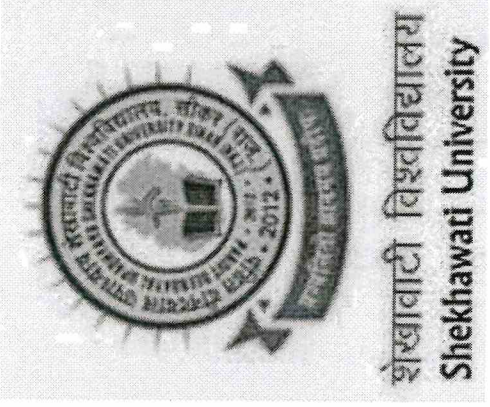


As per NEP 2020

B. Ed., M.Ed. Integrated

(Effective from Academic Year 2024-2025 onwards)



**Pandit DeendayalUpadhyayaShekhawati
UniversitySikar (Rajasthan) 307026**

E-mail: reg.shekhauni@gmail.com

Website: www.shekhauni.ac.in

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Final Credit Summary

B. Ed., M.Ed. Integrated

Yr	Sem	Credits							Total
		DSC	DSE/ P/D	GEC	AEC	SEC	VAC	Seminar / Internship / Dissertation	
1st Year	1 st Sem.	20					2		22
1st Year	2 nd Sem.	16	4					2	22
2 nd Year	3 rd Sem	20						2	22
2 nd Year	4 th Sem.	14	4					4	22
3 rd Year	5 th Sem.	20						2	22
3 rd Year	5 th Sem.	6	12					4	22
Total		96	20				2	14	132

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Semester-I

Course	Course Title	Maximum Marks			No. of Credits*
		Total Marks	External Assessment	Internal Assessment	
24IED5101T	Childhood and Growing up	100	70	30	4
24IED5102T	Learning and Teaching	100	70	30	4
24IED5103T	Educational Studies	100	70	30	4
24IED5104T	Philosophical Foundations of Education	100	70	30	4
24IED5101P	Open Air/SUPW Camp	50	---	50	2
24IED5102P	Practical Work	50	---	50	2
	VAC (to be selected form website)	100	70	30	2
	Total	600			22

*One Credit is equal to 13 hours of direct teaching-learning in case of theory papers and 30 hours of indirect teaching-learning/field work in case of field work/practicum.


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Semester-II

Course Code	Course Title	Maximum Marks			No. of Credits
		Total Mark	External Assessment	Internal Assessment	
24IED5201T	Language Across the Curriculum	100	70	30	4
24IED5202T	Assessment for Learning	100	70	30	4
24IED5203T	Sociological Foundations of Education	100	70	30	4
24IED5202P	External Assessment (One Final Lesson)	100	100	-	4
24IED5201P	School Internship (4Weeks)	50			2
	Pedagogy of School Subject (Select any One course)				
24IED5204T	Hindi	100	70	30	4
24IED5205T	English	100	70	30	4
24IED5206T	Sanskrit	100	70	30	4
24IED5207T	Urdu	100	70	30	4
24IED5208T	History	100	70	30	4
24IED5209T	Civics	100	70	30	4
24IED5210T	Social Studies	100	70	30	4
24IED5211T	Economics	100	70	30	4
24IED5212T	Geography	100	70	30	4
24IED5213T	Home Science	100	70	30	4
24IED5214T	Chemistry	100	70	30	4
24IED5215T	Physics	100	70	30	4
24IED5216T	Mathematics	100	70	30	4
24IED5217T	General Science	100	70	30	4
24IED5218T	Biology	100	70	30	4
24IED5219T	Commerce Practice	100	70	30	4
24IED5220T	Book Keeping	100	70	30	4
24IED5221T	Drawing and Painting	100	70	30	4
24IED5222T	Music	100	70	30	4
	Total	550			22

*One Credit is equal to 13 hours of direct teaching-learning in case of theory papers and 30 hours of indirect teaching-learning/field work in case of field work/practicum.

* External Assessment will be conducted by the external Examiner at the end of the Second Semester

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Semester-III

Course	Course Title	Maximum Marks			No. of Credits*
		Total Marks	External Assessment	Internal Assessment	
24IED6301T	Understanding Disciplines And Subject	100	70	30	4
24IED6302T	Introduction To Educational Research	100	70	30	4
24IED6303T	Advanced Educational Research Methodology	100	70	30	4
24IED6304T	Teacher Education – I	100	70	30	4
24IED6301P	Practical Work	50		50	2
24IED6301D	Dissertation (Writing Synopsis Of Proposed Research Work And Its Presentation)	50	50	-	2
24IED6302P	Reading And Reflecting On Texts (EPC - I)	50	35 (Practical & Viva Voce.)	15	2
	Total	550			22
Enhancing Professional Capacity (EPC) * EPC Course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-III exam.					

*One Credit is equal to 13 hours of direct teaching-learning in case of theory papers and 30 hours of indirect teaching-learning/field work in case of field work/practicum.


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Semester-IV

Course	Course Title	Maximum Marks			No. Of Credits*
		Total Marks	External Assessment	Internal Assessment	
24IED6401T	Gender, School And Society	100	70	30	4
24IED6402T	Innovative Teaching - Learning	100	70	30	4
24IED6401P	Drama And Art In Education (EPC)	50	35	15	2
24IED6403P	EXTERNAL ASSESSMENT (One Final Lesson)	100	100		4
24IED6402P	Internship (In School)	100		100	4
	Pedagogy of School Subject (Select any One Course, Different from Semester II)				
24IED5204T	Hindi	100	70	30	4
24IED5205T	English	100	70	30	4
24IED5206T	Sanskrit	100	70	30	4
24IED5207T	Urdu	100	70	30	4
24IED5208T	History	100	70	30	4
24IED5209T	Civics	100	70	30	4
24IED5210T	Social Studies	100	70	30	4
24IED5211T	Economics	100	70	30	4
24IED5212T	Geography	100	70	30	4
24IED5213T	Home Science	100	70	30	4
24IED5214T	Chemistry	100	70	30	4
24IED5215T	Physics	100	70	30	4
24IED5216T	Mathematics	100	70	30	4
24IED5217T	General Science	100	70	30	4
24IED5218T	Biology	100	70	30	4
24IED5219T	Commerce Practice	100	70	30	4
24IED5220T	Book Keeping	100	70	30	4
24IED5221T	Drawing and Painting	100	70	30	4
24IED5222T	Music	100	70	30	4
	Total	550			22

Enhancing Professional Capacity (EPC)

* EPC Course Exam To Be Conducted By The College. This Course Has Internal Written /Practical (Or Both) Assessment Only And So The Candidates Are Required To Obtain Passing Minimum Marks To Be Eligible For The Semester-VI Exam.

*One Credit is equal to 15 hours of direct teaching-learning in case of theory papers and 30 hours of indirect teaching-learning/ field work in case of field work/practicum.

Note- External Assessment will be conducted by the external examiner at the end of the IVth semester.


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Semester-V

Course Code	Course Title	Maximum Marks			No. of Credits*
		Total Marks	External Assessment	Internal Assessment	
24IED7501T	Creating An Inclusive School	100	70	30	4
24IED7502T	Teacher Education: Perspectives, Research And Issues	100	70	30	4
24IED7503T	Educational Studies	100	70	30	4
24IED7504T	Advanced Educational Research	100	70	30	4
24IED7501P	Critical Understanding of ICT (EPC-III)	50	50		2
24IED7501D	DISSERTATION (Review of Related Literature, Data Collection and Presentation of Progress Report of Research work)	50	50	-	2
24IED7502P	SELF-DEVELOPMENT SKILL -I (Communication and Expository Writing	25	25		1
24IED7503P	SELF-DEVELOPMENT SKILL -II (Academic and Professional Writing	25	25		1
	Total	550			22
Enhancing Professional Capacity (EPC) * EPC Course exam to be conducted by the University. This Question Paper of 50 Marks Will be of Objective type,, Containing 100 Questions, Each carrying 0.5 Mark.					


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Semester-VI

Course	Course Title	Maximum Marks			No. of Credits*
		Total Marks	External Assessment	Internal Assessment	
24IED7601T	Teacher Education -II	100	70	30	4
24IED7601P	SELF-DEVELOPMENT SKILL -III (E-Skills)	25	25	--	1
24IED7602P	SELF-DEVELOPMENT SKILL -IV (Yoga)	25	25	--	1
24IED7601D	DISSERTATION (Final Presentation and Viva-Voce.)	100	100	--	4
	Specialization Course – 1 (Choose any one of the following)				
24IED7602T	Guidance & Counselling	100	70	30	4
24IED7603T	Education Policy, Economics & Planning	100	70	30	4
24IED7604T	Education Management, Administration Leadership	100	70	30	4
	Specialization Course – 2 (Choose any one of the following)				
24IED7605T	Environmental Education	100	70	30	4
24IED7606T	Educational Measurement & Evaluation	100	70	30	4
24IED7607T	Value Education	100	70	30	4
	Specialization Course – 3 (Choose any one of the following)				
24IED7608T	Educational Technology	100	70	30	4
24IED7609T	Comparative Education	100	70	30	4
24IED7610T	Life Long Education	100	70	30	4
	Total	550			22
Note: Viva-Voce. For course V will be conducted by the external Examiner at the end of VI Semester.					


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SEMESTER – I

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CHILDHOOD AND GROWING UP

24IED5101T

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

OBJECTIVES:

- Teacher trainees can aware about concept, methods & applications of Educational Psychology.
- To aware the trainees about concept and developmental dimensions of childhood. Trainees got informed about imagination, creativity & interests at school level.
- To know the related problems of Adolescence & remedies through Guidance & Counselling services.
- To aware about the process of human development
- To build sensitivity towards childrens needs and capabilities within their socio- cultural context

COURSE CONTENTS:

UNIT-I EDUCATIONAL PSYCHOLOGY AND DEVELOPMENT

Educational Psychology: Concept, Methods & Applications
Implications of Educational Psychology: Teachers, Curriculum, Class-room Situations
Indian Psychology: Concept and its implication
Growth & Development
Cognitive development: - Piaget & Bruner

UNIT-II CHILDHOOD AND ITS DEVELOPMENT

Its concept & characteristics
Physical, Mental, Emotional, Social & Moral Development Dimensions to fostering Imagination, Memory & Creativity Activities for Personality Development
Language Development

UNIT-III ADOLESCENCE AND ITS DEVELOPMENT

Its Meaning & Characteristics
Physical, Emotional, Social, Spiritual & Moral Development Fostering Thinking, Reasoning & Problem- solving abilities Activities for Personality Development
Related Problems & Remedies
Guidance & Counselling services in schools

UNIT-IV LEARNER :

Psychological Dimensions & New Trend
Personality : Concept, Types & Measurement


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Intelligence & Multiple Intelligence : Meaning, Theories & Measurement Creativity : Meaning, Development & Measurement
Adjustment : Concept, Process & Mechanism Mental Health : Concept, Components & Scope

Assignment & Practical Works: (Any Two)

- Prepare a short term project to enhance Imagination, Creativity and Memory for school level students
- Prepare, administer and interpret a Case study/ Questionnaire related to problems of adolescence
- One Assignment Work related to topics in above unit
- Organize various Guidance and Counseling campaign for secondary level students Administer,
- Score and interpret a standardized psychological test related to personality/Intelligence/ Creativity/ Mental Health/Adjustment
- Prepare a Survey report related to various psychological dimension, problems and related remedies for school students

Learning Outcomes:

After completion of this course students would able to:

- Utilize the knowledge of Educational Psychology for school education. Apply the concept of Growth & Development in teaching field.
- Plan various activities to fostering imagination, creativity & interests at school level.
- Know about various aspects related to Cognitive, Emotional & Social development of learner.
- Diagnose related problems of Adolescence & remedies through Guidance & Counselling services.

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2. Das, J. P. (1998), The Working Mind: An Introduction to Psychology, Sage Publication.
3. Chomsky, N. (1968), Language and Mind, Harcourt Brace, Jovanovich.
4. Singh Indramani & Parasuraman, Raja (1998) Human Cognition - A Multi Disciplinary Perspective, Sage Publication.
5. Baddeley, A. D. (1996) Human Memory: Theory and Practice, Washington, DC: Psychology Press.
6. Gruneberg, M. M.; Marris, P.E. & Skyes, R.N. (1998) (Eds) Practical aspects of memory: Current research and issues (Vol.2) John Wiley, New York.
7. Brown J. (1976), Recall and recognition, London.
8. Piaget, J. (1970), Science of Education and The Psychology of child, New York: Orion Press.
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LEARNING AND TEACHING

24IED5102T

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

OBJECTIVES:

- To acquire the basic knowledge of learning and Teaching.
- To understand the implications of education.
- To develop various methods of teaching.
- To understand the various application of education.

Course Contents:

Unit –I: basics of learning

Learning : Concept, Nature and Characteristic
Factors Affecting Learning
Laws and Types of Learning Cognitive Learning- Peaget, Bruner
Transfer of Learning

Unit-II : Theories of Learning and their Educational Implications.

Trial and Error theory
Classical conditioning theory
Operant conditioning theory
Insight theory of Learning
Social Learning theory (Bandura)

Unit-III Concept variables and models of Teaching

Teaching : concept, Nature and characteristics
Variables of Teaching and their functions
Factors Affecting Teaching and Teaching process
Relationship between teaching and Learning
Teaching model- concept, functions, sources and elements

Unit-IV Theories and Application of Teaching

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Levels of Teaching - memory, understanding and Reflective
Teaching theories-concept, need, types and utility
Analyzing Teaching in Diverse classrooms
Teaching as a complex activity
Teaching as a profession

Assignment & Practical Works: (Any Two)

One Assignment Work on any topic related with above Unit.
One Practical Work on any topic related with above Unit.

Learning Outcomes:

Acquire knowledge and understanding of learning and Teaching.
Understand the theories of learning.
Develop the skill of active engagement of students in teaching learning activity.
Investigate differences and connections between learning in school and learning outside school.
Inculcate the knowledge of teaching and its process.
Understand learners, learning process and school.

REFERENCES:

1. Baron, R.A., and Byrne D., (2002), Social Psychology, (10th Ed.), Prentice Hall of India Private Limited, New Delhi.
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EDUCATIONAL STUDIES 24IED5103T

Time: 3 Hours
Credits: 4

Max. Marks- 100
(Theory: 70, Internal: 30)

COURSE OBJECTIVES

- Students will be able to
- Understand and appreciate education a social phenomenon, practice and field of study
 - Acquainted with documented related to educational policies and educational programmes.
 - Understand educational structure, institution and system.
 - Understand and reflect or various issues and concerns in education.

UNIT- I

- Nature of Education
 - ☐ Education as a phenomenon, Education as a practice, Education as a field of study,
 - ☐ Aims of Indian Education in the context of a democratic, secular, egalitarian and humane society

Education as Interdisciplinary Knowledge

- ☐ Interdisciplinary nature of education; relationships with philosophy, psychology, sociology, management, economics, anthropology etc.
- ☐ Contribution of science and technology in education and challenges ahead.
- ☐ Axiological issues in education: role of peace and other values, aesthetics in education.
- ☐ Dynamic relationship of education with the political process. .
- ☐ Interrelation between education and development.

UNIT- II

Socio-cultural Context of Education

- ☐ Social purpose of education.
- ☐ Understanding Indian society-with reference to multilingual and multicultural and other diversity, approaches for teaching young children in the context of diversity.
- ☐ Process of socialization and acculturation of the child: role of school, parents, peer group and the community.

• **School Context**

- ☐ Multiple schools contexts-rural/urban, tribal etc.
- ☐ School management: Role of teachers, headmasters, and administrators.
- ☐ Nurturing learner friendly school environment.
- ☐ School as site of curricular engagement.
- ☐ Teacher's autonomy and professional independence.
- ☐ Participation of different stakeholders in school education-role of media, use of technology, NGOs,


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- ☐ Civil society groups, Teacher organisations, family and local community.
- ☐ Monitoring and evaluation of schools.

UNIT- III

• Educational Institutions and Educational Structure

- ☐ UNESCO,UGC,NCERT,NCTE,CBSE,SCERT(s) & DIET(s)
- ☐ Higher, Secondary and Elementary education system
- ☐ Educational Structure at central, state, district, block and village level

• National Programmes and Policies in Education

- ☐ SSA,RAMSA & RUSA
- ☐ NCF(2005) & National Knowledge Commission (2005)
- ☐ NCFTE (2009)
- ☐ RTE Act (2009)

UNIT- IV

• National Issues and Concerns in Education

- ☐ Universalization of Elementary Education
- ☐ Globalization of Education
- ☐ Liberalization of Education
- ☐ Expansion of Secondary and Higher Education
- ☐ Issues related to equity, equality and quality of Education, Education of the disadvantaged

Task and Assignment- Any one of the following (10 MARKS)

- Assignment based on policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State,
- Vision of school education in India.
- Visit to a school, observation of activities and preparation of a reflective report.
- Any other task/assignment given by the institution.

SUGGESTED READINGS

- Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.), Boston: Alynand, Beacon.
- Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice.New York: Teachers College Press
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- Dearden R. F. (1984). Theory and practice in Education. London, Routledge K Kegan & Paul.
- Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) Teachers and schooling: Making a Difference, Australia Allen and Unwin.,
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OPEN AIR/SUPW CAMP (24IED5101P)		Maximum Mark
OPEN AIR/SUPW CAMP		50 Marks
1. Community Service		10 Marks
2. Survey (based on Social and Educational Events)		10 Marks
3. Co-Curricular Activities		10 Marks
4. Health and Social awareness Program (DISASTER MANAGEMENT AND CLEANESS)		10 Marks
5. Studies (work Experience related with theory course and literacy activities)		10 Marks

SN	PRACTICAL WORK (24IED5102P)	MAXIMUM MARK
1	Micro Teaching	10 Marks
2	Demonstration Lesson	10 Marks
3	Psychosocial Test (Five Test)	10 Marks
4	Unit Plan	05 Marks
5	Blue Print	05 Marks
6	Digital Lesson Plan (Each Method)	10 Marks
Total		50 Marks

Guidelines for the Practical Work

- Micro Teaching (any Five Skills)
1. Skill of Introduction
 2. Skill of Questioning
 3. Skill of Exemplifying
 4. Stimulus-Variation Skill
 5. Black-Board Writing Skill

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Semester II

Language Across the Curriculum

24IED5201T

Time: 3 Hours
Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

SEMESTER - I

OBJECTIVES:

- To understand the various mode of language like reading, writing, speaking and listening.
- To develop the skill of oral and written language.
- To acquaint with the idea of composition and art of writing i.e. letter, paragraph, application etc.
- To develop the Vocabulary Building and Language Problems & its Remedies To develop the vocabulary and language proficiency and related remedies.

Course Contents:

Unit -I Language acquisition and development

- Language : Concept, Meaning and Nature
- Language usages : Written, Oral, Role Playing with Communication
- Language Policy : First (Mother tongue) Second (Foreign language)
- Third (Religious or classical language)
- Language development : From childhood to Adult stages

Unit -II Language Skills

- Reading : Silent reading vs Rapid reading, News Paper, Journal, Books
- Narrative Text vs. Expository text
- LSRW (Listening, Speaking, Reading, Writing)
- Note making and creative writing (Essay, Application, Letter, Paragraph)

Unit -III Language & Classroom Interaction

- Expression : Public Speech, Lecture,
- Debating Multilingualism in classroom
- Summarizing and Reflection
- Errors and Correction of Language in class

Unit-IV Vocabulary Building and Language Problems & its Remedies

- New Structure and building of vocabulary
- Learning new vocabulary and Diagnostic
- Language Errors Language Phonemes & Identification of Sound Errors
- Remedial Programme for Language Development

Assignment & Practical Works: (Any Two)

- Write Any one Assignment Work
- Identify speech defect in
- classroom teaching Prepare a
- Report on Creative Writing

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- Prepare a C.D. on communication (30 minutes)
- Any other assignment suggested by the subject teacher

Learning Outcomes:

After completion of this course students would be able to:

- Understand the nature and use of language.
- Develop the idea of Multilingualism in class room teaching.
- Create the sense of language and its flavor.
- Inculcate language skills among trainees.
- Evaluate skills creative writing and expression.
- Acquire the idea of composition and art of writing i.e. letter, Paragraph, application etc.
- Develop ornamental use of vocabulary in different curriculum

References:

1. Baruah, T.C. (1985), The English Teacher's Handbook, New Delhi, Sterling Publication Pvt. Ltd.
2. Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc. Graw Hill Pub. Co. Ltd.
3. Richards, J.C. and Rodgers, T.S. (2000), Approaches and Methods in Language Teaching, Cambridge, CUP.

Assesment for Learning

24IEDS202T

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

OBJECTIVES:

- To describe the role of assessment in education.
- To distinguish among measurement, assessment and evaluation.
- To explain different forms of assessment that aid student learning.
- To use wide range of assessment tools, techniques and construct these appropriately.
- To evolve realistic, comprehensive and dynamic assessment procedures.
- To calculate item difficulty and discrimination power of a test item.
- To prepare a good achievement test on any school subject.
- To realize the importance of continuous and comprehensive evaluation in the process of students learning.

Course Contents :

Unit I - Assessment and Evaluation in Education

Concept of measurement, assessment and evaluation
Types, Need, scope and relevance of evaluation
Principles of assessment and evaluation
Test, scale and measurement
Types of scale : nominal, ordinal, interval and ratio

Unit II -Tools and Techniques of Assessment and Evaluation

Characteristics of a good measuring instrument

Achievement test: steps of construction of achievement test – Teacher made and Standardized test

Types of test items and its construction : subjective test items and objectives test item

Diagnostic test construction and preparation of remedial materials

Analysis of test items – item difficulty level and item discrimination power

Unit III -Trends in Assessment


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Continuous and Comprehensive Evaluation
 Marking system vs Grading system
 Semester system (C B C S) Choice Based Credit System
 Open book examination and question bank

Unit IV - Basic Statistics in Evaluation

Measure of Central Tendency:

Mean
 Median
 Mode

Measure of variability

Range
 Quartile Deviation
 Average Deviation
 Standard Deviation

Assignment & Practical Works: (Any Two)

Prepare an achievement test of any school subject of secondary school.

Write one Assignment Work with in the content

Construct a remedial material for school students in any content problems.

Select, analyses and try- out a sample tool/test with item discrimination power.

Learning Outcomes:

After completion of this course students would able to:

Describe the role of assessment in education.

Distinguish measurement, assessment and evaluation.

Explain different forms of assessment that aid student learning.

Use wide range of assessment tools, techniques and construct these appropriately.

Evolve realistic, comprehensive and dynamic assessment procedures.

Calculate item difficulty and discrimination power of a test item.

Prepare a good achievement test on any school subject.

Realize the importance of continuous and comprehensive evaluation in the process of students learning.

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7. Gronlund, N.E. (2003), Assessment of Student Achievement. Boston: Allyn & Bacon.
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12. Hopkins, K.D. (1998). Educational and Psychological Measurement and Evolution. Boston: Allyn and Bacon.
13. Chohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996), Psychological testing and Assessment. An Introduction to the Test and Measurement. California: Mayfield Publishing Co.

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14. National Council of Educational Research and Training (2005), National Curriculum Framework, New Delhi: NCERT
15. National Council of Educational Research and Training (2006). Position paper: Examination Reform. New Delhi: NCERT
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Hindi

24IED5204T

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

OBJECTIVES:

- भाषा संरचना में हिन्दी भाषा तत्वों का ज्ञान प्रदान करना।
- श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
- मध्यमिक स्तर के निर्धारित पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास करना।
- ईकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान कराना।
- हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान कराना।
- हिन्दी भाषा की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान कराना।
- प्रश्न पत्र के निर्माण का ज्ञान देना।
- निदानात्मक एवं उपचारात्मक परीक्षण स्वरूप, महत्त्व एवं उपयोग का ज्ञान देना।
- मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत कराना।

विषय वस्तु :

इकाई : प्रथम – भाषा के विविध स्वरूप एवं सामान्य अवबोध

- (अ) मातृभाषा, राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- (ब) मातृभाषा शिक्षण के उद्देश्य एवं सिद्धान्त
- (स) हिन्दी शिक्षण में पुस्तकालय एवं वाचनालय का महत्त्व
- (द) पाठ्यपुस्तक का अर्थ, परिभाषा, अच्छी पाठ्यपुस्तक के गुण-दोष

इकाई : द्वितीय – भाषा का वैज्ञानिक स्वरूप तथा कौशलों के विकास हेतु निर्मांकित पक्षों के स्वरूप का शिक्षण

- (अ) वर्ण विचार, शब्द विचार, वाक्य विचार
- (ब) श्रवण, उच्चारण एवं वर्तनी
- (स) वाचन (संस्वर एवं मौन वाचन),
- (द) अभिव्यक्ति (लिखित एवं मौखिक)

इकाई – तृतीय – हिन्दी शिक्षण में विभिन्न विधाओं का शिक्षण एवं मूल्यांकन

- (अ) गद्य शिक्षण, पद्य शिक्षण, व्याकरण शिक्षण
- (ब) रचना शिक्षण (पत्र, निबन्ध, कहानी)

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- (स) विभिन्न विद्याओं पर पाठ योजना निर्माण
- (द) इकाई योजना एवं नील पत्र निर्माण
- (य) मूल्यांकन (सम्प्रत्यय, पाठान्तर्गत एवं पाठोपरान्त मूल्यांकन)

इकाई – चतुर्थ – हिन्दी शिक्षण की विभिन्न विधियों का अध्ययन

(अ) अभिक्रमिit अनुदेशन विधि

(ब) आगमन-निगमन विधि

(स) दल शिक्षण

(द) हरबर्टीय पद्धति

(य) प्रायोजना विधि

(र) पर्यवेक्षित तथा निर्देशित स्वाध्याय विधि

सत्रीय कार्य : (किस्ती दो विषय पर)

- भाषा शिक्षण सम्बन्धी समस्याओं का चयन तथा उसके समाधान का उपाय खोजना।
- हिन्दी शिक्षण में सत्रीय प्रपत्र अथवा प्रश्न पत्र हल करना।
- माध्यमिक स्तर की पाठ्यपुस्तक अथवा किन्हीं दो विशिष्ट लेखों की समीक्षा करना।
- किन्हीं पाँच विद्यार्थियों की लेखन सम्बन्धी अशुद्धियों का निदान एवं उपचार (कक्षा 8 से 10वीं)।
- हिन्दी विषय की किसी भी विद्या पर पी.पी.टी. पर पाठयोजना तैयार करवाना।

Learning Outcomes:

- ❖ भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान प्राप्त कर सकेंगे।
- ❖ श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों को प्राप्त कर सकेंगे।
- ❖ माध्यमिक स्तर के निर्धारित पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास कर सकेंगे।
- ❖ इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी भाषा की विभिन्न विद्याओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान प्राप्त कर सकेंगे।
- ❖ प्रश्न पत्र के निर्माण का ज्ञान प्राप्त कर सकेंगे।
- ❖ निदानात्मक एवं उपचारात्मक परीक्षण स्वरूप, महत्त्व एवं उपयोग का ज्ञान प्राप्त कर सकेंगे।
- ❖ मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत हो सकेंगे।

संदर्भ ग्रन्थ सूची :

1. अवधेश अरूण, (2001), हिन्दी भाषा का स्वरूप, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
2. ओड, एल.के (1982), हिन्दी शिक्षण में त्रुटि, निदान एवं उपचार, वनस्थली विद्यापीठ।
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11. रमन, बिहारीलाल, (1990), हिन्दी शिक्षण, रस्तोगी एण्ड कम्पनी, मेरठ।
12. शर्मा, मन्जू, जैन, बनवारी लाल, (2007), हिन्दी शिक्षण, शिक्षा प्रकाशन, जयपुर।
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English

24IED5205T

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

OBJECTIVES:

- To know about various basics of grammar.
- To explain the place of English language in India.
- To describe English as a Second language in the multi -lingual country like India.
- To explain different methods of teaching English.
- To develop the lesson and its planning.
- To apply different teaching skills in the class room.

Course contents:

Unit- I Basic English Grammar & it's Application

Parts of speech
sentence pattern, Types
Tense and verb patterns
Preposition
Voice change

Unit - II Place, importance and objectives of English as a second language:-

Importance of English language: comprehension of English and mother tongue based learning. Position of English: Pre & post Independence in India.
Status of English in Indian school curriculum
Second language
First language
English language teaching: problems & issues
Library language
Window on the world
Medium of instruction
Aims and objectives teaching English at different levels.


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Unit- III Methods, Approaches and Strategies and Lesson Planning:

Grammar-cum-Translation method
 Direct method , Audio- lingual and Bilingual method
 Structural approach and Communicative approach
 Collaborative learning and Dramatization.
 Unit plan and Micro plan, Lesson planning , Blue print and Achievement test

Unit- IV Developing Language skill and Lesson Planning

Teaching Prose, Poetry, Story and Grammar.
 Strategies of Teaching Skill: Listening, Reading, Speaking and Writing.
 Supplementary skills: Reference Skill (e.g. using Dictionaries, Thesaurus, and Encyclopedias) Concept Mapping

Assignment & Practical Works: (Any Two)

List of structural items included in the text book at the secondary stage. Preparation of 5 word cards, 5 Picture cards and 5 puzzles.
 Enlist 50 innovative words with lexical interpretation. Prepare an audio/video recording for English Pronunciation

Learning Outcomes:

After completion of this course students would able to:

Know about various basic application of grammar
 Explain the place of English language in India.
 Describe English as a Second language in the multi -lingual country like India. Explain different methods of teaching English.
 Apply different teaching skills in the class room.
 Lesson plan, micro lesson plan, TLM (Teaching Learning Materials) for teaching English as a second Language.

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1. Bansal, R.K. and Harrison, J.B. (1972), Spoken English for Indians, Madras : Orient Longman Ltd.
2. Baruah, T.C. (1985), The English Teachers' Handbook, New Delhi: Sterling Publishing Pvt. Ltd.
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12. Quirk, Randolph and Greenbaum, (1973), A University Grammar of English, London.
13. Richards J.C. and Rodgers.T.S. (1985), Approaches and Methods in Language Teaching, Cambridge C.U.P.
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16. Venkateshwaran, S. (1995), Principles of Teaching English. Dehli: Vikas Publishing House Pvt. Ltd.
17. Willis, Jane (1997), Teaching English through English, O.U.P.

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

OBJECTIVES:

- माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा संबंधी व्याकरण की जानकारी एवं उनके प्रयोग की दक्षता का विकास करना।
- तृतीय भाषा शिक्षण के आधारभूत सिद्धान्तों का विकास करना।
- संस्कृत शिक्षण के चौथों का निर्धारण एवं व्यावहारिक परिवर्तन हेतु प्रयास करना।
- संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण का विकास करना।
- विभिन्न विद्याओं के सफल अध्यापन हेतु विभिन्न विधियों का प्रयोग करना।
- संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं शिक्षण में प्रयोग करना।
- संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्नपत्र निर्माण करना एवं कौशलाधारित परीक्षण करना।
- संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान करना।

विषय वस्तु :

इकाई – प्रथम – संस्कृत शिक्षण के सिद्धान्त, कौशल व चौथ

(अ) संस्कृत भाषा शिक्षण का महत्त्व एवं उपयोगिता

(ब) संस्कृत शिक्षण के सिद्धान्त एवं सूत्र

(स) संस्कृत शिक्षण के चौथ एवं अपेक्षित व्यवहारगत परिवर्तन

(द) भाषायी कौशल शिक्षण – श्रवण, कथन, पठन एवं लेखन

(य) संस्कृत शिक्षण में दृश्य-श्रव्य सामग्री

इकाई – द्वितीय – व्याकरण का सामान्य ज्ञान

(अ) शब्द रूप – अकारान्त, इकारान्त, उकारान्त

(ब) धातु रूप – भू, पठ्, हस्, पा, गम्, सेव्, कथ्, लभ् (लट्, लोट्, लङ्, लृट्, विधिलिङ्, लकारों में)

(स) संधि –

- अच् सन्धि – इकोयणचि, एचोऽयवायावः, अकः सवर्णे दीर्घः, आदगुणः वृद्धिरेचि
- हल् सन्धि – स्तोः श्चुर्नोश्चुः, झलां जशोऽन्ते, यरोऽनुनासिको वा, तोलिः
- विसर्ग सन्धि – सप्तजुषोरूः, हशि च, रो रि, विसर्जनीयस्य सः

(द) समास – अवयवीभाव समास, तत्पुरुष समास, कर्मधारय समास, द्विगु समास, द्वन्द्व समास, बहुब्रीहि समास, इनका सामान्य परिचय एवं समास विग्रह

इकाई – तृतीय – संस्कृत शिक्षण की विभिन्न विधाओं का अध्ययन एवं पाठयोजनाएँ

(अ) गद्य शिक्षण

(ब) पद्य शिक्षण

(स) व्याकरण शिक्षण

(द) रचना शिक्षण (पत्र, निबन्ध, कहानी)

इकाई – चतुर्थ – संस्कृत शिक्षण की विधियों का अध्ययन एवं मूल्यांकन

(अ) संस्कृत शिक्षण की विधियों का अध्ययन

- प्रत्यक्ष विधि

- संग्रन्थन विधि
- आगमन निगमन विधि
- विश्लेषणात्मक विधि
- अनुवाद विधि/भण्डारकर विधि

(ब) इकाई योजना

(स) ब्लू प्रिंट एवं प्रश्न पत्र निर्माण
सत्रीय कार्य : (किसी दो विषय पर)

- माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक की समीक्षा करना।
- किसी एक वर्ष का प्रश्नपत्र हल करना।
- किसी एक विद्या पर शैक्षिक पाठ्यक्रम का आलेखन।
- रचना पाठ के लिए पाँच चित्रों का निर्माण।
- उच्चारण सुधार हेतु पाँच अभ्यास तालिकाओं का निर्माण।
- संग्रन्थन विधि पर पाठयोजना तैयार करना।

Learning Outcomes:

- ❖ माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा संबंधी व्याकरण की जानकारी एवं उनके प्रयोग की दक्षता का विकास कर सकेंगे।
- ❖ तृतीय भाषा शिक्षण के आधारभूत सिद्धान्तों का विकास कर सकेंगे।
- ❖ संस्कृत शिक्षण के उद्देश्यों का निर्धारण एवं व्यावहारिक परिवर्तन हेतु प्रयास कर सकेंगे।
- ❖ संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण का विकास कर सकेंगे।
- ❖ विभिन्न विद्याओं के सफल अध्यापन हेतु विभिन्न विधियों का प्रयोग कर सकेंगे।
- ❖ संस्कृत भाषा शिक्षण में श्रव्य-दृश्य सामग्री का निर्माण एवं शिक्षण में प्रयोग कर सकेंगे।
- ❖ संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्नपत्र निर्माण करना एवं कौशलाधारित परीक्षण कर सकेंगे।
- ❖ संस्कृत भाषाधी दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान कर सकेंगे।

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Urdu
24IED5207T

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

OBJECTIVES

- To enable the Pupil teacher to
- knowledge of mother tongue and to familiarize with the appropriate terminology.
- working knowledge of grammatical system in Urdu.
- write in an appropriate manner for a particular purpose with a particular audience in mind.
- teaching and principles of translation.
- observation and demonstration of teaching skills.
- writing habit and skill to explain various methods of writing and to expose their difference.
- awareness of formation of good sentences.
- awareness with the method of teaching language differently.

Course contents:

UNIT-I: ROLE AND IMPORTANCE OF URDU LANGUAGE

Nature of Urdu Language
language of knowledge
Urdu as Urdu as a first, second and third language
Urdu as Mother tongue and school language, Importance of Urdu language in curriculum.

UNIT-II: AIMS AND OBJECTIVES OF URDU LANGUAGE PEDAGOGY

Aims and objectives of pedagogy of Urdu Language at different levels.
difference between Urdu language as a school subject and language as a medium of instruction and communication,
Methods of Urdu Language Teaching; Grammar cum translation method, Direct method, Natural method, Communicative approach
General Principles and maxims of Urdu teaching

UNIT-III: LESSON PLANNING AND ITS TEACHING- LEARNING MATERIALS

Lesson planning- : Basic elements, characteristics, approaches (Herbartian, R .C.E.M,BLOOMS,N.C.E.R.Tand significance. Year and Unit planning in Urdu teaching.
Lesson plan of Prose, Poetry and Grammar in Urdu teaching.
Micro teaching skill
Audio-visual aids and their importance in Urdu teaching and co-curricular activities

UNIT-IV ASSESSMENT & EVALUATION

Development of following linguistic skills: Listening and understanding, Speaking, Reading, Writing in Urdu language
Evaluation of integrated lesson plan in Urdu language
Purpose, Types, Characteristics, Techniques and Tools of Evaluation, (CCE, Grading system, CBCS) Construction of Achievement test in Urdu language
DiagnosticEvaluation, Remedial teaching in Urdu language.

Learning outcomes:

The Pupil teachers will be able to:

understand the need and importance of Urdu Language
develop proficiency in the Urdu Language
be familiar with the psycholinguistics and sociolinguistics aspects of Urdu Language
use technology to enrich Urdu Language Teaching
be aware of the pedagogical practices required for teaching Urdu as Language
encourage continuous professional development in Urdu Language
develop an appreciation the role of Urdu Language in both academic and Social Life.

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History

24IED5208T

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

OBJECTIVES:

- To understand the aim and objectives of teaching history at different levels of the secondary stage. To apply different approach to organize history
- To understand the types of evaluation of teaching history
- To develop classroom skills to apply different methods and approaches of teaching history at the secondary stage.
- To develop the skill to plan for instruction and the instructional support materials.
- To develop the skill related to diagnostic testing and remedial teaching

Course Contents:

Unit- I Meaning, Nature and Curriculum of Teaching History

Concept and Objective of Teaching History of the Secondary Stage.

Correlation of History with other school subject.

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Principle of Curriculum Teaching History.

Different Approach to Organizing History Curriculum, Chronological , Biographical, Topical ,
Concentric

Unit- II Methods and planning in Teaching History

Lesson plan and Unit plan

Story Telling, Biographical, Source, Time-line, Supervised, and Project Method
History Teacher-professional growth in change's
Teaching Aids- meaning, Type's and importance

Unit- III Evaluation of Teaching History

Concept of Evaluation

Purpose of Evaluation in Teaching History

Types of Evaluation (Essay Types, short Answer Types and Objective Types)
Blue-Print & Construction of Achievement Test in History

Unit- IV Innovative Methods in Teaching History

Programmed instruction method.

Team-Teaching

Panel discussion

Field trip

Assignment & Practical Works: (Any Two)

Historical study of a place of Local Important

An Essay on any current Issue

Critical Appraisal of any of the History Text books Prescribed for the

Secondary level Preparing a Scrap-book on Any one aspect of History and
Culture

Report writing of a freedom fighter/Social work and the Historical Personality of 20th
Century at your locality based on interview.

One Assignment Work on any topic related with above Unit.

Learning Outcomes:

After completion of this course students would be able to:

- Understand the nature, scope and importance of learning history at secondary.
- Explain aim and objectives of teaching history at different levels of the secondary stage.
- Develop knowledge about the basic principles governing the construction of history curriculum and develop the ability history curriculum
- Organize Co-curricular activities and community resources for promoting history learning.
- Develop classroom skills needs for applying different methods and approaches of teaching history at the secondary stage.
- Understand the skill to plan for instruction and the instructional support , materials.
- Develop the skill needed for diagnostic testing and remedial teaching

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Time: 3 Hours
Credits:4

Civics

24IED5209T

Max. Marks- 100
(Theory: 70, Internal: 30)

OBJECTIVES:

- To explain the role of civics to promote International Understanding.
- To understand Planning-Annual Plan, Unit Plan, & Daily Lesson Plan.
- To prepare different methods of teaching civics
- To apply various Fundamental Principal of Formulation Curriculum in Civics
- To develop competencies related to teaching of civics.

COURSE CONTENTS:

Unit- I Theoretical Perspective of Civics Teaching

Meaning & Development of Civics.

Nature, Scope & Developing Critical Thinking about Civics.

Role of Civics in Promoting International Understanding.

Aims & Objectives of Civics Teaching at Different Levels - Primary, Upper Primary, Secondary & High Secondary.

Unit- II Planning of teaching & Evaluation

Planning-annual Plan, Unit Plan, & Daily Lesson Plan.

Audio Visual Aids.

Innovation

Evaluation (different types of test, setting, question paper, blue print, scoring key).

Unit- III Methods of teaching Civics

Lecture Method

Project Method

Problem Solving Method

Programme Learning

Team Teaching

Discussion Method,

Demonstration

Unit- IV Curriculum Planning & Activities

Selection & Organization Content at Various Levels

Fundamental Principal of Formulation Curriculum in Civics

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Characteristics of a good Text Book
Planning a Civics Studies Room

Assignment & Practical Works: (Any Two)

Write an essay on any political problem
One Assignment Work solve.

A critical study of Any one aspect of the constitution or one of its amendments.

- Make five different teaching materials using different type of teaching aids.
- Make charts on fundamental rights & duties.
- Prepare a scrap book on any political issue

Learning Outcomes:

After completion of this course students would able to:

Understand the role of civics.

Understand the Planning of teaching & Evaluation.

Prepare Fundamental Principal of Formulation Curriculum.

Develop competencies in teaching of civics.

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Social Studies

24IED5210T

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

OBJECTIVES:

- To enable the students to understand the meaning of social science and correlate with modern
- social science.
- To understand the different approaches and organizing Social Science To prepare students for panel discussion , seminar and workshop
- To enable the student – teacher to critically examine the social science syllabus and text books. To develop the classroom skills and use of techniques for teaching of social science.
- To develop the ability to organize co-curricular activities and utilize community resources for promoting social science learning.


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Course Contents:

Unit -I An Overview of Social Science

Social Science: concept, nature and scope
Relationship of Social Science with other School Subjects (History, Sociology, Political Science Economics,
Mathematics, Science and Technology)
Need and Importance of Teaching Social Science
Objectives of Teaching Social Science at School Level: Elementary Level, Secondary Level

Unit -II Social Science Curriculum Principles of Designing a Good Curriculum and Planning in Social Science Teaching

Different Approaches to Organizing Social Science
Chronological
Biographical
Concentric
Characteristics of Good Text Book
Planning a Social science Room
Social Studies Teacher – Quality, Functions and Professional Growth of Social Science Teacher
Planning for Teacher of Social science
Annual plan
Unit plan
Lesson plan

Unit - III Methods of Teaching Social Science

Storytelling, Biographical, Socialized Recitation, Source method, Problem solving Method, Project method.
Team Teaching
Panel Discussion, Seminar and Workshop
Field Trips
Programmed Instruction

Unit - IV Use of Instruction Material and Evaluation in the Social Science

Audio- Visual Equipment :- Use of Slide Projector OHP, Epidiascope, Television and Computer.
Teaching Aids of Various kinds, their Effective Use in Class Room (Models, Black-board, Map, Graphs, Time Chart , Films, Coins and Puppet .
Concept, Importance and Purpose of Evaluation in Social Studies. Construction of Blue Print and Achievement Test in Social Science

Assignment & Practical Works: (Any Two)

Studying historical monuments available locally and writing report on it Prepare a scrape book on any social issue
Studying any social problem and write a report of the same
Two abstracts of articles published in news papers journal on current social issues Assignment Workany two topic
Prepare a lesson plan using local/ community resources as teaching aids (fair, festival ,person, place etc.)
Construction , administration and interpretation an achievement test of any ;standard of school
Make 2 different teaching materials using different type of teaching (e.i. Charts, at as model & power point etc) at school social science subject

Write film script

Learning Outcomes:

After completion of this course students would be able to:

- Understand the need for learning social science .
- Understand the place of social science in the secondary school curriculum.
- Develop the skills in student – teachers to select and apply appropriate methods and evaluate social science.
- Critically examine the social science syllabus and text books. Develop the classroom skills needed for teaching of social science.
- Develop the ability to organize co-curriculum activity and utilize community resources for promoting social science learning.
- Acquire the ability to develop instructional support materials. Review the text –book of social science (secondary level).

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- 3- Bhattacharya and Daqi, D.R., Teaching of Social Study in Indian School, Acharya Book Depot, Baroda, 1966.
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- 6- Kochher, S.K., Teaching of Social Studies, Sterling Publisher Pvt. Ltd. New Delhi, 1999.
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Economics

24IED5211T

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

OBJECTIVES:

- To help the students to acquire the basic understanding in the field of Economics.
- To enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- To develop the ability, to evaluate the present curriculum in Economics at the secondary level. To develop the ability to organize group activities and projects in the subject.
- To develop the ability to use of various methods of teaching Economics.
- To enable the student to acquire necessary skills for the use and preparation of teaching aids
- and instructional material in Economics.
- To develop in the students appropriate attitudes towards the country's Economy.
- To develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- To develop competence in framing objective based achievement and diagnostic test.

their administration and their scoring and drawing conclusions there of. 10. To develop in the students an ability to conduct various surveys in Economics and organize field trips.

- To enable the student-teachers to prepare unit plan, lesson plan and related teaching learning strategies.
- To enable the student teachers to review the text book of Economics.

COURSE CONTENTS:

UNIT-I Concept of Economics

The Place of Economics in School Curriculum.

Aims and Objectives of Teaching Economics at the Secondary Level

Instructional Objectives, Behavioural Objectives, Measurable and Non-measurable Objectives, Behavioural Statements of Objectives for Various Learning Points and Lessons.

UNIT-II Principle of Curriculum Planning

Principles and Approaches to Framing Syllabus and its Critical Appraisal at Secondary Level.

Curriculum Planning and Activities.

Evaluation of Text-books in Economics at the School Level:

Criteria of Good Text-book

Assignments, Exercises, Glossary and Summary in the Text

Maxims and Principles of Class-room Teaching.

Class-room Observation.

UNIT-III Planning and Methods of Teaching Economics

Lecture Method.

Project and Problem Solving Method.

Discussion Method.

Inductive and Deductive Method.

Unit and Daily Lesson Plannings

Teacher's Role and Attitude

UNIT-IV Instruction Material and Evaluation in Economics

Black-board, Maps, Graphs, Slides & Transparency, Audio-visual Aids, Slide Projector, Overhead Projector, LCD etc.

Importance and Concept of Evaluations,

Evaluation Devices- Essay type. Short answer Type and Objectives Type Test.

Blu Print

Preparation, Administration and Scoring of Unit Test.

Assignment & Practical Works: (Any Two)

Preparation of two teaching aids related to subject. (PPT Transparency)

Review of two published papers related to subject. Review of a text-book at school level.

Learning Outcomes:

After completion of this course students would able to: **Explain the basic of Economics.**

- Understand the aims and objectives of teaching Economics at the secondary school stage.
- Develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- Organize group activities and projects in the subject.

- Use of various methods of teaching Economics.
- Acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- Appropriate attitudes towards the country's Economy.
- Adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- Framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of.
- Prepare unit plan, lesson plan and related teaching learning strategies.
- Review the text book of Economics.

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2. Arora, P. N. & Shori, J. P.; Open Book Examination Questions in Economics, NCERT, New Delhi, 1986
3. Bining and Bining, Teaching of Social studies in secondary schools.
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10. Sachs, I (ed.); Main Trends in Economics, Projects and Role Playing in Economics, Macmillan, London, 1971
11. Sharma Kadamari, Teaching of Economics, Tripat Tuteja Commonwealth Publishers.
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Geography

24IED5212T

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

OBJECTIVES:

- To understand the modern concept of Geography.
- To prepare yearly plan, unit plan, lesson plan for different classes.
- To prepare maps and charts to illustrate the content of different classes and use them effectively.
- To critically evaluate the existing school syllabus and review the text book of Geography.
- To apply appropriate method and techniques of teaching to particular topics at different levels.
- To arrange field trips and local surveys.

Course Contents:

Unit- I Concept and Objectives

Development of Geography, Modern concept and new trends of Geography. Its place in schools curriculum. Its importance in day to day life and International understanding Correlation of Geography with other school subjects.


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Teaching objectives of Geography at different levels- Primary, Upper Primary secondary and Higher Secondary.

UNIT- II Curriculum planning in Geography

Principles of curriculum construction in Geography and its critical appraisal
Basic Principles for selection and organization of content according to learners level.
Co-curricular activities in Geography, study of home region, Organization of field trips and excursion, Geography museum and library.
Evaluation of text book in Geography.

UNIT- III Methods, Planning for teaching and role of teacher

Annual plan, Unit plan ethods, Daily lesson plan
Story telling, Regional Method, Demonstration method, laboratory, inductive and Deductive method. Descriptive and Comparative method (Problem Solving, project and Supervised study method). Approaches- Field trips, visit labs, use of local resources in teaching of Geography.
Qualities, Role and professional growth of Geography teacher

UNIT- IV Use of Instructional Material and Evaluation in Geography

Audio-Visual Equipment:- use of Slide Projector, OHP, Epidiascope, Television and computer in Geography

Teaching aids of Various kinds. Their effective use in class room (Models maps, pictures, sketches, diagrams, film, film strips. Atlas, Slides transparencies etc., Geography room/laboratory. Importance of lab work, equipment and apparatus. Evaluation of achievements in Geography. Construction of achievement test.
Different types of tests, their merits and limitations, (Essay type. short, answer and objective type.) Blue- Print, preparation of question paper and item analysis.

Assignment & Practical Works: (Any Two)

Prepare a scrap book on Geographical articles and news.
Preparation of maps, charts and models for physical Geography
Develop some lesson plan based on new methods and approaches.
Write one or two article or abstract related to the current issues of Geography
Critical appraisal of geography syllabus at secondary level.
Construction of objective type test items.
Collection of news paper cuttings related to Geographical issues.
Prepare a bibliography of reference books on the topics prescribed in Geography syllabus.
Practical demonstration of the ability to use some weather instruments.
Prepare a report on visit to some place of Geographical interest.

Learning Outcomes:

After completion of this course students would able to:

Understand the modern concept of Geography and its correlation with other school subjects. Explain co-curriculum activities in geography.
Prepare various teaching plances.
Explain different teaching aids.

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Time: 3 Hours
Credits:4

Home Science

24IED5213T

Max. Marks- 100
(Theory: 70, Internal: 30)

OBJECTIVES:

- To understand the Concept, Nature and Scope of Home science.
- To provide knowledge related to pedagogical concept like aims, objectives, approaches, methods, blue print and assessment.
- To stimulate curiosity and creativity for application of different methods according to learning situations.
- To develop attitude towards skill development, application of new trends and use of information technology to enhance productivity of teaching.

Course Contents:

Unit- I Theoretical Perspective of Home Science

Concept, Nature and Scope of Home science
Correlation of Home science with other school subjects in context of resolving problems related to family and community
Vocational skill Development through Home science
teaching Aims and objectives of Home science
teaching

Unit- II Planning, Curriculum & Evaluation

Planning : Concept, Types and Significance
Criteria of Curriculum Development : Individualized, Interdisciplinary and Special issue oriented
E- resources in Home science : Fashion blog, Nutritional remedies, Blogs, Specific institute related to textile, designing & health
Co- curricular activities : Group Discussion, Exhibition, Excursion etc
Blue print construction, Continuous & Comprehensive Evaluation in Home science

Unit- III Approaches and methods : Concept, Process, Scope and limitations :

Constructivist approach Problem solving method Project method Experimental method

Dalton method and Dramatization

Unit- IV Measurement and Evaluation

Concept of Measurement and Evaluation Criteria of good Evaluation
Preparation of Blue Print

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Sikar (Rajasthan)

Dignostic test and Remedial learning material Continuous and Comprehensive Evaluation Assignment & Practical Works: (Any Two) Prepare a survey report for vocational skill development through Home science at college level Experimental works in food/clothing/textiles/household gadgets in context of teaching and learning Visit to Health centre/ Community service centre/ schools/ colleges/ NGO and prepare a file with report

Construct a project related to recent problem in local area

Develop a diagnostic test for students and plan remedial works for them

Prepare two lesson plan based on Constructivist/ experimental approach for students

Learning Outcomes:

After completion of this course students would able to:

- Organize co- curricular activities like Group Discussion, Exhibition, Excursion etc. at school level. Stimulate curiosity and creativity for application of different methods according to learning situations. Develop attitude towards skill development, application of new trends and use of information technology to enhance productivity of teaching.
- Analyze school syllabus of the subject in relation to its applicability in local situations

References:

- 1- Asthana S.R. (2007), Grih Vigyan Ka Adhyapan, Laxminarayan Agarwal Prakashan, Agra.
- 2- Dass, R.R. and Ray, Binita (1979), Teaching of Home Science, Sterling Publisher Pvt. Ltd., New Delhi.
- 3- Jha, J.K. (2001), Encyclopedia of Teaching of Home Science, (Vol. I & II), Anmol Publication, New Delhi
- 4- Lakshmi, K. (2006), Technology of Teaching of Home Science, Sonati Publisher, New Delhi
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- 8- Sherry, G.P. avum Saran, D.P., Grih Vigyan Shikshan, Vinod Pustak Mandir, Agra.
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Chemistry

24IED5214T

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

Objectives:

- To develop a broad understanding of the principles and procedures used in modern science specially in chemistry.
- To develop essential skill for practising modern science education.
- To understand aims and objectives of chemistry.

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- To gain ability for critically evaluate the existing syllabus of science.
- To prepare achievement test and diagnostic test.
- To enable him to organize co-curricular activities related to science.
- To appreciate the contribution of world scientist in connection with historical development of chemistry.

Course Contents:

UNIT-I Nature and Scope

Nature of Science and Chemistry, Importance of Chemistry in Daily Life, Correlation of Chemistry with Other Subjects

Values of Teaching

Chemistry Scientific

Attitude, Scientific

Literacy

Eminent World Scientist in the Area of Chemistry Like Dalton, Einstein, Neil Borh, Rutherford, Marry Quarry.

Globalisation and Chemistry

UNIT-II Curriculum planning and activities

Place of Chemistry in School Curriculum, Principles of Developing Chemistry Curriculum
Modern Trends in Chemistry Curriculum, Reading Material - Text Book, Journal, Handbook, Science Library

Critical Appraisal of Syllabus of Science with Reference to Chemistry Prescribed by State Board of Secondary Education

UNIT-III Methods and approaches of teaching

Lecture cum Demonstration Method (Inductive and deductive method), Project

Method, Scientific Method, Heuristic Method

Panel Discussion. Seminars and Workshop Laboratory Method.

Teaching aid-Bulletin Board, Flannel Board, Filmstrips, Transparency, OHP, Direct

Projector LCD Panel, Non-formal Approaches- field trips

Laboratory- Lay out Plans, Equipments, Furniture, Maintenance of Records,

Repair, Care and Improvisation of Apparatus, Safety measures in Laboratory

UNIT-IV

Planning for Teaching and Role of Teachers. Annual Plan, Content analysis, Pedagogical Analysis Inquiry Model of Teaching Lesson Plan and Level Plan Piagian and Brunerian Approach- Behaviourist Contribution

Evaluation - Criteria of good Evaluation Concept of Evaluation, Types of Test Items : Objective,

Short Answer, Essay Type, their Merits and Demerits, Blue Print for a Unit Test

Achievement and Diagnostic Test

Assignment & Practical Works: (Any Two)

- Make a list of practicals related to secondary science curriculum
- Essay related to any topic of the paper
- Make a list of local resources useful in teaching chemistry to the students of vv Secondary class
- Make a visit any senior secondary science laboratory of a school and prepare a report.
- Make a presentation based on any above topic.

Learning Outcomes:

After completion of this course students would able to:

- Understanding Importance of Chemistry and correlate it with other subjects

- Acquaint with the Modern Trends in Chemistry.
- Gain ability for critically evaluate the existing syllabus of science.
- Prepare achievement test and diagnostic test.
- Organize co-curricular activities related to science.

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Physics

24IED5215T

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

Objectives:

- To appreciate the contribution of eminent physicist in connection with the development of the subject.
- To familiar with the aims and objective of the subject in relation to the present need of the society and educational policies of India.
- To plan curriculum at the secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situation.
- To develop scientific attitude and provide training in scientific method to their student.
- To write objectives in behavioural term content analysis and content mapping .
- To develop yearly plan, unit plan and lesson plan.
- To plan, equip and organize physics practical in the laboratory.
- To use various methods with appropriateness of content, level and classroom situation.
- To prepare test paper for theory and practical work.

Course Contents:

Unit- I Nature Scope & Curriculum

Nature of science and physics, major milestones in the development of physics

Aims, objectives and values of teaching physics at secondary and senior secondary level

Concept of curriculum place of physics in secondary/sr. secondary level curriculum, selection and organization of content and experience

Correlation of physics with other school subjects and its role in daily life

Critical appraisal of the prescribed syllabus of physics (at senior secondary, secondary level of

Rajasthan and CBSE board)

Unit- II Planning for Instruction and Role of Teachers

Writing of objectives in behavioural terms, content analysis.

Developing yearly, unit and daily lesson plan.

Teachers role in training students in scientific method and in development of scientific attitude.

Qualities, responsibilities and professional growth of physics teacher.

Creativity among students.

Unit- III Methods and Approaches of Teaching Physics

Demonstration method, Heuristic method, Inductive-Deductive method.

Laboratory method, Project method, problem solving method, assignment method.

Multi sensory aids in teaching of physics like chart, model modern electronic resources like; LCD projector, OHP and ICT

Co-curricular activities like science club, science fairs and field trip.

Role of state and national level institutes and laboratories(DST, ISRO, solar observatories etc.) in promoting science education.

Unit- IV Evaluation

Types of test items.

Construction of various test items.

Preparation of blue print and achievement test.

Diagnosis and remedial teaching in physics, enrichment material.

Evaluation and practical work in physics.

Assignment & Practical Works: (Any Two)

Planning of an out of class activity to use local environment to teach physics.

Life sketch of any two modern physicists.

Essay related to a topic prescribed in the paper .

Case study of Any one senior secondary lab of physics.

Conducting and reporting three experiments useful at secondary level.

Description of design of any improvised apparatus.

Learning Outcomes:

After completion of this course students would able to:

Appreciate the contribution of eminent physicist in connection with the development of the subject.

Understand with the aims and objective of the subject in relation to the present need of the society and educational policies of India.

Plan curriculum at the secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situation.

Develop scientific attitude and provide training in scientific method to their student.

Write objectives in behavioural term content analysis and content mapping .

Develop yearly plan, unit plan and lesson plan.

Plan, equip and organize physics practical in the laboratory.

Use various methods with appropriateness of content, level and classroom situation.

References :

1. Joshi S. R. (2005) Teaching of Science, APH Publishing Corporation, New Delhi.
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Sikar(Rajasthan)

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Mathematics

24IED5216T

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

OBJECTIVES:

- To understand and appreciate the uses and significance of Mathematics in daily life
- To learn various approaches of teaching mathematics and use them judiciously
- To know the methods of planning instruction for the classroom.
- To prepare curricular activities and organize the mathematics Laboratory.
- To appreciate and organize activities to develop aesthetics of mathematics.
- To give competence in teaching different mathematics topic effectively

Course Contents:

Unit- I Concept meaning and objectives of mathematics.

Concept, meaning and nature of mathematics

History of mathematics

Contribution of Indians and western mathematics.

Aims and objectives of teaching mathematics

Blooms taxonomy relating to the teaching objectives in mathematics (cognitive Affective, psychomotor domain)

Unit- II Methods and approaches of teaching mathematics.

Inductive vs. Deductive

Analytical vs. synthesis

Heuristic, Project, drill, assignment and supervised study, Laboratory method.

Lesson planning, Unit plan and Yearly plan for mathematics teaching.

Audio visual teaching aids in mathematics (Chart, Model, OHP, LCD, ICT), Improvising Low cost teaching aids in mathematics.

Unit- III Planning for instruction and curriculum.

Curriculum development principle for the secondary and senior secondary level.

Teaching of Arithmetic, algebra and Geometry

Text book in mathematics, Quality of good book in mathematics.

Critically evaluation of existing mathematics syllabus prescribed by Rajasthan Board of Secondary Education and C.B.S.E. at different levels.

Using mathematics as a game for recreation, organizing Quiz programmes, magic square, answering puzzle and reasoning.

Unit- IV Evaluation in teaching mathematics:

Academic testing – objective vs. subjective type test.


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Diagnostic evaluation in mathematics.
 Preparation of blue print and achievement test.
 Preparations of standardized vs. teacher made test in mathematics.
 Process of obtaining feedback and evaluation in mathematics in term of teaching objectives.

Assessment & Practical Works: (Any Two)

Preparation of detailed plan about development of mathematics laboratory or mathematics club.
 Life sketch of any two Mathematicians.
 Essay related to a topic prescribed in above paper.
 Prepare a case study of slow learner in mathematics or gifted child in mathematics.
 Observation of mathematics classroom teaching in any secondary school and then prepare a diagnostic and remedial teaching plan.

Learning Outcomes:

After completion of this course students would able to:
 Understand and appreciate the uses and Significance of Mathematics in daily life
 Use various approaches of teaching mathamethics and use them judiciously.
 Understand the methods of planning instruction for the classroom.
 Prepare curricular activities and organize the mathematics Laboratory.
 Appreciate and organize activities to develop aesthetics of mathematics.
 Give competence in teaching different mathematics topic effectively

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General Science

24IED5217T

Time: 3 Hours

Credits: 4

Max. Marks- 100

(Theory: 70, Internal: 30)

OBJECTIVES:

- To develop the knowledge about science and its nature.
- To acquire the knowledge about contribution of eminent Indian scientists.
- To aware about the aims, objectives and construction of curriculum.
- To develop understanding about co-curricular activities, methods of teaching and preparation of test paper.

COURSE CONTENTS:

UNIT- I Concept and Nature of General Science

Science : concept, nature and scope
 Correlation of science with other subjects
 General Science and its importance in school curriculum.
 Inquiring influence of science on man and environment.
 Scientist and their professional achievement

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UNIT- II Aims Objectives and Curriculum

Writing aims and objectives in behavioural term.
 Developing yearly, unit and daily lesson plan.
 Principle of curriculum construction in General Science.
 Teachers role in training students in scientific method and scientific attitude.
 Professional growth of General Science teacher.

UNIT-III Methods of Teaching General Science

Lecture method, Demonstration method
 Inductive-deductive method
 Project method, problem solving method
 Laboratory method, Assignment method
 Heuristic method

UNIT- IV Activities and Evaluation

Science laboratory
 Teaching aids in General science- OHP, LCD Projector , Television.
 Co curricular activities, Science club, Science fair
 Evaluation : concept and importance
 Preparation of blue print and test paper construction.

Assignment & Practical Works: (Any Two)

Make a list of practicals related to secondary science curriculum.
 Essay related to one topic prescribe in the paper.
 Preparation of a comprehensive field trip to plan for a group of twenty students.
 Make a list of local resources useful in teaching general science to the students.
 Make a visit at any senior secondary science laboratory of a school and prepare a report.
 Conducting and reporting three experiments useful at secondary level.
 Make a presentation based on any above topic.

Learning Outcomes:

After completion of this course students would able to:

Contribution of eminent Indian scientists in connection with the development of the subject.
 Familiar with the aims and objectives of the subject in relation to present needs of the society and education policies in India.
 Plan curriculum at secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situations.
 Identify proper methodology to deal with the content which is to be handled by him as teacher in secondary and higher level.
 Develop a broad understanding of the principles and procedures used in modern science education.
 Prepare test paper for evaluation.

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Time: 3 Hours
Credits:4

Biology

24IED5218T

Max. Marks- 100
(Theory: 70, Internal: 30)

OBJECTIVES:

- To acquire the knowledge of nature and scopes of Biology.
- To develop understanding the principles of curriculum, planning and E-resources in Biology.
- To develop awareness about various approaches and innovative methods of Biological science for effective teaching learning process.
- To develop knowledge of multisensory teaching aids to enhance students engagement and activity based learning.
- To aware about construction of blue print, diagnostic test and remedial self learning material and conduct CCE procedure.

Course Contents:

Unit- I Theoretical Perspective of Biology

Meaning, Nature and Scope of Biological science and its branches
Historical Development of Biological science
Development of values through Biology teaching
Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge
Developing and significance of Scientific Temper through activities
Aims and Objectives of Biological teaching
Writing Objectives in Behavioral terms and Content analysis

Unit- II Curriculum and Planning

Concept and principles of curriculum
Models and approaches related to curriculum organization
Recent curriculum innovations in context of National Curriculum Framework (NCF)
Planning : Concept, Types and Importance
Co- Curricular activities- Excursion, Science fair, Science club
E-resources in Biology : Biology blog, E-learning, Useful links and websites etc.

Unit- III Methods and Approaches

Herbertian & Constructivist approach (Five 'E' model)
Co- operative learning approach
Inquiry training model & its application
Problem solving approach
Inductive and Deductive methods
Multisensory Teaching aids- Low cost models, L.C.D. Projector, Poster making, Concept map etc.

Unit- IV Measurement and Evaluation

Concept of Measurement and Evaluation
 Criteria of good Evaluation
 Preparation of Blue Print
 Diagnostic test and Remedial learning material
 Continuous and Comprehensive Evaluation in biology

Assignment & Practical Works: (Any Two)

- Construct, administer and interpret an achievement/diagnostic test and resolving related problems through remedial measure too
- Prepare the Concept map related to school level teaching and demonstrate them to learn different contents in classroom
- Prepare the report on environmental problems in local area and resolving issues through scientific project.
- Poster Presentation/ Drama on various issues related to community awareness about biodiversity/ environmental problems/ waste management.
- Organization of exploratory activities to develop scientific attitude and temper

Learning Outcomes:

After completion of this course students would be able to:

- Acquire the knowledge of nature and scopes of Biology.
- Understand the principles of curriculum, planning and E-resources in Biology.
- Know and apply the various approaches and innovative methods of Biological science for effective teaching learning process.
- Apply knowledge of multisensory teaching aids to enhance students engagement and activity based learning.
- Construct blue print, diagnostic test and remedial self learning material and conduct CCE procedure.

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Commercial Practice
24IED5219T

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

OBJECTIVES:

- To acquire the basic understanding in the field of commerce education.
- To develop the ability to plan curriculum and instructions in commerce at school level.
- To develop the ability to critically evaluate existing school syllabus and text book.
- To impart knowledge about the methods and devices of teaching commerce and to develop the skill of using the same.
- To develop the ability of preparing an achievement test.
- To develop commercial efficiency among students.

COURSE CONTENTS:

Unit - I Concept of teaching commerce

Meaning, nature and scope of commerce education.

Aims, objectives and values of teaching commerce at senior secondary level.

The place of commerce in education.

Qualities of commerce teacher , role and professional growth.

Unit - II Planning of Teaching Commerce

Unit plan and daily lesson plan.

Maxims of teaching.

Devices of teaching commerce.

Classroom observation

Unit -III Methodology of Teaching Commerce

Modern Methods of Teaching Commerce :

Analytic & Synthetic method

Socialised Recitation Method

Team teaching

Programmed instruction method

Project Method

Unit - IV Instructions Material and Evaluation in Commerce Education

Importance of teaching aids for effective instruction commerce education.

Different audio-visual equipment and material used commerce education.

Evaluation in commerce importance, type of tests essay, short answer and objective type.

Blue print.

Construction of Achievement Test.

Assignment & Practical Works: (Any Two)

- Content Related subject topic
- Preparation any two teaching aids (Model, P.P.T.,

Learning Outcomes:

After completion of this course students would able to:

- Acquire the basic understanding in the field of commerce education.
- Develop the ability to plan curriculum and instructions in commerce at school level.
- Develop the ability to critically evaluate existing school syllabus and text book.

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- Apply impart knowledge about the methods and devices of teaching commerce and to develop the skill of using the same.
- Prepare an achievement test.
- Usw commercial efficiency among students.

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Book-keeping

24IED5220T

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

Objectives:

- To acquire the basic understanding of teaching of Book-keeping and Accountancy.
- To develop the ability to plan curriculum and instruction in Book-keeping and Accountancy.
- To develop the ability to critically evaluate the existing school curriculum of Book-Keeping.
- To impart knowledge of the methods and devices of teaching Book-keeping and to develop the skill of using the same.
- To give information about appropriate methods and devices of teaching particular topics for book-keeping.
- To develop necessary skill in preparation of using various teaching aids.
- Course Contents

Unit- I Meaning and scope of Book-keeping and Accountancy

Meaning and scope of book-Keeping and Accountancy. it's value and Importance in Social Life.

Aims and objectives of teaching Book-keeping and accountancy at senior secondary level.

Teachers Role and Attitude.

Unit - II Planning of Teaching Book-keeping and Accountancy

Unit plan

Lesson plan

Annual plan

Maxims and principle of classroom teaching

Classroom observation

Unit- III Teaching Approches and methods of Teaching Book-keeping and Accountancy

Teaching Approches of Book-keping and Accountancy

Journal Approach, Ledger Approach

Cash book Approach, Equation approach

Text book-keeping and accountancy their importance Criteria for selection of text book. Reference book and Journal.

Various methods of teaching book-keeping and accountancy – project, problems solving, Lecture-cum-demonstration method, team Teaching Program learning method.

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Unit- IV Instruction Material and Evaluation in Book-keeping and Accountancy

Audio-visual aids in teaching Book-Keeping and accountancy computer. (tally) Internet
Evaluation of students performance
Blue Print
Construction of Achievement Test

Assignment & Practical Works: (Any Two)

Content related to subject topic

Any one subject topic

Learning Outcomes:

After completion of this course students would able to:

- Acquire the basic understand of teaching of Book-keeping and Accountancy.
- Develop the ability to plan curriculum and instruction in Book-keeping and Accountancy.
- Critically evaluate the existing school curriculum of Book-Keeping.
- Impart Knowledge of the methods and devices of teaching Book-keeping and to develop the skill of using the same.
- Apply appropriate methods and devices of teaching particular topics for Book – Keeping.
- Prepare achievement and diagnostic Tests.
- Develop necessary skill in preparation of using various teaching aids..

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2. Boynton Lewwis D: Methods of teaching Book –Keeping. South Western publication Co. Cincinnati. Ohio.
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Drawing and Painting 24IED5221T

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

OBJECTIVES

- To enable the student teacher to-
- get acquainted with importance of Drawing and Painting and its place in curriculum.
- understand the concept of representing models and imagination of Drawing and Painting
- get acquainted of methods of teaching of Drawing and Painting
- correlate of Drawing and Painting Education with other school subject.
- get acquainted with practical skill in Drawing and Painting

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Unit-I BASIC OF FINE ART

Concept, Importance and Scope of different forms of Drawing and Painting
Nature, scope and aims of teaching Drawing and Painting
Importance of Drawing and Painting and its place in the curriculum at School level.
Significance of teaching Drawing and Painting at school level.

Unit-II AIMS AND OBJECTIVES OF TEACHING FINE ARTS

Aims and Objectives of teaching Drawing and Painting (Blooms & Revised Blooms Taxonomy)
Curriculum Organization of fine Arts.

Critical appraisal of the existing syllabus in fine Arts.

Importance of Exhibitions & Competitions in encouraging creative Expressions among Students.

Unit-III LESSON PLANING AND TEACHING AIDS OF FINE ARTS

Lesson planning to teach Fine Arts : Micro, Macro, ICT Based, Diary Based, Test Based, Model based (Line, Color, Design, Still Life, Poster)

Methods of teaching Fine Art and Its Approaches: Free Expression, Representation, Designing and clay modeling at various stages.

Representing model and imagination in Teaching of Fine Art

Audio – Visual aids and their use in teaching of Fine Arts and critical appraisal of present text books in Fine Arts.

Unit-IV PROFESSIONAL DEVELOPMENT OF ARTS TEACHER AND EVALUATION

Qualities and professional competencies of a Fine Arts teacher.

omposition and Appreciation of Fine Arts

Art Room, its need, equipment and decoration.

Evaluation: CCE, Grading system, CBCS, Construction of Achievement test, Remedial and diagnostic teaching.

Learning outcomes

The Pupil teachers will be able to-

develop basic understanding of different Fine art forms and their impact in our life.

enhance artistic and aesthetic sensibility of learners to enable them to respond to the beauty in different Fine Art forms.

develop skills for integrating different Fine Art forms across school curriculum at Secondary level.

create awareness of the rich cultural heritage, artists and artisans in the society

REFERENCES :

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3. Harriet, Goldstein (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.
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Music**24IED5222T**

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

OBJECTIVES

- To enable the Pupil teacher to-
- understand the history, importance, and co-relation of Music with other school
- comprehend the knowledge of swarms and sruti and Bloom's taxonomy of instructional
- prepare pedagogical analysis of the content and develop a lesson plan for the classroom
- acquire competence in skills for the teaching of Music.
- develop teaching aids to teach Music.
- familiarize the qualities of Music and Music teacher.
- understand the different methods of teaching Music.
- acquiring competency in preparing tools of evaluation.

Unit I- INTRODUCTION

Nature and scope of Music, Vocal and Instrumental Music.

Aims and Objective of teaching Music at School level.

The importance of Music and its place in the curriculum at School levels.

Curriculum: Classical, Light, Film and Folk music and the claims of each for inclusion in the syllabus: songs for school children

Unit II- SUBJECT MATTER OF MUSIC:

General principles of teaching Rags, Melodic grace, devices and Tune.

Training in Rhythmic perception, Correlation of Music with other school subjects.

Audio-visual aids and their use in teaching Music.

Textbooks: criteria of a good textbook in Music, a critical appraisal of the present textbooks in Music.

Unit III- MUSIC IN SCHOOL CURRICULUM

Importance of Music in School Curriculum

Music Room: Its equipment's and organization.

Different type of tests: (Theory and Practical) construction, administration and test of performance.

Knowledge of subject matter contents up to Secondary level.

Unit IV- BIOGRAPHIES OF THE FOLLOWING EMINENT MUSICIANS

Swami Haridas, Tansen

Pt. Vishnu Digambar Paluskar

Pt. V. N. Bhattachande

Qualities of a Good Artist.

Learning outcomes

The pupil teacher will be able to-

- identify, analyze and work conceptually with the elements and organizational patterns of music and their interaction, employing this understanding in aural, verbal, and visual analyses and applications.
- distinguish and analyze music according to historical, cultural, and stylistic contexts, and to address culture and history from diverse perspectives.
- apply relevant forms of music technology, including their basic functions and integrative nature.
- demonstrate a fundamental proficiency in keyboard skills.
- demonstrate and apply the research skills necessary for musical and contextual

- understanding of musical elements and relevance.
- demonstrate the conducting and technical skills necessary to effectively and artistically lead a collaborative rehearsal.

REFERENCES :

1. Awasthi, S.S.A., (1964) Critique of Hindustani Music and Music Education, AdhunikPrinter, Jalandhar.
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10. Sangeet Bodh by Dr. S. S. Awasthi
11. Teaching of music by Gauri Kuppaswamy & M. Hariharan
12. Sangeet Visharad by Vasant, Hathras Prakashan
13. Hamare Sangeetagya by Prakash Narayan
14. Pranav Bharti by Pt. Omkar Nath Thakur
15. The Scope of Music, Oxford Univ. Press by Buck
16. Voice Training by Grew, Oxford Univ. Press
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School Internship

24IED5201P

SN	Internship Work (4 Weeks)	Maximum Mark
1	Teaching of Method Subject	15 Marks
2	Participation in All Activities of School	10 Marks
3	Report of Any Feature of School/Case Study/Action Research	10 Marks
4	Social Participation in Group	05 Marks
5	Criticism Lesson	10 Marks
Total		50 Marks

GUIDELINES FOR THE INTERNSHIP WORK

1. Four Weeks Internship in Recognized upper Primary/Secondary/Higher Secondary School. Trainee have to perform following activities during internship and prepare detailed report
 - Internship Report must be verified and signed by the school Principal
 - Detailed Study of School Documents, like General Records, Progress Report, Academic Calendar etc.
 - Organized cultural activities
 - Interaction and observation of students
 - Submission of total Report of internship Program.
2. Action Research: Selection Problem, Data Collection ,Analysis, report Writing and Submission (Any One)

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SEMESTER-III
Understanding Discipline and Subject
24IED6301T

Time: 3 Hours
 Credits:4

Max. Marks- 100
 (Theory: 70, Internal: 30)

OBJECTIVES:

- To make aware the students about the diciplines and its characteristics.
- To give Introduction of Kalidas, Tulsidas and Shakespeare
- To understand the scientific idea of science education.
- To apply the thought of social science language in their day to day life.

Course Contents:

Unit- I Language and Disciplines

Meaning of discipline
 Characteristics of a discipline
 Inter- disciplinary approach

Unit- II Language and Disciplines

History of language development (Hindi, Sanskrit and English)
 Language technology
 Language lab
 Phonetics science

Introduction of Kalidas, Tulsidas and Shakespeare

Unit- III Social Science and Discipline

History and game cricket
 History of woman empowerment
 New trends cultural in society
 Political socialization
 Article of democratic problems (Terrorism, corruption &kola-Brokers)

Unit- IV Science and Disciplines

Life sketch of scientists (Dalton, Rutherford, Newton, Mendal and Homi Jahangir Bhabha)
 Science and sound
 Nutrition and balanced diet
 Human diseases
 Electricity and light

Assignment & Practical Works: (Any Two)

- Write Any one Assignment Work
- Write a short note on Importance of Language in teacher.
 - Read and review an article.
 - Prepare a report on creative writing.

Learning Outcomes:

- After completion of this course students would be able to
- Understand language of various discipline.
 - Develop expression of various language areas.
 - Acquire scientific study of language phonetics.
 - Know the scientific idea of science education.
 - Apply the thought of social science language in their day today life.


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- Develop interdisciplinary approach of language (Hindi/Sanskrit/English).

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4. विज्ञान पाठ्यपुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
5. संस्कृत पाठ्यपुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
6. सामाजिक अध्ययन पाठ्यपुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
7. हिन्दी पाठ्यपुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)

INTRODUCTION TO EDUCATIONAL RESEARCH

24IED6302T

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

OBJECTIVES:

- understand the concept of research and educational research
- recognize the types and methods of educational research
- comprehend the steps involved in educational research
- understand the use of different tools and techniques in educational research
- use the library, Internet services and other sources of knowledge for educational research Purposes.
- understand the procedure to conduct the research in the educational field
- understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them
- understand the role and use of statistics in educational research
- select the appropriate statistical methods in educational research
- review the educational research articles
- use computers for data analysis.

UNIT – I

- Nature and Scope of Educational Research
- Scientific Method of Inquiry; Methods of Acquiring Knowledge
- Meaning, Nature, Need, Scope and Types of Educational Research
- Areas of Educational Research; The Research Process
- Research Paradigm: Qualitative and Quantitative Research

UNIT – II

- Formulation of Research Problem
- Sources of Identifying the Problem; Selection, Definition and Evaluation of a Research Problem
- Review of Related Literature: Importance and Various Sources including Internet.
- Hypothesis: Concept, Types, Sources, Characteristics, Formulation and testing
- Sampling: Concept, Need, Steps, Characteristics and Methods

UNIT – III

Descriptive Statistics

- Types of Data; Graphical Representation of Data
- Measures of Central Tendency: Mean, Median and Mode
- Measures of Dispersion: Range, Quartile Deviation, Mean Deviation and Standard Deviation
- Measures of Relative Positions: Percentile and Percentile Ranks

UNIT – IV

- Measures of Relationship -Meaning, Assumptions, Computation and Uses of:
 - a) Rank Difference Correlation
 - b) Product Moment Correlation
 - c) Partial and Multiple Correlations
 - d) Biserial and Point Biserial Correlations
- Normal Probability Curve: Meaning, Characteristics, Skewness and Kurtosis and Applications.

ADVANCED EDUCATIONAL RESEARCH METHODOLOGY**24IED6303T****Time: 3 Hours****Max. Marks- 100****Credits:4****(Theory: 70, Internal: 30)****Course objectives:**

To identify with advanced research techniques in educational research;

1. To develop skill in the technique of test construction, analysis and interpretation of test results;
2. To acquaint with advanced Data analysis technique in educational research;
3. To understand the advanced research design in educational research;
4. Students will be able to use Computer in writing Thesis and Dissertation in a systematic way; and
5. To understand the role and use of statistics in advanced educational research.

B. Syllabus:**Unit-1 Advanced Research Design:**

- 1.1 Concept, purpose, qualities and uses of Advanced Research Design.
- 1.2 Concept, types and steps of Experimental Research Design.
- 1.3 Descriptive Research Design: Concept, types and steps.
- 1.4 Meaning, characteristics, use and Application of Mixed Research Design.

Unit-2 Tools & Techniques of data collection

- 2.1 Qualities of good research tools and techniques.
- 2.2 Types of research tools & techniques and their development & uses.
- 2.3 Standardization procedure of tools.
- 2.4 Different tests, scales, inventories, batteries and techniques such as: Intelligence test, Attitude scale, Personality inventory, Achievement test Battery, Projective techniques and Socio-metric techniques.

Unit-3 Advanced Data Analysis Techniques: (Inferential Statistics)

- 3.1 Concept of Descriptive & inferential Statistics, confidence limits & confidence intervals, Standard error, Type I & Type II error, Null hypothesis, Level of significance, Degree of freedom, One tailed & Two tailed test, NPC – Properties and uses, Skewness & Kurtosis.

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- 3.2 Advanced methods of Correlation: Bi-serial, Point bi-serial, Tetra-choric, phi (ϕ)-coefficient, partial and multiple correlation.
- 3.3 Parametric Test: t-test, F-test, ANOVA, ANCOVA and their uses in advanced educational research.
- 3.4 Non-Parametric Test: Chi-Square test, Median test, Mann Whitney test, Wilcoxon Signed rank test, Kruskal-Wallis test, Freidman's ANOVA and their uses in advanced educational research.

Unit-4 Use of Computer in Educational Research

- 4.1 Multimedia & Internet: Concept, component, required Software and their uses in educational research.
- 4.2 Use of SPSS, r-technique, MS Office- 2007 onwards (MS-Word, MS-Excel, MS-Access, MS-Power point etc.).
- 4.3 Methods, techniques and basic steps of Qualitative data analysis.
- 4.4 Use of Computer in writing thesis and Dissertation.

Sessional Work: (Any two)

1. Write a Research article for publishing in standard journal and prepare slide on Power Point to present in seminar.
2. Review two Qualitative / Quantitative studies.
3. Develop any one tool of research.
4. Collect the results of two classes (IX and X) by any psychological test; Apply mean, S.D and t-test of this data and prepare a comparative report.

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संदर्भ पुस्तकें

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31. अस्थाना बी. – मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, विनोद पुस्तक भंडार, आगरा ।
32. सुखिया, एस.पी. – शैक्षिक अनुसंधान के मूल तत्व, विनोद पुस्तक भंडार, आगरा ।


 Dr. R. R. Registrar
 Sandip Deenapati University,
 Sikar (Rajasthan)

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35. एस.पी.गुप्ता (2019)– मापन एवं मूल्यांकन, शारदा पुस्तक पब्लिकेशन, इलाहाबाद।
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40. अस्थाना, विपिन – शैक्षिक अनुसंधान एवं सांख्यिकी।
41. जैन, के.एम.– शोध विधियाँ (2010)।
42. के.पी. पाण्डेय– अनुसंधान शोध विधियाँ।
43. एच.के. कपिल– सांख्यिकी एवं अनुसंधान शोध विधियाँ।

TEACHER EDUCATION – I

24IED6304T

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

Course Objectives:

- enable the students to understand human capital, education & employment analysis of earning
- understand the concept of teacher education along with its need and scope
- understand the historical developments in the field of teacher education in India
- understand the objectives of teacher education at elementary, secondary and higher education
- develop understanding about the structure, curriculum and modes of pre- service teacher education
- and needs of innovation in pre-service teacher education programmes
- understand concept, structure and modes of in-service teacher education
- explain the role of various international, national and state agencies in teacher education
- discuss current trends in teacher education
- discuss various challenges faced by teacher education in 21st century.

UNIT – I

Introduction to Teacher Education

- Concept, Need and Scope of Teacher Education.
- Historical Development of Teacher Education (emphasis on Kothari Education Commission Report (1964-66) in India.
- Aims and Objectives of Teacher Education at:
Elementary Level.
Secondary Level.
Higher Level.


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UNIT-II

Structure, Curriculum and Modes of Pre-Service Teacher Education

- Pre-Service Teacher Education: Concept, Nature, Objectives and Scope.
- The structure of Teacher Education curriculum and its vision in curriculum documents of NCERT and NCTE.
- Components of Pre-Service Teacher Education: Foundation Courses, Subject Specialization and Pedagogy, Special fields, School based Practicum and Internship.
- Modes of Pre-Service Teacher Education: Face to Face (Linear and Integrated), Distance and Online; relative merits and limitations.
 - Needs of Innovation in Pre-service Teacher Education Programme.

UNIT-III

Concept, Structure and Modes of In-service Teacher Education:

- ☐ In-service Teacher Education; concept, Need, Objectives and areas of Professional development.
- ☐ Types of In-Service courses for Teachers; Orientation and refresher Courses, workshops, seminars, Internship and Summer Institutes.
- ☐ Structure for In-service Teacher Education; Sub –District, District, State, Regional and National level Agencies and institutions.
- ☐ Modes and Models of In-service teacher education; Modes- Face to face, Distance Mode, Online and Mixed Mode. Models- Induction, One shot, Recurrent, Cascade, Multisite, School based and course work. Scope, Merits and limitations of each of them.

UNIT – IV

Agencies of Teacher Education: Role and Functions:

- National Agency: UGC(University Grants Commission), NUEPA, NCTE and NCERT
- State level Agencies- DIET and SCERT.
- Role of NCERT and NCTE in Teacher Education.
- Current Trends in Teacher Education.
- Managing Teacher Education : Challenges in 21st century.

Tasks & Assignments: Any one of the following (10marks)

- || Prepare a report on role of various central and state agencies in Teacher Education.
- || Prepare a project on challenges in Teacher Education in 21st Century.
- ☐ Any other activity assigned by the Institution.

SUGGESTED READINGS

- National Curriculum Framework for Teacher Education; Towards Preparing Professional and Human Teachers, (2009) NCTE. New Delhi.
- Mangla, S. (2000). Teacher Education: Trends and Strategies. New Delhi : Radha Publishing.
- MHRD(1986). National Policy of Education and Program of Action. New Delhi, Govt. of India.
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Reading& Reflecting on Texts (EPC)

24IED6302P

Time: Hours

Max. Marks- 50

Credits:4

(Theory: 35, Internal: 15)

OBJECTIVES:

- To develop basic Communication Skills.
- To promote Creative Writing among students.
- To acquire the knowledge of art of Speaking

Course Contents:

Unit- I Reading Comprehension

- Explain with stage of any self expression of any one guest.
- Enlist errors in reading among school students.
- Review of any one books with reading.
- Write the educational essence of any five stories and morale thought with reading.

Unit- II Writing composition & Action Plan

- Recite 10 poem / verse/ stanza and write it. Prepare an action plan and organize accordingly. Proof reading.
- Prepare list of innovative vocabulary for speaking. (50 words).

Learning Outcomes:

After completion of this course students would able to:

- Understand Communication Skills. Promote
- Creative Writing among students Explain the art of speaking

Assignment & Practical Works: (Any Two)

- One Assignment Work on any topic related to above units.
- Prepare a plan and organize any two activities related to above units. Demonstrate different type of speaking.
- Identify the causes of ineffective speech and remedies for it.

References:

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3. *Defining Interdisciplinary Studies*. (n.d.). Retrieved March 25, 2021 from https://www.sagepub.com/sites/default/files/upm-binaries/43242_1.pdf
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**Practical Work
24IED6301P**

SN	Practical Work	Maximum Mark
1	Micro Teaching	10 Marks
2	Demonstration Lesson	10 Marks
3	Book Review	10 Marks
4	Unit Plan	05 Marks
5	Blue Print	05 Marks
6	Digital Lesson Plan (Each Method)	10 Marks
Total		50 Marks

Guidelines for the Practical Work

➤ **Micro Teaching (Five Skills)**

1. Skill of Introduction
2. Skill of Questioning
3. Skill of Exemplifying
4. Stimulus-Variation Skill


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5. Black-Board Writing Skill

➤ **Book Review**

(Except School text books) Selection, Deep Reading, Evaluation, Assessment and Report Writing for Submission (Any One)

DISSERTATION

24IED6301D

(Evaluation by external examiner only at the end of the semester)

Credit-2

Maximum Marks: 50

Writing synopsis (with review of related literature) and its presentation.

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Semester-IV
Gender, School and Society
24IED6401T

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

OBJECTIVES:

- To enable the pupil teacher to:
- Understand the key concept of gender (male, female and transgender), gender bias, gender stereotypes, empowerment, gender parity, patriarchy, feminism.
- Explain the Social construction of gender with special reference to society.
- Know the policies, plans, schemes and different laws of government for promoting gender parity.
- Learn about gender issues in school, curriculum, pedagogical process and its intersection with class, caste, religion and region.

Unit-I Key concepts of Gender Issues

Concepts, terms and relate them with their context in understanding the power relation to gender, sex, sexuality, patriarchy, masculinity and feminism, gender bias, gender stereotyping and empowerment.

Patriarchy, power, resources and opportunities.

Unit II Social Construction of Gender

Socialization in family and at school, Occupation and identity, Stereotypes about Females prevalent in the society, media and literature.

Gender and its intersection with poverty, class, caste, religion.

Unit III: Gender, Power and Education

Gender identities and socialization practices in : Family, School and other formal and informal organization.

Schooling of girls: Inequalities and resistances (issues of access, retention and exclusion), Overview of girl education in India with special reference to U.P.

Unit-IV Gender Jurisprudence (Indian context)

Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions.

Prenatal Diagnostic Technique Act, 1994; Domestic Violence Act, 2005, Reservation for Women, Supreme Court Verdict about transgender.

Learning outcomes

The pupil teacher will be able to-

Discuss and debate on gender based right and responsibilities.

Interpret human rights in relation to gender.

Understand the nature and process of the socialization.

Suggests and invent some policy interventions in the school education.

Analyze and create a project on social issues based on gender.

Task and Assignments

Class Test – 15 Marks

Any Two Topics-15 Marks

Preparation of Project on key Concepts and its operational Definitions Relating it with the social


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context of teachers and students.

Analysis textual Material from the perspective of gender Bias and stereotype .

Organize Debates on Equality and Equity cutting across gender, class, caste, religion, ethnicity, disability and region

Prepare project on issues on concerns of Transender

Project on analyzing the growing up of boys and Girls in different types in india

REFERENCES :

1. Desai, Neera and Thakkar, Usha.(2001). Women in Indian Society. National Book Trust. New Delhi
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- <http://www.genderandeducation.com/issues/secondgeapolicyreportwof/>
- <http://www.genderandeducation.com/resources-2/pedagogies/curriculum/>
- <http://www.publications.awe.asn.au/gender-and-the-national-curriculum>

Innovative Teaching – Learning

24IED6402T

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

Objectives:

1. To create effective teaching-learning process;
2. To acquaint with global teaching learning techniques;
3. To build competence in teaching-learning;
4. To develop innovative outlook; and
5. To identify with various dimensions of teaching-learning.

Syllabus:

UNIT-1 Introduction

- 1.1 Introduction of Innovative Study.
- 1.2 Concept of Innovation.
- 1.3 Need and Scope of Innovation.
- 1.4 Taxonomy of Innovation.

UNIT-2 Teaching Learning

- 2.1. Concept of Teaching-learning.
- 2.2. Theories of Teaching.
- 2.3. Teaching-Learning Techniques.
- 2.4. Characteristics of Innovative Teaching-Learning.
- 2.5. Scope of Innovative Teaching-Learning.

UNIT-3 Innovation in Teaching-Learning

- 3.1 Rationality of Innovation in Teaching-Learning.


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3.2 The major components of Innovation in Teaching-Learning.

- 3.2.1 The Teacher
- 3.2.2 The Teaching-Learning Material
- 3.2.3 The Learner
- 3.2.4 The Learning Environment
- 3.2.5 Teaching-learning methods

UNIT-4 Some Innovative Teaching-Learning Techniques

- 4.1 Blended Learning
- 4.2 Open learning Educational Research
- 4.3 Simulation
- 4.4 CATWOE Analysis
- 4.5 Practices
- 4.6 CBCS
- 4.7 Collective Wisdom
- 4.8 Hybrid Learning

Sessional work: (Any two)

1. Create innovative methods of teaching learning project.
2. Write any 4 best practices in teaching-learning.
3. Create an effective teaching learning model.
4. Make a blog of your innovative outlook.

References:

1. Ananthasayanam, R. & Amalor, D. (1997): Educational Technology (M.Ed.), Pondicherry University, DDE.
2. Arulsamy, S. & Zayapragassarazan, Z. (2011): Teaching Skills and Strategies, New Delhi, Neelkamal Publishers, pp.252M. Reigeluth (Ed.): Instructional design theories and models, Vol.II. Mahwah NJ: Lawrence Erlbaum Associates.
3. Dagwal, K. & Singh, S. (Ed.), 2011, Innovative Educational Methods, New Delhi Publishers, PP.223
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- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Best Practices on teaching-learning (10 Marks)


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Drama and Art in Education (EPC-II)

24IED6401T

Time: Hours
Credits:2

Max. Marks- 50
(Theory: 35, Internal: 15)

OBJECTIVES:

- To develop skills of role playing and acting.
- To acquire the knowledge and develop skill of arts, painting and playing musical Instruments.
- Course Contents:

Unit- I Write a Drama Scrip

Prepare a Drama for any Social issues (Class VI to XI)
Role playing for different scene of Drama
To know different types of Drama

Unit- II Fine Arts, materials and its relevancy (Any two works)

Mehendi, Drawing
Rangoli/Model Preparation
Poster Painting

Learning Outcomes:

After completion of this course students would able to:

Develop skills of role playing and acting.
Acquire the knowledge and develop skill of arts, painting and playing musical Instruments.

Assignment & Practical Works: (Any Two)

Prepare any one Assignment Work related to above units.
Plan and organize any two activities related to above units.
Prepare Arts and crafts with un usual material
Prepare Fine Arts with paper □ Hand made Architecture
Soft toys (Teddy bear)
Dance Art
Fine Arts/ Painting
Skill of Playing musical instrument Food Shes
Handicraft

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Internship (In School)

24IED6402P

Time: Hours
Credits: 2

Max. Marks- 50
(Theory: 35, Internal: 15)

Internship

SN	Internship Work (10 Weeks)	Maximum Mark
1	Teaching of Method Subject	20 Marks
2	Participation in All Activities of School	05 Marks
3	Report of Any Feature of School/Case Study/Action Research	10 Marks
4	Observation	10 Marks
5	Detail Study of School Documents like General Records, Progress Report, Academic Calendar, etc.	20 Marks
6	Organize Cultural Activities	05 Marks
7	Interaction and Observation of Students	10 Marks
8	Submission of total Internship program	20 Marks
Total		100 Marks

Guidelines for the Internship Work

1. 16 Weeks Internship in Recognized upper Primary/Secondary/Higher Secondary School. Trainee have to perform following activities during internship and prepare detailed report
 - Internship Report must be verified and signed by the school Principal
 - Detailed Study of School Documents, like General Records, Progress Report, Academic Calendar etc.
 - Organized cultural activities
 - Interaction and observation of students
 - Submission of total Report of internship Program.
2. Action Research : Selection Problem, Data Collection ,Analysis, report Writing and Submission
3. Case study : Fiel Work/Data Analysis and Report Writing for Submission (Any One)
4. Observation : ordinary lesson and demonstration lesson


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SEMESTER-V
Creating an Inclusive School
24IED7501T

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

OBJECTIVES:

- To develop the understanding of the concept and philosophy of inclusive education in the context of education for all.
- To identify and address diverse needs of all learners
- To familiarize with the trends and issues in inclusive education
- To develop an attitude to foster inclusive education
- To develop and understanding of the role of facilitators in inclusive education
- To prepare teachers for inclusive schools

Course Contents:

Unit- I Introduction to Inclusive Education

Meaning, Objective , Need and Types of Inclusive Education
 Principles of Inclusive Education
 Solution and challenge of Inclusive Education
 ICT Material of Inclusive Education

Unit- II Legislation, Emerging Issues and Role of Agencies in Inclusive Education

Legislation for inclusive education- National policy of disabilities 2006
 Sarva Shiksha Abhiyan (2002)
 NGO
 RTE-2009

Unit- III Exceptional Child and Special Educational

Exceptional Child : Meaning and Types
 Mentally Retarded Child
 Physically Handicapped Child
 Hearing Impaired Child
 Visually Handicapped Child
 Emotionally Disturb Child

Unit- IV Special Educational Need (SEN) of learners in Inclusive School

Speech Defective Childern
 Language Handicapped Child
 Learning Disadvantage Child
 Parents of Exceptional Childern
 Guidance of Exceptional Childern
 Special School (Building Co-curricular Activities)

Assignment & Practical Works: (Any Two)

- One Assignment Work
- Write a One Article of Disabilities Child
- Case study of disabilities child
- Write a report of evaluation process in inclusive school

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Learning Outcomes:

After completion of this course students would be able to:

Understand of the concept and philosophy of inclusive education in the context of education for all.

Identify and address diverse needs of all learners

Describe the trends and issues in inclusive education

Apply the attitude to foster inclusive education

Develop and understanding of the role of facilitators in inclusive education

Prepare teachers for inclusive schools

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TEACHER EDUCATION: PERSPECTIVES, RESEARCH AND ISSUES

24IED7502T

Time: 3 Hours

Credits: 4

Max. Marks- 100

(Theory: 70, Internal: 30)

COURSE OBJECTIVES:

After completion of the course, students will be able to:

- describe the need, concept and scope of teacher education and historical development with special emphasis on different documents.
- explain the agencies of in-service teacher training programme.
- have teaching profession and professional organization for various levels of teachers development of teacher education curriculum in India.
- do research in various areas of teacher education.
- understand the problems faced in the areas of teacher education.
- design in-service teacher professional development program/activities based on the needs of teachers.
- critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- understand and appreciate the research perspectives on various practices in teacher education.
- develop professional attitudes, values and interests needed to function as a teacher educator.


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COURSE CONTENTS

UNIT-I

- Historical development of teacher education.
- Recommendation of various commissions on teacher education with special emphasis on-
 - ☐ University Education Commission(1948-49)
 - ☐ Mudaliar Commission(1952-53)
 - ☐ Kothari Commission (1964-66)
 - ☐ NPE,1986
 - ☐ Programme of Action, 1992.

UNIT-II

- Teaching as a profession
- Aims and Objectives of Teacher Organization
- Need of Professional Organization
- Faculty improvement programme
- Professional ethics
- Performance appraisal

UNIT-III

- Problems of admission to teacher education
- Challenges in Professional Development of Teachers
- Factors influencing the quality of pre and in-service education of Secondary School Teachers
- Current Problems of Teacher Education and practicing Schools
- Role and Contribution of various agencies and regulatory bodies in enhancing the quality of Teacher Education
- Strengthening the Role of Teacher in a Changing World

UNIT-IV

- Areas of research in teacher education
- Teacher effectiveness
- Modification of teacher behavior
- School effectiveness
- Research on Effectiveness of Teacher Education Programmes in India.
- Characteristics of an Effective Teacher Education Programme.
- Trends of Research in Teacher Education: Review of a few recent research studies in Teacher Education with reference design, finding and policy implications.
- Researches on Teacher behavior, personal variables, content variables, strategy variables, situation variables.

SELECTED READINGS

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EDUCATIONAL STUDIES

24IED7503T

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

COURSE OBJECTIVES

Students will be able to

- Understand and appreciate education a social phenomenon, practice and field of study
- Acquainted with documented related to educational policies and educational programmes.
- Understand educational structure, institution and system.
- Understand and reflect or various issues and concerns in education.

UNIT- I

- **Nature of Education**

- ☐ Education as a phenomenon, Education as a practice, Education as a field of study,
- ☐ Aims of Indian Education in the context of a democratic, secular, egalitarian and humane society

- **Education as Interdisciplinary Knowledge**

- ☐ Interdisciplinary nature of education: relationships with philosophy, psychology, sociology, management, economics, anthropology etc.
- ☐ Contribution of science and technology in education and challenges ahead.
- ☐ Axiological issues in education: role of peace and other values, aesthetics in education.
- ☐ Dynamic relationship of education with the political process. .
- ☐ Interrelation between education and development.

UNIT- II

- **Socio-cultural Context of Education**

- ☐ Social purpose of education.
- ☐ Understanding Indian society-with reference to multilingual and multicultural and other diversity, approaches for teaching young children in the context of diversity.
- ☐ Process of socialization and acculturation of the child: role of school, parents, peer group and the community.

- **School Context**

- ☐ Multiple schools contexts-rural/urban, tribal etc.
- ☐ School management: Role of teachers, headmasters, and administrators.
- ☐ Nurturing learner friendly school environment.


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ADVANCED EDUCATIONAL RESEARCH

24IED7504T

Time: 3 Hours
Credits: 4

Max. Marks- 100
(Theory: 70, Internal: 30)

After completion of the course, students will be able to:

- understand the concept of research and educational research
- understand the types and methods of educational research
- understand the steps involved in educational research
- develop inquisitive mind and spirit of inquiry
- develop competency to plan, execute and report research in the educational field
- understand the use of different tools and techniques in educational research
- understand the role and use of statistics in educational research
- understand the basic educational statistics and select the appropriate statistical methods in educational research
- use computers for data analysis

COURSE CONTENTS

UNIT – I

Methods of Research

- ☐ Descriptive Research
- ☐ Historical Research
- ☐ Experimental Research: Experimental Designs.
- ☐ Qualitative Approaches of Research: Ethnography and Case Study

UNIT-II

Tools and Techniques of Data Collection

- Characteristics of a Good Research Tool
- Characteristics and uses of Questionnaire, Observations and Interview, Psychological Tests, Rating Scales and Socio-metric Techniques in Research
- Writing Research Report- Characteristics, steps and importance.


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UNIT-III

Tests of significance

- Concept of Null hypothesis
- Standard error
- Type I & Type II error
- One Tail & Two Tail test
- Significance of statistics & significance of percentage, Proportion and correlation
- Significance of difference between means- Z- test & t- test

UNIT-IV

14. ANOVA(One Way)- Meaning, assumptions, computations & uses.
15. Regression and Prediction- Concept, uses, assumptions & computations of linear regression equation, Standard error of measurement.
16. Meaning of Non Parametric tests
Concept, Computation and ses of:
Chi-Square Test of Equality and Independence
Median Test
Sign Test

SUGGESTED READINGS

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Critical Understanding of ICT (EPC-III)

24IED7501P

Time: 2 Hours
Credits: 2

Max. Marks- 50
(Theory: 50,)

OBJECTIVES:

- To explain the concept of ICT in education.
- To develop skills in using MS Office applications for education.
- To use internet efficiently to access information and communicate with others.
- To understand the applications of E-learning in education.

COURSE CONTENTS:

Unit - I MS Office

MS- word (Text management)
Power Point (Preparation of Slide)
Smart Class
E - Learning

Unit - II Internet and Multimedia

E-mail, Chat
Searching, Downloading and Uploading
Multimedia and its Education Uses.
Mobile Banking

Assignment & Practical Works: (Any Two)

Prepare one Assignment Work on any topic related to above units.
Prepare power point presentation on Any one topics related to School content/ B.Ed. Syallbus.

Learning Outcomes:

After completion of this course students would able to:

Explain the concept of ICT in education.
Develop skills in using MS Office applications for education.
Use internet efficiently to access information and communicate with others.
Understand the applications of E-learning in education.

REFERENCES:

1. Cooper, I.M., classroom teaching skills, D.C. Heathco, Toronto, 1960.
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[Signature]
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Sikar (Rajasthan)

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DISSERTATION

24IED7501D

(Evaluation by external examiner only at the end of the semester)

Credits-2

M.Marks- 50

- ☐ Comprehensive review of related literature, selection/ development of research tool & collection of data.

Submission and Presentation of Progress Report of research work (Including all above Mentioned item)

SELF-DEVELOPMENT SKILLS-I COMMUNICATION AND EXPOSITORY WRITING

24IED7502P

(Evaluation by external examiner only at the end of the semester)

Max. Marks- 25

Credit:1

Objectives:

- to develop the capacity to use ICT in effective communication
- to enhance the ability to listen, converse, speak, present and explain ideas in groups and before an audience.
- to develop the writing skills
- to use the knowledge of communication in classroom discussion and daily life.

COURSE CONTENT

Communication Skills: Meaning, concept and components of effective communication

- Strategies of effective communication.
- Development of academic skills (pre-reading, pre-writing and number)
- Expository writing: Meaning, concept and Types of effective expository writing.
- Listening skill: meaning, concept and importance of listening skills academic listening- (lecturing) listening to talk and presentation. Asking for and giving information, giving instruction, tele-conference, tele interviews handling.
- Role of ICT in effective communication.


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Workshop on Communication and Expository Writing -Suggested activities

- Writing essay/articles on any issue relating to education.
- Seminar presentation with PPT (on any one topic).
- Student's discussion (panel/group).
- Content analysis & reporting any one event/ news (from electronic/ print media) related to field of education.

Note:

- The student will maintain a file of the record related to activities performed.
- Mode of transaction of this course will be workshop.**

SELF-DEVELOPMENT SKILLS-II ACADEMIC & PROFESSIONAL WRITING

24IED7503P

(Evaluation by external examiner only at the end of the semester)

Max. Marks- 25

Credits:1

Objectives:

After completing the course, the students would be able to

- write or draft professional letters and mail etc.
- use & differentiate different kinds of writings and writing style.
- reflect on essential requirements of academic writing & distinguish a good academic writing from others.
- analyze academic sources and how to refer them.
- cite a source, paraphrase and acknowledge the source & edit one's own writing.

Workshop on Academic Writing Skill- Suggested activities

- Write a paragraph on any topic of your interest and edit one's own writing. Prepare a report on it.
- Prepare a programme on reflective thinking and negotiation skill and conduct it in school.
- Prepare your resume/effective profile for an interview.
- Prepare a professional letter and mail on any topic.
- Write a professional report of any workshop and seminar
- Book review and review of 2 research articles.
- Writing research article/paper. Critical reflections on any 05 current events/news related to field of education.

Note:- Mode of transaction of this course will be workshop. Prepare a file on the record of work done in the workshop


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SEMESTER-VI
Teacher Education –II
24IED7601T

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

Learning Outcomes: After completion of this course the student will able:

- ✗ To acquaint the concept, aims and organizing the student teaching
- ✗ To understand the place of practice teaching and its principles in teacher education.
- ✗ To know various patterns of student teaching, their methods of organization and evaluation.
- ✗ To understand various techniques and methods of evaluation of student teaching.
- ✗ To know various innovative instructional methods used in teacher education programme.
- ✗ To know latest researches done in the field of teacher education and student teaching.

Course Contents:

Unit- I Student Teaching and its Pattern

- a) Concept of student teaching.
- b) Objectives of student teaching.
- c) Scope and importance of student teaching.
- d) Problems of Student teaching in institutions preparing teachers.
- e) Practice teaching and off campus programme.

Unit- II Training in Teaching Skills

- a) Teaching models (concept attainment & inquiry training model, garjiya model)
- b) Microteaching programme for training of teaching skill
- c) Lesson plan for student teacher
- d) Planning the practice teaching programme
- e) Supervision of practice teaching programme

Unit- III Instruction Methods and Agencies of Teacher Education and Teacher Behavior

- a) Instruction methods in teacher education (seminars, workshop, Panel discussion)
- b) Nation level agencies of teacher education (NCTE, NUEPA, NCERT, UGC, NAAC)
- c) State level agencies of teacher education (SCERT, IASE, CTE, DIET)
- d) Maintenance of school records of student performance
- e) Teacher behavior (flanders interaction)

Unit-IV Evaluations of Teacher Education Programme

- a) Concept of evaluations in teacher education programme
- b) Importance of evaluation in education
- c) Types of evaluations
- d) Internship programme

Assignment work:

- One term paper on any topic related with the about unit.

Practical work:

- ✗ Prepare a report on latest rules & regulation of any one educational agency.
- ✗ Study of the annual report SCERT/NCERT/RIE to identify various programmes for professional development of teacher education.

References

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**Specialisation Course-I
Guidance & Counselling
24IED7602T**

**Time: 3 Hours
Credits:4**

**Max. Marks- 100
(Theory: 70, Internal: 30)**

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- make aware of the importance of making right choices in life, education, vocation etc.
- develop and promote understanding of basic principles, areas, importance of guidance and counseling.
- explain problem face by students in the contemporary world.
- make students conversant with the practices of guidance and vocational choices.
- explain the use of various standardized & non-standardized data collection tools.
- develop an understanding of the role of guidance for the with populations special needs.
- develop an understanding and need of mental health

UNIT-I

- Introduction to Guidance
- ✓ Concept, Principles & Functions of Guidance
- ✓ Types of Guidance: Educational, Vocational, Social & Personal Guidance.
- ✓ Group Guidance: Meaning, Objectives, Characteristics, Advantages, Problems, Principles & Techniques.
- ✓ Contemporary Models of Guidance; Mathewson Model, Sholen's Model, Chapman Model & Hoyt's Model.
- Guidance Services and their Organization in Schools
- ✓ Organization & Evaluation of Guidance Programmes at Various Levels of Education (Elementary/Secondary/ Senior Secondary /College).
- ✓ Problems of Organizational Guidance Services in India.
- ✓ Role of Various Community Agencies in School Guidance Programmes

UNIT-II

- Introduction to Counseling
- ✓ Concept, Principles, Techniques & Procedure of Counseling.
- ✓ Approaches of Counseling Directive, Non-Directive, Eclectic Counseling
- ✓ Theories of Counseling: Freud's Psychoanalytic, Behaviouristic, Gestalt
- ✓ Skills of Counseling: Building Trust, Listening, Observation & Empathy
- ✓ Counselor: Characteristics, Functions & Ethics
- Career Guidance
 - ✓ Concept & needs of career guidance
 - ✓ Factors affecting career guidance
 - ✓ Approaches of career guidance


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UNIT-III

- Job Analysis and Occupational Information
- ✓ Concept and Needs of Job Analysis
- ✓ Meaning, Nature and Factors Affecting Job Satisfaction
- ✓ Relation between Job Analysis and Job Satisfaction.
- ✓ Concept of Occupational Information & Sources of Collection Measuring Devices
- ✓ Tools: Intelligence, Aptitude, Interest, Personality, Attitude, and Achievement
- ✓ Techniques used in Guidance: Questionnaire, Anecdotal Records, Interview, Schedule, case Study, Diary and Autobiography, Cumulative Record Cards

UNIT-IV

- Guidance for Children with Special Needs
- ✓ Exceptional Learners: Slow learners, Gifted & Creative
- ✓ Delinquent, Backward and Under Children. -Achievers Children.
- ✓ Mentally and Physically Handicapped Children
- ✓ Guidance for the Well Being of Senior Citizens
- Mental Health
- ✓ Concept of Mental Health
- ✓ Factor Affecting Mental Health
- ✓ Role of Guidance Personnel in Promoting Positive Mental Health at Work Place

Tasks and Assignments : The student-teacher may undertake any one of the following activities (10 marks)

- Draw a plan for the assessment of ability, aptitude, interest or personality of students. Explore two tests.
- One each for the assessment of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical write-ups.
- Prepare a script of a session with a client student communicating either low ability or high ability scores highlighting the skills used by you in the session.
- Prepare a sociometric test. Administer the test on a group of students. Draw a sociogram and describe in details the group climate.
- Any other task assigned by the institution.

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Education Policy, Economics & Planning

24IED7603T

Time: 3 Hours
Credits: 4

Max. Marks- 100
(Theory: 70, Internal: 30)

COURSE OBJECTIVES:

After completion of this course the students would be able to:

- acquaint the students with the basic concepts of economics of education
- aware of the productivity of education in economic development
- explain concept ,nature, principles and procedure of educational planning
- acquaint the students with the concept of educational planning of education at secondary level
- explain types of educational policy, link between educational policy and national development policy.

UNIT-I

Educational Policy at Secondary Level:

- Types of educational policy- National State Level Institutional ,Short-Term and Long- Term at SecondaryLevel
- Need and Importance of Educational Policy at Secondary Level
- Linkage between Educational Policy and National Development Policy at Secondary level

UNIT-II

Economics of Education: Meaning, aims, scope and significance

- Education as Consumption
- Education as Investment and Cost Analysis in Education
- Education and Economic Development
- Financing of Education in India: Center- National Relationship, Mobilization of Resources.

UNIT-III

Educational Planning at Secondary Level

- Concept, needs and goals of Educational Planning Secondary Level
- Principles of Educational Planning Secondary Level
- Approaches of Educational Planning Secondary Level
- Educational planning in India since Independence at Secondary Level


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Education and Man Power Planning:

- Concept of Manpower Planning
- Forecasting Man Power Needs
- Techniques of Man Power Forecasting
- Limitations of Man Power Forecasting

UNIT-IV

Planning Mechanisms and Five-Year Plan in Education

- Main features of five year plans with special reference to education, impact of five year plan on education.
- Perspective planning at central, state and local levels: concepts of macro, and micro level planning.
- Priorities to be given at central and state levels.
- Perspective plan for education in the 12th Five Year plan.
- District level planning: recent initiatives.
- Availability of educational statistics at central, state and district levels.

Educational Expenditure:

- Educational Expenditure and its Source of finance Government grants (central, state, local) Tuition fee, Taxes Endowment Donation and gifts, Foreign aids.
- School Budgetary and accounting procedure. Central grants, state grants and allocation of grants by U.G.C. Grant-in-aid policy in India and the states. Monitoring of expenditure control and utilization of funds, accounting and auditing. Central-State Relationship in Financing of Education.
- Financial estimates by Tepas Mazumdar Committee (GoI, 1998)

Tasks and Assignment: Any one of the Following:(10 marks)

- ||| Estimation of opportunity cost on a sample of working school age children.
- ||| Preparation of a blue print for expenditure control in a school
- ||| Preparation of a school budget
- ||| Any other work assigned by the institution

Suggested Readings:

- ||| Blaug.M (1972). Economics of Education published by Penguin Books.
- ||| Govt. Of India ,MHRD(1982). NPE and its POA(1986/1992).
- ||| Nordhaus, W.D.(1998):Economics and Policy issues in climate change.
- ||| Parkash Shree(1999):Educational Planning published by Gyan Publishing House.
- ||| Padmanabhan,C.B.(1986)Economics of Educational planning in India. New Delhi: Arya Book Depot.


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Education Management, Administration & Leadership

24IED7604T

Time: 3 Hours

Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

COURSE OBJECTIVES:

After completion of the course, student teachers will be able to:

- develop an understanding of specific trends of the educational administration
- develop an understanding of concept, needs & to equip students with specialist techniques and
- methods for educational management
- develop a scientific outlook to deal effectively with the problems of educational administration & management
- develop an understanding of leadership in the context of education
- learn about planning & organizing supervisory programmes in educational institutions
- explain the role of national, state & local level bodies responsible for educational administration.

UNIT-I

- Educational Management
 - Concept, Needs, Objectives & Scope of Educational Management
 - Approaches and Principles of Educational Management
 - Concept of Educational Management Human Beings as inputs, Process & Product inputs
 - Educational Manager: Functions, Roles, Skills & Competencies
 - Managerial Creativity, Managerial Ethics
 - Role and functions of Headmaster/ Principal/ Teacher: Basic functions of Administration, Planning, Organizing, Directing and Controlling in School Management and Administration
- Educational Planning & Supervision
 - Meaning, Nature and Approaches of Educational Planning
 - Institutional Planning and Perspective Planning at secondary level
 - Meaning , Nature and Scope of Educational Supervision
 - Educational Supervision as : Service Activity, Process, Functions, Planning, Organizing and
 - Implementing Supervisory Programmes at secondary level


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UNIT-II

- Introduction to Educational Administration
 - Concept, Scope, Principles of Educational Administration
 - Educational Administration Approaches and Emerging Trends
 - Development of Modern Concept of Educational Administration from 1900 to Present Day: Taylorism, Administration as a Process, Human Relations Approach to Administration.
- Communication in Educational Management and Administration
 - Types of Communication
 - Methods and Devices of Communication
 - Selection of Appropriate Communication Strategies ☐
 - Barriers of Communication

UNIT-III

- Leadership in Education
 - Concept of Leadership, Leader and Manager,
 - Leadership Traits and Skills
 - Functions and Styles of Leadership
 - Measurements of Leadership
 - Approaches of Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based and Social.
- Theories of Leadership
 - Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tridimensional Model
 - Hersey and Blanchard's Situational Theory,

UNIT-IV

Educational Administrative Bodies in India at National Level: Role & Functions

- University Grants Commission (UGC)
- National Council of Educational Research and Training (NCERT)
- National University of Educational Planning and Administration (NUEPA)
- Ministry of Human Resource Development (MHRD)
- National Council for Teacher Education (NCTE)
- Central Advisory Board for Education (CABE)

Tasks and Assignments: Any one of the following (10 marks)

- Compile articles from newspapers, magazines, and internet discussing present policies and operational strategies of central and state Govt. for secondary education. Prepare a report of entire activity.
- Review research on educational management or management of secondary schools which are used in other countries but not in India.
- Evaluation of management of SSA activities in a district.
- Collect data from relevant sources on student & teachers ratio for secondary level school of your district. Is it according to provision of RTE act? Prepare a report and send it to authorities.
- Examine the effectiveness of any one programme run by central Govt. for secondary students. Present the report in a classroom seminar.
- Any other activity assigned by the institution.



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**Specialisation Course-2
Environmental Education
24IED7605T**

OBJECTIVES:

- To understand the problems of concerning environment through multi disciplinary approach.
- To develop the skill of planning and organizing ecological activities in the schools.
- To create consciousness about environment among the adult learners.
- To give information on different techniques and materials for the affective dissemination of environmental information.

Course Contents:

UNIT- I Concept Of Environment

Meaning , Scope, Importance
Eco-System – Charecteristic Qualities
Inter- Dependence In Environment
Natural Resources
Bio-Diversity – Scope & Threats, Preservation

UNIT- II Environmental Education

Meaning, Importance and Objective
Scope of Environmental Education
Need for Public Awareness as a subject
Muti-disciplinary Nature of Environmental Studies Curriculum Development

UNIT- III Environmental Hazards and Pollution

Air Pollution
Water Pollution
Soil Pollution
Noise Pollution

UNIT- IV Global Issues and Environmental Conservation

Global Issue (Global Warming, Climate Change, Depletion of Ozone Layer and Energy Crisis)
Differnet Aspects Related To Environmental Conservation.
Environmental Preservation &Improvement (At National & International Level)
National Environment Policy

Assignment & Practical Works: (Any Two)

Study on Any one environmental problems. The report on the study must include efforts of the pupil / teacher in developing awareness among people about the environmental problems.
Prepare a plan to teach environment at education to the adults.

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One Assignment Work solve.

Prepare a scrap book of an environmental articles and news.

Conduct environmental competition for local school student.

Learning Outcomes:

After completion of this course students would be able to:

Students are able to understand the problems concerning environment through multi disciplinary approach.

Students are able to develop the skill of planning and organizing Ecological activities in the schools so the children can equipped to play their part in protection and enrichment of environment.

Students are able to create Environment Consciousness among the adult learners.

Students are able to use different Techniques and materials for the affective Dissemination of Environmental information.

Students are able to conduct local surveys, arrange field trips Environmental games and hobbies.

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3. गौयल एम.के. (2008), पर्यावरण शिक्षा, विनोद पुस्तक मंदिर, आगरा
4. बरौलिया, ए., पर्यावरणीय शिक्षा के नये आयाम, राधा प्रकाशन मंदिर, आगरा
5. बरौलिया, ए., पराशर, राधिका एवं दुबे, श्री कृष्ण, पर्यावरण शिक्षा के नये आयाम, राधा प्रकाशन मंदिर, आगरा
6. राजस्थान पाठ्यपुस्तक मण्डल की कक्षा 11 से 12 तक की पुस्तकें
7. रावत, कमलेश, पर्यावरण शिक्षा, अलका पब्लिकेशन, अजमेर
8. श्री वास्तव, पंकज (2007), पर्यावरण शिक्षा, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी

Specialisation Course-2 Educational Measurement & Evaluation

24IED7606T

Course Objectives: After completing the course the students would be able to

- Understand the concept of measurement & evaluation
- be familiar with the different types of evaluation, norm referenced & criterion referenced tests
- comprehend the steps in standardisation of achievement test
- understand the application of various statistical tests like correlation, ANOVA, Regression etc.


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COURSE CONTENT

Unit-I

- Concept and importance of measurement and evaluation.
- Types of evaluation: Formative and summative.
- Scales of Psychological measurement: Nominal, Ordinal, Interval and Ratio.

Unit-II

- Types of achievement tests- Essay and Objective type.
- Norm referenced and criterion reference tests.
- Steps in standardization of achievement tests.

Item analysis: Item difficulty, discrimination index. Estimating reliability and validity. Effectiveness of distracters.

Unit-III

- Analysis of variance (one way and two way): Assumptions and Computation.
- Regression and prediction: Meaning and Concept of linear regression equation.

Unit-IV

Correlations: Assumptions and computation of:

- Biserial, Point Biserial
- Tetrachoric and phi- coefficient.
- Partial and multiple correlation.

Task/Assignment- Any one of the following: (10 marks)

- Development of a standardized test
- Any other task given by the institution.

SUGGESTED READINGS

- Aiken, L.R. (1985): Psychological Testing and Assessment, Boston : Allyn and Bacon.
- Aggarwal, Y.P.(1989): Statistical Methods Concepts Application & Computation, New Delhi : Sterling
- Anastasi, A.(1988): Psychological Testing (6th Ed). New York: The Macmillan Co.
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- Thorndike, R.M & Christ, T.M.T (2009): Measurement and Evaluation on Psychology and Education. Second Edition. New Delhi: Pearson Publishers.
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Value Education
24IED7607T

Time: 3 Hours

Max. Marks- 100

Credits:4

(Theory: 70, Internal: 30)

COURSE OBJECTIVES

After completing the course, the students will be able to:

- recognize their own worth as individual and develop a personal belief and value system.
- understand the concept, need and importance of value education
- understand the nature of values, inculcation of values, value classification and to differentiate such values from religious education, value teaching orient themselves with the basic values, their inculcation and with the place of reason and emotions in moral development of the child.
- understand the process of value development vis-à-vis their cognitive and social development.
- understand the concept of morality and moral judgment.
- orient themselves about the morality and conversion of moral learning into moral education.
- promote self discipline built self confidence and reliance.
- know about various approaches of value inculcation.
- grow up into a responsible citizen.

UNIT-I

- Concept of Values and Value Education; Historical Background of Value Education
- Aims and Objectives of Value Education
- Need, Importance and Role of Value Education in the present emerging Indian society
- Classification of Values

UNIT-II

- Theories of Value Development: Psycho-analytic, Learning theory – social learning
Cognitive development , Piaget and Kohlberg

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- Models of Value Development : Value Analysis, Rationale Building, Social Action , The Consideration Model

UNIT-III

- Constitutional or national values - Democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity.
- Professional Values-Knowledge thirst, sincerity in profession, regularity, punctuality and faith.
- Religious Values - Tolerance, wisdom, character.
- Modernity vs. Value crisis, Issues and challenges
- Value orientation of Teacher education curricula in India

UNIT-IV

- Concept of Morality and Moral Judgment
- Aspects of Moral Education – Liberal, Social, Religious, Psychological
- Development of Moral Character And Attitude
- Role of Media in developing values and morality

Tasks and Activities: Any one of the following (10 marks)

- Organize any programme (Morning Assembly, Celebration of Important Days etc.) for school children for inculcating different values.
- Create a programme for awareness among the school/college students about value education.
- Study of the comparison of values among students of one urban school with one rural school.
- Making a project report on role of formal and informal agencies for inculcating values among children
- Any other task assigned by the institution.

SELECTED READINGS:

- Guber, F.C.(1963). Aspects of Value. University of Pennsylvania Press, Philadelphia.
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- Kluckhohn, C.(1961). The Study of Values. In D.N. Barrett (ed), value in America, Norte Dame, University of Norte Dame Press.
- Kothari D.S. "Education and Values", Report of the orientation coursecum-workshop on Education in Human Values. New Delhi.
- Malhotra P.L. Education, Social Values and Social Work – the Task for the New Generation, N.C.E.R.T., New Delhi.
- Morris, Charles (1956). Varieties of Human Values. Chicago: University of Chicago press.
- Mujeeb, M.(1965). Education and Traditional Values. Meerut: Meenakshi Prakashan
- Mukerjee, R.K., (1969). Social Structure of Values. New Delhi: S. Chand and Co.
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- Rokeach, M.(1978). The Nature of Human Values, New York :Jessey Brass.
- Ruhela,S.P. (1986). Human Values and Education, New Delhi: Sterling Publications, Sprod,T. (1998). Philosophical Discussion in Moral Education, The Community of Ethical Inquiry. Routledge
- Venkataiah. N.(1998). Value Education” APH Publishing.

Specialisation Course-3
Educational Technology
24IED7608T

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

COURSE OBJECTIVES

1. To develop the understanding of concept, origin and characteristics of educational technology.
2. To enable the students to differentiate between hardware and software.
3. To acquaint the students with skill of farming educational objectives.
4. To develop the skills of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To enable the students to use educational technology for improving teacher's behaviour.

COURSE CONTENTS

UNIT -I

- Meaning and Scope of Educational Technology: System approach to Education and its characteristic, Components of educational Technology –Software and Hardware.
- Recent trends in Educational Technology. Major institutions of Educational Technology in India: CIET, EMRC, CEC.
- Multimedia approach in Educational Technology.

UNIT -II

- Modalities of teaching – Teaching as different from Indoctrination, instructions, conditioning and training.
- Stages of Teaching – Pre-active, Interactive and Post active.


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- Teaching as different levels – Memory, understanding and reflective levels of organizing teaching and learning.
- Programmed Instruction : Origin, Principles and characteristics
- Types: Linear, Branching and Mathetics.
- Development of a Programme: Preparation, Writing, Try out and Evaluation

UNIT –III

- Teacher Training Techniques- Micro-teaching, Flanders Interaction Analyses, Simulation.
- Computer assisted instruction, e-learning, online learning, blended learning and m-learning.
- Models of Teaching: Concept, Different families of Teaching Models and following models in detail - Inquiry Training Model, Mastery Learning Model, Basic Teaching Model, Concept Attainment Model, Advanced Organizer Model.

UNIT –IV

- Objectives: Differentiation and Derivation from Aims to Goals, General Objectives from Goals and Instructional Objectives from General Objectives. Formulating Instructional Objectives, Categorization of Objectives in Taxonomic Categories of Cognitive, Affective and Psychomotor Domains.
- Designing of Instructional strategies: Lecture, Team Teaching, Discussion, Seminars, Tutorials and Brainstorming sessions, Co-Operative Learning.
- Communication Process: Concept of Communication, Principles, Modes and Barriers to communication, class-room communication (Interaction, Verbal and Non-verbal), Models of Communication:- Shannon and Weaver Model of Communication, Berlo's Model of Communication.
- Development of Evaluation Tools: Norm Referenced Tests and Criterion Referenced Tests.
- Use of Educational Technology in Distance Education

Tasks and Assignments: For Internal Assessment (10 Marks)

- Development of Linear Programme
- Power –Point Presentation on any topic
- Development of Lessons using Model teaching.
- Any other task assigned by the institution.

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Comparative Education 24IED7609T

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

COURSE OBJECTIVES

- To develop understanding among students regarding concept of Comparative Education, its Aims, Purposes and Importance.
- To develop understanding in students regarding the Factors Influencing Educational Systems of Different Countries.
- To acquaint the students regarding Approaches to Study Internal Systems of Different Countries.
- To acquaint the students regarding Educational System of India as well as Other Countries like UK, USA, and Austral a.

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- To help students in developing understanding regarding Problems, Issues and Existing Provisions and Programmes of the Country in the Context of Educational Systems of Other Countries.

COURSE CONTENTS

UNIT-I

- Concept, History, Aims and Scope of Comparative Education.
- Factors influencing education system of a country.
- Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.

UNIT-II

- Educational ladder of U.K., U.S.A., Finland and India Compare the salient features of educational system (aims, curriculum, and evaluation) of U.S.A., U.K, Finland and India.
- Primary Education in U. A., U.K, Finland.
- Primary/Elementary Education in India: Concept of Universalization of Elementary Education in India, National Policy of Education (NPE-1986) and Primary Education, District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and RTE Act-2009.

UNIT-III

- Secondary Education in India, UK and USA. Vocationalization of Secondary Education in India, UK and Russia.
- Higher Education in India, UK and USA.

UNIT-IV

- Distance Education: its seeds and Various Concepts with Reference to India, UK and Australia.
- Educational Administration in India, U.K. and U.S.A.
- Teacher Education program in U.K., Finland, U.S.A. and India.
- Recent trends and innovations in education of India, U.K. and U.S.A

SELECTED READINGS

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 Dy. Registrar
 Pandit Deendayal Upadhyaya
 University,
 Shriekhetwawadi (Rajasthan)

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Specialisation Course-III
Life Long Education

24IED7610T

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

Dr. Registrar
Shrikrishna University,
(Bhopal)

COURSE OBJECTIVES:

After completing the course, the student will be able to explain:

- Concept of lifelong education
- Approaches to lifelong education
- Concept, aims ,Need and importance of adult and continuing education
- Literacy situation in the country and government initiatives to improve literacy status
- Administration and management of adult and continuing education programmes
- Role of universities in adult and continuing education
- Concept of andragogy and its applications
- Impact of lifelong education on formal education
- Types of continuing education programmes
- Areas of research in adult , continuing and lifelong education

COURSE CONTENTS**UNIT-I**

logical basis of lifelong education – Need and importance in

- Philosophical and sociol
contemporary world

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Sikar (Rajasthan)
Registrar

- Concept and Scope of lifelong education – Literacy, awareness, continuing education and empowerment of all sections of society.
- Adult and Continuing Education; Evolution of concept, aims, need and importance in the contemporary world and practice.

UNIT-II

- Literacy situation in India. Total Literacy Campaign (TLC) Objectives and Strategies; New Initiatives in Adult and Continuing education; Sakshar Bharat.
- Centre and State Level organisations for Administration and management of adult and continuing education programmes.
- Role of UGC and Universities in adult, continuing and lifelong education
- Departments/Centres for adult and continuing education and extension education.
- The field outreach programmes.

UNIT-III

- Andragogy : meaning and concept, implication for lifelong learning.
- Psychology of adult learners; Principles of adult learning and curriculum development for adults.
- Teaching methods for adult learners.

UNIT – IV

- Impact of Life Long Education on formal education – Education for diverse target groups through
 - Open Learning
 - Web Based Education
 - Community Colleges.
- Continuing education programmes for community development:
 - Women empowerment
 - Population education
 - Legal literacy
 - Vocational education
- Research Areas in Adult Education, Continuing Education and Lifelong Education.

Task & Assignment- Any one of the following(10 marks)

- Poster preparation and exhibition of any of the following :
 - Legal Literacy
 - Open learning
 - Part time courses
 - Web based Education
- Planning a target specific continuing education course and submission of a detailed course draft.
- Any other task assigned by in titution.

SUGGESTED READINGS

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Dr. Registrar
Shriharwal University,
Shriharwal (Jalandhar)

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Dr. R. K. Registrar
 Shri Dhandayal University,
 Sikar (Rajasthan)

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- www.mhrd.gov.in- for school education and literacy.

Credits-4

DISSERTATION

24IED7601D

(Evaluation by External examiner at the end of the semester)

M.Marks-100

- Submission of dissertation & viva-voce.

Self Development Skills - III (E-Skills)

24IED7601P

(Evaluation by external examiner only at the end of the semeste)

Credit-1

Max. Marks=25

COURSE OBJECTIVES

-To enable the learners to use electronic aids and resources for educational/research purposes -To make them aware of the possible pitfalls/threats of using e-resources

COURSE CONTENT

- - Create e-mail account, facebook accounts, etc.

-using internet/social network interface for educational/research purposes; constructing and sharing knowledge using social network sites.

Dr. S. K. Ramesh
 Registrar
 Shekhar College of Education,
 Mysore
 (Karnataka)

- -Using e-resources and acknowledging the information thus retrieved; ethical issues of using e-resources , Behaving responsibly on the internet

Transactional mode

- Through theoretical as well as practical mode

Sessional work

- Creating an educational group/forum

Self-Development Skills- IV (Yoga)

24IED7602P

(Evaluation by External examiner at the end of the semester)

Credit-1

M.Marks-25

COURSE OBJECTIVES

-To make learners aware of the benefits and relevance of Yoga and Yogic practices -To make them practice and incorporate basic yoga exercises in their daily routine

COURSE CONTENT

- Brief historical account and significance of Yoga
- Yoga as a stress buster; body and mind healing device
- Basic yoga exercises and *asanas* (*pranayam*, *surya-namaskar*, *taad-asana*, *kapaalbhaati*, *shav-asana*, etc.)

Transactional mode

Through theoretical as well as practical mode

Practical

Mastering any five yoga exercises/asanas

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Shekhawati University,
Sikar(Rajasthan)