independence

Unit- 4: Education, Manpower Planning and Unemployment Credit - 1

Forecasting manpower needs and Manpower Planning

Problems of Unemployment in India and Role of Education

Brain Drain: Meaning, causes and measures to check Brain Drain in India

Reverse Brain Drain: Meaning and Measures.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D and E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D and E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

Suggested Readings

Alex, V.Alexander(1982) Human Capital Approach to Economic Development, New Delhi: Metropolitan Book Co.

Blaug, M.: (1972) Economics of Education, the English Language Book Society and England: Penguin Books.

Bertrand, Oliver (1992) Planning Human Resources: Methods, Experiences and Practices, New Delhi: Sterling Publishers.

Halleck, J.: (1969)The Analysis of Educational Costs & Expenditure, Paris: UNESCO.

Harrison, F and Myers, Charler: A (1970) Education, Manpower and Economic Growth: Strategies of Human Resource Development, Oxford & IBM Publishing,

Kneller, G. F(1968) Education and Economics Thought, New York: John Wilet and Sons,

Nagpal, S.C. and Mital, A.C (1993) Economics of Education, New Delhi: Publication, Pandit, H.N.: (1969) Measurement of Cost Productivity and Efficiency of Education, New Delhi: NCERT

Rao, V.K.R.V (1965) Education and Human Resource Development , New Delhi: Allied Publishers,

Raza, Moonis: (1986) Educational Planning: A long Term Perspective, New Delhi : Concept Publishing Company,

Singh, Baljit: (1986) Economics of Indian Education, New Delhi : Meenakshi Prakashan, Sodhi, T.S. (1990)Economics of Education, New Delhi: Vikas Publishing House

Tilak, J.B.G.(1992) Educational Planning at Grass Roots, New Delhi: Ashish Publishing House,

Paper VII

TEACHER EDUCATION – I

(Institutions, System and Structure in Teacher Education)

Course objectives:
20)

Marks: 100 (80 +

Total Credits: 4

To enable the learners to -

- Understand the concept and scope of Teacher Education in India with the Historical Perspectives.
- Understand the Aims and Objectives of Teacher Education at Elementary and Secondary.
- Understand the Recommendations of Various Commissions for Teacher Education and Role of NCTE.
- Understand the Different Teacher Education Programmes and their Utility.
- Understand the Current scenario of Teacher Education in India.
- Understand the Problems of Teacher Education in India.

Unit -I Teacher Education – Concept, Development, Agencies Credit - 1

Meaning, Nature, Aims, and Scope of Teacher Education; Objectives of Teacher Education at Elementary and Secondary.

Changing Context of Teacher Education in Indian as well as Global Scenario.

Historical development of Teacher Education in India during (Ancient, Medieval and British) Agencies of Teacher Education:

District Level- BRC, CRC and DIET's, their Role and Functions.

State Level- SCERT and University Department of Education, their Role and Functions.

National Level- UGC, NCTE, NCERT, their Role and Functions.

UNIT-II Teacher Education - System and Structure Credit-1

Structure of Teacher Education at Various Levels as per NCTE Norms

Elementary Level

Secondary Level

Salient features of Teacher Education – Relevance, Flexibility, Integration and Inter Disciplinary.

Recommendations of various Commissions and Committees on Teacher Education in Post Independence Era.

Critical Appraisal of the present system of Teacher Education in India.

**UNIT-III Models of Teacher Education and Instructional Meth
Credit-1**

Models of Teacher Education - Behaviouristic Teacher Education Model, Competency Based Model, Personalistic Model, Knowledge Building Community Model.

Large and Small Group Teaching Methods, Collaborative and Cooperative Teaching.

**UNIT-IV Preparation of Teachers
Credit-1**

Pre- service Teacher Programme

UGC, NCTE, NCERT and University.

Preparing Teachers for Special Schools.

Preparing Teachers for Inclusive Classrooms.

Integrating ICT in Teachers Education.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

Suggested Readings

Report of the Education Commission (1964-66).

Report of the National Commission on Teachers (1983-85).

National Curriculum Frameworks for Teacher education, 2009

Report of the Delors Commission, UNESCO, 1996

National Policy of Education 1986/1992.

National Curriculum Framework on School Education, 2005.

Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist Approach. Ney York : State University of York.

Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). London and New York.: Rout ledge

Falmer. Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. London and New York. Routledge Falmer.

NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education.

Rao, Digumarti Bhaskara (1998). Teacher Education in India. New Delhi: Discovery Publishing House.

Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching. New York.: Routledge:

Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual Inputs for Secondary Teacher Education: The instructional Role. India: NCTE.

Paper VIII

INTRODUCTION TO EDUCATIONAL STUDIES

Course objectives:
20)

Marks: 100 (80 +

Total Credits : 4

To enable the learners to:

- Understand the nature of education as a discipline/an area of study.
- Examine issues related to education as interdisciplinary knowledge.
- Understand the basic concepts/issues of education with reference to kind of concerns raised in NCF (2005) and NCFTE (2009).
- Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
- Understand Contemporary debates about the nature and purposes of education and the social, political & historical contexts in which the aims of education are defined .

- Understand the statutory framework pertaining to education and schooling and their specific responsibilities emanating from it.
- Examine critically the concerns from vision of school education and teacher education.
- Reflect on the multiple contexts in which the school and teacher education institutions are working.
- Discuss the emerging dimensions of school and teacher education.

UNIT – 1 Education as a Discipline

Credits - 1

Education Studies: Meaning and Nature of Educational Studies, The Traditional Disciplines and Educational Studies, Critical analysis of education as a discipline/area of study.

School Education: Contemporary challenges prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.

Procedure of linking: T Pack Model of Mishra

- Content knowledge with Pedagogy knowledge.
- Experiential knowledge with Empirical knowledge.
- Theoretical knowledge and Practical knowledge.
- Universal knowledge and Contextual knowledge.

UNIT – 2 Education as an Interdisciplinary Knowledge

Credits -

1

Interdisciplinary Nature of Education: Relationship of Education with disciplines/subjects such as Philosophy, Literature, Geography, Political Science, Psychology, Sociology, History, Economics, Anthropology and Management, etc.

Constructivist approach in Education

Contribution of Science and Technology: The Role of Science and technology in influencing the factors such as spirituality, morality, civic responsibility, faith and religion within contemporary educational policy and practice.

Axiological issues in education: Issues related to planning, management and monitoring of school and teacher education.

UNIT – 3 Changing Socio-Cultural Context of Education

Credits -1

Social Purposiveness of Education. Understanding contemporary Indian society with reference to multilingual, multicultural, gender, ethnicity, achievement,

equity, poverty, diversity, human rights, rights of the child and the role of education.

Process of Socialization: Role of parents, school, peer group, media and the community.

Teacher and society: A critical appraisal of Teacher's status. Globalization and the challenges facing the teaching profession in today's globalised, diverse and rapidly changing world.

Equality of Educational Opportunities:

UNIT – 4 Changing Context of Education

Credit -1

Political nature of Education. Multiple schools contexts-rural/urban, tribal, schools affiliated to different boards. The growth of comprehensive schooling.

Constructional Provisions for the Education of Socio-Economically deprived groups.

Measures to ensure the Teacher's Autonomy and Accountability: Meaning, dimensions, merits and demerits of Autonomy and Accountability. Code of conduct for teachers.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

Suggested Readings

Arthur, J., Mufti, Devies, I. (2010): Education Studies Textbook, Good reads. [Routledge. https://books.google.co.in](https://books.google.co.in)

Bates, J., Lewis, S. & Pickard, A. (2011) Education Policy, Practice and the Professional, Continuum London: International Publishing Group.

Bartlett, S., Burton, D. (2012). Introduction to Education Studies: Key Issues Series, London.: A Sage Publication company,

Bartlett, S., Burton, D., Peim, N. (2001). Education Studies, London: Paul chapman publishing.

Bartlett, S. & Burton, D. (2012) Introduction to Education Studies (Third Edition), London: Sage

Beyer, L.E. (Ed.) (1996) .Creating Democratic Classrooms: The Struggle to Integrate Theory and Practice. New York:Teachers College Press.

Boston: Alynand, Becon, Brubacher, John S.; (1969) Modern Philosophies of education, New Delhi: Tata McGraw-Hill, Publishing Company Pvt LTD,
 Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.
 Dewey, J. (1977): Democracy and Education: An Introduction to the Philosophy of Education, New York: Macmillan.
 Dewey, J. (1952). The School and the Child, New York: The Macmillan Company,
 E., Robinson, J. (2006). Education Studies: Issues and Critical Perspectives, England: Open University press, McGraw- Hill Education.
 Freire, Paulo (1970). Pedagogy of the Oppressed. New York:Continuum.
 Jackson, P.W. (2012) what is Education? Chicago: The University of Chicago
 Kumar, Krishna, (1989).Social Character of Learning. New Delhi: SAGE
 MHRD, Gov. of India (1992), National Policy on Education (revised) New Delhi
 MHRD, (1992), Programme of Action, Govt. of India, New Delhi.
 Naik, J.P. (1975) Equality, Quality and Quantity: The Elusive Triangle of Indian Education, Bombay: Allied Publications.
 NCERT (2005). National curriculum framework, New Delhi.
 NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
 NCERT CD ROM , Globalisation and Education
 Olssen, M., Codd, J., O' Neill, A. (2004). Education Policy: Globalization, Citizenship and Democracy, London:Sage Publication.
 Peters, R.S. (1973). Aims of Education, London: Oxford University Press.
 Peters, R.S. (1967), The Concept of Education,,: United Kingdom: Routledge.
 Ward, S. & Eden, C. E. (2009) Key Issues in Education Policy, London:Sage
 Warren, S.(2009).An Introduction to Education Studies, London: Bloomsbury Publishing,.

THIRD SEMESTER

Paper IX

TEACHER EDUCATION-II

(Curriculum, Policy, Practices and Continuing Professional Development)

Course objectives:
20)

Marks: 100 (80 +

Total Credits : 4

To enable the learners to -

- Understand the Concept, Development and Agencies of Teacher Education.

- Understand the Teacher Education Programmes at Different Levels- Their Objectives, Structure, Curriculum, Role and Competency Of The Teachers.
- Understand the Need For Teacher Education at Tertiary Level.
- Understand the Issues, Problems and Innovative Practices in Teacher Education.
- Research and Professionalism in Teacher Education.

UNIT-I Teacher Education Curriculum

Credit -1

National Curriculum Framework for Teacher Education Programme at various levels as recommended by NCFTE, 2009.

- Elementary Level.
- Secondary Level and

Teaching and Training Techniques – Nature, Assumptions, relevance to objectives of the Teacher Training.

Various techniques of Teacher Training– Seminars, Workshops, Brain Storming, ICT, Micro Teaching, Simulation and Role Playing and System Approach.

Privatization of Teacher Training : Need and Quality Concerns.

UNIT- 2 Teacher Thought Process

Credit -1

Concept of Teaching and Learning.

Duties of Teachers other than Teaching and their impact on quality of School Education.

3 P's in Teaching- Perception, Planning and Performance.

Teacher Thought Process and Decision Making.

UNIT-3 Continuing Professional Development

Credit -

1

Concept and Importance, Modes of INSET (In-Service Education and Training) : Face to Face, Distance Mode, Eclectic Mode.

Meaning, Characteristics and Concept of Profession and Professionalism in Education. Professional Ethics for Teachers.

Strategies of In-Service Professional Development – Workshop, Seminars, Orientation Programmes, Refresher Courses, Conferences and Extension Lectures.

Teacher Professionalism – Roles, Attitudes, and Values.

**UNIT-4 Research and Innovations in Teacher Education
-1**

Credit

Problems of Teacher Education in India.

Innovations in Teacher Education.

Priorities of Research in Teacher Education.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

Suggested Readings

- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
NCERT (2005): National Curriculum Framework.
NCERT (2006): Teacher Education for Curriculum Renewal.
NCTE (1998): Perspectives in Teacher Education.
Day, C.& J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead: Brinks Open University Press.
Mohammad Miyan (2004).Professionalization of Teacher Education. New Delhi:Mittal Publications.
NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi.
Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi.
Lampert, M. (2001). Teaching Problems and the Problems of Teaching. New Haven: Yale University Press.
Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A Constructivist Approach to Introducing Education. USA. Wadsworth Publishing,
Ram, S. (1999): Current Issues in Teacher Education. New Delhi: Sarup & Sons Publications,
Schon, D. (1987): Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions. New York: Basic Books.

Paper X

CURRICULUM STUDIES

Recommendations of University Education Commission (1948), Secondary Education Commission (1952-53), Education Commission (1964-66) and NPE (1986) regarding curriculum at elementary and secondary Level.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

References

- Aggarwal, Deepak (2007): Curriculum Development: Concept, Methods and Techniques. New Delhi: Book Enclave.
- Arora, G.L. (1984): Reflections on Curriculum. New Delhi:NCERT.
- CIET (2006) The Process of Making National Curriculum Framework-2005: A Video Documentary Both in Hindi and English, New Delhi: CIET, NCERT,
- Dewey, John (1966). The Child and the Curriculum. Chicago: The University of Chicago Press.
- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California: Jossey-Bass Inc. Publication.
- Joseph, P.B. et al; (2000): Cultures of Curriculum (Studies in Curriculum Theory). New York: Teacher College Press.
- Mc Kernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. U.K: Routledge.
- NCERT (2000). National Curriculum Framework for School Education, New Delhi: NCERT,
- NCERT (2005). National Curriculum Framework New Delhi: NCERT,
- NCTE (2009) National Curriculum Framework for Teacher Education. New Delhi:

Paper XI

LIFE SKILLS EDUCATION

**Course objectives:
(20)**

**Marks: 100 (80 +
20)**

Total Credits : 4

To enable the Learners to:

- Understand Concept, Process and Practice of Core life Skills.
- Identify role of Life Skills for Positive Change and well being.
- Understand social skills, thinking skills and emotional skills.
- Communicate effectively, Cope with Stress and Emotions, Problem Solving and Decision Making.
- Emphasize the importance of Effective Communication as a Life Skill.

UNIT-1 Peace values for Personality Formation Credit-1

Life Skills : Concept, Importance of Various key Life Skills- Emotional Skills, Social Skills, Thinking Skills,.

Importance of Life Skills for Growing minds.

Need For Life skill Education.

UNIT-2 Life skill and Wellbeing Credit-1

Life Skills in Social Context vis-à-vis media influence, Social Harmony and National Integration .

Life Skills to deal with Peer Pressure, Suicide Prevention and Substance Abuse.

Factors affecting Wellbeing of an Individual.

Role of Life skills for ensuring Wellbeing.

UNIT-3 Communication Skill Credit-1

Functions of Communication.

Essentials of Effective Communication.

Types of Communication-Downward or Upward, Lateral or Horizontal.

Barriers to Communication.

UNIT-4 Method for Life skill Enhancement Credit-1

Methods to Enhance Life Skills -Class Discussion, Brain Storming, Demonstration, Role Play, Case Studies.

Audio-Visual activities e.g. Arts, Music, Theatre, Dance.

Decision Mapping or Problem Trees, Storytelling, Debates, Educational Games and Simulation, Small Groups.

Matrix of Life skills in a class room.

Suggested Readings

Baumgardner, R. Steve., Crothers. K. Marie. (2009). Positive Psychology. New Delhi: Dorling Kindersley India Pvt. Ltd.

Carr Alan, (2004). Positive Psychology.: New York: Routledge.

Nair,A.Radhakrishnan (2010). Life Skills Training for Positive Behaviour. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.

UNESCO (2005). Quality Education and Life Skills: Unesco: Dakar Goals. Paris:

WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Geneva: Inter-Agency Meeting. WHO.

Life Skills Education and CCE, CBSE. (www.cbse.nic.in/cce/life_skills_cce.pdf.)

Life Skills Education (www.lifeskillsed.com.)

Life Skills Approach to Teaching- Teacher Education ([www.teindia.nic.in/files/teacher_trg-module/13_life_skills_module](http://www.teindia.nic.in/files/teacher_trg-module/13_life_skills_module.pdf) pdf.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

Paper XII

EDUCATIONAL TECHNOLOGY

Course objectives:

Marks: 100 (80 +

20)

Total Credits : 4

To enable the learners to:

- Understand the concept, scope and importance of educational technology.
- Understand the role of technology in various educational practices.

- Understand the concept, process and components of communication along with the role of multimedia approaches in educational communication.
- Understand various levels, stages and models of teaching.
- Understand the teaching behavior modification techniques for betterment of teaching-learning process.
- Make use of different classroom Instructional Technologies.
- Make use of various types of technologies for enhancing student centered learning environment.
- To get acquainted with recent trends in Educational Technology.

UNIT 1: EDUCATIONAL TECHNOLOGY AND COMMUNICATION **Credit -1**

Concept, Scope and Importance of Educational Technology
Role of Technology in Various Educational Practices

Concept, Process and Components of Communication, Barriers to Effective Classroom Communication, Role of Multimedia Approaches in Educational Communication

Modern Trends in Educational Communication such as e-mail, teleconferencing and Interactive Video Conferencing, Wiki, Blogging and Social Networking

UNIT 2 LEVELS, STAGES AND MODELS OF TEACHING **Credi-1**

Memory, Understanding and Reflective levels of Teaching and Learning and their Implications.

Stages of Teaching along with Operations involved in them

Models of teaching: Meaning, Function and Types (Glaser's Basic Model, Information processing Model, Social Interaction Model)

Teaching Behaviour Modification Techniques: Flanders' Interactional Analysis, Reciprocal Category System and Equivalent Talk Category System

UNIT -3 TECHNOLOGY FOR CLASSROOM INSTRUCTION **Credit -1**

Components, Working and Uses of Over Head Projector (OHP), Movie Projector, Liquid Crystal Display (LCD) Projector,
Components, Working and Uses of Computer, Audio-Video Recording Instruments, Closed Circuit Television (CCTV) and Smart Board/Electronic Board

Programmed Learning (Linear and Branching), Personalizes System of Instruction, Computer Assisted Instruction (CAI) and Web Based Learning
Challenges in Integration of Technology for Classroom Instruction

UNIT 4: TECHNOLOGY ENHANCED STUDENT-CENTERED LEARNING ENVIRONMENT

Credit -1

Concept and Importance of E-Learning, M-Learning, Collaborative Learning, Blended Learning.

Technology Aided Learning and Virtual Classroom for generating Student-Centered Learning Environment

Role of Central Institute Of Educational Technology(CIET) to Promote Utilization of Educational Technologies

Recent Trends of Research in Educational Technology

Suggested Readings

Agarwal, J.C. (1995) Essential of Educational Technology: Teaching Learning Innovations in Education. Delhi: Vikas Publishing House (P) Ltd.

Behera, S.C. (1991): Educational Television Programmes, New Delhi: Deep and Deep Publications,

Chauhan, S.S.:(1978) A Text-Book of Programmed Instruction, New Delhi: Sterling Publ. Co. Collis,

Denis, Kim, Sen and Morin (2000), "Information Technology - The Breaking Wave", New Delhi: Tata McGraw-Hill Publishing Company Limited,

Dobson, Theresa M. (2005.)Technologies of Text: Reflections on Teaching, Learning, and Writing within Digital Environments." Journal of the Canadian Association of Curriculum Studies, v.3 no.1,

Kulkarni, S.S. (1986) Introduction to Educational Technology, New Delhi:Oxford & IBH.

Kumar, K.L. (2008): Educational Technology, New Delhi: New Age International Pvt. Ltd. Publishers

Kumar, N. and Chandiram, J. (1967): Educational Television in India,: New Delhi: Arya Book Depot.

Mehra, V. (2010): A Text Book of Educational Technology, New Delhi: Sanjay Prakashan.

Mukhopadhyay, M. (1990): Educational Technology – Challenging Issues, New Delhi: Sterling Publishers Pvt. Ltd.,

Pandey, K.P.(1980) A First Course in Instructional Technology, Ghaziabad: Amitash Prakashan,

Parmaji, S. (1994): Distance Education,: New Delhi: Sterling Publishers.

Rana, S. (1994): Open Learning in India, New Delhi: Commonwealth Publishers,

Sampath et. al. (1981): Introduction to Educational Technology, New Delhi: Sterling Publishers Pvt.

Sharma, B.M. (1994): Media and Education, New Delhi: Commonwealth Publishers.

Sharma, K.D. and Sharma, D.V. (1993): Open Learning System in India, New Delhi: Allied Publishers Ltd.,

Venkataiah, N. (1996): Educational Technology, New Delhi: APH Publishing Corporation.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

**FOURTH SEMESTER
Paper XIII**

CURRICULUM, PEDAGOGY AND ASSESSMENT

Course objectives:
20)

Marks: 100 (80 +

Total Credits : 4

To enable the Learners to;

- Understand the need and significance of Curriculum in Education.
- Comprehend various Pedagogical Techniques and methods for transaction of curriculum.
- Understand Instructional Process in terms of its various dimensions.
- Understand the importance of various skills and role of different media in Education.
- Acquire and use different skills and competencies related to curriculum development, pedagogical interventions and evaluation techniques.
- Understand and apply different evaluation strategies and techniques during curriculum transaction.
- Analyze various evaluation strategies so as bring improvements in curriculum and its transaction.

Unit – 1 Curriculum: An Overview

Credit-1

Meaning and Importance of Curriculum, Philosophical, Social and Psychological Basis of Curriculum, Functions and Goals of Curriculum, Characteristics of Effective Curriculum.

Basis of Content Selection for Curriculum (Culture-based, Knowledge-based and Need-based).

Role of Teacher in Curriculum Development Process and its effect on Curriculum, Curriculum Transaction.

Unit – 2: Pedagogical Strategies for Curriculum Transaction

Credit -1

Instructional Objectives: Concept and Need, Bloom's Taxonomy of Instructional Objectives, Writing Objectives in Behavioural Terms (Robert Mager's and RCEM Approach).

Teacher Controlled Instruction (TCI): Meaning and Nature, Methods of Instruction (Lecture, Team Teaching, Demonstration), Strengths and Weaknesses of Each Method, Procedure for Organizing Effective Lecture and Demonstration and Its Evaluation, Role of Teacher in Teacher Controlled Instruction.

Learner Controlled Instruction (LCI): Meaning and Nature, Methods of Self-Learning (Self-Instructional Print Material, Programmed Learning, Keller's Personalized System of Instruction, Computer Assisted Instruction), Teacher's Role in Learner controlled Instruction.

Group-Controlled Instruction (GCI): Meaning, Nature and Methods : Small Group Interaction, Cooperative Learning Approach, Role Play, Field Trips, Project Work), , Role of Teacher in Group Controlled Instruction.

Unit – 3: Managing Instruction in Classroom Credit-1

Meaning and Basic Principles of Effective Classroom Management.

Instructional Design: Meaning and Types; Using Instructional Media in the Classroom: Concept, Need and Types.

Use of Print Media in the Classroom (Textbooks, Reference Books, Journals), Using Charts, Models and Improvised TLM in Classroom and Skills required to Use Them.

Use of Electronic Media in the Classroom (TV, Computers, Internet), Skills required for Effective Communication in the Classroom, Modification of Teacher Behaviour through Development of Teaching Skills (Skill of Induction, Explaining, Reinforcement, Probing Questioning, Stimulus Variation and Achieving Closure) among Student-Teachers through Micro Teaching and Simulation.

Unit – 4: Curriculum and Assessment Credit-1

Difference between Evaluation, Assessment, Measurement and Tests; Need, Purpose and Importance of Educational Assessment.

Approaches to Assessment: Formative, Summative and Diagnostic; Norm-Referenced and Criterion-Referenced Tests: Difference and Construction Procedures, Continuous and Comprehensive Evaluation: Concept, Aims, Assessment of Scholastic and Co-Scholastic Aspects; Assessment of Cognitive, Affective and Psycho-Motor Aspects of Individual Personality.

Recent Trends in Assessment: Self-Evaluation, Peer Evaluation, Grading System, Open Book Examination, Internal Assessment.

Meaning, Purpose and Ways of Evaluating Curriculum.

Sessional Activities:

1. Visit a high school and observe classroom transaction process (T-L process) followed by the teachers. Prepare a detailed report mentioning the teaching skills and TLM used by the teachers. Highlight the strengths and weaknesses of classroom transaction process and suggest some ways for bringing improvements in the same.
2. Visit a primary school and study how CCE records are maintained by the school authorities. Prepare a detailed report on it.
3. Prepare a study guide on any topic of your interest by following the principles of Keller's Personalized System of Instruction (PSI).
4. Prepare a powerpoint presentation on any topic of your interest. Submit the prints of handouts (including brief explanation of content covered) of powerpoint slides.

Suggested Readings:

- Aggarwal, J. C.(2009) Development and Planning of Modern Education, New Delhi: Vikas Publishing House Pvt. Ltd.
- Andrey and Nicholas, Howard.(1978) Developing Curriculum: A Practical Guide. George, London: Allen and Unwin,
- Aggarwal, Deepak (2007): Curriculum Development: Concept, Methods and Techniques.. New Delhi: Book Enclave.
- Arora, G.L. (1984): Reflections on Curriculum. New Delhi: NCERT.
- Bhatia, K. K. & Chadda D. P. C. (1980). Modern Indian Education and its problems, Ludhiana: Prakash Brothers
- Chopra, R. K. (1993). Status of Teacher in India, New Delhi: NCERT
- Dewey, John (1966). The Child and the Curriculum. Chicago:The University of Chicago Press.
- Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. New York: McGraw Hill
- Hooer, R.(1971). Curriculum: Context, Design and Development,: New York: Longmans
- Holders and Stayhton Mc Kernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. U.K. : Routledge.
- NCERT (2005). National Curriculum Framework-2005, New Delhi: NCERT,
- NCTE (2009) National Curriculum Framework for Teacher Education.
- Nicholls, H. (1978). Developing Curriculum- A Practical Guide, London: George Aleen
- Sharma, R. A. Technological Foundations of Education, Meerut: R Lall Book Depot.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two

long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

Paper XIV

EDUCATIONAL ADMINISTRATION, MANAGEMENT AND LEADERSHIP

Marks: 100 (80 + 20)

Course objectives: Total
Credits : 4

To enable the learners to:

- Develop an understanding of the concepts, techniques and practice of educational administration and management.
- Recognize the importance of management of resources and effective use of ICT in the context of educational management.
- Critically examine the core and contemporary management and leadership theories relevant to educational practice and settings.
- Sensitize the students about new changes and challenges in administration and leadership of institutions.
- Develop capacities for being effective educational administrators and leaders.
- Sensitize the students with respect to emerging trends in educational administration, management and leadership.
- Acquaint the students with the dynamics of total quality management in Education.

Unit – 1 Educational Administration Credit -1

Meaning, Nature and Scope of Educational Administration, Basic Principles of Educational Administration, Administrative Structure at Various Levels of Education.

- Role of Different Agencies / Regulatory Bodies (NUEPA, NCERT, State Directorates of Education) in Educational Administration.
- Recent Trends in Educational Administration: Decentralization, Delegation of Authority, Academic Freedom and Institutional Autonomy, Community Participation and Role of Local Bodies in Educational Administration.
- Meaning and Concept of Educational Supervision, Means of Ensuring Accountability in Educational Processes.
- Qualities of an Effective Educational Administrator.

Unit – 2 Educational Management Credit -1

- Educational management in India: A Historical Perspective.

- Purpose, Processes, Principles and Stages of Educational Management.
- Relationship between Educational Management and Administration, Managerial Functions of Educational Administrator (Planning, Organizing, Staffing, Controlling and Directing),
- Role of Teachers in Educational Management.

Unit – 3: Management of Resources in Education

Credit -1 Management of Physical Resources (School Plant, School Building, Furniture, Equipments, Playground, Laboratory and Library).

- Management of Human Resources (Functions of School Head and School Teachers and Staff.
- Management of Financial Resources (Identifying Sources of Income and Preparing School Development Plan).
- Office Management in Education (Office Functions, Purpose and Types of School Records), Meaning and Importance of Management Information System in Education.
- Concept and Techniques of Classroom Management, Total Quality Management (TQM) in Education: Concept and Principles, Application of ICT and Barriers in its Use in Educational Management.

Unit-4: Leadership in Education Credit -1

Concept and Functions of Leadership, Types of Leadership (Academic, Administrative, Community and Student-Centred Leadership), Importance of Group and Team Work, Leadership Skills.

- Leaders as Team Manager and Motivator, Developing Leadership and Management Skills.
- Current Trends in Educational Leadership in the context of Privatization, Public-Private Partnership in Education, Globalization and their Impact on Education.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to short questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B, C, D, and E of the Question Paper.

Suggested Readings:

Bush, Tony. (2010) Theories of Educational Leadership and Management, 4th ed., New Delhi: Sage Publications,

Davies, Brent and Burnham, J. W. (2003) Handbook of Educational Leadership and Management, New Delhi:Pearson Education

Mohanty, J. (2007)Educational Administration, Supervision and School Management, New Delhi:Deep and Deep Publications,

Sharma, S. L. (2009) Educational Management: A Unified Approach of Education, New Delhi: Global India Publications Pvt. Ltd.

Gupta .S and Aggarwal. J.C (2013) School Management, New Delhi: Shipra Publication ,

Sessional Activities

1. Visit a primary school and study how admission and attendance records of students are maintained by the school authorities. Prepare a detailed report on it.
2. Visit a private educational institution at higher level and study it's organizational and management structure. Prepare a detailed report on it.
3. Interact with the community members in your neighbourhood whose children are studying in government schools. On the basis of this interaction, prepare a detailed report on how community participation can be ensured and enhanced in educational affairs.
4. Visit a primary school and observe how mid-day meals are served to the students. Prepare a detailed report on management of mid day meals scheme in the school highlighting availability and management of physical and human resources, cooking of meals, observance of hygiene and cleanliness, meals serving system etc.

Paper XV

Principles and Procedures of Guidance and Counseling

Course objectives:
20)

Marks: 100 (80 +

Total Credits : 4

To enable the learners to;

- Understand concept, need and principles of guidance
- Understand Role of National and State Level Agencies in the guidance Programmes.
- Understand principles, and problems of different types of guidance.
- Become familiar in the use of testing and Non-Testing Techniques.
- Understand the concept and process of counseling
- Understand different approaches of counseling.
- Develop counseling skills.
- Understand different approaches to evaluate the guidance Programmes.

Unit 1 Guidance

Credit -1

Concept, Assumptions, Scope and Need for Guidance at different levels of Education. Limitations of Guidance.

Types of Guidance – Educational, Vocational and Personal, Group Guidance

Agencies of guidance: National, State, District and Local Levels.

Role of Teachers and Headmasters/Principals in the school guidance programme.

**Unit 2 Methods and Techniques of Guidance
Credit -1**

Organizing Guidance Services at Elementary and Secondary level.

Steps in the Guidance Process.

Assessment in Guidance: Testing Techniques.

Assessment in Guidance: Non-Testing Techniques.

**Unit 3 Counseling
Credit -1**

Concept, Characteristics, and Principles of Counseling. Counseling Skills.

Counseling Approaches – Directive, Non-directive and Eclectic.

Individual and Group Counseling and Ethical issues in Counseling

**Unit 4: Guidance of Children with Special Needs
1 Credit-**

Needs and Problems

Guidance of the Gifted and Creative Students

Guidance of under achiever and first generation learners

Evaluation of Guidance Programme: Need, Approaches and Problems.

Sessional Activities

1. Visit to a Guidance center and write a report.
2. Organize any one of the activity: Career talk, Career Exhibition, Class talk and Report or Visit and Prepare a report of the guidance services available in any one school.
3. Any other activity / activities that the concerned course teacher may think appropriate, can be allotted .

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

Suggested Readings:

Aggarwal, J. C. (1989). Educational, Vocational Guidance and Counseling. New Delhi: Doaba House.

Arther J. J., (1971). Principles of Guidance, New Delhi:Tata Mc Graw Hill.

Bhatnagar, A., & Gupta N. (1999). Guidance & Counselling : Practical (Vol I & II) New Delhi: Vikas Publishing House.

Gupta, S.K. (1985). Guidance and Counselling. New Delhi: Mittal. Publication

Kochhar, S.K. (1984). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling. Publication

Norton,K and Mcgauley, G (1998). Counselling Difficult Clients. New Delhi: Sage Publications,

O'Leary, C.J (1999). Counselling Couples and Families. New Delhi: Sage Publications, Ponte Otto,

D.B. Casas, J.M; Suzuki, L.A. And Alexander, C.M. .(2001). Handbook of Multicultural Counseling. New Delhi: Sage Publications,

Rivers, P.C (1994) Alcoholic and Human Behaviour: Theory Research and Practice. New Delhi: New Jersey: Prentice Hall.

Rao, S Narayana ,(1995). Counselling and Guidance,New Delhi: Tata McGraw Hill Publishing Co.Pvt Ltd

Sherry, J. (2004).Counselling Children, Adolescents and Families. New Delhi: Sage Publications, Velleman, R. (2001). Counselling for Alcoholic Problems. New Delhi: Sage Publications.

Paper XVI

INCLUSIVE EDUCATION

Course objectives:
20)

Marks: 100 (80 +

Total Credits : 4

To enable the Learners to:

- Understand the concept and importance of Inclusiveness in Education.
- Understand the global and national commitments towards the education of children with diverse needs.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for Inclusive Education.
- 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.
- Identify and utilize existing resources for promoting inclusive practice.

Unit-1 Introduction to Inclusive Education

Credit -1

- Concept, scope and importance of Inclusive Education, Historical perspectives on education of children with diverse needs.
- Difference between Special Education, Integrated Education and Inclusive Education.
- Need for Inclusive Education and barriers in the Implementation of the scheme.
- Adaptations in Instructional Objectives , curriculum and co-curricular activities for meeting diverse needs of children: intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.

Unit -II International and National Initiatives for the Education of Children with Special Needs

Credit - 1

The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).

The World Declaration on Education for all and its Framework for Action to meet Basic Learning needs, 1990(Article 3 Clause 5). The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).

The Agenda for Action for the Asian and Pacific Decade of Disabled Persons (1993-2002). The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education. International Year of the disabled persons (IYDP, 1981)

National Initiatives for children with special needs:

- Integrated Education for Disabled Children (IEDC, 1974).
- Project Integrated Education for disabled children (PIED, 1987).
- Sarva Shiksha Abhiyan and RTE 2009

Unit III- Current Laws and Policy Perspectives for Inclusive Education and Role of the Teacher **Credit -1**

Mental Health Act 1987, Rehabilitation Council of India (RCI) Act, 1992. Role of RCI in the education of children with special needs.

Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995).

The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning, role of technology for meeting diverse needs of learners.

Unit: IV Teacher preparation for Inclusive Education **Credit -1**

Skills and Competencies of teachers and teacher educators for Elementary and Secondary Education in Inclusive Settings, Teaching Strategies for Inclusive Education, creating conducive environment in Inclusion Schools, reviewing existing Educational Programmes offered in secondary school (general, special education).

Evaluation and Follow Up Programmes for Improvisation of Teacher Preparation Programmes in Inclusive Education Programmes.

Roles, Responsibilities and Professional Ethics of an Inclusive Education Teacher and Teacher Educators.

Role of NGO's in Inclusive Education - A Critical Appraisal.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly & carry 16 marks. Sections B, C, D & E will have two

long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 16 marks each.

Section A is compulsory and answers to shorts questions should be completed in around 100 words each. The candidates are required to attempt one question each from sections B,C, D, and E of the Question Paper.

Suggested Readings

Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: New Delhi : National Publishing House
Government of India (1986). National Policy on Education,
Government of India (1992). Programme of Action,
Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Haryana: Academic Press.
Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Chennai: Heinemann Educational publishers, Multivista Global Ltd,
Kagan, T.S. (2000): Worldwide Diversity and Human Rights. New Delhi: Orient Longman Pvt Ltd.,
NCERT (2005). National Curriculum Framework,
NCERT (2006). National Focus Group Report on Education of SC and ST, New Delhi.
PWD Act 1995,98,2000
Rehabilitation Council of India , (1992)
Sharma, P.L. (1990) Teachers Handbook on IED-Helping Children with Special Needs New Delhi:N. C. E R T Publication
Sharma P.L (2003) Planning Inclusive Education in Small Schools, Mysore: R .I E.

Suggested Activities for Practicum-cum-Field Work

1. Observe student-teachers of B. Ed. / D. El. Ed. level during simulated teaching (in 10 lessons) by employing Flander's Interaction Analysis Technique. Analyze the teaching behaviour of student-teachers and make a detailed report including feedback for bringing desirable changes in teaching behaviour.
2. Observe B.Ed. / D. El. Ed. student-teachers (in 10 lessons) during practice teaching sessions and make a detailed report about the teaching methodology adopted, its appropriateness, use of TLM and a critical note on transfer of teaching skills from micro teaching / simulation to practice teaching situations.
3. Visit an in-service training programme centre (BRC/CRC/DIET) and evaluate the centre in terms of its infrastructure, human resources, organization of training programme and training pedagogy employed. Prepare a detailed report.

4. Conduct interviews of school teachers with the help of structured interview schedule for assessing their perception regarding ongoing in-service teacher training programmes and prepare a detailed report mentioning major merits and drawbacks in training programmes and suggestions for bringing future improvements.
5. Visit the schools and interact with the teachers to identify the pedagogical techniques employed by them and their needs. Prepare a detailed report on it and on the basis of this, forward your suggestions for reducing gap between pre-service teacher education programmes and school education.

Sr. No.	Facilities in the Department of Education
1	Wi-Fi facility for students
2	Language Lab
3	One Seat for Single Girl Child
4	Computer lab with Internet Facility
5	Science Lab

Placements

Sr. No.	Students of the Departments have got jobs as
1	TGT, PGT in Schools
2	Private B.Ed. Colleges

Library- Department library is housed in fourth floor of the main library of Himachal Pradesh University