List of Revised Courses

Department : *Education*

Program Name : *B.Ed.*

Academic Year : 2017-19

List of Revised Courses

Sr. No.	Course Code	Name of the Course
1.	C11	Childhood & growing up
2.	C12	Contemporary India & education
3.	P1AP	Physical Science
4.	P1AS	Social Science
5.	P1BB	Biology
6.	P1BM	Mathematics
7.	P1BE	English
8.	P1BH	Hindi
9.	O111	Value education
10.	O112	Physical and health education
11.	O113	Guidance and counselling
12.	O121	Indian Sign language
13.	O122	Communication through Braille
14.	EPC1	Critical understanding of ICT in education
15.	SI 1	School visit–I
16.	C23	Learning and teaching
17.	C24	Knowledge and curriculum
18.	CH25	Language across the curriculum
19.	P2AP	Physical Science
20.	P2AS	Social Science
21.	P2BB	Biology
22.	P2BM	Mathematics
23.	P2BE	English
24.	P2BH	Hindi
25.	EPC2	Drama & Art in Education
26.	SI 2	School visit–II

27.	PTS	Practicing teaching skills
28.	C36	Assessment and evaluation
29.	P3AP	Physical Science
30.	P3AS	Social Science
31.	P3BB	Biology
32.	P3BM	Mathematics
33.	P3BE	English
34.	P3BH	Hindi
35.	EPC3	Reading & reflecting on text
36.	PT	Psychological testing
37.	SI 3	School internship–I
38.	CH47	School management & leadership
39.	CH48	Creating an inclusive school
40.	CH49	Gender, school and society
41.	O41	Peace education
42.	O42	Vocational & Work Education
43.	O43	Legal education
44.	EPC4	Understanding the self
45.	SI 4	School Internship–II

Minutes of Meetings (MoM) of Board of Studies (BoS)

Academic Year : 2017-18

School : *School of Studies of Education*

Department : *Education*

Date and Time : *June 03, 2017 – 11:00 AM*

Venue : *DoE, GGV, Bilaspur*

The scheduled meeting of member of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held to design and discuss the B. Ed. (I to IV semesters) scheme and syllabi.

The following members were present in the meeting:

1. Dr. C.S. Vazalwar, (HoD, Chairman, BoS.)
2. Prof. K.K. Khare (External Expert Member BoS, RIE, NCERT, Bhopal)
3. Dr. Anju Agarwal (External Expert Member BoS, Dept. of B.Ed./M.Ed. MJPRU, Bareilly, UP)
4. Dr. Sujeet Kumar, (Internal member BoS)
5. Dr.Vindeshwari Pawar (Internal member BoS)

Following points were discussed during the meeting

1. Discussion about two year programme
2. Modification in objective of the programmes
3. Revision in some content etc
4. Practical aspects

It was further decided that the curricula will be operative under the credit system. The CBCS/ECS would not be implemented in strict sense to the present programmes run by the department, being professional post-graduate programmes, and owing to the present limitations of space and resources. However, ample number of elective courses have been designed to be offered in the all the programmes of B.Ed., B.Ed. Special Education (HI & LD). Moreover, the Curriculum of M.Ed. programme have been designed to offer choices in terms of specialisation courses as well as dissertation in chosen area. Such courses would be able to meet the diverse need and interest of the clienteles. More choices of courses should be included as and when there would be sufficient infrastructure and system support available.

The committee discussed and approved the scheme and syllabus from the session 2017-18.

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Signature & Seal of HoD

Scheme and Syllabus

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATIONFOR FOUR SEMESTERS

SEMESTER I

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
Group-I Core courses	Childhood & growing up	C11	4	100	30	70	50
	Contemporary India & education	C12	4	100	30	70	50
Group-II Pedagogy courses	Understanding the discipline–A Physical Science Social Science	 P1AP P1AS	2	50	15	35	25
	Understanding the discipline–B Biology Mathematics English Hindi	 P1BB P1BM P1BE P1BH	2	50	15	35	25
Group-III Optional courses	*Any one from* – Value education OR Physical and health education OR Guidance and counselling	 O111 O112 O113	2	50	15	35	25
	Any one Optional skill training from– Indian Sign language OR Communication through Braille	 O121 O122	2	50	50		25
Group –IV Enhancing Professional Capacities courses	Critical understanding of ICT in education	EPC1	2	50	50		25
Group –V Engagement with Field	School visit–I (Upper Primary to Higher Secondary)	SI 1	2	50	50		25
	TOTAL		**20**	**500**	**255**	**245**	**250**

SEMESTER II

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
Group-I Core courses	Learning and teaching	C23	4	100	30	70	50
	Knowledge and curriculum	C24	4	100	30	70	50
	Language across the curriculum	CH25	2	50	15	35	25
Group-II Pedagogy courses	Pedagogy–I (A) Physical Science Social Science	 P2AP P2AS	2	50	15	35	25
	Pedagogy–I (B) Biology Mathematics English Hindi	 P2BB P2BM P2BE P2BH	2	50	15	35	25
Group –IV Enhancing	Drama & Art in Education	EPC2	2	50	50		25

Professional Capacities courses							
Group –V Engagement with Field	School visit–II (Upper Primary to Higher Secondary)	SI 2	2	50	50		25
	Practicing teaching skills	PTS	4	100	100		50
	TOTAL		**22**	**550**	**305**	**245**	**275**

SEMESTER III

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
Group-I Core courses	Assessment and evaluation	C36	4	100	30	70	50
Group-II Pedagogy courses	Pedagogy–II (A) Physical Science Social Science	 P3AP P3AS	2	50	15	35	25
	Pedagogy–II (B) Biology Mathematics English Hindi	 P3BB P3BM P3BE P3BH	2	50	15	35	25
Group –IV Enhancing Professional Capacities courses	Reading & reflecting on text	EPC3	2	50	50		25
Group –V Engagement with Field	Psychological testing	PT	2	50	50		25
	School internship–I (Upper Primary to Higher Secondary)	SI 3	8	200	200		100
	Teaching-I *Teaching of Sub–I:(40 marks)* *Teaching of sub–II:(40 marks)*						
	Teaching-II *Teaching of sub–I:(60 marks)* *Teaching of sub–II:(60 marks)*						
	TOTAL		**20**	**500**	**360**	**140**	**250**

SEMESTER IV

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
Group-I Core courses	School management & leadership	CH47	2	50	15	35	25
	Creating an inclusive school	CH48	2	50	15	35	25
	Gender, school and society	CH49	2	50	15	35	25
Group-III Optional courses	*Any one from –* Peace education Vocational & Work Education Legal education	 041 042 043	2	50	15	35	25
Group –IV Enhancing Professional Capacities courses	Understanding the self	EPC4	2	50	50		25
Group –V	School Internship–II	SI 4	8	200	200		100

Engagement with Field	(Upper Primary to Higher Secondary)						
	Case Study/Individual Portfolio–25marks						
	School participation–25marks						
	Teaching and Subject assessment–50 marks						
	Action Research–25 marks						
	Administrative Work–25 marks						
	Conducting morning assembly & CCA–25marks						
	Preparation of TLM–25 marks						
	TOTAL		**18**	**450**	**310**	**140**	**225**
	TOTAL CREDITS FOR TWO YEAR		**80**	**2000**	**1230**	**770**	**1000**

Scheme and Syllabus

COURSE C11: CHILDHOOD & GROWING UP

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teachers to:

- understand various aspects of child development and factors affecting it
- get insight for creating suitable environment helping students to develop a positive identity and realistic self–concept
- understand critical issues of gender and marginalization in development of sense of identity
- understand individual differences in abilities and thoughts in the context of environment and thus to create a situation to reach to every child

UNIT I: CONCEPT OF CHILD DEVELOPMENT

- Child Development: Meaning, nature; Principles of development
- Heredity: Meaning, and its role in development.
- Environment: Physical, Social – Family, School, Community (Neighbourhood) and their role in Child development. Impact of urbanization and economic conditions
- Role of heredity and environment in individual ~~diversities~~differences

UNIT II: DEVELOPMENT: VARIOUS DIMENSIONS

- Physically and cognitively developing individual: from Infancy, Childhood to Adolescence expected roles and developmental tasks (referring to theories of Jean Piaget and Bruner), challenges to the school learners
- Emotionally and socially developing individual: from Infancy, Childhood to Adolescence expected roles and developmental tasks (referring to theories of Erickson, Bandura and Kohlberg), challenges to the school learners

UNIT III: DEVELOPMENT OF SELF AND IDENTITY: VARIOUS ISSUES

- Fully functional self (referring Maslow and Rogers), self–concept and identity; education for self realisation
- Gender and identity, Sense of identity among socially disadvantaged and marginalised groups, Role of stereotyping,
- Understanding adolescent learners: characteristics, problems and concerns, need of counselling

UNIT IV: ISSUES IN DEVELOPMENT OF THOUGHT AND ABILITIES

- Development of language and thought, role of culture and social context
- Multiple abilities: multiple intelligence; supporting gifted and slow learners
- Individual differences; Educational implication–reaching every student

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Presentation on effect of environment on education from Government reports
- Data based Presentation (oral/written) on education in relation to gender identity and gender sensitivity
- Data based Presentation (oral/written) on the problems of adolescent learners in India
- Study of the tools of measuring multiple abilities and Self Concept
- Presentation (oral/written) on the Counselling services given by CBSE and schools

MODE OF TRANSACTION: Lectures, discussion, video clips, Group Presentation

Suggested Readings:

Agarwal, Kanika (1991). Mother Craft and Child Development, Rajeev Publication, Meerut.
Aswal G.S. (2009). IIed Educational Psychology, VaniPrakashan, Patna
Elizabeth B. Hurlock (1997) Child Development (VI Ed.). Tata Mcgrow Hilt Publishing Company Limited, Noida.
Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher.
Mishra, Bhawna (1999). Education and child Development.Mohit Publications, New Delhi
Kumar R.(2009): Child Development (VOLI,II)APH Publishing Corporation,New Delhi.
Pandey Ram Shakal (2007). Education Psychology, Surya Publication, Meerut
Sharma, Kamlesh, ManavBikas, syar publication, Agra.
Woolfolk, A. Misra, G. Jha, A. (2012), Fundamental Educational Psychology, Delhi: Pearsons

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COURSE C12 : CONTEMPORARY INDIA AND EDUCATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teachers to:

- understand the social diversity in the country, state and the class room and its implication for teaching
- understand and be able to use some key concepts relating to social stratification
- understand the nature of caste and the problems of scheduled castes and their education
- understand the tribal communities and the issues in education of tribal children
- understand the constitutional goals and values and provisions relating to education
- analyze educational policy during the post-independence period.
- understand some sociological concept in relation to education.
- examine some emerging concerns in the area of education.

UNIT I: UNDERSTANDING EDUCATION

- Meaning and the nature of Education
- ~~Formal, non-formal and informal~~ Types of education and their relevance
- ~~Determinants of~~ Different Aims of Education ~~(Philosophy, Constitution, Industry etc.)~~
- ~~Aims~~Evolution aims of education in India
- Determinants of Education ~~in Contemporary Indian society~~system in India (Mainly on Aims, Methods, Curriculum etc.)

UNIT II: THE INDIAN SOCIETY AND THE CLASSROOM

- ~~Diversity: Meaning and Definition~~
- Nature of Indian Society ~~and its reflection in the classroom;~~: its effect on the process of education
- Social Stratification (Meaning, Forms, Bases, Impact of education and on education)
- Socialization of children in India and role of different agencies (school, teachers, family, religion, community)
- Social Discrimination, Social Exclusion and Exploitation, Social and cultural capital

UNIT III: INDIAN CONSTITUTION AND THE EDUCATIONAL CONCERNS AFTER INDEPENDENT

- The British education system and The National Education movement
- The Indian constitution and Education~~: The Preamble; The Directive Principles and different articles regarding education~~
- Education for National Development: Mudaliar and Kothari Commission on Education
- The New Education Policy 1986

UNIT IV: MODERN EDUCATIONAL DEBATES IN INDIA

- Development of Scheduled Tribe/Scheduled Caste and Education
- Development of Women and Education
- Universalisation v/s Quality of education
- ~~Quality Education~~
- PPP ~~v/s~~and Privatization of education: Meaning and its Impact
- Uniformity of structure of education, curriculum, language, schools (common ~~schools, neighbourhood schools, Language~~school)

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Field based surveys of status of marginalized social groups like SC, ST, migrant workers, rural and urban poor, etc and their educational prospects.
- ~~Action research to understand the problems faced by children of marginalized communities in schools of different kinds.~~
- ~~Action research to understand the implementation of government schemes for education of the marginalized groups.~~

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- Surveys to of study condition of different kinds of schools and teachers and other staff working in them.
- Surveys to understand field realities relating to policy issues.
- Status report of a village of Bilaspur
- Comparative report of learning style of students from different communities
- Ethnographic profiling of some communities of India

MODE OF TRANSACTION: Lecture cum demonstration, project, and observation

Suggested Readings:

AzimPremji Foundation	The Social Context of Elementary Education in Rural India, AzimPremji Foundation, Bangalore, 2004
Danda, A. K. [edit.]	Chhattisgarh: An Area Study, Calcutta 1977. Anthropological Survey of India.
Danda, A. K. [edit.]	Tribal Situation in Northeast Surguja. Anthropological Survey of India, Calcutta 1977
Dubey, S.C.	Indian Society (Also available in Hindi) NBT, Delhi
F. Haimendorf	Tribes in India, OUP
Govinda, R.	Who Goes To School? OUP, New Delhi, 2010
Govt. of India	Education policy documents and Commission Reports (Mudaliar Commission, Kothari Commission, National Commission on Teachers, Yashpal Commission, National Policy on Education 1965, 1988 & 1992, NCF 2005 etc.)
Jha, P	Withering commitments and Weakening Progress, State and Education in the Era of Neo liberal reforms, EPW, Aug 2005
Naik, JP &Nurullah, S	A Students' History of Education in India, Macmillan (available in Hindi)
Nambissan, G.	Exclusion and Discrimination in Schools: Experiences of Dalit Children, UNICEF, 2009
NCERT	Position Paper of Focus Group on Education of SC and STs, NCERT, New Delhi
NCERT	Sociology, (Text books for class XI and XII) NCERT, New Delhi
Russel&Hiralal	Tribes and Castes of CP & Berar
Thorat, S.	Dalits in India, 2009
Veerbhadranaika, P. et al	'The Education Question' from the Perspective of Adivasis: Conditions, Policies and Structures, NIAS, Bangalore 2011
World Bank	Poverty and Social Exclusion in India, World Bank, 2011

Films & Documentaries

1. ShyamBenegal, Making of the Constitution (12 parts)
2. ShyamBenegal, Bharat EkKhoj (relevant parts on National movement)
3. India Untouched.
4. Buddha Weeps at Jadugoda

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COURSE P1AP: UNDERSTANDING THE DISCIPLINE–PHYSICAL SCIENCE

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

-understand the nature of science and its development as a discipline of knowledge
-develop understanding of science education and its changing nature across time
-develop ability to critically analyse the relation of science with other disciplines and with the society
-be able to visualize various aims of teaching Physical Science in schools of modern India
-be able to reconceptualise unifying concepts of Physical Science in the context of classroom teaching

UNIT I: NATURE OF SCIENCE

- Nature of science
- Product and process nature of science
- Historical development of Science and science education
- Interdisciplinary nature of Science
- Epistemological differences and Relation among Science, Social Science and Humanities
- Scientific literacy

UNIT II: SCIENCE LEARNING AND TEACHING

- Science learning as 'given' and 'constructed'
- Teaching Science: Change across time and place (Paradigm shifts in teaching science, Methods of study ,Validation of knowledge)
- Connecting Science with real life
- Relating Science and Society
- Vocation oriented science teaching

UNIT III: PHYSICAL SCIENCE AS A SCHOOL SUBJECT

- Physical Science as a Discipline and as a School Subject
- Role of Physical Science in School Curriculum
- Aims and objectives of teaching Physical science
- Specific challenges or Goals of teaching Physical Science in the context of modern Indian Society

UNIT IV: KNOWLEDGE STRUCTURE OF PHYSICAL SCIENCE

- Fact, concept, principle, theory and law; assumption and hypothesis; generalisations
- Revisiting the big ideas or Unifying concepts of physical science: system, order and organization, evidence, model and explanation, change, constancy and measurement, scale, form and function, evolution and equilibrium, causality, energy, force, pressure, motion

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical Study of aims of teaching science in school curricula of various nations for comparative analysis
- Study of students understanding of the aims of science teaching, role of science learning
- Identification of unifying concepts in any theme

MODE OF TRANSACTION: lectures, discussion, small projects

Suggested Readings:

Das, R.C. *Science Teaching in Schools.*New Delhi. Sterling Publishers Private Limited.
Mangal, S. K. *Teaching of science*, New Delhi: Arya Book Depot
Mohan, Radha *Innovative Science Teaching: For Physical Science Teachers.* New Delhi: PHI Learning Pvt. Ltd.
Sharma, S. *Constructivist Approaches to Teaching and Learning,* New Delhi: NCERT
Sharma, R.C. *Modern Science Teaching*, New Delhi: DhanpatRai Publications,
Sounders The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
Nair, C.P.S. Teaching Science in our Schools, S. Chand & Co. Pvt. Ltd. New Delhi.
Vaidya, N. *The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
Yadav, M.S. Teaching of Science, Amol Publications.
Anderson, H. O. Readings in Science Education for the Secondary School. New York
Jenkins, E.W. (Ed.) *Innovations in Science and Technology Education*, Vol. VI, UNESCO, Paris.
NCERT(2005): *National Curriculum Frame work 2005, NCERT, New Delhi.*
Shukla, R. (2005). *India Science Report.*National Council of Applied Economic Research, ISBN: 81-88830-07-0
http://unesdoc.unesco.org/images/0019/001914/191425e.pdf
https://www.youtube.com/watch?v=wcf0pZzUjEs
https://www.youtube.com/watch?v=rLJ16LQ2t5c
https://www.youtube.com/watch?v=MYuh5yErdfA
https://www.youtube.com/watch?v=FbaXQ8u6IP8

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COURSE P1AS: UNDERSTANDING THE DISCIPLINE–SOCIAL SCIENCE

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To Enable Students:

- to develop understanding about the Nature and Scope of Social Science.
- to understand the Current Social Science Curriculum.
- develop the ability to analyse the social science curriculum
- to understand the Integration of Subjects in Social Science.
- to understand the Disciplinary content in Social Science for example from History, Geography, Civics and Economics.
- to understand cross cultural perspective and issues in Social Science
- To develop and apply concepts, generalisation and hypothesis

UNIT-I NATURE AND SCOPE OF SOCIAL SCIENCE

- Meaning and concept of Social Science
- Aims and objectives of Social Science
- Correlation of Social Science with other subjects

UNIT-II CURRICULUM ISSUES IN SOCIAL SCIENCE ~~CURRICULUM~~

- ~~Principles~~National Curriculum Frame work and Position Paper of ~~Designing~~ Social Science
- Need and the Importance of Local resources in social science
- The sources of Subject matters (History, Geography, Civics, Economics etc.) and instructional resources of social science

UNIT-III DEVELOPING AND APPLYING CONCEPTS, GENERALISATION AND HYPOTHESIS

- Concepts in the social science curriculum~~.~~, texts and materials
- ~~Content analysis and evolving meaningful~~Instructional strategies for social science concept learning ~~units~~

Facts, generalizations and hypothesis in ~~Social Science.~~

- ~~Critical appraisal of existing~~the social science curriculum~~.~~
- Instructional strategies for developing generalization in social science

UNIT-~~III~~IV INTEGRATION OF VARIOUS SUBJECTS AND ISSUES IN SOCIAL SCIENCE

- Cross cultural perspective and issues in Social Science.
- ~~The need~~Content analysis: Analysis of ~~teaching subjects under~~ Social Science ~~History, Geography, Civics~~Syllabus and ~~Economics~~
- ~~Contribution~~text books of ~~knowledge in Social Science through History, Geography, Civics~~state and ~~Economics~~national boards

~~**UNIT-IV DISCIPLINARY CONTENT IN SOCIAL SCIENCE FOR EXAMPLE**~~

- ~~History- Important Harappa centre's, Important features of the Indus Valley Civilization, Civics- National Unity-Supporting Factors and Difficulties~~
- ~~Economics- Concept and stages of Economic Development.~~
- ~~Geography- Resources in India- Water, Irrigation, Industries and Transport.~~
- Co-curricular activities in social science (importance and planning for various activities)

PRACTICUM-

- Students will critically analyze the current social studies book at secondary level.
- Field Trip (Historical Places)
- Social Responsibilities- visit to post office, hospital, school, bus stand etc. to understand how the functioning of the institution is organized

Suggested Reading:

Agrawal, J.C.: Teaching Social Studies Vikas Publishing House New Delhi.
Bining and Bining: Teaching of Social Studies inSecondary School,McGraw Hill Book co.NewYark.

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Forrester,I.F.: Introduction Social Studies,Orient Longman Bombay.
Jems Flaming: TheTeaching of Social Studies in Secondary School,Longman,Greon& co. London.
Kochar, S.K.: TheTeaching of Social Studies, Sterling Publishers, Delhi.
Kumar, Sujeet: Aspects of History Teaching ,Anubhav Publishing House, Allahabad.
Maurice,P. Hunt:Teaching High School Social Studies,H.LawrenceE.Metleaf& Brothers, New Yark.
NCERT(2005): National Curriculum Frame work 2005, NCERT, New Delhi.
NCERT: 9th& 10th Book of Social Science , NCERT, New Delhi.
State Board: 9th& 10th Book of Social Science , SCERT, Raipur.

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COURSE P1BB : UNDERSTANDING THE DISCIPLINE–BIOLOGY

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

After Completion of Course the prospective teachers will be able to:

- appreciate that biological science is a dynamic and expanding body of knowledge.
- identify and relate everyday experiences with learning biological science; integrate the biological science knowledge with other school subjects.
- Know the different professions and scope of biology.
- analyze the contents of biological science with respect to its branches, process skills, knowledge organisation and other critical issues.
- examine different pedagogical issues in learning biological science.
- develop ability to use biological science concepts in daily life.

UNIT I: UNDERSTANDING BIOLOGY

- History of biological science, Origin of life and evolution,; (brief), Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge.
- What is Biology? Biology as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge; understanding scientific method - observation, enquiry, hypothesis, experimentation, data collection, generalization.
- Why biology? Biological Science for environment, health, peace and development.
- * Path tracking landmarks in biology
- * Contributions of eminent scientist in biology

UNIT2: BRANCHES OF BIOLOGICAL SCIENCES AND THEIR SCOPE

- Why biology? ; Biological Science for environment, health, peace and development.
- Branches/professions in the area of biological sciences
- * Biology as a subject satisfying various needs:(Vocational needs, social needs, Educational needs and future needs)

UNIT 3: BIOLOGY THE SCIENCE OF LIFE

- Principles of biology
- Foundations of modern biology, cell theory, evolution, genetics, homeostasis, energy, etc.
- * Path tracking landmarks in biology

UNIT 4: BIOLOGY AND SOCIETY

- Place of biology in school curriculum
- * Interdependence of science, technology and society
- Integrating academic disciplines for better conservation practice/ correlation of Biology with other subjects.

MODE OF TRANSACTION: Lecture, Discussion, power point presentations, field visits

PRACTICUM

- Illustration of a biological process using scientific method.
- Preparation of a scrap book on landmarks in biology.
- Collage preparation through collection of Newspaper cuttings/clippings, Journal Articles related to Biology. (* topics will be dealt under practicum)

Suggested readings:

Bremmer, J. Teaching Biology
Carin, R.A. Teaching Science through discovery
Green, T.L. Teaching of Biology in Tropical Secondary Schools
Miller, D.F. and Blaydes, G.W. Methods and Materials for Teaching Biological Sciences
UNESCO New Trends in Biology Teaching
Mangal, S.K. Teaching of Biological Sciences, Agra book Depot.
Sounders The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
Kulshrestha, S. P Jeev Vigyan Shikshan , P JeevVigyanShikshan ,Lyall Book Depot, Meerut
Rawat, D. S. Vigyan shikshanVigyanshikshan, Vinod Pustak MandirPustakMandir, Agra.
UNESCO Essential of learning in Environment.

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NCERT, (2006). *National Curriculum Framework*- 2005, NCERT. New Delhi.
NCERT, (2005). *'Focus Group Report' Teaching of Science* NCERT New Delhi.

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COURSE P1BM : UNDERSTANDING THE DISCIPLINE–MATHEMATICS

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers:

-To understand the Introduction and development of mathematics
-To understand the value of mathematics
-To understand the Curriculum of mathematics
-To understand the Mathematics contents at secondary level

UNIT- I- INTRODUCTION AND DEVELOPMENT OF MATHEMATICS

- Meaning, Nature and Scope of Mathematics
- Aims and Objectives of Mathematics
- Historical development in mathematics

UNIT-II- VALUE OF MATHEMATICS CURRICULUM

- Importance of mathematics in school curriculum
- Correlation of mathematics with other subjects
- Quality of effective mathematics teacher

UNIT- III- CURRICULUM OF MATHEMATICS

- Meaning and concept of curriculum
- Mathematics curriculum: its concept and principles
- Critical appraisal of existing mathematics curriculum and text books.

UNIT- IV- UNDERSTANDING THE CONTENT

- Concept of numbers, ratio, units, percentage, algebraic variables,
- Concept of trigonometry. Trigonometric angles and Ratio, distance and heights
- Concepts of set theory- set operations, Venn diagram

PRACTIUM:

1- Formulation and construction of instructional objectives of their subject of secondary education
2- PPT on historical development and innovations in mathematics.
3- Evaluation of Mathematics text book.
4- Use of Computer in Teaching of Mathematics.
5- Use of Mathematics activities for recreation.

Suggested Reading:

Kulsheshtha, A.K.	*Teaching of Mathematics*,Meerut.R L Book Depot
Gakhar,S.C.	*Teaching of Mathematics*,Haryana.N M Publication Panipat
Bhatnagar, A.B.	*Teaching of Mathematics*,Meerut. R L Book Depot
Negi,J.S.	*Teaching of Mathematics*,AgraVinodPustakMandhir
Shaw & Wright	*Discovering Mathematics,*
V.N. Agrawal	*The Teaching of Mathematics in India,*
Chandha, B.N.	*The teaching of Mathematics*
Young,I.W.A.	*Teaching of Mathematics*
KuppuswamiAiyangar,N.K.	*Teaching of Mathematics in the New Education*
Sidu.K.S.	*The Teaching of Mathematics*
NCERT,(2005).	*National Curriculum Framework*- 2005, New Delhi.
NCERT,(2005).	*'Focus Group Report' Teaching of Science,* New Delhi
NCERT,(2008).	*Mathematics textbook for class 8th*.New Delhi
NCERT,(2006).	*Mathematics textbook for class 9th*..New Delhi.
NCERT,(2006).	*Mathematics textbook for class 10th*.New Delhi
SCERT,	*Mathematics textbook for class 8th*.Raipur, C.G.
SCERT,	*Mathematics textbook for class 9th*..Raipur, C.G.
SCERT	*Mathematics textbook for class 10th*.Raipur, C.G.

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COURSE P1BE : UNDERSTANDING THE DISCIPLINE –ENGLISH

COURSEOBJECTIVES **MARKS: 50 |CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Understand and appreciate English language as a discipline
- Understand the role of disciplinary knowledge in school curriculum
- Understand the historical development of English language as a discipline
- Analyse the challenges of English language at school level

UNIT – I : ENGLISH LANGUAGE AS A DISCIPLINE

- Concept of Discipline, History of English as a Discipline
- ~~English language as a discipline in the school curriculum – Prose, Poetry, Story, Drama, Grammar, Composition~~
- Nature and role of disciplinary knowledge in school curriculum
- Inter-relationship of English language with Science, Maths, and Social Sciences

UNIT – II : GENESIS OF ENGLISH LANGUAGE & ENGLISH IN PRE-INDEPENDENT INDIA

- Historical development of Ancient British English language to the present Standard English in the world
- Introduction of English in Pre-Independent India: A Socio, Political and Intellectual Context

UNIT – III : ENGLISH IN PRE-INDEPENDENT INDIA – POLICY PERSPECTIVE

- Recommendation of various Committees and Commission on inclusion of English language and provisions:
  - Macaulay Minute 1835
  - Wood's Dispatch 1854
  - Indian Education Commission 1882

UNIT – IV: ENGLISH LANGUAGE IN POST-INDEPENDENT INDIA – POLICY PERSPECTIVE

Recommendations of commissions on English language teaching:

- University Education Commission 1948
- Mudaliar Commission 1952
- Kothari Commission 1964
- NPE 1986
- NCF – 2005
- Challenges of teaching English as Second Language in India

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

~~Preparing list~~**Prepare a report on the development** of English ~~words having foreign and~~**Language in recent time India.**

- **2-Reflection of Macaulay Minute 1835, Wood's Dispatch 1854,** Indian ~~origin~~

~~Analysis and preparing report on various types of contents used in~~ **Education Commission1882 on** English ~~textbooks~~**text book** of secondary and higher secondary classes.

~~Analysis and identifying value components from the~~ **3. Find out Indian writers contribution in** English ~~textbook~~**text book** of secondary and higher secondary classes.

- ~~Critical analysis and preparing a report on recommendations of committees and commissions on English language in India (pre and post independence)~~

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4. Reflecting how English language is related with other subjects

MODE OF TRANSACTION:

- ~~Discussion~~Group discussion on ~~the role of~~English language ~~in school curriculum~~

as discipline, Group presentation~~/peer group discussion~~ on historical development of ancient British English to present standard English Language in the world, Lecture and discussion, Self study

Suggested Readings:

1. Alam, Z. Q. (1999) English Language Teaching In India Problems And Issues, , Atlantic Publisher and Distributor, New Delhi
2. Brumfit, C. J. & Johnson, K. (1987)The communicative Approach to Language Teaching, English Language Book Society/ Oxford University Press.
3. Bygate, M. (1987) Speaking, Oxford University Press, Oxford.
4. Brown, G. and Yule (1983) Teaching the Spoken Language, Cambridge University Press, Cambridge.
5. Chaturvedi, M.C.(1995) Position of language in school curriculum in India, New Delhi, NCERT.
6. Gupta, P.K. & et.al (2005) Teaching of English, R. Lal, Book Depot, Merrut.
7. Hughes, Arthur(1997) Testing for language Teachers, Cambridge Handbooks for Language Teachers, Cambridge University Press.
8. Hornby, A. S. A guide to pattern and usage in English, oxford university press.
9. Jain, R. K. Essential of English teaching, Renulal Book Depot Meerut.
10. Kohli, A.L. & Sharma L.M. (2002) Techniques of Teaching English (in the New Millannium), DhanpatRaiPublicating Co. (P) Ltd., New Delhi.
11. NCERT (2005)National Curriculum Framework, National Council of Educational and Research and Training, New Delhi.
12. NCERT (2006) Position Paper, National Focus Group Discussion on Teaching of Indian Languages, National Council of Educational and Research and Training, New Delhi.
13. NCERT (2012) Teaching of English at Primary Level in Government Schools, National Council of Educational and Research and Training, New Delhi.
14. Vijayalakshi, M &Manchi, S.B. (2014) A Brief History of English language Teaching in India, International Journal of Scientific and Research Publications, Volume 4, Issue 5, May 2014 1 ISSN 2250-3153

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COURSE P1BH: UNDERSTANDING THE DISCIPLINE –HINDI

उद्देश्य: **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

- भाषा की उत्पत्ति एवं विकास का ज्ञान
- दैनिक जीवन में भाषा का महत्व एवं भाषा के कार्य को समझना
- हिन्दी भाषा की संरचना का ज्ञान एवं बोध विकसित करना
- हिन्दी भाषाई कौशलों के प्रति समझ विकसित करना
- हिन्दी भाषा का अन्य विषयों से सम्बन्ध का ज्ञान
- हिन्दी भाषा पाठ्यचर्या के आधारों की आवश्यकता में महत्व की समझ
- हिन्दी भाषा पाठ्यक्रम का अर्थ एवं आवश्यकता की समझ विकसित करना
- बालक के विकास में भाषा का महत्व

इकाई I: भाषा का अर्थ उत्पत्ति एवं प्रकृति

- भाषा का अर्थ एवं परिभाषा
- भाषा, शिक्षण, समझ एवं ज्ञान के माध्यम के रूप में
- भाषा की विशेषताएँ एवं आवश्यकता
- भाषा के कार्य एवं महत्व

इकाई II: हिन्दी भाषा की संरचना

- हिन्दी भाषा का अर्थ प्रकृति एवं विशेषताएँ
- हिन्दी भाषा की संरचनात्मक उपागम एवं विशेषताएँ
- हिन्दी व्याकरण सम्मत भाषा के रूप में

इकाई III 1.भाषा का वैज्ञानिक स्वरूपहिंदी कौशलों कीसमझ

- व्याकरण का सामान्य परिचय {वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से}
- 2. भाषायी कौशलों के विकास हेतु निम्नांकित पक्षों के स्वरूप {क}श्रवण {ख} उच्चास}उच्चारण {म} वाचनग}वाचन
- 3. मातृभाषा व राष्ट्र भाषा के रूप में हिन्दी शिक्षण की स्थिति एवं महत्व

इकाई IV: लक्ष्य अभिप्राय एवं उद्देवंउद्देश्य का अर्थ एवं आपसी सम्बन्ध

- हिन्दी भाषाहिन्दीभाषा शिक्षण मेंके उद्देश्यों की , आवश्यकता एवं महत्ववंमहत्व
- सृजनात्मक, सौन्दर्यात्मक, विश्लेषणात्मक, अभिवृत्तात्मक, उद्देश्यों का अर्थोंकाअर्थ, महत्व एवं निर्मावंनिर्माण
- हिन्दी भाषा का अन्य विषयों से सम्बन्ध
- भाषा ,मात्रभाषा ,बोली : सामान्य परिचय एवं विशेषताएं

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

क} पाठ्य वस्तु मेंक}पाठ्य वस्तुमें से किसी एक पर निबंपरनिबंध
ख} निदानात्मक व उपचारात्मक कार्य
म} सख}हिंदी भाषा में एक पाठ गद्द रचना
ग}सृजनात्मक, सौन्दर्यात्मक, विश्लेषणात्मक, अभिवृत्तात्मक, उद्देश्यों का ोंका निर्माणए
दैनिक पाठ योजना एवं इकाई पाठ योजना
घ}हिंदी भाषा में एक पाठ पद्द रचना

MODE OF TRANSACTION: संदर्भानुसार उपयुक्त शिक्षण विधि का प्रयोग

Suggested Readings/सन्दर्भसूची:–

- भाई योगेन्द्रजीत, हिन्दीभाषाशिक्षण, विनोदपुस्तकमंदिरआगरा
- क्षत्रिय के0 मातृभाषाशिक्षण , विनोदपुस्तकमंदिरआगरा
- लालरमनबिहारी, हिन्दीशिक्षण रस्तोगी प्रकाशन, मेरठ
- रघुनाथहिन्दीशिक्षणविधि, पंजाब घरजालंधर
- शर्मा लक्ष्मीनारायण, भाषाशिक्षण की विधियाँ औरपाठनियोजन, विनोदपुस्तकमंदिरआगरा
- शुक्लरामचन्द्र, हिन्दीभाषाकाइतिहास, DPH नईदिल्ली
- Agnihotri, R.K.(2007).Hindi: An Essential Grammer. London: Routledge.
- Agnihotri, R.K.(2007). Towards A Pedagogical Paradigm Rooted In Multilingualism.
- International Multilingual Research Journal, Vol.(2),1-10
- Aitchinson, J.(1979). The Articulate Mammal: An Introduction ToPsycholinguitics. Hutchinson & Co.,London.

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- Aitchinson, J.(2003). Teach Your Self Linguistics. Hodder& Stoughton Ltd, UK.
- Ingram, D. First Language Acquisition: Method, Description And Explanation, Cambridge University Presses: Cambridge, 1989.
- Kumar,K.2001.Skul Ki Hindi. Patna: Rajkamal
- Pinker, S.(1994).The Language Instinct. London: Allen Lane.
- Srivastava, R.N. (1983). BhashaashaashtraKeSuutradhaar. National Publishing House, Delhi.
- Yule,G.(2006). The Study Of Language. Cambridge University Press, India.

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COURSE O111: VALUE EDUCATION

COURSE OBJECTIVES **MARKS: 50 |CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Develop the understanding about the nature, and disvalues.
- Develop the understanding about the classification of values under different types.
- Develop the understanding to appreciate the educational values like democratic, secular, and socialist.

UNIT I: UNDERSTANDING VALUE

- Concept of value, Classification of values and the nature of various kinds of values
- Morality and value – difference
- Value Education: concept and need.

UNIT II: VIEWS OF VALUE DEVELOPMENT

- Psychological views on development of morality and personal values reference to Kohlberg and Freud; determinants of personal value
- Views of Vivekananda in inculcating values and developing Man of Character

UNIT III: DEVELOPING VALUES

- Role of school, family, society and mass media on development and erosion of values.
- Role of syllabi of different subjects and co-curricular activities in inculcating values

UNIT IV: METHODS

- Teaching Strategies for Value Education: Storytelling, Role-playing, and Discussion.
- Techniques for measurement of values: Rating Scales, Questionnaire, Observation, some standardized tools for measurement of values.

PRACTICUM

- Designing activities to inculcate various kinds of values
- Story telling & discussion
- Planning for a Cleanliness programme: self, class-room, campus.
- Preparation of a measure of value: Rating Scale

MODE OF TRANSACTION:

Lecture, Discussion, field work, Observation & rating.

Suggested Readings:

Harsh,R.N.,Miller,J.P.,&Eielding,G.B. Model of Moral Education:An Appraisal,Long Man:New York
Passi B.K,& Singh. Value Education, National Psychological Corporation, Agra.
Rooths, I.E.Mearill Value and Teaching, McGraw-Hill, co.
Rockeach, M. The nature of human values collier McMillan Publishers,London.
Frankel, J.R How to teach value in analytical approach,Prentice Hall,New Jersey
Pandey, Ramshukh Value Education, R.Lall Book, Meerut.
Fraenkel, J.R How to teach about values.
Gupta, N.L. Value Education
Kishore,L. Value oriented Education.
Rath,H.&Siomon Values and teaching.
Ruhela,S.P. Human values and Education

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COURSE O112: PHYSICAL AND HEALTH EDUCATION

COURSEOBJECTIVES **MARKS: 50 |CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Understand the concept and role of physical and health education
- Understand various types of Health Services particularly in schools
- Understand various issues related to health problems particularly among school children
- Understand ways for maintaining safety and physical fitness

UNIT – I: HEALTH & PHYSICAL EDUCATION

- Health: its Concept, Dimensions and Determinants ~~of Health~~.
- Concepts of Physical and Health Education, Health Instruction, Health Supervision
- Aim, objective and Principles of Health Education

UNIT – II: HEALTH SERVICES IN SCHOOLS

- Objective of school health service, Role of health education in schools
- Health Service and guidance instruction in personal hygiene and care of skin, Nails, Eye, etc
- ~~Health Services-Care of skin, Nails, Eye health~~Health service, Nutritional service, Health appraisal, Health record, Healthful school environment~~, first- aid and emergency care etc~~.

UNIT – III: DISEASES AND SAFETY ISSUES

- Communicable and Non Communicable Diseases
- Personal and Environmental Hygiene for schools and society.
- Safety in Daily Life: ~~First Aid and Emergency Care;~~ Common Injuries and their Management.
- First Aid kit and Emergency Care services.

UNIT – IV: HEALTH AND LIFESTYLE

- Modern Life Style and problems related to food habits, sleeping habits, physical activity, and cyber activity.
- Issues of Malnutrition, Adulteration in food, and Environmental pollution.
- Management of lifestyle and Prevention of disease and disorders.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Study and group presentation on the health statistics of the school going children of India
- Study of the school environment in the perspective of health and hygiene
- Assessing awareness of personal safety/hygiene among students
- Quiz/Games/Aids on health issues
- Preparing journal on lifestyle diseases from news paper/online news reports

MODE OF TRANSACTION:

Lecture, Discussion, Group presentation, audio-visuals, poster presentation, community work and field experience.

Suggested Readings:

Rama V Baru (2008) School Health Services in India: The Social and Economic Contexts SAGE Publications India,
Victor R. Preedy Handbook of Growth & Growth Monitoring in Health & Disease, Springer Science & Business Media
Laurette Dube, Antoine Bechara, Alain Dagher, Adam Drewnowski, Jordan LeBel, Philip James, Rickey Y. Yada, (2010) Obesity Prevention: The Role of Brain and Society on Individual Behavior, Academic Press,
Meeta Lall (n.d.) The Power of Nutrition For Our Times, Rupa Publications - Health & Fitness
Usha S Nayar (2012) Child and Adolescent Mental Health, SAGE Publications India
N. Taylor, F. Quinn, M. Littledyke & Richard K. Coll (2012) Health Education in Context: An International Perspective on Health Education in Schools and Local Communities, Springer Science & Business Media,
Anil Kumar (2005) Health Education, Mittal Publications,
M. Kumar & R. Kumar, (2004) Guide to Prevention of Lifestyle Diseases, Deep and Deep Publications,
IIPS (2011) Key Indicators for India from NFHS-3 http://www.rchiips.org/nfhs/pdf/India.pdf

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MSPI, GOI (2012) CHILDREN IN INDIA 2012 - A Statistical Appraisal at http://mospi.nic.in/Mospi_New/upload/Children_in_India_2012.pdf
UNICEF (2013) Statistics at http://www.unicef.org/infobycountry/india_statistics.html
UNICEF (2011) The situation of children in India at http://unicef.in/Uploads/Publications/Resources/pub_doc36.pdf

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COURSE O113: GUIDANCE AND COUNSELLING

COURSE OBJECTIVES **MARKS: 50 |CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

-develop understanding about theoretical background of guidance and counseling.
-develop understanding about the implementation of guidance and counseling.
-develop understanding about the significance of vocational guidance.
-develop understanding about the counseling and its process.
-develop understanding about the therapeutic techniques helpful in student's guidance & counseling.

UNIT I: CONCEPT AND NEED OF GUIDANCE &COUNSELING

- Guidance : Concept & Needs
- Types of Guidance
- Counseling: Concept & Needs; difference from guidance
- Types of Counseling
- Principles of Guidance and Counseling

UNIT II: TOOLS AND APPROACHES

- Tools for collecting information for Guidance and Counseling:records, rating scale and tests—their characteristics and effective use
- Approaches in Counseling; Psycho-analytical, Client-centered, and Behavioral.

UNIT III: GUIDANCE & COUNSELING IN EDUCATIONAL INSTITUTIONS.

- Nature and requirements of Guidance and counseling services in Elementary Schools and Secondary Schools; dealing with adjustment problems in school
- Nature and requirements of Guidance and counseling services in College & University
- Brief Introduction of – Job –Analysis, Job –description & Job –Specification

UNIT IV: GUIDANCE AND COUNSELING PROCESSES

- Brief introduction of Guidance Programmes: Orientation services, Information services, Appraisal service, Remedial service, follow-up Service
- Counseling Process: Preparatory Phase, Beginning Phase, Middle Phase& Terminal Phase; Role of a Counsellor

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- School visit: Assessment of Guidance need & providing guidance related to subject selection in further classes Or for job selection in future. Or
- Planning for a counseling process for reducing Examination anxiety. Or
- Study of the guidance and counseling services by various boards and presenting a report.
- Preparing a tool for collecting information on a given issue

MODE OF TRANSACTION: Lecture, Discussion, Demonstration, School visit.

Suggested Readings:

Chauhan, S.S. (1982). Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.
Crow & Crow (1994).Introduction to Guidance, Uresin Publication House Private Ltd., New Delhi.
Donal, Super (1965). Counseling in the Secondary School, Harper, New Delhi.
Kothar, S. K. (1983). Guidance & Counseling in College and Universities, Starling Publisher Green Park, New Delhi.
Jaiswal, S. R. (1987). NirdeshanevamParamarsh, VinodPustakMandir, Agra.
Verma&Upadhay, (1967).ShaikshikevamVyavshaikNirdeshan, VinodPustakMandir, Agra.
Oberai, S. C. (5302). Educational; & Vocational Guidance & Counseling, Loyal Book Depot. Meerut.
DhuveIbdu. (1959). Basic Essentials of Counseling,(1959),(Sterling).
Cameron N. 1953, Personality Development and Psychopathology, Sifilin.
Rothenberg E.R. 1968, Medical Dictionary and Health Manual, Signet Meridian Books, Chicago, U.S.A.
Singh R.S. (1985). Correlates of Anxiety, National Psychological Corporation, Agra.
Singh R.P. (1981). NaidanikManovigyan, V.PU.Mandir, Agra.
Talent .N. (1978). Psychology of Adjustment, Nast and.
Valan.R.W. (1958) . Clinical Psychology, (Macgrahill).
Kapil .H.K., (1989). ApsamanyaManovigyaan, HarprasadBhargav, KachariGhat, Agra.

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COURSE O121 :INDIAN SIGN LANGUAGE

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 |4 Hrs./wk**

After learning this course the student-teachers will be able to

- Discuss the two manual options with reference to Indian special schools.
- Discuss the relevant issues like literacy, inclusion and training with reference to manual options.
- Describe manual options in the light of issues like language, culture and identify.
- Exhibit beginner level hands on skills in using manual options.
- Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.

UNIT I: UNDERSTANDING DEAFNESS IN REAL LIFE CONTEXT

- Basic Awareness of Paradigms of Deafness (Medical and Social)
- Basic Awareness of Deafness and Communicative Challenges /Concerns
- Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion

UNIT II: INTRODUCING ISL

- Sign language
- Basic Awareness of Difference between ISL and ISS
- Importance of Neural Plasticity and Early Language Opportunities

UNIT III: BASICS OF ISL

- Basic signs: Alphabates, numbers,
- Signing names, adjectives,
- Expressing gender, number, person, tense actions
- Framing short expressions of common use in daily life
- Expressing conjunctions, prepositions and framing complex sentences

UNIT IV: ISL SKILL DEVELOPMENT

- Eye Contact in expression and reception
- Natural Signing in Short Common Conversations
- Natural Signing in Stories/Poems

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

I. Watching Videos of Individual Sessions and Classroom Teaching of Signing
II. Role Play and Dramatization in ISL
III. Developing Learning Material for Facilitating Connectivity among Signing, Language and Cognition
IV. Recording Self Narrated Stories/ Poems and Writing Reflections
V. Interacting with Deaf for Practicing Expansion of Ideas

MODE OF TRANSACTION: lectures and workshop/activities

Suggested Readings:

- *Communication Options and Students with Deafness*. (2010). Rehabilitation Council of India, New Delhi.
- Heller, R. (1999). *Managing Change*. DK Publishing: New York.
- ISS Learning Material and Dictionaries
- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- *Teaching Learning ISL Material Developed*at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum
- Zeshan, U. (2000). *Sign Language in Indo-Pakistan*. John Benjamins Pub. Co,Philadelphia.
- Akamatsu, C. T., &Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, American Annals of the Deaf, 132(1), 46-51.

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- Andrews, J.F., Winograd, P., &DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf*, *139*(3), 378-386.
- Devych, G. N., Bhattacharya, T., Grover, N., &Randhawa, S.P.K. (2014). *Indian Sign Language(S).* Orient BlackSwan, Hyderabad.
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India* . (2000), AYJNIHH Publication.
- Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.
- Evans, L. (1982). Total Communication, Structure and Strategy. Washington D.C.: Gallaudet College Press.
- Ezell, H.K., & Justice, L.M.(2005). Programmatic Research On Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).*
- Frank, S. (1985). Reading Without Nonsense.: Teachers College Press, New York.
- Ghate, P. (1996). Indian Sign System. AYJNIHH In-House Publication: Mumbai.
- Ghate, R.A. (2009). Survey of Teachers' Opinion on Status of Education of the Deaf. Unpublished Report of RCI, New Delhi.
- Heller, Robert (1999). Effective Leadership. Dk Publishing: New York.
- Huddar, A. (2008). *Language and Communication* . DSE Manuals. Rehabilitation Council of India, New Delhi.
- Improve Reading Comprehension. *American Annals of the Deaf, 139,* 378-386.
- Indian Sign Language Dictionary .(2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.
- Johnson, R., Liddell, S., &Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. *American Annals of the Deaf, 132,* 46-51.
- Lewis, Rena B. &Doorlag, Donald H. (1999). (5th Ed) *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jersy.
- Woodward, J., Vasishta, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C
- Vasishta, M.M., Woodward, J., & De Santis, S. (1981). An Introduction to Indian Sign Language: Focus on Delhi.All India Federation of the Deaf, New Delhi.
- Websites for Signed Dictionaries.
- Woodward, J. (1993). "The Relationship of Sign Language Varieties in India, Pakistan and Nepal". *Sign Language Studies* (78), 15–22.

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COURSE O122: COMMUNICATION THROUGH BRAILLE

COURSE OBJECTIVES **MARKS: 50| CREDITS: 2 | 4 Hrs./wk**

After completing the course the student-teachers will be able to

- Acquire basic information about Braille, its relevance and some important functional aspects.
- Get basic information on types and significance of different Braille devices.
- Communicate through Braille scripts and prepare learning materials in Braille

UNIT 1: INTRODUCTION TO BRAILLE

- Introduction ~~of~~ to Visual Impairment
- ~~—~~Louis Braille
- ~~The~~and the Evolution of Braille
- Continuing Relevance of Braille vis-a-vis Audio Material

UNIT 2: BRAILLE DEVICES

- Relating Slate and Stylus; Taylor Frame and Types, Abacus with Braille devices
- Braille Writer, Braille Embossers and Braille Translation Software
- Low Vision Aids--Optical, Non-Optical, Vision Training Material

UNIT 3: UNDERSTANDING BRAILLE SCRIPT

- Braille Signs~~, code of different symbols —~~EnglishBraille, number
- ~~Knowledge of vowel and consonant diphthongs and Blends in Braille~~
- ~~Writing numbers, date and time~~
- ~~Contractions and Abbreviations—English Braille~~
- Braille Signs and Symbols—Hindi/Regional Language
- Embossed – Maps & Models

UNIT 4: BRAILLE READING AND WRITING

- Braille Reading Process
- Braille Writing ~~Processes~~ Process
- Using short cut in Braille using words, framing sentences

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

Each Student-Teacher

a. Prepare a presentation – Oral/ Powerpoint – on the relevance of Braille for children with visual impairment. **OR**
b. Prepare a report on the availability and use of Braille and assistive devices in one inclusive school **AND**
c. Prepare two Braille material for any class of school subject/B.Ed. Courses

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COURSE EPC1: CRITICAL UNDERSTANDING OF ICT IN EDUCATION

COURSE OBJECTIVES **MARKS: 50| CREDITS: 2 | 4 Hrs./wk**

After completing the course the student-teachers will be able to

- Acquire basic information on nature, components and significance of ICT
- Use computer software for preparing learning materials
- Use computer software for evaluation, keeping student record, presentation
- Use various learning tools through internet
- Use various interfaces effectively for sharing and presenting information

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WORKSHOP–I: ICT AND WORD PROCESSING

ICT : Meaning, components, Scope in school education, Basics of computer: Hardware and Software, various components, basic computer operations including file management

Preparing learning materials through word processing software; paragraphing, font-editing, illustrations through tabular and diagrammatic representations, page setting, managing word files and using various interfaces for printing and sharing (using portable formats)

WORKSHOP–II: ICT AND PRESENTATIONS

Preparing learning materials as well as individual instructional materials through MS Office PowerPoint; paragraphing, font-editing; illustrations through tabular and diagrammatic representations, audio and video clips, hyper linking; page setting– designing and animating, managing PPT files and using various interfaces for printing and sharing; Judicious presentation

WORKSHOP–III: ICT AND DATA PROCESSING

Preparing student records through MS Office Excel and Comparing various dimensions; Processing data for evaluation reporting (NRT and CRT); illustrations through tabular and diagrammatic representations; managing XLS files and using various interfaces for printing and sharing;

WORKSHOP–IV: ICT AND LEARNING RESOURCES

Concept of internet; Knowledge sharing interface; finding and using learning materials on internet– youtube clips, e-books, Using Google forms for evaluation and student record; using various interfaces for printing and sharing; Using Blogs for teaching-learning; Risks and safety measures on using learning materials available on net

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COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Developing a learning material
- Preparing and presenting school visit report in PPT format
- Preparing Students record/Evaluation report
- Preparing online evaluation tool/ student record tool

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COURSE SI 1: SCHOOL VISIT–I (UPPER PRIMARY TO HIGHER SECONDARY)

COURSE OBJECTIVES **MARKS: 50| CREDITS: 2 | 2 Weeks**

After completing the course the student-teachers will be able to

- Acquire sufficient basic information regarding various kinds of schools
- Understand the various processes, scholastic, co–scholastic and official, undergoing in a school in detail
- Ability to reflect upon the total environment of the school to plan for appropriate teaching practices and to prepare her/himself to play her/his role as a teacher in school

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Every teacher has a vivid experience of school as being a student, sometimes in life. But the way one understands the school, changes when the position is changed to that of a teacher. A school visit for duration of two weeks is expected to give the prospective teachers the first opportunity to observe 'the school' from a teachers' point of view. They are expected to revisit the processes going on within a school systems to understand their nature, purpose, role played by various people concerned, role of external authorities, quality and quantity issues, issues of infrastructure and planning, etc. This visit shall just be an exposure to connect their memoriesof school days with the present realities of school systems in order to sensitise them 'what kind of a teacher they wish to become' , 'what kind of a school they wish to be a part of'and 'what should their role be in achieving that'.Close, sincere interaction with the school environment and keen observation, as well as honest recording of the experience is expected from the prospective teachers after ensuring fulltime presence in the school/s allotted to them.

The prospective teachers are expected

1. To prepare a check list of important points to observe on the basis of NCF 2005, RTE Act, and other relevant recommendations
2. To observe and record in detail the following aspects in approx:
   - The physical environment
   - The socio–cultural ethos of the school
   - The infrastructure: Basic and academic
   - The nature of administration and governance
   - Teachers and learners
   - General methodologies of teaching–learning in different subjects
   - Examination
   - Time table, discipline, CCA and physical exercises
   - Scope of interaction with the society
   - Welfare services (Health, financial, academic, etc.)
   - Local resources around the school
   - Other critical observations characteristic of a particular school
3. And, to evaluate and reflect on the observations.

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COURSE C23: LEARNING AND TEACHING

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

~~To help the prospective teachers to:~~

- Understand and reflect on the concept of teaching and learning
- Understand and appreciate various views of learning
- Understand and appreciate the process of knowledge construction within the context of the 'outside' world and the 'inner' world of the learners
- Be able to design teaching for promoting self–regulated learning, higher order thinking and survival in the competitive world
- Get an insight of how to address the challenges in teaching in todays' classroom full of students with diverse needs

UNIT: I LEARNING AND TEACHING

- Learning: Changing Meaning; Nature; process of learning, content learning and process learning, general or situated learning!
- Teaching: changing meaning, levels of teaching; An art or a science!
- Good teaching – What and How **or Reflective Teaching to enhance learning.**
- Communicating contents effectively, two–way path, role of coding, suitable media, and feedback; Proper positioning for better eye contact effective communication

UNIT: II HOW CHILDREN LEARN:

- A behaviouristic view – role of conditioning and reinforcement to act upon environment; Laws of effect, primacy and practice
- A cognitive view – perceiving parts into whole, role of brain and memory in information processing, implications for teaching to reduce cognitive load and designing better communication message, using multi–media, mnemonics, meaningful contexualisation;
- **Understanding learners from the perspective of multiple intelligences with a focus on Gardner's theory of multiple intelligences.**

UNIT: III LEARNING: A SOCIO-COGNITIVE PROCESS

- learning by observation (referring to Bandura's theory), actively choosing what to learn, implication for teachers and parents
- Central ideas of constructive view of learning (with major reference to Vygotsky), zone of proximal development, needs of scaffolding and its implications for teaching, learning in collaboration, common elements of constructivist teaching
- ~~Learning to learn,~~ self–regulation; teaching strategies for improving metacognitive abilities of students
- Learning to think critically and to solve problems; implication for teachers to promote critical thinking and problem solving ability

UNIT: IV TEACHING–LEARNING IN TODAY'S CLASSROOM

- Catering needs of different learning styles
- Addressing multicultural, multilingual classroom
- Teaching–Learning in electronic and digital world: issues and challenges, **and** needs for individualization of learning,
- ~~Strategies~~**Learning to learn, strategies** for Motivating students for life long~~,~~ **and** independent ~~learning~~**learner.**
- Helping students vulnerable with anxiety, stress, or aggression and delinquency

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical study of research papers on learning and teaching
- Observation of classroom and other learning situations – field notes and reflections/ discussion to understand what and how children learn in group setting
- Developing scaffolds in the learning situations in any subject area

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- Identifying learning styles, self regulation,, metacognitive skills through inventories
- Visit to different schools having learners from various socio-cultural background: preparing profile of a specific learner and sharing it
- Observe, analyze and reflect on teacher-student relationship
- Presentation regarding multicultural classroom needs

MODE OF TRANSACTION:lectures, video clips, discussion, small group activity

Suggested Readings:

1. Eqkdqank deyk] Ldwy esa rqeus D;k iwNk] ,dYkO;] Hkksiky] 2013
2. lh[kus esa xfr dh Lora=rk] jfodkUr rks"kuhoky,] foe'kZ] ekPkZ 1999] fnxkarj] t;iqj
3. lekos'kh f'k{kk% fopkj vkSj vuqHko] enueksgu>k dh fo'oEHkj ls ckrphr] f'k{kk foe'kZ] ebZ twu 2007] fnxarj] t;iqj
4. Emotions and Learning, Venu N., Journal of the Krishnamurti Schools, Issue 10, July 2006,Centre for Learning, Bangalore
5. W Crain, Theories of Development: Concepts and Applications (1992), Prentice Hall, New Jersey.
6. Vygotsky's Social-Historical Theory of Cognitive Development, Chapter 10
7. Vygotsky L.S. (1978) Interaction Between Learning and Development in *Mind in Society* , , Cambridge, MA: Harvard University Press, 79-81
8. Kumar Krishna, Learning to be Backward in *Social Character of Learning* Pgs. 59 – 77.
9. Growing up Male, Kumar Krishna, What is Worth Teaching, pgs, 81 to 87.
10. Woolfolk, Anita (2012) Educational Psychology (12th Edition). Pearson Indian Education Services Publication
11. NCERT (2005) National Curriculum Framework, 2005, National Council of Educational Research and Training, New Delhi.
12. Mangal, S.K. (2010) Advanced Educational Psychology, Printice Hall of India, New Delhi
13. Hurlock, E. Developmental Psychology, Tata MacGrow Hill publication Co., NewYork, 1959.
14. Gupta, S.P. Advanced Educational Psychology, SardaPustakBhawan, Allahabad, 2001.
15. Sharma, S. Constructivist Approaches to Teaching and Learning, New Delhi: NCERT
16. Mangal, S.K. Shiksha Manovigyan, Pearson Publications
17. Pandey, Kalpalata. ShiskhshaManovigyan, Tata MacGrow Hill publication Co.

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COURSE C24: KNOWLEDGE & CURRICULUM

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teachers to:

- to develop an understanding of the knowledge and their nature.
- to understand the subjects as a medium of knowledge.
- to understand the relationship of curriculum and formal education.
- to understand the role of teacher in curriculum.
- to understand the value and curriculum.

UNIT-1: KNOWLEDGE AND ITS NATURE

- Meaning and concept of knowledge
- ~~Types~~Genesis of knowledge ~~– A priori and Posteriori knowledge.~~
- Characteristics of Knowledge.
- ~~Origin of subjects- Science, Humanities and Social Science.~~
- ~~Importance of subjects~~
- Types of knowledge – A priori and A Posteriori knowledge, Declarative, Procedural and Relational knowledge

UNIT-2: CURRICULUM IN FORMAL EDUCATION

- ~~Subjects and formal education~~
- ~~Meaning and Characteristics~~Broad concept of curriculum, relation with syllabus
- ~~Utility of Curriculum In Education~~
- Types of curriculum ~~for different needs~~

~~UNIT-3: ROLE OF TEACHER IN CURRICULUM~~

- ~~As a teacher to teach~~Psychological and sociological foundations of curriculum ~~,~~
- ~~As a writer~~Basic structure of ~~subject, developer of~~ a curriculum
- ~~Role of academic decision making bodies at secondary level.~~
- Styles of content representation in syllabus/curriculum

UNIT-3: SCIENCE AND MATHEMATICS

- Nature of knowledge of science and its implications for teaching learning of science
- Nature of knowledge of mathematics and its implications for teaching learning of mathematics
- Values embedded in learning of science and mathematics

UNIT -4: ~~CURRICULUM~~SOCIAL SCIENCE AND ~~VALUE~~LANGUAGE

- ~~Meaning and concept of value~~
- ~~Kinds of value~~
- ~~Value reflected in subject with reference to Science, Humanities and Social Science~~
- Nature of knowledge of social science and its implications for teaching learning of social science
- Nature of knowledge of Language and its implications for teaching learning of language
- Values embedded in learning of social science and language

PRACTICUM

- Student will analyze the Content for value reflection of any one chapter of concern subject at secondary standard.
- Students will identify cocurriculum for some given topics in different subjects

Suggested Reading:

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Seth, Shyamkishor and Mishra Neelima: Philosophy of Knowledge, LokbhartiPrakashan Allahabad.

Tiwari ,Kedarnath: Metaphysics and Epistemology, ~~MotilalBanarsidas~~Motilal Banarsidas Delhi.

Mishra ,Hridyanarayan: Problems of Epistemology, ~~ShekherPrakashan~~Shekher Prakashan Allahabad.

Agrawal, S. K.: Techniques of Teaching, Rajesh Publishing House Meerut.

Gupta, S.P.: History, Development and Problem of Indian Education, ShardaPustakBhawan , Allahabad.

Lakshmi, T. K. S.: Value Reflection ,BanasthaliVidyapith.

Vashist, R.P. Curriculum Deveopment, Commonwealth

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COURSE CH25: LANGUAGE ACROSS THE CURRICULUM

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

-develop an understanding the language background of the learner
-understand the multilingualism in the society
-understand the classroom practices for language
-understand the reading comprehension
-understand the writing aspects

UNIT I: LANGUAGE BACKGRAOUD OF THE LEARNER

- Need to understand the language background of the learner
- Characteristics and importance of first language and second language teaching in the school
- Communication – Meaning and Concept

UNIT II: CONCEPT OF MULTILINGUALISM

- Sensitivity to the language diversity that exists in the classrooms: Identification and importance
- Multilingualism in the classroom: concept
- Aspects of the power dynamics of the 'standard' language as the school language vs. home language or 'dialects';
- Language and culture

UNIT III: CLASSROOM PRACTICES AND READING COMPREHENSION

- The nature of classroom discourse
- strategies for using oral language in the classroom in a manner that promotes learning
- Nature of reading comprehension in the content areas
- Reading aspects in the content areas – social sciences, science, mathematics; nature of expository texts vs. narrative texts; transactional vs. reflexive texts; schema theory; text structures; examining content area textbooks; reading strategies for children

UNIT IV: WRITING ASPECTS

- Language Skills: Listening, Reading, Writing, Speaking; Activities to develop skills
- Note-making, summarizing; making reading-writing connections; process writing: Components

PRACTICUM

- School Visit to Find out Communication Problem/Apprehension in Students
- Prepare a report on multilingualism
- Prepare a news of your departmental activity
- Prepare presentation on language diversity through the use of ICT
- Workshop on reading activities
- Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech
- Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming
- Assignments on Developing Listening Skills – Listening to speech, directions

Suggested Readings:

Nagaraj, Geetha (2012) English Language Teaching Approaches, Methods, Techniques, Orient Blackswan Private Limited, New Delhi.

Littlewood, William (2000) Communicative Language Teaching, Cambridge University Press.

Teacher's Handbook for Primary Stage (2003) Continuous and Comprehensive Evaluation, NCERT, New Delhi.

Mohan, Krishna &Banerji, Meera (2002) Developing Communication Skill, Macmillan India Limited, New Delhi.

Richards, Jack C. & Rodgers, Theodore S.(1995) Approaches and Methods in language teaching- A description and analysis, Cambridge University Press.

Kohli, A. L. & Sharma L. M. (2002) Techniques of Teaching English (in the New Millannium), DhanpatRaiPublicating Co. (P) Ltd., New Delhi.

Floyd, K. (2009). Interpersonal Communication. New York: McGraw Hill Companies Inc.

Fromkin, V, Rodman, R &Hyms, N. (2011).Introduction to Language. (9th ed.). Canada: Cengage Learning.

Akmajian, A. et al. (2010). Linguistics: Introduction to Language and Communication. (6thed.). Cambridge: MIT Press.

COURSE P2AP: PEDAGOGY–I (A) PHYSICAL SCIENCE

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

-understand how to ~~analysea~~analyse content and delineate the logical order of a content
-develop ability to decide what to teach, and how to teach
-understand the psychological basis of different approaches for teaching
-understand different aspects of science teaching and be ableto effectively deliver a science lesson

UNIT I: PLANNING FOR A PHYSICAL SCIENCE LESSON

- Content analysis through concept mapping and identifying hierarchy;
- Elements of lesson planning
- Unit planning
- Deciding and framing the objectives of teaching—learning and instructional objectives

UNIT II: DECIDING STATEGIES AND APPROACHES

- Deciding appropriate strategy: Teacher-centered and Learner-centered – nature of interaction, pros and cons
- Teaching approaches: Moving from particular, concrete and simple to general, abstract and complex; Inductive approach; psychological basis for taking an approach—brief reference to learning theories of Piaget, Bruner and Ausubel; Constructivist approach—5Es

UNIT III: DELIVERING A PHYSICAL SCIENCE LESSON

- Building up ideas: Compare, contrast and similarising-with brief reference to Piaget; Placing appropriate Examples; maintaining logical sequence; organized representation–verbal, visual;
- Appropriate Questioning for ensuring empirical and active mind, and for probing into the learner's mind
- Nurturing interest of the students: Appeal to a variety of senses, Motivation: extrinsic and intrinsic (briefly referring to Maslow's theory); Ensuring maximum participation and equity

UNIT IV: MAKING A LESSON MEANINGFUL

- Emphasising validating and appropriate concluding scientific information
- Making science teaching meaningful, personally relevant and emphasising social implication
- Focusing on scientific communication: oral and written,
- Handling and developing learning resources—print, audio-visual, soft media
- Reflecting on teaching

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Content analysis of given science content
- Preparing concept maps on given content
- Exercises on probing situations, drawing social relevance, Scientific communication
- Preparing plans to deliver a lesson on given teaching points
- Designing low cost aids and learning resources
- Preparing reflecting diary based on practice sessions

MODE OF TRANSACTION: lectures, video clips, discussion, small group activity

Suggested Readings:

Das, R.C.	*Science Teaching in Schools.*New Delhi. Sterling Publishers Private Limited.
Mohan, Radha	*Innovative Science Teaching: For Physical Science Teachers.* New Delhi: PHI Learning Pvt. Ltd.
Sharma, S.	*Constructivist Approaches to Teaching and Learning,* New Delhi: NCERT
Sharma, R.C.	*Modern Science Teaching*, New Delhi: DhanpatRai Publications,
Sounders:	The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
Rawat D. S.	Vigyanshikshan, VinodPustakMandir, Agra.
Vaidya, N.	*The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
Yadav, M.S.	Teaching of Science, Amol Publications.
Anderson, H. O.	Readings in Science Education for the Secondary School. New York
Jenkins, E.W. (Ed.)	*Innovations in Science and Technology Education*, Vol. VI, UNESCO, Paris.

http://phys205.physics.tamu.edu/WebPageDocuments/Article_UsingInquiry.pdf
http://sbcf.fr/docs/The_Teaching_of_Science-Ch_7_march2011-Bybee.pdf
http://unesdoc.unesco.org/images/0019/001914/191425e.pdf
https://www.youtube.com/watch?v=5gdSZorjKSQ
https://www.youtube.com/watch?v=4-1JvVCWtIg
https://www.youtube.com/watch?v=BnlCQ45f7KM

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http://www.wisd.org/users/0001/docs/GVC/5E%20Model.pdf

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COURSE P2AS: PEDAGOGY–I (A) SOCIAL SCIENCE

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- develop the classroom skills needed for teaching of social science.
- acquire the competence to plan for social science instruction.
- acquire the ability to develop instructional support materials.
- acquire the ability decide and develop appropriate learning recourses

UNIT I: APPROACHES ~~TO~~ AND TECHNIQUES OF TEACHING SOCIAL SCIENCES

- Teaching Approaches: Particular to General, Concrete ~~and~~to Abstract, Simple to ~~General, Abstract and~~ Complex ~~Approach; Inductive Approach; Constructivist Approach Psychological basis of these~~, etc.

~~**UNIT II: TECHNIQUES OF TEACHING SOCIAL SCIENCE**~~

- Deciding Appropriate Techniques: Narration, Description, Questioning, Illustration, Field Trip, Story Telling, Role Playing, Simulation, Dramatizing etc.
- ~~Models of Teaching~~

UNIT ~~III~~II: METHODS OF TEACHING IN SOCIAL SCIENCE

- Need of Methods in Social Science
- Deciding Appropriate Strategy/methods in Social Science
- Some Methods: Lecture, Discussion Method, Project Method, Source Method, Social Recitation Method

UNIT III: TEACHING AIDS AND REFERENCE MATERIAL IN SOCIAL SCIENCE

- Deciding and Developing Appropriate Learning Recourses
- Projected v/s Non-Projected Aid
- Audio, Visual and Audio-Visual Aid

UNIT IV: DELIVERING A SOCIAL SCIENCE LESSON

- Objectives of Social Science Teaching
- Deciding and Framing the Objectives of Teaching-Learning
- ~~Reflecting~~ Reflection of Teaching

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Social Awareness Programme
- Dramatization an Historical/Political/Economical/Environmental etc. events
- Role Playing an Historical/Political/Economical/Environmental etc. events
- Making Story about an Historical/Political/Economical/Environmental etc. events
- Construction of lesson plan
- Construction of unit plan
- Delivering the model social science lesson

MODE OF TRANSACTION: Lecture cum demonstration

Suggested Readings:

Agrawal, J.C.	Teaching social studies, vikas publishing house pvt.Ltd. New Delhi
Singh Rampal	Samajikadhyayankashikshan, laxminarayanagrawal, Agra
Tyagi, Gurusharan	Teaching of Social Science, VinodPustak Agra.
James Fleming	The teaching of Social studies in Secondary School,Longman, Greon & Co, London.
Bining & Bining	Teaching of social studies in the Secondary school, McGraw Hill Book Co. New York.
Sharma, A.P.	Teaching of Social Studies and Civics, Gaya Prasad & Sons, Agra.
Ralph, C. Preston	Teaching Social Studies in the Elementary School (New York, Rinehart & Company).
Maurice, P. Hunt	Teaching High School Social Studies (HarparLawrance E. Metealf& Brothers, Publishers, New York).

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John Jarolimek — Social Studies in Elementary Education (The Macmillan Co., New York).
Kochhar, S. K. — The Teaching of Social Studies, Sterling Publishers, Delhi, 1963.
Forrester,I. F. — Introducing Social Studies (Orient, Long Mans, Bombay) 1956.
NCERT, (2006). — *National Curriculum Framework*- 2005, NCERT. New Delhi.
NCERT, (2005). — *'Focus Group Report' Teaching of Social Science* NCERT New Delhi.
Gupta, R. — The methods of teaching Social Studies

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COURSE P2BM: PEDAGOGY–I (B) MATHEMATICS

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers:

-To understand the Instructional objectives in mathematics
-To understand the planning in mathematics
-To understand the maxims and method of teaching mathematics
-To understand the techniques in mathematics teaching
-To understand the Instructional support system

UNIT- I- INSTRUCTIONAL OBJECTIVES IN MATHEMATICS

- Meaning of Instructional objectives
- Formulation of instructional objectives in behavioural terms with respect to Arithmetic, mensuration, Trigonometry, angles, set theory and statistics
- Relationship between specific objective and general objectives

UNIT- II- PLANNING IN MATHEMATICS

- Meaning and concept of planning
- Types of planning in mathematics- Annual, Unit and Lesson Plan
- Steps of planning
- Text books of mathematics and teachers

UNIT- III- MAXIMS AND METHOD OF TEACHING MATHEMATICS

- Maxims of Teaching
- Methods of instruction in mathematics- Analytical, Synthetical, Inductive- Deductive, problem solving, Demonstration, Project method
- Advantage and limitation of method
- Mathematics Club

UNIT- IV- TECHNIQUES IN MATHEMATICS TEACHING

- Techniques of meaningful learning in mathematics- Importance and implementation
- Oral, Written, Drill and Home-work
- Self-study, Group- study, Supervised- study
- Teaching- Learning material in mathematics- PLM
- Teaching Aids concept and types- Audio- Visual

Practicum:

1-Preparation of five effective lesson plans on mathematics
2-Teaching of two lesson plan through internet/Online
3-Use of Computer in Teaching of Mathematics.
4-Use of Mathematics activities for recreation.
5-Development and use of Mathematics laboratory.
6-Prepare mathematical activities in the context of socio-cultural aspects.

Suggested Reading:

Kulsheshtha, A K — *Teaching of Mathmatics*, Meerut ,R L Book Depot.
Jain, S.H. — *GanitShikshan.*Jaipur.Raj.HindiGranthAcandmy.
Kapoor, J.N. — *VidhyalayaGanitkeliyesauprayog*.New Delhi Arya book depot.
Mangal, S.K. — *Teaching of Mathematics*- New Delhi Arya book depot.
Rawat, M.S., — *Teaching of mathematics*- Agra, Vinodpustakmandir.
Siddhu,K.S. — *Teaching of mathematics*- New Delhi Sterling Pub.

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COURSE P2BB: PEDAGOGY–I (B) BIOLOGY

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

After Completion of Course the prospective teachers will be able to:

- Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning.
- appreciate various approaches of teaching-learning of biological science.
- explore the process skill in science and role of laboratory in teaching–learning.
- use effectively different activities/experiments/demonstrations/laboratory experiences for teaching–learning of biological science and formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects.
- develop competencies for teaching, learning of biological science through different measures.

UNIT I: CONCERNS AND OBJECTIVES OF BIOLOGY

- Concerns(Nurturing natural curiosity of observation and drawing conclusion enhancing science process skills, stimulating creativity and inventiveness in biology, mastery learning : a vision for biology education,) of biology.
- Objectives of teaching biology at secondary level
- *Writing specific objectives in different content areas.

UNIT II: CURRICULUM AND PLANNING

- Biology curriculum: concept, and principles;
- Differentiating between curriculum and syllabus. Analysis of biology syllabi of NCERT and States/UTs at secondary level*
- *Concept, importance and Basic elements of lesson plan

UNIT III: METHODS AND APPROACHES

- Inductive and Deductive approaches: characteristics, merits & limitations
- Conventional Methods: Lecture cum Demonstration–characteristics, merits & limitations, ways to make them effective
- Innovative strategies involved in improving instructional process: *Concept maps, activity based learning, panel discussion and brainstorming.
- Constructivist approaches – meaning, basic considerations, five 'E's of constructivist teaching.

UNIT IV: INSTRUCTIONAL SUPPORT

- *Teaching Aids: concept, types, effective use
- Identification and use of learning resources in biological science from immediate environment and community resources, exploring alternative sources; audio-visual materials
- Use of ICT experiences in learning biological science
- Textbooks: characteristics of a good biology textbook, Analysis of textbooks*.

MODE OF TRANSACTION: Lecture, Discussion, power point presentations, field visits

PRACTICUM

- Critical analysis of a biology text book.
- Comparing syllabus of state board with the syllabus of national/ international organization. (* topics will be dealt under practicum)

Suggested readings:

Bremmer, J. Teaching Biology
Carin, R.A. Teaching Science through discovery
Green, T.L. Teaching of Biology in Tropical Secondary Schools
Miller, D.F. and Blaydes, G.W.:Methods and Materials for Teaching Biological Sciences
UNESCO New Trends in Biology Teaching
Mangal, S.K. Teaching of Biological Sciences, Agra book Depot.
Sounders The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
Kulshrestha, S. P JeevVigyanShikshan ,Lyall Book Depot, Meerut
Rawat, D. S. Vigyanshikshan, VinodPustakMandir, Agra.
UNESCO Essential of learning in Environment.
NCERT, (2006). *National Curriculum Framework*- 2005, NCERT. New Delhi.
NCERT, (2005). *'Focus Group Report' Teaching of Science* NCERT New Delhi.

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COURSE P2BE: PEDAGOGY–I (B) ENGLISH

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:
-develop an understanding of the epistemology and pedagogy of English language
-understand the nature of English language
-understand the basic concepts of English language
-understand the teaching learning process in English language
-understand the planning of teaching skills.

UNIT I: NATURE OF ENGLISH LANGUAGE

- Language Nature, concept, types (verbal & non-verbal), functions
- The aims and pedagogical principles of teaching English language as a second language.
- Multilingualism as a resource
- Diverse social context of the learner for constructing knowledge of English language
- Methods and Approaches: Grammar and translation method, Direct and Bilingual method
- Structural Approach, Communicative Approach, Constructivist approach, Eclectic approach

UNIT II: BASIC CONCEPTS OF ENGLISH LANGUAGE

- Basic concepts of English language-
  - Determiners
  - Infinitives and Participles
  - Tenses
  - Prepositions
  - Question Forms including Question Tags
  - Direct and Indirect speech
  - Connectors
  - Punctuation

UNIT III: PLANNING AND TEACHING SKILLS

- Teaching spelling
- Objectives of Teaching prose, poetry, grammar, composition
- Lesson planning prose, poetry, grammar, composition
- Audio-visual aids in English Language Teaching (ELT): Its importance, types and its usage

UNIT IV: INCULCATION OF HABITS

- Listening comprehension
- Communication Habits
- Good reading Habits
- Good writing Habits
- English Language Lab: Concept and Importance

PRACTICUM

- Prepare a dictionary
- Prepare any audio-visual aids for 8th std.
- Prepare Lesson plan of prose/poetry/grammar through the use of ICT
- ~~Workshop on inculcation of habits~~
- ~~Developing~~Develop Instructional (Teaching Learning) Material
- ~~Planning Instructions~~
- **Prepare a audio visual clip/program of inculcation of communication/listening/reading habits.**
- **Prepare a project on English Language Lab**

Suggested Readings:

Krishnaswamy, N. &Krishnaswamy, Lalitha (2005) Teaching English Approaches, methods and techniques, Macmillan India Limited, Chennai.
Nagaraj, Geetha(2012) English Language Teaching Approaches, Methods, Techniques, Orient Blackswan Pvt Ltd, New Delhi
Littlewood, William (2000) Communicative Language Teaching, Cambridge University Press.
Chaturvedi, M.C. (1995) Position of language in school curriculum in India, New Delhi, NCERT.
Hornby, A. S. A guide to pattern and usage in English, oxford university press.
Jain, R. K. Essential of English teaching, Renulal Book Depot Meerut.
Anderson, A. and Lynch, T. (1988)Listening, Oxford University Press, Oxford.
Ur, Penny (1984) Teaching Listening Comprehension, Cambridge University Press, Cambridge.
Bygate, M. (1987) Speaking, Oxford University Press, Oxford.
Brown, G. and Yule (1983) Teaching the Spoken Language, Cambridge University Press, Cambridge.
Nuttall, Christine (1987) Teaching Reading Skills in a Foreign Language, Heinemann Educational Books Ltd., 1982; ELBS Edn., London.

Chall, J.S. (1983)Stages of Reading Development, McGraw-Hill Book Company, New York.
Pincas A. (1982) Teaching English Writing, The Macmillan Press Limited, London.
Makey, Sardra L. (1985)Teaching Grammar, Pergamon Institute of English, Oxford.
Ur, Penny (1988) Grammar Practice Activities, Cambridge University Press, Cambridge.

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COURSE P2BH: PEDAGOGY–I (B) HINDI

COURSE OBJECTIVES | **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

- ~~हिन्दी भा~~हिन्दीभाषा के ~~वैज्ञानिक स्वरूप का ज्ञान देना~~वैज्ञानिकस्वरूपकाज्ञानदेना ।
- श्रवण, भाषण, वाचन, लेखन ए~~वं अभिव्यक्ति सम्बन्धी कौशलों का ज्ञान देना~~वंअभिव्यक्तिसम्बन्धीकौशलोंकाज्ञानदेना ।
- मातृभाषा ए~~वं स~~वंरा~~ष्ट्र~~भाषा के रूप ~~में हिन्दी~~मेंहिन्दी शिक्षण की स्थिति व महत्व से ~~अवगत कराना~~अवगतकराना ।
- ~~हिन्दी भा~~हिन्दीभाषा की पाठ्यपुस्तक के महत्व, गुण व निर्माण के सिद्धान्त से ~~अवगत कराना~~अवगतकराना ।
- हिन्दी की विधाओं एवं उनक` व्यवहारिक शिक्षण की संस्थितियों~~ का ज्ञान देना~~काज्ञानदेना ।
- इकाई व ~~दैनिक पाठ~~दैनिकपाठ योजना के ~~महत्व तथा निर्माण का ज्ञान देना।~~महत्वतथानिर्माणकाज्ञानदेना।
- ~~हिन्दी भाषा का अ~~हिन्दीभाषाकाअन्य पाठ्य विषयों से समन्वय ~~स्थापित कर सकने का ज्ञान देना~~स्थापितकरसकनेकाज्ञानदेना ।
- ~~हिन्दी भा~~हिन्दीभाषा शिक्षण ~~में~~में दृश्य–श्रृव्य उपकरणों के व्य~~वहारिक उपयोग का ज्ञान देना~~वहारिकउपयोगकाज्ञानदेना

इकाई ~~1क~~1 . गद्य शिक्षण :

* गद्य की विविध विधाओं का परिचय
* कहानी, उपन्यास, निबन्ध, एकांकी, संरचना, विशेषताएँ ए~~वं उदाहर~~वंउदाहरण
* ~~हिन्दी गद्य शिक्षण की विधियाँ~~
  ~~गद्य शिक्षण की~~
* भाषाई कौशल के तत्व (लेखन,वाचन,पठन, श्रवण)
* ~~इकाई एवं पाठ योजनाएँ~~

~~इकाई 1ख . हिन्दी साहि~~2. हिन्दीसाहित्य में पद्य शिक्षण

* ~~हिन्दी भाषा में~~हिन्दीभाषामें पद्य की विधाएँ, अर्थ ए~~वं वि~~वंविशेषताएँ
* कविता, पद, दोहे, छन्द, पहेली
* पद्य कौशल के तत्त्व (लेखन ,वाचन ,पठन, श्रवण)
* ~~इकाई 3.~~**हिन्दी ~~पद्य~~ शिक्षण ~~विधियाँ~~**
* ~~हिन्दी पद्य शिक्षण की पाठ योजनाएँ, इकाई योजना~~

~~इकाई 2क . हिन्दी शिक्षण में नवाचार एवं अ~~नेंनवाचार एवंअन्य गतिविधियाँ

* हिन्दी शिक्षण~~ में ,~~वर्चुअलकक्षा एवं स्मार्ट क्लास,नवीन शिक्षण विधियों का प्रयोग~~ पर्यवेक्षित अध्ययन~~

  ,आगमन–निगमन,

* प्रयो~~जना विधि~~जनाविधि,संरचनावाद
* ~~हिन्दी ~~हिन्दीशिक्षण को ~~प्रभावी बनाने में सहायक सामग्री का प्र~~प्रभावीबनानेंमेंसहायकसामग्रीकाप्रयोग
* सहाय~~क क्रि~~ककियाएँ एवं ~~हिन्दी शिक्षण~~हिंदी भाषा का अन्य विषयों से सम्बंध

इकाई ~~2ख~~ 4: हिन्दी भाषाई कौशल के तत्व ए~~वं~~व विकास

- ~~श्रवण कौशल~~
- ~~लेखन कौशल~~
- ~~वाचन कौशल~~
- ~~पढन कौशल~~
- हिंदी भाषा शिक्षण के सामान्य सिद्धांत
- हिंदी गद्द , पद्द एवं व्याकरण की शिक्षण विधियाँ
- हिंदी गद्द एवं पद्द की इकाई योजना ,पाठ्योजना
- व्याकरण की इकाई योजना,पाठ्योजना

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- हिन्दी पद्य शिक्षण की पाठ योजनाएँ, इकाई योजना
- गद्य शिक्षण की इकाई एवं पाठ योजनाएँ
- एक पुस्तक की समीक्षा
- प्रश्न पत्र निर्माण
- सहायक सामग्री के रूप में दो **पीपीटी** तैयार करना

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MODE OF TRANSACTION संदर्भानुसार उपयुक्त शिक्षण विधि का प्रयोग

Suggested Readings/सन्दर्भ सूची :

- भाई योगेन्द्र जीत, हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर आगरा
- क्षत्रिय के0 मातृभाषा शिक्षण , विनोद पुस्तक मंदिर आगरा
- लाल रमन बिहारी, हिन्दी शिक्षण रस्तोगी प्रकाशन, मेरठ
- रघुनाथ हिन्दी शिक्षण विधि, पंजाब घर जालंधर
- शर्मा लक्ष्मीनारायण, भाषा शिक्षण की विधियाँ और पाठ नियोजन, विनोद पुस्तक मंदिर आगरा
- शुक्ल रामचन्द्र, हिन्दी भाषा का इतिहास, DPH नई दिल्ली
- Agnihotri, R.K.(2007).Hindi: An Essential Grammer. London: Routledge.
- Agnihotri, R.K.(2007). Towards A Pedagogical Paradigm Rooted In Multilingualism.
- International Multilingual Research Journal, Vol.(2),1-10
- Aitchinson, J.(1979). The Articulate Mammal: An Introduction ToPsycholinguitics. Hutchinson & Co, London.

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COURSE EPC2: DRAMA & ART IN EDUCATION

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 4 Hrs./wk**

To help the prospective teachers to:

- understand different forms of art
- appreciate the role of art in human life
- be able to undertake creative initiatives in the field of drama and art for better learning

WORKSHOP–I: UNDERSTANDING ART AND CREATIVE PLAY –Suggested themes:

- Nature, need & importance, values, different forms of art
- Designing games and conducting intra–inter group games involving
- Building imagination, memory, associative thinking
- Physical, mental, emotional activity
- Observation, communication, problem solving, situation building
- Interconnecting different forms of art like music, dance, fine arts, performing arts

WORKSHOP–II: EXPERIENCING, APPRECIATION AND ENGAGEMENT IN DRAMATICS–Suggested themes

- Developing script, designing background music, costume, stage, seating arrangement, evaluation system
- Enacting in small group a play/skit/drama/mime/ any other form of dramatic arts on any of the following themes suggested: Child and education, being a teacher, School and society, crisis in adolescence, social issues, any concept of a school subject area

WORKSHOP–III: ART AND CRAFT–Suggested themes:

- Engagement in and designing of and explaining evaluation schemes for any two of the following activities focussing on colour, textures, form, composition and thematic content: Poster making, origami and paper crafts, painting, drawing, comic strips or books, screen painting (pat chitra), pottery, terracotta, curving, collage, or any other relevant form of fine art.

WORKSHOP–IV: MUSIC –Suggested themes:

- Understanding various forms of music, Classical music – vocal and instrumental; various kinds of folk music; Relating music to other arts; Understanding evaluation criteria and designing music related programmes involving school children
- Including Music into school situations: Prayer (All faith prayers, Patriotic), Games, etc.

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Mode of transaction: *(i) talks (ii) Critical Reading (iii) Engagement in activities for different creative expressions in group and in individual involving critical awareness, probing into and exploring the society and the world around,* structured exercises for coordinating, enhancing and translating imagination into physical expression, situation building

Evaluation scheme: *Grades and credits will be awarded on practical performance and participation for enthusiastically and democratically organising such activities and demonstrating ability to use the learned ideas into practice, ability to design and undertake dramatics and other art forms in education and develop justifiable evaluation criteria so as to become able leaders for promoting co–curricular activities in the schools.*

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COURSE SI 2: SCHOOL VISIT–II (UPPER PRIMARY TO HIGHER SECONDARY)

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 weeks**

To help the prospective teachers to:

- understand different types of interaction going on in an actual classroom
- be able to reflect various skills in an integrated fashion
- have a critical reflection on how to be an effective teacher
- get acquainted with various types of school activities and their role in education process

After an exposure to the school system as a whole, the second phase of school visit purports to bring the prospective teachers in close observation of the actual classroom teaching in various kinds of schools. While they are practising the teaching skills, newly introduced to them, they are expected to observe the teaching strategies adopted by the school teachers, their classroom management strategies to understand the factors leading to effective teaching. Moreover, it is expected that they observe the innovations, styles, and effectiveness of teaching to incorporate in their own teaching. They may also see the laboratory activities and other co—curricular activities related to their subject. They are expected to present a report of their observation and reflection on the following points:

- Methodologies used
- Nature and Level of student—teacher interaction
- Student participation
- Resources used
- Whether constructivism followed
- Student interest
- Innovations
- Student motivation for higher order thinking
- Issues of discipline, homework, evaluation
- Nature of Lab work and student-teacher interaction in lab
- Any other relevant aspect related the subject chosen

This phase also gives scope to the students to visit various schools that are different in nature than the normal schools, for example, innovative schools, vocational schools, schools for orphans and marginalised sections, adult schools, special schools, etc. This is expected to widen their view of education, understand various requirements in educational sector, appreciate the leadership of educationists working in such different sectors and look into themselves to be prepared for such services.

COURSE PTS: PRACTICING TEACHING SKILLS

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 8 Hrs./wk**

To help the prospective teachers to:

— understand the significance of various skills that the teachers may use for making teaching effective

— analyse the use of various skills part by part and focus on mastering them

— integrate them in their teaching for effective communication and classroom learning

This will be a hands–on practice session for the basic teaching skills in a small peer group simulated condition. It is expected to break the inertia among the prospective teachers and build up confidence on the fundamental processes of teaching within the classroom interaction situation. The prospective teachers will be expected to think over, plan and practice some of the basic skills required for an effective teaching–learning to ensure active student participation in the learning process. Some of the skills to be practiced are the following:

- Framing instructional objectives for different approaches of teaching
- Exposing or introducing a new topic or theme for learning and connecting with previous knowledge by engaging the students into some physical or mental activity
- Exploring and developing any concept with the help of students
- Explaining a concept to the students drawing appropriate examples in various subject areas
- Appropriate Questioning for ensuring active participation of all
- Assessing learners and encouraging higher level thinking through appropriate probing
- Making students explain their own learning
- Creating situations for students to extend or elaborate their learning to new situations
- Evaluating learning and helping students to assess their own learning
- Motivating students
- Handling teaching aids
- Working on Blackboard : basics, developing concept maps or diagrammatical structures

COURSE CH47: SCHOOL MANAGEMENT AND LEADERSHIP

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To enable the student teachers to:

–to understand school management and managing school system
–to understand organisational communication and decision making process
–to understand meaning, concept, nature, types of leadership in educational organization
–to understand how to enhancing leadership in educational organization

UNIT I: SCHOOL MANAGEMENT

- Concept of Management; functions of management-planning, organizing, ~~planning~~coordinating, staffing, directing and controlling.
- ~~school~~School as a system of human and man-made resources.
- ~~managing~~Managing people (Human Resource) -teaching and non-teaching staff of school.
- Managing resources (Physical Resource) -rooms, furniture, library, etc.
- ~~managing time~~Managing Time-school timetable; types, needs, and importance.

UNIT II: ORGANISATIONAL COMMUNICATION AND DECISION MAKING

- ~~meaning~~Meaning and concept ~~organizational~~oforganizational communication and decision making; ~~Participants~~participants involved in the school management process.
- ~~importance~~Importance of co-ordination and communication; essentials of effective communications for school ~~managers~~managersand teachers.
- ~~steps~~Steps and hierarchy in decision making process.
- ~~importance~~Need andimportance of democratic decision making.

UNIT III: LEADERSHIP IN EDUCATIONAL ORGANIZATION

- ~~meaning~~Meaning, concept and nature of leadership.
- ~~different~~Different styles of leadership.
- ~~teacher~~Teacher as a leader for innovation, change, improvement and sustenance.
- ~~principal~~Principal or headmaster as ~~a~~ effective leader–roles ~~and~~, duties, and personal and professional qualities.

UNIT IV: ENHANCING LEADERSHIP

- ~~encouraging~~Encouraging distribution of leadership in the school management process.
- ~~supporting~~Supporting leadership effort
- ~~encouraging~~Encouraging initial leadership training
- ~~leadership~~Leadership beyond the border of school

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Identifying leadership qualities through inventories
- Designing an effective school time table and academic calendar in a given situation
- Developing fund planning and infrastructure development for a school building
- Observation and maintain different types of registers for record maintaining
- Leadership development games
- Organisational communication in a simulated condition on a given issue

Suggested Readings:

Anand W. P. General principles of management for Educational Planner And Administrators, Paris, UNESCO
Fred Luthens. OrganisationalBehaviour, Tokyo, McGraw Hill, International Book Co.,1996
Goel,S.D. *Modern Management Techniques*, New Delhi: Dee and Deep,1987
NIEPA Modern Management Techniques in Educational Administration. New Delhi: Asian Institute Of Educational Planning and Administration,1971
NIEPA Educational Management in India, NIEPA,New Delhi, 1986
Agrawal J. c. Organisation and Practice of modern Education, Shipra Publication,Delhi,2002
SeemaYadav School Management and Pedagogics of Education, Anmol Publication Pvt.., New Delhi, 2005
Oberoi P Organisation Development, Guwahati,DVS Publication, 5302

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Kaushik, V.,& S.R. Sharma: Education and Human Resources Development, Anmol Publication Pvt., New Delhi, 2004
N.N. Ganihar Leadership BehaviourAnd Teacher Moral, Discovery Publication House A1 Book.co.in.
Snowden, P. & Gorton, R (2002) School Leadership and Administration (6th ed.) Bostan: McGra-Hill

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COURSE CH48: CREATING AN INCLUSIVE SCHOOL

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

-To understand the properties and development of Inclusive Education.
-To Understand the Education Policy for Disabled Children.
-To Understand the Curriculum for differently able children
-To Understand the Inclusive Classroom setting and teaching strategies.
-To understand the recent program for Inclusive Education.

UNIT- I- PERSPECTIVES AND DEVELOPING ASPECTS OF INCLUSIVE EDUCATION.

- Historical perspectives and contemporary trends of VI, HI and Intellectual disabilities.
- Viewing VI, HI, and Intellectual disabilities through Charity Model, Physical Model and Human right Model.
- Development aspects- Special Education, Integrated and Inclusive Education.
- Meaning and concept of Evaluation in inclusive setup.

UNIT- II- EDUCATIONAL POLICIES FOR DIFFERENTLY ABLE CHILDREN.

- Educational Policies for differently able children- National Policy on education with disability 1968, 1986.
- Program of action (POA)- 1992
- National Policy on disabilities- 2006
- Scheme of inclusive education for the disable at secondary school (IEDSS-2009).

UNIT- III- CURRICULUM FOR DIFFERENTLY ABLE CHILDREN

- Meaning and concept of curriculum.
- Curriculum in the context of different disabilities with reference- VI, HI and intellectual disabilities.
- Community based education curriculum for disable children.
- Documentation record keeping and maintenance about inclusive classroom setup.

UNIT- IV- INCLUSIVE CLASSROOM AND TEACHING STRATEGIES

- Concept of inclusive Classroom with reference to- Infrastructure, Human resources; attitude of teachers.
- Classroom setting- Management for differently able children.
- Teaching Strategies- Content analysis, lesson planning and developing teaching learning materials (TLM).
- Recent trend of Evaluation- CCE Pattern

Practicum:

Understanding classroom diversity and ~~report~~reporting the same.
Preparation of model to Use ICT for teaching in inclusive situation
Preparation of a diagnostic test for inclusive Classroom.
Collection of data regarding children with special needs from Municipal records.
Visit to Inclusive Schools and to observe classroom transaction of any one of such ~~school~~schools in ~~Baroda~~Bilaspurcity and make a report of the same.
Preparation of Lesson Plan, instruction material for teaching students with disability in inclusive school.

Suggested Reading.

Panda, K.C.	Exceptional Children
Bhargava, M.	VishistBalak- H.P. Bhargava Book Publishers Agra.
Pathak, K.K.	Inclusive Language and communication.-S.R. Publication New Delhi.
Shrivastava, D.N.&Shrivastava,P.	Experimental Psychology, VinodPustakMandir Agra
Report of Kothari Commission, MHRD	Education and National development.MHRD New Delhi.
	Report of New Education Policy 1986 New Delhi.

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COURSE CH49: GENDER, SCHOOL AND SOCIETY

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- understand the various concepts related to gender
- acquire knowledge and understanding about the concept, history and theories of feminism
- acquire knowledge and understanding about the concept, history and theories of masculinity
- develop awareness about violence against women
- aquire knowledge and understanding of inequality based on gender
- develop strategies to remove the gender inequality and violence against women

UNIT I: GENDER: KEY CONCEPTS

- ~~Meaning of gender~~
- Difference between Sex and Gender
- ~~Sexuality, Patriarchy, Masculinity and Feminism~~
- **Social construction of Gender, gender socialization and Gender Roles.**
- **Gender Identity, Gender Discrimination,** Gender Stratification, **Patriarchy,**Gender Bias, Gender ~~Role, Gender~~ Stereotyping, and its consequences.
- ~~Gender Identity and Gender Discrimination~~

UNIT II: GENDER AND SCHOOL

- Gender bias in the school (enrolment, attitudes, etc.)
- Gender Issues in School (Sexual Abuse, Sexual Harassment etc.)
- ~~Women~~**Gender issues** in ~~the structure of knowledge,~~ curriculum ~~and~~, textbooks, classroom and management of the school.
- **Creating Gender Inclusive Classroom.**

UNIT III: GENDER AND SOCIETY

- Construction of Gender Role (by Family, Religion, Culture, Media etc.)
- **Social construction of Gender, gender socialization and Gender Roles.**
- Women in India (Ancient, Vedic, Post Vedic, Medieval and Present India)
- Feminism: Concept, meaning, History and theories
- Masculinity: Concept, meaning, History and Theories

UNIT IV: SEXUALITY AND POWER

- Sexuality: meaning, its relation with power
- Violence against women: Empirical Examples, Impact on the Lives of Women
- Strategies for Change: Policy and management~~, In~~ **in** the school, Women's action groups and Mass media.
- **Laws related to women, National women commission and other national and international agencies related to women.**

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Visit to institution working for women
- Where gender discrimination is: an analytical study of a village
- Upbringing of children in different kinds of families – case studies
- Gender issues in school education – case studies
- Develop an awareness programme related to gender issues
- Analysis of a particular film in India
- Responding to various forms of gender discrimination
- Writing a report of growth of boys and girls of a village
- Develop a programme for women empowerment in the context of Indian society

MODE OF TRANSACTION: Lecture, Observation, project

Suggested Readings:

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Bhattacharjee, N. Through the looking-glass: Gender Socialization in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: New Delhi.

Dr.SenIlina Gender Analysis of State Policies: A case study of Chhattisgarh

Geetha, V. Gender.Stree: Calcutta.

Ghai, A. Gender and Inclusive education at all levels In VedPrakash&K.Biswal (ed.) Perspectives on education and development: Revising Educationcommission and after. NUEPA: New Delhi

Govinda, R. Towards Gender Equality in Education: Progress and challenges in Asia-Pacific Region, NUEPA, New Delhi.

Jeffery, P. et al Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171

Mehrotra, D.P., India: Sexism and Patriarchy in the Textbooks, Good Girls are submissive and subsidiary Thursday 22 November 2012, South Asia Citizen's Web

Sen, S. Gender Studies. Pearson, Delhi

कमलाभसीन, पितृ~~सत्ता क्या है~~सत्ताक्याहै, जागोरी, नईदिल्ली

क्मलाभसीन, लड़~~का क्या है~~काक्याहै, लड़~~की क्या है~~कीक्याहै, जागोरी, ~~नई दिल्ली~~नईदिल्ली

महरोत्रा दीप्तिप्रिया, भारतीय ~~महिला आंदोलनः कल आज और कल~~महिलाआंदोलनः कलआजऔरकल, सम्पूर्ण टस्ट्र, नईदिल्ली

निरंतर, ~~जेंडर और~~जेंडरऔर शिक्ष~~ा सीडस~~ारीडर, भाग 1 और 2, निरंतर, नईदिल्ली

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COURSE O41: PEACE EDUCATION

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To enable the student teacher to:-

-understand the peace education.

-recognize therelevance of peace education for humanity and to individual, national, and international development.

-know the methodology of peace education and education for peace.

-be aware of knowledge, attitudes, and skills for culture of peace.

-understand the philosophy of peace education and global concerns for peace.

UNIT I: INTRODUCTION TO PEACE EDUCATION

- Peace Education-concept, Need in school education,
- Various philosophers on peace education: Vivekananda, Rabindranath Tagore, M.K.Gandhi, Aurobindo, J. Krishnamurthy

UNIT II: GLOBAL CONCERNS FOR PEACE

- Challenges to peace and peace process in present scenario
- Socio-Psycho-Eco-Cultural causes, affects, and control of war and violence
- Role of UNO(UNESCO) in peace education and peace keeping around the world
- Indian contribution for establishing international peace

UNIT III: METHODOLOGY OF PEACE EDUCATION

Peace education at school level-

- Teacher's role in classroom
- Methods of teaching for peace education
- Learning of peace through activities
- Learning conflict resolution skills

UNIT IV: EDUCATION FOR PEACE

In the context of avoiding violent behavior and developing culture of peace in the society the education for-

- Sustainable development, Human rights
- Disarmament, knowledge-attitude-skills of peace
- Environment, Cross-cultural perspectives
- Democracy, Human values

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- A group presentation on thoughts of peace education of various thinkers other than mentioned in syllabus
- Critical analysis of NCF 2005 in the context of peace education and presentation
- Preparing curriculum and content plan for effective initiation for promoting peace
- Designing co–curriculum for promoting peace initiatives
- Textbook analysis of different subjects for promoting education for peace

Suggested Readings:

UpadhyayPratibha.	Education for Peace Utopia or Reality, ~~Kalpz Publication~~KalpzPublication
Sharma,Premala	Modern Methods of Education For International Understanding, Swarup Sons, New Delhi.
NCERT,	Education For Peace ,National Focus group's paper, first edition 2006,NCERT,New Delhi.
NCERT,	Training Course on Peace Education for Teachers, Department of Educational Psychology and foundation of Education ,NCERT, New Delhi,
CBSE,	Value Education A Handbook For Teachers, CBSE, Delhi.
SarojPanday,	Peace Education Self Instructional Package for Teacher Educators, NCERT New Delhi..
NCERT, (2005).	Focus Group Report' Teaching of Science NCERT New Delhi.
NCERT, (2006).	National Curriculum Framework- 2005, NCERT. New Delhi.
Dr. B.R. Ambedkar,	Bhagwan Buddha and his Dhammas, BAIAE, Japan, Digital Publication.
Ambedkar,B. Bhagwan	BudhaAourUnakaDhamma, Dr. BabasahebAmbedkarIntrenational Association, JapanPublication

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COURSE O42: VOCATIONAL & WORK EDUCATION

COURSE OBJECTIVES **MARKS: 50| CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Develop an understanding of vocational and work education.
- Develop understanding of Carrying out vocational assessment and make vocational education plan.
- Develop understanding about acquiring the concept of independent living and empowerment.
- Critically reflect upon various issues regarding curriculum and policies on vocational and Work Education at school education

UNIT-I: WORK EXPERIENCE IN SCHOOL

- Role of Work experience in school education: Working habits, Relating work habits with personality development and Social needs in the context of Modern India,
- Socially Useful Productive Work—concept and need

UNIT-II: WORK AND VOCATIONAL EDUCATION

- Work Education and Vocational Education: concept and objectives; Historical perspective; Vocational Education vs. Vocational Training;
- System of Work Education and Vocational Education at different levels; current structure of vocational education

UNIT-III: CURRICULAR ISSUES

- Work education: implementation, curricular options and management in schools; Issues of Evaluation;
- Vocational education: major challenges; National Vocational Education Qualification Framework (NVEQF)

UNIT-IV: POLICY INITIATIVES

- Centrally Sponsored Scheme of "Vocationalisation of Secondary and Higher Secondary Education";
- Place of Vocational and work Education in National Curriculum Framework 2005; *National Skill Development Initiatives*

COURSE WORK/FIELD ENGAGEMENT&/PRACTICUM:

- Analysis of vocational/work education curricula at any level of central/state board
- Developing curriculum on any vocational skill.
- Administering any vocational assessment tool.
- Visit to any vocational Institution.
- Critical analysis of vocational education in Indian schools in Global perspective

MODE OF TRANSACTION: Lecture Method, Project, Discussion, School-Visit.

Suggested Readings:

- DSEL, MHRD, Vocational Education, ~~at http~~athttp://mhrd.gov.in/vocational-education-overview
- Symbiosis Open Education Society (2011) Concept Note on Need for Vocationalisation of Education in India, at http://www.scdl.net/ downloads/ vocationaluniversityconceptnote.pdf
- Central Board of Secondary Education (2004) Work Education in Schools, CBSE: New Delhi at http://cbse.nic.in/workeducation.pdf
- The World Bank (2006, January) Skill Development In India: The Vocational Education And Training System, Human Development Unit, South Asia Region, The World Bank,at http://info.worldbank.org/etools/docs/library/235724/skills%20development%20in%20india%20the%20vocational%20education%20and%20training%20system.pdf
- UNESCO (2014) Vocational Pedagogy: what it is, why it matters and how to put it into practice: Report of the UNESCO-UNEVOC online conference, 12-26 May 2014 at http://www.unevoc.unesco.org/go.php?q=Online+library&skin=&lang=&akt=id&st=&qs=5646&unevoc=1
- MHRD, GOI, (2012)National Vocational Education Qualifications Framework (NVEQF), New Delhi at http://mhrd.gov.in/sites/upload_files/ mhrd/files/EXECUTIVE%20ORDER_new.pdf
- Clarke, L and Winch, C (2008) Vocational Education: International Approaches, Developments and Systems, New York: Routledge

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COURSE O43: LEGAL EDUCATION

COURSE OBJECTIVES **MARKS: 50| CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Become aware of various offences and corresponding legal issues in the context of their expected professional life
- Become aware of the offences against children and women, and the consequences
- Be empowered to safeguard their own interest as well as to be able to safeguard the rights and dignity of children and women
- Be aware of legal issues related to use of media and freedom of speech
- Be an effective participant to secure national integrity by adapting right behaviour and avoid the legal issues concerned with it

UNIT I: OFFENCE AGAINST CHILDREN

- Child Rights, Violation of Child Rights and Offence against children–Legal issues and Consequences, Corporal punishment and Physical abuse: Legal issues and Consequences;
- ~~Negligence: Legal issues and~~ Consequences; Issues of Horizontal and Vertical Reservation Policy

UNIT II: OFFENCE AGAINST WOMEN

- Questions of protecting Dignity and life of a Women;
- Offence against women in workplace: Important Rights of Women (in primary context of workplace around a teacher) and their violation: Issues (particularly of indignity, discrimination, abuses) and the Consequences [in brief reference to The Sexual Harassment of Women at Workplace (PREVENTION, PROHIBITION and REDRESSAL) Act, 2013, Article 21 and at least to IPC Sec. 294, 354, 509] IPC: concept (brief)

UNIT III: OFFENCES RELATED TO THREATENING OF NATIONAL INTEGRITY

- Offences related to threatening of national integrity: various important aspects of such offences in relation to religion, region, caste, language, national security, etc.;
- Legal issues (in primary context of professional life of a teacher) and their Consequences IPC Sec. 153, 153A, 153B 295, 295 A, 298, 505

UNIT IV: OFFENCES RELATED TO EXPRESSION AND USE OF MEDIA

- Issues of Freedom of speech and expression; Offences related to use of various media with special reference to cyber crime
- Legal issues (in context of professional life of a teacher and use of media for expression of thought) and their Consequences (Referring to IPC Sec. 51, 66A-only66, 67, 469, 499, etc. and also to the sections in unit-III)

COURSE WORK/FIELD ENGAGEMENT&/PRACTICUM:

- Presentation on legal problems in educational institutes related to children, women, reservation, implementation of RTE, national integrity or use of media
- Study on offences faced by women, Girl–child in educational context
- Presenting a report on newspaper cuttings/online news on offences in the context of education
- Preparing merit–list on the basis of reservation policy
- Presentation on legal provisions of RTE
- Presentation on the Legal issues related to Public Servants and their duties
- Preparation of 'legal-dictionary'

MODE OF TRANSACTION: Lectures, Projects, Discussion,

Suggested Readings:

Crime against Children at http://ncrb.gov.in/CD-CII2012/cii-2012/Chapter%206.pdf
IPC and other Local & Special Laws Pertaining to Crimes Against Children at http://mahilakalyan.up.nic.in/child/IPC_and_other_Local_n_Special_Laws.pdf

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The Protection of Children from Sexual Offences Act, 2012 at http://pib.nic.in/newsite/PrintRelease.aspx
National Commission for Protection of Child Rights. Guidelines for eliminating corporal punishment in schools http://www.ncpcr.gov.in/view_file.php?fid=108
Corporal Punishment:Violation of Child Rights in Schools ~~at~~ ~~http~~athttp://www.legalservicesindia.com/articles/punish.htm
Child Rights and Law: a guidebook for legal interventions at https://www.childlineindia.org.in/pdf/Law-Manual.pdf
National Commission for Women. ~~Sexual Harassment of Women at Work Place Act 2013~~SexualHarassmentofWomenatWorkPlaceAct2013 at http://ncw.nic.in/PDFFiles/SexualHarassmentofWomenatWorkPlaceAct2013.pdf
National Commission for Women.~~—The Indecent Representation of Women Prohibition Act 1986~~ ~~http~~TheIndecentRepresentationofWomenProhibitionAct1986http://ncw.nic.in/acts/TheIndecentRepresentationofWomenProhibitionAct1986.pdf
http://ncw.nic.in/Acts/TheMinimumWagesAct1948.pdf
The Protection of Child Marriage Act at http://ncw.nic.in/acts/pcma2006.pdf
critical-analysis-sexual-~~harassment http~~harassmenthttp://www.legalindia.com/critical-analysis-sexual-harassment-ipc/
Indian penal code at http://www.childlineindia.org.in/CP-CR-Downloads/Indian%20penal%20code%201860.pdf
Cyber crimes and the law at http://www.legalindia.com/cyber-crimes-and-the-law/
Indian penal code in hindi at http://indiacode.nic.in/indiacodeinhindi/index.htm
Indian penal code at http://www.cyberpolicebangalore.nic.in/pdf/Cyber%20law%20IPC.pdf
The Equal Remuneration Act, 1976 at http://ncw.nic.in/frmReportLaws23.aspx

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COURSE EPC4: UNDERSTANDING THE SELF

COURSE OBJECTIVES **MARKS: 50| CREDITS: 2 | 4 Hrs./wk**

To help the prospective teachers to:

- develop an understanding ~~of their~~oftheir own 'self' and '~~identity' through~~identity'through a critical introspection
- develop an alert, observing, sensitive personality capable of
- explore their creative 'self' and develop appreciation in creative pursuance for self development
- develop appreciation on yoga in converging body–mind–soul and in creating a fully functioning self

WORKSHOP I: SELF AND IDENTUTY

Basic idea of Self and identity: multiple identity, Discovering personal 'self' and understanding the 'identity' as a teacher reflecting upon aspirations, conflicts, strengths, weaknesses, belief system and prejudices, cultural background; Self–concept, self–esteem, self–efficacy, particularly in the role of a school teacher; fully functional self

Suggested mode of transaction: (i) Talks (ii) Critical Reading of inspirational texts (iii) Psychological testing

WORKSHOP II: UNDERSTANDING OTHERS

Listening and observing 'Self': Importance for a teacher to holistically understand human nature; becoming a good listener with faithful rapport; becoming an objective observer;

Suggested mode of transaction: (i) Video clip/discussion/Activity on listening and observation skills, (ii) intrapersonal communication, (iii) one to one interaction for understanding human nature

WORKSHOP III: CREATIVE EXPRESSION AND SELF DEVELOPMENT

Exploration and Engagement in creative Expression of 'self': Understanding Creativity and its importance for human mind; Discovering the creative 'self' within in any form of creative endeavour; Putting persistent effort for adding novelty to the chosen form of creative task;

Suggested mode of transaction: (i) talks (ii) Critical Reading of inspirational texts (iii) Activities and reflection for creative expression

WORKSHOP IV: YOGA FOR SELF DEVELOPMENT

Yoga for integrating body, mind and soul, appreciating the philosophy of yoga and practicing yoga and other meditative techniques

Suggested mode of transaction: (i) talks (ii) Practical exposure to yoga

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COURSE SI 4: SCHOOL INTERNSHIP–II (UPPER PRIMARY TO HIGHER SECONDARY)

OBJECTIVES: **MARKS: 200| CREDITS: 8 | 8 weeks**

After completion of this internship the prospective students will be able to

- Understand the Broader concept of internship apart from the practice teaching.
- Understand various types of activities in internship as a member of the school
- Various formats to be used in the teacher training programmes.
- Exhibit various skills in teaching, evaluation, remedying, administrative activities, conducting co–curricular activities, studying students' and solving their problems, etc.

In the two–year B.Ed. Programme, internship is the professional preparation of a prospective teacher. After focussing on the teaching aspects in the third semester (for 8 weeks), the ~~second~~last phase of school internship here is expected to prepare the prospective teachers for a holistic participation in the school situation. This will create a situation for the prospective teachers to undertake multiple job–roles of a teacher at a time and handle all of them with efficiency and commitment. This prepares them to feel the pressure and pleasure of performing multiple roles as a teacher, to feel how their participation makes a change among the learners and, thus, to develop a respect for the noble profession. The prospective teachers are expected to participate in teaching, evaluation, administrative tasks, conducting ~~co-~~curricular activities, preparing learning material for catering students' needs as well as in a closer understanding of students in individual or in group through undertaking case studies, action research, etc. ~~The second~~This phase of the school internship will again be of 8 weeks duration in the schools ~~as available to the department~~. The details of the tasks to be undertaken by the prospective teachers are as follows:

- ~~**Teaching–(50 marks)** – Prospective teachers are expected to innovate in creating learning situations, create constructive learning situations and collaborative learning spaces in the school systems. Teaching in this phase will also include teaching in specific class levels for generating a platform for further testing and diagnosing students' problems in learning in the particular subject area. This also will include the efforts for designing remedial strategies for that subject area and the group.~~

- **Case study/individual portfolio–(25 marks) – Prospective teachers are expected to undertake this activity and complete it within the period. They may have a close observation on a single student or a small group during this period so as to produce a case study report or/and a portfolio reflecting a holistic understanding of these students. The aim is to bring the Prospective teachers as close as possible to the learners and their unique characteristics and their unique circumstantial problems. This in turn is expected to sensitise them about biological–psychological–social space of learners in which they are embedded and to enhance their self–efficacy as an effective problem solver as well as reflect upon maintaining an inclusive classroom situation and school ethos.**
- **School participation–(25 marks) – Prospective teachers are expected to participate in various school activities other than classroom teaching like the Morning assembly, conducting sessional tests, administrative works, etc. as and when allotted by the school and the teacher–in–charge.**

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- Teaching and **Subject assessment–(50 marks)–**Prospective teachers are expected to be able to assess comprehensively and continuously their students in both scholastic and co–scholastic dimensions of learning. This will include designing situations for diagnostic testing to assess learning and reflect upon the possible causes for it. This in turn will be an input for the remedial teaching designs as described in the preceding point. They are also expected to design the means for preparing strategies for assessing co–scholastic aspects and submit an evidence based detailed report.
- **Action research: (25 marks)–**The prospective teachers may identify some problem situation and undertake an action research to put effort to a practical solution for it. The aim is to bring the Prospective teachers as close as possible to the learners and their unique characteristics and their unique circumstantial problems. This in turn is expected to sensitise them about biological–psychological–social space of learners in which they are embedded and to enhance their self–efficacy as an effective problem solver and as a teacher–a friend, philosopher and guide.
- **Administrative Work (attendance record/time table/ register/ stock/ exam duty, etc.)–(25 marks)** –Prospective teachers are expected to participate in the administrative functions also like a real teacher does in the school. This will include maintaining records like the attendance record, student record, registers, stock, etc. under the guidance of the school teachers. They should also participate in planning school activities through preparing different time tables and programmes. The overall experience through such participation during this phase is expected to prepare the prospective teachers for fulfilling various administrative responsibilities and inculcate leadership qualities.
- **Conducting morning assembly and CCA –(25 marks)–**Prospective teachers are expected to conduct morning assembly regularly during the period. They are expected to bring innovation to make the assembly an interesting activity for the students to participate and so to enhance student participation. They should regularly organise CCA in the school to enrich students with various art, literature and culture as a whole. They should take care to design such activities giving equal opportunity to all learners creating a multicultural ethos in the school system encouraging democratic thoughts and action. This will also include celebration of days of national or regional importance so as to acquaint the students of our vast cultural and national heritage.
- **Preparation of TLM–(25 marks)** Prospective teachers are expected to prepare at least two suitable Teaching Learning Materials, either in Hard or Soft form, on their own subject area. The materials should be justified in their use in the real situation. This may include model, working model, PPT presentation for higher level learning, Braille material, etc.

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COURSE C36: ASSESSMENT & EVALUATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

The course will enable prospective teachers to:

- gain a critical understanding of issues in assessment and evaluation ~~(from a constructivist paradigm).~~
- become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination.
- be exposed to different kinds and forms of assessment that aid student learning.
- make use of a wide range of assessment tools, and learn to select and construct these appropriately
- evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

UNIT 1: OVERVIEW OF ASSESSMENT AND EVALUATION

~~• Perspective on assessment and evaluation of learning in a Constructivist paradigm, critical role of assessment in enhancing learning~~

~~•~~ **Measurement, Assessment and Evaluation : Concepts; Differences**

Clarification of the terms- Appraisal, Test and Examination,

Distinction between 'Assessment of Learning-' (summative) and 'Assessment for Learning'-(formative)

Instructional objectives in three domains- cognitive, psychomotor and affective

~~• Clarifying the terms: (i) Assessment, evaluation, test, examination, measurement, (ii)~~

UNIT 2: RECENT TRENDS IN ASSESSMNT AND EVALUATION

Marking and Grading System. Semester System. Open Book Examination System. On Demand Examination. Online Examination. Choice Based Credit System (CBCS)

Continuous and comprehensive assessment ~~(iii) Grading.~~ **(CCE) .**

~~**UNIT 2: WHAT IS TO BE ASSESSED? THE DIMENSIONS AND CONTEXTS OF LEARNING**~~

~~• Dimensions: cognitive, psychomotor and affective and levels of learning~~

~~• Retention/recall of facts and concepts; Application of specific skills~~

~~• Originality and initiative; Collaborative participation; Creativity; Flexibility~~

~~• Contexts of assessment – Subject-related and Person-related~~

UNIT 3: ASSESSMENT OF SUBJECT-BASED LEARNING

- Assessment tools
- Kinds of tasks: projects~~,~~ **and** assignments~~, performances~~
- Kinds of **Achievement** tests and their constructions (teacher made, standardized)

~~• Self-assessment and peer -assessment~~

- Quantitative and qualitative aspects of assessment: Appropriate tools for each (in brief).

UNIT 4: DATA ANALYSIS,FEEDBACK AND REPORTING

~~• Statistical tools – central~~

• Graphical representation of data; Types of Graphs & its use.

• Measures of Central tendency~~,~~**(in brief)- Comparison of Mean, Median and Mode. Selection of appropriate average for use.**

• Percentile & percentile rank~~,~~ **–calculation and uses**

~~• Feedback as an essential component of formative assessment~~

~~• Use of assessment for feedback; For taking pedagogic decisions~~

~~•~~• Types of teacher feedback (written comments, oral); Peer feedback

• Developing and maintaining a comprehensive learner profile; anecdotal records, progress reports, portfolios, rubrics

~~• Purposes of reporting: To communicate Progress and profile of learner, Basis for further pedagogic decisions.~~

MODE OF TRANSACTION: Lecture, discussion, power point presentations.

PRACTICUM:

- Preparation of a rubrics/ portfolio/anecdotal record
- Preparation of a teacher made test

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Suggested reading:

Asthana, Bipin & Agrawal,R.N.: *Measurement and Evaluation in Psychology and Education*, VinodPustakMandir, Agra.

Bloom & Krathwohl Taxonomy of Educational Objectives Handbook II, Affective Domain, 1964

Ebel, R.L. Essentials of Educational Measurement; Prentice Hall, New Jersey, 3rd Ed. 1979

Anastasi A. *Psychological Testing* (4th edition), New York, McMillan Pub Co, 1976

Bhargav, M. *MapanEvamMulyankan*, Bhargav Publication

Cronbach L J. *Essentials of Psychological Testing* (3rd edition), New York, Harper & Row publishers, 1970

Edwards A. L. *Techniques of Attitude Scale Construction*, Bombay, Feiffer &Simens private Ltd, 1975

Freeman F. S. *Theory and Practice of Psychological Testing,* (3rd Ed.), New Delhi, Oxford & IBH Pub. Co., 1976

Gupta, S.P. MapanEvamMulyankan, New Delhi, ShardaPrakashan

Harper (Jr.) A. E. & Harper E.S.*Preparing Objective Examination, A Handbook for Teachers, Students and Examiners,* New Delhi, Prentice Hall, 1990

Linn, R.L. &Gronlund, N.E.Measurement and Assessment in Teaching, Pearson Education pvt. Ltd. (Singapore), Indian Branch, 482 F.I.E.,Patpanj, Delhi, 110092, India.

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COURSE P3AP: PEDAGOGY–II (A)– PHYSICAL SCIENCE

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Understand and critically reflect upon Physical science curricula and co–curricula in schools
- Critically analyse and reflect upon the suitability of school textbooks of physical science
- Develop various strategies on different dimensions of evaluation
- Diagnose students' misconceptions through various techniques

UNIT I: PHYSICAL SCIENCE CURRICULUM

- Critical study of the School Curriculum of Science and syllabus of CBSE and a state board in reference with Physical sciences at Upper primary and Secondary level
- Critical study of the National Curriculum and syllabus of School Science with particular reference to physical science of other nations

UNIT II : PHYSICAL SCIENCE TEXTBOOK AND CCA

- Role of Textbook and suitable structure of its contents, exercises and language
- Critical analysis of the school textbooks of CBSE and state boards
- Co-curricular activities in physical science: need & planning

UNIT III: EVALUATING STUDENTS LEARNING IN PHYSICAL SCIENCE

- Nature and dimensions of evaluation in physical science;
- Preparing blue–print; Subjective and objective type evaluation

UNIT IV: MISCONCEPTIONS IN PHYSICAL SCIENCE

- Understanding students' Misconceptions in science learning; Role of language, daily life experience, teaching –learning experience
- Diagnosing and explaining students' misconception, finding remedies with the help of branched questionnaire, concept maps, concept cartoons, etc.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Report on curricular process for a particular class
- Design and plan for a co–curricular activity for a particular class and simulate
- Preparing objective and subjective items for achievement testing
- Designing diagnostic tool to identify misconceptions
- Case–study for explaining misconceptions

MODE OF TRANSACTION: lectures, video clips, discussion, small group activity

Suggested Readings:

Das, R.C.	*Science Teaching in Schools.*New Delhi. Sterling Publishers Private Limited.
Mangal S. K.	*Teaching of science*, New Delhi: Arya Book Depot
Mohan, Radha	*Innovative Science Teaching: For Physical Science Teachers.* New Delhi: PHI Learning Pvt. Ltd.
Sharma, S.	*Constructivist Approaches to Teaching and Learning,* New Delhi: NCERT
Sharma, R.C.	*Modern Science Teaching*, New Delhi: DhanpatRai Publications,
Sounders:	The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
Nair, C.P.S.	Teaching Science in our Schools, S. Chand & Co. Pvt. Ltd. New Delhi.
Negi, J. S.	BhautikShikshan, VinodPustakMandir, Agra.
Rawat D. S.	Vigyanshikshan, VinodPustakMandir, Agra.
Misra, K.S.	Effective Science Teaching.Anubhav Publishing House, Allahabad
Vaidya, N.	*The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
Yadav, M.S.	Teaching of Science, Amol Publications.
Anderson, H. O.	Readings in Science Education for the Secondary School. New York
Jenkins, E.W. (Ed.)	*Innovations in Science and Technology Education*, Vol. VI, UNESCO, Paris.

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COURSE P3AS: PEDAGOGY–II (A)– SOCIAL SCIENCE

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- ~~acquire the ability to develop instructional support materials.~~
- ~~examine the history of social science teaching in the country~~
- ~~develop the ability to organise co-curricular activities and different resources for promoting social science learning.~~
- ~~develop the ability to analyse the social science curriculum.~~
- ~~appreciate students' experience in social science learning.~~
- develop the ability to construct test items
- develop the ability to assess social concerns among students
- develop the ability to construct test items to evaluate students' achievement.
- develop skill diagnose and remedy students' difficulties in Social Science.

UNIT I: ~~TEACHING AIDS AND REFERENCE MATERIAL IN~~DEVELOPING SOCIAL ~~SCIENCE~~CONCERNS AND CITIZENSHIP COMPETENCIES

- ~~Deciding and Developing Appropriate Learning Recourses~~
- ~~Print Media (Text Books, News Paper, Magazine, Map, Atlas, Time Line etc.)~~
- ~~Audio- Visual Media (Globe, Charts, Models, LCD-Projector, Computer, Film Strips Internet etc.)~~

~~UNIT II: SOCIAL SCIENCE CURRICULUM AND THE TEXT BOOK~~

- ~~Examine the history of social science teaching~~
- ~~The subject matter of social science (diverse cultures and societies of the past and present, diverse perspectives/viewpoints/ experiences of a phenomenon)~~
- ~~Students' construction~~Social concerns and citizenship education
- Dimensions of social concern (beliefs, attitudes , values, value judgment etc.) and its strategies to examine
- Social issues and ~~conceptualization of social sciences concepts~~

~~UNIT III: SOCIAL SCIENCE TEXT BOOKS AND ACTIVITIES~~

- ~~Text Book of Social Science~~
- ~~Critical analysis of the national curriculum and syllabus of social science with reference to other nation~~
- ~~Co-curricular~~its related activities ~~in social science~~
- Nature of citizenship skill

UNIT ~~IV~~II: EVALUATION OF STUDENT'S LEARNING IN SOCIAL SCIENCE

- Meaning and Types of Evaluation
- ~~Tools for Evaluation~~ in Social Science ~~(Check List, Observation, Socio-metric etc.)~~
- ~~Evaluation~~Dimensions of ~~students' achievement~~
- ~~Diagnosing difficulties in social science learning~~evaluation (Grades, Assessment and ~~remedial measures~~Standards)
- Assessing competence and concerns (Observation, Checklist, rating scale, anecdotal records, research sheet, essay test question, The Daily Diary and Socio-Metric Scales etc.)

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- Performance assessments and portfolios

UNIT III: CONTRUCTING SOCIAL SCIENCE TEST ITEMS

- Teacher made paper and pencil test
  -constructing essay and objective type test items
- Preparing Blue print and Achievement Test

UNIT IV: DIAGNOSIS AND REMEDIAL TEACHING IN SOCIAL SCIENCE

- Meaning of Diagnosis
- Meaning and Definition of Remedial Teaching
- Objectives and Function of Remedial Teaching
- Methods and the Strategies of Remedial Teaching

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Preparing a diagnostic test
- Organizing a remedial class based on the diagnostic test conducted
- ~~Organizing a social science club in the school~~
- ~~Construction of social science curriculum and syllabus based on the students' experience~~
- Observation report on the social science curricular process
- ~~Field Trip (Historical Places)~~
- ~~Social Responsibilities- visit to post office, hospital, school, bus stand etc. to understand how the functioning of the institution is organized~~

~~**MODE OF TRANSACTION:** Lecture cum Demonstration, Content Analysis~~

- Make a daily diary of any one student
- Prepare a blue print

Construct the test items to assess learning in social science

Suggested Readings:

Balagopalan, S.	Unity in Diversity: Diversity, Social Cohesion and the Pedagogical Project of the Indian State. In S. Vandiyar et al (eds.) Thinking diversity, building cohesion: a transnational dialogue on education, Amsterdam: Rozenburg Publications.
Batra, P. (ed.)	Social Science Learning in Schools: Perspective and Challenges, New Delhi: Sage.
Bhattacharya, N.	Teaching History in Schools: The Politics of Textbooks in India. History Workshop Journal. 67(1), 99-110.
Billinge, M. et al. (eds)	Recollections of a revolution: Geography as spatial science, London: Macmillan
Bose, S. and Sardana, A.	'Teaching Economics in Schools', Economic and Political Wekly,August 9, 2008, pp 54-60.
Carr, E. H.	What is History? England: Penguin
Chakravarty, U.	Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient ' India ',New Delhi: Tulika Books, Chapter on: History as Practice: Introduction, 16-30.
Eklavya	SamajikAdhyayanShikshan: EkPrayog, Hoshangabad: Eklavya.
Geetha, V. et al.	Textbook Regimes: A Feminist Critique of Nation and Identity, Tamilnadu. Nirantar: New Delhi
George, A. and Madan, A.	Teaching Social Science in Schools. Sage: New Delhi

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George, Alex M.	Children's Perception of Sarkar: The Fallacies of Civics Teaching, Contemporary Educational Dialogue 1:2, 228-257 and published by Eklavya
Hursh, W., D. and E. W. R.	Democratic Social Education Social Studies for Social Change, New York: Falmer Press, Chapter 9: Not only by our Words: Connecting the Pedagogy of Paulo Freire with the Social Studies Classroom,135-148.
Jain, M.	Social Studies and Civics: Past and Present in the Curriculum, Economic and Political Weekly, 60(19), 1939-1942.
John Dewey	School and Society, chapter on Social Science
Kumar, K.	Learning From Conflict. Orient Longman: Delhi pp. 25-41, 79-
Mehlinger, Howard D. (ed.)	UNESCO Handbook of Social Studies. France: UNESCO Publications.
NCERT	Social Science Textbooks for classes VI – XII. NCERT: New Delhi
NCERT	Position Paper National Focus Group on Teaching of Social Sciences. NCERT: New Delhi
Paliwal, R. et al	'On Contextualization of Curriculum' Contemporary Education-dialogue, Learning Curve, APF, 200..
Ross, E. Wayne (ed.)	The Social Studies Curriculum: Purposes, Problems and Possibilities. Albany: State University of New York Press, Chapter 1: The Struggle for the Social Studies Curriculum, 17-36.
Sunny, Yemuna.	'Experience and Science in Geography Education', Economic and Politial Weekly, June14, 2008, pp 45-49.

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COURSE ~~P3BM~~P3 BM : PEDAGOGY–II (B) MATHEMATICS

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers:

-To understand the mathematical content and its instruction

-To understand the Instructional Skills of mathematics teacher

-To understand the Communication in mathematics teaching

-To understand the Computer in mathematics teaching

-To understand the Assessment in mathematics

UNIT-I- MATHEMATICAL CONTENT AND ITS INSTRUCTIONS

- Nature of content in mathematics
- Use of content in instructional design
- Content mastery and its maintenance

UNIT- II- INSTRUCTIONAL SKILLS OF MATHEMATICS TEACHERS

- Meaning and content of instructional skill.
- Instructional Skill- Preparatory, Presentation and classroom management.
- Other Attributes- Regulatory, punctuality, Discipline and attitude towards teaching mathematics.
- Meaning and concept of CCE in mathematics

UNIT- III- COMMUNICATION IN MATHEMATICS TEACHING

- Meaning and concept of communication components.
- Types of Communication in mathematics class- verbal and Non-verbal
- How to make effective mathematics teaching through communication
- Construction and concept of Achievement test- preparation of blue print

UNIT- IV- COMPUTER IN MATHEMATICS TEACHING

- Basic Introduction of computer- CPU, Memory, Input- Output, Hardware and Software
- Interpretation of mathematical data through computer
- Preparation of tables through computer
- Types of questions- Subjective type and Objective type

PRACTICUM: 1-Construction of CAI in mathematics for secondary students.

2- Preparation of three lesson plan of mathematics teaching through computer.

3- Preparation of evaluation sheet for CCE.

4-Conducting of Action Research for selected problems.

5-Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts.

Suggested Reading:

Kulsheshtha,	A.K. Teaching of Mathmatics , Meerut. R L Book Depot
Fuch, W.R.	Mathematics for modern mind, New york: McMillan& comp.
Clements D.H.	Computer in early and primary education-, Prentice Hall,
Saxena N.R.S. and Oberio S.C.,	Technology of Teaching- Meerut R. LAl.Book Depot.
Molenda Michel, Russel, J.D. et al	Instructional media and the new technology of Instruction-: Mcmillan Publishing company, New york.
Sharma, R.A.	Technology of Teaching- Meerut, R. Lal Book Depot.
Devnani K.K.	Make Computer your Friend (Learning Computer). Agra. Part. IV friend publication.

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COURSE P3BB : PEDAGOGY–II (B) BIOLOGY

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Know the principles of learning and the contemporary views on learning.
- Acquaint with different community resources in biology.
- Understand the importance of planning field visits to different natural and manmade habitats.
- Explore the process skill in science and role of laboratory in teaching– learning.
- Facilitate development of scientific attitudes in learners.
- Construct appropriate assessment tools for evaluating learning of biological science.

UNIT I PSYCHOLOGY OF LEARNING AND TEACHING OF BIOLOGY

- principles of learning
- ~~motivation factors and biology teachers~~
- *How students learn? contemporary perspectives on learning: Dewey, Ausubel ,Bruner, Piaget, Vygotsky and constructivist view of learning (**brief**)

UNIT II ENRICHMENT OF BIOLOGY EDUCATION

- * Planning field visits, Zoo, Sea shore life, Botanical garden, etc. Science club.
- Using community resources for biology learning; pooling of learning resources in school complex/block/ district level; Handling hurdles in utilization of resources.

UNIT III: LABORATORY RESOURCES IN BIOLOGICAL SCIENCE

- Setting up of Biology Lab: Need, Guidelines for organizing practical work, safety precautions to be followed while working in a lab
- Developing science kit.

UNIT IV: EVALUATION OF CHILDREN'S LEARNING

- Changing trends in evaluation, concept and need of CCE in reference to constructivist classroom.
- * Preparation of blue print and preparation of different test items in biology, **concept** of teacher made achievement test, diagnostic and remedial test in biology.

MODE OF TRANSACTION: Lecture, Discussion, power point presentations, field visits

PRACTICUM

- Preparation of a report on the biology lab of the school, visited by the student during internship.
- Preparation of a question bank.
- Constructing a diagnostic test. (* topics will be dealt under practicum)

Suggested readings:

Bremmer, J.	Teaching Biology
Carin, R.A.	Teaching Science through discovery
Green, T.L.	Teaching of Biology in Tropical Secondary Schools
Miller, D.F. and Blaydes, G.W.	Methods and Materials for Teaching Biological Sciences
UNESCO	New Trends in Biology Teaching
Mangal, S.K.	Teaching of Biological Sciences, Agra book Depot.
Sounders	The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
Kulshrestha, S. P	JeevVigyanShikshan ,Lyall Book Depot, Meerut
Rawat, D. S.	Vigyanshikshan, VinodPustakMandir, Agra.
UNESCO	Essential of learning in Environment.
NCERT, (2006).	*National Curriculum Framework*- 2005, NCERT. New Delhi.
NCERT, (2005).	*'Focus Group Report' Teaching of Science* NCERT New Delhi.

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COURSE P3BE : PEDAGOGY–II (B) ENGLISH

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

-understand the school curriculum
- develop the understanding of the qualities and role of English language teacher
-able to understand the organization of co-curricular activities
-understand continuous and comprehensive evaluation (CCE)
-analyze the process of evaluation and assessment

UNIT I: SCHOOL CURRICULUM

- Curriculum of English Language: State Board, Central Board of Secondary Education, International Baccalaureate(IB): characteristics and principles of curriculum construction
- Text Book of English Language: Criteria of good text book

UNIT II: ENGLISH LANGUAGE TEACHER AND COCURRICULAR ACTIVITIES

- Qualities of English Language teacher
- Role of English language teacher in teaching learning process
- Need of English teacher association for professional development
- Co-curricular activities in English language teaching; class magazine, language games
- Role of English Language teacher in organizing co-curricular activities

UNIT III: CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

- Diagnostic test: concept and importance
- Need and utility of remedial teaching
- Concept of continuous and comprehensive evaluation

UNIT IV: EVALUATION AND ASSESSMENT

- Evaluation of scholastic area
- Assessment of Co scholastic aspects of students learning
- Different types of tests ; their advantages, limitations and suggestions for improvement

PRACTICUM

- Preparation of diagnostic test for 8thstd.
- Prepare a report of co-curricular activities
- Prepare a text book of English Language for 9thstd. **of state board/CBSE/ICSE/IB to develop students interest in Indian English writings.**
- Prepare a class magazine through the use of ICT
- **Prepare a report of constructing curriculum of English for 11th/12th std of CBSE to develop students social/moral understanding.**
- **Prepare a report on the success and failure of CCE in secondary school.**

Suggested Readings:

Krishnaswamy, N. &Krishnaswamy, Lalitha (2005) Teaching English Approaches, methods and techniques, Macmillan India Limited, Chennai.
Nagaraj, Geetha (2012) English Language Teaching Approaches, Methods, Techniques, Orient Blackswan Pvt Ltd, New Delhi.
Littlewood, William (2000) Communicative Language Teaching, Cambridge University Press.
Chaturvedi, M.C. (1995) Position of language in school curriculum in India, New Delhi, NCERT.
Hornby, A. S. A guide to pattern and usage in English, oxford university press.
Jain, R. K. Essential of English teaching, Renulal Book Depot Meerut.
Anderson, A. and Lynch, T. (1988)Listening, Oxford University Press, Oxford.
Ur, Penny (1984) Teaching Listening Comprehension, Cambridge University Press, Cambridge.
Bygate, M. (1987) Speaking, Oxford University Press, Oxford.
Brown, G. and Yule (1983) Teaching the Spoken Language, Cambridge University Press, Cambridge.

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Nuttall, Christine	(1987) Teaching Reading Skills in a Foreign Language, Heinemann Educational Books Ltd., 1982; ELBS Edn., London.
Chall, J.S.	(1983)Stages of Reading Development, McGraw-Hill Book Company, New York.
Pincas A.	(1982) Teaching English Writing, The Macmillan Press Limited, London.
Makey, Sardra L.	(1985)Teaching Grammar, Pergamon Institute of English, Oxford.
Ur, Penny	(1988) Grammar Practice Activities, Cambridge University Press, Cambridge.

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COURSE P3BH : PEDAGOGY–II (B) HINDI

उद्देश्य:

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

- हिन्दी भाषाशिक्षण में मूल्यांकन के उद्देश्य एवं महत्व. का ज्ञान देना।
- हिन्दी शिक्षणमें मूल्यांकन की संस्थितियों व विधियों का ज्ञान देना।
- हिन्दीभाषापाठ्यचर्या के आधारों की आवश्यकतामेंमहत्व की समझविकसितकरना
- हिन्दीभाषापाठ्यक्रमकाअर्थ एवंआवश्यकत की समझविकसितकरना
- . निदानात्मकपरीक्षण एवंउपचारात्मकशिक्षण के अर्थ, स्वरूप, महत्व एवंउपयोगकाज्ञानकराना।

इकाई 1 : हिन्दी भाषा पाठ्यक्रम

- पाठ्यचर्या का अर्थ एवं सम्प्रत्यय
- ~~पाठ्यचर्या, पाठ्यक्रम एवं अध्ययन की विषय वस्तु में अन्तर~~
- भाषायी पाठ्यक्रम के तत्व एवं हिंदी पाठ्यक्रम
- हिन्दीभाषा पाठ्यक्रम निर्माण के ~~आधार~~सिद्धांत

~~इकाई 2~~

- ~~हिन्दीभाषा पाठ्यचर्या व पाठ्यक्रम (प्राथमिक एवं माध्यमिक)~~
- ~~हिन्दी पाठ्यपुस्तक (प्राथमिक एवं माध्यमिक)~~

~~इकाई 3 हिन्दी भाषा शिक्षण में आकलन एवं मूल्यांकन~~

- ~~हिन्दी भाषा शिक्षण में मूल्यांकन के उद्देश्य एवं महत्व~~
- ~~हिन्दी भाषा शिक्षण में ग्रेडिंग प्रणाली~~
- ~~निकष सन्दर्भित एवं मानक सन्दर्भित परीक्षण (CRT&NRT)~~

~~इकाई 4~~

- ~~विषयनिष्ठ एवं वस्तु निष्ठ प्रश्नों का अर्थ अन्तर महत्व एवं निर्माण~~
- ~~निदनात्मक एवं उपचासत्मक परीक्षण~~
- ~~नीली छाया एवं प्रश्न पत्र निर्माण~~

इकाई 2 हिंदी पाठ्य-पुस्तक, पाठ्यक्रम एवं पाठ्यचर्या की समीक्षा

- हिंदी पाठ्य-पुस्तक की समीक्षा (प्राथमिक एवं माध्यमिक)
- हिंदी भाषा पाठ्यक्रम की समीक्षा (प्राथमिक एवं माध्यमिक)
- हिंदी भाषा पाठ्यचर्या की समीक्षा (प्राथमिक एवं माध्यमिक)

इकाई 3: हिंदी भाषा शिक्षण में आकलन, मूल्यांकन एवं परीक्षण

- आकलन: अर्थ, परिभाषा, प्रकार एवं विशेषताएँ
- मूल्यांकन: उद्देश्य एवं महत्त्व
- सतत एवं व्यापक मूल्यांकन

इकाई 4: हिंदी भाषा में परीक्षण

- विषयनिष्ठ एवं वस्तुनिष्ठ प्रश्न: अर्थ, महत्त्व एवं निर्माण
- नीलीछाया एवं प्रश्न पत्र (निदानात्मक एवं उपचारात्मक परीक्षण) निर्माण
- निकष संदर्भित एवं मानक संदर्भित परीक्षण

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- निकष सन्दर्भित एवं मानक सन्दर्भित परीक्षण(CRT&NRT)
- निदनात्मक एवं उपचारात्मक परीक्षण (CRT&NRT)

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- नीलीछाया एवंप्रश्न पत्र निर्माण
- एक पुस्तक की समीक्षा

MODE OF TRANSACTION संदर्भानुसार उपयुक्त शिक्षण विधि का प्रयोग

सन्दर्भसूची:–

- भाई योगेन्द्रजीत, हिन्दीभाषाशिक्षण, विनोदपुस्तकमंदिरआगरा
- क्षत्रिय के0 मातृभाषाशिक्षण , विनोदपुस्तकमंदिरआगरा
- लालरमनबिहारी, हिन्दीशिक्षणरस्तोगीप्रकाशन, मेरठ
- रघुनाथहिन्दीशिक्षणविधि, पंजाब घरजालंधर
- शर्मा लक्ष्मीनारायण, भाषाशिक्षण की विधियाँ औरपाठनियोजन, विनोदपुस्तकमंदिरआगरा
- शुक्लरामचन्द्र, हिन्दीभाषाकाइतिहास, DPH नईदिल्ली
- भाषासम्प्राप्तिमूल्यांकन– के.जी.रस्तोगी
- नागरीलिपिऔरहिन्दीवर्तनी–अनन्तचौधरी

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COURSE EPC3: READING & REFLECTING ON TEXT

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 4 Hrs./wk**

To help the prospective teachers to:

-develop reading comprehension
-understand the pedagogy of reading and writing
- understand the variety of texts for reading.
- understand the relation of reading and writing
- understand the best practices.

ACTIVITY- I: READING COMPREHENSION

- Language Skills: Listening, Speaking, Reading and Writing
- Reading comprehension: Need and importance
- Types of reading; Intensive and Extensive reading, Loud and Silent reading

ACTIVITY- II: PEDAGOGY OF READING

- Levels of Reading- literal, interpretative, critical and creative
- Reading Techniques – Skimming and Scanning.
- Methodology of Reading

ACTIVITY-III: READING VARIETY OF TEXTS

- Reading of variety of texts: empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people's experiences of all of these
- Narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc.
- Importance of Different Texts in Curriculum

ACTIVITY-IV: READING, WRITING SKILLS AND BEST PRACTICES

- Different types of reading skills and strategies
- Combining reading and writing leads to the development of critical skills
- Analyze of various text structures : these contribute to the comprehension of a text
- Writing with sense of purpose and audience; writing within the context of other's ideas

PRACTICUM

- Workshop on reading variety of texts
- Prepare a report on best practices in reading/writing texts with the help of ICT
- Prepare a field notes
- Prepare pedagogical aspects of reading/writing
- Draft a report on entire activities
- Divide the group and provide one text and suggest students to make different interpretations
- Design vocabulary games to enhance vocabulary

Suggested Readings:

Bright, J. A., and McGregor, G. P. (1970).Teaching English as a Second Language. ELBS: Longman.
Doff, A. (1988). Teach English: Training Course for Teachers. Cambridge: Cambridge University Press.
Hill, L. A., and Dobbyn, M. A. (1979).Training Course, Trainer's Book. London: Cassell.
Hubbard, P., and Hywel, J. et al.(1983). A Training Course for TEFL.Oxford University Press.

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COURSE PT: PSYCHOLOGICAL TESTING

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 4 Hrs./wk**

The prospective teachers will be able to

- Conduct psychological testing on students
- Record and analyse data scientifically
- Interpret the results and provide guidance if needed in desired direction

The prospective teachers are expected to understand the psychology of school students to help them understand their qualities and guide them for future prospects and solve their problems. They have to conduct minimum ~~four~~five of the psychological testing in the following suggested areas:

- **Interest**
- **Aptitude**
- **Intelligence**
- **Aspiration**
- ~~**Social distance**~~
- **Fear and Anxiety**
- **learning**
- **attitude**
- **Adjustment**
- **Reading Disorder**
- The evaluation will be based on their detailed learning how to conduct the test, record and ~~analyse the findings, as well as their performance in the practical and viva voce examination.~~**analyze the findings, which will take place during the classes' (classroom performance) and the students would be required to submit their records on that particular day. The prospective teachers would have to administer the test on different subjects and submit the brief reports separately during the end exam which will be followed by a viva-voce.**

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COURSE SI 3: SCHOOL INTERNSHIP–I (UPPER PRIMARY TO HIGHER SECONDARY)

OBJECTIVES: **MARKS: 200| CREDITS: 8 | 8 weeks**

The Prospective teachers, after this field experience, will be able to

- Understand the Broader concept of internship apart from the practice teaching.
- Participate in the various types of activities in internship, as members of the school
- Show competence in core teaching skills.
- Become a reflective teacher capable of self–regulating learning to teach

In the two-year B.Ed. Programme, internship is professional preparation of a prospective teacher. The term internship refers to an arrangement under which a prospective teacher can acquire first hand experience as a teacher in situation closely resembling those in which s/he would be working upon entering the profession. It has been designed to provide each student with a comprehensive experience similar to actual teaching and working as a full time teacher in the cooperating schools in a block of 3rd and 4th semester. ~~The first~~**In this** phase of Internship ~~includes various types of skills~~**the students are engaged** in **teaching-learning process at allocated** school ~~practice~~ for ~~at~~ least eight weeks ~~in the 3rd semester~~. It shall be planed and coordinated by Department of Education, GGV, in cooperation with one or more school system under the supervision of a teacher nominated by the Head of the department or by the Head of the practicing schools or by any experienced teacher nominated by concerned school principals.

~~The first~~**In this** phase of internship in this semester includes a wide variety of experiences in one or more schools but with a major focus on managing classroom teaching ~~and allied activities~~.

- *Teaching* ~~**sub– I –75 marks**~~
  Teaching ***of Sub–I (40 marks)***
  Teaching of *sub–II* ~~**–75**~~ ***(40*** *marks**)***
- ***Teaching-II***
  Teaching of sub–I (60 marks)
  Teaching of sub–II (60 marks)

- Prospective teachers are expected to plan and execute classroom teaching in both of their chosen subjects I and II. They are expected to take at least one lesson in a working day and complete within the duration of 8 weeks, minimum 50 classroom lessons with nearly equal weight on both the subjects.
- It is expected that the Prospective ~~teacherswill~~**teachers will** put effort to integrate various skills to create learning environment that generates scope of students' active participation in the learning process, scope of higher order thinking rather than rote learning and constant motivation for learning taking care of the existing individual differences.
- ~~The evaluation of the performance of the prospective teacher will include her/his sincere efforts, novelty and variety in teaching as well as the records of gradual improvements throughout the total period, as well as, two-to-four lessons observed by a panel of teachers towards the end of the internship programme (first phase).~~
- Every Prospective teacher is expected to reflect upon his teaching experience in detail after each day's teaching to critically analyse the strength, flaws and possible corrections or alternative pathways to her/his own strategies for successful fulfillment of instructional objectives~~.~~ **under the guidance of supervisor.**

- ~~**School participation–25 marks** Prospective teachers are expected to participate in various school activities other than classroom teaching like the Morning assembly, conducting sessional tests, administrative works, etc. as and when allotted by the school and the teacher- in- charge.~~
- ~~**Case study/individual portfolio–(25 marks)** – Prospective teachers are expected to undertake any one of these activities and complete it within the period of the SI. They may have a close observation on~~

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~~a single student or a small group during this period so as to produce a case study report or/and a portfolio reflecting a holistic understanding of these students. The aim is to bring the Prospective teachers as close as possible to the learners and their unique characteristics and their unique circumstantial problems. This in turn is expected to sensitise them about biological-psychological-social space of learners in which they are embedded and to enhance their self-efficacy as an effective problem solver as well as reflect upon maintaining an inclusive classroom situation and school ethos.~~**Evaluation: The evaluation of the performance of the prospective teacher will include her/his sincere efforts, novelty and variety in teaching as well as the records of gradual improvements throughout the total period which will be regularly monitored by the concerned Departmental supervisor, and will evaluate his/her Teaching I: Teaching of Subject-I and Subject-II(40 Marks for each Subject). Teaching II: Teaching of Subject-I and Subject-II (60 Marks for each Subject), in which two lessons one from each will be observed and evaluated by a panel of teachers towards the end of the Internship programme.**

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List of Revised Courses

Department : *Education*

Program Name : *B.Ed.*

Academic Year : 2018-19

List of Revised Courses

Sr. No.	Course Code	Name of the Course
1.	C11	Childhood & growing up
2.	C12	Contemporary India & education
3.	P1AP	Physical Science
4.	P1AS	Social Science
5.	P1BB	Biology
6.	P1BM	Mathematics
7.	P1BE	English
8.	P1BH	Hindi
9.	O111	Value education
10.	O112	Physical and health education
11.	O113	Guidance and counselling
12.	O121	Indian Sign language
13.	O122	Communication through Braille
14.	EPC1	Critical understanding of ICT in education
15.	SI 1	School visit–I
16.	C23	Learning and teaching
17.	C24	Knowledge and curriculum
18.	CH25	Language across the curriculum
19.	P2AP	Physical Science
20.	P2AS	Social Science
21.	P2BB	Biology
22.	P2BM	Mathematics
23.	P2BE	English
24.	P2BH	Hindi
25.	EPC2	Drama & Art in Education
26.	SI 2	School visit–II

27.	PTS	Practicing teaching skills
28.	C36	Assessment and evaluation
29.	P3AP	Physical Science
30.	P3AS	Social Science
31.	P3BB	Biology
32.	P3BM	Mathematics
33.	P3BE	English
34.	P3BH	Hindi
35.	EPC3	Reading & reflecting on text
36.	PT	Psychological testing
37.	SI 3	School internship–I
38.	CH47	School management & leadership
39.	CH48	Creating an inclusive school
40.	CH49	Gender, school and society
41.	O41	Peace education
42.	O42	Vocational & Work Education
43.	O43	Legal education
44.	EPC4	Understanding the self
45.	SI 4	School Internship–II

Minutes of Meetings (MoM) of Board of Studies (BoS)

Academic Year : 2018-19

School : *School of Studies of Education*

Department : *Education*

Date and Time : *October 11, 2018 – 03:00PM*

Venue : *DoE, GGV, Bilaspur*

The scheduled meeting of member of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held to design and discuss the B. Ed. (I to IV semesters) scheme and syllabi.

The following members were present in the meeting:

1. Dr. C.S. Vazalwar, (HoD, Chairman, BoS.)
2. Prof. K.K. Khare (External Expert Member BoS, RIE, NCERT, Bhopal)
3. Dr. Anju Agarwal (External Expert Member BoS, Dept. of B.Ed./M.Ed. MJPRU, Bareilly, UP)
4. Dr. Sujeet Kumar, (Internal member BoS)
5. Dr. Vindeshwari Pawar (Internal member BoS)

Following points were discussed during the meeting

1. Correction of typographical error (two internal tests) in two year B.Ed. programme as per ordinance, were discussed and found it suitable.

It was further decided that the curricula will be operative under the credit system. The CBCS/ECS would not be implemented in strict sense to the present programmes run by the department, being professional post-graduate programmes, and owing to the present limitations of space and resources. However, ample number of elective courses have been designed to be offered in the all the programmes of B.Ed., B.Ed. Special Education (HI & LD). Moreover, the Curriculum of M.Ed. programme have been designed to offer choices in terms of specialisation courses as well as dissertation in chosen area. Such courses would be able to meet the diverse need and interest of the clienteles. More choices of courses should be included as and when there would be sufficient infrastructure and system support available.

The committee discussed and approved the scheme and syllabus from the session 2018-19.

Head
Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)

Signature & Seal of HoD

Scheme and Syllabus

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATIONFOR FOUR SEMESTERS

SEMESTER I

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
Group-I Core courses	Childhood & growing up	C11	4	100	30	70	50
	Contemporary India & education	C12	4	100	30	70	50
Group-II Pedagogy courses	Understanding the discipline–A Physical Science Social Science	P1AP P1AS	2	50	15	35	25
	Understanding the discipline–B Biology Mathematics English Hindi	P1BB P1BM P1BE P1BH	2	50	15	35	25
Group-III Optional courses	*Any one from* – Value education OR Physical and health education OR Guidance and counselling	O111 O112 O113	2	50	15	35	25
	Any one Optional skill training from– Indian Sign language OR Communication through Braille	O121 O122	2	50	50		25
Group –IV Enhancing Professional Capacities courses	Critical understanding of ICT in education	EPC1	2	50	50		25
Group –V Engagement with Field	School visit–I (Upper Primary to Higher Secondary)	SI 1	2	50	50		25
	TOTAL		**20**	**500**	**255**	**245**	**250**

SEMESTER II

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
Group-I Core courses	Learning and teaching	C23	4	100	30	70	50
	Knowledge and curriculum	C24	4	100	30	70	50
	Language across the curriculum	CH25	2	50	15	35	25
Group-II Pedagogy courses	Pedagogy–I (A) Physical Science Social Science	P2AP P2AS	2	50	15	35	25
	Pedagogy–I (B) Biology Mathematics English Hindi	P2BB P2BM P2BE P2BH	2	50	15	35	25
Group –IV Enhancing	Drama & Art in Education	EPC2	2	50	50		25

Professional Capacities courses							
Group –V Engagement with Field	School visit–II (Upper Primary to Higher Secondary)	SI 2	2	50	50		25
	Practicing teaching skills	PTS	4	100	100		50
	TOTAL		**22**	**550**	**305**	**245**	**275**

SEMESTER III

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
Group-I Core courses	Assessment and evaluation	C36	4	100	30	70	50
Group-II Pedagogy courses	Pedagogy–II (A) Physical Science Social Science	 P3AP P3AS	2	50	15	35	25
	Pedagogy–II (B) Biology Mathematics English Hindi	 P3BB P3BM P3BE P3BH	2	50	15	35	25
Group –IV Enhancing Professional Capacities courses	Reading & reflecting on text	EPC3	2	50	50		25
Group –V Engagement with Field	Psychological testing	PT	2	50	50		25
	School internship–I (Upper Primary to Higher Secondary)	SI 3	8	200	200		100
	Teaching-I *Teaching of Sub–I:(40 marks)* *Teaching of sub–II:(40 marks)*						
	Teaching-II *Teaching of sub–I:(60 marks)* *Teaching of sub–II:(60 marks)*						
	TOTAL		**20**	**500**	**360**	**140**	**250**

SEMESTER IV

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
Group-I Core courses	School management & leadership	CH47	2	50	15	35	25
	Creating an inclusive school	CH48	2	50	15	35	25
	Gender, school and society	CH49	2	50	15	35	25
Group-III Optional courses	*Any one from –* Peace education Vocational & Work Education Legal education	 O41 O42 O43	2	50	15	35	25
Group –IV Enhancing Professional Capacities courses	Understanding the self	EPC4	2	50	50		25

Group –V Engagement with Field	School Internship–II (Upper Primary to Higher Secondary)	SI 4	8	200	200		100
	Case Study/Individual Portfolio–25marks						
	School participation–25marks						
	Teaching and Subject assessment–50 marks						
	Action Research–25 marks						
	Administrative Work–25 marks						
	Conducting morning assembly & CCA–25marks						
	Preparation of TLM–25 marks						
	TOTAL		**18**	**450**	**310**	**140**	**225**
	TOTAL CREDITS FOR TWO YEAR		**80**	**2000**	**1230**	**770**	**1000**

List of Revised Courses

Department : *Education*

Program Name : *B.Ed.*

Academic Year : 2019-21

List of Revised Courses

Sr. No.	Course Code	Name of the Course
1.	C11	Childhood & growing up
2.	C12	Contemporary India & education
3.	P1AP	Physical Science
4.	P1AS	Social Science
5.	P1BB	Biology
6.	P1BM	Mathematics
7.	P1BE	English
8.	P1BH	Hindi
9.	O111	Value education
10.	O112	Physical and health education
11.	O113	Guidance and counselling
12.	O121	Indian Sign language
13.	O122	Communication through Braille
14.	EPC1	Critical understanding of ICT in education
15.	SI 1	School visit–I
16.	C23	Learning and teaching
17.	C24	Knowledge and curriculum
18.	CH25	Language across the curriculum
19.	P2AP	Physical Science
20.	P2AS	Social Science
21.	P2BB	Biology
22.	P2BM	Mathematics
23.	P2BE	English
24.	P2BH	Hindi
25.	EPC2	Drama & Art in Education
26.	SI 2	School visit–II

27.	PTS	Practicing teaching skills
28.	C36	Assessment and evaluation
29.	P3AP	Physical Science
30.	P3AS	Social Science
31.	P3BB	Biology
32.	P3BM	Mathematics
33.	P3BE	English
34.	P3BH	Hindi
35.	EPC3	Reading & reflecting on text
36.	PT	Psychological testing
37.	SI 3	School internship–I
38.	CH47	School management & leadership
39.	CH48	Creating an inclusive school
40.	CH49	Gender, school and society
41.	O41	Peace education
42.	O42	Vocational & Work Education
43.	O43	Legal education
44.	EPC4	Understanding the self
45.	SI 4	School Internship–II

Minutes of Meetings (MoM) of Board of Studies (BoS)

Academic Year : 2019-21

School : *School of Studies of Education*

Department : *Education*

Date and Time : *July 12, 2019 – 03:00PM*

Venue : *DoE, GGV, Bilaspur*

The scheduled meeting of member of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held to design and discuss the B. Ed. (I to IV semesters) scheme and syllabi.

The following members were present in the meeting:

1. Dr. C.S. Vazalwar, (HoD, Chairman, BoS.)
2. Prof. Sandhya Gihar (External Expert Member BoS, IGNTU, Amarkantak, M.P.)
3. Dr. Sujeet Kumar, (Internal member BoS)
4. Dr. Sunil Kumar Sain (Internal member BoS)

Following points were discussed during the meeting

1. The syllabus for B.Ed. was discussed amongst the present members and as per relevance, as well as need of concerned paper & it is resolved that syllabus for B.Ed. is approved by the BoS.

2.It was further decided that the curricula will be operative under the credit system. The CBCS/ECS would not be implemented in strict sense to the present programmes run by the department, being professional post-graduate programmes, and owing to the present limitations of space and resources. However, ample number of elective courses have been designed to be offered in the all the programmes of B.Ed., B.Ed. Special Education (HI & LD). Moreover, the Curriculum of M.Ed. programme have been designed to offer choices in terms of specialisation courses as well as dissertation in chosen area. Such courses would be able to meet the diverse need and interest of the clienteles. More choices of courses should be included as and when there would be sufficient infrastructure and system support available.

The committee discussed and approved the scheme and syllabus from the session 2019-20.

Head
Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)

Signature & Seal of HoD

Scheme and Syllabus

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATIONFOR FOUR SEMESTERS

SEMESTER I

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
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Group-II Pedagogy courses	Understanding the discipline–A Physical Science Social Science	 P1AP P1AS	2	50	15	35	25
	Understanding the discipline–B Biology Mathematics English Hindi	 P1BB P1BM P1BE P1BH	2	50	15	35	25
Group-III Optional courses	*Any one from* – Value education OR Physical and health education OR Guidance and counselling	 O111 O112 O113	2	50	15	35	25
	Any one Optional skill training from– Indian Sign language OR Communication through Braille	 O121 O122	2	50	50		25
Group –IV Enhancing Professional Capacities courses	Critical understanding of ICT in education	EPC1	2	50	50		25
Group –V Engagement with Field	School visit–I (Upper Primary to Higher Secondary)	SI 1	2	50	50		25
	TOTAL		**20**	**500**	**255**	**245**	**250**

SEMESTER II

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
Group-I Core courses	Learning and teaching	C23	4	100	30	70	50
	Knowledge and curriculum	C24	4	100	30	70	50
	Language across the curriculum	CH25	2	50	15	35	25
Group-II Pedagogy courses	Pedagogy–I (A) Physical Science Social Science	 P2AP P2AS	2	50	15	35	25
	Pedagogy–I (B) Biology Mathematics English Hindi	 P2BB P2BM P2BE P2BH	2	50	15	35	25
Group –IV Enhancing	Drama & Art in Education	EPC2	2	50	50		25

Professional Capacities courses							
Group –V Engagement with Field	School visit–II (Upper Primary to Higher Secondary)	SI 2	2	50	50		25
	Practicing teaching skills	PTS	4	100	100		50
	TOTAL		**22**	**550**	**305**	**245**	**275**

SEMESTER III

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
Group-I Core courses	Assessment and evaluation	C36	4	100	30	70	50
Group-II Pedagogy courses	Pedagogy–II (A) Physical Science Social Science	 P3AP P3AS	2	50	15	35	25
	Pedagogy–II (B) Biology Mathematics English Hindi	 P3BB P3BM P3BE P3BH	2	50	15	35	25
Group –IV Enhancing Professional Capacities courses	Reading & reflecting on text	EPC3	2	50	50		25
Group –V Engagement with Field	Psychological testing	PT	2	50	50		25
	School internship–I (Upper Primary to Higher Secondary)	SI 3	8	200	200		100
	Teaching-I *Teaching of Sub–I:(40 marks)* *Teaching of sub–II:(40 marks)*						
	Teaching-II *Teaching of sub–I:(60 marks)* *Teaching of sub–II:(60 marks)*						
	TOTAL		**20**	**500**	**360**	**140**	**250**

SEMESTER IV

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
Group-I Core courses	School management & leadership	CH47	2	50	15	35	25
	Creating an inclusive school	CH48	2	50	15	35	25
	Gender, school and society	CH49	2	50	15	35	25
Group-III Optional courses	*Any one from –* Peace education Vocational & Work Education Legal education	 041 042 043	2	50	15	35	25
Group –IV Enhancing Professional Capacities courses	Understanding the self	EPC4	2	50	50		25

Group –V Engagement with Field	School Internship–II (Upper Primary to Higher Secondary)	SI 4	8	200	200		100
	Case Study/Individual Portfolio–25marks						
	School participation–25marks						
	Teaching and Subject assessment–50 marks						
	Action Research–25 marks						
	Administrative Work–25 marks						
	Conducting morning assembly & CCA–25marks						
	Preparation of TLM–25 marks						
	TOTAL		**18**	**450**	**310**	**140**	**225**
	TOTAL CREDITS FOR TWO YEAR		**80**	**2000**	**1230**	**770**	**1000**

Scheme and Syllabus

COURSE C11: CHILDHOOD & GROWING UP

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teachers to:

- understand various aspects of child development and factors affecting it
- get insight for creating suitable environment helping students to develop a positive identity and realistic self–concept
- understand critical issues of gender and marginalization in development of sense of identity
- understand individual differences in abilities and thoughts in the context of environment and thus to create a situation to reach to every child

UNIT I: CONCEPT OF CHILD DEVELOPMENT

- Child Development: Meaning, nature; Principles of development
- Heredity: Meaning, and its role in development.
- Environment: Physical, Social – Family, School, Community (Neighbourhood) and their role in Child development. Impact of urbanization and economic conditions
- Role of heredity and environment in individual differences

UNIT II: DEVELOPMENT: VARIOUS DIMENSIONS

- Physically and cognitively developing individual: from Infancy, Childhood to Adolescence expected roles and developmental tasks (referring to theories of Jean Piaget and Bruner), challenges to the school learners
- Emotionally and socially developing individual: from Infancy, Childhood to Adolescence expected roles and developmental tasks (referring to theories of Erickson, Bandura and Kohlberg), challenges to the school learners

UNIT III: DEVELOPMENT OF SELF AND IDENTITY: VARIOUS ISSUES

- Fully functional self (referring Maslow and Rogers), self–concept and identity; education for self realisation
- Gender and identity, Sense of identity among socially disadvantaged and marginalised groups, Role of stereotyping,
- Understanding adolescent learners: characteristics, problems and concerns, need of counselling

UNIT IV: ISSUES IN DEVELOPMENT OF THOUGHT AND ABILITIES

- Development of language and thought, role of culture and social context
- Multiple abilities: multiple intelligence; supporting gifted and slow learners
- Individual differences; Educational implication–reaching every student

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Presentation on effect of environment on education from Government reports
- Data based Presentation (oral/written) on education in relation to gender identity and gender sensitivity
- Data based Presentation (oral/written) on the problems of adolescent learners in India
- Study of the tools of measuring multiple abilities and Self Concept
- Presentation (oral/written) on the Counselling services given by CBSE and schools

MODE OF TRANSACTION: Lectures, discussion, video clips, Group Presentation

Suggested Readings:

Agarwal, Kanika (1991). Mother Craft and Child Development, Rajeev Publication, Meerut.
Aswal G.S. (2009). IIed Educational Psychology, VaniPrakashan, Patna
Elizabeth B. Hurlock (1997) Child Development (VI Ed.). Tata Mcgrow Hilt Publishing Company Limited, Noida.
Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher.
Mishra, Bhawna (1999). Education and child Development.Mohit Publications, New Delhi
Kumar R.(2009): Child Development (VOLI,II)APH Publishing Corporation,New Delhi.
Pandey Ram Shakal (2007). Education Psychology, Surya Publication, Meerut
Sharma, Kamlesh, ManavBikas, syar publication, Agra.
Woolfolk, A. Misra, G. Jha, A. (2012), Fundamental Educational Psychology, Delhi: Pearsons

COURSE C12 : CONTEMPORARY INDIA AND EDUCATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teachers to:

- understand the social diversity in the country, state and the class room and its implication for teaching
- understand and be able to use some key concepts relating to social stratification
- understand the nature of caste and the problems of scheduled castes and their education
- understand the tribal communities and the issues in education of tribal children
- understand the constitutional goals and values and provisions relating to education
- analyze educational policy during the post-independence period.
- understand some sociological concept in relation to education.
- examine some emerging concerns in the area of education.

UNIT I: UNDERSTANDING EDUCATION

- Meaning and the nature of Education
- Types of education and their relevance
- Different Aims of Education
- Evolution aims of education in India
- Determinants of Education system in India (Mainly on Aims, Methods, Curriculum etc.)

UNIT II: THE INDIAN SOCIETY AND THE CLASSROOM

- Nature of Indian Society: its effect on the process of education
- Social Stratification (Meaning, Forms, Bases, Impact of education and on education)
- Socialization of children in India and role of different agencies (school, teachers, family, religion, community)
- Social Discrimination, Social Exclusion and Exploitation, Social and cultural capital

UNIT III: INDIAN CONSTITUTION AND THE EDUCATIONAL CONCERNS AFTER INDEPENDENT

- The British education system and The National Education movement
- The Indian constitution and Education
- Education for National Development: Mudaliar and Kothari Commission on Education
- The New Education Policy 1986

UNIT IV: MODERN EDUCATIONAL DEBATES IN INDIA

- Development of Scheduled Tribe/Scheduled Caste and Education
- Development of Women and Education
- Universalisation v/s Quality of education
- PPP and Privatization of education: Meaning and its Impact
- Uniformity of structure of education, curriculum, language, schools (common school)

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Field based surveys of status of marginalized social groups like SC, ST, migrant workers, rural and urban poor, etc and their educational prospects.
- Surveys of study condition of different kinds of schools and teachers and other staff working in them
- Status report of a village of Bilaspur
- Comparative report of learning style of students from different communities
- Ethnographic profiling of some communities of India

MODE OF TRANSACTION: Lecture cum demonstration, project, and observation

Suggested Readings:

AzimPremji Foundation	The Social Context of Elementary Education in Rural India, AzimPremji Foundation, Bangalore, 2004
Danda, A. K. [edit.]	Chhattisgarh: An Area Study, Calcutta 1977. Anthropological Survey of India.

Danda, A. K. [edit.]	Tribal Situation in Northeast Surguja. Anthropological Survey of India, Calcutta 1977
Dubey, S.C.	Indian Society (Also available in Hindi) NBT, Delhi
F. Haimendorf	Tribes in India, OUP
Govinda, R.	Who Goes To School? OUP, New Delhi, 2010
Govt. of India	Education policy documents and Commission Reports (Mudaliar Commission, Kothari Commission, National Commission on Teachers, Yashpal Commission, National Policy on Education 1965, 1988 & 1992, NCF 2005 etc.)
Jha, P	Withering commitments and Weakening Progress, State and Education in the Era of Neo liberal reforms, EPW, Aug 2005
Naik, JP &Nurullah, S	A Students' History of Education in India, Macmillan (available in Hindi)
Nambissan, G.	Exclusion and Discrimination in Schools: Experiences of Dalit Children, UNICEF, 2009
NCERT	Position Paper of Focus Group on Education of SC and STs, NCERT, New Delhi
NCERT	Sociology, (Text books for class XI and XII) NCERT, New Delhi
Russel&Hiralal	Tribes and Castes of CP & Berar
Thorat, S.	Dalits in India, 2009
Veerbhadranaika, P. et al	'The Education Question' from the Perspective of Adivasis: Conditions, Policies and Structures, NIAS, Bangalore 2011
World Bank	Poverty and Social Exclusion in India, World Bank, 2011

Films & Documentaries

1. ShyamBenegal, Making of the Constitution (12 parts)
2. ShyamBenegal, Bharat EkKhoj (relevant parts on National movement)
3. India Untouched.
4. Buddha Weeps at Jadugoda

COURSE P1AP: UNDERSTANDING THE DISCIPLINE–PHYSICAL SCIENCE

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

-understand the nature of science and its development as a discipline of knowledge
-develop understanding of science education and its changing nature across time
-develop ability to critically analyse the relation of science with other disciplines and with the society
-be able to visualize various aims of teaching Physical Science in schools of modern India
-be able to reconceptualise unifying concepts of Physical Science in the context of classroom teaching

UNIT I: NATURE OF SCIENCE

- Nature of science: Product and process ~~nature of science~~
- ~~Historical development of Science and science education~~
- ~~Interdisciplinary nature of Science~~
- Epistemological differences and Relation among Science, Social Science and Humanities
- **Fact, concept, principle, theory and law; assumption and hypothesis; generalisations**
- Scientific literacy

UNIT II: SCIENCE LEARNING AND TEACHING

- Science learning as 'given' and 'constructed'
- Teaching Science: Change across time and place ~~(Paradigm shifts in teaching science, Methods of study ,Validation of knowledge)~~
- Connecting Science with real life **& society**
- ~~Relating Science and Society~~
- Vocation oriented science teaching **through Examples and Textbook**

UNIT III: PHYSICAL SCIENCE AS A SCHOOL SUBJECT

- ~~Physical Science as a Discipline and as a School Subject~~
- Role of Physical Science in School Curriculum
- Aims and objectives of teaching Physical science
- Specific challenges or Goals of teaching Physical Science in the context of modern Indian Society **like superstitions, gender biasness, fundamentalism, and others**

UNIT IV: KNOWLEDGE STRUCTURE OF PHYSICAL SCIENCE

- ~~Fact, concept, principle, theory and law; assumption and hypothesis; generalisations~~
- Revisiting the big ideas or Unifying concepts of physical science: **(1)** system, order and organization, **(2)** evidence, model and explanation, **(3)** change, constancy and measurement, **(4)** scale, form and function, ~~evolution~~**(5) cause, effect** and ~~equilibrium,~~ causality
- **Revisiting Basic ideas: Atomic structure**, energy, force, pressure, motion

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical Study of aims of teaching science in school curricula of various nations for comparative analysis
- Study of students understanding of the aims of science teaching, role of science learning
- Identification of unifying concepts in any theme

MODE OF TRANSACTION: lectures, discussion, small projects

Suggested Readings:

Das, R.C.	*Science Teaching in Schools.*New Delhi. Sterling Publishers Private Limited.
Mangal, S. K.	*Teaching of science*, New Delhi: Arya Book Depot
Mohan, Radha	*Innovative Science Teaching: For Physical Science Teachers.* New Delhi: PHI Learning Pvt. Ltd.
Sharma, S.	*Constructivist Approaches to Teaching and Learning,* New Delhi: NCERT
Sharma, R.C.	*Modern Science Teaching*, New Delhi: DhanpatRai Publications,
Sounders	The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
Nair, C.P.S.	Teaching Science in our Schools, S. Chand & Co. Pvt. Ltd. New Delhi.
Vaidya, N.	*The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
Yadav, M.S.	Teaching of Science, Amol Publications.
Anderson, H. O.	Readings in Science Education for the Secondary School. New York
Jenkins, E.W. (Ed.)	*Innovations in Science and Technology Education*, Vol. VI, UNESCO, Paris.
NCERT(2005):	*National Curriculum Frame work 2005, NCERT, New Delhi.*
Shukla, R. (2005).	*India Science Report.*National Council of Applied Economic Research, ISBN: 81-88830-07-0

http://unesdoc.unesco.org/images/0019/001914/191425e.pdf
https://www.youtube.com/watch?v=wcf0pZzUjEs
https://www.youtube.com/watch?v=rLJ16LQ2t5c

https://www.youtube.com/watch?v=MYuh5yErdfA
https://www.youtube.com/watch?v=FbaXQ8u6IP8

COURSE P1AS: UNDERSTANDING THE DISCIPLINE–SOCIAL SCIENCE

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To Enable Students:

- to develop understanding about the Nature and Scope of Social Science.
- ~~to understand the Current~~ to develop awareness about prevalent perspective of Social Science~~Curriculum~~
- develop the ability to analyse the social science curriculum
- to develop and apply concepts, generalization and hypothesis
- to understand ~~the Integration of Subjects in Social Science.~~
- ~~to understand the Disciplinary content in Social Science for example from History, Geography, Civics and Economics.~~
- ~~to understand cross~~ cultural perspective and issues in Social Science
- ~~To~~to develop ~~and apply concepts, generalisation and hypothesis~~social consciousness

UNIT-I NATURE AND SCOPE OF SOCIAL SCIENCE

- Meaning and concept of Social Science
- Nature and Scope of Social Science
- Prevailing perception and the issues to be addressed
- Aims and objectives of Social Science
- ~~Correlation~~Aims of Education in India and the Social Science~~with other subjects~~

UNIT-II CURRICULUM ISSUES IN SOCIAL SCIENCE

- ~~National Curriculum Frame work and Position Paper of~~Selecting Social Science Subject Matter
- ~~Need and the Importance of Local resources in social science~~
- The sources of Subject matters (History, Geography, Civics, Economics etc.)~~and instructional resources of social science~~
- The School and the Community as Sources of Social Data

UNIT-III DEVELOPING AND APPLYING CONCEPTS, GENERALISATION AND HYPOTHESIS

- Concepts in the social science curriculum, texts and materials
- ~~Instructional strategies for social science concept learning~~
- Facts, generalizations and hypothesis in the social science curriculum
- ~~Instructional strategies for developing generalization in social science~~
- The Reflective Citizen and Problem Solving

UNIT-IV INTEGRATION OF VARIOUS ~~SUBJECTS AND~~ ISSUES IN SOCIAL SCIENCE

- ~~Cross cultural~~Balancing National and Global Concerns (needs and Importance)
- Multicultural Education perspective and issues in Social Science~~.~~
- ~~Content analysis: Analysis of Social Science Syllabus and text books of state and national boards~~
- ~~Co-curricular activities in social science (importance and planning for various activities)~~
- Social Consciousness and Social Action

PRACTICUM-

- Students will critically analyze the current social studies book at secondary level.
- Field Trip (Historical Places)
- Social Responsibilities- visit to post office, hospital, school, bus stand etc. to understand how the functioning of the institution is organized

Suggested Reading:

Agrawal, J.C.: Teaching Social Studies Vikas Publishing House New Delhi.

Bining and Bining: Teaching of Social Studies inSecondary School,McGraw Hill Book co.NewYark.

Forrester,I.F.: Introduction Social Studies,Orient Longman Bombay.

Jems Flaming: TheTeaching of Social Studies in Secondary School,Longman,Greon& co. London.

Kochar, S.K.: TheTeaching of Social Studies, Sterling Publishers, Delhi.
Kumar, Sujeet: Aspects of History Teaching ,Anubhav Publishing House, Allahabad.
Maurice,P. Hunt:Teaching High School Social Studies,H.LawrenceE.Metleaf& Brothers, New Yark.
NCERT(2005): National Curriculum Frame work 2005, NCERT, New Delhi.
NCERT: 9th& 10th Book of Social Science , NCERT, New Delhi.
State Board: 9th& 10th Book of Social Science , SCERT, Raipur.

COURSE P1BB : UNDERSTANDING THE DISCIPLINE–BIOLOGY

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | ~~3 Hrs./wk~~**

~~Course~~3Hrs./wk~~Course~~ the prospective teachers will be able to:

- appreciate that biological science is a dynamic and expanding body of knowledge.
- identify and relate everyday experiences with learning biological science; integrate the biological science knowledge with other school subjects.
- Know the different professions and scope of biology.
- analyze the contents of biological science with respect to its branches, process skills, knowledge organisation and other critical issues.
- examine different pedagogical issues in learning biological science.
- develop ability to use biological science concepts in daily life.

UNIT I: UNDERSTANDING BIOLOGY

- History of biological science; (brief), Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge.
- What is Biology? Biology as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge; understanding scientific method - observation, enquiry, hypothesis, experimentation, data collection, generalization.
- * Contributions of eminent scientist in biology

UNIT2: BRANCHES OF BIOLOGICAL SCIENCES AND THEIR SCOPE

- Why biology? ; Biological Science for environment, health, peace and development. (importance of Biology in daily life)
- Branches/professions in the area of biological sciences
- * Biology as a subject satisfying various needs:(Vocational needs, social needs, Educational needs and future needs)

UNIT 3: BIOLOGY THE SCIENCE OF LIFE

- Principles of biology
- Foundations of modern biology, cell theory, evolution, genetics, homeostasis, etc.
- * Path tracking landmarks in biology

UNIT 4: BIOLOGY AND SOCIETY

- Place of biology in school curriculum
- * Interdependence of science, technology and society
- Integrating academic disciplines for better conservation practice/ correlation of Biology with other subjects.

MODE OF TRANSACTION: Lecture, Discussion, power point presentations, field visits

PRACTICUM

- Illustration of a biological process using scientific method.
- Preparation of a scrap book on landmarks in biology.
- Collage preparation through collection of Newspaper cuttings/clippings, Journal Articles related to Biology. (* topics will be dealt under practicum)

Suggested readings:

Bremmer, J. Teaching Biology
Carin, R.A. Teaching Science through discovery
Green, T.L. Teaching of Biology in Tropical Secondary Schools
Miller, D.F. and Blaydes, G.W. Methods and Materials for Teaching Biological Sciences
UNESCO New Trends in Biology Teaching
Mangal, S.K. Teaching of Biological Sciences, Agra book Depot.
Sounders The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
Kulshrestha, S. P JeevVigyanShikshan ,Lyall Book Depot, Meerut
Rawat, D. S. Vigyanshikshan, Vinod PustakMandir, Agra.
UNESCO Essential of learning in Environment.
NCERT, (2006). *National Curriculum Framework*- 2005, NCERT. New Delhi.
NCERT, (2005). *'Focus Group Report' Teaching of Science* NCERT New Delhi.

COURSE P1BM : UNDERSTANDING THE DISCIPLINE–MATHEMATICS

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers:

-To understand the Introduction and development of mathematics

-To understand the value of mathematics

-To understand the Curriculum of mathematics

-To understand the Mathematics contents at secondary level

UNIT- I- INTRODUCTION AND DEVELOPMENT OF MATHEMATICS

- Meaning, Nature and Scope of Mathematics
- Aims and Objectives of Mathematics
- Historical development in mathematics

UNIT-II- VALUE OF MATHEMATICS CURRICULUM

- Importance of mathematics in school curriculum
- Correlation of mathematics with other subjects
- Quality of effective mathematics teacher

UNIT- III- CURRICULUM OF MATHEMATICS

- Meaning and concept of curriculum
- Mathematics curriculum: its concept and principles
- Critical appraisal of existing mathematics curriculum and text books.

UNIT- IV- UNDERSTANDING THE CONTENT

- Concept of numbers, ratio, units, percentage, algebraic variables,
- Concept of trigonometry. Trigonometric angles and Ratio, distance and heights
- Concepts of set theory- set operations, Venn diagram

PRACTIUM:

1- Formulation and construction of instructional objectives of their subject of secondary education
2- PPT on historical development and innovations in mathematics.
3- Evaluation of Mathematics text book.
4- Use of Computer in Teaching of Mathematics.
5- Use of Mathematics activities for recreation.

Suggested Reading:

Kulsheshtha, A.K.	*Teaching of Mathematics*,Meerut.R L Book Depot
Gakhar,S.C.	*Teaching of Mathematics,*Haryana.N M Publication Panipat
Bhatnagar, A.B.	*Teaching of Mathematics*,Meerut. R L Book Depot
Negi,J.S.	*Teaching of Mathematics,*AgraVinodPustakMandhir
Shaw & Wright	*Discovering Mathematics,*
V.N. Agrawal	*The Teaching of Mathematics in India,*
Chandha, B.N.	*The teaching of Mathematics*
Young,I.W.A.	*Teaching of Mathematics*
KuppuswamiAiyangar,N.K.	*Teaching of Mathematics in the New Education*
Sidu.K.S.	*The Teaching of Mathematics*
NCERT,(2005).	*National Curriculum Framework*- 2005, New Delhi.
NCERT,(2005).	*'Focus Group Report' Teaching of Science,* New Delhi
NCERT,(2008).	*Mathematics textbook for class 8th*.New Delhi
NCERT,(2006).	*Mathematics textbook for class 9th*..New Delhi.
NCERT,(2006).	*Mathematics textbook for class 10th*.New Delhi
SCERT,	*Mathematics textbook for class 8th*.Raipur, C.G.
SCERT,	*Mathematics textbook for class 9th*..Raipur, C.G.
SCERT	*Mathematics textbook for class 10th*.Raipur, C.G.

COURSE P1BE : UNDERSTANDING THE DISCIPLINE –ENGLISH

COURSEOBJECTIVES **MARKS: 50 |CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Understand and appreciate English language as a discipline
- Understand the role of disciplinary knowledge in school curriculum
- Understand the historical development of English language as a discipline
- Analyse the challenges of English language at school level

UNIT – I : GENESIS OF ENGLISH AND ENGLISH LANGUAGE AS A DISCIPLINE

- Understanding theories of language origin
- Genesis of English language origin
- Concept of Discipline, History of English as a Discipline
- ~~Nature and role of disciplinary knowledge in school curriculum~~
- ~~Inter-relationship of English language with Science, Maths, and Social Sciences~~

UNIT – II : ~~GENESIS OF ENGLISH LANGUAGE &~~ ENGLISH IN PRE~~-~~ AND POST INDEPENDENT INDIA

- ~~Historical development of Ancient British English language to the present Standard English in the world~~
- Introduction of English in Pre-Independent India: ~~A~~Macaulay Minute; and Socio, Political and Intellectual Context of English

~~**UNIT – III : ENGLISH IN PRE-INDEPENDENT INDIA – POLICY PERSPECTIVE**~~

- ~~Recommendation of various Committees and Commission on inclusion of~~ English language ~~and provisions:~~
  - ~~Macaulay Minute 1835~~
  - ~~Wood's Dispatch 1854~~
  - ~~Indian Education Commission 1882~~

~~**UNIT – IV: ENGLISH LANGUAGE IN POST-INDEPENDENT INDIA – POLICY PERSPECTIVE**~~

~~Recommendations of commissions on English language teaching:~~

- ~~University Education Commission 1948~~
- ~~in~~ post-independent India – policy perspective (Mudaliar Commission 1952, Kothari Commission – 1964
- ~~NPE 1986~~
- -66, and NCF ~~–~~2005)
- ~~Challenges of teaching English as Second Language in India~~

UNIT – III : LANGUAGE LEARNING AND ACQUISITION

- Language learning and language acquisition: concept and difference
- Theories of language acquisition: Behaviouristic, Nativist, Cognitive and Social Interactionist perspective

UNIT – IV: LANGUAGE IN INDIAN SCHOOLS

- Language of home and language of School
- Language as a school subject and language as a medium of instruction
- Relation of language with other subjects

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

~~Prepare a report on the development~~Preparing list of English ~~Language in recent time India.~~

- ~~2-Reflection of Macaulay Minute 1835, Wood's Dispatch 1854,~~words having foreign and Indian ~~Education Commission1882 on English text book of secondary and higher secondary classes.~~origin

~~3. Find out Indian writers contribution in English text book of secondary and higher secondary classes.~~

- ~~4.~~Observation of process of language learning and acquisition of a child
- Critical analysis and preparing a report on recommendations of committees and commissions on English language in India (pre and post independence)
- Reflecting how English language is related with other subjects

MODE OF TRANSACTION:

~~Group discussion on English language as discipline, Group presentation on historical development of ancient British English to present standard English Language in the world, Lecture and discussion, Self study~~

- Discussion/lecture
- Group presentation/peer group discussion

Suggested Readings:

1. Alam, Z. Q. (1999) English Language Teaching In India Problems And Issues, , Atlantic Publisher and Distributor, New Delhi
2. Brumfit, C. J. & Johnson, K. (1987)The communicative Approach to Language Teaching, English Language Book Society/ Oxford University Press.
3. Bygate, M. (1987) Speaking, Oxford University Press, Oxford.
4. Brown, G. and Yule (1983) Teaching the Spoken Language, Cambridge University Press, Cambridge.
5. Chaturvedi, M.C.(1995) Position of language in school curriculum in India, New Delhi, NCERT.
6. Gupta, P.K. & et.al (2005) Teaching of English, R. Lal, Book Depot, Merrut.
7. Hughes, Arthur(1997) Testing for language Teachers, Cambridge Handbooks for Language Teachers, Cambridge University Press.
8. Hornby, A. S. A guide to pattern and usage in English, oxford university press.
9. Jain, R. K. Essential of English teaching, Renulal Book Depot Meerut.
10. Kohli, A.L. & Sharma L.M. (2002) Techniques of Teaching English (in the New Millannium), DhanpatRaiPublicating Co. (P) Ltd., New Delhi.
11. NCERT (2005)National Curriculum Framework, National Council of Educational and Research and Training, New Delhi.
12. NCERT (2006) Position Paper, National Focus Group Discussion on Teaching of Indian Languages, National Council of Educational and Research and Training, New Delhi.
13. NCERT (2012) Teaching of English at Primary Level in Government Schools, National Council of Educational and Research and Training, New Delhi.
14. Vijayalakshi, M &Manchi, S.B. (2014) A Brief History of English language Teaching in India, International Journal of Scientific and Research Publications, Volume 4, Issue 5, May 2014 1 ISSN 2250-3153

COURSE P1BH: UNDERSTANDING THE DISCIPLINE –HINDI

उद्देश्य: **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

- भाषा की उत्पत्ति एवं विकास का ज्ञान
- दैनिक जीवन में भाषा का महत्व एवं भाषा के कार्य को समझना
- हिन्दी भाषा की संरचना का ज्ञान एवं बोध विकसित करना
- हिन्दी भाषाई कौशलों के प्रति समझ विकसित करना
- हिन्दी भाषा का अन्य विषयों से सम्बन्ध का ज्ञान
- हिन्दी भाषा पाठ्यचर्या के आधारों की आवश्यकता में महत्व की समझ
- हिन्दी भाषा पाठ्यक्रम का अर्थ एवं आवश्यकता की समझ विकसित करना
- बालक के विकास में भाषा का महत्व

इकाई I: ~~भाषा का अर्थ उत्पत्ति एवं प्रकृति~~ हिन्दी भाषा की संकल्पना

- ~~भाषा का अर्थ एवं परिभाषा~~
- ~~भाषा, शिक्षण, समझ एवं ज्ञान के माध्यम के रूप में~~
- ~~भाषा की विशेषताएँ एवं आवश्यकता~~
- ~~भाषा के कार्य एवं महत्व~~
- हिन्दी भाषा की ऐतिहासिक पृष्ठभूमि
- हिन्दी भाषा संकाय के रूप में

इकाई II: हिन्दी भाषा की संरचना

- ~~हिन्दी भाषा का अर्थ प्रकृति एवं विशेषताएँ~~
- हिन्दी भाषा की संरचनात्मक ~~उपागम एवं~~ विशेषताएँ
- हिन्दी भाषा के घटक
- हिन्दी ~~व्याकरण सम्मत~~ भाषा ~~के रूप में~~की प्रकृति एवं विशेषताएँ
- विद्यालय में हिन्दी विषय के रूप में महत्व

इकाई III हिंदी ~~कौशलों का~~समझ

~~व्याकरण~~साहित्य **का** ~~सामान्य परिचय~~ {वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से}संक्षिप्त इतिहास

- ~~भाषायी कौशलों के विकास हेतु निम्नांकित पक्षों के स्वरूप {क}श्रवण {ख}उच्चारण {ग}वाचन~~

~~मातृभाषा व राष्ट्र भाषा के रूप में हिन्दी शिक्षण की स्थिति एवं महत्व~~

- हिन्दी साहित्य का काल विभाजन संक्षिप्त इतिहास एवं रचनाएँ
- आदिकाल
- भक्तिकाल
- रीतिकाल
- आधुनिक काल

इकाई IV: हिन्दी भाषा शिक्षण में **लक्ष्य**~~क्ष्य~~, **अभिप्राय एवं**~~उद्देश्य का अर्थ एवं आपसी सम्बन्ध~~

~~हिन्दीभाषा शिक्षण के~~ वं **उद्देश्य** ~~,आवश्यकता एवंमहत्व~~

- ~~सृजनात्मक, सौन्दर्यात्मक, विश्लेषणात्मक, अभिवृत्तात्मक, उद्देश्योंकाअर्थ, महत्व एवंनिर्माण~~
- हिन्दी भाषा ~~,मातृभाषा ,बोली : सामान्य परिचय~~शिक्षण में उद्देश्यों की आवयश्यकता एवं ~~विशेषताएं~~महत्व
- प्राथमिक स्तर पर हिन्दी भाषा शिक्षण के उद्देश्य
- माध्यमिक स्तर पर हिन्दी भाषा शिक्षण के उद्देश्य
- उच्च माध्यमिक स्तर पर हिन्दी भाषा शिक्षण के उद्देश्य

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

क}पाठ्य वस्तुमें से किसी एक परनिबंध

ख}हिंदी भाषा में एक पाठ गद् रचना

ग}सृजनात्मक, सौन्दर्यात्मक, विश्लेषणात्मक, अभिवृत्तात्मक, उद्देश्य ेंका निर्माण

घ} हिंदी भाषा में एक पाठ पद्य रचना

MODE OF TRANSACTION: संदर्भानुसार उपयुक्त शिक्षण विधि का प्रयोग

Suggested Readings/सन्दर्भसूची:–

- भाई योगेन्द्रजीत, ~~हिन्दीभाषा~~हिन्दी भाषा शिक्षण, विनोदपुस्तकमंदिरआगरा
- क्षत्रिय के0 मातृ~~भाषा~~भाषा शिक्षण , ~~विनोदपुस्तकमंदिरआगरा~~विनोद पुस्तक मंदिर आगरा
- ~~लालरमनबिहारी, हिन्दी~~लिल रमन बिहारी, हिन्दी शिक्षण रस्तोगी प्रकाशन, मेरठ
- रघु~~नाथहिन्दी~~ुनाथ हिन्दी शिक्षण~~विधि~~ विधि, पंजाब घरजालंधर
- शर्मा लक्ष्मीनारायण, ~~भाषा~~भाषा शिक्षण की विधियाँ ~~औरपाठनि~~और पाठ नियोजन, ~~विनोदपुस्तकमंदिरआगरा~~विनोद पुस्तक मंदिर आगरा
- ~~शुक्लरामचन्द्र, हिन्दीभाषाकाइतिहास~~शुक्ल राम चन्द्र, हिन्दी भाषा का इतिहास, DPH नईदिल्ली
- पाण्डेय श्रुतिकांत. हिन्दी भाषा और इसकी शिक्षण विधियाँ पब्लिक लर्निंग प्राइवेट दिल्ली

- Agnihotri, R.K.(2007).Hindi: An Essential Grammer. London: Routledge.
- Agnihotri, R.K.(2007). Towards A Pedagogical Paradigm Rooted In Multilingualism.
- International Multilingual Research Journal, Vol.(2),1-10
- Aitchinson, J.(1979). The Articulate Mammal: An Introduction ToPsycholinguitics. Hutchinson & Co, London.
- Aitchinson, J.(2003). Teach Your Self Linguistics. Hodder& Stoughton Ltd, UK.
- Ingram, D. First Language Acquisition: Method, Description And Explanation, Cambridge University Presses: Cambridge, 1989.
- Kumar,K.2001.Skul Ki Hindi. Patna: Rajkamal
- Pinker, S.(1994).The Language Instinct. London: Allen Lane.
- Srivastava, R.N. (1983). BhashaashaashtraKeSuutradhaar. National Publishing House, Delhi.
- Yule,G.(2006). The Study Of Language. Cambridge University Press, India.

COURSE O111: VALUE EDUCATION

COURSE OBJECTIVES **MARKS: 50 |CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Develop the understanding about the nature, and disvalues.
- Develop the understanding about the classification of values under different types.
- Develop the understanding to appreciate the educational values like democratic, secular, and socialist.

UNIT I: UNDERSTANDING VALUE

- Concept of value, Classification of values and the nature of various kinds of values
- Morality and value – difference
- Value Education: concept and need.

UNIT II: VIEWS OF VALUE DEVELOPMENT

- Psychological views on development of morality and personal values reference to Kohlberg and Freud; determinants of personal value
- Views of Vivekananda in inculcating values and developing Man of Character

UNIT III: DEVELOPING VALUES

- Role of school, family, society and mass media on development and erosion of values.
- Role of syllabi of different subjects and co-curricular activities in inculcating values

UNIT IV: METHODS

- Teaching Strategies for Value Education: Storytelling, Role-playing, and Discussion.
- Techniques for measurement of values: Rating Scales, Questionnaire, Observation, some standardized tools for measurement of values.

PRACTICUM

- Designing activities to inculcate various kinds of values
- Story telling & discussion
- Planning for a Cleanliness programme: self, class-room, campus.
- Preparation of a measure of value: Rating Scale

MODE OF TRANSACTION:

Lecture, Discussion, field work, Observation & rating.

Suggested Readings:

Harsh,R.N.,Miller,J.P.,&Eielding,G.B. Model of Moral Education:An Appraisal,Long Man:New York
Passi B.K,& Singh. Value Education, National Psychological Corporation, Agra.
Rooths, I.E.Mearill Value and Teaching, McGraw-Hill, co.
Rockeach, M. The nature of human values collier McMillan Publishers,London.
Frankel, J.R How to teach value in analytical approach,Prentice Hall,New Jersey
Pandey, Ramshukh Value Education, R.Lall Book, Meerut.
Fraenkel, J.R How to teach about values.
Gupta, N.L. Value Education
Kishore,L. Value oriented Education.
Rath,H.&Siomon Values and teaching.
Ruhela,S.P. Human values and Education

COURSE O112: PHYSICAL AND HEALTH EDUCATION

COURSEOBJECTIVES **MARKS: 50 |CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Understand the concept and role of physical and health education
- Understand various types of Health Services particularly in schools
- Understand various issues related to health problems particularly among school children
- Understand ways for maintaining safety and physical fitness

UNIT – I: HEALTH & PHYSICAL EDUCATION

- Health: its Concept, Dimensions and Determinants.
- Concepts of Physical and Health Education, Health Instruction, Health Supervision
- Aim, objective and Principles of Health Education

UNIT – II: HEALTH SERVICES IN SCHOOLS

- Objective of school health service, Role of health education in schools
- Health Service and guidance instruction in personal hygiene and care of skin, Nails, Eye, etc
- Health service, Nutritional service, Health appraisal, Health record, Healthful school environment.

UNIT – III: DISEASES AND SAFETY ISSUES

- Communicable and Non Communicable Diseases
- Personal and Environmental Hygiene for schools and society.
- Safety in Daily Life: Common Injuries and their Management.
- First Aid kit and Emergency Care services.

UNIT – IV: HEALTH AND LIFESTYLE

- Modern Life Style and problems related to food habits, sleeping habits, physical activity, and cyber activity.
- Issues of Malnutrition, Adulteration in food, and Environmental pollution.
- Management of lifestyle and Prevention of disease and disorders.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Study and group presentation on the health statistics of the school going children of India
- Study of the school environment in the perspective of health and hygiene
- Assessing awareness of personal safety/hygiene among students
- Quiz/Games/Aids on health issues
- Preparing journal on lifestyle diseases from news paper/online news reports

MODE OF TRANSACTION:

Lecture, Discussion, Group presentation, audio-visuals, poster presentation, community work and field experience.

Suggested Readings:

Rama V Baru (2008) School Health Services in India: The Social and Economic Contexts SAGE Publications India,
Victor R. Preedy Handbook of Growth & Growth Monitoring in Health& Disease, Springer Science & Business Media
Laurette Dube, Antoine Bechara, Alain Dagher, Adam Drewnowski, Jordan LeBel, Philip James, Rickey Y. Yada, (2010) Obesity Prevention: The Role of Brain and Society on Individual Behavior, Academic Press,
Meeta Lall (n.d.) The Power of Nutrition For Our Times, Rupa Publications - Health & Fitness
Usha S Nayar (2012) Child and Adolescent Mental Health, SAGE Publications India
N. Taylor, F. Quinn, M. Littledyke & Richard K. Coll (2012) Health Education in Context: An International Perspective on Health Education in Schools and Local Communities, Springer Science & Business Media,
Anil Kumar (2005) Health Education, Mittal Publications,
M. Kumar & R. Kumar, (2004) Guide to Prevention of Lifestyle Diseases, Deep and Deep Publications,
IIPS (2011) Key Indicators for India from NFHS-3 http://www.rchiips.org/nfhs/pdf/India.pdf
MSPI, GOI (2012) CHILDREN IN INDIA 2012 - A Statistical Appraisal at http://mospi.nic.in/Mospi_New/upload/Children_in_India_2012.pdf

UNICEF (2013) Statistics at http://www.unicef.org/infobycountry/india_statistics.html
UNICEF (2011) The situation of children in India at http://unicef.in/Uploads/Publications/Resources/pub_doc36.pdf

COURSE O113: GUIDANCE AND COUNSELLING

COURSE OBJECTIVES **MARKS: 50 |CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

-develop understanding about theoretical background of guidance and counseling.
-develop understanding about the implementation of guidance and counseling.
-develop understanding about the significance of vocational guidance.
-develop understanding about the counseling and its process.
-develop understanding about the therapeutic techniques helpful in student's guidance & counseling.

UNIT I: CONCEPT AND NEED OF GUIDANCE &COUNSELING

- Guidance : Concept & Needs
- Types of Guidance
- Counseling: Concept & Needs; difference from guidance
- Types of Counseling
- Principles of Guidance and Counseling

UNIT II: TOOLS AND APPROACHES

- Tools for collecting information for Guidance and Counseling:records, rating scale and tests—their characteristics and effective use
- Approaches in Counseling; Psycho-analytical, Client-centered, and Behavioral.

UNIT III: GUIDANCE & COUNSELING IN EDUCATIONAL INSTITUTIONS.

- Nature and requirements of Guidance and counseling services in Elementary Schools and Secondary Schools; dealing with adjustment problems in school
- Nature and requirements of Guidance and counseling services in College & University
- Brief Introduction of – Job –Analysis, Job –description & Job –Specification

UNIT IV: GUIDANCE AND COUNSELING PROCESSES

- Brief introduction of Guidance Programmes: Orientation services, Information services, Appraisal service, Remedial service, follow-up Service
- Counseling Process: Preparatory Phase, Beginning Phase, Middle Phase& Terminal Phase; Role of a Counsellor

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- School visit: Assessment of Guidance need & providing guidance related to subject selection in further classes Or for job selection in future. Or
- Planning for a counseling process for reducing Examination anxiety. Or
- Study of the guidance and counseling services by various boards and presenting a report.
- Preparing a tool for collecting information on a given issue

MODE OF TRANSACTION: Lecture, Discussion, Demonstration, School visit.

Suggested Readings:

Chauhan, S.S. (1982). Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.

Crow & Crow (1994).Introduction to Guidance, Uresin Publication House Private Ltd., New Delhi.

Donal, Super (1965). Counseling in the Secondary School, Harper, New Delhi.

Kothar, S. K. (1983). Guidance & Counseling in College and Universities, Starling Publisher Green Park, New Delhi.

Jaiswal, S. R. (1987). NirdeshanevamParamarsh, VinodPustakMandir, Agra.

Verma&Upadhay, (1967).ShaikshikevamVyavshaikNirdeshan, VinodPustakMandir, Agra.

Oberai, S. C. (5302). Educational; & Vocational Guidance & Counseling, Loyal Book Depot. Meerut.

DhuveIbdu. (1959). Basic Essentials of Counseling,(1959),(Sterling).

Cameron N. 1953, Personality Development and Psychopathology, Sifilin.

Rothenberg E.R. 1968, Medical Dictionary and Health Manual, Signet Meridian Books, Chicago, U.S.A.

Singh R.S. (1985). Correlates of Anxiety, National Psychological Corporation, Agra.

Singh R.P. (1981). NaidanikManovigyan, V.PU.Mandir, Agra.

Talent .N. (1978). Psychology of Adjustment, Nast and.

Valan.R.W. (1958) . Clinical Psychology, (Macgrahill).

Kapil .H.K., (1989). ApsamanyaManovigyaan, HarprasadBhargav, KachariGhat, Agra.

COURSE O121 :INDIAN SIGN LANGUAGE

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 |4 Hrs./wk**

After learning this course the student-teachers will be able to

- Discuss the two manual options with reference to Indian special schools.
- Discuss the relevant issues like literacy, inclusion and training with reference to manual options.
- Describe manual options in the light of issues like language, culture and identify.
- Exhibit beginner level hands on skills in using manual options.
- Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.

UNIT I: UNDERSTANDING DEAFNESS IN REAL LIFE CONTEXT

- Basic Awareness of Paradigms of Deafness (Medical and Social)
- Basic Awareness of Deafness and Communicative Challenges /Concerns
- Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion

UNIT II: INTRODUCING ISL

- Sign language
- Basic Awareness of Difference between ISL and ISS
- Importance of Neural Plasticity and Early Language Opportunities

UNIT III: BASICS OF ISL

- Basic signs: Alphabates, numbers,
- Signing names, adjectives,
- Expressing gender, number, person, tense actions
- Framing short expressions of common use in daily life
- Expressing conjunctions, prepositions and framing complex sentences

UNIT IV: ISL SKILL DEVELOPMENT

- Eye Contact in expression and reception
- Natural Signing in Short Common Conversations
- Natural Signing in Stories/Poems

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

I. Watching Videos of Individual Sessions and Classroom Teaching of Signing
II. Role Play and Dramatization in ISL
III. Developing Learning Material for Facilitating Connectivity among Signing, Language and Cognition
IV. Recording Self Narrated Stories/ Poems and Writing Reflections
V. Interacting with Deaf for Practicing Expansion of Ideas

MODE OF TRANSACTION: lectures and workshop/activities

Suggested Readings:

- *Communication Options and Students with Deafness*. (2010). Rehabilitation Council of India, New Delhi.
- Heller, R. (1999). *Managing Change*. DK Publishing: New York.
- ISS Learning Material and Dictionaries
- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- *Teaching Learning ISL Material Developed*at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum
- Zeshan, U. (2000). *Sign Language in Indo-Pakistan*. John Benjamins Pub. Co,Philadelphia.
- Akamatsu, C. T., &Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, American Annals of the Deaf, 132(1), 46-51.

- Andrews, J.F., Winograd, P., &DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf*, *139*(3), 378-386.
- Devych, G. N., Bhattacharya, T., Grover, N., &Randhawa, S.P.K. (2014). *Indian Sign Language(S).* Orient BlackSwan, Hyderabad.
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India* . (2000), AYJNIHH Publication.
- Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.
- Evans, L. (1982). Total Communication, Structure and Strategy. Washington D.C.: Gallaudet College Press.
- Ezell, H.K., & Justice, L.M.(2005). Programmatic Research On Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).*
- Frank, S. (1985). Reading Without Nonsense.: Teachers College Press, New York.
- Ghate, P. (1996). Indian Sign System. AYJNIHH In-House Publication: Mumbai.
- Ghate, R.A. (2009). Survey of Teachers' Opinion on Status of Education of the Deaf. Unpublished Report of RCI, New Delhi.
- Heller, Robert (1999). Effective Leadership. Dk Publishing: New York.
- Huddar, A. (2008). *Language and Communication* . DSE Manuals. Rehabilitation Council of India, New Delhi.
- Improve Reading Comprehension. *American Annals of the Deaf, 139,* 378-386.
- Indian Sign Language Dictionary .(2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.
- Johnson, R., Liddell, S., &Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. *American Annals of the Deaf, 132,* 46-51.
- Lewis, Rena B. &Doorlag, Donald H. (1999). (5th Ed) *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jersy.
- Woodward, J., Vasishta, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C
- Vasishta, M.M., Woodward, J., & De Santis, S. (1981). An Introduction to Indian Sign Language: Focus on Delhi.All India Federation of the Deaf, New Delhi.
- Websites for Signed Dictionaries.
- Woodward, J. (1993). "The Relationship of Sign Language Varieties in India, Pakistan and Nepal". *Sign Language Studies* (78), 15–22.

COURSE O122: COMMUNICATION THROUGH BRAILLE

COURSE OBJECTIVES **MARKS: 50| CREDITS: 2 | 4 Hrs./wk**

After completing the course the student-teachers will be able to

- Acquire basic information about Braille, its relevance and some important functional aspects.
- Get basic information on types and significance of different Braille devices.
- Communicate through Braille scripts and prepare learning materials in Braille

UNIT 1: INTRODUCTION TO BRAILLE

- Introduction to Visual Impairment
- Louis Braille and the Evolution of Braille
- Continuing Relevance of Braille vis-a-vis Audio Material

UNIT 2: BRAILLE DEVICES

- Relating Slate and Stylus; Taylor Frame and Types, Abacus with Braille devices
- Braille Writer, Braille Embossers and Braille Translation Software
- Low Vision Aids--Optical, Non-Optical, Vision Training Material

UNIT 3: UNDERSTANDING BRAILLE SCRIPT

- Braille Signs—EnglishBraille, number
- Braille Signs and Symbols—Hindi/Regional Language
- Embossed – Maps & Models

UNIT 4: BRAILLE READING AND WRITING

- Braille Reading Process
- Braille Writing Process
- Using short cut in Braille using words, framing sentences

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

Each Student-Teacher

a. Prepare a presentation – Oral/ Powerpoint – on the relevance of Braille for children with visual impairment. **OR**
b. Prepare a report on the availability and use of Braille and assistive devices in one inclusive school **AND**
c. Prepare two Braille material for any class of school subject/B.Ed. Courses

COURSE EPC1: CRITICAL UNDERSTANDING OF ICT IN EDUCATION

COURSE OBJECTIVES **MARKS: 50| CREDITS: 2 | 4 Hrs./wk**

After completing the course the student-teachers will be able to

- Acquire basic information on nature, components and significance of ICT
- Use computer software for preparing learning materials
- Use computer software for evaluation, keeping student record, presentation
- Use various learning tools through internet
- Use various interfaces effectively for sharing and presenting information

WORKSHOP–I: ICT AND WORD PROCESSING

ICT : Meaning, components, Scope in school education, Basics of computer: Hardware and Software, various components, basic computer operations including file management

Preparing learning materials through word processing software; paragraphing, font-editing, illustrations through tabular and diagrammatic representations, page setting, managing word files and using various interfaces for printing and sharing (using portable formats)

WORKSHOP–II: ICT AND PRESENTATIONS

Preparing learning materials as well as individual instructional materials through MS Office PowerPoint; paragraphing, font-editing; illustrations through tabular and diagrammatic representations, audio and video clips, hyper linking; page setting– designing and animating, managing PPT files and using various interfaces for printing and sharing; Judicious presentation

WORKSHOP–III: ICT AND DATA PROCESSING

Preparing student records through MS Office Excel and Comparing various dimensions; Processing data for evaluation reporting (NRT and CRT); illustrations through tabular and diagrammatic representations; managing XLS files and using various interfaces for printing and sharing;

WORKSHOP–IV: ICT AND LEARNING RESOURCES

Concept of internet; Knowledge sharing interface; finding and using learning materials on internet– youtube clips, e-books, Using Google forms for evaluation and student record; using various interfaces for printing and sharing; Using Blogs for teaching-learning; Risks and safety measures on using learning materials available on net

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Developing a learning material
- Preparing and presenting school visit report in PPT format
- Preparing Students record/Evaluation report
- Preparing online evaluation tool/ student record tool

COURSE SI 1: SCHOOL VISIT–I (UPPER PRIMARY TO HIGHER SECONDARY)

COURSE OBJECTIVES **MARKS: 50| CREDITS: 2 | 2 Weeks**

After completing the course the student-teachers will be able to

- Acquire sufficient basic information regarding various kinds of schools
- Understand the various processes, scholastic, co–scholastic and official, undergoing in a school in detail
- Ability to reflect upon the total environment of the school to plan for appropriate teaching practices and to prepare her/himself to play her/his role as a teacher in school

Every teacher has a vivid experience of school as being a student, sometimes in life. But the way one understands the school, changes when the position is changed to that of a teacher. A school visit for duration of two weeks is expected to give the prospective teachers the first opportunity to observe 'the school' from a teachers' point of view. They are expected to revisit the processes going on within a school systems to understand their nature, purpose, role played by various people concerned, role of external authorities, quality and quantity issues, issues of infrastructure and planning, etc. This visit shall just be an exposure to connect their memoriesof school days with the present realities of school systems in order to sensitise them 'what kind of a teacher they wish to become' , 'what kind of a school they wish to be a part of'and 'what should their role be in achieving that'.Close, sincere interaction with the school environment and keen observation, as well as honest recording of the experience is expected from the prospective teachers after ensuring fulltime presence in the school/s allotted to them.

The prospective teachers are expected

1. To prepare a check list of important points to observe on the basis of NCF 2005, RTE Act, and other relevant recommendations
2. To observe and record in detail the following aspects in approx:
   - The physical environment
   - The socio–cultural ethos of the school
   - The infrastructure: Basic and academic
   - The nature of administration and governance
   - Teachers and learners
   - General methodologies of teaching–learning in different subjects
   - Examination
   - Time table, discipline, CCA and physical exercises
   - Scope of interaction with the society
   - Welfare services (Health, financial, academic, etc.)
   - Local resources around the school
   - Other critical observations characteristic of a particular school
3. And, to evaluate and reflect on the observations.

COURSE C23: LEARNING AND TEACHING

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

- Understand and reflect on the concept of teaching and learning
- Understand and appreciate various views of learning
- Understand and appreciate the process of knowledge construction within the context of the 'outside' world and the 'inner' world of the learners
- Be able to design teaching for promoting self–regulated learning, higher order thinking and survival in the competitive world
- Get an insight of how to address the challenges in teaching in todays' classroom full of students with diverse needs

UNIT: I LEARNING AND TEACHING

- Learning: Changing Meaning; Nature; process of learning, content learning and process learning, general or situated learning!
- Teaching: changing meaning, levels of teaching; An art or a science!
- Good teaching – What and How or Reflective Teaching to enhance learning.
- Communicating contents effectively, two–way path, role of coding, suitable media, and feedback; Proper positioning for better eye contact effective communication

UNIT: II HOW CHILDREN LEARN:

- A behaviouristic view – role of conditioning and reinforcement to act upon environment; Laws of effect, primacy and practice
- A cognitive view – perceiving parts into whole, role of brain and memory in information processing, implications for teaching to reduce cognitive load and designing better communication message, using multi–media, mnemonics, meaningful contexualisation;
- Understanding learners from the perspective of multiple intelligences with a focus on Gardner's theory of multiple intelligences.

UNIT: III LEARNING: A SOCIO-COGNITIVE PROCESS

- learning by observation (referring to Bandura's theory), actively choosing what to learn, implication for teachers and parents
- Central ideas of constructive view of learning (with major reference to Vygotsky), zone of proximal development, needs of scaffolding and its implications for teaching, learning in collaboration, common elements of constructivist teaching
- self–regulation; teaching strategies for improving metacognitive abilities of students
- Learning to think critically and to solve problems; implication for teachers to promote critical thinking and problem solving ability

UNIT: IV TEACHING–LEARNING IN TODAY'S CLASSROOM

- Catering needs of different learning styles
- Addressing multicultural, multilingual classroom
- Teaching–Learning in electronic and digital world: issues and challenges, and needs for individualization of learning,
- Learning to learn, strategies for Motivating students for life long and independent learner.
- Helping students vulnerable with anxiety, stress, or aggression and delinquency

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical study of research papers on learning and teaching
- Observation of classroom and other learning situations – field notes and reflections/ discussion to understand what and how children learn in group setting
- Developing scaffolds in the learning situations in any subject area
- Identifying learning styles, self regulation,, metacognitive skills through inventories
- Visit to different schools having learners from various socio-cultural background: preparing profile of a specific learner and sharing it

- Observe, analyze and reflect on teacher-student relationship
- Presentation regarding multicultural classroom needs

MODE OF TRANSACTION:lectures, video clips, discussion, small group activity

Suggested Readings:

1. Eqkdqank deyk] Ldwy esa rqeus D;k iwNk] ,dYkO;] Hkksiky] 2013
2. lh[kus esa xfr dh Lora=rk] jfodkUr rks"kuhoky,] foe'kZ] ekPkZ 1999] fnxkarj] t;iqj
3. lekos'kh f'k{kk% fopkj vkSj vuqHko] enueksgu>k dh fo'oEHkj ls ckrphr] f'k{kk foe'kZ] ebZ twu 2007] fnxarj] t;iqj
4. Emotions and Learning, Venu N., Journal of the Krishnamurti Schools, Issue 10, July 2006,Centre for Learning, Bangalore
5. W Crain, Theories of Development: Concepts and Applications (1992), Prentice Hall, New Jersey.
6. Vygotsky's Social-Historical Theory of Cognitive Development, Chapter 10
7. Vygotsky L.S. (1978) Interaction Between Learning and Development in *Mind in Society* , , Cambridge, MA: Harvard University Press, 79-81
8. Kumar Krishna, Learning to be Backward in *Social Character of Learning* Pgs. 59 – 77.
9. Growing up Male, Kumar Krishna, What is Worth Teaching, pgs, 81 to 87.
10. Woolfolk, Anita (2012) Educational Psychology (12th Edition). Pearson Indian Education Services Publication
11. NCERT (2005) National Curriculum Framework, 2005, National Council of Educational Research and Training, New Delhi.
12. Mangal, S.K. (2010) Advanced Educational Psychology, Printice Hall of India, New Delhi
13. Hurlock, E. Developmental Psychology, Tata MacGrow Hill publication Co., NewYork, 1959.
14. Gupta, S.P. Advanced Educational Psychology, SardaPustakBhawan, Allahabad, 2001.
15. Sharma, S. Constructivist Approaches to Teaching and Learning, New Delhi: NCERT
16. Mangal, S.K. Shiksha Manovigyan, Pearson Publications
17. Pandey, Kalpalata. ShiskhshaManovigyan, Tata MacGrow Hill publication Co.

COURSE C24: KNOWLEDGE & CURRICULUM

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teachers to:

- to develop an understanding of the knowledge and their nature.
- to understand the subjects as a medium of knowledge.
- to understand the relationship of curriculum and formal education.
- to understand the role of teacher in curriculum.
- to understand the value and curriculum.

UNIT-1: KNOWLEDGE AND ITS NATURE

- Meaning and concept of knowledge
- Genesis of knowledge
- Characteristics of Knowledge.
- Types of knowledge – A priori and A Posteriori knowledge, Declarative, Procedural and Relational knowledge

UNIT-2: CURRICULUM IN FORMAL EDUCATION

- Broad concept of curriculum, relation with syllabus
- Types of curriculum
- Psychological and sociological foundations of curriculum
- Basic structure of a curriculum
- Styles of content representation in syllabus/curriculum

UNIT-3: SCIENCE AND MATHEMATICS

- Nature of knowledge of science and its implications for teaching learning of science
- Nature of knowledge of mathematics and its implications for teaching learning of mathematics
- Values embedded in learning of science and mathematics

UNIT -4: SOCIAL SCIENCE AND LANGUAGE

- Nature of knowledge of social science and its implications for teaching learning of social science
- Nature of knowledge of Language and its implications for teaching learning of language
- Values embedded in learning of social science and language

PRACTICUM

- Student will analyze the Content for value reflection of any one chapter of concern subject at secondary standard.
- Students will identify cocurriculum for some given topics in different subjects

Suggested Reading:

Seth, Shyamkishor and Mishra Neelima: Philosophy of Knowledge, LokbhartiPrakashan Allahabad.

Tiwari ,Kedarnath: Metaphysics and Epistemology, Motilal Banarsidas Delhi.

Mishra ,Hridyanarayan: Problems of Epistemology, Shekher Prakashan Allahabad.

Agrawal, S. K.: Techniques of Teaching, Rajesh Publishing House Meerut.

Gupta, S.P.: History, Development and Problem of Indian Education, ShardaPustakBhawan , Allahabad.

Lakshmi, T. K. S.: Value Reflection ,BanasthaliVidyapith.

Vashist, R.P. Curriculum Deveopment, Commonwealth

COURSE CH25: LANGUAGE ACROSS THE CURRICULUM

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

-develop an understanding the language background of the learner
-understand the multilingualism in the society
-understand the classroom practices for language
-understand the reading comprehension
-understand the writing aspects

UNIT I: LANGUAGE BACKGRAOUD OF THE LEARNER

- Need to understand the language background of the learner
- Characteristics and importance of first language and second language teaching in the school
- Communication – Meaning and Concept

UNIT II: CONCEPT OF MULTILINGUALISM

- Sensitivity to the language diversity that exists in the classrooms: Identification and importance
- Multilingualism in the classroom: concept
- Aspects of the power dynamics of the 'standard' language as the school language vs. home language or 'dialects';
- Language and culture

UNIT III: CLASSROOM PRACTICES AND READING COMPREHENSION

- The nature of classroom discourse
- strategies for using oral language in the classroom in a manner that promotes learning
- Nature of reading comprehension in the content areas
- Reading aspects in the content areas – social sciences, science, mathematics; nature of expository texts vs. narrative texts; transactional vs. reflexive texts; schema theory; text structures; examining content area textbooks; reading strategies for children

UNIT IV: WRITING ASPECTS

- Language Skills: Listening, Reading, Writing, Speaking; Activities to develop skills
- Note-making, summarizing; making reading-writing connections; process writing: Components

PRACTICUM

- School Visit to Find out Communication Problem/Apprehension in Students
- Prepare a report on multilingualism
- Prepare a news of your departmental activity
- Prepare presentation on language diversity through the use of ICT
- Workshop on reading activities
- Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech
- Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming
- Assignments on Developing Listening Skills – Listening to speech, directions

Suggested Readings:

Nagaraj, Geetha (2012) English Language Teaching Approaches, Methods, Techniques, Orient Blackswan Private Limited, New Delhi.

Littlewood, William (2000) Communicative Language Teaching, Cambridge University Press.

Teacher's Handbook for Primary Stage (2003) Continuous and Comprehensive Evaluation, NCERT, New Delhi.

Mohan, Krishna &Banerji, Meera (2002) Developing Communication Skill, Macmillan India Limited, New Delhi.

Richards, Jack C. & Rodgers, Theodore S.(1995) Approaches and Methods in language teaching- A description and analysis, Cambridge University Press.

Kohli, A. L. & Sharma L. M. (2002) Techniques of Teaching English (in the New Millannium), DhanpatRaiPublicating Co. (P) Ltd., New Delhi.

Floyd, K. (2009). Interpersonal Communication. New York: McGraw Hill Companies Inc.

Fromkin, V, Rodman, R &Hyms, N. (2011).Introduction to Language. (9th ed.). Canada: Cengage Learning.

Akmajian, A. et al. (2010). Linguistics: Introduction to Language and Communication. (6thed.). Cambridge: MIT Press.

COURSE P2AP: PEDAGOGY–I (A) PHYSICAL SCIENCE

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

-understand how to analyse content and delineate the logical order of a content
-develop ability to decide what to teach, and how to teach
-understand the psychological basis of different approaches for teaching
-understand different aspects of science teaching and be ableto effectively deliver a science lesson

UNIT I: PLANNING FOR A PHYSICAL SCIENCE LESSON

- Content analysis through concept mapping and identifying hierarchy;
- Elements of lesson planning
- Unit planning
- Deciding and framing the objectives of teaching—learning and instructional objectives

UNIT II: DECIDING STATEGIES AND APPROACHES

- Deciding appropriate strategy: Teacher-centered and Learner-centered – nature of interaction, pros and cons
- Teaching approaches: Moving from particular, concrete and simple to general, abstract and complex; Inductive approach; psychological basis for taking an approach—brief reference to learning theories of Piaget, Bruner and Ausubel; Constructivist approach—5Es

UNIT III: DELIVERING A PHYSICAL SCIENCE LESSON

- Building up ideas: Compare, contrast and similarising-with brief reference to Piaget; Placing appropriate Examples; maintaining logical sequence; organized representation–verbal, visual;
- Appropriate Questioning for ensuring empirical and active mind, and for probing into the learner's mind
- Nurturing interest of the students: Appeal to a variety of senses, Motivation: extrinsic and intrinsic (briefly referring to Maslow's theory); Ensuring maximum participation and equity

UNIT IV: MAKING A LESSON MEANINGFUL

- Emphasising validating and appropriate concluding scientific information
- Making science teaching meaningful, personally relevant and emphasising social implication
- Focusing on scientific communication: oral and written,
- Handling and developing learning resources—print, audio-visual, soft media
- Reflecting on teaching

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Content analysis of given science content
- Preparing concept maps on given content
- Exercises on probing situations, drawing social relevance, Scientific communication
- Preparing plans to deliver a lesson on given teaching points
- Designing low cost aids and learning resources
- Preparing reflecting diary based on practice sessions

MODE OF TRANSACTION: lectures, video clips, discussion, small group activity

Suggested Readings:

Das, R.C.	*Science Teaching in Schools.*New Delhi. Sterling Publishers Private Limited.
Mohan, Radha	*Innovative Science Teaching: For Physical Science Teachers.* New Delhi: PHI Learning Pvt. Ltd.
Sharma, S.	*Constructivist Approaches to Teaching and Learning,* New Delhi: NCERT
Sharma, R.C.	*Modern Science Teaching*, New Delhi: DhanpatRai Publications,
Sounders:	The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
Rawat D. S.	Vigyanshikshan, VinodPustakMandir, Agra.
Vaidya, N.	*The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
Yadav, M.S.	Teaching of Science, Amol Publications.
Anderson, H. O.	Readings in Science Education for the Secondary School. New York
Jenkins, E.W. (Ed.)	*Innovations in Science and Technology Education*, Vol. VI, UNESCO, Paris.

http://phys205.physics.tamu.edu/WebPageDocuments/Article_UsingInquiry.pdf
http://sbcf.fr/docs/The_Teaching_of_Science-Ch_7_march2011-Bybee.pdf
http://unesdoc.unesco.org/images/0019/001914/191425e.pdf
https://www.youtube.com/watch?v=5gdSZorjKSQ
https://www.youtube.com/watch?v=4-1JvVCWtIg
https://www.youtube.com/watch?v=BnlCQ45f7KM

http://www.wisd.org/users/0001/docs/GVC/5E%20Model.pdf

COURSE P2AS: PEDAGOGY–I (A) SOCIAL SCIENCE

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- develop the classroom skills needed for teaching of social science.
- acquire the competence to plan for social science instruction.
- acquire the ability to develop instructional support materials.
- acquire the ability decide and develop appropriate learning recourses

UNIT I: APPROACHES AND TECHNIQUES OF TEACHING SOCIAL SCIENCES

- Teaching Approaches: Particular to General, Concrete to Abstract, Simple to Complex, etc.
- Deciding Appropriate Techniques: Narration, Description, Questioning, Illustration, Field Trip, Story Telling, Role Playing, Simulation, Dramatizing etc.

UNIT II: METHODS OF TEACHING IN SOCIAL SCIENCE

- Need of Methods in Social Science
- Deciding Appropriate Strategy/methods in Social Science
- Some Methods: Lecture, Discussion Method, Project Method, Source Method, Social Recitation Method

UNIT III: TEACHING AIDS AND REFERENCE MATERIAL IN SOCIAL SCIENCE

- Deciding and Developing Appropriate Learning Recourses
- Projected v/s Non-Projected Aid
- Audio, Visual and Audio-Visual Aid

UNIT IV: DELIVERING A SOCIAL SCIENCE LESSON

- Objectives of Social Science Teaching
- Deciding and Framing the Objectives of Teaching-Learning
- Reflection of Teaching

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Social Awareness Programme
- Dramatization an Historical/Political/Economical/Environmental etc. events
- Role Playing an Historical/Political/Economical/Environmental etc. events
- Making Story about an Historical/Political/Economical/Environmental etc. events
- Construction of lesson plan
- Construction of unit plan
- Delivering the model social science lesson

MODE OF TRANSACTION: Lecture cum demonstration

Suggested Readings:

Agrawal, J.C.	Teaching social studies, vikas publishing house pvt.Ltd. New Delhi
Singh Rampal	Samajikadhyayankashikshan, laxminarayanagrawal, Agra
Tyagi, Gurusharan	Teaching of Social Science, VinodPustak Agra.
James Fleming	The teaching of Social studies in Secondary School,Longman, Greon & Co, London.
Bining & Bining	Teaching of social studies in the Secondary school, McGraw Hill Book Co. New York.
Sharma, A.P.	Teaching of Social Studies and Civics, Gaya Prasad & Sons, Agra.
Ralph, C. Preston	Teaching Social Studies in the Elementary School (New York, Rinehart & Company).
Maurice, P. Hunt	Teaching High School Social Studies (HarparLawrance E. Metealf& Brothers, Publishers, New York).
John Jarolimek	Social Studies in Elementary Education (The Macmillan Co., New York).
Kochhar, S. K.	The Teaching of Social Studies, Sterling Publishers, Delhi, 1963.
Forrester,I. F.	Introducing Social Studies (Orient, Long Mans, Bombay) 1956.
NCERT, (2006).	*National Curriculum Framework*- 2005, NCERT. New Delhi.
NCERT, (2005).	*'Focus Group Report' Teaching of Social Science* NCERT New Delhi.

Gupta, R. The methods of teaching Social Studies

COURSE P2BM: PEDAGOGY–I (B) MATHEMATICS

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers:

-To understand the Instructional objectives in mathematics
-To understand the planning in mathematics
-To understand the maxims and method of teaching mathematics
-To understand the techniques in mathematics teaching
-To understand the Instructional support system

UNIT- I- INSTRUCTIONAL OBJECTIVES IN MATHEMATICS

- Meaning of Instructional objectives
- Formulation of instructional objectives in behavioural terms with respect to Arithmetic, mensuration, Trigonometry, angles, set theory and statistics
- Relationship between specific objective and general objectives

UNIT- II- PLANNING IN MATHEMATICS

- Meaning and concept of planning
- Types of planning in mathematics- Annual, Unit and Lesson Plan
- Steps of planning
- Text books of mathematics and teachers

UNIT- III- MAXIMS AND METHOD OF TEACHING MATHEMATICS

- Maxims of Teaching
- Methods of instruction in mathematics- Analytical, Synthetical, Inductive- Deductive, problem solving, Demonstration, Project method
- Advantage and limitation of method
- Mathematics Club

UNIT- IV- TECHNIQUES IN MATHEMATICS TEACHING

- Techniques of meaningful learning in mathematics- Importance and implementation
- Oral, Written, Drill and Home-work
- Self-study, Group- study, Supervised- study
- Teaching- Learning material in mathematics- PLM
- Teaching Aids concept and types- Audio- Visual

Practicum:

1-Preparation of five effective lesson plans on mathematics
2-Teaching of two lesson plan through internet/Online
3-Use of Computer in Teaching of Mathematics.
4-Use of Mathematics activities for recreation.
5-Development and use of Mathematics laboratory.
6-Prepare mathematical activities in the context of socio-cultural aspects.

Suggested Reading:

Kulsheshtha, A K	*Teaching of Mathmatics*, Meerut ,R L Book Depot.
Jain, S.H.	*GanitShikshan.*Jaipur.Raj.HindiGranthAcandmy.
Kapoor, J.N.	*VidhyalayaGanitkeliyesauprayog*.New Delhi Arya book depot.
Mangal, S.K.	*Teaching of Mathematics*- New Delhi Arya book depot.
Rawat, M.S.,	*Teaching of mathematics*- Agra, Vinodpustakmandir.
Siddhu,K.S.	*Teaching of mathematics*- New Delhi Sterling Pub.

COURSE P2BB: PEDAGOGY–I (B) BIOLOGY

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

After Completion of Course the prospective teachers will be able to:

- Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning.
- appreciate various approaches of teaching-learning of biological science.
- explore the process skill in science and role of laboratory in teaching–learning.
- use effectively different activities/experiments/demonstrations/laboratory experiences for teaching–learning of biological science and formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects.
- develop competencies for teaching, learning of biological science ~~through different~~throughdifferent measures.

UNIT I: CONCERNS AND OBJECTIVES OF BIOLOGY

- Concerns(Nurturing natural curiosity of observation and drawing conclusion enhancing science process skills, stimulating creativity and inventiveness in biology, mastery learning : a vision for biology education,) of biology.
- Objectives of teaching biology at secondary level
- *Writing specific objectives in different content areas.

UNIT II: CURRICULUM AND PLANNING

- Biology curriculum: concept, and principles;
- Differentiating between curriculum and syllabus. Analysis of biology syllabi of NCERT and States/UTs at secondary level*
- *Concept, importance and Basic elements of lesson plan

UNIT III: METHODS AND APPROACHES

- Inductive and Deductive approaches: characteristics, merits & limitations
- Conventional Methods: Lecture cum Demonstration–characteristics, merits & limitations, ways to make them effective
- Innovative strategies involved in improving instructional process: *Concept maps, activity based learning, panel discussion and brainstorming~~.~~, Collaborative learning strategies
- Constructivist approaches – meaning, basic considerations, five 'E's of constructivist teaching.

UNIT IV: INSTRUCTIONAL SUPPORT

- *Teaching Aids: concept, types, effective use, use of multimedia in learning biological concepts.
- Identification and use of learning resources in biological science from immediate environment and community resources, exploring alternative sources; audio-visual materials
- Use of ICT experiences in learning biological science (*use of online resources)
- Textbooks: characteristics of a good biology textbook, Analysis of textbooks*.

MODE OF TRANSACTION: Lecture, Discussion, power point presentations, field visits

PRACTICUM

- Critical analysis of a biology text book.
- Identification of various online resources in biology teaching
- Comparing syllabus of state board with the syllabus of national/ international organization. (* topics will be dealt under practicum)

Suggested readings:

Bremmer, J. Teaching Biology
Carin, R.A. Teaching Science through discovery
Green, T.L. Teaching of Biology in Tropical Secondary Schools
Miller, D.F. and Blaydes, G.W.:Methods and Materials for Teaching Biological Sciences
UNESCO New Trends in Biology Teaching
Mangal, S.K. Teaching of Biological Sciences, Agra book Depot.
Sounders The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
Kulshrestha, S. P JeevVigyanShikshan ,Lyall Book Depot, Meerut
Rawat, D. S. Vigyanshikshan, VinodPustakMandir, Agra.

UNESCO Essential of learning in Environment.
NCERT, (2006). *National Curriculum Framework*- 2005, NCERT. New Delhi.
NCERT, (2005). *'Focus Group Report' Teaching of Science* NCERT New Delhi.

COURSE P2BE: PEDAGOGY–I (B) ENGLISH

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:
-develop an understanding of the epistemology and pedagogy of English language
-understand the nature of English language
-understand the basic concepts of English language
-understand the teaching learning process in English language
-understand the planning of teaching skills.

UNIT I: NATURE OF ENGLISH LANGUAGE

- Language Nature, concept, types (verbal & non-verbal), functions
- The aims and pedagogical principles of teaching English language as a second language.
- Multilingualism as a resource
- Diverse social context of the learner for constructing knowledge of English language
- Methods and Approaches: Grammar and translation method, Direct and Bilingual method
- Structural Approach, Communicative Approach, Constructivist approach, Eclectic approach

UNIT II: BASIC CONCEPTS OF ENGLISH LANGUAGE

- Basic concepts of English language-
  - Determiners
  - Infinitives and Participles
  - Tenses
  - Prepositions
  - Question Forms including Question Tags
  - Direct and Indirect speech
  - Connectors
  - Punctuation

UNIT III: PLANNING AND TEACHING SKILLS

- Teaching spelling
- Objectives of Teaching prose, poetry, grammar, composition
- Lesson planning prose, poetry, grammar, composition
- Audio-visual aids in English Language Teaching (ELT): Its importance, types and its usage

UNIT IV: INCULCATION OF HABITS

- Listening comprehension
- Communication Habits
- Good reading Habits
- Good writing Habits
- English Language Lab: Concept and Importance

PRACTICUM

- Prepare a dictionary
- Prepare any audio-visual aids for 8th std.
- Prepare Lesson plan of prose/poetry/grammar through the use of ICT
- Develop Instructional (Teaching Learning) Material
- Prepare a audio visual clip/program of inculcation of communication/listening/reading habits.
- Prepare a project on English Language Lab

Suggested Readings:

Krishnaswamy, N. &Krishnaswamy, Lalitha (2005) Teaching English Approaches, methods and techniques, Macmillan India Limited, Chennai.
Nagaraj, Geetha(2012) English Language Teaching Approaches, Methods, Techniques, Orient Blackswan Pvt Ltd, New Delhi
Littlewood, William (2000) Communicative Language Teaching, Cambridge University Press.
Chaturvedi, M.C. (1995) Position of language in school curriculum in India, New Delhi, NCERT.
Hornby, A. S. A guide to pattern and usage in English, oxford university press.
Jain, R. K. Essential of English teaching, Renulal Book Depot Meerut.
Anderson, A. and Lynch, T. (1988)Listening, Oxford University Press, Oxford.
Ur, Penny (1984) Teaching Listening Comprehension, Cambridge University Press, Cambridge.
Bygate, M. (1987) Speaking, Oxford University Press, Oxford.
Brown, G. and Yule (1983) Teaching the Spoken Language, Cambridge University Press, Cambridge.
Nuttall, Christine (1987) Teaching Reading Skills in a Foreign Language, Heinemann Educational Books Ltd., 1982; ELBS Edn., London.
Chall, J.S. (1983)Stages of Reading Development, McGraw-Hill Book Company, New York.

Pincas A. (1982) Teaching English Writing, The Macmillan Press Limited, London.
Makey, Sardra L. (1985)Teaching Grammar, Pergamon Institute of English, Oxford.
Ur, Penny (1988) Grammar Practice Activities, Cambridge University Press, Cambridge.

COURSE P2BH: PEDAGOGY–I (B) HINDI

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

— हिन्दीभाषा के ~~वैज्ञानिकस्वरूपकाज्ञानदेना ।~~वैज्ञानिक स्वरूप का ज्ञान देना ।

— श्रवण, भाषण, वाचन, लेखन एवंअभिव्यक्तिसम्बन्धीकौशलोंकाज्ञानदेना ।

— मातृभाषा एवंराष्ट्रभाषा के रूप मेंहिन्दी शिक्षण की स्थिति व महत्व से अवगतकराना ।

— हिन्दीभाषा की पाठ्यपुस्तक के महत्व, गुण व निर्माण के सिद्धान्त से अवगतकराना ।

— हिन्दी की विधाओं एवं उनक` व्यवहारिक शिक्षण की संस्थितियोंकाज्ञानदेना ।

— इकाई व ~~दैनिकपाठ~~दैनिक पाठ योजना के ~~महत्वतथानिर्माणकाज्ञानदेना।~~महत्व तथा निर्माण का ज्ञान देना।

— ~~हिन्दीभाषाकाअन्~~हिन्दी भाषा का अन्य पाठ्य विषयों से समन्वय ~~स्थापितकरसकनेकाज्ञानदेना~~स्थापित कर सकने का ज्ञान देना ।

— ~~हिन्दीभा~~हिन्दी भाषा शिक्षण~~में~~ में दृश्य–श्रृव्य उपकरणों के व्य~~वहारिकउपयोगकाज्ञानदेना~~वहारिक उपयोग का ज्ञान देना

इकाई 1 . गद्य शिक्षण :

- गद्य ~~की विविध विधाओं का परिचय~~का स्वरूप एवं विशेषताएं
- ~~कहानी, उपन्यास, निबन्ध, एकांकी, संरचना, विशेषताएँ एवंउदाहरण~~
- ~~भाषाई कौशल के तत्व (लेखन,वाचन,पठन, श्रवण)~~

~~इकाई 2. हिन्दीसाहित्य में पद्य शिक्षण~~

- ~~हिन्दीभाषामें पद्य की विधाएँ, अर्थ एवंविशेषताएँ~~
- ~~कविता, पद, दोहे, छन्द, पहेली~~

~~* पद्य कौशल के तत्व (लेखन ,वाचन ,पठन, श्रवण)~~

~~इकाई 3.हिन्दी शिक्षण मेंनवाचार एवंअन्य गतिविधियाँ~~

- ~~हिन्दी शिक्षण,वर्चुअलकक्षा एवं स्मार्ट क्लास,नवीन शिक्षण विधियों का प्रयोग,आगमन निगमन,~~
- ~~प्रयोजनाविधि,संरचनावाद~~
- ~~हिन्दीशिक्षण को प्रभावीबनानेमेंसहायकसामग्रीकाप्रयोग~~
- ~~सहायककियाएँ एवं हिंदी भाषा का अन्य विषयों से सम्बंध~~

~~इकाई 4: हिन्दी भाषाई कौशल के तत्व एव विकास~~

- ~~हिंदी भाषा~~गद्य शिक्षण के ~~सामान्य सिद्धांत~~
- ~~हिंदी गद्य , पद्~~उद्देश्य , महत्व एवं ~~व्याकरण~~विधियाँ
- गद्य की पाठयोजना

इकाई 2 . पद्य शिक्षण

- पद्य का स्वरूप
- पद्य शिक्षण ~~विधियाँ~~
- ~~हिंदी गद्य~~के उद्देश्य ,महत्व एवं ~~पद्य~~विधियाँ
- पद्य की ~~इकाई योजना ,~~पाठ्योजना

इकाई 3. व्याकरण शिक्षण

- हिन्दी भाषा में व्याकरण का स्वरूप
- व्याकरण शिक्षण के उद्देश्य, महत्व एवं विधियाँ
- हिन्दी व्याकरण की ~~इकाई योजना,~~पाठ्योजना

इकाई 4: हिन्दी भाषा शिक्षण में नवाचार

- भाषाई कौशल और उनका महत्व
- हिंदी भाषा शिक्षण में सूचना संचार तकनीकि का प्रयोग
- हिन्दी भाषा शिक्षण में शिक्षण सहायक सामग्री का उपयोग एवं महत्व

- मॉडल ऑफ टीचिंग एवं हिन्दी शिक्षण

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- हिन्दी पद्य शिक्षण की पाठ योजनाएँ, इकाई योजना
- गद्य शिक्षण की इकाई एवं पाठ योजनाएँ
- एक पुस्तक की समीक्षा
- प्रश्न पत्र निर्माण
- सहायक सामग्री के रूप में दो **पीपीटी** तैयार करना

MODE OF TRANSACTION संदर्भानुसार उपयुक्त शिक्षण विधि का प्रयोग

Suggested Readings/सन्दर्भ सूची :

- भाई योगेन्द्र जीत, हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर आगरा
- क्षत्रिय के0 मातृभाषा शिक्षण , विनोद पुस्तक मंदिर आगरा
- लाल रमन बिहारी, हिन्दी शिक्षण रस्तोगी प्रकाशन, मेरठ
- रघुनाथ हिन्दी शिक्षण विधि, पंजाब घर जालंधर
- शर्मा लक्ष्मीनारायण, भाषा शिक्षण की विधियाँ और पाठ नियोजन, विनोद पुस्तक मंदिर आगरा
- शुक्ल रामचन्द्र, हिन्दी भाषा का इतिहास, DPH नई दिल्ली
- पाण्डेय श्रुतिकांत. हिन्दी भाषा और इसकी शिक्षण विधियाँ पब्लिक लर्निंग प्राइवेट दिल्ली
- Agnihotri, R.K.(2007).Hindi: An Essential Grammer. London: Routledge.
- Agnihotri, R.K.(2007). Towards A Pedagogical Paradigm Rooted In Multilingualism.
- International Multilingual Research Journal, Vol.(2),1-10
- Aitchinson, J.(1979). The Articulate Mammal: An Introduction ToPsycholinguitics. Hutchinson & Co, London.

COURSE EPC2: DRAMA & ART IN EDUCATION

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 4 Hrs./wk**

To help the prospective teachers to:

— understand different forms of art
— appreciate the role of art in human life
— be able to undertake creative initiatives in the field of drama and art for better learning

WORKSHOP–I: UNDERSTANDING ART AND CREATIVE PLAY –Suggested themes:

- Nature, need & importance, values, different forms of art
- Designing games and conducting intra–inter group games involving
- Building imagination, memory, associative thinking
- Physical, mental, emotional activity
- Observation, communication, problem solving, situation building
- Interconnecting different forms of art like music, dance, fine arts, performing arts

WORKSHOP–II: EXPERIENCING, APPRECIATION AND ENGAGEMENT IN DRAMATICS–Suggested themes

- Developing script, designing background music, costume, stage, seating arrangement, evaluation system
- Enacting in small group a play/skit/drama/mime/ any other form of dramatic arts on any of the following themes suggested: Child and education, being a teacher, School and society, crisis in adolescence, social issues, any concept of a school subject area

WORKSHOP–III: ART AND CRAFT–Suggested themes:

- Engagement in and designing of and explaining evaluation schemes for any two of the following activities focussing on colour, textures, form, composition and thematic content: Poster making, origami and paper crafts, painting, drawing, comic strips or

books, screen painting (pat chitra), pottery, terracotta, curving, collage, or any other relevant form of fine art.

WORKSHOP–IV: MUSIC –Suggested themes:

- Understanding various forms of music, Classical music – vocal and instrumental; various kinds of folk music; Relating music to other arts; Understanding evaluation criteria and designing music related programmes involving school children
- Including Music into school situations: Prayer (All faith prayers, Patriotic), Games, etc.

Mode of transaction: *(i) talks (ii) Critical Reading (iii) Engagement in activities for different creative expressions in group and in individual involving critical awareness, probing into and exploring the society and the world around, s*tructured exercises for coordinating, enhancing and translating imagination into physical expression, situation building

Evaluation scheme: *Grades and credits will be awarded on practical performance and participation for enthusiastically and democratically organising such activities and demonstrating ability to use the learned ideas into practice, ability to design and undertake dramatics and other art forms in education and develop justifiable evaluation criteria so as to become able leaders for promoting co–curricular activities in the schools.*

COURSE SI 2: SCHOOL VISIT–II (UPPER PRIMARY TO HIGHER SECONDARY)

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 weeks**

To help the prospective teachers to:

- understand different types of interaction going on in an actual classroom
- be able to reflect various skills in an integrated fashion
- have a critical reflection on how to be an effective teacher
- get acquainted with various types of school activities and their role in education process

After an exposure to the school system as a whole, the second phase of school visit purports to bring the prospective teachers in close observation of the actual classroom teaching in various kinds of schools. While they are practising the teaching skills, newly introduced to them, they are expected to observe the teaching strategies adopted by the school teachers, their classroom management strategies to understand the factors leading to effective teaching. Moreover, it is expected that they observe the innovations, styles, and effectiveness of teaching to incorporate in their own teaching. They may also see the laboratory activities and other co—curricular activities related to their subject. They are expected to present a report of their observation and reflection on the following points:

- Methodologies used
- Nature and Level of student—teacher interaction
- Student participation
- Resources used
- Whether constructivism followed
- Student interest
- Innovations
- Student motivation for higher order thinking
- Issues of discipline, homework, evaluation
- Nature of Lab work and student-teacher interaction in lab
- Any other relevant aspect related the subject chosen

This phase also gives scope to the students to visit various schools that are different in nature than the normal schools, for example, innovative schools, vocational schools, schools for orphans and marginalised sections, adult schools, special schools, etc. This is expected to widen their view of education, understand various requirements in educational sector, appreciate the leadership of educationists working in such different sectors and look into themselves to be prepared for such services.

COURSE PTS: PRACTICING TEACHING SKILLS

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 8 Hrs./wk**

To help the prospective teachers to:

— understand the significance of various skills that the teachers may use for making teaching effective

— analyse the use of various skills part by part and focus on mastering them

— integrate them in their teaching for effective communication and classroom learning

This will be a hands–on practice session for the basic teaching skills in a small peer group simulated condition. It is expected to break the inertia among the prospective teachers and build up confidence on the fundamental processes of teaching within the classroom interaction situation. The prospective teachers will be expected to think over, plan and practice some of the basic skills required for an effective teaching–learning to ensure active student participation in the learning process. Some of the skills to be practiced are the following:

- Framing instructional objectives for different approaches of teaching
- Exposing or introducing a new topic or theme for learning and connecting with previous knowledge by engaging the students into some physical or mental activity
- Exploring and developing any concept with the help of students
- Explaining a concept to the students drawing appropriate examples in various subject areas
- Appropriate Questioning for ensuring active participation of all
- Assessing learners and encouraging higher level thinking through appropriate probing
- Making students explain their own learning
- Creating situations for students to extend or elaborate their learning to new situations
- Evaluating learning and helping students to assess their own learning
- Motivating students
- Handling teaching aids
- Working on Blackboard : basics, developing concept maps or diagrammatical structures

COURSE CH47: SCHOOL MANAGEMENT AND LEADERSHIP

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To enable the student teachers to:

–to understand school management and managing school system
–to understand organisational communication and decision making process
–to understand meaning, concept, nature, types of leadership in educational organization
–to understand how to enhancing leadership in educational organization

UNIT I: SCHOOL MANAGEMENT

- Concept of Management; functions of management-planning, organizing, coordinating, staffing, directing and controlling.
- School as a system of human and man-made resources.
- Managing people (Human Resource) -teaching and non-teaching staff of school.
- Managing resources (Physical Resource) -rooms, furniture, library, etc.
- Managing Time-school timetable; types, needs, and importance.

UNIT II: ORGANISATIONAL COMMUNICATION AND DECISION MAKING

- Meaning and concept oforganizational communication and decision making; participants involved in the school management process.
- Importance of co-ordination and communication; essentials of effective communications for school managersand teachers.
- Steps and hierarchy in decision making process.
- Need andimportance of democratic decision making.

UNIT III: LEADERSHIP IN EDUCATIONAL ORGANIZATION

- Meaning, concept and nature of leadership.
- Different styles of leadership.
- Teacher as a leader for innovation, change, improvement and sustenance.
- Principal or headmaster as effective leader–roles, duties, and personal and professional qualities.

UNIT IV: ENHANCING LEADERSHIP

- Encouraging distribution of leadership in the school management process.
- Supporting leadership effort
- Encouraging initial leadership training
- Leadership beyond the border of school

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Identifying leadership qualities through inventories
- Designing an effective school time table and academic calendar in a given situation
- Developing fund planning and infrastructure development for a school building
- Observation and maintain different types of registers for record maintaining
- Leadership development games
- Organisational communication in a simulated condition on a given issue

Suggested Readings:

Anand W. P. General principles of management for Educational Planner And Administrators, Paris, UNESCO

Fred Luthens. OrganisationalBehaviour, Tokyo, McGraw Hill, International Book Co.,1996

Goel,S.D. *Modern Management Techniques*, New Delhi: Dee and Deep,1987

NIEPA Modern Management Techniques in Educational Administration. New Delhi: Asian Institute Of Educational Planning and Administration,1971

NIEPA Educational Management in India, NIEPA,New Delhi, 1986

Agrawal J. c. Organisation and Practice of modern Education, Shipra Publication,Delhi,2002

SeemaYadav School Management and Pedagogics of Education, Anmol Publication Pvt.., New Delhi, 2005

Oberoi P Organisation Development, Guwahati,DVS Publication, 5302

Kaushik, V.,& S.R. Sharma: Education and Human Resources Development, Anmol Publication Pvt., New Delhi, 2004
N.N. Ganihar Leadership BehaviourAnd Teacher Moral, Discovery Publication House A1 Book.co.in.
Snowden, P. & Gorton, R (2002) School Leadership and Administration (6th ed.) Bostan: McGra-Hill

COURSE CH48: CREATING AN INCLUSIVE SCHOOL

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

-To understand the properties and development of Inclusive Education.
-To Understand the Education Policy for Disabled Children.
-To Understand the Curriculum for differently able children
-To Understand the Inclusive Classroom setting and teaching strategies.
-To understand the recent program for Inclusive Education.

UNIT- I- PERSPECTIVES AND DEVELOPING ASPECTS OF INCLUSIVE EDUCATION.

- Historical perspectives and contemporary trends of VI, HI and Intellectual disabilities.
- Viewing VI, HI, and Intellectual disabilities through Charity Model, Physical Model and Human right Model.
- Development aspects- Special Education, Integrated and Inclusive Education.
- Meaning and concept of Evaluation in inclusive setup.

UNIT- II- EDUCATIONAL POLICIES FOR DIFFERENTLY ABLE CHILDREN.

- Educational Policies for differently able children- National Policy on education with disability 1968, 1986.
- Program of action (POA)- 1992
- National Policy on disabilities- 2006
- Scheme of inclusive education for the disable at secondary school (IEDSS-2009).

UNIT- III- CURRICULUM FOR DIFFERENTLY ABLE CHILDREN

- Meaning and concept of curriculum.
- Curriculum in the context of different disabilities with reference- VI, HI and intellectual disabilities.
- Community based education curriculum for disable children.
- Documentation record keeping and maintenance about inclusive classroom setup.

UNIT- IV- INCLUSIVE CLASSROOM AND TEACHING STRATEGIES

- Concept of inclusive Classroom with reference to- Infrastructure, Human resources; attitude of teachers.
- Classroom setting- Management for differently able children.
- Teaching Strategies- Content analysis, lesson planning and developing teaching learning materials (TLM).
- Recent trend of Evaluation- CCE Pattern

Practicum:

Understanding classroom diversity and reporting the same.
Preparation of model to Use ICT for teaching in inclusive situation
Preparation of a diagnostic test for inclusive Classroom.
Collection of data regarding children with special needs from Municipal records.
Visit to Inclusive Schools and to observe classroom transaction of any one of such schools in Bilaspurcity and make a report of the same.
Preparation of Lesson Plan, instruction material for teaching students with disability in inclusive school.

Suggested Reading.

Panda, K.C.	Exceptional Children
Bhargava, M.	VishistBalak- H.P. Bhargava Book Publishers Agra.
Pathak, K.K.	Inclusive Language and communication.-S.R. Publication New Delhi.
Shrivastava, D.N.&Shrivastava,P.	Experimental Psychology, VinodPustakMandir Agra
Report of Kothari Commission, MHRD	Education and National development.MHRD New Delhi.
	Report of New Education Policy 1986 New Delhi.

COURSE CH49: GENDER, SCHOOL AND SOCIETY

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- understand the various concepts related to gender
- acquire knowledge and understanding about the concept, history and theories of feminism
- acquire knowledge and understanding about the concept, history and theories of masculinity
- develop awareness about violence against women
- aquire knowledge and understanding of inequality based on gender
- develop strategies to remove the gender inequality and violence against women

UNIT I: GENDER: KEY CONCEPTS

- Difference between Sex and Gender
- Social construction of Gender, gender socialization and Gender Roles.
- Gender Identity, Gender Discrimination, Gender Stratification, Patriarchy,Gender Bias, Gender Stereotyping, and its consequences.

UNIT II: GENDER AND SCHOOL

- Gender bias in the school (enrolment, attitudes, etc.)
- Gender Issues in School (Sexual Abuse, Sexual Harassment etc.)
- Gender issues in curriculum, textbooks, classroom and management of the school.
- Creating Gender Inclusive Classroom.

UNIT III: GENDER AND SOCIETY

- Construction of Gender Role (by Family, Religion, Culture, Media etc.)
- Social construction of Gender, gender socialization and Gender Roles.
- Women in India (Ancient, Vedic, Post Vedic, Medieval and Present India)
- Feminism: Concept, meaning, History and theories
- Masculinity: Concept, meaning, History and Theories

UNIT IV: SEXUALITY AND POWER

- Sexuality: meaning, its relation with power
- Violence against women: Empirical Examples, Impact on the Lives of Women
- Strategies for Change: Policy and management in the school, Women's action groups and Mass media.
- Laws related to women, National women commission and other national and international agencies related to women.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Visit to institution working for women
- Where gender discrimination is: an analytical study of a village
- Upbringing of children in different kinds of families – case studies
- Gender issues in school education – case studies
- Develop an awareness programme related to gender issues
- Analysis of a particular film in India
- Responding to various forms of gender discrimination
- Writing a report of growth of boys and girls of a village
- Develop a programme for women empowerment in the context of Indian society

MODE OF TRANSACTION: Lecture, Observation, project

Suggested Readings:

Bhattacharjee, N. Through the looking-glass: Gender Socialization in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: New Delhi.

Dr.SenIlina Gender Analysis of State Policies: A case study of Chhattisgarh

Geetha, V.	Gender.Stree: Calcutta.
Ghai, A.	Gender and Inclusive education at all levels In VedPrakash&K.Biswal (ed.) Perspectives on education and development: Revising Educationcommission and after. NUEPA: New Delhi
Govinda, R.	Towards Gender Equality in Education: Progress and challenges in Asia-Pacific Region, NUEPA, New Delhi.
Jeffery, P. et al	Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171
Mehrotra, D.P.,	India: Sexism and Patriarchy in the Textbooks, Good Girls are submissive and subsidiary Thursday 22 November 2012, South Asia Citizen's Web
Sen, S.	Gender Studies. Pearson, Delhi
कमलाभसीन,	पितृसत्ताक्याहै, जागोरी, नईदिल्ली
क्मलाभसीन,	लड़काक्याहै, लड़कीक्याहै, जागोरी, नईदिल्ली
महरोत्रा दीप्तिप्रिया,	भारतीय महिलाआंदोलनः कलआजऔरकल, सम्पूर्ण टस्ट्र, नईदिल्ली
निरंतर,	जेंडरऔर शिक्षारीडर, भाग 1 और 2, निरंतर, नईदिल्ली

COURSE O41: PEACE EDUCATION

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To enable the student teacher to:-

-understand the peace education.

-recognize therelevance of peace education for humanity and to individual, national, and international development.

-know the methodology of peace education and education for peace.

-be aware of knowledge, attitudes, and skills for culture of peace.

-understand the philosophy of peace education and global concerns for peace.

UNIT I: INTRODUCTION TO PEACE EDUCATION

- Peace Education-concept, Need in school education,
- Various philosophers on peace education: Vivekananda, Rabindranath Tagore, M.K.Gandhi, Aurobindo, J. Krishnamurthy

UNIT II: GLOBAL CONCERNS FOR PEACE

- Challenges to peace and peace process in present scenario
- Socio-Psycho-Eco-Cultural causes, affects, and control of war and violence
- Role of UNO(UNESCO) in peace education and peace keeping around the world
- Indian contribution for establishing international peace

UNIT III: METHODOLOGY OF PEACE EDUCATION

Peace education at school level-

- Teacher's role in classroom
- Methods of teaching for peace education
- Learning of peace through activities
- Learning conflict resolution skills

UNIT IV: EDUCATION FOR PEACE

In the context of avoiding violent behavior and developing culture of peace in the society the education for-

- Sustainable development, Human rights
- Disarmament, knowledge-attitude-skills of peace
- Environment, Cross-cultural perspectives
- Democracy, Human values

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- A group presentation on thoughts of peace education of various thinkers other than mentioned in syllabus
- Critical analysis of NCF 2005 in the context of peace education and presentation
- Preparing curriculum and content plan for effective initiation for promoting peace
- Designing co–curriculum for promoting peace initiatives
- Textbook analysis of different subjects for promoting education for peace

Suggested Readings:

UpadhyayPratibha.	Education for Peace Utopia or Reality, KalpzPublication
Sharma,Premala	Modern Methods of Education For International Understanding, Swarup Sons, New Delhi.
NCERT,	Education For Peace ,National Focus group's paper, first edition 2006,NCERT,New Delhi.
NCERT,	Training Course on Peace Education for Teachers, Department of Educational Psychology and foundation of Education ,NCERT, New Delhi,
CBSE,	Value Education A Handbook For Teachers, CBSE, Delhi.
SarojPanday,	Peace Education Self Instructional Package for Teacher Educators, NCERT New Delhi..
NCERT, (2005).	Focus Group Report' Teaching of Science NCERT New Delhi.
NCERT, (2006).	National Curriculum Framework- 2005, NCERT. New Delhi.
Dr. B.R. Ambedkar,	Bhagwan Buddha and his Dhammas, BAIAE, Japan, Digital Publication.
Ambedkar,B. Bhagwan	BudhaAourUnakaDhamma, Dr. BabasahebAmbedkarIntrenational Association, JapanPublication

COURSE O42: VOCATIONAL & WORK EDUCATION

COURSE OBJECTIVES **MARKS: 50| CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Develop an understanding of vocational and work education.
- Develop understanding of Carrying out vocational assessment and make vocational education plan.
- Develop understanding about acquiring the concept of independent living and empowerment.
- Critically reflect upon various issues regarding curriculum and policies on vocational and Work Education at school education

UNIT-I: WORK EXPERIENCE IN SCHOOL

- Role of Work experience in school education: Working habits, Relating work habits with personality development and Social needs in the context of Modern India,
- Socially Useful Productive Work—concept and need

UNIT-II: WORK AND VOCATIONAL EDUCATION

- Work Education and Vocational Education: concept and objectives; Historical perspective; Vocational Education vs. Vocational Training;
- System of Work Education and Vocational Education at different levels; current structure of vocational education

UNIT-III: CURRICULAR ISSUES

- Work education: implementation, curricular options and management in schools; Issues of Evaluation;
- Vocational education: major challenges; National Vocational Education Qualification Framework (NVEQF)

UNIT-IV: POLICY INITIATIVES

- Centrally Sponsored Scheme of "Vocationalisation of Secondary and Higher Secondary Education";
- Place of Vocational and work Education in National Curriculum Framework 2005; *National Skill Development Initiatives*

COURSE WORK/FIELD ENGAGEMENT&/PRACTICUM:

- Analysis of vocational/work education curricula at any level of central/state board
- Developing curriculum on any vocational skill.
- Administering any vocational assessment tool.
- Visit to any vocational Institution.
- Critical analysis of vocational education in Indian schools in Global perspective

MODE OF TRANSACTION: Lecture Method, Project, Discussion, School-Visit.

Suggested Readings:

- DSEL, MHRD, Vocational Education, athttp://mhrd.gov.in/vocational-education-overview
- Symbiosis Open Education Society (2011) Concept Note on Need for Vocationalisation of Education in India, at http://www.scdl.net/ downloads/ vocationaluniversityconceptnote.pdf
- Central Board of Secondary Education (2004) Work Education in Schools, CBSE: New Delhi at http://cbse.nic.in/workeducation.pdf
- The World Bank (2006, January) Skill Development In India: The Vocational Education And Training System, Human Development Unit, South Asia Region, The World Bank,at http://info.worldbank.org/etools/docs/library/235724/skills%20development%20in%20india%20the%20vocational%20education%20and%20training%20system.pdf
- UNESCO (2014) Vocational Pedagogy: what it is, why it matters and how to put it into practice: Report of the UNESCO-UNEVOC online conference, 12-26 May 2014 at http://www.unevoc.unesco.org/go.php?q=Online+library&skin=&lang=&akt=id&st=&qs=5646&unevoc=1
- MHRD, GOI, (2012)National Vocational Education Qualifications Framework (NVEQF), New Delhi at http://mhrd.gov.in/sites/upload_files/ mhrd/files/EXECUTIVE%20ORDER_new.pdf
- Clarke, L and Winch, C (2008) Vocational Education: International Approaches, Developments and Systems, New York: Routledge

COURSE O43: LEGAL EDUCATION

COURSE OBJECTIVES **MARKS: 50| CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Become aware of various offences and corresponding legal issues in the context of their expected professional life
- Become aware of the offences against children and women, and the consequences
- Be empowered to safeguard their own interest as well as to be able to safeguard the rights and dignity of children and women
- Be aware of legal issues related to use of media and freedom of speech
- Be an effective participant to secure national integrity by adapting right behaviour and avoid the legal issues concerned with it

UNIT I: OFFENCE AGAINST CHILDREN

- Child Rights, Violation of Child Rights and Offence against children–Legal issues and Consequences, Corporal punishment and Physical abuse: Legal issues and Consequences;
- Consequences; Issues of Horizontal and Vertical Reservation Policy

UNIT II: OFFENCE AGAINST WOMEN

- Questions of protecting Dignity and life of a Women;
- Offence against women in workplace: Important Rights of Women (in primary context of workplace around a teacher) and their violation: Issues (particularly of indignity, discrimination, abuses) and the Consequences [in brief reference to The Sexual Harassment of Women at Workplace (PREVENTION, PROHIBITION and REDRESSAL) Act, 2013, Article 21 and at least to IPC Sec. 294, 354, 509] IPC: concept (brief)

UNIT III: OFFENCES RELATED TO THREATENING OF NATIONAL INTEGRITY

- Offences related to threatening of national integrity: various important aspects of such offences in relation to religion, region, caste, language, national security, etc.;
- Legal issues (in primary context of professional life of a teacher) and their Consequences IPC Sec. 153, 153A, 153B 295, 295 A, 298, 505

UNIT IV: OFFENCES RELATED TO EXPRESSION AND USE OF MEDIA

- Issues of Freedom of speech and expression; Offences related to use of various media with special reference to cyber crime
- Legal issues (in context of professional life of a teacher and use of media for expression of thought) and their Consequences (Referring to IPC Sec. 51, 66A-only66, 67, 469, 499, etc. and also to the sections in unit-III)

COURSE WORK/FIELD ENGAGEMENT&/PRACTICUM:

- Presentation on legal problems in educational institutes related to children, women, reservation, implementation of RTE, national integrity or use of media
- Study on offences faced by women, Girl–child in educational context
- Presenting a report on newspaper cuttings/online news on offences in the context of education
- Preparing merit–list on the basis of reservation policy
- Presentation on legal provisions of RTE
- Presentation on the Legal issues related to Public Servants and their duties
- Preparation of 'legal-dictionary'

MODE OF TRANSACTION: Lectures, Projects, Discussion,

Suggested Readings:

Crime against Children at http://ncrb.gov.in/CD-CII2012/cii-2012/Chapter%206.pdf

IPC and other Local & Special Laws Pertaining to Crimes Against Children at http://mahilakalyan.up.nic.in/child/IPC_and_other_Local_n_Special_Laws.pdf

The Protection of Children from Sexual Offences Act, 2012 at http://pib.nic.in/newsite/PrintRelease.aspx
National Commission for Protection of Child Rights. Guidelines for eliminating corporal punishment in schools http://www.ncpcr.gov.in/view_file.php?fid=108
Corporal Punishment:Violation of Child Rights in Schools athttp://www.legalservicesindia.com/articles/punish.htm
Child Rights and Law: a guidebook for legal interventions at https://www.childlineindia.org.in/pdf/Law-Manual.pdf
National Commission for Women. SexualHarassmentofWomenatWorkPlaceAct2013 at http://ncw.nic.in/PDFFiles/SexualHarassmentofWomenatWorkPlaceAct2013.pdf
National Commission for Women.TheIndecentRepresentationofWomenProhibitionAct1986http://ncw.nic.in/acts/TheIndecentRepresentationofWomenProhibitionAct1986.pdf
http://ncw.nic.in/Acts/TheMinimumWagesAct1948.pdf
The Protection of Child Marriage Act at http://ncw.nic.in/acts/pcma2006.pdf
critical-analysis-sexual-harassmenthttp://www.legalindia.com/critical-analysis-sexual-harassment-ipc/
Indian penal code at http://www.childlineindia.org.in/CP-CR-Downloads/Indian%20penal%20code%201860.pdf
Cyber crimes and the law at http://www.legalindia.com/cyber-crimes-and-the-law/
Indian penal code in hindi at http://indiacode.nic.in/indiacodeinhindi/index.htm
Indian penal code at http://www.cyberpolicebangalore.nic.in/pdf/Cyber%20law%20IPC.pdf
The Equal Remuneration Act, 1976 at http://ncw.nic.in/frmReportLaws23.aspx

COURSE EPC4: UNDERSTANDING THE SELF

COURSE OBJECTIVES **MARKS: 50| CREDITS: 2 | 4 Hrs./wk**

To help the prospective teachers to:

- develop an understanding oftheir own 'self' and 'identity'through a critical introspection
- develop an alert, observing, sensitive personality capable of
- explore their creative 'self' and develop appreciation in creative pursuance for self development
- develop appreciation on yoga in converging body–mind–soul and in creating a fully functioning self

WORKSHOP I: SELF AND IDENTUTY

Basic idea of Self and identity: multiple identity, Discovering personal 'self' and understanding the 'identity' as a teacher reflecting upon aspirations, conflicts, strengths, weaknesses, belief system and prejudices, cultural background; Self–concept, self–esteem, self–efficacy, particularly in the role of a school teacher; fully functional self

Suggested mode of transaction: (i) Talks (ii) Critical Reading of inspirational texts (iii) Psychological testing

WORKSHOP II: UNDERSTANDING OTHERS

Listening and observing 'Self': Importance for a teacher to holistically understand human nature; becoming a good listener with faithful rapport; becoming an objective observer;

Suggested mode of transaction: (i) Video clip/discussion/Activity on listening and observation skills, (ii) intrapersonal communication, (iii) one to one interaction for understanding human nature

WORKSHOP III: CREATIVE EXPRESSION AND SELF DEVELOPMENT

Exploration and Engagement in creative Expression of 'self': Understanding Creativity and its importance for human mind; Discovering the creative 'self' within in any form of creative endeavour; Putting persistent effort for adding novelty to the chosen form of creative task;

Suggested mode of transaction: (i) talks (ii) Critical Reading of inspirational texts (iii) Activities and reflection for creative expression

WORKSHOP IV: YOGA FOR SELF DEVELOPMENT

Yoga for integrating body, mind and soul, appreciating the philosophy of yoga and practicing yoga and other meditative techniques

Suggested mode of transaction: (i) talks (ii) Practical exposure to yoga

COURSE SI 4: SCHOOL INTERNSHIP–II (UPPER PRIMARY TO HIGHER SECONDARY)

OBJECTIVES: **MARKS: 200| CREDITS: 8 | 8 weeks**

After completion of this internship the prospective students will be able to

- Understand the Broader concept of internship apart from the practice teaching.
- Understand various types of activities in internship as a member of the school
- Various formats to be used in the teacher training programmes.
- Exhibit various skills in teaching, evaluation, remedying, administrative activities, conducting co–curricular activities, studying students' and solving their problems, etc.

In the two–year B.Ed. Programme, internship is the professional preparation of a prospective teacher. After focussing on the teaching aspects in the third semester (for 8 weeks), the last phase of school internship here is expected to prepare the prospective teachers for a holistic participation in the school situation. This will create a situation for the prospective teachers to undertake multiple job–roles of a teacher at a time and handle all of them with efficiency and commitment. This prepares them to feel the pressure and pleasure of performing multiple roles as a teacher, to feel how their participation makes a change among the learners and, thus, to develop a respect for the noble profession. The prospective teachers are expected to participate in teaching, evaluation, administrative tasks, conducting curricular activities, preparing learning material for catering students' needs as well as in a closer understanding of students in individual or in group through undertaking case studies, action research, etc. This phase of the school internship will again be of 8 weeks duration in the schools. The details of the tasks to be undertaken by the prospective teachers are as follows:

- **Case study/individual portfolio–(25 marks) –** Prospective teachers are expected to undertake this activity and complete it within the period. They may have a close observation on a single student or a small group during this period so as to produce a case study report or/and a portfolio reflecting a holistic understanding of these students. The aim is to bring the Prospective teachers as close as possible to the learners and their unique characteristics and their unique circumstantial problems. This in turn is expected to sensitise them about biological–psychological–social space of learners in which they are embedded and to enhance their self–efficacy as an effective problem solver as well as reflect upon maintaining an inclusive classroom situation and school ethos.
- **School participation–(25 marks)** – Prospective teachers are expected to participate in various school activities other than classroom teaching like the Morning assembly, conducting sessional tests, administrative works, etc. as and when allotted by the school and the teacher–in–charge.
- **Teaching and Subject assessment–(50 marks)–**Prospective teachers are expected to be able to assess comprehensively and continuously their students in both scholastic and co–scholastic dimensions of learning. This will include designing situations for diagnostic testing to assess learning and reflect upon the possible causes for it. This in turn will be an input for the remedial teaching designs as described in the preceding point. They are also expected to design the means for preparing strategies for assessing co–scholastic aspects and submit an evidence based detailed report.
- **Action research: (25 marks)–**The prospective teachers may identify some problem situation and undertake an action research to put effort to a practical solution for it. The aim

is to bring the Prospective teachers as close as possible to the learners and their unique characteristics and their unique circumstantial problems. This in turn is expected to sensitise them about biological–psychological–social space of learners in which they are embedded and to enhance their self–efficacy as an effective problem solver and as a teacher–a friend, philosopher and guide.

- **Administrative Work (attendance record/time table/ register/ stock/ exam duty, etc.)–(25 marks)** –Prospective teachers are expected to participate in the administrative functions also like a real teacher does in the school. This will include maintaining records like the attendance record, student record, registers, stock, etc. under the guidance of the school teachers. They should also participate in planning school activities through preparing different time tables and programmes. The overall experience through such participation during this phase is expected to prepare the prospective teachers for fulfilling various administrative responsibilities and inculcate leadership qualities.
- **Conducting morning assembly and CCA –(25 marks)–**Prospective teachers are expected to conduct morning assembly regularly during the period. They are expected to bring innovation to make the assembly an interesting activity for the students to participate and so to enhance student participation. They should regularly organise CCA in the school to enrich students with various art, literature and culture as a whole. They should take care to design such activities giving equal opportunity to all learners creating a multicultural ethos in the school system encouraging democratic thoughts and action. This will also include celebration of days of national or regional importance so as to acquaint the students of our vast cultural and national heritage.
- **Preparation of TLM–(25 marks)** Prospective teachers are expected to prepare at least two suitable Teaching Learning Materials, either in Hard or Soft form, on their own subject area. The materials should be justified in their use in the real situation. This may include model, working model, PPT presentation for higher level learning, Braille material, etc.

COURSE C36: ASSESSMENT & EVALUATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

The course will enable prospective teachers to:

- gain a critical understanding of issues in assessment and evaluation
- become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination.
- be exposed to different kinds and forms of assessment that aid student learning.
- make use of a wide range of assessment tools, and learn to select and construct these appropriately
- evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

UNIT 1: OVERVIEW OF ASSESSMENT AND EVALUATION

Measurement, Assessment and Evaluation : Concepts; Differences
Clarification of the terms- Appraisal, Test and Examination,
Distinction between 'Assessment of Learning-' (summative) and 'Assessment for Learning'-(formative)
Instructional objectives in three domains- cognitive, psychomotor and affective

UNIT 2: RECENT TRENDS IN ASSESSMNT AND EVALUATION

Marking and Grading System. Semester System. Open Book Examination System. On Demand Examination. Online Examination. Choice Based Credit System (CBCS)
Continuous and comprehensive assessment(CCE) .

UNIT 3: ASSESSMENT OF SUBJECT-BASED LEARNING

- Assessment tools
- Kinds of tasks: projects and assignments
- Kinds of Achievement tests and their constructions (teacher made, standardized)
- Quantitative and qualitative aspects of assessment: Appropriate tools for each (in brief).

UNIT 4: DATA ANALYSIS,FEEDBACK AND REPORTING

- Graphical representation of data; Types of Graphs & its use.
- Measures of Central tendency(in brief)- Comparison of Mean, Median and Mode. Selection of appropriate average for use.
- Percentile & percentile rank –calculation and uses
- Types of teacher feedback (written comments, oral); Peer feedback
- Developing and maintaining a comprehensive learner profile; anecdotal records, progress reports, portfolios, rubrics

MODE OF TRANSACTION: Lecture, discussion, power point presentations.

PRACTICUM:

- Preparation of a rubrics/ portfolio/anecdotal record
- Preparation of a teacher made test

Suggested reading:

Asthana, Bipin & Agrawal,R.N.: *Measurement and Evaluation in Psychology and Education*, VinodPustakMandir, Agra.
Bloom & Krathwohl Taxonomy of Educational Objectives Handbook II, Affective Domain, 1964
Ebel, R.L. Essentials of Educational Measurement; Prentice Hall, New Jersey, 3rd Ed. 1979
Anastasi A. *Psychological Testing* (4th edition), New York, McMillan Pub Co, 1976
Bhargav, M. *MapanEvamMulyankan*, Bhargav Publication
Cronbach L J. *Essentials of Psychological Testing* (3rd edition), New York, Harper & Row publishers, 1970
Edwards A. L. *Techniques of Attitude Scale Construction*, Bombay, Feiffer &Simens private Ltd, 1975
Freeman F. S. *Theory and Practice of Psychological Testing,* (3rd Ed.), New Delhi, Oxford & IBH Pub. Co., 1976
Gupta, S.P. MapanEvamMulyankan, New Delhi, ShardaPrakashan
Harper (Jr.) A. E. & Harper E.S.*Preparing Objective Examination, A Handbook for Teachers, Students and Examiners,* New Delhi, Prentice Hall, 1990
Linn, R.L. &Gronlund, N.E.Measurement and Assessment in Teaching, Pearson Education pvt. Ltd. (Singapore), Indian Branch, 482 F.I.E.,Patpanj, Delhi, 110092, India.

COURSE P3AP: PEDAGOGY–II (A)– PHYSICAL SCIENCE

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Understand and critically reflect upon Physical science curricula and co–curricula in schools
- Critically analyse and reflect upon the suitability of school textbooks of physical science
- Develop various strategies on different dimensions of evaluation
- Diagnose students' misconceptions through various techniques

UNIT I: PHYSICAL SCIENCE CURRICULUM

- Critical study of the School Curriculum of Science and syllabus of CBSE and a state board in reference with Physical sciences at Upper primary and Secondary level
- Critical study of the National Curriculum and syllabus of School Science with particular reference to physical science of other nations

UNIT II : PHYSICAL SCIENCE TEXTBOOK AND CCA

- Role of Textbook and suitable structure of its contents, exercises and language
- Critical analysis of the school textbooks of CBSE and state boards
- Co-curricular activities in physical science: need & planning

UNIT III: EVALUATING STUDENTS LEARNING IN PHYSICAL SCIENCE

- Nature and dimensions of evaluation in physical science;
- Preparing blue–print; Subjective and objective type evaluation

UNIT IV: MISCONCEPTIONS IN PHYSICAL SCIENCE

- Understanding students' Misconceptions in science learning; Role of language, daily life experience, teaching –learning experience
- Diagnosing and explaining students' misconception, finding remedies with the help of branched questionnaire, concept maps, concept cartoons, etc.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Report on curricular process for a particular class
- Design and plan for a co–curricular activity for a particular class and simulate
- Preparing objective and subjective items for achievement testing
- Designing diagnostic tool to identify misconceptions
- Case–study for explaining misconceptions

MODE OF TRANSACTION: lectures, video clips, discussion, small group activity

Suggested Readings:

Das, R.C.	*Science Teaching in Schools.*New Delhi. Sterling Publishers Private Limited.
Mangal S. K.	*Teaching of science*, New Delhi: Arya Book Depot
Mohan, Radha	*Innovative Science Teaching: For Physical Science Teachers.* New Delhi: PHI Learning Pvt. Ltd.
Sharma, S.	*Constructivist Approaches to Teaching and Learning,* New Delhi: NCERT
Sharma, R.C.	*Modern Science Teaching*, New Delhi: DhanpatRai Publications,
Sounders:	The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
Nair, C.P.S.	Teaching Science in our Schools, S. Chand & Co. Pvt. Ltd. New Delhi.
Negi, J. S.	BhautikShikshan, VinodPustakMandir, Agra.
Rawat D. S.	Vigyanshikshan, VinodPustakMandir, Agra.
Misra, K.S.	Effective Science Teaching.Anubhav Publishing House, Allahabad
Vaidya, N.	*The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
Yadav, M.S.	Teaching of Science, Amol Publications.
Anderson, H. O.	Readings in Science Education for the Secondary School. New York
Jenkins, E.W. (Ed.)	*Innovations in Science and Technology Education*, Vol. VI, UNESCO, Paris.

COURSE P3AS: PEDAGOGY–II (A)– SOCIAL SCIENCE

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- develop the ability to construct test items
- develop the ability to assess social concerns among students
- develop the ability to construct test items to evaluate students' achievement.
- develop skill diagnose and remedy students' difficulties in Social Science.

UNIT I: DEVELOPING SOCIAL CONCERNS AND CITIZENSHIP COMPETENCIES

- Social concerns and citizenship education
- Dimensions of social concern (beliefs, attitudes , values, value judgment etc.) and its strategies to examine
- Social issues and its related activities
- Nature of citizenship skill

UNIT II: EVALUATION OF STUDENT'S LEARNING IN SOCIAL SCIENCE

- Meaning and Types of Evaluation in Social Science
- Dimensions of evaluation (Grades, Assessment and Standards)
- Assessing competence and concerns (Observation, Checklist, rating scale, anecdotal records, research sheet, essay test question, The Daily Diary and Socio-Metric Scales etc.)
- Performance assessments and portfolios

UNIT III: CONTRUCTING SOCIAL SCIENCE TEST ITEMS

- Teacher made paper and pencil test
  -constructing essay and objective type test items
- Preparing Blue print and Achievement Test

UNIT IV: DIAGNOSIS AND REMEDIAL TEACHING IN SOCIAL SCIENCE

- Meaning of Diagnosis
- Meaning and Definition of Remedial Teaching
- Objectives and Function of Remedial Teaching
- Methods and the Strategies of Remedial Teaching

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Preparing a diagnostic test
- Organizing a remedial class based on the diagnostic test conducted
- Observation report on the social science curricular process
- Make a daily diary of any one student
- Prepare a blue print

Construct the test items to assess learning in social science

Suggested Readings:

Balagopalan, S.	Unity in Diversity: Diversity, Social Cohesion and the Pedagogical Project of the Indian State. In S. Vandiyar et al (eds.) Thinking diversity, building cohesion: a transnational dialogue on education, Amsterdam: Rozenburg Publications.

Batra, P. (ed.)	Social Science Learning in Schools: Perspective and Challenges, New Delhi: Sage.
Bhattacharya, N.	Teaching History in Schools: The Politics of Textbooks in India. History Workshop Journal. 67(1), 99-110.
Billinge, M. et al. (eds)	Recollections of a revolution: Geography as spatial science, London: Macmillan
Bose, S. and Sardana, A.	'Teaching Economics in Schools', Economic and Political Wekly,August 9, 2008, pp 54-60.
Carr, E. H.	What is History? England: Penguin
Chakravarty, U.	Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient ' India ',New Delhi: Tulika Books, Chapter on: History as Practice: Introduction, 16-30.
Eklavya	SamajikAdhyayanShikshan: EkPrayog, Hoshangabad: Eklavya.
Geetha, V. et al.	Textbook Regimes: A Feminist Critique of Nation and Identity, Tamilnadu. Nirantar: New Delhi
George, A. and Madan, A.	Teaching Social Science in Schools. Sage: New Delhi
George, Alex M.	Children's Perception of Sarkar: The Fallacies of Civics Teaching, Contemporary Educational Dialogue 1:2, 228-257 and published by Eklavya
Hursh, W., D. and E. W. R.	Democratic Social Education Social Studies for Social Change, New York: Falmer Press, Chapter 9: Not only by our Words: Connecting the Pedagogy of Paulo Freire with the Social Studies Classroom,135-148.
Jain, M.	Social Studies and Civics: Past and Present in the Curriculum, Economic and Political Weekly, 60(19), 1939-1942.
John Dewey	School and Society, chapter on Social Science
Kumar, K.	Learning From Conflict. Orient Longman: Delhi pp. 25-41, 79-
Mehlinger, Howard D. (ed.)	UNESCO Handbook of Social Studies. France: UNESCO Publications.
NCERT	Social Science Textbooks for classes VI – XII. NCERT: New Delhi
NCERT	Position Paper National Focus Group on Teaching of Social Sciences. NCERT: New Delhi
Paliwal, R. et al	'On Contextualization of Curriculum' Contemporary Education-dialogue, Learning Curve, APF, 200..
Ross, E. Wayne (ed.)	The Social Studies Curriculum: Purposes, Problems and Possibilities. Albany: State University of New York Press, Chapter 1: The Struggle for the Social Studies Curriculum, 17-36.
Sunny, Yemuna.	'Experience and Science in Geography Education', Economic and Politial Weekly, June14, 2008, pp 45-49.

COURSE P3 BM : PEDAGOGY–II (B) MATHEMATICS

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers:

-To understand the mathematical content and its instruction

-To understand the Instructional Skills of mathematics teacher

-To understand the Communication in mathematics teaching

-To understand the Computer in mathematics teaching

-To understand the Assessment in mathematics

UNIT-I- MATHEMATICAL CONTENT AND ITS INSTRUCTIONS

- Nature of content in mathematics
- Use of content in instructional design
- Content mastery and its maintenance

UNIT- II- INSTRUCTIONAL SKILLS OF MATHEMATICS TEACHERS

- Meaning and content of instructional skill.
- Instructional Skill- Preparatory, Presentation and classroom management.
- Other Attributes- Regulatory, punctuality, Discipline and attitude towards teaching mathematics.
- Meaning and concept of CCE in mathematics

UNIT- III- COMMUNICATION IN MATHEMATICS TEACHING

- Meaning and concept of communication components.
- Types of Communication in mathematics class- verbal and Non-verbal
- How to make effective mathematics teaching through communication
- Construction and concept of Achievement test- preparation of blue print

UNIT- IV- COMPUTER IN MATHEMATICS TEACHING

- Basic Introduction of computer- CPU, Memory, Input- Output, Hardware and Software
- Interpretation of mathematical data through computer
- Preparation of tables through computer
- Types of questions- Subjective type and Objective type

PRACTICUM: 1-Construction of CAI in mathematics for secondary students.

2- Preparation of three lesson plan of mathematics teaching through computer.

3- Preparation of evaluation sheet for CCE.

4-Conducting of Action Research for selected problems.

5-Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts.

Suggested Reading:

Kulsheshtha,	A.K. Teaching of Mathmatics , Meerut. R L Book Depot
Fuch, W.R.	Mathematics for modern mind, New york: McMillan& comp.
Clements D.H.	Computer in early and primary education-, Prentice Hall,
Saxena N.R.S. and Oberio S.C.,	Technology of Teaching- Meerut R. LAl.Book Depot.
Molenda Michel, Russel, J.D. et al	Instructional media and the new technology of Instruction-: Mcmillan Publishing company, New york.
Sharma, R.A.	Technology of Teaching- Meerut, R. Lal Book Depot.
Devnani K.K.	Make Computer your Friend (Learning Computer). Agra. Part. IV friend publication.

COURSE P3BB : PEDAGOGY–II (B) BIOLOGY

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

- Know the principles of learning and the contemporary views on learning.
- Acquaint with different community resources in biology.
- Understand the importance of planning field visits to different natural and manmade habitats.
- Explore the process skill in science and role of laboratory in teaching– learning.
- Facilitate development of scientific attitudes in learners.
- Construct appropriate assessment tools for evaluating learning of biological science.

UNIT I PSYCHOLOGY OF LEARNING AND TEACHING OF BIOLOGY

- principles of learning
- *How students learn? contemporary perspectives on learning:Dewey, Ausubel ,Bruner, Piaget, Vygotsky and constructivist view of learning (**brief**)

UNIT II ENRICHMENT OF BIOLOGY EDUCATION

- * Planning field visits, Zoo, Sea shore life, Botanical garden, etc. Science club.
- Using community resources for biology learning; pooling of learning resources in school complex/block/ district level; Handling hurdles in utilization of resources.

UNIT III: LABORATORY RESOURCES IN BIOLOGICAL SCIENCE

- Setting up of Biology Lab: Need, Guidelines for organizing practical work, safety precautions to be followed while working in a lab, assessment of laboratory work.
- Developing science kit.

UNIT IV: EVALUATION OF CHILDREN'S LEARNING

- Changing trends in evaluation, concept and need ~~of CCE~~ in reference to constructivist classroom.
- * Preparation of blue print and preparation of different test items in biology, concept of teacher made achievement test, diagnostic and remedial test in biology.

MODE OF TRANSACTION: Lecture, Discussion, power point presentations, field visits

PRACTICUM

- Preparation of a report on the biology lab of the school, visited by the student during internship.
- Preparation of a question bank.
- Constructing a diagnostic test. (* topics will be dealt under practicum)

Suggested readings:

Bremmer, J.	Teaching Biology
Carin, R.A.	Teaching Science through discovery
Green, T.L.	Teaching of Biology in Tropical Secondary Schools
Miller, D.F. and Blaydes, G.W.	Methods and Materials for Teaching Biological Sciences
UNESCO	New Trends in Biology Teaching
Mangal, S.K.	Teaching of Biological Sciences, Agra book Depot.
Sounders	The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
Kulshrestha, S. P	JeevVigyanShikshan ,Lyall Book Depot, Meerut
Rawat, D. S.	Vigyanshikshan, VinodPustakMandir, Agra.
UNESCO	Essential of learning in Environment.
NCERT, (2006).	*National Curriculum Framework*- 2005, NCERT. New Delhi.
NCERT, (2005).	*'Focus Group Report' Teaching of Science* NCERT New Delhi.

COURSE P3BE : PEDAGOGY–II (B) ENGLISH

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 3 Hrs./wk**

To help the prospective teachers to:

-understand the school curriculum
- develop the understanding of the qualities and role of English language teacher
-able to understand the organization of co-curricular activities
-understand continuous and comprehensive evaluation (CCE)
-analyze the process of evaluation and assessment

UNIT I: SCHOOL CURRICULUM

- Curriculum of English Language: State Board, Central Board of Secondary Education, International Baccalaureate(IB): characteristics and principles of curriculum construction
- Text Book of English Language: Criteria of good text book

UNIT II: ENGLISH LANGUAGE TEACHER AND COCURRICULAR ACTIVITIES

- Qualities of English Language teacher
- Role of English language teacher in teaching learning process
- Need of English teacher association for professional development
- Co-curricular activities in English language teaching; class magazine, language games
- Role of English Language teacher in organizing co-curricular activities

UNIT III: CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

- Diagnostic test: concept and importance
- Need and utility of remedial teaching
- Concept of continuous and comprehensive evaluation

UNIT IV: EVALUATION AND ASSESSMENT

- Evaluation of scholastic area
- Assessment of Co scholastic aspects of students learning
- Different types of tests ; their advantages, limitations and suggestions for improvement

PRACTICUM

- Preparation of diagnostic test for 8thstd.
- Prepare a report of co-curricular activities
- Prepare a text book of English Language for 9thstd. of state board/CBSE/ICSE/IB to develop students interest in Indian English writings.
- Prepare a class magazine through the use of ICT
- Prepare a report of constructing curriculum of English for 11th/12th std of CBSE to develop students social/moral understanding.
- Prepare a report on the success and failure of CCE in secondary school.

Suggested Readings:

Krishnaswamy, N. &Krishnaswamy, Lalitha (2005) Teaching English Approaches, methods and techniques, Macmillan India Limited, Chennai.
Nagaraj, Geetha (2012) English Language Teaching Approaches, Methods, Techniques, Orient Blackswan Pvt Ltd, New Delhi.
Littlewood, William (2000) Communicative Language Teaching, Cambridge University Press.
Chaturvedi, M.C. (1995) Position of language in school curriculum in India, New Delhi, NCERT.
Hornby, A. S. A guide to pattern and usage in English, oxford university press.
Jain, R. K. Essential of English teaching, Renulal Book Depot Meerut.
Anderson, A. and Lynch, T. (1988)Listening, Oxford University Press, Oxford.
Ur, Penny (1984) Teaching Listening Comprehension, Cambridge University Press, Cambridge.
Bygate, M. (1987) Speaking, Oxford University Press, Oxford.
Brown, G. and Yule (1983) Teaching the Spoken Language, Cambridge University Press, Cambridge.

Nuttall, Christine	(1987) Teaching Reading Skills in a Foreign Language, Heinemann Educational Books Ltd., 1982; ELBS Edn., London.
Chall, J.S.	(1983)Stages of Reading Development, McGraw-Hill Book Company, New York.
Pincas A.	(1982) Teaching English Writing, The Macmillan Press Limited, London.
Makey, Sardra L.	(1985)Teaching Grammar, Pergamon Institute of English, Oxford.
Ur, Penny	(1988) Grammar Practice Activities, Cambridge University Press, Cambridge.

COURSE P3BH : PEDAGOGY–II (B) HINDI

उद्देश्य:

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

- हिन्दी ~~भाषा~~भाषा शिक्षण में मूल्यांकन के उद्देश्य एवं महत्व. का ज्ञान देना।
- हिन्दी शिक्षण~~में~~ में मूल्यांकन की संस्थितियों व विधियों का ज्ञान देना।
- ~~हिन्दीभाषापाठ~~हिन्दी भाषा पाठ्यचर्या के आधारों की आवश्य~~कतामेंमहत्व~~कता में महत्व की समझ~~विकसितकरना~~ विकसित करना
- ~~हिन्दीभाषापाठ्यक्रमकाअर्थ एवंआव~~हिन्दी भाषा पाठ्यक्रम का अर्थ एवं आवश्यकत की समझ~~विकसितकरना~~ विकसित करना
- ~~निदानात्मकपरीक्षण~~ निदानात्मक परीक्षा ~~एवंउपचारात्मकशि~~ण एवं उपचारात्मक शिक्षण के अर्थ, स्वरूप, महत्व एव~~ंउपयोगकाज्ञानकराना।~~व उपयोग का ज्ञान कराना।

इकाई 1 : हिन्दी भाषा पाठ्यक्रम

- पाठ्य~~चर्या~~क्रम का अर्थ एवं सम्प्रत्यय
- ~~भाषायी पाठ्यक्रम के तत्व एवं हिंदी पाठ्यक्रम~~
- ~~हिन्दीभाष~~हिन्दी भाषा पाठ्यक्रम निर्माण के आधार, सिद्धांत एवं महत्व

इकाई 2 ~~हिंदी पाठ्य-पुस्तक, पाठ्यक्रम~~: **हिन्दी भाषा शिक्षण में मूल्यांकन**

- समग्र मूल्यांकन, अर्थ, संकल्पना एवं ~~पाठ्यचर्या की समीक्षा~~महत्व
- ~~हिंदी पाठ्य-पुस्तक की समीक्षा (प्राथमिक एवं माध्यमिक)~~
- ~~हिंदी भाषा पाठ्यक्रम की समीक्षा (प्राथमिक एवं माध्यमिक)~~
- ~~हिंदी भाषा पाठ्यचर्या की समीक्षा (प्राथमिक एवं माध्यमिक)~~
- निर्माणात्मक मूल्यांकन, अर्थ, संकल्पना एवं महत्व
- वस्तुनिष्ठ एवं विषयनिष्ठ मूल्यांकन

इकाई 3: हिंदी भाषा शिक्षण में ~~आकलन, मूल्यांकन~~परीक्षण

- निदानात्मक एवं उपचारात्मक परीक्षण ,अर्थ प्रकृति एवं ~~परीक्षण~~महत्व
- ~~आकलन: अर्थ, परिभाषा, प्रकार~~निदानात्मक एवं ~~विशेषताएँ~~
- ~~मूल्यांकन: उद्देश्य~~उपचारात्मक परीक्षण का अर्थ प्रकृति एवं ~~महत्त्व~~महत्व
- ~~सतत एवं व्यापक मूल्यांकन~~
- निकष संदर्भित एवं मानक संदर्भित परीक्षण अर्थ प्रकृति एवं महत्व

इकाई 4: हिंदी भाषा में परीक्षण निर्माण

- विषयनिष्ठ एवं वस्तुनिष्ठ प्रश्न: अर्थ, महत्त्व एवं निर्माण
- नीलीछाया एवं प्रश्न पत्र (निदानात्मक एवं उपचारात्मक परीक्षण) निर्माण
- निकष संदर्भित एवं मानक संदर्भित परीक्षण निर्माण

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- निकष सन्दर्भित एवं मानक सन्दर्भित परीक्षण(CRT&NRT)
- निदनात्मक एवं उपचारात्मक परीक्षण (CRT&NRT)
- नीलीछाया एवंप्रश्न पत्र निर्माण
- एक पुस्तक की समीक्षा

MODE OF TRANSACTION संदर्भानुसार उपयुक्त शिक्षण विधि का प्रयोग

सन्दर्भसूची:–

- भाई योगेन्द्रजीत, ~~हिन्दीभाषा~~हिन्दी भाषा शिक्षण, ~~विनोदपुस्तकमंदिरआगरा~~विनोद पुस्तक मंदिर आगरा
- क्षत्रिय के0 मातृभाषाशिक्षण , विनोदपुस्तकमंदिरआगरा
- ~~लालरमनबिहारी, हिन्दी~~लाल रमन बिहारी, हिन्दी शिक्षण~~रस्तोगीप्रका~~रस्तोगी प्रकाशन, मेरठ
- रघु~~नाथहिन्दीशिक्ष~~नाथ हिन्दी शि~~णविक्षि~~ण विधि, पंजाब घरजालंधर
- शर्मा लक्ष्मीनारायण, ~~भाषा~~भाषा शिक्षण की विधियाँ ~~औरपाठनि~~और पाठ नियोजन, ~~विनोदपुस्तकमंदिरआगरा~~विनोद पुस्तक मंदिर आगरा
- पाण्डेय श्रुतिकांत. हिन्दी भाषा और इसकी शिक्षण विधियाँ पब्लिक लर्निंग प्राइवेट दिल्ली
- शुक्लरामचन्द्र, हिन्दीभाषाकाइतिहास, DPH नईदिल्ली
- भाषासम्प्राप्तिमूल्यांकन– के.जी.रस्तोगी
- नागरीलिपिऔरहिन्दीवर्तनी–अनन्तचौधरी

COURSE EPC3: READING & REFLECTING ON TEXT

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 4 Hrs./wk**

To help the prospective teachers to:

-develop reading comprehension
-understand the pedagogy of reading and writing
- understand the variety of texts for reading.
- understand the relation of reading and writing
- understand the best practices.

ACTIVITY- I: READING COMPREHENSION

- Language Skills: Listening, Speaking, Reading and Writing
- Reading comprehension: Need and importance
- Types of reading; Intensive and Extensive reading, Loud and Silent reading

ACTIVITY- II: PEDAGOGY OF READING

- Levels of Reading- literal, interpretative, critical and creative
- Reading Techniques – Skimming and Scanning.
- Methodology of Reading

ACTIVITY-III: READING VARIETY OF TEXTS

- Reading of variety of texts: empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people's experiences of all of these
- Narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc.
- Importance of Different Texts in Curriculum

ACTIVITY-IV: READING, WRITING SKILLS AND BEST PRACTICES

- Different types of reading skills and strategies
- Combining reading and writing leads to the development of critical skills
- Analyze of various text structures : these contribute to the comprehension of a text
- Writing with sense of purpose and audience; writing within the context of other's ideas

PRACTICUM

- Workshop on reading variety of texts
- Prepare a report on best practices in reading/writing texts with the help of ICT
- Prepare a field notes
- Prepare pedagogical aspects of reading/writing
- Draft a report on entire activities
- Divide the group and provide one text and suggest students to make different interpretations
- Design vocabulary games to enhance vocabulary

Suggested Readings:

Bright, J. A., and McGregor, G. P. (1970).Teaching English as a Second Language. ELBS: Longman.
Doff, A. (1988). Teach English: Training Course for Teachers. Cambridge: Cambridge University Press.
Hill, L. A., and Dobbyn, M. A. (1979).Training Course, Trainer's Book. London: Cassell.
Hubbard, P., and Hywel, J. et al.(1983). A Training Course for TEFL.Oxford University Press.

COURSE PT: PSYCHOLOGICAL TESTING

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 4 Hrs./wk**

The prospective teachers will be able to

- Conduct psychological testing on students
- Record and analyse data scientifically
- Interpret the results and provide guidance if needed in desired direction

The prospective teachers are expected to understand the psychology of school students to help them understand their qualities and guide them for future prospects and solve their problems. They have to conduct minimum **five** of the psychological testing in the following suggested areas:

- **Interest**
- **Aptitude**
- **Intelligence**
- **Aspiration**
- **Fear and Anxiety**
- **learning**
- **attitude**
- **Adjustment**
- **Reading Disorder**
- The evaluation will be based on their detailed learning how to conduct the test, record and analyze the findings, which will take place during the classes' (classroom performance) and the students would be required to submit their records on that particular day. The prospective teachers would have to administer the test on different subjects and submit the brief reports separately during the end exam which will be followed by a viva-voce.

COURSE SI 3: SCHOOL INTERNSHIP–I (UPPER PRIMARY TO HIGHER SECONDARY)

OBJECTIVES: **MARKS: 200| CREDITS: 8 | 8 weeks**

The Prospective teachers, after this field experience, will be able to

- Understand the Broader concept of internship apart from the practice teaching.
- Participate in the various types of activities in internship, as members of the school
- Show competence in core teaching skills.
- Become a reflective teacher capable of self–regulating learning to teach

In the two-year B.Ed. Programme, internship is professional preparation of a prospective teacher. The term internship refers to an arrangement under which a prospective teacher can acquire first hand experience as a teacher in situation closely resembling those in which s/he would be working upon entering the profession. It has been designed to provide each student with a comprehensive experience similar to actual teaching and working as a full time teacher in the cooperating schools in a block of 3rdand 4thsemester. In this phase of Internship the students are engaged in teaching-learning process at allocated school for least eight weeks. It shall be planed and coordinated by Department of Education, GGV, in cooperation with one or more school system under the supervision of a teacher nominated by the Head of the department or by the Head of the practicing schools or by any experienced teacher nominated by concerned school principals.

In this phase of internship in this semester includes a wide variety of experiences in one or more schools but with a major focus on managing classroom teaching.

- *Teaching-I*
  Teaching of Sub–I (40 marks)
  Teaching of sub–II (40 marks)
- *Teaching-II*
  Teaching of sub–I (60 marks)
  Teaching of sub–II (60 marks)

- Prospective teachers are expected to plan and execute classroom teaching in both of their chosen subjects I and II. They are expected to take at least one lesson in a working day and complete within the duration of 8 weeks, minimum 50 classroom lessons with nearly equal weight on both the subjects.
- It is expected that the Prospective teachers will put effort to integrate various skills to create learning environment that generates scope of students' active participation in the learning process, scope of higher order thinking rather than rote learning and constant motivation for learning taking care of the existing individual differences.
- Every Prospective teacher is expected to reflect upon his teaching experience in detail after each day's teaching to critically analyse the strength, flaws and possible corrections or alternative pathways to her/his own strategies for successful fulfillment of instructional objectives under the guidance of supervisor.
- **Evaluation:** The evaluation of the performance of the prospective teacher will include her/his sincere efforts, novelty and variety in teaching as well as the records of gradual improvements throughout the total period which will be regularly monitored by the concerned Departmental supervisor, and will evaluate his/her Teaching I: Teaching of Subject-I and Subject-II(40 Marks for each Subject). Teaching II: Teaching of Subject-I and Subject-II (60 Marks for each Subject), in which two lessons one from each will be observed and evaluated by a panel of teachers towards the end of the Internship programme.

List of Revised Courses

Department : *Education*

Program Name : *B.Ed. Special Education Hearing Impairment (H.I.)*

Academic Year : 2017-18

List of Revised Courses

Sr. No.	Course Code	Name of the Course
1.	A1	Human Growth & Development
2.	A2	Contemporary India & Education
3.	B1	Introduction to Sensory Disabilities
4.	B2	Introduction to Neuro Developmental Disabilities
5.	B3	Introduction to Locomotor & Multiple Disabilities
6.	HIC1	Assessment and Identification of Needs
7.	E1	Practical :Cross Disability and Inclusion
8.	A3	Learning ,Teaching and Assessment
9.	A4 S	Science
10.	A4 SS	Social Science
11.	A4 M	Mathematics
12.	A5 H	Hindi
13.	A5 E	English
14.	B4	Inclusive Education
15.	HIC2	Curriculum Designing, Adaptation and Evaluation
16.	E2	Practical :Disability Specialization
17.	HIC3	Educational Intervention and Teaching Strategies
18.	HIC4	Technology and Disability
19.	HIC5	Psycho Social and Family Issues
20.	D1	Reading and Reflection on Text (EPC)
21.	E3	Practical :Disability Specialization
22.	F1	Main Disability Special School (related to area C)
23.	B5	(a)Community Based Rehabilitation (b) Application of ICT in Classroom
24.	B6	(a)Communication Option :Oralism (b)Management of Learning Disability
25.	D2	Drama and Art in Education
26.	D3	Basic Research & Basic Statistic

27.	E4	Practical Cross Disability and Inclusion
28.	F2	Other Disability Special School
29.	F3	Inclusive School

Minutes of Meetings (MoM) of Board of Studies (BoS)

Academic Year : 2017-18

School : *School of Studies of Education*

Department : *Education*

Date and Time : *June 05, 2017 – 11:00 AM*

Venue : *DoE, GGV, Bilaspur*

The scheduled meeting of member of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held to design and discuss the B. Ed. Special Education Hearing Impairment (H.I.) (I to IV semesters) scheme and syllabi.

The following members were present in the meeting:

1. Dr. C.S. Vazalwar, (HoD, Chairman, BoS.)
2. Dr. Anju Agarwal (External Expert Member BoS, Dept. of B.Ed./M.Ed. MJPRU, Bareilly, UP)
3. Dr. Sujeet Kumar, (Internal member BoS)
4. Dr. Vindeshwari Pawar (Internal member BoS)

Following points were discussed during the meeting

1. Discussion about two year programme
2. Modification in objective of the programmes
3. Revision in some content etc
4. Practical aspects

It was further decided that the curricula will be operative under the credit system. The CBCS/ECS would not be implemented in strict sense to the present programmes run by the department, being professional post-graduate programmes, and owing to the present limitations of space and resources. However, ample number of elective courses have been designed to be offered in the all the programmes of B.Ed., B.Ed. Special Education (HI & LD). Moreover, the Curriculum of M.Ed. programme have been designed to offer choices in terms of specialisation courses as well as dissertation in chosen area. Such courses would be able to meet the diverse need and interest of the clienteles. More choices of courses should be included as and when there would be sufficient infrastructure and system support available.

The committee discussed and approved the scheme and syllabus from the session 2017-18.

Head
Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)

Signature & Seal of HoD

Scheme and Syllabus

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER –I

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses	Human Growth & Development	A1	4	100	50	30	70
	Contemporary India & Education	A2	4	100	50	30	70
Group-B Cross Disability& Inclusion	Introduction to Sensory Disabilities	B1	2	50	25	15	35
	Introduction to Neuro Developmental Disabilities	B2	2	50	25	15	35
	Introduction to Locomotor & Multiple Disabilities	B3	2	50	25	15	35
Group –C Disability Specialization Courses	Assessment and Identification of Needs	HIC1	4	100	50	30	70
Group –E Practical Related to Disability	Practical :Cross Disability and Inclusion	E1	2	50	25	50	
	TOTAL		20	500	250	185	315

SEMESTER –II

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses & Pedagogy Courses	Learning ,Teaching and Assessment	A3	4	100	50	30	70
	Pedagogy of Teaching (any one) Science Social Science Mathematics	 A4 S A4 SS A4 M	4	100	50	30	70
	Pedagogy of Teaching (any one) Hindi English	 A5 H A5 E	4	100	50	30	70
Group-B Cross Disability& Inclusion	Inclusive Education	B4	2	50	25	15	35
Group –C Disability Specialization Courses	Curriculum Designing, Adaptation and Evaluation	HIC2	4	100	50	30	70
Group-E Practical Related to Disability	Practical :Disability Specialization	E2	2	50	25	50	
TOTAL			20	500	250	185	315

SEMESTER –III

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group –C Disability Specialization Courses	Educational Intervention and Teaching Strategies	HIC3	4	100	50	30	70
	Technology and Disability	HIC4	4	100	50	30	70
	Psycho Social and Family Issues	HIC5	2	50	25	15	35
Group –D EPC	Reading and Reflection on Text (EPC)	D1	2	50	25	50	
Group-E Practical Related to Disability	Practical :Disability Specialization	E3	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Main Disability Special School (related to area C)	F1	4	100	50	100	
TOTAL			20	500	250	325	175

SEMESTER –IV

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-B Cross Disability& Inclusion	Skill Based Optional Course (any one of Cross Disability and Inclusion) (a)Community Based Rehabilitation (b) Application of ICT in Classroom	B5	2	50	25	15	35
	Skill Based Optional Course (any one of Disability Specialization) (a)Communication Option :Oralism (b)Management of Learning Disability	B6	2	50	25	15	35
Group –D EPC	Drama and Art in Education	D2	2	50	25	50	
	Basic Research & Basic Statistic	D3	2	50	25	50	
Group-E Practical Related to Disability	Practical Cross Disability and Inclusion	E4	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Other Disability Special School	F2	4	100	50	100	
	Inclusive School	F3	4	100	50	100	
TOTAL			20	500	250	430	70
TOTAL CREDITS			**80**	**2000**	**1000**	**1125**	**875**

Scheme and Syllabus

List of Revised Courses

Department : *Education*

Program Name : *B.Ed. Special Education Hearing Impairment (HI)*

Academic Year : 2018-19

List of Revised Courses

Sr. No.	Course Code	Name of the Course
1.	A1	Human Growth & Development
2.	A2	Contemporary India & Education
3.	B1	Introduction to Sensory Disabilities
4.	B2	Introduction to Neuro Developmental Disabilities
5.	B3	Introduction to Locomotor & Multiple Disabilities
6.	HIC1	Assessment and Identification of Needs
7.	E1	Practical :Cross Disability and Inclusion
8.	A3	Learning ,Teaching and Assessment
9.	A4 S	Science
10.	A4 SS	Social Science
11.	A4 M	Mathematics
12.	A5 H	Hindi
13.	A5 E	English
14.	B4	Inclusive Education
15.	HIC2	Curriculum Designing, Adaptation and Evaluation
16.	E2	Practical :Disability Specialization
17.	HIC3	Educational Intervention and Teaching Strategies
18.	HIC4	Technology and Disability
19.	HIC5	Psycho Social and Family Issues
20.	D1	Reading and Reflection on Text (EPC)
21.	E3	Practical :Disability Specialization
22.	F1	Main Disability Special School (related to area C)
23.	B5	(a)Community Based Rehabilitation (b) Application of ICT in Classroom
24.	B6	(a)Communication Option :Oralism (b)Management of Learning Disability
25.	D2	Drama and Art in Education
26.	D3	Basic Research & Basic Statistic

27.	E4	Practical Cross Disability and Inclusion
28.	F2	Other Disability Special School
29.	F3	Inclusive School

Minutes of Meetings (MoM) of Board of Studies (BoS)

Academic Year : 2018-19

School : *School of Studies of Education*

Department : *Education*

Date and Time : *October 11, 2018 – 03:00 PM*

Venue : *DoE, GGV, Bilaspur*

The scheduled meeting of member of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held to design and discuss the B. Ed. Special Education Hearing Impairment (HI) (I to IV semesters) scheme and syllabi.

The following members were present in the meeting:

1. Dr. C.S. Vazalwar, (HoD, Chairman, BoS.)
2. Dr. Anju Agarwal (External Expert Member BoS, Dept. of B.Ed./M.Ed. MJPRU, Bareilly, UP)
3. Dr. Sujeet Kumar, (Internal member BoS)
4. Dr. Vindeshwari Pawar (Internal member BoS)

Following points were discussed during the meeting

1. Correction of typographical error (two internal tests) in two year B. Ed. Special Education Hearing Impairment (HI) programme as per ordinance, were discussed and found it suitable.

It was further decided that the curricula will be operative under the credit system. The CBCS/ECS would not be implemented in strict sense to the present programmes run by the department, being professional post-graduate programmes, and owing to the present limitations of space and resources. However, ample number of elective courses have been designed to be offered in the all the programmes of B.Ed., B.Ed. Special Education (HI & LD). Moreover, the Curriculum of M.Ed. programme have been designed to offer choices in terms of specialisation courses as well as dissertation in chosen area. Such courses would be able to meet the diverse need and interest of the clienteles. More choices of courses should be included as and when there would be sufficient infrastructure and system support available.

The committee discussed and approved the scheme and syllabus from the session 2018-19.

Head
Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)

Signature & Seal of HoD

Scheme and Syllabus

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER –I

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses	Human Growth & Development	A1	4	100	50	30	70
	Contemporary India & Education	A2	4	100	50	30	70
Group-B Cross Disability& Inclusion	Introduction to Sensory Disabilities	B1	2	50	25	15	35
	Introduction to Neuro Developmental Disabilities	B2	2	50	25	15	35
	Introduction to Locomotor & Multiple Disabilities	B3	2	50	25	15	35
Group –C Disability Specialization Courses	Assessment and Identification of Needs	HIC1	4	100	50	30	70
Group –E Practical Related to Disability	Practical :Cross Disability and Inclusion	E1	2	50	25	50	
	TOTAL		20	500	250	185	315

SEMESTER –II

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses & Pedagogy Courses	Learning ,Teaching and Assessment	A3	4	100	50	30	70
	Pedagogy of Teaching (any one) Science Social Science Mathematics	 A4 S A4 SS A4 M	4	100	50	30	70
	Pedagogy of Teaching (any one) Hindi English	 A5 H A5 E	4	100	50	30	70
Group-B Cross Disability& Inclusion	Inclusive Education	B4	2	50	25	15	35
Group –C Disability Specialization Courses	Curriculum Designing, Adaptation and Evaluation	HIC2	4	100	50	30	70
Group-E Practical Related to Disability	Practical :Disability Specialization	E2	2	50	25	50	
TOTAL			20	500	250	185	315

SEMESTER –III

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group –C Disability Specialization Courses	Educational Intervention and Teaching Strategies	HIC3	4	100	50	30	70
	Technology and Disability	HIC4	4	100	50	30	70
	Psycho Social and Family Issues	HIC5	2	50	25	15	35
Group –D EPC	Reading and Reflection on Text (EPC)	D1	2	50	25	50	
Group-E Practical Related to Disability	Practical :Disability Specialization	E3	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Main Disability Special School (related to area C)	F1	4	100	50	100	
TOTAL			20	500	250	325	175

SEMESTER –IV

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-B Cross Disability& Inclusion	Skill Based Optional Course (any one of Cross Disability and Inclusion) (a)Community Based Rehabilitation (b) Application of ICT in Classroom	B5	2	50	25	15	35
	Skill Based Optional Course (any one of Disability Specialization) (a)Communication Option :Oralism (b)Management of Learning Disability	B6	2	50	25	15	35
Group –D EPC	Drama and Art in Education	D2	2	50	25	50	
	Basic Research & Basic Statistic	D3	2	50	25	50	
Group-E Practical Related to Disability	Practical Cross Disability and Inclusion	E4	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Other Disability Special School	F2	4	100	50	100	
	Inclusive School	F3	4	100	50	100	
TOTAL			20	500	250	430	70
TOTAL CREDITS			**80**	**2000**	**1000**	**1125**	**875**

Scheme and Syllabus

List of Revised Courses

Department : *Education*

Program Name : *B.Ed. Special Education Hearing Impairment (HI)*

Academic Year : 2020-22

List of Revised Courses

Sr. No.	Course Code	Name of the Course
1.	A1	Human Growth & Development
2.	A2	Contemporary India & Education
3.	B1	Introduction to Sensory Disabilities
4.	B2	Introduction to Neuro Developmental Disabilities
5.	B3	Introduction to Locomotor & Multiple Disabilities
6.	HIC1	Assessment and Identification of Needs
7.	E1	Practical :Cross Disability and Inclusion
8.	A3	Learning ,Teaching and Assessment
9.	A4 S	Science
10.	A4 SS	Social Science
11.	A4 M	Mathematics
12.	A5 H	Hindi
13.	A5 E	English
14.	B4	Inclusive Education
15.	HIC2	Curriculum Designing, Adaptation and Evaluation
16.	E2	Practical :Disability Specialization
17.	HIC3	Educational Intervention and Teaching Strategies
18.	HIC4	Technology and Disability
19.	HIC5	Psycho Social and Family Issues
20.	D1	Reading and Reflection on Text (EPC)
21.	E3	Practical :Disability Specialization
22.	F1	Main Disability Special School (related to area C)
23.	A6	Basic Research & Basic Statistic
24.	B5	(a)Community Based Rehabilitation (b) Application of ICT in Classroom (c) Guidance and Counselling (d) Braille and Assistive Devices
25.	B6	(a)Communication Option :Oralism (b)Management of Learning Disability

		(c) Orientation & Mobility (d) Vocational Training, Transition & Job Placement
26.	D2	Drama and Art in Education
27.	E4	Practical Cross Disability and Inclusion
28.	F2	Other Disability Special School
29.	F3	Inclusive School

Minutes of Meetings (MoM) of Board of Studies (BoS)

Academic Year : 2020-22

School : *School of Studies of Education*

Department : *Education*

Date and Time : *September 09, 2020 – 03:00 PM*

Venue : *DoE, GGV, Bilaspur*

The scheduled meeting of member of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held to design and discuss the B. Ed. Special Education Hearing Impairment (HI) (I to IV semesters) scheme and syllabi.

The following members were present in the meeting:

1. Dr. C.S. Vazalwar, (HoD, Chairman, BoS.)
2. Dr. R.N. Sharma, (External Expert Member BoS, faculty of education, BHU, UP)
3. Dr. Sujeet Kumar, (Internal member BoS)
4. Dr. Sunil Kumar Sain (Internal member BoS)

Following points were discussed during the meeting

1. Following new subjects were added – **B-5** (c) Guidance and Counselling(d) Braille and Assistive Devices
   B-6 (c) Orientation & Mobility (d) Vocational Training, Transition & Job Placement
2. The syllabus for B. Ed. Special Education Hearing Impairment (HI) was discussed amongst the present members and as per relevance, as well as need of concerned paper & it is resolved that syllabus for B. Ed. Special Education Hearing Impairment (HI) is approved by the BoS.
   It was further decided that the curricula will be operative under the credit system. The CBCS/ECS would not be implemented in strict sense to the present programmes run by the department, being professional post-graduate programmes, and owing to the present limitations of space and resources. However, ample number of elective courses have been designed to be offered in the all the programmes of B.Ed., B.Ed. Special Education (HI & LD). Moreover, the Curriculum of M.Ed. programme have been designed to offer choices in terms of specialisation courses as well as dissertation in chosen area. Such courses would be able to meet the diverse need and interest of the clienteles. More choices of courses should be included as and when there would be sufficient infrastructure and system support available.

The committee discussed and approved the scheme and syllabus from the session 2020-21.

Head
Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)

Signature & Seal of HoD

Scheme and Syllabus

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER –I

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses	Human Growth & Development	A1	4	100	50	30	70
	Contemporary India & Education	A2	4	100	50	30	70
Group-B Cross Disability& Inclusion	Introduction to Sensory Disabilities	B1	2	50	25	15	35
	Introduction to Neuro Developmental Disabilities	B2	2	50	25	15	35
	Introduction to Locomotor & Multiple Disabilities	B3	2	50	25	15	35
Group –C Disability Specialization Courses	Assessment and Identification of Needs	HIC1	4	100	50	30	70
Group –E Practical Related to Disability	Practical :Cross Disability and Inclusion	E1	2	50	25	50	
	TOTAL		20	500	250	185	315

SEMESTER –II

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses & Pedagogy Courses	Learning ,Teaching and Assessment	A3	4	100	50	30	70
	Pedagogy of Teaching (any one) Science Social Science Mathematics	 A4 S A4 SS A4 M	4	100	50	30	70
	Pedagogy of Teaching (any one) Hindi English	 A5 H A5 E	4	100	50	30	70
Group-B Cross Disability& Inclusion	Inclusive Education	B4	2	50	25	15	35
Group –C Disability Specialization Courses	Curriculum Designing, Adaptation and Evaluation	HIC2	4	100	50	30	70
Group-E Practical Related to Disability	Practical :Disability Specialization	E2	2	50	25	50	
TOTAL			20	500	250	185	315

SEMESTER –III

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group –C Disability Specialization Courses	Educational Intervention and Teaching Strategies	HIC3	4	100	50	30	70
	Technology and Disability	HIC4	4	100	50	30	70
	Psycho Social and Family Issues	HIC5	2	50	25	15	35
Group –D EPC	Reading and Reflection on Text (EPC)	D1	2	50	25	50	
Group-E Practical Related to Disability	Practical :Disability Specialization	E3	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Main Disability Special School (related to area C)	F1	4	100	50	100	
TOTAL			20	500	250	325	175

SEMESTER –IV

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core courses	Basic Research & Basic Statistic	A6	2	50	25	15	35
Group-B Cross Disability& Inclusion	Skill Based Optional Course (any one of Cross Disability and Inclusion) (a)Community Based Rehabilitation (b) Application of ICT in Classroom (c) Guidance and Counselling (d) Braille and Assistive Devices	B5	2	50	25	15	35
	Skill Based Optional Course (any one of Disability Specialization) (a)Communication Option :Oralism (b)Management of Learning Disability (c) Orientation & Mobility (d) Vocational Training, Transition & Job Placement	B6	2	50	25	15	35
Group –D EPC	Drama and Art in Education	D2	2	50	25	50	
Group-E Practical Related to Disability	Practical Cross Disability and Inclusion	E4	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Other Disability Special School	F2	4	100	50	100	
	Inclusive School	F3	4	100	50	100	
TOTAL			20	500	250	430	70
TOTAL CREDITS			**80**	**2000**	**1000**	**1125**	**875**

Scheme and Syllabus

COURSE A1: HUMAN GROWTH & DEVELOPMENT

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 04 | 4 Hrs./wk**

After studying this course the student-teacher will be able to:

- -Explain the process of development with special focus on infancy childhood and adolescence.
- -critically analyze developmental variations among children.
- -comprehend adolescence as a period of transition and threshold of adulthood.
- -analyze different factors influencing child development.

UNIT ~~I~~1: Approaches to Human Development

1.1 Concept and definition of development,
1.2 Difference between growth and development.
1.3 Nature of development~~: (a) Conceptions of age (*chronological age, biological age, psychological age & social age*)~~
1.4 Principles of development, Factors influencing development.
1.5 Domains of development: Physical, ~~psycho-social,~~ cognitive and linguistic development.

UNIT ~~II~~2: The Early Year ~~(Birth to Eight Years)~~

~~• Prenatal (*Conception to birth*): Concept, Periods (zygote, embryo & fetus) and Environmental influences on prenatal development, screening the newborn-APGAR score.~~

2.1 Infancy ~~(*Birth to 18/24 months*):~~ Concept, Characteristics~~, Adjustment and hazards during infancy,~~

~~2.1~~2.2 Infancy:Physical development, ~~psycho-social development,~~ cognitive development ~~and linguistic development.~~

2.3 ~~Early childhood (*Infancy to 5-6 years*):~~ Childhood:Concept, Characteristics~~, Hazards during early childhood,~~

2.4 Childhood:Physical development, ~~psycho-social development,~~ cognitive development and ~~linguistic~~social development~~, Factors influencing the child's personality.~~

2.5 ~~Middle & late childhood (*6 to 11 years*):~~ Environmental influences on development

UNIT 3: Adolescence

3.1 Concept~~,~~& meaning

3.2 Physical development ~~, motor development, cognitive development and social development.~~

~~**UNIT III: Adolescence (from 10-12 years to 18-22 years)**~~

~~• Concept, stages (early, middle & late), physical development (males & females), cognitive development and social development.~~

3.3 Cognitive development

3.4 Challenges of adolescence~~: Morphological/developmental, psychological, social and educational challenges.~~

~~• Gender and Development~~
~~• Environmental influences (social, cultural, political) on the adolescents.~~

3.5 Social development

UNIT ~~IV~~4: Adulthood ~~(from 20s to death)~~

4.1 Concept~~,~~ & stages
4.2 ~~(early, middle & late),~~ Ageing in women (Physical, psychological & social challenges).
4.3 Early adulthood ~~(*20 to 40 years*):~~ Concept, characteristics~~, ageing~~ & challenges ~~of early.~~

~~•~~ Middle adulthood~~.~~

4.3 ~~Middle adulthood (*40 to 60 years*):~~ Concept, characteristics~~, ageing~~ & challenges ~~of middle adulthood~~.

4.5 Late adulthood ~~(*60 to death*):~~ Concept, characteristics, ageing& challenges ~~of late adulthood.~~

UNIT ~~V~~5: Theoretical Approaches to Development

5.1 Cognitive & social-cognitive theories (~~Piaget ,~~ Bruner, ~~Bandura,~~ Vygotsky)
5.2 Psychosocial Theory (Erikson)
5.3 Psychoanalytic Theory (Freud)
5.4 Ecological Theory (Bronfrenbrenner)
~~• Holistic Theory of Development (Steiner)~~

5.5 Skinner's theory

Engagement with the field as part of course as indicated below:

Hand on Experience

- Observe Children in Various setting and identify milestone achieved.
- Seminar on Human development
- Writing journal for reflection and case study

Suggested Readings:

Berk,L.E.(200) *Human Development. Tata McGraw Hill Company, New York*

Brisban,E.H.(2004) The Developing child ,McGraw Hill USA

Cobb,N.J.(2001) *The child infants, children and adolescent. Mayfield Publishing Company <New York*

Hurlocl,E.B.(2005) Child growth and development *Tata McGraw Hill Company, New York*.

Hurloc ,E.B.(2006) *Developmental Psychology-A life span approach. Tata McGraw Hill Company, New York*

Meece,J.S.&EcclesJ.L(EDS)(2010) *Handbook of Research on Schools,Schooling and Human Development New York*

Mittal,S.(2006) Child development-Experimental psychology. Isha book Delhi.

Nisha,M(2006). Introduction to child development Isha book, Delhi.

Singh A.K. SikshamanovigyaanMotilal Publication Varanasi

Santrock J.W.(2007) Adolescence,Tata McGraw Hill Publishing Company New Delhi

Santrock J.W. Child Development.Tata McGraw hill publishing company New Delhi

PAPER A2: CONTEMPORARY INDIA AND EDUCATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS:04 | 4 Hrs./wk**

After completing this course the student-teachers will be able to

- –Explain the history, nature and process and philosophy of education
- -Analyze the role of Educational System in the context of Modern Ethos
- -Understand the concept of diversity
- -Develop an understanding of the trends, issue and challenges faced by the contemporary
- Indian Education in global context

UNIT I1: Philosophical Foundation of Education

1.1-Education: Concept, definition and scope.
1.2-Agencies of Education: School, Family, community and media
1.3-Philosophies of Education: Idealism, Naturalism, Pragmatism, Realism.
1.4-Classical Indian Perspective: Vedanta Jainism, Buddhism.
1.5-Indian Philosophers: Vivekanand, Tagore, Gandhi, Aurobindo.

UNIT II2: Understanding Diversity

2.1-Concept of Diversity
2.2-Types of Diversity: Gender, linguistic, cultural, socio-economic and disability.
2.3-Diversity in Learning and Play.
2.4-Addressing diversdiverse learning needs of CWSN.
2.5-Learning Styles.

UNIT III.3-: Contemporary Issues and Concerns

- Universalization of Education: Provision, Enrolment, Retention, Participation, Achievement.

3.1-Universalization of Elementary and Education: objective, importance
3.2-Universalization of Secondary Education: objective & Problems and Issues.
3.3-Issues of Quality and Equity: Physical, economic, social, cultural and linguisticculture, particularly w.r.t. girl child

~~, weaker section~~ and disabled.

3.4-Equal Educational opportunity~~ (i):~~ Meaning of equality & constitutional provisions~~ (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues~~

3.5-Inequality in schooling: Public–private Schools, Rural–urban schools~~, Single teacher school~~.

UNIT ~~IV~~4: Issues and Trends in Education

4.1-Challenges of education from preschool to senior secondary

4.2-Inclusive education as a right based model

4.3-Complementarily of inclusive and special school

4.4-Language issues in education

~~Community participation and community based~~4.5-Distance education: correspondence education and open education

UNIT ~~V~~5: Education Commission and policy (School Education)

~~• Preamble of the Constitution of India.~~

5.1-Constitutional provision: ~~Equality, Liberty~~democracy, secularism & social justice.

5.2-National Commissions & Policies: Kothari Commission (1964), NPE (1986),

5.3-POA (1992), ~~NCF (2005),~~ National Policy for Persons with Disabilities (2006)

5.4-National Act: RCI Act (1992); PWD Act (1995); NT Act (1999).

~~Incheon strategies (2012),~~ 5.5-NCF (2005), Millennium Developmental Goals (2015).

Some suggested Activities on contemporary issues

Comparative study of different setting
Educational Debates & movement
RTE Act in in the Context of Disadvantaged
Special and Inclusive school
Education status of various groups
Conflict &social movement in india: Women,Dalit,Tribal& Disabled
Human right, Minority right

Suggested Readings:

- Aggrwal J.C.(1992) Development and Planning of Modern Education: New Delhi VikasPublishing House PVT Ltd
- Anand S.P.(1993) The teacher & Education in Emerging Indian society,New Delhi:NCERT
- Bhat B.D. (1996) Educational Document in India,New Delhi:Arya Book Depot.
- Bhatia K&Bhatia B.(1997) The Philosophical &Sociological Foundation,New Delhi Doaba house
- Dubey,S.C.(2001)Indian Society,National book Trust:New Delhi
- Jagannath ,M.(1993)Indian Education in the Emerging society,New Delhi Sterling Publishers Pvt Ltd

- **Essential Readings**
- Guha, R.(2007)India after Gandhi: The history of the World largest Democracy.Macmillon: Delhi.
- *National Education commission (1964-66) Ministry of Education, Govtof India, New Delhi.*
- *National Policy on Education (1986&92)Ministry of Human Resource Development Govt.of India, New Delhi.*

- *Right to education Act (2009) Ministry of Human Resource Development Govtof India, New Delhi.*

COURSE B1 : INTRODUCTION TO SENSORY DISABILITIES

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing this course, the student-teachers will be able to

- *Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.*
- *Explain the issues & ways to address challenges in educating students with hearing loss.*
- *Describe nature, characteristics & assessment of students with low vision & visual impairment.*
- *Suggest educational placement and curricular strategies for students with low vision & visual impairment.*
- *Explicate the impact of deaf-blindness & practices for functional development.*

Unit 1: Hearing Impairment: Nature & Classification

1.1. Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)
1.2. Importance of hearing
1.3. Process of hearing & its impediment leading to different types of hearing loss
1.4. Definition of hearing loss, demographics & associated terminologies: Deaf/ deafness/ hearing impaired/ disability/ handicapped
1.5. Challenges arising due to congenital and acquired hearing loss

Unit 2: Impact of Hearing Loss

2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication

2.2 Language & communication issues attributable to hearing loss and need for early Intervention

2.3 Communication options

2.4 Issues & measures in literacy development and scholastic achievement of students with hearing loss

2.5 Restoring techniques using human (interpreter) & technological support (hearing devices)

Unit 3: Visual Impairment & Deaf Blind

3.1. Process of Seeing and Common Eye Disorders.

3.2. Blindness and Low Vision— Definition, causes and prevention.

3.~~2~~3. Deaf-blindness: Definition, causes, classification, prevalence and characteristics.

3.4. Importance of Early Identification and Intervention.

3.5. Functional Assessment Procedures and Educational Implication.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Develop a checklist for screening of children for hearing impairment
- Develop a checklist for screening of children for low vision
- Develop a checklist for screening of children for blindness
- Develop a checklist for screening of children for deaf blindness
- Journal based on observations of teaching children with sensory disabilities

MODE OF TRANSACTION: Visits, Observations, Videos and Interactions with StudentswithDisabilities

Suggested Readings:

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.
- Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD EQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining- module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei= LkY6VdGlOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d. dGY
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; NewYork.
- Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.
- Nerbonne, M. A., &Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
- Nerbonne, M. A., &Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia:Williams & Wilkins
- Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: Van Nostrand Reinhold Company.
- Sataloff, R. T., &Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor &Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). Deafness and Communication: Assessment and

Training. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach.New York: Cambridge University Press.
- Auditory-Verbal International (1991). Auditory-verbal position statement. *Auricle* 4:11-12.
- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.
- Katz, J. (1985). *Handbook of Clinical Audiology*. (4th Ed.) Baltimore: Williams and Wilkins.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.
- Norris, G. H., &Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*.U.S: Paul H. Brookes.
- Pandey, R. S., &Advani, L. (1995). *Perspectives in Disability and Rehabilitation*.New Delhi: Vikas Publishing House Pvt. Ltd.
- *Proceedings from National Conference on Centenary for Work for the Blind in India* (1987). All India Confederation of the Blind and ChristoffelBlinden Mission; Delhi: R.K.Printers.
- Scholl, G.T. (1986). *Foundations of Education for Blind and Visually Handicapped Children and Youth*. New York: American Foundation for the Blind.
- Tucker, I., & Nolan, M. (1984).*Educational Audiology*. London: Croom Helm.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds)*Foundations of Aural Rehabilitatio*n. San Diego: Singular. p.381–413.

COURSE B2: INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing this course, the student-teachers will be able to

- *Discuss the characteristics and types of learning disability.*
- *Describe the tools, areas of assessment and apply intervention strategies to enhance learning.*
- *Explain the characteristics and types of Intellectual disability.*
- *Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.*
- *Explain the characteristics and types of Autism Spectrum Disorder.*
- *Describe the tools, areas of assessment and apply intervention strategies.*

Unit 1: Learning Disability: Nature, Needs and Intervention

1.1 Definition, Types and Characteristics
1.2 Tools ~~and Areas~~ of Assessment
1.3 Strategies for reading, Writing and Maths
1.4 Curricular Adaptation~~, IEP~~
1.5 ~~Transition~~Individualized Education~~, Life Long Education~~ Plan for LD

Unit 2: Intellectual Disability: Nature, Needs and Intervention

2.1 Definition, Types and Characteristics
2.2 Tools ~~and Areas~~ of Assessment

2.3 Strategies for Functional Academics and Social Skills, Life Skill Education

2.4 Assistive Devices, Adaptations~~,~~

2.5 Individualized Education Plan, Person Centered Plan~~, Life Skill Education~~

~~2.5 Vocational Training and Independent Living~~

Unit 3: Autism Spectrum Disorder: Nature, Needs and Intervention

3.1 Definition, Types and Characteristics

3.2 Tools and Areas of Assessment

3.3 Instructional Approaches

3.4 Curricular Adaptation, Teaching Methods

3.5 Vocational Training and Career Opportunities

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- ~~Develop an Assessment Tool for a child with learning disability in the given area~~
- Prepare a ~~transition plan from school to college for an~~ Individualized Education Plan for LD Child
- Prepare a life skill curriculum for ID
- Prepare a screening tool for children with Autism Spectrum Disorder
- Prepare teacher made test for functional assessment of a given child with ID/ Autism

~~Plan an educational program on the basis~~

Essential Readings

• Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore.

• American Psychiatric Association. (2000). Diagnostic and Statistical Manual of ~~an assessment report~~Mental Disorders (4th ed. TR). Washington DC.

• Bala, M.J. (2004). Methods of ~~a child~~Teaching Exceptional Children.Discovery, New Delhi.

• Browning, R. E. (2004). Teaching Students with Behaviour and Severe Emotional Problems.

~~ID/Autism~~

http://www.k12.wa.us/specialed/families/pubdocs/bestpractices.pdf

Suggested Readings

• Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders.PRO-ED, Austin.

• Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies. Sensory World, Texas.

• Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon, London.

• Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs. Discovery Pub, New Delhi. RCI B.Ed.Spl.Ed. Curriculum Page 70 15 May 2015

• Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice.Pro Ed. Texas.

• Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity. Allyn & Bacon, Boston.

• Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities. Allyn & Bacon, Boston.

• Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties.Allyn & Bacon, Boston.

• Taylor, B. (1988). Reading Difficulties: Instruction and Assessment. Random House, New York.

• Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA.

COURSE B3 :INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing the course the student-teachers will be able to

- *Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.*
- *Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.*
- *Plan an effective therapeutic and programmefor the persons with Locomotordisabilities and Multiple disabilities and to refer for medical intervention if necessary.*
- *Plan an effective educational programed and functional activities for the persons with Locomotors disabilities and Multiple disabilities.*

Unit 1: Cerebral Palsy (CP)

1.1. CP: Nature, Types and Its Associated Conditions
1.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
1.3. Provision of education~~,~~ Therapeutic Intervention
1.4. Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
1.5 Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM;Assistive Technology to Facilitate Learning and Functional Activities

Unit 2: Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy

2.1. Definition, Meaning and Classification
2.2. Assessment of Functional Difficulties
2.3. Provision of Therapeutic Intervention ~~andeducation~~and education
2.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and ~~Handling~~ Handling Techniques at Home and School
2.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Unit 3: Multiple Disabilities and Other ~~Disabling~~Disability Conditions

3.1 Multiple Disabilities: Meaning and Classifications
3.2 ~~cause~~Cause and type of multiple ~~disability~~disabilities
3.3 ~~educational~~Educational management for multi handicapped
3.4 ~~effects~~Effects of multi handicapped
3.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM: (any one of the following)

- Undertake a case study after identifying a child with cerebral palsy or a child with Multiple Disabilities. Assess the child's difficulties in activities of daily living and academic activities and develop an intervention plan.
- Undertake a survey on 50 children with different disabilities and find out how many children are affected with cerebral palsy and multiple disabilities. Find out the causes of their disabling conditions and what difficulties these children are facing in attending their schools.

MODE OF TRANSACTION:

This course should be taught through lectures, discussion, demonstrations, presentations and workshops. They should be given hands on training in assessments of specific needs of children, interpretation of test reports and develop strategies for classroom intervention

Suggested Readings:

- Miller, F. and Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide for Caregiving*. A Johns Hopkins Press Health Book.
- SarvaSiksha Abhiyan. Module on Cerebral Palsy. ~~http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-~~ http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable children/Module%205%20Cerebral%20Palsy.pdf/at_download/file
- SarvaSikshaAbhiyan . Module on Multiple Disabilities. ~~http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-~~ **Error! Hyperlink reference not valid.** disabchildren/ Module %203%20Multiple%20Disability.pdf/at_download/file

COURSE HI C1 :ASSESSMENT AND IDENTIFICATION OF NEEDS

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

After completing the course student-teachers will be able to:

- *Explain the need and techniques for early identification of hearing loss in children.*
- *Acquire knowledge in the area of audiological assessment and its relevance in education.*
- *To discuss communicative and language related needs with the understanding of its development and assessment.*
- *Understand the need for assessment of various processes involved in production of speech.*
- *Describe and identify different components of educational assessment and analyse various educational needs of individuals with hearing impairment.*

Unit 1: Early Identification of Hearing Loss: Need and Strategies

1.1 Need for early identification of hearing loss
1.2 Overview to behavioral test and objective techniques in screening for hearing loss
1.3 Team members involved in hearing screening and their role
1.4 Use of checklists and behavioral observation in early identification of hearing loss ~~byschool~~by school teachers
1.5 Referral of children based on symptoms of hearing loss

Unit 2: Audiological Assessment

2.1 Orientation: Sound, Physical and psychological parameters/attributes, ~~concept of dBHL vsdBSPL,~~ Auditory milestones in typical children (0-2 years)
.2 Assessment & methods of assessment: Subjective & Objective test
.3 Audiometer: Block diagram, parts & use; Types of audiometry [sound field & close field]; role of special educators in conditioning for pure tone audiometry
.4 Audiogram: concept , interpretation and its implication in assessing ~~theeducational~~the educational needs of children with different types and degrees of hearing loss
.5 Concept of unaided, aided audiograms

Unit 3: Assessment of Language & Communication

3.1 Communication: Concepts and types
3.2 Language: Concept, Types (verbal and manual) and Structure
3.3 Developmental milestones in typically growing children; Impact of deafness on Communication and language
3.4 Assessing communication and language: Developmental checklists, Scales, Standardized ~~toolsand~~Tools and assessing language ~~samples using parameters of measurement (productivity, complexity, correctness and communicativeness)~~
3.5 Identification of needs related to communication and language

Unit 4: Assessment of Speech

4.1 Speech: Definition, Pre-requisites, characteristic.
4.2 Basics of Respiration, Articulation and phonation
4.3 ~~Suprasegmental~~Supra segmental aspects of speech and its assessment
4.4 Milestones of speech development in typically developing children
4.5 Speech Intelligibility: Concept, Factors & Assessment

Unit 5: Educational Assessment and Identification of Needs

5.1 Educational assessment: Concept and Scope
5.2 Factors affecting educational performance: individual, family and environment

5.3 Types of Assessment: Norm referenced and Criterion Referenced test, Comprehensive and Continuous assessment, Summative and Formative, Formal and Informal, Performance based ,individual and group assessment

5.4 Tools and techniques of Educational Assessment: Observations, Interviews, Questionnaire, rating Scales, check ~~list and~~listand Teacher Made Tests ~~at different levels~~

5.5 Challenges in assessment

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Compiling checklists (at least two) to identify hearing impairment in children
- Using the audiograms of children (at least two), identify the audiological needs of each
- Profiling the speech of children (at least two) by using a speech assessment kit
- Record the interaction with the three year old typically developing child and write your brief reflections in terms of use of vocabulary and syntax
- Compile various tools used for educational assessment of children

Transaction and Evaluation

Lecture cum Demonstration, Tutorials, Assignments, Tests

Suggested Readings:

- Bel, R.L. and Frisbie, D.A.(1991) 5th ed, Essentials of Educational Measurement, Prentice hall publication, New Jersy
- Brigance, A.H. and Hargis, C.H. (1993) Educational Assessment, Charles C Thomas publication, USA
- Jalvi R, Nandurkar A., Bantwal A., (2006). Introduction to hearing impairment. New Delhi: Kanishka Publication.
- Jurs, S.G. and Wiersma, W.(1990) 2nd ed Educational Measurement and Testing,Allyn and Bacon publication, Boston
- Linn, R. L. and Gronlund, N. E. (1995) 7th ed Measurement and Assessment in Teaching,Prentice hall publication, New Jersy
- Martin, F. N. Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- Martin, FN & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Mathew, S. and Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2, Issue 1, page 26-33
- Newby, H. A., &Popelka, G. R. (1992). Audiology (6thed). New York: Appleton-Century-crofts.
- Nitko, A. J. (1983) Educational Tests and Measurement, An Introduction, Harcourt Brace Publication, New York
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- Singh, B. (2004) Modern educational Measurement and Evaluation System, AnmolPublication, New Delhi
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.
- Pathak , K.K. (2015) Inclusive language and Communication S. R.Publication : New Delhi
- Warden, P., Winter, J., &Broadfoot, P. (2002). Assessment, RoutledgeFalmerPublication, London.
- Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. *Journal of deaf studies and deaf education, 8*(1), 1

COURSE E1 :PRACTICAL – CROSS DISABILITY AND INCLUSION*

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

Sl. No	Tasks	Educational setting	Specitic activities	Hrs	Marks	Submission
1	Visit to special school for children with hearing impairment	Special school for children with hearing impairment	Study the infrastructure available in a special school for children with hearing impairment	5	10	Report including reflections
2	~~Identification of hearing loss & its implications~~ Visit to other disability	Other disability school	Study the ~~summary~~ infrastructure ~~report of the evaluation carried out on any two children with hearing impairment & study its implications~~available in ~~terms of~~ a special ~~educational placement~~ school	5		
Total				**10**	**10**	

Area E1- Practical-Cross Disability and Inclusion*

Tasks for the student-teacher	**Disability** focus	**Education Setting**	Hrs (60)	**Description**	**Marks**
Classroom observation	Major Disability	Special schools	25	20 school Periods	15
	Other than Major disability	~~Minimum 3~~ Special schools for other disabilities	25	~~10~~20 school Periods	15
	Any Disability		10	10 school Periods	10

- * Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and/or viva voce examination.
- ~~**Engagement with field as part of courses indicated below:**~~

~~Sl. No.~~	~~Tasks for the student -teacher~~	~~Course~~	~~Place~~
~~1~~	~~Assignment /project~~	~~A1~~	~~Institute~~
~~2~~	~~Assignment /project~~	~~A2~~	~~Institute~~
~~3~~	~~Assignment and identification of Need~~	~~C1 (all disabilities)~~	~~Camp/clinic/school etc for minimum of fifteen hours~~

COURSE C3 : EDUCATIONALINTERVENTION AND TEACHING STRATEGIES

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

After completing the course the student-teachers will be able to

- *To understand about programmes for early intervention of infants and children with Hearing Impairment.*
- *Describe the need, stages and importance of auditory listening & Speech reading for facilitating development of spoken language of children with hearing impairment.*
- *Explain various approaches to teaching, strategies for speech intervention.*
- *Describe methods, techniques and options to facilitate language and communication.*
- *Explain the concept, principles and practices, linkages and outcomes of educational intervention.*

Unit 1: Need & Strategies for Early Intervention of Hearing Loss

1.1 Parent-infant programmes for children with HI: Overview, need, requirements.
1.2 Pre-school training programmes: Overview, need, requirements.
1.3 Individual Speech-Language Therapy Programmes: Overview, need, requirements.
1.4 Impact of early intervention on school outcomes
1.5 Intervention of late identified children with hearing impairment: Challenges & Strategies

Unit 2: Auditory Learning (AVT & Auditory Training) & Speech Reading

2.1 Concept of 'Auditory Listening': Unisensory& Multisensory approaches
2.2 Auditory training: Importance, types (Individual & Group) and Stages
2.3 Auditory Verbal Therapy: Principle, philosophy and role of teacher
2.4 Auditory Training and AVT: Pre-requisites, challenges, similarities & differences
2.5 Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

Unit 3: Speech Intervention Strategies

3.1 Approaches to teaching speech: Auditory Global Approach; Multi-sensory Syllable ~~unit~~Unit approach~~;~~
3.2 Ling's Approach (model for speech teaching)
3.3 Orientation of speech and aspects of speech
3.4 speech errors in hearing Impairment
3.5 Individual and Group speech teaching: concept, Strengths and challenges

Unit 4: Communication and Language Teaching Strategies

4.1 communication : Definition , scope
4.2 Communication options: Oralism, Total Communication, Bilingualism-philosophy Justification and challenges.
4.3 Language: Definition, Nature, Function of Language
4.4 Techniques of teaching language to children with hearing Impairment
4.5 Tuning the environment (Home & School) for facilitating language & Communication

Unit 5: Educational Intervention Strategies

5.1 Educational Intervention: Concept, Need & Areas (curricular & co curricular) &

Types of educational intervention (group, individual, developmental, remedial)
5.2 Principles and practices in early educational intervention: Family centered,

contextualized (natural & inclusive environment) & integrated (collaborative)

5.3 Maxims, Methods of teaching & Lesson planning (group, individual, developmental, and remedial)

5.4 Partnership of various professionals & agencies in educational intervention

5.5 Child & Family Outcomes of Early Educational Intervention

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

1. Observe any two activities in a Parent-infant programme / pre-school programme and ----*write a report.
2. Classify the vowels and consonants of your language into low, mid & high frequency and make word list for auditory training
3. Read and reflect upon five lesson plans for teaching speech to children with hearing impairment
4. Select a story and write for three levels (pre-school, third and seventh standard) using appropriate complexity of language (vocabulary & syntax)
5. Read and reflect upon five lesson plans for teaching curricular subjects to children with hearing impairment

MODE OF TRANSACTION&Evaluation : Lecture cum Demonstration, Role playing, Assignments, Tests

Suggested Readings:

- Aggarwal, J.C. (2010).Principles, Methods and Techniques of Teaching .Amazon
- Beattie, Rod G. (2001). Ethics in Deaf Education: The First Six Years. New York: Academic Press Inc. ~~Academic Press Inc.~~
- Bess, F. H., &Humes, L. E. (1990). *Audiology: The fundamentals*. London: Williams & Wilkins.
- Calvert, D.R. Silverman, S.R. (1983). Speech and Deafness: A Text for Learning and
- Teaching. Washington: Alexander Graham Bell Assn for Deaf.
- Easterbrooks,S. (2007).Helping Deaf and Hard of Hearing Students to Use Spoken
- Language: A Guide for Educators and Families .Amazon
- English, Kristina M (2002). Counseling Children with Hearing Impairment and Their
- Families. Boston: Allyn and Bacon.
- Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Washington DC: Alexander Graham Bell Association for Deaf.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser& M. P. Downs
- (Eds.) *Auditory disorders in school children*. New York: Theime-Stratton.
- Guralnick, M, J, (2005).The Developmental Systems Approach to Early Intervention.
- London: PAULH Brooks
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology* . (2nd , 3rd & 4th eds.).
- Baltimore: Williams and Wilkins.
- Ling, D. (2000).Early Intervention For Hearing Impaired Children . Amazon
- Ling, D. (2002). Speech hearing-impaired child: Theory and practice. 2nd Ed. Deaf and hard of hearing.
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- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd
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- Maluccio, Canali&Vecchiato (2002).Assessing Outcomes in Child and Family Services:

Comparative Design and Policy Issues. Amazon
- Marschark, Marc Spencer, Patricia Elizabeth (2003). Oxford Handbook of Deaf Studies Language and Education. London: Oxford University Press.
- Maxon, A., & Brackett, D. (1992). The Hearing Impaired Child: Infancy Through High School Years. Boston: Andover medical Publishers.
- Moores, Donald, F (1997), Educating the deaf, Houghton Nifflin Company
- Nerbonne, M. A. &Schow, R.L. (2002). Introduction to Audiologic Rehabilitation.
- Boston: Allyn and Bacon.
- Nerbonne, M. A. &Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Owens, R.E. (2012). Language development: An introduction (8th ed.) Boston:
- Pearson
- Paul, Peter V. Whitelaw, Gail M. (2011). Hearing and Deafness: An Introduction for
- Health and Education Professionals. Boston: Jones and Bartlett Learning.
- Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). (Ed.)
- Education of the Hearing Impaired Child. London: Taylor and Francis Ltd. / San Diego: College-Hill Press.
- Rhoades, E., & Duncan, J. (2010). Auditory-verbal practice: Toward a family
- centered approach. Springfield: Illinois: Charles C. Thomas
- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of
- Deafness. Boston: Allyn and Bacon
- Jeffers, J., & Barley, M. (1975). *Speech reading (Lip reading)*~~———~~. Spring field, IL:
- Charles C. Thomas.
- Paul, P.V. Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health
- and Education Professionals. Boston: Jones and Bartlett Learning.
- Rossetti, L. M., &Kile, J. E. (1997). Early intervention for special populations of
- infants and toddlers. San Diego: Singular Publishing Group, Inc.
- Sanders, D. A., & Derek, A. (1993). Management of hearing handicap: Infants to
- elderly (3rd edn). Englewood Cliffs, NJ: Prentice-Hall. Yarrow, L.J. Rubenstein , J.L. Pedersen, F.A. (1975). Infant and Environment: Early
- Cognitive and Motivational Development. New York: John Wiley and Sons.
- Nolan, Michael Tucker, Ivan (1984) Educational Audiology. London: Croom Helm.
- Plant, G.S., Karl E., (1995). Profound Deafness and Speech Communication. London: Whurr Publishers Ltd.
- McCracken, W., &Laoide-Kemp (1997). Ed. Audiology in Education. London:
- Whurr Publishers Ltd.,
- Richerg, C.M., &Smily, D.F. (2012). School-Based Audiology. San Diego: Plural
- Publishing.
- McAnally, P.l., Rose, S., & Quigley, S.P. (1987). Language Learning practices with
- Deaf Children. San Diego: A College-Hill Publication.
- Van Riper C. & von Emerick, L. (1984). Speech correction – An introduction to
- speech pathology and audiology. 7th Ed. NJ: Englewood Cliffs Prentice Hall Inc.

COURSE C4: TECHNOLOGY AND DISABILITY

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

After completing the course the student-teachers will be able to

- *Enumerate various listening devices and describe ways of effective usage and maintenance.*
- *Create awareness and basic exposure to state-of-the-art technology for management of various aspects of speech.*
- *Narrate the range of technological applications that can be used for facilitating communication and language.*
- *Explain the present and future technologies facilitating the education of children with hearing impairment.*
- *Identify different resources (financial & human) to obtain technology.*

Unit 1: Listening Devices and Classroom Acoustics

1.1 Listening devices: Types (Individual & Group), Block diagram of Hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound

1.2 Ear moulds: Types, Importance, Care & maintenance

1.3 Classroom amplification devices, Hard wire, loop induction, infra-red& FM systems their importance in educational management

1.4 Cochlear Implant, BAHA &BERA: components, functioning & importance

1.5 Comparison between individual hearing aids, group hearing aids, care & maintenance

Unit 2: Technology for Management for Speech

2.1 Computer based training aids/equipment for management of speech (Dr. Speech; Vaghmi)

2.2 Use of computer based speech equipment for management of voice in children with hearing impairment

2.3 Speech trainer: concept, its part & types

2.4 Basic infrastructure required for using computer based speech training aids/equipment

2.5 Tele Speech Therapy

Unit 3: Technology Facilitating Language & Communication

3.1 Low cost technology and its application in development of teaching learning material

3.2 Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, Serch engines, Online learning material, Language apps

3.3 Training of ISL

3.4 Sign to text and Text to sign technology

3.5 Augmentative and Alternative communication for children with Hearing Impairment

Unit 4: Technology Facilitating Education

4.1 Technology and its impact on education: Changing Trends in teaching & learning

4.2 Trouble shooting: concept and function

4.3 Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology

4.4 ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning

4.5 Future technologies: Universal Design: Meaning & Scope

Unit 5: Resource Mobilisation for Technology

5.1 Agencies for Aids & Appliances: Government and non-government

5.2 Eligibility criteria for availing funding under Government schemes

5.3 Procedure for availing funding from different agents

5.4 Challenges encountered with cost involved in maintenance of devices after availing funding and ways to overcome

5.5 Agencies/Strategies to locate required human resources for various services

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

1. Draw a neat labelled block diagram of hearing aid. Prepare a list of tips for minor trouble shooting
2. Prepare a list of agencies for procuring equipment and software for teaching speech
3. Make a story using web based content, pictures, images and video clips
4. Compile different educational apps
5. Compile a list of government and non-government funding agencies for aids & sappliances

MODE OF TRANSACTION& EVALUATION

Lecture cum Demonstration, Self-study, Assignments, Seminar, Debate, Quiz

Suggested Readings:

- Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. England, London; Whurr Publishers.
- Andersson, C. (2014).Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Amazon Pub.
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.
- Bess, F.H., &Humes, L.E. (1990). *Audiology: The fundamentals*. London: Williams
- Wilkins.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser& M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Theime-Stratton.
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology* . (2nd , 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- Kumar, K. L. (2009).Educational Technology: A Practical Textbook for Students,
- Teachers, Professionals and Trainers .Amazon Pub.
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd.
- Maltby, M.T. (1994). Principles of Hearing Aid Audiology. London: Whurr Publishers.

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- Moores, Donald, F (1997). Educating the deaf, Houghton NifflinCompan
- Rapp, W.H. (YNK). Universal design for learning in action. Baltimore MD: Brooks
- Riekehof, Lottie L. (1978), The joy of learning signs, Gospel publishing House, **Missouri** ~~Missouri~~
- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn and Bacon
- Stewart, D.A. &Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students :
- Content , Strategies & Curriculum. London :Allyn&Baccon
- Taylor, Brian M., H. Gustav (2011). Fitting and Dispensing Hearing Aids. San Diego: Plural Publishing.
- Tweedie, J. (1987). Children's Hearing Problems, Their Significance, Detection and Management. Bristol: The Bath Press.
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.
- Dillon, Harvey (2001). Hearing aids. New York: Thieme Medical Publications.
- Krumenacker, S. (2014). Hearing Aid Dispensing Training Manual. San Diego: Plural Publishing.
- Sanders, D. A. (1993). *Management of hearing handicap: Infants to elderly* (3rd ed.). **Englewood Cliffs, NJ: Prentice-Hal**

Englewood Cliffs, NJ: Prentice-Hal

COURSE HI- C5:PSYCHOSOCIAL AND FAMILY ISSUES

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing the course the student-teachers will be able to –

- *Explain the concept of psycho-social issues.*
- *Reflect on various dimensions of Psycho-social issues among children with HI.*
- *Understand various Family issues children with HI.*
- *Learn the importance of intervening strategies and ways of handling issues.*
- *Discuss the concept of networking and liaisingwith the parents, community, family,school and NGO's.*

Unit 1: Psychosocial Aspects and Disability

1.1 ~~Major domains of development: Physical, Cognitive and Emotional/Social.~~

~~1.2 Erikson's stages~~ Overview of psychosocial development~~.~~

1.2 Educational Implications of hearing impairment.

1.3 Role of ~~homein psychosocial development~~teacher of children with hearing impairment.

1.4 Role of school in psychosocial development of children with hearing impairment.

1.5 Role of community in psychosocial development of children with hearing impairment.

Unit 2: Family ~~Dynamics~~ Need

2.1 Family: Definition~~, characteristics~~ and types.

2.2 Parenting Styles: Authoritarian, permissive and democratic.

2.3 ~~Family and relationship problems: Cause and effect. Advocacy~~

~~2.4~~ Characteristics of a healthy family.

~~2.5 Family Resource Management.~~

2.4 Building parents' confidence for making informed choices: communication options,
options for listening devices, school placement

2.5 common misconceptions of family to word hearing impaired children

Unit 3: ~~Nurturing Social Emotional Wellbeing~~Family Empowerment

3.1 ~~Building a positive self-concept.~~Supporting family in raising children with hearing impairment: Facilitating availing of concessions, facilities and scholarship & other benefits

~~3.2 Social skill training.~~

~~3.3 Stress management.~~

3.2 Encouraging family acceptance of listening devices and ensuring its regular use

3.3 Supporting family in fostering and developing communication and language

3.4 Family counseling.

~~3.5 Networking and liaising with students, parents, community and NGOs.~~

3.5 Encouraging family involvement in educational programme

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Compile five activities that could be undertaken to foster parents acceptance of their child's impairment
- Select a tool to measure parent's self-efficacy and administer it on three parents and

submit with brief reflections.

- Attend a parent meeting of a special school and report tips provided for fostering parent advocacy

- **MODE OF TRANSACTION& Evaluation:** Lecture cum Demonstration, Role Play, Inviting parents as speakers for sharing experiences, Assignments, Tests

Suggested Readings:

- Dunst.C, Trivette.C&Deal.A (1996). *Enabling & empowering families. Principles*
- *guidelines for practice.*Cambridge, MA : Brookline Books.
- Gregory Susan, Bishop Juliet and Sheldon Lasley, (1999), Cambridge University, Psychological perspectives of deafness
- Scheetz, N.A.(2000). *Orientation to Deafness*.Boston, MA: Allyn and Bacon.
- Spencer Patricia, Erting Carol, J.marMarschark, Mane, (2000), The deaf child in the
- family and school, laurance Erlbaum
- Beazley Sarah & Moore Michele, Deaf children their families and professionals dismantling barriers, davidFultron publishers (2005)
- Brown Ivan and ray Brown (2000), Quality of life and disability
- Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). *Teaching the teachers: Preparing educators to engage families for student achievement.*Cambridge, MA: Harvard Family Research Project.
- CorterMairian (1966) deaf transactions:Deaf families, deaf communities and deaf identities, Jessica Kingsley publishers
- Ed Par Ila, Cultural diversity and the deaf experiences (1966), Cambridge university **press, USA Marscark m and Clark M.D. , Psychological perspectives on deafness Vol I & II, 1998**
  press, USA

 Marscark m and Clark M.D. , Psychological perspectives on deafness Vol I & II, 1998

COURSE D1: READING AND REFLECTION ON TEXT

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing the course the student-teachers will be able to

- *Reflect upon current level of literacy skills of the self.*
- *Show interest and begin working upon basic skills required to be active readers in*
- *control of own comprehension.*
- *Show interest and begin working upon basic skills required to be independent writers*
- *understanding adequate intent, audience and organization of the content.*
- *Prepare self to facilitate good reading writing in students across the ages.*
- *Find reading writing as learning and recreational tools rather than a course task*

Unit 1: Reflections on Literacy and Reading Comprehension

1.1Role1 Role of Literacy in Education, Career and Social Life

1.2Basic2 Basic Braille Literacy

1.3Meta3 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making

1.4Developing4 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies

1.5Basic5 Basic Understanding of Reading Comprehension of Children with Disabilities

Unit 2: Developing Literacy Skills: Reading

2.1Literacy Skills: meaning, scope. reading meaning and Pre-requisites of reading

2.2. ~~types~~Types of reading a)purpose base b)style of reading c)level of assessment bases

2.3. Approaches and Strategies to develop reading skills and independent reading

2.4. Models of reading skills (top- down, bottom- up, interactive)

2.5. Challenges and Remedial strategies

Unit 3: Practicing Independent Writing

3.1. Writing meaning, Pre-requisites of writing.

3.2. Assessment of written language at different levels

3.3. Types of writing (copying, guided writing, independent writing)

3.4. Steps and Strategies in Developing Writing

3.5. Challenges and Remedial Strategies

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Have a peer editing of independently written essays and discuss your reflections upon this experience
  ~~this experience~~
- Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience
- Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4
- Visit a book store for young children, go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

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- **MODE OF TRANSACTION**
- This paper should be taught Lecture cum demonstration, seminars, discussions, debates, presentations, u-tubes and movies to understanding of the issues at hand.

- **Suggested Readings:**

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). Becoming a Nation of Readers: The report of the commission on reading. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- ASER report of 2015: Pratham Publication
- May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston
- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading* . Heinemann Educational Books.
- Tovani, C., &Keene.E.O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*.Stenhouse Publishers
- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi.
  ~~House: New Delhi.~~

- Aulls, M. W. (1982). Developing readers in today's elementary school. Allyn and Bacon: Boston
- Baniel, A. (2012). Kids beyond limits. Perigee Trade: New York
- McCormick, S. (1999). Instructing students who have literacy problems.(3rd) Merrill: New Jersy
  New Jersy
- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings.*IES 3rd Annual Research Conference: American Speech Language &Hearing Association (ASHA).*
- Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.
- Gallangher.K. (2004). *Deeper Reading: Comprehending Challenging Texts* . Stenhouse Publishers
- Heller, R. (1998). Communicate clearly. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment.*High Beam*
- May, F. B. (1998). Reading as communication. Merrill: New Jersy
- Miller. D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades.*Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., &Prakash, M. (2007). Communicative language teaching in English.NityanutanPrakashan, Pune.
- Pathak , K.K. (2015) Inclusive language and Communication S. R. Publication :New Delhi

COURSE E 3:PRACTICAL DISABILITY SPECIALISATION#

MARKS: 100 | CREDITS: 4 | 8 Hrs./wk

Sl. No	Tasks	Educational settings	Specific activities	Hrs	Marks	submission
1	Aural intervention	Institute / Clinic	Carrying out daily listening checks on children with hearing impairment (5 children) - Use Aided Audiogram for (2 children each) **A.** Linking Ling's 6 Sound test **B.** Selecting modality of training (Auditory, Speech reading, combination) **C.** Selecting method of Communication (Oral *vs*Manual)	10	15	
2	Speech intervention	Institute / Clinic	Observing individual speech teaching sessions (2 children) - Observing group teaching sessions (2 children) - Planning and executing lesson plan for teaching non-segmental, Segmental and Supra segmental aspects of speech (2 children)	10	15	
3	Learning and practicing ISL	Institute / Clinic/ ISL center	To learn and practice Basic school / vocabulary,Common,phrases, Conversations, Sample subject Texts, Stories in signs. (Preferably involving a Deaf individual and taught by certified	30	20	

			signer)			
				50	50	

Area E3- Practical Disability Specialization (Part C) # Marks-50

SL.NO	Tasks for the student teachers	Disability focus	Education setting	No of lessons
1.2	**a.** Lesson planning and execution on different levels for all subjects/ selected subjects	Major Disability	Special school/resource room	30 lessons
1.3	Individualised Teaching lessons on selected subjects	Major Disability	Special school/resource room	5 IEPs
1.4	Lesson planning	Any Disability	Inclusive school	10

COURSE F 1:MAIN DISABILITY SPECIAL SCHOOL (RELATED TO AREA C)#

MARKS: 100 | CREDITS: 4 | 8 Hrs./wk

After completing the course the student-teachers will be able to

Sl. No.	Tasks	Educational settingsettings	Specific activities	Hrs	Marks	submission
1	Aural intervention	Institute / Clinic	Carrying out daily listening checks on children with hearing impairment (5 children) - Use Aided Audiogram for (2 children each) A. Linking Ling's 6 Sound test B. observing different hearing aid	15	15	
2	Speech intervention	Institute / Clinic	Observing individual speech teaching sessions (2 children) - Observing group teaching sessions (2 children) - Planning and executing lesson plan for teaching non-segmental, Segmental and Supra segmental aspects of speech (2 children)	15	15	
3	Learning and practicing ISL	Institute / Clinic/ ISL center	To learn and practice Basic school / vocabulary,Common,phrases, Conversations, Sample subject Texts, Stories in signs.	30	20	
14	teacherTeacher assistant **	Special school for children with Hearing Impairment	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	30	1510	Journal of daily reflections and learning
25	Practicing functioning as a teacher**		Undertaking continuous whole day teaching using daily diary system for planning and recording.	18	2010	Daily diary
36	Understanding school examination **		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports,	12	10	Portfolio of assessment activities

			feedback to students and parents, drawing pedagogic decisions.			
4	understanding beyond classrooms		Participating in School committees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical check ups – any 3	12	10	*
57	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	18	10	TLM
68	document study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre-school .	12	10	*
7	use of internet and modern school for technology children for with improvi ng Hearing the class Impairment processes	Special school for children with Hearing impairme nt	Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students	12	10	*
8	Compilations of language teaching material news, conversation, stories and unseen, pictures		Compiling language material news, conversations, stories and unseen pictures, Directed activities	6	5	Journal of compilatio ns
9	Program end presentation		Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher	6	10	
Total				1201 50	100	

*Certificate from school head grading the performance 0n 5 point scale. Candidates below the score

– 3 repeat the placement.

** For items each student will be assigned a class and the class teacher is expected to support as the long term mentor for the student placed in her / his class.

Engagement with field as part of courses indicated below:

Sl. No.	Tasks for the student -teacher	Course	Place
1	Assignment /project /presentation	C3	institute
2	Assignment /project/ presentation	C4	institute
3	Assignment /project/ presentation	C5	Institute
4	Assignment /project/ presentation	D1	Institute / school
5	Assignment /project/ presentation	D2	Institute / school

Minimum of four weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under E-3 and F-1 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children

with disabilities in different education settings. A suggestive framework is given below:

Areas	Disability specialization (E-3&F-1)
A-4Pedagogy Subject 1	Semester –III (three days -15 Hrs)
A-5 Pedagogy Subject 1	Semester –III (three days -15 Hrs)
F-1 School Attachment/ Internship	Semester –III (24 days -120 Hrs)

#Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and viva voce examination.

COURSE A6: BASIC RESEARCH AND BASIC STATISTICS

COURSE OBJECTIVES MARKS: 50 | CREDITS: 2| 2 Hrs./wk

After completing the course the student-teachers will be able to –

- *Describe the concept and relevance of research in education and special education.*
- *Develop an understanding of the research process and acquire competencies for conducting a research.*
- *Apply suitable measures for data organization and analysis.*

Unit 1: Introduction to Research

1.1 Research: Meaning, Definition and Characteristics

1.2 Educational Research: Definition and Nature

1.3 Purpose of Educational Research

1.4 Scientific Research Method

1.5 Research in Education and Special Education

Unit 2: Types and Process of Research

2.1 Types of Research-Basic/Fundamental, Applied and Action

2.2 Process of Research-Selection of Problem,Formulation of Hypothesis,Collection of Data,
Analysis of Data & Conclusion

2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale

2.4 Action Research in Teaching Learning Environment

2.5 Professional Competencies for Research

Unit 3: Measurement and Analysis of Data

3.1 Scale of measurement: Nominal, Ordinal, Interval and Ratio.

3.2 Organization of data

3.3 Measures of Central Tendency (Mean, Median and Mode)

3.4 Correlation: Product Moment and Rank Order Correlation

3.5 Graphic representation of data

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- **Develop a teacher made test for a given subject matter**
- **Develop a questionnaire/checklist**
- **Develop an outline for conducting action research**

MODE OF TRANSACTION:

Lecture cum Demonstration, Self study, Assignments, Seminar, Debate, Tests.

Practicum/ Field Engagement

- **Develop a teacher made test for a given subject matter**
- **Develop a questionnaire/checklist**
- **Develop an outline for conducting action research**

Suggested Readings

- Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.
- Guptha, S. (2003). *Research Methodology and Statistical Techniques* Deep& Deep Publishing, New Delhi.
- Koul, L. (1996). *Methodology of Educational Research* . Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananathapuram.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* . Academic Press, New York.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London..

COURSE B5 (A) :COMMUNITY BASED REHABILITATION

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing this course the student-teachers will be able to

- *Explain the concept, principles and scope of community based rehabilitation.*
- *Learn the strategies for promoting public participation in CBR.*
- *Apply suitable methods for preparing persons with disability for rehabilitation within the community.*
- *Provide need-based training to persons with disabilities.*
- *Develop an understanding of the role of government and global agencies in CBR.*

Unit 1: Introduction to Community Based Rehabilitation (CBR)

1.1 Concept and Definition of CBR
1.2 Principles of CBR
1.3 Difference between CBR and Institutional Living
1.4 Socio-cultural and Economic Contexts of CBR
1.5 Scope and Inclusion of CBR in Government Policies and Programs

Unit 2: Preparing Community for CBR

2.1 Awareness Program-Types and Methods
2.2 Advocacy - Citizen and Self
2.3 Focus Group Discussion
2.4 Family Counselling and Family Support Groups
2.5 CBR and Corporate Social Responsibility

Unit 3: Preparing Persons with Disability for CBR

3.1 School Education: Person Centred Planning, and Peer Group Support
3.2 Transition: Individual Transition Plan, Development of Self Determination and ~~Self~~ Self-Management Skills
3.3 Community Related Vocational Training
3.4 Skill Training for Living within Community
3.5 Community Based Employment and Higher Education

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

I. Visit an ongoing CBR program and write a report on its efficacy
II. Organize a community awareness program
III. Conduct a focus group discussion on a selected disability issue with school/college students

MODE OF TRANSACTION:

Besides lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates.

Suggested Readings:

- Loveday, M. (2006). *The HELP Guide for Community Based Rehabilitation Workers* : A Training Manual.Global-HELP Publications, California.
- McConkey, R. and O'Tool, B (Eds). *Innovations in Developing Countries for People with Disabilities*, P.H. Brookes, Baltimore.
  with Disabilities, P.H. Brookes, Baltimore.
- Neufelt, A. and Albright, A (1998). *Disability and Self-Directed Employment: Business Development Model.*Campus Press Inc. York University.
- Peat, M. (1997). *Community Based Rehabilitation*, W.B. Saunders Company.
- *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances* , — Ministry of Social Welfare, Govt. of India, New Delhi.
- *Scheme of Assistance to Organizations for Disabled Persons*, Ministry of Social Welfare, Govt. of India, New Delhi.
- WHO .(1982). *Community Based Rehabilitation — Report of a WHO International Consultation*, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
- WHO .(1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva.

COURSE B5 (B) :APPLICATION OF ICT IN CLASSROOM

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing the course the student teacher will be able to

- *Gauge the varying dimensions in respect of ICT and Applications in Special Education. ~~Education.~~*
- *Delineate the special roles of ICT Applications.*
- *Acquire Familiarity with Different Modes of Computer-Based Learning.*

Unit 1: Information Communication Technology (ICT) and Special Education

1.1 ~~1.1~~Concept , Meaning and Scope of ICT ~~and Its~~.

~~1.1~~1.2 Role in ICT for 'Construction of Knowledge'

~~1.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)~~

1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD ~~and~~

1.4 Goal 3 of Incheon Strategy

1.4~~5~~ Three ~~as~~A of ICT Application—Access, Availability, Affordability

~~1.5 Overview of WCAG (Web Content Access Guidelines)~~

Unit 2: Using Media and Computers

~~2.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education~~

~~2.2~~2.1 Computers: Functional Knowledge of Operating Computers–On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print

2.2 Uses of Audio-Visual Media and Computers (Radio, Script Writing, Television, and Computers)

2.3 Importance of Newspaper in Education

2.4 Computer as a Learning Tool: Effective Browsing Of ~~The~~the Internet for ~~Discerning and Selecting Relevant Information,~~ Survey of Educational Sites and Downloading Relevant Material.

2.4~~5~~ Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning

Unit 3: Visualizing Technology-Supported Learning Situations

3.1 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations ~~for~~~~Students~~For Students with Disabilities.

3.2 Developing PPT Slide Show for Classroom ~~Use~~ and Using of Available Software ~~or CDs with LCD Projection for Subject Learning Interactions~~

3.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects.

3.4 ~~3.4~~ Overview of WCAG (Web Content Access Guidelines)

~~3.4~~3.5 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs',

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM: (any Two of the following)

I. Develop a script on any topic of your choice. Conduct an interview with an expert on

the selected topic to prepare an audio or video program of 15 minutes duration

II. Prepare a PPT by inserting photos and videos on a topic of your choice

III. Create your email account as well as design a blog

MODE OF TRANSACTION:

Besides lecture method the topics in this course may be transacted through discussion, classroom seminar/debates.

Suggested Readings:

- Abbot, C. (2001). *ICT: Changing Education*. RoutledgeFalmer.
- Florian, L., &Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion*.Open University Press.
- Kozma, R.B. (2003). *Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2*.International Society for Technology in Education.

~~*Perspective: A Report of*~~ **COURSE B5(C) : GUIDANCE & COUNSELLING**

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After learning this course the ~~*Second Information Technology*~~**student-teachers will be able to**

- **Apply the skills of guidance and counselling** in **classroom situations.**
- **Describe the process of development of self-image and self-esteem.**
- **Appreciate the types and issues of counselling and guidance in inclusive settings.**

Unit 1: Introduction to Guidance and Counselling

1.1 Guidance and Counselling: Definition and Aims

1.2 Areas of Guidance and Counselling

1.3 Core Conditions in Counselling

1.4 Skills and Competencies of a Counsellor

1.5 Role of Teacher in Guiding and Counselling Students with Special Needs

Unit 2: : Enhancing Self Image and Self Esteem

2.1 Concept of Self as Human

2.2 Understanding of Feelings and Changes

2.3 Growth to Autonomy

2.4 Personality Development

2.5 Role of Teacher in Developing Self-Esteem in Children

Unit 3: Guidance and Counselling in Inclusive Education ~~*Study,*~~

~~*Module*~~ **3.1 Current Status with reference to Indian School**

3.2~~.International Society~~ **Types of Counselling: Child-Centred, Supportive, Family**

3.3 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance

3.4 Group Guidance: Group Leadership Styles and Group Processes

3.5 Challenges in Group Guidance

Practicum/ Field engagement

I. Counselling and report writing on a selected case

II. II. Simulation of a parent counselling session

III. III. Report of critical observation of a given counselling session

Transaction The transaction for ~~Technology in~~ **this course should be done with a perspective to enhance in the studentteachers the ability to become a "People-helper". They should be able to appreciate the role of a guide and counsellor in the school setting.**

Essential Readings

- **Naik, P.S. (2013). Counselling Skills for Educationists.Soujanya Books, New Delhi.**
- **Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.**
- **Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.**
- **Shah, A. (2008). Basics in Guidance and Counselling.Global Vision Publishing House, New Delhi.**
- **Sharma, V.K. (2005).** Education **and Training of Educational and Vocational Guidance.Soujanya Books, New Delhi**.

Suggested Readings

- **Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.**
- **Pal, O.B. (2011). Educational and Vocational Guidance and Counselling.Soujanya Books, New Delhi.**

COURSE B5(D) : BRAILLE AND ASSISTIVE DEVICES

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After learning this course the student-teachers will be able to

- **Acquire basic information about Braille, its relevance and some important functional aspects.**
- **Get basic information on types and significance of different Braille devices.**
- **Get acquainted with the types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability.**

Unit 1: Braille

1.1 Louis Braille and the Evolution of Braille

1.2 Continuing Relevance of Braille vis-a-vis Audio Material

1.3 Braille Signs, Contractions and Abbreviations--English Braille

1.4 Braille Signs and Symbols—Hindi/Regional Language

1.5 Braille Reading and Writing Processes

Unit 2: : Braille Devices-- Types, Description, Relevance

2.1 Slate and Stylus

2.2 Braille Writer

2.3 Electronic Devices— Note takers and Refreshable Braille Displays

2.4 Braille Embossers

2.5 Braille Translation Software

Unit 3: Other Devices – Types, Description, Relevance

3.1 Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types

3.2 Geography: Maps--Relief, Embossed, Models

3.3 Science Material

3.4 Low Vision Aids--Optical, Non-Optical, Vision Training Material

3.5 daisy Books, daisy recording smart phone

Course Work/ Practical/ Field Engagement (Any Two)

Each Student-Teacher will

a. Observe at least five devices in use in at least five school periods.
b. Draw up an item-wise price list of at least ten devices from different sources.
c. Prepare a presentation – Oral/ Powerpoint – on the relevance of Braille for children with visual impairment.
d. Prepare a report on the availability and use of Mathematical devices (at least two) in one special school and on inclusive school.
e. Make a report on the application of at least two non-optical devices for children with low vision.

Essential Readings

- **A Restatement of the Layout, Definitions and the Rules of the Standard English Braille System (1971). The Royal National Institute for the Blind, London.**
- **Ashkroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille.Stanwick House, Pittsburgh.**
- **Lowenfeld, B. (1969). Blind Children Learn to Read. Charles C. Thomas, Springfield.**
- **Mani, M.N.G. (1997). Amazing Abacus. SRVK Vidyalaya, Coimbatore.**
- **Manual on Bharti Braille (1980). NIVH, Dehradun.**
- **Olson, M. R. (1981). Guidelines and Games for Teaching Efficient Braille Reading. AFB, New York.**
- **Proceedings: National Conference on Past and Present Status of Braille in India(2001). All India Confederation of the Blind, New Delhi.**

Suggested Readings

- **Hampshire, B. (1981). Working with Braille - A Study of Braille as a Medium of Communication. UNESCO, Geneva.**
- **Kusanjima, T. (1974). Visual Reading and Braille Reading. AFB, New York.**
- **Mani, M.N.G. (1992). Techniques of Teaching Blind Children.Sterling Publishers, New Delhi.**
- **Mellor, M. C. (2006). Louis Braille A Touch of Genius. National Braille Press, Boston.**

COURSE B6(A) : COMMUNICATION OPTIONS: ORALISM

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After learning this course the student-teachers will be able to

- *Discuss the Aural Oral Options with reference to persons with hearing impairment in the context of India.*
- *Discuss the relevant issues like literacy, inclusion and training with reference to Oralism /Oral Rehabilitation.*
- *Exhibit beginner level hands on skills in using these options.*
- *Motivate self to learn and practice more skills leading to linguistic adequacy and*
- *fluency to be used while developing spoken language in children with hearing losses.*

Unit 1: Understanding Hearing Loss in Real Life Context

1.1 Basic Awareness on Paradigms of Deaf & Hard of hearing

1.2 Basic Awareness on Deafness and Communicative Access: Challenges ~~and Concerns~~

1.3 Basic ~~Awareness on Inclusion~~**features of inclusive school** and ~~Identity with reference to Oral Options~~
team in inclusive education

1.4 ~~Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers~~
~~1.5 Importance of~~ Neural Plasticity ~~and Early Listening Opportunities~~**- concept & Importance**

1.5 Oralism –meaning Definition, scope, prerequisite

Unit 2: Advance Understanding of Oral Options

2.1 ~~Difference BetweenUni Sensory and Multi Sensory Approach in Oralism~~

~~2.2~~ Speech Reading: Need, Role and Strategies ~~in All Communication Options~~

2.~~3~~2 Training and Guidance on Aural Oral Practices for Families ~~and Tuning Home Environment~~

2.3 Strengths & challenges of Oralism

2.4 ~~Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's and Don'ts~~

~~2.5~~ Practicing Skills in Story Telling/ direct activity / visit/ Poems

2.5 How to make schools more conductive for oralism ?

Unit 3: Skill Development & Implementing ~~Oralism&~~ Auditory Verbal ~~(AV) Approach~~ Therapy

3.~~1Oralism / AV Approach: Prerequisites for Special Schools~~ 1 Pure tone Audiometer – its parts and uses.

3.2 Practicing Interpreting Audiograms ~~and Exposure to Goal Setting in Listening Skills~~of children with hearing impairment

3.3 block diagram of Hearing Aid ,concept and its part.

3.4 hearing Aid -its types & care and maintenance

3.5 AV ~~Approach~~Therapy: concepts, philosophy and principles

~~3.5 Reading Model Plans and Observing a Few Weekly Individual Sessions~~

MODE OF TRANSACTION:

Besides lecture method the topics in this course may be transacted through discussion, classroom seminar/debates.

Suggested Readings:

- Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005). *Speech Science Primer (4th*) Lippincott WilliamsaAnd Wilkins: Philadelphia.
- *Dhvani* (English). Balvidyalaya Publication: Chennai.
- Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practi*ce , Ag Bell
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
- Ling, D. (1990). *Acoustics, Audition Aand Speech Reception. (Cd)* Alexandria, Auditory Verbal International.
- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- *Communication Options And Students With Deafness* . (2010).
- Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication In Grades K – 8. AllynAnd Bacon. Boston
- Cole, E., &Flexer, C. (2010). Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.).Plural Publishing Inc,San Diego, CA.
- Dhvani (Marathi). Balvidyalaya – Cym Publication
- Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai.

- Estabrooks, W., & Marlowe J, (2000). The Baby is Listening, A. G. Bell Association, Washington D.C.
~~Washington D.C.~~
- Estabrooks , W. (2001). 50 Frequently Asked Questions (Faqs) About Auditory-Verbal Therapy. Learning to Listen Foundation.
- Heller, R. (1999). Effective Leadership. Dk Publishing: New York.
- Heller, R. (1999). Managing Change. Dk Publishing: New York.
- Ling, D. (1989). Foundations of Spoken Language for Hearing Impaired Children. A.G.Bell. Washington D.C.
- Ling, D., & Ling, A.H. (1985). Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children. A.G. Bell Association, Washington D.C.
- Edgar, L. L., & Marguerite, S. (1963). Play it by ear! : auditory training games, John Tracy Clinic Publication, Los Angeles.
- Resource Book on Hearing Impairment. AYJNIHH Publication.
- Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India.

~~Schools in India.~~

COURSE B6 (B): MANAGEMENT OF LEARNING DISABILITY

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2| 2 Hrs./wk**

After completing the course the student-teachers will be able to

- *Explain the concept, causes and characteristics of learning disabilities.*
- *Discus different types of learning disabilities and its associated conditions.*
- *Develop teacher made assessment test in curricular areas.*
- *Plan appropriate teaching strategies as per the specific needs of children with learning disability.*

Unit 1: Learning Disabilities: Types

1.1 Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.
1.2 Non-verbal learning disabilities
1.3 Language Disorders
1.4 Associated Conditions: ADHD
1.5 Emotional & Behavioral problems.

Unit 2: Assessment of Basic Curricular Skills

2.1 Assessment of Readiness Skills
2.2 Assessment of Reading~~, Writing and Math skills~~
2.3 ~~Teacher made test~~Assessment of Writing
2.4 Assessment of Math skills
2.5 Standardized Tests: Types & Purpose
~~2.5 Interpretation of Test Report~~

Unit 3: Intervention Strategies in Basic Skills of Learning

3.1 Language skills
3.2 Reading
3.3 Writing
3.4 Maths skills
3.5. Social skills

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Prepare of checklist for screening LD
- Develop teacher made assessment test in any one curricular area for a given child
- Plan appropriate teaching strategies as per the specific needs of a given child with learning disability

MODE OF TRANSACTION:

This activity-based approach should allow the teacher to step back and allow the student-teachers to self-facilitate. The student-teachers must be given experience in the various settings such as clinics, schools, resource centers etc, for exposure to actual assessment. Discussions, debates, simulations, collaborative methods, must be used for transaction.

Suggested Readings:

- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successfull partnership for students with special needs. Merrill Prentice Hall, New Jersey
- Myklebust, H.(1983). Progress in Learning Disabilities, Guene and Stratton – New York.

- Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Baston.
- Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. (4th ed) . Pearson. New Jersey
- Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. . The Guilford Press. New York
- Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. . Wiley-Blackwell. Malden.
- Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia:a guide for the workplace. John Wiley &Sons,Ltd. London.
- Gribben, M.(2012). The study skills toolkit for students with dyslexia. Sage Pub. London
- Karanth, P., &Rozario, J. (2003). Learning disabilities in India : willing the mind to learn. Sage Publication, New Delhi
- Martin, L, C.(2009). Strategies for teaching students with learning disabilities. . Corwin Press,California
- McCardle, P., Miller, B., Lee, J, R., &Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link) Baltimore. Paul H. Brookes.
- Shula, C. (2000). Understanding children with language problems. Cambridge,New York.
- Prakash, P. (2008). Education of exceptional children: challenges and stratrgies. . Kanishka publishers, New Delhi.
- Reddy, G.L., &Ramar, R.(2000). Education of children with special needs, New Delhi – Discovery Pub.
- Thapa, K. (2008). Perspectives on learning disabilities in India. (current practices ~~and~~ and prospects). Sage Publication, Los Angeles.
- Trusdell M. L., & Horowitz, I. W. (2002). Understanding learning disabilities : a parent guide and workbook : for parents, teachers, professionals, advocates and ~~others~~ others who work with, or come in contact with, individuals with learning ~~disabilities.~~isabilities. (3rd ~~rev~~ ed~~rev~~ised) Maryland. York Press.
- Wong, B., & Butler, D. L. (2012). Learning about learning disabilities. (4th ed.) Amsterdam. Elsevier Academic Press.

COURSE B6(C) : BRAILLE AND ASSISTIVE DEVICES

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After learning this course the student-teachers will be able to

- **Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher.**
- **Acquire basic knowledge of human guide techniques.**
- **Describe pre-cane and cane travel skills and devices.**
- **Get acquainted with the importance and skills of training in independent living for the visually impaired.**

Unit 1: Introduction to Orientation and Mobility

1.1 Orientation and Mobility -- Definition, Importance and Scope

1.2 Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow

1.3 Roles of Other Senses in O&M Training

1.4 Special Responsibilities of Special Teacher/Educator with reference to O&M Training

1.5 Blindfold -- Rationale and Uses for the Teacher

Unit 2: Human/ Sighted Guide Technique

2.1 Grip

2.2 Stance

2.3 Hand Position

2.4 Speed Control

2.5 Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

Unit 3: Cane Travel Techniques and Devices & Training In Independent Living Skills

3.1 Canes -- Types, Parts, Six Considerations

3.2 Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique

3.3 Use of Public Transport

3.4 Identification of Coins and Currency Notes

3.5 Eating Skills and Etiquette

Course Work/Practical/ Field Engagement

Undertake any two of the following

a. Act as a sighted guide in different situations/settings.

b. Prepare a list of canes and other devices available with various sources along with prices.

c. Undergo an experience of moving under a blindfold for a few minutes and describe it (about 200 words).

d. Make a short PowerPoint/ oral presentation for about 5 minutes on the importance of O&M for the visually impaired.

e. Draw up a list of important clues/cues/landmarks which the visually impaired student can use in the school.

Essential Readings

• Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation and Mobility (2nd ed.). AFB Press, New York.

• Cutter, Joseph (2006). Independent Movement and Travel in Blind Children.IAP, North Carolina.

• Fazzi, D.L. &Petersmeyer, B.A. (2001). Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired. AFB Press, New York.

• Jaekle, R. C. (1993). Mobility Skills for Blind People: A Guide for Use in Rural Areas. ChristoffelBlinden Mission, West Sussex.

• Knott, N.I. (2002). Teaching Orientation and Mobility in the Schools: An Instructor's Companion. AFB Press, New York.

• Smith, A. J., &Geruschat, D. R. (1996). Orientation and Mobility for Children and Adults with Low Vision. In A. L. Corn & A. J. Koenig (Eds.), Foundations of Low Vision: Clinical and Functional Perspectives. AFB Press, New York.

Suggested Readings

• Dodds, A. (1986). Mobility Training for Visually Handicapped People.Croom Helm, London.

• Hill, E., & Ponder, P. (1976). Orientation and Mobility Techniques. AFB Press, New York.

• Jacobson, W.H. (1993). The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments.AFB Press, New York.

• Singh, J.P. (2003). Technology for the Blind.Kanishka Publication. New Delhi

COURSE B6(D) : VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After learning this course the student-teachers will be able to

- **Develop an understanding of vocational education & its relevance for PWD's.**
- **Carry out vocational assessment and make vocational training plan.**
- **Plan for transition from School to job.**
- **Identify various avenues for job placement.**
- **Facilitate PWD's in making choice of vocational trades.**
- **Acquire the concept of independent living and empowerment.**

Unit 1: Fundamentals & Assessment of Vocational Rehabilitation

1.1. Definition, meaning and scope of Vocational Education

1.2. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment

1.3. Approaches and models of Vocational training

1.4. Assessment, Evaluation of Generic skills & Specific job skills using various tools

1.5. Approaches & Principles of vocational assessment

Unit 2: Vocational Transition & Curriculum Planning

2.1. Concept, meaning, importance of transition

2.2. Vocational transition models

2.3. Transitional Planning at pre-vocational & post-vocational level

2.4. Development of Individualized Vocational Transitional Plan

2.5. Development of Vocational Curriculum

Unit 3: Process of Vocational Rehabilitation & Placement

3.1. Types of Employment Settings

3.2. Process of Job Placement & Creation of Need-based Employment Settings

3.3. Adaptations, Accommodation, Safety Skills and First Aid

3.4. Self Advocacy& Self Determination Skill Training

3.5. Equal opportunities and attitudes towards persons with disabilities

Hands on Experience

- **Developing curriculum on any vocational skill**
- **Administering any vocational assessment tool**
- **Visit to any vocation Institution**

Suggested Readings

• McDonnell, J., & Hardman, M.L.(2010). Successful Transition Programs Pathways for Students with Intellectual and Developmental Disabilities, Sage Publications, Los Angeles.
• Kutty, A.T., &. Rao L.G, (2003).Curriculum for Vocational Education, Transition of Persons with Mental Retardation from School to Work. Series -2, NIMH Publications, Secunderabad.
• Kutty, A.T., &. Rao, L.G, (2001). Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH Publications, Secunderabad.
• Mukhobadhyay, M., &Kutty A.T. (2006). Principles of Vocational Training, Part-II, DVTE (MR) Manual, Rehabilitation Council of India, Kanishka Publisher, New Delhi.
• Rao, V.K. (2004), Vocational Education, A.P.H. Publishing Corporation, New Delhi.
• Wehmeyer, M. L. (2007). Promoting Self-Determination in Sstudents with Developmental Disabilities, Guilford Press, Washington.
• Whitehead, T. D., &Hughey, J. B. (2004). Exploring Self Advocacy From a Social Power Perspective, Nova Science Publishers, New York.

COURSE D2: DRAMA AND ART IN EDUCATION

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2| 2 Hrs./wk**

After completing the course the student-teachers will be able to

- *Exhibit Basic understanding in art appreciation, art expression and art education.*
- *Plan and implement facilitating strategies for students with and without special needs.*
- *Discuss the adaptive strategies of artistic expression.*
- *Discuss how art can enhance learning.*

Unit 1: Introduction to Art & Art Education

1.1 Introduction of Art and different forms of arts.
1.2 Art: Meaning, definitions and classification.
1.3Art education: Meaning, scope and ~~differencebetween~~difference between art and art-education.
1.4 Art therapy: Concept and application to students with and without disabilities.

Unit 2: Performing Arts: Dance, Music and Drama

2.1 Basic knowledge and definitions of music,~~danceand~~ dance and Drama.
2.2 Elements of music with practical knowledge.
2.3 Basic knowledge of Instruments with practical: Tabla and Harmonium
2.4 Understanding various forms of music, Classical- vocal and instrumental, Sub-Classical, Light music, folk music.
2.5 Enhancing learning through dance, music and drama for children with and without special needs.

Unit 3: Visual Arts:

3.1Basic knowledge and elements of visual art.
3.2Exposure to selective basic skills in visual art.
3.3Engagement, assignment and participation for any two of the following activities focusing on Poster making, origami and paper crafts, painting, drawing, pottery, terracotta, curving, collage or any other relevant form of fine art.
3.4Enhancing learning through visual art for children with and without special needs.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- 'hot seating' activity for historical / contemporary personalities wherein students play The role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)
- Portfolio submission of the basic skills exposed in any one of the art forms of choice
- Write a self-reflective essay on how this course on art will make you a better teacher
- Learn and briefly explain how music notations are made. Submit a brief report OR Learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation
- Observe an art period in a special school and briefly write your reflections on it

MODE OF TRANSACTION& Evaluation: Lecture cum Demonstration, Role Play, Inviting parents as speakers for sharing experiences, Assignments, Tests

Suggested Readings

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- Vaze, Pundalik. (1999). How to Draw and Paint Nature. JyosnaPrakashan: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.
- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Beyer, E. London. (2000). The arts, popular culture and social change
- Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. *Art Education,33*(8), 8–11
- Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication: London
- Heller, R. (1999). Effective Leadership. DK Publishing: New York.
- Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.
- Nyman, L.& A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs*(pp. 142–154). Reston, VA: National Art Education Association. ~~*special needs* (pp. 142–154). Reston, VA: National Art Education Association.~~

COURSE A6 :BASIC RESEARCH AND BASIC STATISTICS

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2| 2 Hrs./wk**

After completing the course the student-teachers will be able to –

- *Describe the concept and relevance of research in education and special education.*
- *Develop an understanding of the research process and acquire competencies for conducting a research.*
- *Apply suitable measures for data organization and analysis.*

Unit 1: Introduction to Research

1.1Scientific Method: Concept and Basic postulates.
1.2Research: Definition and Characteristics.
1.3Educational Research: Definition and Nature
1.4Purpose of Educational Research
1.5Research in Education and Special Education

Unit 2: Types and Process of Research

2.1 Types of Research
- Basic/Fundamental
- Applied
- Action

2.2 Process of Research
- Selection of Problem
- Formulation of Hypothesis
- Collection of Data
- Analysis of Data & Conclusion

2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
2.4 Action Research in Teaching Learning Environment
2.5 Professional Competencies for Research

Unit 3: Measurement and Analysis of Data

3.1 Scale of measurement: Nominal, Ordinal, Interval and Ratio.

3.2 Organization of data: Array, Grouped distribution.

3.3 Measures of Central Tendency (Mean, Median and Mode) and Measures of Dispersion (Standard deviation and Quartile deviation)

3.4 Correlation: Product Moment and Rank Order Correlation

3.5 Graphic representation of data

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research

MODE OF TRANSACTION: Lecture cum Demonstration, Self study, Assignments, Seminar, Debate, Tests.

Practicum/ Field Engagement

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research

Suggested Readings

- Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.
- Guptha, S. (2003). *Research Methodology and Statistical Techniques* . Deep & Deep Publishing, New Delhi.
- Koul, L. (1996). *Methodology of Educational Research* . Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). *Research Methodology* . Yamuna Publications, Thiruvananathapuram.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* . Academic Press, New York.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London..

COURSE E4: PRACTICAL CROSS DISABILITY AND INCLUSION*

MARKS: 100 | CREDITS: 4| 8 Hrs./wk

Sl. No.	Tasks	Educational setting	Specific activities	Hrs	Submission
1	Infrastructure of an Inclusive school	Inclusive school	Studying the extent of barrier free environment (Infrastructure including Assistive devices, Human ~~resource~~ esource& Inclusive teaching practices) available in an Inclusive school	10	Report with reflect-ions
2	Assisting Teacher		Working as teacher assistant for Prayers/ Assembly, Checking hearing device, Attendance, Home work/Class work, Writing diaries, Preparing TLM, Teaching practice ~~sessions recapitulation, and Break~~	10	

			~~times.~~		
~~Total~~ 3	~~20~~Remedial support	Inclusive school	Teaching special children for specialised support for achieving the content mastery - 2 students	10	
4	Student evaluation	Inclusive school	Assist the teachers in developing Teacher made tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting	10	
5	IEP	Special Education major disability	Individualised Teaching lessons on different levels for selected subjects	10	10 lessons
6	Community work/tour	Society /school	Community work		

~~**Area E4- Practical: Cross Disability and Inclusion (Area B) ***~~

Note: *Observations as mentioned are essential. However, if schools for other disability are not*

available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability

COURSE F2: OTHER DISABILITY SPECIAL SCHOOL*

MARKS: 100 | CREDITS: 4| 8Hrs./wk

Sl. No.	Tasks	Educational setting	Specific activities	Hrs	submissions
1	Teacher assistant	Special school of other disability	Studying the background of the children in the allotted class & working as teacher assistant for Prayers/assembly, Attendance, Home work/ class work, Writing diaries & Assisting in school celebrations	10	Journal of daily reflections and learning
2	Document study		Reading and reporting on Academic calendars, Time table, Diaries, Work books, Progress reports, Case files, Parent meeting reports, Certificates, Forms to avail exemptions and concessions	10	Journal
3	modern technology for improving the class processes		Using technology for classroom teaching, Art education, Record keeping, Downloading power points, AVs for concept development involving students	10	Journal
Total				30	

COURSE (F2): OTHER DISABILITY SPECIAL SCHOOL*

SL. No.	Task for the student-teacher	Disability focus	Set up	No. of lessons
1	Classroom Teaching	Other than major disability	Special schools for other disabilities	Minimum 20 school periods

Note: *Practical timing shall be included in time table (minimum of four week)*
Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability

~~Sl.no.~~	~~Tasks for the student - teachers~~	~~Disability focus~~	~~Education setting~~	~~No. of lessons~~
~~1.1~~	~~Lesson planning and execution on different level for selected subjects~~	~~Any Disability~~	~~Inclusive Schools~~	~~10 lessons~~
~~1.2~~	~~a Individualised Teaching lessons on different levels for selected subjects~~	~~Any Disability~~	~~Inclusive Schools~~	~~10 lessons~~
~~1.3~~	~~Community work /Tour~~	~~Any Disability~~	~~Society /school~~	

COURSE F2: OTHER DISABILITY SPECIAL SCHOOL*

MARKS: 100 | CREDITS: 4| 8Hrs./wk

Sl. No.	Tasks	Educational setting	Specific activities	Hrs	Marks	submissions
1	Teacher assistant	Special school of other disability	Studying the background of the children in the allotted class & working as teacher assistant for Prayers/assembly, Attendance, Home work/ class work, Writing diaries & Assisting in school celebrations	12	4	Journal of daily reflections and learning
2	Document study		Reading and reporting on Academic calendars, Time table, Diaries, Work books, Progress reports, Case files, 3 Parent meeting reports, Certificates, Forms to avail exemptions and concessions, Assessment formats for pre–school	3	3	Journal
3	3 Use of internet and modern technology for improving the class processes		Using technology for classroom teaching, Art education, Record keeping, Communication, Downloading power points, AVs for concept development involving students	3	3	Journal
Total				18	10	

COURSE (F2): OTHER DISABILITY SPECIAL SCHOOL*

SL. No.	Task for the student-teacher	Disability focus	Set up	No. of lessons
1	Classroom Teaching	Other than major disability	Special schools for other disabilities	Minimum 20 school periods

COURSE (F3): INCLUSIVE SCHOOL*

MARKS: 100 | CREDITS: 4| 8 Hrs./wk

SL. No.	Task for the student-teacher	Disability focus	Set up	No. of lessons
1	Classroom Teaching	Any disability	Inclusive schools	Minimum school periods 2025

Sl. no.	Tasks	Educational setting	Specific activities	Hrs	Submissions
1	Understanding the children in the classroom	Inclusive School	Studying the background of children in the allotted class	06	Report with reflection
2	Understanding the plans		Studying the half yearly, Monthly & Unit plans and Calendar of activities and Progress report	12	
3	Teaching support		Assisting the teachers in Adaptation of content, Lesson planning, Scheduling, Resource mobilisation, Preparing TLM &Planning celebrations	60	
4	Remedial support		Teaching special children for specialised support for achieving the content mastery - 2 students	30	
5	Student evaluation		Assist the teachers in developing Teacher made tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting	12	
Total				120	

COURSE (F3): INCLUSIVE SCHOOL*

MARKS: 100 | CREDITS: 4| 8Hrs./wk

*Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and/or viva voce examination.

Engagement with field as part of courses indicated below:

~~Sl. No.~~	~~Tasks for the student -teacher~~	~~Course~~	~~Place~~
~~1~~	~~Assignment /project /presentation~~	~~B5~~	~~institute~~
~~2~~	~~Assignment /project/ presentation~~	~~B6~~	~~Institute / school~~
~~3~~	~~Assignment /project/ presentation~~	~~D3~~	~~Institute / school~~

PAPER -A 3: LEARNING, TEACHING AND ASSESSMENT

COURSE OBJECTIVES **MARKS: 100 | CREDITS:04 | 4 Hrs./4wk**

After completing this course the student-teachers will be able to

- -Comprehend the theories of learning and Intelligence and their applications for teaching children
- -Analyze the learning process, nature and theory of motivation
- -Describe the stages of teaching and learning and the role of teacher
- -Situate self in the teaching learning process
- -Analyze the Scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

UNIT I: Human Learning ~~and Intelligence~~

- Human Learning: Meaning, definition ~~and concept.~~
- **Psychophysical Basis of Learning.**
- Learning theories: Behaviourism-Pavlov, Thorndike
- ~~, Skinner,~~ Cognitivism: Piaget~~,~~.
- Social Constructism :Bandura.
- ~~Intelligence: Concept and definition, Theories: two factor ,Multifactor, Tri archic (Robert Steinberg)~~
- ~~Creativity: Concept and definition and Characteristics~~
- ~~Implications for Classroom Teaching and Learning~~

UNIT II: Learning Process ~~and Motivation~~

- Sensation: Definition and Sensory Process.
- Attention: Definition and Affecting Factors.
- Perception: Definition and types.
- Memory~~,~~: **Definition and types.**
- Thinking and Problem Solving.
- ~~Motivation: Nature, definition and Maslow's theory~~

UNIT III: Teaching learning Process, Motivation & Intelligence

- Maxims of Teaching
- Stages of teaching: Plan, Implement, Evaluate, Reflect
- ~~Stages of Learning: Acquisition, Maintenance, Generalization~~
- ~~Learning Environment: Psychological and Physical~~
- ~~Leadership Role of Teacher in classroom ,School and community~~
- **Motivation: Nature, definition and Maslow's theory**
- **Intelligence: Concept, definition &levels,**
- **Intelligence Theories**

UNIT IV: Overview of Assessment and school System

- Assessment: Conventional meaning and Constructivist perspective.
- Assessment of Learning and Assessment for learning: Meaning and Difference.
- Comparing ~~and contrasting~~ assessment, evaluation, measurement, test and examination.
- ~~Formative and Summative evaluation, Curriculum based Measurement~~
- Revisiting key concepts in school evaluation: filtering learners marks ,credit, grading, choice~~, alternate certifications, transparency, internal-external proportion, improvement option~~
- **Formative and summative evaluation curriculum based measurement**

UNIT V: Assessment: Strategies and Practices

- Strategies:(Oral,written,portfolio,observation,project,presentation,group discussion, open book test~~, surprise test, untimed test ,team test records of learning~~) Meaning and procedure
- Typology and level of assessment items: Multiple choice, Open-ended and Close ended ~~,Direct, Indirect ,Inferential Level~~.
- **School Examination: Efforts for Exam reforms: CCE**

- Analysis, ~~Reporting~~reporting, interpretation, ~~Documentation ,Feedback~~documentation, feedback and pedagogic ~~decision~~decisions
- Assessment of ~~Diverse Learners~~diverse learners: Exemptions, ~~Concessions, adaptation~~concessions, adaptations and accommodations;
- ~~School Examination: Efforts for Exam reforms: Comprehensive and Continuous evaluations(CCE)NCF (2005)~~

Engagement with the field as part of course as indicated Below:

l. Report submission: Observation of children belonging to any three stages of development and describing applications of development in teaching – learning context
ll. Preparation of Self study report on individual differences among learners
lll. Compilation of 5 CBM Tools from Web search in any one school subject
lV. Team presentation of Case study on assessment outcome used for pedagogic decisions

Transactions and Evaluations

This concepts and theoretical precepts included in this course should be explained with references to children with and without disabilities. The effort of transaction should be to enhance the understanding of how learning occurs and what are the suitable means of its assessment . Evaluation may be done by asking student-teachers to children with and without disabilities and present a report of the same.

Essential Readings:

- Amin, N (2002) Assessment of Cognitive Development of Elementary school ChildrenAgency.A psychometric approach ,Jain Book agency New Delhi
- Chauhan,S.S. (2013) Advanced Educational Psychology.Jain book agency, New Delhi.
- King- Sear, E.M.(1994) Curriculum Based Assessment in Special Education. Singular publishing group San Diego CA
- Panch , R.(2013) Educational psychology:teaching and learning perspective McGraw hill , New Delhi
- WoolFolk,A. Mishra G. &jha A.K. (2012) Fundamental of Educational Psychology,11th EDN Pearson Publication , New Delhi
- Singh ,A.K.*SikshaManovigyaanMotilalbanarsidas publication Varanasi*

- ***Suggested Reading***

- Geisinger,K>F. (2013) APA Handbook of testing and Assessment in Psychology.Available at APA USA
- Howell,K.W.&Nolet,V (2000)Curriculum–BsedEvaluation:Teaching and decision making Scarborough ,Ontario Canada Wadsworth
- McMillion J.H.(2001) Classroom Assessment Principles and Practice for Effective instruction Allyn and Bacon London **And available text book**

~~And available text book~~

PAPER A4S: PEDAGOGY OF TEACHING SCIENCE

COURSE OBJECTIVES **MARKS: 100 | CREDITS:04 | 4 Hrs./wk HOURS 60**

After completing the course the student-teacher will be able to –

- Explain the role of science in day to day life and its relevance to modern society.
- Describe the aims and objective of teaching science at school level
- Demonstrate and apply skills to select and use different methods of teaching the content of sciences.
- Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.

UNIT ~~I~~1: Nature and Significance of Science

1.1 Nature of Science
1.2 Correlation of Science with other subjects
1.3 Importance of Science in school curriculum
1.4 Relationship of Science and Society
1.5 Role of Science for Sustainable development, Impact of Science on Environment

UNIT ~~II~~2: Planning for Instruction

2.1 Aims and objectives of teaching Science in ~~elementary and~~ secondary schools.
2.2 Bloom's Taxonomy of Educational Objectives and Writing Objective in Behavioral Term
~~Lesson~~2.3Lesson Planning: ~~Definition~~Meaning, Importance~~,~~ & Elements ~~and Herbartian~~
2.4Herbartian Approach~~.~~ of lesson planning
~~Unit~~2.5Unit Planning: Definition, ~~Types, Characteristics,~~ Purpose~~, Principles and~~Format. & Elements
~~• Pedagogical Analysis: Meaning, Objectives and Guidelines.~~

UNIT ~~III~~3: Approaches and Methods of Teaching Sciences

3.1Meaning, importance of approaches and teaching methods
3.2 Learner ~~Centered & Teacher~~ centered & teacher centered teaching methods
3.3 Lecture method, ~~Demonstration~~demonstration method~~, Inquiry method~~ and ~~Problem~~problem solving method~~.~~, project method
~~• Inductive-Deductive method, Laboratory method, Project method and Discussion method.~~
~~Constructivist Approach: Comparison of Traditional pedagogy &~~ 3.4 Constructivist approach~~, Traditional & Constructivist Classroom, Characteristics~~: comparison of traditional pedagogy & constructivist approach,
traditional & constructivist classroom, characteristics of ~~Constructivist Teachers.~~constructivist teachers
~~• Different Learning Situations: Individual learning, Small group learning, Group learning, Cooperative learning, Contextual learning and Situated learning,~~

3.5 Action Research: Meaning, importance and use

UNIT ~~IV~~4 : Learning Resources for Teaching Science

4.1 Teaching Learning Aids: Definition~~, Classification, Need & importance, Edgar Dale's Cone of Experience, Selection and Use.~~ and importance
4.2 Science Club ~~and Science Exhibition: Aims & objectives, Activities and~~ : Concept, Objectives and Importance.
4.3 Science Textbooks: ~~Characteristics, Significance and Criteria~~Meaning, characteristics and criteria for evaluation.
4.4 Science Laboratory: As a learning resource~~, Approaches to laboratory work,Planning and organizing laboratory work, Safety in laboratories.~~

4.5 ~~Different Forms of ICT and its~~ Application of different forms of ICT in Science ~~Education~~teaching: Audio aids ~~(Broadcast talks & Audio tapes),~~ Visual aids ~~(Charts & Posters)~~ and Audio-visual aids ~~(Educational television, Multimedia, Uses of computer, Simulation and Internet)~~

UNIT ~~V~~5: Assessment and Evaluation for Science Learning

~~• Assessment: Definition, Objectives, Importance, Formative assessment, Summative assessment and Performance based assessment.~~

5.1 Assessment: Concept, definition and importance,

~~5.1~~5.2 Evaluation: Definition~~, Purpose~~ and ~~Importance~~importance.

~~5.2~~5.3 ~~Continuous and Comprehensive Evaluation~~C C E: Objectives, ~~Benefits, Instructions for~~ formative ~~&~~ assessment and summative ~~evaluation, and Challenges.~~assessment

~~5.3~~5.4 Achievement Test: Definition, Aims~~, Steps of Construction~~ and ~~Functions~~steps of construction

~~5.4~~5.5 Diagnostic Test: Definition, ~~Characteristics~~characteristics and ~~Need & Importance.~~importance.

Practical/Field Engagement /Project work

Any one of the fallowing

l. Pedagogical analysis of a unit from Science content.
ll. Preparation of a multimedia presentation on a topic from science content keeping student with disabilities in view.
lll. Developing an Action Research Plan on a Problem Related to teaching and learning of science to students with disabilities .
lV. Construction of a diagnostic test for unit along with a remedial plan.
V. Comparative analysis of Prescribed Syllabus and textbooks of different Boards Curricular innovations in respective subject areas
VI. Curricular adaptations for teaching Sciences to student with Disabilities.

Essential Readings:

- Anderson, H. O. Readings in Science Education for the Secondary School. New York
- Brown,R.(1978) *Science Instructionsof Visually Impaired Youth.NewYork:AFB*
- Buxton,A.C.(2010) Teaching Science in Elementry and Middle School.NewDelhi:Sage Publications
- Bybee,R.(2010b).The*Teaching of science*,21st-century perspectives.arlingtonVA:NSTA Press USA
- Fensham,P.J.(1994)The Content of Science:AConstructive Approach to its Teaching and Learning. Washington DC: The Falmerpress,USA,
- Gupta,V.K.(1995) *Teaching and Learning of Scienceand Technology. New Delhi:Vikas Publishing House Pvt.Ltd*
- Henninen, K.A.(1975)teaching of Visually Handicapped,ohio:CharlesE.Merrill Publishing Company.
- Joshi, S.R.(2005) Teaching of Science.Newdelhi:A.P.H. Publishing Corporation.
- Jenkins, E.W. (Ed.) *Innovations in Science and Technology Education*, Vol. VI, UNESCO, Paris.
- Nair, C.P.S.Teaching Science in our Schools, S. Chand & Co. Pvt. Ltd. New Delhi.
- .Negi, J. S.BhautikShikshan, VinodPustakMandir, Agra
- Misra, K.S.Effective Science Teaching.Anubhav Publishing House, Allahabad
- NCERT, (2005). *Focus Group Report' Teaching of Science* NCERT New Delhi.
- NCERT, (2006). *National Curriculum Framework*- 2005, NCERT. New Delhi.
- Rawat D. S.Vigyanshikshan, VinodPustakMandir, Agra.
- Vaidya, N.*The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
- Yadav, M.S.Teaching of Science, Amol Publications.
- ..Mohan, Radha *Innovative Science Teaching: For Physical Science Teachers.* New Delhi: PHI Learning Pvt. Ltd.

- Sharma, S.*Constructivist Approaches to Teaching and Learning,* New Delhi: NCERT
- Sharma, R.C. *Modern Science Teaching*, New Delhi: DhanpatRai Publications,
- Sounders ~~:~~ The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
- Rawat D. S.Vigyanshikshan, VinodPustakMandir, Agra.
- Vaidya, N.*The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
- Yadav, M.S.Teaching of Science, Amol Publications.
- ~~UNESCO. *The~~UNESCO*The UNESCO Source Book for Science Teaching.*UNESCO, Paris.

- **Suggested Reading**

- Gupta, S.K.(1983) Technology of Science Education,Delhi:Vikas Publishing House Pvt.Ltd.
- Gupta ,V.K.(1995) Reading in Science and Mathematics Education,Ambala:The associated Press
- Mangal S. K. *Teaching of science*, New Delhi: Arya Book Depot
- Rao ,V.K.(2004) Science Education,APH Publishing Corpn.New Delhi

PAPER : A4M: PEDA GOGY OF TEACHING MATHEMATICS

COURSE OBJECTIVES **MARKS: 100 | CREDITS:04 | 4 Hrs./wk**

After completing the course the student–teacher will be able to –

- Explain the nature of Mathematics and its historical development with contribution of Mathematicians.
- Describe the aims and objectives of teaching Mathematics at school level.
- Demonstrate and apply skills to select and use different method of teaching Mathematics.
- Demonstrate Competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- Demonstrate Skills to design and use various evaluation tools to measure learner achievement in Mathematics.

UNIT I: Nature and Significance of Mathematics

- Meaning, Nature and Characteristics of Mathematics
- Correlation of Mathematics with other subjects
- Importance of Mathematics in school curriculum
- Values of teaching Mathematics
- Contribution of Mathematicians: Ramanujam, Aryabhatta, Bhaskaracharya, Euclid and Pythagoras.

UNIT II: Instructional Planning in Mathematics

- Aims and objectives of teaching Mathematics in elementary and secondary schools.
- Bloom's Taxonomy of Educational Objectives and Writing Objective in Behavioral Term
- Lesson Planning: Definition, Importance, Elements and Herbartian Approach.
- Unit Planning: Definition, Types, Characteristics, Purpose, Principles andFormat.
- Pedagogical Analysis: Meaning, Objectives and Guidelines.

UNIT III: Approaches and Methods of Teaching Mathematics

- Learner Centered & Teacher centered
- Lecture method, Demonstration method, Inquiry method and Problem solving method.
- Inductive-deductive method, Analytic-synthetic method, Project method and Discussion method.
- Constructivist Approach: Comparison of Traditional pedagogy & Constructivist approach, Traditional & Constructivist Classroom, Characteristics of Constructivist Teachers.
- Different Learning Situations: Individual learning, Small group learning, Group learning, Cooperative learning, Contextual learning and Situated learning,

UNIT IV: Teaching-Learning Resources in Mathematics

- Teaching Learning Aids: Definition, Classification, Need & importance, Edgar Dale's Cone of Experience, Selection and Use.
- Mathematics Club: Aims & objectives, Activities and Importance.
- Mathematics Textbooks: Characteristics, Significanceand Criteria for evaluation.
- Mathematics Laboratory: As a learning resource, Approaches to laboratory work,Planning and organizing laboratory work.
- Different Forms of ICT and its Application in Mathematics Education: Audio aids (Broadcast talks & Audio tapes), Visual aids (Charts & Posters) and Audio-visual aids (Educational television, Multimedia, Uses of computer, Simulation and Internet)

UNIT V: Assessment and Evaluation for Mathematics Learning

- Assessment: Definition, Objectives, Importance, Formative assessment, Summative assessment and Performance based assessment.
- Evaluation: Definition, Purpose and Importance.
- Continuous and Comprehensive Evaluation: Objectives, Benefits, Instructions for formative & summative evaluation, and Challenges.
- Achievement Test: Definition, Aims, Steps of Construction and Functions.

- Diagnostic Test: Definition, Characteristics and Need & Importance.

Practical/Field Engagement/Project Work

Any one of the Following

l. Pedagogical analysis of a unit of content from secondary school mathematics syllabus

ll. Preparation of multimedia presentation on a topic with special reference to students with disabilities

lll. Construction of a Question paper based on current CBSE format/concerned State Board of education , preparing its Scoring key and marking scheme.

IV .Analyzing errors committed by school children in Mathematics and preparing a remedial plan.

V. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities.

Transactions

Lecture cum demonstration, workshop and Seminars

Essential Reading

Carey,L.M.(1988) *Measuring and Evaluating School learning,Boston:Allyn and Bacon*

Chamber P(2010) Teaching Mathematics,SagePublication,Newdelhi

Chaman,L.R.(1970) *The Process of Learning Mathematics,Newyork:Pregamon Press.*

David A.H.(2007) Teaching Mathematics Meaningfully:Solution for Reaching Struggling Learners , Canada:Amazon Book

David,W.(1998) *How ChildrenThink and Learn ,New York:Blackwell Publishers Ltd.*

Gupta,H.N.&Shankara,V(1984)Content-cum-Methodology of Teaching mathematics, NCERT,New Delhi

James,A(2005) Teaching of Mathematics,NewDelhi:neelkamal Publication

Kumar,S.(2009) Teaching Mathematics,New Delhi :Anmol Publication

Mangal , S.K.(1993) Teaching of Mathematics,NewDelhi:Arya Book Depot.

Suggested Readings:

UNESCO. *The UNESCO Source Book for Mathematics Teaching.* UNESCO, Paris.

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

NCERT, (2009). *National Curriculum Framework* 2009, NCERT. New Delhi.

Teaching of Mathematics(ES-342)Block 1-4(2009). IGNOU ,New Delhi

Text Book of Mathematics for Class VI to X (2006) NCERT,New Delhi

PAPER: A4 ~~(Part III):~~SS : PEDAGOGY OF TEACHING SOCIAL SCIENCE

COURSE OBJECTIVES **MARKS: 100 | CREDITS:04 | 4 Hrs./4wk**

After Completing the course the student- teacher will be able to

-Explain the concept, nature and scope of social science.

- Develop competencies for designing unit and lesson plans, as well as tools of evaluation ~~for social science teaching.~~ for social science teaching.

- Develop skills in preparation and use of support materials for effective social science ~~teaching.~~ teaching.

- Develop the ability to organize co-curricular activities and community resource for promoting social science learning.

UNIT I: Nature of Social Science

- Concept, scope and Nature of Social Science
- Difference Between Social Science and Social studies
- Aims and objective of teaching social science at School level
- Significance of Social Science as a core subject
- Role of Social Science teacher for an egalitarian society

UNIT II: Curriculum and Instructional Planning

- Organization of social science curriculum at school level
- Instructional Planning: Concept, need and importance
- Unit Plan and Lesson Plan: need and importance
- Procedure of Unit and Lesson Planning
- Adaptation of Unit and Lesson plans for children with disabilities

UNIT III: Approaches to Teaching of Social Science

- Need of educational approaches in social science
- Methods of teaching social science: Lecture, discussion and project method
- *Devices and Techniques of teaching social studies*- Narration ,fieldtrip , storytelling, role play, group and self-study
- ~~,~~programmed learning ,inductive thinking ,concept mapping, and problem solving.
- Instructional material for teaching of social science: Time-lines & Genealogical Chart, Maps & Globes, use of different types of Board(Smart boards, Chalk Board, Flannel Board) ~~• Realiya and dayorama and model~~

UNIT IV: Evaluation of learning in Social science

- Purpose of evaluation in social science
- Techniques of evaluating learner achievement in social science: Written and Oral test, Observation tools,
- Assessment: formative and summative
- Construction of teacher made test
- Diagnostic test for children with disabilities.

UNIT V: Social Science Teacher as a Reflective Practitioner

- Being a reflective practitioner- use of Action Research
- Developing an Action Research Plan for solving a problem in Teaching – learning of social science
- Case Study – Need and Importance for a School Teacher
- Objective and limitation of case study
- Evaluation work- achievement of ~~studentin~~student in social studies.

Transaction

The student–teacher should be encouraged to read chapters and articles. There may be quizzes, seminars, field trips, lectures demonstrations school visits and observations to teach this course

Course work/Practical/Field Engagement

- Prepare a unit of social science content for a given child with disabilities
- Develop an Action Research Plan on a Problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disabilities
- Develop question and achievement test in social science
- Organize activities like quiz, mock- parliament , field trips exhibitions and any other co-curricular activities in schools.

Essential Reading

- Aggrarwal, J.C.(2008) Principles,Methods& Techniques of Teaching.UP: Vikas Publishing House PvtLtd
- Batra,P.(2010) Social science Learning In Schools Perspective and Challenges,Sage Publication PvtLtd:Pap/Com Chauhan,S.S.(2008) Innovations in Teaching Learning Process.UP:Vikas Publishing House PVT Ltd.
- Dhand,H.(2009) Techniques of Teaching New Delhi.New Delhi :APH Publishing Corporation
- Duplass,J.A.(2009) *Teaching Elementary social studies.New Delhi: Atlantic Publishers.*
- Mangal,U.(2005) SamajikShikshan ,ARya Book Depot,New Delhi

Suggested Readings:

- Aggrwal,J. C.(2008). Teaching of Social Studies: A practical Approach (4thEd). UP: Vikas Publishing House pvt ltd .
- George,A.M.,& Madam,A.(2009) Teaching Social Science in schools: NCERT,S New Textbook Initiative.
- Mangal, S.K.(2004).Teaching of social Science, Arya Book Depot, Delhi
- Rai,B.C.(1999) Methods of teaching Economic, Prakashan Kendra, Luck now
- Sharma, R.A. (2008). Technological Foundation of Education. Meerut: R.Lall Books Depot.
- Sharma,R.N.(2008~~).~~) Principles and Techniques of Education Delhi: Surjeet Publications
- Singh Y.K. (2009) . Teaching of History: Modern Methods New Delhi :APH Publishing Corporation.
- Stone , R. (2008) Best Practices For Teaching Social studies: What award –Winning Classroom Teachers Do,Crowin CA.

PAPER: A4M: PEDA GOGY OF TEACHING MATHEMATICS

COURSE :OBJECTIVES MARKS: 100 | CREDITS:04 | 4 Hrs./wk

After completing the course the student–teacher will be able to –

- Explain the nature of Mathematics and its historical development with contribution of Mathematicians.
- Describe the aims and objectives of teaching Mathematics at school level.
- Demonstrate and apply skills to select and use different method of teaching Mathematics.
- Demonstrate Competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- Demonstrate Skills to design and use various evaluation tools to measure learner achievement in Mathematics.

Unit 1: Nature and Significance of Mathematics

1.1 Meaning, nature of Mathematics
1.2 Characteristics of Mathematics
1.3 Importance of Mathematics in school curriculum
1.4 Correlation of Mathematics with other subjects
1.5 Contribution of Mathematicians: Ramanujam, Aryabhatta, Bhaskaracharya, Euclid and Pythagoras.

Unit 2: Instructional Planning in Mathematics

2.1 Aims and objectives of teaching Mathematics in secondary schools.
2.2 Bloom's Taxonomy of Educational Objectives and Writing Objective in Behavioral Term
2.3 Lesson Planning: Meaning, Importance & Elements
2.4 Herbartian Approach of lesson planning
2.5 Unit Planning: Definition, Purpose & Elements

Unit 3: Approaches and Methods of Teaching Mathematics

3.1 Meaning, importance of approaches and teaching methods
3.2Learner centered & teacher centered teaching methods
3.3Lecture method, demonstration method and problem solving method, project method
3.4 Constructivist approach: comparison of traditional pedagogy & constructivist approach,
traditional & constructivist classroom, characteristics of constructivist teachers
3.5 Action Research: Meaning, importance and use

Unit 4: Teaching–Learning Resources in Mathematics

4.1Teaching Learning Aids: Definition and importance
4.2 Mathematics Club: Concept, Objectives and Importance.
4.3 Mathematics Textbooks: Meaning, characteristics and criteria for evaluation.
4.1 Mathematics Laboratory: As a learning resource
4.5Application of different forms of ICT in Mathematics teaching: Audio aids, Visual aids and Audio-visual aids

Unit 5: Assessment and Evaluation for Mathematics Learning

5.1Assessment: Concept, definition and importance,

5.2Evaluation: Definition and importance.
5.3 C C E: Objectives, formative assessment and summative assessment
5.4 Achievement Test: Definition, Aims and steps of construction
5.5Diagnostic Test: Definition, characteristics and importance.

Practical/Field Engagement/Project Work

(Any one of the Following)

l. Preparation of multimedia presentation on a topic with special reference to students with disabilities

ll. Analyzing errors committed by school children in Mathematics and preparing a remedial plan.

III. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities.

Transactions

Lecture cum demonstration, workshop and Seminars

Essential Reading

- **Carey,L.M.(1988)** ***Measuring and Evaluating School learning,Boston:Allyn and Bacon***
- **Chamber P(2010) Teaching Mathematics,Sage Publication,New delhi**
- **Chaman,L.R.(1970)** ***The Process of Learning Mathematics,New york:Pregamon Press.***
- **David** A ~~**5(Part I)**~~**.H.(2007) Teaching Mathematics Meaningfully:Solution for Reaching Struggling Learners , Canada:Amazon Book**
- **David,W.(1998)** ***How ChildrenThink and Learn ,New York:Blackwell Publishers Ltd.***
- **Gupta,H.N.&Shankara,V(1984) Content-cum-Methodology of Teaching mathematics, NCERT,New Delhi**
- **James,A(2005) Teaching of Mathematics,New Delhi:neelkamal Publication**
- **Kumar,S.(2009)Teaching Mathematics,New Delhi :Anmol Publication**
- **Mangal , S.K.(1993)Teaching of Mathematics,New Delhi:Arya Book Depot.**

Suggested Readings:

- **UNESCO.** ***The UNESCO Source Book for Mathematics Teaching.*** **UNESCO, Paris.**
- **NCERT, (2005).*National Curriculum Framework*- 2005NCERT New Delhi.**
- **NCERT, (2009).*National Curriculum Framework*- 2009, NCERT. New Delhi.**
- **Teaching of Mathematics(ES-342)Block 1-4(2009). IGNOU ,New Delhi**
- **Text Book of Mathematics for Class-VI to X (2006) NCERT,New Delhi**

COURSE : A 5H: हिन्दी शिक्षण

पाठ्यक्रम के उद्देश्य –MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थी इस योग्य होंगे कि-

- -व्यक्ति तथा समाज के जीवन और विकास मे भाषा के योगदान से परिचित होंगे।
- -मूलभूत भाषा कौशलों और भाषा अधिगम मे उनकी भूमिका का अनुभव करेंगे।
- -इकाई नियोजन और पाठ –योजना ~~कि~~को बनाने एवं क्रियान्वित करने की प्रक्रिया मे कुशल होंगे।
- -हिन्दी शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन मे सक्षम होंगे।
- -हिन्दी शिक्षण के अधिगम लक्ष्यो कि प्राप्ति के लिए प्रयोज्य शिक्षण विधियो का प्रयोग करेंगे।
- -हिन्दी शिक्षण के उद्देश्यों कि सहज प्राप्ति के लिए सहायक उपकरणो के निर्माण और उपयोग मे दक्ष होंगे।
- -भाषा अधिगम मे सतत एवं व्यापक मूल्यांकन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।
- -भाषा अधिगम मे विद्यार्थियो कि कठिनाइयो के निराकरण के लिए क्रियात्मक अनुसंधान का प्रयोग करेंगे
- -चिंतन दैनंदिनी और पोर्टफोलियो निर्माण कि प्रविधि का उपयोग करेंगे।

ईकाई १ : भाषा ,हिन्दी भाषा की प्रकृति एवं प्रयोज्यत्ता और पाठ्यवस्तु संवर्धन

- भाषा का प्रत्यय और उपयोगिता, बोली और मानक भाषा का प्रत्यय
  - ~~शिक्षा ,समाज ,व्यापार ,राजनीति ,शोध एवं विकास मे भाषा का योगदान ,हिन्दी भाषा का नामकरण संस्कृत से हिन्दी के उदभव की प्रक्रिया।~~
- भाषा का कार्य एवं एक उपकरण के रूप में इसका उपयोग तथा भाषा अध्यापन के सिद्धांत।
- मूल –भूत भाषा ~~कौशलों~~कौशल – श्रवण,वाचन, पठन,और लेखन का परिचय(भूमिका एवं विधियाँ)।
- हिन्दी साहित्य का सामान्य परिचय ,हिन्दी गद्य एवं पद्य साहित्य की विधाओ का सामान्य परिचय।
- ~~माध्यमिक स्तर पर हिन्दी पाठ्यक्रम मे हुए परिवर्तनों का आकलन।~~हिंदी साहित्य के इतिहास के विभाजन के आधार पर प्रमुख्य साहित्य एवं साहित्यकार के नाम।

इकाई २ : भाषा अधिगम की प्रकृति और पाठ नियोजन

- माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।
  - इकाई नियोजन ~~का प्रत्यय ,इसका महत्व~~ परिचय और ~~निर्माणविधि।~~
- प्रकिया, पाठ योजना ~~का परिचय ,पाठ योजना के संरचनात्मक~~ - परिभाषा,तत्व एवं उपागम ~~का परिचय~~ और ~~अध्यास ,~~पाठ योजना के चरण और उनका क्रियान्व्यन।
- भाषा शिक्षण में वर्ण/ शब्द व्यवस्था स्वर, व्यंजन,अक्षर, वर्तनी, लिंग, वचन,वाक्य के अंग ,वाक्य के भेद, कारक चिन्ह का अध्ययन ।

- हिन्दी शिक्षण के ज्ञानात्मक ,बोधात्मक ,कौशलात्मक और रुचिगत भावनात्मक उद्देश्यों का निर्धारण
- विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली मे लेखन।

इकाई ३ : हिन्दी की विविध विधाओ के शिक्षण की विधियो का परिचय और उपयोग

- माध्यमिक कक्षाओ मे गद्य एवं पद्य शिक्षण की उपयोगिता।
- गद्य शिक्षण की अर्थबोध ,व्याख्या विस्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।
- पद्य शिक्षण की शब्दार्थ कथन ,खंडान्वय ,व्यास और समीक्षाविधि का परिचय और इनकी उपयुकतता का आंकलन ।
  - माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता एवं, उपयोगिता,
- , व्याकरण शिक्षण की विधि –निगमन, आगमन ,पाठ्यपुस्तक विधियो का मूल्यांकन ।
- भाषा शिक्षण की प्रमुख्य विधियों के नाम एवं प्रदाता के नाम।

इकाई ४ : भाषा अधिगम –शिक्षण मे सहायक सामग्रियों का प्रयोग एवं शब्द- सृजन प्रक्रिया

- शिक्षण उपकरणोउपकरणों का संदर्भ ,महत्वसंप्रत्यय ,उद्देश्य और लाभउपयोगिता ।
- अधिगम –शिक्षण के द्रश्य उपकरणोउपकरणों के प्रकार,दृश्य उपकरणो –,श्यामपट ,चार्ट ,नक्शा ,मानचित्र ,प्रतिरूप और फ्लाशकार्ड, फ्लैस कार्ड, काम्पैक्ट डिस्क व कैसेट्स, टीवी, कंप्यूटर, और इंटरनेट की प्रयोग विधि तथा अनौपचारिक शिक्षण उपकरण।
- श्रव्य उपकरणो –कॉम्पैक्ट डिस्क व कैसेट्स केभाषा शिक्षण के दौरान शब्द-सृजनका प्रयोग –शुद्ध-अशुद्ध , पर्यायवाची शब्द, देशज- विदेशज शब्द
  - भाषा शिक्षण के दौरान शब्द- सृजनका प्रयोग की विधि और अभ्यास ।
- वैद्युद्रनिक उपकरणो – टीवी, कम्प्युटर, और इंटरनेट का सहायक उपकरणो के रूप मे प्रयोग की विधि और उपयोगिता।– उपसर्ग ,प्रत्यय ,संधि शिक्षण,समास शिक्षण
- भाषा अधिगम मे भाषा प्रयोगशाला के प्रयोग की संरचना, कार्य विधि और समीक्षाइसका मूल्याकन।

इकाई ५ : भाषा अधिगम के मूल्यांकन की प्रवधिप्रविधि एवं चिंतनशील साधक के रूप मे शिक्षक

- भाषा में मूल्यांकन की संकल्पना ,उद्देश्य और महत्व एवं प्रकार –, और सतत तथाएवं व्यापक मूल्यांकन के संदर्भ मे।
  - लेखन ,पठन ,श्रुतलेख,सुलेख, कव्यापाठ का सतत एवं व्यापक मूल्यांकन ,,अनुलेख,प्रतिलेख, कक्षागत पाठ्य सहगामी गतिविधियो : -गीत ,अभिनय, संवाद क्रियाकलाप और नेतित्व, नेतृत्व के गुणो का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन ।
- अनुवर्ती चिंतन की अवस्यकता और महत्व , चिंतन दैनंदिनी औरगुण और पोर्टफोलियो बनाना
- विद्यार्थियो की अधिगम समस्याओ के निदान और समाधान के लिएउपचारात्मक शिक्षण परिचय और प्रक्रिया |
- हिंदी शिक्षण में क्रियात्मक अनुसंधान का प्रयोगकी संकल्पना, गुण धर्म, भाषा शिक्षण में क्रियात्मक अनुसंधान की प्रक्रिया ।
  - पाठ्यक्रम ,सहायक सामग्री और पाठ्यविधियों, पाठ्य पुस्तक का आलोचनत्मक विवेचन।

प्रायोगिक कार्य –

- आधुनिक भाषास्वरूप , उपयोगिता तथा पाठ्य पुस्तकों के रूप मे हिन्दी के गुणो और स्वाति का अनुसंधान विवरण प्रकार व विशेषताए |

  –हिन्दी शिकमन की किनही दो अधनूतन विधियो परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।

  –हिन्दी शिक्षण के श्रवण ,वाचन , और लेखन अधिगम के सटीक मूल्यांकन मे सतत एवं व्यापक मूल्यांकन की प्रविधि के उपयोग का विवरण।

  –चिंतन दैनंदिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतीकरण।

...

मूल्यांकन विंदु	कक्षा परीक्षा	प्रायोगिक कार्य	पोर्टफोलियो	उपस्थिती	सत्रांत परीक्षा
प्रदेय अंक	१०	१०	०५	०५	७०

संदर्भ पुस्तके–

- हिन्दी शिक्षण : अभिनव आयाम , डॉ श्रुतिकान्त पाण्डेय अकसीस पुब्लिकेटीओनप्रकाशन ,दरियागंज नई दिल्ली 2010
- हिन्दी शिक्षण ,उमा मंगल ,आर्य बूकबुक डिपो करोल बाग नई दिल्ली 2005
- हिन्दी शिक्षण ,डॉ रामशकल पाण्डेय ,विनोद पुस्तक मंदीरमंदिर ,आगरा 2005
- हिन्दी साहित्य का इतिहास , रामचंद्रा शुक्ल ,राजकमल प्रकाशन , नई दिल्ली 2006
- हिन्दी शिक्षण रमन बिहारी लाल ,रस्तोगी प्रकाशन ,मेरूठमेरठ 2002
- हिन्दी शिक्षण ,सावित्री सिंह इंटरनेशनल प्रकाशन हाउस मेरुतमेरठ 2004

PAPER A5(Part II):A5E: PEDAGOGY OF TEACHING ENGLISH

COURSE OBJECTIVES **MARKS:100** Credits:04 Contact Hours 60 |
CREDITS: 4 | 4 Hrs./wk

After Completing the Course the student –teacher will be able to

-Explain the principles of language teaching and trends in English Literature.
-Prepare an instructional plan in English.
-Adopt various approaches and methods to teach English Language.
-Use various techniques to evaluate the Achievement of the Learner in English.

UNIT I: Nature of English Language & Literature

- Language-definition

- Principles of Language Teaching
- Language Proficiency: Basic interpersonal communication Skills (BICS)
- Cognitive Academic Language Proficiency (CALP)
- English as Second Language in Indian context

UNIT II: Instructional Planning

- Aims ~~and~~ /objective of Teaching English at ~~different~~primary stages of schooling
- Aims/objective of Teaching English at secondary & higher secondary stages of schooling
- Lesson plan : Need and Importance
- Procedure of Lesson Planning (Prose, Poetry,~~Grammer~~ Grammar)
- Planning and adapting ~~units and~~ lesson for children with Disabilities

UNIT III: Approaches and Method of Teaching English

- Deference between an approach and method
- Communicative language teaching, Structural and ~~Constructive~~constructive approach
- Grammar Translation Method, Direct method, ~~Bilingualmethod~~Bilingual method
- Development of four basic language skills: Listening, Speaking ,Reading and Writing
- ~~Accommodation in approaches and techniques in~~Techniques in developing language Teaching children with disabilities

UNIT IV: Instructional Materials and Evaluation

- The use of the instructional aids for effective teaching of English
- Adaptations of Teaching materials for children with disabilities
- Individualized assessment for children with Disabilities
- Instructional materials-smart/black board, chart, flash card, word card ,models, OHP
- Teaching portfolio

UNIT V: Evaluation

- Evaluation-concept and need
- Testing Language skills and Language element (Vocabulary, Grammar and Phonology)
- Adaptation ~~of~~in Evaluation ~~Tools~~ for Children with Disabilities
- ~~Individualized assessment for children with Disabilities~~
- ~~Error analysis,~~ Test for the special student –language development, reading skills
- Diagnostic ~~test~~Test: Definition, characteristics and ~~Enrichment measures~~importance

Transaction:

This course should be taught through a series of workshop, seminars and presentation. Lectures, demonstration and discussion for theory based topic. Student should be encouraged to use instructional material in their practice of teaching lesson. Adaptation in pedagogy, material and evaluation should be taught through workshops and specific case studies

Course Work/Practical/Field Engagement

- Design teaching Programmed based on error analysis
- Develop an action research plan for measuring the effectiveness of agiven teaching approach in English
- Develop lesson plan for the teaching of prose and poetry
- Critically analyze any one poem or essay of a well known poet or writer

Essential Readings:

- Allen ,H. &Cambell, R.(1972).Teaching English as Second Language ,McGraw Hill New york
- Bharti,T.&Hariprasad,M(2004)Communicative English,NeelkamalPublication,s Hyderabad.
- Mangal S. K.*Teaching of science*, New Delhi: Arya Book Depot
- Bhatia,K.K.(2006) Teaching and Learning English as a Foreign Language .Kalyani Publications Hyderabad
- Grellet,F.(1980) Devloping Reading Skills,Cambridge University Press ,New york
- IGNOU CTE-~~02 Certificate~~02Certificate in Teaching of English(1989).the Structure of English,IGNOU, New Delhi

- IGNOU EEG-~~02 Elective~~02Elective Course in English(1989).The Structure of Modern English Block(1 To &7).IGNOU,New Delhi

Suggested Readings:

- Agnihotri,R.K.&Khanna,A.L.(ed.)(1996).English Grammar in Context, Ratnasagar,Delhi
- Bhatia,K.K.&Kaur,N.(2011).Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers
- Bindra,R.(2005). Teaching of English. Jammu: RadhaKrishna Anand and co.
- Brumfit,C.J.& Johnson(Ed.)(1979).The Communicative Approach To Language Teaching, Oxford University Press, Oxford
- Bryne,D.(1988) Teaching Writing Skills, Longman, England
- Krashen,D(1992) Principles and Practice in Second Language Acquisition, Pergamum press Oxford.
- Krishna Swamy(2003)Teaching English: Approaches, methods and Techniques ,Macmillan Publication, New Delhi
- Sachdeva,M.S.(2007) Teaching of English. Patiala: Twenty First Century Publications.
- Sahu B.K(2004)Teaching of English. Ludhiana: Kalyani Publishers.
- Shaik,M.& Gosh R.N.(2005)Techniques of teaching English, Neel Kamal Publications, Hyderabad.
- Sharma,P.(2011) Teaching of English:Skill and Method Delhi:Shipra Publication

COURSE B4 :INCLUSIVE EDUCATION

COURSE OBJECTIVES **MARKS:50 | CREDITS: 2 | 2 Hrs./wk**

After completing the course the student-teachers will be able to

- *Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.*
- *Explicate the national & key international policies & frameworks facilitating inclusive*

education.
~~inclusive education.~~

- *Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.*
- *Describe the inclusive pedagogical practices & its relation to good teaching.*
- *Expound strategies for collaborative working and stakeholders support in implementing inclusive education.*

Unit 1: Introduction to Inclusive Education

1.1 ~~Inclusion~~Inclusive Education : Meaning ~~&~~, Definitions, Need & Importance.
1.2 Changing Practices in Education of ~~Children~~student with ~~Disabilities:~~special needs: Segregation, Integration
& Inclusion.
~~1.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity~~
1.3 Benefits of InclusiveEducation for students with special needs and students without
special needs.
1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment.
1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional.

Unit 2: Polices & Frameworks Facilitating Inclusive Education

2.1 International Declarations: Universal Declaration of Human Rights (1948), ~~World~~Jomtien
World Declaration for Education for All (1990~~)~~), and Beijing Declaration (2000).
2.2 ~~United Nations Convention of Rights~~UNCRPD (2006) andRights of Persons with Disabilities (~~UNCRPD) (2006)~~ RPWD 2016).
2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
~~2.4 National Commissions & Policies: Kothari Commission (1964), National Policy on~~
2.4 Programmes and Scheme: IEDC1974, SSA2000, RMSA,2009, IEDSS2009.
2.5 Rights of children to Free and Compulsory Education ~~(1986), Revised National Policy of Education (1992), National Curricular~~
~~Framework (2005), National Policy For Persons With Disabilities (2006)~~
~~2.5 National Acts & Programs: IEDC (1974), RCI~~ Act (~~1992), PWD Act (1995), National Trust~~
~~Act (1999), SSA (2000),~~ RTE ~~(2006), RMSA (2009), IEDSS (2013)~~ Act, 2009).

Unit 3: Inclusive Academic Instructions & Supports for Inclusive Education

3.1 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching.
3.2 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies.
3.3 Stakeholders of Inclusive Education & Their Responsibilities.
3.4 Family Support & Involvement for Inclusion.
3.5 Community Involvement for Inclusion.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

I. Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy
II. Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities
III. Design a Poster on Inclusive Education
IV. Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy

MODE OF TRANSACTION: Group discussions following videos and visits. Debate for Inclusion vs. Segregation & Self study for legislations and frameworks

Suggested Readings:

- Bartlett, L. D., &Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999) .*Inclusive Education.*London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities* , Florida:
  Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., &Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms,*Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. &Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs.* Corwin press:Sage Publishers.
- Gore, M.C. (2004) . *Successful Inclusion Strategies for Secondary and Middle School*

Teachers, Crowin Press, Sage Publications.
- Hegarthy, S. &Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion,* Corwin Press, Sage Publishers.
- Karant, P., &Rozario, J. ((2003*). Learning Disabilities in India.* Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work* . Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Edcuation* . California: Singular Publications.
- Lewis, R. B., &Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson.

- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. &Alper, S. (1996). *Curriculum Content for Students with Moderate*

and Severe Disabilities in Inclusive Setting. Boston, Allyn and Bacon.

- Sedlak, R. A., &Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems.*Allyn and Bacon.
- Stow L. &Selfe, L. (1989). *Understanding Children with Special Needs* . London:

Unwin Hyman.

- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives:*

Special Education in Today's Schools. 2nd Ed. New Jersey: Prentice-Hall.Inc.

- Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Sstudy* . Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational*
- *Needs - Strategies for the Regular Classroom.*4th Edition, London RoutledgeFalmer:

Taylor & Francis Group.

COURSE (C2)CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

After completing the course the student-teaccers will be able to

- *Familiar with concept of curriculum and explain the importance of designing it for children with hearing impairment in the context of 21st Century learning skills.*
- *Develop capacity of developing literacy skills of reading and writing in children with hearing impairment.*
- *Describe the need for curricular adaptation and decide suitable adaptation and undertake it.*
- *Appreciate the need for curricular evaluation and describe the tools and methods for evaluating it.*

Unit 1: Curriculum and Its' Designing

1.1. Curriculum-Concept, Types
1.2. Principles of Curriculum planning
1.3. Approaches and process of Curriculum designing
1.4. Curricular needs of children with hearing impairment in scholastic areas
1.5. Curricular needs of children with hearing impairment in non-scholastic areas

Unit 2: Developing Literacy Skills: Reading

2.1Literacy Skills: meaning,scope.reading meaning and Pre-requisites of reading
2.2. types of reading a)purpose base b)style of reading
2.3. Approaches and Strategies to develop reading skills
2.4. Models of reading skills(top- down, bottom- up, interactive)
2.5. Challenges and Remedial strategies

Unit 3: Developing Literacy Skills: Writing

3.1. Writing meaning,Pre-requisites of writing.
3.2. Assessment of written language at different levels
3.3.Types of writing (coppying,guided writing)
3.4. Steps and Strategies in Developing Writing
3.5. Challenges and Remedial Strategies

Unit 4: Curricular Adaptation

4.1. Curricular Adaptation- Meaning and Principles
4.2. Need of Curriculum Adaptation
4.3. Adapting Curriculum- Content, Teaching-learning Material, and Instruction
4.4. Types of Adaptation and Process
4.5. Adaptation in Student's Evaluation and Examination

Unit 5: Curricular Evaluation

5.1. Concept, Need for Curricular Evaluation
5.2. Factors associated with Curricular Evaluation (Learner, Content, Instructor and Resources)
5.3. Areas of Curricular Evaluation: Context, Input, Process and Product

5.4. types of adaption ,Test & Tools for Evaluation
5.5. Challenges in Curricular Evaluation

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Study the syllabus, annual calendar and time table of any class in a school and write your brief reflections on how syllabus is converted into action plan
- Go through any pre-school curriculum and write your reflections on how this differs from school curriculum in terms of structure, activities and evaluation
- Take any two pages from either history or science text book from secondary section
  and adapt the content and presentations of the same for a child with hearing impairment.

MODE OF TRANSACTION &Evaluation

Lecture-cum-Demonstration, Group assignments, Discussion, Assignments and Tests

Suggested Readings:

- Bunch, G.O. (1987). The Curriculum and the Hearing Impaired student: Theoritical and Theoriticaland practical considerations. Boston, MA: College-Hills Press.
- Fontas, I. (2001). Guiding reader and Writers (Grades 3-6): Teaching comprehension, Genre and Context Literacy. Portsmouth, NH: Heinemann.
- Gathoo, V. (2006). Curricular Startegies and Adaptations for children with Hearing Impairment New Delhi: Kanishka Publishers
- Marsh, C.J. (2004). Key concepts for understanding curriculum. RoutledgeFalmer.
- Moores, D.F., Martin, D.S. (2006). Deaf Learner: developments in curriculum and Instruction.Gallaudet University Press.
- Bialostok, S. (1992). Raising Readers: Helping your child to literacy. Winnipeg, MB: Peguis Publishers.
  Peguis Publishers.
- Culliman, B.E. (2000). Read to Me: Raising Kids Who Love to Read. New York: Scholastic.
- Posner, G.J., &Rudnitsky, A.N. (2005). Course Design: A Guide to curriculum
- Development for Teachers. Pearson.
- Pathak , K.K. (2015) Inclusive language and Communication S. R. Publication :
- New Delhi

COURSE E2:PRACTICAL- DISABILITY SPECIALISATION*

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

SL.no	Tasks	Education setting	Specific activities	Hrs	Submissions
1	Assessment of hearing	Institute / Clinic	*Observation of: BOA, conditioned Pure tone Audiometry, VRA , Speech Audiometry , Hearing aid trial & hearing aid testing *Studying 10 Audiograms and noting the diagnosis and recommendations *Practicing Ling's 6 sound test	15 10	Journal with reflections
2	Assessment of speech	Institute / Clinic	*Listening to speech of children with and without hearing loss and identifying parameters (Non segmental, segmental & supra segmental) 3 children each *Observing speech assessment (screening) – 2 children *Carrying out speech assessment (screening) -2 children *Observing speech assessment using standardized tool – 2 children	15 10	Journal with reflections
3	Assessment of language	Institute / Clinic	*Studying & describing standardized language tests – 1 number *Observations of any one test administration – 1 child *Administering any 1 test in a group *Observation of developmental scale-3 children * Observing a reading comprehension test- 1 group of students of primary level	15 10	Journal with reflections
4	Assessment in developmental psychology	Institute / Clinic	*Studying & describing DST, GDS, CPM , SFB ,VSMS:- intelligence and personality test *Observing assessment of children using any two of the above *Studying 10 5 assessment reports and noting the diagnosis and recommendations	10	
Total				60	

Area E2- Practical Disability Specialization (Area C) *

Sl.no.	Tasks for the student-teachers	Disability focus	Education setting	Hrs	Description
1.1	Classroom observation	Other Than Major Disability	Special school	30 20	Observation of all subjects at different level, minimum 20 school periods.

1.3	a-Micro teaching & simulated teaching on selected skills	General	Institute	5	10 lessons
	b-Micro teaching & simulated teaching on 5 each from lessons planned in 1.2	Major Disability	institute	5	10 lessons

*Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and viva voce examination.

Engagement with field as part of courses indicated below:

Sl. No.	Tasks for the student -teacher	Course	Place
1	Assignment /project /presentation	A3	institute
2	Assignment /project/ presentation	B4	institute
3	Assignment /project/ presentation	C2	Institute /special/inclusive school
4	Assignment /project/ presentation	A4/A5	

List of Revised Courses

Department : *Education*

Program Name : *B.Ed. Special Education Hearing Impairment (HI)*

Academic Year : 2019-21

List of Revised Courses

Sr. No.	Course Code	Name of the Course
1.	A1	Human Growth & Development
2.	A2	Contemporary India & Education
3.	B1	Introduction to Sensory Disabilities
4.	B2	Introduction to Neuro Developmental Disabilities
5.	B3	Introduction to Locomotor & Multiple Disabilities
6.	HIC1	Assessment and Identification of Needs
7.	E1	Practical :Cross Disability and Inclusion
8.	A3	Learning ,Teaching and Assessment
9.	A4 S	Science
10.	A4 SS	Social Science
11.	A4 M	Mathematics
12.	A5 H	Hindi
13.	A5 E	English
14.	B4	Inclusive Education
15.	HIC2	Curriculum Designing, Adaptation and Evaluation
16.	E2	Practical :Disability Specialization
17.	HIC3	Educational Intervention and Teaching Strategies
18.	HIC4	Technology and Disability
19.	HIC5	Psycho Social and Family Issues
20.	D1	Reading and Reflection on Text (EPC)
21.	E3	Practical :Disability Specialization
22.	F1	Main Disability Special School (related to area C)
23.	A6	Basic Research & Basic Statistic
24.	B5	(a)Community Based Rehabilitation (b) Application of ICT in Classroom
25.	B6	(a)Communication Option :Oralism (b)Management of Learning Disability
26.	D2	Drama and Art in Education

27.	E4	Practical Cross Disability and Inclusion
28.	F2	Other Disability Special School
29.	F3	Inclusive School

Minutes of Meetings (MoM) of Board of Studies (BoS)

Academic Year : 2019-20

School : *School of Studies of Education*

Department : *Education*

Date and Time : *July 14, 2019 – 03:00 PM*

Venue : *DoE, GGV, Bilaspur*

The scheduled meeting of member of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held to design and discuss the B. Ed. Special Education Hearing Impairment (HI) (I to IV semesters) scheme and syllabi.

The following members were present in the meeting:

1. Dr. C.S. Vazalwar, (HoD, Chairman, BoS.)
2. Dr. R.N. Sharma, (External Expert Member BoS, faculty of education, BHU, UP)
3. Dr. Sujeet Kumar, (Internal member BoS)
4. Dr. Sunil Kumar Sain (Internal member BoS)

Following points were discussed during the meeting

The syllabus for B. Ed. Special Education Hearing Impairment (HI) was discussed amongst the present members and as per relevance, as well as need of concerned paper & it is resolved that syllabus for B. Ed. Special Education Hearing Impairment (HI) is approved by the BoS.

It was further decided that the curricula will be operative under the credit system. The CBCS/ECS would not be implemented in strict sense to the present programmes run by the department, being professional post-graduate programmes, and owing to the present limitations of space and resources. However, ample number of elective courses have been designed to be offered in the all the programmes of B.Ed., B.Ed. Special Education (HI & LD). Moreover, the Curriculum of M.Ed. programme have been designed to offer choices in terms of specialisation courses as well as dissertation in chosen area. Such courses would be able to meet the diverse need and interest of the clienteles. More choices of courses should be included as and when there would be sufficient infrastructure and system support available.

The committee discussed and approved the scheme and syllabus from the session 2019-20.

Head
Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)

Signature & Seal of HoD

Scheme and Syllabus

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER –I

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses	Human Growth & Development	A1	4	100	50	30	70
	Contemporary India & Education	A2	4	100	50	30	70
Group-B Cross Disability& Inclusion	Introduction to Sensory Disabilities	B1	2	50	25	15	35
	Introduction to Neuro Developmental Disabilities	B2	2	50	25	15	35
	Introduction to Locomotor & Multiple Disabilities	B3	2	50	25	15	35
Group –C Disability Specialization Courses	Assessment and Identification of Needs	HIC1	4	100	50	30	70
Group –E Practical Related to Disability	Practical :Cross Disability and Inclusion	E1	2	50	25	50	
	TOTAL		20	500	250	185	315

SEMESTER –II

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses & Pedagogy Courses	Learning ,Teaching and Assessment	A3	4	100	50	30	70
	Pedagogy of Teaching (any one) Science Social Science Mathematics	 A4 S A4 SS A4 M	4	100	50	30	70
	Pedagogy of Teaching (any one) Hindi English	 A5 H A5 E	4	100	50	30	70
Group-B Cross Disability& Inclusion	Inclusive Education	B4	2	50	25	15	35
Group –C Disability Specialization Courses	Curriculum Designing, Adaptation and Evaluation	HIC2	4	100	50	30	70
Group-E Practical Related to Disability	Practical :Disability Specialization	E2	2	50	25	50	
TOTAL			20	500	250	185	315

SEMESTER –III

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group –C Disability Specialization Courses	Educational Intervention and Teaching Strategies	HIC3	4	100	50	30	70
	Technology and Disability	HIC4	4	100	50	30	70
	Psycho Social and Family Issues	HIC5	2	50	25	15	35
Group –D EPC	Reading and Reflection on Text (EPC)	D1	2	50	25	50	
Group-E Practical Related to Disability	Practical :Disability Specialization	E3	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Main Disability Special School (related to area C)	F1	4	100	50	100	
TOTAL			20	500	250	325	175

SEMESTER –IV

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core courses	Basic Research & Basic Statistic	A6	2	50	25	15	35
Group-B Cross Disability& Inclusion	Skill Based Optional Course (any one of Cross Disability and Inclusion) (a)Community Based Rehabilitation (b) Application of ICT in Classroom	B5	2	50	25	15	35
	Skill Based Optional Course (any one of Disability Specialization) (a)Communication Option :Oralism (b)Management of Learning Disability	B6	2	50	25	15	35
Group –D EPC	Drama and Art in Education	D2	2	50	25	50	
Group-E Practical Related to Disability	Practical Cross Disability and Inclusion	E4	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Other Disability Special School	F2	4	100	50	100	
	Inclusive School	F3	4	100	50	100	
TOTAL			20	500	250	430	70
TOTAL CREDITS			**80**	**2000**	**1000**	**1125**	**875**

Scheme and Syllabus

COURSE A1: HUMAN GROWTH & DEVELOPMENT

COURSE OBJECTIVES **MARKS: 100 | CREDITS:04 | 4 Hrs./wk**

After studying this course the student-teacher will be able to:

-Explain the process of development with special focus on infancy childhood and adolescence.
-critically analyze developmental variations among children.
-comprehend adolescence as a period of transition and threshold of adulthood.
-analyze different factors influencing child development.

UNIT I: Approaches to Human Development

- Concept and definition of development, Difference between growth and development.
- ~~Characteristics of development: Lifelong, multidimensional, multidirectional, plastic, contextual, studied by a number of disciplines, and involves growth, maintenance & regulation.~~
- Nature of development: (a) ~~Biological, cognitive and socio-emotional processes; (b) Periods of development; (c) Age and happiness; (d)~~ Conceptions of age (*chronological age, biological age, psychological age & social age*~~); (e) Development issues (*Nature & nurture, Continuity & discontinuity, Stability & change*).~~)
- Principles of development, Factors influencing development.
- Domains of development: Physical, psycho-social, cognitive and linguistic development.

UNIT II: The Early Year (Birth to Eight Years)

- Prenatal (*Conception to birth*): Concept, Periods (zygote, embryo & fetus) and Environmental influences on prenatal development, screening the newborn-APGAR score.
- Infancy (*Birth to 18/24 months*): Concept, Characteristics, Adjustment and hazards during infancy, Physical development, psycho-social development, cognitive development and linguistic development.
- Early childhood (*Infancy to 5-6 years*): Concept, Characteristics, Hazards during early childhood, Physical development, psycho-social development, cognitive development and linguistic development, Factors influencing the child's personality.
- Middle & late childhood (*6 to 11 years*): Concept, Physical development, motor development, cognitive development and social development.
- ~~Role of play in enhancing development~~

UNIT III: Adolescence (from 10-~~12years~~12 years to 18-22 years)

- Concept, stages (early, middle & late), physical development (males & females), cognitive development and social development.
- Challenges of adolescence: Morphological/developmental, psychological, social and educational challenges.
- ~~Issues related to puberty in males and females.~~
- Gender and Development
- Environmental influences (social, cultural, political) on the adolescents.

UNIT IV: Adulthood (from 20s to death)

- Concept, stages (early, middle & late), Ageing in women (Physical, psychological & social challenges).
- Early adulthood (*20 to 40 years*): Concept, characteristics, ageing & challenges of early adulthood.
- Middle adulthood (*40 to 60 years*): Concept, characteristics, ageing & challenges of middle adulthood.
- Late adulthood (*60 to death*): Concept, characteristics, ageing & challenges of late adulthood.
- ~~Emerging roles & responsibilities, Life skills & independent living, Career choices.~~

UNIT V: Theoretical Approaches to Development

- Cognitive & social-cognitive theories (Piaget , Bruner, Bandura, Vygotsky)
- Psychosocial Theory (Erikson)
- Psychoanalytic Theory (Freud)
- Ecological Theory (Bronfrenbrenner)

- Holistic Theory of Development (Steiner)

Engagement with the field as part of course as indicated below

Hand on Experience

- Observe Children in Various setting and identify milestone achieved.
- Seminar on Human development
- Writing journal for reflection and case study

Suggested Readings:

Berk,L.E.(200) *Human Development. Tata McGraw Hill Company, New York*

Brisban,E.H.(2004) The Developing child ,McGraw Hill USA

Cobb,N.J.(2001) *The child infants, children and adolescent. Mayfield Publishing Company <New York*

Hurlocl,E.B.(2005) Child growth and development *Tata McGraw Hill Company, New York*.

Hurloc ,E.B.(2006) *Developmental Psychology-A life span approach. Tata McGraw Hill Company, New York*

Meece,J.S.&EcclesJ.L(EDS)(2010) *Handbook of Research on Schools,Schooling and Human Development New York*

Mittal,S.(2006) Child development-Experimental psychology. Isha book Delhi.

Nisha,M(2006). Introduction to child development Isha book, Delhi.

Singh A.K. SikshamanovigyaanMotilal Publication Varanasi

Santrock J.W.(2007) Adolescence,Tata McGraw Hill Publishing Company New Delhi

Santrock J.W. Child Development.Tata McGraw hill publishing company New Delhi

PAPER A2: CONTEMPORARY INDIA AND EDUCATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS:04 | 4 Hrs./wk**

After completing this course the student-teachers will be able to

- Explain the history, nature and process and philosophy of education
-Analyze the role of Educational System in the context of Modern Ethos
-Understand the concept of diversity
-Develop an understanding of the trends, issue and challenges faced by the contemporary Indian Education in global context

UNIT I: Philosophical Foundation of Education

- Education: Concept, definition and scope.
- Agencies of Education: School, Family, community and media
- Philosophies of Education: Idealism, Naturalism, Pragmatism, Realism.
- Classical Indian Perspective: Vedanta Jainism, Buddhism.
- Indian Philosophers: Vivekanand, Tagore, Gandhi, Aurobindo.

UNIT II: Understanding Diversity

- Concept of Diversity
- Types of Diversity: Gender, linguistic, cultural, socio-economic and disability.
- Diversity in Learning and Play.
- Addressing divers learning needs of CWSN.
- Learning Styles.

UNIT III: Contemporary Issues and Concerns

- Universalization of Education: Provision, Enrolment, Retention, Participation, Achievement.
- Universalization of Elementary and Secondary Education: Problems and Issues.
- Issues of Quality and Equity: Physical, economic, social, cultural and linguistic, particularly w.r.t. girl child, weaker section and disabled.
- Equal Educational opportunity (i) Meaning of equality & constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues
- Inequality in schooling: Public –private Schools, Rural–urban schools, Single teacher school.

UNIT IV: Issues and Trends in Education

- Challenges of education from preschool to senior secondary
- Inclusive education as a right based model
- Complementarily of inclusive and special school
- Language issues in education

Community participation and community based education

UNIT V: Education Commission and policy (School Education)

- Preamble of the Constitution of India.
- Constitutional provision: Equality, Liberty, secularism & social justice.
- National Commissions & Policies: Kothari Commission (1964), NPE (1986), POA (1992), NCF (2005), National Policy for Persons with Disabilities (2006)
- National Act: RCI Act (1992); PWD Act (1995); NT Act (1999).
- Incheon strategies (2012), Millennium Developmental Goals (2015).

~~**UNIT V: Issues and Trends in Education**~~

- ~~Challenges of education from preschool to senior secondary~~
- ~~Inclusive education as a right based model~~
- ~~Complementarily of inclusive and special school~~
- ~~Language issues in education~~
- ~~Community participation and community based education~~

Some suggested Activities on contemporary issues

Comparative study of different setting

Educational Debates & movement
RTE Act in in the Context of Disadvantaged
Special and Inclusive school
Education status of various groups
Conflict &social movement in india: Women,Dalit,Tribal & Disabled
Human right, Minority right

Suggested Readings:

Aggrwal J.C.(1992) Development and Planning of Modern Education: New Delhi VikasPublishing House PVT Ltd
Anand S.P.(1993) The teacher & Education in Emerging Indian society,New Delhi:NCERT
Bhat B.D. (1996) Educational Document in India,New Delhi:Arya Book Depot.
Bhatia K&Bhatia B.(1997) The Philosophical &Sociological Foundation,New Delhi Doaba house
Dubey,S.C.(2001) Indian Society,National book Trust:New Delhi
Jagannath ,M.(1993) Indian Education in the Emerging society,New Delhi Sterling Publishers Pvt Ltd

Essential Readings

Guha, R.(2007) India after Gandhi: The history of the World largest Democracy.Macmillon: Delhi.
National Education commission (1964-66) Ministry of Education, Govtof India, New Delhi.
National Policy on Education (1986&92)Ministry of Human Resource Development Govt.of India, New Delhi.
Right to education Act (2009) Ministry of Human Resource Development Govtof India, New Delhi.

COURSE B1 : INTRODUCTION TO SENSORY DISABILITIES

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing this course, the student-teachers will be able to

- *Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.*
- *Explain the issues & ways to address challenges in educating students with hearing loss.*
- *Describe nature, characteristics & assessment of students with low vision & visual impairment.*
- *Suggest educational placement and curricular strategies for students with low vision & visual impairment.*
- *Explicate the impact of deaf-blindness & practices for functional development.*

Unit 1: Hearing Impairment: Nature & Classification

1.1. Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)
1.2. Importance of hearing
1.3. Process of hearing & its impediment leading to different types of hearing loss
1.4. Definition of hearing loss, demographics & associated terminologies: Deaf/ deafness/ hearing impaired/ disability/ handicapped
1.5. Challenges arising due to congenital and acquired hearing loss

Unit 2: Impact of Hearing Loss

2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication
2.2 Language & communication issues attributable to hearing loss and need for early Intervention
2.3 Communication options
2.4 Issues & measures in literacy development and scholastic achievement of students with hearing loss
2.5 Restoring techniques using human (interpreter) & technological support (hearing devices)

Unit 3: Visual Impairment & Deaf Blind

3.1. Process of Seeing and Common Eye Disorders.
3.2. Blindness and Low Vision— Definition, causes and prevention.
3.2. Deaf-blindness: Definition, causes, classification, prevalence and characteristics.
3.4. Importance of Early Identification and Intervention.
3.5. Functional Assessment Procedures and Educational Implication.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Develop a checklist for screening of children for hearing impairment
- Develop a checklist for screening of children for low vision
- Develop a checklist for screening of children for blindness
- Develop a checklist for screening of children for deaf blindness
- Journal based on observations of teaching children with sensory disabilities

MODE OF TRANSACTION: Visits, Observations, Videos and Interactions with StudentswithDisabilities

Suggested Readings:

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.
- Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDEQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining- module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdGlOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d. dGY
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; NewYork.
- Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.
- Nerbonne, M. A., &Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
- Nerbonne, M. A., &Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia:Williams & Wilkins
- Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: Van Nostrand Reinhold Company.
- Sataloff, R. T., &Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor &Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). Deafness and Communication: Assessment and Training. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach.New York: Cambridge University Press.
- Auditory-Verbal International (1991). Auditory-verbal position statement. *Auricle* 4:11-12.
- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.
- Katz, J. (1985). *Handbook of Clinical Audiology*. (4th Ed.) Baltimore: Williams and Wilkins.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.
- Norris, G. H., &Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*.U.S: Paul H. Brookes.
- Pandey, R. S., &Advani, L. (1995). *Perspectives in Disability and Rehabilitation*.New Delhi: Vikas Publishing House Pvt. Ltd.
- *Proceedings from National Conference on Centenary for Work for the Blind in India* (1987). All India Confederation of the Blind and ChristoffelBlinden Mission; Delhi: R.K.Printers.
- Scholl, G.T. (1986). *Foundations of Education for Blind and Visually Handicapped Children and Youth*. New York: American Foundation for the Blind.
- Tucker, I., & Nolan, M. (1984).*Educational Audiology*. London: Croom Helm.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds)*Foundations of Aural Rehabilitatio*n. San Diego: Singular. p.381–413.

COURSE B2 : INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing this course, the student-teachers will be able to

- *Discuss the characteristics and types of learning disability.*
- *Describe the tools, areas of assessment and apply intervention strategies to enhance learning.*
- *Explain the characteristics and types of Intellectual disability.*
- *Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.*
- *Explain the characteristics and types of Autism Spectrum Disorder.*
- *Describe the tools, areas of assessment and apply intervention strategies.*

Unit 1: Learning Disability: Nature, Needs and Intervention

1.1 Definition, Types and Characteristics
1.2 Tools and Areas of Assessment
1.3 Strategies for reading, Writing and Maths
1.4 Curricular Adaptation, IEP
1.5 Transition Education, Life Long Education

Unit 2: Intellectual Disability: Nature, Needs and Intervention

2.1 Definition, Types and Characteristics
2.2 Tools and Areas of Assessment
2.3 Strategies for Functional Academics and Social Skills
2.4 Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life Skill Education
2.5 Vocational Training and Independent Living

Unit 3: Autism Spectrum Disorder: Nature, Needs and Intervention

3.1 Definition, Types and Characteristics
3.2 Tools and Areas of Assessment
3.3 Instructional Approaches
3.4 Teaching Methods
3.5 Vocational Training and Career Opportunities

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Develop an Assessment Tool for a child with learning disability in the given area
- Prepare a transition plan from school to college for an LD Child
- Prepare a life skill curriculum
- Prepare a screening tool for children with Autism Spectrum Disorder
- Prepare teacher made test for functional assessment of a given child with ID/ Autism
- Plan an educational program on the basis of an assessment report of a child with ID/Autism

COURSE B3 :INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing the course the student-teachers will be able to

- *Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.*
- *Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.*
- *Plan an effective therapeutic and programmefor the persons with Locomotordisabilities and Multiple disabilities and to refer for medical intervention if necessary.*
- *Plan an effective educational programed and functional activities for the persons with Locomotors disabilities and Multiple disabilities.*

Unit 1: Cerebral Palsy (CP)

1.1. CP: Nature, Types and Its Associated Conditions
1.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
1.3. Provision of education ,Therapeutic Intervention
1.4. Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
1.5 Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

Unit 2: Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy

2.1. Definition, Meaning and Classification
2.2. Assessment of Functional Difficulties
2.3. Provision of Therapeutic Intervention andeducation
2.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
2.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Unit 3: Multiple Disabilities and Other Disabling Conditions

3.1 Multiple Disabilities: Meaning and Classifications
3.2 cause and type of multiple disability
3.3 educational management for multi handicapped
3.4 effects of multi handicapped
3.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM: (any one of the following)

- Undertake a case study after identifying a child with cerebral palsy or a child with Multiple Disabilities. Assess the child's difficulties in activities of daily living and academic activities and develop an intervention plan.
- Undertake a survey on 50 children with different disabilities and find out how many children are affected with cerebral palsy and multiple disabilities. Find out the causes of their disabling conditions and what difficulties these children are facing in attending

their schools.

MODE OF TRANSACTION:

This course should be taught through lectures, discussion, demonstrations, presentations and workshops. They should be given hands on training in assessments of specific needs of children, interpretation of test reports and develop strategies for classroom intervention

Suggested Readings:

- Miller, F. and Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide for Caregiving*. A Johns Hopkins Press Health Book.
- SarvaSiksha Abhiyan. Module on Cerebral Palsy. http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%205%20Cerebral%20Palsy.pdf/at_download/file
- SarvaSikshaAbhiyan . Module on Multiple Disabilities. http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disabchildren/Module%203%20Multiple%20Disability.pdf/at_download/file

COURSE HI C1 :ASSESSMENT AND IDENTIFICATION OF NEEDS

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

After completing the course student-teachers will be able to:

- *Explain the need and techniques for early identification of hearing loss in children.*
- *Acquire knowledge in the area of audiological assessment and its relevance in education.*
- *To discuss communicative and language related needs with the understanding of its development and assessment.*
- *Understand the need for assessment of various processes involved in production of speech.*
- *Describe and identify different components of educational assessment and analyse various educational needs of individuals with hearing impairment.*

Unit 1: Early Identification of Hearing Loss: Need and Strategies

1.1 Need for early identification of hearing loss
1.2 Overview to behavioral test and objective techniques in screening for hearing loss
1.3 Team members involved in hearing screening and their role
1.4 Use of checklists and behavioral observation in early identification of hearing loss byschool teachers
1.5 Referral of children based on symptoms of hearing loss

Unit 2: Audiological Assessment

2.1 Orientation: Sound, Physical and psychological parameters/attributes, concept of dBHL *vs*dBSPL, Auditory milestones in typical children (0-2 years)
2.2 Assessment & methods of assessment: Subjective & Objective test
2.3 Audiometer: Block diagram, parts & use; Types of audiometry [sound field & close field]; role of special educators in conditioning for pure tone audiometry
2.4 Audiogram: concept , interpretation and its implication in assessing theeducational needs of children with different types and degrees of hearing loss
2.5 Concept of unaided, aided audiograms

Unit 3: Assessment of Language & Communication

3.1 Communication: Concepts and types
3.2 Language: Concept, Types (verbal and manual) and Structure
3.3 Developmental milestones in typically growing children; Impact of deafness on Communication and language
3.4 Assessing communication and language: Developmental checklists, Scales, Standardized toolsand assessing language samples using parameters of measurement (productivity, complexity, correctness and communicativeness)
3.5 Identification of needs related to communication and language

Unit 4: Assessment of Speech

4.1 Speech: Definition, Pre-requisites, characteristic.
4.2 Basics of Respiration, Articulation and phonation
4.3 Suprasegmental aspects of speech and its assessment
4.4 Milestones of speech development in typically developing children
4.5 Speech Intelligibility: Concept, Factors & Assessment

Unit 5: Educational Assessment and Identification of Needs

5.1 Educational assessment: Concept and Scope
5.2 Factors affecting educational performance: individual, family and environment
5.3 Types of Assessment: Norm referenced and Criterion Referenced test, Comprehensive and Continuous assessment, Summative and Formative, Formal and Informal, Performance based ,individual and group assessment
5.4 Tools and techniques of Educational Assessment: Observations, Interviews, Questionnaire, rating Scales, check list and Teacher Made Tests at different levels
5.5 Challenges in assessment

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Compiling checklists (at least two) to identify hearing impairment in children
- Using the audiograms of children (at least two), identify the audiological needs of each
- Profiling the speech of children (at least two) by using a speech assessment kit
- Record the interaction with the three year old typically developing child and write your brief reflections in terms of use of vocabulary and syntax
- Compile various tools used for educational assessment of children

Transaction and Evaluation

Lecture cum Demonstration, Tutorials, Assignments, Tests

Suggested Readings:

- Bel, R.L. and Frisbie, D.A.(1991) 5th ed, Essentials of Educational Measurement, Prentice hall publication, New Jersy
- Brigance, A.H. and Hargis, C.H. (1993) Educational Assessment, Charles C Thomas publication, USA
- Jalvi R, Nandurkar A., Bantwal A., (2006). Introduction to hearing impairment. New Delhi: Kanishka Publication.
- Jurs, S.G. and Wiersma, W.(1990) 2nd ed Educational Measurement and Testing,Allyn and Bacon publication, Boston
- Linn, R. L. and Gronlund, N. E. (1995) 7th ed Measurement and Assessment in Teaching,Prentice hall publication, New Jersy
- Martin, F. N. Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- Martin, FN & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Mathew, S. and Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2, Issue 1, page 26-33
- Newby, H. A., &Popelka, G. R. (1992). Audiology (6thed). New York: Appleton-Century-crofts.
- Nitko, A. J. (1983) Educational Tests and Measurement, An Introduction, Harcourt Brace Publication, New York
- Northern, J.L. Downs, M.P. (2002). Hearing in Children. 5th Edition. Philadelphia: Lippincott

Williams and Wilkins

- Patel, R.N. (1985), Educational Evaluation, Himalaya publication, Bombay
- Quigley & Paul, (1984) Language and deafness, College – Hill Press Inc. California
- Rehabilitation Council of India (2007). Status of Disability in India - 2007: Hearing Impairment and Deaf-blindness. New Delhi: Rehabilitation Council of India.
- UNICEF (2006), new trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/new_trends_dev_evaluation.pdf

Boyle, J. and Fisher, S. (2007) educational testing (A competence based approach), BPS Blackwell publication, Singapore

- Evens, P. and Varma. V (1990). Special Education Past, Present and Future, The Falmer Press
- Gregory, Jnight, et al. (1998), Issues in Deaf Education. Cromwel Press
- Madell, JR &Flexer, C., (2008) Pediatric Audiology: Diagnosis, Technology and Management. New York: Thieme Medical Publishers.
- McMillan, J.H (2001) Classroom assessment: Principles & practices for effective instruction (2nd Eds), Allyn& Bacon, Boston.
- Poham, James. W. (1993), Educational Evaluation. Prentice Hall, New Jersy.
- Singh, B. (2004) Modern educational Measurement and Evaluation System, AnmolPublication, New Delhi
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.
- Pathak , K.K. (2015) Inclusive language and Communication S. R.Publication : New Delhi
- Warden, P., Winter, J., &Broadfoot, P. (2002). Assessment, RoutledgeFalmerPublication, London.
- Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. *Journal of deaf studies and deaf education, 8*(1), 1

COURSE E1 :PRACTICAL – CROSS DISABILITY AND INCLUSION*

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

Sl. No	Tasks	Educational setting	Specitic activities	Hrs	Marks	Submission
1	Visit to special school for children with hearing impairment	Special school for children with hearing impairment	Study the infrastructure available in a special school for children with hearing impairment	5	10	Report including reflections
2	Identification of hearing loss & its implications		Study the summary report of the evaluation carried out on any two children with hearing impairment & study its implications in terms of educational placement	5		
Total				**10**	**10**	

Area E1- Practical-Cross Disability and Inclusion*

Tasks for the student-teacher	**Disability** focus	**Education Setting**	Hrs (60)	**Description**
Classroom observation	Major Disability	Special schools	25	20 school Periods
	Other than Major disability	Minimum 3 Special schools for other disabilities	25	10 school Periods
	Any Disability		10	10 school Periods

* Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and viva voce examination.

Engagement with field as part of courses indicated below:

Sl. No.	Tasks for the student -teacher	Course	Place
1	Assignment /project	A1	Institute
2	Assignment /project	A2	Institute
3	Assignment and identification of Need	C1 (all disabilities)	Camp/clinic/school etc for minimum of fifteen hours

PAPER -A 3: LEARNING, TEACHING AND ASSESSMENT

COURSE OBJECTIVES **MARKS: 100 | CREDITS:04 | 4 Hrs./4wk**

After completing this course the student-teachers will be able to

-Comprehend the theories of learning and Intelligence and their applications for teaching children

-Analyze the learning process, nature and theory of motivation

-Describe the stages of teaching and learning and the role of teacher

-Situate self in the teaching learning process

-Analyze the Scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

UNIT I: Human Learning and Intelligence

- Human Learning: Meaning, definition and concept.
- Learning theories: Behaviourism-Pavlov, Thorndike, Skinner, Cognitivism: Piaget, Social Constructism :Bandura
- Intelligence: Concept and definition, Theories: two factor ,Multifactor, Tri archic (Robert Steinberg)
- Creativity: Concept and definition and Characteristics
- Implications for Classroom Teaching and Learning

UNIT II: Learning Process and Motivation

- Sensation: Definition and Sensory Process
- Attention: Definition and Affecting Factors
- Perception: Definition and types
- Memory, Thinking and Problem Solving
- Motivation: Nature, definition and Maslow's theory

UNIT III: Teaching learning Process

- Maxims of Teaching
- Stages of teaching: Plan, Implement, Evaluate, Reflect
- Stages of Learning: Acquisition, Maintenance, Generalization
- Learning Environment: Psychological and Physical
- Leadership Role of Teacher in classroom ,School and community

UNIT IV: Overview of Assessment and school System

- Assessment: Conventional meaning and Constructivist perspective
- Assessment of Learning and Assessment for learning: Meaning and Difference
- Comparing and contrasting assessment, evaluation, measurement, test and examination
- Formative and Summative evaluation, Curriculum based Measurement
- Revisiting key concepts in school evaluation: filtering learners marks ,credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

UNIT V: Assessment: Strategies and Practices

- Strategies:(Oral,written,portfolio,observation,project,presentation,~~groupdiscussion,~~group discussion, open book test, surprise test~~,~~ untimed test ,team test records of learning) Meaning and procedure
- Typology and level of assessment items: Multiple choice , Open-ended and Close ended ,Direct, Indirect ,Inferential Level
- Analysis, Reporting, interpretation, Documentation ,Feedback and pedagogic decision
- Assessment of Diverse Learners: Exemptions, Concessions, adaptation and accommodations
- School Examination: Efforts for Exam reforms: Comprehensive and Continuous evaluations(CCE)NCF (2005)

Engagement with the field as part of course as indicated Below:

l. Report submission: Observation of children belonging to any three stages of development and describing applications of development in teaching – learning context
ll. Preparation of Self study report on individual differences among learners
lll. Compilation of 5 CBM Tools from Web search in any one school subject
lV. Team presentation of Case study on assessment outcome used for pedagogic decisions

Transactions and Evaluations

This concepts and theoretical precepts included in this course should be explained with references to children with and without disabilities. The effort of transaction should be to enhance the understanding of how learning occurs and what are the suitable means of its assessment . Evaluation may be done by asking student-teachers to children with and without disabilities and present a report of the same.

Essential Readings:

Amin, N (2002) Assessment of Cognitive Development of Elementary school ChildrenAgency.A psychometric approach ,Jain Book agency New Delhi
Chauhan,S.S. (2013) Advanced Educational Psychology.Jain book agency, New Delhi.
King- Sear, E.M.(1994) Curriculum Based Assessment in Special Education. Singular publishing group San Diego CA
Panch , R.(2013) Educational psychology:teaching and learning perspective McGraw hill , New Delhi
WoolFolk,A. Mishra G. &jha A.K. (2012) Fundamental of Educational Psychology,11th EDN Pearson Publication , New Delhi
Singh ,A.K. *SikshaManovigyaanMotilalbanarsidas publication Varanasi*

Suggested Reading

Geisinger,K>F. (2013) APA Handbook of testing and Assessment in Psychology.Available at APA USA
Howell,K.W.&Nolet,V (2000)Curriculum–BsedEvaluation:Teaching and decision making Scarborough ,Ontario Canada Wadsworth
McMillion J.H.(2001) Classroom Assessment Principles and Practice for Effective instruction Allyn and Bacon London
And available text book

PAPER A4S: PEDAGOGY OF TEACHING SCIENCE

COURSE OBJECTIVES **MARKS: 100 | CREDITS:04 | 4 Hrs./wk HOURS 60**

After completing the course the student-teacher will be able to –

- Explain the role of science in day to day life and its relevance to modern society.
- Describe the aims and objective of teaching science at school level
- Demonstrate and apply skills to select and use different methods of teaching the content of sciences.
- Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.

UNIT I: Nature and Significance of Science

- Nature of Science
- Correlation of Science with other subjects
- Importance of Science in school curriculum
- Relationship of Science and Society
- Role of Science for Sustainable development, Impact of Science on Environment

UNIT II: Planning for Instruction

- Aims and objectives of teaching Science in elementary and secondary schools.
- Bloom's Taxonomy of Educational Objectives and Writing Objective in Behavioral Term
- Lesson Planning: Definition, Importance, Elements and Herbartian Approach.
- Unit Planning: Definition, Types, Characteristics, Purpose, Principles andFormat.
- Pedagogical Analysis: Meaning, Objectives and Guidelines.

UNIT III: Approaches and Methods of Teaching Sciences

- Learner Centered & Teacher centered
- Lecture method, Demonstration method, Inquiry method and Problem solving method.
- Inductive-Deductive method, Laboratory method, Project method and Discussion method.
- Constructivist Approach: Comparison of Traditional pedagogy & Constructivist approach, Traditional & Constructivist Classroom, Characteristics of Constructivist Teachers.
- Different Learning Situations: Individual learning, Small group learning, Group learning, Cooperative learning, Contextual learning and Situated learning,

UNIT IV: Learning Resources for Teaching Science

- Teaching Learning Aids: Definition, Classification, Need & importance, Edgar Dale's Cone of Experience, Selection and Use.
- Science Club and Science Exhibition: Aims & objectives, Activities and Importance.
- Science Textbooks: Characteristics, Significanceand Criteria for evaluation.
- Science Laboratory: As a learning resource, Approaches to laboratory work,Planning and organizing laboratory work, Safety in laboratories.
- Different Forms of ICT and its Application in Science Education: Audio aids (Broadcast talks & Audio tapes), Visual aids (Charts & Posters) and Audio-visual aids (Educational television, Multimedia, Uses of computer, Simulation and Internet)

UNIT V: Assessment and Evaluation for Science Learning

- Assessment: Definition, Objectives, Importance, Formative assessment, Summative assessment and Performance based assessment.
- Evaluation: Definition, Purpose and Importance.
- Continuous and Comprehensive Evaluation: Objectives, Benefits, Instructions for formative & summative evaluation, and Challenges.
- Achievement Test: Definition, Aims, Steps of Construction and Functions
- Diagnostic Test: Definition, Characteristics and Need & Importance.

Practical/Field Engagement /Project work

Any one of the fallowing

l. Pedagogical analysis of a unit from Science content.
ll. Preparation of a multimedia presentation on a topic from science content keeping student with disabilities in view.
lll. Developing an Action Research Plan on a Problem Related to teaching and learning of science to students with disabilities .
lV. Construction of a diagnostic test for unit along with a remedial plan.
V. Comparative analysis of Prescribed Syllabus and textbooks of different Boards Curricular innovations in respective subject areas
VI. Curricular adaptations for teaching Sciences to student with Disabilities.

Essential Readings:

Anderson, H. O. Readings in Science Education for the Secondary School. New York

Brown,R.(1978) *Science Instructionsof Visually Impaired Youth.NewYork:AFB*
Buxton,A.C.(2010) Teaching Science in Elementry and Middle School.NewDelhi:Sage Publications
Bybee,R.(2010b). The*Teaching of science*,21st-century perspectives.arlingtonVA:NSTA Press USA
Fensham,P.J.(1994) The Content of Science:AConstructive Approach to its Teaching and Learning. Washington DC: The Falmerpress,USA,
Gupta,V.K.(1995) *Teaching and Learning of Scienceand Technology. New Delhi:Vikas Publishing House Pvt.Ltd*
Henninen, K.A.(1975) teaching of Visually Handicapped,ohio:CharlesE.Merrill Publishing Company.
Joshi, S.R.(2005) Teaching of Science.Newdelhi:A.P.H. Publishing Corporation.
Jenkins, E.W. (Ed.) *Innovations in Science and Technology Education*, Vol. VI, UNESCO, Paris.
Nair, C.P.S. Teaching Science in our Schools, S. Chand & Co. Pvt. Ltd. New Delhi.
.Negi, J. S. BhautikShikshan, VinodPustakMandir, Agra
Misra, K.S. Effective Science Teaching.Anubhav Publishing House, Allahabad
NCERT, (2005). *Focus Group Report' Teaching of Science* NCERT New Delhi.
NCERT, (2006). *National Curriculum Framework*- 2005, NCERT. New Delhi.
Rawat D. S. Vigyanshikshan, VinodPustakMandir, Agra.
Vaidya, N. *The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
Yadav, M.S. Teaching of Science, Amol Publications.
..Mohan, Radha *Innovative Science Teaching: For Physical Science Teachers.* New Delhi: PHI Learning Pvt. Ltd.
Sharma, S. *Constructivist Approaches to Teaching and Learning,* New Delhi: NCERT
Sharma, R.C. *Modern Science Teaching*, New Delhi: DhanpatRai Publications,
Sounders: The teaching of Gen. Science in Tropical Secondary Press London School, Oxford

Rawat D. S. Vigyanshikshan, VinodPustakMandir, Agra.
Vaidya, N. *The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
Yadav, M.S. Teaching of Science, Amol Publications.

UNESCO. *The UNESCO Source Book for Science Teaching.*UNESCO, Paris.

Suggested Reading

Gupta, S.K.(1983) Technology of Science Education,Delhi:Vikas Publishing House Pvt.Ltd.
Gupta ,V.K.(1995) Reading in Science and Mathematics Education,Ambala:The associated Press
Mangal S. K. *Teaching of science*, New Delhi: Arya Book Depot
Rao ,V.K.(2004) Science Education,APH Publishing Corpn.New Delhi

PAPER : A4M: PEDA GOGY OF TEACHING MATHEMATICS

COURSE OBJECTIVES **MARKS: 100 | CREDITS:04 | 4 Hrs./wk**

After completing the course the student–teacher will be able to –

- Explain the nature of Mathematics and its historical development with contribution of Mathematicians.
- Describe the aims and objectives of teaching Mathematics at school level.
- Demonstrate and apply skills to select and use different method of teaching Mathematics.
- Demonstrate Competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- Demonstrate Skills to design and use various evaluation tools to measure learner achievement in Mathematics.

UNIT I: Nature and Significance of Mathematics

- Meaning, Nature and Characteristics of Mathematics
- Correlation of Mathematics with other subjects
- Importance of Mathematics in school curriculum
- Values of teaching Mathematics
- Contribution of Mathematicians: Ramanujam, Aryabhatta, Bhaskaracharya, Euclid and Pythagoras.

UNIT II: Instructional Planning in Mathematics

- Aims and objectives of teaching Mathematics in elementary and secondary schools.
- Bloom's Taxonomy of Educational Objectives and Writing Objective in Behavioral Term
- Lesson Planning: Definition, Importance, Elements and Herbartian Approach.
- Unit Planning: Definition, Types, Characteristics, Purpose, Principles andFormat.
- Pedagogical Analysis: Meaning, Objectives and Guidelines.

UNIT III: Approaches and Methods of Teaching Mathematics

- Learner Centered & Teacher centered
- Lecture method, Demonstration method, Inquiry method and Problem solving method.
- Inductive-deductive method, Analytic-synthetic method, Project method and Discussion method.
- Constructivist Approach: Comparison of Traditional pedagogy & Constructivist approach, Traditional & Constructivist Classroom, Characteristics of Constructivist Teachers.
- Different Learning Situations: Individual learning, Small group learning, Group learning, Cooperative learning, Contextual learning and Situated learning,

UNIT IV: Teaching–Learning Resources in Mathematics

- Teaching Learning Aids: Definition, Classification, Need & importance, Edgar Dale's Cone of Experience, Selection and Use.
- Mathematics Club: Aims & objectives, Activities and Importance.
- Mathematics Textbooks: Characteristics, Significanceand Criteria for evaluation.
- Mathematics Laboratory: As a learning resource, Approaches to laboratory work,Planning and organizing laboratory work.
- Different Forms of ICT and its Application in Mathematics Education: Audio aids (Broadcast talks & Audio tapes), Visual aids (Charts & Posters) and Audio-visual aids (Educational television, Multimedia, Uses of computer, Simulation and Internet)

UNIT V: Assessment and Evaluation for Mathematics Learning

- Assessment: Definition, Objectives, Importance, Formative assessment, Summative assessment and Performance based assessment.
- Evaluation: Definition, Purpose and Importance.
- Continuous and Comprehensive Evaluation: Objectives, Benefits, Instructions for formative & summative evaluation, and Challenges.

- Achievement Test: Definition, Aims, Steps of Construction and Functions.
- Diagnostic Test: Definition, Characteristics and Need & Importance.

Practical/Field Engagement/Project Work

Any one of the Following

l. Pedagogical analysis of a unit of content from secondary school mathematics syllabus

ll. Preparation of multimedia presentation on a topic with special reference to students with disabilities

lll. Construction of a Question paper based on current CBSE format/concerned State Board of education , preparing its Scoring key and marking scheme.

IV .Analyzing errors committed by school children in Mathematics and preparing a remedial plan.

V. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities.

Transactions

Lecture cum demonstration, workshop and Seminars

Essential Reading

Carey,L.M.(1988) *Measuring and Evaluating School learning,Boston:Allyn and Bacon*

Chamber P(2010) Teaching Mathematics,SagePublication,Newdelhi

Chaman,L.R.(1970) *The Process of Learning Mathematics,Newyork:Pregamon Press.*

David A.H.(2007) Teaching Mathematics Meaningfully:Solution for Reaching Struggling Learners , Canada:Amazon Book

David,W.(1998) *How ChildrenThink and Learn ,New York:Blackwell Publishers Ltd.*

Gupta,H.N.&Shankara,V(1984)Content-cum-Methodology of Teaching mathematics, NCERT,New Delhi

James,A(2005) Teaching of Mathematics,NewDelhi:neelkamal Publication

Kumar,S.(2009) Teaching Mathematics,New Delhi :Anmol Publication

Mangal , S.K.(1993) Teaching of Mathematics,NewDelhi:Arya Book Depot.

Suggested Readings:

UNESCO. *The UNESCO Source Book for Mathematics Teaching.* UNESCO, Paris.

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

NCERT, (2009). *National Curriculum Framework*- 2009, NCERT. New Delhi.

Teaching of Mathematics(ES-342)Block 1-4(2009). IGNOU ,New Delhi

Text Book of Mathematics for Class-VI to X (2006) NCERT,New Delhi

PAPER: A4 (Part III): PEDAGOGY OF TEACHING SOCIAL SCIENCE

COURSE OBJECTIVES **MARKS: 100 | CREDITS:04 | 4 Hrs./4wk**

After Completing the course the student- teacher will be able to

-Explain the concept, nature and scope of social science.

- Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.
- Develop skills in preparation and use of support materials for effective social science teaching.
- Develop the ability to organize co-curricular activities and community resource for promoting social science learning.

UNIT I: Nature of Social Science

- Concept, scope and Nature of Social Science
- Difference Between Social Science and Social studies
- Aims and objective of teaching social science at School level
- Significance of Social Science as a core subject
- Role of Social Science teacher for an egalitarian society

UNIT II: Curriculum and Instructional Planning

- Organization of social science curriculum at school level
- Instructional Planning: Concept, need and importance
- Unit Plan and Lesson Plan: need and importance
- Procedure of Unit and Lesson Planning
- Adaptation of Unit and Lesson plans for children with disabilities

UNIT III: Approaches to Teaching of Social Science

- Need of educational approaches in social science
- Methods of teaching social science: Lecture, discussion and project method
- *Devices and Techniques of teaching social studies*- Narration ,fieldtrip , storytelling, role play, group and self-study, programmed learning ,inductive thinking ,concept mapping, and problem solving.
- Instructional material for teaching of social science: Time-lines & Genealogical Chart, Maps & Globes, use of different types of Board(Smart boards, Chalk Board, Flannel Board)
- Realiya and dayorama and model

UNIT IV: Evaluation of learning in Social science

- Purpose of evaluation in social science
- Techniques of evaluating learner achievement in social science: Written and Oral test, Observation tools,
- Assessment: formative and summative
- Construction of teacher made test
- Diagnostic test for children with disabilities.

UNIT V: Social Science Teacher as a Reflective Practitioner

- Being a reflective practitioner- use of Action Research
- Developing an Action Research Plan for solving a problem in Teaching – learning of social science
- Case Study – Need and Importance for a School Teacher
- Objective and limitation of case study
- Evaluation work- achievement of studentin social studies

Transaction

The student–teacher should be encouraged to read chapters and articles. There may be quizzes, seminars, field trips, lectures demonstrations school visits and observations to teach this course

Course work/Practical/Field Engagement

- Prepare a unit of social science content for a given child with disabilities
- Develop an Action Research Plan on a Problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disabilities
- Develop question and achievement test in social science
- Organize activities like quiz, mock- parliament , field trips exhibitions and any other co-curricular activities in schools.

Essential Reading

Aggrarwal, J.C.(2008) Principles,Methods& Techniques of Teaching.UP: Vikas Publishing House PvtLtd

Batra,P.(2010) Social science Learning In Schools Perspective and Challenges,Sage Publication PvtLtd:Pap/Com

Chauhan,S.S.(2008) Innovations in Teaching Learning Process.UP:Vikas Publishing House PVT Ltd.

Dhand,H.(2009) Techniques of Teaching New Delhi.New Delhi :APH Publishing Corporation

Duplass,J.A.(2009) *Teaching Elementary social studies.New Delhi: Atlantic Publishers.*

Mangal,U.(2005) SamajikShikshan ,ARya Book Depot,New Delhi

Suggested Readings:

Aggrwal,J. C.(2008). Teaching of Social Studies: A practical Approach (4thEd). UP: Vikas Publishing House pvt ltd .

George,A.M.,& Madam,A.(2009) Teaching Social Science in schools: NCERT,S New Textbook Initiative.

Mangal, S.K.(2004). Teaching of social Science, Arya Book Depot, Delhi

Rai,B.C.(1999) Methods of teaching Economic, Prakashan Kendra, Luck now

Sharma, R.A. (2008). Technological Foundation of Education. Meerut: R.Lall Books Depot.

Sharma,R.N.(2008). Principles and Techniques of Education Delhi: Surjeet Publications

Singh Y.K. (2009) . Teaching of History: Modern Methods New Delhi :APH Publishing Corporation.

Stone , R. (2008) Best Practices For Teaching Social studies: What award –Winning Classroom Teachers Do,Crowin CA.

COURSE : A 5(Part I)हिन्दी शिक्षण

पाठ्यक्रम के उद्देश्य – **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थी इस योग्य होंगे कि-

-व्यक्ति तथा समाज के जीवन और विकास मे भाषा के योगदान से परिचित होंगे।
-मूलभूत भाषा कौशलों और भाषा अधिगम मे उनकी भूमिका का अनुभव करेंगे।
-इकाई नियोजन और पाठ –योजना कि प्रक्रिया मे कुशल होंगे।
-हिन्दी शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन मे सक्षम होंगे।
-हिन्दी शिक्षण के अधिगम लक्ष्यो कि प्राप्ति के लिए प्रयोज्य शिक्षण विधियो का प्रयोग करेंगे।
-हिन्दी शिक्षण के उद्देश्यों कि सहज प्राप्ति के लिए सहायक उपकरणो के निर्माण और उपयोग मे दक्ष होंगे।
-भाषा अधिगम मे सतत एवं व्यापक मूल्यांकन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।
-भाषा अधिगम मे विद्यार्थियो कि कठिनाइयो के निराकरण के लिए क्रियात्मक अनुसंधान का प्रयोग करेंगे
-चिंतन दैनंदिनी और पोर्टफोलियो निर्माण कि प्रविधि का उपयोग करेंगे।

ईकाई १ : भाषा ,हिन्दी भाषा की प्रकृति एवं प्रयोज्यत्ता और पाठ्यवस्तु संवर्धन

- भाषा का प्रत्यय और उपयोगिता, बोली और मानक भाषा का प्रत्यय
- शिक्षा ,समाज ,व्यापार ,राजनीति ,शोध एवं विकास मे भाषा का योगदान ,हिन्दी भाषा का नामकरण संस्कृत से हिन्दी के उदभव की प्रक्रिया।
- मूल –भूत भाषा कौशलों – श्रवण,वाचन, पठन,और लेखन का परिचय।
- हिन्दी साहित्य का सामान्य परिचय ,हिन्दी गद्य एवं पद्य साहित्य की विधाओ का सामान्य परिचय।
- माध्यमिक स्तर पर हिन्दी पाठ्यक्रम मे हुए परिवर्तनों का आकलन।

इकाई २ : भाषा अधिगम की प्रकृति और पाठ नियोजन

- माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।
- इकाई नियोजन का प्रत्यय ,इसका महत्व और निर्माणविधि।
- पाठ योजना का परिचय ,पाठ योजना के संरचनातमक उपागम का परिचय और अभ्यास ,पाठ योजना के चरण और उनका क्रियान्व्यन।
- हिन्दी शिक्षण के ज्ञानात्मक ,बोधात्मक ,कौशलात्मक और रुचिगत उद्देश्यों का निर्धारण
- विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली मे लेखन।

इकाई ३ : हिन्दी की विविध विधाओ के शिक्षण की विधियो का परिचय और उपयोग

- माध्यमिक कक्षाओ मे गद्य एवं पद्य शिक्षण की उपयोगिता।
- गद्य शिक्षण की अर्थबोध ,व्याख्या विस्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।
- पद्य शिक्षण की शब्दार्थ कथन ,खंडान्वय ,व्यास और समीक्षाविधि का परिचय और इनकी उपयुकतता का आंकलन।
- माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता एवं उपयोगिता ,
- व्याकरण शिक्षण की विधि –निगमन ,आगमन ,पाठ्यपुस्तक विधियो का मूल्यांकन।

इकाई ४ : भाषा अधिगम –शिक्षण मे सहायक सामग्रियों का प्रयोग

- शिक्षण उपकरणो का संदर्भ ,महत्व और लाभ।
- अधिगम –शिक्षण के द्रश्य उपकरणो के प्रकार ,दृश्य उपकरणो –श्यामपट ,चार्ट ,नक्शा ,मानचित्र ,प्रतिरूप और फ्लाशकार्ड की प्रयोग विधि।
- श्रव्य उपकरणो –कॉम्पैक्ट डिस्क व कैसेट्स के प्रयोग की विधि और अभ्यास ।
- वैद्युद्वनिक उपकरणो – टीवी, कम्प्युटर, और इंटरनेट का सहायक उपकरणो के रूप मे प्रयोग की विधि और उपयोगिता।
- भाषा अधिगम मे भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।

इकाई ५ : भाषा अधिगम के मूल्यांकन की प्रवधि एवं चिंतनशील साधक के रूप मे शिक्षक

- मूल्यांकन की संकल्पना ,उद्देश्य और महत्व एवं प्रकार –सतत तथा व्यापक मूल्यांकन के संदर्भ मे।
- लेखन ,पठन ,श्रुतलेख,सुलेख , कव्यापाठ का सतत एवं व्यापक मूल्यांकन ,**कक्षागत पाठ्य सहगामी गतिविधियो : -गीत ,**अभिनय संवाद क्रियाकलाप और न्रेतित्व के गुणो का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन ।
- अनुवर्ती चिंतन की अवस्यकता और महत्व , चिंतन दैनंदिनी और पोर्टफोलियो बनाना
- विद्यार्थियो की अधिगम समस्याओ के निदान और समाधान के लिए क्रियात्मक अनुसंधान का प्रयोग।
- पाठ्यक्रम ,सहायक सामग्री और पाठ्यविधियों का आलोचनत्मक विवेचन।

प्रायोगिक कार्य –

- आधुनिक भाषा के रूप मे हिन्दी के गुणो और स्तति का अनुसंधान विवरण
- हिन्दी शिकसन की किनही दो अधनूतन विधियो परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
- हिन्दी शिक्षण के श्रवण ,वाचन , और लेखन अधिगम के सटीक मूल्यांकन मे सतत एवं व्यापक मूल्यांकन की प्रविधि के उपयोग का विवरण।
- चिंतन दैनंदिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतीकरण।

…

मूल्यांकन विंदु	कक्षा परीक्षा	प्रायोगिक कार्य	पोर्टफोलियो	उपस्थिती	सत्रांत परीक्षा
परदेय अंक	१०	१०	०५	०५	७०

संदर्भ पुस्तके–

हिन्दी शिक्षण : अभिनव आयाम , डॉ श्रुतिकान्त पाण्डेय अकसीस पुब्लिकेटीओन ,दरियागंज नई दिल्ली 2010
हिन्दी शिक्षण ,उमा मंगल ,आर्य बूक डिपो करोल बाग नई दिल्ली 2005
हिन्दी शिक्षण ,डॉ रामशकल पाण्डेय ,विनोद पुस्तक मंदीर ,आगरा 2005
हिन्दी साहित्य का इतिहास , रामचंद्रा शुक्ल ,राजकमल प्रकाशन , नई दिल्ली 2006
हिन्दी शिक्षण रमन बिहारी लाल ,रस्तोगी प्रकाशन ,मेररूठ 2002
हिन्दी शिक्षण ,सावित्री सिंह इंटरनेशनल प्रकाशन हाउस मेरुत 2004

PAPER A5(Part II): PEDAGOGY OF TEACHING ENGLISH

COURSE OBJECTIVES **MARKS: 100 Credits:04 Contact Hours 60**

After Completing the Course the student –teacher will be able to

-Explain the principles of language teaching and trends in English Literature.
-Prepare an instructional plan in English.
-Adopt various approaches and methods to teach English Language.
-Use various techniques to evaluate the Achievement of the Learner in English.

UNIT I: Nature of English Language & Literature

- Principles of Language Teaching
- Language Proficiency: Basic interpersonal communication Skills (BICS)
- Cognitive Academic Language Proficiency (CALP)
- English as Second Language in Indian context

UNIT II: Instructional Planning

- Aims and objective of Teaching English at different stages of schooling
- Lesson plan : Need and Importance
- Procedure of Lesson Planning (Prose,Poetry,Grammer)
- Planning and adapting units and lesson for children with Disabilities

UNIT III: Approaches and Method of Teaching English

- Communicative language teaching,Structural and Constructive approach
- Translation Method, Direct method, Bilingualmethod
- Development of four basic language skills: Listening, Speaking ,Reading and Writing
- Accommodation in approaches and techniques in Teaching children with disabilities

UNIT IV: Instructional Materials and Evaluation

- The use of the instructional aids for effective teaching of English
- Adaptations of Teaching materials for children with disabilities
- Testing Language skills and Language element (Vocabulary, Grammar and Phonology)
- Adaptation of Evaluation Tools for Children with Disabilities
- Individualized assessment for children with Disabilities
- Error analysis, Diagnostic test and Enrichment measures

Transaction:

This course should be taught through a series of workshop, seminars and presentation. Lectures, demonstration and discussion for theory based topic. Student should be encouraged to use instructional material in their practice of teaching lesson. Adaptation in pedagogy, material and evaluation should be taught through workshops and specific case studies

Course Work/Practical/Field Engagement

- Design teaching Programmed based on error analysis
- Develop an action research plan for measuring the effectiveness of agiven teaching approach in English
- Develop lesson plan for the teaching of prose and poetry
- Critically analyze any one poem or essay of a well known poet or writer

Essential Readings:

Allen ,H. &Cambell, R.(1972).Teaching English as Second Language ,McGraw Hill New york

Bharti,T.&Hariprasad,M(2004)Communicative English,NeelkamalPublication,s Hyderabad.
Mangal S. K. *Teaching of science*, New Delhi: Arya Book Depot
Bhatia,K.K.(2006) Teaching and Learning English as a Foreign Language .Kalyani Publications Hyderabad
Grellet,F.(1980) Devloping Reading Skills,Cambridge University Press ,New york
IGNOU CTE-02 Certificate in Teaching of English(1989).the Structure of English,IGNOU, New Delhi
IGNOU EEG-02 Elective Course in English(1989).The Structure of Modern English Block(1 To &7).IGNOU,New Delhi

Suggested Readings:

Agnihotri,R.K.&Khanna,A.L.(ed.)(1996).English Grammar in Context, Ratnasagar,Delhi
Bhatia,K.K.&Kaur,N.(2011).Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers
Bindra,R.(2005). Teaching of English. Jammu: RadhaKrishna Anand and co.
Brumfit,C.J.& Johnson(Ed.)(1979).The Communicative Approach To Language Teaching, Oxford University Press, Oxford
Bryne,D.(1988) Teaching Writing Skills, Longman, England
Krashen,D(1992) Principles and Practice in Second Language Acquisition, Pergamum press Oxford.
Krishna Swamy(2003) Teaching English: Approaches, methods and Techniques ,Macmillan Publication, New Delhi
Sachdeva,M.S.(2007) Teaching of English. Patiala: Twenty First Century Publications.
Sahu B.K(2004) Teaching of English. Ludhiana: Kalyani Publishers.
Shaik,M.& Gosh R.N.(2005)Techniques of teaching English, Neel Kamal Publications, Hyderabad.
Sharma,P.(2011) Teaching of English:Skill and Method Delhi:Shipra Publication

COURSE B4 :INCLUSIVE EDUCATION

COURSE OBJECTIVES **MARKS:50 | CREDITS: 2 | 2 Hrs./wk**

After completing the course the student-teachers will be able to

- *Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.*
- *Explicate the national & key international policies & frameworks facilitating inclusive education.*
- *Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.*
- *Describe the inclusive pedagogical practices & its relation to good teaching.*
- *Expound strategies for collaborative working and stakeholders support in implementing inclusive education.*

Unit 1: Introduction to Inclusive Education

1.1 Inclusion: Meaning & Definitions

1.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion

1.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity

1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment

1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit 2: Polices & Frameworks Facilitating Inclusive Education

2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)

2.2 United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)

2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)

2.4 National Commissions & Policies: Kothari Commission (1964), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)

2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

Unit 3: Inclusive Academic Instructions &Supports for Inclusive Education

3.1 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching

3.2 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies

3.3 Stakeholders of Inclusive Education & Their Responsibilities

3.4 Family Support & Involvement for Inclusion

3.5 Community Involvement for Inclusion

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

I. Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy
II. Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities
III. Design a Poster on Inclusive Education
IV. Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy

MODE OF TRANSACTION: Group discussions following videos and visits. Debate for Inclusion vs. Segregation & Self study for legislations and frameworks

Suggested Readings:

- Bartlett, L. D., &Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999) .*Inclusive Education.*London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities* , Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., &Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms,*Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. &Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs.* Corwin press:Sage Publishers.
- Gore, M.C. (2004) . *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Hegarthy, S. &Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion,* Corwin Press, Sage Publishers.
- Karant, P., &Rozario, J. ((2003*). Learning Disabilities in India.* Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work* . Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Edcuation* . California: Singular Publications.
- Lewis, R. B., &Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. &Alper, S. (1996). *Curriculum Content for Students with Moderate*

and Severe Disabilities in Inclusive Setting. Boston, Allyn and Bacon.

- Sedlak, R. A., &Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*.Allyn and Bacon.
- Stow L. &Selfe, L. (1989). *Understanding Children with Special Needs* . London: Unwin Hyman.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice-Hall.Inc.
- Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Sstudy* . Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom.*4th Edition, London RoutledgeFalmer: Taylor & Francis Group.

COURSE (C2)CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

After completing the course the student-teaccers will be able to

- *Familiar with concept of curriculum and explain the importance of designing it for children with hearing impairment in the context of 21st Century learning skills.*
- *Develop capacity of developing literacy skills of reading and writing in children with hearing impairment.*
- *Describe the need for curricular adaptation and decide suitable adaptation and undertake it.*
- *Appreciate the need for curricular evaluation and describe the tools and methods for evaluating it.*

Unit 1: Curriculum and Its' Designing

1.1. Curriculum-Concept, Types
1.2. Principles of Curriculum planning
1.3. Approaches and process of Curriculum designing
1.4. Curricular needs of children with hearing impairment in scholastic areas
1.5. Curricular needs of children with hearing impairment in non-scholastic areas

Unit 2: Developing Literacy Skills: Reading

2.1Literacy Skills: meaning,scope.reading meaning and Pre-requisites of reading
2.2. types of reading a)purpose base b)style of reading
2.3. Approaches and Strategies to develop reading skills
2.4. Models of reading skills(top- down, bottom- up, interactive)
2.5. Challenges and Remedial strategies

Unit 3: Developing Literacy Skills: Writing

3.1. Writing meaning,Pre-requisites of writing.
3.2. Assessment of written language at different levels
3.3.Types of writing (coppying,guided writing)
3.4. Steps and Strategies in Developing Writing
3.5. Challenges and Remedial Strategies

Unit 4: Curricular Adaptation

4.1. Curricular Adaptation- Meaning and Principles
4.2. Need of Curriculum Adaptation
4.3. Adapting Curriculum- Content, Teaching-learning Material, and Instruction
4.4. Types of Adaptation and Process
4.5. Adaptation in Student's Evaluation and Examination

Unit 5: Curricular Evaluation

5.1. Concept, Need for Curricular Evaluation
5.2. Factors associated with Curricular Evaluation (Learner, Content, Instructor and Resources)
5.3. Areas of Curricular Evaluation: Context, Input, Process and Product
5.4. types of adaption ,Test & Tools for Evaluation
5.5. Challenges in Curricular Evaluation

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Study the syllabus, annual calendar and time table of any class in a school and write your brief reflections on how syllabus is converted into action plan
- Go through any pre-school curriculum and write your reflections on how this differs from school curriculum in terms of structure, activities and evaluation
- Take any two pages from either history or science text book from secondary section and adapt the content and presentations of the same for a child with hearing impairment.

MODE OF TRANSACTION &Evaluation

Lecture-cum-Demonstration, Group assignments, Discussion, Assignments and Tests

Suggested Readings:

- Bunch, G.O. (1987). The Curriculum and the Hearing Impaired student: Theoritical and practical considerations. Boston, MA: College-Hills Press.
- Fontas, I. (2001). Guiding reader and Writers (Grades 3-6): Teaching comprehension, Genre and Context Literacy. Portsmouth, NH: Heinemann.
- Gathoo, V. (2006). Curricular Startegies and Adaptations for children with Hearing Impairment New Delhi: Kanishka Publishers
- Marsh, C.J. (2004). Key concepts for understanding curriculum. RoutledgeFalmer.
- Moores, D.F., Martin, D.S. (2006). Deaf Learner: developments in curriculum and Instruction.Gallaudet University Press.
- Bialostok, S. (1992). Raising Readers: Helping your child to literacy. Winnipeg, MB: Peguis Publishers.
- Culliman, B.E. (2000). Read to Me: Raising Kids Who Love to Read. New York: Scholastic.
- Posner, G.J., &Rudnitsky, A.N. (2005). Course Design: A Guide to curriculum Development for Teachers. Pearson.
- Pathak , K.K. (2015) Inclusive language and Communication S. R. Publication : New Delhi

COURSE E2:PRACTICAL- DISABILITY SPECIALISATION*

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

SL.no	Tasks	Education setting	Specific activities	Hrs	Submissions
1	Assessment of hearing	Institute / Clinic	*Observation of: BOA, conditioned Pure tone Audiometry, VRA , Speech Audiometry , Hearing aid trial & hearing aid testing *Studying 10 Audiograms and noting the diagnosis and recommendations *Practicing Ling's 6 sound test	15	Journal with reflections
2	Assessment of speech	Institute / Clinic	*Listening to speech of children with and without hearing loss and identifying parameters (Non segmental, segmental & supra segmental) 3 children each *Observing speech assessment (screening) – 2 children *Carrying out speech assessment (screening) -2 children *Observing speech assessment using standardized tool –2 children	15	Journal with reflections
3	Assessment of language	Institute / Clinic	*Studying & describing standardized language tests – 1 number *Observations of any one test administration – 1 child *Administering any 1 test in a group *Observation of developmental scale-3 children * Observing a reading comprehension test- 1 group of students of primary level	15	Journal with reflections
4	Assessment in developmental psychology	Institute / Clinic	*Studying & describing DST, GDS, CPM , SFB ,VSMS *Observing assessment of children using any two of the above *Studying 10 assessment reports and noting the diagnosis and recommendations	10	
			Total	60	

Area E2- Practical Disability Specialization (Area C) *

Sl.no.	Tasks for the student-teachers	Disability focus	Education setting	Hrs	Description
1.1	Classroom observation	Other Than Major Disability	Special school	30	Observation of all subjects at different level, minimum 20 school periods.
1.3	a-Micro teaching & simulated teaching on selected skills	General	Institute	5	10 lessons
	b-Micro teaching & simulated teaching on 5 each from lessons planned in 1.2	Major Disability	institute	5	10 lessons

*Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and viva voce examination.

Engagement with field as part of courses indicated below:

Sl. No.	Tasks for the student -teacher	Course	Place
1	Assignment /project /presentation	A3	institute
2	Assignment /project/ presentation	B4	institute
3	Assignment /project/ presentation	C2	Institute /special/inclusive school
4	Assignment /project/ presentation	A4/A5	

COURSE B5 (A) :COMMUNITY BASED REHABILITATION

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing this course the student-teachers will be able to

- *Explain the concept, principles and scope of community based rehabilitation.*
- *Learn the strategies for promoting public participation in CBR.*
- *Apply suitable methods for preparing persons with disability for rehabilitation within the community.*
- *Provide need-based training to persons with disabilities.*
- *Develop an understanding of the role of government and global agencies in CBR.*

Unit 1: Introduction to Community Based Rehabilitation (CBR)

1.1 Concept and Definition of CBR
1.2 Principles of CBR
1.3 Difference between CBR and Institutional Living
1.4 Socio-cultural and Economic Contexts of CBR
1.5 Scope and Inclusion of CBR in Government Policies and Programs

Unit 2: Preparing Community for CBR

2.1 Awareness Program-Types and Methods
2.2 Advocacy - Citizen and Self
2.3 Focus Group Discussion
2.4 Family Counselling and Family Support Groups
2.5 CBR and Corporate Social Responsibility

Unit 3: Preparing Persons with Disability for CBR

3.1 School Education: Person Centred Planning, and Peer Group Support
3.2 Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills
3.3 Community Related Vocational Training
3.4 Skill Training for Living within Community
3.5 Community Based Employment and Higher Education

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

I. Visit an ongoing CBR program and write a report on its efficacy
II. Organize a community awareness program
III. Conduct a focus group discussion on a selected disability issue with school/college students

MODE OF TRANSACTION:

Besides lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates.

Suggested Readings:

- Loveday, M. (2006). *The HELP Guide for Community Based Rehabilitation Workers* : A Training Manual.Global-HELP Publications, California.
- McConkey, R. and O'Tool, B (Eds). *Innovations in Developing Countries for People*

with Disabilities, P.H. Brookes, Baltimore.

- Neufelt, A. and Albright, A (1998). *Disability and Self-Directed Employment: Business Development Model.*Campus Press Inc. York University.
- Peat, M. (1997). *Community Based Rehabilitation*, W.B. Saunders Company.
- *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances* , — Ministry of Social Welfare, Govt. of India, New Delhi.
- *Scheme of Assistance to Organizations for Disabled Persons* , Ministry of Social Welfare, Govt. of India, New Delhi.
- WHO .(1982). *Community Based Rehabilitation — Report of a WHO International Consultation*, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
- WHO .(1984). "Rehabilitation For AIl" in World Health Magazine, WHO, Geneva.

COURSE B5 (B) :APPLICATION OF ICT IN CLASSROOM

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing the course the student teacher will be able to

- *Gauge the varying dimensions in respect of ICT and Applications in Special Education.*
- *Delineate the special roles of ICT Applications.*
- *Acquire Familiarity with Different Modes of Computer-Based Learning.*

Unit 1: Information Communication Technology (ICT) and Special Education

1.1 Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'

1.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)

1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy

1.4 Three as of ICT Application—Access, Availability, Affordability

1.5 Overview of WCAG (Web Content Access Guidelines)

Unit 2: Using Media and Computers

2.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education

2.2 Computers: Functional Knowledge of Operating Computers–On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print

2.3 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material.

2.4 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning

Unit 3: Visualizing Technology-Supported Learning Situations

3.1 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations forStudents with Disabilities

3.2 Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions

3.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects

3.4 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs',

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM: (any Two of the following)

I. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration

II. Prepare a PPT by inserting photos and videos on a topic of your choice

III. Create your email account as well as design a blog

MODE OF TRANSACTION:

Besides lecture method the topics in this course may be transacted through discussion, classroom seminar/debates.

Suggested Readings:

- Abbot, C. (2001). *ICT: Changing Education*. RoutledgeFalmer.
- Florian, L., &Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion*.Open University Press.
- Kozma, R.B. (2003). *Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2*.International Society for Technology in Education.

COURSE B6(A) : COMMUNICATION OPTIONS: ORALISM

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After learning this course the student-teachers will be able to

- *Discuss the Aural Oral Options with reference to persons with hearing impairment in the context of India.*
- *Discuss the relevant issues like literacy, inclusion and training with reference to Oralism /Oral Rehabilitation.*
- *Exhibit beginner level hands on skills in using these options.*
- *Motivate self to learn and practice more skills leading to linguistic adequacy and*
- *fluency to be used while developing spoken language in children with hearing losses.*

Unit 1: Understanding Hearing Loss in Real Life Context

1.1 Basic Awareness on Paradigms of Deaf & Hard of hearing
1.2 Basic Awareness on Deafness and Communicative Access: Challenges and Concerns
1.3 Basic Awareness on Inclusion and Identity with reference to Oral Options
1.4 Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers
1.5 Importance of Neural Plasticity and Early Listening Opportunities

Unit 2: Advance Understanding of Oral Options

2.1 Difference BetweenUni Sensory and Multi Sensory Approach in Oralism
2.2 Speech Reading: Need, Role and Strategies in All Communication Options
2.3 Training and Guidance on Aural Oral Practices for Families and Tuning Home Environment
2.4 Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's and Don'ts
2.5 Practicing Skills in Story Telling/ direct activity / visit/ Poems

Unit 3: Skill Development & Implementing Oralism& Auditory Verbal (AV) Approach

3.1Oralism / AV Approach: Prerequisites for Special Schools
3.2 Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills
3.3 block diagram of Hearing Aid ,concept and its part.
3.4 AV Approach: concepts, philosophy and principles
3.5 Reading Model Plans and Observing a Few Weekly Individual Sessions

MODE OF TRANSACTION:

Besides lecture method the topics in this course may be transacted through discussion, classroom seminar/debates.

Suggested Readings:

- Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005). *Speech Science Primer (4th*) Lippincott WilliamsaAnd Wilkins: Philadelphia.
- *Dhvani* (English). Balvidyalaya Publication: Chennai.
- Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practi*ce , Ag Bell
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.

- Ling, D. (1990). *Acoustics, Audition Aand Speech Reception. (Cd)* Alexandria, Auditory Verbal International.
- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- *Communication Options And Students With Deafness* . (2010).
- Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication In Grades K – 8. AllynAnd Bacon. Boston
- Cole, E., &Flexer, C. (2010). Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.).Plural Publishing Inc,San Diego, CA.
- Dhvani (Marathi). Balvidyalaya – Cym Publication
- Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai.
- Estabrooks, W., & Marlowe J, (2000). The Baby is Listening, A. G. Bell Association, Washington D.C.
- Estabrooks , W. (2001). 50 Frequently Asked Questions (Faqs) About Auditory-Verbal Therapy. Learning to Listen Foundation.
- Heller, R. (1999). Effective Leadership. Dk Publishing: New York.
- Heller, R. (1999). Managing Change. Dk Publishing: New York.
- Ling, D. (1989). Foundations of Spoken Language for Hearing Impaired Children. A.G.Bell. Washington D.C.
- Ling, D., & Ling, A.H. (1985). Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children. A.G. Bell Association, Washington D.C.
- Edgar, L. L., & Marguerite, S. (1963). Play it by ear! : auditory training games, John Tracy Clinic Publication, Los Angeles.
- Resource Book on Hearing Impairment. AYJNIHH Publication.
- Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India.

COURSE B6(B): MANAGEMENT OF LEARNING DISABILITY

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2| 2 Hrs./wk**

After completing the course the student-teachers will be able to

- *Explain the concept, causes and characteristics of learning disabilities.*
- *Discus different types of learning disabilities and its associated conditions.*
- *Develop teacher made assessment test in curricular areas.*
- *Plan appropriate teaching strategies as per the specific needs of children with learning disability.*

Unit 1: Learning Disabilities: Types

1.1 Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.
1.2 Non-verbal learning disabilities
1.3 Language Disorders
1.4 Associated Conditions: ADHD
1.5 Emotional & Behavioral problems.

Unit 2: Assessment of Basic Curricular Skills

2.1 Assessment of Readiness Skills
2.2 Assessment of Reading, Writing and Math skills
2.3 Teacher made test
2.4 Standardized Tests: Types & Purpose
2.5 Interpretation of Test report

Unit 3: Intervention Strategies in Basic Skills of Learning

3.1 Language skills
3.2 Reading
3.3 Writing
3.4 Maths skills
3.5. Social skills

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Prepare of checklist for screening LD
- Develop teacher made assessment test in any one curricular area for a given child
- Plan appropriate teaching strategies as per the specific needs of a given child with learning disability

MODE OF TRANSACTION:

This activity-based approach should allow the teacher to step back and allow the student-teachers to self-facilitate. The student-teachers must be given experience in the various settings such as clinics, schools, resource centers etc, for exposure to actual assessment. Discussions, debates, simulations, collaborative methods, must be used for transaction.

Suggested Readings:

- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successfull partnership for students with special needs. Merrill Prentice Hall, New Jersey
- Myklebust, H.(1983). Progress in Learning Disabilities, Guene and Stratton – New York.
- Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Baston.
- Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. (4th

ed) . Pearson. New Jersey

- Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. . The Guilford Press. New York
- Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. . Wiley-Blackwell. Malden.
- Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia:a guide for the workplace. John Wiley &Sons,Ltd. London.
- Gribben, M.(2012). The study skills toolkit for students with dyslexia. Sage Pub. London
- Karanth, P., &Rozario, J. (2003). Learning disabilities in India : willing the mind to learn. Sage Publication, New Delhi
- Martin, L, C.(2009). Strategies for teaching students with learning disabilities. . Corwin Press,California
- McCardle, P., Miller, B., Lee, J, R., &Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link) Baltimore. Paul H. Brookes.
- Shula, C. (2000). Understanding children with language problems. Cambridge,New York.
- Prakash, P. (2008). Education of exceptional children: challenges and stratrgies. . Kanishka publishers, New Delhi.
- Reddy, G.L., &Ramar, R.(2000). Education of children with special needs, New Delhi – Discovery Pub.
- Thapa, K. (2008). Perspectives on learning disabilities in India. (current practices and prospects). Sage Publication, Los Angeles.
- Trusdell M. L., & Horowitz, I. W. (2002). Understanding learning disabilities : a parent guide and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities. (3rd rev ed) Maryland. York Press.
- Wong, B., & Butler, D. L. (2012). Learning about learning disabilities. (4th ed.) Amsterdam. Elsevier Academic Press.

COURSE D2: DRAMA AND ART IN EDUCATION

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2| 2 Hrs./wk**

After completing the course the student-teachers will be able to

- *Exhibit Basic understanding in art appreciation, art expression and art education.*
- *Plan and implement facilitating strategies for students with and without special needs.*
- *Discuss the adaptive strategies of artistic expression.*
- *Discuss how art can enhance learning.*

Unit 1: Introduction to Art &Art Education

1.1 Introduction of Art and different forms of arts.
1.2 Art: Meaning, definitions and classification.
1.3Art education: Meaning, scope and differencebetween art and art-education.
1.4 Art therapy: Concept and application to students with and without disabilities.

Unit 2: Performing Arts: Dance, Music and Drama

2.1 Basic knowledge and definitions of music,danceand Drama.

2.2 Elements of music with practical knowledge.
2.3 Basic knowledge of Instruments with practical: Tabla and Harmonium

2.4 Understanding various forms of music, Classical- vocal and instrumental, Sub-Classical, Light music, folk music.

2.5 Enhancing learning through dance, music and drama for children with and without special needs.

Unit 3: Visual Arts:

3.1Basic knowledge and elements of visual art.
3.2Exposure to selective basic skills in visual art.
3.3Engagement, assignment and participation for any two of the following activities focusing on Poster making, origami and paper crafts, painting, drawing, pottery, terracotta, curving, collage or any other relevant form of fine art.
3.4Enhancing learning through visual art for children with and without special needs.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- ‘hot seating’ activity for historical / contemporary personalities wherein students play The role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)
- Portfolio submission of the basic skills exposed in any one of the art forms of choice
- Write a self-reflective essay on how this course on art will make you a better teacher
- Learn and briefly explain how music notations are made. Submit a brief report OR Learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation
- Observe an art period in a special school and briefly write your reflections on it

MODE OF TRANSACTION& Evaluation: Lecture cum Demonstration, Role Play, Inviting parents as speakers for sharing experiences, Assignments, Tests

Suggested Readings

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- Vaze, Pundalik. (1999). How to Draw and Paint Nature. JyosnaPrakashan: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.
- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Beyer, E. London. (2000). The arts, popular culture and social change
- Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. *Art Education*,*33*(8), 8–11
- Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication: London
- Heller, R. (1999). Effective Leadership. DK Publishing: New York.
- Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.
- Nyman, L.& A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 142–154). Reston, VA: National Art Education Association.

COURSE ~~D3~~A6 :BASIC RESEARCH AND BASIC STATISTICS

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2| 2 Hrs./wk**

After completing the course the student-teachers will be able to –

- *Describe the concept and relevance of research in education and special education.*
- *Develop an understanding of the research process and acquire competencies for conducting a research.*
- *Apply suitable measures for data organization and analysis.*

Unit 1: Introduction to Research

1.1Scientific Method: Concept and Basic postulates.
1.2Research: Definition and Characteristics.
1.3Educational Research: Definition and Nature
1.4Purpose of Educational Research
1.5Research in Education and Special Education

Unit 2: Types and Process of Research

2.1 Types of Research
- Basic/Fundamental
- Applied
- Action

2.2 Process of Research
- Selection of Problem
- Formulation of Hypothesis
- Collection of Data
- Analysis of Data & Conclusion

2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
2.4 Action Research in Teaching Learning Environment
2.5 Professional Competencies for Research

Unit 3: Measurement and Analysis of Data

3.1 Scale of measurement: Nominal, Ordinal, Interval and Ratio.
3.2 Organization of data: Array, Grouped distribution.
3.3 Measures of Central Tendency (Mean, Median and Mode) and Measures of Dispersion (Standard deviation and Quartile deviation)
3.4 Correlation: Product Moment and Rank Order Correlation
3.5 Graphic representation of data

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research

MODE OF TRANSACTION: Lecture cum Demonstration, Self study, Assignments, Seminar, Debate, Tests.

Practicum/ Field Engagement

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research

Suggested Readings

- Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.
- Guptha, S. (2003). *Research Methodology and Statistical Techniques* . Deep & Deep Publishing, New Delhi.
- Koul, L. (1996). *Methodology of Educational Research* . Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). *Research Methodology* . Yamuna Publications, Thiruvananathapuram.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* . Academic Press, New York.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London..

COURSE E4: PRACTICAL CROSS DISABILITY AND INCLUSION*

MARKS: 100 | CREDITS: 4| 8 Hrs./wk

Sl. No.	Tasks	Educational setting	Specific activities	Hrs	Submission
1	Infrastructure of an Inclusive school	Inclusive school	Studying the extent of barrier free environment (Infrastructure including Assistive devices, Human resource & Inclusive teaching practices) available in an Inclusive school	10	Report with reflect-ions
2	Assisting Teacher		Working as teacher assistant for Prayers/ Assembly, Checking hearing device, Attendance, Home work/Class work, Writing diaries, Preparing TLM, Teaching practice sessions recapitulation, and Break times.	10	
	Total			**20**	

Area E4- Practical: Cross Disability and Inclusion (Area B) *

Note: *Practical timing shall be included in time table (minimum of four week)*
Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability

Sl.no.	Tasks for the student - teachers	Disability focus	Education setting	No. of lessons
1.1	Lesson planning and execution on different level for selected subjects	Any Disability	Inclusive Schools	10 lessons
1.2	a-Individualised Teaching lessons on different levels for selected subjects	Any Disability	Inclusive Schools	10 lessons
1.3	Community work /Tour	Any Disability	Society /school	

COURSE F2: OTHER DISABILITY SPECIAL SCHOOL*

MARKS: 100 | CREDITS: 4| 8Hrs./wk

Sl. No.	Tasks	Educational setting	Specific activities	Hrs	Marks	submissions
1	Teacher assistant	Special school of other disability	Studying the background of the children in the allotted class & working as teacher assistant for Prayers/assembly, Attendance, Home work/ class work, Writing diaries & Assisting in school celebrations	**12**	**4**	Journal of daily reflections and learning
2	Document study		Reading and reporting on Academic calendars, Time table, Diaries, Work books, Progress reports, Case files, 3 Parent meeting reports, Certificates, Forms to avail exemptions and concessions, Assessment formats for pre–school	3	3	Journal
3	3 Use of internet and modern technology for improving the class processes		Using technology for classroom teaching, Art education, Record keeping, Communication, Downloading power points, AVs for concept development involving students	3	3	Journal
Total				**18**	**10**	

COURSE (F2): OTHER DISABILITY SPECIAL SCHOOL*

SL. No.	Task for the student-teacher	Disability focus	Set up	No. of lessons
1	Classroom Teaching	Other than major disability	Special schools for other disabilities	Minimum 20 school periods

COURSE F3: INCLUSIVE SCHOOL*

MARKS: 100 | CREDITS: 4| 8 Hrs./wk

Sl. no.	Tasks	Educational setting	Specific activities	Hrs	Submissions
1	Understanding the children in the classroom	Inclusive School	Studying the background of children in the allotted class	06	Report with reflection
2	Understanding the plans		Studying the half yearly, Monthly & Unit plans and Calendar of activities and Progress report	12	
3	Teaching support		Assisting the teachers in Adaptation of content, Lesson planning, Scheduling, Resource mobilisation, Preparing TLM &Planning celebrations	60	
4	Remedial support		Teaching special children for specialised support for achieving the content mastery - 2 students	30	
5	Student evaluation		Assist the teachers in developing Teacher made tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting	12	
Total				120	

COURSE (F3): INCLUSIVE SCHOOL*

SL. No.	Task for the student-teacher	Disability focus	Set up	No. of lessons
1	Classroom Teaching	Any disability	Inclusive schools	Minimum 20 school periods

*Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and viva voce examination.

Engagement with field as part of courses indicated below:

Sl. No.	Tasks for the student -teacher	Course	Place
1	Assignment /project /presentation	B5	institute
2	Assignment /project/ presentation	B6	Institute / school
3	Assignment /project/ presentation	D3	Institute / school

COURSE C3 : EDUCATIONALINTERVENTION AND TEACHING STRATEGIES

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

After completing the course the student-teachers will be able to

- *To understand about programmes for early intervention of infants and children with Hearing Impairment.*
- *Describe the need, stages and importance of auditory listening & Speech reading for facilitating development of spoken language of children with hearing impairment.*
- *Explain various approaches to teaching, strategies for speech intervention.*
- *Describe methods, techniques and options to facilitate language and communication.*
- *Explain the concept, principles and practices, linkages and outcomes of educational intervention.*

Unit 1: Need & Strategies for Early Intervention of Hearing Loss

1.1 Parent-infant programmes for children with HI: Overview, need, requirements.
1.2 Pre-school training programmes: Overview, need, requirements.
1.3 Individual Speech-Language Therapy Programmes: Overview, need, requirements.
1.4 Impact of early intervention on school outcomes
1.5 Intervention of late identified children with hearing impairment: Challenges & Strategies

Unit 2: Auditory Learning (AVT & Auditory Training) & Speech Reading

2.1 Concept of 'Auditory Listening': Unisensory& Multisensory approaches
2.2 Auditory training: Importance, types (Individual & Group) and Stages
2.3 Auditory Verbal Therapy: Principle, philosophy and role of teacher
2.4 Auditory Training and AVT: Pre-requisites, challenges, similarities & differences
2.5 Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

Unit 3: Speech Intervention Strategies

3.1 Approaches to teaching speech: Auditory Global Approach; Multi-sensory Syllable unit approach;
3.2 Ling's Approach (model for speech teaching)
3.3 Orientation of speech and aspects of speech
3.4 speech errors in hearing Impairment
3.5 Individual and Group speech teaching: concept, Strengths and challenges

Unit 4: Communication and Language Teaching Strategies

4.1 communication : Definition , scope
4.2 Communication options: Oralism, Total Communication, Bilingualism-philosophy Justification and challenges.
4.3 Language: Definition, Nature, Function of Language
4.4 Techniques of teaching language to children with hearing Impairment
4.5 Tuning the environment (Home & School) for facilitating language & Communication

Unit 5: Educational Intervention Strategies

5.1 Educational Intervention: Concept, Need & Areas (curricular & co curricular) &

Types of educational intervention (group, individual, developmental, remedial)

5.2 Principles and practices in early educational intervention: Family centered, contextualized (natural & inclusive environment) & integrated (collaborative)

5.3 Maxims, Methods of teaching & Lesson planning (group, individual, developmental, and remedial)

5.4 Partnership of various professionals & agencies in educational intervention

5.5 Child & Family Outcomes of Early Educational Intervention

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

1. Observe any two activities in a Parent-infant programme / pre-school programme and write a report.
2. Classify the vowels and consonants of your language into low, mid & high frequency and make word list for auditory training
3. Read and reflect upon five lesson plans for teaching speech to children with hearing impairment
4. Select a story and write for three levels (pre-school, third and seventh standard) using appropriate complexity of language (vocabulary & syntax)
5. Read and reflect upon five lesson plans for teaching curricular subjects to children with hearing impairment

MODE OF TRANSACTION&Evaluation : Lecture cum Demonstration, Role playing, Assignments, Tests

Suggested Readings:

- Aggarwal, J.C. (2010).Principles, Methods and Techniques of Teaching .Amazon
- Beattie, Rod G. (2001). Ethics in Deaf Education: The First Six Years. New York: Academic Press Inc.
- Bess, F. H., &Humes, L. E. (1990). *Audiology: The fundamentals*. London: Williams & Wilkins.
- Calvert, D.R. Silverman, S.R. (1983). Speech and Deafness: A Text for Learning and Teaching. Washington: Alexander Graham Bell Assn for Deaf.
- Easterbrooks,S. (2007).Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families .Amazon
- English, Kristina M (2002). Counseling Children with Hearing Impairment and Their Families. Boston: Allyn and Bacon.
- Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Washington DC: Alexander Graham Bell Association for Deaf.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser& M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Theime-Stratton.
- Guralnick, M, J, (2005).The Developmental Systems Approach to Early Intervention. London: PAULH Brooks
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology* . (2nd , 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- Ling, D. (2000).Early Intervention For Hearing Impaired Children . Amazon
- Ling, D. (2002). Speech hearing-impaired child: Theory and practice. 2nd Ed. Deaf and hard of hearing.
- Livingston, Sue (1997). Rethinking the Education Deaf Students: Theory and Practice from a Teachers Perspective. London: Heinemann.
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd

- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd ford university press
- Mahshie S. N.(1995) educating deaf children bilingually, Gallaudet University, Washington
- Maluccio, Canali&Vecchiato (2002).Assessing Outcomes in Child and Family Services: Comparative Design and Policy Issues. Amazon
- Marschark, Marc Spencer, Patricia Elizabeth (2003). Oxford Handbook of Deaf Studies Language and Education. London: Oxford University Press.
- Maxon, A., & Brackett, D. (1992). The Hearing Impaired Child: Infancy Through High School Years. Boston: Andover medical Publishers.
- Moores, Donald, F (1997), Educating the deaf, Houghton Nifflin Company
- Nerbonne, M. A. &Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
- Nerbonne, M. A. &Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Owens, R.E. (2012). Language development: An introduction (8th ed.) Boston: Pearson
- Paul, Peter V. Whitelaw, Gail M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Boston: Jones and Bartlett Learning.
- Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). (Ed.) Education of the Hearing Impaired Child. London: Taylor and Francis Ltd. / San Diego: College-Hill Press.
- Rhoades, E., & Duncan, J. (2010). Auditory-verbal practice: Toward a family centered approach. Springfield: Illinois: Charles C. Thomas
- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn and Bacon
- Jeffers, J., & Barley, M. (1975). *Speech reading (Lip reading)* . Spring field, IL: Charles C. Thomas.
- Paul, P.V. Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Boston: Jones and Bartlett Learning.
- Rossetti, L. M., &Kile, J. E. (1997). Early intervention for special populations of infants and toddlers. San Diego: Singular Publishing Group, Inc.
- Sanders, D. A., & Derek, A. (1993). Management of hearing handicap: Infants to elderly (3rd edn). Englewood Cliffs, NJ: Prentice-Hall.

Yarrow, L.J. Rubenstein , J.L. Pedersen, F.A. (1975). Infant and Environment: Early Cognitive and Motivational Development. New York: John Wiley and Sons.

- Nolan, Michael Tucker, Ivan (1984) Educational Audiology. London: Croom Helm.
- Plant, G.S., Karl E., (1995). Profound Deafness and Speech Communication. London: Whurr Publishers Ltd.
- McCracken, W., &Laoide-Kemp (1997). Ed. Audiology in Education. London: Whurr Publishers Ltd.,
- Richerg, C.M., &Smily, D.F. (2012). School-Based Audiology. San Diego: Plural Publishing.
- McAnally, P.l., Rose, S., & Quigley, S.P. (1987). Language Learning practices with Deaf Children. San Diego: A College-Hill Publication.
- Van Riper C. & von Emerick, L. (1984). Speech correction – An introduction to speech pathology and audiology. 7th Ed. NJ: Englewood Cliffs Prentice Hall Inc.

COURSE C4: TECHNOLOGY AND DISABILITY

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

After completing the course the student-teachers will be able to

- *Enumerate various listening devices and describe ways of effective usage and maintenance.*
- *Create awareness and basic exposure to state-of-the-art technology for management of various aspects of speech.*
- *Narrate the range of technological applications that can be used for facilitating communication and language.*
- *Explain the present and future technologies facilitating the education of children with hearing impairment.*
- *Identify different resources (financial & human) to obtain technology.*

Unit 1: Listening Devices and Classroom Acoustics

1.1 Listening devices: Types (Individual & Group), Block diagram of Hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound

1.2 Ear moulds: Types, Importance, Care & maintenance

1.3 Classroom amplification devices, Hard wire, loop induction, infra-red& FM systems their importance in educational management

1.4 Cochlear Implant, BAHA &BERA: components, functioning & importance

1.5 Comparison between individual hearing aids, group hearing aids, care & maintenance

Unit 2: Technology for Management for Speech

2.1 Computer based training aids/equipment for management of speech (Dr. Speech; Vaghmi)

2.2 Use of computer based speech equipment for management of voice in children with hearing impairment

2.3 Speech trainer: concept, its part & types

2.4 Basic infrastructure required for using computer based speech training aids/equipment

2.5 Tele Speech Therapy

Unit 3: Technology Facilitating Language & Communication

3.1 Low cost technology and its application in development of teaching learning material

3.2 Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, Serch engines, Online learning material, Language apps

3.3 Training of ISL

3.4 Sign to text and Text to sign technology

3.5 Augmentative and Alternative communication for children with Hearing Impairment

Unit 4: Technology Facilitating Education

4.1 Technology and its impact on education: Changing Trends in teaching & learning

4.2 Trouble shooting: concept and function

4.3 Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology

4.4 ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning

4.5 Future technologies: Universal Design: Meaning & Scope

Unit 5: Resource Mobilisation for Technology

5.1 Agencies for Aids & Appliances: Government and non-government

5.2 Eligibility criteria for availing funding under Government schemes

5.3 Procedure for availing funding from different agents

5.4 Challenges encountered with cost involved in maintenance of devices after availing funding and ways to overcome

5.5 Agencies/Strategies to locate required human resources for various services

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

1. Draw a neat labelled block diagram of hearing aid. Prepare a list of tips for minor trouble shooting
2. Prepare a list of agencies for procuring equipment and software for teaching speech
3. Make a story using web based content, pictures, images and video clips
4. Compile different educational apps
5. Compile a list of government and non-government funding agencies for aids & sappliances

MODE OF TRANSACTION& EVALUATION

Lecture cum Demonstration, Self-study, Assignments, Seminar, Debate, Quiz

Suggested Readings:

- Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. England, London; Whurr Publishers.
- Andersson, C. (2014).Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Amazon Pub.
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.
- Bess, F.H., &Humes, L.E. (1990). *Audiology: The fundamentals*. London: Williams & Wilkins.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser& M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Theime-Stratton.
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology* . (2nd , 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- Kumar, K. L. (2009).Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers .Amazon Pub.
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd.
- Maltby, M.T. (1994). Principles of Hearing Aid Audiology. London: Whurr

Publishers.

- Mathew, S.M. (2012).Technology for persons with hearing impairment. Status of Disability in India-2012.NewDelhi: RCI
- Moores, Donald, F (1997). Educating the deaf, Houghton NifflinCompan
- Rapp, W.H. (YNK). Universal design for learning in action. Baltimore MD: Brooks
- Riekehof, Lottie L. (1978), The joy of learning signs, Gospel publishing House, Missouri
- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn and Bacon
- Stewart, D.A. &Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students : Content , Strategies & Curriculum. London :Allyn&Baccon
- Taylor, Brian M., H. Gustav (2011). Fitting and Dispensing Hearing Aids. San Diego: Plural Publishing.
- Tweedie, J. (1987). Children's Hearing Problems, Their Significance, Detection and Management. Bristol: The Bath Press.
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.
- Dillon, Harvey (2001). Hearing aids. New York: Thieme Medical Publications.
- Krumenacker, S. (2014). Hearing Aid Dispensing Training Manual. San Diego: Plural Publishing.
- Sanders, D. A. (1993). *Management of hearing handicap: Infants to elderly* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hal

COURSE HI- C5:PSYCHOSOCIAL AND FAMILY ISSUES

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing the course the student-teachers will be able to –

- *Explain the concept of psycho-social issues.*
- *Reflect on various dimensions of Psycho-social issues among children with HI.*
- *Understand various Family issues children with HI.*
- *Learn the importance of intervening strategies and ways of handling issues.*
- *Discuss the concept of networking and liaisingwith the parents, community, family,school and NGO's.*

Unit 1: Psychosocial Aspects

1.1 Major domains of development: Physical, Cognitive and Emotional/Social.
1.2 Erikson's stages of psychosocial development.
1.3 Role of homein psychosocial development.
1.4 Role of school in psychosocial development.
1.5 Role of community in psychosocial development.

Unit 2: Family Dynamics

2.1 Family: Definition, characteristics and types.
2.2 Parenting Styles: Authoritarian, permissive and democratic.
2.3 Family and relationship problems: Cause and effect. Advocacy
2.4 Characteristics of a healthy family.
2.5 Family Resource Management.

Unit 3: Nurturing Social Emotional Wellbeing

3.1 Building a positive self-concept.
3.2 Social skill training.
3.3 Stress management.
3.4 Family counseling.
3.5 Networking and liaising with students, parents, community and NGOs.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Compile five activities that could be undertaken to foster parents acceptance of their child's impairment
- Select a tool to measure parent's self-efficacy and administer it on three parents and submit with brief reflections.
- Attend a parent meeting of a special school and report tips provided for fostering parent advocacy

- **MODE OF TRANSACTION& Evaluation:** Lecture cum Demonstration, Role Play, Inviting parents as speakers for sharing experiences, Assignments, Tests

Suggested Readings:

- Dunst.C, Trivette.C&Deal.A (1996). *Enabling & empowering families. Principles & guidelines for practice.*Cambridge, MA : Brookline Books.
- Gregory Susan, Bishop Juliet and Sheldon Lasley, (1999), Cambridge University, Psychological perspectives of deafness
- Scheetz, N.A.(2000). *Orientation to Deafness.*Boston, MA: Allyn and Bacon.
- Spencer Patricia, Erting Carol, J.marMarschark, Mane, (2000), The deaf child in the family and school, laurance Erlbaum
- Beazley Sarah & Moore Michele, Deaf children their families and professionals dismantling barriers, davidFultron publishers (2005)
- Brown Ivan and ray Brown (2000), Quality of life and disability
- Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). *Teaching the teachers: Preparing educators to engage families for student achievement.* Cambridge, MA: Harvard Family Research Project.
- CorterMairian (1966) deaf transactions:Deaf families, deaf communities and deaf identities, Jessica Kingsley publishers
- Ed Par Ila, Cultural diversity and the deaf experiences (1966), Cambridge university press, USA
- Marscark m and Clark M.D. , Psychological perspectives on deafness Vol I & II, 1998

COURSE D1:READING AND REFLECTION ON TEXT

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing the course the student-teachers will be able to

- *Reflect upon current level of literacy skills of the self.*
- *Show interest and begin working upon basic skills required to be active readers in control of own comprehension.*
- *Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.*
- *Prepare self to facilitate good reading writing in students across the ages.*

Find reading writing as learning and recreational tools rather than a course task

Unit 1: Reflections on Literacy and Reading Comprehension

1.1Role of Literacy in Education, Career and Social Life

1.2Basic Braille Literacy

1.3Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making

1.4Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies

1.5Basic Understanding of Reading Comprehension of Children with Disabilities

Unit 2: Developing Literacy Skills: Reading

2.1Literacy Skills: meaning,scope.reading meaning and Pre-requisites of reading

2.2. types of reading a)purpose base b)style of reading c)level of assessment bases

2.3. Approaches and Strategies to develop reading skills and independent reading 2.4. Models of reading skills(top- down,bottom- up, interactive)

2.5. Challenges and Remedial strategies

Unit 3: Practicing Independent Writing

3.1. Writing meaning,Pre-requisites of writing.

3.2. Assessment of written language at different levels

3.3.Types of writing (copying,guided writing,independent writing)

3.4. Steps and Strategies in Developing Writing

3.5. Challenges and Remedial Strategies

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Have a peer editing of independently written essays and discuss your reflections upon this experience
- Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience
- Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4
- Visit a book store for young children, go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

MODE OF TRANSACTION

This paper should be taught Lecture cum demonstration, seminars, discussions, debates, presentations, u-tubes and movies to understanding of the issues at hand.

Suggested Readings:

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). Becoming a Nation of Readers: The report of the commission on reading. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- ASER report of 2015: Pratham Publication
- May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston
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COURSE E 3:PRACTICAL DISABILITY SPECIALISATION#

MARKS: 100 | CREDITS: 4 | 8 Hrs./wk

Sl. No	Tasks	Educational settings	Specific activities	Hrs	Marks	submission
1	Aural intervention	Institute / Clinic	Carrying out daily listening checks on children with hearing impairment (5 children) - Use Aided Audiogram for (2 children each) **A.** Linking Ling's 6 Sound test **B.** Selecting modality of training (Auditory, Speech reading, combination) **C.** Selecting method of Communication (Oral *vs*Manual)	**10**	**15**	
2	Speech intervention	Institute / Clinic	Observing individual speech teaching sessions (2 children) - Observing group teaching sessions (2 children) - Planning and executing lesson plan for teaching non-segmental, Segmental and Supra segmental aspects of speech (2 children)	**10**	**15**	
3	Learning and practicing ISL	Institute / Clinic/ ISL center	To learn and practice Basic school / vocabulary,Common,phrases, Conversations, Sample subject Texts, Stories in signs. (Preferably involving a Deaf individual and taught by certified signer)	**30**	**20**	
				50	**50**	

Area E3- Practical Disability Specialization (Part C) # Marks-50

SL.NO	Tasks for the student teachers	Disability focus	Education setting	No of lessons
1.2	**a.** Lesson planning and execution on different levels for all subjects/ selected subjects	Major Disability	Special school/resource room	30 lessons
1.3	Individualised Teaching lessons on selected subjects	Major Disability	Special school/resource room	5 IEPs
1.4	Lesson planning	Any Disability	Inclusive school	10

COURSE F 1:MAIN DISABILITY SPECIAL SCHOOL (RELATED TO AREA C)#

MARKS: 100 | CREDITS: 4 | 8 Hrs./wk

After completing the course the student-teachers will be able to

Sl. No.	Tasks	Educational setting	Specific activities	Hrs	Marks	submission
1	teacher assistant **	Special school for children with Hearing Impairment	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	**30**	**15**	Journal of daily reflections and learning
2	Practicing functioning as a teacher**		Undertaking continuous whole day teaching using daily diary system for planning and recording.	**18**	**20**	Daily diary
3	Understanding school examination**		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing pedagogic decisions.	**12**	**10**	Portfolio of assessment activities
4	understanding beyond classrooms		Participating in School committees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical check ups – any 3	**12**	**10**	*
5	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	**18**	**10**	**TLM**
6	document study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre-	**12**	**10**	*

			school			
7	use of internet and modern school for technology children for with improving Hearing the class Impairment processes	Special school for children with Hearing impairment	Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students	**12**	**10**	*
8	Compilations of language teaching material news, conversation, stories and unseen, pictures		Compiling language material news, conversations, stories and unseen pictures, Directed activities	**6**	**5**	Journal of compilations
9	Program end presentation		Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher	**6**	**10**	
Total				**120**	**100**	

*****Certificate from school head grading the performance 0n 5 point scale. Candidates below the score 3 repeat the placement.

** For items each student will be assigned a class and the class teacher is expected to support as the long term mentor for the student placed in her / his class.

Engagement with field as part of courses indicated below:

Sl. No.	Tasks for the student -teacher	Course	Place
1	Assignment /project /presentation	C3	institute
2	Assignment /project/ presentation	C4	institute
3	Assignment /project/ presentation	C5	Institute
4	Assignment /project/ presentation	D1	Institute / school
5	Assignment /project/ presentation	D2	Institute / school

Minimum of four weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under E-3 and F-1 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Areas	Disability specialization (E-3&F-1)
A-4Pedagogy Subject 1	Semester –III (three days -15 Hrs)
A-5 Pedagogy Subject 1	Semester –III (three days -15 Hrs)
F-1 School Attachment/ Internship	Semester –III (24 days -120 Hrs)

#Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and viva voce examination.

List of Revised Courses

Department : *Education*

Program Name : *B.Ed. Special Education Learning Disability (L.D.)*

Academic Year : 2017-18

List of Revised Courses

Sr. No.	Course Code	Name of the Course
1.	A1	Human Growth & Development
2.	A2	Contemporary India & Education
3.	B1	Introduction to Sensory Disabilities
4.	B2	Introduction to Neuro Developmental Disabilities
5.	B3	Introduction to Locomotor & Multiple Disabilities
6.	LDC1	Assessment and Identification of Needs
7.	E1	Practical :Cross Disability and Inclusion
8.	A3	Learning ,Teaching and Assessment
9.	A4 S	Science
10.	A4 SS	Social Science
11.	A4 M	Mathematics
12.	A5 H	Hindi
13.	A5 E	English
14.	B4	Inclusive Education
15.	LDC2	Curriculum Designing, Adaptation and Evaluation
16.	E2	Practical :Disability Specialization
17.	LDC3	Educational Intervention and Teaching Strategies
18.	LDC4	Technology and Disability
19.	LDC5	Psycho Social and Family Issues
20.	D1	Reading and Reflection on Text (EPC)
21.	E3	Practical :Disability Specialization
22.	F1	Main Disability Special School (related to area C)
23.	B5	(a)Community Based Rehabilitation (b) Application of ICT in Classroom
24.	B6	(a)Communication Option :Oralism (b)Management of Learning Disability
25.	D2	Drama and Art in Education

26.	D3	Basic Research & Basic Statistic
27.	E4	Practical Cross Disability and Inclusion
28.	F2	Other Disability Special School
29.	F3	Inclusive School

Minutes of Meetings (MoM) of Board of Studies (BoS)

Academic Year : 2017-18

School : *School of Studies of Education*

Department : *Education*

Date and Time : *June 05, 2017 – 11:00 AM*

Venue : *DoE, GGV, Bilaspur*

The scheduled meeting of member of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held to design and discuss the B. Ed. Special Education Learning Disability (L.D.) (I to IV semesters) scheme and syllabi.

The following members were present in the meeting:

1. Dr. C.S. Vazalwar, (HoD, Chairman, BoS.)
2. Dr. Anju Agarwal (External Expert Member BoS, Dept. of B.Ed./M.Ed. MJPRU, Bareilly, UP)
3. Dr. Sujeet Kumar, (Internal member BoS)
4. Dr. Vindeshwari Pawar (Internal member BoS)

Following points were discussed during the meeting

1. Discussion about two year programme
2. Modification in objective of the programmes
3. Revision in some content etc
4. Practical aspects

It was further decided that the curricula will be operative under the credit system. The CBCS/ECS would not be implemented in strict sense to the present programmes run by the department, being professional post-graduate programmes, and owing to the present limitations of space and resources. However, ample number of elective courses have been designed to be offered in the all the programmes of B.Ed., B.Ed. Special Education (HI & LD). Moreover, the Curriculum of M.Ed. programme have been designed to offer choices in terms of specialisation courses as well as dissertation in chosen area. Such courses would be able to meet the diverse need and interest of the clienteles. More choices of courses should be included as and when there would be sufficient infrastructure and system support available.

The committee discussed and approved the scheme and syllabus from the session 2017-18.

Head
Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)

Signature & Seal of HoD

Scheme and Syllabus

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER –I

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses	Human Growth & Development	A1	4	100	50	30	70
	Contemporary India & Education	A2	4	100	50	30	70
Group-B Cross Disability& Inclusion	Introduction to Sensory Disabilities	B1	2	50	25	15	35
	Introduction to Neuro Developmental Disabilities	B2	2	50	25	15	35
	Introduction to Locomotor & Multiple Disabilities	B3	2	50	25	15	35
Group –C Disability Specialization Courses	Assessment and Identification of Needs	LDC1	4	100	50	30	70
Group –E Practical Related to Disability	Practical :Cross Disability and Inclusion	E1	2	50	25	50	
	TOTAL		20	500	250	185	315

SEMESTER –II

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses & Pedagogy Courses	Learning ,Teaching and Assessment	A3	4	100	50	30	70
	Pedagogy of Teaching (any one) Science Social Science Mathematics	 A4 S A4 SS A4 M	4	100	50	30	70
	Pedagogy of Teaching (any one) Hindi English	 A5 H A5 E	4	100	50	30	70
Group-B Cross Disability& Inclusion	Inclusive Education	B4	2	50	25	15	35
Group –C Disability Specialization Courses	Curriculum Designing, Adaptation and Evaluation	LDC2	4	100	50	30	70
Group-E Practical Related to Disability	Practical :Disability Specialization	E2	2	50	25	50	

TOTAL		20	500	250	185	315

SEMESTER –III

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group –C Disability Specialization Courses	Educational Intervention and Teaching Strategies	LDC3	4	100	50	30	70
	Technology and Disability	LDC4	4	100	50	30	70
	Psycho Social and Family Issues	LDC5	2	50	25	15	35
Group –D EPC	Reading and Reflection on Text (EPC)	D1	2	50	25	50	
Group-E Practical Related to Disability	Practical :Disability Specialization	E3	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Main Disability Special School (related to area C)	F1	4	100	50	100	
TOTAL			20	500	250	325	175

SEMESTER –IV

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-B Cross Disability& Inclusion	Skill Based Optional Course (any one of Cross Disability and Inclusion) (a)Community Based Rehabilitation (b) Application of ICT in Classroom	B5	2	50	25	15	35
	Skill Based Optional Course (any one of Disability Specialization) (a)Communication Option :Oralism (b)Management of Learning Disability	B6	2	50	25	15	35
Group –D EPC	Drama and Art in Education	D2	2	50	25	50	
	Basic Research & Basic Statistic	D3	2	50	25	50	
Group-E Practical Related to Disability	Practical Cross Disability and Inclusion	E4	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Other Disability Special School	F2	4	100	50	100	
	Inclusive School	F3	4	100	50	100	
TOTAL			20	500	250	430	70
TOTAL CREDITS			**80**	**2000**	**1000**	**1125**	**875**

Scheme and Syllabus

List of Revised Courses

Department : *Education*

Program Name : *B.Ed. Special Education Learning Disability (L.D.)*

Academic Year : 2018-19

List of Revised Courses

Sr. No.	Course Code	Name of the Course
1.	A1	Human Growth & Development
2.	A2	Contemporary India & Education
3.	B1	Introduction to Sensory Disabilities
4.	B2	Introduction to Neuro Developmental Disabilities
5.	B3	Introduction to Locomotor & Multiple Disabilities
6.	LDC1	Assessment and Identification of Needs
7.	E1	Practical :Cross Disability and Inclusion
8.	A3	Learning ,Teaching and Assessment
9.	A4 S	Science
10.	A4 SS	Social Science
11.	A4 M	Mathematics
12.	A5 H	Hindi
13.	A5 E	English
14.	B4	Inclusive Education
15.	LDC2	Curriculum Designing, Adaptation and Evaluation
16.	E2	Practical :Disability Specialization
17.	LDC3	Educational Intervention and Teaching Strategies
18.	LDC4	Technology and Disability
19.	LDC5	Psycho Social and Family Issues
20.	D1	Reading and Reflection on Text (EPC)
21.	E3	Practical :Disability Specialization
22.	F1	Main Disability Special School (related to area C)
23.	B5	(a)Community Based Rehabilitation (b) Application of ICT in Classroom
24.	B6	(a)Communication Option :Oralism (b)Management of Learning Disability
25.	D2	Drama and Art in Education
26.	D3	Basic Research & Basic Statistic

27.	E4	Practical Cross Disability and Inclusion
28.	F2	Other Disability Special School
29.	F3	Inclusive School

Minutes of Meetings (MoM) of Board of Studies (BoS)

Academic Year : 2018-19

School : *School of Studies of Education*

Department : *Education*

Date and Time : *October 11, 2018 – 03:00 PM*

Venue : *DoE, GGV, Bilaspur*

The scheduled meeting of member of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held to design and discuss the B. Ed. Special Education Learning Disability (L.D.) (I to IV semesters) scheme and syllabi.

The following members were present in the meeting:

1. Dr. C.S. Vazalwar, (HoD, Chairman, BoS.)
2. Dr. Anju Agarwal (External Expert Member BoS, Dept. of B.Ed./M.Ed. MJPRU, Bareilly, UP)
3. Dr. Sujeet Kumar, (Internal member BoS)
4. Dr. Vindeshwari Pawar (Internal member BoS)

Following points were discussed during the meeting

1. Correction of typographical error (two internal tests) in two year B. Ed. Special Education Learning Disability (L.D.) programme as per ordinance, were discussed and found it suitable.

2.It was further decided that the curricula will be operative under the credit system. The CBCS/ECS would not be implemented in strict sense to the present programmes run by the department, being professional post-graduate programmes, and owing to the present limitations of space and resources. However, ample number of elective courses have been designed to be offered in the all the programmes of B.Ed., B.Ed. Special Education (HI & LD). Moreover, the Curriculum of M.Ed. programme have been designed to offer choices in terms of specialisation courses as well as dissertation in chosen area. Such courses would be able to meet the diverse need and interest of the clienteles. More choices of courses should be included as and when there would be sufficient infrastructure and system support available.

The committee discussed and approved the scheme and syllabus from the session 2018-19.

Head
Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)

Signature & Seal of HoD

Scheme and Syllabus

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER –I

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses	Human Growth & Development	A1	4	100	50	30	70
	Contemporary India & Education	A2	4	100	50	30	70
Group-B Cross Disability& Inclusion	Introduction to Sensory Disabilities	B1	2	50	25	15	35
	Introduction to Neuro Developmental Disabilities	B2	2	50	25	15	35
	Introduction to Locomotor & Multiple Disabilities	B3	2	50	25	15	35
Group –C Disability Specialization Courses	Assessment and Identification of Needs	LDC1	4	100	50	30	70
Group –E Practical Related to Disability	Practical :Cross Disability and Inclusion	E1	2	50	25	50	
	TOTAL		20	500	250	185	315

SEMESTER –II

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses & Pedagogy Courses	Learning ,Teaching and Assessment	A3	4	100	50	30	70
	Pedagogy of Teaching (any one) Science Social Science Mathematics	 A4 S A4 SS A4 M	4	100	50	30	70
	Pedagogy of Teaching (any one) Hindi English	 A5 H A5 E	4	100	50	30	70
Group-B Cross Disability& Inclusion	Inclusive Education	B4	2	50	25	15	35
Group –C Disability Specialization Courses	Curriculum Designing, Adaptation and Evaluation	LDC2	4	100	50	30	70
Group-E Practical Related to Disability	Practical :Disability Specialization	E2	2	50	25	50	
TOTAL			20	500	250	185	315

SEMESTER –III

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group –C Disability Specialization Courses	Educational Intervention and Teaching Strategies	LDC3	4	100	50	30	70
	Technology and Disability	LDC4	4	100	50	30	70
	Psycho Social and Family Issues	LDC5	2	50	25	15	35
Group –D EPC	Reading and Reflection on Text (EPC)	D1	2	50	25	50	
Group-E Practical Related to Disability	Practical :Disability Specialization	E3	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Main Disability Special School (related to area C)	F1	4	100	50	100	
TOTAL			20	500	250	325	175

SEMESTER –IV

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-B Cross Disability& Inclusion	Skill Based Optional Course (any one of Cross Disability and Inclusion) (a)Community Based Rehabilitation (b) Application of ICT in Classroom	B5	2	50	25	15	35
	Skill Based Optional Course (any one of Disability Specialization) (a)Communication Option :Oralism (b)Management of Learning Disability	B6	2	50	25	15	35
Group –D EPC	Drama and Art in Education	D2	2	50	25	50	
	Basic Research & Basic Statistic	D3	2	50	25	50	
Group-E Practical Related to Disability	Practical Cross Disability and Inclusion	E4	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Other Disability Special School	F2	4	100	50	100	
	Inclusive School	F3	4	100	50	100	
TOTAL			20	500	250	430	70
TOTAL CREDITS			**80**	**2000**	**1000**	**1125**	**875**

Scheme and Syllabus

List of Revised Courses

Department : *Education*

Program Name : *B.Ed. Special Education Learning Disability (L.D.)*

Academic Year : 2019-21

List of Revised Courses

Sr. No.	Course Code	Name of the Course
1.	A1	Human Growth & Development
2.	A2	Contemporary India & Education
3.	B1	Introduction to Sensory Disabilities
4.	B2	Introduction to Neuro Developmental Disabilities
5.	B3	Introduction to Locomotor & Multiple Disabilities
6.	LDC1	Assessment and Identification of Needs
7.	E1	Practical :Cross Disability and Inclusion
8.	A3	Learning ,Teaching and Assessment
9.	A4 S	Science
10.	A4 SS	Social Science
11.	A4 M	Mathematics
12.	A5 H	Hindi
13.	A5 E	English
14.	B4	Inclusive Education
15.	LDC2	Curriculum Designing, Adaptation and Evaluation
16.	E2	Practical :Disability Specialization
17.	LDC3	Educational Intervention and Teaching Strategies
18.	LDC4	Technology and Disability
19.	LDC5	Psycho Social and Family Issues
20.	D1	Reading and Reflection on Text (EPC)
21.	E3	Practical :Disability Specialization
22.	F1	Main Disability Special School (related to area C)
23.	A6	Basic Research & Basic Statistic
24.	B5	(a)Community Based Rehabilitation (b) Application of ICT in Classroom
25.	B6	(a)Communication Option :Oralism (b)Management of Learning Disability
26.	D2	Drama and Art in Education

27.	E4	Practical Cross Disability and Inclusion
28.	F2	Other Disability Special School
29.	F3	Inclusive School

Minutes of Meetings (MoM) of Board of Studies (BoS)

Academic Year : 2019-21

School : *School of Studies of Education*

Department : *Education*

Date and Time : *July 14, 2019 – 03:00 PM*

Venue : *DoE, GGV, Bilaspur*

The scheduled meeting of member of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held to design and discuss the B. Ed. Special Education Learning Disability (L.D.) (I to IV semesters) scheme and syllabi.

The following members were present in the meeting:

1. Dr. C.S. Vazalwar, (HoD, Chairman, BoS.)
2. Dr. R.N. Sharma, (External Expert Member BoS, faculty of education, BHU, UP)
3. Dr. Sujeet Kumar, (Internal member BoS)
4. Dr. Sunil Kumar Sain (Internal member BoS)

Following points were discussed during the meeting

The syllabus for B. Ed. Special Education Learning Disability (L.D.) was discussed amongst the present members and as per relevance, as well as need of concerned paper & it is resolved that syllabus for B. Ed. Special Education Learning Disability (L.D.) is approved by the BoS.

It was further decided that the curricula will be operative under the credit system. The CBCS/ECS would not be implemented in strict sense to the present programmes run by the department, being professional post-graduate programmes, and owing to the present limitations of space and resources. However, ample number of elective courses have been designed to be offered in the all the programmes of B.Ed., B.Ed. Special Education (HI & LD). Moreover, the Curriculum of M.Ed. programme have been designed to offer choices in terms of specialisation courses as well as dissertation in chosen area. Such courses would be able to meet the diverse need and interest of the clienteles. More choices of courses should be included as and when there would be sufficient infrastructure and system support available.

The committee discussed and approved the scheme and syllabus from the session 2019-20.

Head
Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)

Signature & Seal of HoD

Scheme and Syllabus

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER –I

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses	Human Growth & Development	A1	4	100	50	30	70
	Contemporary India & Education	A2	4	100	50	30	70
Group-B Cross Disability& Inclusion	Introduction to Sensory Disabilities	B1	2	50	25	15	35
	Introduction to Neuro Developmental Disabilities	B2	2	50	25	15	35
	Introduction to Locomotor & Multiple Disabilities	B3	2	50	25	15	35
Group –C Disability Specialization Courses	Assessment and Identification of Needs	LDC1	4	100	50	30	70
Group –E Practical Related to Disability	Practical :Cross Disability and Inclusion	E1	2	50	25	50	
	TOTAL		20	500	250	185	315

SEMESTER –II

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses & Pedagogy Courses	Learning ,Teaching and Assessment	A3	4	100	50	30	70
	Pedagogy of Teaching (any one) Science Social Science Mathematics	 A4 S A4 SS A4 M	4	100	50	30	70
	Pedagogy of Teaching (any one) Hindi English	 A5 H A5 E	4	100	50	30	70
Group-B Cross Disability& Inclusion	Inclusive Education	B4	2	50	25	15	35
Group –C Disability Specialization Courses	Curriculum Designing, Adaptation and Evaluation	LDC2	4	100	50	30	70
Group-E Practical Related to Disability	Practical :Disability Specialization	E2	2	50	25	50	
TOTAL			20	500	250	185	315

SEMESTER –III

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group –C Disability Specialization Courses	Educational Intervention and Teaching Strategies	LDC3	4	100	50	30	70
	Technology and Disability	LDC4	4	100	50	30	70
	Psycho Social and Family Issues	LDC5	2	50	25	15	35
Group –D EPC	Reading and Reflection on Text (EPC)	D1	2	50	25	50	
Group-E Practical Related to Disability	Practical :Disability Specialization	E3	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Main Disability Special School (related to area C)	F1	4	100	50	100	
TOTAL			20	500	250	325	175

SEMESTER –IV

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core courses	Basic Research & Basic Statistic	A6	2	50	25	15	35
Group-B Cross Disability& Inclusion	Skill Based Optional Course (any one of Cross Disability and Inclusion) (a)Community Based Rehabilitation (b) Application of ICT in Classroom (c) Guidance and Counselling (d) Braille and Assistive Devices	B5	2	50	25	15	35
	Skill Based Optional Course (any one of Disability Specialization) (a)Communication Option :Oralism (b)Management of Learning Disability	B6	2	50	25	15	35
Group –D EPC	Drama and Art in Education	D2	2	50	25	50	
Group-E Practical Related to Disability	Practical Cross Disability and Inclusion	E4	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Other Disability Special School	F2	4	100	50	100	
	Inclusive School	F3	4	100	50	100	
TOTAL			20	500	250	430	70
TOTAL CREDITS			**80**	**2000**	**1000**	**1125**	**875**

Scheme and Syllabus

COURSE A1: HUMAN GROWTH & DEVELOPMENT

COURSE OBJECTIVES **MARKS: 100 | CREDITS:04 | 4 Hrs./wk**

After studying this course the student-teacher will be able to:

-Explain the process of development with special focus on infancy childhood and adolescence.
-critically analyze developmental variations among children.
-comprehend adolescence as a period of transition and threshold of adulthood.
-analyze different factors influencing child development.

UNIT I: Approaches to Human Development

- Concept and definition of development, Difference between growth and development.
- ~~Characteristics of development: Lifelong, multidimensional, multidirectional, plastic, contextual, studied by a number of disciplines, and involves growth, maintenance & regulation.~~
- Nature of development: (a) ~~Biological, cognitive and socio-emotional processes; (b) Periods of development; (c) Age and happiness; (d)~~ Conceptions of age (*chronological age, biological age, psychological age & social age*~~); (e) Development issues (Nature & nurture, Continuity & discontinuity, Stability & change).~~)
- Principles of development, Factors influencing development.
- Domains of development: Physical, psycho-social, cognitive and linguistic development.

UNIT II: The Early Year (Birth to Eight Years)

- Prenatal (*Conception to birth*): Concept, Periods (zygote, embryo & fetus) and Environmental influences on prenatal development, screening the newborn-APGAR score.
- Infancy (*Birth to 18/24 months*): Concept, Characteristics, Adjustment and hazards during infancy, Physical development, psycho-social development, cognitive development and linguistic development.
- Early childhood (*Infancy to 5-6 years*): Concept, Characteristics, Hazards during early childhood, Physical development, psycho-social development, cognitive development and linguistic development, Factors influencing the child's personality.
- Middle & late childhood (*6 to 11 years*): Concept, Physical development, motor development, cognitive development and social development.
- ~~Role of play in enhancing development~~

UNIT III: Adolescence (from 10-12 years to 18-22 years)

- Concept, stages (early, middle & late), physical development (males & females), cognitive development and social development.
- Challenges of adolescence: Morphological/developmental, psychological, social and educational challenges.
- ~~Issues related to puberty in males and females.~~
- Gender and Development
- Environmental influences (social, cultural, political) on the adolescents.

UNIT IV: Adulthood (from 20s to death)

- Concept, stages (early, middle & late), Ageing in women (Physical, psychological & social challenges).
- Early adulthood (*20 to 40 years*): Concept, characteristics, ageing & challenges of early adulthood.
- Middle adulthood (*40 to 60 years*): Concept, characteristics, ageing & challenges of middle adulthood.
- Late adulthood (*60 to death*): Concept, characteristics, ageing & challenges of late adulthood.

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- ~~Emerging roles & responsibilities, Life skills & independent living, Career choices.~~

UNIT V: Theoretical Approaches to Development

- Cognitive & social-cognitive theories (Piaget , Bruner, Bandura, Vygotsky)
- Psychosocial Theory (Erikson)
- Psychoanalytic Theory (Freud)
- Ecological Theory (Bronfrenbrenner)
- Holistic Theory of Development (Steiner)

Engagement with the field as part of course as indicated below

Hand on Experience

- Observe Children in Various setting and identify milestone achieved.
- Seminar on Human development
- Writing journal for reflection and case study

Suggested Readings:

Berk,L.E.(200) *Human Development. Tata McGraw Hill Company, New York*

Brisban,E.H.(2004) The Developing child ,Mc Graw Hill USA

Cobb,N.J.(2001) *The child infants, children and adolescent. Mayfield Publishing Company <New York*

Hurloc l,E.B.(2005) Child growth and development *Tata McGraw Hill Company, New York*.

Hurloc ,E.B.(2006) *Developmental Psychology-A life span approach. Tata McGraw Hill Company, New York*

Meece,J.S.&EcclesJ.L(EDS)(2010) *Handbook of Research on Schools, Schooling and Human Development New York*

Mittal,S.(2006) Child development-Experimental psychology. Isha book Delhi.

Nisha,M(2006). Introduction to child development Isha book, Delhi.

Singh A.K. Siksha manovigyaan Motilal Publication Varanasi

Santrock J.W.(2007) Adolescence, Tata Mc Graw Hill Publishing Company New Delhi

Santrock J.W. Child Development. Tata Mc Graw hill publishing company New Delhi

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PAPER A2: CONTEMPORARY INDIA AND EDUCATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS:04 | 4 Hrs./wk**

After completing this course the student-teachers will be able to

- Explain the history, nature and process and philosophy of education
- Analyze the role of Educational System in the context of Modern Ethos
- Understand the concept of diversity
- Develop an understanding of the trends, issue and challenges faced by the contemporary Indian Education in global context

UNIT I: Philosophical Foundation of Education

- Education: Concept, definition and scope.
- Agencies of Education: School, Family, community and media
- Philosophies of Education: Idealism, Naturalism, Pragmatism, Realism.
- Classical Indian Perspective: Vedanta Jainism, Buddhism.
- Indian Philosophers: Vivekanand, Tagore, Gandhi, Aurobindo.

UNIT II: Understanding Diversity

- Concept of Diversity
- Types of Diversity: Gender, linguistic, cultural, socio-economic and disability.
- Diversity in Learning and Play.
- Addressing divers learning needs of CWSN.
- Learning Styles.

UNIT III: Contemporary Issues and Concerns

- Universalization of Education: Provision, Enrolment, Retention, Participation, Achievement.
- Universalization of Elementary and Secondary Education: Problems and Issues.
- Issues of Quality and Equity: Physical, economic, social, cultural and linguistic, particularly w.r.t. girl child, weaker section and disabled.
- Equal Educational opportunity (i) Meaning of equality & constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues
- Inequality in schooling: Public –private Schools, Rural–urban schools, Single teacher school.

UNIT IV: Education Commission and policy (School Education)

- Preamble of the Constitution of India.
- Constitutional provision: Equality, Liberty, secularism & social justice.
- National Commissions & Policies: Kothari Commission (1964), NPE (1986), POA (1992), NCF (2005), National Policy for Persons with Disabilities (2006)

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- National Act: RCI Act (1992); PWD Act (1995); NT Act (1999).
- Incheon strategies (2012), Millennium Developmental Goals (2015).

UNIT V: Issues and Trends in Education

- Challenges of education from preschool to senior secondary
- Inclusive education as a right based model
- Complementarily of inclusive and special school
- Language issues in education
- Community participation and community based education

Some suggested Activities on contemporary issues

Comparative study of different setting
Educational Debates & movement
RTE Act in in the Context of Disadvantaged
Special and Inclusive school
Education status of various groups
Conflict &social movement in india: Women, Dalit, Tribal & Disabled
Human right, Minority right

Suggested Readings:

Aggrwal J.C.(1992) Development and Planning of Modern Education: New Delhi Vikas Publishing House PVT Ltd
Anand S.P.(1993) The teacher & Education in Emerging Indian society, New Delhi: NCERT
Bhat B.D. (1996) Educational Document in India, New Delhi: Arya Book Depot.
Bhatia K&Bhatia B.(1997) The Philosophical &Sociological Foundation,New Delhi Doaba house
Dubey,S.C.(2001) Indian Society, National book Trust: New Delhi
Jagannath ,M.(1993) Indian Education in the Emerging society, New Delhi Sterling Publishers Pvt Ltd

Essential Readings

Guha, R.(2007) India after Gandhi: The history of the World largest Democracy. Macmillon: Delhi.
National Education commission(1964-66) Ministry of Education, Govt of India, New Delhi.
National Policy on Education(1986&92) Ministry of Human Resource Development Govt. of India, New Delhi.
Right to education Act (2009) Ministry of Human Resource Development Govt of India, New Delhi.

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COURSE B1 : INTRODUCTION TO SENSORY DISABILITIES

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing this course, the student-teachers will be able to

- *Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.*
- *Explain the issues & ways to address challenges in educating students with hearing loss.*
- *Describe nature, characteristics & assessment of students with low vision & visual impairment.*
- *Suggest educational placement and curricular strategies for students with low vision & visual impairment.*
- *Explicate the impact of deaf-blindness & practices for functional development.*

Unit 1: Hearing Impairment: Nature & Classification

1.1. Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)
1.2. Importance of hearing
1.3. Process of hearing & its impediment leading to different types of hearing loss
1.4. Definition of hearing loss, demographics & associated terminologies: Deaf/ deafness/ hearing impaired/ disability/ handicapped
1.5. Challenges arising due to congenital and acquired hearing loss

Unit 2: Impact of Hearing Loss

2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication
2.2 Language & communication issues attributable to hearing loss and need for early Intervention
2.3 Communication options
2.4 Issues & measures in literacy development and scholastic achievement of students with hearing loss
2.5 Restoring techniques using human (interpreter) & technological support (hearing devices)

Unit 3: Visual Impairment & Deaf Blind

3.1. Process of Seeing and Common Eye Disorders.
3.2. Blindness and Low Vision— Definition, causes and prevention.
3.2. Deaf-blindness: Definition, causes, classification, prevalence and characteristics.
3.4. Importance of Early Identification and Intervention.
3.5. Functional Assessment Procedures and Educational Implication.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Develop a checklist for screening of children for hearing impairment
- Develop a checklist for screening of children for low vision
- Develop a checklist for screening of children for blindness
- Develop a checklist for screening of children for deaf blindness
- Journal based on observations of teaching children with sensory disabilities

MODE OF TRANSACTION: Visits, Observations, Videos and Interactions with Students with Disabilities

Suggested Readings:

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.
- Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD EQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining- module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness. pdf%2Fat_download%2 Ffile&ei= LkY6VdGlOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBW uGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d. dGY
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; NewYork.
- Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.

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- Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia: Williams & Wilkins
- Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: Van Nostrand Reinhold Company.
- Sataloff, R. T., & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor & Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). Deafness and Communication: Assessment and Training. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach.New York: Cambridge University Press.
- Auditory-Verbal International (1991). Auditory-verbal position statement. *Auricle* 4:11-12.
- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.
- Katz, J. (1985). *Handbook of Clinical Audiology*. (4th Ed.) Baltimore: Williams and Wilkins.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.
- Norris, G. H., & Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*.U.S: Paul H. Brookes.
- Pandey, R. S., & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House Pvt. Ltd.
- *Proceedings from National Conference on Centenary for Work for the Blind in India* (1987). All India Confederation of the Blind and Christoffel Blinden Mission; Delhi: R.K.Printers.
- Scholl, G.T. (1986). *Foundations of Education for Blind and Visually Handicapped Children and Youth*. New York: American Foundation for the Blind.
- Tucker, I., & Nolan, M. (1984).*Educational Audiology*. London: Croom Helm.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) *Foundations of Aural Rehabilitatio*n. San Diego: Singular. p.381–413.

COURSE B2 : INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing this course, the student-teachers will be able to

- *Discuss the characteristics and types of learning disability.*
- *Describe the tools, areas of assessment and apply intervention strategies to enhance learning.*
- *Explain the characteristics and types of Intellectual disability.*
- *Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.*
- *Explain the characteristics and types of Autism Spectrum Disorder.*
- *Describe the tools, areas of assessment and apply intervention strategies.*

Unit 1: Learning Disability: Nature, Needs and Intervention

1.1 Definition, Types and Characteristics
1.2 Tools and Areas of Assessment
1.3 Strategies for reading, Writing and Maths
1.4 Curricular Adaptation, IEP
1.5 Transition Education

Unit 2: Intellectual Disability: Nature, Needs and Intervention

2.1 Definition, Types and Characteristics
2.2 Tools and Areas of Assessment
2.3 Strategies for Functional Academics and Social Skills
2.4 Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life Skill Education
2.6 Vocational Training and Independent Living

Unit 3: Autism Spectrum Disorder: Nature, Needs and Intervention

3.1 Definition, Types and Characteristics
3.2 Tools and Areas of Assessment
3.3 Instructional Approaches

3.4 Teaching Methods
3.5 Vocational Training and Career Opportunities

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Develop an Assessment Tool for a child with learning disability in the given area
- Prepare a transition plan from school to college for an LD Child
- Prepare a life skill curriculum
- Prepare a screening tool for children with Autism Spectrum Disorder
- Prepare teacher made test for functional assessment of a given child with ID/ Autism
- Plan an educational program on the basis of an assessment report of a child with ID/Autism

Essential Readings

• Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore.

• American Psychiatric Association. (2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.

• Bala, M.J. (2004). Methods of Teaching Exceptional Children. Discovery, New Delhi.

• Browning, R. E. (2004). Teaching Students with Behaviour and Severe Emotional Problems. http://www.k12.wa.us/specialed/families/pubdocs/bestpractices.pdf

Suggested Readings

• Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders. PRO-ED, Austin.

• Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies. Sensory World, Texas.

• Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon, London.

• Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs. Discovery Pub, New Delhi. RCI B.Ed.Spl.Ed. Curriculum Page 70 15 May 2015

• Simpson, R. L., & Myles, B. S. (2008). Educating Children and Youth with Autism: Strategies for

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Effective Practice. Pro Ed. Texas.

• Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity. Allyn & Bacon, Boston.

• Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities. Allyn & Bacon, Boston.

• Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties. Allyn & Bacon, Boston.

• Taylor, B. (1988). Reading Difficulties: Instruction and Assessment. Random House, New York.

• Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA.

COURSE B3 :INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing the course the student-teachers will be able to

- *Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.*
- *Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.*
- *Plan an effective therapeutic and programmefor the persons with Locomotordisabilities and Multiple disabilities and to refer for medical intervention if necessary.*
- *Plan an effective educational programed and functional activities for the persons with Locomotors disabilities and Multiple disabilities.*

Unit 1: Cerebral Palsy (CP)

1.1. CP: Nature, Types and Its Associated Conditions
1.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
1.3. Provision of education ,Therapeutic Intervention
1.4. Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
1.5 Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

Unit 2: Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy

2.1. Definition, Meaning and Classification
2.2. Assessment of Functional Difficulties
2.3.Provision of Therapeutic Intervention education

2.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

2.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Unit 3: Multiple Disabilities and Other Disabling Conditions

3.1 Multiple Disabilities: Meaning and Classifications

3.2 cause and type of multiple disability

3.3 educational management for multi handicapped

3.4 effects of multi handicapped

3.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

MODE OF TRANSACTION:

This course should be taught through lectures, discussion, demonstrations, presentations and workshops. They should be given hands on training in assessments of specific needs of children, interpretation of test reports and develop strategies for classroom intervention

Suggested Readings:

- Miller, F. and Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide for Caregiving*. A Johns Hopkins Press Health Book.
- Sarva Siksha Abhiyan. Module on Cerebral Palsy. http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable children/Module%205%20Cerebral%20Palsy.pdf/at_download/file
- Sarva Siksha Abhiyan . Module on Multiple Disabilities. http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disabchildren/Module%203%20Multiple%20Disability.pdf/at_download/file

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COURSE LD C1: ASSESSMENT AND IDENTIFICATION OF NEEDS

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

After completing the course the student-teachers will be able to

- *Comprehend the concept, the history, causes and manifestations of Learning Disability.*
- *Describe and differentiate among different types of Learning Disability.*
- *Understand the assessment and the assessment procedures for Learning Disability diagnosis.*
- *Explain the domains and tools for assessment.*

Unit 1: Introduction to Learning Disability (LD)

1.1 LD: Definition and concept
1.2 History of LD
1.3 LD: Characteristics
1.4 Causes of LD- medical and social
1.5 Co-morbidity with LD – ADHD

Unit 2: Types of LD

2.1 Specific LD in Reading
2.2 Specific LD in Writing
2.3 Specific LD in Mathematics
2.4 Dyspraxia
2.5 Non-verbal LD

Unit 3: Assessment of LD

3.1 Concept of screening and identification
3.2 Identification criteria – DSM 5
3.3 Differential diagnosis
3.4 Assessment tools – (WISC, SPM, CPM, DTLD, DTRD, BCSLD, GLAD,), CRTs and NRTs,

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TMTs

3.5 Portfolios, checklists, rating scales, anecdotal records, observation schedules

Unit 4: Domains of Assessment

4.1 Motor
4.2 Perceptual
4.3 Cognitive
4.4 Social-Emotional
4.5 Language

Unit 5: Assessment of Curricular Areas

5.1 Readiness skills
5.2 Reading
5.3 Spelling
5.4 Writing
5.5 Mathematics

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Movie review to understand the condition of LD
- Diagnosing the case based on case profiles
- Development of TMTs to assess various domains and curricular areas

MODE OF TRANSACTION:

This course creates a foundation for understanding and assessing for Learning Disability. While teaching this course, a lot of emphasis has to be placed on presenting case studies to comprehend the manifestations of Learning Disabilities. Through discussions, demonstrate the process of arriving at differential diagnosis. The teacher trainees have to acquire the skill of developing Teacher Made Tests for assessment. Keeping this in mind, the transaction of Unit 4 and 5 has to be through hands on training in development of TMTs. Evaluating the TMTs developed by peers will also be a valuable learning experience.

Suggested Readings

- Bender, W. N.,(1995)Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories New York: Allyn bacon
- Lerner, J W.2000. Learning Disabilities: Houghton Mifflin
- Jena SPK 2013. Specific Learning Disabilities: Theory to Practice New Delhi; Sage Publications
- Kapur, M John A, Rozario J, Oommen A. NIMHANS index of specific learning disabilities, Bangalore:NIMHANS
- Karanth, Prathibha & Rozario, Joe: Learning disabilities in India willing the mind to learn. New Delhi: Sage, 2003. 978 81 7829 142 0 Rs.595--(371.90954Kar/Roz)

- Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, Ist Edition
- Raj, F. (2010). Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub
- Reddy L. G., Ramaa R. and Kusuma A. (2000): Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers
- Venkateshwarlu, D. (2005). Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications.

COURSE E1: PRACTICAL – CROSS DISABILITY INCLUSION*

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

Task for the student-teacher	Disability focus	Education setting	Hrs (60)	Description
Visit (3)	Other than major disability	Minimum 3 special schools for other disability	10	As per School time
Classroom observation	Major disability	Special school	20	Minimum 20 school period
	Other than major disability	Minimum 3 special schools for other disability	20	Minimum 10 school period
	Any disability	Inclusive schools	10	Minimum 10 school period

* Note: The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and viva voce examination.

Engagement with field as part of courses indicated below:

Sl. No.	Tasks for the student -teacher	Course	Place
1	Assignment /project	A1	institute
2	Assignment /project	A2	institute

3	Assignment and identification of Needs	C1 (All Disabilities)	Camp/school, etc for minimum of fifteen hours

COURSE LDC3: EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

After completing the course the student-teachers will be able to

- *Explain the purpose and define the principles of educational intervention.*
- *Discuss the various Teaching Strategies across the curricular hierarchies.*
- *Link the teaching Strategies to the curricular areas.*
- *Provide specific strategies for core and collateral curriculum.*
- *Plan Programme for skill, process and curricular deficits.*

Unit 1: Conceptual Framework of Educational Interventions

1.1 Definition, purpose of educational intervention
1.2 Diagnostic prescriptive teaching
1.3 Steps of intervention
1.4 Response to intervention
1.5 Issues in educational intervention

Unit 2: Educational Interventions for Processing Deficit

2.1 Attention
2.2 Perception
2.3 Memory
2.4 Thinking
2.5 Meta-cognition

Unit 3: Reading and Writing Interventions

3.1 Principles of intervention in reading and writing
3.2 Strategies for developing word recognition skills
3.3 Strategies for developing reading
3.4 Strategies for writing
3.5 Strategies for inclusion in the classroom

Unit 4: Interventions for Mathematics

4.1 Principles for interventions in mathematics
4.2 Strategies for developing mathematical concepts
4.3 Strategies for developing computation, timed tasks
4.4 Strategies for problem solving
4.5 Accommodations [Calculators, Computers] in the mainstream classroom

Unit 5: Intervention in Life Skills

5.1 Strategies for developing of social skills
5.2 Strategies for developing social skills
5.3 Strategies for self-assessment and advocacy
5.4 Strategies for presenting self, time management, decision making

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5.5 Preparation for independent living, career planning

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Prepare an educational intervention plan\tool for a given process
- Prepare an educational intervention plan\tool for a given skill
- Plan a parental meet to discuss the intervention goal.
- Collaborate with a specific subject teacher to set an intervention goal

MODE OF TRANSACTION

This course will be dealt with using lectures followed by projects in specific processing deficits and specific curricular deficits. Assignments in order to align the strategies of intervention to the curriculum across grades can be taken up. Presentations based on educational intervention for a specific child can be examined. Discussion on issues in intervention and goal setting for educational intervention can be organized. The use and success of specific strategies and teaching technique can be observed using field work. Actual demonstration of the technique can be provided to ensure hands on experience.

Suggested Readings:

- Karten, T, J. ([2007)] More Inclusion Strategies that work- aligning student strength with standards. Corwin Press.
- Lerner, J. W. (2011). Learning Disabilities. Boston: Houghton Mifflin Brookes.,
- Bird, RThe dyscalculia toolkit supporting learning difficulties in maths. (2nd ed) Los Angeles. Sage,
- Cummings, C, B [2000] Winning Strategies for Classroom Management Teaching, I*nc*
- Das, J. P.: Reading difficulties and dyslexia. New Delhi.
- Forster, C, Grant, J; Hollas, B; Pittet, J; Shaffer, J: [2002] Differentiated Instruction: Different Strategies for Different Learners, 1st edition. Staff Development for Educators, Div highlights for Children
- Geoff, H. Dyspraxia. (2nd ed). 2007. : Continuum International publishing Group.
- Harwell, J, M; Jackson, R, W. [2008] The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities: John Wiley and Sons Inc.
- Lee. S H., Harris K, R. Graham, S. (2003) Handbook of Learning Disabilities: the Guilford Press, Ist Edition,
- Martin, L, C . [2009]. Strategies for Teaching Students With Learning Disabilities: Corwin Press
- Mather N and Goldstein S (2001). Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management: Brookes Publishing Company, 1st edition.

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- Narayan J (2002). Educating children with learning problems in the primary school: NIMH Secunderabad.
- Pandey J, and Thapa K. (2008). Perspectives on learning disabilities in India: Current practices and prospects: Sage Publications, New Delhi.
- Raj, F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub
- Reddy G.L. and Rama R. (2000) Education of children with special needs: Discovery Pub. New Delhi
- Reddy L. G., Ramaa R. and Kusuma A. (2000) Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers, ,
- Tomlinson, C, A. [1999]. The Differentiated Classroom: Responding to the Needs of All Learners. ASCD
- Venkateswanshu, D., (2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications

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COURSE LDC 4: TECHNOLOGY AND DISABILITY

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

After completing the course the student-teachers will be able to

- *Explain the meaning, scope and use of Technology.*
- *Analyse the learning needs in relation to Technology.*
- *Understand and use the various types of technology for presenting, engaging and evaluating.*
- *Discuss the trends and issues related to the use of technology.*

Unit 1: Concept of Technology

1.1 Meaning, Nature, Scope of technology

1.2 Types of technology

1.3 Technology integration v/s technology use in the curriculum

1.4 Assistive technology: meaning and scope

1.5 Role & Use of AT for children with LD

Unit 2: Learning Needs of CWLD

2.1 Communication

2.2 Reading

2.3 Writing

2.4 Mathematics

2.5 Self management

Unit 3: Technology for Presentation & Expression (Input and Output)

3.1 Classroom presentation & expression: meaning & concept

3.2 Visual presentation - large print displays, smart boards, multimedia, presentations

3.3 Auditory - text to voice, screen readers

3.4 Cognitive – graphic organisers

3.5 Consideration for selection of tools – low tech, high tech, low cost, high cost

Unit 4: Technology for Classroom Engagement

4.1 Classroom engagement – meaning & concept

4.2 Reading ,Writing & Mathematics - talking books, recorder, optical character recognition , speech recognition systems, alternative writing surfaces , pencil grips proof reading software, talking calculators, electronic math worksheets

4.3 Organising -highlighter pens, or highlighter tape, graphic organisers, digital organisers

4.4 Types programme- drill & practice, simulations, games, tutorial

4.5 Consideration for selection of programmes and tools in an inclusive class

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Unit 5: Trends & Issues in Using Technology

5.1 Digital natives & immigrants
5.2 From isolation to inclusion
5.3 Parent/family involvement
5.4 Cyber safety
5.5 Evaluation of impact of technology– Society and Education

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Develop a tool to assess the learning needs for planning compensatory and remedial instruction
- Develop low cost material for presentation (for teachers)
- Develop low cost material for engagement
- Develop low cost material for expression
- Conduct a survey on the kind of assistive technology used in the schools for students with learning disability and present the findings

MODE OF TRANSACTION

- This unit focuses on assistive technology, hence while taking it ahead, its important to focus on the kind of needs that are present in an LD student and the matching of those with the technology used.
- Transaction for all units must be through experiential learning, discussion, debate, research & review, design and problem solve (Unit 2 & 3), colloquia (with instructional designers, software developers).
-

Suggested Readings:

- Amy G. Dell, Deborah Newton (2011). Assistive Technology in the Classroom:

Enhancing the School Experiences of Students with Disabilities (2nd Edition)

- Das,R.C(1992) Educational Technology : A Basic Text New Delhi :Sterling
- Diane P. Bryant and Brian R. Bryant (2011) :Assistive Technology for People with Disabilities, 2nd Edition.
- Joan Green (2011): The Ultimate Guide to Assistive Technology in Special Education: Resources for Education, Intervention, and Rehabilitation.
- Kimberly S. Voss (2005):Teaching by Design: Using Your Computer to Create Materials for Students With Learning Differences.
- Sampath,K etal (1990) Educational Technology. NewDelhi:Sterling.
- Albert M. Cook PhD PE and Janice Miller Polgar(2012) :Essentials of Assistive Technologies

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- Judy Lever-Duffy & Jean McDonald (2010): Teaching and Learning with Technology (4th Edition)
- Loui Lord Nelson Ph.D. and Allison Posey (2013) :Design and Deliver: Planning and Teaching Using Universal Design for Learning
- Thomas G. West (2009). In the Mind's Eye: Creative Visual Thinkers, Gifted Dyslexics, and the Rise of Visual Technologies.
- Timothy J. Newby & others (2010). Educational Technology for Teaching and Learning (4th Edition).
- Tracey E. Hall & Anne Meyer (2012). Universal Design for Learning in the Classroom: Practical Applications.

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COURSE LDC5: PSYCHO SOCIAL AND FAMILY ISSUES

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing the course the student-teachers will be able to –

- *Explain the concept of psycho-social issues.*
- *Reflect on various dimensions of Psycho-social issues among children with LD.*
- *Understand various Family issues children with LD.*
- *Learn the importance of intervening strategies and ways of handling issues.*
- *Discuss the concept of networking and liaising with the parents, community, family, school and NGO's.*

Unit 1: Psychosocial Aspects

1.1 Major domains of development: Physical, Cognitive and Emotional/Social.

1.2 Erikson's stages of psychosocial development.

1.3 Role of home in psychosocial development.

1.4 Role of school in psychosocial development.

1.5 Role of community in psychosocial development.

Unit 2: Family Dynamics

2.1 Family: Definition, characteristics and types.

2.2 Parenting Styles: Authoritarian, permissive and democratic.

2.3 Family and relationship problems: Cause and effect.

2.4 Characteristics of a healthy family.

2.5 Family Resource Management.

Unit 3: Nurturing Social Emotional Wellbeing

3.1 Building a positive self-concept.

3.2 Social skill training.

3.3 Stress management.

3.4 Family counseling.

3.5 Networking and liaising with students, parents, community and NGOs.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Observe and identify psycho-social problems of any LD student of the class during school internship programme. Give detailed description along with intervention performed.
- Design a Scrape book on news related to psycho-social and adult issues among CWLD. Analyse them and present a report with detailed write-up.
- Collect and compile articles from various sources and present in class for critical

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analysis and understanding.

MODE OF TRANSACTION

- This paper should be taught through review of research papers, seminars, discussions, debates, presentations, field trips, u-tubes and movies to understanding of the issues at hand.

Suggested Readings:

- Hurlock, E B 2002. Developmental Psychology, Tata Mc Graw –Hill, New Delhi.
- Goldstein,S; Naglieri, J, A.,. &DeVries, M. (2011): Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment
- Gunton , S(2007) : Learning Disabilities (Social Issues Firsthand)
- Hales G. .2003. Beyond Disability towards an Enabling society.
- Kelly, K& others (2006) : You Mean I'm Not Lazy, Stupid or Crazy?!: The Classic Self-Help Book for Adults with Attention Deficit Disorder
  Paley, S. 2012. Promoting positive behaviour when supporting people with a learning disability and people with autism. Los Angeles. Sage,
- Reid , R & Lienemann, T, O :Strategy Instruction for Students with Learning
- Disabilities, Second Edition (What Works for Special-Needs Learners

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COURSE D1: READING AND REFLECTION ON TEXT

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing the course the student-teachers will be able to

- *Reflect upon current level of literacy skills of the self.*
- *Show interest and begin working upon basic skills required to be active readers in control of own comprehension.*
- *Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.*
- *Prepare self to facilitate good reading writing in students across the ages.*

Find reading writing as learning and recreational tools rather than a course task

Unit 1: Reflections on Literacy and Reading Comprehension

1.1 Role of Literacy in Education, Career and Social Life
1.2 Basic Braille Literacy
1.3 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making
1.4 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies
1.5 Basic Understanding of Reading Comprehension of Children with Disabilities

Unit 2: Developing Literacy Skills: Reading

2.1 Literacy Skills: meaning, scope. reading meaning and Pre-requisites of reading
2.2. Types of reading a)purpose base b)style of reading c)level of assessment bases
2.3. Approaches and Strategies to develop reading skills and independent reading
2.4. Models of reading skills (top- down, bottom- up, interactive)
2.5. Challenges and Remedial strategies

Unit 3: Practicing Independent Writing

3.1. Writing meaning, Pre-requisites of writing.
3.2. Assessment of written language at different levels
3.3. Types of writing (copying, guided writing, independent writing)
3.4. Steps and Strategies in Developing Writing
3.5. Challenges and Remedial Strategies

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COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Have a peer editing of independently written essays and discuss your reflections upon this experience
- Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience
- Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4
- Visit a book store for young children, go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

MODE OF TRANSACTION

- This paper should be taught Lecture cum demonstration, seminars, discussions, debates, presentations, u-tubes and movies to understanding of the issues at hand.

Suggested Readings:

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). Becoming a Nation of Readers: The report of the commission on reading. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- ASER report of 2015: Pratham Publication
- May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston
- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading* . Heinemann Educational Books.
- Tovani, C., & Keene.E.O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers
- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi.
- Aulls, M. W. (1982). Developing readers in today's elementary school. Allyn and Bacon: Boston
- Baniel, A. (2012). Kids beyond limits. Perigee Trade: New York
- McCormick, S. (1999). Instructing students who have literacy problems.(3rd) Merrill: New Jersy
- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).*

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- Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.
- Gallangher.K. (2004). *Deeper Reading: Comprehending Challenging Texts* . Stenhouse Publishers
- Heller, R. (1998). Communicate clearly. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment. *High Beam*
- May, F. B. (1998). Reading as communication. Merrill: New Jersy
- Miller. D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades.*Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English.Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett: Boston
- Pathak , K.K. (2015) Inclusive language and Communication S. R. Publication :New Delhi

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COURSE (E3): PRACTICAL DISABILITY SPECIALISATION (PART-C)*

MARKS: 100 | CREDITS: 4 | 8 Hrs./wk

SL. No.	Task for the student-teacher	Disability focus	Education setting	Description
1.	a. lesson planning for all subjects	Major disability	Special school/Resource room	10 lessons
	b. lesson planning and execution on different levels for selected subjects	Major disability	Special school/Resource room	10 lessons
2.	Individual Teaching	Major disability	Special school/Resource room	10 IEPs

COURSE (F1) : MAIN DISABILITY SPECIAL SCHOOL (RELATED TO AREA C) *

MARKS: 100 |

CREDITS: 4 | 8 Hrs./wk

SL. No.	Task for the student-teacher	Disability focus	Set up	No. of lessons
1	Classroom Teaching	**Major disability**	**Special schools for disability specialisation**	**Minimum 30 school periods**

*Note-The evaluation will be based on their detailed learning how to conduct the test
Record and analyze the finding as well as their performance in the practical and
Viva voce examination.

Engagement with field as part of courses indicated below:

Sl. No.	Tasks for the student -teacher	Course	Place
1	Assignment /project /presentation	C3	institute
2	Assignment /project/ presentation	C4	institute
3	Assignment /project/ presentation	C5	Institute
4	Assignment /project/ presentation	D1	Institute / school

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5	Assignment /project/ presentation	D2	Institute / school

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PAPER -A 3: LEARNING, TEACHING AND ASSESSMENT

COURSE OBJECTIVES **MARKS: 100 | CREDITS:04 | 4 Hrs./4wk**

After completing this course the student-teachers will be able to

-Comprehend the theories of learning and Intelligence and their applications for teaching children
-Analyze the learning process, nature and theory of motivation
-Describe the stages of teaching and learning and the role of teacher
-Situate self in the teaching learning process
-Analyze the Scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

UNIT I: Human Learning

- Human Learning: definition & Psychophysical basis of learning.
- Learning theories: Behaviorism- Thorndike, Pavlov, and Skinner.
- Cognitivism: Piaget,
- Social Constructivism :Bandura

UNIT II: Learning Process

- Sensation: Definition and Sensory Process
- Attention: Definition and Affecting Factors
- Perception: Definition and types
- Memory; types, Thinking & Problem Solving

Unit II:Motivation & **Intelligence**

- Motivation: Nature, definition, Theory: Maslow.
- Intelligence: Concept, definition & levels, Theories: two factor, Multifactor.
- Creativity: Concept and definition and Characteristics.
- Implications for Classroom Teaching and Learning.

UNIT III: Teaching learning Process

- Maxims of Teaching
- Stages of teaching: Plan, Implement, Evaluate, Reflect
- Stages of Learning: Acquisition, Maintenance, Generalization
- Learning Environment: Psychological and Physical.

UNIT IV: Overview of Assessment and school System

- Assessment: Conventional meaning and Constructivist perspective
- Assessment of Learning and Assessment for learning: Meaning and Difference
- Comparing and contrasting assessment, evaluation, measurement, test and examination
- Revisiting key concepts in school evaluation: filtering learners marks ,credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

UNIT V: Assessment: Strategies and Practices

- Strategies:(Oral,written,portfolio,observation,project,presentation,group discussion, open book test, surprise test ,untimed test ,team test) Meaning and procedure
- Typology and level of assessment items: Multiple choice, Open-ended and Close ended.
- School Examination: Efforts for Exam reforms: Comprehensive and Continuous evaluations(CCE) NCF (2005)

Engagement with the field as part of course as indicated Below:

l. Report submission: Observation of children belonging to any three stages of development and describing applications of development in teaching – learning context
ll. Preparation of Self study report on individual differences among learners
lll. Compilation of 5 CBM Tools from Web search in any one school subject
lV. Team presentation of Case study on assessment outcome used for pedagogic decisions

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Transactions and Evaluations

This concepts and theoretical precepts included in this course should be explained with references to children with and without disabilities. The effort of transaction should be to enhance the understanding of how learning occurs and what are the suitable means of its assessment . Evaluation may be done by asking student-teachers to children with and without disabilities and present a report of the same.

Essential Readings:

Amin, N (2002) Assessment of Cognitive Development of Elementary school Children Agency. A psychometric approach ,Jain Book agency new delhi

Chauhan,S.S. (2013) Advanced Educational Psychology.Jain book agency new Delhi.

King- Sear, E.M.(1994) Curriculum Based Assessment in Special Education. Singular publishing group San Diego CA

Panch , R.(2013) Educational psychology:teaching and learning perspective Mc Graw hill new delhi

WoolFolk,A. Mishra G. &jha A.K. (2012) Fundamental of Educational Psychology,11th EDN Pearson Publication New delhi

Singh ,A.K *Siksha Manovigyaan Motilalbanarsidas publ Varanasi*

Suggested Reading

Geisinger,K>F. (2013) APA Handbook of testing and Assessment in Psychology.Available at APA USA

Howell,K.W.& Nolet,V (2000)Curriculum–Bsed Evaluation:Teaching and decision making Scarborough ,Ontario Canada Wadsworth

McMillion J.H.(2001) Classroom Assessment Principles and Practice for Effective instruction Allyn and Bacon London

And available text book

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PAPER A4S: PEDAGOGY OF TEACHING SCIENCE

COURSE OBJECTIVES **MARKS: 100 | CREDITS:04 | 4 Hrs./wk**
HOURS 60

After completing the course the student-teacher will be able to –

- Explain the role of science in day to day life and its relevance to modern society.
- Describe the aims and objective of teaching science at school level
- Demonstrate and apply skills to select and use different methods of teaching the content of sciences.
- Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.

UNIT I: Nature and Significance of Science

- Nature of Science
- Correlation of Science with other subjects
- Importance of Science in school curriculum
- Relationship of Science and Society
- Role of Science for Sustainable development, Impact of Science on Environment

UNIT II: Planning for Instruction

- Aims and objectives of teaching Science in elementary and secondary schools.
- Bloom's Taxonomy of Educational Objectives and Writing Objective in Behavioral Term
- Lesson Planning: Definition, Importance, Elements and Herbartian Approach.
- Unit Planning: Definition, Types, Characteristics, Purpose, Principles and Format.
- Pedagogical Analysis: Meaning, Objectives and Guidelines.

UNIT III: Approaches and Methods of Teaching Sciences

- Learner Centered & Teacher centered
- Lecture method, Demonstration method, Inquiry method and Problem solving method.
- Inductive-Deductive method, Laboratory method, Project method and Discussion method.
- Constructivist Approach: Comparison of Traditional pedagogy & Constructivist approach, Traditional & Constructivist Classroom, Characteristics of Constructivist Teachers.
- Different Learning Situations: Individual learning, Small group learning, Group learning, Cooperative learning, Contextual learning and Situated learning,

UNIT IV: Learning Resources for Teaching Science

- Teaching Learning Aids: Definition, Classification, Need & importance, Edgar Dale's Cone of Experience, Selection and Use.
- Science Club and Science Exhibition: Aims & objectives, Activities and Importance.
- Science Textbooks: Characteristics, Significance and Criteria for evaluation.
- Science Laboratory: As a learning resource, Approaches to laboratory work, Planning and organizing laboratory work, Safety in laboratories.
- Different Forms of ICT and its Application in Science Education: Audio aids (Broadcast talks & Audio tapes), Visual aids (Charts & Posters) and Audio-visual aids (Educational television, Multimedia, Uses of computer, Simulation and Internet)

UNIT V: Evaluation

- Assessment: Definition, Objectives, Importance, Formative assessment, Summative assessment and Performance based assessment.

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- Evaluation: Definition, Purpose and Importance.
- Continuous and Comprehensive Evaluation: Objectives, Benefits, Instructions for formative & summative evaluation, and Challenges.
- Achievement Test: Definition, Aims, Steps of Construction and Functions
- Diagnostic Test: Definition, Characteristics and Need & Importance.

Practical/Field Engagement /Project work

Any one of the fallowing

l. Pedagogical analysis of a unit from Science content.
ll. Preparation of a multimedia presentation on a topic from science content keeping student with disabilities in view.
lll. Developing an Action Research Plan on a Problem Related to teaching and learning of science to students with disabilities .
lV. Construction of a diagnostic test for unit along with a remedial plan.
V. Comparative analysis of Prescribed Syllabus and textbooks of different Boards Curricular innovations in respective subject areas
VI. Curricular adaptations for teaching Sciences to student with Disabilities.

Essential Readings:

Anderson, H. O. Readings in Science Education for the Secondary School. New York

Brown,R.(1978) *Science Instructionsof Visually Impaired Youth.New York:AFB*
Buxton,A.C.(2010) Teaching Science in Elementry and Middle School.New Delhi:Sage Publications
Bybee,R.(2010b). The*Teaching of science*,21st-century perspectives.arlingtonVA:NSTA Press USA
Fensham,P.J.(1994) The Content of Science:AConstructive Approach to its Teaching and Learning. Washington DC: The Falmer press,USA,
Gupta,V.K.(1995) *Teaching and Learning of Scienceand Technology. New Delhi:Vikas Publishing House Pvt.Ltd*
Henninen, K.A.(1975) teaching of Visually Handicapped,ohio:CharlesE.Merrill Publishing Company.
Joshi, S.R.(2005) Teaching of Science.New delhi:A.P.H. Publishing Corporation.
Jenkins, E.W. (Ed.) *Innovations in Science and Technology Education*, Vol. VI, UNESCO, Paris.
Nair, C.P.S. Teaching Science in our Schools, S. Chand & Co. Pvt. Ltd. New Delhi.
.Negi, J. S. Bhautik Shikshan, Vinod Pustak Mandir, Agra
Misra, K.S. Effective Science Teaching. Anubhav Publishing House, Allahabad
NCERT, (2005). *Focus Group Report' Teaching of Science* NCERT New Delhi.
NCERT, (2006). *National Curriculum Framework*- 2005, NCERT. New Delhi.
Rawat D. S. Vigyan shikshan, Vinod Pustak Mandir, Agra.
Vaidya, N. *The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
Yadav, M.S. Teaching of Science, Amol Publications.
..Mohan, Radha *Innovative Science Teaching: For Physical Science Teachers.* New Delhi: PHI Learning Pvt. Ltd.
Sharma, S. *Constructivist Approaches to Teaching and Learning,* New Delhi: NCERT
Sharma, R.C. *Modern Science Teaching*, New Delhi: Dhanpat Rai Publications,
Sounders: The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
Rawat D. S. Vigyan shikshan, Vinod Pustak Mandir, Agra.
Vaidya, N. *The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
Yadav, M.S. Teaching of Science, Amol Publications.
UNESCO. *The UNESCO Source Book for Science Teaching.* UNESCO, Paris.

Suggested Reading

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Gupta, S.K.(1983) Technology of Science Education,Delhi:Vikas Publishing House Pvt.Ltd.
Gupta ,V.K.(1995) Reading in Science and Mathematics Education,Ambala:The associated Press
Mangal S. K. *Teaching of science*, New Delhi: Arya Book Depot
Rao ,V.K.(2004) Science Education,APH Publishing Corpn.New Delhi

PAPER: A4SS (Part III): PEDAGOGY OF TEACHING SOCIAL SCIENCE

COURSE OBJECTIVES **MARKS: 100 | CREDITS:04 | 4 Hrs./4wk**

After Completing the course the student- teacher will be able to

-Explain the concept, nature and scope of social science.

- Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.
- Develop skills in preparation and use of support materials for effective social science teaching.
- Develop the ability to organize co-curricular activities and community resource for promoting social science learning.

UNIT I: Nature of Social Science

- Concept, scope and Nature of Social Science
- Difference Between Social Science and Social studies
- Aims and objective of teaching social science at School level
- Significance of Social Science as a core subject
- Role of Social Science teacher for an egalitarian society

UNIT II: Curriculum and Instructional Planning

- Organization of social science curriculum at school level
- Instructional Planning: Concept, need and importance
- Unit Plan and Lesson Plan: need and importance
- Procedure of Unit and Lesson Planning
- Adaptation of Unit and Lesson plans for children with disabilities

UNIT III: Approaches to Teaching of Social Science

- Need of educational approaches in social science
- Methods of teaching social science: Lecture, discussion and project method
- *Devices and Techniques of teaching social studies*- Narration ,fieldtrip , storytelling, role play, group and self-study, programmed learning ,inductive thinking ,concept mapping, and problem solving.
- Instructional material for teaching of social science: Time-lines & Genealogical Chart, Maps & Globes, use of different types of Board(Smart boards, Chalk Board, Flannel Board)
- Realiya and dayorama and model

UNIT IV: Evaluation of learning in Social science

- Purpose of evaluation in social science
- Techniques of evaluating learner achievement in social science: Written and Oral test, Observation tools,
- Assessment: formative and summative
- Construction of teacher made test
- Diagnostic test for children with disabilities.

UNIT V: Social Science Teacher as a Reflective Practitioner

- Being a reflective practitioner- use of Action Research
- Developing an Action Research Plan for solving a problem in Teaching – learning of social science
- Case Study – Need and Importance for a School Teacher
- Objective and limitation of case study
- Evaluation work- achievement of studentin social studies

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Transaction

The student–teacher should be encouraged to read chapters and articles. There may be quizzes, seminars, field trips, lectures demonstrations school visits and observations to teach this course

Course work/Practical/Field Engagement

- Prepare a unit of social science content for a given child with disabilities
- Develop an Action Research Plan on a Problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disabilities
- Develop question and achievement test in social science
- Organize activities like quiz, mock- parliament , field trips exhibitions and any other co-curricular activities in schools.

Essential Reading

Aggrarwal, J.C.(2008) Principles,Methods & Techniques of Teaching.UP: Vikas Publishing House PvtLtd
Batra,P.(2010) Social science Learning In Schools Perspective and Challenges,Sage Publication Pvt Ltd:Pap/Com Chauhan,S.S.(2008) Innovations in Teaching Learning Process.UP:Vikas Publishing House PVT Ltd.
Dhand,H.(2009) Techniques of Teaching New Delhi.New Delhi :APH Publishing Corporation
Duplass,J.A.(2009) *Teaching Elementary social studies.New Delhi: Atlantic Publishers.*
Mangal,U.(2005) Samajik Shikshan ,ARya Book Depot,New Delhi

Suggested Readings:

Aggrwal, J. C.(2008). Teaching of Social Studies: A practical Approach (4thEd). UP: Vikas Publishing House pvt ltd .
George,A.M.,& Madam, A.(2009) Teaching Social Science in schools: NCERT,S New Textbook Initiative.
Mangal, S.K.(2004). Teaching of social Science, Arya Book Depot, Delhi
Rai,B.C.(1999) Methods of teaching Economic, Prakashan Kendra, Luck now
Sharma, R.A. (2008). Technological Foundation of Education. Meerut: R.Lall Books Depot.
Sharma,R.N.(2008). Principles and Techniques of Education Delhi: Surjeet Publications
Singh Y.K. (2009) . Teaching of History: Modern Methods New Delhi :APH Publishing Corporation.
Stone , R. (2008) Best Practices For Teaching Social studies: What award –Winning Classroom Teachers Do,Crowin CA.

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PAPER : A4M : PEDA GOGY OF TEACHING MATHEMATICS

COURSE OBJECTIVES **MARKS: 100 | CREDITS:04 | 4 Hrs./wk**

After completing the course the student–teacher will be able to –

- Explain the nature of Mathematics and its historical development with contribution of Mathematicians.
- Describe the aims and objectives of teaching Mathematics at school level.
- Demonstrate and apply skills to select and use different method of teaching Mathematics.
- Demonstrate Competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- Demonstrate Skills to design and use various evaluation tools to measure learner achievement in Mathematics.

UNIT I: Nature and Significance of Mathematics

- Meaning, Nature and Characteristics of Mathematics
- Correlation of Mathematics with other subjects
- Importance of Mathematics in school curriculum
- Values of teaching Mathematics
- Contribution of Mathematicians: Ramanujam, Aryabhatta, Bhaskaracharya, Euclid and Pythagoras.

UNIT II: Instructional Planning in Mathematics

- Aims and objectives of teaching Mathematics in elementary and secondary schools.
- Bloom's Taxonomy of Educational Objectives and Writing Objective in Behavioral Term
- Lesson Planning: Definition, Importance, Elements and Herbartian Approach.
- Unit Planning: Definition, Types, Characteristics, Purpose, Principles and Format.
- Pedagogical Analysis: Meaning, Objectives and Guidelines.

UNIT III: Approaches and Methods of Teaching Mathematics

- Learner Centered & Teacher centered
- Lecture method, Demonstration method, Inquiry method and Problem solving method.
- Inductive-deductive method, Analytic-synthetic method, Project method and Discussion method.
- Constructivist Approach: Comparison of Traditional pedagogy & Constructivist approach, Traditional & Constructivist Classroom, Characteristics of Constructivist Teachers.
- Different Learning Situations: Individual learning, Small group learning, Group learning, Cooperative learning, Contextual learning and Situated learning,

UNIT IV: Teaching–Learning Resources in Mathematics

- Teaching Learning Aids: Definition, Classification, Need & importance, Edgar Dale's Cone of Experience, Selection and Use.
- Mathematics Club: Aims & objectives, Activities and Importance.
- Mathematics Textbooks: Characteristics, Significance and Criteria for evaluation.
- Mathematics Laboratory: As a learning resource, Approaches to laboratory work, Planning and organizing laboratory work.
- Different Forms of ICT and its Application in Mathematics Education: Audio aids (Broadcast talks & Audio tapes), Visual aids (Charts & Posters) and Audio-visual aids (Educational television, Multimedia, Uses of computer, Simulation and Internet)

UNIT V: Assessment and Evaluation for Mathematics Learning

- Assessment: Definition, Objectives, Importance, Formative assessment, Summative assessment and Performance based assessment.
- Evaluation: Definition, Purpose and Importance.

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- Continuous and Comprehensive Evaluation: Objectives, Benefits, Instructions for formative & summative evaluation, and Challenges.
- Achievement Test: Definition, Aims, Steps of Construction and Functions.
- Diagnostic Test: Definition, Characteristics and Need & Importance.

Practical/Field Engagement/Project Work
(Any one of the Following)

l. Pedagogical analysis of a unit of content from secondary school mathematics syllabus
ll. Preparation of multimedia presentation on a topic with special reference to students with disabilities
lll. Construction of a Question paper based on current CBSE format/concerned State Board of education , preparing its Scoring key and marking scheme.
IV .Analyzing errors committed by school children in Mathematics and preparing a remedial plan.
V. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities.

Transactions
Lecture cum demonstration, workshop and Seminars

Essential Reading

Carey,L.M.(1988) *Measuring and Evaluating School learning,Boston:Allyn and Bacon*
Chamber P(2010) Teaching Mathematics,Sage Publication,New delhi
Chaman,L.R.(1970) *The Process of Learning Mathematics,New york:Pregamon Press.*
David A.H.(2007) Teaching Mathematics Meaningfully:Solution for Reaching Struggling Learners , Canada:Amazon Book
David,W.(1998) *How ChildrenThink and Learn ,New York:Blackwell Publishers Ltd.*
Gupta,H.N.&Shankara,V(1984)Content-cum-Methodology of Teaching mathematics, NCERT,New Delhi
James,A(2005) Teaching of Mathematics,New Delhi:neelkamal Publication
Kumar,S.(2009) Teaching Mathematics,New Delhi :Anmol Publication
Mangal , S.K.(1993) Teaching of Mathematics,New Delhi:Arya Book Depot.

Suggested Readings:

UNESCO. *The UNESCO Source Book for Mathematics Teaching.* UNESCO, Paris.
NCERT, (2005). *National Curriculum Framework*- 2005NCERT New Delhi.
NCERT, (2009). *National Curriculum Framework*- 2009, NCERT. New Delhi.
Teaching of Mathematics(ES-342)Block 1-4(2009). IGNOU ,New Delhi
Text Book of Mathematics for Class-VI to X (2006) NCERT,New Delhi

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COURSE A 5H: हिन्दी शिक्षण

पाठ्यक्रम के उद्देश्य – **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थी इस योग्य होंगे कि-

-व्यक्ति तथा समाज के जीवन और विकास मे भाषा के योगदान से परिचित होंगे।
-मूलभूत भाषा कौशलों और भाषा अधिगम मे उनकी भूमिका का अनुभव करेंगे।
-इकाई नियोजन और पाठ –योजना कि प्रक्रिया मे कुशल होंगे।
-हिन्दी शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन मे सक्षम होंगे।
-हिन्दी शिक्षण के अधिगम लक्ष्यो कि प्राप्ति के लिए प्रयोज्य शिक्षण विधियो का प्रयोग करेंगे।
-हिन्दी शिक्षण के उद्देश्यों कि सहज प्राप्ति के लिए सहायक उपकरणो के निर्माण और उपयोग मे दक्ष होंगे।
-भाषा अधिगम मे सतत एवं व्यापक मूल्यांकन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।
-भाषा अधिगम मे विद्यार्थियो कि कठिनाइयो के निराकरण के लिए क्रियात्मक अनुसंधान का प्रयोग करेंगे
-चिंतन दैनंदिनी और पोर्टफोलियो निर्माण कि प्रविधि का उपयोग करेंगे।

ईकाई १ : भाषा ,हिन्दी भाषा की प्रकृति एवं प्रयोज्यत्ता और पाठ्यवस्तु संवर्धन

- भाषा का प्रत्यय और उपयोगिता, बोली और मानक भाषा का प्रत्यय
- शिक्षा ,समाज ,व्यापार ,राजनीति ,शोध एवं विकास मे भाषा का योगदान ,हिन्दी भाषा का नामकरण संस्कृत से हिन्दी के उदभव की प्रक्रिया।
- मूल –भूत भाषा कौशलों – श्रवण,वाचन, पठन,और लेखन का परिचय।
- हिन्दी साहित्य का सामान्य परिचय ,हिन्दी गद्य एवं पद्य साहित्य की विधाओ का सामान्य परिचय।
- माध्यमिक स्तर पर हिन्दी पाठ्यक्रम मे हुए परिवर्तनों का आकलन।

इकाई २ : भाषा अधिगम की प्रकृति और पाठ नियोजन

- माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।
- इकाई नियोजन का प्रत्यय ,इसका महत्व और निर्माणविधि।
- पाठ योजना का परिचय ,पाठ योजना के संरचनातमक उपागम का परिचय और अभ्यास ,पाठ योजना के चरण और उनका क्रियान्व्यन।
- हिन्दी शिक्षण के ज्ञानात्मक ,बोधात्मक ,कौशलात्मक और रुचिगत उद्देश्यों का निर्धारण
- विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली मे लेखन।

इकाई ३ : हिन्दी की विविध विधाओ के शिक्षण की विधियो का परिचय और उपयोग

- माध्यमिक कक्षाओ मे गद्य एवं पद्य शिक्षण की उपयोगिता।
- गद्य शिक्षण की अर्थबोध ,व्याख्या विस्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।
- पद्य शिक्षण की शब्दार्थ कथन ,खंडान्वय ,व्यास और समीक्षाविधि का परिचय और इनकी उपयुकतता का आंकलन।
- माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता एवं उपयोगिता ,

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- व्याकरण शिक्षण की विधि –निगमन ,आगमन ,पाठ्यपुस्तक विधियो का मूल्यांकन।

इकाई ४ : भाषा अधिगम –शिक्षण मे सहायक सामग्रियों का प्रयोग

- शिक्षण उपकरणो का संदर्भ ,महत्व और लाभ।
- अधिगम –शिक्षण के द्रश्य उपकरणो के प्रकार ,दृश्य उपकरणो –श्यामपट ,चार्ट ,नक्शा ,मानचित्र ,प्रतिरूप और फ्लाशकार्ड की प्रयोग विधि।
- श्रव्य उपकरणो –कॉम्पैक्ट डिस्क व कैसेट्स के प्रयोग की विधि और अभ्यास ।
- वैद्युद्रनिक उपकरणो – टीवी, कम्प्युटर, और इंटरनेट का सहायक उपकरणो के रूप मे प्रयोग की विधि और उपयोगिता।
- भाषा अधिगम मे भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।

इकाई ५ : भाषा अधिगम के मूल्यांकन की प्रवधि एवं चिंतनशील साधक के रूप मे शिक्षक

- मूल्यांकन की संकल्पना ,उद्देश्य और महत्व एवं प्रकार –सतत तथा व्यापक मूल्यांकन के संदर्भ मे।
- लेखन ,पठन ,श्रुतलेख,सुलेख , कव्यापाठ का सतत एवं व्यापक मूल्यांकन ,कक्षागत पाठ्य सहगामी गतिविधियो : -गीत ,अभिनय संवाद क्रियाकलाप और न्रेतित्व के गुणो का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन ।
- अनुवर्ती चिंतन की अवस्यकता और महत्व , चिंतन दैनंदिनी और पोर्टफोलियो बनाना
- विद्यार्थियो की अधिगम समस्याओ के निदान और समाधान के लिए क्रियात्मक अनुसंधान का प्रयोग।
- पाठ्यक्रम ,सहायक सामग्री और पाठ्यविधियों का आलोचनत्मक विवेचन।

प्रायोगिक कार्य –

- आधुनिक भाषा के रूप मे हिन्दी के गुणो और स्तति का अनुसंधान विवरण
- हिन्दी शिकसन की किनही दो अधनूतन विधियो परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
- हिन्दी शिक्षण के श्रवण ,वाचन , और लेखन अधिगम के सटीक मूल्यांकन मे सतत एवं व्यापक मूल्यांकन की प्रविधि के उपयोग का विवरण।
- चिंतन दैनंदिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतीकरण।

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मूल्यांकन विंदु	कक्षा परीक्षा	प्रायोगिक कार्य	पोर्टफोलियो	उपस्थिती	सत्रांत परीक्षा
परदेय अंक	१०	१०	०५	०५	७०

संदर्भ पुस्तके –

हिन्दी शिक्षण : अभिनव आयाम , डॉ श्रुतिकान्त पाण्डेय अकसीस पुब्लिकेटीओन ,दरियागंज नई दिल्ली 2010
हिन्दी शिक्षण ,उमा मंगल ,आर्य बूक डिपो करोल बाग नई दिल्ली 2005
हिन्दी शिक्षण ,डॉ रामशकल पाण्डेय ,विनोद पुस्तक मंदीर ,आगरा 2005
हिन्दी साहित्य का इतिहास , रामचंद्रा शुक्ल ,राजकमल प्रकाशन , नई दिल्ली 2006
हिन्दी शिक्षण रमन बिहारी लाल ,रस्तोगी प्रकाशन ,मेररूठ 2002
हिन्दी शिक्षण ,सावित्री सिंह इंटरनेशनल प्रकाशन हाउस मेरुत 2004

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PAPER A5(Part II) : PEDAGOGY OF TEACHING ENGLISH

COURSE OBJECTIVES **MARKS: 100 Credits:04**

Contact Hours 60

After Completing the Course the student –teacher will be able to

-Explain the principles of language teaching and trends in English Literature.
-Prepare an instructional plan in English.
-Adopt various approaches and methods to teach English Language.
-Use various techniques to evaluate the Achievement of the Learner in English.

UNIT I: Nature of English Language & Literature

- Principles of Language Teaching
- Language Proficiency: Basic interpersonal communication Skills (BICS)
- Cognitive Academic Language Proficiency (CALP)
- English as Second Language in Indian context

UNIT II: Instructional Planning

- Aims and objective of Teaching English at different stages of schooling
- Lesson plan : Need and Importance
- Procedure of Lesson Planning (Prose,Poetry,Grammer)
- Planning and adapting units and lesson for children with Disabilities

UNIT III: Approaches and Method of Teaching English

- Communicative language teaching, Structural and Constructive approach
- Translation Method, Direct method, Bilingual method
- Development of four basic language skills: Listening, Speaking ,Reading and Writing
- Accommodation in approaches and techniques in Teaching children with disabilities

UNIT IV: Instructional Materials and Evaluation

- The use of the instructional aids for effective teaching of English
- Adaptations of Teaching materials for children with disabilities
- Testing Language skills and Language element (Vocabulary, Grammar and Phonology)
- Adaptation of Evaluation Tools for Children with Disabilities
- Individualized assessment for children with Disabilities
- Error analysis, Diagnostic test and Enrichment measures

Transaction:

This course should be taught through a series of workshop, seminars and presentation. Lectures, demonstration and discussion for theory based topic. Student should be encouraged to use instructional material in their practice of teaching lesson. Adaptation in pedagogy, material and evaluation should be taught through workshops and specific case studies

Course Work/Practical/Field Engagement

- Design teaching Programmed based on error analysis
- Develop an action research plan for measuring the effectiveness of a given teaching approach in English
- Develop lesson plan for the teaching of prose and poetry

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- Critically analyze any one poem or essay of a well known poet or writer

Essential Readings:

Allen ,H. & Cambell, R.(1972).Teaching English as Second Language ,McGraw Hill New york
Bharti,T.&Hariprasad,M(2004)Communicative English,Neelkamal Publication,s Hyderabad.
Mangal S. K. *Teaching of science*, New Delhi: Arya Book Depot
Bhatia,K.K.(2006) Teaching and Learning English as a Foreign Language .Kalyani Publications Hyderabad
Grellet,F.(1980) Devloping Reading Skills,Cambridge University Press ,New york
IGNOU CTE-02 Certificate in Teaching of English(1989).the Structure of English,IGNOU, New Delhi
IGNOU EEG-02 Elective Course in English(1989).The Structure of Modern English Block(1 To &7).IGNOU,New Delhi

Suggested Readings:

Agnihotri,R.K.&Khanna,A.L.(ed.)(1996).English Grammar in Context, Ratnasagar,Delhi
Bhatia,K.K.&Kaur,N.(2011).Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers
Bindra,R.(2005). Teaching of English. Jammu: Radha Krishna Anand and co.
Brumfit,C.J.& Johnson(Ed.)(1979).The Communicative Approach To Language Teaching, Oxford University Press, Oxford
Bryne,D.(1988) Teaching Writing Skills, Longman, England
Krashen,D(1992) Principles and Practice in Second Language Acquisition, Pergamum press Oxford.
Krishna Swamy(2003) Teaching English: Approaches, methods and Techniques ,Macmillan Publication, New Delhi
Sachdeva,M.S.(2007) Teaching of English. Patiala: Twenty First Century Publications.
Sahu B.K(2004) Teaching of English. Ludhiana: Kalyani Publishers.
Shaik,M.& Gosh R.N.(2005)Techniques of teaching English, Neel Kamal Publications, Hyderabad.
Sharma,P.(2011) Teaching of English:Skill and Method Delhi:Shipra Publication

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COURSE B4: INCLUSIVE EDUCATION

COURSE OBJECTIVES **MARKS:50 | CREDITS: 2 | 2 Hrs./wk**

After completing the course the student-teachers will be able to—

- *Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.*
- *Explicate the national & key international policies & frameworks facilitating inclusive education.*
- *Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.*
- *Describe the inclusive pedagogical practices & its relation to good teaching.*
- *Expound strategies for collaborative working and stakeholders support in implementing inclusive education.*

Unit 1: Introduction to Inclusive Education

1.1 Changing practices in education of students with special needs: Segregation, Integration & Inclusion.

1.2 Inclusive Education: Meaning, Definition, Need & Importance and Justification (Educational, Sociological, Economic & Humanitarian Point of View).

1.3 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment.

1.4 Benefits of Inclusion for students with special needs and students without special needs.

1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional; Problems faced by students with special needs.

Unit 2: Polices & Frameworks Facilitating Inclusive Education

2.1 International Declarations: Universal Declaration of Human Rights (1948), Jomtien World Declaration on Education for All (1990) and Beijing Declaration (2000).

2.2 International Framework: Salamanca Statement and Framework (1994) and Biwako Millennium Framework of Action (2002).

2.3 United Nations Convention of Rights of Persons with Disabilities (UNCRPD, 2006) and Rights of Persons with Disabilities (RPWD, 2016).

2.4 Programmes and Schemes: Integrated Education for the Disabled Children (IEDC, 1974), Sarva Shiksha Abhiyan (SSA, 2000), Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2009), Inclusive Education of the Disabled at Secondary Stage (IEDSS, 2009).

2.5 Right of Children to Free and Compulsory Education Act (RTE Act, 2009).

Unit 3: Inclusive Academic Instructions & Supports for Inclusive Education

3.1 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching

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3.2 Peer Mediated Instructions: Class Wide Peer Tutoring &s Peer Assisted Learning Strategies
3.3 Stakeholders of Inclusive Education & their Responsibilities
3.4 Family Support & Involvement for Inclusion
3.5 Community Involvement for Inclusion

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

I. Visit Special Schools 3.5 Community Involvement for Inclusion of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy
II. Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities
III. Design a Poster on Inclusive Education
IV. Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy

MODE OF TRANSACTION:
Group discussions following videos and visits. Debate for Inclusion vs. Segregation & Self study for legislations and frameworks

Suggested Readings:

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999) . *Inclusive Education.*London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities* , Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
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- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs.* Corwin press:Sage Publishers.
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COURSE LDC2: CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

After completing the course the student-teachers will be able to

After completing the course the student-teachers will be able to

- *Describe the principles, types, and areas of curriculum.*
- *Acquire knowledge about learning hierarchies to help planning.*
- *Discuss the different instructional planning and its use.*
- *Demonstrate skills in applying different adaptations for inclusive education.*
- *Make effective use of different forms of evaluation.*

Unit 1: Curriculum Design

1.1 Curriculum Design– Concept, Definition and Principles
1.2 Curriculum Design and Development: Subject centered, learner centered (CWLD)
1.3 Types of curriculum– Core, Collateral, Hidden
1.3 Universal design of learning for curriculum development
1.5 Principles of Inclusive Curriculum

Unit 2: Curriculum Hierarchies

2.1 Reading
2.2 Writing
2.3 Mathematics
2.4 Science
2.5 Social studies

Unit 3: Instructional Planning

3.1 Models of instructional planning – ADDIE
3.2 Taxonomies of learning – Cognitive (Bloom's), Psychomotor & Affective
3.3 Elements of lesson plan - 5 E plan
3.4 Models of teaching - CAM
3.5 Pyramid plan

Unit 4: Adaptation, Modification, Accommodation

4.1 Definition and concept of adaptation, modification, accommodation
4.2 Types of adaptation
4.3 Steps of adaptation

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4.4 IEP

4.5 Classroom management – cooperative, collaborative

Unit 5: Assessment & Evaluation

5.1 Assessment& Evaluation- Concept, definition

5.2 Types of Assessment- Alternative, Authentic

5.3 Evaluation – Formative, Summative, CCE

5.4 Development of question paper (table of specifications)

5.5 Tools of evaluation- Rubrics grading, marking schemes

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Adapt a lesson according to the needs of the identified student/class
- Plan a differentiated lesson for a given class
- Evaluate a textbook to develop a rubrics an evaluation tool
- Prepare a blueprint
- Prepare a portfolio

MODE OF TRANSACTION & EVALUATION

This paper deals with one of the core areas of being a teacher that is planning curriculum. The planning is done keeping in mind the adaptations to suit the needs of a LD student .Hence direct instruction alone will not help. Experiential method, task analysis, discussion, role play, reader's theatre, debates; teach re-teach cycles are a must. Collaborations with general education teacher for unit two will be helpful to understand it in relation to the unit three and four.

Suggested Readings:

- Cook, R, E, Tessier, Annette & Armbruster, Virginia B: Adapting early childhood curricula for children with special needs. (2nd ed) Columbus. Merrill Publ, 1987
- Glazzard, Peggy: Learning activities and teaching ideas for the special child in the regular classroom. New Jersey. Prentice-Hall, 1982.
- Joyce S. Choate :Successful Inclusive Teaching: Proven Ways to Detect and Correct Special Needs,2003
- Joyce, S. Choate et al: Assessing and programming basic curriculum skills,1987
- Margo, A. Mastropieri & Thomas E. Scruggs: The Inclusive Classroom: Strategies for Effective Differentiated Instruction, 4th Edition, 2009
- Mcintyre, Thomas: A resource book for remediating common behavior and learning problems. Boston. Allyn and bacon, 1989.

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COURSE E2 : PRACTICAL- DISABILITY SPECIALISATION*

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

SL. No.	Task for the student-teacher	Disability focus	Education setting	Hrs (60)	Description
1	Classroom Observation	Other than major Disability	Special School	20	Observation of all subjects at different level, Minimum 20 school period
2	a. Micro Teaching	General	Institute	20`	10 Lesson
3	b. Simulated Teaching	Major Disability	Institute/School	20	10 Lesson

*Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and viva voce examination.

Engagement with field as part of courses indicated below:

Sl. No.	Tasks for the student -teacher	Course	Place
1	Assignment /project /presentation	A3	institute
2	Assignment /project/ presentation	B4	institute
3	Assignment /project/ presentation	C2	Institute /special/inclusive school
4	Assignment /project/ presentation	A4/A5	

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COURSE B5 (A):COMMUNITY BASED REHABILITATION

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing this course the student-teachers will be able to

- *Explain the concept, principles and scope of community based rehabilitation.*
- *Learn the strategies for promoting public participation in CBR.*
- *Apply suitable methods for preparing persons with disability for rehabilitation within the community.*
- *Provide need-based training to persons with disabilities.*
- *Develop an understanding of the role of government and global agencies in CBR.*

Unit 1: Introduction to Community Based Rehabilitation (CBR)

1.1 Concept and Definition of CBR
1.2 Principles of CBR
1.3 Difference between CBR and Institutional Living
1.4 Socio-cultural and Economic Contexts of CBR
1.5 Scope and Inclusion of CBR in Government Policies and Programs

Unit 2: Preparing Community for CBR

2.1 Awareness Program-Types and Methods
2.2 Advocacy - Citizen and Self
2.3 Focus Group Discussion
2.4 Family Counseling and Family Support Groups
2.5 CBR and Corporate Social Responsibility

Unit 3: Preparing Persons with Disability for CBR

3.1 School Education: Person Centered Planning, and Peer Group Support
3.2 Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills
3.3 Community Related Vocational Training
3.4 Skill Training for Living within Community
3.5 Community Based Employment and Higher Education

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

I. Visit an ongoing CBR program and write a report on its efficacy
II. Organize a community awareness program
III. Conduct a focus group discussion on a selected disability issue with school/college students

MODE OF TRANSACTION:

Besides lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates.

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Suggested Readings:

- Loveday, M. (2006). *The HELP Guide for Community Based Rehabilitation Workers* : A Training Manual.Global-HELP Publications, California.
- McConkey, R. and O'Tool, B (Eds). *Innovations in Developing Countries for People with Disabilities*, P.H. Brookes, Baltimore.
- Neufelt, A. and Albright, A (1998). *Disability and Self-Directed Employment: Business Development Model.*Campus Press Inc. York University.
- Peat, M. (1997). *Community Based Rehabilitation*, W.B. Saunders Company.
- *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances* , — Ministry of Social Welfare, Govt. of India, New Delhi.
- *Scheme of Assistance to Organizations for Disabled Persons* , Ministry of Social Welfare, Govt. of India, New Delhi.
- WHO .(1982). *Community Based Rehabilitation — Report of a WHO International Consultation*, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
- WHO .(1984). "Rehabilitation For AII" in World Health Magazine, WHO, Geneva.

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COURSE B5 (B) :APPLICATION OF ICT IN CLASSROOM

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After completing the course the student teacher will be able to

- *Gauge the varying dimensions in respect of ICT and Applications in Special Education.*
- *Delineate the special roles of ICT Applications.*
- *Acquire Familiarity with Different Modes of Computer-Based Learning.*

Unit 1: Information Communication Technology (ICT) and Special Education

1.1 Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'

1.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers) 1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy

1.4 Three as of ICT Application—Access, Availability, Affordability

1.5 Overview of WCAG (Web Content Access Guidelines)

Unit 2: Using Media and Computers

2.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education

2.2 Computers: Functional Knowledge of Operating Computers–On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print

2.3 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material.

2.4 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning

Unit 3: Visualizing Technology-Supported Learning Situations

3.1 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations forStudents with Disabilities

3.2 Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions

3.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects

3.4 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs',

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM: (any Two of the following)

I. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration

II. Prepare a PPT by inserting photos and videos on a topic of your choice

III. Create your email account as well as design a blog

MODE OF TRANSACTION:

Besides lecture method the topics in this course may be transacted through discussion, classroom seminar/debates.

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Suggested Readings:

- Abbot, C. (2001). *ICT: Changing Education*. Routledge Falmer.
- Florian, L., &Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion*.Open University Press.
- Kozma, R.B. (2003). *Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2*.International Society for Technology in Education.

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COURSE B6 (A):COMMUNICATION OPTIONS: ORALISM

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

After learning this course the student-teachers will be able to

- *Discuss the Aural Oral Options with reference to persons with hearing impairment in the context of India.*
- *Discuss the relevant issues like literacy, inclusion and training with reference to Oralism /Oral Rehabilitation.*
- *Exhibit beginner level hands on skills in using these options.*
- *Motivate self to learn and practice more skills leading to linguistic adequacy and*
- *fluency to be used while developing spoken language in children with hearing losses.*

Unit 1: Understanding Hearing Loss in Real Life Context

1.1 Basic Awareness on Paradigms of Deaf & Hard of hearing
1.2 Basic Awareness on Deafness and Communicative Access: Challenges and Concerns
1.3 Basic Awareness on Inclusion and Identity with reference to Oral Options
1.4 Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers
1.5 Importance of Neural Plasticity and Early Listening Opportunities

Unit 2: Advance Understanding of Oral Options

2.1 Difference betweenUni Sensory and Multi Sensory Approach in Oralism
2.2 Speech Reading: Need, Role and Strategies in All Communication Options
2.3 Training and Guidance on Aural Oral Practices for Families and Tuning Home Environment
2.4 Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's and Don'ts
2.5 Practicing Skills in Story Telling/ direct activity / visit/ Poems

Unit 3: Skill Development & Implementing Oralism& Auditory Verbal (AV) Approach

3.1Oralism / AV Approach: Prerequisites for Special Schools
3.2 Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills
3.3 block diagram of Hearing Aid ,concept and its part.
3.4 AV Approach: concepts, philosophy and principles
3.5 Reading Model Plans and Observing a Few Weekly Individual Sessions

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

I. Watching Video's of Individual Sessions and Classroom Teaching
II. Role Play and Dramatization
III. Developing Learning Material for Facilitating Connectivity Among Listening, Language and Cognition
IV. Recording Self Narrated Stories / Poems and Writing Reflections Upon it

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Interacting with Non Disabled Children for Practicing Expansion of Ideas

MODE OF TRANSACTION:

Besides lecture method the topics in this course may be transacted through discussion, classroom seminar/debates.

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Suggested Readings:

- Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005). *Speech Science Primer (4th*) Lippincott WilliamsaAnd Wilkins: Philadelphia.
- *Dhvani* (English). Balvidyalaya Publication: Chennai.
- Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practic*e , Ag Bell
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
- Ling, D. (1990). *Acoustics, Audition Aand Speech Reception. (Cd)* Alexandria, Auditory Verbal International.
- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- *Communication Options And Students With Deafness* . (2010).
- Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication In Grades K – 8. Allyn And Bacon. Boston
- Cole, E., &Flexer, C. (2010). Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.).Plural Publishing Inc,San Diego, CA.
- Dhvani (Marathi). Balvidyalaya – Cym Publication
- Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai.
- Estabrooks, W., & Marlowe J, (2000). The Baby is Listening, A. G. Bell Association, Washington D.C.
- Estabrooks , W. (2001). 50 Frequently Asked Questions (Faqs) About Auditory-Verbal Therapy. Learning to Listen Foundation.
- Heller, R. (1999). Effective Leadership. Dk Publishing: New York.
- Heller, R. (1999). Managing Change. Dk Publishing: New York.
- Ling, D. (1989). Foundations of Spoken Language for Hearing Impaired Children. A.G.Bell. Washington D.C.
- Ling, D., & Ling, A.H. (1985). Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children. A.G. Bell Association, Washington D.C.
- Edgar, L. L., & Marguerite, S. (1963). Play it by ear! : auditory training games, John Tracy Clinic Publication, Los Angeles.
- Resource Book on Hearing Impairment. AYJNIHH Publication.
- Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India.

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COURSE D2: DRAMA AND ART IN EDUCATION

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2| 2 Hrs./wk**

After completing the course the student-teachers will be able to

- *Exhibit Basic understanding in art appreciation, art expression and art education.*
- *Plan and implement facilitating strategies for students with and without special needs.*
- *Discuss the adaptive strategies of artistic expression.*
- *Discuss how art can enhance learning.*

Unit 1: Introduction to Art &Art Education

1.1 Introduction of Art and different forms of arts.
1.2 Art: Meaning, definitions and classification.
1.3Art education: Meaning, scope and difference between art and art-education.
1.4 Art therapy: Concept and application to students with and without disabilities.

Unit 2: Performing Arts: Dance, Music and Drama

2.1 Basic knowledge and definitions of music, dance and Drama.

2.2 Elements of music with practical knowledge.
2.3 Basic knowledge of Instruments with practical: Tabla and Harmonium

2.4 Understanding various forms of music, Classical- vocal and instrumental, Sub-Classical, Light music, folk music.

2.5 Enhancing learning through dance, music and drama for children with and without special needs.

Unit 3: Visual Arts:

3.1Basic knowledge and elements of visual art.
3.2Exposure to selective basic skills in visual art.
3.3Engagement, assignment and participation for any two of the following activities focusing on Poster making, origami and paper crafts, painting, drawing, pottery, terracotta, curving, collage or any other relevant form of fine art.
3.4Enhancing learning through visual art for children with and without special needs.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- 'hot seating' activity for historical / contemporary personalities wherein students play The role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)
- Portfolio submission of the basic skills exposed in any one of the art forms of choice

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- Write a self-reflective essay on how this course on art will make you a better teacher
- Learn and briefly explain how music notations are made. Submit a brief report OR Learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation
- Observe an art period in a special school and briefly write your reflections on it

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MODE OF TRANSACTION:
Lecture cum Demonstration, Role Play, Inviting parents as speakers for sharing experiences, Assignments, Tests

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Suggested Readings

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- Vaze, Pundalik. (1999). How to Draw and Paint Nature. JyosnaPrakashan: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.
- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Beyer, E. London. (2000). The arts, popular culture and social change
- Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.
- Gair, S. B. (1980). Writing the arts into individualized educational programs.*Art Education,33*(8), 8–11
- Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication: London
- Heller, R. (1999). Effective Leadership. DK Publishing: New York.
- Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.
- Nyman, L.& A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 142–154). Reston, VA: National Art Education Association

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COURSE ~~D3~~A6:BASIC RESEARCH AND BASIC STATISTICS

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2| 2 Hrs./wk**

After completing the course the student-teachers will be able to –

- *Describe the concept and relevance of research in education and special education.*
- *Develop an understanding of the research process and acquire competencies for conducting a research.*
- *Apply suitable measures for data organization and analysis.*

Unit 1: Introduction to Research

1.1Scientific Method: Concept and Basic postulates.
1.2Research: Definition and Characteristics.
1.3Educational Research: Definition and Nature
1.4Purpose of Educational Research
1.5Research in Education and Special Education

Unit 2: Types and Process of Research

2.1 Types of Research-

-Basic/Fundamental,

-Applied,

-Action

2.2 Process of Research-
-Selection of Problem,
-Formulation of Hypothesis,
-Collection of Data,
-Analysis of Data & Conclusion

2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
2.4 Action Research in Teaching Learning Environment
2.5 Professional Competencies for Research

Unit 3: Measurement and Analysis of Data

3.1 Scale of measurement: Nominal, Ordinal, Interval and Ratio.
3.2 Organization of data: Array, Grouped distribution.
3.3 Measures of Central Tendency (Mean, Median and Mode) and Measures of Dispersion (Standard deviation and Quartile deviation)
3.4 Correlation: Product Moment and Rank Order Correlation
3.5 Graphic representation of data

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COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research

MODE OF TRANSACTION:

Lecture cum Demonstration, Self study, Assignments, Seminar, Debate, Tests.

Practicum/ Field Engagement

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research

Suggested Readings

- Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.
- Guptha, S. (2003). *Research Methodology and Statistical Techniques* . Deep & Deep Publishing, New Delhi.
- Koul, L. (1996). *Methodology of Educational Research* . Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). *Research Methodology* . Yamuna Publications, Thiruvananathapuram.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* . Academic Press, New York.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London..

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COURSE (E4): PRACTICAL CROSS DISABILITY AND INCLUSION*

MARKS: 100 | CREDITS: 4| 8 Hrs./wk

SL. No.	Task for the student-teacher	Disability focus	Education setting	No. of lessons
1.	Community work / Tour	Community perspective (Anganwadi, Gram panchayat	Rural / Semi-urban	Visit report
2.	Case Study			01 IEP

Area E4- Practical: Cross Disability and Inclusion (Area B) *

Note: *Practical timing shall be included in time table (minimum of four week)*

Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability

Sl.no.	Tasks for the student - teachers	Disability focus	Education setting	No. of lessons
1.	Lesson planning and execution on different level for selected subjects	Any Disability	Special schools for other disability/resource Room	10 lessons
2.	Individualised Teaching lessons on different levels for selected subjects	Any Disability	Special schools for other disability /resource Room	10 lessons

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COURSE (F2): OTHER DISABILITY SPECIAL SCHOOL*

MARKS: 100 | CREDITS: 4| 8 Hrs./wk

SL. No.	Task for the student-teacher	Disability focus	Set up	No. of lessons
1	Classroom Teaching	Other than major disability	Special schools for other disabilities	Minimum 20 school periods

COURSE (F3): INCLUSIVE SCHOOL*

MARKS: 100 | CREDITS: 4| 8 Hrs./wk

SL. No.	Task for the student-teacher	Disability focus	Set up	No. of lessons
1	Classroom Teaching	Any disability	Inclusive schools	Minimum 20 school periods

*Note-The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and viva voce examination.

Engagement with field as part of courses indicated below:

Sl. No.	Tasks for the student -teacher	Course	Place
1	Assignment /project /presentation	B5	institute
4	Assignment /project/ presentation	B6	Institute / school
5	Assignment /project/ presentation	D3	Institute / school

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List of Revised Courses

Department : *Education*

Program Name : *B.Ed. Special education Learning Disability (L.D.)*

Academic Year : 2020-21

List of Revised Courses

Sr. No.	Course Code	Name of the Course
1.	A1	Human Growth & Development
2.	A2	Contemporary India & Education
3.	B1	Introduction to Sensory Disabilities
4.	B2	Introduction to Neuro Developmental Disabilities
5.	B3	Introduction to Locomotor & Multiple Disabilities
6.	LDC1	Assessment and Identification of Needs
7.	E1	Practical :Cross Disability and Inclusion
8.	A3	Learning ,Teaching and Assessment
9.	A4 S	Science
10.	A4 SS	Social Science
11.	A4 M	Mathematics
12.	A5 H	Hindi
13.	A5 E	English
14.	B4	Inclusive Education
15.	LDC2	Curriculum Designing, Adaptation and Evaluation
16.	E2	Practical :Disability Specialization
17.	LDC3	Educational Intervention and Teaching Strategies
18.	LDC4	Technology and Disability
19.	LDC5	Psycho Social and Family Issues
20.	D1	Reading and Reflection on Text (EPC)
21.	E3	Practical :Disability Specialization
22.	F1	Main Disability Special School (related to area C)
23.	A6	Basic Research & Basic Statistic
24.	B5	(a)Community Based Rehabilitation (b) Application of ICT in Classroom (c) Guidance and Counselling (d) Braille and Assistive Devices
25.	B6	(a)Communication Option :Oralism (b)Management of Learning Disability

		(c) Orientation & Mobility (d) Vocational Training, Transition & Job Placement
26.	D2	Drama and Art in Education
27.	E4	Practical Cross Disability and Inclusion
28.	F2	Other Disability Special School
29.	F3	Inclusive School

Minutes of Meetings (MoM) of Board of Studies (BoS)

Academic Year : 2019-20

School : *School of Studies of Education*

Department : *Education*

Date and Time : *September 09, 2020 – 03:00 PM*

Venue : *DoE, GGV, Bilaspur*

The scheduled meeting of member of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held to design and discuss the B. Ed. Special Education Learning Disability (L.D.) (I to IV semesters) scheme and syllabi.

The following members were present in the meeting:

1. Dr. C.S. Vazalwar, (HoD, Chairman, BoS.)
2. Dr. R.N. Sharma, (External Expert Member BoS, faculty of education, BHU, UP)
3. Dr. Sujeet Kumar, (Internal member BoS)
4. Dr. Sunil Kumar Sain (Internal member BoS)

Following points were discussed during the meeting

1. Following new subjects were added – **B-5** (c) Guidance and Counselling(d) Braille and Assistive Devices
   B-6 (c) Orientation & Mobility (d) Vocational Training, Transition & Job Placement
2. The syllabus for B. Ed. Special Education Learning Disability (L.D.) was discussed amongst the present members and as per relevance, as well as need of concerned paper & it is resolved that syllabus for B. Ed. Special Education Learning Disability (L.D.) is approved by the BoS.
   It was further decided that the curricula will be operative under the credit system. The CBCS/ECS would not be implemented in strict sense to the present programmes run by the department, being professional post-graduate programmes, and owing to the present limitations of space and resources. However, ample number of elective courses have been designed to be offered in the all the programmes of B.Ed., B.Ed. Special Education (HI & LD). Moreover, the Curriculum of M.Ed. programme have been designed to offer choices in terms of specialisation courses as well as dissertation in chosen area. Such courses would be able to meet the diverse need and interest of the clienteles. More choices of courses should be included as and when there would be sufficient infrastructure and system support available.

The committee discussed and approved the scheme and syllabus from the session 2020-21.

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Signature & Seal of HoD

Scheme and Syllabus

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER –I

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses	Human Growth & Development	A1	4	100	50	30	70
	Contemporary India & Education	A2	4	100	50	30	70
Group-B Cross Disability& Inclusion	Introduction to Sensory Disabilities	B1	2	50	25	15	35
	Introduction to Neuro Developmental Disabilities	B2	2	50	25	15	35
	Introduction to Locomotor & Multiple Disabilities	B3	2	50	25	15	35
Group –C Disability Specialization Courses	Assessment and Identification of Needs	LDC1	4	100	50	30	70
Group –E Practical Related to Disability	Practical :Cross Disability and Inclusion	E1	2	50	25	50	
	TOTAL		20	500	250	185	315

SEMESTER –II

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core Courses & Pedagogy Courses	Learning ,Teaching and Assessment	A3	4	100	50	30	70
	Pedagogy of Teaching (any one) Science Social Science Mathematics	 A4 S A4 SS A4 M	4	100	50	30	70
	Pedagogy of Teaching (any one) Hindi English	 A5 H A5 E	4	100	50	30	70
Group-B Cross Disability& Inclusion	Inclusive Education	B4	2	50	25	15	35
Group –C Disability Specialization Courses	Curriculum Designing, Adaptation and Evaluation	LDC2	4	100	50	30	70
Group-E Practical Related to Disability	Practical :Disability Specialization	E2	2	50	25	50	
TOTAL			20	500	250	185	315

SEMESTER –III

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group –C Disability Specialization Courses	Educational Intervention and Teaching Strategies	LDC3	4	100	50	30	70
	Technology and Disability	LDC4	4	100	50	30	70
	Psycho Social and Family Issues	LDC5	2	50	25	15	35
Group –D EPC	Reading and Reflection on Text (EPC)	D1	2	50	25	50	
Group-E Practical Related to Disability	Practical :Disability Specialization	E3	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Main Disability Special School (related to area C)	F1	4	100	50	100	
TOTAL			20	500	250	325	175

SEMESTER –IV

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	MINIMUM PASS MARK	INTERNAL	EXTERNAL
Group-A Core courses	Basic Research & Basic Statistic	A6	2	50	25	15	35
Group-B Cross Disability& Inclusion	Skill Based Optional Course (any one of Cross Disability and Inclusion) (a)Community Based Rehabilitation (b) Application of ICT in Classroom (c) Guidance and Counselling (d) Braille and Assistive Devices	B5	2	50	25	15	35
	Skill Based Optional Course (any one of Disability Specialization) (a)Communication Option :Oralism (b)Management of Learning Disability (c) Orientation & Mobility (d) Vocational Training, Transition & Job Placement	B6	2	50	25	15	35
Group –D EPC	Drama and Art in Education	D2	2	50	25	50	
Group-E Practical Related to Disability	Practical Cross Disability and Inclusion	E4	4	100	50	100	
Group –F Field Engagement/ School Attachment/ Internship	Other Disability Special School	F2	4	100	50	100	
	Inclusive School	F3	4	100	50	100	
TOTAL			20	500	250	430	70
TOTAL CREDITS			**80**	**2000**	**1000**	**1125**	**875**

Scheme and Syllabus

COURSE A1: HUMAN GROWTH & DEVELOPMENT

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 04 | 4 | 4+2 Hrs / wk**

After studying this course the student-teacher will be able to:

- -Explain the process of development with special focus on infancy childhood and adolescence.
  adolescence.
- -critically analyze developmental variations among children.
- -comprehend adolescence as a period of transition and threshold of adulthood.
- -analyze different factors influencing child development.

UNIT I1: Approaches to Human Development

1.1 Concept and definition of development,
1.2 Difference between growth and development.
1.3 Nature of development: (a) Conceptions of age (*chronological age, biological age, psychological age & social age*)
1.4 Principles of development, Factors influencing development.
1.5 Domains of development: Physical, psycho-social, cognitive and linguistic development.

UNIT II2: The Early Year (Birth to Eight Years)

- Prenatal (*Conception to birth*): Concept, Periods (zygote, embryo & fetus) and Environmental influences on prenatal development, screening the newborn-APGAR score.

2.1 Infancy (*Birth to 18/24 months*): Concept, Characteristics, Adjustment and hazards during infancy,
2.12.2 Infancy: Physical development, psycho-social development, cognitive development and linguistic development.
2.3 Early childhood (*Infancy to 5-6 years*):Childhood: Concept, Characteristics, Hazards during early childhood,
2.4 Childhood: Physical development, psycho-social development, cognitive development and linguisticsocial development, Factors influencing the child's personality.
2.5 Middle & late childhood (*6 to 11 years*): Environmental influences on development

UNIT 3: Adolescence

3.1 Concept, & meaning
3.2 Physical development , motor development, cognitive development and social development.

UNIT III: Adolescence (from 10-12 years to 18-22 years)

- Concept, stages (early, middle & late), physical development (males & females), cognitive development and social development.

3.3 Cognitive development
3.4 Challenges of adolescence: Morphological/developmental, psychological, social and educational challenges.

- Gender and Development
- Environmental influences (social, cultural, political) on the adolescents.

3.5 Social development

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UNIT ~~IV~~4: Adulthood ~~(from 20s to death)~~

4.1 Concept~~,~~ & stages
4.2 ~~(early, middle & late),~~ Ageing in women (Physical, psychological & social challenges).
4.3 Early adulthood ~~(20 to 40 years):~~ Concept, characteristics~~, ageing~~ & challenges
~~4.3~~4.4 Middle adulthood: Concept, characteristics & challenges ~~of early adulthood.~~
~~4.4~~4.5 Middle~~Late~~ adulthood ~~(40 to 60 years):~~ Concept, characteristics, ageing & challenges ~~of middle adulthood.~~

- ~~Late adulthood (60 to death): Concept, characteristics, ageing & challenges of late adulthood.~~

UNIT ~~V~~5: Theoretical Approaches to Development

5.1 Cognitive & social-cognitive theories (~~Piaget ,~~ Bruner, ~~Bandura,~~ Vygotsky)
5.2 Psychosocial Theory (Erikson)
5.3 Psychoanalytic Theory (Freud)
5.4 Ecological Theory (Bronfrenbrenner)
~~Holistic Theory of Development (Steiner)~~ 5.5 Skinner's theory

Engagement with the field as part of course as indicated below:

Hand on Experience

- Observe Children in Various setting and identify milestone achieved.
- Seminar on Human development
- Writing journal for reflection and case study

Suggested Readings:

Berk,L.E.(200) *Human Development. Tata McGraw Hill Company, New York*
Brisban,E.H.(2004) The Developing child ,~~Mc Graw~~McGraw Hill USA
Cobb,N.J.(2001) *The child infants, children and adolescent. Mayfield Publishing Company ~~<~~New York*
~~Hurloc l~~Hurlocl,E.B.(2005) Child growth and development *Tata McGraw Hill Company, New York*.
Hurloc ,E.B.(2006) *Developmental Psychology-A life span approach. Tata McGraw Hill Company, New York*
Meece,J.S.&EcclesJ.L(EDS)(2010) *Handbook of Research on Schools, Schooling and Human Development New York*
Mittal,S.(2006) Child development-Experimental psychology. Isha book Delhi.
Nisha,M(2006). Introduction to child development Isha book, Delhi.
Singh A.K. Siksha manovigyaan Motilal Publication Varanasi
Santrock J.W.(2007) Adolescence, Tata ~~Mc Graw~~McGraw Hill Publishing Company New Delhi
Santrock J.W. Child Development. Tata ~~Mc Graw~~McGraw hill publishing company New Delhi

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PAPER A2: CONTEMPORARY INDIA AND EDUCATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 04 | 4 | 4+2 Hrs./wk**

After completing this course the student-teachers will be able to

- -Explain the history, nature and process and philosophy of education
- -Analyze the role of Educational System in the context of Modern Ethos
- -Understand the concept of diversity
- -Develop an understanding of the trends, issue and challenges faced by the contemporary
- Indian Education in global context

UNIT I1: Philosophical Foundation of Education

1.1 Education: Concept, definition and scope.
1.2 Agencies of Education: School, Family, community and media
1.3 Philosophies of Education: Idealism, Naturalism, Pragmatism, Realism.
1.4 Classical Indian Perspective: Vedanta Jainism, Buddhism.
1.5 Indian Philosophers: Vivekanand, Tagore, Gandhi, Aurobindo.

UNIT H2: Understanding Diversity

2.1 Concept of Diversity
2.2 Types of Diversity: Gender, linguistic, cultural, socio-economic and disability.
2.3 Diversity in Learning and Play.
2.4 Addressing diversdiverse learning needs of CWSN.

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2.5 Learning Styles.

UNIT III3: Contemporary Issues and Concerns

- Universalization of Education: Provision, Enrolment, Retention, Participation, Achievement.

3.1 Universalization of Elementary and Education: objective, importance
3.2 Universalization of Secondary Education: objectives and Problems and
- 3.3 Issues.

Issues of Quality and Equity: Physical, economic, social, cultural and linguisticculture, particularly w.r.t. girl child, weaker section
Child and disabled.
3.4 Equal Educational opportunity (i): Meaning of equality & constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues
3.5 Inequality in schooling: Public–private Schools, Rural–urban schools, Single teacher school.

UNIT IV4: Issues and Trends in Education

4.1 Challenges of education from preschool to senior secondary
4.2 Inclusive education as a right based model
4.3 Complementarily of inclusive and special school
4.4 Language issues in education
4.5 Distance education: correspondence education and open education

UNIT 5: Education Commission and policy (School Education)

- Preamble of the Constitution of India.

5.1 Constitutional provision: Equality, Libertydemocracy, secularism & social justice.
5.2 National Commissions & Policies: Kothari Commission (1964), NPE (1986),
5.3 POA (1992), NCF (2005), National Policy for Persons with Disabilities (2006)
5.4 National Act: RCI Act (1992); PWD Act (1995); NT Act (1999).
Incheon strategies (2012), 5.5 NCF (2005), Millennium Developmental Goals (2015).

UNIT V: Issues and Trends in Education

- Challenges of education from preschool to senior secondary
- Inclusive education as a right based model
- Complementarily of inclusive and special school
- Language issues in education
- Community participation and community based education

Some suggested Activities on contemporary issues

Comparative study of different setting
Educational Debates & movement
RTE Act in in the Context of Disadvantaged
Special and Inclusive school
Education status of various groups
Conflict &social movement in indiaIndia: Women, Dalit,Tribal& Disabled
Human right, Minority right

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Suggested Readings:

- Aggrwal JAggrwalJ.C.(1992) Development and Planning of Modern Education: New Delhi Vikas Publishing House PVT Ltd
- Anand S.P.(1993) The teacher & Education in Emerging Indian society, New Delhi: NewDelhi:NCERT
- Bhat B.D. (1996) Educational Document in India, New Delhi: NewDelhi:Arya Book Depot.
- Bhatia K&Bhatia B.(1997) The Philosophical &Sociological Foundation,New Delhi Doaba house
- Dubey,S.C.(2001)Indian Society,National book Trust:New Delhi
- Jagannath ,M.(1993)Indian Education in the Emerging society,New Delhi Sterling Publishers Pvt Ltd

Essential Readings

- Guha, R.(2007)India after Gandhi: The history of the World largest Democracy.Macmillon: Delhi.
- *National Education commission (1964-66) Ministry of Education, Govt ofGovtof India, New Delhi.*
- *National Policy on Education (1986&92)Ministry of Human Resource Development Govt.of India, New Delhi.*
- *Right to education Act (2009) Ministry of Human Resource Development Govt ofGovtof India, New Delhi.*

COURSE B1: INTRODUCTION TO SENSORY DISABILITIES

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2| 2+1 Hrs./wk**

After completing this course, the student-teachers will be able to

- *Name the different types of sensory impairments and its prevalence and describe the process*

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of hearing & implications of various types of hearing loss.

- *Explain the issues & ways to address challenges in educating students with hearing loss.*
- *Describe nature, characteristics & assessment of students with low vision & visual impairment.*
- *Suggest educational placement and curricular strategies for students with low vision & visual impairment.*
- *Explicate the impact of deaf-blindness & practices for functional development.*

UnitUNIT 1: Hearing Impairment: Nature & Classification

1.1. Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)
1.2. Importance of hearing
1.3. Process of hearing & its impediment leading to different types of hearing loss
1.4. Definition of hearing loss, demographics & associated terminologies: Deaf/ deafness/ hearing impaired/ disability/ handicapped
1.5. Challenges arising due to congenital and acquired hearing loss

UnitUNIT 2: Impact of Hearing Loss

2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication
2.2 Language & communication issues attributable to hearing loss and need for early Intervention
2.3 Communication options
2.4 Issues & measures in literacy development and scholastic achievement of students with hearing loss
2.5 Restoring techniques using human (interpreter) & technological support (hearing devices)

UnitUNIT 3: Visual Impairment & Deaf Blind

3.1. Process of Seeing and Common Eye Disorders.
3.2. Blindness and Low Vision— Definition, causes and prevention.
3.2.3 Deaf-blindness: Definition, causes, classification, prevalence and characteristics.
3.4. Importance of Early Identification and Intervention.
3.5. Functional Assessment Procedures and Educational Implication.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Develop a checklist for screening of children for hearing impairment
- Develop a checklist for screening of children for low vision
- Develop a checklist for screening of children for blindness
- Develop a checklist for screening of children for deaf blindness
- Journal based on observations of teaching children with sensory disabilities

MODE OF TRANSACTION: Visits, Observations, Videos and Interactions with Students with Disabilities

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Suggested Readings:

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.
- Handbook on DeafblindnessDeaf blindness (2005). Sense International India. Retrieved online on 24/4/2015 from http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD EQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining- module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2 Ffile2Ffile&ei= LkY6VdGlOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBW uGnYE0OLPtpK5FCHEgLIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d. dGY
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; NewYork.
- Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.
- Nerbonne, M. A., &Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
- Nerbonne, M. A., &Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.

Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia: Williams & Wilkins

Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: Van Nostrand Reinhold Company.

- Sataloff, R. T., &Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor &Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). Deafness and Communication: Assessment and Training. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach.New York: Cambridge University Press.
- Auditory-Verbal International (1991). Auditory-verbal position statement. *Auricle* 4:11-12.
- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.
- Katz, J. (1985). *Handbook of Clinical Audiology*. (4th Ed.) Baltimore: Williams and Wilkins.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.
- Norris, G. H., &Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*.U.S: Paul H. Brookes.

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- Pandey, R. S., &Advani, L. (1995). *Perspectives in Disability and Rehabilitation*.New Delhi: Vikas Publishing House Pvt. Ltd.
- *Proceedings from National Conference on Centenary for Work for the Blind in India* (1987). All India Confederation of the Blind and ~~Christoffel Blinden~~ChristoffelBlinden Mission; Delhi: R.K.Printers.
- Scholl, G.T. (1986). *Foundations of Education for Blind and Visually Handicapped Children and Youth*. New York: American Foundation for the Blind.
- Tucker, I., & Nolan, M. (1984).*Educational Audiology*. London: Croom Helm.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds)*Foundations of Aural Rehabilitatio*n. San Diego: Singular. p.381–413.

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COURSE B2: INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2| 2+1 Hrs./wk**

After completing this course, the student-teachers will be able to

- *Discuss the characteristics and types of learning disability.*
- *Describe the tools, areas of assessment and apply intervention strategies to enhance learning.*
- *Explain the characteristics and types of Intellectual disability.*
- *Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.*
- *Explain the characteristics and types of Autism Spectrum Disorder.*
- *Describe the tools, areas of assessment and apply intervention strategies.*

UnitUNIT 1: Learning Disability: Nature, Needs and Intervention

1.1 Definition, Types and Characteristics
1.2 Tools and Areas of Assessment
1.3 Strategies for reading, Writing and Maths
1.4 Curricular Adaptation, IEP
1.5 TransitionIndividualized Education Plan for LD

UnitUNIT 2: Intellectual Disability: Nature, Needs and Intervention

2.1 Definition, Types and Characteristics
2.2 Tools and Areas of Assessment
2.3 Strategies for Functional Academics and Social Skills, Life Skill Education
2.4 Assistive Devices, Adaptations,
2.5 Individualized Education Plan, Person Centered Plan, Life Skill Education
2.6 Vocational Training and Independent Living

UnitUNIT 3: Autism Spectrum Disorder: Nature, Needs and Intervention

3.1 Definition, Types and Characteristics
3.2 Tools and Areas of Assessment
3.3 Instructional Approaches
3.4 Curricular Adaptation, Teaching Methods
3.5 Vocational Training and Career Opportunities

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Develop an Assessment Tool for a child with learning disability in the given area
- Prepare a transition plan from school to college for an Individualized Education Plan for LD Child
- Prepare a life skill curriculum for ID

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- Prepare a screening tool for children with Autism Spectrum Disorder
- Prepare teacher made test for functional assessment of a given child with ID/ Autism
- Plan an educational program on the basis of an assessment report of a child with ID/Autism

Essential Readings

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore.
- American Psychiatric Association. (2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.
- Bala, M.J. (2004). Methods of Teaching Exceptional Children. Discovery, New Delhi.
- Browning, R. E. (2004). Teaching Students with Behaviour and Severe Emotional Problems. http://www.k12.wa.us/specialed/families/pubdocs/bestpractices.pdf

Suggested Readings

- Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders. PRO-ED, Austin.
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies. Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon, London.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs. Discovery Pub, New Delhi. RCI B.Ed.Spl.Ed. Curriculum Page 70 15 May 2015
- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. Pro Ed. Texas.
- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity. Allyn & Bacon, Boston.
- Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities. Allyn & Bacon, Boston.
- Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties. Allyn & Bacon, Boston.
- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment. Random House, New York.
- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA.

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COURSE B3: INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2| 2+1 Hrs./wk**

After completing the course the student-teachers will be able to

- *Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.*
- *Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.*
- *Plan an effective therapeutic and programmefor programme for the persons with Locomotordisabilities Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.*
- *Plan an effective educational programed and functional activities for the persons with Locomotors disabilities and Multiple disabilities.*

Unit UNIT 1: Cerebral Palsy (CP)

1.1. CP: Nature, Types and Its Associated Conditions
1.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
1.3. Provision of education, Therapeutic Intervention
1.4. Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
1.5 Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

Unit UNIT 2: Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy

2.1. Definition, Meaning and Classification
2.2. Assessment of Functional Difficulties
2.3. Provision of Therapeutic Intervention and education

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2.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

2.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

UnitUNIT 3: Multiple Disabilities and Other DisablingDisability Conditions

3.1 Multiple Disabilities: Meaning and Classifications

3.2 causeCause and type of multiple disabilitydisabilities

3.3 educationalEducational management for multi handicapped

3.4 effectsEffects of multi handicapped

3.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM: (any one of the following)

- **Undertake a case study after identifying a child with cerebral palsy or a child with Multiple Disabilities. Assess the child's difficulties in activities of daily living and academic activities and develop an intervention plan.**
- **Undertake a survey on 50 children with different disabilities and find out how many children are affected with cerebral palsy and multiple disabilities. Find out the causes of their disabling conditions and what difficulties these children are facing in attending their schools.**

MODE OF TRANSACTION:

This course should be taught through lectures, discussion, demonstrations, presentations and workshops. They should be given hands on training in assessments of specific needs of children, interpretation of test reports and develop strategies for classroom intervention

Suggested Readings:

- Miller, F. and Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide for Caregiving*. AA Johns Hopkins Press Health Book.

Johns Hopkins Press Health Book.

Sarva Siksha Abhiyan.SarvaSikshaAbhiyan. Module on Cerebral Palsy. http://ssa.nic.in/inclusive-

- education/training-module-for-resource-teachers-for-disable http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disablechildren/Module%205%20 Cerebral20Cerebral%20Palsy.pdf/at_download/file
- Sarva Siksha Abhiyan .SarvaSikshaAbhiyan . Module on Multiple Disabilities. http://ssa.nic.in/inclusive-

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education/training-module-for-resource-teachers-for-Error! Hyperlink reference not valid.disabchildren/Module%203%20Multiple20Multiple%20Disability.pdf/at_download/file

COURSE LD C1: ASSESSMENT AND IDENTIFICATION OF NEEDS

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4| 4+2 Hrs / wk**

After completing the course the student-teachers will be able to

- *Comprehend the concept, the history, causes and manifestations of Learning Disability.*
- *Describe and differentiate among different types of Learning Disability.*
- *Understand the assessment and the assessment procedures for Learning Disability diagnosis.*
- *Explain the domains and tools for assessment.*

UnitUNIT 1: Introduction to Learning Disability (LD)

1.1 LDLearning Disability: Definition and concept
1.2 History of LD
1.3 LD: Characteristics
1.4 Causes of LD- medical and social
1.5 Co-morbidity with LD – ADHD

UnitUNIT 2: Types of LD

2.1 Specific LD in Reading
2.2 Specific LD in Writing
2.3 Specific LD in Mathematics
2.4 Dyspraxia
2.5 Non-verbal LDLearning Disability

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UnitUNIT 3: Assessment of LDLearning Disability

3.1 Concept, definition of screeningassessment and identification
3.2 Identification criteria – DSM 5
3.3 Differential diagnosis
3.4 Assessment tools – (WISC, SPM, CPM, DTLD, DTRD, BCSLD, GLAD,), CRTs and NRTs, TMTs
3.5 Portfolios, checklists, rating scales, anecdotal records, observation schedules

UnitUNIT 4: Domains of Assessment

4.1 Motor
4.2 Perceptual
4.3 Cognitive
4.4 Social-Emotional
4.5 Language

UnitUNIT 5: Assessment of Curricular Areas

5.1 Readiness skills
5.2 Reading
5.3 Spelling
5.4 Writing
5.5 Mathematics

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Movie review to understand the condition of LD
- Diagnosing the case based on case profiles
- Development of TMTs to assess various domains and curricular areas

MODE OF TRANSACTION:

This course creates a foundation for understanding and assessing for Learning Disability. While teaching this course, a lot of emphasis has to be placed on presenting case studies to comprehend the manifestations of Learning Disabilities. Through discussions, demonstrate the process of arriving at differential diagnosis. The teacher trainees have to acquire the skill of developing Teacher Made Tests for assessment. Keeping this in mind, the transaction of Unit 4 and 5 has to be through hands on training in development of TMTs. Evaluating the TMTs developed by peers will also be a valuable learning experience.

Suggested Readings

- Bender, W. N.,(1995)Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories New York: Allyn bacon
- Lerner, J W.2000. Learning Disabilities: Houghton Mifflin
- Jena SPK 2013. Specific Learning Disabilities: Theory to Practice New Delhi; Sage

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Publications

- Kapur, M John A, Rozario J, Oommen A. NIMHANS index of specific learning disabilities, Bangalore:NIMHANS
- Karanth, Prathibha & Rozario, Joe: Learning disabilities in India willing the mind to learn. New Delhi. Sage, 2003. 978 81 7829 142 0 Rs.595--(371.90954Kar/Roz)
- Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, Ist Edition
- Raj, F. (2010). Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub
- Reddy L. G., Ramaa R. and Kusuma A. (2000): Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers
- Venkateshwarlu, D. (2005). Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications.

COURSE E1: PRACTICAL – CROSS DISABILITY INCLUSION*

MARKS: 50 | CREDITS: 2 | 4 Hrs. /4Hrs. /wk

Task for the student-teacherFor The Student-Teacher	Disability focusFocus	Education settingSetting	Hrs (60)	Description	Marks
Visit (3)	Other than major disability	Minimum 3 specialSpecial schools for other disability	10	As per School time	10
Classroom observationObservation	Major disability	Inclusive/Special school	20	Minimum 20 school periodPeriod	15
	Other than major disability	Minimum 3 specialSpecial schools for other disability	20	Minimum 1020 school periodPeriod	15
	Any disability	Inclusive schoolsschool	10	Minimum 10 school periodPeriod	10

* **Note:** The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and / OR viva voce examination.

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Engagement with field as part of courses indicated below:

Sl. No.	Tasks for the student -teacher	Course	Place
1	Assignment /project	A1	institute
2	Assignment /project	A2	institute
3	Assignment and identification of Needs	C1 (All Disabilities)	Camp/school, etc for minimum of fifteen hours

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PAPER -A 3: LEARNING, TEACHING AND ASSESSMENT

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 04 | 4 |4+2**

Hrs. /4wk. /wk

After completing this course the student-teachers will be able to

- -Comprehend the theories of learning and Intelligence and their applications for teaching children
- -Analyze the learning process, nature and theory of motivation
- -Describe the stages of teaching and learning and the role of teacher
- -Situate self in the teaching learning process
- -Analyze the Scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

UNIT I1: Human Learning

1.1 Human Learning: Meaning, definition &

- 1.2 Psychophysical basisBasis of learning.

Learning.

1.3 Learning theories: Behaviorism- Behaviourism-Pavlov, Thorndike, Pavlov, and Skinner.
1.4 Cognitivism: Piaget,.
1.5 Social ConstructivismConstructism :Bandura.

UNIT II2: Learning Process

2.1 Sensation: Definition and Sensory Process.
2.2 Attention: Definition and Affecting Factors.
2.3 Perception: Definition and types.
2.4 Memory;: Definition and types,.
2.5 Thinking &and Problem Solving.

Unit II:Motivation & **Intelligence**

- Motivation: Nature, definition, Theory: Maslow.
- Intelligence: Concept, definition & levels, Theories: two factor, Multifactor.
- Creativity: Concept and definition and Characteristics.
- Implications for Classroom Teaching and Learning.

UNIT III3: Teaching learning Process, Motivation and Intelligence

3.1 Maxims of Teaching
3.2 Stages of teaching: Plan, Implement, Evaluate, Reflect

- Stages of Learning: Acquisition, Maintenance, Generalization
- Learning Environment: Psychological and Physical.

3.3 Motivation: Nature, definition and Maslow's theory
3.4 Intelligence: Concept, definition & levels
3.5 Intelligence Theories

UNIT IV4: Overview of Assessment and school System

4.1 Assessment: Conventional meaning and Constructivist perspective.
4.2 Assessment of Learning and Assessment for learning: Meaning and Difference.
4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination.
4.4 Revisiting key concepts in school evaluation: filtering learners marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

4.5 Formative and summative evaluation curriculum based measurement

UNIT V5: Assessment: Strategies and Practices

5.1 Strategies :(Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test ,untimed test ,team test) Meaning and procedure
5.2 Typology and level of assessment items: Multiple choice, Open-ended and Close ended.
5.3 School Examination: Efforts for Exam reforms: Comprehensive(CCE)
5.4 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
5.5 Assessment of diverse learners: Exemptions, concessions, adaptations and Continuous evaluations(CCE) NCF (2005)accommodations

Engagement with the field as part of course as indicated Below:

l. Report submission: Observation of children belonging to any three stages of development and describing applications of development in teaching – learning context

ll. Preparation of Self study report on individual differences among learners

lll. Compilation of 5 CBM Tools from Web search in any one school subject

lV. Team presentation of Case study on assessment outcome used for pedagogic decisions

Transactions and Evaluations

This concepts and theoretical precepts included in this course should be explained with references to children with and without disabilities. The effort of transaction should be to enhance the understanding of how learning occurs and what are the suitable means of its assessment . Evaluation may be done by asking student-teachers to children with and without disabilities and present a report of the same.

– Essential Readings:

Amin, N (2002) Assessment of Cognitive Development of Elementary school Children Agency. A psychometric

- psychomet approach ,Jain Book agency new delhiNew Delhi
- Chauhan,S.S. (2013) Advanced Educational Psychology.Jain book agency newNew Delhi.
- King- Sear, E.M.(1994) Curriculum Based Assessment in Special Education. Singular publishing group San Diego CA

~~Diego CA~~

- Panch , R.(2013) Educational psychology:teaching and learning perspective Mc Graw hill ~~new delhi~~ New Delhi

WoolFolk,A. Mishra G. &jha A.K. (2012) Fundamental of Educational Psychology,11th EDN Pearson Publication New

- ~~delhi~~ Delhi
- Singh ,A.K *Siksha Manovigyaan Motilalbanarsidas publ Varanasi*

Suggested Reading

- Geisinger,K>F. (2013) APA Handbook of testing and Assessment in Psychology.Available at APA USA
- Howell,K.W.& Nolet,V (2000)Curriculum–Bsed Evaluation:Teaching and decision making Scarborough ,Ontario Canada Wadsworth
- McMillion J.H.(2001) Classroom Assessment Principles and Practice for Effective instruction Allyn and Bacon London And available text book

~~And available text book~~

PAPER A4S: PEDAGOGY OF TEACHING SCIENCE

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 04 | 4 | 4+2**

Hrs. / . / wk HOURS 60

After completing the course the student-teacher will be able to –

- Explain the role of science in day to day life and its relevance to modern society.
- Describe the aims and objective of teaching science at school level
- Demonstrate and apply skills to select and use different methods of teaching the content of sciences.
- Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.

UNIT I1: Nature and Significance of Science

1.1 Nature of Science
1.2 Correlation of Science with other subjects
1.3 Importance of Science in school curriculum
1.4 Relationship of Science and Society
1.5 Role of Science for Sustainable development, Impact of Science on Environment

UNIT II2: Planning for Instruction

2.1 Aims and objectives of teaching Science in elementary and secondary schools.
2.2 Bloom's Taxonomy of Educational Objectives and Writing Objective in Behavioral Term
2.3 Lesson Planning: DefinitionMeaning, Importance, & Elements and Herbartian Approach.
2.4 Herbartian Approach of lesson planning
2.42.5 Unit Planning: Definition, Types, Characteristics, Purpose, Principles and Format. & Elements

- Pedagogical Analysis: Meaning, Objectives and Guidelines.

UNIT III3: Approaches and Methods of Teaching Sciences

3.1 Meaning, importance of approaches and teaching methods
3.2 Learner Centered & Teacher centered & teacher centered teaching methods

3.3 Lecture method, Demonstrationdemonstration method, Inquiry method and Problemproblem solving method., project method

- Inductive-Deductive method, Laboratory method, Project method and Discussion method.

Constructivist Approach: Comparison of Traditional pedagogy & 3.4 Constructivist approach, Traditional & Constructivist Classroom, Characteristics: comparison of traditional pedagogy & constructivist approach,

traditional & constructivist classroom, characteristics of Constructivist Teachers.constructivist teachers

- Different Learning Situations: Individual learning, Small group learning, Group learning, Cooperative learning, Contextual learning and Situated learning,

3.5 Action Research: Meaning, importance and use

UNIT IV4: Learning Resources for Teaching Science

4.1 Teaching Learning Aids: Definition, Classification, Need & importance, Edgar Dale's Cone of Experience, Selection and Use. and importance

4.2 Science Club and Science Exhibition: Aims & objectives, Activities and : Concept, Objectives and Importance.

4.3 Science Textbooks: Characteristics, Significance and CriteriaMeaning, characteristics and criteria for evaluation.

4.4 Science Laboratory: As a learning resource, Approaches to laboratory work, Planning and organizing laboratory work, Safety in laboratories.

4.5 Different Forms of ICT and its Application of different forms of ICT in Science Educationteaching: Audio aids (Broadcast talks & Audio tapes), Visual aids (Charts & Posters) and Audio-visual aids (Educational television, Multimedia, Uses of computer, Simulation and Internet)

UNIT V.5: Assessment and Evaluation for Science Learning

- Assessment: Definition, Objectives, Importance, Formative assessment, Summative assessment and Performance based assessment.

5.1 Assessment: Concept, definition and importance

5.2 Evaluation: Definition, Purpose and Importance.importance

Continuous and Comprehensive Evaluation 5.3 C C E: Objectives, Benefits, Instructions for formative & assessment and summative evaluation, and Challenges.assessment

5.4 Achievement Test: Definition, Aims, Steps of Construction and Functionssteps of construction

5.5 Diagnostic Test: Definition, Characteristicscharacteristics and Need & Importance. importance

Practical/Field Engagement /Project work

Any one of the fallowing

l. Pedagogical analysis of a unit from Science content.

ll. Preparation of a multimedia presentation on a topic from science content keeping student with disabilities in view.

lll. Developing an Action Research Plan on a Problem Related to teaching and learning of science to students with disabilities .

lV. Construction of a diagnostic test for unit along with a remedial plan.

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V. Comparative analysis of Prescribed Syllabus and textbooks of different Boards Curricular innovations in respective subject areas
VI. Curricular adaptations for teaching Sciences to student with Disabilities.

Essential Readings:

- Anderson, H. O. Readings in Science Education for the Secondary School. New York
- Brown,R.(1978) *Science Instructionsof Visually Impaired Youth.~~New York~~NewYork:AFB*
- Buxton,A.C.(2010) Teaching Science in Elementry and Middle School.~~New Delhi~~NewDelhi:Sage Publications
- Bybee,R.(2010b).The*Teaching of science*,21st-century perspectives.arlingtonVA:NSTA Press USA
- Fensham,P.J.(1994)The Content of Science:AConstructive Approach to its Teaching and Learning. Washington DC: The ~~Falmer press~~Falmerpress,USA,
- Gupta,V.K.(1995) *Teaching and Learning of Scienceand Technology. New Delhi:Vikas Publishing House Pvt.Ltd*
- Henninen, K.A.(1975)teaching of Visually Handicapped,ohio:CharlesE.Merrill Publishing Company.
- Joshi, S.R.(2005) Teaching of Science.~~New delhi~~Newdelhi:A.P.H. Publishing Corporation.
- Jenkins, E.W. (Ed.) *Innovations in Science and Technology Education*, Vol. VI, UNESCO, Paris.
- Nair, C.P.S.Teaching Science in our Schools, S. Chand & Co. Pvt. Ltd. New Delhi.
- .Negi, J. ~~S. Bhautik Shikshan, Vinod Pustak Mandir~~S.BhautikShikshan, VinodPustakMandir, Agra
- Misra, K.S.Effective Science Teaching.Anubhav Publishing House, Allahabad
- NCERT, (2005). *Focus Group Report' Teaching of Science* NCERT New Delhi.
- NCERT, (2006). *National Curriculum Framework*- 2005, NCERT. New Delhi.
- Rawat D. ~~S. Vigyan shikshan, Vinod Pustak Mandir~~S.Vigyanshikshan, VinodPustakMandir, Agra.
- Vaidya, N.*The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
- Yadav, M.S.Teaching of Science, Amol Publications.
- ..Mohan, Radha*Innovative Science Teaching: For Physical Science Teachers.* New Delhi: PHI Learning Pvt. Ltd.
- Sharma, S.*Constructivist Approaches to Teaching and Learning,* New Delhi: NCERT
- Sharma, R.C. *Modern Science Teaching*, New Delhi: ~~Dhanpat Rai~~DhanpatRai Publications,
- Sounders ~~:~~ The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
- Rawat D. ~~S. Vigyan shikshan, Vinod Pustak Mandir~~S.Vigyanshikshan, VinodPustakMandir, Agra.
- Vaidya, N.*The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.
- Yadav, M.S.Teaching of Science, Amol Publications.
- ~~UNESCO. The~~UNESCO*The UNESCO Source Book for Science Teaching.*UNESCO, Paris.

- **Suggested Reading**

- Gupta, S.K.(1983) Technology of Science Education,Delhi:Vikas Publishing House Pvt.Ltd.
- Gupta ,V.K.(1995) Reading in Science and Mathematics Education,Ambala:The associated Press
- Mangal S. K. *Teaching of science*, New Delhi: Arya Book Depot
- Rao ,V.K.(2004) Science Education,APH Publishing Corpn.New Delhi

PAPER: ~~A4SS (Part III):~~A4 SS: PEDAGOGY OF TEACHING SOCIAL SCIENCE

COURSE OBJECTIVES **MARKS: 100 | CREDITS:04 | 4 | 4+2**

Hrs./4wkwk

After Completing the course the student- teacher will be able to

-Explain the concept, nature and scope of social science.

- Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.
- Develop skills in preparation and use of support materials for effective social science teaching.
- Develop the ability to organize co-curricular activities and community resource for promoting social science learning.

promoting social science learning.

UNIT I1: Nature of Social Science

1.1 Concept, scope and Nature of Social Science
1.2 Difference Between Social Science and Social studies
1.3 Aims and objective of teaching social science at School level
1.4 Significance of Social Science as a core subject
1.5 Role of Social Science teacher for an egalitarian society

UNIT II2: Curriculum and Instructional Planning

2.1 Organization of social science curriculum at school level
2.2 Instructional Planning: Concept, need and importance
2.3 Unit Plan and Lesson Plan: need and importance
2.4 Procedure of Unit and Lesson Planning
2.5 Adaptation of Unit and Lesson plans for children with disabilities

UNIT III3: Approaches to Teaching of Social Science

3.1 Need of educational approaches in social science
3.2 Methods of teaching social science: Lecture, discussion and project method
3.3 Devices and Techniques of teaching social studies- Narration, fieldtrip, storytelling, role play,
group and self-study,
3.4 programmed learning, inductive thinking, concept mapping, and problem solving.
3.5 Instructional material for teaching of social science: Time-lines & Genealogical Chart, Maps & Globes, use of different types of Board (Smart boards, Chalk Board, Flannel Board)

- Realiya and dayorama and model

UNIT IV4: Evaluation of learning in Social science

4.1 Purpose of evaluation in social science
4.2 Techniques of evaluating learner achievement in social science: Written and Oral test, Observation tools,
4.3 Assessment: formative and summative
4.4 Construction of teacher made test
4.5 Diagnostic test for children with disabilities.

UNIT V5: Social Science Teacher as a Reflective Practitioner

5.1 Being a reflective practitioner- use of Action Research
5.2 Developing an Action Research Plan for solving a problem in Teaching – learning of social science
science
5.3 Case Study – Need and Importance for a School Teacher
5.4 Objective and limitation of case study
5.5 Evaluation work- achievement of studentinstudent in social studies.

Transaction

The student–teacher should be encouraged to read chapters and articles. There may be quizzes, seminars, field trips, lectures demonstrations school visits and observations to teach this course
seminars, field trips, lectures demonstrations school visits and observations to teach this course

Course work/Practical/Field Engagement

- Prepare a unit of social science content for a given child with disabilities
- Develop an Action Research Plan on a Problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disabilities
- Develop question and achievement test in social science
- Organize activities like quiz, mock- parliament , field trips exhibitions and any other co-curricular activities in schools.

Essential Reading

- Aggrarwal, J.C.(2008) Principles,Methods& Techniques of Teaching.UP: Vikas Publishing House PvtLtd
- Batra,P.(2010) Social science Learning In Schools Perspective and Challenges,Sage Publication Pvt Ltd PvtLtd:Pap/Com Chauhan,S.S.(2008) Innovations in Teaching Learning Process.UP:Vikas Publishing House PVT Ltd.
- Dhand,H.(2009) Techniques of Teaching New Delhi.New Delhi :APH Publishing Corporation
- Duplass,J.A.(2009) *Teaching Elementary social studies.New Delhi: Atlantic Publishers.*
- Mangal,U.(2005) Samajik Shikshan SamajikShikshan ,ARya Book Depot,New Delhi

Suggested Readings:

- Aggrwal,J. C.(2008). Teaching of Social Studies: A practical Approach (4thEd). UP: Vikas Publishing House pvt ltdpvtltd .
- George,A.M.,&Madam,A.(2009) Teaching Social Science in schools: NCERT,S New Textbook Initiative.
- Mangal, S.K.(2004).Teaching of social Science, Arya Book Depot, Delhi
- Rai,B.C.(1999) Methods of teaching Economic, Prakashan Kendra, Luck now
- Sharma, R.A. (2008). Technological Foundation of Education. Meerut: R.Lall Books Depot.
- Sharma,R.N.(2008).) Principles and Techniques of Education Delhi: Surjeet Publications
- Singh Y.K. (2009) .Teaching of History: Modern Methods New Delhi :APH Publishing Corporation.
- Stone , R. (2008) Best Practices For Teaching Social studies: What award –Winning Classroom Teachers Do,Crowin CA.

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PAPER: A4M: PEDA GOGY OF TEACHING MATHEMATICS

COURSE OBJECTIVES **MARKS: 100 | CREDITS:04 | 4 | 4+2**

Hrs./. /wk

After completing the course the student–teacher will be able to –

- Explain the nature of Mathematics and its historical development with contribution of Mathematicians.
- Describe the aims and objectives of teaching Mathematics at school level.
- Demonstrate and apply skills to select and use different method of teaching Mathematics.
- Demonstrate Competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- Demonstrate Skills to design and use various evaluation tools to measure learner achievement in Mathematics.

UNIT I1: Nature and Significance of Mathematics

1.1 Meaning, Nature andnature of Mathematics
1.2 Characteristics of Mathematics
1.3 Importance of Mathematics in school curriculum
1.4 Correlation of Mathematics with other subjects
- Importance of Mathematics in school curriculum
- Values of teaching Mathematics

1.5 Contribution of Mathematicians: Ramanujam, Aryabhatta, Bhaskaracharya, Euclid and Pythagoras.

UNIT II2: Instructional Planning in Mathematics

2.1 Aims and objectives of teaching Mathematics in elementary and secondary schools.
2.52.6 Bloom's Taxonomy of Educational Objectives and Writing Objective in Behavioral Term
2.62.7 Lesson Planning: DefinitionMeaning, Importance, & Elements and Herbartian Approach.
2.8 Herbartian Approach of lesson planning
2.72.9 Unit Planning: Definition, Types, Characteristics, Purpose, Principles and Format. & Elements

- Pedagogical Analysis: Meaning, Objectives and Guidelines.

UNIT III3: Approaches and Methods of Teaching Mathematics

3.1Meaning, importance of approaches and teaching methods

3.2 Learner Centered & Teacher centered & teacher centered teaching methods

3.3 Lecture method, Demonstrationdemonstration method, Inquiry method and Problemproblem solving method., project method

- Inductive-deductive method, Analytic-synthetic method, Project method and Discussion method.

Constructivist Approach: Comparison of Traditional pedagogy & 3.4 Constructivist approach, Traditional & Constructivist Classroom, Characteristics: comparison of traditional pedagogy & constructivist approach,

traditional & constructivist classroom, characteristics of Constructivist Teachers.constructivist teachers

- Different Learning Situations: Individual learning, Small group learning, Group learning, Cooperative learning, Contextual learning and Situated learning,

3.5 Action Research: Meaning, importance and use

UNIT IV4: Teaching–Learning Resources in Mathematics

4.1 Teaching Learning Aids: Definition, Classification, Need & importance, Edgar Dale's Cone of Experience, Selection and Use. and importance

4.2 Mathematics Club: Aims & objectives, ActivitiesConcept, Objectives and Importance.

4.3 Mathematics Textbooks: Characteristics, Significance and CriteriaMeaning, characteristics and criteria for evaluation.

4.4 Mathematics Laboratory: As a learning resource, Approaches to laboratory work, Planning and organizing laboratory work.

Different Forms of ICT and its Educationteaching: Audio aids (Broadcast talks & Audio tapes), Visual aids (Charts & Posters) and Audio-visual aids (Educational television, Multimedia, Uses of computer, Simulation and Internet)

4.5 Application of different forms of ICT in Mathematics

UNIT V5: Assessment and Evaluation for Mathematics Learning

5.1 Assessment: Concept, definition and importance,

5.2 Evaluation: Definition, and importance.

5.3 C C E: Objectives, Importance, Formative formative assessment, Summative and summative assessment and Performance based assessment.

- Evaluation: Definition, Purpose and Importance.
- Continuous and Comprehensive Evaluation: Objectives, Benefits, Instructions for formative & summative evaluation, and Challenges.

5.4 Achievement Test: Definition, Aims, Steps of Construction and Functions.steps of construction

5.5 Diagnostic Test: Definition, Characteristicscharacteristics and Need & Importance.importance.

Practical/Field Engagement/Project Work

(Any one of the Following)

I. Pedagogical analysis of a unit of content from secondary school mathematics syllabus

II. Preparation of multimedia presentation on a topic with special reference to students with disabilities

lll. Construction of a Question paper based on current CBSE format/concerned State Board of education , preparing its Scoring key and marking scheme.

IV .ll. Analyzing errors committed by school children in Mathematics and preparing a remedial plan.

VIII. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities.

Transactions

Lecture cum demonstration, workshop and Seminars

Essential Reading

- Carey,L.M.(1988) *Measuring and Evaluating School learning,Boston:Allyn and Bacon*
- Chamber P(2010) Teaching Mathematics,Sage Publication,New delhi
- Chaman,L.R.(1970)*The Process of Learning Mathematics,New york:Pregamon Press.*
- David A.H.(2007) Teaching Mathematics Meaningfully:Solution for Reaching Struggling Learners , Canada:Amazon Book
- David,W.(1998) *How ChildrenThink and Learn ,New York:Blackwell Publishers Ltd.*
- Gupta,H.N.&Shankara,V(1984) Content-cum-Methodology of Teaching mathematics, NCERT,New Delhi
- James,A(2005) Teaching of Mathematics,New Delhi:neelkamal Publication
- Kumar,S.(2009)Teaching Mathematics,New Delhi :Anmol Publication
- Mangal , S.K.(1993)Teaching of Mathematics,New Delhi:Arya Book Depot.

Suggested Readings:

- UNESCO. *The UNESCO Source Book for Mathematics Teaching.* UNESCO, Paris.
- NCERT, (2005).*National Curriculum Framework*- 2005NCERT New Delhi.
- NCERT, (2009).*National Curriculum Framework*- 2009, NCERT. New Delhi.
- Teaching of Mathematics(ES-342)Block 1-4(2009). IGNOU ,New Delhi
- Text Book of Mathematics for Class-VI to X (2006) NCERT, New Delhi

COURSE: A 5H: हिन्दी शिक्षण

पाठ्यक्रम के उद्देश्य –

MARKS: 100 | CREDITS: 4 | 4+2

Hrs./wkWk

प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थी इस योग्य होंगे कि-

- -व्यक्ति तथा समाज के जीवन और विकास मे भाषा के योगदान से परिचित होंगे।

-मूलभूत भाषा कौशलों और भाषा अधिगम मे उनकी भूमिका का अनुभव करेंगे।

- -इकाई नियोजन और पाठ –योजना किको बनाने एवं क्रियान्वित करने की प्रक्रिया मे कुशल होंगे।
- -हिन्दी शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन मे सक्षम होंगे।
- -हिन्दी शिक्षण के अधिगम लक्ष्यो कि प्राप्ति के लिए प्रयोज्य शिक्षण विधियो का प्रयोग करेंगे।
- -हिन्दी शिक्षण के उद्देश्यों कि सहज प्राप्ति के लिए सहायक उपकरणो के निर्माण और उपयोग मे दक्ष होंगे।
- -भाषा अधिगम मे सतत एवं व्यापक मूल्यांकन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।
- -भाषा अधिगम मे विद्यार्थियो कि कठिनाइयो के निराकरण के लिए क्रियात्मक अनुसंधान का प्रयोग करेंगे
- -चिंतन दैनंदिनी और पोर्टफोलियो निर्माण कि प्रविधि का उपयोग करेंगे।

ईकाईइकाई १ : भाषा ,हिन्दी भाषा की प्रकृति एवं प्रयोज्यत्ता और पाठ्यवस्तु संवर्धन

- भाषा का प्रत्यय और उपयोगिता, बोली और मानक भाषा का प्रत्यय।
- शिक्षा ,समाज ,व्यापार ,राजनीति ,शोध एवं विकास मे भाषा का योगदान ,हिन्दीकार्य एवं एक उपकरण के रूप में इसका उपयोग तथा भाषा का नामकरण संस्कृत से हिन्दी के उदभव की प्रक्रिया।अध्यापन के सिद्धांत।
- मूल –भूत भाषा कौशलों – श्रवण,वाचन, पठन,और लेखन का परिचय(भूमिका एवं विधियाँ)।
- हिन्दी साहित्य का सामान्य परिचय ,हिन्दी गद्य एवं पद्य साहित्य की विधाओ का सामान्य परिचय।
- -माध्यमिक स्तर पर हिन्दी पाठ्यक्रम मे हुए परिवर्तनों का आकलन।
- हिंदी साहित्य के इतिहास के विभाजन के आधार पर प्रमुख्य साहित्य एवं साहित्यकार के नाम।

इकाई २ : भाषा अधिगम की प्रकृति और पाठ नियोजन

- माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।
- -इकाई नियोजन का प्रत्यय ,इसका महत्व परिचय और निर्माणविधि।
- प्रकिया, पाठ योजना का परिचय ,पाठ योजना के संरचनात्मक - परिभाषा,तत्व एवं उपागम का परिचय और अभ्यास ,पाठ योजना के चरण और उनका क्रियान्व्यन।
- भाषा शिक्षण में वर्ण/ शब्द व्यवस्था स्वर, व्यंजन,अक्षर, वर्तनी, लिंग, वचन,वाक्य के अंग ,वाक्य के भेद, कारक चिन्ह का अध्ययन।
- हिन्दी शिक्षण के ज्ञानात्मक ,बोधात्मक ,कौशलात्मक और रुचिगतभावनात्मक उद्देश्यों का निर्धारण
- विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली मे लेखन।

इकाई ३ : हिन्दी की विविध विधाओविधाओं के शिक्षण की विधियो का परिचय और उपयोग

- माध्यमिक कक्षाओकक्षाओं मे गद्य एवं पद्य शिक्षण की उपयोगिता ।
- गद्य शिक्षण की अर्थबोध ,व्याख्या विस्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा ।
- पद्य शिक्षण की शब्दार्थ कथन ,खंडान्वय ,व्यास और समीक्षाविधि का परिचय और इनकी उपयुकतता का आंकलन ।
- माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता एवं, उपयोगिता ,
- ,व्याकरण शिक्षण की विधि –निगमन,आगमन ,पाठ्यपुस्तक विधियोविधिओं का मूल्यांकन ।
- भाषा शिक्षण की प्रमुख्य विधियों के नाम एवं प्रदाता के नाम ।

इकाई ४ : भाषा अधिगम –शिक्षण मे सहायक सामग्रियों का प्रयोगएवं शब्द- सृजन प्रक्रिया

- शिक्षण उपकरणोउपकरणों का संदर्भ ,महत्वसंप्रत्यय ,उद्देश्य और लाभउपयोगिता ।
- अधिगम –शिक्षण के द्रश्य उपकरणोउपकरणों के प्रकार ,दृश्य उपकरणो –,श्यामपट ,चार्ट ,नक्शा ,मानचित्र ,प्रतिरूप और फ्लाशकार्ड की प्रयोग विधि ।
- श्रव्य उपकरणो –कॉम्पैक्ट ,फ्लैस कार्ड, काम्पैक्ट डिस्क व कैसेट्स के , टीवी,कंप्यूटर, और इंटरनेट की प्रयोग विधि तथा अनौपचारिक शिक्षण उपकरण ।
- भाषा शिक्षण के दौरान शब्द- सृजन का प्रयोग–शुद्ध-अशुद्ध , पर्यायवाची शब्द, देशज- विदेशज शब्द
- भाषा शिक्षण के दौरान शब्द- सृजन का प्रयोग की विधि और अभ्यास ।
- वैद्युद्रनिक उपकरणो – टीवी, कम्प्युटर, और इंटरनेट का सहायक उपकरणो के रूप मे प्रयोग की विधि और उपयोगिता । – उपसर्ग ,प्रत्यय ,संधि शिक्षण,समास शिक्षण
- भाषा अधिगम मे भाषा प्रयोगशाला के प्रयोग की संरचना, कार्य विधि और समीक्षाइसका मूल्याकन ।

इकाई ५ : भाषा अधिगम के मूल्यांकन की प्रवधिप्रविधि एवं चिंतनशील साधक के रूप मे शिक्षक

- भाषा में मूल्यांकन की संकल्पना ,उद्देश्य और महत्व एवं प्रकार –, और सतत तथाएवं व्यापक मूल्यांकन के संदर्भ मेमूल्यांकन।
- लेखन ,पठन ,श्रुतलेख,सुलेख , कव्यापाठ का सतत एवं व्यापक मूल्यांकन ,अनुलेख,प्रतिलेख,कक्षागत पाठ्य सहगामी गतिविधियो : -गीत ,अभिनय, संवाद क्रियाकलाप और नेतित्व,नेतृत्व के गुणो का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन ।
- अनुवर्ती चिंतन की अवस्यकता और महत्व , चिंतन दैनंदिनी औरगुण और पोर्टफोलियो बनाना
- विद्यार्थियो की अधिगम समस्याओ के निदान और समाधान के लिएउपचारात्मक शिक्षण परिचय और प्रक्रिया |
- हिंदी शिक्षण में क्रियात्मक अनुसंधान का प्रयोग ।की संकल्पना, गुण धर्म, भाषा शिक्षण में क्रियात्मक अनुसंधान की प्रक्रिया ।
- पाठ्यक्रम ,सहायक सामग्री और पाठ्यविधियों का आलोचनत्मक विवेचन ।, पाठ्य पुस्तक का स्वरूप , उपयोगिता तथा पाठ्य पुस्तकों के प्रकार व विशेषताए |

प्रायोगिक कार्य –

– आधुनिक भाषा के रूप मे हिन्दी के गुणो और स्तति का अनुसंधान विवरण

- हिन्दी शिक्षण की किनही दो अधनूतन विधियो परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
- हिन्दी शिक्षण के श्रवण ,वाचन , और लेखन अधिगम के सटीक मूल्यांकन मे सतत एवं व्यापक मूल्यांकन की प्रविधि के उपयोग का विवरण।
- चिंतन दैनंदिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतीकरण।

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मूल्यांकन विंदु	कक्षा परीक्षा	प्रायोगिक कार्य	पोर्टफोलियो	उपस्थिती	सत्रांत परीक्षा
प्रदेय अंक	१०	१०	०५	०५	७०

संदर्भ पुस्तके–

- हिन्दी शिक्षण : अभिनव आयाम , डॉ श्रुतिकान्त पाण्डेय अकसीस पुब्लिकेटीओन प्रकाशन ,दरियागंज नई दिल्ली 2010
- हिन्दी शिक्षण ,उमा मंगल ,आर्य बूकबुक डिपो करोल बाग नई दिल्ली 2005
- हिन्दी शिक्षण ,डॉ रामशकल पाण्डेय ,विनोद पुस्तक मंदीरमंदिर ,आगरा 2005
- हिन्दी साहित्य का इतिहास , रामचंद्रा शुक्ल ,राजकमल प्रकाशन , नई दिल्ली 2006
- हिन्दी शिक्षण रमन बिहारी लाल ,रस्तोगी प्रकाशन ,मेरूठमेरठ 2002
- हिन्दी शिक्षण ,सावित्री सिंह इंटरनेशनल प्रकाशन हाउस मेरुतमेरठ 2004

PAPER A5(Part II) A5E: PEDAGOGY OF TEACHING ENGLISH

COURSE OBJECTIVES **MARKS: 100** Credits:04 Contact Hours 60 | CREDITS: 4 | 4+2 Hrs. /wk

After Completing the Course the student teacher will be able to

-Explain the principles of language teaching and trends in English Literature.
-Prepare an instructional plan in English.
-Adopt various approaches and methods to teach English Language.
-Use various techniques to evaluate the Achievement of the Learner in English.

UNIT I1: Nature of English Language & Literature

1.1 Language-definition
1.2 Principles of Language Teaching
1.3 Language Proficiency: Basic interpersonal communication Skills (BICS)
1.4 Cognitive Academic Language Proficiency (CALP)
1.5 English as Second Language in Indian context

UNIT II2: Instructional Planning

2.1 Aims and /objective of Teaching English at differentprimary stages of schooling
2.2 Aims/objective of Teaching English at secondary & higher secondary stages of schooling
2.3 Lesson plan: Need and Importance
2.4 Procedure of Lesson Planning (Prose, Poetry,Grammer Grammar)
2.5 Planning and adapting units and lesson for children with Disabilities

UNIT III3: Approaches and Method of Teaching English

3.1 Deference between an approach and method
3.2 Communicative language teaching, Structural and Constructiveconstructive approach
3.3 Grammar Translation Method, Direct method, Bilingual method
3.4 Development of four basic language skills: Listening, Speaking, Reading and Writing
Accommodation 3.5 Techniques in approaches and techniques in Teaching developing language teaching children with disabilities

UNIT IV4: Instructional Materials and Evaluation

4.1 The use of the instructional aids for effective teaching of English
4.2 Adaptations of Teachingteaching materials for children with disabilities
4.3 Individualized assessment for children with Disabilities
4.4 Instructional materials-smart/black board, chart, flash card, word card, models, OHP
4.5 Teaching portfolio

UNIT 5: Evaluation

5.1 Evaluation-concept and need
5.2 Testing Language skills and Language element (Vocabulary, Grammar and Phonology)
5.3 Adaptation ofin Evaluation Tools for Children with Disabilities
• Individualized assessment for children with Disabilities
Error analysis, 5.4 Test for the special student –language development, reading skills
5.5 Diagnostic test and Enrichment measuresTest: Definition, characteristics and importance.

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Transaction:

This course should be taught through a series of workshop, seminars and presentation. Lectures, demonstration and discussion for theory based topic. Student should be encouraged to use instructional material in their practice of teaching lesson. Adaptation in pedagogy, material and evaluation should be taught through workshops and specific case studies

Course Work/Practical/Field Engagement

- Design teaching Programmed based on error analysis
- Develop an action research plan for measuring the effectiveness of ~~a given~~agiven teaching approach in English
- Develop lesson plan for the teaching of prose and poetry
- Critically analyze any one poem or essay of a well known poet or writer

Essential Readings:

- Allen ,H. &Cambell, R.(1972).Teaching English as Second Language ,McGraw Hill New york
- Bharti,T.&Hariprasad,M(2004)Communicative English,~~Neelkamal Publication~~NeelkamalPublication,s Hyderabad.
- Mangal S. K.*Teaching of science*, New Delhi: Arya Book Depot
- Bhatia,K.K.(2006) Teaching and Learning English as a Foreign Language .Kalyani Publications Hyderabad
- Grellet,F.(1980) Devloping Reading Skills,Cambridge University Press ,New york
- IGNOU CTE-~~02 Certificate~~02Certificate in Teaching of English(1989).the Structure of English,IGNOU, New Delhi
- IGNOU EEG-~~02 Elective~~02Elective Course in English(1989).The Structure of Modern English Block(1 To &7).IGNOU,New Delhi

Suggested Readings:

- Agnihotri,R.K.&Khanna,A.L.(ed.)(1996).English Grammar in Context, Ratnasagar,Delhi
- Bhatia,K.K.&Kaur,N.(2011).Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers
- Bindra,R.(2005). Teaching of English. Jammu: ~~Radha Krishna Anand~~RadhaKrishnaAnand and co.
- Brumfit,C.J.& Johnson(Ed.)(1979).The Communicative Approach To Language Teaching, Oxford University Press, Oxford
- Bryne,D.(1988) Teaching Writing Skills, Longman, England
- Krashen,D(1992) Principles and Practice in Second Language Acquisition, Pergamum press Oxford.
- Krishna Swamy(2003)Teaching English: Approaches, methods and Techniques ,Macmillan Publication, New Delhi
- Sachdeva,M.S.(2007) Teaching of English. Patiala: Twenty First Century Publications.
- ~~Sahu B~~SahuB.K(2004)Teaching of English. Ludhiana: Kalyani Publishers.
- Shaik,M.& Gosh R.N.(2005)Techniques of teaching English, Neel Kamal Publications, Hyderabad.
- Sharma,P.(2011) Teaching of English:Skill and Method Delhi:Shipra Publication

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COURSE B4: INCLUSIVE EDUCATION

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2 Hrs +1Hrs./wk**

After completing the course the student-teachers will be able to —

- *Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.*
- *Explicate the national & key international policies & frameworks facilitating inclusive education.*
- *Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.*
- *Describe the inclusive pedagogical practices & its relation to good teaching.*
- *Expound strategies for collaborative working and stakeholders support in implementing inclusive education.*

UnitUNIT 1: Introduction to Inclusive Education

1.1 Inclusive Education: Meaning, Definitions, Need & Importance.

1.2 Changing practicesPractices in educationEducation of studentsstudent with special needs: Segregation, Integration & Inclusion.

1.2 Inclusive Education: Meaning, Definition, Need & Importance and Justification (Educational, Sociological, Economic & Humanitarian Point of View).

1.3

1.3 Benefits of Inclusive education for students with special needs and students without special needs.

1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment.

1.4 Benefits of Inclusion for students with special needs and students without special needs.

1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional; Problems faced by students with special needs.

UnitUNIT 2: Polices & Frameworks Facilitating Inclusive Education

2.1 International Declarations: Universal Declaration of Human Rights (1948),Jomtien World Declaration onfor Education for All (1990)), and Beijing Declaration (2000).

2.2 UNCRPD (2006) and Rights of Persons with Disabilities (RPWD 2016).

2.3 International FrameworkFrameworks: Salamanca Statement and Framework (1994) and), Biwako Millennium Framework of Action (2002).)

2.3 United Nations Convention of Rights of Persons with Disabilities (UNCRPD, 2006) and Rights of Persons with Disabilities (RPWD, 2016).

2.4 Programmes and Schemes: Integrated Education for the Disabled Children (IEDC,1974), Sarva Shiksha Abhiyan (, SSA,2000), Rashtriya Madhyamik Shiksha Abhiyan (, RMSA,2009), Inclusive Education of the Disabled at Secondary Stage (, IEDSS,2009).

2.5 RightRights of Childrenchildren to Free and Compulsory Education Act (RTE Act, 2009).

Unit UNIT **3: Inclusive Academic Instructions & Supports for Inclusive Education**

3.1 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching.

3.2 Peer Mediated Instructions: Class Wide Peer Tutoring &s, Peer Assisted Learning Strategies.

3.3 Stakeholders of Inclusive Education & theirTheir Responsibilities.

3.4 Family Support & Involvement for Inclusion.

3.5 Community Involvement for Inclusion.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

I. Visit Special Schools 3.5 Community Involvement for Inclusion of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy

II. Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities Disabilities

III. Design a Poster on Inclusive Education

IV. Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy

MODE OF TRANSACTION: Group discussions following videos and visits. Debate for Inclusion vs. Segregation &Self study for legislations and frameworks

Suggested Readings:

- Bartlett, L. D., &Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999) .*Inclusive Education.*London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities* , Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.

- Gartner, A., &Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms,*Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. &Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs.* Corwin press:Sage Publishers.
- Gore, M.C. (2004) . *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Hegarthy, S. &Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion,* Corwin Press, Sage Publishers.
- Karant, P., &Rozario, J. ((2003*). Learning Disabilities in India.* Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work* . Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Edcuation* . California: Singular Publications.
- Lewis, R. B., &Doorlag, D. (1995). *Teaching Special Students in the Mainstream* . 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed. **New Jersey, Pearson.** ~~New Jersey, Pearson.~~
- ~~–~~Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. &Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting.* Boston, Allyn and Bacon.
- Sedlak, R. A., &Schloss, P. C. (1986). *Instructional Methods for Students with Learning and ~~Behaviour Problems.~~ BehaviourProblems.*Allyn and Bacon.
- Stow L. &Selfe, L. (1989). *Understanding Children with Special Needs* . London: Unwin Hyman.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools.*2nd Ed. New Jersey: Prentice-Hall.Inc.
- Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Sstudy* . Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational*
- *Needs - Strategies for the Regular Classroom.*4th Edition, London ~~Routledge Falmer~~**RoutledgeFalmer**: Taylor & Francis Group.

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COURSE LDC2: CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 4+2 Hrs./wk**

After completing the course the student-teachers will be able to

After completing the course the student-teachers will be able to

- *Describe the principles, types, and areas of curriculum.*
- *Acquire knowledge about learning hierarchies to help planning.*
- *Discuss the different instructional planning and its use.*
- *Demonstrate skills in applying different adaptations for inclusive education.*
- *Make effective use of different forms of evaluation.*

UnitUNIT 1: Curriculum Design

1.1 Curriculum Design– Concept, Definition and Principles
1.2 Curriculum Design and Development: Subject centered, learner centered (CWLD)
1.3 Types of curriculum– Core, Collateral, Hidden
1.34 Universal design of learning for curriculum development
1.5 Principles of Inclusive Curriculum

~~Unit~~UNIT 2: Curriculum Hierarchies

2.1 Reading
2.2 Writing
2.3 Mathematics
2.4 Science
2.5 Social studies

~~Unit~~UNIT 3: Instructional Planning

3.1 Models of instructional planning – ADDIE
3.2 ~~Taxonomies~~Taxonomy of learning – ~~Cognitive~~ (Bloom's), Psychomotor & Affective
3.3 Elements of lesson plan - 5 E plan
3.4 Models of teaching - CAM
3.5 Pyramid plan

~~Unit~~UNIT 4: Adaptation, Modification, Accommodation

4.1 Definition and concept of adaptation, modification, accommodation
4.2 Types of adaptation
4.3 Steps of adaptation
4.4 IEP- Concept, objectives and steps
4.5 Classroom management – cooperative, collaborative

~~Unit~~

UNIT 5: Assessment & Evaluation

5.1 Assessment& Evaluation- Concept, definition
5.2 Types of Assessment- Alternative, Authentic
5.3 Evaluation – Formative, Summative~~, CCE~~
5.4 Development of question paper (~~table of specifications~~TMT)
5.5 Tools of evaluation- ~~Rubrics grading~~Grading, marking schemes

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Adapt a lesson according to the needs of the identified student/class
- Plan a differentiated lesson for a given class
- Evaluate a textbook to develop a rubrics an evaluation tool
- Prepare a blueprint
- Prepare a portfolio

MODE OF TRANSACTION & EVALUATION

This paper deals with one of the core areas of being a teacher that is planning curriculum. The planning is done keeping in mind the adaptations to suit the needs of a LD student .Hence direct

instruction alone will not help. Experiential method, task analysis, discussion, role play, reader's theatre, debates; teach re-teach cycles are a must. Collaborations with general education teacher for unit two will be helpful to understand it in relation to the unit three and four.

Suggested Readings:

- Cook, R, E, Tessier, Annette & Armbruster, Virginia B: Adapting early childhood curricula for children with special needs. (2nd ed) Columbus. Merrill Publ, 1987
- Glazzard, Peggy: Learning activities and teaching ideas for the special child in the regular classroom. New Jersey. Prentice-Hall, 1982.
- Joyce S. Choate :Successful Inclusive Teaching: Proven Ways to Detect and Correct Special Needs,2003
- Joyce, S. Choate et al: Assessing and programming basic curriculum skills,1987
- Margo, A. Mastropieri & Thomas E. Scruggs: The Inclusive Classroom: Strategies for Effective Differentiated Instruction, 4th Edition, 2009
- Mcintyre, Thomas: A resource book for remediating common behavior and learning problems. Boston. Allyn and bacon, 1989.

COURSE E2: PRACTICAL- DISABILITY SPECIALISATION*

MARKS: 50 | CREDITS: 2 | 4 Hrs / wk

SL. No.	Task for the student-teacher	Disability focus	Education setting	Hrs (60)	Description
1	Classroom Observation	Other than major Disability	Special School	20	Observation of all subjects at different level, Minimum 20 school period
2	a. Micro Teaching & Simulated Teaching	General	Institute	20	10 Lesson
3	b. Micro Teaching & Simulated Teaching	Major Disability	Institute/School	20	10 Lesson

***Note**: The evaluation will be based on their detailed learning how to conduct the test record and OR analyze the finding as well as their performance in the practical and viva voce examination.

Engagement with field as part of courses indicated below:

Sl. No.	Tasks for the student -teacher	Course	Place
1	Assignment /project /presentation	A3	institute
2	Assignment /project/ presentation	B4	institute
3	Assignment /project/ presentation	C2	Institute /special/inclusive school
4	Assignment /project/ presentation	A4/A5	

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COURSE LDC3: EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 4+2 Hrs./wk**

After completing the course the student-teachers will be able to

- *Explain the purpose and define the principles of educational intervention.*
- *Discuss the various Teaching Strategies across the curricular hierarchies.*
- *Link the teaching Strategies to the curricular areas.*
- *Provide specific strategies for core and collateral curriculum.*
- *Plan Programme for skill, process and curricular deficits.*

UnitUNIT 1: Conceptual Framework of Educational Interventions

1.1 Definition, purpose of educational intervention
1.2 Diagnostic prescriptive teaching
1.3 Steps of intervention
1.4 Response to intervention
1.5 Issues in educational intervention

UnitUNIT 2: Educational Interventions for Processing Deficit

2.1 Attention
2.2 Perception
2.3 Memory
2.4 Thinking
2.5 Meta-cognition

UnitUNIT 3: Reading and Writing Interventions

3.1 Principles of intervention in reading and writing
3.2 Strategies for developing word recognition skills
3.3 Strategies for developing reading
3.4 Strategies for writing
3.5 Strategies for inclusion in the classroom

UnitUNIT 4: Interventions for Mathematics

4.1 Principles for interventions in mathematics
4.2 Strategies for developing mathematical concepts
4.3 Strategies for developing computation , timed tasks
4.4 Strategies for problem solving
4.5 Accommodations [Calculators, Computers] in the mainstream classroom

UnitUNIT 5: Intervention in Life Skills

5.1 Strategies for developing of social skills
5.2 Strategies for developing socialstudy skills
5.3 Strategies for self-assessment and advocacy
5.4 Strategies for soft skills [presenting self, time management, decision making]
5.5 Preparation for independent living, career planning

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COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Prepare an educational intervention plan\tool for a given process
- Prepare an educational intervention plan\tool for a given skill
- Plan a parental meet to discuss the intervention goal.
- Collaborate with a specific subject teacher to set an intervention goal

MODE OF TRANSACTION

This course will be dealt with using lectures followed by projects in specific processing deficits and specific curricular deficits. Assignments in order to align the strategies of intervention to the curriculum across grades can be taken up. Presentations based on educational intervention for a specific child can be examined. Discussion on issues in intervention and goal setting for educational intervention can be organized. The use and success of specific strategies and teaching technique can be observed using field work. Actual demonstration of the technique can be provided to ensure hands on experience.

Suggested Readings:

- Karten, T, J. ([2007)] More Inclusion Strategies that work- aligning student strength with standards. Corwin Press.
- Lerner, J. W. (2011). Learning Disabilities. Boston: Houghton Mifflin Brookes.,
- Bird, RThe dyscalculia toolkit supporting learning difficulties in maths. (2nd ed) Los Angeles. Sage,
  ~~Angeles. Sage,~~
- ~~–~~Cummings, C, B [2000] Winning Strategies for Classroom Management Teaching, I*nc*
- Das, J. P.: Reading difficulties and dyslexia. New Delhi.
- Forster, C, Grant, J; Hollas, B; Pittet, J; Shaffer, J: [2002] Differentiated Instruction: Different Strategies for Different Learners, 1st edition. Staff Development for Educators, Div highlights for Children
- Geoff, H. Dyspraxia. (2nd ed). 2007. : Continuum International publishing Group.
- Harwell, J, M; Jackson, R, W. [2008] The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities: John Wiley and Sons Inc.
- Lee. S H., Harris K, R. Graham, S. (2003) Handbook of Learning Disabilities: the Guilford Press, Ist Edition,
  ~~Guilford Press, Ist Edition,~~
- ~~-~~Martin, L, C . [2009]. Strategies for Teaching Students With Learning Disabilities: Corwin Press
- Mather N and Goldstein S (2001). Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management: Brookes Publishing Company, 1st edition.
- Narayan J (2002). Educating children with learning problems in the primary school: NIMH Secunderabad.
- Pandey J, and Thapa K. (2008). Perspectives on learning disabilities in India: Current practices and prospects: Sage Publications, New Delhi.
  ~~Current practices and prospects: Sage Publications, New Delhi.~~

~~- Raj, F (2010) Breaking Through – A hand book for parents and teachers of children~~

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with specific learning disabilities, Secunderabad: Vifa Pub

- Reddy G.L. and Rama R. (2000) Education of children with special needs: Discovery Pub. New Delhi
- Reddy L. G., Ramaa R. and Kusuma A. (2000) Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers, ,
- Tomlinson, C, A. [1999]. The Differentiated Classroom: Responding to the Needs of All Learners. ASCD
- VenkateswanshuVenkateshwar lu, D., (2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications

COURSE LDC 4: TECHNOLOGY AND DISABILITY

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 4+2 Hrs / wk**

After completing the course the student-teachers will be able to

- *Explain the meaning, scope and use of Technology.*
- *Analyse the learning needs in relation to Technology.*
- *Understand and use the various types of technology for presenting, engaging and evaluating.*
- *Discuss the trends and issues related to the use of technology.*

UnitUNIT 1: Concept of Technology and Education

1.1 Meaning, Nature, Scope of technology 1.1 Technology & Educational Technology – Concept, Definition and Objectives

1.2 Types of technologyTechnology

1.3 Approaches of Educational Technology integration v/s technology use in the curriculum

1.4 Assistive technologyTechnology: meaning and scope

1.5 Role & Use of AT for children with LD

UnitUNIT 2: Learning Needs of CWLD ICT and Multimedia

2.1 Communication

2.1 ICT – Meaning, Definition and Significance

2.2 ReadingUse of ICT

2.3 Writing Multi Media in Education

2.4 Mathematics Types of Instructional Aids

Unit 2.5 Self management

2.5 Advantages and Limitations of Using Multimedia in Education

UNIT 3: Technology for Presentation & Expression (Input and Output)

3.1 Classroom presentation & expressionPresentation & Expression: meaning & concept

3.2 Visual presentation - large print displays, smartPresentation - Large Print Displays,

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Smart boards, multimedia, presentations

3.3 Auditory - textText to voice, screenScreen readers

3.4 Cognitive – graphicGraphic organisers

3.5 Consideration for selectionSelection of tools – lowTools – Low tech, highHigh tech, lowLow cost, high & High cost

UnitUNIT 4: Technology for Classroom Engagement

4.1 Classroom engagement – meaning & conceptMeaning & Concept

4.2 Reading ,Writing & Mathematics - talking- Talking books, recorder, opticalRecorder, Optical character recognition, speech, Speech recognition systems, alternativeReading software

4.3 Writing- Alternative writing surfaces, pencil —, Pencil grips proof reading software, talking

4.3 Mathematics- Talking calculators, electronicComputer and Electronic math worksheets

4.35 Organising -highlighterHighlighter pens, or highlighterHighlighter tape, graphicGraphic organisers, digital —Digital organisers

4.4 Types programme- drill & practice, simulations, games, tutorial

4.UNIT 5 Consideration for selection: Application of programmes and tools in an inclusive class

Unit 5: Trends & Issues in Using Technology

5.1 Digital natives & immigrants
5.2 From isolation to inclusion
5.3 Parent/family involvement
5.4 Cyber safety

5.5 5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation of impact of technology - Society and Education

5.2 Application of Technology in Assistive Devices
5.3 Application of Technology in Instruction
5.4 Advantages, merits and demerits
5.5 Implications for inclusion

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Develop a tool to assess the learning needs for planning compensatory and remedial instruction
  remedial instruction
- -Develop low cost material for presentation (for teachers)
- Develop low cost material for engagement
- Develop low cost material for expression
- Conduct a survey on the kind of assistive technology used in the schools for students with

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learning disability and present the findings

MODE OF TRANSACTION

- This unit focuses on assistive technology, hence while taking it ahead, its important to focus on the kind of needs that are present in an LD student and the matching of those with the technology used.

- Transaction for all units must be through experiential learning, discussion, debate, research & review, design and problem solve (Unit 2 & 3), colloquia (with instructional designers, software developers).

Suggested Readings:

- Amy G. Dell, Deborah Newton (2011). Assistive Technology in the Classroom:
- Enhancing the School Experiences of Students with Disabilities (2nd Edition)
- Das,R.C(1992) Educational Technology : A Basic Text New Delhi :Sterling
- Diane P. Bryant and Brian R. Bryant (2011) :Assistive Technology for People with Disabilities, 2nd Edition.
- Joan Green (2011): The Ultimate Guide to Assistive Technology in Special Education: Resources for Education, Intervention, and Rehabilitation.
- Kimberly S. Voss (2005):Teaching by Design: Using Your Computer to Create Materials for Students ~~With~~with Learning Differences.
- Sampath,K etal (1990) Educational Technology. ~~NewDelhi:~~New Delhi: Sterling.
- Albert M. Cook PhD PE and Janice Miller Polgar(2012) :Essentials of Assistive Technologies
- Judy Lever-Duffy & Jean McDonald (2010): Teaching and Learning with Technology (4th Edition)
- Loui Lord Nelson Ph.D. and Allison Posey (2013) :Design and Deliver: Planning and Teaching Using Universal Design for Learning
  ~~Teaching Using Universal Design for Learning~~

- ~~Thomas G. West (2009). In the Mind's Eye: Creative Visual Thinkers, Gifted Dyslexics, and the Rise of Visual Technologies.~~
- ~~Timothy J. Newby & others (2010). Educational Technology for Teaching and Learning (4th Edition).~~
- ~~Tracey E. Hall & Anne Meyer (2012). Universal Design for Learning in the Classroom: Practical Applications.~~

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COURSE LDC5: PSYCHO SOCIAL AND FAMILY ISSUES

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2+1 Hrs / wk**

After completing the course the student-teachers will be able to –

- *Explain the concept of psycho-social issues.*
- *Reflect on various dimensions of Psycho-social issues among children with LD.*
- *Understand various Family issues children with LD.*
- *Learn the importance of intervening strategies and ways of handling issues.*
- *Discuss the concept of networking and liaising with the parents, community, family, school and NGO's.*

UnitUNIT 1: Psychosocial AspectsOverview of Psycho-social Domains

1.1 MajorPsychosocial domains of development: Physical, Meaning and components- Cognitive and Emotional/, Affective, Social.

1.2 Erikson's stages of psychosocial development.

1.3 RolePsycho-social characteristics of children with LD

1.4 Role of home in psychosocial development.

1.45 Role of school in psychosocial development.

1.5 Role of community in psychosocial development.

UnitUNIT 2: Family Dynamics

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2.1 Family: Definition, characteristics and types.
2.2 Parenting Styles: Authoritarian, permissive and democratic.
2.3 Family and relationship problems: Cause and effect.
2.4 Characteristics of a healthy family.
2.5 Family Resource Management.

~~Unit~~UNIT 3: Nurturing Social Emotional Wellbeing

3.1 Building a positive self-concept.
3.2 Social skill training.
3.3 Stress management.
3.4 Family counseling.
3.5 ~~Networking and liaising~~Liaisoning with students, parents, community and NGOs.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Observe and identify psycho-social problems of any LD student of the class during school internship programme. Give detailed description along with intervention performed. ~~school internship programme. Give detailed description along with intervention performed.~~
- Design a Scrape book on news related to psycho-social and adult issues among CWLD. Analyse them and present a report with detailed write-up.
- Collect and compile articles from various sources and present in class for critical analysis and understanding.

~~analysis and understanding.~~

MODE OF TRANSACTION

- This paper should be taught through review of research papers, seminars, discussions, debates, presentations, field trips, u-tubes and movies to understanding of the issues at hand.

Suggested Readings:

- Hurlock, E B 2002. Developmental Psychology, Tata Mc Graw –Hill, New Delhi.
- Goldstein,S; Naglieri, J, A.,. &DeVries, M. (2011): Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment
- Gunton , S(2007) : Learning Disabilities (Social Issues Firsthand)
- Hales G. .2003. Beyond Disability towards an Enabling society.
- Kelly, K& others (2006) : You Mean I'm Not Lazy, Stupid or Crazy?!: The Classic Self-Help Book for Adults with Attention Deficit Disorder
  ~~Self-Help Book for Adults with Attention Deficit Disorder~~
- -Paley, S. 2012. Promoting positive behaviour when supporting people with a learning disability and people with autism. Los Angeles. Sage,
- Reid , R & Lienemann, T, O :Strategy Instruction for Students with Learning

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- Disabilities, Second Edition (What Works for Special-Needs Learners

COURSE D1: READING AND REFLECTION ON TEXT

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2+1 Hrs / wk**

After completing the course the student-teachers will be able to

- *Reflect upon current level of literacy skills of the self.*
- *Show interest and begin working upon basic skills required to be active readers in*
- *control of own comprehension.*
- *Show interest and begin working upon basic skills required to be independent writers*
- *understanding adequate intent, audience and organization of the content.*
- *Prepare self to facilitate good reading writing in students across the ages.*
- *Find reading writing as learning and recreational tools rather than a course task*

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UnitUNIT 1: Reflections on Literacy and Reading Comprehension

1.1 Role of Literacy in Education, Career and Social Life
1.2 Basic Braille Literacy
1.3 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making
1.4 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies
1.5 Basic Understanding of Reading Comprehension of Children with Disabilities

UnitUNIT 2: Developing Literacy Skills: Reading

2.1 Literacy Skills: meaning, scope. reading meaning and Pre-requisites of reading
2.2. Types of reading a) purpose base b) style of reading c) level of assessment bases
2.3. Approaches and Strategies to develop reading skills and independent reading.
2.4. Models of reading skills (top- down, bottom- up, interactive)
2.5. Challenges and Remedial strategies

UnitUNIT 3: Practicing Independent Writing

3.1. Writing meaning, Pre-requisites of writing.
3.2. Assessment of written language at different levels
3.3. Types of writing (copying, guided writing, independent writing)
3.4. Steps and Strategies in Developing Writing
3.5. Challenges and Remedial Strategies

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Have a peer editing of independently written essays and discuss your reflections upon this experience
this experience
- -Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience
- Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4
- Visit a book store for young children, go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

MODE OF TRANSACTION

This paper should be taught Lecture cum demonstration, seminars, discussions, debates, presentations, u-tubes and movies to understanding of the issues at hand.

- **Suggested Readings:**

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). Becoming a Nation of Readers: The report of the commission on reading. Washington, DC: National Institute of Education and

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the Center for the Study of Reading.

- ASER report of 2015: Pratham Publication
- May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston
- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading* . Heinemann Educational Books.
- Tovani, C., &Keene.E.O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*.Stenhouse Publishers
- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi.
- Aulls, M. W. (1982). Developing readers in today's elementary school. Allyn and Bacon: Boston
- Baniel, A. (2012). Kids beyond limits. Perigee Trade: New York
- McCormick, S. (1999). Instructing students who have literacy problems.(3rd) Merrill: New Jersy
- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings.*IES 3rd Annual Research Conference: American Speech Language &Hearing Association (ASHA).*
- Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.
- Gallangher.K. (2004). *Deeper Reading: Comprehending Challenging Texts* . Stenhouse Publishers
- Heller, R. (1998). Communicate clearly. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment.*High Beam*
- May, F. B. (1998). Reading as communication. Merrill: New Jersy
- Miller. D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades.*Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., &Prakash, M. (2007). Communicative language teaching in English.Nityanutan PrakashanNityanutanPrakashan, Pune.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett: Boston
- Pathak , K.K. (2015) Inclusive language and Communication S. R. Publication., New Delhi

COURSE (E3): PRACTICAL DISABILITY SPECIALISATION (PART-C)*

MARKS: 100 | CREDITS: 4 | 8 Hrs./wk

Sl. No.	Task for the student-teacher	Disability focus	Education setting	Description
1.	a. lesson planning for all subjects	Major disability	Special school/Resource room	10 lessons

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	b. lesson planning and execution on different levels for selected subjects	Major disability	Special school/Resource room	10 lessons
2.	Individual Teaching	Major disability	Special school/Resource room	10 IEPs

COURSE (F1) : MAIN DISABILITY SPECIAL SCHOOL (RELATED TO AREA C) *

MARKS: 100 |

CREDITS: 4 | 8 Hrs./wk

SL. No.	Task for the student-teacher	Disability focus	Set up	No. of lessons Lessons
1	Classroom Teaching	Major disability Inclusive Setup	Special schools for disability specialisation	Minimum 30 40 school periods

*Note-The evaluation will be based on their detailed learning how to conduct the test Record and analyze the finding as well as their performance in the practical and Viva voce examination.

Engagement with field as part of courses indicated below:

COURSE (F1): MAIN DISABILITY SPECIAL SCHOOL (RELATED TO AREA C) *

MARKS: 100 | CREDITS: 4 | 8 Hrs. /wk

SlSL. No.	TasksTask for the student-teacher	Course Education setting	Place Specific activities	Marks	Submission
1. SUPPORT SERVI	Assignment /project /presentation Teacher assistant	C3Inclusive Setup	institute Working as teacher assistant for prayers / assembly, attendance, home work/ class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	10	Journal of daily reflections and learning

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C E S							
2		Assignment /project/ presentationP racticing functioning as a teacher	C4	instituteUndertaking continuous whole day teaching using daily diary system for planning and recording.	10	Daily diary	
3				Assignment /project/ presentation	C5	Institute	
4	Assignment /project/ presentation		D1	Institut e / Unders tandin g school examin ation	Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing pedagogic decisions	10	Portfo lio of assess ment activit ies
	Develo pment of (TLM), Works heet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class			10	TLM
5		Assignment /project/ presentationD ocument study	D2	Institute / Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre-school		10	Portfoli o of assessm ent activitie s
2 .	Individ ual Teachi ng	Major Disability	IEPs			50	10 IEP
Total Marks						100	

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***Note: The evaluation will be based on their detailed learning how to conduct the test record and analyze the finding as well as their performance in the practical and OR Viva voce examination.**

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COURSE ~~B5 (A):COMMUNITY BASED REHABILITATION~~ A6: BASIC RESEARCH AND BASIC STATISTICS

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2| 2+1 Hrs~~/~~ /wk**

After completing the course the student-teachers will be able to –

- ***Describe the concept and relevance of research in education and special education.***
- ***Develop an understanding of the research process and acquire competencies for conducting a research.***
- ***Apply suitable measures for data organization and analysis.***

UNIT 1: Introduction to Research

1.1 Research: Meaning, Definition and Characteristics

1.2 Educational Research: Definition and Nature

1.3 Purpose of Educational Research

1.4 Scientific Research Method

1.5 Research in Education and Special Education

UNIT 2: Types and Process of Research

2.1 Types of Research-Basic/Fundamental, Applied and Action

2.2 Process of Research- Selection of Problem, Formulation of Hypothesis, Collection of Data,

Analysis of Data & Conclusion

2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale

2.4 Action Research in Teaching Learning Environment

2.5 Professional Competencies for Research

UNIT 3: Measurement and Analysis of Data

3.1 Scale of measurement: Nominal, Ordinal, Interval and Ratio.

3.2 Organization of data

3.3 Measures of Central Tendency (Mean, Median and Mode)

3.4 Correlation: Product Moment and Rank Order Correlation

3.5 Graphic representation of data

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- **Develop a teacher made test for a given subject matter**
- **Develop a questionnaire/checklist**
- **Develop an outline for conducting action research**

MODE OF TRANSACTION:
Lecture cum Demonstration, Self study, Assignments, Seminar, Debate, Tests.

Practicum/ Field Engagement

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- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research

Suggested Readings

- Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.
- Guptha, S. (2003). *Research Methodology and Statistical Techniques* Deep & Deep Publishing, New Delhi.
- Koul, L. (1996). *Methodology of Educational Research* . Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananathapuram.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* . Academic Press, New York.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London.

COURSE B5 (A): COMMUNITY BASED REHABILITATION

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

After completing this course the student-teachers will be able to

- *Explain the concept, principles and scope of community based rehabilitation.*
- *Learn the strategies for promoting public participation in CBR.*
- *Apply suitable methods for preparing persons with disability for rehabilitation within the community.*
- *Provide need-based training to persons with disabilities.*
- *Develop an understanding of the role of government and global agencies in CBR.*

~~Unit~~UNIT 1: Introduction to Community Based Rehabilitation (CBR)

1.1 Concept and Definition of CBR
1.2 Principles of CBR
1.3 Difference between CBR and Institutional Living
1.4 Socio-cultural and Economic Contexts of CBR
1.5 Scope and Inclusion of CBR in Government Policies and Programs

~~Unit~~UNIT 2: Preparing Community for CBR

2.1 Awareness Program-Types and Methods
2.2 Advocacy - Citizen and Self
2.3 Focus Group Discussion
2.4 Family ~~Counseling~~Counselling and Family Support Groups
2.5 CBR and Corporate Social Responsibility

~~Unit~~UNIT 3: Preparing Persons with Disability for CBR

3.1 School Education: Person Centered Planning, and Peer Group Support
3.2 Transition: Individual Transition Plan, Development of Self Determination and ~~Self~~ Self-Management Skills
3.3 Community Related Vocational Training
3.4 Skill Training for Living within Community
3.5 Community Based Employment and Higher Education

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

I. Visit an ongoing CBR program and write a report on its efficacy
II. Organize a community awareness program

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III. Conduct a focus group discussion on a selected disability issue with school/college students

MODE OF TRANSACTION:

Besides lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates.

Suggested Readings:

- Loveday, M. (2006). *The HELP Guide for Community Based Rehabilitation Workers* ~~:~~
- : A Training Manual.Global-HELP Publications, California.
- McConkey, R. and O'Tool, B (Eds). *Innovations in Developing Countries for People with Disabilities*, P.H. Brookes, Baltimore.
  ~~with Disabilities, P.H. Brookes, Baltimore.~~
- Neufelt, A. and Albright, A (1998). *Disability and Self-Directed Employment: Business Development Model.*Campus Press Inc. York University.
- Peat, M. (1997). *Community Based Rehabilitation*, W.B. Saunders Company.
- *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances* , — Ministry of Social Welfare, Govt. of India, New Delhi.
- *Scheme of Assistance to Organizations for Disabled Persons*, Ministry of Social Welfare, Govt. of India, New Delhi.
- WHO .(1982). *Community Based Rehabilitation — Report of a WHO International Consultation*, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
  ~~Consultation, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)~~
- WHO .(1984). "Rehabilitation For AIl" in World Health Magazine, WHO, Geneva~~.~~

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COURSE B5 (B~~)~~ ~~:~~): APPLICATION OF ICT IN CLASSROOM

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2~~+~~1 Hrs./wk**

After completing the course the student teacher will be able to

- *Gauge the varying dimensions in respect of ICT and Applications in Special Education. ~~Education.~~*
- *Delineate the special roles of ICT Applications.*
- *Acquire Familiarity with Different Modes of Computer-Based Learning.*

Unit 1: Information Communication Technology (ICT) and Special Education

1.1 ~~1.1~~Concept, Meaning and Scope of ICT ~~and Its~~.

~~1.1~~1.2 Role in ICT for 'Construction of Knowledge'

~~1.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)~~ 1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD

~~and~~1.4 Goal 3 of Incheon Strategy

1.~~4~~5 Three ~~as~~A's of ICT Application—Access, Availability, Affordability

~~1.5 Overview of WCAG (Web Content Access Guidelines)~~

Unit 2: Using Media and Computers

~~2.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education~~

~~2.2~~2.1 Computers: Functional Knowledge of Operating Computers–On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print

2.2 Uses of Audio-Visual Media and Computers (Radio, Script Writing, Television, And Computers)

2.3 **Importance of Newspaper in Education**

2.4 Computer as a Learning Tool: Effective Browsing ~~Of The~~of the Internet for ~~Discerning and Selecting Relevant Information,~~ Survey of Educational Sites and Downloading Relevant Material.

2.~~4~~5 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning

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Unit 3: Visualizing Technology-Supported Learning Situations

3.1 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations **for Students** ~~forStudents~~ with Disabilities.

3.2 Developing PPT Slide Show for Classroom ~~Use~~ and Using of Available Software ~~or CDs with LCD Projection for Subject Learning Interactions~~

3.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects.

3.4 ~~3.4~~ Overview of WCAG (Web Content Access Guidelines)

~~3.4~~3.5 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs'~~,~~

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM: (any Two of the following)

I. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration
II. Prepare a PPT by inserting photos and videos on a topic of your choice
III. Create your email account as well as design a blog

MODE OF TRANSACTION:

Besides lecture method the topics in this course may be transacted through discussion, classroom seminar/debates.

Suggested Readings:

- Abbot, C. (2001). *ICT: Changing Education*. ~~Routledge Falmer~~**RoutledgeFalmer**.
- Florian, L., &Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion*.Open University Press.
- Kozma, R.B. (2003). *Technology, Innovation, and Educational Change: A Global* ***Perspective: A Report of the Second Information Technology in Education Study, Module 2*.International Society for Technology in Education.**
  ~~*Perspective: A Report of the Second Information Technology in Education Study, Module 2*.International Society for Technology in Education.~~

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COURSE B5(C): GUIDANCE & COUNSELLING

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

After learning this course the student-teachers will be able to

- Apply the skills of guidance and counselling in classroom situations.
- Describe the process of development of self-image and self-esteem.
- Appreciate the types and issues of counselling and guidance in inclusive settings.

Unit 1: Introduction to Guidance and Counselling

1.1 Guidance and Counselling: Definition and Aims
1.2 Areas of Guidance and Counselling
1.3 Core Conditions in Counselling
1.4 Skills and Competencies of a Counsellor
1.5 Role of Teacher in Guiding and Counselling Students with Special Needs

Unit 2: Enhancing Self Image and Self Esteem

2.1 Concept of Self as Human
2.2 Understanding of Feelings and Changes
2.3 Growth to Autonomy
2.4 Personality Development
2.5 Role of Teacher in Developing Self-Esteem in Children

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Unit 3: Guidance and Counselling in Inclusive Education

3.1 Current Status with reference to Indian School
3.2 Types of Counselling: Child-Centred, Supportive, Family
3.3 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance
3.4 Group Guidance: Group Leadership Styles and Group Processes
3.5 Challenges in Group Guidance

Practicum/ Field engagement

I. Counselling and report writing on a selected case
II. II. Simulation of a parent counselling session
III. III. Report of critical observation of a given counselling session

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Mode of Transaction: The transaction for this course should be done with a perspective to enhance in the student teachers the ability to become a "People-helper". They should be able to appreciate the role of a guide and counsellor in the school setting.

Essential Readings

• Naik, P.S. (2013). Counselling Skills for Educationists.Soujanya Books, New Delhi.
• Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.
• Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.
• Shah, A. (2008). Basics in Guidance and Counselling.Global Vision Publishing House, New Delhi.
• Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance.Soujanya Books, New Delhi.

Suggested Readings

• Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.
• Pal, O.B. (2011). Educational and Vocational Guidance and Counselling.SoujanyaBooks, New Delhi.

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COURSE B5 (D): BRAILLE AND ASSISTIVE DEVICES

COURSE OBJECTIVES | **MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

After learning this course the student-teachers will be able to

- **Acquire basic information about Braille, its relevance and some important functional aspects.**
- **Get basic information on types and significance of different Braille devices.**
- **Get acquainted with the types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability.**

UNIT 1: Braille

1.1 Louis Braille and the Evolution of Braille
1.2 Continuing Relevance of Braille vis-a-vis Audio Material
1.3 Braille Signs, Contractions and Abbreviations--English Braille
1.4 Braille Signs and Symbols—Hindi/Regional Language
1.5 Braille Reading and Writing Processes

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UNIT 2: Braille Devices-- Types, Description, Relevance

2.1 Slate and Stylus
2.2 Braille Writer
2.3 Electronic Devices— Note takers and Refreshable Braille Displays
2.4 Braille Embossers
2.5 Braille Translation Software

UNIT 3: Other Devices – Types, Description, Relevance

3.1 Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types
3.2 Geography: Maps--Relief, Embossed, Models
3.3 Science Material
3.4 Low Vision Aids--Optical, Non-Optical, Vision Training Material
3.5 daisy Books, daisy recording smart phone

Course Work/ Practical/ Field Engagement (Any Two)

Each Student-Teacher will

a. Observe at least five devices in use in at least five school periods.
b. Draw up an item-wise price list of at least ten devices from different sources.
c. Prepare a presentation – Oral/ Powerpoint – on the relevance of Braille for children with visual impairment.
d. Prepare a report on the availability and use of Mathematical devices (at least two) in one special school and on inclusive school.
e. Make a report on the application of at least two non-optical devices for children with low vision.

Essential Readings

• **A Restatement of the Layout, Definitions and the Rules of the Standard English Braille System (1971). The Royal National Institute for the Blind, London.**
• **Ashkroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille.Stanwick House, Pittsburgh.**
• **Lowenfeld, B. (1969). Blind Children Learn to Read. Charles C. Thomas, Springfield.**
• **Mani, M.N.G. (1997). Amazing Abacus. SRVK Vidyalaya, Coimbatore.**
• **Manual on Bharti Braille (1980). NIVH, Dehradun.**
• **Olson, M. R. (1981). Guidelines and Games for Teaching Efficient Braille Reading. AFB, New York.**
• **Proceedings: National Conference on Past and Present Status of Braille in India(2001). All India Confederation of the Blind, New Delhi.**

Suggested Readings

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• Hampshire, B. (1981). Working with Braille - A Study of Braille as a Medium of Communication.
UNESCO, Geneva.
• Kusanjima, T. (1974). Visual Reading and Braille Reading. AFB, New York.
• Mani, M.N.G. (1992). Techniques of Teaching Blind Children.Sterling Publishers, New Delhi.
• Mellor, M. C. (2006). Louis Braille A Touch of Genius. National Braille Press, Boston.

COURSE B6 (A): COMMUNICATION OPTIONS: ORALISM

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2+1 Hrs~~/~~ /wk**

After learning this course the student-teachers will be able to

- *Discuss the Aural Oral Options with reference to persons with hearing impairment in the context of India.*

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- *Discuss the relevant issues like literacy, inclusion and training with reference to Oralism /Oral Rehabilitation.*
- *Exhibit beginner level hands on skills in using these options.*
- *Motivate self to learn and practice more skills leading to linguistic adequacy and* ***Fluency to be*** *~~fluency to be~~ used while developing spoken language in children with hearing losses.*

~~Unit~~UNIT 1: Understanding Hearing Loss in Real Life Context

1.1 Basic Awareness on Paradigms of Deaf & Hard of hearing
1.2 Basic Awareness on Deafness and Communicative Access: Challenges ~~and Concerns~~
1.3 Basic ~~Awareness on Inclusion and Identity with reference to Oral Options~~
~~1.4 Oral/ Aural Verbal Options and Realistic Expectations~~**features** of ~~Family and Teachers~~ **inclusive school and team in inclusive education**
1.~~5 Importance of~~4 Neural Plasticity ~~and Early Listening Opportunities~~ **- concept &Importance**
~~Unit~~ 1.5 Oralism –meaning Definition, scope, prerequisite

UNIT 2: Advance Understanding of Oral Options

2.1 ~~Difference between~~Uni Sensory and Multi Sensory Approach in Oralism
~~2.2~~ Speech Reading: Need, Role and Strategies ~~in All Communication Options~~
2.~~3~~2 Training and Guidance on Aural Oral Practices for Families ~~and Tuning Home Environment~~
~~2.4 Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's and Don'ts~~
~~2.5~~ **2.3 Strengths & challenges of Oralism**
2.4 Practicing Skills in Story Telling/ direct activity / visit/ Poems
~~Unit~~ 2.5 How to make schools more conductive for oralism?

UNIT 3: Skill Development & Implementing ~~Oralism&~~ Auditory Verbal ~~(AV) Approach~~ Therapy

3.~~1Oralism / AV Approach: Prerequisites for Special Schools~~ **1 Pure tone Audiometer –its parts and uses.**
3.2 Practicing Interpreting Audiograms ~~and Exposure to Goal Setting in Listening Skills~~**of children with hearing impairment**
3.3 ~~block~~**Block** diagram of Hearing Aid~~,~~, concept and its part.
3.4 hearing Aid -its types & care and maintenance
3.5 AV ~~Approach~~**Therapy**: concepts, philosophy and principles
~~3.5 Reading Model Plans and Observing a Few Weekly Individual Sessions~~

~~COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:~~

~~I. Watching Video's of Individual Sessions and Classroom Teaching~~
~~II. Role Play and Dramatization~~
~~III. Developing Learning Material for Facilitating Connectivity Among Listening~~,

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Language and Cognition

IV Recording Self Narrated Stories / Poems and Writing Reflections Upon it Interacting With Non Disabled Children for Practicing Expansion of Ideas

MODE OF TRANSACTION:

Besides lecture method the topics in this course may be transacted through discussion, classroom seminar/debates.

Suggested Readings:

- Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005). *Speech Science Primer (4th*) Lippincott WilliamsaAnd Wilkins: Philadelphia.
- *Dhvani* (English). Balvidyalaya Publication: Chennai.
- Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practic*e , Ag Bell
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
- Ling, D. (1990). *Acoustics, Audition Aand Speech Reception. (Cd)* Alexandria, Auditory Verbal International.
- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- *Communication Options And Students With Deafness* . (2010).

Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication In Grades K – 8.

- Allyn AndAllynAnd Bacon. Boston
- Cole, E., &Flexer, C. (2010). Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.).Plural Publishing Inc,San Diego, CA.
- Dhvani (Marathi). Balvidyalaya – Cym Publication
- Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai.
- Estabrooks, W., & Marlowe J, (2000). The Baby is Listening, A. G. Bell Association, Washington D.C.
  Washington D.C.
- Estabrooks , W. (2001). 50 Frequently Asked Questions (Faqs) About Auditory-Verbal Therapy. Learning to Listen Foundation.
- Heller, R. (1999). Effective Leadership. Dk Publishing: New York.
- Heller, R. (1999). Managing Change. Dk Publishing: New York.
- Ling, D. (1989). Foundations of Spoken Language for Hearing Impaired Children. A.G.Bell. Washington D.C.
- Ling, D., & Ling, A.H. (1985). Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children. A.G. Bell Association, Washington D.C.
- Edgar, L. L., & Marguerite, S. (1963). Play it by ear! : auditory training games, John Tracy Clinic Publication, Los Angeles.
- Resource Book on Hearing Impairment. AYJNIHH Publication.
- Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India.

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~~Schools in India.~~

~~COURSE~~

COURSE B6 (B): MANAGEMENT OF LEARNING DISABILITY

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2| 2+1 Hrs. /wk**

After completing the course the student-teachers will be able to

- *Explain the concept, causes and characteristics of learning disabilities.*
- *Discus different types of learning disabilities and its associated conditions.*
- *Develop teacher made assessment test in curricular areas.*
- *Plan appropriate teaching strategies as per the specific needs of children with learning disability.*

UNIT 1: Learning Disabilities: Types

1.1 Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.
1.2 Non-verbal learning disabilities
1.3 Language Disorders
1.4 Associated Conditions: ADHD
1.5 Emotional & Behavioral problems.

UNIT 2: Assessment of Basic Curricular Skills

2.1 Assessment of Readiness Skills
2.2 Assessment of Reading
2.3 Assessment of Writing

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2.4 Assessment of Math skills
2.5 Standardized Tests: Types & Purpose

UNIT 3: Intervention Strategies in Basic Skills of Learning

3.1 Language skills
3.2 Reading
3.3 Writing
3.4 Maths skills
3.5. Social skills

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Prepare of checklist for screening LD
- Develop teacher made assessment test in any one curricular area for a given child
- Plan appropriate teaching strategies as per the specific needs of a given child with learning disability

MODE OF TRANSACTION:

This activity-based approach should allow the teacher to step back and allow the student-teachers to self-facilitate. The student-teachers must be given experience in the various settings such as clinics, schools, resource centers etc, for exposure to actual assessment. Discussions, debates, simulations, collaborative methods, must be used for transaction.

Suggested Readings:

- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successfull partnership for students with special needs. Merrill Prentice Hall, New Jersey
- Myklebust, H.(1983). Progress in Learning Disabilities, Guene and Stratton – New York.
- Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Baston.
- Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. (4th ed) . Pearson. New Jersey
- Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. . The Guilford Press. New York
- Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. . Wiley-Blackwell. Malden.
- Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia:a guide for the workplace. John Wiley &Sons,Ltd. London.
- Gribben, M.(2012). The study skills toolkit for students with dyslexia. Sage Pub. London
- Karanth, P., & Rozario, J. (2003). Learning disabilities in India : willing the mind to learn. Sage Publication, New Delhi
- Martin, L, C.(2009). Strategies for teaching students with learning disabilities. . Corwin Press,California
- McCardle, P., Miller, B., Lee, J, R., & Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link) Baltimore. Paul H. Brookes.
- Shula, C. (2000). Understanding children with language problems. Cambridge New York.

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- Prakash, P. (2008). Education of exceptional children: challenges and stratrgies. . Kanishka publishers, New Delhi.
- Reddy, G.L., & Ramar, R.(2000). Education of children with special needs, New Delhi – Discovery Pub.
- Thapa, K. (2008). Perspectives on learning disabilities in India. (current practices and prospects). Sage Publication, Los Angeles.
- Trusdell M. L., & Horowitz, I. W. (2002). Understanding learning disabilities : a parent guide and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning isabilities. (3rd revised) Maryland. York Press.
- Wong, B., & Butler, D. L. (2012). Learning about learning disabilities. (4th ed.) Amsterdam. Elsevier Academic Press

COURSE B6(C): ORIENTATION AND MOBILITY

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 2+1 Hrs./wk**

After learning this course the student-teachers will be able to

- Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher.
- Acquire basic knowledge of human guide techniques.
- Describe pre-cane and cane travel skills and devices.
- Get acquainted with the importance and skills of training in independent living for the visually impaired.

UNIT 1: Introduction to Orientation and Mobility

1.1 Orientation and Mobility -- Definition, Importance and Scope
1.2 Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow
1.3 Roles of Other Senses in O&M Training

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1.4 Special Responsibilities of Special Teacher/Educator with reference to O&M Training

1.5 Blindfold -- Rationale and Uses for the Teacher

Unit 2: Human/ Sighted Guide Technique

2.1 Grip
2.2 Stance
2.3 Hand Position
2.4 Speed Control
2.5 Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

Unit 3: Cane Travel Techniques and Devices & Training in Independent Living Skills

3.1 Canes -- Types, Parts, Six Considerations
3.2 Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique
3.3 Use of Public Transport
3.4 Identification of Coins and Currency Notes
3.5 Eating Skills and Etiquette

Course Work/Practical/ Field Engagement

Undertake any two of the following

a. Act as a sighted guide in different situations/settings.
b. Prepare a list of canes and other devices available with various sources along with prices.
c. Undergo an experience of moving under a blindfold for a few minutes and describe it (about 200 words).
d. Make a short PowerPoint/ oral presentation for about 5 minutes on the importance of O&M for the visually impaired.
e. Draw up a list of important clues/cues/landmarks which the visually impaired student can use in the school.

Essential Readings

• Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation and Mobility (2nd ed.). AFB Press, New York.
• Cutter, Joseph (2006). Independent Movement and Travel in Blind Children.IAP, North Carolina.
• Fazzi, D.L. &Petersmeyer, B.A. (2001). Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired. AFB Press, New York.
• Jaekle, R. C. (1993). Mobility Skills for Blind People: A Guide for Use in Rural Areas. ChristoffelBlinden Mission, West Sussex.
• Knott, N.I. (2002). Teaching Orientation and Mobility in the Schools: An Instructor's Companion. AFB Press, New York.
• Smith, A. J., &Geruschat, D. R. (1996). Orientation and Mobility for Children and Adults with Low Vision. In A. L. Corn & A. J. Koenig (Eds.), Foundations of Low Vision: Clinical and Functional Perspectives. AFB Press, New York.

Suggested Readings

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• Dodds, A. (1986). Mobility Training for Visually Handicapped People.Croom Helm, London.
• Hill, E., & Ponder, P. (1976). Orientation and Mobility Techniques. AFB Press, New York.
• Jacobson, W.H. (1993). The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments.AFB Press, New York.
• Singh, J.P. (2003). Technology for the Blind.Kanishka Publication. New Delhi

COURSE B6 (D): VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

COURSE OBJECTIVES | **MARKS: 50 | CREDITS: 2 | 2+1 Hrs. /wk**

After learning this course the student-teachers will be able to
• Develop an understanding of vocational education & its relevance for PWD's.
• Carry out vocational assessment and make vocational training plan.
• Plan for transition from School to job.
• Identify various avenues for job placement.
• Facilitate PWD's in making choice of vocational trades.
• Acquire the concept of independent living and empowerment.

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Unit 1: Fundamentals & Assessment of Vocational Rehabilitation

- 1.1. Definition, meaning and scope of Vocational Education
- 1.2. Legislations, schemes, concessions & benefits for PWDs with respect to employment
- 1.3. Approaches and model of Vocational training
- 1.4. Assessment, Evaluation of Generic skills & Specific job skills using various tools
- 1.5. Approaches & Principles of vocational assessment

Unit 2: Vocational Transition & Curriculum Planning

- 2.1. Concept, meaning, importance of transition
- 2.2. Vocational transition models
- 2.3. Transitional Planning at pre-vocational & post-vocational level
- 2.4. Development of Individualized Vocational Transitional Plan
- 2.5. Development of Vocational Curriculum

Unit 3: Process of Vocational Rehabilitation & Placement

Hands on Experience

- Developing curriculum on any vocational skill
- Administering any vocational assessment tool
- Visit to any vocation Institution

Suggested Readings

- McDonnell, J., & Hardman, M.L.(2010). Successful Transition Programs Pathways for Students With Intellectual and Developmental Disabilities, Sage Publications, Los Angeles.
- Kutty, A.T., &. Rao L.G, (2003).Curriculum for Vocational Education, Transition of Persons with Mental Retardation from School to Work. Series -2, NIMH Publications, Secunderabad.
- Kutty, A.T., &. Rao, L.G, (2001). Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH Publications, Secunderabad.
- Mukhobadhyay, M., &Kutty A.T. (2006). Principles of Vocational Training, Part-II, DVTE (MR) Manual, Rehabilitation Council of India, Kanishka Publisher, New Delhi.
- Rao, V.K. (2004), Vocational Education, A.P.H. Publishing Corporation, New Delhi.
- Wehmeyer, M. L. (2007). Promoting Self-Determination in Students with Developmental Disabilities, Guilford Press, Washington.
- Whitehead, T. D., &Hughey, J. B. (2004). Exploring Self Advocacy From a Social Power Perspective, Nova Science Publishers, New York.

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COURSE D2: DRAMA AND ART IN EDUCATION

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2| 2+1 Hrs.~~/~~.**

/wk

After completing the course the student-teachers will be able to

- *Exhibit Basic understanding in art appreciation, art expression and art education.*
- *Plan and implement facilitating strategies for students with and without special needs.*
- *Discuss the adaptive strategies of artistic expression.*
- *Discuss how art can enhance learning.*

~~Unit~~UNIT 1: Introduction to Art & Art Education

1.1 Introduction of Art and different forms of arts.

1.2 Art: Meaning, definitions and classification.

1.~~3Art~~3 Art education: Meaning, scope and difference between art and art-education.

1.4 Art therapy: Concept and application to students with and without disabilities.

~~Unit~~UNIT 2: Performing Arts: Dance, Music and Drama

2.1 Basic knowledge and definitions of music, dance and Drama.

2.2 Elements of music with practical knowledge.

2.3 Basic knowledge of Instruments with practical: Tabla and Harmonium

2.4 Understanding various forms of music, Classical- vocal and instrumental, Sub-Classical, Light music, folk music.

2.5 Enhancing learning through dance, music and drama for children with and without special ~~needs.~~

~~Unit~~ needs.

UNIT 3: Visual Arts:

3.~~1Basic~~1 Basic knowledge and elements of visual art.

3.~~2Exposure~~2 Exposure to selective basic skills in visual art.

~~1.3~~3.3 ~~3.3Engagement~~Engagement, assignment and participation for any two of the following activities focusing ~~on~~

On Poster making, origami and paper crafts, painting, drawing, pottery, terracotta, curving, collage or any other relevant form of fine art.

3.~~4Enhancing~~4 Enhancing learning through visual art for children with and without special needs.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- 'hot seating' activity for historical / contemporary personalities wherein students play The role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)
- Portfolio submission of the basic skills exposed in any one of the art forms of choice
- Write a self-reflective essay on how this course on art will make you a better teacher
- Learn and briefly explain how music notations are made. Submit a brief report OR Learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit

a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation

- Observe an art period in a special school and briefly write your reflections on it

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MODE OF TRANSACTION~~:~~

& Evaluation: Lecture cum Demonstration, Role Play, Inviting parents as speakers for sharing experiences, Assignments, Tests

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Suggested Readings

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- Vaze, Pundalik. (1999). How to Draw and Paint Nature. ~~JyosnaPrakashan~~**Jyosna Prakashan**: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.
- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Beyer, E. London. (2000). The arts, popular culture and social change
- Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. *Art Education,33*(8), 8–11
- Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication: London
- Heller, R. (1999). Effective Leadership. DK Publishing: New York.
- Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.
- Nyman, L.& A. M. Jenkins (Eds.), *Issues and approaches to art for students with* ***special needs*** **(pp. 142–154). Reston, VA: National Art Education Association.**

~~*special needs* (pp. 142–154). Reston, VA: National Art Education Association~~

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COURSE ~~A6:BASIC RESEARCH AND BASIC STATISTICS~~

~~COURSE OBJECTIVES~~ ~~MARKS: 50 | CREDITS: 2| 2 Hrs./wk~~

~~After completing the course the student-teachers will be able to –~~

- ~~*Describe the concept and relevance of research in education and special education.*~~
- ~~*Develop an understanding of the research process and acquire competencies for conducting a research.*~~
- ~~*Apply suitable measures for data organization and analysis.*~~

~~Unit 1: Introduction to Research~~

~~1.1Scientific Method: Concept and Basic postulates.~~
~~1.2Research: Definition and Characteristics.~~
~~1.3Educational Research: Definition and Nature~~
~~1.4Purpose of Educational Research~~
~~1.5Research in Education and Special Education~~

~~Unit 2: Types and Process of Research~~

~~2.1 Types of Research-~~

~~-Basic/Fundamental,~~

~~-Applied,~~

~~-Action~~

~~2.2 Process of Research-~~
~~Selection of Problem,~~
~~-Formulation of Hypothesis,~~
~~-Collection of Data,~~
~~Analysis of Data & Conclusion~~
~~2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale~~
~~2.4 Action Research in Teaching Learning Environment~~
~~2.5 Professional Competencies for Research~~

~~Unit 3: Measurement and Analysis of Data~~

~~3.1 Scale of measurement: Nominal, Ordinal, Interval and Ratio.~~
~~3.2 Organization of data: Array, Grouped distribution.~~
~~3.3 Measures of Central Tendency (Mean, Median and Mode) and Measures of Dispersion (Standard deviation and Quartile deviation)~~
~~3.4 Correlation: Product Moment and Rank Order Correlation~~
~~3.5 Graphic representation of data~~

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COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research

MODE OF TRANSACTION:

Lecture cum Demonstration, Self study, Assignments, Seminar, Debate, Tests.

Practicum/ Field Engagement

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research

Suggested Readings

- Best, J. W., & Kahn, J. V. (1996). *Research in Education*. Prentice-Hall of India New Delhi.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.
- Guptha, S. (2003). *Research Methodology and Statistical Techniques*. Deep & Deep Publishing, New Delhi.
- Koul, L. (1996). *Methodology of Educational Research*. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananathapuram.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Academic Press, New York.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London..

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~~COURSE~~ (E4): PRACTICAL CROSS DISABILITY AND INCLUSION*

MARKS: 100 | CREDITS: 4| 8 Hrs~~.~~ / wk

SL. No.	Task for the student-teacher	Disability focus	Education setting	~~No. of lessons~~Submission
1.	Community work / Tour	Community perspective (Anganwadi, Gram panchayat	Rural / Semi-urban	Visit report
2.	Case Study	Major Disability	Inclusive schools	~~01~~10 IEP & Case Study

~~Area E4- Practical: Cross Disability and Inclusion (Area B) *~~

~~Note:~~ ~~*Practical timing shall be included in time table (minimum of four week)*~~

~~*Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability*~~

~~Sl.no.~~	~~Tasks for the student - teachers~~	~~Disability focus~~	~~Education setting~~	~~No. of lessons~~
~~1.~~	~~Lesson planning and execution on different level for selected subjects~~	~~Any Disability~~	~~Special schools for other disability/resource Room~~	~~10 lessons~~
~~2.~~	~~Individualised Teaching lessons on different levels for selected subjects~~	~~Any Disability~~	~~Special schools for other disability /resource Room~~	~~10 lessons~~

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COURSE (F2): OTHER DISABILITY SPECIAL SCHOOL*

~~MARKS: 100 |~~ MARKS: 100 | **CREDITS: 4| 8 Hrs./wk**

SL. No.	Task for the student-teacher	Disability focus	Set up	No. of lessons
1	Classroom Teaching	Other than major disability	Special schools for other disabilities	Minimum 20 school periods

COURSE (F3): INCLUSIVE SCHOOL*

MARKS: 100 | CREDITS: 4| 8 Hrs./wk

SL. No.	Task for the student-teacher	Disability focus	Set up	No. of lessons
1	Classroom Teaching	Any disability	Inclusive schools	Minimum 20 school periods

***Note~~-~~:** The evaluation will be based on their detailed learning how to conduct the test record and/or analyze the finding as well as their performance in the practical and viva voce examination.

~~**Engagement with field as part of courses indicated below:**~~

~~Sl. No.~~	~~Tasks for the student -teacher~~	~~Course~~	~~Place~~
~~1~~	~~Assignment /project /presentation~~	~~B5~~	~~institute~~
~~4~~	~~Assignment /project/ presentation~~	~~B6~~	~~Institute / school~~
~~5~~	~~Assignment /project/ presentation~~	~~D3~~	~~Institute / school~~

Head
Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)

List of Revised Courses

Department : *Education*

Program Name : *M.Ed.*

Academic Year : 2018-19

List of Revised Courses

Sr. No.	Course Code	Name of the Course
1.	P11	Introduction to Education Studies
2.	P12	Psychology of development and learning
3.	P13	Curriculum Studies
4.	T11	Introduction to Research Methodology
5.	S11	Any one– (i) Elementary level of school Education (ii) **Secondary level of school Education**
6.	F11	Self Development
7.	F12	Communication skills and expository writing h
8.	P23	Philosophical Perspectives of Education
9.	P24	Pre-service and in-service teacher education
10.	T22	Advanced Research Methodology
11.	S22	Any one:– (i) Primary Education: Curriculum Issues (ii) **Secondary Education: Curriculum Issues**
12.	F23	Dissertation: Area of Study, Literature Review & Rationale Presentation
13.	F24	Internship in Teacher Education Institute
14.	P35	Sociological Perspectives of Education
15.	P36	Perspectives, research and issues in teacher education
16.	T33	Information and Communication Technology
17.	S331	Understanding Educational Technology
18.	S332	Introduction to inclusive education
19.	S333	Understanding Guidance & Counselling
20.	F35	Academic writing
21.	F36	Practicum on Research
22.	F37	Dissertation: Proposal

23.	P48	History & Political Economy in Education
24.	S441	Educational Technology and teaching learning process
25.	S442	Understanding disabilities
26.	S443	Guidance In Educational Institutes
27.	S451	Uses and Issues in Educational Technology
28.	S452	Developing Inclusive learning Environment
29.	S453	Understanding the Counselling Service
30.	F48	Collection, Analysis & Report Writing

Minutes of Meetings (MoM) of Board of Studies (BoS)

Academic Year : 2018-19

School : *School of Studies of Education*

Department : *Education*

Date and Time : *October 11, 2018 – 03:00 PM*

Venue : *DoE, GGV, Bilaspur*

The scheduled meeting of member of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held to design and discuss the M. Ed. (I to IV semesters) scheme and syllabi.

The following members were present in the meeting:

1. Dr. C.S. Vazalwar, (HoD, Chairman, BoS.)
2. Prof. K.K. Khare (External Expert Member BoS, RIE, NCERT, Bhopal)
3. Dr. Anju Agarwal (External Expert Member BoS, Dept. of B.Ed./M.Ed. MJPRU, Bareilly, UP)
4. Dr. Sujeet Kumar, (Internal member BoS)
5. Dr.Vindeshwari Pawar (Internal member BoS)

Following points were discussed during the meeting

1. Correction of typographical error (two internal tests) in two year M.Ed. programme as per ordinance, were discussed and found it suitable.

   It was further decided that the curricula will be operative under the credit system. The CBCS/ECS would not be implemented in strict sense to the present programmes run by the department, being professional post-graduate programmes, and owing to the present limitations of space and resources. However, ample number of elective courses have been designed to be offered in the all the programmes of B.Ed., B.Ed. Special Education (HI & LD). Moreover, the Curriculum of M.Ed. programme have been designed to offer choices in terms of specialisation courses as well as dissertation in chosen area. Such courses would be able to meet the diverse need and interest of the clienteles. More choices of courses should be included as and when there would be sufficient infrastructure and system support available.

The committee discussed and approved the scheme and syllabus from the session 2018-19.

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Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)

Signature & Seal of HoD

Scheme and Syllabus

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATIONFOR FOUR SEMESTERS

SEMESTER – I

AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	Introduction to Education Studies	P11	4	100	30	70	50
	Psychology of development and learning	P12	4	100	30	70	50
	Curriculum Studies	P13	4	100	30	70	50
Group I: Tools	Introduction to Research Methodology	T11	4	100	30	70	50
Group II: Specialization	Any one– (i) Elementary level of school Education (ii) **Secondary level of school Education**	S11	4	100	30	70	50
Group III: Professional Enrichment & Field Engagement	Self Development	F11	1	25	25		13
	Communication skills and expository writing	F12	1	25	25		13
TOTAL			**22**	**550**	**200**	**350**	**276**

SEMESTER – II

AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	Philosophical Perspectives of Education	P23	4	100	30	70	50
	Pre-service and in-service teacher education	P24	4	100	30	70	50
Group I: Tools	Advanced Research Methodology	T22	4	100	30	70	50

Group II: Specialization	Any one:– (i) Primary Education: Curriculum Issues (ii) **Secondary Education: Curriculum Issues**	S22	4	100	30	70	50
Group III: Professional Enrichment & Field Engagement	Dissertation: Area of Study, Literature Review & Rationale Presentation	F23	2	50	50		25
	Internship in Teacher Education Institute	F24	4	100	100		50
TOTAL			**22**	**550**	**270**	**280**	**275**

SEMESTER – III

AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	Sociological Perspectives of Education	P35	4	100	30	70	50
	Perspectives, research and issues in teacher education	P36	4	100	30	70	50
Group I: Tools	Information and Communication Technology	T33	2	50	50		25
Group II: Specialization	**Secondary education:** Understanding Educational Technology Introduction to inclusive education Understanding Guidance & Counselling	S331 S332 S333	4	100	30	70	50
Group III: Professional Enrichment & Field Engagement	Academic writing Practicum on Research	F35 F36	2 2	50 50	50 50		25 25

	Dissertation:Proposal	F37	2	50	50		25
TOTAL			**20**	**500**	**290**	**210**	**250**

SEMESTER – IV

AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	History & Political Economy in Education	P48	4	100	30	70	50
Group II: Specialization	**Secondary education:** Educational Technology and teaching learning process Understanding disabilities Guidance In Educational Institutes	 S441 S442 S443	4	100	30	70	50
	Secondary education: Uses and Issues in Educational Technology Developing Inclusive learning Environment Understanding the Counselling Service	 S451 S452 S453	4	100	30	70	50
Group III: Professional Enrichment & Field Engagement	**Dissertation:** Data Collection, Analysis & Report Writing	F48	4	100	100		50
TOTAL			**16**	**400**	**190**	**210**	**200**
TOTAL CREDITS FOR TWO YEARS			**80**	**2000**	**950**	**1050**	**1000**

Scheme and Syllabus

List of Revised Courses

Department : *Education*

Program Name : *M.Ed.*

Academic Year : 2017-19

List of Revised Courses

Sr. No.	Course Code	Name of the Course
1.	P11	Introduction to Education Studies
2.	P12	Psychology of development and learning
3.	P13	Curriculum Studies
4.	T11	Introduction to Research Methodology
5.	S11	Any one– (i) Elementary level of school Education (ii) **Secondary level of school Education**
6.	F11	Self Development
7.	F12	Communication skills and expository writing
8.	P23	Philosophical Perspectives of Education
9.	P24	Pre-service and in-service teacher education
10.	T22	Advanced Research Methodology
11.	S22	Any one:– (i) Primary Education: Curriculum Issues (ii) **Secondary Education: Curriculum Issues**
12.	F23	Dissertation: Area of Study, Literature Review & Rationale Presentation
13.	F24	Internship in Teacher Education Institute
14.	P35	Sociological Perspectives of Education
15.	P36	Perspectives, research and issues in teacher education
16.	T33	Information and Communication Technology
17.	S331	Understanding Educational Technology
18.	S332	Introduction to inclusive education
19.	S333	Understanding Guidance & Counselling
20.	F35	Academic writing
21.	F36	Practicum on Research
22.	F37	Dissertation: Proposal

23.	P48	History & Political Economy in Education
24.	S441	Educational Technology and teaching learning process
25.	S442	Understanding disabilities
26.	S443	Guidance In Educational Institutes
27.	S451	Uses and Issues in Educational Technology
28.	S452	Developing Inclusive learning Environment
29.	S453	Understanding the Counselling Service
30.	F48	Collection, Analysis & Report Writing

Minutes of Meetings (MoM) of Board of Studies (BoS)

Academic Year : 2017-19

School : *School of Studies of Education*

Department : *Education*

Date and Time : *June 05, 2017 – 11:00 AM*

Venue : *DoE, GGV, Bilaspur*

The scheduled meeting of member of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held to design and discuss the M. Ed. (I to IV semesters) scheme and syllabi.

The following members were present in the meeting:

1. Dr. C.S. Vazalwar, (HoD, Chairman, BoS.)
2. Prof. K.K. Khare (External Expert Member BoS, RIE, NCERT, Bhopal)
3. Dr. Anju Agarwal (External Expert Member BoS, Dept. of B.Ed./M.Ed. MJPRU, Bareilly, UP)
4. Dr. Sujeet Kumar, (Internal member BoS)
5. Dr.Vindeshwari Pawar (Internal member BoS)

Following points were discussed during the meeting

1. Discussion about two year programme
2. Modification in objective of the programmes
3. Revision in some content etc
4. Practical aspects

It was further decided that the curricula will be operative under the credit system. The CBCS/ECS would not be implemented in strict sense to the present programmes run by the department, being professional post-graduate programmes, and owing to the present limitations of space and resources. However, ample number of elective courses have been designed to be offered in the all the programmes of B.Ed., B.Ed. Special Education (HI & LD). Moreover, the Curriculum of M.Ed. programme have been designed to offer choices in terms of specialisation courses as well as dissertation in chosen area. Such courses would be able to meet the diverse need and interest of the clienteles. More choices of courses should be included as and when there would be sufficient infrastructure and system support available.

The committee discussed and approved the scheme and syllabus from the session 2017-18.

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Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)

Signature & Seal of HoD

Scheme and Syllabus

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATIONFOR FOUR SEMESTERS

SEMESTER – I

AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	Introduction to Education Studies	P11	4	100	30	70	50
	Psychology of development and learning	P12	4	100	30	70	50
	Curriculum Studies	P13	4	100	30	70	50
Group I: Tools	Introduction to Research Methodology	T11	4	100	30	70	50
Group II: Specialization	Any one– (i) Elementary level of school Education (ii) **Secondary level of school Education**	S11	4	100	30	70	50
Group III: Professional Enrichment & Field Engagement	Self Development	F11	1	25	25		13
	Communication skills and expository writing	F12	1	25	25		13
TOTAL			**22**	**550**	**200**	**350**	**276**

SEMESTER – II

AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	Philosophical Perspectives of Education	P23	4	100	30	70	50
	Pre-service and in-service teacher education	P24	4	100	30	70	50

Group I: Tools	Advanced Research Methodology	T22	4	100	30	70	50
Group II: Specialization	Any one:– (i) Primary Education: Curriculum Issues (ii) **Secondary Education: Curriculum Issues**	S22	4	100	30	70	50
Group III: Professional Enrichment & Field Engagement	Dissertation: Area of Study, Literature Review & Rationale Presentation	F23	2	50	50		25
	Internship in Teacher Education Institute	F24	4	100	100		50
TOTAL			**22**	**550**	**270**	**280**	**275**

SEMESTER – III

AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	Sociological Perspectives of Education	P35	4	100	30	70	50
	Perspectives, research and issues in teacher education	P36	4	100	30	70	50
Group I: Tools	Information and Communication Technology	T33	2	50	50		25
Group II: Specialization	**Secondary education:** Understanding Educational Technology Introduction to inclusive education Understanding Guidance & Counselling	S331 S332 S333	4	100	30	70	50

Group III: Professional Enrichment & Field Engagement	Academic writing	F35	2	50	50		25
	Practicum on Research	F36	2	50	50		25
	Dissertation:Proposal	F37	2	50	50		25
TOTAL			**20**	**500**	**290**	**210**	**250**

SEMESTER – IV

AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	History & Political Economy in Education	P48	4	100	30	70	50
Group II: Specialization	**Secondary education:** Educational Technology and teaching learning process Understanding disabilities Guidance In Educational Institutes	 S441 S442 S443	4	100	30	70	50
	Secondary education: Uses and Issues in Educational Technology DevelopingInclusive learning Environment Understanding the Counselling Service	 S451 S452 S453	4	100	30	70	50
Group III: Professional Enrichment & Field Engagement	**Dissertation:** Data Collection, Analysis & Report Writing	F48	4	100	100		50
TOTAL			**16**	**400**	**190**	**210**	**200**
TOTAL CREDITS FOR TWO YEARS			**80**	**2000**	**950**	**1050**	**1000**

Scheme and Syllabus

COURSE P11 : INTRODUCTION TO EDUCATION STUDIES

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teacher educators to:

- Understand and appreciate education as a Special Discipline
- Understand education and its relations ship with other subjects
- Understand foundation of education through various text/books/writings
- Understand the structure of education of India
- Understand and reflects on contemporary educational concerns
- Understand and appreciate the multicultural context of education

UNIT – I: EDUCATION AS A DISCIPLINE: THEORETICAL PERSPECTIVE & INTERDISCIPLINARY NATURE

- Education as a Discipline influenced by social, cultural, political, economic and technological factors
- Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and humane society
- Interdisciplinary nature of education: its relationship with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc
- Relationship of education with political process

UNIT–II: UNDERSTANDING EDUCATION THROUGH READINGS AND ANALYSIS (EDUCATIONAL THOUGHTS OF SOME EDUCATIONISTS)

- Understanding education by analysis and synthesis of educational thought of educators like ~~John Dewey (Democracy and~~Dr B. R. Ambedkar (Writing & Speeches on Education), Swami Vivekananda, and J. Krishnamurti (On Education)

UNIT - III: INTER LINKAGE OF KNOWLEDGE WITH VARIOUS SOURCES AND ISSUES:

Linkage of:

- Content knowledge with Pedagogy knowledge;
- School knowledge with life outside the school;
- School knowledge with community knowledge;
- Experiential Knowledge with empirical knowledge;
- Theoretical Knowledge and practical knowledge;
- Universal Knowledge and contextual knowledge;

UNIT – IV: SOCIAL AND CULTURAL CONTEXT OF EDUCATION

- Cultural functions of Education- diffusion, acculturation; Cultural lag; Cultural conflict
- Understanding Indian society with reference multicultural and multilingual classrooms; Educational challenges of a multicultural and a multilingual society
- Interrelationship between education and sustainable development
- Equality in Educational opportunity- critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality;

MODE OF TRANSACTION:

- Seminar presentation ~~by students~~ on selected themes individually and collectively leading to discussion
- Library readings on selected theme/original texts followed by group discussion;
- Study of documents and references and reflective interaction with the peer group.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- ~~Readings of original texts of John Dewey/ Paulo Friere/Betrand Russel/ Tetsugokuriangi and articles related to it etc. and presentation on linkage of various theoretical concepts~~

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~~with pedagogy and practices followed by group discussion.~~

- ~~Assignment based on self-study (on texts on education/ books of educationists/policy perspectives/on contemporary education concerns or challenges etc.)~~
- **Prepare a report on transforming society by the contribution of prescribed educational thinker (any one thinker).**
- **Prepare a profile of Mahatma Jyotiba Phule/Guru Ghasidas/ DhondoKeshavKarveetc with their contribution in the society.**
- Critical analysis of ~~the texts on education or books on education and reflecting how it has contributed in teaching learning process~~**linkage between school knowledge with community** .

- Critical analysis of multicultural classroom and preparing a critical report on it
- Analysing the provision of Indian constitution to provide equal educational opportunities

Suggested Readings:

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3. Bowen, J and Hobson, P.R (1974) Theories of Education, John Wiley and sons, Australia Pvt. Ltd., London.
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5. David T. Hansen,(ed)(2006). John Dewey and Our Educational Prospect: A critical Engagement with Dewey's Democracy and Education , State University of New York Press
6. Deaden. R.F (1984): Primary Education. Routledge K Kegan & Paul
7. Dewey, J (1963) Democracy and Education, Macmillan, New York.
8. Dewey, J. (1956) The school and Society, University of Chicago Press.
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10. Freire, P (1970) Cultural action for freedom, Penguin education Special, Ringwood, Victoria, Australia.
11. Freire, Paulo (1993): Pedagogy of the oppressed, new revised edition, Penguin books.
12. Hospers, John: An introduction to Philosophical analysis
13. Illich, Ivan : Deschooling society
14. Krishnamurti , J. (2006) On Education, Krishnamurti Foundation of India, Chennai
15. Krishna Kumar, Social Character of Learning,
16. Krishna Kumar, What is Worth Teaching?, Orient Blackswan
17. Kuroyanagi, T. ( ) Toto-chan – The Little Girl at the Window, translated by Dorothy Briton, National Book Trust of India, New Delhi
18. NPE (1986) National Policy on Education, MHRD, New Delhi
19. NPE (1986) Report of the Committee for Review of National Policy on Education 1986,(Acharya Ramamurti Report MHRD, New Delhi
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21. Peters, R.S.(ed), (1975). Concept of Education. Oxford University Press, London.
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24. Scheffler, Israel (1973): Reason and Teaching, International Library of the Philosophy of Education, Routledge & Kegan Paul Ltd
25. Silver, Harold, (1983) 'Education as history' British library , Methuen London LA 631.7 S4 E2
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27. University News, vol 53, No. 14. April 06-12, 2015

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COURSE P12: PSYCHOLOGY OF DEVELOPMENT AND LEARNING

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6Hrs./wk**

To help the prospective teacher educators to:

- understand the issues and concerns of psychology.
- Visualise multiple dimensions and stages of learner's development and their implications on learning .
- understand the learner in terms of various characteristics.
- understand the framework for how children learn.
- critically analyse the process of learning from the point of view of cognitive psychology and the implications of constructivist learning.
- learn the theories and factors affecting learning.

UNIT- ~~1~~I : INTRODUCTION TO PSYCHOLOGICAL BASIS OF EDUCATION

- Psychology as scientific study, psychological concerns and learner-(mind, consciousness, ~~behavior~~behaviour, and experience)
- Major schools of psychology **and learner**-Structuralism, behaviorism, Gestalt, Psycho-analytic, Humanistic and Cognitive.

UNIT-~~2~~II : UNDERSTANDING THE LEARNERS AND THEIR DEVELOPMENT

- Development – Concept, stages, dimensions.
- Factors influencing development – genetic~~,~~ & environmental ~~(~~in brief~~).~~
- Theories of development:
  - Piaget's Cognitive development
  - Erikson's psycho-social development
  - Kohlberg's moral development
  - Chomsky's Language development (major concerns)

UNIT-~~3~~ III : UNDERSTANDING THE PROCESS OF LEARNING

- Cognition and learning~~: cognitive~~
- Cognitive process~~(-~~: perception, attention, memory, development of concepts, logical reasoning~~, critical thinking (very brief)~~.
- Learning as construction of knowledge; meta cognition, socio-cultural mediation~~,~~ ~~experimental learning~~, cognitive negotiability, understanding constructivist nature of knowing, doing and practicing in classroom/field ~~(brief)~~.
- Motivation in learning: intrinsic and extrinsic motivation~~; approaches to motivation:~~, humanistic approach of motivation.

UNIT-~~4~~ IV : THEORIES OF LEARNING

- Gestalt theory: principles of perception, insight, subjective and objective reality, Educational implication
- Tolman theory: learning Vs performance, latent learning, place Vs response learning, kinds of learning, Educational implication
- Gagne's theory: the outcomes of learning, hierarchical structure of learning, Educational implication.
- Bandura's theory: reciprocal determinism, observational learning, changing concepts of reinforcement;
- Dollard & Miller's theory: Habits; Cues, Secondary Rewards, Learning dilemma, Language & Reasoning in relation to social context of learning; Educational implication

MODE OF TRANSACTION: Lecture, discussion, power point presentations.

PRACTICUM:

- ~~Write a report on contributions~~ Contributions of eminent psychologists towards learning.
- ~~On the basis~~ Effects of ~~observation, write a report on how~~ socio-cultural mediation ~~affects~~on learning.
- ~~Prepare a~~Preparation of profile of a learner on the basis of Erickson's psycho-social development.
- ~~Illustrate with the help of examples the~~Illustration of different stages/ hierarchies of learning as suggested by Gagne.

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- **Educational implications of different learning theories.**

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- Piaget, J. (1999). ***Judgment and reasoning in the child***. London: Routledge.
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- Srivastava, G.N.P. (1995). Recent Trends in Educational Psychology. Agra Psycho Research Cell, Agra, India. Srivastava, G.N.P. (1986) Recent Approaches to Personality Study. APRC, Agra. Wendy Conklin (2006). Instructional Strategies for Diverse Learners- Practical Strategies for Successful Classrooms. Shell Educational Publishing
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- Gage and Berlinger : Educational Psychology, Boston Houghton Miffins Company 1984.
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- Michael Green : ***Theories of Human Development*** prentice Hall, englewood cliffs, New
- Jersy,1989
- *Mangal, S.K.* ~~***Shiksha Manovigyan***~~*ShikshaManovigyan, Printice Hall of India, New Delhi*
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- *Singh, A.K.* ~~***Vyaktiva ke Manovigyan***~~*VyaktivakeManovigyan, Bharatiya Publication, Patna*
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- Hall, C. C., Lindsey, G. & Campbell, J.B. (1997). Theories of personality (4th ed.). New York: Wiley

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- Long Martyn ***The Psychology of Education, RoulledgeFalner Publication, London, 5300***
- *Mangal, S.K.* ***Advanced Educational Psuchology****, Printice Hall of India, New Delhi*
- Nayak, A.K. &Rao,V.K. ***Educational Psychology*** APH, Publishing Cooperation, New Delhi 5302
- Sahoo F.M. ***Psychology in Indian Context***, Agra, Bhargava Book House, 5302
- Woolfolk, Anita. ***Educational Psychology,*** Pearson Education Pvt. Ltd. Delhi, 5304

COURSE P13: CURRICULUM STUDIES

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teacher educators to:

- Understand various aspects of curriculum planning and designing
- Develop insight regarding the curriculum reform processes in various contexts
- Develop a critical understanding of global trends in school curricula and appreciation of the same in the Indian context
- Develop ability to design curricular and co-curricular structures, textbooks and other learning materials and also to evaluate curricula and textbooks.

UNIT-I: CONCEPT OF CURRICULUM

- ~~—~~ Concept of curriculum
- ~~Evolution and Functions of~~ , Curriculum as ~~Product~~a Plan, Process and ~~Programme~~Experience; Difference with Frameworks, Courses of Studies & Syllabus
- Types of curriculum
- Structures of Curriculum: Essential elements of curriculum
- Curriculum: Intended Learning Outcomes (ILOs) vs. Planned Learning Experiences(PLEs)
- ~~Structures of Curriculum: Frameworks, Courses of Studies, Syllabus; Essential elements of curriculum~~

UNIT-II: CURRICULUM CONSTRUCTION

- Philosophical, Sociological, Psychological~~,~~ and Linguistic ~~and Historical foundations~~bases of curriculum
- Principles of Curriculum Planning
- Models: Grass root Model vs. Administrative Model, Technical vs. Non- Technical Models
- Curricular designs: Discipline centered, Problem centered and Learner centered Approach

~~**UNIT-II: CURRICULUM CONSTRUCTION**~~

- ~~Models: Grass root Model vs. Administrative Model, Technical vs. Non- Technical Models~~
- Processes of curriculum construction: Situational Analysis, Selection of curriculum objectives, Selection ~~of content~~ and ~~learning activities, Organization~~organization of content and learning ~~activities~~experience, Selection of instructional ~~procedures~~material/methods~~,~~ & Evaluation
- ~~Levels of Curriculum Planning: National, State, System Wide, Institutional, Teacher Team and Individual Teacher level~~

UNIT-III: CURRICULUM EVALUATION AND REFORM

- ~~Concept, Nature, Scope, Purpose and Approaches of~~ Curriculum Evaluation: Concept, and Purpose
- ~~Phases/stages~~Levels, Participants~~, Characteristics~~ and Instruments of curriculum evaluation at planning ,process, outcomes & experience.
- Concept and process of ~~Curriculum~~Curricular Change & reforms, Barriers to ~~Curriculum~~Curricular Change and reforms
- Curriculum evaluation: research perspectives

UNIT-IV: SCHOOL CURRICULUM: COMPARATIVE ASPECTS

- Need ~~for~~ & importance of National curriculum ~~in various nations~~framework
- ~~Characteristics~~Features of school curricula in USA, UK, & Australia
- ~~Characteristics of school curricula in south Asian countries~~
- ~~Global initiatives~~ Contemporary trends and issues in curriculum reform and place of Indian school curriculum

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COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Critical analysis of ~~existing~~ elementary/secondary/higher secondary school curriculum
- Developing guidelines for ~~writing school~~writingschool text-book, work-book, teachers' hand-book and laboratory manual
- Evaluation of school text-books, work-books, teachers' hand-book, and manuals
- ~~Understanding Role of NCERT and SCERT in curriculum development.~~
- ~~Application of~~ Situational Analysis ~~and specify at least five~~of specific local needs in relation to ~~be reflected in~~ Curriculum
- Survey of students' opinion regarding the present system of evaluation and curriculum transaction
- ~~Designing of a curriculum of at least five activities to teach a subject~~ Identification of learning experiences along with learning outcomes (Language, mathematics, Science & Social Science) at secondary level of education
- ~~Identification of co-curricular activities~~

MODE OF TRANSACTION: Lecture, group activities and Presentation

Suggested readings:

Anderson,& Vernon (1956). *Principles and Procedure of Curriculum Improvement*.NewYork: Ronald Press Company,

Chagla, M. C., (1962). *The Role of Education in the World of Today*. Bombay: Asia Publishing House

Chary, Ryland, W., (1969); Humanizing the School Curriculum Development and Theory,New York; Random House

Denis Lawton and et. Al., (1978). Theory and Practice of Curriculum Studies, London; Routledge and Kegan Paul

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Erickson, H.L (2002). Concept Based Curriculum and Instruction: Teaching beyond the facts, California; Corsion Press, INC (A Sage Publication Company)

Goodlad, John I., (1968). Curriculum a Janus Look, The Record

Gupta, Bishambar Das, (1966). Values in Education, Dyoatian

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COURSE T11: INTRODUCTION TO RESEARCH METHODOLOGY

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

- To help the prospective teachers educators to:
- to explain the process of generating knowledge through research.
- to exemplify the process of identification of research problem through identification of problem for their dissertation work.
- to recall and use the sources and tools of data collection.
- to compare the various methods of research with their basics.
- to apply the proper process in conducting research.

UNIT - I: RESEARCH AS A PROCESS OF GENERATING KNOWLEDGE

•Meaning and concept of knowledge and their forms- Empirical and Rational.
•Sources of knowledge through tradition, experience, reasoning and scientific way.
•Research: meaning, concept and its classification of nature of knowledge- fundamental~~,~~ & applied

UNIT - II: IDENTIFYING RESEARCH PROBLEM

•Role of field experiences, professional interaction and review of related literature.
•Identifying the knowledge gap, research questions and statement of research problem.
•Variable: meaning and types- continuous and discrete, independent and dependent
•Identifying and defining the variables in operational terms.
•Formulation of objectives.
•Differences between assumptions and hypothesis.
•Formulation, Characteristics and classification of hypothesis.

UNIT - III: DATA COLLECTION– SOURCES AND TOOLS

•Concept of population and sample.
•Concept and Methods of sampling.
•Sources of Data– Primary and secondary data sources; documents, records, real objects, pictures.
•Tools of data collection-Characteristics and selection criteria of Questionnaire, Scales, Schedule, Checklist.

UNIT - IV: CLASSIFICATION OF RESEARCH METHODS

Meaning and Importance of:
• Philosophical, Scientific and Historical.
•Qualitative and Quantitative.
• Descriptive, Experimental, Quasi–Experimental, Ex-post facto (Causal comparative), Co relational, field study, Survey, Developmental, follow-up.
•Naturalistic and Ethnographic.

PRACTICUM

- Identifying the knowledge gap through review of related literature
- Establishing background and rationale of the study.

Suggested reading:

-**Best, J. W. & Kahn, J.V.** (2008). Research in Education, (10th edition), Prentice Hall Inc, New Delhi.
-**Boota, K. D**. Experimental Design in Behavioral Science, New Age International Publishing House New Delhi.
-**Buch, M.B**. (1978). A Survey of Research in Education, CASE, Baroda, M. S. University.
-**Cohen, L., Manion, L. & Morrison, K.** (2007). Research Methods in Education (6th Ed.), Routledge, London.
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-**Kaul, L. (**1998). Methodology of Educational Research, Vikas Publications, New Delhi.
-**Kerlinger, F. N**. (1978). Foundation of Behavioural Research, Surjeet Publications, Delhi.
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COURSE S11: SECONDARY LEVEL OF SCHOOL EDUCATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teacher educators to:

- Understand the system of school education and the organisational hierarchy of managing secondary education
- Understand the role of various stakeholders of secondary education
- Understand various schemes and programmes for promoting secondary education

UNIT–I: CONCEPT AND STRUCTURE OF SCHOOL EDUCATION:

- School Education: Nature and Aims, Structure—elementary, secondary and higher secondary,
- Concept of elementary Education; Aims and Characteristics of Primary, upper primary Education
- Concept of Secondary and Higher Secondary Education; Aims and Characteristics of Secondary and Higher Secondary Education.
- ~~Nature of different types~~Types of schools: Government, Government –aided and Private
- Responsibilities of School Education on state and centre; Budgetary allocation to school education

UNIT–II: ORGANISATIONAL HIERARCHY OF SECONDARY EDUCATION

- **National level** Organisations and Institutions: Ministry of Human Resource Development; Ministry of Social Justice and Empowerment; Ministry of Tribal Affairs; Ministry of Minority Affairs
- **State level** Organisations and Institutions: State Departments of Education, Directorates; State Boards of School Education, SCERT / SIE, State Institute of Educational Technology (SIET)
- **District level** Organisations and Institutions:District Education Office, Block Education Office, Department of Public Instruction

UNIT-III: SCHOOL SYSTEM UPPER PRIMARY, SECONDARY AND HIGHER SECONDARY LEVEL:

- SMC (School Management Committee), PTA (Parent Teacher Association); Norms for an Elementary, Secondary and Higher Secondary School
- Norms required for secondary school (affiliated to state or central board) and upgradation
- National comparison of elementary (with special reference to Upper primary) and Secondary Education- in terms of access, enrolment, retention, dropout, and out of school children
- Status of Infrastructural facilities-classrooms, library, Separate toilets for boys- girls,Kitchen sheds
- Status of Access, Enrolment, Retention, dropout, and out of school children at Upper Primary Secondary and Higher Secondary Level–Gender differences, Social Status, Poverty, Quality Improvement in Schools

UNIT-IV: SCHEMES AND PROGRAMMES FOR UPPER PRIMARY TO HIGHER SECONDARY EDUCATION:

- Rashtriya ~~Madhyamik~~ Shiksha Abhiyan (RMSA) ~~– 2009;~~ Sarva Shiksha Abhiyan (SSA) - Information and Communication Technology in Schools (ICT @ Schools); INSPIRE in promotion of Science and Technology; National Talent Search Examination(NTSE)
- Girl Child Development Programme at Secondary and Higher Secondary Stage-Kishori Shakti Yojana (KSY); Nutrition Programmes: Mid Day Meal in Schools (NPMDMS) and for Adolescent Girls (NPAG)
- National Vocational Education Qualification Framework (NVEQF)

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Presentation of budgetary provision in different sections of school education in different states
- Study of a BRC/DEO in the context of managing local secondary education
- Presentation in group for status of infrastructure in secondary education in local schools
- Preparation of school profiles of different types of secondary schools.
- Visit a secondary/higher secondary school and investigate the quality of the school based on the recommended norms

Suggested readings:

Aggarwal, J.C. (1988) :*Teachers Role, Status, Service Conditions and Education in India.* (Doaba House)
Aggarwal, J.C. (2004) *Development of Education System in India.* New Delhi: Shipra.

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Aggarwal, J.C. (2005) Recent developments and trends in education. New Delhi :Shipra Publication.
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Chopra, R.K. (1993). Status of Teachers in India, New Delhi : NCERT
Education for All (1993): The Indian Scene, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India
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Jayapalan, N. (2005) Problems of Indian Education. New Delhi : Atlantic.
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National Policy of Education, 1986 (With modifications of Action 1992) New Delhi: MHRD, 1992
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National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education
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NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi
Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi
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Rao, V.V. (2004) Education in India : DPH.
~~Sudesh Mudhopadyay~~SudeshMudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
UNICEF (January 2014) All Children in school by 2015 Global Initiative on Out-of-School Children, South Asia Regional Study Covering Bangladesh, India, Pakistan and Sri Lanka ~~at~~ ~~http~~athttp://www.uis.unesco.org/Library/Documents/out-of-school-children-south-asia-study-2014-en.pdf
MHRD (n.d.) Secondary Education at http://mhrd.gov.in/overview-secondary-education
Allocation of Business Rules http://mhrd.gov.in/allocation_business_rules_se
Dash, M. (2004) Education in India: Problems and Perspectives. New Delhi: Atlantic Publishers and Distributors
Pathak, R.P. (2012) Development and Problems of Indian Education.New Delhi: Pearson Education India
Biswal, K. (2011) Secondary Education in India: Development Policies, Programmes and Challenges, Consortium for Research on Educational Access, Transitions and Equity, NEUPA at http://www.nuepa.org/Download/Publications/Create/PTA%202011/PTA63.pdf
Department of School Education & Literacy at http://www.performance.gov.in/?q=department/school-edu
GOI (1956) Report of The Secondary Education Commission Mudaliar Commission at http://www.teindia.nic.in/Files/Reports/CCR/Secondary_Education_Commission_Report.pdf
World Bank (January 2009) Secondary Education in India: Universalizing Opportunity. World Bank, Human Development Unit, South Asia Region at http://datatopics.worldbank.org/hnp/files/edstats/INDstu09a.pdf
Mehta, A.C. (2014) Status of Secondary Education in India: A Note based on DISE 2012-13 New Delhi: Data District Information System for Education (DISE) at http://dise.in/Downloads/StatusofSecondaryEducationinIndia_2012-13.pdf
Ministry of Human Resource Development, GOI, Annual Report 2014-15 at http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/Part1.pdf
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COURSE-F11: SELF DEVELOPMENT

COURSE OBJECTIVES **MARKS: 25| CREDITS: 1 | 2HRS./WK**

To help the prospective teacher educators to:

-know him fully
-develop effective communication and writing skills
-develop a complete knowledge of Indian society
-develop awareness to bring equality among gender
-know the real condition of Indian schools and develop sympathy towards students
-develop the leadership quality

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- ~~Knowing the nature of human being (Philosophical view point)~~
- Determinants of self ~~(Psychological view point)~~
- ~~Examining~~**Assessing** the self (meditation, yoga, anecdotal record, self inventory, socio-metric analysis etc.)
- **Knowing the nature of human being**
- Knowing the Indian Society (through survey, workshop, seminar, community participation etc.)
- ~~Gender and empowerment (through seminar, workshop, community participation etc.)~~
- ~~Visit to the Indian Society~~**Visit to community** (observing inclusion-exclusion, discrimination practices, gender socialization, and their effect on individual)
- ~~Visit to a school~~ **Sensitivity towards opposite gender (observation & interaction)**
- **School observation**(observe the real condition of the school and try to know the needs of the students and school)
- Leadership training ~~programme~~**(camp mode)**

APPROACHES: Socio-metric approach, social constructivist approach, seminar, workshop, community camp, self meditation, etc.

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COURSE F12: COMMUNICATION SKILLS AND EXPOSITORY WRITING

COURSE OBJECTIVES **MARKS: 25 | CREDITS: 1 | 2HRS./WK**

To help the prospective teacher educators to:

-develop an understanding the knowledge of communication.
-understand the essentials of communication.
- understand the information and communication technology (ICT).
- understand the expository writing
- understand the role of expository writing in education

ACTIVITY- I: COMMUNICATION

- Communication: meaning and nature
- Types of communications: Verbal and Non Verbal communication
- Methods of communication: One way, Two way and collaborative

ACTIVITY- II: ESSENTIALS OF COMMUNICATION

- Process of communication
- Barriers of communication
- Essentials of communication
- Listen, converse, speak, present, explain and exposit the ideas in group before audience

ACTIVITY-III: INFORMATION & COMMUNICATION TECHNOLOGY

- Use of Computer with different purposes: MS-Word, MS-Excel, Power Point Presentation (PPT), Modern Components of different Hardware like laptop, tablet, smart mobiles.
- Use of Internet in teaching learning process: Use of Search Engines , Use of Online Dictionaries, Translator, Plagiarism Software, Online Reviews of related literature
- Use of MOOCS (Massive Open Online Courses) for Distance Education

ACTIVITY- IV: EXPOSITORY WRITING

- Expository writing: concept and nature
- Types of expository writing
- Structure of the expository writing and its importance
- Essential elements of expository writing
- Text Structure
- Organization of the writing

PRACTICUM

- Workshop on aspects of communication
- ~~Prepare~~Preparation of report on the importance of ICT in communication
- Draft note on expository writing
- Draft a report on all activities
- ~~Write~~Writing notes on SSA, RMSA, RUSA, Special Education
- Pair work
- Group discussion

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COURSE P23: PHILOSOPHICAL PERSPECTIVES OF EDUCATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teachers to:

- ~~develop an understanding~~understand the meaning, scope and significance of philosophy
- understand the relationship between philosophy and education
- understand the metaphysical problem ~~and~~of education
- understand the ~~epistemology~~epistemological and education
- understand the axiology and education
- understand the thoughts of educational thinkers

UNIT I: PHILOSOPHY AND EDUCATION

- Meaning of Philosophy and its Branches
- Meaning and Scope of Philosophy of Education ~~: Its meaning and scope~~
- ~~Significance of Educational Philosophy~~
- ~~Branches~~Functions of Philosophy and Philosophy of Education
- Significance and need of Philosophy of Education

UNIT II: METAPHYSICS AND EDUCATION

- Metaphysical ~~problem~~Problems and ~~education related to nature,~~ Education
- Nature of reality with reference to realism and Vedanta
- Nature of man and society with reference to Swami Vivekananda and Tagore
- ~~Schools of Philosophy with special reference to the concepts of reality and their educational implication: Vedanta, Idealism, Realism, Existentialism~~
- Educational Implications of schools of philosophy

UNIT III: EPISTEMOLOGY AND EDUCATION

- Relationship between Epistemology and Education~~:~~
- Theories of Knowledge~~, method~~ (correspondence v/s consistency)
- Ways of acquiring valid knowledge
- ~~Methods of meditation, pure contemplation~~Knowledge and ~~their curricular implication with reference~~Knowing according to ~~Buddhism,~~ Yoga~~,~~ and Nyaya schools of philosophy
- Knowledge and Knowing according to Empiricism and Rationalism
- Educational Implications of schools of philosophy

UNIT IV: AXIOLOGY AND ~~EDUCATIONAL THOUGHT~~EDUCATION

- ~~Axiology and Education:~~ Values, ~~Goodness~~Ethics and ~~Beauty~~Aesthetics in Education
- ~~Critical appreciation of the contribution made by Buddhism, Jainism, Bhagwadgita and Islam to education in terms of value formation~~
- ~~Contribution of Tagore, Vivekananda, Sri Aurobindo, Rousseau, Dewey, Kant to the educational thought and practice with special reference to their views on~~
  ~~-Concept of man and his development~~
  ~~-Socio-cultural scenario, a global perspective~~
- Permanent vs changing Values of education
- Subjective vs Objective Values of education with reference to Pragmatism and Idealism
- Values in Existentialism
- Educational Implications of schools of philosophy

PRACTICUM

- ~~Workshop~~Seminar on need of Educational Philosophy for teacher Educators
- Reflective writing, in about 1000 words, on educational thoughts of any one Indian educationist ~~not included in curriculum~~.
- ~~Prepare a draft~~Symposium on schools of philosophy
- Comparative presentation of the metaphysics, epistemology and axiology of different schools of philosophy (eg. Buddhism/Jainism/Bhagwadgita/Islam ~~with reference to education~~etc.)
- ~~Prepare a presentation through~~ ICT presentation on ~~Vivekananda/Dewey's~~ *educational thoughts* ~~for preparing future teachers~~ of different philosophies or philosophers

Suggested Readings:

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Ode, L.K. (2007) Shiksha ke Darshanik Prishthabhumi, Jaypur: Rajasthan Hindi Granth Academy
Sharma, Promila. (2005) Philosophy of Education, Aph Publishing Corporation
Sharma, R.N. (2005) Textbook of Educational Philosophy, Delhi: Kanishka Publishers
Agarwal, J.C. & Bhola, P. (2010) Shiksha Darshan: Ek Adhyayan, Delhi: Shipra Publication
Radhakrishnan, S. (1994) Bharatiya Darshan. Delhi: Oxford University Press.
Saxena, N.R.S. & Chaturvedi, S. (2000) Paschatya evam Bharatiya Shiksha Darshanik. Meerut: R. Lal Book Depot
Saxena, N.R.S. (2000) Shiksha ke Darshanik evam Samaj Shastriya Siddhanta, Meerut: R. Lal Book Depot
Radhakrishnan, S. (1994) Indian Philosophy. Delhi: Oxford University Press.
Chatterjee, S. & Datta, D. (1984) An Introduction to Indian Philosophy. Calcutta: University of Calcutta.
Chatterjee, S. & Datta, D. (1984) Bharatiya Darshan. Bharati Prakashan
Mani, R. S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Delhi: New Book Society
Das, Manoj (1999). Sri Aurobindo on Education, New Delhi: National Council for Teacher Education
Vivekananda, Swami (1998) Education. Belur: Ramakrishna Math Prakashan
Datta, D.M. (1972). Six ways of Knowing. Calcultta: Calcultta University Press,
Hiriyana, M. (1994) Outlines of Indian Philosophy, Delhi: Motilal Banarsidass Publ.,
Vazhayil, Joy. (2001) Reflections on the Philosophy of Education, New Delhi: NCERT
Srivastava, K.K. (2007) Philosophical Foundations of Education, New Delhi: Kanishka publishers
Ford, G.W. and Pungo, L (1964). The structure of Knowledge and the curriculum. Chicago: Rand McNally & Company.
Dewey, J. (1997) Experience and Education, New York :Touchstone
Dewey, J. (1956). The Child and the Curriculum and School and Society, Chicago, Illinois, U.S.A.: University of Chicago Press,
Dewey, J. (2009) How we think, Dover Philosophical Classics
Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.
Brubacher, John S. (1969) Modern Philosophies of education, Tata McGraw-Hill, Publishing Company Pvt. LTD, New Delhi.
Hume, D. (2009) An enquiry concerning the principles of Morals. Merchant Books.
Hume, D. (2009) An enquiry concerning Human Understanding. Dover Philosophical Classics
Spinoza, B.D. (1996) Ethics. Penguin Books
Butler, J. Donald (1908) Four philosophies and their practice in education . Harper & Row

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COURSE P24 : PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teachers to:

-understand the development of teacher education

-develop insight and reflect on the concept of pre and in-service teacher education

-acquaint with the content and organization of pre and in-service teacher education

-develop understanding and internalize the transactional approaches of pre and in-service teacher education

UNIT I: GENESIS OF TEACHER EDUCATION IN INDIA

- Teacher Education in Ancient India
- Teacher Education in Pre-independent India
- Teacher Education in Post-independent India
- Recommendations ~~of Post-independent Commissions~~ on Teacher Education: Hansa Mehata Committee, Kothari Committee and Justice Verma Committee

UNIT II: PRE-SERVICE TEACHER EDUCATION

- Pre-service Teacher Education: Concept, Objectives and Need
- ~~Different agencies~~Agencies of Pre-service Teacher Education: DIET, CTE, IASE, UTD and RIEs
- Components of Pre-service Teacher Education: Foundation Courses, Subject Specialization and Pedagogy; School based Practicum and Internship
- Mode of Pre-service Teacher Education: Face-to-face and distance mode – ~~merits~~advantages and ~~demerits~~limitation.

UNIT III: IN-SERVICE TEACHER EDUCATION

- In-service Teacher Education: Concept, Objectives and Need
- Need for continuing professional development of a teacher and areas of professional development
- ~~Different agencies~~Organizing an in service teacher education programme :(Need assessment ,planning, approval, execution, & preparation of report)
- Agencies of In-service Teacher Education: DIET, CTE, IASE, SCERT& NCERT
- ~~Various programmes of in-service Teacher Education like SOPT and PMOST~~
- In-service Teacher Education Programme: Orientation, Refresher, Workshop, Seminar and Conference – meaning and objectives
- ~~Mode of In-service Teacher Education: Face-to-face and distance mode – merits and demerits~~
- Evaluating an in-service teacher education programme

UNIT IV: TRANSACTIONAL ~~APPROACHES~~METHODS IN PRE -SERVICE TEACHER EDUCATION

- ~~Transactional approaches at Pre-service Teacher Education:~~
- ~~For~~ Foundation Courses – Expository, Participatory, Collaborative, Peer Coaching and Inquiry
- Skill and Competency Development: Modeling-analysis-practice-feedback cycle, Practicum record and portfolio assessment
- School based Practicum & internship: Present practice – its nature, objectives, organization and duration
- Androgogy: Concept and Principles

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical analysis of pre-service teacher education curricula of state and national level – their components, weightage, duration, organization, transaction and assessment
- Critical analysis of in-service teacher education programme – their need and relevance, duration, planning, organization
- Interviewing/interacting with school teachers and identifying their training needs
- Collecting feedback of practicing teachers who have received training in their subject
- Interacting with DIET and IASE members and understanding their training programme
- Attending/participating any in-service programme and preparing a report

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- Participating and involving the various activities of teacher education institute and preparing report on it
- Analyzing/examining policy perspectives of pre and in-service teacher education programme in the context of present need of school education
- Material development for an in-service teacher education programme

MODE OF TRANSACTION: Lecture, seminar, group discussion, participatory approach

Suggested Readings:

Ali, L. (2012). *Teacher Education*. New Delhi: APH Publishing Corporation,
Chatterji and Desuja, A.(1959). *Training for Teacher in India and England.* New Delhi: Orient Longman,.
Chaurasia, G.(1967). *New Era in Teacher-Education*. New Delhi: Sterling Publishers Pvt. Ltd.,
Dunkin, M. J. (Ed.) (1985). *The International Encyclopedia of Teaching and Teacher Education*. Oxford: Pergamon.
Gage, N. L. (Ed.) (1976*). Handbook of Research on Teaching*. Chicago: Rand McNally and Co.,
Gupta, A.K.: Teacher Education (1984). *Curriculum and prospects*. New Delhi: Sterling Publishing Private Ltd.
Jangira, N.K. (1978). *An Experiment in Teacher Education and Teacher Effectiveness*. Delhi: Frank Brothers and Co.
Mangala, S. (2002). *Teacher Education-Trends and Strategies*. New Delhi: Sage Publication
Miman, J. (Ed.)(1981). *Handbook of Teacher Evaluation*. London: Sage Publications.
Mohan, R. (2011). *Teacher Education*. New Delhi: PHI Learning Private Limited, 2011.
Mukerjee, S. N. (Ed.) (1968). *Education of Teachers in India* (Vol. I & II). Delhi: S. Chand and Co.
NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
NCTE (1998). *Curriculum Framework for Teacher Education*. New Delhi: NCTE, 1998.
NCTE (1998). *Policy Perspectives in Teacher Education*. New Delhi: NCTE.
Nikose, R. L. (2012). *Teacher Education- Issues & Challenges*. New Delhi: APH Publishing Corporation.
Pal, H. R. & Passi, B. K. *Classroom Interaction*. Agra: Har Prasad Bhargava Publication.
Shukla, R. S. (1984). *Emerging Trends in Teacher Education*. New Delhi: Sterling,
Pal, H. R. (2006). *Curriculum- Yesterday, Today & Tomorrow*. Shipra Publisher, New, Delhi.
Pal, H. R. (2004.) *Methodologies of Teaching & Training in Higher Education* (Hindi).Delhi: Hindi Madhyam Karyanvay Nideshalaya, Delhi University,
Panda, B. N. and Tiwari, A. D. (1997). *Teacher Education*. New Delhi: APH Publishing Corporation.
Singh,L.C. (1997). *Experimentation and Innovation in Schools*: *A Handbook*. New Delhi: NCERT.
Singh, L. C.(1990). *Teacher Education in India- A Resource Book*. New Delhi: NCERT, 1990.
Smith, B. O. (1971). *Research in Teacher Education: Symposium*. New Jersey: Prentice Hall Inc.

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COURSE T22 : ADVANCED RESEARCH METHODOLOGY

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

The Prospective teacher educators will be able to–

- identify various types of variables and data.
- Use Descriptive statistics in quantitative educational research.
- use and understand the Inferential statistics in quantitative educational research.
- understand the process of philosophical analysis.
- understand and use qualitative data-analysis in educational research

UNIT I: UNDERSTANDING DATA

- Qualitative and Quantitative nature of data
- Scales of measurement: nominal, ordinal, interval and ratio.
- Measures of central tendency– mean, median and mode
- Measures of variability- SD
- Tabulation and graphical representation of data with pie-diagram, bar-diagram, histogram, frequency polygon and Ogive.
- Normal ~~distribution of data:~~probability curve (NPC~~,~~): properties and ~~its~~ application

UNIT II: INFERENTIAL STATISTICS FOR DATA ANALYSIS (PARAMETRIC)

- Parametric assumptions
- Central limit theorem; Standard error of statistic – meaning
- t–test, interpretation of results (Level of Significance, Confidence interval, Power of test, Type–I and Type–II errors)
- Analysis of Variance (ANOVA) – one way.
- Measures of relationship: Concept of correlation–product moment and partial correlation.

UNIT III: INFERENTIAL STATISTICS FOR DATA ANALYSIS (NON–PARAMETRIC)

- Non–parametric assumptions
- Chi–Square for testing hypothesis (Goodness of fit, Test of independence), interpretation of results
- Mann-Whitney U test
- Measures of relationship: rank order correlation

UNIT IV: ANALYSIS OF QUALITATIVE DATA ~~ANALYSIS~~

- Meaning and uses of
  –Content analysis
  –Trend analysis
  –Using corroborative evidences,
  –Use of secondary data in historical and descriptive research

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- ~~Practice problems~~Practicing on real data and ~~report~~ interpretation
- Working on MS-Excel –data feeding, analysis and interpretation
- Doing content analysis on given real-time text
- Reviewing research papers using various techniques of data analysis and discussing
- Evaluating various research reporting on the basis of data analysis and interpretation

MODE OF TRANSACTION: Lecture, problem solving approach

Suggested reading:

- *Gupta, S. P. & Gupta Alka. (2013). Statistical Methods in Behavioural Sciences, SardaPustakBhawan, Allahabad.*
- *Gokhar, S.C. (2009). Statistics in Education and Psychology, M.M. Publication, Paniput.*
- *Kapil, H.K. ( ). Elements of Statistics in Social Sciences, VinodPustakMandir, Agra.*
- *Garrett, H.E. (1988). Statistics in Psychology and Education, Bombay, Vakils, Feiffer & Semen's Ltd.*
- *Kurpius, S.E. et. al. (2006). Testing and Measurement, New Delhi, Sage Publication,*
- *Kurtz, A.K.& Mayo, S.T. (1980). Statistical Methods in Education and Psychology, New Delhi, Narosa Pub House.*
- *Rajmanickam.(2001). Statistical Methods in Education and Psychology,New Delhi,Concept Publishing Company.*
- *Seigal, Sydne, Y. (1986). Non-parametric Statistics for Behavioural Sciences, New Delhi, McGraw Hill.*
- *King, B.M. & Minium, E.W. (2008) Statistical reasoning in the Behavioral Sciences, New Delhi, Willey India*
- *Verma, J.P. () Statistics for psychological research*

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COURSE S22: SECONDARY EDUCATION: CURRICULUM ISSUES

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

The prospective teacher educators will be able to–

- Critically analyse the curriculum structure of the secondary and higher secondary school curriculum
- Deal with the training for strategic plan for curriculum transaction with different approaches
- Develop and reflect upon appropriate evaluation mechanism for the secondary stage
- Develop appropriate strategies to deal with the adolescent learners and their problems

UNIT-I: CURRICULUM AT SECONDARY STAGE

- Issues of secondary and higher secondary curriculum: Relevance, Integration, Flexibility, Conceptuality, Utility, Consistency with social reality and Plurality determinants of curriculum at secondary level; Need for Situational Analysis
- Essential Features and Components of Curriculum of Secondary ~~Curriculum~~Education: Language ~~Curriculum~~, Science ~~Curriculum~~, Mathematics ~~Curriculum~~, Social Science ~~Curriculum~~ and Commerce ~~Curriculum~~
- ~~Common~~ Core curriculum and National curriculum: Need and features
- ~~National perspectives in secondary education:~~ Curriculum structure for Secondary education ~~various national and~~ state boards, CBSE & ICSE

UNIT-II: CURRICULUM TRANSACTION AT SECONDARY STAGE

- Methods of transaction at secondary level: Psychological Principles
- Discussion, Assignment, Project, Laboratory Work, Demonstrations, Seminar~~,~~ & Field Work
- Collaborative Learning-meaning and its role in curriculum transaction
- Cooperative learning-meaning & its role in Curriculum transaction
- Multidisciplinary and Interdisciplinary Approaches of curriculum transaction
- Subject, Learner and Activity cum Experience Centered Curriculum Design

UNIT-III: EVALUATION AT SECONDARY STAGE

- Continuous and Comprehensive Evaluation (CCE):Scholastic and Co-Scholastic dimensions
- School Based Evaluation
- Formative and Summative ~~Evaluation-~~Assessment- Concept, nature and purposes
- Norm referenced and criterion reference evaluation~~- Concept, nature and purposes~~
- Grading and Marking System; Portfolio of Learners
- Examination reforms at secondary education level

UNIT-IV: ~~DEALING WITH ADOLESCENT LEARNERS~~KNOWING THE LEARNER AT SECONDARY LEVEL

- Psychological characteristics of the students at Secondary ~~and Higher Secondary Education~~level
- Problems of Adolescents and the Challenges of Secondary ~~and Higher Secondary Education~~level
- Role of Guidance and Counseling in Secondary ~~and Higher Secondary Education~~level
- ~~Role and nature of Co-Curriculum in the Secondary Education~~
- Exposure to multifarious activities

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Comparative analysis of secondary education curriculum in various ~~nations~~states
- Critical analysis of contents, ~~presentations, language~~ and exercises in the textbooks in line with the curriculum objectives at secondary level
- ~~Developing curriculum plan for a specific area of study~~
- Analysis of the question papers of board examinations
- ~~Group work and presentation on innovative assessment technique~~
- ~~Transaction~~Classroom observations for analysis of ~~real~~ classroom teaching at secondary level
- Planning for ~~co—curriculum and its evaluation for~~ various ~~learning areas~~experiences for curricular development

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- Critical ~~reading~~analysis of NCF—2005 ~~for understanding the thrust areas for evaluation~~
- Planning for guidance- counseling activities and Study of CBSE Helpline for counseling services

MODE OF TRANSACTION: Discussion, Visits

Suggested reading:

Aggarwal, J.C. (1988) : *Teachers Role, Status, Service Conditions and Education in India.* (Doaba House)
Aggarwal, J.C. (2004) *Development of Education System in India.* New Delhi: Shipra.
Aggarwal, J.C. (2005) Recent developments and trends in education. New Delhi : Shipra Publication.
Aggarwal, J.C. (2009) Secondary Education. New Delhi : Shipra Publication
Child Rights Convention – UNICEF – 2000
Chopra, R.K. (1993). Status of Teachers in India, New Delhi : NCERT
Committee on the Impact of the Changing Economy on the Education System, National Research Council. ().The Knowledge Economy and Postsecondary Education.
Coombs P.H. (1985): World Crisis in Education: The View Form Eighties, Oxford University Press, N. York.
Education for All (1993): The Indian Scene, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India
Chopra, R.K.(1993) Status of Teachers in India, NCERT, New Delhi.Govt. of India (1953) Report of Secondary Education Commission, New Delhi.
Chopra, R.K. (1993) Status of Teachers in India
Foure E. and others: Learning to be UNESCO, Delhi, Sterling Publishers, 1973.
Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi.
Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.
Govt. of India, MHRD (2005). Universalisation of Secondary Education : Report of the CABE Committee, New Delhi
Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
Gupta, V.K and Gupta , Ankur (2005): Development of Education System in India. Vinod Publication, Ludhiana.
Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod publications
Jayapalan, N. (2005) Problems of Indian Education. New Delhi : Atlantic.
Jayapalan, N.(2002): Problems of Indian Education. H.B. Bhargava Publications, Delhi.
Jha, P. (2005) Quality and Access in Primary Education. New Delhi : VPH.
Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
Khan, A. (2006) Education in the Modern Indian Context. New Delhi : Arisep.
Khanna, P.K. (2005) Education in the New Millennium. Jaipur : ABD
Kochhar S.K. - Secondary School administration
Kochhar S.K. (1981) Pivotal issues in Indian education
Kumar, I. and Kumar R. (2006): Development of Educational System in India. 21st century Publication, Patiala.
MacBeth, J (1999). Schools must speak for themselves. Routledge, UK
Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, NewDelhi.
Mohanty, J. (1994) Indian Education in the Emerging Society, New Delhi: Sterling Publishers Pvt. Ltd.
Mukerji, S.N., Secondary School in Administration
Mukerji, S.N., . Secondary School in India
Mukherjee, S.N. (1964) Education in India, Today and Tomorrow. Baroda:Acharya Book Depot.
Nagpure, V., (1982), Teacher Education at Secondary Level Bombay: Himalaya Publishing House,
Naik, J.P., (1975): Some Perspective on Non-Formal Education, Allied Publishers, New Delhi.
National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers.
National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers.
National Policy of Education, 1986 (With modifications of Action 1992)New Delhi:MhRD, 1992
National Policy of Education, 1986, programme of action 1992 (New Delhi : MHRD) 1992
NCTE (2009) NCF for Teacher Education: New Delhi
National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education
National Policy of Education 1986/1992.
National Curriculum Framework on School education, 2000 and 2005
NCERT (1997) Code of Professional Ethics for Teachers.
NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi
Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi

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Report of the Delors Commission, UNESCO, 1996
Rao, V.V. (2004) Education in India : DPH.
Sudesh Mudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi

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COURSE F23: DISSERTATION

(AREA OF STUDY, LITERATURE REVIEW & RATIONALE PRESENTATION)

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 4Hrs./wk**

The prospective teacher educators will be able to –

- Identify a researchable problem area
- Locate the problem in some broader context
- Develop skills of reviewing related literature and report in academically accepted manner
- Develop skills to systematically conclude the review
- Develop skills of outlining a logical rationale for studying a problem

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The prospective teacher educators are expected to decide an area of study in the guidance of their supervisor and based on a study of the researches on the thrust areas, preferably in school education. They must contextualise the area of study against some contemporary background. After deciding an area of study, they are expected to go for an extensive review of related literature and write a critical review of such literature in the selected area. On the basis of such review and the critical conclusion drawn from it, they are expected to develop a sound rationale for the study to be undertaken under the dissertation. They have to present a detailed report of the selection of the area of study and its context, the review of the related literature as well as the rationale emerged from such review in the perceived context of problem area.

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COURSE F24: INTERNSHIP IN TEACHER EDUCATION INSTITUTE

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 2 Weeks**

To help the prospective teacher educators to –

- Become sensitive about the processes involved in various kinds of activities performed by the pupil teachers of in-service programmes.
- Develop ability to analyse involvement of pupil teachers in organising various curricular activities in a teacher education institution.
- Develop competencies in organising various kinds of teacher education curriculum specific activities.
- Develop an understanding of the needs and relevance of in-service teacher education practices.

The prospective teacher educators are expected to visit a teacher education institute to visualise & understand, various processes going on in the institute. They are expected to undertake some of the following activities as assigned to them under four dimensions as below:

1. Teaching–learning (25 marks)

- Teaching as a teacher educator
- Giving model lessons/demonstration lessons
- Observation of Micro Teaching
- Observation of classroom curriculum transaction
- Preparation unit plans and lesson plans
- Model lessons
- Any other relevant issue

2. Administration (25 marks)

- Observation of overall organisation of In-service education programme
- Study of Time table/ academic calendar/ordinance
- Study of the Admission process
- Understanding Management and funding; teachers profile
- Understanding Resource outsourcing
- Observing Attendance
- Any other relevant issue

3. ~~Co-Curriculum~~Curricular activities and learner profiles (25 marks)

- Observation of Assembly and Co-curricular activities
- Observation of Professional development courses
- Observation of Community work
- Recording Learners profiles
- Any other relevant issue

They are also expected to present a report on their visit which shall reflect their critical observation and reflection on various important issues of teacher education.

4. Presentation and reporting (25 marks): Students are expected to present in groups (with essential individual participation) their experience from the internship regarding the above in details.

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COURSE P48: HISTORY & POLITICAL ECONOMY IN EDUCATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6Hrs./wk**

To help the prospective teachers to:

- develop knowledge and understanding of the various schemes formulated for the development of education in India
- ~~acquire knowledge about educational development at different levels~~
- develop the understanding of different political and economic ideologies
- ~~understand the process of policy formation~~
- understand the economic thoughts on education and role of education for economic development
- understand the ~~theories and practices~~ process of ~~finance~~financing
- understand the financing of education in India

UNIT I: EDUCATIONAL ~~DEVELOPMENT IN~~SCHEMES OF POST-INDEPENDENT INDIA

- ~~Development (History) of~~ Primary ~~education~~ Education –SSA,RTE
- ~~Development (History) of~~ Secondary Education -RMSA
- ~~Development (History) of~~ Higher Education -RUSA

~~(This should present a glimpse from ancient to present day)~~

UNIT II: POLITICAL AND ECONOMIC IDEOLOGIES AND EDUCATION

- State control over education
- ~~Educational Policy Formation: Its agents, process and factors affecting it~~
- Democracy and Education ~~(with reference to USA and India)~~
- Totalitarian and Education ~~(with reference to Nazism and Fascism)~~
- Socialism and Education ~~: (with reference to USSR)~~

UNIT III: ECONOMICS AND EDUCATION

- Economics of Education: Concept, Need, and Scope
- Economic Thoughts on Education: Classical, Neo-Classical and Modern
- Education as an Economic Good, Consumption and Investment
- Education as Industry: A critical analysis
- Concept and Importance of Human Capital, Education and Human Capital Formation

UNIT IV: FINANCING OF EDUCATION IN INDIA

- Financing of Education: Meaning and Importance
- Sources of Finance (Grant-in-Aid Policies: central, state and local government)
- ~~The Determinants of Expenditure on Education~~
- Principles of Financing Education ~~– Equity, Equality, Convenience etc.~~

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- ~~Narrate how you received education~~
- Develop an educational ~~policy for~~plan of a remote village ~~in collaboration with the villagers~~for bringing them into mainstream
- ~~Write a history of education of an assigned village~~
- ~~Prepare an ideological profile of a village community in relation to education and profession~~
- ~~Make~~Conduct a survey of ~~financing of education in India after independence~~
- ~~Prepare a history of~~village reflecting an educational ~~institution~~status
- Prepare a ~~history~~write-up depicting growth & development of ~~education~~ an ~~individual~~
- ~~Prepare a~~ educational ~~history of a village~~institute

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MODE OF TRANSACTION: Lecture cum demonstration

Suggested Readings:

Aggarwal, J.C. Educational Planning, Budgeting & Financing in India. Arya Book Depot: New Delhi
Ansari, M.M. Education and Economic Development,New Delhi, AIU Publication, 1987.
Atlekar, A.S. Education in Ancient India.
Banerjee, J. P. Education in India-past, Present and future.
Basu, A.N. Education in modern India.
Basu, A.N. Adam's Report.
Bell & Bell Education Policy & Social Class. Routledge: New Delhi
Bhargava, M. et al Perspectives of education. H.P. Bhargava Book House: Agre
Blaug Mark Economics of Education & the Education of an Economist. University Press: New York
Blaug, M. An Introduction to Economics of Education. Penguin Books Ltd.: England
Blaug, M. An Introduction to Economics of Education. The Penguin: London
Garg, V.P. The Cost Analysis in Higher Education. Metropolitan Book Co. New Delhi
Govt. of India Education of Women key to progress, Ministry of education, New Delhi.
Govt. of India National Policy on Education. MHRD: New Delhi.
Govt. of India Policy of Action. MHRD: New Delhi.
Govt. of India Report of Kothari Commission. MHRD: New Delhi.
Govt. of India Report of Secondary Education Commission, New Delhi.
Govt. of India Report of University Education Commission, New Delhi.
Harbison & Myers. Education, Manpower and Economics growth. Oxford: New Delhi.
Keay, E.E. India Education in Ancient times.
Kneller, G. F. Education & Economic Growth. John Wiley: New York.
Mathur, S.P. Financial Administration & management – The Indian Publications: India
Mukherjee, S.N. Education in India, Today & Tomorrow.
Mukherjee, S.N. History of Education (Modern Period).
N.C.E.R.T. The First Year Book of Education. NCERT: New Delhi.
Nagpal C.S. & Mittal A.C. (eds). Economics of Education. Anmol Publications: New Delhi.
Naik J.P. Educational Planning in India. Allied: New Delhi
Pandit, H. N. Measurement of cost Productivity & Efficiency of Education. NCERT: New Delhi.
Prakash Sri. & Choudhury, S.Expenditure on Education: Theory, Models &Growth. NIEPA: New Delhi.
Schultz, T. W. The Economic Value of Education. Columbia University Press: Columbia.
Sekaran, P.C. Educational Planning & Management –Sterling Publication Pvt. Ltd.: New Delhi
Sethi, V. Educational Development and Resource Mobilization. Kanishka Publication: New Delhi.
Sharma, Y. K. History & Problems of Education – Volume I & Volume II
Sodhi, T. S. Education and Economics Development. Mukand Publications: Ludhiana.
Tilak, J.B.G. Cost of Education in India: International Journal of Educational Development
Tilak, J.B.G. Economics of Inequality in Education. Sage Publications: New Delhi.
UNESCO Economic & Social aspects of Educational Planning
Vaizey, J. Economics of Education. Faber & Faber: London.

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COURSE S441: SECONDAY EDUCATION: EDUCATIONAL TECHNOLOGY AND TEACHING LEARNING PROCESS

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6Hrs./wk**

To help the prospective teacher educators:

To understand and analyze the process of communication
To understand the concept of Instructional material.
To understand the importance of individual instruction in classrooms.
To develop skills in developing instructional material for teachers and students.
To understand the use of ET in developing instructional materials
To develop systems for various application in schools.
To understand the need and importance of technology used in teaching aids
To equip student with fundamentals of system approach for solving educational problems scientifically

UNIT I: COMMUNICATION IN TEACHING LEARNING PROCESS

- Meaning and concept of communication
- Components and process of communication
- Modes and means of classroom communication
- Strategies and tactics to develop effective classroom communication

UNIT II: INSTRUCTIONAL STRATEGIES AND APPROACHES

- Concept of Instructional Design
- Designing group instructional strategies
  - Team teaching
  - Discussion
  - Seminar
  - Collaborative Learning
  - ~~Constructivism~~

UNIT III: DEVELOPMENT OF INSTRUCTIONAL MATERIAL

- Individualized instruction: Need and importance
- Concept of Programmed learning material
- Principles of construction of **Programme Learning Material (**PLM**)** - Linear, ~~Branched and Mathetics~~**Branching**
- Meaning, concept and ~~characturiests~~**characteristics** of module
- Principles of construction of module
- Steps to develop module

UNIT IV MODELS OF TEACHING

- **Meaning ,definition, and concept of Models of Teaching**
- Historical development of Models of Teaching
- ~~Meaning ,definition, and concept of Models of Teaching~~
- Family of Models of Teaching
- ~~Description & Fundamental elements of~~ Concept ~~of~~ Attainment Model , Inquiry Training Model and Mastery Learning**: Description & Fundamental Elements**

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- ~~Make~~**Making** a chart on teaching skills and indicating the type of technology used
- ~~Develop~~**Developing** a linear\branched PLM
- ~~Prepare~~**Preparing** a lesson plan and point out what technology used and why
- ~~Develop~~**Developing** a module on content of Educational Technology
- ~~Analyze~~**Analyzing** and ~~evaluate~~**evaluating** a module of Open and distance learning
- **Developing a lesson plan best on concept attainment model.**

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MODE OF TRANSACTION: lecture cum discussion, workshop, seminar assignment ,presentation by students ,constructivism

Suggested Readings:

- Agrawal, J.C.: Essentials of Educational Technology – Teaching Learning Innovations in Education, Vikas Publishing House, New Delhi, 1996.
- Alberto, P.A. & Tontman, A.C. *Applied Behaviour Analysis for Teachers*. London: Merrill Publishing Co, 1986.
- Bhushan, S.: Educational Technology, Vinod Pustak Mandir, Agra, 1986.
- Chouhan, S.S.: Innovations in Teaching and Learning Practices, Vikas Publishing House, New Delhi, 1973.
- Chouhan, S.S.: Textbook of Programmed Instruction, Sterling Publication, New Delhi, 1982.
- Das, R.C. *Educational Technology: A Basic Text.* New Delhi: Sterling, 1992
- Dececoo, J. P. (1964). *Educational Technology: Readings in Programmed Instruction.* London: Holt, Renehart& Winston
- Rao. V. *Educational Technology*. Delhi: Himalayan Publishing House, 1991.
- Sampath, K. et al.: Introduction to Educational Technology, Sterling Publisher, New Delhi, 1981.
- Sharma, A.R.: Educational Technology, Loyal Book Depot, Meerut, 1982.
- Kocharan, Kieffer: Audio Visual Aids, Prentice Hall, New Delhi, 1966.
- Kulkarni, S.S.: Introduction to Educational Technology, Oxford and IBH, New Delhi, 1986.
- Joshi, A., & Passi, B.K.: Controlled Learning, National Psychological Corporation, Agra, 1998.
- Brown, J. W., Lewis, R. B. (1977). *Instructional Technology: Media and Methods.* New York: Mcraw Hill Book Company.
- Demareo, T. (1978). *Structured Analysis and System Design*. New York: Yurdon Press.
- Hawryszkiewyez, I. (1998). *Introduction to systems Analysis and Design (4th Ed.).* New Delhi: Prentice hall of India (Pvt.) Ltd.
- Mangal, S. K. (1988). *Fundamentals of Educational Technology (Essential of Teaching & Learning).* Ludhiana: Prakash Brothers

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COURSE S442: SECONDARY EDUCATION: UNDERSTANDING DISABILITIES

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6Hrs./wk**

To help the prospective teacher educators to:

- Acquire knowledge and understanding of Special education.
- To enable them to acquire knowledge and understanding about different areas of disability (Visual, Hearing & Orthopedically Impaired, mentally retarded).
- To acquaint them with the Government Policies, Legislatures &National Institutes related to the disabled.
- To acquaint them with Educational programmes, Equipments and Aids for education of the disabled.
- To acquaint them with the role of parents, peers and society in Rehabilitation of the disabled.

UNIT I. CHILDREN WITH ORTHOPAEDIC AND VISUAL IMPAIRMENT

- Concept
- Etiology
- Characteristics
- Prevention
- Educational programme
- Role of parents, school & society

UNIT II. CHILDREN WITH INTELLECTUAL IMPAIRMENT

- Concept
- Etiology
- Characteristics
- Prevention
- Educational programme
- Role of parents, school & society

UNIT III. CHILDREN WITH HEARING IMPAIRMENT

- Concept
- Etiology
- Characteristics
- Prevention
- Educational programme
- Role of parents, school & society

UNIT IV. LEARNING DISABLED CHILDREN

- Concept
- Etiology
- Characteristics
- Prevention
- Educational programme
- Role of parents, school & society

MODE OF TRANSACTION: Lecture, Discussion, power point presentations, field visits.

PRACTICUM

- Using the audiograms of children (three), identify the audiological needs of each
- Visit to the institute meant for intellectually impaired and submit a report on the educational interventions being followed in that institute.
- Prepare a draft in Braille on any topic.
- Deliver a small content in sign language
- construct a tool to identify learning disability (any one type)

Suggested reading:

Agrawal, J.C. **VisistaBalakhetuShiskhanAdhigamPrakriya**

Bhargava, M. ***Introduction to Exceptional Children, Their Nature and Educational Provisions***, New Delhi, Sterling Publishers, 1994

Bist, Abha Rani : ***Vishistha Balak***, Agra : Vinod Pustak Mandir.

Bruer, A.M. & Shea, M ***Teaching Exceptional Students in your Classroom,*** London, Allyn and Bacon, 1989

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Chauhan, S.S ***Education of Exceptional Children*,** New Delhi, Indus Publishing Company, 1989
Dash, M.: ***Education of Exceptional Children***, New Delhi: Atlantic Publishers and Distributors, 5300.
Dubey, M.N. ***Gifted and Talented Education,*** New Delhi, Mittal Publication, 5305
Cruick Shank M.M. and Johnson (eds) ***Education of Exceptional Children and Youth,*** London, McGraw Hill, 1975
Farwel, M. ***Special Education Needs*** Paul Chapman Publishing- Sage Publication 5304
Gallagher J.J. ***Teaching the Gifted Child (2nd edition***.), Boston, Allyn& Bacon, 1975
Gupta P.K. ***Education for Creativity*** Cosmo publication, New Delhi 5304
Heck, A.O. ***The Education of the Exceptional Children,*** New York, McGraw Hill, 1953
Kirk, S. &Gallalagher***Education of the Exceptional Children,*** New Delhi, Oxford IBH, 1979
Kundu, C.L. (Editor in Chief): ***Status of Disability in India 5300***, New Delhi: Rehabilitation Council of India.
Martens, D.M. &Melaughliu, J.A. ***Research and Evaluation, Methods in Special in Special Education*** Corwin Press, Sage Publication 5305
Mishra, R.C. ***Guidance &Counselling (2 Vols)*** Eastern Book House, Guwahati, 5305
Panda, K.C.: ***Education of Exceptional Children***, New Delhi: Vikas Publishing House Pvt. Ltd., 1997
Parker, B.N. ***Discovering programs for Talent Development*** Corwin Press, Sage Publication, New Delhi 5303
Perter, L. ***Educating Young Children with Special Needs,*** New Delhi, Sage Publication, 5302
Porter, L ***Educating Young Children with Special needs,*** Paul Chapman Publishing), New Delhi, Sage Publications 5303
Reddy, G.L. ***Mental Retardation, Education and Rehabilitation,*** New Delhi, DPH Publication, 5304
Sarsani, M.R ***Creativity in Education, New Delhi, Sarup Publication, 5305***
Sharma, R.A. ***VisistaBalak****, R.Lall, Meerut*
Shelton, C.F ***The Exceptional Teachers Handbook,*** New Delhi, Cowries Press, Sage Publication, 5300
Smith, D. ***Working with Gifted and Talented Pupils in the SecondarySchools,*** Paul Chapman Publishing, Sage publication, 5305
Sukumaran, P.S. ***Parental Involvement in the Education of Mentally Challenged Children***, Ekta Book Distributor, Catalogue New Delhi 5300
Torrance & Myers ***Creative Learning and Teaching, New York, Dodd Mead Publications, 1950***
Torrance,E. P. ***Guiding Creative Talent, New Delhi, Prentice Hall, 1950***
Venkataiah***Special Education*** Ekta Book Distributor, Catalogue New Delhi 5305
Wall, K. ***Special Needs and Early Years-A Practioners Guide,*** New Delhi, Paul Chapman Publishing, 5303
Wards, V.S. ***Educating the Gifted, Ohio, Merrill Book Company, 1961***
Wehman, P. &Melaughlin, P.T. ***Programme Development in Special Education*,** New Delhi, McGraw Hill Publishers, 1981
Yesseldyke, E. James, Bob Algozzine, ***Special Education – A Practical Approach for Teachers***, New Delhi: Kanishka Publishers, Distributors

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COURSE S443: SECONDARY EDUCATION: GUIDANCE IN EDUCATIONAL INSTITUTES

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6Hrs./wk**

To help the prospective teacher educators to:

- understand the Basic principles and procedures of Guidance Program.
- understand the Guidance in Educational Institutes.
- understand the Guidance Activities- Possibilities and Problems.
- understand the Guidance for Special Learner

UNIT - I: BASIC PRINCIPLES AND PROCEDURES OF GUIDANCE ~~PROGRAM~~PROGRAMME:

- Principles of organization and Administration of Guidance ~~Program~~Programmme
- Basic organizational pattern of Guidance.
- Administration of Guidance ~~Program~~Programme.

UNIT - II: GUIDANCE IN EDUCATIONAL INSTITUTES

- ~~The~~ Beginning of Guidance in Indian Educational Institutions.
- Guidance in secondary schools- Characteristics of students in secondary level.
- ~~Guidance needs~~Needs of guidance among students.
- ~~Goal and purpose~~Purposes of Guidance at secondary Level.

UNIT - III: GUIDANCE ACTIVITIES- POSSIBILITIES AND PROBLEMS:

- Guidance activities as career days, career conference, ~~Field~~field trip and group discussion
- Evaluation and research in Guidance.
- ~~Problems~~Barriers of Guidance in India

UNIT - IV: GUIDANCE FOR SPECIAL LEARNER:

- Guiding Physically Challenged Students.
- Guiding Mentally Retarded and Slow Learner.
- Guiding ~~gifted~~Gifted students.
- Guiding Creative Students.

PRACTICUM

- ~~Guiding of~~ Organising a career conference for secondary school students
- Understanding a Guidance programme for any one special learner ~~and submitting a report~~

Suggsted reading

•Chauhan, S.S. (1982). Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.
•Crow & Crow (1994). Introduction to Guidance, Uresin Publication House Private Ltd., New Delhi.
•Donald,E, Super (1965). Counseling in the Secondary School, Harper, New Delhi.
•Kothar, S. K. (1983). Guidance & Counseling in College and Universities, Starling Publisher Green Park, New Delhi.
•Jaiswal, S. R. (1987). NirdeshanevamParamarsh, VinodPustakMandir, Agra.
•Verma & Upadhay, (1967). ShaikshikevamVyavshaikNirdeshan, VinodPustakMandir, Agra.
•Oberai, S. C. (5302). Educational; & Vocational Guidance & Counseling, Loyal Book Depot. Meerut.
•Dave Indu, 1983, The basic essentials of counselling, sterling publishers Pvt. Ltd., New Delhi.
•Johnson, F. Walter, 1963, Testing in Guidace and Counselling, Mc.Graw Hill Book Co.Inc. New York.
•Ohl Sen, Merle M, 1970 , Group counselling : Holt, Renehart Winston, New York.
•Johnson F.Walter, 1965, Theories of Counselling, Mc-Graw Hill Book Co., New York

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COURSE S451: SECONDARY EDUCATION: USES & ISSUES IN EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6Hrs./wk**

To help the prospective teacher educators to:

-understand the concept of ~~ODL~~open learning system
-understand ~~and overcome the issues of educational technology~~
~~- work safely and maintain privacy in their work~~
~~- face the~~various challenges of educational technology in classroom
~~- monitor and evaluate the computer work~~
~~- handle the innovative~~- help students work safely in online learning environment and develop accountability
- be acquainted with recent developments India for integrating ICT in school Education
- develop competency in working with technology enhanced learning platforms

UNIT I: OPEN ~~AND DISTANCE LEARNING AND MASS MEDIA~~EDUCATION

- ~~Meaning and concept of Correspondence Education , Distance Education and Open Learning~~
- ~~Organizational structure of Correspondence Education ,Distance Education ,Open learning~~
- Open education: concept of openness & various forms,
- Concepts of correspondence education and distance education
- Role of ~~Correspondence Education ,Distance Education ,~~Open learning in India with special reference to schools
- Role of mass media in ~~Correspondence Education ,Distance Education and~~ Open learning
- Problems and issues in Open ~~and Distance~~ Learning System in India

UNIT II: ~~ISSUES AND~~TECHNOLOGY ENHANCED LEARNING ENVIRONMENTS

- Learners' role redefined; issues of security and privacy; accountability issues: Plagiarism and its reasons, educational implications
- Open educational resources
- Online educational platforms : MOOCs—concept, requirement, basic understanding of the working process

UNIT III : RECENT DEVELOPMENTS IN ICT & EDUCATION

- Multimedia Packages
- E-PATHSHALA
- National Knowledge Network
- ICT@Schools: concept, Dimensions, outline of students curriculum for ICT, financing and implementation issues

UNIT IV: CHALLENGES ~~IN EDUCATIONAL~~OF TECHNOLOGY IN EDUCATION

- ~~Reality Vs~~ Access and availability
- ~~Ethical issues, Privacy, Plagiarism ,Spam, Security~~
- ~~Accountability and the Standards Movement~~
- Anti-technology Sentiments
- ~~Professional development of teacher & students and Capacity building~~
- ~~Monitoring and evaluation~~
- ~~Financing~~
- ~~MOOC (Massive Open Online Course)~~
- -Failure to use Technology in Education

~~**UNIT III: RESEARCH IN EDUCATIONAL TECHNOLOGY**~~

- ~~Role of technology in educational research~~
- ~~Trends of research in educational technology : Teaching learning, evaluation, examination, use of ICT/computer, teacher effectiveness, distance education~~
- ~~New trends of educational technology in educational research~~

~~**UNIT IV : INNOVATIONS IN EDUCATIONAL TECHNOLOGY**~~

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- ~~Virtual classroom~~
- ~~Smart classroom~~
- ~~Use of Multimedia Packages~~
- ~~E-learning~~
- ~~National Knowledge Network~~
- **Professional development of teachers in ICT: need and areas of competency as per national policy**

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Power-point presentation on any topic
- ~~Formatting of Document~~
- **Preparing e-content**
- **Working with MOODLE platform**
- **Project/presentation on Open educational resources of India and the World**
- Analysis of the different application software packages referring to their use in education.
- Preparation of a project report by using various application software packages and its critical appraisal

MODE OF TRANSACTION: lecture cum discussion, workshop, seminar assignment, presentation by students, ~~constructivism,~~ laboratory **& practice**

Suggested Readings:

Adam, D.M. *Computers and Teacher Training: A Practical guide,* The Haworth Pren, Inc., N.Y., 1995.
Bose, K Sanjay. Hardware and Software of Personal Computer, 2005.
Conrad, Kerri. Instructional Design for Web – Based Training HRD Press, 2001.
Flynn, Meredith and Rutkosky, Nita: Advanced Microsoft Office 2000. New Delhi: Publications, 2000.
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Hillman, David: Multimedia Technology and Applications. New York: Delmar Publishers, 1998.
Horton, W. Designing web-based Training, John Wiley & Sons, 2001.
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Minasi, Mark; Christiansen, Eric & Shapar, Kristina: Expert Guide to Windows 98. San Francisco: Sybex, 1998.
Nagpal, D.P.: Computer Course. New Delhi: Wheeler Publishing, 2001.
Oberlin, S.K.; Kervran, P. & Cox, J.: A Quick Course in Windows 3.1. Delhi: Jaico Publishing House, 1993.
Rajaraman, V.: Fundamentals of Computers. New Delhi: Prentice Hall of India Pvt. Ltd., 1997.
Rathbone, Andy; Windows for Dummies. Delhi: Pustak Mahal, 1993.
Ray,John: Special Edition Using Microsoft TCP/IP New Delhi: Prentice Hall of India Pvt. Ltd., 1997.
Rosenberg, M.J. e-learning New York: McGraw Hill. 2001.
Sanders, Donald H.: Computers Today. New York: McGraw hill Book Co., 1988.
Sansanwal, D.N.: Information Technology in Higher Education. University News, Vol. 38, No.46, 2000, pp 1-6.
Sansanwal D.N. & Suri, S.: Computers in Psychological Testing. Journal of Education and Psychology, Vol. 53, Nos. 1-2-3, 1996.
British Library and the Joint Information Systems Committee (2008). Information Behaviour of the Researcher of the Future. At http://www.jisc.ac.uk/media/documents/programmes/reppres/gg_final_keynote11012008.pdf
Horrigan, J. B. (2006). Home Broadband Adoption 2006. Pew Internet and American Life Project: http://www.pewinternet.org/PPF/r/184/report_display.asp
Kleiner, A. & Lewis, L. (2003). "Internet Access in U.S. Public Schools and Classrooms: 1994–2002." National Center for Education Statistics. http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004011
Toolkit for bridging the digital divide in your community. U.S. Department of Education, Office of Educational Technology.http://www.ed.gov/Technology/tool_kit.html
U.S. Copyright Office. http://www.copyright.gov/(particularly circular 21, "Reproductions of Copyrighted Works by Educators and Librarians."http://www.copyright.gov/circs/circ21.pdf

RELATED WEBSITES

Copyright
Teaching Copyright to Students http://www.teachingcopyright.org/

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The United States Copyright Office http://www.copyright.gov/
The Copyright Clearance Center. This is where you can go to get permission to reproduce copyrighted works. http://www.copyright.com/
Privacy
The Children's Online Privacy Protection Act http://www.ftc.gov/ogc/coppa1.htm
Teacher's resource for privacy issues http://www.ftc.gov/kidsprivacy/teachers.htm
Plagiarism
Plagiarism resource http://www.georgetown.edu/honor/plagiarism.html
Digital Divide
The National Center for Education Statistics. You can search for the current data about technology in schools and related demographics. http://www.nces.ed.gov/
Computers for Learning government website http://www.computers.fed.gov/Public/home.asp
PBS series on the digital divide with teacher brochures and resources http://www.pbs.org/digitaldivide/learning.html
Acceptable Use Policies
Acceptable Use Policies ~~http://www-ed.fnal.gov/lincon/issue_aup.shtml~~http://www-ed.fnal.gov/lincon/issue_aup.shtml

http://ictschools.gov.in/

http://nroer.gov.in/home/

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COURSE S452 : SECONDARY EDUCATION: DEVELOPING INCLUSIVE LEARNING ENVIRONMENT

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6Hrs./wk**

To help the prospective teacher educators to:

-develop the principles, approaches & best practices associated with inclusive education

-develop the ability to identify barriers of inclusion ensuring physical, academic and social access with the help of teachers & technology

-develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings and working in teams to promote inclusion.

-develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.

-develop the ability of collaboration, managing conflict, mentoring and coaching

UNIT I: PERSPECTIVES IN INCLUSIVE EDUCATION

- principles of inclusive education
- approaches to disability and delivery models
- key debates in special and inclusive education
- research evidence on efficacy and best practices associated with inclusive education

UNIT II: BUILDING INCLUSIVE SCHOOLS

- identifying barriers to inclusion- attitudinal, systemic and structural
- ensuring physical, academic and social access
- leadership and teachers as change agents
- assistive technology

UNIT III: COLLABORATIONS

- models of collaboration
- working with parents
- managing conflict
- co-teaching
- mentoring and coaching

UNIT IV: HUMAN RIGHT-BASED APPROACH AND DISABILITY

- Human Rights-Based Approach: Concept
- Principles of Human Rights-Based Approach
  - Equality and Non-Discrimination
  - Universality & Inalienability
  - Participation and Inclusion
  - Accountability and Rule of Law
- Elements of Human Rights System
  - Legal Framework
  - Institutions
  - Development Policies & Programs
  - Public Awareness
  - Civil Society
- Implications for Disability
  - Empowerment
  - Enforceability
  - Indivisibility
  - Participation

MODE OF TRANSACTION:

Lecture, Discussion, power point presentations, field visits

PRACTICUM

- conduct a gender analysis of a selected disability act/policy
- design a poster on inclusive education
- visit special schools of any two disabilities & an inclusive school and write observation report highlighting pedagogy / environment of the school .
- identify barriers in learning in an inclusive school of your city.

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Suggested Reading:

- Agrawal, J.C. **VisistaBalakhetuShiskhanAdhigamPrakriya**
- Bhargava, M. ***Introduction to Exceptional Children, Their Nature and Educational Provisions*****,** New Delhi, Sterling Publishers, 1994
- Bist, Abha Rani : ***Vishistha Balak***, Agra : Vinod Pustak Mandir.
- Bruer, A.M. & Shea, M ***Teaching Exceptional Students in your Classroom,*** London, Allyn and Bacon, 1989
- Chauhan, S.S ***Education of Exceptional Children*****,** New Delhi, Indus Publishing Company, 1989
- Dash, M.: ***Education of Exceptional Children***, New Delhi: Atlantic Publishers and Distributors, 5300.
- Dubey, M.N. ***Gifted and Talented Education,*** New Delhi, Mittal Publication, 5305
- Cruick Shank M.M. and Johnson (eds) ***Education of Exceptional Children and Youth,*** London, McGraw Hill, 1975
- Farwel, M. ***Special Education Needs*** Paul Chapman Publishing- Sage Publication
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- Gupta P.K. ***Education for Creativity*** Cosmo publication, New Delhi 5304
- Heck, A.O. ***The Education of the Exceptional Children,*** New York, McGraw Hill, 1953
- Kirk, S. &Gallalagher***Education of the Exceptional Children,*** New Delhi, Oxford IBH, 1979
- Kundu, C.L. (Editor in Chief): ***Status of Disability in India 5300***, New Delhi: Rehabilitation Council of India.
- Martens, D.M. &Melaughliu, J.A. ***Research and Evaluation, Methods in Special in Special Education*** Corwin Press, Sage Publication 5305
- Mishra, R.C. ***Guidance &Counselling (2 Vols)*** Eastern Book House, Guwahati,
- Panda, K.C.: ***Education of Exceptional Children***, New Delhi: Vikas Publishing House Pvt. Ltd., 1997
- Parker, B.N. ***Discovering programs for Talent Development*** Corwin Press, Sage Publication, New Delhi
- Perter, L. ***Educating Young Children with Special Needs,*** New Delhi, Sage Publication, 5302
- Porter, L ***Educating Young Children with Special needs,*** Paul Chapman Publishing), New Delhi, Sage Publications
- Reddy, G.L. ***Mental Retardation, Education and Rehabilitation,*** New Delhi, DPH Publication, 5304
- Sarsani, M.R ***Creativity in Education, New Delhi, Sarup Publication, 5305***
- *Sharma, R.A.* ***VisistaBalak****, R.Lall, Meerut*
- Shelton, C.F ***The Exceptional Teachers Handbook,*** New Delhi, Cowries Press, Sage Publication, 5300
- Smith, D. ***Working with Gifted and Talented Pupils in the SecondarySchools,*** Paul Chapman Publishing, Sage publication, 5305
- Sukumaran, P.S. ***Parental Involvement in the Education of Mentally Challenged Children***, Ekta Book Distributor, Catalogue New Delhi 5300
- Torrance & Myers ***Creative Learning and Teaching, New York, Dodd Mead Publications, 1950***
- Torrance,E. P. ***Guiding Creative Talent, New Delhi, Prentice Hall, 1950***
- Venkataiah***Special Education*** Ekta Book Distributor, Catalogue New Delhi
- Wall, K. ***Special Needs and Early Years-A Practioners Guide,*** New Delhi, Paul Chapman Publishing,
- Wards, V.S. ***Educating the Gifted, Ohio, Merrill Book Company, 1961***
- Wehman, P. &Melaughlin, P.T. ***Programme Development in Special Education*****,** New Delhi, McGraw Hill Publishers, 1981
- Yesseldyke, E. James, Bob Algozzine, ***Special Education – A Practical Approach for Teachers***, New Delhi: Kanishka Publishers, Distributors

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COURSE S453: SECONDARY EDUCATION: UNDERSTANDING THE COUNSELLING SERVICE

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6Hrs./wk**

To help the prospective teacher educators to:

- understand the Appraisal in Guidance and Counseling.
- understand the. Approaches and Models of Counseling
- understand the individual and group counseling

UNIT - I: APPRAISAL IN GUIDANCE AND ~~COUNSELING~~COUNSELLING.

- Meaning and nature of appraisal.
- Need for appraisal in guidance and ~~counseling~~counselling.
- Place of appraisal in guidance and ~~counseling~~counselling.
- Techniques of diagnosis: (standardized and non-standardized)
- Set-ups for counselling

UNIT - II: APPROACHES AND MODELS OF ~~COUNSELING~~COUNSELLING:

- Approaches - Development, Psychoanalytic, Disease and ~~Counselor~~Counsellor control.
- Models - Directive, Non-directive, Case study.

UNIT - III: INDIVIDUAL ~~COUNSELING~~COUNSELLING:

- Concept of individual counseling.
- ~~Counseling~~Counselling Interview- interview procedure.
- ~~Counseling~~Counselling-process, condition for ~~counseling~~counselling relationship, dimensions of ~~counseling~~counselling process (internal & external, feeling vs. the content, the self and the self disclosure).

UNIT - IV: GROUP COUNSELING ~~IN GROUP~~

- Concept of Group ~~counseling~~counselling
- Need for Group ~~Counseling~~Counselling
- Dynamics of Group ~~Counseling~~Counselling
  - Structure
  - Communication
  - Preparation
- Process of Group ~~Counseling~~Counselling
- Limitation of Group ~~Counseling~~Counselling

PRACTICUM

~~Counseling~~Undertaking a counselling of ~~one~~an individual case and ~~submitting a report~~reporting Identifying the counsellors for individual case

Suggested reading:

•Chauhan, S.S. (1982). Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.
•Crow & Crow (1994). Introduction to Guidance, Uresin Publication House Private Ltd., New Delhi.
•Donald,E, Super (1965). Counseling in the Secondary School, Harper, New Delhi.
•Kothar, S. K. (1983). Guidance & Counseling in College and Universities, Starling Publisher Green Park, New Delhi.
•Jaiswal, S. R. (1987). NirdeshanevamParamarsh, VinodPustakMandir, Agra.
•Verma&Upadhay, (1967). ShaikshikevamVyavshaikNirdeshan, VinodPustakMandir, Agra.
•Oberai, S. C. (5302). Educational; & Vocational Guidance & Counseling, Loyal Book Depot. Meerut.
Dave Indu, 1983, The basic essentials of counselling, sterling publishers Pvt. Ltd., New Delhi.
Johnson, F. Walter, 1963, Testing in Guidace and Counselling, Mc.Graw Hill Book Co.Inc. New York.
Ohl Sen, Merle M, 1970 , Group counselling : Holt, Renehart Winston, New York.
Johnson F.Walter, 1965, Theories of Counselling, Mc-Graw Hill Book Co., New York

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COURSE F48: DISSERTATION: DATA COLLECTION, ANALYSIS & REPORT WRITING

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6Hrs./wk**

To help the prospective teacher educators to:

Be able to manage data collection from real sample situation

Be able to identify suitable process of data analysis and conduct them

Be able to report the study in formal and academically acceptable format.

Be able to defend the research in appropriate forum

On the basis of the rationale developed and scheme of study designed in the previous semesters, the prospective teachers are expected to go for the data collection from the selected sample. They have to produce records of their presence in the institutions visited for the process. The data collected may be analysed and concluded appropriately. The final dissertation is expected to be reported in appropriate format as delineated by the department.

The evaluation will be based on the performance of the student in the open seminar presentation for research defense and/or viva voce examination ~~as decided by the department.~~**conducted/done through a three members committee (External Examiner/ referee, Head of the Department and concerned supervisor)/or as decided by the department. Each dissertation shall be examined by an external /examiner/referee/expert appointed by the Hon'ble Vice.** Internal evaluation of the students' performance in ensuring original efforts in data collection, in suitable analysis and most importantly in reporting the study will also be given due weight.

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COURSE P35 : SOCIOLOGICAL PERSPECTIVES OF EDUCATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teacher:

-To understand the reason of Sociology
-To develop competency Society teaching among them self.
-To understand the process of different types of Society and Culture
-To understand the process Modernization
-To understand Social Pattern in Education of Society

UNIT- I- SOCIOLOGY OF EDUCATION

- Origin and Development of Sociology of Education
- Nature and Scope of Sociology of Education
- Methods of Study in Sociology of Education

UNIT- II- EDUCATION AND SOCIAL SYSTEM

- Social System: Concept and Element of Social System
- Education as a Social subsystem
- Role of Family, Community, Economy, Political system and religion as a social subsystem
- Education of the socially and economically disadvantaged section of society with special reference to Scheduled caste, Scheduled tribe, Women and rural population.

UNIT- III- EDUCATION AND CULTURE

- Culture: Functional characteristics, Cross cultural transmission
- Characteristics of Indian Culture
- ~~Role of Education in the process of assimilation of Indian tradition and development of new cultural pattern~~
- Urbanization and social mobility

UNIT- IV- EDUCATION SOCIAL CONTROL, SOCIAL CHANGE AND MODERNIZATION

- Social Control: Nature, Agencies and Role of Education in Social Control.
- Social Change: Concept of Social change and modernization, factors promoting social change and modernization in India.
- Constraints on Social Change and Modernization in India.
- Social Stratification, Social equity and equalization of educational opportunities.

PRACTICUM:

1- **Sociometric analysis ~~of their class.~~**
2- **Preparation of ~~evaluation sheet~~tools for socio-economic status.**
3- **~~Understanding of Cultural~~Assessing cultural diversity ~~and report~~**
4- **Students will be preparing an assignment on the above mentioned issues and make a presentation**

Suggested Readings

Cook, L.A. & E.F. Cook	A Sociological Approach to Education
Rugg& Wither	Social Foundation of Education
Ashley, B.S. et al.	An Introduction of the sociology of Education
Musgrave, P.W	The Sociology of Education
Merrill, F.E.	Society and Culture
Brown, FJ.	Education Sociology
Morrish, Ivor	The Sociology of Education- An Introduction
Ruhela, S.P. & K.S. Vyas	Sociological Foundation of Education in Contemporary India
Brenback, Cole. S.	Sociological Foundation of Education
Prelins, A.P. &Parelins R.J.	The Sociology of Education
Stalcup, R.J.	Sociology and Education
Ottaway, A.K.C.	Education and Society
Mishra, U.	ShikshaKaSamajshastra
Arkara Jacob	Education in Sociological perspective, Rawat Publication, New Delhi.
Blackledge, D. & Hunt, Barry	Sociological Interpretations of Education, London, Groom Helm.
Chanda S.S. & Sharma R.K.	Sociology of Education, New Delhi, Atlantic publishers,
Chandra S.S.	Sociology of Education, Guwahati, Eastern Book House,

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Cook L.A. & Cook, E.	Sociological Approach to education, New york, McGraw Hill,1950.
Dewey,J.	Democracy and Education: An Introduction into philosophy of Education, Newyork, The free press.
Durkheim, E.	Education and Sociology, New York, the free press.
Hemlata, T.	Sociological Foundations of Education, New Delhi, Kanishka Publishers.
Jayaram,	Sociology of Education, New Delhi, Rawat, 1990.
Luther, M.N.	Values and Ethics in School Education, New Delhi, Tata McGraw Hill.
Pandey R.S.	Development of Indian System of Education VinodPustakMandir: Agra.
Shah BV & Shah KV	Sociology of Education, Rawat Publications Jaipur.
Shukla, S & K. Kumar	Sociological perspective in Education, New Delhi, Chanakya Publication.

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COURSE P36: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teacher educators to:

-understand and analyze the policies of teacher education
-understand and analyze the role and functions of teacher education organization/agencies
-Appreciate the role and functions of teacher education organization/agencies
-understand the structure and management of teacher education
-Understand the importance of universalisation of secondary education
-identify the various areas of research in teacher education
-identify the trends of research in teacher education
-identify and reflect on the problems and issues of teacher education
- analyse the role of agencies in quality assurance

UNIT I: POLICIES ON TEACHER EDUCATION AND TEACHER DEVELOPMENT

- National policy on Teacher Education: Concern and vision
- Teacher Expertise – Berliner's stages of development of a teacher
- Approaches to teacher development: Self directed development, cooperative development and change-oriented staff development

UNIT II: ORGANIZATION AND AGENCIES OF TEACHER EDUCATION

- Organization and agencies of teacher education: Roles, Functions and Networking of –
  - DIET
  - CTE
  - IASE
  - SCERT
  -NCERT
  -NUEPA

UNIT III: STRUCTURE, MANAGEMENT AND QUALITY OF TEACHER EDUCATION

- Structure of teacher education system in India: Its merits and demerits
- Management of teacher education – Planning and designing, Executing instruction, Monitoring the programme and Management of demand and supply
- NAAC & ~~their~~its criteria for quality assessment of Higher Education Institutions
- Criteria of quality assurance in context of Internal Quality Assurance Cell (IQAC)

UNIT IV: RESEARCH IN TEACHER EDUCATION

- Research in teacher education: Concept, Areas/Scope
- Problems of research in teacher education
- Trends of research: ~~Past~~Earlier trends, Emerging trend, areas and variable of research in teacher education

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical analysis of national policies of teacher education
- Critical analysis of role of various teacher education agencies/organization
- ~~Visit to~~Visiting teacher education ~~organizations~~institutes like DIET, CTE, IASE etc., and preparing report on it
- ~~Identify~~Identifying and ~~reflect~~reflecting on present problems and issues of teacher education and presenting in seminar form
- Writing a conceptual paper on present problems and issues of teacher education
- ~~Analyze~~Review the ~~survey~~surveys of education at research and ~~preparing~~prepare trend report ~~on trends of research in teacher education~~
- Reflecting on recommendation of NCFTE 2009 and present practices in teacher education programme
- Preparing presentation on the role and functions of NCERT and NUEPA

Suggested Readings:

Ali, L. (2012). *Teacher Education*. New Delhi: APH Publishing Corporation

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Bose, K., and Shrivastava, R.C. (1973). Theory and Practice Teacher Education in India, Allahabad: Chug publication
Chatterji and Desuja, A.(1959). Training for Teacher in India and England. New Delhi: Orient Longman,.
Chaurasia, G.(1967). New Era in Teacher-Education. New Delhi: Sterling Publishers Pvt. Ltd.,
Dunkin, M. J. (Ed.) (1985). The International Encyclopedia of Teaching and Teacher Education. Oxford: Pergamon.
Gage, N. L. (Ed.) (1976). Handbook of Research on Teaching. Chicago: Rand McNally and Co.,
Gupta, A.K.: Teacher Education (1984). Curriculum and prospects. New Delhi: Sterling Publishing Private Ltd.
Jangira, N.K. (1978). An Experiment in Teacher Education and Teacher Effectiveness. Delhi: Frank Brothers and Co.
Mangala, S. (2002). Teacher Education-Trends and Strategies. New Delhi: Sage Publication
Miman, J. (Ed.)(1981). Handbook of Teacher Evaluation. London: Sage Publications.
Mohan, R. (2011). Teacher Education. New Delhi: PHI Learning Private Limited, 2011.
Mukerjee, S. N. (Ed.) (1968). Education of Teachers in India (Vol. I & II). Delhi: S. Chand and Co.
NCERT (2005). National Curriculum Framework. New Delhi: NCERT.
NCFTE (2009). National Curriculum Framework for Teacher Education: Towards Preparing professional and Humane Teacher, National Council of Teacher Education, New Delhi
NCTE (1998). Curriculum Framework for Teacher Education. New Delhi: NCTE, 1998.
NCTE (1998). Policy Perspectives in Teacher Education. New Delhi: NCTE.
Panigrahi, S.C., and Biswal, A. (2012) Teacher Education. New Delhi: APA Publishing Corporation
Rao, D. (2002) Teacher Education in India. New Delhi: Discovery Publishing House
Shukla, R. S. (1984). Emerging Trends in Teacher Education. New Delhi: Sterling,
Panda, B. N. and Tiwari, A. D. (1997). Teacher Education. New Delhi: APH Publishing Corporation.
Singh,L.C. (1997). Experimentation and Innovation in Schools: A Handbook. New Delhi: NCERT.
Singh, L. C.(1990). Teacher Education in India- A Resource Book. New Delhi: NCERT, 1990.
Smith, B. O. (1971). Research in Teacher Education: Symposium. New Jersey: Prentice Hall Inc.

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COURSE T33: INFORMATION AND COMMUNICATION TECHNOLOGY

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 |4 Hrs./wk**

To help the prospective teachers to:

-develop the understanding of Information and Communication Technology
-understand the use of internet in education
-use various application softwares like MSWord, Excel and Powerpoint
-understand the utility of e-learning, m-learning and social online media in education
--be able to understand the changing scenario of ICT through virtual classroom in teaching learning process

UNIT I: ICT AND EDUCATION

- Information and Communication Technology: Origin, Concept and importance
- Components of Modern ICT's: Input, Process, and Output devices
- Use of ICT: Use by Educational Managers/Administrators, teachers, students

UNIT II: MS OFFICE

- **MS Word:** Different Menus and ribbon: Home, Insert, Page Layout, References, Mailings and Review, Functions of Office button, Customize Quick Access Toolbar.
- **Power Point:** Different Menus and ribbons, making slides. Custom Slide Show.
- **MS-Excel:** Different Menus and ribbon, Charts and their Functions in the field of Education, Application of Function Library.

UNIT II: INTERNET AND EDUCATION

- Online Aspects: Online Surfing, Online Conferencing, Creation & Use of e-mail, Chat, Use of Search Engines , Use of Cloud Computing, Utility of Different Topologies in the field of Education
- Use of Internet in Education

UNIT IV: VIRTUAL CLASSROOM AND EDUCATION

- Virtual Classroom: concept, uses in schools and universities
- Modes of Virtual Classroom: Synchronous, Asynchronous & Self-paced instruction
- Virtual Classroom for teaching learning process; video conferencing
- Advantages of Virtual Classroom for teachers & students

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Workshop on E-learning
- ~~Prepare presentation~~Presentation on various theme of education using application software
- ~~Prepare a~~Preparation of data sheet containing various dimensions of students and using functions key
- Prepare a report/draft on 'Use of Virtual Classroom in teaching learning process: challenges and achievements' in any school~~/college/university~~
- ~~Prepare~~Preparing a Note/Draft on the Advantages of Social media in Education with reference to National and International context
- ~~Visit to schools using video conferencing for teaching learning~~
- ~~Visit~~Visiting to SCERT and participating on video conferencing programme
- ~~Arrange~~Organising a guest Lecture on ICT in Education via video conferencing

MODE OF TRANSACTION: Lecture, Demonstration, Participatory Approach, Assignment, Discussion and hands on experience

Suggested Readings:

Aggarwal, J. C. (2009). Essentials of Educational Technology- Innovations in Teaching-Learning. 2 nd Edition, Vikas Publishing House Pvt. Ltd., A-22, sector-4, Noida-01(UP).

Bhatnagar, A. (2007) Teaching of Computer Science, International Publishing House, Merrutt

Chandrakar, M. (2011)ICTin Education (Based on UNESCO ICT Initiative), Authors Pressa, New Delhi

Goel, H. (2008)Teaching of Computer Science, R.Lal Book Depot, Merrut

Mangal, S.K. & Mangal Uma (2012) Essentials of Educational Technology, PHI Learning Private Ltd, New Delhi.

Rajsekar, S. (2008) Computer Education, Neelkamal Publications, New Delhi

Talesra Hemlata, Marashdeh Wasef & Nagda M L (2003) Web-based Learning, Authorspress Global Network , E-35/103, Jawahar Park, Laxmi Nagar, Delhi.

Upadhaya, A. & Singh N. (2008) Computer Shiksha, Agrawal Publications, Agra.

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COURSE S331: SECONDARY EDUCATION: UNDERSTANDING EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teacher educators to:

- Understand the concept of educational technology
- Categories the subject according to the form of ET
- Mediate between content and resources of presentation.
- Evaluate the learner's performance in terms of achieving educational objectives.
- Will be able to maintained the standard of education but also improved the ways of teaching by giving teaching aids and programmed instructional material
- Explain the meaning and nature of educational technology
- Differentiate various approaches of educational technology
- Evaluate software and hard ware resources appropriate for teaching in range of curriculum areas
- Display an understanding of the nature and purpose of education al technology.

UNIT I: HISTORY AND CONCEPT OF EDUCATIONAL TECHNOLOGY

- Origin and development of educational technology
- Meaning, Scope, and role of Educational Technology
- Need and importance of Educational Technology
- Concept of technology in education and technology of education

UNIT II: APPROACHES AND FORMS TO EDUCATIONAL TECHNOLOGY

- Concept and role of Hardware Software & System Approach Approach
- Forms of Educational technology: Teaching Technology - Meaning, definition and concept
- Need and importance of Teaching Technology in Education

UNIT III: INSTRUCTIONAL TECHNOLOGY

- Meaning and concept of Instructional Technology
- Need, importance and writing of Instructional Objectives
- Uses of Instructional Technology for Education

UNIT IV: BEHAVIOUR TECHNOLOGY

- Meaning, definition and concept of Behaviour Technology
- Technology and change in behaviour
- Shaping of Behaviour
- Need and importance of Behavioural Technology in Education

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical evaluation of use of hardware and software in school (Based on Field Visit)
- Writing instructional objectives ~~in specific~~
- Critical observation of teaching skills of your ~~subjective~~ subject (teaching)area
- ~~Listing~~Analysis of ~~use~~video lesson /models of ~~technology in your institution~~ CIET/SCERT/IGNOU

MODE OF TRANSACTION: lecture cum discussion, workshop, seminar assignment, presentation by students, constructivism approach

Suggested Readings:

Agrawal, J.C.: Essentials of Educational Technology – Teaching Learning Innovations in Education, Vikas Publishing House, New Delhi, 1996.
Alberto, P.A. & Tontman, A.C. *Applied Behavior Analysis for Teachers*
Mangal S. K. *Teaching of science*, New Delhi:
Bhushan, S.: Educational Technology, Vinod Pustak Mandir, Agra, 1986
Passi, B. K., Goel, D. R. and Jaiswal, K. (1992). *Educational Television.* Agra: National Psychological Corporation
Chouhan, S.S. (1973.): Innovations in Teaching and Learning Practices, Vikas Publishing House, New Delhi,
Das, R.C. *Educational Technology: A Basic Text.* New Delhi: Sterling, 1992
Dececco. J.P. *Educational Technology*, New York: HRW, 1964.
Joshi, A., & Passi, B.K.: Controlled Learning, National Psychological Corporation, Agra, 1998.
Mangal, S. K. (1988). *Fundamentals of Educational Technology (Essential of Teaching & Learning).* Ludhiana: Prakash Brothers
Rao. V. *Educational Technology*. Delhi: Himalayan Publishing House, 1991.
Sampath, K. et al.: Introduction to Educational Technology, Sterling Publisher, New Delhi, 1981.

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COURSE S332: SECONDARY EDUCATION: INTRODUCTION TO INCLUSIVE EDUCATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To enable the teacher educators -

- To acquire knowledge and understanding of Inclusive education.
- To acquire knowledge and understanding about different areas of disability (Visual, Hearing & Orthopedically Impaired, mentally retarded).
- To acquire knowledge and understanding about different policies and constitutional provisions for children with diverse needs.
- To acquaint them with the Government Policies, Legislatures &National Institutes related to the disabled.
- To acquaint them with Educational programmes, Equipments and Aids for education of the disabled.

UNIT I. INTRODUCTION TO BASIC CONCEPTS OF INCLUSIVE EDUCATION

- Concept of Children with diverse/special needs
- Impairment, disability and handicap
- Concept, need & objectives of Special/inclusive Education
- segregated, integrated and inclusive education
- Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability,

UNIT II. HISTORICAL DEVELOPMENT OF INCLUSIVE EDUCATION

- National institutes related to disabilities
- landmark contribution in special/inclusive education
- Historical and legal development of special/inclusive education with special reference to Indian context

UNITIII: LEGAL AND POLICY PERSPECTIVES

- Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006;
- Constitutional Provisions; the Persons with Disabilities Act, 1995 (PWD Act); the Rehabilitation Council of India Act, 1992 (RCI Act); and the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009.

UNIT IV: INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL

- School's readiness for addressing learner's difficulties.
- Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.
- Classroom management and organisation.
- Responding to special needs by developing strategies for content, curricular adaptations, lesson planning and TLM.
- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, reflective teaching, multisensory teaching, etc.
- Supportive services required for meeting special needs in the classroom — special/ resource teacher, speech therapist, physiotherapist, occupational therapist, and counselor. Development and application of learner -friendly evaluation procedures; Different provisions for examination by CBSE and the board in their State.

MODE OF TRANSACTION: Lecture, Discussion, power point presentations, field visits

PRACTICUM

- To prepare a report on the facilities present in any one special school and in an inclusive setting school of your city.
- To develop teaching learning material to teach any one type of differently able child.
- To prepare a report on the implementation of different policies related to inclusive education in an inclusive school.

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Suggested readings:

Agrawal, J.C. **VisistaBalakhetuShikshanAdhigamPrakriya**

Bender, W.N. ***Learning Disability,*** Allyn & Bacon, Simon and Schuster, 1995, Boston London

Berdine, W.H & Blackhurst A.E.(eds). ***An Introduction to Special Education***, Harpers Collins Publishers, Boston 1980.

Bhargava, M. ***Introduction to Exceptional Children, Their Nature and Educational Provisions*****,** New Delhi, Sterling Publishers, 1994

Bist, Abha Rani : ***Vishistha Balak***, Agra : Vinod Pustak Mandir.

Bruer, A.M. & Shea, M ***Teaching Exceptional Students in your Classroom,*** London, Allyn and Bacon,

Chauhan, S.S ***Education of Exceptional Children*****,** New Delhi, Indus Publishing Company, 1989

Cruick Shank M.M. and Johnson (eds) ***Education of Exceptional Children and Youth,*** London, McGraw Hill, 1975

Dash, M.: ***Education of Exceptional Children***, New Delhi: Atlantic Publishers and Distributors, 5300.

Dubey, M.N. ***Gifted and Talented Education,*** New Delhi, Mittal Publication, 5305

Dunn., L & Bay, D.M (ed.): ***Exceptional Children in the Schools***, New York : Holt, Rinehart, nston.

Farwel, M. ***Special Education Needs*** Paul Chapman Publishing- Sage Publication 5304

Gallagher J.J. ***Teaching the Gifted Child (2nd edition***.), Boston, Allyn& Bacon, 1975

Gupta P.K. ***Education for Creativity*** Cosmo publication, New Delhi 5304

Hallahar, D.P & Kauffman, J.M., ***Exceptional Children: Introduction to Special Education,*** Allyn & Bacon, Massachusetts, 1991

Heck, A.O. ***The Education of the Exceptional Children,*** New York, McGraw Hill, 1953

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Porter, L ***Educating Young Children with Special needs,*** Paul Chapman Publishing), New Delhi, Sage Publications 5303

Reddy, G.L. ***Mental Retardation, Education and Rehabilitation,*** New Delhi, DPH Publication, 5304

Sarsani, M.R ***Creativity in Education, New Delhi, Sarup Publication, 5305***

Shanker, Udey: ***Exceptional Children***, Jullundur: Sterling Publications.

Shelton, C.F ***The Exceptional Teachers Handbook,*** New Delhi, Cowries Press, Sage Publication, 5300

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Smith, D. ***Working with Gifted and Talented Pupils in the SecondarySchools,*** Paul Chapman Publishing, Sage publication, 5305

Strange, Ruth ***: Exceptional Children & Youth*** J.J. : Prentice Hall..

Sukumaran, P.S. ***Parental Involvement in the Education of Mentally Challenged Children***, Ekta Book Distributor, Catalogue New Delhi 5300

Torrance & Myers ***Creative Learning and Teaching, New York, Dodd Mead Publications, 1950***

Torrance,E. P. ***Guiding Creative Talent, New Delhi, Prentice Hall, 1950***

Venkataiah***Special Education*** Ekta Book Distributor, Catalogue New Delhi 5305

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Wards, V.S. ***Educating the Gifted, Ohio, Merrill Book Company, 1961***

Wehman, P. &Melaughlin, P.T. ***Programme Development in Special Education*****,** New Delhi, McGraw Hill Publishers, 1981

Yesseldyke, E. James, Bob Algozzine, ***Special Education – A Practical Approach for Teachers***, New Delhi: Kanishka Publishers, Distributors

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COURSE S333: SECONDARY EDUCATION: UNDERSTANDING ~~THE~~ GUIDANCE ~~PROGRAMME~~ & COUNSELLING

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

Students will be able to –

•understand the theoretical background of guidance and counseling
•understand the services as an essential dimension of guidance.
•understand the need of educational guidance.
•understand the significance the vocational guidance

UNIT - I: THEORETICAL BACKGROUND OF GUIDANCE SERVICES

•Meaning, nature and principals of guidance and counseling.
•Areas of guidance- Educational, Vocational and Personal.
•Need of guidance and counseling in education.
•~~Agencies of~~Institutes offering guidance~~-~~/counselling programme : National and State level.

UNIT - II: ESSENTIAL DIMENSIONS OF GUIDANCE

•Concept of services in guidance
•Individual inventory services- meaning and its need.
•Information services- need, type and maintenance.
•Counseling services- concept and nature of counseling
•Placement services- educational and vocational.
•Follow-up services- concept and need.

UNIT - III: EDUCATIONAL GUIDANCE

•Concept and need of educational guidance.
•Identifying and dealing with disarming students need and problem.
•Organization of guidance services at secondary level.
•Role of teacher and other personal (parents and psychologist) in guidance programme.
•Group guidance- need and process in educational guidance.

UNIT - IV: VOCATIONAL GUIDANCE

•Concept and significance of vocational guidance.
•Psychology of careers and dynamics of vocational development with reference to – Supper's and Ginzeberg Theory.
•Process of job analysis, job description and job satisfaction.

PRACTICUM

~~Prepare the information about any educational institute.~~
Organise and exhibition on guidance and counselling services
Arrange for special talks on guidance and counselling
Identify the need of guidance ~~of~~counselling services in a secondary ~~students~~school.

Suggested Reading

•Chauhan, S.S. (1982). Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.
•Crow & Crow (1994). Introduction to Guidance, Uresin Publication House Private Ltd., New Delhi.
•Donald,E, Super (1965). Counseling in the Secondary School, Harper, New Delhi.
•Kothar, S. K. (1983). Guidance & Counseling in College and Universities, Starling Publisher Green Park, New Delhi.
•Jaiswal, S. R. (1987). NirdeshanevamParamarsh, VinodPustakMandir, Agra.
•Verma & Upadhay, (1967). ShaikshikevamVyavshaikNirdeshan, VinodPustakMandir, Agra.
•Oberai, S. C. (5302). Educational; & Vocational Guidance & Counseling, Loyal Book Depot. Meerut.

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COURSE F35: ACADEMIC WRITING

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 4 Hrs./wk**

This course aims to develop familiarity with academic writing and its styles and structure.
The course will help students
–understand the norms of academic writing.
–develop and improve academic writing skills
–evaluate academic writing critically

THEMES OF WORKSHOPS:

1. Understanding academic writing: Various types **(research papers, reportaire, seminar proceeding etc.)**and their characteristics, **Essentials of good academic writing**
2. Various Styles of writing: Through exploration of different sources (journals, books, academic, magazines, working papers, etc.)
3. Essentials of good academic writing
4. Paraphrasing and acknowledging
5. Editing and Proof reading
6. Referencing as per an accepted referencing style guide (particularly, APA)

MODES OF TRANSACTION

- Practical course with self learning
- Exposure to academic writing like journals, books, etc.
- Critical Review and Editing

Mode of Evaluation: Evaluation will be based on performance on Practicals on given scripts, ability to critically appreciate a given document and gradual improvement in academic writing capacity in given assignments.

Suggested Readings

- APA (2012) style Manual USA, American Psychological Association
- Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press, 2002.
- Murray, R (2004) Wring for Academic Journals, Maidenhead: Open University Press.
- Strunk William and Whyte C.B. (Ed.) (1959). The elements of style.

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COURSE F36: PRACTICUM ON RESEARCH

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

The course will help prospective teacher educators

- to develop and improve research skills by developing skill of critical reviewing, and/or, skill of presentation and defending research and/or equipping them with data analysis skills using various software and/or some advanced techniques.

The course will provide the prospective teacher educators with hands-on-experience to a group of areas among the following as per requirement and students' choice:

1. **Data handling**

~~1.~~2. Statistical data analysis using MS-EXCEL

~~2.~~3. Using SPSS for data analysis

~~3.~~4. Qualitative Research Techniques

~~4.~~5. Advanced statistics for data analysis

~~5.~~6. Seminar presentation of research papers

~~6.~~7. Writing Review of research papers on some given area

~~7.~~8. Critical Review of Dissertations

~~8.~~9. Preparing project/research proposals

The course is expected to refine the research skills of the prospective teacher educators on some specialized area. The skill based course will be evaluated internally and on the basis of improvement in the performance in the classroom as well as on the basis of the performance in the internal examination conducted in summative mode as per given rubric.

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COURSE F37: DISSERTATION (PROPOSAL ~~OF SCHEME OF STUDY & TOOL PREPARATION~~)

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

Under this course, the prospective teacher educators are expected to prepare a detailed Proposal for the Scheme of Study to be undertaken for their dissertation work on the basis of the review of related literature and the rationale developed in the previous semester.

The scheme of study will include the nature of the study, variables involved, operational definitions of the variables, delimitations, population, required sample specifying its size, subgroups and method of selection, tools and the nature of data analysis techniques as expected to be involved.

The prospective teacher educators are expected to prepare at least one tool with specifying the dimensions and the respective items. It is also expected that they must go through a pilot study to go for an appropriate item analysis process. It is required that each student will present a report on the preparation of tool before a panel of teachers.

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List of Revised Courses

Department : *Education*

Program Name : *M.Ed.*

Academic Year : 2019-21

List of Revised Courses

Sr. No.	Course Code	Name of the Course
1.	P11	Introduction to Education Studies
2.	P12	Psychology of development and learning
3.	P13	Curriculum Studies
4.	T11	Introduction to Research Methodology
5.	S11	Any one– (i) Elementary level of school Education (ii) **Secondary level of school Education**
6.	F11	Self Development
7.	F12	Communication skills and expository writing h
8.	P23	Philosophical Perspectives of Education
9.	P24	Pre-service and in-service teacher education
10.	T22	Advanced Research Methodology
11.	S22	Any one:– (i) Primary Education: Curriculum Issues (ii) **Secondary Education: Curriculum Issues**
12.	F23	Dissertation: Area of Study, Literature Review & Rationale Presentation
13.	F24	Internship in Teacher Education Institute
14.	P35	Sociological Perspectives of Education
15.	P36	Perspectives, research and issues in teacher education
16.	T33	Information and Communication Technology
17.	S331	Understanding Educational Technology
18.	S332	Introduction to inclusive education
19.	S333	Understanding Guidance & Counselling
20.	F35	Academic writing
21.	F36	Practicum on Research
22.	F37	Dissertation: Proposal

23.	P48	History & Political Economy in Education
24.	S441	Educational Technology and teaching learning process
25.	S442	Understanding disabilities
26.	S443	Guidance In Educational Institutes
27.	S451	Uses and Issues in Educational Technology
28.	S452	Developing Inclusive learning Environment
29.	S453	Understanding the Counselling Service
30.	F48	Collection, Analysis & Report Writing

Minutes of Meetings (MoM) of Board of Studies (BoS)

Academic Year : 2019-20

School : *School of Studies of Education*

Department : *Education*

Date and Time : *July 12, 2019 – 03:00 PM*

Venue : *DoE, GGV, Bilaspur*

The scheduled meeting of member of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held to design and discuss the M. Ed. (I to IV semesters) scheme and syllabi.

The following members were present in the meeting:

1. Dr. C.S. Vazalwar, (HoD, Chairman, BoS.)
2. Prof. Sandhya Gihar (External Expert Member BoS, IGNTU, Amarkantak, M.P.)
3. Dr. Sujeet Kumar, (Internal member BoS)
4. Dr. Sunil Kumar Sain (Internal member BoS)

Following points were discussed during the meeting

1. The syllabus for M.Ed. was discussed amongst the present members and as per relevance, as well as need of concerned paper & it is resolved that syllabus for M.Ed. is approved by the BoS.

   It was further decided that the curricula will be operative under the credit system. The CBCS/ECS would not be implemented in strict sense to the present programmes run by the department, being professional post-graduate programmes, and owing to the present limitations of space and resources. However, ample number of elective courses have been designed to be offered in the all the programmes of B.Ed., B.Ed. Special Education (HI & LD). Moreover, the Curriculum of M.Ed. programme have been designed to offer choices in terms of specialisation courses as well as dissertation in chosen area. Such courses would be able to meet the diverse need and interest of the clienteles. More choices of courses should be included as and when there would be sufficient infrastructure and system support available.

The committee discussed and approved the scheme and syllabus from the session 2019-20.

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Signature & Seal of HoD

Scheme and Syllabus

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATIONFOR FOUR SEMESTERS

SEMESTER – I

AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	Introduction to Education Studies	P11	4	100	30	70	50
	Psychology of development and learning	P12	4	100	30	70	50
	Curriculum Studies	P13	4	100	30	70	50
Group I: Tools	Introduction to Research Methodology	T11	4	100	30	70	50
Group II: Specialization	Any one– (i) Elementary level of school Education (ii) **Secondary level of school Education**	S11	4	100	30	70	50
Group III: Professional Enrichment & Field Engagement	Self Development	F11	1	25	25		13
	Communication skills and expository writing	F12	1	25	25		13
TOTAL			**22**	**550**	**200**	**350**	**276**

SEMESTER – II

AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	Philosophical Perspectives of Education	P23	4	100	30	70	50
	Pre-service and in-service teacher education	P24	4	100	30	70	50
Group I: Tools	Advanced Research Methodology	T22	4	100	30	70	50

Group II: Specialization	Any one:– (i) Primary Education: Curriculum Issues (ii) **Secondary Education: Curriculum Issues**	S22	4	100	30	70	50
Group III: Professional Enrichment & Field Engagement	Dissertation: Area of Study, Literature Review & Rationale Presentation	F23	2	50	50		25
	Internship in Teacher Education Institute	F24	4	100	100		50
TOTAL			**22**	**550**	**270**	**280**	**275**

SEMESTER – III

AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	Sociological Perspectives of Education	P35	4	100	30	70	50
	Perspectives, research and issues in teacher education	P36	4	100	30	70	50
Group I: Tools	Information and Communication Technology	T33	2	50	50		25
Group II: Specialization	**Secondary education:** Understanding Educational Technology Introduction to inclusive education Understanding Guidance & Counselling	S331 S332 S333	4	100	30	70	50
Group III: Professional Enrichment & Field Engagement	Academic writing	F35	2	50	50		25
	Practicum on Research	F36	2	50	50		25
	Dissertation:Proposal	F37	2	50	50		25

TOTAL		**20**	**500**	**290**	**210**	**250**

SEMESTER – IV

AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	History & Political Economy in Education	P48	4	100	30	70	50
Group II: Specialization	**Secondary education:** Educational Technology and teaching learning process Understanding disabilities Guidance In Educational Institutes	 S441 S442 S443	4	100	30	70	50
	Secondary education: Uses and Issues in Educational Technology Developing Inclusive learning Environment Understanding the Counselling Service	 S451 S452 S453	4	100	30	70	50
Group III: Professional Enrichment & Field Engagement	**Dissertation:** Data Collection, Analysis & Report Writing	F48	4	100	100		50
TOTAL			**16**	**400**	**190**	**210**	**200**
TOTAL CREDITS FOR TWO YEARS			**80**	**2000**	**950**	**1050**	**1000**

Scheme and Syllabus

COURSE P11 : INTRODUCTION TO EDUCATION STUDIES

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teacher educators to:

- Understand and appreciate education as a Special Discipline
- Understand education and its relations ship with other subjects
- Understand foundation of education through various text/books/writings
- Understand the structure of education of India
- Understand and reflects on contemporary educational concerns
- Understand and appreciate the multicultural context of education

UNIT – I: EDUCATION AS A DISCIPLINE: THEORETICAL PERSPECTIVE & INTERDISCIPLINARY NATURE

- Education as a Discipline influenced by social, cultural, political, economic and technological factors
- Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and humane society
- Interdisciplinary nature of education: its relationship with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc
- Relationship of education with political process

UNIT–II: UNDERSTANDING EDUCATION THROUGH READINGS AND ANALYSIS (EDUCATIONAL THOUGHTS OF SOME EDUCATIONISTS)

- Understanding education by analysis and synthesis of educational thought of educators like Dr B. R. Ambedkar (Writing & Speeches on Education), Swami Vivekananda, and J. Krishnamurti (On Education)

UNIT - III: INTER LINKAGE OF KNOWLEDGE WITH VARIOUS SOURCES AND ISSUES:

Linkage of:

- Content knowledge with Pedagogy knowledge;
- School knowledge with life outside the school;
- School knowledge with community knowledge;
- Experiential Knowledge with empirical knowledge;
- Theoretical Knowledge and practical knowledge;
- Universal Knowledge and contextual knowledge;

UNIT – IV: SOCIAL AND CULTURAL CONTEXT OF EDUCATION

- Cultural functions of Education- diffusion, acculturation; Cultural lag; Cultural conflict
- Understanding Indian society with reference multicultural and multilingual classrooms; Educational challenges of a multicultural and a multilingual society
- Interrelationship between education and sustainable development
- Equality in Educational opportunity- critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality;

MODE OF TRANSACTION:

- Seminar presentation on selected themes individually and collectively leading to discussion
- Library readings on selected theme/original texts followed by group discussion;
- Study of documents and references and reflective interaction with the peer group.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Prepare a report on transforming society by the contribution of prescribed educational thinker (any one thinker).

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- Prepare a profile of Mahatma Jyotiba Phule/Guru Ghasidas/ DhondoKeshavKarveetc with their contribution in the society.
- Critical analysis of linkage between school knowledge with community .

- Critical analysis of multicultural classroom and preparing a critical report on it
- Analysing the provision of Indian constitution to provide equal educational opportunities

Suggested Readings:

1. Archambault, R.D. Philosophical analysis and Education (1965) Routledge and Kegan Paul, London,s
2. Badheka, G. (2006) Divaswapna, , National Book Trust of India, New Delhi
3. Bowen, J and Hobson, P.R (1974) Theories of Education, John Wiley and sons, Australia Pvt. Ltd., London.
4. Broudy, H.S. (1977) Types of knowledge and purpose of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) schooling and acquisition of knowledge (PP.Hillside, NJ; Erlbaum)
5. David T. Hansen,(ed)(2006). John Dewey and Our Educational Prospect: A critical Engagement with Dewey's Democracy and Education , State University of New York Press
6. Deaden. R.F (1984): Primary Education. Routledge K Kegan & Paul
7. Dewey, J (1963) Democracy and Education, Macmillan, New York.
8. Dewey, J. (1956) The school and Society, University of Chicago Press.
9. Education and National Development (1964-66), MHRD, New Delhi
10. Freire, P (1970) Cultural action for freedom, Penguin education Special, Ringwood, Victoria, Australia.
11. Freire, Paulo (1993): Pedagogy of the oppressed, new revised edition, Penguin books.
12. Hospers, John: An introduction to Philosophical analysis
13. Illich, Ivan : Deschooling society
14. Krishnamurti , J. (2006) On Education, Krishnamurti Foundation of India, Chennai
15. Krishna Kumar, Social Character of Learning,
16. Krishna Kumar, What is Worth Teaching?, Orient Blackswan
17. Kuroyanagi, T. ( ) Toto-chan – The Little Girl at the Window, translated by Dorothy Briton, National Book Trust of India, New Delhi
18. NPE (1986) National Policy on Education, MHRD, New Delhi
19. NPE (1986) Report of the Committee for Review of National Policy on Education 1986,(Acharya Ramamurti Report MHRD, New Delhi
20. Peters, R.S (ed), (1975): The Philosophy of Education, Oxford University Press, and London.
21. Peters, R.S.(ed), (1975). Concept of Education. Oxford University Press, London.
22. Peters, R.S.(ed), (1975). Ethics and Education. Oxford University Press, London.
23. SanatKaul, Higher Education in India: Seizing the Opportunity, 2006, www.icrier.org
24. Scheffler, Israel (1973): Reason and Teaching, International Library of the Philosophy of Education, Routledge & Kegan Paul Ltd
25. Silver, Harold, (1983) 'Education as history' British library , Methuen London LA 631.7 S4 E2
26. Swami Vivekananda, Shiksha
27. University News, vol 53, No. 14. April 06-12, 2015
28. University News, vol 53, No. 15. April 13-19, 2015

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COURSE P12: PSYCHOLOGY OF DEVELOPMENT AND LEARNING

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6Hrs./wk**

To help the prospective teacher educators to:

- understand the issues and concerns of psychology.
- Visualise multiple dimensions and stages of learner's development and their implications on learning .
- understand the learner in terms of various characteristics.
- understand the framework for how children learn.
- critically analyse the process of learning from the point of view of cognitive psychology and the implications of constructivist learning.
- learn the theories and factors affecting learning.

UNIT- I :INTRODUCTION TO PSYCHOLOGICAL BASIS OF EDUCATION

- Psychology as scientific study, psychological concerns and learner-(mind, consciousness, behaviour, and experience)
- Major schools of psychology **and learner**-Structuralism, behaviorism, Gestalt, Psycho-analytic, Humanistic and Cognitive.

UNIT-II :UNDERSTANDING THE LEARNERS AND THEIR DEVELOPMENT

- Development – Concept, stages, dimensions.
- Factors influencing development – genetic & environmental (in brief~~.~~).
- Theories of development:
  - Piaget's Cognitive development
  - Erikson's psycho-social development
  - Kohlberg's moral development
  - Chomsky's Language development (major concerns)

UNIT–III :UNDERSTANDING THE PROCESS OF LEARNING

- Cognition and learning
- Cognitive process: perception, attention, memory, development of concepts, logical reasoning.
- Learning as construction of knowledge; meta cognition, socio-cultural mediation, cognitive negotiability, understanding constructivist nature of knowing, doing and practicing in classroom/field.
- Motivation in learning: intrinsic and extrinsic motivation, humanistic approach of motivation.

UNIT-IV :THEORIES OF LEARNING

- Gestalt theory: principles of perception, insight, ~~subjective and objective reality,~~* Educational implication
- Tolman theory: learning Vs performance, latent learning, place Vs response learning, kinds of learning, Educational implication
- Gagne's theory: the outcomes of learning, hierarchical structure of learning~~,~~; *Educational implication.
- Bandura's theory: reciprocal determinism, observational learning, changing concepts of reinforcement~~;~~ ***Educational implication.**
- Dollard & Miller's theory: Habits; Cues, Secondary Rewards, Learning dilemma, Language & Reasoning in relation to social context of learning; *Educational implication

MODE OF TRANSACTION: Lecture, discussion, power point presentations.

PRACTICUM:

- Contributions of eminent psychologists towards learning.
- Effects of socio-cultural mediation on learning.
- Preparation of profile of a learner on the basis of Erickson's psycho-social development.
- Illustration of different stages/ hierarchies of learning as suggested by Gagne.
- *Educational implications of different learning theories.

SUGGESTED READINGS:

- Delamater, John. (2003). ***Handbook of Social psychology***. Springer. Higgins, E.T. and Kruglanski, A.W. (1996). ***Social Psychology: Handbook of Basic Principles.*** Oxford Press, New York.
- Piaget, J. (1999). ***Judgment and reasoning in the child***. London: Routledge.

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- Atkinson, Richard C., et.al (1983). Introduction to Psychology, Harcount Brace Joranovich Inc., New York.
- Bandura.A (1977). Social Learning Theory. Cliff.N.J; Prentice Hall.
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- Chrisopher, J.C. (1994). The Influence of early Experience on Human Personality Development. New Ideas In Psychology
- . Bourne, L.E. (1985). Psychology: Its Principles and Meaning. Holt, Rinehart and Winston, New York.
- Brown, R. (2000). Group Processes: Dynamics Within and Between Groups. (2nd Edition). Blackwell Publishers.
- Christian, Jyoti (1984). Classroom Group Dynamics. Meerut: Anu Books.
- Cole, R. (1997). The Moral Intelligence of the Children. London: Bloomsbury.
- Cruickshank, W.M. (1980). Psychology of Exceptional Children and Youth. N.J. Prentice Hall.
- Dutt, Suresh (1997). Society and Education. Anmol Publications.
- Erickson, E.H. (1968). Identity, Youth and Crisis. New York: W.W. Norton.
- Klausmeier, Herbert J (1985). Educational Psychology. Harper and Row, Pub. New York.
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- In H.V. Kraemer (ed) Youth and Culture: A Human Development Approach. Monterey, CA: Brooks/Cole.
- Kohlberg, L., Levine, C., & Hewer, A. (1983). Moral Stages: A Current Formulation and a Response to Critics. New York: S. Karger.
- Lingren, H.C. (1980). Educational Psychology in the Classroom (Sixth ed.) New York: Oxford University Press.
- Maslow, A.H. (1970). Motivation and Personality (2nd edition). New York: Harper & Row.
- Meyers, D.G. Social Psychology. Tata-Mcgraw Hill. VIII Edition.
- Miranda, E. (1990). Teaching Schools and Society (1st edition) Falmer Press.
- Owen, Steven V, Blount, S. Parker and Mascow, Hoenry (1978). Educational Psychology: An Introduction. Little Brown and Company.
- Sekav, S.V.K. (2005). Education Society and Pedagogy. Arise Publishers and Distributors. New Delhi.
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- Srivastava, G.N.P. (1995). Recent Trends in Educational Psychology. Agra Psycho Research Cell, Agra, India. Srivastava, G.N.P. (1986) Recent Approaches to Personality Study. APRC, Agra. Wendy Conklin (2006). Instructional Strategies for Diverse Learners- Practical Strategies for Successful Classrooms. Shell Educational Publishing
- Ausubel D.P. and Robison F.G. : School learning An introduction to Educational Psychology
- New York Holt, Rinehart & Winston Inc 1969.
- Bernard H.W. : Psychology of learning & Teaching, New York Macgraw Hill B
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- Hansraj, P. **PragatiShikshaManovigyan**, New Delhi, Hindi Granth Academy
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- Judd C.H. ***Educational Psychology,*** Guwahati, Nivedita DK Distributors, 5302
- Long Martyn ***The Psychology of Education, RoulledgeFalner Publication, London, 5300***
- *Mangal, S.K.* ***Advanced Educational Psuchology****, Printice Hall of India, New Delhi*
- Nayak, A.K. &Rao,V.K. ***Educational Psychology*** APH, Publishing Cooperation, New Delhi 5302
- Sahoo F.M. ***Psychology in Indian Context,*** Agra, Bhargava Book House, 5302
- Woolfolk, Anita. ***Educational Psychology,*** Pearson Education Pvt. Ltd. Delhi, 5304

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COURSE P13: CURRICULUM STUDIES

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teacher educators to:

- Understand various aspects of curriculum planning and designing
- Develop insight regarding the curriculum reform processes in various contexts
- Develop a critical understanding of global trends in school curricula and appreciation of the same in the Indian context
- Develop ability to design curricular and co-curricular structures, textbooks and other learning materials and also to evaluate curricula and textbooks.

UNIT-I: CONCEPT OF CURRICULUM

- Concept of curriculum, Curriculum as a Plan, Process and Experience; Difference with Frameworks, Courses of Studies & Syllabus
- Types of curriculum
- Structures of Curriculum: Essential elements of curriculum
- Curriculum: Intended Learning Outcomes (ILOs) vs. Planned Learning Experiences(PLEs)

UNIT-II: CURRICULUM CONSTRUCTION

- Philosophical, Sociological, Psychological ~~and Linguistic~~ bases of curriculum
- Principles of Curriculum Planning
- Models: Grass root Model ~~vs.~~of Taba, Administrative Model~~, Technical vs. Non- Technical Models~~ of Taylor, Naturalistic model
- Curricular designs: Discipline centered, Problem centered and Learner centered Approach
- Processes of curriculum construction: Situational Analysis, Selection of curriculum objectives, Selection and organization of content and learning experience, Selection of instructional material~~/methods & Evaluation~~

UNIT-III: CURRICULUM EVALUATION AND REFORM

- Curriculum Evaluation: Concept, ~~and~~ Purpose and Process
- ~~Levels, Participants and Instruments of curriculum evaluation at planning ,process, outcomes & experience.~~
- Concept and process of Curricular Change & reforms,
- Barriers to Curricular Change and reforms
- ~~Curriculum evaluation: research perspectives~~

UNIT-IV: SCHOOL CURRICULUM: COMPARATIVE ASPECTS

- Need & importance of National curriculum framework in India, UK, & Australia
- ~~Features of school curricula in USA, UK, & Australia~~Need for Cross curricular aspects
- Contemporary trends ~~and issues~~ in curriculum reform: Tailored curricula, Open Curricula

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Critical analysis of elementary/secondary/higher secondary school curriculum
- Developing guidelines for writingschool text-book, work-book, teachers' hand-book and laboratory manual
- Evaluation of school text-books, work-books, teachers' hand-book, and manuals
- Situational Analysis of specific local needs in relation to Curriculum
- Survey of students' opinion regarding the present system of evaluation and curriculum transaction
- Identification of learning experiences along with learning outcomes (Language, mathematics, Science & Social Science) at secondary level of education

MODE OF TRANSACTION: Lecture, group activities and Presentation

Suggested readings:

Anderson,& Vernon (1956). *Principles and Procedure of Curriculum Improvement*.NewYork: Ronald Press Company,

Chagla, M. C., (1962). *The Role of Education in the World of Today*. Bombay: Asia Publishing House

Chary, Ryland, W., (1969). Humanizing the School Curriculum Development and Theory,New York; Random House

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Erickson, H.L (2002). Concept Based Curriculum and Instruction: Teaching beyond the facts, California; Corsion Press, INC (A Sage Publication Company)
Goodlad, John I., (1968). Curriculum a Janus Look, The Record
Gupta, Bishambar Das, (1966). Values in Education, Dyoatian
Gwynn, Minor, J. and Chase, John B., (1969). Curriculum Principles and Social Trends,New York; Macmillan Coy
NCERT (1984).Curriculum and Evaluation, NCERT, New Delhi.
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NCTE (2009) National Curriculum Framework for Teacher Education.
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UNESCO (1981).Curriculum and Life Long Education, UNESCO, Paris.
Verduin J. R. (1967). Cooperative Curriculum Improvement, Prentice Hall.
Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication
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COURSE T11: INTRODUCTION TO RESEARCH METHODOLOGY

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

- To help the prospective teachers educators to:
- to explain the process of generating knowledge through research.
- to exemplify the process of identification of research problem through identification of problem for their dissertation work.
- to recall and use the sources and tools of data collection.
- to compare the various methods of research with their basics.
- to apply the proper process in conducting research.

UNIT - I: RESEARCH AS A PROCESS OF GENERATING KNOWLEDGE

•Meaning and concept of knowledge and their forms- Empirical and Rational.
•Sources of knowledge through tradition, experience, reasoning and scientific way.
•Research: meaning, concept and its classification of nature of knowledge- fundamental & applied

UNIT - II: IDENTIFYING RESEARCH PROBLEM

•Role of field experiences, professional interaction and review of related literature.
•Identifying the knowledge gap, research questions and statement of research problem.
•Variable: meaning and types- continuous and discrete, independent and dependent
•Identifying and defining the variables in operational terms.
•Formulation of objectives.
•Differences between assumptions and hypothesis.
•Formulation, Characteristics and classification of hypothesis.

UNIT - III: DATA COLLECTION– SOURCES AND TOOLS

•Concept of population and sample.
•Concept and Methods of sampling.
•Sources of Data– Primary and secondary data sources; documents, records, real objects, pictures.
•Tools of data collection-Characteristics and selection criteria of Questionnaire, Scales, Schedule, Checklist.

UNIT - IV: CLASSIFICATION OF RESEARCH METHODS

Meaning and Importance of:
• Philosophical, Scientific and Historical.
•Qualitative and Quantitative.
• Descriptive, Experimental, Quasi–Experimental, Ex-post facto (Causal comparative), Co relational, field study, Survey, Developmental, follow-up.
•Naturalistic and Ethnographic.

PRACTICUM

- Identifying the knowledge gap through review of related literature
- Establishing background and rationale of the study.

Suggested reading:

-**Best, J. W. & Kahn, J.V.** (2008). Research in Education, (10th edition), Prentice Hall Inc, New Delhi.
-**Boota, K. D**. Experimental Design in Behavioral Science, New Age International Publishing House New Delhi.
-**Buch, M.B**. (1978). A Survey of Research in Education, CASE, Baroda, M. S. University.
-**Cohen, L., Manion, L. & Morrison, K.** (2007). Research Methods in Education (6th Ed.), Routledge, London.
-**Cresswell, J. W.** (1994). Research design. London: Sage
-**Good, Barr &Scates.** (1962).Methodology of Educational Research, New York : Appleton Crofts.
-**Gupta, S. P**. Concept of Educational Research. Allahabad, ShardaPustakBhawan.
-**Irving, M. Copy**. Symbolic Logic.Pearson Education Printice Hall, New Delhi.
-**Kaul, L. (**1998). Methodology of Educational Research, Vikas Publications, New Delhi.
-**Kerlinger, F. N**. (1978). Foundation of Behavioural Research, Surjeet Publications, Delhi.
-**McMillan, J. H., & Schumacher, S**. (2001). Research in Education. New York: Longman

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COURSE S11: SECONDARY LEVEL OF SCHOOL EDUCATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teacher educators to:

- Understand the system of school education and the organisational hierarchy of managing secondary education
- Understand the role of various stakeholders of secondary education
- Understand various schemes and programmes for promoting secondary education

UNIT–I: CONCEPT AND STRUCTURE OF SCHOOL EDUCATION:

- School Education: Nature and Aims, Structure—elementary, secondary and higher secondary,
- Concept of elementary Education; Aims and Characteristics of Primary, upper primary Education
- Concept of Secondary and Higher Secondary Education; Aims and Characteristics of Secondary and Higher Secondary Education.
- Types of schools: Government, Government –aided and Private
- Responsibilities of School Education on state and centre; Budgetary allocation to school education

UNIT–II: ORGANISATIONAL HIERARCHY OF SECONDARY EDUCATION

- **National level** Organisations and Institutions: Ministry of Human Resource Development; Ministry of Social Justice and Empowerment; Ministry of Tribal Affairs; Ministry of Minority Affairs
- **State level** Organisations and Institutions: State Departments of Education, Directorates; State Boards of School Education, SCERT / SIE, State Institute of Educational Technology (SIET)
- **District level** Organisations and Institutions:District Education Office, Block Education Office, Department of Public Instruction

UNIT-III: SCHOOL SYSTEM UPPER PRIMARY, SECONDARY AND HIGHER SECONDARY LEVEL:

- SMC (School Management Committee), PTA (Parent Teacher Association); Norms for an Elementary, Secondary and Higher Secondary School
- Norms required for secondary school (affiliated to state or central board) and upgradation
- National comparison of elementary (with special reference to Upper primary) and Secondary Education- in terms of access, enrolment, retention, dropout, and out of school children
- Status of Infrastructural facilities-classrooms, library, Separate toilets for boys- girls,Kitchen sheds
- Status of Access, Enrolment, Retention, dropout, and out of school children at Upper Primary Secondary and Higher Secondary Level–Gender differences, Social Status, Poverty, Quality Improvement in Schools

UNIT-IV: SCHEMES AND PROGRAMMES FOR UPPER PRIMARY TO HIGHER SECONDARY EDUCATION:

- Rashtriya Shiksha Abhiyan (RMSA) Sarva Shiksha Abhiyan (SSA) -Information and Communication Technology in Schools
  (ICT @ Schools); INSPIRE in promotion of Science and Technology; National Talent Search Examination(NTSE)
- Girl Child Development Programme at Secondary and Higher Secondary Stage-Kishori Shakti Yojana (KSY); Nutrition Programmes: Mid Day Meal in Schools (NPMDMS) and for Adolescent Girls (NPAG)
- National Vocational Education Qualification Framework (NVEQF)

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Presentation of budgetary provision in different sections of school education in different states
- Study of a BRC/DEO in the context of managing local secondary education
- Presentation in group for status of infrastructure in secondary education in local schools
- Preparation of school profiles of different types of secondary schools.
- Visit a secondary/higher secondary school and investigate the quality of the school based on the recommended norms

Suggested readings:

Aggarwal, J.C. (1988) :*Teachers Role, Status, Service Conditions and Education in India.* (Doaba House)
Aggarwal, J.C. (2004) *Development of Education System in India.* New Delhi: Shipra.

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Aggarwal, J.C. (2009) Secondary Education. New Delhi :Shipra Publication
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Education for All (1993): The Indian Scene, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India
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Govt. of India, MHRD (2005).Universalisation of Secondary Education : Report of the CABE Committee, New Delhi
Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
Gupta, V.K and Gupta ,Ankur (2005): Development of Education System in India. Vinod Publication, Ludhiana.
Jayapalan, N. (2005) Problems of Indian Education. New Delhi : Atlantic.
Jha, P. (2005) Quality and Access in Primary Education. New Delhi : VPH.
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Khan, A. (2006) Education in the Modern Indian Context. New Delhi :Arisep.
Khanna, P.K. (2005) Education in the New Millennium. Jaipur : ABD
Kochhar S.K. - Secondary School administration
Kumar, I. and Kumar R. (2006): Development of Educational System in India. 21st century Publication, Patiala.
MacBeth, J (1999). Schools must speak for themselves. Routledge, UK
Mohanty, J. (1994) Indian Education in the Emerging Society, New Delhi: Sterling Publishers Pvt. Ltd.
Naik, J.P., (1975): Some Perspective on Non-Formal Education, Allied Publishers, New Delhi.
National Curriculum Framework for School Education (2000) New Delhi: NCERT .
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National Policy of Education, 1986 (With modifications of Action 1992) New Delhi: MHRD, 1992
National Policy of Education, 1986, programme of action 1992 (New Delhi : MHRD) 1992
NCTE (2009) NCF for Teacher Education: New Delhi
National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education
NCERT (1997) Code of Professional Ethics for Teachers.
NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi
Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi
Report of the Delors Commission, UNESCO, 1996
Rao, V.V. (2004) Education in India : DPH.
SudeshMudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
UNICEF (January 2014) All Children in school by 2015 Global Initiative on Out-of-School Children, South Asia Regional Study Covering Bangladesh, India, Pakistan and Sri Lanka athttp://www.uis.unesco.org/Library/Documents/out-of-school-children-south-asia-study-2014-en.pdf
MHRD (n.d.) Secondary Education at http://mhrd.gov.in/overview-secondary-education
Allocation of Business Rules http://mhrd.gov.in/allocation_business_rules_se
Dash, M. (2004) Education in India: Problems and Perspectives. New Delhi: Atlantic Publishers and Distributors
Pathak, R.P. (2012) Development and Problems of Indian Education.New Delhi: Pearson Education India
Biswal, K. (2011) Secondary Education in India: Development Policies, Programmes and Challenges, Consortium for Research on Educational Access, Transitions and Equity, NEUPA at http://www.nuepa.org/Download/Publications/Create/PTA%202011/PTA63.pdf
Department of School Education & Literacy at http://www.performance.gov.in/?q=department/school-edu
GOI (1956) Report of The Secondary Education Commission Mudaliar Commission at http://www.teindia.nic.in/Files/Reports/CCR/Secondary_Education_Commission_Report.pdf
World Bank (January 2009) Secondary Education in India: Universalizing Opportunity. World Bank, Human Development Unit, South Asia Region at http://datatopics.worldbank.org/hnp/files/edstats/INDstu09a.pdf
Mehta, A.C. (2014) Status of Secondary Education in India: A Note based on DISE 2012-13 New Delhi: Data District Information System for Education (DISE) at http://dise.in/Downloads/StatusofSecondaryEducationinIndia_2012-13.pdf
Ministry of Human Resource Development, GOI, Annual Report 2014-15 at http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/Part1.pdf
Allocation of Business Rules, 1961, Department of Social Justice and Empowerment (Samajik Nyaya AurAdhikaritaVibhag)athttp://socialjustice.nic.in/subject.php
Ministry of tribal affairs (n.d.) Education, at http://tribal.nic.in/Content/EducationDivision.aspx

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COURSE-F11: SELF DEVELOPMENT

COURSE OBJECTIVES **MARKS: 25| CREDITS: 1 | 2HRS./WK**

To help the prospective teacher educators to:

-know him fully
-develop effective communication and writing skills
-develop a complete knowledge of Indian society
-develop awareness to bring equality among gender
-know the real condition of Indian schools and develop sympathy towards students
-develop the leadership quality

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Determinants of self
- Assessing the self (meditation, yoga, anecdotal record, self inventory, socio-metric analysis etc.)
- Knowing the nature of human being
- Knowing the Indian Society (through survey, workshop, seminar, community participation etc.)
- Visit to community (observing inclusion-exclusion, discrimination practices, gender socialization, and their effect on individual)
- Sensitivity towards opposite gender (observation & interaction)
- School observation(observe the real condition of the school and try to know the needs of the students and school)
- Leadership training (camp mode)

APPROACHES: Socio-metric approach, social constructivist approach, seminar, workshop, community camp, self meditation, etc.

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COURSE F12: COMMUNICATION SKILLS AND EXPOSITORY WRITING

COURSE OBJECTIVES **MARKS: 25 | CREDITS: 1 | 2HRS./WK**

To help the prospective teacher educators to:

-develop an understanding the knowledge of communication.
-understand the essentials of communication.
- understand the information and communication technology (ICT).
- understand the expository writing
- understand the role of expository writing in education

ACTIVITY- I: COMMUNICATION

- Communication: meaning and nature
- Types of communications: Verbal and Non Verbal communication
- Methods of communication: One way, Two way and collaborative

ACTIVITY- II: ESSENTIALS OF COMMUNICATION

- Process of communication
- Barriers of communication
- Essentials of communication
- Listen, converse, speak, present, explain and exposit the ideas in group before audience

ACTIVITY-III: INFORMATION & COMMUNICATION TECHNOLOGY

- Use of Computer with different purposes: MS-Word, MS-Excel, Power Point Presentation (PPT), Modern Components of different Hardware like laptop, tablet, smart mobiles.
- Use of Internet in teaching learning process: Use of Search Engines , Use of Online Dictionaries, Translator, Plagiarism Software, Online Reviews of related literature
- Use of MOOCS (Massive Open Online Courses) for Distance Education

ACTIVITY- IV: EXPOSITORY WRITING

- Expository writing: concept and nature
- Types of expository writing
- Structure of the expository writing and its importance
- Essential elements of expository writing
- Text Structure
- Organization of the writing

PRACTICUM

- Workshop on aspects of communication
- Preparation of report on the importance of ICT in communication
- Draft note on expository writing
- Draft a report on all activities
- Writing notes on SSA, RMSA, RUSA, Special Education
- Pair work
- Group discussion

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COURSE P23: PHILOSOPHICAL PERSPECTIVES OF EDUCATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teachers to:

- understand the meaning, scope and significance of philosophy
- understand the relationship between philosophy and education
- understand the metaphysical problem of education
- understand the epistemological and education
- understand the axiology and education
- understand the thoughts of educational thinkers

UNIT I: PHILOSOPHY AND EDUCATION

- Meaning of Philosophy and its Branches
- Meaning and Scope of Philosophy of Education
- Speculative, Prescriptive and Analytical Functions of Philosophy ~~and~~
- Need of Philosophy ~~of Education~~for a Teacher
- ~~Significance and need of Philosophy of Education~~

UNIT II: METAPHYSICS AND EDUCATION

- Metaphysical Problems and Education
- Nature of ~~reality with reference~~Reality according to ~~realism and~~ Plato
- Nature of Reality according to Vedanta Philosophy
- Nature of man ~~and society~~with reference to Swami Vivekananda
- Nature of man with reference to ~~Swami Vivekananda and~~Rabindranath Tagore
- Educational Implications (curriculum) of schools of philosophy

UNIT III: EPISTEMOLOGY AND EDUCATION

- ~~Relationship between~~ Epistemology problem and Education
- Theories of Knowledge (correspondence ~~v/s~~and consistency)
- ~~Ways of acquiring valid knowledge~~
- Knowledge and Knowing according ~~to Yoga and~~ Nyaya ~~schools of philosophy~~Darshan
- Knowledge and Knowing according to Empiricism and Rationalism
- Knowledge and Knowing according to Naturalism
- Educational Implications (Methods) of schools of philosophy

UNIT IV: AXIOLOGY AND EDUCATION

- Values, Ethics and Aesthetics in Education

~~Permanent vs changing Values~~

- Pragmatism and the aims of education
- ~~Subjective vs Objective Values~~Idealism and the aims of education ~~with reference to Pragmatism and Idealism~~
- ~~Values in~~ Existentialism
- ~~Educational Implications~~ and the aims of ~~schools of philosophy~~education
- Buddhism and the aims of education

PRACTICUM

- Seminar on need of Educational Philosophy for teacher Educators
- Reflective writing, in about 1000 words, on educational thoughts of any one Indian educationist.
- Symposium on schools of philosophy
- Comparative presentation of the metaphysics, epistemology and axiology of different schools of philosophy (eg. Buddhism/Jainism/Bhagwadgita/Islam etc.)
- ICT presentation on *educational thoughts* of different philosophies or philosophers

Suggested Readings:

Ode, L.K.	(2007) Shiksha ke Darshanik Prishthabhumi, Jaypur: Rajasthan Hindi Granth Academy
Sharma, Promila.	(2005) Philosophy of Education, Aph Publishing Corporation
Sharma, R.N.	(2005) Textbook of Educational Philosophy, Delhi: Kanishka Publishers
Agarwal, J.C. & Bhola, P.	(2010) Shiksha Darshan: Ek Adhyayan, Delhi: Shipra Publication
Radhakrishnan, S.	(1994) Bharatiya Darshan. Delhi: Oxford University Press.
Saxena, N.R.S. & Chaturvedi, S.	(2000) Paschatya evam Bharatiya Shiksha Darshanik. Meerut: R. Lal Book Depot

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Radhakrishnan, S. (1994) Indian Philosophy. Delhi: Oxford University Press.

Chatterjee, S. & Datta, D. (1984) An Introduction to Indian Philosophy. Calcutta: University of Calcutta.

Chatterjee, S. & Datta, D. (1984) Bharatiya Darshan. Bharati Prakashan

Mani, R. S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Delhi: New Book Society

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Vivekananda, Swami (1998) Education. Belur: Ramakrishna Math Prakashan

Datta, D.M. (1972). Six ways of Knowing. Calcultta: Calcultta University Press,

Hiriyana, M. (1994) Outlines of Indian Philosophy, Delhi: Motilal Banarsidass Publ.,

Vazhayil, Joy. (2001) Reflections on the Philosophy of Education, New Delhi: NCERT

Srivastava, K.K. (2007) Philosophical Foundations of Education, New Delhi: Kanishka publishers

Ford, G.W. and Pungo, L (1964). The structure of Knowledge and the curriculum. Chicago: Rand McNally & Company.

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Dewey, J. (1956). The Child and the Curriculum and School and Society, Chicago, Illinois, U.S.A.: University of Chicago Press,

Dewey, J. (2009) How we think, Dover Philosophical Classics

Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.

Brubacher, John S. (1969) Modern Philosophies of education, Tata McGraw-Hill, Publishing Company Pvt. LTD, New Delhi.

Hume, D. (2009) An enquiry concerning the principles of Morals. Merchant Books.

Hume, D. (2009) An enquiry concerning Human Understanding. Dover Philosophical Classics

Spinoza, B.D. (1996) Ethics. Penguin Books

Butler, J. Donald (1908) Four philosophies and their practice in education . Harper & Row

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COURSE P24 : PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teachers to:

-understand the development of teacher education

-develop insight and reflect on the concept of pre and in-service teacher education

-acquaint with the content and organization of pre and in-service teacher education

-develop understanding and internalize the transactional approaches of pre and in-service teacher education

UNIT I: GENESIS OF TEACHER EDUCATION IN INDIA

- Teacher Education in Ancient India
- Teacher Education in Pre-independent India
- Teacher Education in Post-independent India
- Recommendations on Teacher Education: Hansa Mehata Committee, Kothari Committee and Justice Verma Committee

UNIT II: PRE-SERVICE TEACHER EDUCATION

- Pre-service Teacher Education: Concept, Objectives and Need
- Agencies of Pre-service Teacher Education: DIET, CTE, IASE, UTD and RIEs
- Components of Pre-service Teacher Education: Foundation Courses, Subject Specialization and Pedagogy; School based Practicum and Internship
- Mode of Pre-service Teacher Education: Face-to-face and distance mode –advantages and limitation.

UNIT III: IN-SERVICE TEACHER EDUCATION

- In-service Teacher Education: Concept, Objectives and Need
- Need for continuing professional development of a teacher and areas of professional development
- Organizing an in service teacher education programme :(Need assessment ,planning, approval, execution, & preparation of report)
- Agencies of In-service Teacher Education: DIET, CTE, IASE, SCERT& NCERT
- In-service Teacher Education Programme: Orientation, Refresher, Workshop, Seminar and Conference – meaning and objectives
- Evaluating an in-service teacher education programme

UNIT IV: TRANSACTIONAL METHODS IN PRE -SERVICE TEACHER EDUCATION

- Foundation Courses – Expository, Participatory, Collaborative, Peer Coaching and Inquiry
- Skill and Competency Development: Modeling-analysis-practice-feedback cycle, Practicum record and portfolio assessment
- School based Practicum & internship: Present practice – its nature, objectives, organization and duration
- Androgogy: Concept and Principles

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical analysis of pre-service teacher education curricula of state and national level – their components, weightage, duration, organization, transaction and assessment
- Critical analysis of in-service teacher education programme – their need and relevance, duration, planning, organization
- Interviewing/interacting with school teachers and identifying their training needs
- Collecting feedback of practicing teachers who have received training in their subject
- Interacting with DIET and IASE members and understanding their training programme
- Attending/participating any in-service programme and preparing a report
- Participating and involving the various activities of teacher education institute and preparing report on it

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- Analyzing/examining policy perspectives of pre and in-service teacher education programme in the context of present need of school education
- Material development for an in-service teacher education programme

MODE OF TRANSACTION: Lecture, seminar, group discussion, participatory approach

Suggested Readings:

Ali, L. (2012). *Teacher Education*. New Delhi: APH Publishing Corporation,
Chatterji and Desuja, A.(1959). *Training for Teacher in India and England.* New Delhi: Orient Longman,.
Chaurasia, G.(1967). *New Era in Teacher-Education*. New Delhi: Sterling Publishers Pvt. Ltd.,
Dunkin, M. J. (Ed.) (1985). *The International Encyclopedia of Teaching and Teacher Education*. Oxford: Pergamon.
Gage, N. L. (Ed.) (1976*). Handbook of Research on Teaching*. Chicago: Rand McNally and Co.,
Gupta, A.K.: Teacher Education (1984). *Curriculum and prospects*. New Delhi: Sterling Publishing Private Ltd.
Jangira, N.K. (1978). *An Experiment in Teacher Education and Teacher Effectiveness*. Delhi: Frank Brothers and Co.
Mangala, S. (2002). *Teacher Education-Trends and Strategies*. New Delhi: Sage Publication
Miman, J. (Ed.)(1981). *Handbook of Teacher Evaluation*. London: Sage Publications.
Mohan, R. (2011). *Teacher Education*. New Delhi: PHI Learning Private Limited, 2011.
Mukerjee, S. N. (Ed.) (1968). *Education of Teachers in India* (Vol. I & II). Delhi: S. Chand and Co.
NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
NCTE (1998). *Curriculum Framework for Teacher Education*. New Delhi: NCTE, 1998.
NCTE (1998). *Policy Perspectives in Teacher Education*. New Delhi: NCTE.
Nikose, R. L. (2012). *Teacher Education- Issues & Challenges*. New Delhi: APH Publishing Corporation.
Pal, H. R. & Passi, B. K. *Classroom Interaction*. Agra: Har Prasad Bhargava Publication.
Shukla, R. S. (1984). *Emerging Trends in Teacher Education*. New Delhi: Sterling,
Pal, H. R. (2006). *Curriculum- Yesterday, Today & Tomorrow*. Shipra Publisher, New, Delhi.
Pal, H. R. (2004.) *Methodologies of Teaching & Training in Higher Education* (Hindi).Delhi: Hindi Madhyam Karyanvay Nideshalaya, Delhi University,
Panda, B. N. and Tiwari, A. D. (1997). *Teacher Education*. New Delhi: APH Publishing Corporation.
Singh,L.C. (1997). *Experimentation and Innovation in Schools*: *A Handbook*. New Delhi: NCERT.
Singh, L. C.(1990). *Teacher Education in India- A Resource Book*. New Delhi: NCERT, 1990.
Smith, B. O. (1971). *Research in Teacher Education: Symposium*. New Jersey: Prentice Hall Inc.

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COURSE T22 : ADVANCED RESEARCH METHODOLOGY

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

The Prospective teacher educators will be able to–

- identify various types of variables and data.
- Use Descriptive statistics in quantitative educational research.
- use and understand the Inferential statistics in quantitative educational research.
- understand the process of philosophical analysis.
- understand and use qualitative data-analysis in educational research

UNIT I: UNDERSTANDING DATA

- Qualitative and Quantitative nature of data
- Scales of measurement: nominal, ordinal, interval and ratio.
- Measures of central tendency– mean, median and mode
- Measures of variability- SD
- Tabulation and graphical representation of data with pie-diagram, bar-diagram, histogram, frequency polygon and Ogive.
- Normal probability curve (NPC): properties and application

UNIT II: INFERENTIAL STATISTICS FOR DATA ANALYSIS (PARAMETRIC)

- Parametric assumptions
- Central limit theorem; Standard error of statistic – meaning
- t–test, interpretation of results (Level of Significance, Confidence interval, Power of test, Type–I and Type–II errors)
- Analysis of Variance (ANOVA) – one way.
- Measures of relationship: Concept of correlation–product moment and partial correlation.

UNIT III: INFERENTIAL STATISTICS FOR DATA ANALYSIS (NON–PARAMETRIC)

- Non–parametric assumptions
- Chi–Square for testing hypothesis (Goodness of fit, Test of independence), interpretation of results
- Mann-Whitney U test
- Measures of relationship: rank order correlation

UNIT IV: ANALYSIS OF QUALITATIVE DATA

- Meaning and uses of
  –Content analysis
  –Trend analysis
  –Using corroborative evidences,
  –Use of secondary data in historical and descriptive research

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Practicing on real data and interpretation
- Working on MS-Excel –data feeding, analysis and interpretation
- Doing content analysis on given real-time text
- Reviewing research papers using various techniques of data analysis and discussing
- Evaluating various research reporting on the basis of data analysis and interpretation

MODE OF TRANSACTION: Lecture, problem solving approach

Suggested reading:

- *Gupta, S. P. & Gupta Alka. (2013). Statistical Methods in Behavioural Sciences, SardaPustakBhawan, Allahabad.*
- *Gokhar, S.C. (2009). Statistics in Education and Psychology, M.M. Publication, Paniput.*
- *Kapil, H.K. ( ). Elements of Statistics in Social Sciences, VinodPustakMandir, Agra.*
- *Garrett, H.E. (1988). Statistics in Psychology and Education, Bombay, Vakils, Feiffer & Semen's Ltd.*
- *Kurpius, S.E. et. al. (2006). Testing and Measurement, New Delhi, Sage Publication,*
- *Kurtz, A.K.& Mayo, S.T. (1980). Statistical Methods in Education and Psychology, New Delhi, Narosa Pub House.*
- *Rajmanickam.(2001). Statistical Methods in Education and Psychology,New Delhi,Concept Publishing Company.*
- *Seigal, Sydne, Y. (1986). Non-parametric Statistics for Behavioural Sciences, New Delhi, McGraw Hill.*
- *King, B.M. & Minium, E.W. (2008) Statistical reasoning in the Behavioral Sciences, New Delhi, Willey India*
- *Verma, J.P. () Statistics for psychological research*

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COURSE S22: SECONDARY EDUCATION: CURRICULUM ISSUES

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

The prospective teacher educators will be able to–

— Critically analyse the curriculum structure of the secondary and higher secondary school curriculum

— Deal with the training for strategic plan for curriculum transaction with different approaches

— Develop and reflect upon appropriate evaluation mechanism for the secondary stage

— Develop appropriate strategies to deal with the adolescent learners and their problems

UNIT-I: CURRICULUM AT SECONDARY STAGE

- Issues of secondary and higher secondary curriculum: Relevance, Integration, Flexibility, Conceptuality, Utility, Consistency with social reality and Plurality determinants of curriculum at secondary level; Need for Situational Analysis
- Essential Features and Components of Curriculum of Secondary Education: Language, Science, Mathematics, Social Science and Commerce
- Core curriculum and National curriculum: Need and features
- Curriculum structure for Secondary education state boards, CBSE & ICSE

UNIT-II: CURRICULUM TRANSACTION AT SECONDARY STAGE

- Methods of transaction at secondary level: Psychological Principles
- Discussion, Assignment, Project, Laboratory Work, Demonstrations, Seminar & Field Work
- Collaborative Learning-meaning and its role in curriculum transaction
- Cooperative learning-meaning & its role in Curriculum transaction
- Multidisciplinary and Interdisciplinary Approaches of curriculum transaction
- Subject, Learner and Activity cum Experience Centered Curriculum Design

UNIT-III: EVALUATION AT SECONDARY STAGE

- Continuous and Comprehensive Evaluation (CCE):Scholastic and Co-Scholastic dimensions
- School Based Evaluation
- Formative and Summative Assessment- Concept, nature and purposes
- Norm referenced and criterion reference evaluation
- Grading and Marking System; Portfolio of Learners
- Examination reforms at secondary education level

UNIT-IV: KNOWING THE LEARNER AT SECONDARY LEVEL

- Psychological characteristics of the students at Secondary level
- Problems of Adolescents and the Challenges of Secondary level
- Role of Guidance and Counseling in Secondary level
- Exposure to multifarious activities

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Comparative analysis of secondary education curriculum in various states
- Critical analysis of contents, and exercises in the textbooks in line with the curriculum objectives at secondary level
- Analysis of the question papers of board examinations
- Classroom observations for analysis of classroom teaching at secondary level
- Planning for various experiences for curricular development
- Critical analysis of NCF—2005
- Planning for guidance- counseling activities and Study of CBSE Helpline for counseling services

MODE OF TRANSACTION: Discussion, Visits

Suggested reading:

Aggarwal, J.C. (1988) : *Teachers Role, Status, Service Conditions and Education in India.* (Doaba House)
Aggarwal, J.C. (2004) *Development of Education System in India.* New Delhi: Shipra.

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Aggarwal, J.C. (2005) Recent developments and trends in education. New Delhi : Shipra Publication.
Aggarwal, J.C. (2009) Secondary Education. New Delhi : Shipra Publication
Child Rights Convention – UNICEF – 2000
Chopra, R.K. (1993). Status of Teachers in India, New Delhi : NCERT
Committee on the Impact of the Changing Economy on the Education System, National Research Council. ().The Knowledge Economy and Postsecondary Education.
Coombs P.H. (1985): World Crisis in Education: The View Form Eighties, Oxford University Press, N. York.
Education for All (1993): The Indian Scene, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India
Chopra, R.K.(1993) Status of Teachers in India, NCERT, New Delhi.Govt. of India (1953) Report of Secondary Education Commission, New Delhi.
Chopra, R.K. (1993) Status of Teachers in India
Foure E. and others: Learning to be UNESCO, Delhi, Sterling Publishers, 1973.
Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi.
Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.
Govt. of India, MHRD (2005). Universalisation of Secondary Education : Report of the CABE Committee, New Delhi
Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
Gupta, V.K and Gupta , Ankur (2005): Development of Education System in India. Vinod Publication, Ludhiana.
Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod publications
Jayapalan, N. (2005) Problems of Indian Education. New Delhi : Atlantic.
Jayapalan, N.(2002): Problems of Indian Education. H.B. Bhargava Publications, Delhi.
Jha, P. (2005) Quality and Access in Primary Education. New Delhi : VPH.
Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
Khan, A. (2006) Education in the Modern Indian Context. New Delhi : Arisep.
Khanna, P.K. (2005) Education in the New Millennium. Jaipur : ABD
Kochhar S.K. - Secondary School administration
Kochhar S.K. (1981) Pivotal issues in Indian education
Kumar, I. and Kumar R. (2006): Development of Educational System in India. 21st century Publication, Patiala.
MacBeth, J (1999). Schools must speak for themselves. Routledge, UK
Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, NewDelhi.
Mohanty, J. (1994) Indian Education in the Emerging Society, New Delhi: Sterling Publishers Pvt. Ltd.
Mukerji, S.N., Secondary School in Administration
Mukerji, S.N., . Secondary School in India
Mukherjee, S.N. (1964) Education in India, Today and Tomorrow. Baroda:Acharya Book Depot.
Nagpure, V., (1982), Teacher Education at Secondary Level Bombay: Himalaya Publishing House,
Naik, J.P., (1975): Some Perspective on Non-Formal Education, Allied Publishers, New Delhi.
National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers.
National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers.
National Policy of Education, 1986 (With modifications of Action 1992)New Delhi:MhRD, 1992
National Policy of Education, 1986, programme of action 1992 (New Delhi : MHRD) 1992
NCTE (2009) NCF for Teacher Education: New Delhi
National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education
National Policy of Education 1986/1992.
National Curriculum Framework on School education, 2000 and 2005
NCERT (1997) Code of Professional Ethics for Teachers.
NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi
Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi
Report of the Delors Commission, UNESCO, 1996
Rao, V.V. (2004) Education in India : DPH.
Sudesh Mudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi

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COURSE F23: DISSERTATION

(AREA OF STUDY, LITERATURE REVIEW & RATIONALE PRESENTATION)

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 4Hrs./wk**

The prospective teacher educators will be able to –

- Identify a researchable problem area
- Locate the problem in some broader context
- Develop skills of reviewing related literature and report in academically accepted manner
- Develop skills to systematically conclude the review
- Develop skills of outlining a logical rationale for studying a problem

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The prospective teacher educators are expected to decide an area of study in the guidance of their supervisor and based on a study of the researches on the thrust areas, preferably in school education. They must contextualise the area of study against some contemporary background. After deciding an area of study, they are expected to go for an extensive review of related literature and write a critical review of such literature in the selected area. On the basis of such review and the critical conclusion drawn from it, they are expected to develop a sound rationale for the study to be undertaken under the dissertation. They have to present a detailed report of the selection of the area of study and its context, the review of the related literature as well as the rationale emerged from such review in the perceived context of problem area.

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COURSE F24: INTERNSHIP IN TEACHER EDUCATION INSTITUTE

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 2 Weeks**

To help the prospective teacher educators to –

- Become sensitive about the processes involved in various kinds of activities performed by the pupil teachers of in-service programmes.
- Develop ability to analyse involvement of pupil teachers in organising various curricular activities in a teacher education institution.
- Develop competencies in organising various kinds of teacher education curriculum specific activities.
- Develop an understanding of the needs and relevance of in-service teacher education practices.

The prospective teacher educators are expected to visit a teacher education institute to visualise & understand, various processes going on in the institute. They are expected to undertake some of the following activities as assigned to them under four dimensions as below:

1. Teaching–learning (25 marks)

- Teaching as a teacher educator
- Giving model lessons/demonstration lessons
- Observation of Micro Teaching
- Observation of classroom curriculum transaction
- Preparation unit plans and lesson plans
- Model lessons
- Any other relevant issue

2. Administration (25 marks)

- Observation of overall organisation of In-service education programme
- Study of Time table/ academic calendar/ordinance
- Study of the Admission process
- Understanding Management and funding; teachers profile
- Understanding Resource outsourcing
- Observing Attendance
- Any other relevant issue

3. Curricular activities and learner profiles (25 marks)

- Observation of Assembly and Co-curricular activities
- Observation of Professional development courses
- Observation of Community work
- Recording Learners profiles
- Any other relevant issue

They are also expected to present a report on their visit which shall reflect their critical observation and reflection on various important issues of teacher education.

4. Presentation and reporting (25 marks): Students are expected to present in groups (with essential individual participation) their experience from the internship regarding the above in details.

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COURSE P35 : SOCIOLOGICAL PERSPECTIVES OF EDUCATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teacher:

-To understand the reason of Sociology
-To develop competency Society teaching among them self.
-To understand the process of different types of Society and Culture
-To understand the process Modernization
-To understand Social Pattern in Education of Society

UNIT- I- SOCIOLOGY OF EDUCATION

- ~~Origin and Development~~Meaning of Sociology of Education
- Nature and Scope of Sociology of Education
- ~~Methods of Study in Sociology~~Function of Education in Society
- ~~UNIT- II-~~ Education-Functionalist, Conflict and ~~SOCIAL~~post Modernist Perspectives

UNIT- II- SOCIAL SYSTEM, SOCIALIZATION AND EDUCATION

- Social System: Concept and Element of Social System
- Education as a Social subsystem
- ~~Role of~~ Family, ~~Community, Economy, Political system~~socialization and ~~religion as a social subsystem~~education
- ~~Education of the socially and economically disadvantaged section of society with special reference to Scheduled caste, Scheduled tribe, Women and rural population.~~
- Caste, Socialization and education
- Gender, Socialization and Education
- Social Exclusion and Education

UNIT- III- ~~EDUCATION AND~~ CULTURE AND EDUCATION

- Culture: Functional characteristics~~, Cross cultural transmission~~
- Characteristics of Indian Culture
- Urbanization and social mobility

UNIT- IV- ~~EDUCATION~~ SOCIAL CONTROL, SOCIAL CHANGE ~~AND~~, MODERNIZATION AND EDUCATION

- Social Control: Nature, Agencies and Role of Education in Social Control.
- Social Change: Concept of Social change and modernization~~, factors promoting social change and modernization in India.~~
- Constraints on Social Change and Modernization in India~~.~~
- Social Stratification~~, Social equity and equalization of educational opportunities.~~

PRACTICUM:

1- **Sociometric analysis**
2- **Preparation of tools for socio-economic status.**
3- **Assessing cultural diversity**
4- **Students will be preparing an assignment on the above mentioned issues and make a presentation**

Suggested Readings

Cook, L.A. & E.F. Cook	A Sociological Approach to Education
Rugg& Wither	Social Foundation of Education
Ashley, B.S. et al.	An Introduction of the sociology of Education
Musgrave, P.W	The Sociology of Education
Merrill, F.E.	Society and Culture
Brown, FJ.	Education Sociology
Morrish, Ivor	The Sociology of Education- An Introduction
Ruhela, S.P. & K.S. Vyas	Sociological Foundation of Education in Contemporary India
Brenback, Cole. S.	Sociological Foundation of Education
Prelins, A.P. &Parelins R.J.	The Sociology of Education
Stalcup, R.J.	Sociology and Education
Ottaway, A.K.C.	Education and Society
Mishra, U.	ShikshaKaSamajshastra

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Arkara Jacob	Education in Sociological perspective, Rawat Publication, New Delhi.
Blackledge, D. & Hunt, Barry	Sociological Interpretations of Education, London, Groom Helm.
Chanda S.S. & Sharma R.K.	Sociology of Education, New Delhi, Atlantic publishers,
Chandra S.S.	Sociology of Education, Guwahati, Eastern Book House,
Cook L.A. & Cook, E.	Sociological Approach to education, New york, McGraw Hill,1950.
Dewey,J.	Democracy and Education: An Introduction into philosophy of Education, Newyork, The free press.
Durkheim, E.	Education and Sociology, New York, the free press.
Hemlata, T.	Sociological Foundations of Education, New Delhi, Kanishka Publishers.
Jayaram,	Sociology of Education, New Delhi, Rawat, 1990.
Luther, M.N.	Values and Ethics in School Education, New Delhi, Tata McGraw Hill.
Pandey R.S.	Development of Indian System of Education VinodPustakMandir: Agra.
Shah BV & Shah KV	Sociology of Education, Rawat Publications Jaipur.
Shukla, S & K. Kumar	Sociological perspective in Education, New Delhi, Chanakya Publication.

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COURSE P36: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teacher educators to:

-understand and analyze the policies of teacher education
-understand and analyze the role and functions of teacher education organization/agencies
-Appreciate the role and functions of teacher education organization/agencies
-understand the structure and management of teacher education
-Understand the importance of universalisation of secondary education
-identify the various areas of research in teacher education
-identify the trends of research in teacher education
-identify and reflect on the problems and issues of teacher education
- analyse the role of agencies in quality assurance

UNIT I: POLICIES ON TEACHER EDUCATION AND TEACHER DEVELOPMENT

- National policy on Teacher Education: Concern and vision
- Teacher Expertise – Berliner's stages of development of a teacher
- Approaches to teacher development: Self directed development, cooperative development and change-oriented staff development

UNIT II: ORGANIZATION AND AGENCIES OF TEACHER EDUCATION

- Organization and agencies of teacher education: Roles, Functions and Networking of –
  - DIET
  - CTE
  - IASE
  - SCERT
  -NCERT
  -NUEPA

UNIT III: STRUCTURE, MANAGEMENT AND QUALITY OF TEACHER EDUCATION

- Structure of teacher education system in India: Its merits and demerits
- Management of teacher education – Planning and designing, Executing instruction, Monitoring the programme and Management of demand and supply
- NAAC & its criteria for quality assessment of Higher Education Institutions
- Criteria of quality assurance in context of Internal Quality Assurance Cell (IQAC)

UNIT IV: RESEARCH IN TEACHER EDUCATION

- Research in teacher education: Concept, Areas/Scope
- Problems of research in teacher education
- Trends of research: Earlier trends, Emerging trend, areas and variable of research in teacher education

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical analysis of national policies of teacher education
- Critical analysis of role of various teacher education agencies/organization
- Visiting teacher education institutes like DIET, CTE, IASE etc., and preparing report on it
- Identifying and reflecting on present problems and issues of teacher education and presenting in seminar form
- Writing a conceptual paper on present problems and issues of teacher education
- Review the surveys of education at research and prepare trend report
- Reflecting on recommendation of NCFTE 2009 and present practices in teacher education programme
- Preparing presentation on the role and functions of NCERT and NUEPA

Suggested Readings:

Ali, L. (2012). *Teacher Education*. New Delhi: APH Publishing Corporation
Bose, K., and Shrivastava, R.C. (1973). Theory and Practice Teacher Education in India, Allahabad: Chug publication

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Chatterji and Desuja, A.(1959). Training for Teacher in India and England. New Delhi: Orient Longman,.
Chaurasia, G.(1967). New Era in Teacher-Education. New Delhi: Sterling Publishers Pvt. Ltd.,
Dunkin, M. J. (Ed.) (1985). The International Encyclopedia of Teaching and Teacher Education. Oxford: Pergamon.
Gage, N. L. (Ed.) (1976). Handbook of Research on Teaching. Chicago: Rand McNally and Co.,
Gupta, A.K.: Teacher Education (1984). Curriculum and prospects. New Delhi: Sterling Publishing Private Ltd.
Jangira, N.K. (1978). An Experiment in Teacher Education and Teacher Effectiveness. Delhi: Frank Brothers and Co.
Mangala, S. (2002). Teacher Education-Trends and Strategies. New Delhi: Sage Publication
Miman, J. (Ed.)(1981). Handbook of Teacher Evaluation. London: Sage Publications.
Mohan, R. (2011). Teacher Education. New Delhi: PHI Learning Private Limited, 2011.
Mukerjee, S. N. (Ed.) (1968). Education of Teachers in India (Vol. I & II). Delhi: S. Chand and Co.
NCERT (2005). National Curriculum Framework. New Delhi: NCERT.
NCFTE (2009). National Curriculum Framework for Teacher Education: Towards Preparing professional and Humane Teacher, National Council of Teacher Education, New Delhi
NCTE (1998). Curriculum Framework for Teacher Education. New Delhi: NCTE, 1998.
NCTE (1998). Policy Perspectives in Teacher Education. New Delhi: NCTE.
Panigrahi, S.C., and Biswal, A. (2012) Teacher Education. New Delhi: APA Publishing Corporation
Rao, D. (2002) Teacher Education in India. New Delhi: Discovery Publishing House
Shukla, R. S. (1984). Emerging Trends in Teacher Education. New Delhi: Sterling,
Panda, B. N. and Tiwari, A. D. (1997). Teacher Education. New Delhi: APH Publishing Corporation.
Singh,L.C. (1997). Experimentation and Innovation in Schools: A Handbook. New Delhi: NCERT.
Singh, L. C.(1990). Teacher Education in India- A Resource Book. New Delhi: NCERT, 1990.
Smith, B. O. (1971). Research in Teacher Education: Symposium. New Jersey: Prentice Hall Inc.

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COURSE T33: INFORMATION AND COMMUNICATION TECHNOLOGY

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 |4 Hrs./wk**

To help the prospective teachers to:

-develop the understanding of Information and Communication Technology
-understand the use of internet in education
-use various application softwares like MSWord, Excel and Powerpoint
-understand the utility of e-learning, m-learning and social online media in education
--be able to understand the changing scenario of ICT through virtual classroom in teaching learning process

UNIT I: ICT AND EDUCATION

- Information and Communication Technology: Origin, Concept and importance
- Components of Modern ICT's: Input, Process, and Output devices
- Use of ICT: Use by Educational Managers/Administrators, teachers, students

UNIT II: MS OFFICE

- **MS Word:** Different Menus and ribbon: Home, Insert, Page Layout, References, Mailings and Review, Functions of Office button, Customize Quick Access Toolbar.
- **Power Point:** Different Menus and ribbons, making slides. Custom Slide Show.
- **MS-Excel:** Different Menus and ribbon, Charts and their Functions in the field of Education, Application of Function Library.

UNIT II: INTERNET AND EDUCATION

- Online Aspects: Online Surfing, Online Conferencing, Creation & Use of e-mail, Chat, Use of Search Engines , Use of Cloud Computing, Utility of Different Topologies in the field of Education
- Use of Internet in Education

UNIT IV: VIRTUAL CLASSROOM AND EDUCATION

- Virtual Classroom: concept, uses in schools and universities
- Modes of Virtual Classroom: Synchronous, Asynchronous & Self-paced instruction
- Virtual Classroom for teaching learning process; video conferencing
- Advantages of Virtual Classroom for teachers & students

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Workshop on E-learning
- Presentation on various theme of education using application software
- Preparation of data sheet containing various dimensions of students and using functions key
- Prepare a report/draft on 'Use of Virtual Classroom in teaching learning process: challenges and achievements' in any school
- Preparing a Note/Draft on the Advantages of Social media in Education with reference to National and International context
- Visiting to SCERT and participating on video conferencing programme
- Organising a guest Lecture on ICT in Education via video conferencing

MODE OF TRANSACTION: Lecture, Demonstration, Participatory Approach, Assignment, Discussion and hands on experience

Suggested Readings:

Aggarwal, J. C. (2009). Essentials of Educational Technology- Innovations in Teaching-Learning. 2 nd Edition, Vikas Publishing House Pvt. Ltd., A-22, sector-4, Noida-01(UP).

Bhatnagar, A. (2007) Teaching of Computer Science, International Publishing House, Merrutt

Chandrakar, M. (2011)ICTin Education (Based on UNESCO ICT Initiative), Authors Pressa, New Delhi

Goel, H. (2008)Teaching of Computer Science, R.Lal Book Depot, Merrut

Mangal, S.K. & Mangal Uma (2012) Essentials of Educational Technology, PHI Learning Private Ltd, New Delhi.

Rajsekar, S. (2008) Computer Education, Neelkamal Publications, New Delhi

Talesra Hemlata, Marashdeh Wasef & Nagda M L (2003) Web-based Learning, Authorspress Global Network , E-35/103, Jawahar Park, Laxmi Nagar, Delhi.

Upadhaya, A. & Singh N. (2008) Computer Shiksha, Agrawal Publications, Agra.

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COURSE S331: SECONDARY EDUCATION: UNDERSTANDING EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To help the prospective teacher educators to:

- Understand the concept of educational technology
- Categories the subject according to the form of ET
- Mediate between content and resources of presentation.
- Evaluate the learner's performance in terms of achieving educational objectives.
- Will be able to maintained the standard of education but also improved the ways of teaching by giving teaching aids and programmed instructional material
- Explain the meaning and nature of educational technology
- Differentiate various approaches of educational technology
- Evaluate software and hard ware resources appropriate for teaching in range of curriculum areas
- ~~Display an understanding of the nature~~Understand and ~~purpose of~~use emerging education al technology.

UNIT I: HISTORY AND CONCEPT OF EDUCATIONAL TECHNOLOGY

- ~~Origin and development~~Evolution of educational technology
- Meaning, Scope, and role of Educational Technology
- Need and ~~importance~~significance of Educational Technology
- Concept of technology in education and technology of education

UNIT II: APPROACHES AND FORMS TO EDUCATIONAL TECHNOLOGY

- Concept and role of Hardware Software & System Approach Approach
- Forms of Educational technology: Teaching Technology ~~– Meaning, definition and –~~ concept and need
- ~~Need~~Concept and ~~importance of Teaching Technology in Education~~

~~**UNIT III: INSTRUCTIONAL TECHNOLOGY**~~

- ~~Meaning~~need and ~~concept~~use of Instructional Technology
- ~~Need, importance and~~ , writing ~~of~~ Instructional ~~Objectives~~ objectives
- ~~Uses of Instructional~~Behaviour Technology ~~for Education~~ : Concept and need

UNIT ~~IV~~III: BEHAVIOUR TECHNOLOGY

- ~~Meaning, definition~~ Concept: Teaching and ~~concept of Behaviour Technology~~
- ~~Technology and change in~~teacher behaviour
- ~~Shaping~~Modification of ~~Behaviour~~
- ~~Need~~teaching and ~~importance of Behavioural Technology in Education~~ teacher behaviour
- Techniques for modification of teacher behavior

UNIT IV: EMERGING TECHNOLOGY

- Future trends: Computer, E-mail – its pedagogic research and administrative importance
- Communication satellite,- - INSAT, Teleconferencing – audio and video conferencing
- Internet and intranet, electronic portfolio, M-learning

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical evaluation of use of hardware and software in school (Based on Field Visit)
- Writing instructional objectives in specific
- ~~Critical observation~~ Use and evaluate the emerging educational technology
- Listing of ~~teaching skills~~use of technology in your ~~subject (teaching)area~~institution
- ~~Analysis of video lesson /models of CIET/SCERT/IGNOU~~

MODE OF TRANSACTION: lecture cum discussion, workshop, seminar assignment, presentation by students~~, constructivism approach~~

Suggested Readings:

Agrawal, J.C.: Essentials of Educational Technology – Teaching Learning Innovations in Education, Vikas Publishing House, New Delhi, 1996.
Alberto, P.A. & Tontman, A.C. *Applied Behavior Analysis for Teachers*
Mangal S. K. *Teaching of science*, New Delhi:

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Bhushan, S.: Educational Technology, Vinod Pustak Mandir, Agra, 1986
Passi, B. K., Goel, D. R. and Jaiswal, K. (1992). *Educational Television.* Agra: National Psychological Corporation
Chouhan, S.S. (1973.): Innovations in Teaching and Learning Practices, Vikas Publishing House, New Delhi,
Das, R.C. *Educational Technology: A Basic Text.* New Delhi: Sterling, 1992
Dececco. J.P. *Educational Technology*, New York: HRW, 1964.
Joshi, A., & Passi, B.K.: Controlled Learning, National Psychological Corporation, Agra, 1998.
Mangal, S. K. (1988). *Fundamentals of Educational Technology (Essential of Teaching & Learning).* Ludhiana: Prakash Brothers
Rao. V. *Educational Technology*. Delhi: Himalayan Publishing House, 1991.
Sampath, K. et al.: Introduction to Educational Technology, Sterling Publisher, New Delhi, 1981.

COURSE S332: SECONDARY EDUCATION: INTRODUCTION TO INCLUSIVE EDUCATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

To enable the teacher educators -

- To acquire knowledge and understanding of Inclusive education.
- To acquire knowledge and understanding about different areas of disability (Visual, Hearing & Orthopedically Impaired, mentally retarded).
- To acquire knowledge and understanding about different policies and constitutional provisions for children with diverse needs.
- To acquaint them with the Government Policies, Legislatures &National Institutes related to the disabled.
- To acquaint them with Educational programmes, Equipments and Aids for education of the disabled.

UNIT I. INTRODUCTION TO BASIC CONCEPTS OF INCLUSIVE EDUCATION

- Concept of Children with diverse/special needs
- Impairment, disability and handicap
- Concept, need & objectives of Special/inclusive Education
- segregated, integrated and inclusive education
- Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability,

UNIT II. HISTORICAL DEVELOPMENT OF INCLUSIVE EDUCATION

- National institutes related to disabilities
- landmark contribution in special/inclusive education
- Historical and legal development of special/inclusive education with special reference to Indian context

UNITIII: LEGAL AND POLICY PERSPECTIVES

- Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006;
- Constitutional Provisions; the Persons with Disabilities Act, 1995 (PWD Act); the Rehabilitation Council of India Act, 1992 (RCI Act); and the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009.

UNIT IV: INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL

- School's readiness for addressing learner's difficulties.
- Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.
- Classroom management and organisation.
- Responding to special needs by developing strategies for content, curricular adaptations, lesson planning and TLM.
- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, reflective teaching, multisensory teaching, etc.
- Supportive services required for meeting special needs in the classroom — special/ resource teacher, speech therapist, physiotherapist, occupational therapist, and

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counselor. Development and application of learner -friendly evaluation procedures; Different provisions for examination by CBSE and the board in their State.

MODE OF TRANSACTION: Lecture, Discussion, power point presentations, field visits

PRACTICUM

- To prepare a report on the facilities present in any one special school and in an inclusive setting school of your city.
- To develop teaching learning material to teach any one type of differently able child.
- To prepare a report on the implementation of different policies related to inclusive education in an inclusive school.

Suggested readings:

Agrawal, J.C. **VisistaBalakhetuShikhanAdhigamPrakriya**

Bender, W.N. ***Learning Disability,*** Allyn & Bacon, Simon and Schuster, 1995, Boston London

Berdine, W.H & Blackhurst A.E.(eds). ***An Introduction to Special Education***, Harpers Collins Publishers, Boston 1980.

Bhargava, M. ***Introduction to Exceptional Children, Their Nature and Educational Provisions*****,** New Delhi, Sterling Publishers, 1994

Bist, Abha Rani : ***Vishistha Balak***, Agra : Vinod Pustak Mandir.

Bruer, A.M. & Shea, M ***Teaching Exceptional Students in your Classroom,*** London, Allyn and Bacon,

Chauhan, S.S ***Education of Exceptional Children*****,** New Delhi, Indus Publishing Company, 1989

Cruick Shank M.M. and Johnson (eds) ***Education of Exceptional Children and Youth,*** London, McGraw Hill, 1975

Dash, M.: ***Education of Exceptional Children***, New Delhi: Atlantic Publishers and Distributors, 5300.

Dubey, M.N. ***Gifted and Talented Education,*** New Delhi, Mittal Publication, 5305

Dunn., L & Bay, D.M (ed.): ***Exceptional Children in the Schools***, New York : Holt, Rinehart, nston.

Farwel, M. ***Special Education Needs*** Paul Chapman Publishing- Sage Publication 5304

Gallagher J.J. ***Teaching the Gifted Child (2nd edition***.), Boston, Allyn& Bacon, 1975

Gupta P.K. ***Education for Creativity*** Cosmo publication, New Delhi 5304

Hallahar, D.P & Kauffman, J.M., ***Exceptional Children: Introduction to Special Education,*** Allyn & Bacon, Massachusetts, 1991

Heck, A.O. ***The Education of the Exceptional Children,*** New York, McGraw Hill, 1953

Hewett, Frank M. & Foreness Steven R., ***Education of Exceptional Learners,*** Allyn & Bacon, Masachusetts, 1984.6. Jorden, Thomes E. The Exceptional Child, Ohio: Merrill.

Kirk, S. &Gallalagher***Education of the Exceptional Children,*** New Delhi, Oxford IBH, 1979

Kirk, S.A & Gallagher J.J., Education of Exceptional Children ; Houghton Mifflin Co., Boston, 1989

Kundu, C.L. (Editor in Chief): ***Status of Disability in India 5300***, New Delhi: Rehabilitation Council of India.

Magnifico, L.X: ***Education of the Exceptional Child***, New York, Longman.

Martens, D.M. &Melaughliu, J.A. ***Research and Evaluation, Methods in Special in Special Education*** Corwin Press, Sage Publication 5305

Mishra, R.C. ***Guidance &Counselling (2 Vols)*** Eastern Book House, Guwahati,

Panda, K.C.: ***Education of Exceptional Children***, New Delhi: Vikas Publishing House Pvt. Ltd., 1997

Parker, B.N. ***Discovering programs for Talent Development*** Corwin Press, Sage Publication, New Delhi

Perter, L. ***Educating Young Children with Special Needs,*** New Delhi, Sage Publication,

Porter, L ***Educating Young Children with Special needs,*** Paul Chapman Publishing), New Delhi, Sage Publications 5303

Reddy, G.L. ***Mental Retardation, Education and Rehabilitation,*** New Delhi, DPH Publication, 5304

Sarsani, M.R ***Creativity in Education, New Delhi, Sarup Publication, 5305***

Shanker, Udey: ***Exceptional Children***, Jullundur: Sterling Publications.

Shelton, C.F ***The Exceptional Teachers Handbook,*** New Delhi, Cowries Press, Sage Publication, 5300

Singh, N.N and Beale, I.L. (eds.) ***Learning Disabilities – Nature, Theory and Treatment*** Spring-Verlag, New York, Inc:1992.

Singh, N.N and Beale, I.L. (eds.) ***Learning Disabilities – Nature, Theory and Treatment***

Smith, C.R, ***Learning Disabilities – the interaction of Learner, Task and Setting***. Allyn and Bacon, Massachusetts, 1991.

Smith, D. ***Working with Gifted and Talented Pupils in the SecondarySchools,*** Paul Chapman Publishing, Sage publication, 5305

Strange, Ruth ***: Exceptional Children & Youth*** J.J. : Prentice Hall..

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Sukumaran, P.S. ***Parental Involvement in the Education of Mentally Challenged Children***, Ekta Book Distributor, Catalogue New Delhi 5300

Torrance & Myers ***Creative Learning and Teaching, New York, Dodd Mead Publications, 1950***

Torrance,E. P. ***Guiding Creative Talent, New Delhi, Prentice Hall, 1950***

Venkataiah***Special Education*** Ekta Book Distributor, Catalogue New Delhi 5305

Wall, K. ***Special Needs and Early Years-A Practioners Guide,*** New Delhi, Paul Chapman Publishing, 5303

Wards, V.S. ***Educating the Gifted, Ohio, Merrill Book Company, 1961***

Wehman, P. &Melaughlin, P.T. ***Programme Development in Special Education*,** New Delhi, McGraw Hill Publishers, 1981

Yesseldyke, E. James, Bob Algozzine, ***Special Education – A Practical Approach for Teachers***, New Delhi: Kanishka Publishers, Distributors

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COURSE S333: SECONDARY EDUCATION: UNDERSTANDING GUIDANCE & COUNSELLING

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

Students will be able to –

- understand the theoretical background of guidance and counseling
- understand the services as an essential dimension of guidance.
- understand the need of educational guidance.
- understand the significance the vocational guidance

UNIT - I: THEORETICAL BACKGROUND OF GUIDANCE SERVICES

- Meaning, nature and principals of guidance and counseling.
- Areas of guidance- Educational, Vocational and Personal.
- Need of guidance and counseling in education.
- Institutes offering guidance/counselling programme : National and State level.

UNIT - II: ESSENTIAL DIMENSIONS OF GUIDANCE

- Concept of services in guidance
- Individual inventory services- meaning and its need.
- Information services- need, type and maintenance.
- Counseling services- concept and nature of counseling
- Placement services- educational and vocational.
- Follow-up services- concept and need.

UNIT - III: EDUCATIONAL GUIDANCE

- Concept and need of educational guidance.
- Identifying and dealing with disarming students need and problem.
- Organization of guidance services at secondary level.
- Role of teacher and other personal (parents and psychologist) in guidance programme.
- Group guidance- need and process in educational guidance.

UNIT - IV: VOCATIONAL GUIDANCE

- Concept and significance of vocational guidance.
- Psychology of careers and dynamics of vocational development with reference to – Supper's and Ginzeberg Theory.
- Process of job analysis, job description and job satisfaction.

PRACTICUM

Organise and exhibition on guidance and counselling services
Arrange for special talks on guidance and counselling
Identify the need of guidance counselling services in a secondary school.

Suggested Reading

- Chauhan, S.S. (1982). Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.
- Crow & Crow (1994). Introduction to Guidance, Uresin Publication House Private Ltd., New Delhi.
- Donald,E, Super (1965). Counseling in the Secondary School, Harper, New Delhi.
- Kothar, S. K. (1983). Guidance & Counseling in College and Universities, Starling Publisher Green Park, New Delhi.
- Jaiswal, S. R. (1987). NirdeshanevamParamarsh, VinodPustakMandir, Agra.
- Verma & Upadhay (1967). ShaikshikevamVyavshaikNirdeshan, VinodPustakMandir, Agra.
- Oberai, S. C. (5302). Educational; & Vocational Guidance & Counseling, Loyal Book Depot. Meerut.

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COURSE F35: ACADEMIC WRITING

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | ~~4~~3 Hrs./wk**

This course aims to develop familiarity with academic writing and its styles and structure.
The course will help students
–understand the norms of academic writing.
–develop and improve academic writing skills
–evaluate academic writing critically

~~THEMES OF WORKSHOPS:~~

1. Understanding academic writing: Various types (research papers, reportaire, seminar proceeding etc.)and their characteristics, Essentials of good academic writing
2. Various Styles of writing: Through exploration of different sources (journals, books, academic, magazines, working papers, etc.)
3. Critical Review of research papers & Dissertations

~~3.~~4. Essentials of good academic writing

~~4.~~5. Paraphrasing and acknowledging

~~5.~~6. Editing and Proof reading

~~6.~~7. Referencing as per an accepted referencing style guide (particularly, APA)

MODES OF TRANSACTION

- ~~Practical course with~~learning by doing; focus on self learning
- Exposure to academic writing like journals, books, etc.
- Critical Review and Editing
- Presentations

Mode of Evaluation: ~~Evaluation~~Since this is a skill based paper which requires theoretical understanding and hands-on-activity, the weightage in evaluation will be based on performance on ~~Practicals~~hands-on-activity on given scripts, ability to critically appreciate a given document ~~and~~, gradual improvement in academic writing capacity in given assignments~~.~~ and performance in the internal examination conducted in summative mode.

Suggested Readings

- APA (2012) style Manual USA, American Psychological Association
- Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press, 2002.
- Murray, R (2004) Wring for Academic Journals, Maidenhead: Open University Press.

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- Strunk William and Whyte C.B. (Ed.) (1959). The elements of style.

COURSE F36: ~~PRACTICUM ON~~ RESEARCH RELATED TECHNIQUES

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | ~~4~~3 Hrs./wk**

The course will help prospective teacher educators

- to develop and improve the theoretical understanding as well as the research skills by developing skill of critical reviewing, and/or, skill of presentation and defending research and/or equipping them with data analysis skills using various software and/or some advanced techniques.

The course will provide the prospective teacher educators the necessary theoretical understanding along with hands-on-experience to a group of areas among the following as per requirement and students' choice:

1. Data handling
2. Statistical data analysis using MS-EXCEL
3. Using SPSS for data analysis
4. Qualitative Research Techniques
5. Advanced statistics for data analysis
6. Seminar presentation of research papers
7. Writing Review of research papers on some given area
8. Critical Review of Dissertations
9. Preparing project/research proposals

The course is expected to refine the research skills of the prospective teacher educators on some specialized area. The skill based course will be evaluated internally and on the basis of improvement in the performance in the classroom as well as on the basis of the performance in the internal examination conducted in summative mode as per given rubric.

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COURSE F37: DISSERTATION (PROPOSAL)

COURSE OBJECTIVES **MARKS: 50 | CREDITS: 2 | 4 Hrs./wk**

Under this course, the prospective teacher educators are expected to prepare a detailed Proposal for the Scheme of Study to be undertaken for their dissertation work on the basis of the review of related literature and the rationale developed in the previous semester.

The scheme of study will include the nature of the study, variables involved, operational definitions of the variables, delimitations, population, required sample specifying its size, subgroups and method of selection, tools and the nature of data analysis techniques as expected to be involved.

The prospective teacher educators are expected to prepare at least one tool with specifying the dimensions and the respective items. It is also expected that they must go through a pilot study to go for an appropriate item analysis process. It is required that each student will present a report on the preparation of tool before a panel of teachers.

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COURSE P48: HISTORY & POLITICAL ECONOMY IN EDUCATION

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6Hrs./wk**

To help the prospective teachers to:

- develop knowledge and understanding of the various schemes formulated for the development of education in India
- develop the understanding of different political and economic ideologies
- understand the economic thoughts on education and role of education for economic development
- understand the process of financing
- understand the financing of education in India

UNIT I: EDUCATIONAL SCHEMES OF POST-INDEPENDENT INDIA

- Primary Education –SSA,RTE
- Secondary Education -RMSA
- Higher Education-RUSA

UNIT II: POLITICAL AND ECONOMIC IDEOLOGIES AND EDUCATION

- State control over education
- Democracy and Education
- Totalitarian and Education
- Socialism and Education

UNIT III: ECONOMICS AND EDUCATION

- Economics of Education: Concept, Need, and Scope
- Economic Thoughts on Education: Classical, Neo-Classical and Modern
- Education as an Economic Good, Consumption and Investment
- Education as Industry: A critical analysis
- Concept and Importance of Human Capital, Education and Human Capital Formation

UNIT IV: FINANCING OF EDUCATION IN INDIA

- Financing of Education: Meaning and Importance
- Sources of Finance (Grant-in-Aid Policies: central, state and local government)
- Principles of Financing Education

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Develop an educational plan of a remote village for bringing them into mainstream
- Conduct a survey of village reflecting an educational status
- Prepare a write-up depicting growth & development of an educational institute

MODE OF TRANSACTION: Lecture cum demonstration

Suggested Readings:

Aggarwal, J.C. Educational Planning, Budgeting & Financing in India. Arya Book Depot: New Delhi
Ansari, M.M. Education and Economic Development,New Delhi, AIU Publication, 1987.
Atlekar, A.S. Education in Ancient India.
Banerjee, J. P. Education in India-past, Present and future.
Basu, A.N. Education in modern India.
Basu, A.N. Adam's Report.
Bell & Bell Education Policy & Social Class. Routledge: New Delhi
Bhargava, M. et al Perspectives of education. H.P. Bhargava Book House: Agre
Blaug Mark Economics of Education & the Education of an Economist. University Press: New York
Blaug, M. An Introduction to Economics of Education. Penguin Books Ltd.: England

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Blaug, M. An Introduction to Economics of Education. The Penguin: London
Garg, V.P. The Cost Analysis in Higher Education. Metropolitan Book Co. New Delhi
Govt. of India Education of Women key to progress, Ministry of education, New Delhi.
Govt. of India National Policy on Education. MHRD: New Delhi.
Govt. of India Policy of Action. MHRD: New Delhi.
Govt. of India Report of Kothari Commission. MHRD: New Delhi.
Govt. of India Report of Secondary Education Commission, New Delhi.
Govt. of India Report of University Education Commission, New Delhi.
Harbison & Myers. Education, Manpower and Economics growth. Oxford: New Delhi.
Keay, E.E. India Education in Ancient times.
Kneller, G. F. Education & Economic Growth. John Wiley: New York.
Mathur, S.P. Financial Administration & management – The Indian Publications: India
Mukherjee, S.N. Education in India, Today & Tomorrow.
Mukherjee, S.N. History of Education (Modern Period).
N.C.E.R.T. The First Year Book of Education. NCERT: New Delhi.
Nagpal C.S. & Mittal A.C. (eds). Economics of Education. Anmol Publications: New Delhi.
Naik J.P. Educational Planning in India. Allied: New Delhi
Pandit, H. N. Measurement of cost Productivity & Efficiency of Education. NCERT: New Delhi.
Prakash Sri. & Choudhury, S.Expenditure on Education: Theory, Models &Growth. NIEPA: New Delhi.
Schultz, T. W. The Economic Value of Education. Columbia University Press: Columbia.
Sekaran, P.C. Educational Planning & Management –Sterling Publication Pvt. Ltd.: New Delhi
Sethi, V. Educational Development and Resource Mobilization. Kanishka Publication: New Delhi.
Sharma, Y. K. History & Problems of Education – Volume I & Volume II
Sodhi, T. S. Education and Economics Development. Mukand Publications: Ludhiana.
Tilak, J.B.G. Cost of Education in India: International Journal of Educational Development
Tilak, J.B.G. Economics of Inequality in Education. Sage Publications: New Delhi.
UNESCO Economic & Social aspects of Educational Planning
Vaizey, J. Economics of Education. Faber & Faber: London.

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COURSE S441: SECONDAY EDUCATION: EDUCATIONAL TECHNOLOGY AND TEACHING LEARNING PROCESS

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6Hrs./wk**

To help the prospective teacher educators:

To understand and analyze the process of communication
To understand the concept of Instructional material.
To understand the importance of individual instruction in classrooms.
To develop skills in developing instructional material for teachers and students.
To understand the use of ET in developing instructional materials
To develop systems for various application in schools.
To understand the need and importance of technology used in teaching aids
To equip student with fundamentals of system approach for solving educational problems scientifically

UNIT I: COMMUNICATION IN TEACHING LEARNING PROCESS

- Meaning and concept of communication
- Components and process of communication
- Modes and means of classroom communication
- Strategies and tactics to develop effective classroom communication

UNIT II: INSTRUCTIONAL STRATEGIES AND APPROACHES

- Concept of Instructional Design
- Gagne's, Banethy's and Keller's model of instructional design
- Designing group instructional strategies:
  Team teaching, Discussion, Seminar, Collaborative Learning

UNIT III: DEVELOPMENT OF INSTRUCTIONAL MATERIAL

- Individualized instruction: Need and importance
- Concept of Programmed learning material
- Principles of construction of ~~Programme Learning Material (~~PLM~~)~~ - Linear~~, Branching~~ and Branch
- Meaning, concept and characteristics of module
- Principles of construction of module
- Steps to develop module

UNIT IV MODELS OF TEACHING

- Meaning,definition, and concept of Models of Teaching
- ~~Historical development of Models of Teaching~~
- Family of Models of Teaching
- Concept of few models: Concept Attainment Model, Inquiry Training Model and Mastery Learning~~: Description & Fundamental Elements~~

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- ~~Making~~ Make a chart on teaching skills and indicating the type of technology used
- ~~Developing~~Develop a linear\branched PLM
- ~~Preparing~~Prepare a lesson plan and point out what technology used and why
- ~~Developing~~Develop a module on content of Educational Technology
- ~~Analyzing~~Analyze and ~~evaluating~~evaluate a module of Open and distance learning
- ~~Developing a lesson plan best on concept attainment model~~

MODE OF TRANSACTION:lecture cum discussion, workshop, seminar assignment,presentation by students~~,constructivism~~

Suggested Readings:

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- Agrawal, J.C.: Essentials of Educational Technology – Teaching Learning Innovations in Education, Vikas Publishing House, New Delhi, 1996.
- Alberto, P.A. &Tontman, A.C. *Applied Behaviour Analysis for Teachers*. London: Merrill Publishing Co, 1986.
- Bhushan, S.: Educational Technology, Vinod ~~Pustak Mandir~~PustakMandir, Agra, 1986.
- Chouhan, S.S.: Innovations in Teaching and Learning Practices, Vikas Publishing House, New Delhi, 1973.
- Chouhan, S.S.: Textbook of Programmed Instruction, Sterling Publication, New Delhi, 1982.
- Das, R.C. *Educational Technology: A Basic Text.* New Delhi: Sterling, 1992
- Dececoo, J. P. (1964). *Educational Technology: Readings in Programmed Instruction.* London: Holt, Renehart& Winston
- Rao. V. *Educational Technology*. Delhi: Himalayan Publishing House, 1991.
- Sampath, K. et al.: Introduction to Educational Technology, Sterling Publisher, New Delhi, 1981.
- Sharma, A.R.: Educational Technology, Loyal Book Depot, Meerut, 1982.
- Kocharan, Kieffer: Audio Visual Aids, Prentice Hall, New Delhi, 1966.
- Kulkarni, S.S.: Introduction to Educational Technology, Oxford and IBH, New Delhi, 1986.
- Joshi, A., &Passi, B.K.: Controlled Learning, National Psychological Corporation, Agra, 1998.
- Brown, J. W., Lewis, R. B. (1977). *Instructional Technology: Media and Methods.* New York: Mcraw Hill Book Company.
- Demareo, T. (1978). *Structured Analysis and System Design*. New York: Yurdon Press.
- Hawryszkiewyez, I. (1998). *Introduction to systems Analysis and Design (4th Ed.).* New Delhi: Prentice hall of India (Pvt.) Ltd.
- Mangal, S. K. (1988). *Fundamentals of Educational Technology (Essential of Teaching & Learning).* Ludhiana: Prakash Brothers

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COURSE S442: SECONDARY EDUCATION: UNDERSTANDING DISABILITIES

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6Hrs./wk**

To help the prospective teacher educators to:

- Acquire knowledge and understanding of Special education.
- To enable them to acquire knowledge and understanding about different areas of disability (Visual, Hearing & Orthopedically Impaired, mentally retarded).
- To acquaint them with the Government Policies, Legislatures &National Institutes related to the disabled.
- To acquaint them with Educational programmes, Equipments and Aids for education of the disabled.
- To acquaint them with the role of parents, peers and society in Rehabilitation of the disabled.

UNIT I. CHILDREN WITH ORTHOPAEDIC AND VISUAL IMPAIRMENT

- Concept
- Etiology
- Characteristics
- Prevention
- Educational programme
- Role of parents, school & society

UNIT II. CHILDREN WITH INTELLECTUAL IMPAIRMENT

- Concept
- Etiology
- Characteristics
- Prevention
- Educational programme
- Role of parents, school & society

UNIT III. CHILDREN WITH HEARING IMPAIRMENT

- Concept
- Etiology
- Characteristics
- Prevention
- Educational programme
- Role of parents, school & society

UNIT IV. LEARNING DISABLED CHILDREN

- Concept
- Etiology
- Characteristics
- Prevention
- Educational programme
- Role of parents, school & society

MODE OF TRANSACTION: Lecture, Discussion, power point presentations, field visits.

PRACTICUM

- Using the audiograms of children (three), identify the audiological needs of each
- Visit to the institute meant for intellectually impaired and submit a report on the educational interventions being followed in that institute.
- Prepare a draft in Braille on any topic.
- Deliver a small content in sign language
- construct a tool to identify learning disability (any one type)

Suggested reading:

Agrawal, J.C. **VisistaBalakhetuShiskhanAdhigamPrakriya**

Bhargava, M. ***Introduction to Exceptional Children, Their Nature and Educational Provisions***, New Delhi, Sterling Publishers, 1994

Bist, Abha Rani : ***Vishistha Balak***, Agra : Vinod Pustak Mandir.

Bruer, A.M. & Shea, M ***Teaching Exceptional Students in your Classroom,*** London, Allyn and Bacon, 1989

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Sarsani, M.R ***Creativity in Education, New Delhi, Sarup Publication, 5305***
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Smith, D. ***Working with Gifted and Talented Pupils in the SecondarySchools,*** Paul Chapman Publishing, Sage publication, 5305
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COURSE S443: SECONDARY EDUCATION: GUIDANCE IN EDUCATIONAL INSTITUTES

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6Hrs./wk**

To help the prospective teacher educators to:

- understand the Basic principles and procedures of Guidance Program.
- understand the Guidance in Educational Institutes.
- understand the Guidance Activities- Possibilities and Problems.
- understand the Guidance for Special Learner

UNIT - I: BASIC PRINCIPLES AND PROCEDURES OF GUIDANCE PROGRAMME:

- Principles of organization and Administration of Guidance Programmme
- Basic organizational pattern of Guidance.
- Administration of Guidance Programme.

UNIT - II: GUIDANCE IN EDUCATIONAL INSTITUTES

- Beginning of Guidance in Indian Educational Institutions.
- Guidance in secondary schools- Characteristics of students in secondary level.
- Needs of guidance among students.
- Purposes of Guidance at secondary Level.

UNIT - III: GUIDANCE ACTIVITIES- POSSIBILITIES AND PROBLEMS:

- Guidance activities as career days, career conference, field trip and group discussion
- Evaluation and research in Guidance.
- Barriers of Guidance in India

UNIT - IV: GUIDANCE FOR SPECIAL LEARNER:

- Guiding Physically Challenged Students.
- Guiding Mentally Retarded and Slow Learner.
- Guiding Gifted students.
- Guiding Creative Students.

PRACTICUM

- Organising a career conference for secondary school students
- Understanding a Guidance programme for any one special learner

Suggsted reading

•Chauhan, S.S. (1982). Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.
•Crow & Crow (1994). Introduction to Guidance, Uresin Publication House Private Ltd., New Delhi.
•Donald,E, Super (1965). Counseling in the Secondary School, Harper, New Delhi.
•Kothar, S. K. (1983). Guidance & Counseling in College and Universities, Starling Publisher Green Park, New Delhi.
•Jaiswal, S. R. (1987). NirdeshanevamParamarsh, VinodPustakMandir, Agra.
•Verma & Upadhay, (1967). ShaikshikevamVyavshaikNirdeshan, VinodPustakMandir, Agra.
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COURSE S451: SECONDARY EDUCATION: USES & ISSUES IN EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6Hrs./wk**

To help the prospective teacher educators to:

-understand the concept of open learning system
-understand various challenges of educational technology in classroom
- help students work safely in online learning environment and develop accountability
- be acquainted with recent developments India for integrating ICT in school Education
- develop competency in working with technology enhanced learning platforms

UNIT I: OPEN EDUCATION

- Open education: concept of openness & various forms,
- Concepts of correspondence education and distance education
- Role of Open learning in India with special reference to schools
- Role of mass media in Open learning
- Problems and issues in Open Learning System in India

UNIT II: TECHNOLOGY ENHANCED LEARNING ENVIRONMENTS

- Learners' role redefined; issues of security and privacy; accountability issues: Plagiarism and its reasons, educational implications
- Open educational resources
- Online educational platforms : MOOCs—concept, requirement, basic understanding of the working process

UNIT III : RECENT DEVELOPMENTS IN ICT & EDUCATION

- Multimedia Packages
- E-PATHSHALA
- National Knowledge Network
- ICT@Schools: concept, Dimensions, outline of students curriculum for ICT, financing and implementation issues

UNIT IV: CHALLENGES OF TECHNOLOGY IN EDUCATION

- Access and availability
- Anti-technology Sentiments
- Failure to use Technology in Education
- Professional development of teachers in ICT: need and areas of competency as per national policy

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Power-point presentation on any topic
- Preparing e-content
- Working with MOODLE platform
- Project/presentation on Open educational resources of India and the World
- Analysis of the different application software packages referring to their use in education.
- Preparation of a project report by using various application software packages and its critical appraisal

MODE OF TRANSACTION: lecture cum discussion, workshop, seminar assignment, presentation by students, laboratory & practice

Suggested Readings:

Adam, D.M. *Computers and Teacher Training: A Practical guide,* The Haworth Pren, Inc., N.Y., 1995.
Bose, K Sanjay. Hardware and Software of Personal Computer, 2005.
Conrad, Kerri. Instructional Design for Web – Based Training HRD Press, 2001.
Flynn, Meredith and Rutkosky, Nita: Advanced Microsoft Office 2000. New Delhi: Publications, 2000.
Harvest, Douglas:Excel 4 for Windows:Instant Reference.Singapore; Tech Publications PTE Ltd.1992.
Hillman, David: Multimedia Technology and Applications. New York: Delmar Publishers, 1998.
Horton, W. Designing web-based Training, John Wiley & Sons, 2001.
Matthews, Martin: Windows 95 Power Tools: New York: Random House Electronic Publishing, 1995.

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Rajaraman, V.: Fundamentals of Computers. New Delhi: Prentice Hall of India Pvt. Ltd., 1997.
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Sanders, Donald H.: Computers Today. New York: McGraw hill Book Co., 1988.
Sansanwal, D.N.: Information Technology in Higher Education. University News, Vol. 38, No.46, 2000, pp 1-6.
Sansanwal D.N. & Suri, S.: Computers in Psychological Testing. Journal of Education and Psychology, Vol. 53, Nos. 1-2-3, 1996.
British Library and the Joint Information Systems Committee (2008). Information Behaviour of the Researcher of the Future. At http://www.jisc.ac.uk/media/documents/programmes/reppres/gg_final_keynote11012008.pdf
Horrigan, J. B. (2006). Home Broadband Adoption 2006. Pew Internet and American Life Project: http://www.pewinternet.org/PPF/r/184/report_display.asp
Kleiner, A. & Lewis, L. (2003). "Internet Access in U.S. Public Schools and Classrooms: 1994–2002." National Center for Education Statistics. http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004011
Toolkit for bridging the digital divide in your community. U.S. Department of Education, Office of Educational Technology.http://www.ed.gov/Technology/tool_kit.html
U.S. Copyright Office. http://www.copyright.gov/(particularly circular 21, "Reproductions of Copyrighted Works by Educators and Librarians."http://www.copyright.gov/circs/circ21.pdf

RELATED WEBSITES

Copyright
Teaching Copyright to Students http://www.teachingcopyright.org/
The United States Copyright Office http://www.copyright.gov/
The Copyright Clearance Center. This is where you can go to get permission to reproduce copyrighted works. http://www.copyright.com/
Privacy
The Children's Online Privacy Protection Act http://www.ftc.gov/ogc/coppa1.htm
Teacher's resource for privacy issues http://www.ftc.gov/kidsprivacy/teachers.htm
Plagiarism
Plagiarism resource http://www.georgetown.edu/honor/plagiarism.html
Digital Divide
The National Center for Education Statistics. You can search for the current data about technology in schools and related demographics. http://www.nces.ed.gov/
Computers for Learning government website http://www.computers.fed.gov/Public/home.asp
PBS series on the digital divide with teacher brochures and resources http://www.pbs.org/digitaldivide/learning.html
Acceptable Use Policies
Acceptable Use Policies http://www-ed.fnal.gov/lincon/issue_aup.shtml

http://ictschools.gov.in/

http://nroer.gov.in/home/

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COURSE S452 : SECONDARY EDUCATION: DEVELOPING INCLUSIVE LEARNING ENVIRONMENT

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6Hrs./wk**

To help the prospective teacher educators to:

-develop the principles, approaches & best practices associated with inclusive education

-develop the ability to identify barriers of inclusion ensuring physical, academic and social access with the help of teachers & technology

-develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings and working in teams to promote inclusion.

-develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.

-develop the ability of collaboration, managing conflict, mentoring and coaching

UNIT I: PERSPECTIVES IN INCLUSIVE EDUCATION

- principles of inclusive education
- approaches to disability and delivery models
- key debates in special and inclusive education
- research evidence on efficacy and best practices associated with inclusive education

UNIT II: BUILDING INCLUSIVE SCHOOLS

- identifying barriers to inclusion- attitudinal, systemic and structural
- ensuring physical, academic and social access
- leadership and teachers as change agents
- assistive technology

UNIT III: COLLABORATIONS

- models of collaboration
- working with parents
- managing conflict
- co-teaching
- mentoring and coaching

UNIT IV: HUMAN RIGHT-BASED APPROACH AND DISABILITY

- Human Rights-Based Approach: Concept
- Principles of Human Rights-Based Approach
  - Equality and Non-Discrimination
  - Universality & Inalienability
  - Participation and Inclusion
  - Accountability and Rule of Law
- Elements of Human Rights System
  - Legal Framework
  - Institutions
  - Development Policies & Programs
  - Public Awareness
  - Civil Society
- Implications for Disability
  - Empowerment
  - Enforceability
  - Indivisibility
  - Participation

MODE OF TRANSACTION:

Lecture, Discussion, power point presentations, field visits

PRACTICUM

- conduct a gender analysis of a selected disability act/policy
- design a poster on inclusive education
- visit special schools of any two disabilities & an inclusive school and write observation report highlighting pedagogy / environment of the school .
- identify barriers in learning in an inclusive school of your city.

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Suggested Reading:

- Agrawal, J.C. **VisistaBalakhetuShiskhanAdhigamPrakriya**
- Bhargava, M. ***Introduction to Exceptional Children, Their Nature and Educational Provisions*****,** New Delhi, Sterling Publishers, 1994
- Bist, Abha Rani : ***Vishistha Balak***, Agra : Vinod Pustak Mandir.
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COURSE S453: SECONDARY EDUCATION: UNDERSTANDING THE COUNSELLING SERVICE

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6Hrs./wk**

To help the prospective teacher educators to:

- understand the Appraisal in Guidance and Counseling.
- understand the. Approaches and Models of Counseling
- understand the individual and group counseling

UNIT - I: APPRAISAL IN GUIDANCE AND COUNSELLING.

- Meaning and nature of appraisal.
- Need for appraisal in guidance and counselling.
- Place of appraisal in guidance and counselling.
- Techniques of diagnosis: (standardized and non-standardized)
- Set-ups for counselling

UNIT - II: APPROACHES AND MODELS OF COUNSELLING:

- Approaches - Development, Psychoanalytic, Disease and Counsellor control.
- Models - Directive, Non-directive, Case study.

UNIT - III: INDIVIDUAL COUNSELLING:

- Concept of individual counseling.
- Counselling Interview- interview procedure.
- Counselling-process, condition for counselling relationship, dimensions of counselling process (internal & external, feeling vs. the content, the self and the self disclosure).

UNIT - IV: GROUP COUNSELING

- Concept of Group counselling
- Need for Group Counselling
- Dynamics of Group Counselling
  - Structure
  - Communication
  - Preparation
- Process of Group Counselling
- Limitation of Group Counselling

PRACTICUM

Undertaking a counselling of an individual case and reporting
Identifying the counsellors for individual case

Suggested reading:

•Chauhan, S.S. (1982). Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.
•Crow & Crow (1994). Introduction to Guidance, Uresin Publication House Private Ltd., New Delhi.
•Donald,E, Super (1965). Counseling in the Secondary School, Harper, New Delhi.
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COURSE F48: DISSERTATION: DATA COLLECTION, ANALYSIS & REPORT WRITING

COURSE OBJECTIVES **MARKS: 100 | CREDITS: 4 | 6Hrs./wk**

To help the prospective teacher educators to:

Be able to manage data collection from real sample situation

Be able to identify suitable process of data analysis and conduct them

Be able to report the study in formal and academically acceptable format.

Be able to defend the research in appropriate forum

On the basis of the rationale developed and scheme of study designed in the previous semesters, the prospective teachers are expected to go for the data collection from the selected sample. They have to produce records of their presence in the institutions visited for the process. The data collected may be analysed and concluded appropriately. The final dissertation is expected to be reported in appropriate format as delineated by the department.

The evaluation will be based on the performance of the student in the open seminar presentation for research defense and/or viva voce examination conducted/done through a three members committee (External Examiner/ referee, Head of the Department and concerned supervisor)/or as decided by the department. Each dissertation shall be examined by an external /examiner/referee/expert appointed by the Hon'ble Vice. Internal evaluation of the students' performance in ensuring original efforts in data collection, in suitable analysis and most importantly in reporting the study will also be given due weight.

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