



ICFAI Education School, The ICFAI University, Dehradun

Compulsory and Elective Papers (Semester-wise)

B.Ed two years campus based program consists of four Semesters. The Curriculum Framework for two years B.Ed program is prescribed by NCTE. The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The program consists of three broad Curricular areas i.e. Perspective in Education, Curriculum and Pedagogic studies and engagement with the field. The first Semester consists of the compulsory papers of Childhood and Growing Up, Contemporary India and Education, Language across the curriculum (1/2), Understanding Disciplines and Subjects (1/2) and Reading and Reflecting on texts (1/2). The second Semester includes the compulsory papers of Learning and Teaching, Knowledge and Curriculum Part-I (1/2), Assessment for Learning, Drama and Art in Education (1/2) and choose one from the (Methodology of teaching Mathematics, Methodology of Teaching Social Studies, Methodology of Teaching Commerce, Methodology of Teaching Economics and Methodology of Teaching Life Science). The third Semester consists of the compulsory Teacher Internship Program, Case Study and choose one from (Methodology of Teaching Physical Science, Methodology of Teaching English, Methodology of Teaching Hindi, Methodology of Teaching Business Studies and Methodology of Teaching Agriculture). The fourth Semester comprises of the compulsory papers of Gender, School and Society (1/2), Knowledge and Curriculum Part-II (1/2), Creating an Inclusive School (1/2), Critical Understanding of ICT, Understanding the Self (1/2) and choose any one from the Elective papers (Health and Physical Education, Value Education, Environment Education, Population Education and Counseling & Mentoring)



ICFAI Education School, The ICFAI University, Dehradun

Semester wise distribution of B.Ed syllabus with Credits, Marks and Hours of Teaching

SEM-I

S.No.	Course	Course Code	Credit	Marks	Teaching Hours per Sem
1.	Childhood & Growing Up	EDU 401	3	100	48 Sessions of 50 min. each
2.	Contemporary India & Education	EDU 402	3	100	48 Sessions of 50 min. each
3.	Language Across the Curriculum	EDU 403	2	50	32 Sessions of 50 min. each
4.	Understanding Disciplines & Subjects	EDU 404	2	50	32 Sessions of 50 min. each
5.	Reading & Reflecting on Texts	EDU 405	2	50	32 Sessions of 50 min. each

SEM-II

S.No.	Course	Course Code	Credit	Marks	Teaching Hours per Sem
1.	Learning & Teaching	EDU 406	3	100	48 Sessions of 50 min. each
2.	Knowledge & Curriculum -Part I (1/2)	EDU 407	2	50	32 Sessions of 50 min. each
3.	Assessment for Learning	EDU 408	3	100	48 Sessions of 50 min. each
4.	Drama and Art in Education (1/2)	EDU 409	2	50	32 Sessions of 50 min. each
5.	Choose any one				
a	Pedagogy of a School Subject-Part I (1/2) Mathematics	EDM 401	2	50	32 Sessions of 50 min. each
b	Pedagogy of a School Subject-Part I (1/2) Social Studies	EDM 402	2	50	32 Sessions of 50 min. each
c	Pedagogy of a School Subject-Part I (1/2) Commerce	EDM 403	2	50	32 Sessions of 50 min. each
d	Pedagogy of a School Subject-Part I (1/2) Economics	EDM 404	2	50	32 Sessions of 50 min. each
e	Pedagogy of a School Subject-Part I (1/2) Life Science	EDM 405	2	50	32 Sessions of 50 min. each

SEM-III

S.No.	Course	Course Code	Credit	Marks	Teaching Hours per Sem
1.	Choose any one				
a	Pedagogy of a School Subject-Part II (1/2) Physical Science	EDM 406	2	50	32 Sessions of 50 min. each
b	Pedagogy of a School Subject-Part II (1/2) English	EDM 407	2	50	32 Sessions of 50 min. each
c	Pedagogy of a School Subject-Part II (1/2) Hindi	EDM 408	2	50	32 Sessions of 50 min. each
d	Pedagogy of a School Subject-Part II (1/2) Business Studies	EDM 409	2	50	32 Sessions of 50 min. each
e	Pedagogy of a School Subject-Part II (1/2) Agriculture	EDM 410	2	50	32 Sessions of 50 min. each
2.	School Internship	EDU 410	6	200	3 months
3.	Case Study	EDC 401	2	50	3 months

SEM-IV

S.No.	Course	Course Code	Credit	Marks	Teaching Hours per Sem
1.	Gender, School and Society (1/2)	EDU 411	2	50	32 Sessions of 50 min. each
2.	Knowledge & Curriculum-Part II (1/2)	EDU 412	2	50	32 Sessions of 50 min. each
3.	Creating an Inclusive School (1/2)	EDU 413	2	50	32 Sessions of 50 min. each
4.	Critical Understanding of ICT (1/2)	EDU 414	2	50	32 Sessions of 50 min. each
5.	Understanding the Self (1/2)	EDU 415	2	50	32 Sessions of 50 min. each
6.	Elective Course (Choose any one)				
a	Health & Physical Education	EDE 401	2	50	32 Sessions of 50 min. each
b	Value Education	EDE 402	2	50	32 Sessions of 50 min. each
c	Population Education	EDE 403	2	50	32 Sessions of 50 min. each
d	Environment Education	EDE 404	2	50	32 Sessions of 50 min. each
e	Counseling & Mentoring	EDE 405	2	50	32 Sessions of 50 min. each

Total Credits- 46 (in all four semesters)



**FACULTY OF EDUCATION, THE ICFAI UNIVERSITY,
DEHRADUN**

B.ED CURRICULUM-----2015 onwards

FIRST YEAR

SEMESTER -I

COURSE STRUCTURE FOR THE NCTE TWO YEAR B.ED PROGRAMME

**PREPARED STRICTLY ACCORDING TO NCTE NOTIFICATION AND
GUIDELINES 2014**

COURSE 1 EDU 401 CHILDHOOD AND GROWING UP 3 CREDIT 100 MARKS

COURSE 2 EDU 402 CONTEMPORARY INDIA AND EDUCATION 3 CREDIT 100 MARKS

COURSE 4 EDU 403 LANGUAGES ACROSS THE CURRICULUM (1/2) 2 CREDIT 50 MARKS

**COURSE 5 EDU 404 UNDERSTANDING DISCIPLINES AND SUBJECTS (1/2) 2 CREDIT 50
MARKS**

COURSE (EPC 1) EDU 405 READING AND REFLECTING ON TEXTS (1/2) 2 CREDIT 50 MARKS

ENGAGEMENT WITH THE FIELD: TASKS AND ASSIGNMENTS FOR COURSE 1, 2, 4 &5

B.ED FIRST YEAR SEM-1

COURSE -- 1 EDU 401 CHILDHOOD AND GROWING UP 3 CREDIT 100 MARKS

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. GET FAMILIAR WITH THE WIDER PERSPECTIVE OF THE DEVELOPMENT AND EDUCATION OF CHILDREN
2. UNDERSTAND THE SIGNIFICANCE AND NATURE OF CHILD DEVELOPMENT
3. UNDERSTAND THE DIFFERENT STAGES OF GROWTH AND DEVELOPMENT
4. KNOW THE EFFECT OF HERIDITY AND ENVIRONMENT ON GROWTH AND DEVELOPMENT
5. GET FAMILIAR WITH THE PHYSICAL CHANGES AND ITS EFFECT ON HUMAN BEHAVIOUR
6. KNOW THE MEANING OF MOTOR DEVELOPMENT AND CLASSIFY THE MOTOR SKILLS OF CHILDHOOD
7. GET ACQUAINTED WITH REAL LIFE EXPERIENCE
8. KNOW THE SOCIAL BEHAVIOUR OF THE CHILD AT DIFFERENT STAGES
9. REALIZE THE ROLE OF THE SCHOOL AND THE TEACHER IN THE EMOTIONAL DEVELOPMENT OF THE CHILD

UNIT-1 OVERVIEW OF CHILD DEVELOPMENT

- 1.1 PROGRESS OF NATION DEPENDS UPON THE DEVELOPMENT OF THEIR CHILDREN
- 1.2 CHILDREN'S PERSPECTIVE OF THEIR NEEDS; A WORLD FIT FOR CHILDREN
- 1.3 HOW CHILDREN LEARN
- 1.4 NEEDS OF A CHILD CANNOT WAIT
- 1.5 DEVELOPMENT OF CHILDREN; TWO HISTORICAL LETTERS OF ABRAHAM LINCOLN AND JAWAHAR LAL NEHRU
- 1.6 PROMINENT EDUCATORS AND THINKERS ON THE DEVELOPMENT AND LEARNING OF CHILDREN
- 1.7 CONSTITUTIONAL PROVISIONS REGARDING CHILD'S DEVELOPMENT
- 1.8 UNITED NATIONS AND ITS ORGANISATIONS ON CHILD DEVELOPMENT
- 1.9 DEFINITION OF A CHILD

UNIT-2 CHILD DEVELOPMENT AND SIGNIFICANCE; MEANING AND ITS RELEVANCE TO THE TEACHER

- 1.1 SIGNIFICANCE AND MEANING OF CHILD DEVELOPMENT
- 1.2 HOLISTIC DEVELOPMENT OF CHILD
- 1.3 BASIC NEEDS AND NATURE OF CHILD DEVELOPMENT
- 1.4 RELEVANCE OF CHILD DEVELOPMENT FOR THE TEACHER

UNIT-3 GROWTH AND DEVELOPMENT

- 1.1 DEVELOPMENT, GROWTH AND MATURATION
- 1.2 GROWTH AND DEVELOPMENT COMPARED
- 1.3 CHARACTERISTICS AND PRINCIPLES OF DEVELOPMENT
- 1.4 EDUCATIONAL IMPLICATIONS OF THE PRINCIPLES OF DEVELOPMENT
- 1.5 STAGES OF DEVELOPMENT
- 1.6 CHARACTERISTICS OF EACH STAGE OF HUMAN GROWTH AND DEVELOPMENT
- 1.7 SIGNIFICANCE OF THE KNOWLEDGE OF THE GROWTH AND THE DEVELOPMENT PROCESSES TO THE TEACHERS
- 1.8 GROWTH RATE, GROWTH CURVE; CHARACTERISTICS AND STAGES
- 1.9 DEVELOPMENTAL NEEDS OF CHILDREN
- 1.10 DEVELOPMENTAL TASKS

UNIT - 4 HEREDITY (NATURE) AND ENVIRONMENT (NURTURE)

- 1.1 MEANING OF HEREDITY
- 1.2 PRINCIPLES OF HEREDITY, HOW HEREDITY OPERATES
- 1.3 CHART SHOWING THE CONTRIBUTION OF HEREDITY ON PERSONALITY DEVELOPMENT
- 1.4 ENVIRONMENT
- 1.5 HEREDITARIAN'S ARGUMENTS AND STUDIES
- 1.6 CRITICISM OF HEREDITARIAN'S POINT OF VIEW
- 1.7 SOME STUDIES OF ENVIRONMENT
- 1.8 RELATIVE CONTRIBUTION OF HEREDITY AND ENVIRONMENT ON GROWTH AND DEVELOPMENT
- 1.9 INFLUENCE OF HEREDITY AND ENVIRONMENT COMPONENT
- 1.10 EDUCATIONAL IMPLICATIONS OF HEREDITY AND ENVIRONMENT

UNIT 5- PHYSICAL DEVELOPMENT OF CHILDREN

- 1.1 IMPORTANCE AND DIMENSIONS OF PHYSICAL GROWTH AND DEVELOPMENT
- 1.2 GENERAL PATTERN OF PHYSICAL GROWTH AND DEVELOPMENT
- 1.3 ANATOMICAL GROWTH AND DEVELOPMENT
- 1.4 PHYSICAL CHARACTERISTICS AND NEEDS OF CHILDREN
- 1.5 COMMON CAUSES OF DELAYED MOTOR AND PHYSICAL DEVELOPMENT
- 1.6 FACTORS AFFECTING PHYSICAL GROWTH AND DEVELOPMENT
- 1.7 EDUCATIONAL IMPLICATIONS OF THE PHYSICAL DEVELOPMENT OF THE CHILDREN FOR THE TEACHER
- 1.8 ORGANISATION OF PHYSICAL DEVELOPMENT PROGRAMME

UNIT-6 MOTOR DEVELOPMENT

- 1.1 MEANING OF MOTOR DEVELOPMENT
- 1.2 CLASSIFICATION OF MOTOR SKILLS OF CHILDHOOD
- 1.3 CLASSIFICATION ACCORDING TO FINE MOTOR SKILLS AND GROSS MOTOR SKILLS
- 1.4 MOTOR DEVELOPMENT CHARACTERISTICS
- 1.5 SEX DIFFERENCE IN MOTOR DEVELOPMENT AND COORDINATION OF MOTOR SKILLS GRADUALLY INCREASES WITH AGE
- 1.6 PRINCIPLES , PROCESS AND SIGNIFICANCE OF MOTOR DEVELOPMENT
- 1.7 GUIDING MOTOR CONTROL AND DEVELOPMENT;ROLE OF TEACHERS

UNIT-7 EMOTIONAL DEVELOPMENT

- 1.1 SIGNIFICANCE OF EMOTIONAL DEVELOPMENT
- 1.2 MEANING AND CHARACTERISTICS OF EMOTIONS
- 1.3 POSITIVE AND NEGATIVE EFFECTS OF EMOTIONS
- 1.4 UNDERSTANDING EMOTIONS OF ANGER,FEAR , LOVE AND JEALOUSY
- 1.5 TRAINING , SUBLIMATING AND MOFIFYING EMOTIONS
- 1.6 FACTORS AT HOME AND AT SCHOOL WHICH DISTURB THE EMOTIONAL DEVELOPMENT OF CHILDREN
- 1.7 FACTORS INFLUENCING EMOTIONAL DEVELOPMENT OF CHILDREN
- 1.8 ROLE OF SCHOOL AND TEACHER IN THE EMOTIONAL DEVELOPMENT OF THE CHILD

UNIT-8 SOCIAL DEVELOPMENT

- 1.1 MEANING AND DEFINITIONS OF SOCIAL DEVELOPMENT
- 1.2 SOCIAL BEHAVIOUR OF THE CHILD AT DIFFERENT STAGES
- 1.3 FACTORS AFFECTING THE SOCIAL DEVELOPMENT OF THE CHILD
- 1.4 ROLE OF THE SCHOOL,FAMILY AND TEACHER IN THE SOCIAL DEVELOPMENT OF THE CHILD
- 1.5 SIGNIFICANCE OF INTER-RELATIONSHIPS AND INTERDEPENDENCE OF VARIOUS ASPECTS OF SOCIAL DEVELOPMENT

PRACTICUM

1. TO STUDY THE PSYCHOLOGY OF SECONDARY SCHOOL CHILDREN
2. CASE STUDY OF SPECIAL CHILD
3. OBSERVATION OF CHILDREN AND ADOLESCENTS OF URBAN,RURAL AND SLUM AREA
4. ATTITUDE OF A SECONDARY STUDENT TOWARDS FAMILY ,SCHOOL, PEERGROUP, FRIENDS,TEACHERS AND ENVIRONMENT
5. FINDING AND ANALYSING THE FACTORS AFFECTING SOCIALIZATION OF A SECONDARY STUDENT
6. TO STUDY THE SCHOOL GOING INTEREST AND ABSENTEEISM OF SECONDARY STUDENTS
7. VISIT TO SPECIAL SCHOOL LIKE BACHPAN, LATIKA VIHAR FOUNDATION,NIVH AND BAJAJ INSTITUTE OF LEARNING ETC

REFERENCES:

1. AGGARWAL,J.C. (2007) CHILD DEVELOPMENT AND PROCESS OF LEARNING ,SHIPRA PUBLICATIONS,6TH EDITION ,ISBN;81-75471-155-4
2. THE ICFAI UNIVERSITY,(2004) EDUCATIONAL PSYCHOLOGY , ISBN;81-7881-844-2
3. AGGARWAL, J. C. (2001). PRINCIPLES, METHODS AND TECHNIQUES OF TEACHING. VIKAS PUBLISHING HOUSE PVT. LTD. 2ND EDITION, ISBN : 978 - 81259-1056-5.
4. AGGARWAL, J. C. TEACHER AND EDUCATION IN DEVELOPING SOCIETY (FOURTH ED.) VIKAS PUBLISHING HOUSE PVT LTD., NEW DELHI.
5. AGGARWAL, J. C. (2004). ESSENTIAL OF EDUCATIONAL PSYCHOLOGY. VIKAS PUBLISHING HOUSE PVT LTD, NEW DELHI.
6. BHATIA & BHATIA (2006). A TEXTBOOK OF EDUCATIONAL PSYCHOLOGY, DOABA HOUSE,DELHI
7. BHATNAGAR, S. & SAXENA A. (2004). ADVANCED EDUCATIONAL PSYCHOLOGY. THIRD EDITION SURYA PUBLICATIONS, MEERUT

B.ED FIRST YEAR SEM -1

COURSE –2 EDU 402 CONTEMPORARY INDIA AND EDUCATION 3 CREDIT 100 MARKS

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. UNDERSTAND THE CONCEPT OF UNITY IN DIVERSITY
2. ANALYSE THE CHALLENGES FOR ACHIEVING UNIVERSAL EDUCATION
3. UNDERSTAND THE CONTEMPORARY EDUCATION AND THE RECOMMENDATIONS OF KOTHARI COMMISSION AND ITS IMPLEMENTATIONS
4. GET FAMILIAR WITH NATIONAL POLICY ON EDUCATION
5. LEARN ABOUT THE IMPLEMENTATIONS OF POLICIES FOR SHAPING OF SCHOOL
6. UNDERSTAND THE CONSTITUTIONAL VALUES RELATED TO THE AIMS OF EDUCATION AFTER STUDYING THE CONSTITUTION
7. UNDERSTAND THE CONCEPT OF SOCIAL DIVERSITY
8. REVIEW THE MID DAY MEAL SCHEME
9. GET CONVERSANT WITH THE CURRENT CONCERNS RELATING TO PLEBIANISATION, PRIVATIZATION AND STRATIFICATION OF EDUCATION
10. ENGAGE PERSONALLY WITH EDUCATIONALLY MARGINALIZED COMMUNITY AND GROUP

UNIT-1 CONCEPT OF EDUCATION

- 1.1 MEANING AND DEFINITION OF EDUCATION
- 1.2 FUNCTIONS AND SCOPE OF EDUCATION
- 1.3 TYPES OF EDUCATION ;FORMAL , INFORMAL AND NON FORMAL EDUCATION
- 1.4 AGENCIES OF EDUCATION

UNIT-2 EDUCATION - NATIONAL INTEGRATION AND GLOBAL PEACE

- 1.1 NATIONALISM AND EDUCATION
- 1.2 MEASURES FOR NATIONAL INTEGRATION
- 1.3 EDUCATION TO INDUCE NATIONALISM
- 1.4 PROBLEM OF NATIONAL INTEGRATION IN INDIA AND ROLE OF EDUCATION
- 1.5 SECURITY OF WEAPONS OF MASS DESTRUCTION
- 1.6 MEASURES OF DISARMAMENT
- 1.7 PEACEFUL USES OF CHEMISTRY

UNIT-3 EQUALIZATION OF EDUCATIONAL OPPORTUNITIES

- 1.1 EDUCATIONAL EQUALITY
- 1.2 EDUCATION AS AN AGENT OF SOCIAL CHANGE
- 1.3 SOCIAL ADJUSTMENT AND SOCIO ECONOMIC DEVELOPMENT

UNIT-4 CONSTITUTIONAL PROVISIONS AND SAFEGUARD

- 1.1 STUDY OF PREAMBLE OF CONSTITUTION OF INDIA:STUDY OF VALUES IN THE CONSTITUTION; FREEDOM, EQUALITY, BROTHERHOOD AND JUSTICE
- 1.2 FUNDAMENTAL RIGHTS AND DUTIES
- 1.3 STUDY OF DIRECTIVE PRINCIPLES IN THE CONSTITUTION
- 1.4 CONSTITUTIONAL PROVISIONS REGARDING DEPRIVED SECTION
- 1.5 MEASURES FOR PROMOTION OF EDUCATION OF DEPRIVED SECTION

UNIT-5 SAMAGAR SHIKSHA ABHIYAN

- 1.1 RIGHT TO EDUCATION ACT 2009-10
- 1.2 SARVA SHIKSHA ABHIYAN
- 1.3 EDUCATION FOR WOMEN'S EQUALITY
- 1.4 EDUCATION PEDAGOGY IN MODERN INDIA
- 1.5 EDUCATION FOR DALITS ,TRIBES AND WOMEN

UNIT-6 POLICY FORMATION IN CONTEMPORARY INDIA

- 1.1 RELEVANCE OF THREE LANGUAGE FORMULA AND ITS CONSTITUTIONAL PROVISION
- 1.2 NATIONAL EDUCATIONAL POLICY-1986 AND AS MODIFIED AS 1992
- 1.3 KOTHARI COMMISSION -RECOMMENDATIONS AND IMPLEMENTATIONS
- 1.4 REVIEW OF THE MID DAY MEAL PROGRAMME
- 1.5 CURRENT CONCERNS SUCH AS PLEBIANISATION,PRIVATISATION AND STRATIFICATION IN EDUCATION
- 1.6 LIBERALISATION AND GLOBALISATION OF INDIAN ECONOMY

UNIT-7 GUIDING AND MONITORING AGENCIES OF EDUCATIONAL SYSTEMS

- 1.1 NCTE: STRUCTURE, OBJECTIVE AND FUNCTIONS
- 1.2 NAAC: OBJECTIVES, STRUCTURE,ACTIVITIES
- 1.3 NCERT: OBJECTIVES, PROGRAM AND ACTIVITIES

- 1.4 CBSE: OBJECTIVES, STRUCTURE, ACADEMIC PROGRAM AND ACTIVITIES
- 1.5 ICSE: OBJECTIVES, STRUCTURE, ACADEMIC PROGRAM AND ACTIVITIES
- 1.6 IBO: OBJECTIVES, STRUCTURE, PROGRAM AND ACTIVITIES

PRACTICUM

1. GROUP DISCUSSION ON SSA AND ITS IMPLEMENTATIONS
2. GD ON PRIVATISATION OF EDUCATION
3. STUDY OF SOCIO ECONOMIC STATUS OF SLUM AREA
4. SURVEY AND PROJECT ON EVALUATION OF MID DAY MEAL PROGRAM OF ANY MIDDLE/PRIMARY OF SECONDARY SCHOOL
5. ANALYSIS OF RIGHT TO EDUCATION ACT
6. PROJECT ON WOMEN EDUCATION AND WOMEN EMPOWERMENT
7. GROUP DISCUSSION AND PROJECT REPORT ON STRATIFICATION AND PLEBIANISATION OF EDUCATION

REFERENCES

1. ICFAI UNIVERSITY (2004) ,PERSPECTIVES IN MODERN EDUCATION,REF.NO.PME-022004BED006
2. ICFAI UNIVERSITY(2004) , OBJECTIVES AND FUNCTIONS OF EDUCATION,REF.NO.OFE-032004BED008, ISBN NO;81-7881-912-0
3. NCERT REPORT 2006a,2006b,2006c,2006d
4. REVIEW ON NATIONAL POLICY ON EDUCATION 1986 GOVT.OF INDIA 1992
5. RTE ACT 2009
6. DR. I.S SINDHU, M.L. MITTAL (2011), EDUCATION IN EMERGING INDIAN SOCIETY, ISBN NO. 81-7579-127-6
7. RAINA (2011) RIGHT TO EDUCATION
8. CHAKRAVATI (1998)WOMEN DALITS AND TRIBE

B.ED FIRST YEAR SEM I

COURSE 4 EDU 403 LANGUAGE ACROSS THE CURRICULUM (1/2) 2 CREDIT 50 MARKS

OBJECTIVES:

TO ENABLE THE PUPIL TEACHERS TO

1. KNOW THE MEANING ,CONCEPT AND NEED OF LANGUAGE
2. UNDERSTAND THEIR LANGUAGE BACKGROUND
3. UNDERSTAND THE IMPORTANCE OF FIRST AND SECOND LANGUAGE USED AT HOME AND SCHOOL
4. DEVELOP STRATEGIES FOR USING ORAL LANGUAGE IN THE CLASSROOM ,WHICH PROMOTE LEARNING IN THE SUBJECT AREA
5. UNDERSTAND THE CONCEPT OF COMMUNICATION
6. DEVELOP AND ENHANCE THEIR COMMUNICATION SKILLS
7. UNDERSTAND THE RELATION BETWEEN LANGUAGE AND CULTURE
8. ENHANCE THEIR ORAL AND WRITTEN EXPRESSION

UNIT-1 LANGUAGE AND ITS NATURE

- 1.1 MEANING ,CONCEPT AND IMPORTANCE OF LANGUAGE
- 1.2 MEANING AND IMPORTANCE OF DIALECT
- 1.3 DIFFERENCE BETWEEN LANGUAGE AND DIALECT
- 1.4 PLACE OF ARTICULATION, ORGANS OF SPEECH
- 1.5 MONOTHONGS AND DIPHTHONGS
- 1.6 READING,WRITTEN AND ORAL SPEECH

UNIT-2 COMMUNICATION AND MOTHER TONGUE

- 1.1 MEANING AND DEFINITION OF COMMUNICATION
- 1.2 CONCEPT OF COMMUNICATION
- 1.3 MODELS AND PROCESS OF COMMUNICATION
- 1.4 BARRIERS TO COMMUNICATION
- 1.5 CHARACTERISTICS AND IMPORTANCE OF GOOD COMMUNICATION
- 1.6 MEANING AND IMPORTANCE OF MOTHER TONGUE, PROPER USE OF MOTHER TONGUE

UNIT-3 LANGUAGE LABORATORY

- 1.1 ROLE OF LANGUAGE LAB IN DEVELOPING LANGUAGE SKILLS
- 1.2 MATERIALS, PLANNING AND INSTALLING LANGUAGE LAB
- 1.3 EFFECTIVE USES OF LANGUAGE LAB
- 1.4 ADVANTAGES OF LANGUAGE LAB
- 1.5 LIMITATIONS OF LANGUAGE LAB

UNIT-4 LANGUAGE CULTURE

- 1.1 MEANING OF LANGUAGE CULTURE
- 1.2 FUNCTIONS OF LANGUAGE
- 1.3 HUMAN LANGUAGE
- 1.4 LANGUAGE CULTURE AS A STRONG MEDIUM FOR PRESERVATION AND CULTIVATION
- 1.5 LANGUAGE DIVERSITY
- 1.6 INTERCULTURAL LANGUAGE LEARNING

PRACTICUM

1. GROUP DISCUSSION ON "IMPORTANCE OF LANGUAGE"
2. TO PREPARE REPORT ON EXPERIENCES RELATED TO COMMUNICATION
3. EXTEMPORE
4. PICTURE READING ACTIVITY
5. STORY FORMATION OUT OF A GIVEN STATEMENT
6. SKITS AND DRAMAS
7. DECLAMATION
8. COMPLETE THE STORY
9. DEBATE
10. FLIPOVERS

REFERENCES

1. THE ICFAI UNIVERSITY (2008) COMMUNICATION AND SOFT SKILLS, REF.NO. C&SS-092008PG001
2. THE ICFAI UNIVERSITY(2004) COMMUNICATION SKILLS , REF.NO.CS-082004BED0017
3. SONIA NETO, LANGUAGE CULTURE AND TEACHING;CRITICAL PERSPECTIVES , ISBN NO.978-0415999748, 10-041599974X,EDITION 2
4. VOLUME 28,ISSUE 2 , 2015, LANGUAGE, CULTURE AND CURRICULUM
5. CORSON,D.(1990),LANGUAGE ACROSS THE CURRICULUM(LAC) IN CORSON DEVID(EDUCATION) LANGUAGE POLICY.ACROSS THE CURRICULUM CLEVENDON MUTHLIGUEL MATTERS, 72-140

B.ED FIRST YEAR – SEM 1

COURSE-5 EDU 404 UNDERSTANDING DISCIPLINES AND SUBJECTS (1/2) 2 CREDITS **50 MARKS**

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. ABLE TO KNOW THE ROLE AND NATURE OF DISCIPLINARY KNOWLEDGE IN THE SCHOOL CURRICULUM
2. ABLE TO OBTAIN THE KNOWLEDGE REGARDING THE HISTORY OF TEACHING OF SUBJECT AREAS IN SCHOOLS
3. FAMILIAR WITH THE RELATION AMONG THE SYLLABUS AND CURRICULUM
4. ABLE TO KNOW THE STEPS OF MAKING TEACHING INTERESTING AT SCHOOL
5. ABLE TO GET AQUAINTED WITH ALL THE SCHOOL SUBJECTS
6. ABLE TO RELATE THE VARIOUS SUBJECTS
7. ABLE TO REALIZE THE NEED OF INCLUSION OF PRODUCTION BASED SUBJECTS IN SCHOOL SYLLABUS
8. FAMILIAR WITH THE PROBLEMS AND REMEDIES OF TEACHING- LEARNING PROCESS OF SCHOOL SUBJECTS
9. ABLE TO ANALYSE THE PADADIGM SHIFT IN THE TEACHING OF VARIOUS SUBJECTS AT SCHOOL LEVEL

UNIT-1 CONCEPTS OF SCHOOL SUBJECTS

- 1.1 CONCEPT,DEFINITION AND NATURE OF VARIOUS SCHOOL SUBJECTS LIKE MATHEMATICS,SOCIAL SCIENCE, ENGLISH ,SCIENCE AND COMMERCE
- 1.2 VARIOUS SUBJECTS - THEIR ROLE AND UTILITY
- 1.3 OBJECTIVES OF VARIOUS SUBJECTS AT DIFFERENT LEVELS
- 1.4 CO-RELATION OF VARIOUS SUBJECTS
- 1.5 LEARNING ORIENTED APPROACH OF SUBJECTS
- 1.6 PRACTICAL AND COMMUNITY ASPECTS OF VARIOUS SUBJECTS

UNIT-2 ASPECTS OF CURRICULUM

- 1.1 DEFINITION ,ROLE AND IMPORTANCE OF CURRICULUM
- 1.2 CURRICULUM CONSTRUCTION
- 1.3 PRINCIPLES OF CURRICULUM CONSTRUCTION
- 1.4 DIFFERENCE BETWEEN SYLLABUS AND CURRICULUM
- 1.5 PRINCIPLES OF TEACHING VARIOUS SUBJECTS
- 1.6 PROBLEMS FACED BY THE TEACHER WHILE TEACHING VARIOUS SUBJECTS AND THEIR REMEDIAL MEASURES

UNIT-3 WORK RELATED SUBJECTS

- 1.1 NEED ,SCOPE AND IMPORTANCE OF WORK RELATED SUBJECTS
- 1.2 HORTICULTURE; NEED, IMPORTANCE ,SCOPE,OBJECTIVES AND BRANCHES
- 1.3 HORTICULTURE; AREAS OF STUDY ,ORGANISATIONS AND PRESENT STATUS
- 1.4 ANIMAL HUSBANDRY; NEED,IMPORTANCE,SCOPE AND OBJECTIVES
- 1.5 ANIMAL HUSBANDRY; SCHEMES AND ACTIVITIES
- 1.6 TOURISM:SIGNIFICANCE, MODERN DAY TOURISM,RECENT DEVELOPMENTS AND GROWTH
- 1.7 TOURISM IN UTTARAKHAND
- 1.8 HOSPITALITY-MEANING,SIGNIFICANCE,GLOBAL CONCEPT,HOSPITALITY AND TOURISM
- 1.9 HOSPITALITY AND EMPLOYMENT

PRACTICUM

1. PROJECT ON SUBJECT IMPLEMENTATION IN DAY TODAY LIFE
2. VISIT TO ANY HORTICULTURE DEPARTMENT AND TO MAKE REPORT
3. PROJECT ON SCHEMES ON ANIMAL HUSBANDRY
4. PROJECT ON DIFFERENT TOURIST DESTINATIONS OF UTTARAKHAND
5. INTERVIEW WITH SUBJECT EXPERT AND REPORT WRITING
6. CASE STUDY OF EMINENT POET, WRITER, SCIENTIST,ECONOMIST,POLITICAL THINKERS,SOCIOLOGIST:THEIR WORK AND ACHIEVEMENTS
7. STUDY OF ANY MIDDLE SCHOOL CURRICULUM

REFERENCE

1. MARLOW EDIGER, DIGUMARTI BHASKARA RAO, 2007, CURRICULUM ORGANISATION,ISBN NO. 81-8356-205-1,DISCOVERY PUBLISHING HOUSE
2. CURRICULUM AND INSTRUCTION **IGNOU** STUDY BOOK
3. SCHOOL SUBJECTS AND ACADEMIC DISCIPLINES A.WOOD,K.WIER
4. STUDYING SCHOOL SUBJECTS- A GUIDE BY IVO AND F.GOODSON
5. NCERT,2005, NATIONAL CURRICULUM FRAMEWORK,ISBN NO. 81-7450-467-2
6. NATIONAL CURRICULUM FRAMEWORK 2005

B.ED FIRST YEAR SEM I

COURSE EPC-1 EDU-405 READING AND REFLECTING ON TEXTS (1/2) 2 CREDIT 50 MARKS OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. READ AND WRITE FOR DIFFERENT PURPOSES
2. RESPOND TO A VARIETY OF TEXTS
3. ENHANCE COLLABORATIVE LEARNING AND THINKING
4. DEVELOP METACOGNITIVE AWARENESS
5. PARTICIPATE IN GROUP INTERACTION
6. FOCUS ON MAKING AND APPRAISING ARGUMENTS
7. READ AUTOBIOGRAPHY AND NARRATE THEM
8. WRITE ON DIFFERENT TOPICS AND WILL BE AWARE OF DIFFICULTIES IN READING AND WRITINGS
9. ATTAIN MASTERY OVER LANGUAGE THROUGH READING AND WRITING

UNIT-1 WIDE VARIETY OF TEXT

- 1.1. EMPIRICAL
- 1.2. CONCEPTUAL
- 1.3. HISTORICAL
- 1.4. POLICY DOCUMENT
- 1.5. NARRATIVE
- 1.6. EXPOSITORY
- 1.7. AUTOBIOGRAPHICAL NARRATIVES
- 1.8. FIELD NOTES
- 1.9. ETHNOGRAPHY-MEANING, IMPORTANCE, FEATURES AND SCOPE

UNIT-2 ENGLISH FUNDAMENTALS

- 1.1 TENSES
- 1.2 FORMS OF VERB
- 1.3 RULES FOR CHANGING MASCULINE NOUN TO FEMININE NOUN
- 1.4 SINGULAR/ PLURAL
- 1.5 IDIOMS AND PHRASES
- 1.6 PROVERBS
- 1.7 SYNONYMS AND ANTONYMS
- 1.8 HOMONYMS
- 1.9 ONE WORD SUBSTITUTION
- 1.10 FOREIGN WORDS
- 1.11 RELATED PAIR OF WORDS
- 1.12 COLLECTIVE NAME OF ANIMALS
- 1.13 PARAGRAPH WRITING

- 1.14 LETTER WRITING
- 1.15 COMPREHENSION

ACTIVITIES DURING THE SEMESTER

1. TO MAKE SUMMARY OF ANY NEWSPAPER ARTICLE
2. READING OF NEWSPAPER EDITORIAL AND TO PREPARE THE FEED BACK
3. READING OF LIBRARY MAGAZINES AND MAKING OF REPORT ON THEM
4. GROUP DISCUSSION ON CURRENT TOPICS
5. PICTURE READING AND WRITING
6. REPORT WRITING OF FACULTY OF EDUCATION'S PROGRAM
7. WRITING OF PRESS REPORT OF VARIOUS ACTIVITIES OF THE ICFAI UNIVERSITY, DEHRADUN
8. PRESS NOTE ON VARIOUS NATIONAL AND INTERNATIONAL INCIDENTS
9. ANCHORING OF ANY DEPARTMENT'S PROGRAM
10. THOUGHT FOR THE DAY READING AND NEWSPAPER READING IN CLASS
11. REPORTING OF SPORTS ACTIVITY
12. STORY WRITING
13. PURPOSEFUL LETTER WRITING
14. NARRATIVE TEXTS ON ETHNOGRAPHY
15. READING OF AUTOBIOGRAPHY AND ITS NARRATION
16. FIELD WORK REPORT
17. OBSERVATION OF SCHOOL ACTIVITIES
18. REPORT ON TEACHING LEARNING IN SCHOOL

REFERENCE

1. GUPTA, S.C.(2009), ENGLISH GRAMMAR AND COMPOSITION, MEERUT, NOIDA, ARIHANT PUBLICATIONS PVT.LTD.
 2. SRIVASTAVA, Dr.S.S,(2016), READING AND REFLECTING ON TEXTS, DELHI, BOOKMAN PUBLISHER
 3. PANDEY, Dr. RENU (2016), READING AND REFLECTING ON TEXTS, BOOKMAN PUBLISHER
 4. SANDHU, TALVINDER SINGH, BRAR, AMRINDER SINGH (2017), READING AND REFLECTING ON TEXTS, RIGI PUBLICATION, ISBN: 9789386447258, 9386447258
-

FACULTY OF EDUCATION, THE ICFAI UNIVERSITY , DEHRADUN

B.ED CURRICULUM

FIRST YEAR SEMESTER -2

COURSE 3 EDU 406 LEARNING AND TEACHING 3 CREDIT 100 MARKS

COURSE 7 A PEDAGOGY OF A SCHOOL SUBJECT-PART I (1/2) 2 CREDIT 50 MARKS (EDM)

AS FOLLOWS (CHOOSE ANY ONE)

COURSE 7 A EDM 401 PEDAGOGY OF A SCHOOL SUBJECT-PART I (1/2) MATHEMATICS

COURSE 7 A EDM 402 PEDAGOGY OF A SCHOOL SUBJECT-PART I (1/2) SOCIAL STUDIES

COURSE 7 A EDM 403 PEDAGOGY OF A SCHOOL SUBJECT-PART I (1/2) COMMERCE

COURSE 7 A EDM 404 PEDAGOGY OF A SCHOOL SUBJECT-PART I (1/2) ECONOMICS

COURSE 7 A EDM 405 PEDAGOGY OF A SCHOOL SUBJECT-PART I (1/2) LIFE SCIENCE

COURSE 8 A EDU 407 KNOWLEDGE AND CURRICULUM-PART I (1/2) 2 CREDIT 50 MARKS

COURSE 9 EDU 408 ASSESSMENTS FOR LEARNING 3 CREDIT 100 MARKS

COURSE EPC 2 EDU 409 DRAMA AND ART IN EDUCATION (1/2) 2 CREDIT 50 MARKS

ENGAGEMENT WITH THE FIELD: TASKS AND ASSIGNMENTS FOR COURSES 3, 7A & 8A AND 9

B.ED FIRST YEAR – SEM 2

COURSE 3 EDU 406 LEARNING AND TEACHING 3 CREDIT 100 MARKS

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. REFLECT ON NOTIONS OF LEARNING AND TEACHING
2. UNDERSTAND THE THEORIES OF LEARNING WHICH HAVE BEEN INFLUENTIAL IN EDUCATION
3. ENGAGE THEMSELVES THEORETICALLY AND THROUGH OBSERVATION WITH THE NOTION OF LEARNING
4. FORM STRONG IMAGES OF POWERFUL LEARNING IN A CLASSROOM
5. UNDERSTAND SOCIO-CULTURAL AND COGNITIVE PROCESSES OF LEARNING
6. GET FAMILIAR WITH THE CULTURALLY RESPONSIVE TEACHING APPROACHES
7. EXPLORE THE ACTIVITY OF TEACHING IN FORMAL SETTING
8. ANALYSE TEACHING AS A PROFESSION
9. LEARN IN BROAD SOCIO-ECONOMIC AND HISTORICAL CONTEXTS
10. LEARN NOT ONLY IN SCHOOL BUT ALSO IN THE MULTIPLE CONTEXTS AND VALUED PRACTICES OF EVERYDAY LIVES ACROSS THE LIFE SPAN

UNIT-1 LEARNING PROCESS

- 1.1. MEANING AND DEFINITION OF LEARNING
- 1.2. NATURE OF LEARNING AND LEARNING PROCESS
- 1.3. FACTORS AFFECTING LEARNING
- 1.4. THEORIES OF LEARNING (THORNDIKE, PAVLOV, KOHLER AND GESTALT) CONNECTIONISM, CONDITIONING
- 1.5. MASLOW'S THEORY OF MOTIVATION; CONCEPT, ITS EDUCATIONAL IMPLICATIONS AND MOTIVATING LEARNERS

UNIT-2 TEACHING PRINCIPLES AND MAXIMS

- 1.1. TEACHING-CONCEPT, IMPORTANCE AND MEANING
- 1.2. VARIOUS PRINCIPLES AND MAXIMS OF TEACHING
- 1.3. KNOWING THE PSYCHOLOGY OF LEARNERS
- 1.4. FACTORS AFFECTING TEACHING PROCESS
- 1.5. PEDAGOGY AS A PROFESSION
- 1.6. PROFESSIONAL RESPONSIBILITIES OF A TEACHER

UNIT-3 CURRENT TRENDS IN TEACHING AND LEARNING

- 1.1. USE OF ICT(INFORMATION COMMUNICATION TECHNOLOGY) IN TEACHING LEARNING
- 1.2. E-LEARNING; DEFINITION AND MEANING
- 1.3. E-LEARNING- CHARACTERISTICS ,LEVELS,SCOPE AND BENEFITS
- 1.4. STUDENT CENTERED APPROACH OF TEACHING;MEANING AND IMPORTANCE
- 1.5. MICROTEACHING, SIMULATED SOCIAL SKILL TEACHING

UNIT-4 METHODS OF TEACHING AND LEARNING

- 1.1. MEANING AND DEFINITION OF METHOD
- 1.2. STRATEGIES OF TEACHING
- 1.3. COOPERATIVE LEARNING;MEANING AND ELEMENTS
- 1.4. COLLABORATIVE LEARNING-ADVANTAGES
- 1.5. PEER-TUTORING,PEER COACHING AND PEER MONITORING
- 1.6. BRAIN STORMING; STEPS,FEATURES,TYPES AND MECHANICS

UNIT-5 LEARNING IN AND OUT OF SCHOOL

- 1.1. LEARNING IN FORMAL ENVIRONMENT
- 1.2. LEARNING IN INFORMAL ENVIRONMENT
- 1.3. FOUR PRINCIPLES INVOLVED IN LEARNING IN FORMAL AND INFORMAL ENVIRONMENT
- 1.4. NON FORMAL LEARNING

PRACTICUM

1. ORGANISE A SEMINAR ON ANY EDUCATIONAL TOPIC
2. APPLY INDUCTIVE AND DEDUCTIVE APPROACH IN THEIR TEACHING
3. TO DO BRAIN STORMING SESSION ON ANY PROBLEM OR TOPIC
4. VISIT TO ANY MIDDLE SCHOOL AND PREPARE A REPORT ON TEACHING METHODS
5. GROUP DISCUSSION ON THE IMPACT OF E-LEARNING ON STUDENTS
6. STUDENTS WILL INVESTIGATE THE DIFFERENCES AND CONNECTIONS BETWEEN LEARNING IN SCHOOL AND LEARNING OUTSIDE SCHOOL-A REPORT
7. VIDEOS OF LESSONS
8. TO STUDY TEACHERS' DIARY

REFERENCES

1. A.G.HUGHES, E.H.HUGHES,2004,LEARNING AND TEACHING,SURJEET PUBLICATION
2. THE ICFAI UNIVERSITY,2009,CREATIVITY,REF.NO.CRTY-0620092RBED016
3. THE ICFAI UNIVERSITY,2005,PEDAGOGY,REF.NO.PEDG-042005BED021
4. THE ICFAI UNIVERSITY,2004,PERSPECTIVES IN MODERN EDUCATION,REF.NO.PME-022004BED006
5. THE ICFAI UNIVERSITY,2004,EDUCATIONAL PSYCHOLOGY,ISBN;81-7881-844-2, REF.NO.ES-022004BED007
6. PDF ON “LEARNING IN AND OUT OF SCHOOL IN DIVERSE ENVIRONMENT” BY JAMES A.BANKS, KANTHYN H.AU, ARNETHA F.BALL

B.ED FIRST YEAR-SEM II

COURSE 7 A PEDAGOGY OF A SCHOOL SUBJECT- PART I(1/2)

COURSE 7 A EDM 401 PEDAGOGY OF A SCHOOL SUBJECT-PART I (1/2) MATHEMATICS

2 CREDIT 50 MARKS

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. DEVELOP ABSTRACT, LOGICAL AND CRITICAL THINKING TO REFLECT UPON THEIR WORK
2. USE APPROPRIATE MATHEMATICAL CONCEPTS AND SKILLS TO SOLVE PROBLEMS
3. SELECT AND APPLY GENERAL RULES TO SOLVE THE PROBLEMS INCLUDING THE REAL LIFE CONTEXTS
4. JUSTIFY OR PROVE MATHEMATICAL RELATIONSHIP AND GENERAL RULES
5. USE APPROPRIATE MATHEMATICAL LANGUAGE (NOTATION, SYMBOL, TERMINOLOGY)
6. USE DIFFERENT FORMS OF MATHEMATICAL REPRESENTATION
7. JUSTIFY THE DEGREE OF ACCURACY OF THEIR RESULTS WHERE APPROPRIATE
8. RECOGNIZE THAT MATHEMATICS PERMEATES THE WORLD AROUND US
9. TO CREATE A SUITABLE TYPE OF DISCIPLINE IN THE MINDS OF STUDENTS

UNIT 1 INTRODUCTION TO MATHEMATICS

- 1.1. MEANING AND IMPORTANCE OF MATHEMATICS
- 1.2. UTILITY OF MATHEMATICS FOR LEARNING OTHER SUBJECTS
- 1.3. TOOLS OF MATHEMATICS- TRADITIONAL AND MODERN
- 1.4. MAIN CONCEPT OF MATHEMATICS
- 1.5. HISTORICAL ASPECT OF MATHEMATICS

UNIT-2 AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

- 1.1. OBJECTIVES OF TEACHING MATHEMATICS AT SECONDARY LEVEL
- 1.2. BLOOMS TAXONOMY OF EDUCATIONAL OBJECTIVES
- 1.3. FRAMING BEHAVIOURAL OBJECTIVES; PRINCIPLES AND CHARACTERISTICS
- 1.4. NEED FOR WRITING OBJECTIVES IN BEHAVIOURAL TERMS
- 1.5. APPROACHES IN WRITING BEHAVIOURAL OBJECTIVES- MAGER'S APPROACH, ROBERT MILLER APPROACH AND RCEM APPROACH

UNIT-3 TECHNIQUES OF STRENGTHENING LEARNING MATHEMATICS

- 1.1. HOMEWORK AND ITS IMPORTANCE
- 1.2. RESPONSIBILITIES OF TEACHERS, PARENTS AND STUDENTS TOWARDS HOMEWORK
- 1.3. DRILL WORK AND ITS IMPORTANCE
- 1.4. WRITTEN WORK
- 1.5. GROUP WORK-IMPORTANCE AND GUIDELINES
- 1.6. ASSIGNMENTS; STEPS, CHARACTERISTICS AND GUIDELINES
- 1.7. SELF STUDY AND BRAIN STORMING
- 1.8. MODERN TECHNIQUES OF TEACHING METHODS-COLLABORATIVE TEACHING AND COMMUNITY BASED INSTRUCTION

UNIT-4 CURRICULUM OF MATHEMATICS

- 1.1. CURRICULUM; DEFINITION, CHARACTERISTICS AND TYPES
- 1.2. DIFFERENCE BETWEEN CURRICULUM AND SYLLABUS
- 1.3. PRINCIPLES OF CURRICULUM CONSTRUCTION
- 1.4. PROCESS OF DEVELOPMENT OF CURRICULUM

UNIT-5 TEACHER EFFECTIVENESS AND TEACHING METHODS IN MATHEMATICS

- 1.1. IMPORTANCE OF A MATHEMATICS TEACHER
- 1.2. PHILOSOPHY AND THE ROLE OF THE TEACHER
- 1.3. QUALITIES OF A MATHEMATICS TEACHER
- 1.4. DUTIES OF A MATHEMATICS TEACHER
- 1.5. METHODS OF TEACHING MATHEMATICS-LECTURE METHOD,INDUCTIVE AND DEDUCTIVE METHOD AND PROBLEM SOLVING METHOD

UNIT-6 TEACHING LEARNING MATERIAL FOR MATHEMATICS

- 1.1. THE NEEDS AND IMPORTANCE OF TEACHING LEARNING MATERIAL
- 1.2. EDGAR DALE CONE OF EXPERIENCE AND ITS IMPORTANCE
- 1.3. APPLICATION OF DIFFERENT TEACHING LEARNING MATERIAL IN MATHEMATICS

UNIT-7 EVALUATION

- 1.1. MEANING,CONCEPT AND NATURE OF EVALUATION
- 1.2. OBJECTIVES OF EVALUATION
- 1.3. KINDS OF EVALUATION
- 1.4. IMPORTANT ELEMENTS OF EVALUATION
- 1.5. ADVANTAGES OF EVALUATION

PRACTICUM

1. TO PREPARE A REPORT ON THE ROLE OF MATHEMATICS IN DAILY LIFE
2. TO ORGANISE MATHEMATICS QUIZ
3. TO PREPARE PPT SLIDES ON TOPICS SUCH AS TRIGONOMETRY, VOLUME AND AREA OF VARIOUS FIGURES ETC
4. MICROTEACHING AND PREPARATION OF LESSON PLANS
5. BLUE PRINT AND A QUESTION PAPER BASED ON IT

REFERENCES

1. THE ICFAI UNIVERSITY,2004, METHODOLOGY OF TEACHING MATHEMATICS-I , ISBN NO. 81-7881-903-1, REF. NO. MTM-1-042004BED009

2. THE ICFAI UNIVERSITY,2004, METHODOLOGY OF TEACHING MATHEMATICS-II , REF. NO. MTM-II-062004BED0015
3. NICKSON, MARILYN (2000) TEACHING AND LEARNING MATHEMATICS: A GUIDE TO RECENT RESEARCH AND ITS APPLICATIONS, NY: CONTINUUM
4. NCERT (2005) NATIONAL CURRICULUM FRAMEWORK, NEW DELHI.
5. NCERT (2006) POSITION PAPER: NATIONAL FOCUS GROUP ON TEACHING MATHEMATICS, NEW DELHI
6. NUNES, T. AND BRYANT, P(EDS((1997). LEARNING AND TEACHING MATHEMATICS: AN INTERNATIONAL PERSPECTIVE, PSYCHOLOGY PRESS.
7. SUDHIR KUMAR,TEACHING OF MATHEMATICS,NEW EDITION,2003,ANMOL PUBLICATION, ISBN-10; 8126113316, ISBN 13;978-8126113316
8. L.MISHRA, TEACHING OF MATHEMATICS,APH PUBLISHING CORPORATION,ISBN 10;8131303276. ISBN 13; 978-8131303276
9. R G GOEL,TEACHING OF MATHEMATICS,LOTUS PRESS,ISBN 13;978-8183821490
10. M.H.SIDDIQUI,TEACHING OF MATHEMATICS,ISBN 13;978-8176487078
11. T S RANI,TEACHING OF MATHEMATICS;MODERN METHODS,ISBN-13;978-8131302156
12. MANJU SHARMA RAM SHARAN,TEACHING OF MATHEMATICS,ISBN13; 978-8131300415
13. MANPAL SINGH,MODERN TEACHING OF MATHEMATICS,ISBN13;978-8126121045

COURSE 7A EDM 402 PEDAGOGY OF A SCHOOL SUBJECT-PART I (1/2) SOCIAL STUDIES

2 CREDIT 50 MARKS

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. UNDERSTAND THE CONCEPT OF SOCIAL SCIENCE AND SOCIETY
2. ENGAGE CRITICALLY WITH SOCIAL ISSUES
3. GET ACQUAINTED WITH APPROPRIATE METHODS FOR TEACHING SOCIAL STUDIES
4. UNDERSTAND AND ANALYSE THE CURRENT SOCIAL ISSUES
5. USE THE VARIOUS AUDIO VISUAL AIDS FOR TEACHING SOCIAL STUDIES
6. UNDERSTAND THE IMPACT OF SOCIETY ON DAY TODAY LIFE ACTIVITIES
7. RELATE WITH COMMUNITY THROUGH COMMUNITY EMPOWERMENT WORK

UNIT-1 NATURE , SCOPE AND NEED OF SOCIAL STUDIES

- 1.1. MEANING AND MAIN FEATURES OF SOCIAL STUDIES
- 1.2. OBJECTIVES AND VALUES OF TEACHING SOCIAL STUDIES

- 1.3. FUNDAMENTAL POSTULATES OF SOCIAL STUDIES COURSE
- 1.4. GENERAL AIMS OF TEACHING SOCIAL STUDIES AT VARIOUS STAGES

UNIT-2 MODERN METHODS AND STRATEGIES OF TEACHING SOCIAL STUDIES

- 1.1. GENERAL TEACHING STRATEGIES; MEANING AND DEFINITION OF STRATEGY AND METHOD
- 1.2. GENERAL TEACHING METHODS; LECTURE METHOD, LECTURE CUM DISCUSSION METHOD.
DISCUSSION METHOD, ACTIVITY METHOD, ASSIGNMENT METHOD ,PROJECT METHOD,
- 1.3. ADVANTAGES ,DISADVANTAGES AND LIMITATIONS OF THE ABOVE METHODS

UNIT-3 SOCIAL STUDIES; LESSON PLANNING

- 1.1. MEANING AND NEED OF A LESSON PLAN
- 1.2. ADVANTAGES OF LESSON PLAN
- 1.3. FEATURES OF AN IDEAL LESSON PLAN IN SOCIAL STUDIES
- 1.4. PREPARATION OF A LESSON PLAN

UNIT-4 SOCIAL STUDIES; TEXT BOOK

- 1.1. KINDS OF INSTRUCTIONAL MATERIAL
- 1.2. TEXT BOOK; USE OF TEXT BOOKS IN SOCIAL STUDIES
- 1.3. CRITERIA FOR A GOOD SOCIAL STUDIES TEXT BOOK
- 1.4. TYPES OF SUPPLEMENTARY MATERIAL USED IN SOCIAL STUDIES

UNIT-5 CURRICULUM OF SOCIAL STUDIES

- 1.1. MEANING OF CURRICULUM
- 1.2. CHARACTERISTICS OF CURRICULUM
- 1.3. DIFFERENCE BETWEEN SYLLABUS AND CURRICULUM
- 1.4. BASIS OF CURRICULUM CONSTRUCTION
- 1.5. TYPES OF CURRICULUM
- 1.6. PRINCIPLES FOR THE DETERMINATION OF SOCIAL STUDIES CURRICULUM
- 1.7. DEFECTS OF THE PRESENT CURRICULUM OF SOCIAL STUDIES AND SUGGESTIONS FOR REMOVING THOSE DEFECTS

UNIT-6 OBJECTIVES OF TEACHING SOCIAL STUDIES

- 1.1. DEFINITION AND MEANING OF OBJECTIVES
- 1.2. TYPES OF OBJECTIVES
- 1.3. TAXONOMIC CLASSIFICATION OF DOMAINS
- 1.4. METHODS OF WRITING OBJECTIVES IN BEHAVIOURAL TERMS
- 1.5. RCEM APPROACH OF WRITING OBJECTIVES IN BEHAVIOURAL TERMS
- 1.6. CHARACTERISTICS AND LIMITATIONS OF RCEM APPROACH

UNIT-7 AUDIO VISUAL AIDS IN SOCIAL STUDIES

- 1.1. MEANING AND OBJECTIVES OF TEACHING LEARNING MATERIAL
- 1.2. TYPES OF TEACHING LEARNING MATERIAL IN SOCIAL STUDIES
- 1.3. ADVANTAGES OF AUDIO VISUAL AIDS
- 1.4. AUDIO VISUAL AIDS AND ITS TYPES

UNIT-8 TECHNIQUES OF MICROTEACHING

- 1.1. MICROTEACHING- IMPORTANCE,PRINCIPLES ASSUMPTIONS,CHARACTERISTICS AND STEPS
- 1.2. MICROTEACHING ORIENTATION
- 1.3. SKILL OF INTRODUCTION
- 1.4. SKILL OF EXPLANATION
- 1.5. SKILL OF QUESTIONING
- 1.6. SKILL OF REINFORCEMENT
- 1.7. SKILL OF STIMULUS VARIATION
- 1.8. SKILL OF BLACKBOARD WRITING

UNIT-9 EVALUATION IN SOCIAL STUDIES

- 1.1. MEANING,NATURE AND CONCEPT OF EVALUATION
- 1.2. KINDS OF EVALUATION
- 1.3. IMPORTANT ELEMENTS IN EVALUATION
- 1.4. ADVANTAGES IN EVALUATION
- 1.5. OBJECTIVES OF UNIT TEST
- 1.6. DEMERITS IN PRESENT SOCIAL STUDIES EXAMINATION

PRACTICUM

1. VISIT TO A HISTORICAL PLACE AND PREPARATION OF REPORT
2. STUDY THE CONTRIBUTION OF EMINENT SOCIOLOGISTS
3. VISIT TO INDUSTRIAL AND GEOGRAPHICAL PLACES;HOSPITALS,COOPERATIVE INSTITUTE AND MUSEUM
4. INTERVIEW OF A FARMER AND REPORT WRITING
5. PROJECT ON VARIOUS RELIGIONS,CASTES, DRESSING,CULTURE,LANGUAGE ,LIFE STYLE ETC
6. AWARENESS PROGRAM ON SOCIAL EVILS AND PREVALENT SOCIAL ISSUES
7. REPORT WRITING ON VARIOUS RELIGIOUS PLACES

REFERENCES

1. THE ICFAI UNIVERSITY,2003, METHODOLOGY OF TEACHING SOCIAL STUDIES,REF. NO. MTSOC-112003BED001, ISBN NO. 81-7881-904-4
2. DR.Y.K.SINGH, 2004,TEACHING OF SOCIAL STUDIES,APH PUBLISHING CORPORATION,NEW DELHI,ISBN NO. 81-7648-723-6
3. DR.R.A.SHARMA,2007, TEACHING OF SOCIAL STUDIES,INTERNATIONAL PUBLISHING HOUSE,MEERUT
4. B.V.KUMARI,2004,METHODS OF TEACHING SOCIAL STUDIES,DISCOVERY PUBLISHING HOUSE,NEW DELHI,ISBN NO. 81-7141-899-6
5. J.C.AGGARWAL,2006,TEACHING OF SOCIAL STUDIES,A PRACTICAL APPROACH,VIKAS PUBLISHING HOUSE PVT.LTD

COURSE 7A EDM 403 PEDAGOGY OF A SCHOOL SUBJECT-PART I (1/2) COMMERCE **2 CREDIT 50 MARKS**

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. GET A GENERAL IDEA ABOUT BUSINESS ENTITIES AND THEIR FUNCTIONS
2. UNDERSTAND DIFFERENT LEGAL AND ACCOUNTING ASPECTS OF BUSINESS ENTITIES
3. GATHER ENOUGH KNOWLEDGE TO MANAGE A BUSINESS EITHER OWN OR FOR SOMEONE ELSE
4. GET FAMILIAR WITH THE VARIOUS MEHODS OF TEACHING COMMERCE
5. GAIN KNOWLEDGE ABOUT THE MAIN EQUIPMENTS FOR TEACHING COMMERCE

6. ACQUAINT WITH THE MODERN TRENDS IN THE INSTRUCTIONAL METHODOLOGY AND ORGANISATION OF CONTENTS IN COMMERCE
7. APPRECIATE THE VALUE OF COMMERCE IN OUR LIVES
8. TO DEVELOP NECESSARY SKILLS REGARDING ELEMENTS OF COMMERCE IN SUCH A WAY THAT THEY CAN START USING THEM IN REAL LIFE
9. GET AWARE OF NEW TRENDS AND STANDARDS OF ELEMENTS OF COMMERCE

UNIT-1 MEANING OF COMMERCE

- 1.1. COMMERCE;MEANING,DEFINITION AND SCOPE
- 1.2. SUBJECT MATTER OF COMMERCE
- 1.3. COMMERCE EDUCATION IN DEVELOPING AND DEVELOPED COUNTRIES
- 1.4. SIGNIFICANCE OF COMMERCE IN INDIAN SCHOOLS

UNIT-2 AIMS AND OBJECTIVES OF TEACHING COMMERCE

- 1.1. OBJECTIVES OF TEACHING COMMERCE
- 1.2. AIMS OF TEACHING COMMERCE
- 1.3. BLOOMS TAXONOMY OF EDUCATIONAL OBJECTIVES
- 1.4. NEED FOR WRITING OBJECTIVES IN BEHAVIOURAL TERMS

UNIT-3 METHODS OF TEACHING COMMERCE

- 1.1. MEANING AND IMPORTANCE OF METHOD
- 1.2. METHODS OF TEACHING COMMERCE; LECTURE METHOD,TEXTBOOK METHOD AND PROJECT METHOD
- 1.3. PROBLEM SOLVING; STEPS OF PROBLEM SOLVING
- 1.4. SUPERVISE STUDY METHOD
- 1.5. DISCUSSION METHOD

UNIT-4 TEACHING LEARNING MATERIAL FOR TEACHING COMMERCE

- 1.1. IMPORTANCE AND FUNCTIONS OF TEACHING LEARNING MATERIAL
- 1.2. QUALITIES OF AUDIO-VISUAL AIDS FOR TEACHING COMMERCE
- 1.3. CLASSIFICATION OF AUDIO-VISUAL AIDS
- 1.4. MAIN TEACHING LEARNING MATERIALS FOR A COMMERCE TEACHER-
TEXTBOOK,PICTURES,CHARTS,MAP,GRAPHS,PERIODICALS AND JOURNALS,BLACKBOARD,BULLETIN BOARD,FLANNEL BOARD ETC

UNIT-5 CURRICULUM OF COMMERCE

- 1.1. MEANING OF CURRICULUM
- 1.2. CHARACTERISTICS OF CURRICULUM
- 1.3. DIFFERENCE BETWEEN SYLLABUS AND CURRICULUM
- 1.4. BASIS OF CURRICULUM CONSTRUCTION
- 1.5. TYPES OF CURRICULUM
- 1.6. PRINCIPLES FOR THE DETERMINATION OF COMMERCE CURRICULUM
- 1.7. DEFECTS OF THE PRESENT CURRICULUM OF COMMERCE AND SUGGESTIONS FOR REMOVING THOSE DEFECTS

UNIT-6 TECHNIQUES OF MICROTEACHING

- 1.1. MICROTEACHING- IMPORTANCE,PRINCIPLES ASSUMPTIONS,CHARACTERISTICS AND STEPS
- 1.2. SKILL OF INTRODUCTION
- 1.3. SKILL OF EXPLANATION
- 1.4. SKILL OF QUESTIONING
- 1.5. SKILL OF REINFORCEMENT
- 1.6. SKILL OF STIMULUS VARIATION
- 1.7. SKILL OF BLACKBOARD WRITING

UNIT-7 APPLICATION OF EVALUATION APPROACH IN COMMERCE

- 1.1. MEANING AND AIMS OF EVALUATION
- 1.2. DIFFERENCE BETWEEN EXAM AND EVALUATION
- 1.3. KINDS OF EVALUATION
- 1.4. IMPORTANT ELEMENTS OF EVALUATION
- 1.5. ADVANTAGES OF EVALUATION
- 1.6. TOOLS AND TECHNIQUES OF EVALUATION IN COMMERCE

PRACTICUM

1. EXCURSION , VISITS AND FIELD TRIPS TO PLACES OF COMMERCIAL ACTIVITIES
2. DISCUSSION ON COMMERCIAL TOPICS
3. PREPARATION OF REPORT OF ANY COMMERCE AND TRADE RELATED TOPIC
4. VISIT TO STOCK EXCHANGE,INDUSTRIAL CENTERS, COOPEATIVE STORES ETC
5. COLLECTION OF E-LEARNING RESOURCES IN EDUCATION

6. UNDERTAKING A PROJECT ON THE SUCCESSFUL STORY AS WELL AS UNSUCCESSFUL STORY OF BUSINESS HOUSES
7. MICROTEACHING
8. LESSON PLANNING

REFERENCES

1. S.RAO,200, TEACHING OF COMMERCE,ANMOL PUBLICATIONS PVT.LTD
2. K.VENKATESWARLU, S.K. JOHNI BASHA, DIGMURTI BHASKARA RAO,2007, METHODS OF TEACHING COMMERCE,DISCOVERY PUBLISHING HOUSE, ISBN NO. 81-7141-808-2
3. J.C.AGGARWAL,2008,TEACHING OF COMMERCE-A PRACTICAL APPROACH, VIKAS PUBLISHING HOUSE,NOIDA
4. Y.K.SINGH,2009, TEACHING OF COMMERCE, APH PUBLISHING CORPORATION NEW DELHI
5. M.S.KHAN, 2003, COMMERCE EDUCATION, STERLING PUBLISHERS PVT.LTD,NEW DELHI
6. SANJEEV TOMAR, 2008,TEACHING OF COMMERCE,VINOD PUSTAK MANDIR, AGRA, ISBN NO. 81-7457-363-1

COURSE 7A EDM 404 PEDAGOGY OF A SCHOOL SUBJECT-PART I (1/2) ECONOMICS **2 CREDIT 50 MARKS**

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. ACQUIRE KNOWLEDGE OF THE NATURE,SCOPE AND DEVELOPMENT OF ECONOMICS
2. ACQUIRE AWARENESS ABOUT ECONOMIC PROBLEMS AND THEIR IMPACT ON POLITICAL,SOCIAL AND CULTURAL TRENDS IN ECONOMICS
3. UNDERSTAND THE VARIOUS TECHNIQUES OF EVALUATION
4. GET FAMILIAR WITH THE VARIOUS METHODS AND TECHNIQUES OF TEACHING ECONOMICS
5. KNOW THE RECENT TRENDS IN ECONOMIC ASPECTS SUCH AS GLOBALIZATION,LIBERALIZATION ETC
6. GET AQUAINTED WITH THE WAY OF WRITING OBJECTIVES IN BAHAVIOURAL TERMS
7. GAIN KNOWLEDGE ABOUT THE VARIOUS BRANCHES OF ECONOMICS

UNIT-1 MEANING , NATURE AND SCOPE OF ECONOMICS

- 1.1. NATURE AND SCOPE OF ECONOMICS
- 1.2. SUBJECT MATTER OF ECONOMICS
- 1.3. ECONOMIC ACTIVITIES
- 1.4. BRANCHES OF ECONOMICS
- 1.5. LIMITATIONS OF ECONOMICS

UNIT-2 AIMS AND OBJECTIVES OF TEACHING ECONOMICS

- 1.1. OBJECTIVES OF TEACHING ECONOMICS IN INDIA
- 1.2. AIMS OF TEACHING ECONOMICS AT SECONDARY LEVEL
- 1.3. EDUCATIONAL AND INSTRUCTIONAL OBJECTIVES
- 1.4. BLOOMS TAXONOMY OF INSTRUCTIONAL OBJECTIVES
- 1.5. WRITING OBJECTIVES IN BEHAVOURAL TERMS–RCEM APPROACH

UNIT-4 METHODS AND TECHNIQUES OF TEACHING ECONOMICS

- 1.1. LECTURE METHOD,DISCUSSION METHOD,PROJECT METHOD,PROBLEM SOLVING METHOD
INDUCTIVE AND DEDUCTIVE METHOD, SURVEY METHOD
- 1.2. TECHNIQUES OF TEACHING ECONOMICS- CASE STUDY, CONFERENCE,SEMINAR AND WORKSHOP

UNIT-5 CURRICULUM OF ECONOMICS

- 1.1. CURRICULUM-MEANING AND PRINCIPLES
- 1.2. DEVELOPMENT OF CURRICULUM IN ECONOMICS
- 1.3. CRITICAL EVALUATION OF ECONOMICS CURRICULUM
- 1.4. SUGGESTIONS FOR SELECTION OF CURRICULUM MATERIAL IN ECONOMICS

UNIT-6 EVALUATION

- 1.1. MEANING AND IMPORTANT ELEMENTS OF EVALUATION
- 1.2. OBJECTIVES AND NEED OF EVALUATION IN ECONOMICS
- 1.3. EVALUATION DEVICES- ORAL TEST,ESSAY TYPE TEST AND OBJECTIVE TYPE TEST
- 1.4. CHARACTERISTICS OF A GOOD TEST
- 1.5. MARKING SCHEME OF TEST AN EXAMINATIONS

UNIT-7 LESSON PLANNING IN ECONOMICS

- 1.1. UNIT PLAN AND ITS CONTENT
- 1.2. SPECIMEN UNIT PLAN
- 1.3. MEANING AND SIGNIFICANCE OF LESSON PLANNING
- 1.4. APPROACHES TO LESSON PLANNING
- 1.5. COMPONENTS OF A LESSON PLAN
- 1.6. MODEL LESSON PLAN

UNIT-8 TEACHING SKILLS IN ECONOMICS

- 1.1. TYPES OF TEACHING SKILLS
- 1.2. SKILL OF INTRODUCTION
- 1.3. SKILL OF EXPLANATION
- 1.4. SKILL OF QUESTIONING
- 1.5. SKILL OF REINFORCEMENT
- 1.6. SKILL OF STIMULUS VARIATION
- 1.7. SKILL OF BLACK BOARD

PRACTICUM

1. SURVEY AND PREPARE A REPORT ON ANY ONE ECONOMIC PROBLEM
2. PREPARE A UNIT LESSON PLAN
3. TO COLLECT INFORMATION REGARDING INDIAN AND WESTERN ECONOMISTS
4. TO COLLECT INFORMATION REGARDING NOBLE LAUREATE ECONOMISTS
5. TO TAKE INTERVIEW OF ANY ECONOMIST
6. TO STUDY THE PROBLEM FACED BY THE STUDENTS WHILE LEARNING ECONOMICS
7. TO EVALUATE THE RAILWAY AND CENTRAL BUDGET
8. TO DEVELOP THE HABIT OF READING THE DAILY NEWSPAPER ECONOMIC TIMES
9. MICROTTEACHING
10. LESSON PLANNING

REFERENCES

1. RAINU GUPTA, 2011, TEACHING OF ECONOMICS, JAGDAMBA PUBLISHING CORPORATION, NEW DELHI, ISBN NO. 81-88780-02-2
2. N.R.SAXENA, 2007, TEACHING OF ECONOMICS, SURYA PUBLICATIONS, MERRUT
3. B.RUDRAMAMBA, 2004, METHODS OF TEACHING ECONOMICS, NEW DELHI
4. J.C.AGGARWAL, 2007, TEACHING OF ECONOMICS, A PRACTICAL APPROACH, AGRA
5. MUJIBUL HASAN SIDDIQUI, 2008, TEACHING OF ECINOMICS, APH PUBLISHING CORPORATION, NEW DELHI

COURSE 7A EDM 405 PEDAGOGY OF A SCHOOL SUBJECT-PART I (1/2) LIFE SCIENCE **2 CREDIT 50 MARKS**

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. REALISE THE INTERCONNECTION WITH ALL OTHER LIFE FORMS
2. LEARN ABOUT THE PROCESSES OF ALL LIVING THINGS
3. MAKE MORE INFORMED DECISIONS ABOUT THEIR OWN HEALTH AND ABOUT SIGNIFICANT BIOLOGICAL ISSUES
4. BECOME MUCH MORE AWARE OF ECOLOGICAL ISSUES
5. REALIZE THE CONNECTION OF BIOLOGY WITH DAY TODAY LIFE
6. APPRECIATE VARIOUS APPROACHES OF TEACHING –LEARNING OF LIFE SCIENCE
7. EXPLORE DIFFERENT WAYS OF CREATING LEARNING SITUATION FOR DIFFERENT CONCEPTS OF LIFE SCIENCE
8. RELATE LIFE SCIENCE WITH HEALTH, FOOD PROBLEM AND CONSERVATION OF NATURAL RESOURCES
9. GET ACQUAINTED WITH THE METHODS AND APPROACHES OF TEACHING LIFE SCIENCE
10. EXPLORE THE RECENT ADVANCES IN LIFE SCIENCE SUCH AS BIOTECHNOLOGY, PROTEIN ENGINEERING, CLONING ETC.

UNIT-1 GENERAL CONCEPTS IN LIFE SCIENCE

- 1.1. IMPORTANT CHARACTERISTICS OF LIVING ORGANISM
- 1.2. BRANCES OF LIFE SCIENCE
- 1.3. APPLIED SCIENCES
- 1.4. RELATED DISCIPLINES

- 1.5. ORIGIN OF LIFE SCIENCE IN INDIA
- 1.6. CONTRIBUTION OF EMINENT SCIENTISTS IN LIFE SCIENCE
- 1.7. SOME IMPORTANT INDIAN BIOLOGISTS
- 1.8. UTILITY AND IMPORTANCE OF TEACHING LIFE SCIENCE

UNIT-2 AIMS AND OBJECTIVES OF TEACHING LIFE SCIENCE

- 1.1. DIFFERENCE BETWEEN AIMS AND OBJECTIVES
- 1.2. AIMS OF TEACHING LIFE SCIENCE
- 1.3. MAIN OBJECTIVES OF TEACHING LIFE SCIENCE
- 1.4. BLOOMS TAXONOMY OF EDUCATIONAL OBJECTIVES
- 1.5. NEED FOR WRITING OBJECTIVES IN BEHAVIOURAL TERMS
- 1.6. APPROACHES IN WRITING BEHAVIOURAL OBJECTIVES, MAGER'S APPROACH, ROBERT MILLAR'S APPROACH AND RCEM APPROACH

UNIT-3 LESSON PLANNING IN LIFE SCIENCE

- 1.1. UNIT PLAN AND ITS CONTENT
- 1.2. MEANING AND SIGNIFICANCE OF LESSON PLANNING
- 1.3. APPROACHES TO LESSON PLANNING-HERBERTIAN APPROACH
- 1.4. SPECIMEN LESSON PLAN
- 1.5. COMPONENTS OF A LESSON PLAN

UNIT-4 TEACHING LEARNING MATERIAL AIDS IN LIFE SCIENCE

- 1.1. IMPORTANCE OF TEACHING LEARNING MATERIAL IN LIFE SCIENCE
- 1.2. PRINCIPLES OF USE OF SELECTION OF TEACHING LEARNING MATERIAL
- 1.3. PREPARATION AND USE OF TEACHING LEARNING MATERIAL IN LIFE SCIENCE
- 1.4. CLASSIFICATION OF TEACHING LEARNING MATERIAL
- 1.5. PRINTED AIDS- CHARACTERISTICS OF A GOOD LIFE SCIENCE TEXTBOOK
- 1.6. EDGAR DALE CONE OF EXPERIENCES AND ITS IMPORTANT FEATURES

UNIT-5 METHODS OF TEACHING LIFE SCIENCE

- 1.1. CLASSIFICATION OF TEACHING METHODS
- 1.2. ORAL METHODS
- 1.3. LECTURE CUM DEMONSTRATION METHOD

- 1.4. ASSIGNMENT METHOD
- 1.5. OBSERVATIONAL METHODS
- 1.6. PRACTICAL METHODS
- 1.7. PROJECT METHOD

UNIT-6 LIFE SCIENCE LABORATORY AND LIBRARY

- 1.1. IMPORTANCE OF LAB WORK
- 1.2. LIFE SCIENCE LABS FOR SCHOOLS
- 1.3. SALIENT FEATURES OF LIFE SCIENCE LAB
- 1.4. LAB WORK; MERITS AND DEMERITS
- 1.5. EVALUATION OF LIFE SCIENCE LAB WORK
- 1.6. TEACHERS' ROLE IN DISCOVERING THE LIFE SCIENCE LAB

UNIT-7 CURRICULUM OF LIFE SCIENCE

- 1.1. CURRICULUM-MEANING AND PRINCIPLES
- 1.2. DEVELOPMENT OF LIFE SCIENCE CURRICULUM
- 1.3. APPROACHES TO CURRICULUM ORGANISATION
- 1.4. ADAPTING THE CURRICULUM TO LOCAL NEEDS AND RESOURCES
- 1.5. DRAWBACKS OF PRESENT CURRICULUM IN LIFE SCIENCE AND SUGGESTIONS FOR REMOVING THOSE DEFECTS

UNIT-8 TOOLS AND TECHNIQUES OF EVALUATION

- 1.1. LIFE SCIENCE THEORY TEST
- 1.2. CHARACTERISTICS OF A GOOD LIFE SCIENCE TEST
- 1.3. PLANNING THE LIFE SCIENCE TEST
- 1.4. PREPARING THE BLUE PRINT
- 1.5. CONSTRUCTING THE TEST ITEM AND PREPARING THE INSTRUCTIONS
- 1.6. PREPARING THE MARKING SCHEME
- 1.7. ANALYSES AND INTERPRETATION OF SCORES
- 1.8. EVALUATION OF TEST

UNIT-9 TEACHING SKILLS

- 1.1. TYPES OF TEACHING SKILLS
- 1.2. SKILL OF INTRODUCTION AND ITS COMPONENTS
- 1.3. SKILL OF EXPLAINING
- 1.4. SKILL OF QUESTIONING
- 1.5. SKILL OF REINFORCEMENT
- 1.6. SKILL OF STIMULUS VARIATION
- 1.7. SKILL OF BLACKBOARD WRITING

PRACTICUM

1. VISIT TO A BOTANICAL GARDEN
2. SEED GERMINATION
3. OSMOSIS PROCESS
4. GRAFTING PROCESS
5. SPOTTING OF SPECIMENTS
6. STARCH TEST
7. PROJECT ON VEGETATION IN UTTARAKHAND REGION
8. PROJECT ON NATIONAL PARK AND BIRD SANCTUARY
9. PROJECT ON WILD LIFE OF UTTARAKHAND
10. PROJECT ON MEDICINAL PLANTS OF UTTARAKHAND

REFERENCES

1. THE ICFAI UNIVERSITY,2003, METHODOLOGY OF TEACHING LIFE SCIENCES -1, ISBN NO.81-7881-901-5, REF. NO. MTL-112003BED002
2. THE ICFAI UNIVERSITY,2004, METHODOLOGY OF TEACHING LIFE SCIENCES -2, REF. NO. MTL-II-062004BED0011
3. DR.S.K.MANGAL, SHUBHRA MANGAL,2012,TEACHING OF BIOLOGICAL SCIENCES,INTERNATIONAL PUBLISHING HOUSE,MEERUT,ISBN NO. 81-7579-124-1
4. R.M.KALRA,VANDANA GUPTA, 2012, TEACHING OF SCIENCE –A MODERN APPROACH,ISBN NO. 978-61-203-4544-7
5. MONIKA DAVAR,2012, TEACHING OF SCIENCE,ISBN NO. 978-81-203-4624-6
6. GADDE BHUVANESHWARA LAKSHMI,DIGUMARTI BHASKARA RAO,2006, METHODS OF TEACHING LIFE SCIENCES,DISCOVERY PUBLISHING HOUSE, NEW DELHI,ISBN NO. 81-7141-804-X

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. FOCUS ON EPISTEMOLOGICAL AND SOCIAL BASIS OF EDUCATION
2. TAKE DECISIONS ABOUT PEDAGOGIC PRACTICE WITH GREATER AWARENESS
3. FOCUS ON THE DISTINCTIONS BETWEEN 'KNOWLEDGE AND SKILL, TEACHING & TRAINING, KNOWLEDGE & INFORMATION AND REASON & BELIEF
4. DISCUSS ABOUT THE MODERN CHILD CENTERED EDUCATION
5. UNDERSTAND EDUCATION IN RELATION TO MODERN VALUES LIKE EQUITY AND EQUALITY, INDIVIDUAL OPPORTUNITY, SOCIAL JUSTICE AND DIGNITY
6. ANALYSE CONCEPTIONS OF LEARNING ROOTED IN CONVENTIONAL SCHOOL PRACTICES
7. DISCUSS CONCEPT OF NATIONALISM, UNIVERSALISM AND SECULARISM AND THEIR INTER RELATIONSHIP WITH EDUCATION
8. UNDERSTAND VARIOUS SCHOOL ACTIVITIES AND CLASSROOM INTERACTION WITH REFERENCE TO MULTICULTURE AND DEMOCRACY
9. UNDERSTAND THE IMPORTANCE OF THE IMPACT OF VARIOUS FACTORS AFFECTING EDUCATION
10. BECOME FAMILIAR WITH THE PERSPECTIVES OF EDUCATION

UNIT-1 EPISTEMOLOGICAL BASIS OF EDUCATION

- 1.1. KNOWLEDGE AND SKILL—CONCEPT AND DISTINCTION
- 1.2. AIMS AND OBJECTIVES OF NATIONAL SKILL DEVELOPMENT MISSION 2015
- 1.3. POLICY FRAMEWORK OF NATIONAL SKILL DEVELOPMENT MISSION 2015
- 1.4. TEACHING AND TRAINING---CONCEPT AND DISTINCTION
- 1.5. KNOWLEDGE AND INFORMATION—CONCEPT AND DISTINCTION
- 1.6. REASON AND BELIEF ----CONCEPT AND DISTINCTION

UNIT-2 MODERN CHILD CENTERED EDUCATION

- 1.1. MODERN CHILD CENTERED EDUCATION; MEANING, IMPORTANCE SCOPE AND FEATURES
- 1.2. MODERN CHILD CENTERED EDUCATION—CONCEPT OF ACTIVITY, DISCOVERY AND DIALOGUE ACCORDING TO MAHATMA GANDHI
- 1.3. MODERN CHILD CENTERED EDUCATION—CONCEPT OF ACTIVITY, DISCOVERY AND DIALOGUE ACCORDING TO RABINDRANATH TAGORE
- 1.4. MODERN CHILD CENTERED EDUCATION—CONCEPT OF ACTIVITY, DISCOVERY AND DIALOGUE ACCORDING TO DEWEY
- 1.5. MODERN CHILD CENTERED EDUCATION—CONCEPT OF ACTIVITY, DISCOVERY AND DIALOGUE ACCORDING TO PLATO

UNIT-3 SOCIAL BASIS OF EDUCATION

- 1.1. SOCIETY,CULTURE AND MODERNITY
- 1.2. BASIC ELEMENTS OF DEMOCRACY
- 1.3. NEED AND IMPORTANCE OF EDUCATION IN DEMOCRACY
- 1.4. NATIONALISM, UNIVERSALISM ,SECULARISM AND THEIR INTERRELATIONSHIP WITH EDUCATION WITH SPECIAL REFERENCE TO TAGORE AND KRISHNAMURTI
- 1.5. MULTICULTURALISM ; MEANING AND CONCEPT
- 1.6. HISTORICAL CHANGES INTRODUCED BY INDUSTRIALISATION
- 1.7. EDUCATION IN RELATION TO MODERN VALUES LIKE EQUITY AND EQUALITY,INDIVIDUAL OPPORTUNITY AND SOCIAL JUSTICE AND DIGNITY WITH SPECIAL REFERENCE TO DR.AMBEDKAR

PRACTICUM

1. TO MAKE REPORT ON THE VARIOUS ACTIVITIES WHICH ARE ENCOURAGING NATIONALISM, UNIVERSALISM AND SECULARISM IN SCHOOLS
2. STUDY ABOUT THE CONSCIOUS EFFORTS BEING DONE BY THE SCHOOLS FOR THE PRESERVATION OF VALUES
3. A HEALTHY STUDY OF VALUES BEING TAUGHT IN SCHOOLS
4. A REPORT ON THE TRADITIONAL ACTIVITIES CONDUCTED AT SCHOOL LEVEL
5. TO MAKE REPORT ON THE IMPACT OF INDUSTRIALISATION ON INDIAN SOCIETY
6. TO STUDY THE CHANGES BROUGHT BY MODERNIZATION IN EDUCATION SYSTEM
7. TO MAKE REPORT ON SUSTAINABILITY OF SECULARISM IN INDIA
8. TO ANALYSE THE NATIONAL SKILL DEVELOPMENT FRAMEWORK -2015

REFERENCES

1. THE ICFAI UNIVERSITY, 2004, OBJECTIVES AND FUNCTIONS OF EDUCATION,ISBN;81-7881-912-0 REF. NO. OFE-032004BED008
2. NATIONAL POLICY FOR SKILL DEVELOPMENT AND ENTERPRENEURSHIP 2015
3. DR.I.S.SINDHU,M.L.MITTAL,2011,EDUCATION IN EMERGING INDIAN SOCIETY,ISBN 81-7579-127-6 INTERNATIONAL PUBLISHING HOUSE, MEERUT
4. DR.RAINU GUPTA,2005,EDUCATION IN EMERGING INDIAN SOCIETY,ISBN 81-88780-13-8
5. DR.S.C.CHADHA,2010,TEACHER IN THE EMERGING INDIAN SOCIETY,INTERNATIONAL PUBLISHING HOUSE MEERUT
6. J.C.AGGARWAL,THEORY AND PRINCIPLES OF EDUCATION;PHILOSOPHICAL AND SOCIOLOGICAL BASIS OF EDUCATION
7. A.BANERJEE,PHILOSOPHY AND PRINCIPLES OF EDUCATION
8. J.C.CHAKRABORTY,MODERN EDUCATION
9. K.K.MUKHERJEE,SOME GREAT EDUCATORS OF THE WORLD
10. PURKAIT.B.R,GREAT EDUCATORS

COURSE 9 EDU 408 ASSESSMENT FOR LEARNING 3 CREDIT 100 MARKS

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. UNDERSTAND THE ROLE OF ASSESSMENT IN ENHANCING LEARNING
2. EXPLORE DIVERSE METHODS AND TOOLS OF ASSESSING PERFORMANCE OUTCOMES
3. ANALYSE THE RELATIONSHIP OF RTE ACT(2009) WITH CURRICULUM,PEDAGOGY AND TEACHER'S ROLE
4. UNDERSTAND THE PSYCHO-SOCIAL AND POLITICAL DIMENSIONS OF ASSESSMENT
5. DEVELOP A CRITICAL UNDERSTANDING OF ISSUES IN ASSESSMENT AND ALSO EXPLORE REALISTIC, COMPREHENSIVE AND DYNAMIC ASSESSMENT PROCESSES
6. LOOK CRITICALLY AT THE PREVALENT PRACTICES OF ASSESSMENT AND SELECTION AND INSTEAD DEVELOP ENABLING PROCESSING WHICH LEAD TO BETTER LEARNING
7. GET FAMILIAR WITH THE CONSTRUCTIVIST THEORY OF LEARNING
8. UNDERSTAND THE CONCEPT OF MEASUREMENT, ASSESSMENT AND EVALUATION

UNIT-1 THE ASSESSMENT PROCESS

- 1.1. MEASUREMENT,ASSESSMENT AND EVALUATION: MEANING,CONCEPT AND OBJECTIVES
- 1.2. PRINCIPLES OF ASSESSMENT
- 1.3. TYPES OF ASSESSMENT: FORMATIVE AND SUMMATIVE ,CONCEPT,IMPORTANCE,FUNCTION AND ILLUSTRATIVE INSTRUMENTS
- 1.4. CONTINUOUS AND COMPREHENSIVE EVALUATION AND ASSESSMENT FOR LEARNING
- 1.5. CONSTRUCTIVISM: DEFINITION,MAIN POSTULATES AND BENEFITS
- 1.6. CONSTRUCTIVIST LEARNING DESIGN

UNIT-2 TOOLS AND TECHNIQUES OF ASSESSMENT

- 1.1. TOOLS AND TECHNIQUES; ANECDOTAL RECORDS,RUBRIC,PORTFOLIO,WRITTEN REPORTS,PRESENTATIONS AND QUESTIONAIRE
- 1.2. STUDENT JUDGEMENT AND REPORTS:PEER APPRAISAL ,SELF REPORT TECHNIQUES
- 1.3. STANDARDS FOR TEACHER COMPETENCE IN EDUCATIONAL ASSESSMENT OF STUDENTS
- 1.4. THE SCOPE OF A TEACHER'S PROFESSIONAL ROLE AND RESPONSIBILITY FOR STUDENT ASSESSMENT

UNIT-3 ELEMENTARY STATISTICS

- 1.1. MEASURES OF CENTRAL TENDENCY
- 1.2. MEASURES OF DEVIATION
- 1.3. PERCENTILE , PERCENTILE RANK AND NORMAL DISTRIBUTION
- 1.4. INTERPRETATION OF RESULT AND GRAPHICAL REPRESENTATION

UNIT-4 CURRENT TRENDS IN ASSESSMENT FOR LEARNING

- 1.1. ALTERNATIVE ASSESSMENT: CONCEPT, OBJECTIVE,ADVANTAGES AND LIMITATION
- 1.2. ONLINE EXAMS:OBJECTIVES, ADVANTAGES AND LIMITATIONS
- 1.3. COMMERCIALIZATION OF ASSESSMENT
- 1.4. RELEVANCE OF RTE ACT(2009)

UNIT-5 CLASSROOM TEST AND ASSESSMENT

- 1.1. THE PURPOSE OF CLASSROOM TESTING AND ASSESSMENT
- 1.2. DEVELOPING SPECIFICATIONS FOR TESTS AND ASSESSMENTS
- 1.3. CONSTRUCTING OBJECTIVE TEST ITEM
- 1.4. ADVANTAGES AND LIMITATIONS OF MULTIPLE CHOICE ITEMS
- 1.5. SUGGESTIONS FOR CONSTRUCTING MULTIPLE CHOICE ITEMS

PRACTICUM

1. APPLICATION OF DIFFERENT TOOLS OF ASSESSMENT IN A CLASSROOM
2. ORGANIZE ONLINE ASSESSMENT
3. TO MAKE A REPORT ON APPLICATION OF CCE IN ANY SCHOOL
4. APPLY STATISTICAL TECHNIQUES AND GRAPHICAL PRESENTATION FOR THE RESULTS OF ANY ONE SUBJECT OF A CLASS
5. TO PREPARE A REPORT ON THE RELEVANCE OF RTE ACT(2009)
6. SELF IMPROVEMENT WITH THE HELP OF PEER FEEDBACK
7. TEACH AND EVALUATE ACCORDING TO CONSTRUCTIVIST THEORY OF LEARNING

REFERENCES

1. ROBERT L.LINN,M.DAVID MLLER, MEASUREMENT AND ASSESSMENT IN TEACHING, 9TH EDITION, ISBN :0-13-127393-0
2. STIGGINS R.2005, FORMATIVE ASSESSMENT FOR LEARNING;A PATH TO SUCCESS IN STANDARDS-BASED SCHOOLS- PHI.DELTA KAPPAN, 325328
3. SHEPARD L.A.2000, THE ROLE OF ASSESSMENT IN A LEARNING CULTURE EDUCATIONAL RESEARCH,4-14
4. HENRY E. GREETT, STATISTICS IN PSYCHOLOGY AND EDUCATION ,INTERNATIONAL LIBRARY OF EDUCATION,COSMO PUBLICATION
5. LORNA M.EARL, ASSESSMENT AS LEARNING;USING CLASSROOM ASSESSMENT TO MAXIMISE STUDENT LEARNING,SECOND EDITION, ISBN 13: 978-1452242972,ISBN 10: 1452242976
6. PAUL BLACK, CHRIS HARRISON, CLARE LEE, BETHAN MARSHALL, DYLAN WILIAM ,ASSESSMENT FOR LEARNING:PUTTING IT INTO PRACTICE,FIRST EDITION, OPEN UNIVERSITY PRESS, ISBN 13:978-0335212972, ISBN 10:0335212972
7. BRESCIANI,M.J. 2007, ASSESSING STUDENT LEARNING IN GENERAL EDUCATION, ANKER PUBLISHING
8. BUTLER, S.M. AND MCMUNN, N.D,SANFRANCISCO: JOSSEY-BASS,2006,A TEACHER'S GUIDE TO CLASSROOM ASSESSMENT: UNDERSTANDING AND USING ASSESSMENT TO IMPROVE STUDENT LEARNING

COURSE EPC 2 EDU 409 DRAMA AND ART IN EDUCATION (1/2) 2 CREDIT 50 MARKS

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. UNDERSTAND THAT THE CURRICULUM IS NOT SEPARATED FROM CO-CURRICULAR ACTIVITIES AND EXTRA COCURRICULAR ACTIVITIES
2. UNDERSTAND THE CONCEPT OF PERFORMING ARTS , FINE ARTS AND DRAMA
3. MOVE BEYOND THE CLASSROOM AND WILL INVOLVE THE COMMUNITY TO PARTICIPATE IN EDUCATIONAL AND SOCIAL CHANGE
4. PRESENT SKITS ON SOCIAL ISSUES TO BRING A CHANGE IN THE SOCIETY
5. ENHANCE THEIR CREATIVITY TO UNDERSTAND THE SELF AND EXPRESS THEMSELVES EFFECTIVELY
6. ARRIVE AT THE SOLUTION OF A PROBLEM THROUGH DRAMATIC PRESSURE
7. RAISE CRITICAL QUESTIONS THROUGH HOT SEATING

8. FEEL EMPATHY FOR AND RELATE WITH THE OTHER THROUGH DRAMA BASED ON EXPERIENCE,EMOTION AND INTERPRETATION
9. GET OPPORTUNITY TO RECOGNISE THEIR AGENCY FOR TRANSFORMATION OF ACTION
10. DEVELOP THE INFORMATION PROCESSING SKILLS LIKE SEQUENCING AND COMPARING,
11. DEVELOP REASONING SKILLS LIKE DRAWING INFERENCES AND MAKING DEDUCTIONS
12. DEVELOP ENQUIRY SKILLS LIKE ASKING RELEVANT QUESTIONS
13. DEVELOP CREATIVE THINKING SKILLS LIKE GENERATING AND EXTENDING IDEAS
14. DEVELOP EVALUATION SKILLS LIKE JUDGING THE VALUE OF THEIR OWN AND OTHERS

UNIT-1 UNDERSTANDING THE SELF

- 1.1. KNOW THYSELF /SELF-DISCOVERY
- 1.2. IMPORTANCE OF KNOWING YOURSELF
- 1.3. PROCESS OF KNOWING YOURSELF
- 1.4. SWOT ANALYSIS
- 1.5. DEVELOPMENT OF SELF
- 1.6. WHAT IS SELF
- 1.7. SELF CONCEPT AND ITS DIMENSIONS

UNIT-2 DRAMA IN EDUCATION

- 1.1. DRAMA ; DEFINITION AND IMPORTANCE
- 1.2. FORMS AND PURPOSES OF DRAMA
- 1.3. COMMON CHARACTERISTICS OF USING DRAMA IN EDUCATION
- 1.4. DRAMA IN SCHOOLS
- 1.5. MODELS FOR DRAMATIC ACTIONS
- 1.6. SELF ACTUALISATION
- 1.7. CURRENT SITUATION IN DRAMA
- 1.8. PERSONAL OR EMOTIONAL DEVELOPMENT THROUGH DRAMA
- 1.9. CONTENT OF DRAMA IN TEACHER EDUCATION

UNIT-3 ART IN EDUCATION

- 1.1. VISUAL ARTS : PAINTING ,SCULPTURE AND ARCHITECTURE
- 1.2. LITERARY ARTS; POETRY AND PROSE
- 1.3. PERFORMING ARTS;DANCE
- 1.4. THE IMPORTANCE OF ARTS IN CHILD DEVELOPMENT
- 1.5. ENCOURAGING SELF EXPRESSION THROUGH ARTS

- 1.6. DEVELOPMENTAL BENEFITS OF ARTS-MOTOR SKILLS,LANGUAGE DEVELOPMENT,VISUAL LEARNING,IMPROVED ACADEMIC PERFORMANCE ,INVENTIVENESS ,CULTURAL AWARENESS AND DECISION MAKING
- 1.7. ART EDUCATION AND TEACHER EDUCATION IN INDIA

UNIT-4 CULTURE AND SOCIETY

- 1.1. SOCIETY ; COMPOSITION,CULTURE,MEANING AND IMPORTANCE
- 1.2. DIFFERENT FORMS OF CULTURE IN INDIA
- 1.3. PERCEPTIONS OF INDIAN CULTURE
- 1.4. FAMILY STRUCTURE AND MARRIAGE
- 1.5. LANGUAGES AND LITERATURE
- 1.6. DRAMA AND THEATRE
- 1.7. DANCE AND MUSIC
- 1.8. POPULAR MEDIA-TV AND CINEMA

UNIT-4 ACTIVITIES IN DRAMA AND ART IN EDUCATION

- 1.1. INDIVIDUAL ACTIVITIES-NARRATION,MIME AND MOVEMENT,ROLE PLAY,IMPROVISATION AND POETRY AND MUSIC
- 1.2. GROUP ACTIVITIES—SOUND AND MOVEMENT,ROLE PLAY,GROUP SINGING/CHORUS,IMPROVISATION,GROUP MIME/ WITH /WITHOUT THEME,WRITING STORIES/PREPARING PLAYS

PRACTICUM

1. TO VISIT PLACES OF ART (TRADE FAIRS,VIRASAT), EXHIBITIONS,CULTURAL FESTIVALS AND ART GALLERY
2. TO PREPARE A REPORT ON LOCAL CULTURE AND ART FORM OF UTTARAKHAND(GARHWAL,KUMAUON AND JAUNSAR)
3. TO INTERPRET THE ART WORK OF MOVIES AND MEDIA
4. PARTICIPATION IN DRAMA AND SKITS
5. GRAFFITI (EXPRESSING ONE SELF)
6. STORY TELLING AND ROLE PLAY
7. PARTICIPATION IN A WIDE RANGE OF 'PRETEND'
8. PARTICIPATION IN MIME AND MOVEMENT
9. MASK PREPARATION AND PERFORMING IN DRAMA
10. IMPROVISATION BASED ON SITUATION OF DAILY LIFE,HUMAN RELATIONS AND CHARACTERS

REFERENCES

1. DAVID M.DONAHUE,ARTFUL TEACHING;INTEGRATING THE ARTS FOR UNDERSTANDING ACROSS THE CURRICULUM
2. JULIA MARSHAL,ART CENTERED LEARNING ACROSS THE CURRICULUM;INTEGRATING CONTEMPORARY ART IN SENIOR SECONDARY SCHOOL
3. JONATHAN NEELANDS,PATRICE BALDWIN,TEACHING LIERACY THROUGH DRAMA;CREATIVE APPROACHES
4. POSITION PAPER, NATIONAL FOCUS GROUP ON ARTS, MUSIC, DANCE AND THEATRE, NCERT, 2006, ISBN NO. 81-7450-494-X
5. NATIONAL CURRICULUM FRAMEWORK FOR SCHOOL EDUCATION,1975,1988,2000
6. NATIONAL POLICY ON EDUCATION 1986
7. PROGRAMME OF ACTION ON NPE 1992
8. JOHN A.MICHAEL ,1993,A PRACTICAL GUIDE FOR TEACHING K-12,VISUAL ARTS

FACULTY OF EDUCATION, THE ICFAI UNIVERSITY, DEHRADUN

B.ED CURRICULUM

ACADEMIC YEAR---2015 ONWARDS SECOND YEAR SEMESTER III

COURSE 7 B PEDAGOGY OF A SCHOOL SUBJECT-PART II (1/2) 2 CREDIT 50 MARKS

AS FOLLOWS (CHOOSE ANY ONE)

COURSE 7 B EDM 406 PEDAGOGY OF A SCHOOL SUBJECT-PART II (1/2) PHYSICAL SCIENCE

COURSE 7 B EDM 407 PEDAGOGY OF A SCHOOL SUBJECT-PART II (1/2) ENGLISH

COURSE 7 B EDM 408 PEDAGOGY OF A SCHOOL SUBJECT-PART II (1/2) HINDI

COURSE 7 B EDM 409 PEDAGOGY OF A SCHOOL SUBJECT-PART II (1/2) BUSINESS STUDIES

COURSE 7 B EDM 410 PEDAGOGY OF A SCHOOL SUBJECT-PART II (1/2) AGRICULTURE

COURSE EDU 410 SCHOOL INTERNSHIP 6 CREDITS 200 MARKS

EDC 401 (CASE STUDY) 2 CREDITS 50 MARKS

200(TIP) +50(CASE STUDY)

COURSE EDU 410 SCHOOL INTERNSHIP 6 CREDIT 200 MARKS

PUPIL TEACHERS WILL BE PROVIDED OPPORTUNITIES TO TEACH IN GOVERNMENT AND PRIVATE SCHOOLS FOR A MINIMUM DURATION OF 15 WEEKS.PLAN NOTEBOOKS FOR TWO METHODOLOGIES SUBJECTS TO BE SUBMITTED

CASE STUDY 2 CREDIT 50 MARKS PRACTICAL WORK DURING TIP

IN ADDITION WITH THE TEACHING, PUPIL TEACHERS WILL IDENTIFY A CHILD WITH A PROBLEM AND SUGGEST REMEDIAL MEASURES. CASE STUDY RECORD TO BE SUBMITTED

COURSE 7 B EDM 406 PEDAGOGY OF A SCHOOL SUBJECT-PART II (1/2) PHYSICAL SCIENCE

2 CREDIT 50 MARKS

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. IDENTIFY AND RELATE EVERYDAY EXPERIENCES WITH LEARNING PHYSICAL SCIENCE
2. DEVELOP SCIENTIFIC ATTITUDE AND TECHNOLOGICAL COMPETENCE
3. FACILITATE DEVELOPMENT OF SCIENTIFIC ATTITUDE IN LEARNERS
4. CLARIFY THE CONCEPT OF APPROACHES AND METHODS OF TEACHING PHYSICAL SCIENCE
5. CONSTRUCT APPROPRIATE ASSESSMENT TOOLS FOR EVALUATING PHYSICAL SCIENCE
6. ANALYSE THE SCOPE ,CONCEPTS,FACTS AND PRINCIPLES OF PHYSICAL SCIENCE IN DAY TODAY LIFE
7. DEVELOP ABILITY TO IMPROVISE APPARATUS , ORGANIZE SCIENCE EXHIBITIONS,CLUBS AND FAIRS
8. UNDERSTAND THE ROLE OF PHYSICAL SCIENCE LABORATORY IN TEACHING LEARNING SITUATION
9. RELATE CONCEPTS OF PHYSICAL SCIENCE TO THE REAL WORLD SITUATION
10. DEVELOP A SENSITIVENESS TO THE SOCIAL IMPLICATIONS OF PHYSICAL SCIENCE

UNIT-1 OVERVIEW OF SCIENCE

- 1.1. SCIENCE;MEANING,NATURE ,CONCEPT AND ITS IMPORTANCE
- 1.2. BRANCHES OF SCIENCE
- 1.3. CHARACTERISTICS OF PHYSICAL SCIENCE
- 1.4. SCOPE AND IMPORTANCE OF PHYSICAL SCIENCE
- 1.5. MAJOR ACTIVITIES OF PHYSICAL SCIENCE
- 1.6. PHYSICAL SCIENCE AND ITS IMPORTANCE IN SCHOOL CURRICULUM

UNIT-2 AIMS AND OBJECTIVES OF PHYSICAL SCIENCE

- 1.1. OBJECTIVE; MEANING AND CONCEPT
- 1.2. DIFFERENCE BETWEEN AIMS AND OBJECTIVES
- 1.3. AIMS OF TEACHING PHYSICAL SCIENCE
- 1.4. BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES
- 1.5. FRAMING BEHAVIOURAL OBJECTIVES; PRINCIPLES AND CHARACTERISTICS OF BEHAVIOURAL OBJECTIVES
- 1.6. OBJECTIVES OF PHYSICAL SCIENCE AT SECONDARY STAGE
- 1.7. NEED FOR WRITING OBJECTIVES IN BEHAVIOURAL TERMS
- 1.8. APPROACHES IN WRITING BEHAVIOURAL OBJECTIVES-MAGER'S APPROACH, ROBERT MILLER'S APPROACH AND RCEM APPROACH

UNIT-3 LESSON PLANNING

- 1.1. UNIT PLAN AND ITS CONTENT
- 1.2. SPECIMEN UNIT PLAN
- 1.3. MEANING AND SIGNIFICANCE OF LESSON PLANNING
- 1.4. APPROACHES TO LESSON PLANNING
- 1.5. COMPONENTS OF A LESSON PLAN

UNIT-4 TEACHING LEARNING MATERIAL

- 1.1. MEANING AND IMPORTANCE OF TEACHING LEARNING MATERIAL
- 1.2. PRINCIPLES OF USE OF SELECTION OF TEACHING LEARNING MATERIAL
- 1.3. TYPES OF TEACHING LEARNING MATERIAL
- 1.4. CLASSIFICATION OF TEACHING LEARNING MATERIAL IN PHYSICAL SCIENCE
- 1.5. PREPARATION AND USE OF TEACHING LEARNING MATERIAL –
MODELS, TRANSPARENCIES, RADIO, SLIDE ETC
- 1.6. EDGER DALE CONE OF EXPERIENCE AND ITS IMPORTANT FEATURES
- 1.7. PRINTED AIDS-CHARACTERISTICS OF A GOOD PHYSICAL SCIENCE TEXTBOOK
- 1.8. SCIENCE VISITS

UNIT-5 METHODS OF TEACHING PHYSICAL SCIENCE

- 1.1. CLASSIFICATION OF TEACHING METHODS
- 1.2. ORAL METHODS
- 1.3. OBSERVATIONAL METHODS
- 1.4. PRACTICAL METHOD
- 1.5. PROBLEM SOLVING METHODS

UNIT-5 PHYSICAL SCIENCE LABORATORY AND LIBRARY

- 1.1. IMPORTANCE OF LAB.WORK
- 1.2. SCIENCE LABS FOR SCHOOLS
- 1.3. SALIENT FEATURES OF LAB
- 1.4. LAB.WORK :MERITS AND DEMERITS
- 1.5. EVALUATION OF LAB WORK
- 1.6. TEACHERS' ROLE IN DISCOVERING LAB

UNIT-6 CURRICULUM OF PHYSICAL SCIENCE

- 1.1. CURRICULUM;MEANING AND PRINCIPLES
- 1.2. DEVELOPMENT OF PHYSICAL SCIENCE CURRICULUM
- 1.3. APPROCHES TO CURRICULUM ORGANISATION
- 1.4. ADAPTING THE CURRICULUM TO LOCAL NEEDS AND RESOURCES
- 1.5. DEFECTS OF THE PRESENT CURRICULUM OF PHYSICAL SCIENCE AND SUGGESTIONS FOR REMOVING THOSE DEFECTS

UNIT-7 TOOLS AND TECHNIQUES OF EVALUATION

- 1.1. PHYSICAL SCIENCE THEORY TEST
- 1.2. CHARACTERISTICS OF A GOOD TEST
- 1.3. PLANNING FOR THE TEST
- 1.4. PREPARING THE BLUE PRINT
- 1.5. CONSTRUCTING THE TEST ITEM
- 1.6. PREPARING THE INSTRUCTIONS
- 1.7. PREPARING THE MARKING SCHEME
- 1.8. ANALYSIS AND INTERPRETATION OF SCORES
- 1.9. EVALUATION OF THE TEST

UNIT-8 MICROTEACHING

- 1.1. TYPES OF TEACHING SKILLS
- 1.2. SKILL OF INTRODUCTION AND ITS COMPONENT
- 1.3. SKILL OF EXPLANATION
- 1.4. SKILL OF QUESTIONING
- 1.5. SKILL OF REINFORCEMENT
- 1.6. SKILL OF STIMULUS VARIATION
- 1.7. SKILL OF BLACKBOARD WRITING

PRACTICUM

1. TO PREPARE PROJECT ON CONTRIBUTION OF EMINENT SCIENTISTS
2. MICROTEACHING
3. SIMULATED SOCIAL SKILL TEACHING
4. PRACTICAL ON VARIOUS TOPICS OF PHYSICS AND CHEMISTRY

REFERENCES

1. THE ICFAI UNIVERSITY(2004),METHODOLOGY OF TEACHING PHYSICAL SCIENCE,REF.NO.MTPS-II-062004BED0014
2. R.M.KALRA, VANDANA GUPTA (2012) TEACHING OF SCIENCE ,A MODERN APPROACH, ISBN NO. 978-81-203-4544-7
3. MONIKA DAVAR, 2012, TEACHING OF SCIENCE, ISBN NO.978-81-203-4624-6
4. BASIC FACTS ON SCIENCE,NEW DELHI,ANMOLPUBLICATION PVT LTD
5. VINAYAK MALHOTRA, ENCYCLOPAEDIA OF MODERN METHODS OF TEACHING SCIENCE,NEW SET PUBLICATION CORPORATION
6. SEN, B.R.TEACHING OF SCIENCE IN SECONDARY SCHOOL,NEW DELHI,COMMON WEALTH PUBLICATION

COURSE EDM 407 PEDAGOGY OF A SCHOOL SUBJECT-PART II (1/2) ENGLISH

2 CREDIT 50 MARKS

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. DEVELOP THE SKILL OF SPEAKING,READING,WRITING AND LISTENING
2. COMPARE AND ILLUSTRATE LINGUISTIC COMPONENTS
3. DEVELOP THEIR LANGUAGE SKILLS IN ENGLISH
4. UNDERSTAND ABOUT THE TEACHING OF POETRY ,PROSE AND DRAMA
5. IDENTIFY METHODS,APPROACHES AND MATERIALS FOR TEACHING ENGLISH AT VARIOUS LEVELS IN INDIAN CONTEXTS
6. DEVELOP THEIR COMPETENCIES OF LANGUAGE SKILLS THROUGH PRACTICING THEM IN ENGLISH
7. DEVELOP CREATIVE DESIGNS AND PLANS TO TEACH ENGLISH UNDERSTANDING THE DIVERSE NEEDS OF THE LEARNERS
8. UNDERSTAND THE CONCEPTS OF FUNCTIONAL ENGLISH,ENGLISH LANGUAGE TRAINING, COMMUNICATIVE APPROACH ETC
9. APPLY THE EVALUATION TECHNIQUES OF ENGLISH LANGUAGE TRAINING

UNIT-1 TEACHING OF ENGLISH IN INDIA

- 1.1. TEACHING OF ENGLISH PRIOR TO INDEPENDENCE
- 1.2. TEACHING OF ENGLISH IN POST INDEPENDENCE INDIA
- 1.3. SIGNIFICANCE AND IMPORTANCE OF TEACHING ENGLISH

- 1.4. JUDICIOUS USE OF MOTHER TONGUE IN TEACHING ENGLISH
- 1.5. PROBLEMS IN TEACHING OF ENGLISH IN INDIA

UNIT-2 AIMS AND OBJECTIVES OF TEACHING ENGLISH

- 1.1. BROAD PRINCIPLES OF TEACHING ENGLISH
- 1.2. AIMS OF TEACHING AND LEARNING ENGLISH-GENERAL AND SPECIFIC AIMS
- 1.3. OBJECTIVES OF TEACHING ENGLISH AT JUNIOR ,MIDDLE AND SENIOR LEVEL
- 1.4. BLOOMS TAXONOMY OF EDUCATIONAL OBJECTIVES
- 1.5. NEED FOR WRITING OBJECTIVES IN BEHAVIOURAL TERMS
- 1.6. APPROACHES IN WRITING BEHAVIOURAL OBJECTIVES

UNIT-3 PEDAGOGY OF TEACHING ENGLISH

- 1.1. GRAMMAR CUM TRANSLATION METHOD-PRINCIPLES,ADVANTAGES AND DISADVANTAGES
- 1.2. DIRECT METHOD OF TEACHING ENGLISH-FEATURES,PRINCIPLES,ADVANTAGES AND DISADVANTAGE
- 1.3. DOCTOR WEST'S NEW METHOD-PRINCIPLES,ADVANTAGES AND DISADVANTAGES
- 1.4. SUBSTITUTION METHOD-ADVANTAGES AND DISADVANTAGES
- 1.5. BILINGUAL METHOD-PRINCIPLES ,ADVANTAGES AND DISADVANTAGES
- 1.6. SUBSTITUTION METHOD
- 1.7. VARIOUS APPROACHES-ORAL,SITUATIONAL , STRUCTURAL AND COMMUNICATIVE

UNIT-4 PLACE AND IMPORTANCE OF MATERIAL AIDS

- 1.1. NEED OF MATERIAL AIDS IN TEACHING ENGLISH
- 1.2. TRADITIONAL MATERIAL AIDS- BLACKBOARD,BOOKS,MAGAZINES, PERIODICALS, JOURNALS AND NEWSPAPER
- 1.3. VISUAL MATERIAL AIDS-PICTURES, FLASH CARDS,MAPS, REAL OBJECTS,DIAGRAMS,CHARTS AND POSTERS
- 1.4. MECHANICAL MATERIAL AIDS- RADIO,PROJECTOR,FILMS,TAPE RECORDER ETC
- 1.5. ANOTHER AIDS- EXCURSION,EXHIBITION ,DRAMA ETC

UNIT-5 CURRICULUM OF ENGLISH

- 1.1. CURRICULUM; DEFINITIONS,NATURE AND CONCEPT
- 1.2. CURRICULUM AND SYLLABUS
- 1.3. CHARACTERISTICS OF CURRICULUM
- 1.4. FACTORS INFLUENCING CURRICULUM
- 1.5. CURRICULUM DEVELOPMENT IN ENGLISH
- 1.6. CURRICULUM PROCESS

UNIT-6 TECHNIQUES OF MICROTEACHING

- 1.9. MICROTEACHING- IMPORTANCE,PRINCIPLES ASSUMPTIONS,CHARACTERISTICS AND STEPS
- 1.10. MICROTEACHING ORIENTATION
- 1.11. SKILL OF INTRODUCTION
- 1.12. SKILL OF EXPLANATION
- 1.13. SKILL OF QUESTIONING
- 1.14. SKILL OF REINFORCEMENT
- 1.15. SKILL OF STIMULUS VARIATION
- 1.16. SKILL OF BLACKBOARD WRITING

UNIT-7 EVALUATION IN TEACHING OF ENGLISH

- 1.1. EVALUATION –MEANING AND DEFINITION,IMPORTANCE , NEED AND PURPOSE
- 1.2. EVALUATION-CHARACTERISTICS,PROCESS, FUNCTIONS
- 1.3. TYPES OF EVALUATION –FORMATIVE,SUMMATIVE AND DIAGNOSTIC
- 1.4. TOOLS OF EVALUATION
- 1.5. QUALITIES OF A GOOD TOOL
- 1.6. CLASSIFICATION OF TECHNIQUES OF EVALUATION
- 1.7. SCHOLASTIC ASSESSMENT TECHNIQUES
- 1.8. PROCESS SPECIFIC TESTS
- 1.9. UNIT TEST-ADVANTAGES
- 1.10. TESTING TECHNIQUES-WRITTEN TEST,ESSAY TYPE TEST ,SHORT ANSWER TYPE TEST AND OBJECTIVE TYPE TEST
- 1.11. ORAL TEST AND ACHIEVEMENT TEST

PRACTICUM

1. MICROTEACHING
2. LESSONPLANNING
3. EXTEMPORE
4. PICTURE READING
5. NARRATION OF ANY INCIDENCE
6. FORMATION OF ANY STORY AND POETRY
7. PREPARATION OF FLASH CARDS

REFERENCES

1. THE ICFAI UNIVERSITY,2004, METHODOLOGY OF TEACHING ENGLISH-II, ISBN NO. 100200-41BED0018
2. THE ICFAI UNIVERSITY, 2012, CONSULT EDITOR-MEENU CHAUDHARY, METHODOLOGY OF TEACHING ENGLISH, ISBN NO. 978-81-317-7096-2
3. P.K.GUPTA,ANIL GANDHI,S.S.BHATNAGAR, TEACHING OF ENGLISH,R.LALL BOOK DEPOT,MERRUT
4. D.P.KAUSHIK,2010, TEACHING OF ENGLISH, AGGRAWAL PUBLICATION, ISBN NO. 978-81-906741-3-3
5. Y.K.SINGH, 2005,TEACHING OF ENGLISH,APH PUBLISHING CORPORATION, NEW DELHI
6. LALITHA KRISHNASWAMY AND N.KRISHNASWAMY,METHODS OF TEACHING ENGLISH,MACMILLAN INDIA LTD
7. APPROACHES AND METHODS IN LANGUAGE TEACHING BY JACK C. RICHARDS AND THEODORE S. RODGERS,CAMBRIDGE UNIVERSITY PRESS,2001

B.Ed First Year Sem. 2

Course (a) Pedagogy of teaching Hindi 2 Credit
EDU 416 हिन्दी का शिक्षणशास्त्र 50 Marks

उद्देश्य :

प्रक्षिणुशिक्षक

1. श्रवण कौशल का विकास कर सकेंगे
2. लेखन अभिव्यक्ति का विकास कर सकेंगे
3. मौखिक अभिव्यक्ति का विकास कर सकेंगे
4. सृजन शक्ति का विकास कर सकेंगे
5. की पठन अभिशेच बढेगी
6. योत्रय उच्चारण के साथ बोल सकेंगे
7. गद्य और पद्य को समझ सकेंगे
8. श्लेष भाषा का प्रयोग कर सकेंगे
9. की भाषा का विकास हो सकेगा

इकाई 1 : हिन्दी भाषा शिक्षण

- 1.1 भाषा की परिभाषा, अर्थ, महत्व (सांस्कृतिक, साहित्यिक, व्यावसायिक, प्रशासकीय)
- 1.2 हिन्दी भाषा के शब्द प्रतिपादित की विधियाँ
- 1.3 हिन्दी भाषा में सुधार के उपाय
- 1.4 कक्षा 6, 7, 8 की पाठ्य पुस्तक की समीक्षा

①

इकाई २ : आधुनिक युग में हिन्दी की आवश्यकता

- 1.1 हिन्दी भाषा की विशेषताएँ
- 1.2 हिन्दी का अन्य विषयों के साथ संबंध

इकाई 3 : हिन्दी शिक्षण के उद्देश्य

- 1.1 शैक्षिक उद्देश्यों का अर्थ एवं परिभाषा
- 1.2 उद्देश्यों को व्यवहारिक रूप में लिखना
- 1.3 मैगार विधि , उद्देश्यों को लिखना

इकाई 4 : हिन्दी शिक्षण की विधियाँ

- 1.1 व्याख्या विधि
- 1.2 प्रश्नोत्तर विधि
- 1.3 वाद-विवाद

इकाई 5 : हिन्दी शिक्षण - पाठयोजना का प्रारूप

- 1.1 पाठ-योजना के विविध आयाम
- 1.2 पाठ-योजना की आवश्यकता
- 1.3 पाठ-योजना लिखना
- 1.4 पाठ-योजना के प्रकार
- 1.5 पाठ-योजना का महत्व

इकाई 6 : हिन्दी शिक्षण के मापन एवं मूल्यांकन

- 1.1 मूल्यांकन का अर्थ एवं महत्व
- 1.2 मूल्यांकन की प्रविधियाँ
- 1.3 अधिगम का मापन
- 1.4 वस्तुनिष्ठ की निर्माण विधि
- 1.5 वस्तुनिष्ठ परीक्षापत्रों के प्रकार
- 1.6 निबन्धात्मक तथा वस्तुनिष्ठ का कलात्मक अध्ययन

(2)

प्रायोगिक कार्य

1. कक्षा ६, ७, ८ की पाठ्य पुस्तक की समीक्षा करना
१. चित्रवार्ता - चित्र के आधार पर कहानी लेखन
३. खेल के माध्यम से हिन्दी व्याकरण शिक्षा
४. गाँव के विद्यालय एवं शहर के विद्यालय में हिन्दी भाषा का तुलनात्मक अभ्यास करना
५. हिन्दी के किसी एक मुद्दे पर चर्चा करना
६. कहानी के आधार पर चित्र बनाना
७. हिन्दी के समाचार पत्र से सम्पादकीय पढ़ना तथा उसपर टिप्पणी करना
८. हिन्दी के प्रमुख लेखक एवं कवियों की जीवनी पढ़ना तथा उसकी समीक्षा करना
९. महाभारत एवं रामायण को पढ़ना
१०. कबीर दास जी, तुलसीदास जी, रहीमदास जी के दोहों को कंठस्थ करना एवं उनके जीवन पर एक परियोजना करना/बनाना

संदर्भ साहित्य

1. भाई योगेन्द्रजीत, हिन्दी भाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा
२. जोयसी, बी और वेल, शिक्षण के प्रतिस्प/आदर्श, प्रेन्टीस हॉल, नई दिल्ली, १९७६

3. के. क्षत्रीय, मातृभाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा
4. लाल, रमन बिहारी, हिन्दी शिक्षण, रस्तोगी प्रकाशन मेरठ
5. सनसनवाल. डी. शेन. जर्क तकनीकी/प्रायोगिक, भारतीय शिक्षा की पत्रिका
6. सत्या रघुनाथ, हिन्दी शिक्षण विधि, पंजाब किताबघर, जलन्धर
7. शर्मा, डा. लक्ष्मीनारायण, भाषा १, २ की शिक्षण विधियाँ और पाठ नियोजन, विनोद पुस्तक मन्दिर, आगरा
8. सिंह सावित्री, हिन्दी शिक्षण, लयाल बुक डिपो, मेरठ
9. हिन्दी साहित्य का अध्ययन - राम शुक्ल पांडेय
10. हिन्दी अध्यापन पद्धति - डा. शशीकान्त अभ्यंकर और अन्य

COURSE EDM 409 PEDAGOGY OF A SCHOOL SUBJECT-PART II (1/2) BUSINESS STUDIES 2 CREDIT 50 MARKS

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. DEVELOP AN AWARENESS WHY BUSINESS STUDIES IS TAUGHT AT +2 LEVEL
2. DEVELOP CURRICULUM FOR THE +2 STUDENTS OF BUSINESS STUDIES
3. DEVELOP AN ANALYTICAL ABILITY TO APPRAISE THE EXISTING CURRICULUM OF BUSINESS STUDIES MEANT FOR +2 STUDENTS
4. BE CONVERSANT WITH THE DIFFERENT METHODS OF TEACHING MEANT FOR TEACHING +2 STUDENTS
5. IDENTIFY AND USE CONTENT BASED METHODS OF TEACHING OF BUSINESS STUDIES
6. DEVELOP POSITIVE OUTLOOK AND SKILL FOR THE USE OF MODERN TEACHING AIDS
7. INSTILL THE COMPETENCE OF ORGANISING COCURRICULAR ACTIVITIES FOR ENRICHING THE SUBJECT MATTER OF BUSINESS STUDIES
8. DEVELOP THE ABILITY OF EXPLORING GOOD BOOKS AND OTHER STUDY MATERIAL IN BUSINESS STUDIES
9. DEVELOP THE TOOLS AND TECHNIQUES OF EVALUATION FOR APPRAISING AND ENHANCING STUDENTS' KNOWLEDGE IN BUSINESS STUDIES

UNIT-1 MEANING, NATURE AND SCOPE OF BUSINESS STUDIES

- 1.1. NATURE AND SCOPE OF BUSINESS STUDIES
- 1.2. SUBJECT MATTER OF BUSINESS STUDIES
- 1.3. ACTIVITIES RELATED TO BUSINESS STUDIES
- 1.4. DELIMITATION OF BUSINESS STUDIES AT SCHOOL LEVEL
- 1.5. JUSTIFICATION OF ITS INTRODUCTION AT SCHOOL LEVEL

UNIT-2 CURRICULUM OF BUSINESS STUDIES

- 1.1. CONCEPT OF CURRICULUM AND SYLLABUS
- 1.2. PLACE OF BUSINESS STUDIES IN THE SCHOOL CURRICULUM
- 1.3. DEVELOPING CURRICULUM OF BUSINESS STUDIES AT +2 LEVEL
- 1.4. A CRITICAL APPRAISAL OF PRESENT SYLLABI DEVELOPED BY CBSE

UNIT-3 OBJECTIVES OF TEACHING BUSINESS STUDIES

- 1.1. EDUCATIONAL AND INSTRUCTIONAL OBJECTIVES
- 1.2. BLOOMS TAXONOMY OF INSTRUCTIONAL OBJECTIVES

1.3. WRITING OBJECTIVES IN BEHAVIOURAL –RCEM APPROACH

UNIT-4 METHODS AND TECHNIQUES OF TEACHING BUSINESS STUDIES

- 1.1. LECTURE METHOD,
- 1.2. DISCUSSION METHOD,
- 1.3. PROJECT METHOD,
- 1.4. PROBLEM SOLVING METHOD,
- 1.5. QUESTION ANSWER TECHNIQUE

UNIT-5 TEACHING LEARNING MATERIAL IN BUSINESS STUDIES

- 1.1. MEANING AND IMPORTANCE OF TEACHING LEARNING MATERIAL
- 1.2. OBJECTIVES OF TEACHING LEARNING MATERIAL
- 1.3. TYPES OF TEACHING LEARNING MATERIAL
- 1.4. SCOPE OF USING TEACHING LEARNING MATERIAL FOR THE TEACHING OF BUSINESS STUDIES

UNIT-6 LESSON PLANNING IN BUSINESS STUDIES

- 1.1. UNIT PLAN AND ITS CONTENT
- 1.2. SPECIMEN UNIT PLAN
- 1.3. MEANING AND SIGNIFICANCE OF LESSON PLANNING IN BUSINESS STUDIES
- 1.4. APPROACHES TO LESSON PLANNING
- 1.5. COMPONENTS OF LESSON PLAN

UNIT-7 EVALUATION

- 1.1. MEANING,IMPORTANT ELEMENTS OF EVALUATION
- 1.2. OBJECTIVES OF EVALUATION IN ECONOMICS
- 1.3. NEED AND IMPORTANCE OF EVALUATION IN ECONOMICS
- 1.4. EVALUATION DEVICES- ORAL TEST,ESSAY TYPE TEST AND OBJECTIVE TYPE TEST
- 1.5. CHARACTERISTICS OF A GOOD TEST
- 1.6. MARKING SCHEME
- 1.7. CRITERIA OF A GOOD UNIT TEST

UNIT-8 TEACHING SKILLS IN BUSINESS STUDIES

- 1.1. TYPES OF TEACHING SKILLS
- 1.2. SKILL OF INTRODUCTION
- 1.3. SKILL OF EXPLANATION
- 1.4. SKILL OF QUESTIONING
- 1.5. SKILL OF REINFORCEMENT
- 1.6. SKILL OF STIMULUS VARIATION
- 1.7. SKILL OF BLACK BOARD

PRACTICUM

1. TO FIND OUT THE SOURCES OF FINANCE FOR A START UP OF ANY BUSINESS
2. DETAILED STUDY ON ANY ENTERPRISE AND ENTREPRENEURS
3. TO FIND OUT THE BASICS OF BUSINESS
4. TO MAKE PROJECTS ON ANY PRODUCTS AND BRANDS
5. TO MAKE REPORT ON VARIOUS BUSINESS ACTIVITIES
6. TO STUDY THE BASICS OF INTERNATIONAL TRADE
7. TO MAKE A REPORT ON FRANCHISE, SOLE TRADERS AND PARTNERSHIP
8. TO STUDY THE MONETARY POLICIES AND INTEREST RATES OF GOVERNMENT

REFERENCES

1. MARTIN JEPHCODE, IAN ABBOTT, TEACHING BUSINESS STUDIES, DAVID FULTON PUBLISHERS
2. NOLAN, C.A., 1968, PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION, CINCINNATI SOUTH WESTERN PUBLISHING COMPANY
3. SCHRAG AND POLAND 1987, A SYSTEM FOR TEACHING BUSINESS EDUCATION, MC GRAW HILL BOOK COMPANY, NEW YORK
4. SIDDIQUE, M. AKHTAR AND R.S. KHAN, 1995, HANDBOOK FOR BUSINESS STUDIES TEACHERS, JAMIA MILLIA ISLAMIA, NEW DELHI
5. TONNE, HERBERT AND LOVIS C. NANCY, 1995, PRINCIPLES OF BUSINESS EDUCATION, MC GRAW HILL, NEW YORK
6. CALFREY C. ALHONN, 1988, MANAGING THE LEARNING PROCESS IN BUSINESS EDUCATION, COLONIAL PRESS, USA
7. MUSSELMAN, VERNON.A, MUSSELMAN, DONALD LEE, 1975, METHODS IN TEACHING BASIC BUSINESS SUBJECTS, THIRD EDITION DANIEL, III. THE INTERSTATE PRINTERS AND PUBLISHERS

COURSE EDM 410 PEDAGOGY OF A SCHOOL SUBJECT-PART II (1/2) AGRICULTURE

2 CREDIT 50 MARKS

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. KNOW THE IMPORTANCE AND SCOPE OF AGRICULTURE IN THE NATIONAL ECONOMY AND EMPLOYMENT
2. DIFFERENTIATE AMONG VARIOUS SOILS, TYPES AND TEXTURES
3. ANALYSE THE CONCEPT OF SOIL EROSION AND SOIL CONSERVATION
4. GET FAMILIAR WITH THE IMPORTANCE OF LIVESTOCK IN AGRICULTURE
5. ANALYSE THE UTILIZATION OF ANIMALS IN BIO WASTE AND BIO GAS PLANT
6. KNOW THE IMPORTANCE OF SOIL FERTILITY, PRODUCTIVITY AND THE CONCEPT OF ESSENTIAL PLANT NUTRIENTS
7. GET CONVERSANT WITH THE CONCEPT OF FOOD PROCESSING AND PRESERVATION
8. KNOW THE IMPORTANCE OF ORGANIC FARMING
9. GET FAMILIAR WITH THE CONCEPT OF INTEGRATED NUTRIENT MANAGEMENT (INM)
10. UNDERSTAND THE CONCEPT OF INTEGRATED PEST MANAGEMENT (IPM)

UNIT-1 AGRICULTURE AND CROP PRODUCTION

- 1.1. DEFINITION, BRANCHES AND SCOPE OF AGRICULTURE
- 1.2. TYPES OF SOIL AND SOIL TEXTURE
- 1.3. SOIL EROSION AND SOIL CONSERVATION
- 1.4. LIVESTOCK PRODUCTION
- 1.5. BIO WASTE MANAGEMENT
- 1.6. PLANT NUTRIENTS
- 1.7. SOIL FERTILITY
- 1.8. FOOD PROCESSING AND PRESERVATION
- 1.9. ORGANIC FARMING
- 1.10. INTEGRATED NUTRIENT MANAGEMENT AND INTEGRATED PEST MANAGEMENT

UNIT-2 AIMS AND OBJECTIVES OF TEACHING AGRICULTURE

- 1.1. CONCEPT OF AIMS AND OBJECTIVES
- 1.2. AIMS OF TEACHING AGRICULTURE
- 1.3. PRINCIPLES FOR FRAMING BEHAVIOURAL OBJECTIVES
- 1.4. BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES

- 1.5. NEED FOR WRITING OBJECTIVES IN BEHAVIOURAL TERMS
- 1.6. APPROACHES IN WRITING BEHAVIOURAL OBJECTIVES

UNIT-3 LESSON PLANNING

- 1.1. UNIT PLAN AND ITS CONTENT
- 1.2. SPECIMEN UNIT PLAN
- 1.3. MEANING AND SIGNIFICANCE OF LESSON PLANNING
- 1.4. APPROACHES TO LESSON PLANNING
- 1.5. COMPONENTS OF LESSON PLAN

UNIT-4 METHODS AND TECHNIQUES OF TEACHING AGRICULTURE

- 1.1. LECTURE METHOD
- 1.2. DISCUSSION METHOD
- 1.3. PROJECT METHOD
- 1.4. PROBLEM SOLVING METHOD
- 1.5. SURVEY METHOD

UNIT-5 TEACHING LEARNING MATERIAL IN AGRICULTURE

- 1.1. MEANING, IMPORTANCE AND TYPES OF TEACHING LEARNING MATERIAL
- 1.2. PRINCIPLES OF USE OF SELECTION OF TEACHING LEARNING MATERIAL
- 1.3. CLASSIFICATION OF TEACHING LEARNING MATERIAL
- 1.4. EDGAR DALE CONE OF EXPERIENCE AND ITS IMPORTANT FEATURES
- 1.5. CHARTS, MODELS, TRANSPARENCIES, SLIDE, VIDEO ETC

UNIT-6 EVALUATION IN AGRICULTURE

- 1.1. MEANING, IMPORTANT ELEMENTS OF EVALUATION
- 1.2. OBJECTIVES OF EVALUATION IN AGRICULTURE
- 1.3. NEED AND IMPORTANCE OF EVALUATION IN AGRICULTURE
- 1.4. EVALUATION DEVICES-ORAL TEST, OBJECTIVE TYPE TEST AND ESSAY TYPE TEST
- 1.5. CHARACTERISTICS OF A GOOD TEST
- 1.6. MARKING SCHEME
- 1.7. SCHOLASTIC ACHIEVEMENT TEST AND BLUE PRINT

UNIT-7 MICROTEACHING SKILLS IN AGRICULTURE

- 1.1. TYPES OF TEACHING SKILLS
- 1.2. SKILL OF INTRODUCTION
- 1.3. SKILL OF EXPLANATION
- 1.4. SKILL OF QUESTIONING
- 1.5. SKILL OF REINFORCEMENT
- 1.6. SKILL OF STIMULUS VARIATION
- 1.7. SKILL OF BLACKBOARD WRITING

PRACTICUM

1. PREPARATION OF NURSERY AND SEED BEDS
2. IDENTIFICATION OF DIFFERENT TYPES OF CHEMICAL FERTILIZERS, COMPOST AND BIO FERTILIZERS
3. VISIT TO A CROP FIELD AND COMPARE HEALTHY PLANT WITH A DISEASED AND A INSECT AFFECTED PLANT
4. VISIT TO A FOOD PROCESSING UNIT
5. VISIT TO A LOCAL FRUIT AND VEGETABLE MARKET AND MAKE A REPORT ON THE ACTIVITIES
6. VISIT TO A COLD STORAGE AND RECORD THE ACTIVITIES INVOLVED
7. VISIT TO A NEAR BY APIRAY AND RECORD THE PROCESS OF BEE KEEPING
8. IDENTIFICATION OF SEEDS OF DIFFERENT CROPS
9. CALCULATION OF COST OF PRODUCTION OF PADDY CROP IN ONE HECTARE OF LAND AREA AND PREPARE A REPORT
10. IDENTIFICATION OF IMPORTANT FLOWER CROPS

REFERENCES

1. A.K.VYAS,RISHI RAJ, AN INTRODUCTION TO AGRICULTURE, JAIN BROTHERS, ISBN NO. 9788-1813602112
2. HANDBOOK OF AGRICULTURE, ICAR PUBLISHER, ISBN NO. 9788171640966
3. C.V.MEMORIA, AGRICULTURAL PROBLEMS OF INDIA, ISBN NO. 8122500919
4. RAVIKANT S.WAWGE, 2009, THE ICFAI UNIVERSITY PRESS, SUSTAINABLE AGRICULTURE, ISBN NO. 9788131416648
5. L.H.NEWCOMB, DAVID MC.CRACKEN,J.ROBERT WARMBROD, M. SUSIE WHITINGTON, METHODS OF TEACHING AGRICULTURE,III EDITION, ISBN 13-978-0131134188, ISBN 10-10-013113418
6. LLOYD PHILIPS, EDWARD W OSBORNE, HANDBOOK OF AGRICULTURAL EDUCATION IN PUBLIC SCHOOLS,6TH EDITION, ISBN 13:978-1418039936, ISBN 10: 14180

**FACULTY OF EDUCATION, THE ICFAI UNIVERSITY ,
DEHRADUN**

B.ED CURRICULUM

ACADEMIC YEAR 2015 ONWARDS

SECOND YEAR

SEMESTER – IV

COURSE 6 EDU 411 GENDER, SCHOOL AND SOCIETY (1/2) 2 CREDIT 50 MARKS

**COURSE 8 B EDU 412 KNOWLEDGE AND CURRICULUM-PART II (1/2) 2 CREDIT
50 MARKS**

COURSE 10 EDU 413 CREATING AN INCLUSIVE SCHOOL (1/2) 2 CREDIT 50 MARKS

**COURSE 11 OPTIONAL COURSE (1/2) 2 CREDIT 50 MARKS (PUPIL
TEACHERS HAVE TO CHOOSE ANY ONE OUT OF FIVE)**

COURSE 11 EDU 414 HEALTH AND PHYSICAL EDUCATION

COURSE 11 EDU 415 VALUE EDUCATION

COURSE 11 EDU 416 POPULATION EDUCATION

COURSE 11 EDU 417 ENVIRONMENT EDUCATION

COURSE 11 EDU 418 COUNSELING AND MENTORING

COURSE EPC 3 EDU 419 CRITICAL UNDERSTANDING OF ICT (1/2) 2 CREDIT 50 MARKS

COURSE EPC 4 EDU 420 UNDERSTANDING THE SELF (1/2) 2 CREDIT 50 MARKS

ENGAGEMENT WITH THE FIELD; TASKS AND ASSIGNMENTS FOR COURSES 6, 8B, 10 & 11

COURSE 6 EDU 421 GENDER, SCHOOL AND SOCIETY (1/2) 2 CREDIT 50 MARKS

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. EXAMINE HOW WE LEARN AND CHALLENGE THE GENDERED ROLES IN SOCIETY THROUGH FAMILY , CASTE, RELIGION AND CULTURE
2. OBSERVE AND STUDY THE DISTRIBUTION OF ROLES AND RESPONSIBILITIES IN SCHOOLS,CLASSROOMS AND RITUALS
3. STUDY REPRESENTATION OF GENDERED ROLES , RELATIONSHIPS AND IDEAS IN TEXTBOOK AND CURRICULUM
4. EXAMINE HOW SCHOOLS NURTURE YOUNG PEOPLE
5. DEVELOP ABILITIES TO HANDLE NOTIONS OF GENDER AND SEXUALITY
6. CRITICALLY READ THE MEDIA WHICH PROPAGATES POPULAR BELIEF, REINFORCING GENDER ROLES IN THE POPULAR CULTURE
7. UNDERTAKE SESSIONS OF OPEN VERBALISATION WITH SCHOOL STUDENTS
8. PREPARE PEDAGOGIC MATERIAL WHICH CAN DEVELOP ABILITIES AND CONFIDENCE TO CRITICALLY EVALUATE GENDER INEQUALITIES
9. EXPLORE THE ROLE OF FAMILY,CASTE ,RELIGION ,CULTURE ,MEDIA ,LAW AND THE STATE
10. LEARN SOME LIFE SKILL COURSES

UNIT -1 GENDER INEQUALITY

- 1.1. GENDER INEQUALITY-DEFINITION AND CONCEPT
- 1.2. CAUSES AND TYPES OF GENDER INEQUALITY IN INDIA
- 1.3. IMPORTANCE OF GENDER EQUALITY
- 1.4. REALTION OF GENDER EQUALITY WITH OTHER CROSS CUTTING ISSUES
- 1.5. LEGAL AND CONSTOTUTIONAL SAFE GUARDS AGAINST GENDER INEQUALITY
- 1.6. HOW ONE CAN ELIMINATE GENDER INEQUALITY
- 1.7. ROLES AND REMOVAL OF INEQUALITY WITH REFERENCE TO FAMILY,CASTE AND RELIGION
- 1.8. ROLE OF MEDIA,LAW AND CULTURAL INSTITUTIONS IN THE REMOVAL OF GENDER INEQUALITY
- 1.9. NEED OF GENDER SENSITISATION

UNIT-2 GENDER ISSUES

- 1.1. CONTEMPORARY PERIOD; RECOMMENDATIONS OF POLICY INITIATIVES, COMMISSIONS AND COMMITTEES ,SCHEMES ,PROGRAMES AND PLANS
- 1.2. BELIEF REGARDING GENDER AND SEXUALITY IN DIFFERENT CULTURE
- 1.3. ROLE OF TEACHERS IN PROMOTING GENDER INEQUALITY
- 1.4. SCOPE AND OBJECTIVE OF TEACHER TRAINING MODULE

1.5. GENDER ROLES IN SOCIETY

1.6. ENHANCING THE CAPACITY OF TRAINEES FOR EQUIPPING THE FUTURE STUDENTS TO CHALLENGE THE GENDER INEQUALITY

UNIT: 3 ISSUES RELATED TO WOMEN/ GIRL CHILD

1.1 FEMALE FETICIDE / INFANTICIDE

1.2 SEX RATIO

1.3 SEXUAL HARRASMENT OF WOMEN AT WORK PLACE

1.4 HONOUR KILLNG

1.5 DOWRY

1.6 WIDOWHOOD

1.7 IDENTIFICATION OF SEXUAL ABUSE/ VIOLENCE AND ITS VERBALIZATION

UNIT-4 PERCEPTION OF SAFETY

1.1. AT SCHOOL

1.2. AT HOME AND BEYOND

1.3. IDENTIFICATION OF SEXUAL ABUSE AND ITS VERBALISATION

1.4. SOCIETY'S OUTLOOK ON SEXUAL ABUSE

1.5. FORMULATION OF POSITIVE NOTION ON SEXUALITY

1.6. GENDER ROLE IN POPULAR CULTURE

1.7. NIRBHAYA CASE STUDY

PRACTICUM

1. STUDY THE ACTIVITIES OF THE SCHOOL WITH REFERENCE TO GENDER INEQUALITY

2. UNDER TAKE STUDIES OF THE RATIO OF WOMEN ,REPRESENTATIVES IN PARLIAMENT AND THEIR PARTICIPATION

3. PROJECT ON WOMEN,ROLE MODELS IN VARIOUS FIELDS WITH EMPHASIS ON WOMEN IN UNCONVENTIONAL ROLES

4. DISCUSSION ON VIOLATION OF RIGHTS OF GIRLS AND WOMEN

5. PROJECT ON INSTITUTION OF THE FAMILY AND MARRIAGE

6. PREPAPRE ANALYTICAL REPORT ON PORTRAYAL OF WOMEN IN PRINT AND ELECTRONIC MEDIA

7. FIELD VISITS TO SCHOOLS TO OBSERVE THE SCHOOLING PROCESSESS FROM A GENDER PERSPECTIVE

REFERENCES

1. CECILIA L.RIDGEWAY,2011, HOW GENDER INEQUALITY PERSISTS IN THE MODERN WORLD,OXFORD UNIVERSITY PRESS
2. PALACIOS,JOSEFINA PANTOJA, GENDER INEQUALITY AND SCHOOL DROP OUT AT THE SECONDARY LEVEL,RESOURCES FOR FAMINIST RESEARCH , VOLUME 34
3. JULIA R. MILLER, RICHARD M. LERNER, LAWRENCE B. SCHIAMBERG, 2003,GENDER ROLES AND SOCIETY,ISBN ;1-57607-852-3
4. THOMAS B. ECKES, HANNS M.TRAUTNER,THE DEVELOPMENTAL SOCIAL PSYCHOLOGY OF GENDER,2000,LAWRENCE ERNBAUM ASSOCIATES
5. VIVIEN BURR,GENDER AND SOCIAL PSYCHOLOGY , 1998,ROUTLEDGE PUBLISHER
6. DAVID M.SADKER, KAREEN R.ZITLEMA,2010,TEACHERS ,SCHOOLS AND SOCIETY, ISBN; 073378755
7. JOHN ARCHER,BARBARA LLOYD,SEX AND GENDER

COURSE 8B EDU 422 KNOWLEDGE AND CURRICULUM-PART II (1/2) 2 CREDIT 50 MARKS

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. IDENTIFY VARIOUS DIMENSIONS OF CURRICULUM AND THEIR RELATIONSHIP WITH THE AIMS OF EDUCATION
2. TRACE THE RELATIONSHIP BETWEEN CURRICULUM FRAMEWORK AND SYLLABUS
3. ANALYSE VARIOUS SAMPLES OF TEXTBOOK , CHILDREN’S LITERATURE AND TEACHER HANDBOOK
4. UNDERSTAND THE STEP AND PROCESS OF CURRICULUM CONSTRUCTION
5. ANALYSE THE ROLE OF STATE IN THE CURRICULUM
6. TRACE THE RELATIONSHIP BETWEEN POWER,IDEOLOGY AND THE CURRICULUM
7. DISCUSS THE WAYS IN WHICH THE CURRICULUM IS DRIVEN BY ASSESSMENT

UNIT-1 CONCEPT OF CURRICULUM

- 1.1. CONCEPT AND IMPORTANCE OF CURRICULUM
- 1.2. VARIOUS DIMENSIONS OF CURRICULUM
- 1.3. RELATIONSHIP BETWEEN CURRICULUM FRAMEWORK AND SYLLABUS
- 1.4. BASIS OF CURRICULUM
- 1.5. STAGES OF CURRICULUM CONSTRUCTION
- 1.6. ROLE OF CURRICULUM IN EFFECTIVE TEACHING AND LEARNING PROCESS

UNIT-2 CONCERNS OF HIDDEN CURRICULUM

- 1.1. HIDDEN CURRICULUM; MEANING ,CONCEPT AND ROLE
- 1.2. RELATIONSHIP BETWEEN POWER,IDEOLOGY AND CURRICULUM
- 1.3. MEANING OF CRITICAL ANALYSIS
- 1.4. STEPS OF CRITICAL ANALYSIS OF TEXTBOOKS,CHILDREN LITERATURE AND HANDBOOKS
- 1.5. EVALUATION OF CURRICULUM

UNIT-3 PROCESS OF CURRICULUM DEVELOPMENT

- 1.1. ESSENTIAL CONSIDERATIONS FOR CURRICULUM DEVELOPMENT
- 1.2. PHASES AND STEPS IN CURRICULUM DEVELOPMENT
- 1.3. ESSENTIAL CURRICULUM DEVELOPMENT STEPS NEEDING EMPHASIS
- 1.4. PRINCIPLES OF CURRICULUM DEVELOPMENT

UNIT-4 CURRICULUM APPROACH : METHODS AND MODELS

- 1.1 CURRICULUM APPROACH
- 1.2 MAXIMS OF TEACHING
- 1.3 CURRICULUM TRANSACTION AND MODELS
- 1.4 CURRICULUM APPROACHES AND MEDIA: IMPACT OF MEDIA ON CURRICULUM

UNIT- 5 CURRICULUM EVALUATION

- 1.1 OBJECTIVES OF CURRICULUM EVALUATION
- 1.2 PURPOSE OF CURRICULUM EVALUATION
- 1.3 CRITERIA FOR CURRICULUM EVALUATION
- 1.4 CURRICULUM EVALUATION PLAN
- 1.5 MODELS OF CURRICULUM EVALUATION: TYLER'S EVALUATION MODEL, ROBER'S EVALUATION MODEL, STAKE'S EVALUATION MODEL
- 1.6 OUTCOMES OF CURRICULUM EVALUATION

PRACTICUM

1. STUDY THE CO-CURRICULAR ACTIVITIES RELATED TO SOCIAL WELFARE
2. TO STUDY THE VARIETY OF CHILDREN LITERATURE AND EVALUATE
3. MAKE REPORT ON THE SOCIAL WELFARE ACTIVITIES UNDERTAKEN BY ANY ONE SCHOOL FOR THE SOCIALLY AND CULTURALLY SUPPRESSED PEOPLE
4. REVIEW THE OBJECTIVES OF CURRICULUM ACHIEVED BY THE TEXTBOOKS
5. TO ANALYSE THE VARIOUS AIMS OF EDUCATION
6. TO STUDY HOW THE SYLLABUS IS TRANSLATED INTO TEXTBOOKS
7. CRITICALLY ANALYSE THE SAMPLE OF TEXTBOOKS AND CHILDREN'S LITERATURE

REFERENCES

1. RALPH TYLER,BASIC PRINCIPLES OF CURRICULUM AND INSTRUCTIONS,THE UNIVERSITY OF CHICAGO PRESS
2. A.VIC KELLY,THE CURRICULUM;THEORY AND PRACTICE 2009 SIXTH EDITION,ISBN; 978-1-84787-274-6,ISBN ;978-1-84787-275-3(PBK)
3. ALEX MOORE,UNDERSTANDING THE SCHOOL CURRICULUM;THEORY POLITICS AND PRINCIPLES,2015,ISBN;978-07415-63056-6(HBK),ISBN;978-0-415-63057-3(PBK),ISBN;978-0-203-09759-5(EBK)
4. DAVID J.FLINDERS,STEPHEN J.THORNTON,THE CURRICULUM STUDIES READER,2012,FOURTH EDITION
5. D.S.SRIVASTAVA,SARITA KUMARI,CURRICULUM AND INSTRUCTION,2005,ISBN;81-8205-164-9
6. RALPH W.TYLER,BASIC PRINCIPLES OF CURRICULUM AND INSTRUCTION,1949,ISBN;0-226-82031-9
7. MARLOW EDIGER,DIGUMARTI BHASKARA RAO,CURRICULUM ORGANISATION 2007,DISCOVERY PUBLISHING HOUSE,NEW DELHI,ISBN;81-8356-205-1

COURSE 10 EDU 423 CREATING AN INCLUSIVE SCHOOL (1/2) 2 CREDIT 50 MARKS

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. UNDERSTAND CULTURES, POLICIES AND PRACTICES THAT NEED TO BE ADDRESSED IN ORDER TO CREATE AN INCLUSIVE SCHOOL
2. EXPLORE THE DEFINITION OF DISABILITY AND INCLUSION WITHIN AN EDUCATIONAL FRAMEWORK
3. IDENTIFY THE BARRIERS TO LEARNING
4. KNOW THE OBJECTIVES OF NATIONAL POLICY ON EDUCATION

5. GET FAMILIAR WITH THE SSA
6. HIGHLIGHT THE POINTS OF WHICH INCLUSION IS INVOLVED
7. ENGAGE WITH POPULAR NARRATIVES OF DISABILITY AND ABILITY
8. HELP SCHOOLS MOVE TOWARDS POSITIVE PRACTICES,CULTURE AND POLICIES

UNIT-1 SPECIAL CHILDREN

- 1.1. CONCEPT AND TYPES OF SPECIAL CHILDREN (SLOW LEARNERS,GIFTED,DEAF AND DUMB AND BLIND)
- 1.2. IDENTIFYING STUDENTS/LEARNERS WITH SPECIAL NEEDS
- 1.3. APPROACHES TO PROVIDE SPECIAL EDUCATION
- 1.4. EFFECTIVE INSTRUCTION FOR STUDENTS WITH DISABILITIES
- 1.5. TEACHER'S ROLE IN DEVELOPING SOCIAL SKILLS IN SPECIAL CHILDREN

UNIT-2 POLICIES AND PRACTICES

- 1.6. NATIONAL POLICY ON EDUCATION WITH SPECIAL REFERENCE TO SPECIAL CHILDREN
- 1.1. UN CONVENTION ON THE RIGHTS OF CHILDREN
- 1.2. UN CONVENTIONS ON THE RIGHT OF PERSONS WITH DISABILITIES
- 1.3. RTE ACT 2009 WITH SPECIAL REFERENCE TO DISABILITY
- 1.4. SARVA SHIKSHA ABHIYAN AND DIFFERENTLY ABLED CHILDREN
- 1.5. POLICY GUIDELINES ON INCLUSION IN EDUCATION 2009

UNIT-3 INCLUSIVE SCHOOLS

- 1.1. INCLUSIVE SCHOOLS ;CONCEPT,MEANING AND NATURE
- 1.2. MEANING AND BENEFITS OF INCLUSIVE EDUCATION
- 1.3. INTEGRATED EDUCATION FOR DISABLED CHILDREN
- 1.4. THE ROLE OF SPECIAL SCHOOLS
- 1.5. EVALUATION METHOD FOR SPECIAL CHILDREN
- 1.6. COCURRICULAR ACTIVITIES FOR SPECIAL CHILDREN

UNIT-4 INCLUSION IN OPERATION

- 1.1 PARAMETERS OF INCLUSIVE EDUCATION
- 1.2 CHALLENGES OF INCLUSIVE EDUCATION
- 1.3 MODELS OF INCLUSIVE EDUCATION
- 1.4 ROLE OF PARENTS, COMMUNITY, PEERS, RESOURCE PERSON, ITINERANT TEACHER, SHADOW TEACHER AND HEADMASTER IN INCLUSIVE EDUCATION.

PRACTICUM

1. VISIT TO SPECIAL SCHOOLS
2. CASE STUDY OF SOME SPECIAL CHILDREN
3. SURVEY AND TO MAKE A REPORT ON THE SPECIAL TEACHING METHODS FOR SPECIAL CHILDREN
4. STUDY OF FAMILIES OF SPECIAL CHILDREN
5. EVALUATION OF THE ROLE OF SPECIAL SCHOOLS FOR DISABLED CHILDREN
6. TO ANALYSE THE EFFECTIVENESS OF SSA WITH SPECIAL REFERENCE TO SPECIAL CHILDREN
7. STUDY OF NGO WORKING FOR DISABLED CHILDREN
8. VISIT TO NIVH DEHRADUN
9. TO ANALYSE THE WORK DONE IN SPECIAL SCHOOL BY SPECIAL CHILDREN
10. VISIT TO CHESHIRE HOME AND RAPHAEL FOUNDATION IN DOON

REFERENCES

1. TIMLOREMAN, JOANNE DEPPELER, DAVID HARVEY, 2006, INCLUSIVE EDUCATION: A PRACTICAL GUIDE TO SUPPORT DIVERSITY IN THE CLASSROOM, ISBN; 1741144094
2. MADHUMITA PURI, GEORGE ABRAHAM, 2004, HANDBOOK OF INCLUSIVE EDUCATION FOR EDUCATORS, ADMINISTRATORS AND PLANNERS, ISBN; 0-7619-3266-6 (PB), ISBN; 81-7829-404-4 (INDIA PB)
3. RICHARD A. VILLA, JACQUILINE S. THOUSAND, 2005, CREATING AN INCLUSIVE SCHOOL, SECOND EDITION, ISBN; 1-4166-0049-3
4. M. FALVEY, 1995, INCLUSIVE AND HETEROGENEOUS SCHOOLING; CURRICULUM AND INSTRUCTION, BALTIMORE, PAUL H. BROOKES
5. KENNEDY, C. H. & FISHER, D. 2001, INCLUSIVE MIDDLE SCHOOL, BALTIMORE, PAUL H. BROOKES
6. V. A. BESTON, 1995, INCLUSIVE SCHOOLS; LESSONS FROM TEN SCHOOLS, COUNCIL FOR EXCEPTIONAL CHILDREN
7. D. FUCHS, L. FUCHS, 1994, INCLUSIVE SCHOOLS – MOVEMENT AND THE RADICALISATION OF SPECIAL EDUCATION REFORM, EXCEPTIONAL CHILDREN, ISBN; 60(4), 294-309
8. PHI DELTA KAPPA, EDUCATIONAL FOUNDATION 1999, INCLUSION; POLICY AND PRACTICE
9. JENNY CORBETT, 2001, SUPPORTING INCLUSIVE EDUCATION; A CONNECTIVE PEDAGOGY

COURSE 11 OPTIONAL COURSES (1/2) 2 CREDIT 50 MARKS

PUPIL TEACHERS HAVE TO CHOOSE ANY ONE OUT OF FIVE

COURSE 11 EDU 424 HEALTH AND PHYSICAL EDUCATION 2 CREDIT 50 MARKS

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. VALUE HEALTH AS AN ASSET IN THE COMMUNITY
2. PROMOTE THE DEVELOPMENT AND PROPER USE OF HEALTH SERVICES
3. ANALYSE THE RELATIONSHIP BETWEEN HEALTH AND SOCIO ECONOMIC DEVELOPMENT
4. TAKE PRECAUTIONARY AND CORRECTIVE MEASURES AGAINST CONTAMINATION AND SPREAD OF DISEASES
5. INFLUENCE PARENTS AND OTHER ADULTS TO BETTER HABITS AND ATTITUDES THROUGH THE HEALTH PROGRAMME
6. DEVELOP AWARENESS AND SENSITIVITY TOWARDS THE IMMEDIATE ENVIRONMENT
7. DEVELOP RESPECT FOR PHYSICAL WORK, DIGNITY OF LABOUR AND HARDWORK
8. DEVELOP PHYSICAL, MENTAL AND EMOTIONAL WELL BEING THROUGH YOGA AND GAMES
9. DEVELOP ATTITUDES OF COOPERATION, GOOD SPORTSMANSHIP AND FAIR PLAY
10. DEVELOP ORGANIC FITNESS

UNIT-1 CONCEPT OF HEALTH EDUCATION

- 1.1. MEANING, GENERAL AIMS AND OBJECTIVES OF HEALTH EDUCATION
- 1.2. PERSONAL AND SOCIAL ASPECTS OF HEALTH EDUCATION
- 1.3. HEALTH INSTRUCTION; MEANING AIMS AND OBJECTIVES AND TYPES
- 1.4. HEALTH NEEDS AND HEALTH INSTRUCTION
- 1.5. POSTURE; MEANING, IMPORTANCE AND CHARACTERISTICS
- 1.6. COMMUNICABLE DISEASES

UNIT-2 BALANCED DIET AND MALNUTRITION

- 1.1. MEANING
- 1.2. RECOMMENDED BALANCED DIET BY ICMR (INDIAN COUNCIL OF MEDICAL RESEARCH)
- 1.3. BALANCED DIET; CALORIE REQUIREMENT
- 1.4. PRINCIPLES OF DIET PLANNING
- 1.5. PROBLEMS DUE TO MALNUTRITION

- 1.6. MALNUTRITION, UNDER NUTRITION, OVER NUTRITION, UNBALANCED DIET AND SPECIFIC DEFICIENCY IN DIET

UNIT-3 CONCEPT OF PHYSICAL EDUCATION

- 1.1. CONCEPT AND IMPORTANCE
- 1.2. AIMS AND OBJECTIVES
- 1.3. PHYSICAL FITNESS AND ITS COMPONENTS
- 1.4. PHYSICAL EDUCATION PROGRAMME
- 1.5. PRINCIPLES AND SUGGESTIONS FOR THE PROMOTION OF PHYSICAL EDUCATION

UNIT-4 YOGA EDUCATION AND HEALTH

- 1.1. MEANING, FEATURES AND STAGES OF YOGA
- 1.2. GENERAL GUIDELINES FOR PRACTISING YOGA ASANAS
- 1.3. BRIEF DESCRIPTION OF EACH ASANA WITH ITS BENEFITS
- 1.4. HEALTH NEEDS OF PUPIL TEACHER AND YOGA

UNIT-5 SAFETY EDUCATION

- 1.1. MEANING AND IMPORTANCE
- 1.2. ACCIDENTS AND SAFETY AT DIFFERENT AGE GROUPS
- 1.3. MEASURES FOR MINIMISING ACCIDENTS AT HOME AND SCHOOLS
- 1.4. COMMON ACCIDENTS AT HOME AND SCHOOLS
- 1.5. SAFETY AT PLAYGROUND
- 1.6. SCHOOL TRANSPORT SAFETY
- 1.7. SAFE DRINKING WATER

PRACTICUM

1. PROJECT ON HEALTH/SPORTS AND YOGA
2. ANALYSIS OF VARIOUS TEXTBOOKS FROM HEALTH AND PHYSICAL EDUCATION POINT OF VIEW
3. LEARNING AND PERFORMING OF BASIC YOGIC ACTIVITIES
4. PRACTICAL CLASSES OF FIRST AID
5. DISCUSSION ON HEALTH RELATED ISSUES
6. VISIT TO DOON AND CORONATION HOSPITALS OF DEHRADOON TO ANALYSE THE HEALTH CHECKUP PROGRAMMES
7. VISIT TO BLOOD DONATION CAMP

8. INTERVIEW WITH DIETICIAN
9. A VISIT TO DRUG REHABILITATION CENTER IN DOON
10. DISCUSSION ON SEX EDUCATION

REFERNCES

1. ATWAL & KANSAL, 2003, A TEXTBOOK OF HEALTH, PHYSICAL EDUCATION AND SPORTS, JALANDHAR, A.P PUBLISHER
2. J.C. AGGARWAL, 2007, HEALTH AND PHYSICAL EDUCATION, SHIPRA PUBLICATION, DELHI, ISBN; 978-81-7541-217-0
3. C.A. BUCHER, 1979, FOUNDATIONS OF PHYSICAL EDUCATION AND SPORTS, ST. LOUIS, C.V. MOSBY AND COMPANY
4. S.S. SANDHU, 2008, HEALTH AND PHYSICAL EDUCATION, LUDHIANA, CHETNA PRAKASHAN
5. SYEDENTOP, DARYL, 1994, INTRODUCTION TO PHYSICAL EDUCATION, FITNESS AND SPORTS, SECOND EDITION, LONDON, MAYFIELD PUBLISHING COMPANY
6. UPPAL, A.K. AND GAUTAM, G.P. 2004, PHYSICAL EDUCATION AND HEALTH, DELHI, FRIENDS PUBLISHER
7. SINGH, AJMER, 2003, ESSENTIALS OF PHYSICAL EDUCATION, LUDHIANA, KALYANI PUBLISHERS
8. MALIK, NEERU AND MALIK. RAKESH, 2005, HEALTH AND PHYSICAL EDUCATION, GURUSAR SADHAR, GBD PUBLICATION
9. MINISTRY OF EDUCATION, GOVT. OF INDIA, A NATIONAL PLAN OF PHYSICAL EDUCATION AND RECREATION, ALBION PRESS, DELHI, 1956
10. MOSS, BERNICE, HEALTH EDUCATION, NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES, WASHINGTON 1961

COURSE 11 EDU 425 VALUE EDUCATION 2 CREDIT 50 MARKS

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. DEVELOP THE THEORETICAL UNDERSTANDING OF VALUES
2. GET CONVERSANT WITH THE ORIGIN OF MORAL VALUES
3. KNOW THE CAUSES FOR THE DECLINE OF VALUES
4. UNDERSTAND THE RELATION BETWEEN MASS MEDIA AND MORAL EDUCATION
5. UNDERSTAND THE ROLE OF RELIGION IN THE DEVELOPMENT OF VALUES
6. UNDERSTAND THE IMPORTANCE OF VALUES IN SELF DEVELOPMENT
7. LIST THE DETERMINANTS OF BEHAVIOUR
8. EVALUATE THE VALUES OF TEACHERS AND GUARDIANS

9. KNOW THE INTERNAL CONFLICTS AMONG VALUES AND THE REMEDIES FOR THEM
10. ENLIST THE ILL WAYS OF CORRUPTION IN SOCIAL INSTITUTIONS

UNIT-1 VALUES

- 1.1. MEANING, CONCEPT AND IMPORTANCE
- 1.2. ORIGIN AND EVOLUTION OF VALUES
- 1.3. CLASSIFICATION OF VALUES
- 1.4. ESSENTIALS OF MORALITY
- 1.5. CAUSES FOR THE DECLINE IN VALUES

UNIT-2 NEED FOR VALUE EDUCATION

- 1.1. IMPORTANT FEATURES OF VALUE EDUCATION
- 1.2. CONDITIONERS OF HUMAN BEHAVIOUR
- 1.3. CHARACTER TRAINING
- 1.4. ROLES OF EDUCATIONAL INSTITUTIONS
- 1.5. APPROACHES TO MORAL INSTRUCTION
- 1.6. RELATION OF MASS MEDIA WITH MORAL EDUCATION
- 1.7. THE ROLE OF RELIGION; POSITIVE AND NEGATIVE
- 1.8. ROLE OF PARENTS IN DEVELOPING VALUES
- 1.9. ROLE OF TEACHERS IN DEVELOPING VALUES

UNIT-3 MODIFYING HUMAN BEHAVIOUR

- 1.1. MORAL RELATIVISM
- 1.2. ASSESSMENT OF MORAL STANDARDS
- 1.3. DETERMINANTS OF BEHAVIOUR
- 1.4. MODIFYING BEHAVIOUR

UNIT-4 ANTI SOCIAL BEHAVIOUR

- 1.1. KINDS OF ANTISOCIAL BEHAVIOUR
- 1.2. CAUSES OF ANTI SOCIAL BEHAVIOUR
- 1.3. CHARACTERISTICS OF ANTI SOCIAL BEHAVIOUR
- 1.4. PERSONALITY DISORDERS
- 1.5. TREATMENT OF PERSONALITY DISORDER
- 1.6. RECOGNISING ANTI SOCIAL BEHAVIOUR IN CHILDREN
- 1.7. ROLE OF MASS MEDIA IN SOCIAL AWARENESS

PRACTICUM

1. DISCUSSION ON IMPORTANCE OF VALUES IN A WELL BEING
2. LISTING OF VALUES THAT A PUPIL TEACHER BELIEVES ARE IMPORTANT FOR LIFE
3. TO ENLIST THE CONFLICTS AMONG VALUES WHICH A PUPIL TEACHER EXPERIENCES
4. ENLIST THE VALUES OF ONE'S ROLE MODEL
5. TO ANALYSE AN INCIDENCE WHICH HAS MADE THE PUPIL TEACHER REALISED THE VALUES
6. TO MAKE LIST OF ANTI SOCIAL BEHAVIOUR
7. TO MAKE A PROJECT ON PERONALITY DISORDER

REFERENCES

1. K.L.GANDHI,2007,VALUE EDUCATION;A STUDY OF PUBLIC OPINION, ISBN; 81-212-0429-1
2. BOWER,WILLIAM C.,1952,MORAL AND SPIRITUAL VALUES IN EDUCATION,LEXINGTON,UNIVERSITY OF KENTUCKY PRESS
3. G.N.KAUL,VALUES AND EDUCATION IN INDEPENDENT INDIA,THE ASSOCIATED PUBLISHERS,AMBALA CANTT
4. LALIT KISHORE,VALUE ORIENTED EDUCATION;FOUNDATIONS AND FRONTIERS,WORLD OVERVIEW,DOABA HOUSE,NEW DELHI
5. MAC CARTHAIGH,VALUE EDUCATION;WHAT,WHY AND HOW?
6. S.P.RUHELA,HUMAN VALUES AND EDUCATION,STERLING PUBLISHERS PVT LTD.,NEW DELHI
7. J.R.FRANKEL,1977,HOW TO TEACH ABOUT VALUES,NEW JERSEY,PERSSTINCE HILL
8. CORE GROUP,GOVT. OF INDIA 1992,VALUE ORIENTATION EDUCATION,NEW DELHI
9. N.L.GUPTA,1986,VALUE EDUCATION;THEORY AND PRACTICE,KRISHNA BROTHERS,AJMER
10. N.Y.REDDY,1980,VALUES AND ATTTUDES OF INDIAN YOUTH,LIGHT &LIFE PUBLICATIONS,NEW DELHI

COURSE 11 EDU 426 POPULATION EDUCATION 2 CREDIT 50 MARKS

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. UNDERSTAND THE OBJECTIVES OF POPULATION EDUCATION
2. KNOW THE HISTORY AND NEED OF POPULATION EDUCATION
3. ENLIST THE FACTORS AFFECTING POPULATION GROWTH
4. UNDERSTAND THE LITERACY CAMPAIGN RELATED TO POPULATION IN INDIA
5. RELATE POPULATION EDUCATION FOR SOCIAL BETTERMENT
6. UNDERSTAND THE ROLE OF MASS MEDIA IN POPULATION CONTROL

7. KNOW ABOUT THE USE OF TECHNOLOGY AS THE PREVALENT METHOD OF POPULATION CONTROL
8. UNDERSTAND THE IMPACT OF GROWING NUMBERS AND OUR STRUGGLE FOR BETTER LIVING
9. LEARN THE MERITS OF A SMALL FAMILY
10. ANALYSE THE CLOSE RELATIONSHIP BETWEEN FAMILY INCOME AND FAMILY WELFARE

UNIT-1 CONCEPT OF POPULATION EDUCATION

- 1.1. POPULATION EDUCATION;NATURE , SCOPE AND OBJECTIVES
- 1.2. HISTORY OF POPULATION EDUCATION
- 1.3. EMERGENCE OF THE CONCEPT OF POPULATION EDUCATION
- 1.4. NEED FOR POPULATION EDUCATION
- 1.5. POPULATION EDUCATION AND RELATED CONCEPTS
- 1.6. POPULATION EDUCATION IN INDIA
- 1.7. NATIONAL POPULATION EDUCATION PROJECT

UNIT-2 POPULATION GROWTH; FACTORS AND EFFECTS

- 1.1. FACTORS DETERMINING POPULATION GROETH
- 1.2. RELATION BETWEEN POPULATION AND DEVELOPMENT
- 1.3. SPECIAL SITUATION IN LESS ECONOMICALLY DEVELOPED COUNTRIES
- 1.4. DEVELOPMENT OF THE HEALTH SYSTEM-HEALTH POLICIES AND STRATEGIES
- 1.5. EFFECTS OF POPULATION GROWTH
- 1.6. RELATION BETWEEN POPULATION GROWTH AND ENVIRONMENTAL PROBLEM

UNIT-3 USE OF MASS MEDIA

- 1.1. ROLE OF MASS MEDIA IN POPULATION CONTROL
- 1.2. ROLE OF MASS MEDIA IN PROMOTING FAMILY PLANNING
- 1.3. ADVANTAGES AND LIMITATIONS OF THE USE OF MASS MEDIA
- 1.4. GOALS AND OBJECTIVES FOR MASS MEDIA
- 1.5. IMPORTANCE OF INFORMATION,EDUCATION AND COMMUNICATION IN POPULATION CONTROL

UNIT-4 AWARENESS AMONG COMMUNITY REGARDING POPULATION CONTROL

- 1.1. IMPORTANCE OF POPULATION CONTROL
- 1.2. PRACTICAL SOLUTIONS OF POPULATION CONTROL
- 1.3. NEW DIRECTIONS IN POPULATION CONTROL

- 1.4. BUILDING AWARENESS AMONG STUDENTS THROUGH SCHOOL BASED PROGRAMS
- 1.5. HOLISTIC APPROACH TO POPULATION CONTROL

UNIT-5 POPULATION GROWTH AND ECONOMIC AND HUMAN DEVELOPMENT IN INDIA

- 1.1. CLOSE RELATIONSHIP BETWEEN POPULATION GROWTH AND ECONOMIC AND HUMAN DEVELOPMENT
- 1.2. ECONOMIC DEVELOPMENT AND HUMAN RESOURCES
- 1.3. UNCHECKED POPULATION GROWTH AND ITS IMPACT ON ECONOMIC AND HUMAN DEVELOPMENT
- 1.4. INDIA'S POPULATION AND PROGRESS IN HUMAN DEVELOPMENT AT A GLANCE
- 1.5. POPULATION EDUCATION AND TEACHING OF ECONOMICS

PRACTICUM

1. PREPARE A REPORT ON THE INFORMATION PUBLISHED IN NEWSPAPERS AND MAGAZINES REGARDING POPULATION
2. PREPARE A PROJECT ON CAUSES AND EFFECTS OF POPULATION GROWTH IN INDIA
3. ANALYSE THE ROLE OF MASS MEDIA IN POPULATION CONTROL
4. EVALUATE THE EFFECTIVENESS OF THE PRACTICAL SOLUTION OF POPULATION CONTROL
5. TO ORGANISE A SKIT AND PLAY TO SHOW THE ILL EFFECTS OF OVER POPULATION
6. PREPARE A REPORT ON THE ACTIVITIES OF FAMILY PLANNING CENTERS
7. FOCUSED GROUP DISCUSSION ON POPULATION GROWTH AND QUALITY OF LIFE
8. GD ON NATIONAL POPULATION POLICY,2000

REFERENCES

1. V.C.PANDEY,2005,POPULATION EDUCATION,ISBN;81-8205-176-2
2. J.C.AGGARWAL,2009,POPULATION EDUCATION,SHIPRA PUBLICATIONS,EAN;9788175414624
3. J.C.AGGARWAL,2004,POPULATION EDUCATION,SECOND EDITION,ISBN;978-81-7541-172-2
4. GODFREY ROBERTS,1990,POPULATION POLICY;CONTEMPORARY ISSUES
5. ZHOU,HAIWEN,2009,POPULATION GROWTH AND INDUSTRIALISATION
6. POPULATION EDUCATION,A DRAFT SYLLABUS,(MIMEOGRAPH)1971,NEW DELHI,NCERT
7. R.C.SHARMA,1988,POPULATION RESOURCES,ENVIRONMENT AND QUALITY OF LIFE,DELHI,DHANMPAT RAI &SONS
8. CRUZ LEONARDO DE LA ,1978,POPULATION EDUCATION ;NATURE ,GOAL AND ROLE ,BANGKOK,UNESCO

COURSE 11 EDU 427 ENVIRONMENTAL EDUCATION 2 CREDIT 50 MARKS

OBJECTIVE

TO ENABLE THE PUPIL TEACHERS TO

1. UNDERSTAND THE AIMS AND OBJECTIVES OF ENVIRONMENTAL EDUCATION
2. GET FAMILIAR WITH THE UNIFIED APPROACH TO THE TEACHING OF ENVIRONMENTAL EDUCATION
3. UNDERSTAND THE TYPES, CAUSES AND REMEDIES OF ENVIRONMENTAL POLLUTION
4. UNDERSTAND THE ROLE OF THE SCHOOL IN ENVIRONMENTAL CONSERVATION AND DEVELOPMENT
5. KNOW ABOUT THE PROMINENT ECOLOGISTS AND CONSERVATIONALISTS
6. TAKE REMEDIAL STEPS FOR CONTROLLING THE POLLUTION
7. ANALYSE THE CONCEPT OF SUSTAINABLE DEVELOPMENT
8. KNOW ABOUT TERI AND ITS ORGANISATION
9. UNDERSTAND THE RELATIONSHIP OF POPULATION, ENVIRONMENT AND DEVELOPMENT
10. BECOME AWAKEN CITIZENS AND CONSERVE THE ENVIRONMENT

UNIT-1 ENVIRONMENT AND ENVIRONMENTAL CONCERNS

- 1.1. ENVIRONMENT ; MEANING, COMPONENTS AND CHARACTERISTICS
- 1.2. HUMAN INTERACTION WITH ENVIRONMENT
- 1.3. ENVIRONMENTAL DISEQUILIBRIUM AND ENVIRONMENTAL CONCERNS AND PROBLEMS
- 1.4. SOME IMPORTANT ECOLOGISTS AND CONSERVATIONALISTS
- 1.5. CHIPKO MOVEMENT
- 1.6. INTERNATIONAL ENVIRONMENTAL INITIATIVES

UNIT-2 OBJECTIVES AND PRINCIPLES OF ENVIRONMENTAL EDUCATION

- 1.1. MEANING AND DEFINITION OF ENVIRONMENTAL EDUCATION
- 1.2. ENVIRONMENTAL EDUCATION AS A PROCESS
- 1.3. CHARACTERISTICS AND AIMS OF ENVIRONMENTAL EDUCATION
- 1.4. ROLE, OBJECTIVES AND PRINCIPLES OF ENVIRONMENTAL EDUCATION
- 1.5. UNIFIED APPROACH TO THE TEACHING OF ENVIRONMENTAL EDUCATION

UNIT-3 ENVIRONMENTAL HAZARDS; GLOBAL AND LOCAL

- 1.1. MEANING OF GLOBAL ENVIRONMENTAL HAZARDS
- 1.2. THE GREEN HOUSE EFFECT AND GLOBAL WARMING(EFFECTS AND STRATEGIES TO REDUCE)
- 1.3. DEPLETION OF OZONE;CAUSES,EFFECTS AND HEALTH HAZARDS
- 1.4. RISING OF SEA LEVEL
- 1.5. ACID RAIN
- 1.6. POLAR MELTING AT ANTARTICA
- 1.7. INTERNATIONAL INITIATIVES FOR MITIGATING GLOBAL CHANGE

UNIT-4 ROLE OF SCHOOL IN ENVIRONMENTAL CONSERVATION AND SUSTAINABLE DEVELOPMENT

- 1.1. NATIONAL POLICY ON EDUCATION –NPE(1986 AND AS AMENDED IN 1992) ON ENVIRONMENT
- 1.2. POPULATION AND ENVIRONMENT
- 1.3. ENVIRONMENT AND SUSTAINABLE DEVELOPMENT
- 1.4. CONSERVATION AND PROTECTION OF ENVIRONMENT
- 1.5. PRACTICES THAT HELP IN CONSERVATION AND PROTECTION OF ENVIRONMENT
- 1.6. ROLE OF THE SCHOOL IN ENVIRONMENTAL CONSERVATION AND DEVELOPMENT
- 1.7. ROLE OF TEACHERS IN ENVIRONMENTAL CONSERVATION AND SUSTAINABLE DEVELOPMENT

PRACTICUM

1. TRIP TO WILD LIFE SANCTUARY AND NATIONAL PARK
2. TO PREPARE CHARTS SHOWING COMMON FLORA AND FAUNA IN THE NEIGHBOURHOOD
3. TO WRITE OBSERVATION ABOUT LOCAL ENVIRONMENT AND VEGETATION
4. ORGANISE DEBATES AND DISCUSSIONS ON POPULATION AND ITS EFFECT ON ENVIRONMENT
5. UNIVERSITY CAMPUS CLEAN DRIVE
6. TO MAKE “SWACHH BHARAT ABHIYAN” A SUCCESSFUL ONE
7. SURVEY OF THE AREAS REGARDING ENVIRONMENTAL STATUS IN THE LOCALITY
8. PREPARE POSTERS ON THE CONSEQUENCES OF DEFORESTATION, GLOBAL WARMING AND SOIL EROSION,RIVER POLLUTION,LOCAL WATER POLLUTION AND NOISE POLLUTION
9. TO ASSIST HELP IN “CLEAN GANGA PROJECT”
10. CLEANING INITIATIVE IN NEAR BY VICINITY AND COMMUNITY

REFERENCES

1. JAGDISH CHAND, 2007,ENVIRONMENTAL EDUCATION,ISBN;978-81-8364-016-9
2. ANIL KUMAR DE, ARNAB KUMAR DE,2001,ENVIRONMENTAL STUDIES,ISBN;81-224-1604-7
3. MITCHELL THOMASHOW,ECOLOGICAL IDENTITY;BECOMING A REFLECTIVE ENVIRONMENTALIST,1996,MIT PRESS PUBLICATION,ISBN;0262700638,ISBN 13;9780262700634
4. DANIEL B BOTKIN,EDWARD A. KELLER,ENVIRONMENTAL SCIENCE;EARTH AS A LIVING PLANET,WILEY PUBLISHER
5. RICHARD T. WRIGHT,BERNARD J.NEBEL,ENVIRONMENTAL SCIENCE;TOWARD A SUSTAINABLE FUTURE,EIGHTH EDITION,PRENTICE HALL PUBLISHER
6. BHARUCHA,ERAH,2003,BIODIVERSITY OF INDIA,THE MAPIN PUBLISHING,DELHI
7. RINEHART & WINSTON HOLT,HOLT ENVIRONMENTAL SCIENCE,ACTIVE READING WORKBOOK, ISBN-10;0030665949, ISBN-13;978-0030665943
8. JOHN ABBOT,DR.ROBERT M.CARTER,CLIMATE CHANGE,THE FACTS 2015,ASIN,B00S5L5YOW,STOCKADE BOOK PUBLISHERS
9. WILLIAM CUNNINGHAM,MARY CUNNINGHAM,ENVIRONMENTAL SCIENCE,2015,ISBN13;978-007352547,ISBN10;007352541
10. WILLIAM CUNNINGHAM,MARY CUNNINGHAM,PRINCIPLES OF ENVIRONMENTAL SCIENCE;INQUIRY &APPLICATION,SEVENTH EDITION,ISBN13;978-0073532516,ISBN10;007352517

COURSE 11 EDU 428 COUNSELING AND MENTORING 2 CREDIT 50 MARKS

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. UNDERSTAND THE RELATIONSHIP OF COUNSELING WITH GUIDANCE
2. ENLIST THE CHARACTERISTICS OF A GOOD COUNSELOR
3. GET CONVERSANT WITH THE DIFFERENT APPROACHES OF COUNSELING
4. GET FAMILIAR WITH THE ROLES AND RESPONSIBILITIES OF A COUNSELOR AND A COUNSELEE
5. UNDERSTAND THE DIFFERENT PHASES IN COUNSELING PROCESS
6. UNDERSTAND THE ROLE OF TEACHERS IN EDUCATIONAL COUNSELING
7. DIFFERENTIATE BETWEEN EDUCATIONAL AND CAREER COUNSELING
8. UNDERSTAND THE CONCEPT AND IMPORTANCE OF E-MENTORING
9. ANALYSE THE EMERGING TRENDS IN MENTORING
10. GET FAMILIAR WITH THE MENTOR-MENTEE RELATIONSHIP

UNIT-1 COUNSELING –AN OVERVIEW

- 1.1. MEANING,NATURE AND SCOPE OF COUNSELING
- 1.2. COUNSELING IN RELATION WITH GUIDANCE
- 1.3. COUNSELING SITUATION AND PROBLEM
- 1.4. CHARACTERISTICS OF A GOOD COUNSELOR
- 1.5. LEGAL AND ETHICAL ISSUES IN COUNSELING

UNIT-2 APPROACHES, METHODS, PROCESS AND SKILLS OF COUNSELING

- 1.1. APPROACHES; PSYCHOANALYTIC ,BEHAVIOURAL,GESTALT AND COGNITIVE
- 1.2. FACETS IN COUNSELING RELATIONSHIP
- 1.3. PHASES OF COUNSELING PROCESS
- 1.4. SKILLS IN COUNSELING PROCESS

UNIT-3 EDUCATIONAL, VOCATIONAL AND CAREER COUNSELING

- 1.1. EDUCATIONAL COUNSELING-ROLE OF TEACHERS
- 1.2. VOCATIONAL COUNSELING IN SCHOOLS
- 1.3. CAREER COUNSELING
- 1.4. SCHOOL COUNSELOR AS CAREER DEVELOPMENT SPECIALIST
- 1.5. MODEL OF COUNSELING

UNIT-4 MENTORING; PROCESS, SKILLS AND FORMS

- 1.1. NATURE ,AIMS AND OBJECTIVES OF MENTORING
- 1.2. MENTOR AND MENTEE
- 1.3. CLASSIFICATION OF MENTORING PROGRAMS
- 1.4. THEORY IN MENTORING
- 1.5. MENTORING SKILLS;MENTORS AND EMOTIONAL INTELLIGENCE
- 1.6. E-MENTORING
- 1.7. EMERGING TRENDS IN MENTORING

UNIT-5 MENTOR –MENTEE RELATIONSHIP

- 1.1. NATURE OF A MENTORING RELATIONSHIP
- 1.2. STAGES IN THE DEVELOPMENT OF MENTORING RELATIONSHIP
- 1.3. MENTORING RELATIONSHIP CYCLE

PRACTICUM

1. VISIT TO A COUNSELOR AND MAKE A REPORT ON HIS/HER WORKING
2. TO MAKE A PROJECT ON THE CATEGORIES OF THE ACTIVITIES OF CAREER GUIDANCE AND COUNSELING
3. TO DO THE BRAIN STORMING SESSION ON “GOALSETTING-MY LIFE GOALS”
4. PUPIL TEACHERS WILL CREATE THEIR OWN RESUME
5. PUPIL TEACHERS WILL WRITE COVER LETTER OR LETTER OF APPLICATION
6. INTERVIEW SESSIONS
7. ROLE PLAY IN NON DIRECTIVE COUNSELING AND ATTENDING PHASE
8. DISCUSSION ON THE DIFFICULTIES IN COMMUNICATION
9. VISIT TO A SCHOOL PROVIDING GUIDANCE SERVICE AND PREPARE A REPORT
10. TO DO A CASE STUDY OF ANY STUDENT WHO NEEDS CAREER GUIDANCE

REFERENCES

1. OBEROI. S.C, 2009, EDUCATIONAL VOCATIONAL GUIDANCE AND COUNSELING, INTERNATIONAL PUBLISHING HOUSE, MERRUT, ISBN; 81-7579-192-6
2. THE ICFAI UNIVERSITY, 2009, COUNSELING AND MENTORING SKILLS, ISBN; 81-7881-834-5, REF.NO. CMS-0620092RBED019
3. S.NAGESWARA RAO, MURUGUDU SRI HARI, DIGUMARTI BHASKARA RAO, GUIDANCE AND COUNSELING, 2004, DISCOVERY PUBLISHING HOUSE, NEW DELHI, ISBN; 81-7141-840-6
4. RAM NATH SHARMA, RACHNA SHARMA, GUIDANCE AND COUNSELING IN INDIA ISBN; 8126903511
5. PRESRICHA; GUIDANCE AND COUNSELING IN INDIAN EDUCATION , NEW DELHI, NCERT, 1976
6. LOIS J.ZACHARY, THE MENTOR’S GUIDE; FACILITATING EFFECTIVE LEARNING RELATIONSHIP (JOSSEY BASS HIGHER AND ADULT EDUCATION, ASIN; B001C34KOU), 2008
7. FLORENCE M.STONE, COACHING, COUNSELING AND MENTORING, ISBN; 9780814420536
8. JOSSEY BASS, DOROTHY J-BLUM, TAMARA E.DAVIS, THE SCHOOL COUNSELOR’S BOOK OF LISTS , SECOND EDITION, ISBN; 978-0-470-45065-9(PBK)

COURSE EPC 3 EDU 429 CRITICAL UNDERSTANDING OF ICT (1/2) 2 CREDIT 50 MARKS

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. GET FAMILIAR WITH THE NEW INITIATIVES TAKEN THROUGH ICT THAT TRANSFORMED HIGHER EDUCATION
2. UNDERSTAND THE CONCEPT OF ICT ENABLED EDUCATION
3. MAKE EFFICIENT,EFFECTIVE AND CREATIVE USE OF BASIC APPLICATION SOFTWARE IN THEIR EVERY DAY ACTIVITY
4. USE THE WEB BASED EDUCATION
5. APPRECIATE THE RICHNESS OF OUR CULTURAL HERITAGE BY FACILITATING ACCESS TO ALL ASPECT OF OUR UNIQUE CULTURE
6. BECOME CULTURED CITIZENS OF THE MODERN WORLD
7. DEVELOP THE APPROPRIATE PERSONAL SKILLS
8. DEVELOP THEIR POTENTIAL TO THEIR FULLEST BY FACILITATING THEIR ACQUISITION OF KNOWLEDGE
9. HELP STUDENTS WITH SPECIAL NEED INTEGRATE THEMSELVES WITHIN SCHOOL AND SOCIETY BY INCREASING THEIR INDEPENDENCE AND BY DEVELOPING THEIR CAPACITIES AND INTERESTS
10. GET ACQUAINTED WITH QUALITATIVE AND QUANTITATIVE OPPORTUNITIES TO OVERCOME SOCIAL AND LEARNING DISADVANTAGES

UNIT-1 OPEN AND FLEXIBLE LEARNING; NEW INITIATIVES AND CHALLENGES

- 1.1. INTRODUCTION TO ICT
- 1.2. FLEXIBLE AND LIFE LONG LEARNING
- 1.3. OPEN AND DISTANCE EDUCATION
- 1.4. INDIAN DEVELOPMENTS,NEW INITIATIVES AND CHALLENGES

UNIT-2 ICT ENABLED EDUCATION

- 1.1. INTRODUCTION TO ICT ENABLED EDUCATION
- 1.2. EDUCATION,NETWORKED ECONOMY AND ICT
- 1.3. DIMENSIONS OF ICT ENABLED EDUCATION
- 1.4. ICT-DRIVEN EDUCATION

- 1.5. WEB BASED EDUCATION
- 1.6. CHALLENGES FACED BY EDUCATION SYSTEM AND ICT
- 1.7. COMPONENTS OF ICT

UNIT-3 IMPORTANCE OF ICT IN TEACHING

- 1.1. ICT AND TEACHERS
- 1.2. POSITIVE AND NEGATIVE IMPACT OF ICT
- 1.3. CHARACTERISTICS OF ICT LEARNING
- 1.4. THE VISION OF CHANGE

UNIT-4 INFORMATION AND COMMUNICATION TECHNOLOGY

- 1.1. ELECTRONIC EDGE IN EDUCATION
- 1.2. ROLE OF ICT IN CHANGING THE ROLES IN SCHOOLS
- 1.3. ICT AND PEDAGOGICAL STRATEGIES
- 1.4. ADVANTAGES OF ICT IN EDUCATION
- 1.5. BARRIERS;PERSONAL AND INSTITUTIONAL
- 1.6. EMERGING ISSUES IN EDUCATION DUE TO INTRODUCTION OF ICT

UNIT-5 INTERNET AND EDUCATION RESOURCES

- 1.1 INTRODUCTION TO INTERNET AND E-MAIL
- 1.2 E-LEARNING: MOBILE LEARNING, VIRTUAL LEARNING, ONLINE LEARNING, SMART CLASSROOMS
- 1.3 WIKIPEDIA, MASSIVE OPEN ONLINE COURSES (MOOCs) AND SOCIAL NETWORKING
- 1.4 DIGITAL AGE SKILLS

PRACTICUM

- 1. TO PREPARE PROJECT WITH THE HELP OF ICT ON ANY TWO TOPICS OF METHODOLOGY SUBJECTS
- 2. TO PREPARE PPT ON ANY TOPIC OF COURSE FOR CLASSROOM USAGE
- 3. TO PREPARE THE PRINTED TEACHING MATERIAL USING THE MS WORD
- 4. TO USE TWITTER AND BLOGS IN INDIVIDUAL AND GROUP
- 5. TO EXCHANGE THE LEARNING STUDY MATERIAL THROUGH E- MAIL ID

REFERENCES

1. K.B.POWAR,M.D.TIWARI,H.P.DIKSHIT,ICT ENABLED EDUCATION,2002, ISBN;81-7520-079-0
2. DAVID HALL,THE ICT HANDBOOK FOR PRIMARY TEACHERS,2015,SECOND EDITION
3. THE ICFAI UNIVERSITY PRESS,2004, PROJECT BASED LEARNING WITH MULTIMEDIA(INTENSIVE TEACHING WORKSHOP II) ISBN;81-314-0950-3,REF. NO. PBL+MM-122004BED0018
4. CHRIS ABBOTT,ICT;CHANGING EDUCATION,2001,ISBN;0-7507-0951-0(HBK)
ISBN;0-7507-0950-2(PBK)
5. FU,JO SHAN,ICT IN EDUCATION;A CRITICAL LITERATURE REVIEW AND ITS IMPLICATIONS,2013,VOLUME 9
6. KATIC BRAID,JANE ELINGHAM,ROB HARRISON,GORDON HENDERSON,CHRISTOPHER LINDLE, LYN SETCHEL AND DAWN WRIGHT,CGP PUBLICATION,FUNCTIONAL SKILLS OF ICT
7. OLIVER,RON,2002,THE ROLE OF ICT IN HIGHER EDUCATION FOR THE 21ST CENTURY;ICT AS A CHANGE AGENT FOR EDUCATION
8. A.CAPERNA,INTEGRATING ICT INTO SUSTAINABLE LOCAL POLICIES,ISBN;9781615209293
9. JOHN GALLOWAY,HILARY NORTON,2011,ICT FOR TEACHING ASSISTANTS,SECOND EDITION
10. GEORGE COLE,101 ESSENTIAL LISTS FOR USING ICT IN THE CLASSROOM,
ISBN-10; 1864841836, ISBN-13;978-1846841835

COURSE EPC 4 EDU 430 UNDERSTANDING THE SELF(1/2) 2 CREDIT 50 MARKS

OBJECTIVES

TO ENABLE THE PUPIL TEACHERS TO

1. ATTAIN AN UNDERSTANDING OF SELF
2. UNDERSTAND THE IMPORTANCE OF SELF MANAGEMENT AND KNOWING YOURSELF
3. GET CONVERSANT WITH SWOT ANALYSIS
4. DEVELOP A HOLISTIC UNDERSTANDING OF HUMAN BEINGS
5. ANALYSE THE CASE STUDIES ,BIOGRAPHIES,STORIES OF DIFFERENT CHILDREN WHO ARE RAISED IN DIFFERENT CIRCUMSTANCES
6. DISCOVER THEIR POTENTIAL DESPITE ODDS
7. EXPRESS THEMSELVES THROUGH DIFFERENT MODES
8. PROVIDE REGULAR FEEDBACK TO JOURNALS AFTER STUDYING THEM
9. PEN DOWN THEIR CHILDHOOD EXPERIENCES
10. DEVELOP EFFECTIVE COMMUNICATION SKILLS,ABILITY TO LISTEN AND OBSERVE

UNIT-1 DEVELOPMENT OF SELF

- 1.1. SELF CONCEPT-TYPE, DEVELOPMENT AND IMPLICATIONS
- 1.2. ROLE OF THE TEACHER IN DEVELOPING STUDENTS' SELF CONCEPT
- 1.3. SELF ESTEEM
- 1.4. SELF PERCEPTION
- 1.5. RELATIONSHIP BETWEEN SELF CONCEPT ,SELF ESTEEM AND SELF PERCEPTION

UNIT-2 SELF MANAGEMENT SKILLS

- 1.1. IMPORTANCE
- 1.2. KNOWING HOW TO MANAGE SELF
- 1.3. HOW TO TEACH SELF MANAGEMENT

UNIT-3 KNOW THYSELF/SELF DISCOVERY

- 1.1. IMPORTANCE OF KNOWING YOURSELF
- 1.2. PROCESS OF KNOWING YOURSELF
- 1.3. SWOT ANALYSIS
- 1.4. SWOT ANALYSIS GRID
- 1.5. BENEFITS OF SWOT ANALYSIS
- 1.6. UNDERSTANDING THE SELF IN CONTEXT
- 1.7. POSITIVE AND NEGATIVE FACTORS AFFECTING THE UNDERSTANDING THE SELF

UNIT-4 DISCOVERING THE SELF

- 1.1. DISCOVERING THE SELF IN CONTEXT OF INDIAN THINKING;
SANKHYA DARSHAN, NYAYA DARSHAN, YOG DARSHAN, POORVA MIMANSA AND UTTAR MIMANSA
- 1.2. DISCOVERING THE SELF IN CONTEXT OF VARIOUS RELIGIONS;
HINDUISM, BUDDHISM, ISLAM, JAINISM, SIKKISM AND CHRISTIANITY

PRACTICUM

1. TO PEN DOWN THEIR CHILDHOOD EXPERIENCES WHILE EMPATHISING WITH OTHER CHILDHOOD
2. TO PRACTICE YOGA ASAN TO ENHANCE THE ABILITIES OF BODY AND MIND
3. TO MAKE A REPORT ON AN INTERVIEW WITH ANY EMINENT PERSONALITY
4. TO REVIEW THE CASE STUDY AND BIOGRAPHY
5. TO WATCH MOVIE OR DOCUMENTARY OF GREAT PEOPLE THOSE WHO HAVE EMERGED AS GREAT PERSONALITY DESPITE ODDS

REFERENCES

1. DR.K.ALEX,2009,SOFT SKILLS;KNOW YOURSELF AND KNOW THE WORLD,ISBN;81-219-3192-4
2. THE ICFAI UNIVERSITY,2009,HUMAN SKILLS,ISBN;81-7881-863-9,REF.NO.HS-0620092RBED020
3. EDWARD L DECI,RICHARD FLASTE,1996,WHY WE DO WHAT WE DO;UNDERSTANDING SELF MOTIVATION,ISBN0-399-14047-6(HC),ISBN0-140255265(PBK)
4. SADGURU SIDDHARAMESHWAR MAHARAJ,2015,MASTER OF SELF REALISATION;AN ULTIMATE UNDERSTANDING,ZEN PUBLICATIONS,FIRST EDITION,ISBN-10;9384363138, ISBN-13;978-9384363130
5. SURYA NARAYAN RAJU P.V.S,THE COMPREHENSIVE BOOK OF SELF INQUIRY,ISBN-13;9781469982340,ISBN-10,1469902346
6. CAROL S.DWECK,MINDSET;HOW YOU CAN FULFILL YOUR POTENTIAL,ISBN;1-4000-6275-6