Course Title/Code	**Child Development and Teaching Learning Process (EDH 101)**
Course Type	**Core**
Course Nature	**Hard**
L-T-P-O Structure	**(3-0-2-0)**
Objectives	-To enable student teachers to develop an understanding of different dimensions and stages of human development. -To understand and identify the needs and problems of adolescents. -To enrich student teachers with ways of addressing the diversity in class. -To reflect upon different theories of human development in context of present scenario. -To apply the gained knowledge with respect to social concerns in the present context and their influence on development of children.

SECTION A

HUMAN GROWTH AND DEVELOPMENT
Concept of growth and development: Principles of development, Dimensions and stages of development. Factors Influencing Development: Developmental characteristics of an adolescent: Physical, Cognitive, Social, Emotional, Moral & Language, Needs and problems of adolescents in Indian context. Ways of Studying Learners' Behavior at Adolescent Stage: Observation, introspection, reflective journals, narrative anecdotes and case study.

SECTION B

PREMISES OF HUMAN DEVELOPMENT

Physical, Social and Emotional Development of Child- Concept, role of parents, teachers and society, Role of heredity and environment in child development, Role of Anthropology in child development, Concept, stages, and educational implications of various theories- Piaget, Kohlberg, Erickson and Vygotsky

SECTION C

CHILD DEVELOPMENT AND SOCIAL FRAMEWORK

Parenting Styles: Concept and their influence on child development, Impact of media on growing children and adolescents. Socialization: Process of socialization, Impact of family, peer relationships and teachers in socialization of child. Social Concerns and child

development: Child abuse, poverty, gender discrimination, single parent child, value erosion and stress among children, Influence of social and cultural change on child development

SECTION D

UNDERSTANDING CHILDREN WITH DIVERSITY

Concept of Individual Differences in the context of gender, caste, religion, region, culture, and different physical ability, Role of teacher in dealing with diversity in class. Understanding Individual from Multiple Intelligences Perspective with a Focus on-Gardner's theory of multiple intelligences, Construction of multiple childhoods with reference to Indian context, Application of multi-cultural psychology – Its implications in teaching and learning

Reference Books and Readings
1. Claridge, G. & Davis, C. (2003). *Personality and Psychological Disorders*. New Delhi: Atlantic Publishers.
2. Cole, M., Cole, S. R., & Lightfoot, C. (2004). *The Development of Children.* New York: Worth Publishers.
3. Farrell, B. M. (2009). *Foundations of Special Education: An Introduction*. (4th Ed.). New York: Wiley Blackwell.
4. Gardner, H. (1980). *Frames of mind: The theory of multiple intelligence*. New York: Basic Books.
5. Havighurst, R. (1995). *Society and Education*. Boston: Allyn and Bacon.
6. Mishra, A. (2007). Everyday life in a slum in Delhi. In D. K. Behera (Ed.), *Childhoods in South Asia*. New Delhi: Pearson Education India.
7. Newman, B. M., & Newman, P. H. (2007). *Theories of Human Development.* London: Lawrence Erlbaum Associates.
8. Piaget, J. (1952). *The Origins of Intelligence in Children*. New York: International University Press.
9. Piaget, J. (1997). Development and Learning. In M. Gauvian & M. Cole (Ed.), Readings on the development of children. New York: WH Freeman & Company.
10. Saraswathi, T. S. (1999). Adult- Child continuity in India: Is adolescence a myth or an emerging reality? In T. S. Saraswathi (Ed.), *Culture, Socialization and Human Development: Theory, Research and Application in India*. New Delhi: Sage.
11. Sharma, K. N. (1990). *Systems, Theories and Modern Trends in Psychology*. Agra: HPB.
12. Sharma, N. (2003). Understanding adolescence. NBT India.
13. Singh, A. J. (2012). *Development of the Learner and Teaching-Learning Process.* Patiala: Twenty First Century Publications.
14. Woolfork, A. (2014). *Educational Psychology* (12th Ed.). New Delhi: Pearson Education.

Child Development and Teaching Learning Process Practical (EDH 101 P)

1. *Make a report of reflective narratives given by school students regarding types and causes of problems faced by them in family/peer group, school and neighborhood.
2. Conduct a survey on the influence of media (print/ electronic) on development of children with suitable examples.
3. Draft a case study of any child (differently able child/ problem child/ child of weaker section) with specific reference to the impact of different social contexts on his/ her personality.
4. Conduct an interview with one adolescent boy and girl each, to identify the stressor in their life.
5. Any other suitable activity

*Field activity

Course Title/Code	Foundations of Education (EDH 102)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-2-0)
Objectives	-To examine the bases of education in philosophical and sociological context. - To critically examine the issues and concerns of education in the socio-economic contexts of India. -To reflect upon the educational philosophy of Indian and western thinkers and its implications in education. -To enhance their capacity to accomplish the process of education. -To reflect philosophically and ethically on their own personal, professional and civic lives.

SECTION A
BASICS OF EDUCATION AND PHILOSOPHY

Education: Concept, meaning, aims and functions of education, Critical understanding of various related terms: Training, Instruction, Teaching and Indoctrination, Education as a discipline and its interdisciplinary nature, Role of Education in promotion of Culture and value inculcation. Introduction to philosophy with special reference to its branches, Relation between Education and Philosophy, Nature and Scope of Educational Philosophy

SECTION B
EDUCATIONAL THOUGHTS AND THEIR IMPLICATIONS

Contribution of following thinkers with respect to meaning of education, aims, curriculum development and techniques of maintaining discipline in present scenario.
Indian Educationists: Mahatma Gandhi, Rabindranath Tagore, Swami Vivekananda, Jiddu Krishnamurthy and Dr. B.R Ambedkar. Western Educationists: Plato, Rousseau, John Dewey, and Paulo Frieri

SECTION C
EDUCATION AND SOCIETY

Relation between Education and Society, Education as an agent of Social Change, Education and Culture, Socio-cultural influences of Globalization on Education, Socialization of child and social agencies of education, Constitutional values and Education

SECTION D
NATIONAL CONCERNS IN EDUCATION

Equalization of Education Opportunities- Accessibility, Affordability and Equality to all. Constitutional Provisions for ensuring equity and equality in Education- with special reference to Right to Education (RTE). Education and Gender Equality, Nature of Democracy

and its implications, Secularism and Religious Pluralism, National and Emotional Integration in Indian context.

Reference Book and Readings

1. Anand, C L and et al (1993). *Teacher and Education in the Emerging Indian Society*. New Delhi: NCERT.
2. Bhatia, K. & Bhatia, B.(1974) *The Philosophical and Sociological Foundations of Education*. Delhi: Doaba House.
3. Delors, Jacques (1996). *Learning the Treasure Within*. Report to UNESCO of the International Commission on Education for Twenty-first Century. UNESCO.
4. Dewey J (1966). *Democracy in Education*, New York: Macmillan.
5. Gandhi M K (1956). *Basic Education*. Ahmedabad, Navajivan.
6. Goel, A. & Goel S.L. (2005). *Human values and Education*. New Delhi: Deep and Deep Publications Pvt. Ltd.
7. Govt. of India (1952). *Report of the Secondary Education Commission*. New Delhi.
8. Govt. of India. MHRD (1986, Revised 1992) *National Policy of Education*, New Delhi.
9. NCERT (2014*). Basics of Education*. NCERT: Publication Division.
10. R. S. Peters (Ed.) (1967) *The concept of education*. London: Routledge & Kegan Paul.
11. Rajput, J.S. (2006). *Human Values and Education*. New Delhi: Pragun Publications.
12. Saraswathi T S (1999). *Culture, Socialization and Human Development*. Sage Publication.
13. Sharma, A. P. (2010). *Indian and Western Educational Philosophy*. New Delhi: Unicorn Books.
14. Walia, J.S. (2011). *Philosophical, Sociological and Economic Bases of Education.*
15. Jalandhar: Ahim Paul Publishers.

Foundations of Education Practical (EDH 102P)

1. Report writing based on visits made to schools practicing innovative philosophies in areas of education like inclusive education, gender sensitization, secularism and any other crucial area.
2. A Survey regarding ground realities of implementation of the provisions of RTE in any one school in the neighborhood.
3. Group discussions on any suitable topics concerning contemporary society like aggression among youth, misuse of democracy, implications of secularism etc. and to reflect upon different viewpoints.
4. Organization of and participation in street plays /dramas/ declamation/ debates/ any other suitable activity on any theme of Philosophical perspectives of Socio-Political scenario in India.
5. Preparation of quotation boards to display quotes of great philosophers in the college premises.
6. Any other suitable activity

Course Title/Code	**Pedagogy of Social Sciences (EDH 108)**
Course Type	Core
Course Nature	**Hard**
L-T-P-O Structure	**(3-0-2-0)**
Objectives	-To gain an understanding of the nature and scope of Social Sciences. -To develop an understanding of different approaches to teaching Social Sciences. -To examine different pedagogical issues in learning Social Sciences. -To plan lessons based on different approaches to facilitate learning of Social Sciences. -To realize her/his role as facilitator in enhancing Social Sciences learning in the real classroom situation. -To explore the use and relevance of different learning resources and materials in learning different units in Social Sciences. -To reflect upon her/his own experiential knowledge in the process of becoming a Social Science teacher. -To understand different ways of assessing learner performance and providing additional support to the learners

Pedagogy of Social Sciences (EDH 108)

SECTION A

NATURE AND SCOPE OF SOCIAL SCIENCES
Concept of Social Sciences and Social Studies, Scope of Social Sciences, place of Social Sciences in the school curriculum, Integration/fusion of different subjects of Social Science – History, Geography, Political Science, Economics, Sociology, Anthropology in Social Science at School stage. Objectives of learning Social Sciences. Emerging curriculum trend in social science as per NCF – 2005

SECTION B

APPROACHES AND MODELS OF TEACHING-LEARNING SOCIAL SCIENCES
Approaches to teaching: Inductive, deductive, constructivist, multidisciplinary & integrated. Methods: project method, field trip, excursion, role play, dramatization, problem solving, exploratory, concept mapping, Storytelling, Observational Method, Assignment Method, Discussion method. Strategies and Techniques used in teaching-learning process.
Models of teaching in social science education – information processing, concept attainment, social inquiry models

PEDAGOGICAL PLANNING
Lesson planning- Writing teaching points, formulating objectives in behavioral terms , selecting learning/teaching materials, deciding the approach to learning/teaching, writing the lesson plan through creating learning situations. Unit Planning, and Micro Teaching, Bloom's Taxonomy. Teacher as a facilitator-Creating multiple learning contexts, engaging the learner in the learning process, designing activities, questioning, valuing learners' experiences, encouraging learners inquiry abilities. Teaching skills, teacher as a reflective practitioner

SECTION D

ASSESSMENT OF LEARNING & LEARNING RESOURCES IN SOCIAL SCIENCES
Contextual learning aids; Audio Visual Materials - charts, models, maps, supplementary materials, community as a resource site, use of library resources. Construction of Achievement test, Diagnostic test and remedial teaching, Evaluation- meaning, types, importance, Action research: Concept and Identification of problems faced by the teachers in the classroom

Reference Books and Readings

1. Banks, James, A., (1977) Teaching Strategies for the Social Studies: Enquiry, Valuing And Decision Making, Wesley Publishing Comp., Massachusetts
2. Bining, Arthur, C., and Bining, David, H., Teaching Social Studies in Secondary Schools, McGraw, Hill Book Company, Inc., New York 1952
3. Delors, J., (1996) Learning the Treasure within, Report of International Commission on Education for 21st Century – UNESCO
4. Dhamija, Neelam (1993), Multimedia Approaches in Teaching Social Studies, Harmen Publishing House, New Delhi
5. DigumartiBhaskaraRao (ed.), Techniques of Teaching Social, Sciences, Sonali Publications, Delhi
6. George, Alex M. and Amman Madan (2009), Teaching Social Science in Schools: NCERT's New Text Book Initiative, Sage, New Delhi
7. James, Hemming (1953), The Teaching of Social Studies in Secondary Schools, Longman Green and Company, London
8. Learning Without Burden, Report of the National Advisory Committee, 1993, Ministry of Human Resource Development, Government of India.
9. Mehlinger, Howard D. (Ed) (1981), UNESCO Handbook for the Teaching of Social Studies, UNESCO
10. National Curriculum for Elementary and Secondary Education, A Frame Work, 1988, NCERT, New Delhi
11. National Curriculum Frame Work 2005, NCERT, New Delhi.
12. NCERT textbooks in Social Sciences

13. Position Paper by National Focus Group on Teaching of Social Sciences
14. Report of the Secondary Education Commission, 1953, Ministry Education, Government of India, New Delhi
15. Report of the Education Commission, 1964 – 66, Ministry of Education, Government of India, New Delhi
16. Root, Michael (1993), Philosophy of Social Science. Blackwell, Oxford
17. The Curriculum for the Ten Year School – A Frame Work, 1975, NCERT, New Delhi
18. Trigg, Roger (1985), Understanding Social Sciences, Basic Blackwell, Oxford
19. UNESCO, New Source Book for Teaching of Geography, UNESCO 2005. .
20. Wilkins, Elizabeth J. (1979), Elements of Social Science, Macdonald and Evans, London
21. Yagnik, K., S., The Teaching of Social Studies in India, Orient Longman Ltd., 1966

Pedagogy of Social Sciences Practical (EDH 108 P)

1. Planning of Lessons on the Social Sciences units/themes of class VI,VII,VIII, IX
2. Preparation of teaching learning aids
3. An analysis of the existing high school syllabus of social science education with special reference to national goals, individual and social needs
4. Critical analysis of Social Science Textbooks
5. Develop a Multi media lesson plan using different sources of ICT.
6. lesson plan (Through constructivist approaches ICON and 5E model)
7. Discussion on how to Deal with controversial Issues in Social Science.(Current events)
8. Prepare a Best out of waste teaching learning material
9. Content analysis of a selected topic/chapter/unit
10. Preparation of a blue print and test items of an achievement test in geography/history/political science/economics for any secondary class
11. Reflection on Pedagogical Issues in Teaching Social Sciences: Creating an interactive environment, opportunities for learning together for both learner and teacher, encouraging participatory learning, utilizing community resources, going beyond the textbook, bringing inclusiveness in learning, connecting child's knowledge and local knowledge with the text book, primacy of the learner. Write Reflective Journals on it.
12. Identify a classroom problem and provide solution to it through action research
13. Organization and planning of Co-curricular Activities in Social Science & Field Trip/Excursion / Bulletin Board in Social Science.
14. Social Science Laboratory- organization and management

Course Title/Code	Pedagogy of Mathematics (EDH 110)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-2-0)
Objectives	-To get introduced with mathematics education. -To understand the nature of mathematics. -To develop an understanding of correlation of mathematics with other subjects. -To select appropriate methods of teachings to teach mathematics. -To understand and apply appropriate evaluation technique in mathematics. -To develop an achievement test

Pedagogy of Mathematics (EDH 110)

SECTION A
NATURE AND SCOPE OF MATHEMATICS
Meaning, nature, and scope of mathematics education, Aims and Objectives of teaching Mathematics. Historical development of notation and number system. Contribution of Indian mathematicians- Ramanujam, Aryabhatta, Bhaskarachatya, Shakuntala Devi. Vedic mathematics

SECTION B

EXPLORING MATHEMATICS
Correlation of mathematics with other subjects, Writing objectives in Behavioral Terms- Blooms Taxonomy, Professional competencies of mathematics teacher, The building blocks of mathematics- undefined terms, definitions, axioms, theorems, postulates, Maxims and Principles of Teaching

SECTION C

PEDAGOGY IN TEACHING- LEARNING OF MATHEMATICS

Micro teaching, unit teaching, lesson planning and Models of Lesson Planning, Teaching methods in mathematics: Inductive, Deductive, Analytic, Synthetic, Heuristic, project, Activity method, Co-operative learning, Problem solving, Constructive approach in teaching learning of mathematics. Audio Visual Aids- Selection, Types, Importance in Mathematics Teaching, Strategies and techniques used in Teaching of Mathematics, Mathematics Laboratory- Meaning and Importance

SECTION D

EVALUATION IN MATHEMATICS

Evaluation: Meaning, importance, and types of evaluation, Criteria or parameters of a good mathematics textbook, Diagnostic test and remedial testing in mathematics, Achievement test: Need and importance of class test, Continuous and comprehensive evaluation, Action Research- Meaning, Steps, Its difference with Fundamental Research, Critical evaluation of the curriculum in use in Mathematics at the secondary stage according to NCF

Reference Books and Readings:

1. Aggarwal, J. C. (2008). *Teaching of mathematics*. UP: Vikas Publishing House Pvt. Ltd.
2. Boyer, C. B. (1969). *A history of mathematics*. New York: Wiley
3. Chambers, P. (2010). *Teaching mathematics: Developing as a reflective secondary teacher*. New Delhi: Sage Publication
4. Davis, D. R. (2005). *The teaching of Mathematics*. London: Addison Wesley Press.
5. Ediger, M.; & Rao, D. B. (2000). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.
6. Gupta, H. N.; & Shankaran, V. (1984). *Content cum methodology of teaching mathematics*. New Delhi: NCERT.
7. James, A. (2005). *Teaching of mathematics*. New Delhi: Neelkamal Publication.
8. Kapur, S. K. (2005). *Learn and teach Vedic mathematics*. New Delhi: Lotus press.

9. Kulshreshtha, A. K. (2012). *Teaching of mathematics*. UP: Lal & Sons.
10. NCF (2005). *Position paper- National focus group on teaching of mathematics*. New Delhi: NCERT.
11. Pamaela, C. (2006). *Teaching mathematics: A handbook for primary and secondary school teachers*. New York: Routledge.
12. Polya, G. (1965). *Mathematical discovery: On understanding learning and teaching problem solving*. NJ: John Wiley & Sons.
13. Roy, H. (1990). *Development of mathematical skills*, London: Blackwell Publishers.
14. Schonnel, F. J. (1965). *Diagnostic and remedial teaching in Arithmetic*. London: Lever and Boyd.
15. Shetty, B. (2013). *What is mathematics*? India: National Book Trust.
16. Skemp, R. R . (1971). *The psychology of learning mathematics*. New York: Routledge.

Pedagogy of Mathematics Practical (EDH 110)

1. Organizing and participating in mathematic fairs, quiz, games, puzzles, Olympiad, talent hunt programs
2. Critically evaluate the present curriculum in mathematics at the secondary stage according to NCF
3. Critically analyze a mathematics text book of secondary grade
4. Prepare an achievement test of mathematics
5. Develop a multi media lesson plan using appropriate ICT resources and transacting the same in class
6. Prepare teaching aid for teaching of mathematics at secondary school level
7. NTeQ Model in Mathematics

Course Title/Code	Pedagogy of Economics (EDH 129)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-2-0)
Objectives	-To Develop an understanding of meaning, scope, aims and objectives of teaching of Economics -To Develop Understanding the bases of the economics education and its relation with other disciplines. -To Develop ability to design, and use various tools & techniques of evaluation.. -To Get knowledge of different methods of teaching. -To Train the students to use problem- solving approach in problems related to economy and economics. -To Demonstrate application of I.C.T. in Teaching of Economics -To Develop awareness about recent advancements in teaching of Economics -To Develop competence in designing effective instructional strategies to teach Economics

Pedagogy of Economics (EDH 129)

SECTION A

INTRODUCTION TO TEACHING OF ECONOMIC
Meaning, Nature and Scope of Economics as a school subject. Aims, objectives and values of Teaching Economics. Importance and role of Economics in Education. Developing objectives in Behavioral Terms with reference to Bloom Taxonomy. Integration of Economics with other school subjects

SECTION B

LESSON PLANNING AND METHODS OF TEACHING ECONOMICS
Micro Teaching, Unit Planning and Lesson Planning. Lecture, Discussion, Debate, Inquiry, Problem solving, Survey, Project method and Problem solving.
Innovative Trends in teaching of economics - Team teaching, Cooperative Learning Strategies in Teaching of Economics (Think-Pair-Share, Jig Saw, Reciprocal Peer Teaching), ICT in teaching of Economics, Constructivism and Concept mapping. Challenges of teaching Economics. Role of Economics teacher in teaching of Social Science and in current affairs

SECTION C

INSTRUCTIONAL MEDIA & CO-CURRICULAR ACTIVITIES

Instructional Media: Concept, Importance and types of instructional media and their use in teaching of economics. Co-Curricular Activities: Type, role and significance of co-curricular activities in teaching of Economics. Text Book: Features of a good text book. Critical analysis of economics textbook

SECTION D

Evaluation in learning outcomes

Evaluation: - Nature of educational evaluation, its need, role in education process. Methods of Assessment: Formative, Summative. Informal assessment techniques. Observation, Tests, Grades, Quiz, Club, portfolio. Planning & preparation of achievement test in Economics. Diagnostic and Remedial teaching. Continuous and Comprehensive evaluation (CCE). Action research: Concept and Identification of problems faced by the teachers in the classroom

Reference Books and Readings:

1. Aggarwal J.C : Teaching Of Economics, A Practical Approach Mandir. Agra-2.
2. Arora, P. N. (1985). Evaluation in Economics. New Delhi: NCERT
3. Bawa, M. S. (ed.) (1996), Evaluation in Economics, IASE, Deptt. of Education, Delhi University.
4. Bhatia & Bhatiya 1994 " The principles & Methods of Teaching" Doaba house, Delhi – 110006
5. Chakravorty, S. (1987), Teaching of Economics in India, Bombay, Himalaya– Publishing
6. Dhillon S; Chopra K. : Teaching Of Economics
7. Gupta R.P. " Teaching Methods" Vinod Pustak Mandir, Agra-2
8. Hicks, J.R. (1960), The Social Framework- An introduction to Economics, London: Oxford University Press.
9. Kanwar, B. S. (1973). Teaching of Economics. Ludhiana: Prakash Brothers.
10. Lee, N. (Ed.). (1975). Teaching of Economics. London: Heinemann Education Books.
11. Mustafa M, 2005," Teaching of Economics Deep Publications Pvt. Ltd F-159, Rajouri Garden, New Delhi-110027
12. N.R. Saxena: Teaching of Economics, R Lall Book Depot, Meerut
13. Natarajan S. 1993, "Introduction to Economics of education", sterling publications Private Limited
14. Sharma Kadambari : Teaching of Economics
15. Sharma and Sexana (2002). Teaching of Economics. Surya Publication Meerut.
16. Siddiqui M.H.: Teaching of economics, APH Publications Corporation
17. Sindhu H.S.: Teaching of economics, Tandon Publications, Books Market, Ludhiana- 141008.
18. Saxena Mishra Mahonty (2004) "Teaching of Economics" Surya publication, Meerut.
19. Saxena Mishra Mahonty (2004) "Teaching of Social Studies" Surya publication, Suryapublication, Meerut
20. Tyagi, G. (2007). Teaching of Economics. Vinod Publishing House.

21. Varshna, R. K. (1996). Teaching of Economics. Sahitya Publications
22. Yadav Amita, 1999, "Teaching of Economics" Anmol Publications Pvt. Ltd., New Delhi.
23. Whitehead, D. J. (ed.) (1974), Curriculum Development in Economics, London, Heinemann Education Books.

Pedagogy of Economics Practical (EDH 129)

1. Pedagogical Analysis on the following topics:
   a. Wants and their classification
   b. Laws of return
   c. Population- its Growth Pattern, Problems of over population, Density of¬ population
   d. National Income- Meaning, Methods of Measurement
   e. Any other topic given by teacher
2. Preparation of Achievement test or portfolios in Economics.
3. Comparative analysis of prescribed syllabus of CBSE & ICSE
4. Critical analyze the perspectives presented by NCF's (1975,1986,2000,2005) in relation to economics at higher secondary level.
5. Development and organization of co-curricular activities
6. Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
7. Prepare few teaching aids for teaching of Economics
8. Any other project/assignment given by the institution
9. Prepare and execute a lesson plan to teach by using any one of the following:
   a. Constructivism
   b. Concept mapping
   c. Cooperative learning
10. Identify a classroom problem and provide solution to it through action research

Course Title/Code	Pedagogy of Music
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-2-0)
Objectives	- To enable student teacher to understand the importance of Indian Music. - To provide knowledge of different methods and techniques of teaching music. - To acquaint student teacher with latest teaching skills. - To equip with various types of Ragas and different talas. - To enable student teachers to organise competitions. - To develop understanding & aesthetic sense in student.

SECTION A - Introduction

a) Historical development of Music and Musical instruments from Ancient times to Modern Times
b) Aims & objectives of teaching of music, importance of Music in daily life.
c) Indian Classical and light Music in educational institutions – Its importance, popularization.

SECTION B - Methods and Techniques

(a) Approaches and Methods of teaching music at secondary level
(b) Relationship of music with other Fine arts subjects.
(c) Voice-culture & larynx

SECTION C - Curriculum and Planning
(a) Music Curriculum construction
(b) Micro Teaching Skills
(c) Writing a lesson plan, unit plan –concept, procedure, importance.
(d) Evaluation in Music: Theory and Practical

SECTION D: Content
(a) Knowledge of following Talas- Ekgun & Dugun of Dadra, Rupak, Keharva, Jhaptal, Ektal, Chartal and Teental.
(b) Knowledge of different parts of instruments Tanpura/Sitar/Tabla.
(c) Knowledge of following raga- Bhairav, Bhairavi, Eman Kalyan, Bhupali or Malkawns
(d) Knowledge of Swaras, division of Swaras and measures of Shruti.

REFERENCES:

1) Awasthi, S.S. (1964): A Critique of Hindustan Music and Music Education. Jallandhar.

2) Bhatkhande, V. M. (1987): KRAMIK Pustak Mahika Laxmi Narayan Garg, Hathras.

3) Bhatnagar, S. (1988): Teaching of Music. Monika Prakashan, Shimla.

4) Kalekar, Saryu (1968): Sangeet Shikshan Parichaya . Khanna,

5) Jyoti (1992): Teaching of Music. Madan Panna Lal. Teaching of Music. Jalandhar.

6) Shah, Shobhna (1986): Sangeet Shikshan Pranali. Pb. Kitab Ghar Vinod Pustak Mandir, Agra Vasant (1986):

7) Sangeet Visharad. Sangeet Karylaya, Hathras

Practical Activities

1. To prepare students to act as accompanist.
2. Preparing a scrap book on any two famous Musicians and their contribution.
3. Recitation or playing on musical instrument of National Anthem.

Course Title/Code	**Pedagogy of Home Sciences (EDH 143)**
Course Type	Core
Course Nature	**Hard**
L-T-P-O Structure	**(3-0-2-0)**
Objectives	-To understand the epistemology of science as a school subject in the school curriculum. -To implement various pedagogical approaches to teaching of home science at different stages of school. -To plan units and lessons through thematic approach in a holistic manner. -To critically examine teaching-learning process that incorporate enquiry, discovery, activity based learning, problem solving situations and investigatory projects etc within the classroom. -To integrate knowledge of home science with other school subjects -To facilitate self-assessment in children with insights about meta-learning.

SECTION A
NATURE AND SCOPE OF SCIENCE

Definition of Science, Nature of Science. Concept, facts, theories and generalizations. Contributions of Indian and International scientists to the knowledge domain of Home Science with special reference to the methods of discovery/ Investigation adopted. Science as a process of constructing knowledge; Scientific methods: A critical view, How science works; role of science teacher. Integration and Application of knowledge of Home Sciences with other school subjects and in daily life.

SECTION B
PLANNING, DESIGNING AND TRANSACTION

Aims and objectives of teaching Home Science, Development of scientific attitude and temper, Development of Unit plan, Lesson Plan, Concept maps using variety of approaches. Developing and writing Learning Objectives: Anderson and Krathwohl's Taxonomy.
Teaching Learning Process with a focus on: Lecture cum demonstration method, Heuristic/ Inquiry approach, Problem solving approach, Project method, Constructivist approach, peer learning/ group learning, team teaching, Experiential learning, Cognitive conflict, Analogy strategy. Appreciating every child's natural curiosity of observation and drawing conclusion, facilitating lifelong learning in students with special educational needs.
Home science as a skill based curriculum.
Home Science Laboratory: Organization and Management, Using Laboratory as a learning resource approaches to laboratory work, safety in laboratory, handling hurdles in utilization of resources.

SECTION C

PEDAGOGICAL SHIFT IN HOME SCIENCES

Each learner is Unique, Pedagogical shift from science as a fixed body of knowledge to the process of constructing Knowledge. Content cum methodology, Pedagogical Analysis (any three topics from physics and chemistry) Need of Inclusion in all aspects of teaching-learning of Home Sciences-science curriculum, approaches, ICT and professional development of teachers. Improvisation of Apparatus, identifying some inexpensive sources of chemicals

SECTION D

ASSESSMENT OF LEARNING
Continuous and Comprehensive Evaluation (CCE): need and importance; Assessment and evaluation as intertwined process of classroom experience. Learning Indicators (LIs) and its types, developing LIs for activity, presentation, group work, assignments etc.
Tools and techniques of Assessment: assessment of written and oral work, project work, laboratory work, field trips, journal writing, concept map; Assessment of learners with special needs.
Recording and reporting of learning evidences- measurement of achievement, process skills and aptitude of learners; Portfolio- its role in evaluating students' performances. Role of reflection in students' achievement.

Reference Books and Readings:
1. Alsop, S. and Hicks, K. (2007): *Teaching Science: A Handbook for Primary and Secondary school teachers,* Kogan Page, N.Delhi .
2. CBSE (2009). Teacher's manual on CCE. New Delhi: CBSE.
3. Chikara, M.S. and Sarma, S. (1985). Teaching Science. Ludhiana: Prakash Brothers.
4. Das, R.C. (1985). *Science teaching in Schools.* New Delhi: Sterling Publications Private Ltd.
5. Krathwohl, D.R., Bloom B.S. and Maria B.B. (1964) *Taxonomy of Educational Objectives, Handbook II, Affective Domain*, New York: David McKay.
6. Lindfors, J. (1984). *How children learn or how teachers teach?* A Profound confusion: Language Arts, 61 (6), 600-606.
7. National Curriculum Framework 2005, NCERT, New Delhi.
8. Ramakrishna, A. (2012). *Methodology of Teaching Integrated Sciences.* New Delhi: Pearson.
9. Steffe, L. and Gale, J. (Eds.) 1995). *Constructivism in Education*, New Jersey : Lawrence Erlbaum Associates Inc.

Pedagogy of Home Sciences Practical (EDH 143)
1. Designing laboratory experiences for using in teaching-learning process in classroom situation- two innovative activities and two improvised apparatus.
2. Prepare a First Aid box equipped with all the essential things in it.
3. *Report of one Action Research carried out in the practising school.
4. Report on measures being taken for inclusive teaching-learning in practicing schools.
5. Concept mapping in selected units in Home Science Planning learning situations for constructing knowledge in Home Science.
6. Group Discussion on pedagogical issues.

Course Title/Code	**Pedagogy of Biological Science (EDH 109)**
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-2-0)
Objectives	-To critically examine science as a domain of inquiry and exploration. -To understand the epistemology of biology as a school subject in the school curriculum. -To implement various pedagogical approaches to teaching of biology at different stages of school. -To theoretically understand how children in diverse social contexts construct knowledge of concepts in biology. -To plan units and lessons through thematic approach in a holistic manner. -To revisit theories of learning (Piaget, Vygotsky, Bruner, Chomsky) to understand how learning take place among children. -To critically examine teaching-learning process that incorporate enquiry, discovery, activity based learning, problem solving situations and investigatory projects etc within the classroom. -To facilitate self-assessment in children with insights about meta-learning.

Course Content:

SECTION A

NATURE OF SCIENCE

Introduction to Pedagogy: Concept; Cardinal Principles of Learning; Why study Science; What is Science? Science as a domain of inquiry and exploration. Scope of biological sciences for understanding the diversity of the living world, origin of life and its evolution. History of Biological Sciences. Some Eminent Biologist's contributions and reflections on society: William Harvey, Lamarck, Charles Darwin, Rosalind Franklin, M.S. Swaminathan. Recent advancements and research in biological sciences. An illustration of how children learn science?

SECTION B

AIMS AND OBJECTIVES OF LEARNING BIOLOGICAL SCIENCES

Aims of learning Sciences, Development of scientific attitude and scientific temper- Respect for evidence, open mindedness, Truthfulness in reporting observation, Critical thinking, logical thinking, Skepticism, objectivity, Nurturing the natural curiosity, creativity and Aesthetic sense.

Meaning of learning objectives, Developing learning objectives; Anderson and Krathwohl's Taxonomy. Writing learning objectives: Remembering, understanding, Applying, Analyzing, Evaluating, Creating. Learning objectives in Constructivist perspective.

SECTION C

PEDAGOGICAL SHIFTS IN BIOLOGICAL SCIENCES

Pedagogical Shift: biological science as fixed body of knowledge to the process of Constructing Knowledge, nature of science, knowledge, learners, learning and teachers, assessment, science curriculum and planning. Democratizing science learning: Critical Pedagogy. Need of Inclusion in science curriculum, approaches, ICT and professional development of teachers (*with special reference to Reflective practices and its role*).

Content cum methodology: concept and nature, steps to content cum methodology, pedagogical analysis (any three topics). Approaches and Strategies of learning Biology: Expository approach, investigation, projects, peer interactions, collaborative approach, experiential learning, concept mapping and self learning.

SECTION D

ASSESSMENT OF LEARNING

Development of Assessment Framework. CCE, Diagnostic tests, remedial/enrichment measures and monitoring learner's progress, Learner's record in biological sciences: laboratory investigation, reports of field visits and excursions, projects work, portfolio, Assessment through participation in collaborative learning: peer interaction, group discussions, seminars and presentations, Assessment through creative expression: Essays, posters, Drama, poetry, riddles etc. Assessment as a reflected process and as a reflecting process, Recording and reporting of learning evidences/outcome: measurement of student's achievement- marks and grading.

References Books and Readings

1. CBSE (2009). Teacher's manual on CCE. New Delhi: CBSE.
2. Chikara, M.S. and S. Sarma (1985). *Teaching Biology*. Ludhiana: Prakash Brothers.
3. Das, R.C. (1985). *Science teaching in Schools.* New Delhi: Sterling Publications Private Ltd.
4. Krathwohl, D.R., Bloom B.S. and Maria B.B. (1964). *Taxonomy of Educational Objectives, Handbook II, Affective Domain,* New York: David McKay.
5. L.Steffe and J. Gale (Eds.) 1995). *Constructivism in Education*, New Jersey: Lawrence Erlbaum Associates Inc.
6. Lindfors, J. (1984). *How children learn or how teachers teach? A Profound confusion*: Language Arts, 61 (6), 600-606.
7. National Curriculum Framework 2005, NCERT, New Delhi.

8. Ramakrishna, A. (2012). *Methodology of Teaching Life Sciences*. New Delhi: Pearson.

Pedagogy of Biological Science Practical (EDH 109)

1. Critical review of a Textbook of Science/ Biology.
2. Planning and conducting awareness programs/ camps.
3. Diagnosis and preventive measures of Epidemics.
4. Report of one Action Research carried out in the practicing school.
5. Concept mapping in selected units in Biological Sciences Planning learning situations for constructing knowledge in Biological Sciences.
6. Group Discussion on pedagogical issues.
7. *Hands on experience through visits to botanical gardens/ flower shows/ garden of five senses/Department of Science Education at NCERT/SCERT.
8. Report on measures being taken for inclusive teaching-learning in practicing schools.
9. Exploration of alternative conceptions held commonly by students and planning of approaches towards re-conceptualizations – Project

*Field activity

Course Title/Code	Creating An Inclusive Classroom (EDS 103)
Course Type	Audit
Course Nature	Soft
L-T-P-O Structure	(1-0-2-0)
Objectives	-To understand the meaning and need of inclusion in education -To get familiarized with various policies, programmes and schemes promoting inclusive education -To identify the social, economic and physical diversity that exists amongst learners -To recognize the challenges in Inclusive Education -To appreciate the role of a teacher and various other stakeholders in making inclusion a success -To develop the skills to manage a classroom in an inclusive setup

Course Content:

SECTION A

INCLUSIVE EDUCATION

Understanding diversities, Transition from Segregation to Inclusion, aims and objectives, Characteristics of Inclusive Education, Important aspects for Inclusive Education: Circle of Inclusion, Models of Inclusive education (Strategies intervention model, team teaching model, full inclusion model, circle of inclusion method)

SECTION B

OVERCOMING CHALLENGES IN INCLUSIVE EDUCATION

Barriers in Inclusive education (Attitudinal, Infrastructural, curriculum, assessment, funding, Expectations, Organizational values)
Salmanca Statement and Framework, PWD act 1995, RCI act 1992, RPWD act, UNCRPD, Sarva Shiksha Abhiyaan, National Policy for Persons with Disabilities (2006), Fundamental constitutional rights for Persons with Disability.

SECTION C

ADDRESSING DIVERSITY THROUGH INCLUSIVE EDUCATION

Visual Impairment, Hearing Impairment, Speech Impairment, Orthopaedic Impairment, Intellectual Impairment, Learning disabilities, Autism Spectrum Disorder, Attention Deficit Hyperactivity disorder

SECTION D

INCLUSIVE EDUCATION AND ITS PRACTICES

Adaptations (Modifications and accommodations), creative educational aids and empathetic practices. Parent-School partnership, Universal Design in Learning; Individualized/Group Education Programme, Inclusive lesson plan, Differentiating Instruction(peer tutoring and peer mediated instruction and interventions, co-oprtive learning and co-operative teaching assignments, self regulated learning),Inclusive instruction strategies at school level- Remedial help, team teaching, co-teaching, student assistance teams, buddy system, circle of friends, Parent involvement, Provisions pertaining to appearing in examination for CWSN (As available in CBSE and ICSE)

Reference Books and Reading:

1. Ballard, K. (1999). *Inclusive Education*: Falmer Press
2. *Beyond Tokenism-A guide for teachers on how to implement inclusive education in regular class*. National Trust Publications
3. Jha, M.M. (2002). *School without walls: Inclusive Education for All*. Oxford: Heinemann
4. Kapur, M. (1997). *Mental Health in Indian Schools*. New Delhi: Sage Publications
5. Menon, S.M. (1990). *Psychosocial rehabilitation: Current Trends.* NIMHANS Journal, 14,4,295-305
6. Mohapatra, C.S.(ed.) (2004). *Disability management in India: Challenges and commitments*. New Delhi: Indian Institute of Public Administration
7. National Curriculum Framework (2005). *Position Paper on Education of Children with Special Needs*
8. NCERT. (2006b). *Position paper- National focus group on education with special needs (NCF 2005)*. New Delhi: NCERT
9. RCI (2013). Status of Disabilityin India. New Delhi: Kanishka Publishers
10. Sebba. Judy, Sachdev. Darshan (1998).*What works in Inclusive Education?* Bernardo
11. UNESCO. (2009). *Policy guidelines on* inclusion *in education*. UNESCO

Course Title/Code	**Critical Understanding of ICT in Education-I (CSW 114 B)**
Course Type	Core
Course Nature	**Workshop**
L-T-P-O Structure	**(0-0-3-0)**
Objectives	- To demonstrate the understanding of the main components of the computer hardware and software in use. - To integrate technology tools for teaching learning and material development. - To integrate use of ICT to simplify record keeping, information management in education administration. - To implement various ICT's for project / problem based constructivist learning environments. - To reflect critically on application of ICT in teaching-learning process. - To provide the hands on experience on ICT

SECTION A

INTRODUCTION TO INFORMATION AND COMMUNICATION TECHNOLOGY

Introduction to Computer Systems: Characteristics and Components of a computer system, Memory – Primary & Secondary, Input Devices, Output Devices, Hardware and Software

Operating System: Microsoft Windows - Versions of Windows, Basic Windows elements, Folder and File management, using essential accessories: Calculator, Notepad, Paint, WordPad. Utility of My Computer, My Documents, Recycle bin, My Network Places, Control Panel, Searching Files

Introduction to Internet: Introduction to internet, www, urls, portals, web browsers, IP addresses, searching and downloading content, e-mail, intranet.

Word Processing: Creating and handling documents, Editing, Spell check, Formatting, Tables, Macros, Mail merge, Page setting, Headers and footers, Printing documents

SECTION B

Spreadsheet Package: Creating and handling workbook and spreadsheet, Editing, Formatting, Cell referencing, Formulae and Functions, Charts and Graphs, Macros, Views, Sorting, Page setting, Headers and footers, Printing worksheets.

Presentation Package: Creating and handling presentations, Using templates, Views, Handling Master slide - Notes and Handouts, Slide Design and layout, Animations, Transition, Slide Show, Custom Show, Timing, Headers and footers, Printing Presentations and handouts.

Reference Books and Readings

1. Bharihok, D. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi.
2. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Powerpoint. NISCOM, CSIR: New Delhi.
3. Lee, William w., Dianna, L. Owens, (2001) Multimedia based Instructional Design: Computer based training. Jossey-Bass
4. Mishra, S.(Ed.) (2009). STRIDE handbook 08: E-learning. IGNOU: New Delhi.
5. National Policy on ICT in Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI, Retrieved from: http://mhrd.gov.in/ict_school
6. Roblyer, M.D. (2008). *Integrating Educational Technology into Teaching*. New Delhi: Pearson Education, South Asia, India.

Critical Understanding of ICT in Education Practical (CSW114B)

1. Construction of an portfolio and question papers of his teaching subjects
2. Preparing and transacting a lesson infusing ICT resources (usingappropriate hardware and software) and evaluating it.
3. Students progress record- Tabulation, and graphical representation of results of an Academic test.
4. Project/Problem based learning (PBL): Role of ICT, developing technology integrated PBL unit
5. Development and use of multimedia in education
6. Use ICT integrated Unit Plan: Web 2.0 for creating constructivist learning environment
7. Prepare a Digital storytelling and Storyboarding.
8. Create an interactive quiz(Hot potatoes, Content generator)
9. Encourage student to create news article
10. Create a power point presentation- add timings, graphics, sounds, etc to it
11. Use photoshop and similar graphic package to alter photograph to predict change in landscape.
12. Use excel to create a drag and drop

Course Title/Code	Communicative English (EDS 107)
Course Type	Audit
Course Nature	Soft
L-T-P-O Structure	(1-0-2-0)
Objectives	-To get acquainted with the basics of English language and communication. -To speak English with an unaffected accent using stress and intonation. -To use acceptable English in academic writing. -To use English language in a more meaningful way with an enriched word power. -To communicate in a professional way using various communication strategies.

SECTION A

GRAMMAR

GRAMMAR AND USAGE –Parts of Speech, Nouns, Determiners, Tenses , Verbs (Finite, Nonfinite, linking verbs, auxiliary verbs, modals, phrasal verbs), subject verb agreement. Preposition, punctuation, some common errors in English, Sentence (Declarative, Affirmative, Negative and Interrogative, Simple, Complex and Compound sentences), Clause, Phrase, and Transformation of sentences.

SECTION B

ORAL COMMUNICATION

Lexis, vocabulary, Features of oral communication- word stress-intonation- falling and rising tones.
CONVERSATIONS: Introducing yourself, Body Language, Debates, Group Discussion Skills, Interview skills and Etiquettes, , Dress code, Class seminar presentation, Viva voce.

SECTION C

READING COMPREHENSION
COMPREHENSION SKILLS: Reasons for Poor Comprehension, Techniques for Good Comprehension (Skimming and Scanning), Reading Comprehension.

SECTION D

ACADEMIC WRITING
NOTE MAKING: Methods of preparing notes.
PRÉCIS: Summary, Paraphrase
Letter, Resume, Notice, Report: Letter structure and element, types of letter, Resume: Features and Types, Notice; format, Reports; types, structure.
Essay Writing

Reference Books and Readings:

1. Cholis, M. (2007). *Towards Academic English* .New Delhi :Cambridge University Press
2. Cohen, F. R. & Miller L. J. (2003). *Reasons to Write :Strategies for Success in Academic Writing.* New York: Oxford University Press.
3. Kohli , A. L. (1993). *English Grammar, Reading and Writing Skills.* Chandigragh: Kohli Publishers
4. Kumar ,S. & Lata, P. (2012). *Communication Skill in English.* New Delhi: Oxford University Press.
5. Mohan, K. & Banerji, M. (1990). *Developing Communication Skills.* New Delhi: MacMillan India Ltd.
6. Washburn, P. (2010). *The Vocabulary of Critical Thinking.* New York: OUP.
7. Eastwood, J. (1999). *Oxford Practice Grammar.* India: Oxford University Press.

Communicative English Practical (EDS 107)

1. Developing Telephonic skills by Handling calls (Leaving messages , Making enquiries , Placing an order , Booking and arrangements , Change of plan ,Handling complaints.)
2. Combating stage fright by Classroom Presentations, Power Point Slides presentation, Debate, Discussions, Extempore, Public Speaking.
3. Paraphrase and reflect on any one of the editorial article from any National Level English News paper.
4. SWOT Analysis
5. Mock Interview

Course Title/Code	Reading and Reflecting on Texts (EDW 344)
Course Type	Core
Course Nature	Workshop
L-T-P-O Structure	(0-0-3-0)
Objectives	-To read and respond to a variety of texts in different ways -To enhance his/her capacities as a reader and writer -To read a wide variety of texts about schools, teaching, learning and other aspects of education -To interactively engage in individual and groups reading sessions -To reflect on the text using personal experiences

Reading and Reflecting on Texts (EDW 344)

SECTION A

Acquisition of reading skills, Reading as resource; Reading a wide variety of texts such as Descriptive, Narrative, Literary, Factual, Expository, Historical work, Policy documents, Ethnographies. Process of critical and reflective reading

SECTION B

Concept and distinguishing features of reflective writing, writing with a sense of purpose; Writing Skills for Teachers: writing letters, applications, reports, minutes, and essays; writing about research; writing annotations, references and bibliography; writing journals and reflective diaries, etc.

Reference Books and Readings:

1. Badheka, G. (2006). Divasvapan. National Book Trust. Retrieved from http://www.arvindguptatoys.com/
2. Bhatt, H. (n.d).The diary of a school teacher. An Azim Premji University Publication. Retrieved from www.arvindguptstoys.com/arvindgupta/diary-school-teacher-eng.pdf
3. Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University.
4. California Yule, G. (2006).The study of language. Delhi: Cambridge University Press.
5. Grellet, F. (1981). Developing reading skills: A practical guide to reading comprehensionexercises. Cambridge University Press.
6. Reading Development Cell, NCERT (2008).Reading for meaning. New Delhi: NCERT.
7. Watton, P., Collings, J. and Moon, J. (2001). Reflective Writing- Guidance notes for students. University of Exeter. Retrieved from www.exeter.ac.uk/fch/work-experience/reflective-writing-guidance.pdf

8. 32 Ways to Use Google Apps in the Classroom - Google Slides. Retrieved fromhttps://docs.google.com/presentation/d/1_6fh7wXkugHQbbA2ILrjsFqysvclJCbul 2I3Oc912D8/present#slide=id.i0

Reading and Reflecting on Texts Practical (EDW 344)

1. Engaging with narrative and descriptive accounts in stories or chapter.
2. Re-telling the account (in one's own words) from different points of view after reading a specified content given by teacher.
3. Writing based on text e.g. summary of any given text, extrapolation of a story, converting a situation into a dialogue etc.
4. Read a journal article, newspaper article or a chapter and write personal responses and summary.
5. Assessment of reading comprehension based on a given passage. The chosen text should befrom different genres like story, description, conversation, poem etc.
6. GROUP ACTIVITY-Take two reference books on any one topic of your choice and conduct a comparative study.
7. Prepare presentations on literary (Autobiography/ ethnographic) text.
8. Prepare a Vocabulary Book (50 words) with Meanings and Usage.
9. Make a report based on reflection & analysis of any one Educational Policy/Document like Kothari commission, NPE 1986, POA – 1992, RTE Act, NCF 2005 etc.
10. Make your students read and then write a reflective summary of a text given by you. After assessing their reflective abilities submit a brief account of the same.

Course Title/Code	**Learning and Teaching (EDH 121)**
Course Type	**Core**
Course Nature	**Hard**
L-T-P-O Structure	**(3-0-2-0)**
Objectives	-To understand the social & cognitive process of Learning. -To understand the complex nature of Teaching and learning -To deal with different barriers of communication in classroom teaching -To know the new trends of teaching and learning -To identify the activities of teaching-learning process and apply it in the class room. -To understand the Principles of Teaching-Learning process. -To explain learning theories -To distinguish between formal and informal mode of Education

Learning and Teaching (EDH 121)

SECTION A

EDUCATIONAL PSYCHOLOGY, LEARNING AND MOTIVATION

EDUCATIONAL PSYCHOLOGY - Meaning, Scope and Importance Concept & factors affected to the learning

THEORIES OF LEARNING (Pavlov, Skinner, Thorndike & Kohler) and their educational implications

MOTIVATION IN LEARNING: Concept, types and educational implications, Abraham Maslow's Motivational Theory, Role of Teacher in Motivation.

SECTION B
INTELLIGENCE AND CREATIVITY

INTELLIGENCE: Meaning, theories of intelligence-Spearman, Thorndike, Thurstone, Gardener and Guilford, Measurement of intelligence, uses and limitations of intelligence test.

CREATIVITY - concept, identification of creative potential, educational programme for developing creativity Intelligence and Creativity

PERSONALITY: concept, big five theory, and Jung's theory.

SECTION C

TEACHING & NEW TRENDS OF TEACHING LEARNING

Characteristics and factors affecting Teaching, Principles of Teaching, Maxims Of Teaching, Concept of Technique, Strategies, Method & Approach ,
Student - centered Approach : Meaning and importance, Use of ICT in teaching – learning, E- learning: Meaning, Definition, concept, Teacher of 21st Century : With reference to ICT, Research, professional values

SECTION D

EDUCATIONAL AND INSTRUCTIONAL TECHNOLOGY
Meaning, Nature, Scope and Functions of Educational Technology, Approaches of Educational Technology: Hardware, Software
COMMUNICATION: Concept, Nature, Components, Process, Types, Modes and Principles; Barriers to Communication
CLASSROOM INTERACTION: Meaning, Flanders's Components of Classroom Interaction, Analysis and Interpretation of Classroom Interaction
TEACHING AIDS: Printed, Broadcast and Digital
OPEN AND DISTANCE EDUCATION: Concept, significance and use of technology

References:

1   Agrawal, J.C.: Educational Technology and Management. Agra: Vinod Pustak Mandir. 2003.

2   Arnes, Peter at al (Ed.), (1984). Personality Development and learning, A Reader Kent

3   Bower, G. H., (1986). The Psychology of Learning and Motivation, Academic Press

4   Chauhan S. S., (1983). Advanced Educational Psychology, (5th revised edition) New Delhi; Vikas Publishers

5   Gange R. M. and Briggs, L. J., (1979). Principles of Instructional Design, New York; Halt,

6   Hodder and Stoughton Bernard, H. W., (1954). Psychology of Learning and Teaching, New York; MgGraw Hill

7   Joshi, Kirit. (2011). Child, Teacher and Teacher Education. Gandhinagar : Children University.

8   Kochar, S. K., Method & Techniques of Teaching, New Delhi; Sterling Publishers.

9   Kratochwill, Thomas R., (1983). Advances in School Psychology, New Jersey; Lawrence Erlbaum Associated Publishers.

10   Kundu, C. L., and Tutoon, D. N. (1985). Educational Psychology, New Delhi; Sterling Publishers.

11   Malek Parveenbanu M.,(2014). Technology & Teacher, Ahmedabad;

SSTCT Publication

12   Rinehart and Winston Gange, R. M. and Briggs, L. J., (1979). The Conditions of Learning and Theory of Instruction, New York; Halt, Rinehart and Winston

13   Sahoo, P. K.: Education Technology in Distance Education. Arawati Publications, New Delhi. 1999.

14   Sampath, K. et al.: Introduction to Educational Technology. New Delhi: Sterling Publishers Private Limited, 1990.

15   Sharma, R. A. (2000), Shaikshik Prodyogiki, Meerut: R. Lal Book Depot (Hindi)

16   Sharma, R. A. (2001), Technological Foundations of Education, Meerut: R. Lal Book Depot

17   Sharma, R.A.: Technology of Teaching (Teacher Behaviour). Meerut: Loyal Book Depot, 1980.

Learning and Teaching Practical (EDH 121)

1   List out online teaching learning resources

2   Study of a case and prepare a report on influential factors of learning

3   Observe a group of 5-10 children and record their verbal and non verbal communication used in different situations(during play, classroom, recess etc)

4   Prepare a presentation on educational technology used for special children.

5   Observe 5 classroom teaching of your pedagogy at different level and prepare a reflective journal using Flander's interaction model.

6   Prepare your own SWOT analysis

7   Prepare a case study on an adolescent near you and mention his/her problems during that period and provide remedial measures after discussing the case with your teacher.

8   Conduct a Socio- metric Test in the class and interpret the result

9   Discuss the role of Emotions in the learning processPresentation on educational implications of any one learning or Intelligence theory

10   Administration and Interpretation of any one psychological test - Intelligence test/Personality test/Creativity test/Attitude test/Aptitude test.

11   Conduct an experiment on transfer of learning

12   Preparation of learner profile based on cognitive/non-cognitive characteristics

13   Analysis of classroom teaching episode in the light of teaching skills / strategies

*field activity

Course Title/Code	Assessment of Learning (EDH 122)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-2-0)
Objectives	-To develop a critical understanding of issues in assessment and evaluation from a constructivist paradigm. -To understand the importance of assessment in continuous and comprehensive evaluation. - To develop appropriate assessment tasks and tools to assess learner's performance and competence. -To devise ways to record and report learning landmarks to be supported by feedback. -To develop the habit of reflecting-on and self-critiquing to improve performance.

Course Content: EDH122

SECTION A

CONCEPT OF EVALUATION

CONCEPT: concept of measurement, assessment, examination, evaluation and their interrelationships, Distinction between 'assessment of learning' and 'assessment for learning'.

FORMS OF ASSESSMENT: Based on purpose**:** (formative, summative; prognostic, diagnostic; norm referenced, criterion referenced), Based on nature of information gathered: Qualitative (observation, introspection, projection and sociometry) or Quantitative (written, oral, practical), Purpose of assessment in a 'constructivist paradigm'.

CONTINUOUS AND COMPREHENSIVE EVALUATION mandated under RTE and NDP

SECTION B

ASSESSMENT AND RECORD KEEPING

ABILITY TO DEVELOP INDICATORS FOR ASSESSMENT: tasks for assessment (projects, assignments); formulating tasks and questions that engage the learner and demonstrate the process of thinking; scope for original responses.

OBSERVATION of learning process by self, by peers, by teachers, Self appraisal. Organizing and planning for student portfolios and developing rubrics for portfolio assessment, teacher's diaries.

GROUP ACTIVITIES FOR ASSESSMENT (nature of group dynamics, socio-metric techniques, steps for formation of groups, criteria for assessing tasks; criteria's for assessment of social skills in cooperative and collaborative leaning situations)

DIMENSIONS AND LEVELS OF LEARNING, assessing conceptual development, recall of facts and concepts, application of specific skills, problem solving; application of learning to diverse and new situations (Construction of achievement test).

SECTION C

INTERPRETATION OF STUDENT'S PERFORMANCE

Descriptive statistics (measures of central tendency and percentages), Measures of variability, Graphical representations -histogram, frequency curves, pie charts, NPC –percentile, skewness and kurtosis. Grading –meaning, types and uses

SECTION D

FEEDBACK

FEEDBACK: feedback as an essential component of assessment, Role of feedback to stakeholders (students/peers, parents, teachers), to improve teaching-learning process, identifying the strengths and weaknesses of learners.

REPORTING STUDENTS' PERFORMANCE: progress reports, cumulative records, Developing and maintaining a comprehensive learner profile and their uses, portfolios, Challenges of assessment, Remedial Teaching.

References Books:

1. Ved Prakash, et.al. (2000): *Grading in schools*, NCERT, Published at the publication Division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi
2. Popham, W. J. (2002). *Classroom Assessment: What teachers need to know* (Third Edition) Boston: Allyn & Bacon.
3. Gredler, M. E. (1999). *Classroom Assessment and Learning*. USA: Longman.
4. Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment in Teaching. Pearson Education Inc.
5. Oosterhof, A. (1994). *Classroom Applications of Educational Measurement* (Second Edition). New York: Macmillan College Publishing Company Inc.

Assessment for Learning Practical (EDH 122)

1. Critically read and reflect on the 'National Focus Group Position Paper on Examination Reforms'
2. *A perception scale to explore perceptions of stakeholder (parents, teachers and students) about prevailing examination system and present a report.
3. Critique of prevailing culture of popular tests such as Olympiads.
4. Devise a strategy to incorporate the suggestions given in the first CCE report for the progress of the learner.
5. Essay on 'Effect of assessment on self esteem, motivation and identity of learners'.
6. Critical Analysis of "CCE Manual for Teachers-Elementary level"
7. Prepare rubrics for assessment of a topic of your choice from Elementary School Level.
8. Prepare a PowerPoint presentation on the outline of scholastic and co-scholastic components of CCE.
9. *Constructing a unit test using a table of specification, administering it to a group of students and interpreting the result.

*Field activity

Course Title/Code	Pedagogy of English (EDH 127)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-2-0)
Objectives	-To assimilate the nature of English language. -To develop language - skills -To use various Methods, approaches and teaching devices for planning and delivering language-lessons fruitfully and effectively. -To prepare instructional materials--- projects, teaching aids and tasks, for effective teaching. -To prepare and apply the appropriate evaluation – items and techniques skillfully.

Pedagogy of English (EDH 127)

SECTION A

FUNDAMENTALS OF LANGUAGE

Nature and scope of Language, Functions and Importance of language, Basic linguistic principles, Psycholinguistic and sociolinguistic perspective of language, Principles and maxims of language teaching, Teaching the Mother Tongue (The first language) vs Teaching a Second/Foreign Language, knowing a language vs. knowing about a language.

SECTION B

Language Development Skills and Learning Resource:

Listening - concept, types, significance, and activities like-listening to material (learning material developed for secondary language teaching, teacher's recoded material); live listening material (teacher as a role model)

Speaking - concept, significance and activities like situational conversation, topic based discussion, task centered, picture composition, telling anecdotes, role play, story- telling etc.

Reading-Concept, Methods (phonic, whole word) types (Loud, Silent and Supplementary, Intensive and Extensive Reading.), Techniques to increase speed of reading (skimming and scanning,)

Writing- Types of Composition (guided, free) and evaluating compositions.

Learning Resources: Computer Assisted Language Learning, E-resources and Language Lab.

SECTION C

English Language Pedagogy

Difference between a Method and an Approach, Methods and Approaches to English Language Teaching: Direct Method, structural Approach, communicative Approach, and constructivist Approach

Concept of Micro Teaching and Micro teaching skills: introduction, Explanation, questioning, stimulus variation, and Reinforcement, their different components and Lesson planning: Aims, Objectives and Instructional Objectives with reference to the Bloom's Taxonomy and specifications for prose, poetry, grammar lessons. Teaching devices: drill, narration, and exposition.

SECTION D

EVALUATION: LANGUAGE LEARNING

Meaning and importance of tests and exams, Different types of test items for testing different skills of English language, Comprehensive and continuous evaluation and its use in English class, Remedial Teaching.

Pedagogy of English Practical (EDH 127)

1. Group activity to identify relevant activities from day to daylife.
2. Presentations on "Maxim of Teaching'
3. Framing of Different objectives.
4. A Seminar on the topic: Changed role of English language in 21st century.
5. Critical Appraisal of an English Text Book.
6. Develop a Multi-Media lesson using appropriate ICT resources and transacting the same in a simulated teaching exercise.
7. A visit to a Language Lab.
8. Presentations on different Micro-Skills.

9. Performing of different activities to develop Listening and Speaking Skills.

10. Developing teaching aids (charts/ flash cards/games/ props/ audios/videos) for enhancing language skills.

11. Development of Good Test Items: Objective Types on different skills and three systems.

12. Draft a question paper in English for class seven in compliance with Bloom's taxonomy.

Identifying E-resources suitable for Teaching English. Framing of Different objectives.

13. A Seminar on the topic: Changed role of English language in 21st century.

14. Critical Appraisal of an English Text Book.

15. Develop a Multi-Media lesson using appropriate ICT resources and transacting the same in a simulated teaching exercise.

16. A visit to a Language Lab.

17. Presentations on different Micro-Skills.

18. Performing of different activities to develop Listening and Speaking Skills.

19. Developing teaching aids (charts/ flash cards/games/ props/ audios/videos) for enhancing language skills.

20. Development of Good Test Items: Objective Types on different skills and three systems.

21. Draft a question paper in English for class seven in compliance with Bloom's taxonomy.

22. Identifying E-resources suitable for Teaching English.

Reference Book and Readings

1. Amritavatli, R,(1999) Language as a Dynamic Text:Essays on Language, Cognition anf Communication, CIEFL,Akshara series.Hyderabad.Allied Publishers.

2. Chaudhary,N.R,   (2002)   : English Language Teachinhg,Himalaya Publish House,Mumbai.

3. Anderson, A.& Lynch T.(1988).*Listening.* Oxford: Oxford University Press.

4. Agnihotri, R. K., Khanna, A. L. (1994). *Second Language Acquisition: Socio Cultural and Linguistic aspects of English in India*. New Delhi: Sage Publication.

5. Beaumount, M. (1996). *The Teaching of Reading Skills in Second/ Foreign Language.* Patras: The Hellenic Open University.

6. Bhatia, K. K., & Kaur, N. (2011). *Teaching and Learning English as a Foreign Language.* Ludhiana: Kalyani Publishers

7. Brown,G.&Yule. (1983).*Teaching the spoken language*. Cambridge:Cambridge University Press.

8. Brumfit, C. (1984). *Communicative methods in Language teaching*. Cambridge: Cambridge University Press.

9. Carroll, J. B. (1964). *Language and Thought*. New York: Prentice- Hall.

10. Doff, A. (1988). *Teach English: A Training Course for Teachers*. Cambridge: The British Council and Cambridge University Press.

11. Ellis, R. (1985). *Understanding Second Language Acquisition.* Oxford: Oxford University Press.

12. French, F. G. (1963). *Teaching English as an International Language*. London: Oxford University Press.

13. Gokak, V. K. (1963). *English in India: Its Present and Future*. Mumbai: Asia Publishing House.

14. Grellet, F. (1981). *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises.* Cambridge: Cambridge University Press.

15. Hughes, A. (1989). *Testing for Language Teachers.* Cambridge: Cambridge University Press.

16. Maley,A.&Duff,A.(1975). Sounds interesting. Cambridge: Cambridge University Press.

17. Parrott, M. (1993). *Tasks for Language Teachers*. Cambridge: Cambridge University Press.

18. Richards & Lockhart (1994). *Reflective Teaching in Second Language Classrooms.* Cambridge: Cambridge University Press.

19. Sachdeva, M. S. (2013). *Teaching of English*. Patiala: Twenty first century Publication.

Course Title/Code	Pedagogy of Physical Sciences (EDH 128)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-2-0)
Objectives	-To understand the epistemology of science as a school subject in the school curriculum. -To implement various pedagogical approaches to teaching of science at different stages of school. -To plan units and lessons through thematic approach in a holistic manner. -To critically examine teaching-learning process that incorporate enquiry, discovery, activity based learning, problem solving situations and investigatory projects etc within the classroom. -To integrate knowledge of science with other school subjects -To facilitate self-assessment in children with insights about meta-learning.

Pedagogy of Physical Sciences (EDH 128)

SECTION A

NATURE AND SCOPE OF SCIENCE
Definition of Science, Nature of Science. Concept, facts, theories and generalizations. Contributions of Indian and International Physicists and Chemist (Issac Newton, John Dalton, J.C. Bose, Albert Einstein, Niel Bohr, C.V. Raman to name a few) to the knowledge domain of Physical Science with special reference to the methods of discovery/ Investigation adopted.
Science as a process of constructing knowledge; Scientific methods: A critical view, How science works; role of science teacher. Integration and Application of knowledge of Physical Sciences with other school subjects and in daily life.

SECTION B

PLANNING, DESIGNING AND TRANSACTION
Aims and objectives of teaching physical science, Development of scientific attitude and temper, Development of Unit plan, Lesson Plan, Concept maps using variety of approaches. Developing and writing Learning Objectives: Anderson and Krathwohl's Taxonomy.
Teaching Learning Process with a focus on: Lecture cum demonstration method, Heuristic/ Inquiry approach, Problem solving approach, Project method, Constructivist approach, peer learning/ group learning, team teaching, Experiential learning, Cognitive conflict, Analogy strategy.
Appreciating every child's natural curiosity of observation and drawing conclusion, facilitating lifelong learning in students with special educational needs.

Science Laboratory: Organization and Management, Using Laboratory as a learning resource approaches to laboratory work, safety in laboratory, handling hurdles in utilization of resources.

SECTION C

PEDAGOGICAL SHIFT IN PHYSICAL SCIENCES

Each learner is Unique, Pedagogical shift from science as a fixed body of knowledge to the process of constructing Knowledge. Content cum methodology, Pedagogical Analysis (any three topics from physics and chemistry)

Need of Inclusion in all aspects of teaching-learning of Physical sciences-science curriculum, approaches, ICT and professional development of teachers. Improvisation of Apparatus, identifying some inexpensive sources of chemicals

SECTION D

ASSESSMENT OF LEARNING

Continuous and Comprehensive Evaluation (CCE): need and importance; Assessment and evaluation as intertwined process of classroom experience. Learning Indicators (LIs) and its types, developing LIs for activity, presentation, group work, assignments etc.

Tools and techniques of Assessment: assessment of written and oral work, project work, laboratory work, field trips, journal writing, concept map; Assessment of learners with special needs.

Recording and reporting of learning evidences- measurement of achievement, process skills and aptitude of learners; Portfolio- its role in evaluating students' performances. Role of reflection in students' achievement.

Reference Books and Readings:
10. Alsop, S. and Hicks, K. (2007): *Teaching Science: A Handbook for Primary and Secondary school teachers,* Kogan Page, N.Delhi .
11. CBSE (2009). Teacher's manual on CCE. New Delhi: CBSE.
12. Chikara, M.S. and Sarma, S. (1985). Teaching Science. Ludhiana: Prakash Brothers.
13. Das, R.C. (1985). *Science teaching in Schools.* New Delhi: Sterling Publications Private Ltd.
14. Krathwohl, D.R., Bloom B.S. and Maria B.B. (1964) *Taxonomy of Educational Objectives, Handbook II, Affective Domain*, New York: David McKay.
15. Lindfors, J. (1984). *How children learn or how teachers teach?* A Profound confusion: Language Arts, 61 (6), 600-606.
16. National Curriculum Framework 2005, NCERT, New Delhi.
17. Ramakrishna, A. (2012). *Methodology of Teaching Integrated Sciences.* New Delhi: Pearson.
18. Steffe, L. and Gale, J. (Eds.) 1995). *Constructivism in Education*, New Jersey : Lawrence Erlbaum Associates Inc.

Pedagogy of Physical Sciences Practical (EDH 128)

7. Designing laboratory experiences for using in teaching-learning process in classroom situation- two innovative activities and two improvised apparatus.
8. Prepare a First Aid box equipped with all the essential things in it.
9. *Report of one Action Research carried out in the practising school.
10. Report on measures being taken for inclusive teaching-learning in practicing schools.
11. Concept mapping in selected units in Physical Science Planning learning situations for constructing knowledge in Physical Science.
12. Group Discussion on pedagogical issues.

Course Title/Code	Pedagogy of Commerce (EDH111)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-2-0)
Objectives	-To gain an insight on the nature of commerce subject and pedagogical applications for the same. -To develop interests in knowing the recent development in field of commerce and recent trends. -To develop the understanding of the various methods, approaches and techniques of teaching commerce. -To assess various tools and techniques of evaluation of pupil's scholastic and non-scholastic performance. -To relate the practical knowledge of commerce with daily life experiences

Pedagogy of Commerce EDH111

SECTION A

NATURE OF COMMERCE EDUCATION

Meaning, Nature and Scope of Commerce, Commerce Education: Meaning and Evolution, Aims and objectives of teaching Accountancy and Business Studies, Integration of Commerce with other subjects like Economics, Sociology, Geography, Politics and Law, Understanding of contemporary business environment and Commerce education

SECTION B

COMPONENTS OF COMMERCE CURRICULUM

Curriculum development: Principles of development of commerce curriculum, Critical appraisal and comparison of syllabus of Commerce prescribed by CBSE and ICSE. Commerce Textbooks: Analysis of essential characteristics with the help of examples from prescribed textbooks at senior secondary stage, significance of Journals, Traditional Instructional Material in teaching of Commerce: Charts, Graphs and Specimens. Contemporary learning resources in commerce, Role of Mass Media in Commerce Education: Television, Newspaper, Journals

SECTION C

TEACHING SKILLS AND LESSON PLANNING

Blooms Taxonomy of objectives and statement of objectives in behavioral terms, Development of lesson plan: Utility, steps in lesson planning, qualities of a good lesson plan. Micro Teaching Skills in teaching commerce: Skill of Introducing, Skill of Explaining, Skill of Probing Questions, Skills of Illustrating with examples, Skill of Stimulus variation.

SECTION D

EVALUATION AND TEACHING APPROACHES

Methods and Techniques of Teaching Commerce: Lecture cum Discussion method, Question answer technique, Problem solving method, Role playing, Project method, Case study, E-Learning, Workbooks and Practice sets in Accounting

Approaches to Evaluation, Meaning and Importance of Evaluation in Commerce, Formative and Summative evaluation, Types of Tools and Techniques used in Evaluation, Achievement test in Commerce

Reference Books and Readings

1. *Abhinav National, International Peer reviewed Refereed Journal.* Retrieved from *www.abhinavjournal.com*
2. Aggarwal, J.C. (1996) *Teaching of Commerce: A Practical Approach.* New Delhi: Vikas Publishing House Pvt. Ltd.
3. Bhatia, S.K. (2012). *Teaching of Business Studies and Accountancy.* New Delhi: Arya Book Depot.
4. Ghosh, A. B. (1969). *Commerce Education- A Study of Some Aspects*. New Delhi: Sultan Chand and Sons.
5. Jain, R.K. (1966). *Higher Education for Business in India: A Critique of Commerce Education in Indian Universities*. Nagpur: Vishwa Bharati Prakashan.
6. Khan, M. S. (1982). *Commerce Education*. New Delhi: Sterling Publishers Private Ltd.
7. SCERT (2011). *Support material for PGT Commerce* . Retrieved from http://delhi.gov.in/wps/wcm/connect/doit_scert/Scert+Delhi/Home/Questpaedia/L
8. Siddique, M. Akhtar and Khan, R. S. (1995*). Handbook for Business Studies.* Jamia Millia Islamia, New Delhi.

Pedagogy of Commerce Practical (EDH111)
1. Collection of e-learning resources in Commerce.
2. Development of Multi-media lesson on any topic of commerce integrating various components of media.
3. Case Study of bank/ insurance house/trade centers/companies or any other business house.
4. Review of any commerce textbook of senior secondary classes.
5. Review any two conceptual/research papers published in any journals or newspapers related to business and industry.
6. Pedagogical Analysis of specific topics like Final A/Cs, Marketing Mix, Social responsibility of Business, Consumer protection, E-commerce, Advertising
7. Any other suitable activity.

Course Title/Code	Pedagogy of Computer Sciences (EDH 112)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-2-0)
Objectives	-To identify with the nature of computer education at school stage. -To develop an understanding of correlation of computer sciences with other subjects. - To design instructional objectives for chosen content. - To design grade appropriate lesson plans. -To apply innovative methods of teachings to computer sciences. -To illustrate and apply appropriate evaluation technique in computer sciences.

Pedagogy of Computer Sciences (EDH112)

SECTION A

NATURE AND SCOPE OF COMPUTER SCIENCES
Meaning, nature, and scope of education of computer sciences, Aims and Objectives of teaching computer sciences. Relation of computer sciences with other subjects, Historical development in computer sciences. The dynamic nature of computer sciences as a discipline.

SECTION B

EXPLORING COMPUTER SCIENCES
Writing objectives in Behavioral Terms- Blooms Taxanomy, Professional competencies of a computer teacher, Microteaching, concept, phases, microteaching skills, skill of introducing a lesson, reinforcement, explanation, probing question, stimulus variation. Designing microlessons. Design model lessons.

SECTION C

PEDAGOGY IN TEACHING- LEARNING OF COMPUTER SCIENCES
Teaching methods in computer sciences: Inductive, Deductive, Analytic, Synthetic, Heuristic, project, Activity method, Co-operative learning, Problem solving, Constructive approach in teaching learning of mathematics. Pedagogical content Analysis, Unit teaching, lesson planning and Models of Lesson Planning, Importance in computer sciences Teaching, Strategies and techniques used in Teaching o computer sciences.

EVALUATION IN COMPUTER SCIENCES

Evaluation: Meaning, importance, and types of evaluation, Criteria or parameters of a good textbook for computer sciences, Diagnostic test and remedial testing, Achievement test: Need and importance of class test, Continuous and comprehensive evaluation, Action Research-Meaning, Steps, Its difference with Fundamental Research.

Course Title/Code	Pedagogy of Punjabi (EDH145)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-2-0)
Objectives	-To gain an insight on the nature of Punjabi Language and pedagogical applications for the same. -To develop in the students, Teacher interests for teaching and learning. -To develop the understanding of the various methods, approaches and techniques of teaching Punjabi. - To Identify and be sensitive to the proficiency, Interest and needs of learners. - To think strategies to direct the creative abilities of the student at the school level.

Pedagogy of Punjabi (EDH145)

SECTION A

Nature and Development of Language

Meaning, Nature and scope of Punjabi, Origin and Development of Punjabi Language, Contribution and role of Punjabi as Mother Tongue on education of a child
> Present position of Punjabi in the Indian school curriculum
> Bloom's Taxonomy of Educational Objectives and writing objectives in terms of behavioural outcomes of students

SECTION B

Developing Language skills of Punjabi Teaching

> Listening skill (concept ,meaning and significance)
> Speaking skill (concept ,meaning and significance)
> Reading skill (concept ,meaning and significance)
> Writing skill (concept ,meaning and significance)

SECTION C

Aspects of Language Teaching and Learning Resources

> Micro Teaching ,Unit Planning and Lesson planning
> Instructional Objectives, Specifications and Teaching Aids of Teaching Language
> Prose Teaching   Techniques- Discussion, Narration, Questioning
>   Methods- Story telling, Dramatization
> Poetry Teaching   Techniques of Appreciation
>   Methods – Recitation, Song-action

Grammar Teaching   Types- Functional, Formal
                              Methods- Translation, Inductive, Deductive
Learning Resources   ICT , Library, Audio-Visual Aids

SECTION D

Evaluation and Teaching Approaches

Qualities of a Punjabi Teacher
Diagnostic and remedial Teaching
Teaching Approaches of Punjabi- Lecture cum Discussion method,   Problem solving method, Role playing, Project method, Case study, Analytic-Synthetic
Approaches to Evaluation, Meaning and Importance of Evaluation in Punjabi
Formative and Summative evaluation

Reference Books

- Singh G. B. (1981) Gurumukhi Lipi Dajanam Te Vikas, Chandigarh: Punjab University Publication Bureau.
- Sekhon, S.S. & Singh, P.P. (1961) Punjabi Boli da Itihas, Punjab: Bhasha Vibhag.

Course Title/Code	**Pedagogy of Sanskrit (EDH142)**
Course Type	**Core**
Course Nature	**Hard**
L-T-P-O Structure	**(3-0-2-0)**
Objectives	उ वृहत् शिक्षणशास्त्रीय विमर्श के म संस्कृ अध्याप की समझ विकसित करने में सहयोगी होना। बहुभाषिकता एवं लोकतांत्रिक मू से संस्कृ अध्यय - अध्याप के संबंध की समझ बनाने में मददगार होना। प्रतिबिम्बात , सृजनात्म , आलोचनात्म एवं शोधार्थ , शिक्षक -प्रशिक्षक बनने में सहयोग देना।

इकाई -1

भारतीय विद्यालयं में संस्कृ   अध्यय -अध्याप की अवस्थिति एवं संभावना राष्ट्रीय पाठ्यच   की रूपरे   2005,2000,1988 राष्ट्री   शिक्ष नीति 1962,1986,1968: भारतीय संविधान एवं त्रिभाषा सू   का विमर्श कमेटी एवं कमिशन की रपटे भारतीय संविधान की अपेक्ष   , विश्वविद्यालय आयोग1948,माध्यामिक शिक्ष आयोग 1952- 53,राष्ट्री   शिक्ष आयोग1964-66,प्रबुद्   एवं मानवीय समाज की ओर1990,संस्कृ   आयोग प्रतिवेदन1956-57

संस्कृ त अध्यय -अध्याप के उद्दे   संस्कृ   शिक्षणशा   के उ   की विविधता एवं उनका समाज- दार्शनिक और शिक्षणशास्त्रीय आधार पाठ्यच   के शिक्षणशास्त्रीय उद्दे   , पाठ्यच   एवं संस्कृ   की पाठ्य   संस्कृ   शिक्षण के उद्दे   एवं पाठ्य   निर्माण की चुनौतियां

इकाई -2

संस्कृ भाषा शिक्षण की विभिन्न पद्धति - उ ,विशेषताएं एवं लाभ, संस्कृ भाषा की विधियां,
पाठशाला विधि, पाठ्यपु विधि, प्रत्त , व्याकर , संस्कृ अध्यापव
, व -श्रव्य मह , , पु

-3

संस्कृ शिक्षण, संस्कृ में ग शिक्षण प्रक्रिया, उद्द , संस्कृ में प शिक्षण
प्रक्रिया, उद्द , संस्कृ में व्याकर शिक्षण प्रक्रिया, उद्द , संस्कृ में
शिक्षण प्रक्रिया, उ , रू - , , , ( ),श रू -
, हां , , , शब्दार्थ (क 8-10)

-4

संस्कृ , संस्कृ में उच्चा शिक्षण-अशुद्धि उच्चा प्रका , व्याकर , अ
विन्या , शिक्षण अशुद्धि , , मूल्यांव अर्थ परीक्षा प्रका , गृहकार्य
प्रक्रिया, प्रायोगिक प , पाठ्य , पाठ्यव्र , पाठ्य , विश्लेष ,
संस्कृ समी , शिक्षण समी , वर्तमान
संस्कृ शिक्षण उ अ शिक्षण उ समी , वर्तमान में
संस्कृ शिक्षण विभिन्न परम्परा दस्तावेजीक समी , संस्कृ शिक्षण साम
निर्माण

Course Title/Code	**Pedagogy of Hindi (EDH130)**
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-2-0)
Objectives	उद्देश प्रकृति मह व्याख्याये सकेंगे। शिक्षण सकेंगे। साहित्येक ज्ञान प्राप्त सकेंगे। शिक्षण भिन्न वर्गीकरण सकेंगे। मूल्यांक प्रक्रिया प्रातिपादन सकेंगे। सौंदर्यबोध , सृजनात्म योग्य सकेंगे।

-1

स , अथ प्रकृति मह रू में
ह , व्याकरणिक - वर्ण ,श , ,वा विरामचिन्, ब्लू द्वारा
निर्धारित अनुदेशनात्म उद्देश, श्रव -अथ, मह , उ , , श्रव
, - अथ, मह , उद्देश , , -अथ, ह , उद्देश , ,
-अथ, मह , उद्देश ,

-2

साहित्येक हिन्द शिक्षण, साहित्येक परिचर -, , , ,
, आत्मक सामा परिचर , ग शिक्षण -अथ, मह , उद्दे , , प
क्ष -अथ, मह , उ , , व्याकर शिक्षण -अथ, मह , उ ,

-3

सामग्री,   - अर्थ, मह   रूपरे,   सामग्र -
आवश्यक,   शिक्षण में   -श्रव्य   मह

-4

न्द में मूल्यांक   गृहकार्य, हिन्दी शिक्षण में मूल्यांक   अर्थ स   , हिन्दी शिक्षण में गृहकार्य
स

प्रयोगात   क्रियाएं

निर्मित

साहित्यिक   ,   ,   ,   ,आत्मक   में   समी

ग , प   व्याकरण   क 6-10   पा   पुस्त

प्र प   निर्माण

कल्प प्रधा   प्रधा   लिखिए।

क 6-10   पाठ्यपुस्त   में   , लोकोक्तिय

Course Title/Code	Language and Curriculum (EDS123)
Course Type	Core
Course Nature	Soft
L-T-P-O Structure	(1-0-2-0)
Objectives	-To Develop sensitivity to the language diversity that exists in the classrooms. -To Relate language development with learning based upon the perspectives of different thinkers. -To Identify and cater to multilingualism and language diversity in the classroom. -To Understand the nature of classroom discourse and develop strategies for effective communication. -To Get acquainted with different registers by reading in content areas. -To Analyse children's writings and understand their conceptions

Language and Curriculum (EDS123)

SECTION A

LANGUAGE DEVELOPMENT AND LEARNING

Language: Meaning and structure, Receptive and expressive functions of language, centrality of language in learning, Multilingualism and language diversity in the classroom; Competencies of the teacher to cater to the same

SECTION B

LANGUAGE THEORIES AND CLASSROOM DISCOURSE

Skinner, Bandura and Walters' perspective of language development, Language across curriculum, The nature of classroom discourse: oral language; discussion as a tool for learning; the nature of questioning -type of questions and teacher control.

SECTION C

READING ACROSS THE CURRICULUM

Reading in content areas– Social Science, Science, Mathematics; nature of expository vs. narrative text; transactional vs. reflexive texts; Schema theory.

READING   AND WRITING

Connection between reading and writing, Analyzing students' writings to understand their conception.

Reference Books and Readings:

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Siegrühn, & P. Plüddemann (Eds.), *Multilingual education for South Africa.*(pp.3-7*)* Heinemann Educational Books.

2. Anderson, R.C. (1984). Role of the reader's schema in comprehension, learning and memory. In R.C. Anderson, J. Osborn, & R.J. Tierney (Eds.), Learning to read in American schools: Basal readers and content texts. Psychology Press.

3. Butler, A. and Turbill, J. (1984). *Towards Reading-Writing Classroom*. New York:Primary English Teaching Association Cornell University.

4. Carroll, John B. (1964). *Language and Thought*. Prentice Hall

5. David, N. (1999). *Second Language Teaching & Learning*. Heinle & Heinle Publishers

6. Grellet, F. (1981). *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge University Press.

7. James, M.(1968). *Teaching the Universe of Discourse*. Houghton Mifflin Company, Boston.

8. Krashen, S.(1982).   *Principles and practice in second language acquisition*. Pergamon Press Inc.

9. Kumar, K. (2000). *Childs language and the teacher*. New Delhi: National Book Trust.

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

Language and Curriculum Practical (EDS123)

1. Give a verbal presentation followed by discussion on any suitable topic in the class.
2. Prepare a plan for teaching a topic by using interdisciplinary approach.
3. Review text book content of any of your pedagogy subjects and also list out register of words.
4. Taking a specific subject area, suggest strategies for using oral language in the classroom to promote learning.
5. Observe and record how a teacher addresses and caters to the language requirements of students coming from diverse backgrounds and also suggest some ways.
6. Any other suitable activity

Course Title/Code	Understanding Disciplines and Subjects(EDS124)
Course Type	Core
Course Nature	Soft
L-T-P-O Structure	(2-0-1-0)
Objectives	-To enable student teachers to understand existing disciplinary subjects and inter-disciplinary approach to education. -To understand the fixed notions of discipline oriented approach. -To reflect on the nature and role of disciplinary knowledge in the school curriculum. -To enrich them about the paradigm shifts in the nature of disciplines

Understanding disciplines and Subjects (EDS124)

SECTION A

DISCIPLINARY APPROACH TO SCHOOL CURRICULUM

Disciplines: Meaning, Nature and Classification, Relationship between academic disciplines and subjects, Learner oriented areas of curriculum: practical knowledge, community knowledge, intuitive knowledge, Areas of learning such as Arts, Craft, and Peace education

SECTION B

EMERGENCE OF SCHOOL DISCIPLINES

Impact of philosophical, social and political contexts on emergence of school subjects and disciplines, Nature, importance and historical perspective of various school subjects

SECTION C

INTER-DISCIPLINARY APPROACH

Meaning of inter- disciplinary approach to education and its effects on school subjects, Role of the institution and teacher in inter-disciplinary teaching and learning, Strategies for inter-disciplinary learning- Team Teaching, Experiential Learning

SECTION D

CONTEMPORARY CHALLENGES

Contemporary Issues and Challenges with Social Sciences, Languages, Science and Mathematics in upper primary and secondary education, Paradigm shifts in the nature of disciplines: Social Science, Mathematics, Science, Language

Reference and Books Readings:

1. *Curriculum Research in Asian Countries*. Workshop Report. National Institute of Educational Research of Japan. Retrieved from http://unesdoc.unesco.org/images/0013/001316/131640eo.pdf
2. Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K.
3. Weir (Eds.), Curriculum, syllabus design and equity: A primer and model. Routledge.
4. Ellis, A. K. (2004). Exemplars of Curriculum Theory. Eye on Education. New York: Larchmont. Retrieved from https://books.google.co.in/books?isbn=1930556705
5. NCERT (2006). Position Paper, National Focus Group on Arts, Music, Dance and Theatre. Publication department. NCERT
6. NCERT (2006). Position Paper, National Focus Group on Heritage Crafts. Publication department. NCERT
7. Oad, L.K. (1975). Perspectives of Indian Education: An Interdisciplinary Approach. Retrieved from *https://books.google.co.in/books?id=0D4aYZ33ld0C*
8. Secondary School Education-Ministry of Education, Singapore. Retrieved from https://www.moe.gov.sg/docs/defaultsource/document/education/secondary/files/secondary-school-education-booklet.pdf
9. Understanding Disciplines and School Subjects. Retrieved from http://pcer.ac.in/wp-content/uploads/2015/12/Understanding-Disciplines-and-School-Subjects.pdf

Understanding disciplines and Subjects Practical (EDS 124)

1. *Survey of school students regarding factors responsible for their favorable and unfavorable perceptions about certain subjects.

2. Make a report of need and ways of integrating Art, Music, Dance, Theatre, Heritage Crafts and work education with education of other disciplines, based on review of National Focus Groups on the same.

3. Critical analysis of a curriculum/syllabus of particular school subject

4. Evaluate a text book of secondary classes with reference to its adequacy and in achieving expected learning outcome.

5. Select any two topics of your choice and make a report on using multi disciplinary approach for teaching the same.

6. Any other suitable activity.

Course Title/Code	Drama and Arts in Education (EDW 125)
Course Type	Core
Course Nature	Workshop
L-T-P-O Structure	(0-0-3-0)
Objectives	-To enable student teachers to use drama and art in teaching learning process effectively. -To motivate student teachers to think about significant developments within diverse social contexts through the medium of Arts and Drama. -To develop the ability to feel empathy for and relate with the others through drama based on experience, emotion and interpretation. -To promote the understanding of the self and provide a platform for self-expression and enhancing creativity.

Drama and Arts in Education (EDW 125)

SECTION A

THEORETICAL FRAMEWORK

Meaning and concepts of Arts and Aesthetics and its significance at secondary level of School Education, Role of Art (Visual arts, Literary Arts and performing Arts), Theatre: Introduction, Importance and role of Drama in education, the impact of Music on Human behavior.

SECTION B

Need and importance of Art and Drama in Teaching and Learning, Planning lessons based on Art Integrated Learning, Role of teacher as facilitator of learning Arts and Drama, Role, Plays and Skits, Ethics of Drama Practice by students.

Reference Books and Readings:

1. Sahi, J. and Sahi, R. (2008). *Learning through Art*. Eklavya, Bangalore.
2. Chawla, S. S. (1986). *Teaching of Art.* Publication Bureau, Punjabi University, Patiala.
3. Minhas, N. S. (1974). *Art and Education*. N.B.S Educational Publishers, Chandigarh.
4. NCERT (2006).*Position Paper, National Focus Group on Arts, Music, Dance and Theatre..* Publication department, NCERT

Drama and Arts in Education Practical (EDW 125)

1. Role Playing' activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her philosophy and contributions
2. Make and submit a sample advertisement for a product with the help of visual art.

3. Activities based on Floral and Geometrical (Rangoli).
4. Participation in any Musical/theatrical/visual art activity
5. Presentation of any 4 folk dances of India with costumes and instrument.
6. Presentation of any four folk songs
7. Project work on any five Indian festivals and its artistic significance.
8. Monotype surface-printing, Thread-print, spray-print, Simple block making and print, vegetable print, Potato-cut-print,– any two medium.
9. Poster-Designs
10. Visual art in writing - calligraphy
11. Teaching a lesson plan through one Act Play, Skit, Mono Acting, Storey Board etc.
12. TWO lessons through drama. The contents will be from or based on the lesson to teach in the class.
13. Preparation of 2 Teaching Aids: Chart, Flash Card, Transparencies, Folders and Model etc.

Course Title/ Code	**General Law for Educators (LWS121)**
Course Type:	Elective I
Course Nature:	Soft
L-T-P-O Structure	2-0-0-0
Objectives	The objective of this paper is to orient the students with laws relating to education, women, child and industry with reference to acts.

	Sections	**Weightage**
Syllabus	A	25%
	B	25%
	C	25%
	D	25%
	TOTAL	**100%**

UNIT-A Laws relating to education (Contact Hours 8)

1. An Overview of right to education, education initiatives by the Government.
2. Mid-day Meal – Schemes by the Government.

UNIT B Laws relating to Women (Contact Hours 8)
1   Sexual Harassment including workplaces.
2   An Overview of Domestic Violence laws in India with reference to domestic Violence Act.

UNIT C Laws relating to Child (Contact Hours 8)
1. Conceptual understanding of Juvenile Justice system with reference to Juvenile Justice Act.
2. Protection of Children from Sexual Offences Act.(POCSO)

UNIT D Industrial Laws(Contact Hours 8)
1. Maternity Benefit laws with reference to Maternity Benefit Act
2. Overview of the provisions payment of gratuity Act.
3. Overview of the provisions of Minimum wages Act.

Text Books.

1   Dr S.K Chatterjee, *Offences against children* , Central Law Publications, Second Edn, 2016
2   Dr. S.C Tripathi and Vibha Arora, *Law relating to women and children*, Central Law Publications, Sixth Edn, 2015

3   Ved Kumari, *Juvenile Justice System in India* Oxford India Paperbacks, Second Edn, 2010.

Reference Books:

1. Taxmann, Labour Laws, Taxmann Publications Ltd, 2016
2. Manjula Batra , Women and law (Law relating to Children)in India, Allahabad Law Agency, Second Edition, 2015.
3.   Donald J. Shoemaker & Timothy W. Wolfe , Contemporary World Issues , Juvenile Justice, 3rd Edition, Oxford paperback.2014.
4. S.C Shrivastava ,Industrial Relations & Labour laws , Sixth Revised Edition, 2015.
5. Taxmann, Payment of Gratituty Act, 1972.

Course Title/ Code	**COMMERCIAL LAWS (LWS122)**
Course Type:	Elective II
Course Nature:	Soft
L-T-P-O Structure	(2-0-0-0)
Objectives	This objective of this paper is to make students understand the concept of various Commercial laws and the aspects relating to it.

Section A

A. General Principles of Contract Law in India
B. General Principles relating to Negotiable Instrument Law

Section B

A. Company, Partnership, Trust, Society
B. Mediation and Conciliation

Section C

A. An Overview of Maternity Benefits Law
B. An Overview of Minimum Wages Law
C. An Overview of Payment of Gratuity

Section D

An outline of Consumer Protection Law in India

Reference Books:

1. Law of Contract and Specific Relief – Avtar Singh
2. Maternity Benefit Act, 1961
3. Minimum Wages Act, 1948
4. Payment of Gratuity Act, 1972
5. Consumer Protection Act, 1986
6. Mediation and Conciliation, 1996

Course Title/Code	Foreign language (French) FL 102
Course Type	University Compulsory
Course Nature	Audit
L-T-P-O Structure	(1-1-0)
Objectives	• To introduce the basic level of French, enabling them to understand & communicate in simple phrases with the focus on their Vocabulary, Grammar, Semantics, Phonology, Reading and Writing skills in the target language • To encourage the production of accurate, authentic and fluent French, both written and spoken, in different formats • To help in broadening their understanding & command over the language by giving them brief insights into France & its culture. • To acquire a knowledge and understanding of the structures and registers and further using them in professional way.

Unit A

- Les alphabets
- Les salutations & forms of politeness
- Expression on taking leave
- Self Introduction

Unit B

- La culture de France
- Presentation on French Language
- Présentez-vous
- Les Pronoms Sujets
- "ER" verbs
- "IR" verbs

Unit C

- Les articles définis et indéfinis
- Les Nombres en Cardinal (0-1000)
- Les Nombres en Ordinal (0-1000)
- Les noms et les Adjectifs
- Les verbes (avoir, être, faire, aller, venir)
- Masculin et Féminin
- Les Pluriels

Unit D

- Moments of the day
- Days of the week & related questions
- Months of the year & related questions
- Les couleurs
- Les verbes (vouloir, pouvoir, savoir, devoir)
- Les Nationalités

Suggested Readings:
1. Apprenons le français, Méthode de français part 2, Mahitha Ranjit, Saraswati House Pvt.ltd
2. Apprenons le français, Méthode de français part 3, Mahitha Ranjit, Saraswati House Pvt.

Course Title/Code	Foreign language (German) FL 103
Course Type	University Compulsory
Course Nature	Audit
L-T-P-O Structure	(1-1-0)
Objectives	• To introduce the basic level of German, enabling them to understand & communicate in simple phrases with the focus on their Vocabulary, Grammar, Semantics, Phonology, Reading and Writing skills in the target language • To encourage the production of accurate, authentic and fluent French, both written and spoken, in different formats • To help in broadening their understanding & command over the language by giving them brief insights into the related culture. • To acquire a knowledge and understanding of the structures and registers and further using them in professional way.

MRU_GERMAN_SYLLABUS	
GERMAN I	
	T1
1	Unseen Passage
2	Subjekt oder Nominativ Personal Pronomen
3	wichtige Verben (sein , haben , hei en, kommen, wohnen)
4	Formelle und informelle Fragen
5	Kardinalzahlen 1-20
6	Kardinalzahlen 21-100 und Ordinalzahlen
7	wie geht es dir?, kleine Dialoge
	T2
1	Unseen Passage
2	regelmä ige Verben/ unregelmä ige Verben
3	Zahlen 0 -100
4	Articles
5	Fragen bilden (W_Fragen oder Ja/nein Fragen)
6	Länder und Sprachen

7	Translation
	T3
1	Unseen Passage
2	die Grü e
3	Subjekt oder Nominativ Personal Pronomen
4	wichtige Verben (sein , haben , hei en, kommen, wohnen)
5	Formelle und informelle Fragen
6	Kardinalzahlen 1-20
7	Kardinalzahlen 21-100 und Ordinalzahlen
8	wie geht es dir?, kleine Dialoge
9	regelmä ige Verben – spielen, schlafen, fliegen
10	unregelmä ige Verben
11	Articles
12	Ja oder Nein Fragen
13	Länder und Sprachen
14	Translation
15	Dates
16	Hobbies and profession
17	Sport
18	Time
19	Weekdays and months

Semester-III

SUBJECT CODES	SUBJECT NAME	L	T	P	O	NO. OF CREDITS
EDO201	Skill in Pedagogy 1	–	–	–	6	6
EDO202	Skill in Pedagogy II	–	–	–	6	6
EDN203	Reflective Journal	–	–	–	2	2
EDO 238/EDO 237	Case Study/Action Research	0	0	0	2	2
EDO 239	Community Connect Programme	0	0	0	1.5	1.5
	TOTAL (L-T-P-O/CONTACT HOURS/CREDITS)				17.5	17.5

This semester shall entail a field engagement of 16 weeks, wherein first week will be dedicated to classroom observation. In the following 15 weeks of school internship, student teacher will be engaged in a holistic teaching experience.

Semester IV

Course Title/Code	Education in Contemporary India
Course Type	Core
Course Nature	**Hard**
L-T-P-O Structure	**(3-0-2-0)**
Objectives	-To equip themselves with system and structure of Indian Education. -To identify various concerns related to education of socially disadvantaged sections of society. -To be aware with provisions of equality of educational opportunities and impediments in achieving equity. -To understand the Govt. policies of education and will evaluate the same with respect to quality education and universalization of education.

Education in Contemporary India (EDH 214)

SECTION A
INDIAN SOCIETY AND CONSTITUTION

Social Stratification of Indian Society on the basis of Castes, Languages, Tribes, Religions and Regions. Preamble of Constitution, Directive principles, Fundamental rights and duties of Indian citizens, Article 45,21A,

Equality of opportunities in education: Constitutional Provisions: Article 28,29,350,351, Education of socially disadvantaged segments namely Dalits, SC, ST, OBC, Women, PWD'S and minorities.

EDUCATIONAL REFORMATION IN THE PRE-INDEPENDENCE PERIOD: Charter Act, Macaulay'minutes, Wood & Despatch, Hunter Commissions, Sargent Report, Basic education

SECTION B
EDUCATION AND POLICY FRAMEWORK

EDUCATION IN POST INDEPENDENCE PERIOD: Mudaliar Commission (1952), Education Commission (1964-66)**,** NPE 1968; NPE 1986 and its modified version 1992**,** Yashpal Committee Report**,** National Curriculum Framework-2005, Right to Education Act 2009: Right of children to free and compulsory education, NPE 2019, Midday meal scheme, Three language Formula

SECTION C

EDUCATION SYSTEM AND STRUCTURES

Concurrent status of education, Public Private Stratification in education, Types of schools in India, Role of educational agencies-NCERT, SCERT, CBSE, ICSE, Open and Distance Education: Concepts, merits and demerits.

SECTION D

EQUITY AND QUALITY ISSUES IN EDUCATION

Equity in education, Modernization and Privatization of Education: Concept, merits and demerits, Role of teacher in universal and inclusive education
National System of Education, Sarva Shiksha Abhiyan (SSA), Kasturba Gandhi Balika Vidyalaya, Rashtriya Madhyamik Shiksha Abhiyan(RMSA)

Reference Books and Readings

1. GOI. (1966). *Report of the Education Commission-1964-66*. New Delhi: Ministry of Education.
2. GOI. (1992*). National policy on education, 1986* (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
3. GOI (1993). *Learning Without Burden*. Report of the National Advisory Committee retrieved from http://www.teindia.nic.in/Files/Reports/CCR/Yash%20Pal_committe_report_lwb.pdf
4. GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
5. Kashyap, S.C. (2009). *The constitution of India,* New Delhi: National Book Trust.
6. Mishra, B.K. & Mohanty, R.K. (2003). *Trends and issues in India Education,* Meerut: Surya publications.
7. Nambissan, G. B. (2009). *Exclusion and discrimination in schools: Experiences of dalit children*. Indian Institute of Dalit Studies and UNICEF.
8. NCERT. (2006). *Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF2005).* New Delhi: NCERT
9. Rajput, J.S. (1994). *Universalisation of Elementary Education*, New Delhi: Vikas Publishing House.
10. Sachdeva,M.S. et.al (2011). *Philosophical, Sociological and Economic bases of Education*, Patiala: Twenty First Century Publications.
11. Shankar, M. (2007*). Contemporly issues in modern Indian education*, New Delhi: Authors Press.
12. Stormquist, N. P.(2002). *Education in a Globalised world.* New York: Rowman & Littlefield publishers.
13. Walia,J.S.(1979). *Modern Indian Education and its Problems,* Jalandhar City: Paul Publishers, Gopal Nagar.

Education in Contemporary India Practical (EDH 285)

1. Collaboration with any NGO working for Marginalized groups, Conducting field visits, case studies, and participating in their projects.

2. Review of Mid-day meal programme in a particular rural area.

3. Review of recent articles, editorials, research papers etc. on emerging issues e.g. implementation of RTE/ Equal opportunities for all/ various govt. schemes for universalization of education, girl education/and modernization of education etc.

4. Group discussion on fundamental rights, duties and directive principles.

5. Debate on true women empowerment.

Course Title/Code	Knowledge and Curriculum (EDH 216)
Course Type	Core
Course Nature	Hard
L-T-P-O Structure	(3-0-2-0)
Objectives	-To understand the concept of Knowledge and its relationship with various dimensions of curriculum development. - To understand epistemological thoughts of prominent philosophers in context of important areas concerning curriculum. -To examine sociological basis including various concerns and issues related to curriculum development. - To explore conceptual linkages and distinctions between Educational aims, Curriculum framework, Curriculum development, curriculum transaction, curriculum evaluation and Pedagogy. - To familiarize student-teachers with the recommendation of NCF 2005 along with role of important agencies in the process of curriculum planning and development.

Knowledge and Curriculum (EDH 216)

SECTION A

KNOWLEDGE AND EDUCATION

Concept of knowledge, Methods of acquiring knowledge, Different kinds of knowledge, Nature of knowledge, belief, information, skill, perception

Epistemological thoughts of M.K. Gandhi, Rabindranath Tagore, Rousseau, John Dewey, Plato and Paulo Freire in context to activity/ discovery/ dialogue as defined for contemporary education

SECTION B

SOCIAL SYSTEMS AND KNOWLEDGE

Aims of Education and Society, Impact of social structure on concept of knowledge and teaching practices, Role of teacher in knowledge construction, concept of Academic Freedom, Interrelationship of education with culture, secularism, economy, politics, modernization and History

SECTION C

CURRICULUM- BASICS AND DEVELOPMENT

Concept of Curriculum and Syllabus, Core and Hidden Curriculum- Meaning and Role, Curriculum Development- Basic considerations, Principles, Determinants, Different Approaches of Curriculum Development, Process of Curriculum Development, Interrelationship between market forces, assessment, and curriculum

SECTION D

CURRICULUM FRAMEWORK AND TRANSACTION
Meaning of Curriculum Framework and Curriculum Transaction, Critical analysis of NCF2005 and its recommendations, Role of National and State level agencies in framing of the Curriculum- NCERT,SCERT, Boards of Education, Role of textbooks in Curriculum transaction, Addressing critical issue through Curriculum: Environmental concern, Gender Difference, inclusiveness and value inculcation

Reference Books and Readings:

1. Bawa, M. S. & Nagpal, B. M. eds (2016). *Developing Teaching Competencies*. New Delhi: Viva Books pvt. ltd.
2. Butchvarov, P. (1970). *The Concept of Knowledge*. Evanston, Illinois: North Western University Press.
3. Dewey, J. (1997). *Experience and Education*. Touchstone, New York.
4. Kelly, A. V. (2006). *The Curriculum: Theory and Practice* (Fifth Edition). Sage Publications
5. Krishna, D. (1997). *Gyan Mimansa*. Jaipur : Rajasthan Hindi Granth Academy.
6. NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
7. NCERT (2006). *Position Paper, National Focus Group on Curriculum, Syllabus and textbooks*. New Delhi: NCERT.
8. NCERT (2006). *Position Paper, National Focus Group on Systematic Reforms for Curriculum Change.* New Delhi: NCERT.
9. Sarangapani, P. (2003). *Construction of School Knowledge*. New Delhi: Sage Publication.

Knowledge and Curriculum Practical (EDH 216)

1. Analyze and make report on the transactional curriculum of any one upper primary and secondary class in any one school subject in light of various considerations of Curriculum Development
2. *Write a report on different methods used by school teacher for construction of knowledge based on survey and observation in school
3. Analyze NCF 2005 with respect to different areas of Curriculum and prepare a presentation on it.
4. Draft out a few activities related to social concerns which can be incorporated in the curriculum transaction.

Course Title/Code	School Organization and Management (EDS 227)
Course Type	Core
Course Nature	Soft
L-T-P-O Structure	(1-0-2-0)
Objectives	-To understand the meaning, nature, scope, functions and principles of Educational Administration of a School. -To get oriented with the concept of supervision and decision making -To realize the multifaceted role of a teacher/head teacher. -To understand and appreciate the process of becoming an effective teacher. -To get a holistic view of quality in education and the agencies concerned with quality assurance.

SECTION A

SCHOOL ADMINISTRATION AND MANAGEMENT
Meaning and Definition of School Management, Scope of School management, aims, objectives and functions of school management, types and principles of school management.
Education Administration: Meaning, concept, scope, functions and Principles.
Organizational culture in a school to foster a stress- free work environment for Head, teachers, staff and students.

SECTION B

SCHOOL AS AN ORGANIZATION
The School – its functions and relationship with the society, school plant – location, classroom, furniture, design of the building, sanitary requirements, the environment, laboratory apparatus, library, museum and the hostel.
The school staff – **Headmaster:** his role and responsibilities, leadership qualities, qualifications and duties, relations with subordinates, the guardians and the public.
Teacher: role and responsibilities, Qualities and competencies of teacher and professional ethics and Code of Conduct. **The office staff**, role and responsibilities, records and functions of each record, the service conditions of the staff.

SECTION C

INSTITUTIONAL PLANNING AND TQM
Role of School Management Committees, Parent Teacher Associations in School Development; Democratic Decision Making: Concept and Procedure in the school functioning; Institutional Planning- Meaning and functions and its importance in school organization; TQM – Meaning and Characteristics and its importance in School organization, Tools and techniques of quality control in education / institutional evaluation, Quality assurance in Education
Regulatory Bodies in Quality Assurance in Education / NAAC, NCTE, NBA, RCI,AICTE and Quality Council, School finance – sources of income and items of expenditure, Mobilization of resources – grants in aid, school budget.

ELEMENTS OF SCHOOL MANAGEMENT

School Climate: Meaning and Types, School time tables – principles and techniques of time table preparation, School time tables – master time table, subject –wise time table, teacher-wise time table; school records and registers (Academic and Administrative). Organization of co-curricular activities and role of students. School discipline – Concept and Approaches, the value of moral training, Problems faced in School Management: Issues of Security, influence of media and Disaster Management, Student Unrest and how to deal with it.

Reference Books and Readings

1. Agarwal, J.C. and Sharma, K. R.(2006): *Basic School Organisation*, Doaba House, Delhi
2. Agarwal, J.C.(2006): *School Administration*, Arya Book Depot, Delhi.
3. Bhatnagar, R.P. and I.B. Verma (2000): *Educational Administration*. Loyal Book Depot, Meerut.
4. Kimbrough, R.B. and Nunnery, M.Y.(1983). *Educational Administration : An Introduction*, MacMillan Publishing Co. Inc., N.Y.
5. Mohanthy, Jagannath (2007). *Educational Management,Supervision,School Organization*. Hyderabad: Neelkamal Publications Pvt. Ltd.
6. Owens, Robert G (1970).: *Organizational Behaviour in Schools*. Prentice Hall Inc., Englewood Cliffs, N.J.,
   Publishing House.
7. Safaya, R.N. and Shaida,B.D.(2000*). School Administration and Organization*. Dhanpat Rai and Sons, Delhi
8. Sidhu, K. S.(1996). *School Organisation and administration*. Sterling Publishers Private Limited
9. Tilak, Jandhyala B.G. (1992.) *Educational Planning at Grass Roots*. New Delhi: Ashish
10. NAAC (2003). *Total Quality Management for Tertiary Education* Bangalore: NAAC. Retrievedfrom: *www.**naac**.gov.in/.../**Total**%20**Quality**%20**Management**%20for%20**Tertia**..*

School Organization and Management Practical (EDS 227)

1. Prepare an annual calendar for the schools co-curricular activities for the current session.
2. Write an assignment on how NAAC is ensuring external & internal quality at higher education
3. Survey any hostel and library and make a report of the problems faced by the students.
4. Preparation of an outline of an institutional planning on any aspect of school organization.
5. Prepare an Academic Calendar of School
6. Critically analyze the allocation of budget to the education sector in the current Financial Year
7. Identify different ICT resources used by School Management and Administration
8. Organize a group discussion on the Code of Conduct for teachers.

BASICS OF ECONOMICS / MCS 231

Objectives	*Students (A) will be able to explain the basic economic concepts and laws, (B) their relation with real life situations, (C) discuss the nature and characteristics of Indian Economy.*
Learning Outcomes	*Students would be able to:* • *Define the economic problems of the society.* • *Explain the laws of utility, demand and supply and their measurement.* • *Explain the laws of production and various concepts of costs.* • *Discuss the various market forms* • *Discuss the nature and characteristics of Indian economy.*

Unit I

Definition of Economics - various definitions, Nature of Economic problem, Production possibility curve, Concepts and measurement of utility, Law of Diminishing Marginal Utility, Law of equi-marginal utility - its practical application and importance.

Unit II

Meaning of Demand, Individual and Market demand schedule, Law of demand, shape of demand curve, Elasticity of demand, degrees of Price elasticity of demand, factors effecting elasticity of demand, practical importance & applications of the concept of elasticity of demand.

Unit III

Meaning of production and factors of production, laws of production, various concepts of cost - Fixed cost, variable cost, average cost, marginal cost, money cost, real cost and opportunity cost. Shape of short run cost curves.

Unit IV

Meaning of Market, Types of Market -Perfect Competition, Monopoly, Oligopoly, Monopolistic Competition (Main features of these markets). Supply and Law of Supply, Role of Demand & Supply in Price Determination and effect of changes in demand and supply on prices.

TEXT BOOKS:

1. Principles of Economics: P.N. Chopra (Kalyani Publishers).
2. Economics for Engineers- T R Jain & O P Khanna
3. Micro Economic Theory – M.L. Jhingan (S.Chand) .
4. Micro Economic Theory - H.L. Ahuja (S.Chand) .
5. Modern Micro Economics : S.K. Mishra (Pragati Publications).
6. Economic Theory - A.B.N. Kulkarni & A.B. Kalkundrikar (R.Chand & Co.).
7. Indian Economy: Rudar Dutt & K.P.M. Sundhram

Credits: 1-0-2-0 (1 lecture and 2 practical) = 2 credits
Evaluation:

Practical Marks (50)	Marks	Theory Marks (50)	Marks
PT 1	10	T3	40
PT 2	10	Internal	10
PT 3	20		
Internal	10		
Total	50		50

Introduction to Finance

Unit 1

Financial Management: An Overview—forms of business organization, financial decision in a firm, Financial System, Financial Markets and Intermediaries.

Unit 2

Financial Analysis and Planning : Financial Statements-Balance sheet, Statement of Profit and Loss, Taxes and Cash Flow , Financial Ratios, Break Even Analysis.

Unit 3

Sources of Long term Finance – Equity Capital, Preference Capital, Terms Loans, Debentures; Raising Long term Finance

Unit 4

Time Value of Money, Capital Budgeting- Techniques of Capital Budgeting, Net Present Value and Payback Period, Capital Structure and Cost of Capital

Suggested Readings:
1. Pandy, I.M., Financial Management, Vikas Publishing House, New Delhi
2. Khan M.Y, and Jain P.K., Financial Management, Tata McGraw Hill, New Delhi
3. Keown, Arthur J., Martin, John D., Petty, J. William and Scott, David F, Financial Management, Pearson Education
4. Chandra, Prasanna, Financial Management, TMH, New Delhi
5. Van Horne, James C., Financial Management and Policy, Prentice Hall of India
6. Brigham & Houston, Fundamentals of Financial Management, Thomson Learning, Bombay.
7. Kishore, R., Financial Management, Taxman's Publishing House, New Delhi .

Course Title/Code	Gender, School and Society (EDS 207)
Course Type	Core
Course Nature	Soft
L-T-P-O Structure	(1-0-2-0)
Objectives	-To understand paradigm shift in gender studies -To formulate a positive notion on sexuality amongst young people -To develop an insight into mental and physical abuse -To develop a healthy perspective towards unconventional gender roles -To understand and examine the role of curriculum and text books in challenging gender inequalities -To understand and examine the role of school, peers, and teachers in reinforcing gender parity -To develop a positive attitude towards the third gender

Gender, School and Society (EDS 207)

SECTION A

PARADIGM SHIFT GENDER ROLES

Concept of gender, difference between gender and sex. Paradigm shift from women studies to gender studies: Brief discussion of landmarks in social reform from Vedic period to 21st century. Patriarchy vs. Matriarchy

SECTION B

SOCIAL CONSTRUCTION OF GENDER

Gender Identity and its theoretical approaches, agencies of gender socialization (family, school, society, media)
Gender roles and stereotypes. Gender and its intersection with Poverty, Caste,,Disability and Region (rural, urban and tribal). Protection of children from sexual offences act 2012.

SECTION C
GENDER AND SCHOOL
LGBT concepts
Gender Bias in School Environment, Gender Bias in Dropouts,Gender Bias in Household responsibilities ,Social attitudes towards Girl's Education,Value accorded to Women's Education.

Gender equality- Role of schools in
reinforcing gender equality, Role of peers in reinforcing gender equality,Role of teachers in
reinforcing gender equality,Role of curriculum and textbook in reinforcing gender equality

SECTION D

STRATEGIES FOR CHANGE
Role of media in reinforcing gender parity,The role of family, religion,etc. in reinforcing
gender parity. The role of NGOs and women's action groups in striving towards gender
equity,The efforts of the government agencies to achieve gender parity:reservations and legal
provisions Millenium DevelopmentGoal: Promoting gender equality and empowerment

Reference Books:

1. Bordia,A. (2007). *Education for gender equity.* The Lok Jumbish experience, p. 313-329.
2. Chatterji,S.A. (1993). *The Indian Women in Perspective.* New Delhi: Vikas Publishing.
3. Government of India (1975).*Towards Equality: Report of the committee on the status of Women in India*. Delhi: Department of Social Welfare, Government of India.
4. Kumar, K. (2010). Culture, State and Girls: An Educational Perspective.*Economic and Political Weekly,* XLV(17), p. 24.

Course Title/Code	**Understanding the Self (EDW 217)**
Course Type	Core
Course Nature	Workshop
L-T-P-O Structure	(0-0-3-0)
Objectives	-To gain an understanding of the central concepts in defining 'self' and 'identity'. -To reflect critically on factors that shapes the understanding of the 'self'. -To build an understanding about themselves, that is, the discovery and development of self as a person as well as teacher. -To reflect on one's experiences, aspirations, and efforts towards becoming a humane teacher. -To develop effective verbal and non- verbal communication skills -To build resilience to deal with conflicts and learn to draw upon collective strengths to live in harmony with one's surroundings. -To appreciate the critical role of teachers in promoting 'self' and students' well being.

Understanding the Self (EDW 217)

SECTION A

UNDERSTANDING AND DEVELOPING SELF

Exploring oneself: Self identity, potential, fears, aspirations, reflecting on one's own self and identity with critical analysis. Identifying factors in the development of self and in shaping identity. Building an understanding about philosophical and cultural perspectives of self Understanding socio-cultural, historical, and political influences in shaping one's professional identity

SECTION B

REFLECTIVE PRACTICE AND YOGA

Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings, Teacher as a reflective practitioner

Understanding the role of teacher as facilitator and partner in well being among learners. Developing skills of awareness about identity, effective listening, accepting, positive regard etc. among learners as a facilitator.

Introduction of yoga, and meditation as important components to enhance understanding of body and mind

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3. Brooksfield, S. D. (1995). *Becoming a Critically Reflective Teacher*. San Francisco. CA: John Wiley & Sons.

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Understanding the Self Practical (EDW 217)

1. Developing self awareness as a teacher
2. Exploring the 'known' and 'unknown' self' in relation to what one and others know about one self and what others do not know
3. Reflecting, recording, and sharing of critical moments in one's life
4. Reflections on critical moments in the lives of peers
5. Critically evaluate yourself as a 'prospective teacher'.
6. Briefing a self- reflecting account on significant experiences concerning gender, stereotypes, and prejudices
7. Role play and paired activity for empathetic listening
8. Give a reflective feedback on your contribution during any community service
9. Conducting yoga/ meditation sessions (Group activity)
10. Any other suitable activity

Course Title/Code	Guidance and Counselling (EDS 221)
Course Type	Elective
Course Nature	Soft
L-T-P-O Structure	(1-0-2-0)
Objectives	-To understand the need and types of guidance and counseling in education -To imbibe the essentials for a teacher as a counsellor -To learn basic counselling skills -To understand the approaches toguidance and counselling -To develop sensitivity towards the problems faced by students including exceptional students -To recognize the role of career guidance and counselling -To plan a guidance and counselling set up for a school -To appreciate the role of a teacher in guidance and counselling -To understand the need for parent-school partnership

Guidance and Counselling (EDS 221)

SECTION A

GUIDANCE AND COUNSELLING: OVERVIEW

Difference between Guidance and Counselling, Purpose and assumptions of Guidance and Counselling in Education, Types of guidance- Educational, Vocational, and Personal, Types of Counselling: Directive, Non-directive and Eclectic.

SECTION B

GUIDANCE AND COUNSELLING: FUNDAMENTALS

Essentials of a teacher as a Counsellor: Commitment, Confidentiality, Congruence, Empathy, Genuineness, Interpersonal skills, Mental and physical wellbeing, Objectivity, Pace, Positive regard, Understanding Self, Warmth.

Basic counselling skills: Observing, Listening, Rapport building, History taking, Questioning, Responding, Maintaining records/portfolios.

SECTION C

GUIDANCE AND COUNSELLING: INTERVENTIONS

Approaches to Counselling: Humanistic approach, Cognitive behavioral approach, Social learning approach, Integrative approach.

Issues in school requiring Counselling: Abuse, Anxiety, Behavioral problems, Bullying, Career choices, Peer pressure, Reproductive health, Self-image, Stress, Study habits, Substance abuse.

Counselling Exceptional children: Gifted, Talented, Creative; Differentlyabled.

Career Guidance and Counselling; Factors affecting Vocational choice; Strategies of disseminating Career Information (Individual, group-talks, orientations, workshops, internships, exhibitions); Stepsof career counselling (Attending to the need, enabling self-understanding, exploring options, forming strategies and plans).

SECTION D

GUIDANCE AND COUNSELLING: OPTIMIZING OUTCOMES

Provisions for Guidance and Counselling in schools: Manpower provisions-Teachers, Counsellors/ psychologists, social workers; Physical provisions -Space, Testing tools (Aptitude Test, Personality Inventories and Interest Inventory),Print material.

Role of a teacher in Guidance and Counselling, Enhancing Guidance and Counselling outcomes through Parent-School partnership.

Reference Books and Readings

1. Bhatnagar,Asha&Gupta,Nirmala. (2000). *Guidance & Counselling -Vol. 1.* New Delhi:Vikas Publishing House.
2. Chandra,Ramesh. (2002). *Guidance &Counselling.* Delhi: Kalpaz Publications.
3. Dave,Indu. (1983).*The Basic Essentials of Counselling.* New Delhi: Sterling Publishers.
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6. Kalia,H.L. (2006). *Counselling in Schools*. New Delhi: ICON.
7. Nugent, Frank A. (1990). *An Introduction to the Profession of Counselling*. Columbus: Merrill publishing Co.
8. Panda,N.P. *Education & Exceptional Children*. New Delhi: Deep & Deep Publisher.
9. Pietrofesa, J.J, Bernstein, B.& Stanford, S. (1980). *Guidance: An Introduction*. Chicago: Rand McNally.
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12. Shrivastava, K.K. (2006). *Principles of Guidance &Counselling.* New Delhi: Kanishka Publishers and Distributors.
13. Singh,Raj. (1994).*Educational & Vocational Guidance*. New Delhi: Commonwealth.
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Guidance and Counselling Practical (EDS 221)

1. *Map the Guidance and Counselling services in your internship school and prepare a report mentioning various provisions available there.
2. Make a power point presentation on 'Handling examination stress'.
3. Prepare a collage on Bullying or Peer pressure.
4. Prepare a chart showing various career options available for student from different subject streams.
5. Conduct a workshop in your faculty on substance abuse/ reproductive health-Group activity
6. Any other suitable activity

*Field Activity

Course Title/Code	School Leadership and Management (EDS 236)
Course Type	Elective
Course Nature	Soft
L-T-P-O Structure	(1-0-2-0)
Objectives	- understand key leadership theories and ideas, from inside and outside education, and apply these to thinking about their own practice - draw on evidence from research and practice to develop knowledge with an understanding of what is known about effective leadership - relate these to their own leadership context in planning actions - undertake practice-based tasks enabling self-evaluation of their leadership in action - develop their reflective practice skills to help them to evaluate and improve their own leadership practice -learn collaboratively, supported by a mentor, to share insights, and develop knowledge and skills.

Section A

Leadership: Concept and Dynamics
- Concept and functions of Leadership and management
- Theories of leadership (Trait Theory, Behavioural Theory, Situational Theory), Theories of Management (Taylor, Fayol, Max Weber) and its application in Educational organizations
- Models of educational leadership (Educational Leadership Model, Instructional Leadership Model)

Section B

Leadership Styles
- Authoritative Leadership v/s Participatory Leadership
- Transactional Leadership v/s Transformational Leadership
- Contemporary Leadership Styles: Situational leadership, Visionary Leadership, Ethical Leadership, Gender Leadership

Section C

Human Resource Management
- Concept of Human Resource Management, Process of Recruitment and Selection
- Types and Methods of Training
- Appraisal System and Grievance Handling

Section D
Team Building and Conflict management

- Concept of Group dynamics, types of groups, stages of group formation
- Conflict management: Concept and Strategies
- Stress management: Concept and Strategies

Practicum

- Students will be performing a SWOC analysis to develop their own leadership plan
- A critical analysis on the attributes of "Young Leader"
- Analyse leadership practices of any five Successful leaders and prepare a report on it.
- Analyse any three appraisal form of an organization and prepare a report on it
- List down Do's and Don'ts in creating Professional Work Environment.
- Develop a training program for the new trainees
- A Group discussion/activities on "Power of Positive Feedback and Tips to deliver negative feedback"
- Any other related activity suggested by a teacher

Course Title/Code	Critical Understanding of ICT in Education-II (CSW 115B)
Course Type	Core
Course Nature	Workshop
L-T-P-O Structure	(0-0-3-0)
Objectives	- To demonstrate the understanding of the main components of the computer in use. - To integrate technology tools for teaching learning and material development. - To integrate use of ICT to simplify record keeping, information management in education administration. - To reflect critically on application of ICT in teaching-learning process. - To create and share resources online - To relate with the concept of Virtual Communities - To correlate with daily application of technology in education

Critical Understanding of ICT in Education-II (CSW 115 B)

SECTION A
ICT IN EDUCATION

ICT for educational administration: Scheduling, record keeping, student information, electronic grade book, connecting with parents and community.

Electronic Assessment portfolio: concept, types, e-portfolio tools

Online and offline assessment tools: Rubrics, survey tools, reflective journal..

Proprietary and Open Source Software

Licensing of Software and Content

SECTION B
LATEST TRENDS IN ICT

Open Educational Resources (OER)

Concept of Mind mapping

Sharing thoughts and ideas: Blogs, Social networking websites, Discussion forums and mailing lists

Virtual Communities: Educational Implications.

Concepts of Robotics

Reference Books and Readings:

1. Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi.
2. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Powerpoint. NISCOM, CSIR: New Delhi.
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10. Varanasi, L., Sudhakar, V. & Mrunalini, T. (2004). Computer Education. New Delhi: Neelkamal Publications Pvt. Ltd.
11. Walia, J.S. (2008). Foundations of Computer Education and Applications. Punjab: Ahim Paul Publishers.

Critical Understanding of ICT in Education-II Practical (CSW115B)

1. Developing a model based on basic robotics concept.
2. Developing an electronic teaching portfolio.
3. Combining text, graphic and audio- visuals in developing a digital story.
4. Create an Educational Blog
5. Set up a collaborative wiki
6. Using movie maker prepare a movie on educational theme
7. Create a word search
8. Create a crosswords related to pedagogical content for secondary level students.
9. Create a peer networking platform for sharing information and resources
10. Create a mind map on your pedagogical subject.
11. Make a presentation on current trends in Technology and Education
12. Learn to recover the deleted data.
13. Installation of Window's operating system and application software

Course Title/Code	E- Learning (EDW228)
Course Type	Core
Course Nature	Workshop
L-T-P-O Structure	(0-0-3)
Objectives	• Understand concept of e-learning and types of e-learning • Use blended learning approach in e-learning • Use different online tools and resources in assessment • Explore and use the potentialities of Information Communication Technology for collaborative, constructive & inquiry based learning • Identify and use suitable Open Educational Resources • Use Record keeping and scheduling tools, Communicative tools, School management tools/software for effective administration • Apply different application software in education.

Week 1:

➤ Concept of e-learning
➤ Types of e-learning

Activity

• Learners create mind map of e-learning

Week 2 & 3

Use of ICT in administration

➤ Record keeping and scheduling tools
➤ Communicative tools
➤ School management tools/software

Activity

• Create and communicate google group through google group
• Use google drive and dropbox for storing document
• Analyse school management software and have discussion on it through discussion forum

Week 4 to week 6

ICT for teaching learning process

➤ Blended learning approach for e-learning

➢ Digital tools for effective learning-Webquest, webinars discussion forum, blog

Activity:

- Prepare a week plan of teaching using blended learning approach
- Create a webquest
- Make a seminar using webinar
- Create a blog for learning
- Select a case study/report related to legal and ethical issues in use of ICT. Discuss your case using any mode of online discussion forum. Submit the screenshots of your group discussion.

Week 7 & 8

OER

➢ Open educational resources

Activity

- Identify suitable Open educational resources
- Select any topic and collect Open Educational Resources (Text, Multimedia, Website references) and analyze the type of license used in the Open Educational Resources. Submit the report for the same with evidences.

Week 9 & 10

ICT in Assessment:

➢ Computer assisted assessment
➢ Computer adaptive testing
➢ Use of e-portfolios, Rubrics and webquest in assessment

Activity

- Create e portfolio of this workshop
- Create rubric to assess group discussion
- Generate a test
- Submit a reflective report on it.