

**SARDAR PATEL UNIVERSITY**

**VALLABH VIDYANAGAR**

**Programme & Subject: Bachelor of Education (Advanced)**

**Medium of Instruction Exclusively English**

**Semesters: I to IV**

**Syllabus for Two-Year Programme in Bachelor of Education**

**with Effect from: June-2015**

- Each semester has 16 weeks + 2 weeks SSA(Self Study Assignments)
- The total working days for the B.Ed. Advanced programme is 400 + 48 = 448 days
- There are four semesters in B.Ed. Advanced Programme.
- For practice in classroom teaching, candidates are required to engage sessions in schools with CBSE, ICSE /IBO / other international as well as GSEB (English medium)-based syllabi. Therefore, the medium of instruction is exclusively English.
- Total credits of the programme: 128.
- The total marks of the B.Ed. Advanced Programme: 3200.

Semester	Theory Credit	Practical Credit	Total Credit	Special Attributes
1	24	08	32	Bridge Course Peer Tutoring Teacher Assistantship Community Outreach Programme
2	24	08	32	Enhancing teaching and other soft skills, Use of Smart Board
3	04	28	32	Student Portfolio, TLMs, Blended teaching, Web Creation, E-Materials productions, Research
4	24	08	32	Publication, M-Apps, Web.2 ICT Learning
Credit	76	52	128	

In all, there are 800 marks for each semester. As per NCTE rule of 70% External Evaluation and 30% Internal Evaluation for the theory papers, in the B.Ed. Advanced Programme out of 600 marks 420 marks are to be given from external evaluation and 180 marks are to be given from Internal evaluation and 50 marks for the external viva, computer practical exam and annual lessons for first, second and third semester respectively.

**Semester wise Bifurcation of Marks**

**Semester-1**

Sr. No	Paper/s	External Marks	Internal Marks	Total Marks of Theory Papers	Practicum	Practi ce Teaching	Total Marks
1	EPC-1 A	35	15	50	10	50	800
2	PE-1	70	30	100	15		
3	PE-2	70	30	100	15		
4	PE-3	70	30	100	15		
5	CPS-1	70	30	100	15		

<b>6</b>	CPS-2	70	30	100	15		
<b>7</b>	EPC-1 B	35	15	50	10		
<b>8</b>	Comprehensive Viva & English Language Proficiency	50	--	50	--		
<b>9</b>	Bridge Course Assignment				05		
<b>Total</b>		470	180	650	100		

**Semester-2**

<b>Sr. No</b>	<b>Paper/s</b>	<b>External Marks</b>	<b>Internal Marks</b>	<b>Internal Theory Marks</b>	<b>Practicum</b>	<b>Practice Teaching</b>	<b>Total Marks</b>
<b>1</b>	EPC-2 A	35	15	50	10	50	800
<b>2</b>	PE-4	70	30	100	15		
<b>3</b>	PE-5	70	30	100	15		
<b>4</b>	PE-6	70	30	100	15		
<b>5</b>	CPS-3	70	30	100	15		
<b>6</b>	CPS-4	70	30	100	15		
<b>7</b>	EPC-2 B	35	15	50	10		
<b>8</b>	Computer Education: Viva and Practical	50	--	50			
<b>9</b>	Seminar Paper				05		
<b>Total</b>		470	180	650	100		

**Semester: 03**

<b>Sr. No</b>	<b>Paper/s</b>	<b>External Marks</b>	<b>Internal Marks</b>	<b>Total Marks</b>	<b>Practicum</b>	<b>Practice Teaching</b>	<b>Total Marks</b>
<b>1</b>	CPS-5 (Any One) Fundamentals of Science, Mathematics, English, SS, Eco, Sanskrit, Accountant, Commerce, Statistics, EVS	50		100		200	800
<b>2</b>	School Internship Documents Presentations	50					
<b>3</b>	Assignments and Student Portfolio				500		
<b>Total</b>		100	700				

### Semester 04

Sr. No	Paper/s	External Marks	Internal Marks	Internal Theory Marks	Practicum	Practice Teaching	<u>Total Marks</u>
1	EPC-3	35	15	50	10	50	800
2	PE-7	70	30	100	15		
3	PE-8	70	30	100	15		
4	PE-9	70	30	100	15		
5	CPS-6	70	30	100	15		
6	CPS-7	70	30	100	15		
7	EPC-4	35	15	50	10		
8	Practical Exam: Two Annual Lessons	50	--	50			
9	Publishing News Letter				05		
<b>Total</b>		470	180	650	100		

### Practice Teaching

Sr. No	Types of Lessons	Number of Lessons	Actual Teaching	Submission	Total Lessons
Semester 1	SSTP & Block Teaching	4+4=08 3+3=06	7+7=14	00	14
Semester-2	Off- Campus Prog (Task based & Digital)	5+5=10	5+5=10	00	10
Semester-3	Internship Prog (Unit Planning, TBL, DL, MBT)	30+30=70	30+30=60	2+2=04	64
Semester-4	Constructivist Lessons	6+6=12	08(CBSE, ICSE/Higher level)	2+2=04 (Constructivist-workshop, Creative)	12
Total			92	08	100
External Exam Sem-4	Annual Lessons	02	02	00	02

Note: Each candidate will be required to observe at least 6-8 demonstration lessons (Different disciplines) given by the faculty members prior to give SSTP lessons.

**SARDARPATELUNIVERSITY**  
**Programme & Subject: Bachelor of Education (Advanced)**  
**Semester: I**  
**Syllabus with Effect from: June-2015**

Course Type	Course Code	Name Of Course	Theory/ Practical	Credit	Contact Hrs/Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
							Passing/ Total	Passing/ Total	Passing/ Total
EPC-1 A (Any One)	UE01EB2A01	Reading Skills	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE01EB2A02	Functional English	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE01EB2A03	Life Skills	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE01EB2A04	Art in Education	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
PE-1,2, &3	UE01CB2A01	Contemporary India and Education	Theory	4	4	3	12/30	28/70	40/100
	UE01CB2A02	Childhood and Growing Up	Theory	4	4	3	12/30	28/70	40/100
	UE01CB2A03	Understanding School Dynamics	Theory	4	4	3	12/30	28/70	40/100

CPS 1 & 2	<b>Method - I ( Any One )</b>								
	UE01EB2A05	Understanding Economics	Theory	4	4	3	12/30	28/70	40/100
	UE01EB2A06	Understanding English	Theory	4	4	3	12/30	28/70	40/100
	UE01EB2A07	Understanding Environmental Education	Theory	4	4	3	12/30	28/70	40/100
	UE01EB2A08	Understanding Mathematics	Theory	4	4	3	12/30	28/70	40/100
	UE01EB2A09	Understanding Statistics	Theory	4	4	3	12/30	28/70	40/100
	UE01EB2A10	Understanding Accountancy	Theory	4	4	3	12/30	28/70	40/100

<b>Method - II ( Any One )</b>									
UE01EB2A11	Understanding Commerce	Theory	4	4	3	12/30	28/70	40/100	
UE01EB2A12	Understanding Sanskrit	Theory	4	4	3	12/30	28/70	40/100	
UE01EB2A13	Understanding Science	Theory	4	4	3	12/30	28/70	40/100	
UE01EB2A14	Understanding Social Science	Theory	4	4	3	12/30	28/70	40/100	

EPC-1 B (Any One)	UE01EB2A15	Holistic Health: Yoga	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE01EB2A16	Introduction to Educational Research	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE01EB2A17	Elementary Education	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE01EB2A18	Educational Administration	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE01EB2A19	Science Laboratory Management	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE01EB2A20	Developing Reasoning and Logical Skills	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE01CB2A04	Comprehensive Viva Voce & English Language Proficiency	----	2	--	--	--	20/50	20/50
	UE01CB2A05	Practicum	Practical	4	--	--	40/100	--	40/100
	UE01CB2A06	Practice Teaching	Practical	2	--	--	20/50	--	20/50

**SARDAR PATEL UNIVERSITY**  
**Programme & Subject: Bachelor of Education (Advanced)**  
**Semester: II**  
**Syllabus with Effect from: June-2015**

Course Type	Course Code	Name Of Course	Theory/ Practical	Credit	Contact Hrs/Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
							Passing/ Total	Passing/ Total	Passing/ Total
EPC-2 A (Any One)	UE02EB2A01	Practical Phonetics	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE02EB2A02	Music & Fine Arts	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE02EB2A03	Writing Skills	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE02EB2A04	Trends in Evaluation	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
PE- 4,5 & 6	UE02CB2A01	Gender School and Society	Theory	4	4	3	12/30	28/70	40/100
	UE02CB2A02	Learning and Teaching	Theory	4	4	3	12/30	28/70	40/100
	UE02CB2A03	Assessment of Learning	Theory	4	4	3	12/30	28/70	40/100
CPS 3 & 4	<b>Method - I (Any One)</b>								
	UE02EB2A05	Methodology of Teaching Economics	Theory	4	4	3	12/30	28/70	40/100

	UE02EB2A06	Methodology of Teaching English	Theory	4	4	3	12/30	28/70	40/100
	UE02EB2A07	Methodology of Teaching Environmental Education	Theory	4	4	3	12/30	28/70	40/100
	UE02EB2A08	Methodology of Teaching Mathematics	Theory	4	4	3	12/30	28/70	40/100
	UE02EB2A09	Methodology of Teaching Statistics	Theory	4	4	3	12/30	28/70	40/100
	UE02EB2A10	Methodology of Teaching Accountancy	Theory	4	4	3	12/30	28/70	40/100
<b>Method - II ( Any One)</b>									
	UE02EB2A11	Methodology of Teaching Commerce	Theory	4	4	3	12/30	28/70	40/100
	UE02EB2A12	Methodology of Teaching Sanskrit	Theory	4	4	3	12/30	28/70	40/100
	UE02EB2A13	Methodology of Teaching Science	Theory	4	4	3	12/30	28/70	40/100
	UE02EB2A14	Methodology of Teaching Social Science	Theory	4	4	3	12/30	28/70	40/100
EPC-2 B (Any One)	UE02EB2A15	Models of Teaching	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE02EB2A16	Leadership Skills	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE02EB2A17	Academic Audit	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE02EB2A18	Advanced ICT in Education	Theory	2	2	1. Hour	06/15	14/35	20/50



						30 mnts			
	UE02EB2A19	Measurement & Evaluation	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE02EB2A20	Computer Education	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE02CB2A04	Computer Education: Practical & Viva	---	2	--	--	-	20/50	20/50
	UE02CB2A05	Practicum	Practical	4	--	--	40/100	--	40/100
	UE02CB2A06	Practice Teaching	Practical	2	--	--	20/50	--	20/50

**SARDAR PATEL UNIVERSITY**  
**Programme& Subject: Bachelor of Education (Advanced)**  
**Semester: III Syllabus with Effect from: June-2015**

Course Type	Course Code	Name of Course	Theory/ Practical	Credit	Component of Marks		
					Internal	External	Total
					Marks	Marks	Passing/ Total
	UE03CB2A01	School Internship Documents Presentations	Practical	2	---	20/50	20/50
<b>CPS-5</b> Interdisciplinary Subject (Any One)	UE03EB2A01	Fundamentals of Economics	Theory	2		20/50	20/50
	UE03EB2A02	Fundamentals of English	Theory	2		20/50	20/50
	UE03EB2A03	Fundamentals of Environment Education	Theory	2		20/50	20/50
	UE03EB2A04	Fundamentals of Mathematics	Theory	2		20/50	20/50

	UE03EB2A05	Fundamentals of Statistics	Theory	2		20/50	20/50
	UE03EB2A06	Fundamentals of Accountancy	Theory	2		20/50	20/50
	UE03EB2A07	Fundamentals of Commerce	Theory	2		20/50	20/50
	UE03EB2A08	Fundamentals of Sanskrit	Theory	2		20/50	20/50
	UE03EB2A09	Fundamentals of Science	Theory	2		20/50	20/50
	UE03EB2A10	Fundamentals of Social Science	Theory	2		20/50	20/50
Practicum School Internship	UE03CB2A02	Classroom Teaching & Evaluation of School students' work	Practical	08	200		280/700
		Student Portfolio		06	150		
		Preparation and Analysis of Results		2	50		
		Action Research		2	50		
		School- Society Project Work		2	50		
		Planning & Execution of CCE Activities		1	25		
		Reflections on Virtual/Online Classroom Teaching		2	50		
		Extension and In service training programme		3	75		
		E- Material Production		2	50		
Total				32	700	100	800

**SARDAR PATEL UNIVERSITY**

**Programme& Subject: Bachelor of Education (Advanced)**

**Semester: IV**

**Syllabus with Effect from: June-2015**

Course Type	Course Code	Name of Course	Theory/ Practical	Credit	Contact Hrs/Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
							Passing/ Total	Passing / Total	Passing / Total
EPC-3 (Any One)	UE04EB2A01	Communication & Personality Development	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE04EB2A02	Theatre in Education	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE04EB2A03	Academic Writing	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE04EB2A04	Employment Skills	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
PE-7,8 & 9	UE04CB2A01	Education in 21 <sup>st</sup> Century	Theory	4	4	3	12/30	28/70	40/100
	UE04CB2A02	Creating Inclusive School and Knowing Thyself	Theory	4	4	3	12/30	28/70	40/100
	UE04CB2A03	Knowledge and Curriculum	Theory	4	4	3	12/30	28/70	40/100

CPS- 6 & 7	<b>Method - I (Any One)</b>								
	UE04EB2A05	Innovative Trends in Teaching Economics	Theory	4	4	3	12/30	28/70	40/100
	UE04EB2A06	Innovative Trends in Teaching English	Theory	4	4	3	12/30	28/70	40/100
	UE04EB2A07	Innovative Trends in Teaching Environmental Education	Theory	4	4	3	12/30	28/70	40/100
	UE04EB2A08	Innovative Trends in Teaching Mathematics	Theory	4	4	3	12/30	28/70	40/100
	UE04EB2A09	Innovative Trends in Teaching Statistics	Theory	4	4	3	12/30	28/70	40/100
	UE04EB2A10	Innovative Trends in Teaching Accountancy	Theory	4	4	3	12/30	28/70	40/100
	<b>Method - II ( Any One)</b>								
	UE04EB2A11	Innovative Trends in Teaching Commerce	Theory	4	4	3	12/30	28/70	40/100
	UE04EB2A12	Innovative Trends in Teaching Sanskrit	Theory	4	4	3	12/30	28/70	40/100
	UE04EB2A13	Innovative Trends in Teaching Science	Theory	4	4	3	12/30	28/70	40/100
	UE04EB2A14	Innovative Trends in Teaching	Theory	4	4	3	12/30	28/70	40/100

		Social Science							0
EPC-4 (Any One)	UE04EB2A15	Vocational Education	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE04EB2A16	Vedic Mathematics	Theory	2	2	1. Hour mnts	06/15	14/35	20/50
	UE04EB2A17	Financial Literacy	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE04EB2A18	Value Education	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE04EB2A19	Guidance and Counseling	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE04EB2A20	Futuristic Science	Theory	2	2	1. Hour 30 mnts	06/15	14/35	20/50
	UE04CB2A04	Two Annual Lessons	Practical	2	--	--	-	20/50	20/50
	UE04CB2A05	Practicum	Practical	4	--	--	40/100	--	40/100
	UE04CB2A06	Practice Teaching	Practical	2	--	--	20/50	--	20/50

**SARDAR PATEL UNIVERSITY**  
**Faculty of Education**  
**Degree of Bachelor of Education (Advanced)**  
**B. Ed. (Advanced)**  
**English Medium Only**  
**Offered at**  
**WAYMADE COLLEGE OF EDUCATION**  
**(EFFECTIVE FROM JUNE – 2015)**

<b>R.ED.1:</b>	<p>(A) A candidate for the degree of Bachelor of Education (Advanced) B.Ed. (Advanced) English Medium must have passed a Bachelor's Degree examination of this University in any Faculty or an examination of any university recognized as equivalent thereto and will be required to pass subsequently the examination to be called the examination for the Degree of Bachelor of Education (Advanced).</p> <p><b>(B) No candidate will be admitted to examination of the B.Ed. (Advanced) Degree unless s/he has :</b></p> <p>(i) Attended lectures on the theory and practice of education at the Waymade College of Education affiliated to this University.</p> <p>(ii) Completed a course of practical work extending over three school terms to the satisfaction of the Head of the Institute.</p> <p>The practical course will consist of :</p> <p>(a) Attendance at Demonstration and Discussion/Criticism/Digital Lessons.</p> <p>(b) Observation of lessons, as directed.</p> <p>(c) Teaching Practice of not less than 114 lessons distributed over different (44 lessons+ Internship) standards from VI to XII of recognized schools (CBSE, ICSE, IBO, GSEB) selected by the principal as practicing schools.</p> <p>(d) Candidates will be required to undergo SSTP, Block teaching, Off Campus &amp; Internship programme for about twenty weeks.</p> <p>(e) Practical work/experiments suggested in Col. R. Ed. 8.</p>
<b>R.ED. 2</b>	The examination mentioned in Regulation: 1 (A) will be conducted at the end of each semester.
<b>R.ED. 3</b>	A student who has passed a qualifying examination from any other university or examining body and seeking admission to a college affiliated to this university shall not be admitted without producing eligibility certificate from the Sardar Patel University.
<b>R.ED. 4</b>	Candidates desirous of appearing at examination must forward their applications in the prescribed form to the principal of the college on or before the date prescribed for the purpose under the relevant ordinances.
<b>R.ED. 5</b>	No candidate will be allowed to reappear at the examination in which s/he has already passed.
<b>R.ED. 6</b>	No candidate will be declared successful at the B. Ed. (Advanced) Degree Examination unless s/he passes in all the four semesters (this includes theory and practicum) prescribed for the B. Ed. (Advanced) programme.

<b>R.ED. 7</b>	For the purpose of deciding the final university results, the weightage ratio between External and Internal assessment will be 70-30 respectively.																				
<b>R.ED. 8</b>	The examination for the Degree of B. Ed. (Advanced) shall consist of Part-I: Theory of Education and Part-II: Practice in Education. There will be external examination and internal examination. The following table gives a detailed scheme of external and internal examination.  <b>Part I and Part II</b>																				
	(A) External Examination will be divided as under. (i) Part I Theory of Education will carry in all 470 marks per semester. (Each candidate will be required to appear in 7 papers.) (ii) Part II Practice of Education will carry in all 50 marks per semester. (Each candidate will have to appear in 1(one) viva voce at the end of the first semester, one Computer Practical Exam at the end of the second semester and deliver two annual lessons, one in the principal method and the other in the subsidiary method at the end of the fourth semester.) Total: (External Examination) 400 marks per semester Marking Scheme (External) <b>Semester-1</b>																				
	<table border="1"> <thead> <tr> <th>Course Code</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>FE-Ad-101</td> <td>70</td> </tr> <tr> <td>FE-Ad-102</td> <td>70</td> </tr> <tr> <td>FE-Ad-103</td> <td>70</td> </tr> <tr> <td>FE-Ad-104</td> <td>70</td> </tr> <tr> <td>FE-Ad-105</td> <td>70</td> </tr> <tr> <td>FE-Ad-106</td> <td>35</td> </tr> <tr> <td>FE-Ad-107</td> <td>35</td> </tr> <tr> <td>Viva Voce</td> <td>50</td> </tr> <tr> <td><b>Total</b></td> <td><b>470</b></td> </tr> </tbody> </table>	Course Code	Marks	FE-Ad-101	70	FE-Ad-102	70	FE-Ad-103	70	FE-Ad-104	70	FE-Ad-105	70	FE-Ad-106	35	FE-Ad-107	35	Viva Voce	50	<b>Total</b>	<b>470</b>
Course Code	Marks																				
FE-Ad-101	70																				
FE-Ad-102	70																				
FE-Ad-103	70																				
FE-Ad-104	70																				
FE-Ad-105	70																				
FE-Ad-106	35																				
FE-Ad-107	35																				
Viva Voce	50																				
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Course Code	Marks																				
FE-Ad-201	70																				
FE-Ad-202	70																				
FE-Ad-203	70																				
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Course Code	Marks																				

	FE-Ad-301-A/B/C/D/E/F/G/H/I/J	50
	School Internship Documents Presentation	50
	<b>Total</b>	<b>100</b>
<b>Semester-4</b>		
	<b>Course Code</b>	<b>Marks</b>
	FE-Ad-401	70
	FE-Ad-402	70
	FE-Ad-403	70
	FE-Ad-404	70
	FE-Ad-405	70
	FE-Ad-406	35
	FE-Ad-407	35
	Two Annual Lessons: Practical Exam	50(25+25=50)
	<b>Total</b>	<b>470</b>
	<p>(B)Internal Examination will be divided as under. For Semester 1, 2 and 4 the weightage is as shown below.</p> <p>(i) Part I: Theory of Education (Internal) will carry in all180 marks.</p> <p>(ii) Part II:Practice of Education will carry in all150 marks.</p> <p>And, Semester-3 includes aset of Assignments and Practice teaching of 700 marks. This will include the following.</p>	



**Marking Scheme (Internal )****Semester-1**

<b>Sr. No</b>	<b>Subject</b>	<b>Course Code</b>	<b>Practicum</b>	<b>Marks for Practicum</b>	<b>Quiz (Marks)</b>
1	<b>PE-1</b> Contemporary India and Education (4 Units)	FE-Ad-101	Each One Teach One: Preparation and Practice of various tasks for Community Education	15	30
2	<b>PE-2</b> Childhood and Growing Up( 4 Units)	FE-Ad-102	Case Study	15	30
3	<b>PE-3</b> Understanding School Dynamics(4 Units)	FE-Ad-103	Review of E-Resources for School Management and Organization	15	30
4	<b>CPS-1</b> (Any One) Understanding A. Economics B. English C. Environmental Education D. Mathematics E. Statistics F. Accountancy (4 Units)	FE-Ad-104	Teaching Learning Materials	15	30
5	<b>CPS-2</b> (Any One) Understanding A. Commerce B. Sanskrit C. Science D. Social Science (4 Units)	FE-Ad-105	Teaching Learning Materials	15	30
6	<b>EPC-1 A</b> (Any One) A. Reading Skills B. Functional English C. Life Skills	FE-Ad-106	Library Project	10	15

	D. Art in Education (3Units)				
7	<b>EPC-1 B</b> (Any One) A. Holistic Health: Yoga B. Introduction to Educational Research C. Elementary Education D. Educational Administration E. Science Laboratory Management F. Developing Reasoning and Logical Skills (3 Units)	FE-Ad- 107	Practice and Review the Resources	10	15
8	Practicum: Practice Teaching		SSTP + + Block Teaching ( This includes planning, observations and classroom teaching)	45+5	
9	Bridge Course		Compulsory Component: 30 Sessions + Assignment	5	
<b>Total</b>				<b>150</b>	<b>180</b>

**Semester-2**

Sr. No	Subject	Course Code	Practicum	Marks for Practicum	Quiz (Marks)
1	<b>PE-4</b> Gender School and Society (4 Units)	FE-Ad- 201	Preparing Tasks for Gender Equality	<b>15</b>	<b>30</b>
2	<b>PE-5</b> Learning and Teaching (4 Units)	FE-Ad- 202	Preparation of Lesson Plan using Models of Teaching	<b>15</b>	<b>30</b>
3	<b>PE-6</b>	FE-Ad-	Preparation of	15	

	Assessment of Learning (4Units)	203	Evaluation Rubrics		
4	<b>CPS-3</b> (Any One) Methodology of Teaching- A. Economics B. English C. Environmental Education D. Mathematics E. Statistics F. Accountancy (4Units)	FE-Ad-204	Blue Print	15	30
5	<b>CPS-4</b> Method Paper 2 (Any One) Methodology of Teaching- A. Commerce B. Sanskrit C. Science D. Social Science (4 Units)	FE-Ad-205	Blue Print	15	30
6	<b>EPC-2 A</b> (Any One) A. Practical Phonetics B. Music and Fine Arts C. Writing Skills D. Trends in Evaluation (3Units)	FE-Ad-206	Preparation and Presentation of Script	10	15
8	<b>EPC-2 B</b> (Any One) A. Models of Teaching B. Leadership Skills C. Academic Audit D. Advanced ICT in Education	FE-Ad-207	Project Work	10	15

	E. Measurement and Evaluation F. Computer Education (3 Units)				
9	Practicum: Practice Teaching		Off Campus (This includes planning, observations and classroom teaching)	45+5	
10	Primary/Subsidiary Method		Seminar Paper Presentation	5	
<b>Total</b>				<b>150</b>	<b>180</b>

### Semester-3

Sr. No	Subject	Course Code	Practicum	Marks for Practicum	Quiz (Marks)
1.	Practicum: School Internship	FE-Ad-301	Classroom Teaching: Lesson Planning Journal	200	
			Student Portfolio	150	
			Assisting in Evaluation, Preparation and Analysis of Result	50	
			Action Research	50	
			School-Society Project Work	50	
			Assisting, Planning & Execution of CCE Activities	25	
			Reflections on Virtual/Online Classroom Teaching	50	
			Extension and In service training programme	75	
			E- Material Production(Creating a Blog)	50	
<b>Total</b>				<b>700</b>	

<b>Semester-4</b>					
<b>Sr. No</b>	<b>Subject</b>	<b>Course Code</b>	<b>Practicum</b>	<b>Marks for Practicum</b>	<b>Quiz (Marks)</b>
1	<b>PE-7</b> Education in 21 <sup>st</sup> Century (4 Units)	FE-Ad-401	MITR	15	30
2	<b>PE-8</b> Creating Inclusive School and Knowing Thyself (4 Units)	FE-Ad-402	Preparation of a Scrapbook	15	30
3	<b>PE-9</b> Knowledge and Curriculum (4 Units)	FE-Ad-403	Review one or two Policy Documents	15	30
4	<b>CPS-6</b> (Any One) Innovative Trends in Teaching Teaching- A. Economics B. English C. Environmental Education D. Mathematics E. Statistics F. Accountancy (4 Units)	FE-Ad-404	Open Book Examination (OBEX)	15	30
5	<b>CPS-7</b> (Any One) Innovative Trends in Teaching- A. Commerce B. Sanskrit C. Science D. Social Science (4 Units)	FE-Ad-405	Open Book Examination (OBEX)	15	30
6	<b>EPC-3</b> (Any One) A. Communication and Personality	FE-Ad-406	Role play/Elocution/Debate: Script	10	15

	Development B. Theatre in Education C. Academic Writing D. Employment Skills (3 Units)				
8	<b>EPC-4</b> (Any One) A. Vocational Education B. Vedic Mathematics C. Financial Literacy D. Value Education E. Guidance and Guidance and Counselling F. Futuristic Science (3 Units)	FE- Ad- 407	Book Review / Website Review	10	15
9	Practicum: Practice Teaching/Workshop		Constructivist and ICT based Teaching (This includes planning, observations and classroom teaching)	45+5	
10	News Letter		Publishing a News Letter	05	
<b>Total</b>				<b>150</b>	<b>180</b>
<b>R.ED. 10</b>	<p>The subjects of external examination for B. Ed. (Advanced) Degree Examination will be as shown below.</p> <p>Each candidate will appear for 7 papers: 3 Papers on Perspectives in Education, 2 Papers on Curriculum and Pedagogic Studies and 2 Papers on Enhancing Professional Capacities in the first, second and fourth Semesters. In the third semester each candidate will opt for any one method paper which could be the principal, subsidiary or an additional subject.</p>				

Semester-1					
Sr. No	Subject	Course Code	Credit	Description of Theory Practicum	
1	<b>PE-1</b> Contemporary India and Education (4 Units)	FE-Ad-101	<b>04</b>	54 hours of Teaching + 10 hours of Guided Study + 10 hours of Project work	Each one Teach One: Preparation and Practice of various tasks for Community Education
2	<b>PE-2</b> Childhood and Growing Up (4 Units)	FE-AD-102	<b>04</b>	54 hours of Teaching + 10 hours of Guided Study + 10 hours of Project work	Case Study
3	<b>PE-3</b> Understanding School Dynamics (4 Units)	FE-AD-103	<b>04</b>	54 hours of Teaching + 10 hours of Guided Study + 10 hours of Project work	Review of E-Resources for School Management and Organization
4	<b>CPS-1</b> (Any One) Understanding - A. Economics B. English C. Environmental Education D. Mathematics E. Statistics F. Accountancy (4 Units)	FE-AD-104	<b>04</b>	54 hours of Teaching + 10 hours of Guided Study + 10 hours of Project work	Teaching Learning Materials

5	<b>CPS-2</b> (Any One) Understanding- A. Commerce B. Sanskrit C. Science D. Social Science (4 Units)	FE- AD- 105	<b>04</b>	54 hours of Teaching + 10 hours of Guided Study + 10 hours of Project work	Teaching Learning Materials
6	<b>EPC-1 A</b> (Any One) A. Reading Skills B. Functional English C. Life Skills D. Art in Education (3 Units)	FE- AD- 106	<b>02</b>	32 hours of Teaching	Library Project
7	<b>EPC-1 B</b> (Any One) A. Holistic Health: Yoga B. Introduction to Educational Research C. Elementary Education D. Educational Administration E. Science Laboratory Management F. Developing Reasoning and Logical Skills (3 Units)	FE- AD- 107	<b>02</b>	32 hours of Teaching	Practice and Review the Resources
8	Practicum: Practice Teaching		<b>02</b>		SSTP + Block Teaching (This includes planning, observations and classroom teaching)
<b>09</b>	Practicum for all the Theory Papers		<b>04</b>	Core, Foundation and Elective Papers	Practicum for all the Theory Papers



<b>10</b>	Comprehensive Viva & English Language Proficiency		<b>02</b>	Compulsory Component: 32 Sessions
	Total		<b>32</b>	

**Semester-2**

<b>Sr. No</b>	<b>Subject</b>	<b>Course Code</b>	<b>Credit</b>	<b>Description of Theory Practicum</b>	
1	<b>PE-4</b> Gender School and Society (4 Units)	FE-Ad-201	<b>04</b>	54 hours of Teaching + 10 hours of Guided Study + 10 hours of Project work	Community Outreach Programme
2	<b>PE-5</b> Learning and Teaching (4 Units)	FE-AD-202	<b>04</b>	54 hours of Teaching + 10 hours of Guided Study + 10 hours of Project work	Psychology Laboratory Journal
3	<b>PE-6</b> Assessment of Learning (4 Units)	FE-AD-203	<b>04</b>	54 hours of Teaching + 10 hours of Guided Study + 10 hours of Project work	Study & Preparation of School Records
4	<b>CPS-3</b> (Any One) Methodology of Teaching- A. Economics B. English C. Environmental Education D. Mathematics E. Statistics F. Accountancy (4 Units)	FE-AD-204	<b>04</b>	54 hours of Teaching + 10 hours of Guided Study + 10 hours of Project work	Blue Print
5	<b>CPS-4</b> (Any One)	FE-AD-205	<b>04</b>	54 hours of Teaching + 10	Blue Print

	Methodology of Teaching- A. Commerce B. Sanskrit C. Science D. Social Science (4 Units)			hours of Guided Study + 10 hours of Project work	
<b>6</b>	<b>EPC-2 A</b> (Any One) A. Practical Phonetics B. Music and Fine Arts C. Writing Skills D. Trends in Evaluation (3 Units)	FE-AD-206	<b>02</b>	32 hours of Teaching	Preparation and Presentation of Script
<b>7</b>	<b>EPC-2 B</b> (Any One) A. Models of Teaching B. Leadership Skills C. Academic Audit D. Advanced ICT in Education E. Measurement and Evaluation F. Computer Education (3 Units)	FE-AD-207	<b>02</b>	32 hours of Teaching	Project Work
<b>8</b>	Practicum: Practice Teaching		<b>02</b>		Off Campus + (This includes planning, observations and classroom teaching)
<b>09</b>	Practicum for all the Theory Papers		<b>04</b>	Core, Foundation and Elective Papers	Practicum for all the Theory Papers
<b>10</b>	Computer Education: Viva and Practical		<b>02</b>	It is blended throughout the course.	
	Total		<b>32</b>		

<b>Semester-3</b>				
<b>Sr. No</b>	<b>Subject</b>	<b>Course Code</b>	<b>Credit</b>	<b>Description of Theory Practicum</b>
1	Practicum: School Internship	FE-Ad-301	08	Classroom Teaching: Lesson Planning Journal
			06	StudentPortfolio
			02	Assisting in Evaluation, Preparation and Analysis of Result
			02	Action Research
			02	School-Society Project Work
			01	Assisting Planning & Execution of CCE Activities
			02	Reflections on Virtual/Online Classroom Teaching
			03	Extension and In service training programme
			02	E Material Production
2	<b>CPS-5</b> (Any One) Fundamentals of - A. Economics B. English C. Environmental Education D. Mathematics E. Statistics F. Accountancy G. Commerce H. Sanskrit I. Science J. Social Science (4 Units)	FE-Ad-302 – A to J	02	Choice for Interdisciplinary Subject
3.	School Internship Documents Presentation		02	Presentation of Internship Work
<b>Total</b>			<b>32</b>	

Semester-4					
Sr. No	Subject	Course Code	Credit	Description of Theory Practicum	
1	<b>PE-7</b> Education in 21 <sup>st</sup> Century (4 Units)	FE-Ad-401	<b>04</b>	54 hours of Teaching + 10 hours of Guided Study + 10 hours of Project work	Monitor Initiated Teaching for Remediation (MITR)
2	<b>PE-8</b> Creating Inclusive School and Knowing Thyself (4 Units)	FE-AD-402	<b>04</b>	54 hours of Teaching + 10 hours of Guided Study + 10 hours of Project work	Preparation of Scrapbooks
3	<b>PE-9</b> Knowledge and Curriculum (4 Units)	FE-AD-403	<b>04</b>	54 hours of Teaching + 10 hours of Guided Study + 10 hours of Project work	Review a Policy Document
4	<b>CPS-6</b> (Any One) Innovative Trends in Teaching Teaching- A. Economics B. English C. Environmental Education D. Mathematics E. Statistics F. Accountancy (4 Units)	FE-AD-404	<b>04</b>	54 hours of Teaching + 10 hours of Guided Study + 10 hours of Project work	Open Book Examination (OBEX)
5	<b>CPS-7</b> (Any One) Innovative Trends in Teaching- A. Commerce B. Sanskrit	FE-AD-405	<b>04</b>	54 hours of Teaching + 10 hours of Guided Study + 10 hours of	Open Book Examination (OBEX)

	C. Science D. Social Science (4 Units)			Project work	
<b>6</b>	<b>EPC-3</b> (Any One) A. Communication and Personality Development B. Theatre in Education C. Academic Writing D. Employment Skills (3 Units)	FE-AD-406	<b>02</b>	32 hours of Teaching	Role play/Elocution/ Debate: Script
<b>7</b>	<b>EPC-4</b> (Any One) A. Vocational Education B. Vedic Mathematics C. Financial Literacy D. Value Education E. Guidance and Guidance and Counselling F. Futuristic Science (3 Units)	FE-AD-407	<b>02</b>	32 hours of Teaching	Book Review/ Website Review
<b>8</b>	Practicum: Practice Teaching/Workshop		<b>02</b>		Constructivist and ICT based Teaching (This includes planning, observations and classroom teaching)
<b>09</b>	Practicum for all the Theory Papers		<b>04</b>	Core, Foundation and Elective Papers	Practicum for all the Theory Papers
<b>10</b>	Practical Exam: Two Annual Lessons		<b>02</b>	One lesson in Primary Method & the other in Subsidiary Method	
	Total		<b>32</b>		

**R.ED.11:** The internal assessment in Part I, II, III and IV of the examination will be made by the principal of the college and will be based on the candidate's work during the

	period of training.																																	
<b>R.ED.12:</b>	<p><b>STANDARD OF PASSING B. Ed.(Advanced) Programme</b></p> <p>(A) To pass examination for the Degree of Bachelor of Education (Advanced) Programme a candidate must obtain :</p> <p>(a) At least B ---grade in each paper at the university examination.</p> <p>(b) AtleastB --- grade in Viva Voce at the university examination.</p> <p>(c)At least B--- grade in the Computer Education: Viva and Practical at the university examination.</p> <p>(d) AtleastB–grade in the School Internship Documents Presentation at the university examination.</p> <p>(e) At least B-- grade in the practical lessons at the university examination.</p> <p>(f) At least B---gradeintheinternalassessmentbothintheoryand practicum separately.</p> <p>(B) Award of Class :Successful candidates will be awarded class as shown Below.</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Percentage</th> <th>Descriptors</th> </tr> </thead> <tbody> <tr> <td>A+ (90+)</td> <td>90.00 to 100</td> <td>Outstanding</td> </tr> <tr> <td>A (80+)</td> <td>80.00 to 89.99</td> <td>Distinction</td> </tr> <tr> <td>A -- (70+)</td> <td>70.00 to 79.99</td> <td>First Class with Distinction</td> </tr> <tr> <td>B+ (60+)</td> <td>60.00 to 69.99</td> <td>First Class</td> </tr> <tr> <td>B (50+)</td> <td>50.00 to 59.99</td> <td>Second Class</td> </tr> <tr> <td>B -- (40+)</td> <td>40.00 to 49.99</td> <td>Pass Class</td> </tr> <tr> <td>C+ (30+)</td> <td>30.00 to 39.99</td> <td>Fail</td> </tr> <tr> <td>C (20+)</td> <td>20.00 to 29.99</td> <td>Fail</td> </tr> <tr> <td>C-- (10+)</td> <td>10.00 to 19.99</td> <td>Fail</td> </tr> <tr> <td>D (Less than 10)</td> <td>0 to 9.99</td> <td>Fail</td> </tr> </tbody> </table>	Grade	Percentage	Descriptors	A+ (90+)	90.00 to 100	Outstanding	A (80+)	80.00 to 89.99	Distinction	A -- (70+)	70.00 to 79.99	First Class with Distinction	B+ (60+)	60.00 to 69.99	First Class	B (50+)	50.00 to 59.99	Second Class	B -- (40+)	40.00 to 49.99	Pass Class	C+ (30+)	30.00 to 39.99	Fail	C (20+)	20.00 to 29.99	Fail	C-- (10+)	10.00 to 19.99	Fail	D (Less than 10)	0 to 9.99	Fail
Grade	Percentage	Descriptors																																
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D (Less than 10)	0 to 9.99	Fail																																
	<p><b>Exemption</b></p> <p>A candidate who secures B-- grade in a subject or subjects of Part II may at his option, if s/he has failed in the examination, be exempted from appearing again in that subject or subjects at subsequent examination and will be declared to have passed the examination when s/he has passed in the remaining subject or subjects in accordance with the above provision. A candidate who has once refused to avail him/herself of the exemption earned by him/her in any subject of Part-I cannot claim it on a subsequent occasion.</p> <p>A candidate passing the examination in compartment in the manner herein provided for, shall not be eligible for a prize or scholarship to be awarded at the examination, but will be eligible for the award of class.</p> <p><b>Note:</b> If a candidate fails in any part of the examination (either in Part I or Part II) in the first Semesters/hewillbeallowedtocontinuethe second semester on the condition that s/he clear the paper/papers of the first semester at the end of the second semester.</p> <p>If a candidate fails in the Second Semester s/he will be allowed to clear the same in</p>																																	

	3 attempts (during 3 subsequent semesters).
<b>R.ED.13</b>	The following are the syllabi for the various papers at the B.Ed. (Advanced) Degree Examination.

### **ABBREVIATIONS**

**MITR:** Monitor Initiated Teaching for Remediation

**TOSS:** Technology & Other Soft Skills for Teachers

**GSEB:** Gujarat State Education Board

**CBSE:** Central Board of Secondary Education

**ICSE:** International Council of Secondary Education

**CPD:** Continuing Professional Development

**CCE:** Continuous Comprehension Evaluation

**OBEX:** Open Book Examination

**HOTs:** Higher Order Thinking Skills

**NVS:** NavodayVidyalaya Schools

**KVS:**KendriyaVidyalaya Schools

**TBL:** Task Based Lesson

**DL:** Digital Lesson

**SEMESTER-1**  
**CONTEMPORARY INDIA AND EDUCATION**  
**FE-AD-101**

**Objectives:** To enable student teachers to

1. comprehend the process of Social Change and the role of education therein
2. understand the professional ethics and inculcate the types of desired values for a teacher
3. know the types and significance of education in social context
4. sensitize people towards social issues and its effect in the sustainable development on the education
5. know philosophical outlook of education and its process

**Unit 1 Education and Philosophy of Education**

- (a) Education: Concept, Meaning, Definition and Nature
- (b) Introduction to Philosophy of Education: Metaphysics, Epistemology & Axiology
- (c) Education System of India: Ancient, Buddhist and Muslim
- (d) International Scenario of Education: Patterns and Practices

**Unit 2 Contribution of Educational Thinkers**

- (a) J. Krishnamurty's views on Holistic Education
- (b) JJ Rousseau's views about Naturalistic Education
- (c) John Dewey's views on Pragmatic Education
- (d) Swami Vivekananda's and M.K. Gandhi's views about Women Education and Weaker Sections of the Society

**Unit 3 Integrated Education and its Features**

- (a) Education for Marginalized Sections of the Society
- (b) Education for Diverse Groups: Concept and Strategies
- (c) Types of Education: Formal, Informal and Non-formal
- (d) Online Education, Open Universities and Distance Education and Special Education

**Unit 4 Policies in Education and Public Awareness**

- (a) Concept and Needs of different Policies of Education
- (b) Right to Education, SarvaSikshaAbhiyan, RMSA, RUSA and Mid-Day Meal plan
- (c) Recommendations of Kothari Commission(1964-1966)
- (d) National Policy of Education-NPE 1986

**Learning Resources**



- Aggarwal, J.C. (2000). *Landmarks in the History of Modern Indian Education*. VikasPub.House. New Delhi
- Asha, T. S. (2013). Thoughts of A P J Abdul Kalam in Education and its Social Relevance. Retrieved from: <http://neethuts90.blogspot.in/2013/06/thoughts-of-p-j-abdul-kalam-in.html>
- Digumarti, B.R. (2004). *The National Policy on Education: Towards an enlightened & Humane society*. Discovery pub.House. New Delhi
- Gandhi, P. J. (2006). *Dr Abdul Kalam's Futuristic India*. Deep and Deep Publications. New Delhi
- Mookerji, R.K. (1999). *Ancient Education system*. New Delhi: Cosmo Pub
- Sharma, R. N. and Sharma, R. K. (1996). *History of Education in India*. Atlantic Publishers & Dist. (e-book)
- Tedesco, J.C. (1997). *Thinkers on Education (V-1-4)*. UNESCO

**PE-4**  
**SEMESTER-2**  
**GENDER, SCHOOL AND SOCIETY**  
**FE- AD-201**

**Objectives:** To enable student teachers to

1. understand gender related issues and its remedies in society
2. develop awareness regarding gender equality
3. understand role of teacher in school for bringing gender equality
4. know the importance of various resources for gender equality
5. reformulate the school practices to solve various gender issues

**Unit: 1 Gender vis-à-vis Society**

- (a) Dimensions and Nature of Society
- (b) Understanding Gender Inequality: Perspectives
- (c) Patriarchic Society: Meaning, beliefs and practices
- (d) Issues related to gender in society: Sexual abuse/harassment, domestic violence, objectification of female body

**Unit: 2 Gender Sensitivity and Awareness**

- (a) Concept and Aims and Significance of Gender Education
- (b) Concept and Impact of Social Change and Mass Media on Gender Education
- (c) Laws and Regulations for Gender Equality
- (d) Women Empowerment: Needs in Present Scenario

**Unit: 3 School: Addressing & Resolving Gender Issues**

- (a) Importance of Socialization Process in developing Gender Equality
- (b) School Practices in bringing attitudinal change for Gender Equality
- (c) Re-looking and Re-designing school curricula for Gender Equality
- (d) Desired Qualities of Teachers in resolving Issues on Gender Equality

**Unit: 4 Resources and Practices for Gender Equality**

- (a) Employing Life-skills programme: Issues and Practices

- (b) COP-Community Resources: Concept, Significance and Role in Gender Equality
- (c) Review of articles on Gender Equality and mass-media
- (d) Role of parents, counselors, lawyers, doctors & NGO's for Gender Equality

### **Learning Resources**

- Andal, N. (2002). *Women and Indian Society*. Rawat Publication. New Delhi
- Atthill, C. & Jha, J. (2009). *The Gender-responsive School: An Action Guide*. Commonwealth Secretariat. UK. (e-book)
- Davies, B. (1995). *Gender Bias in School Text Books*. Commonwealth Secretariat. UK (e-book)
- Reed, L. R. and Rae, T. (2007). *Creating Gender-Fair Schools & Classrooms: Engendering Social Justice*. SAGE publication. New Delhi
- Sharam, U. (2003). *Women Empowerment through Information Technology*. Authors Press. New Delhi.
- Poddar, S. and Bhumali, A. (2005). *Development of Rural Women through Education and Empowerment*. Abhijeet Publication. New Delhi.
- Wane, N. N. (2000). *Equity in Schools and Society*. Canadian Scholars' Press, Ontario (e-book)

**PE-7**  
**SEMESTER-4**  
**EDUCATION IN 21<sup>ST</sup> CENTURY**  
**FE- AD-401**

**Objectives:** To enable student teachers to

1. understand demands of present education system
2. develop understanding regarding recent educational policies
3. aware about role of teacher in 21<sup>st</sup> century
4. develop insight and sensitivity for issues and challenges of Indian society
5. modify teaching strategy catering global demand

#### **Unit 1 Understanding 21<sup>st</sup> Century Education**

- (a) 21<sup>st</sup> Century Education: Concept and Skills
- (b) Teaching Skills for 21<sup>st</sup> Century teachers
- (c) Syllabus and Curriculum for 21<sup>st</sup> Century Education
- (d) Understanding Teaching Profession with its Features

#### **Unit 2 21<sup>st</sup> Century Indian Society and Education**

- (a) Indian Society in 21<sup>st</sup> Century: Characteristics and Demands
- (b) Professional Ethics: Concept and Significance
- (c) Indian Culture: Concept. Importance and Process of acculturation
- (d) Modernization: Concept, Significance and Role of Education

### **Unit 3 Education for Emerging Indian Society**

- (a) Concept and Characteristics of Emerging Indian Society
- (b) International Education: Concept, Patterns and Needs of the Education
- (c) Current Social Challenges and Remediation: Illiteracy, Unemployment, Caste discrimination, Media Invasion, Youth Unrest
- (d) Education for Multilingual and Multicultural Citizens

### **Unit 4 Futuristic Education and Innovative Pedagogies**

- (a) Paradigm Shift in Teaching Learning pedagogies
- (b) Futuristic Education: Issues and Possible Solutions
- (c) Enhancing Techno pedagogic Skills and Understanding latest E-resources
- (d) 21<sup>st</sup> Century Classroom: Tasks, Activities, Experiments and Games

### **Learning Resources**

- Aggarwal, J.C. (2004). Teacher & Education in Emerging Indian Society, New Delhi: VikasPub.House
- Ahuja R. (2002). Society in India: Concepts, Theories & Changing Trends. Jaipur: Rawat Pub.
- Aikara J (2004). Education: sociological perspective. Jaipur: Rawat Pub.
- Brubacher J. S. (2007). Modern Philosophies of Education (3<sup>rd</sup> Ed.). Surjeet Publication.
- Dash, B.N. (2004). Teacher & Education in Emerging Indian society. Hyderabad: NeelkamalPub.House
- Pandey, V.C.(2005). Emerging Challenges of Educational system. Delhi: Isha Books
- Roa, D. B. (1998). Adult learning in the 21<sup>st</sup> century. Discovery Publication House, New Delhi
- Shah, B. V. and Shah, K. B.(2006). Sociology of Education. Rawat Publication

**SEMESTER-1**  
**CHILDHOOD AND GROWING UP**  
**FE-AD-102**

**Objectives:** To enable student teachers to

1. identify the factors leading and resisting to the process of Socialization
2. understand the concepts and implications of educational psychology
3. understand different aspects of human growth and development with special reference to adolescent learners
4. critically view personality, its difference and strategies to develop personality
5. know the physical, emotional and social changes and its effect on human behaviour

**Unit 1 Understanding Child Psychology and School of Psychology**

- (a) Understanding Concept and Significance of Child Psychology
- (b) Concept, Nature, Significance and Scope of Educational Psychology
- (c) Meaning, Characteristics and Educational implication of Physical, Mental and Social Development of Child
- (d) Schools of Psychology: Behaviourism and Humanism

**Unit 2 Stages and Needs of Understanding Child**

- (a) Concept, Principles and difference between Growth and Development
- (b) Factors influencing Learning: Learner, Teacher, School, Gender, Culture and Home
- (c) Language and Emotional Development of Child: Concept, Needs and Factors
- (d) Needs of Child : Maslow's Hierarchical Needs

**Unit 3 Understanding Social Growth & Learning Disability of the Child**

- (a) Concept, Factors and process of Socialization of Child
- (b) Problems and Remedies of Marginalised Sections of the Society
- (c) Concept and Types of Learning Disability
- (d) Dyslexia & Attention Deficiency Disorder (ADD): Meaning, Causes, Characteristics & Education of Dyslexia and ADD affected Children

**Unit 4 Understanding Adolescence and Developing Personality**

- (a) Concept & Characteristics of Adolescence and problems of Adolescents
- (b) Definition, Meaning, Nature, Types of Personality according to Karl Young
- (c) Concepts, Need and Role of School for Sex Education
- (d) Innovative Strategies for Counselling Adolescents for Career and Personal Issues

**Learning Resources**

- Aggarwal, J. C. (2001). *Principles, Methods & Techniques of Teaching*. Vikas Publishing House Pvt. Ltd. 2<sup>nd</sup> Edition, ISBN : 978-81259-1056-5

- Aggarwal J.C., Teacher and Education in Developing Society (Fourth Ed.), Vikas Publishing House PVT LTD, New Delhi
- Aggarwal, J.C. (2004). *Essential of Educational Psychology*. Vikas Publishing House Pvt Ltd, New Delhi
- Bhatia & Bhatia, (2006). A Textbook of Educational Psychology, Doaba House, Delhi
- Bhatnagar, S. & Saxena, A. (2004). *Advanced Educational Psychology*. Third Edition Surya Publications Meerut
- Kundu, C. L. & Tutoo, D. N. (2011). *Educational Psychology*. Sterling Publishers private Limited, New Delhi
- Kuppaswamy, B. (2010). *Advanced Educational Psychology*. Sterling Publisher Private Limited, New Delhi
- Mangal, S. K. *Advanced Educational Psychology*. Second Edition, Prentice Hall of India private limited, New Delhi

### PE-5

### SEMESTER – 2

### LEARNING AND TEACHING

### FE – AD – 202

**Objectives:** To enable student teachers to

1. understand the concept, nature and characteristics of learning
2. apply implications of theories of learning in the classroom teaching
3. critical analysis of psychological principles and child centered approaches in classroom teaching
4. adopt appropriate models of teaching to cater needs of learners
5. familiarize with the latest teaching learning practices

#### **Unit 1 Understanding Learning and Factors affecting Learning**

- (a) Concept, Nature and Characteristics of Learning, Teaching and Learners
- (b) Understanding Types and its paradigm shift in assumption about Learning
- (c) Factors affecting Learning : Teachers, Learners & Environment
- (d) Facilitating Development of Learners: Bloom's Proposed Cognitive and Affective Development

#### **Unit 2 Theories of Learning and their classroom implications**

- (a) Skinner's Operant Conditioning & its implications
- (b) Trial and Error Theory of Learning (Thorndike's Theory) & its implications
- (c) Piaget's Theory of Learning & its implications
- (d) Bandura's Theory of Social Learning & its Implications

#### **Unit 3 Teaching – Learning as a Process**

- (a) Concept & Significance of Teaching Learning Process
- (b) Concept and Implications of Child Centered Approach in Teaching
- (c) Enhancing Self Learning Skills: Strategies and Importance

- (d) Challenges of Teachers in context to social change, futuristic Scenario of Education and Professional Ethics

#### **Unit 4 Models of Teaching**

- (a) Concept and Needs of Models of Teaching  
(b) Types of Models of Teaching with its Special Features  
(c) Educational Implications of Models of Teaching  
(d) Assumptions, Syntax and lesson planning of Constructivist, Synactic and Scientific Inquiry models

#### **Learning Resources**

- Aggarwal, J. C. (2001). *Principles, Methods & Techniques of Teaching*. Vikas Publishing House Pvt. Ltd. 2<sup>nd</sup> Edition, ISBN : 978-81259-1056-5
- Anderson, L.W., & Pellicer, L.O. (1990). *Synthesis of research on compensatory and remedial education*. *Educational Leadership*.
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- Bruce, W. C., & Bruce, J. K. (1992). *Learning Social Studies through discrepant event inquiry*. Annapolis, Md.: Alpha Press.
- Bruce, J. & Marsha, W. (1992). *Models of Teaching*. Prentice Hall of India Pvt. Ltd, New Delhi. 4<sup>th</sup> Edition
- Bruce, J. & Marsha, W. (2004). *Models of Teaching*. Prentice Hall of India Pvt. Ltd, New Delhi. 5<sup>th</sup> Edition
- Bruner, J. (1961). *The Process of Education*. Cambridge, Mass.: Harvard University Press.
- Carroll, J. B. (1977). *A revisionist model of school learning*. *Review of Education*, 3, 155- 167.
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- Gage, N. L. (1979). *The scientific basis for art of teaching*. New York: Teachers College Press.
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- Hunziker, J. C. (1972). *The use of participant modeling in the treatment of water phobias*. Arizona State University.
- Roberts, R. (2006). *Self Esteem and Early Learning*. Sage Publication India Pvt. Ltd. New Delhi. 3<sup>rd</sup> Edition

**PE-8**  
**SEMESTER-4**  
**CREATING INCLUSIVE SCHOOL AND KNOWING THYSELF**  
**FE-AD-402**

**Objectives:** To enable student-teachers to

1. understand the self-concept and role of environment and heredity in developing self-concept
2. evaluate need based curriculum for inclusive learners
3. utilize theories for measuring Self Concept and Self esteem
4. appreciate the role of a teacher in identifying exceptional children and factors affecting their development
5. understand the Educational Activities in Inclusive school for Child of Individual difference

**Unit 1 Understanding Self Concept and Self Esteem**

- (a) Philosophical and Psychological Perspectives of Self-concept: Concept and its Significance
- (b) Role of Physical and affective factors in developing Self concept
- (c) Concept and Significance Self Esteem
- (d) Techniques for Assessment of Self Concept and Self Esteem

**Unit 2 Understanding Inclusive Education**

- (a) Inclusive Education: Concept, Significance and Merits and Demerits
- (b) Understanding Individual Differences: Concept, Scope and Factors affecting Individual Difference
- (c) Concept, Features and Educational Implications of Exceptional Children : Gifted, Slow Learners and Mentally Retarded Children
- (d) Catering to Individual Needs: Theory and Practice

**Unit 3 Review and Practices for Self development**

- (a) Motivation and Adjustment: Concept and Importance in Self Development
- (b) Team Building: Concept, Need and Activities for Self Development
- (c) Importance of Theatre, Music and Fine Arts Activities
- (d) Review of Documentary, movie, Inspirational Articles and Stories

**Unit 4 Curriculum and Pedagogy in Inclusive Education**

- (a) Needs and Innovative Pedagogy in Teaching Learning Process
- (b) Importance of Need based Curriculum for Inclusive Education
- (c) Assessment methods for inclusive learners: Check list, work analysis and Observation Diary
- (d) Planning Guidance for Special Children: Interview, Parent's visit & Stake holder's Reflections

## Learning Resources

- Armstrong. A, Armstrong. D, Spandagou. I, Inclusive Education: International Policy and Practice (2010), SAGE Publications, London
- Aggarwal, J. C. (2001). *Principles, Methods & Techniques of Teaching*. Vikas Publishing House Pvt. Ltd. 2<sup>nd</sup> Edition, ISBN : 978-81259-1056-5
- Aggarwal J.C., Teacher and Education in Developing Society (Fourth Ed.), Vikas Publishing House PVT LTD, New Delhi
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- Bhatia & Bhatia, (2006). A Textbook of Educational Psychology, Doaba House, Delhi
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- Kundu, C. L. & Tutoo, D. N. (2011). *Educational Psychology*. Sterling Publishers private Limited, New Delhi
- Kuppuswamy, B. (2010). *Advanced Educational Psychology*. Sterling Publisher Private Limited, New Delhi
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- Mangal, S. K. *Advanced Educational Psychology*. Second Edition, Prentice Hall of India private limited, New Delhi
- Sharma. K, Mahapatra. B, Emerging Trends in Inclusive Education(2007), IVY Publication, Delhi

<http://unesdoc.unesco.org/images/0017/001778/177849e.pdf>

<http://unesdoc.unesco.org/images/0014/001402/140224e.pdf>

### PE-3

### SEMESTER-1

### UNDERSTANDING SCHOOL DYNAMICS

### FE-AD-103

**Objectives:** To enable student teachers to

1. understand school as sub system of society.
2. do SWOT Analysis of the present school management.
3. acknowledge the role of school administrator in building learning organization.
4. select an appropriate approach to build healthy institutional environment.
5. suggest the various ways to meet the challenges of private institutions.

### Unit 1 School Management

- (a) School Management: Concept, Scope and Significance
- (b) Type of Schools: Objectives & Policies of various Boards
- (c) State Board Education Management: Hierarchy, bodies, roles & responsibilities
- (d) Inspection: Concept, importance and Roles and responsibilities of Inspector



## **Unit 2 Components and Functions of School Management**

- (a) Functional Components: Academic and Administrative
- (b) Role of Management, Principal, Teachers, Supervisor, Staff, Pupils, Parents in School Management
- (c) Role of Stakeholders in Education
- (d) Managing Resources in Education: Material and Human Resources

## **Unit 3 Theories of School Management**

- (a) Democratic Approach
- (b) Scientific Approach
- (c) Humanitarian Approach
- (d) System Analysis Approach

## **Unit 4 Dynamic Nature of School Management**

- (a) School and Other Agencies
  - School- Home Partnership
  - Paradigm Shift in School Management: 3Ps model
- (b) Measures for School Management: Staff Council, Student Council, Staff Meeting, Special Committees of Students and Parent Teacher Association
- (c) School as Learning Organization
- (d) Challenges of Private institutions

## **Learning Resources**

- Chadha, D.S. (2004). *Classroom Teaching and Management*. New Delhi: Mittal Publications
- Chandra, S. S. and Sharma, R.K. (2004). *Sociology of Education*. New Delhi: Atlantic Publishers and Distributors.
- Dash, M. and Dash, N. (2008). *School Management*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Everand, K.B., Morris, G. and Wilson, L. (2004). *Effective School Management*. London: Paul Chapman Publishing.
- Kochhar, S. K. (2011). *School Administration and Management*. New Delhi: Sterling Publishers Pvt. Ltd.
- Kochhar, S. K.(2005). *Secondary School Administration*. New Delhi: Sterling Publishers Pvt. Ltd.
- Macnee. E.A. (2004). *School Management & Methods of Teaching*. New Delhi: Sonali Publication.
- Mukhopadhyay. M. (2006). *Total Quality Management in Education (sec. Ed.)*. New Delhi: Sage Publications India Pvt. Ltd.
- Taj, H. (2005). *School Management & Administration*. Agra: H. P. Bhargava Book House.

**PE-6**  
**SEMESTER – 2**  
**ASSESSMENT FOR LEARNING**  
**FE – AD – 203**

**Objectives:** To enable student teachers to

1. understand the basic difference between evaluation, measurement, testing and assessment
2. utilize essential components of quality assessment to assess teaching learning materials
3. implement process of assessment to evaluate students' performance
4. compare and contrast Alternative Assessment and Traditional assessment practices
5. prepare tools for quality assessment

**Unit 1 Introduction to Assessment for Learning**

- (a) Measurement, Testing, Assessment and Evaluation in Education: Concept and Relationship
- (b) Concept and Significance of Quality Assessment
- (c) Components and Process of Quality Assessment
- (d) Features of Types of Assessment: Formative & Summative

**Unit 2 Paradigm shift in Assessment for Learning**

- (a) Understanding changing views of assessment practice: CCE, Anecdotal, Student Portfolio
- (b) Traditional Assessment: Concept, advantages and limitations
- (c) Alternative Assessment: Concept, advantages and limitations
- (d) Difference between Traditional and Alternative Assessment

**Unit 3 Tools and Techniques of Assessment**

- (a) Assessment Tools and Techniques for teachers: Rubric, Portfolio, Written Reports, presentations, anecdotes, Rating Scale and Diagnostic Tests
- (b) Statistical Analysis: Concept, Significance and Practice Mean, Median and Mode
- (c) Normal Probability Curve: Characteristics and Uses
- (d) Computer Assisted Assessment: Practice and Importance

**Unit 4 Relationship of Assessment with self**

- (a) Critical Assessment of Diverse Learners: Issues and Solutions
- (b) Impact of assessment on self-esteem and motivational level of students
- (c) Importance of feedback and reflective thinking on the development of a child
- (d) Analysis of no-detention Policy of RTE Act (2009)

**Learning Resources**

- Assessment for Learning by Rita Berry, Hong Kong University Press, Hong Kong with ISBN 978-962-209-957-9

- Gardner J. Assessment for learning second Ed. (2012), SAGE Publication, New Delhi
- Harlen W., Assessment of Learning (2007), SAGE Publication, London
- [http://sydney.edu.au/education\\_social\\_work/groupwork/docs/TypesOfAssessment.pdf](http://sydney.edu.au/education_social_work/groupwork/docs/TypesOfAssessment.pdf)
- <https://as.exeter.ac.uk/support/staffdevelopment/aspectsofacademicpractice/assessmentandfeedback/principlesofassessment/typesofassessment-definitions/>
- <http://serc.carleton.edu/NAGTWorkshops/assess/types.html>
- [http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/completely\\_kinder/8.%20Section%204%20Assessment%20FINAL.pdf](http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/completely_kinder/8.%20Section%204%20Assessment%20FINAL.pdf)
- <http://assessment.uconn.edu/what/index.html>
- [file:///C:/Users/ADMIN/Downloads/assessment\\_of\\_learning.pdf](file:///C:/Users/ADMIN/Downloads/assessment_of_learning.pdf)
- [http://www.kbs-frb.be/uploadedFiles/KBS-FRB/Files/EN/PUB\\_1540\\_Toolkit\\_9\\_PAME.pdf](http://www.kbs-frb.be/uploadedFiles/KBS-FRB/Files/EN/PUB_1540_Toolkit_9_PAME.pdf)

**PE-9  
SEMESTER-4  
KNOWLEDGE AND CURRICULUM  
FE-AD-304**

**Objectives:** To enable student teachers to

1. understanding & analyzing various components of NCF (2005) with reference to present school education
2. realize the impact of modernization on Indian society
3. adopt the appropriate aspects of various Indian philosophy to improve quality of education
4. inculcate the democratic values in Indian citizens
5. design school curriculum to address various issues in democratic and modern societies.

**Unit 1 Understanding Knowledge and Curriculum**

- (a) Knowledge & Skills: Epistemological Concept and difference
- (b) Concept, Aims and Principles of Curriculum and Syllabus
- (c) Component of Curriculum: Formal, Ideal and Hidden
- (d) Approaches to Curriculum Development: Learner Centered Curriculum and Constructivist Curriculum

**Unit 2 Education for Democracy & Secularism**

- (a) Difference between: Knowledge and Skills, Teaching and Training, Knowledge and Information and Reason and Beliefs
- (b) Modern Child Centered Education: Activities, Discoveries and Dialogues With Reference to Gandhian, Tagore's philosophies
- (c) Krishnamurti's views on Nationalism and Universalization and their relation with education
- (d) Education for Democracy, Secularism and Diversity

### **Unit 3 Education for Equality and Equity**

- (a) Universalization of Education: Concept and Significance
- (b) Challenges in Universalization of Education
- (c) Dr. Ambedkar's Views on Equity and Equality
- (d) Education and Opportunities: Individual, social Justice and Dignity

### **Unit 4 Recommendation of Education Commissions for Curriculum Framework**

- (a) Development of National Curriculum Framework
  - Kothari Commission (1964-66)
  - National Policy of Education (1986)
  - Plan of Action (1992)
- (b) Components of National Curriculum Framework (NCF 2000 & NCF 2005)
- (c) Issues addressed in National Curriculum Framework (2005)
- (d) Importance of Implementation of NCF (2005) in present School Education

### **Learning Resources**

- Aggarwal, J.C. (2004). *Teacher & Education in Emerging Indian Society*, New Delhi: VikasPub.House.
- Ahuja R. (2002). *Society in India: Concepts, Theories & Changing Trends*. Jaipur: Rawat Pub.
- Batra, P.(2004). *Multi -Cultural Education* .New Delhi: Mittal Publication
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- Ghosh, S. (2009). *Education in Emerging Indian Society: The Challenges and Issues*. New Delhi: Raj Press.
- IGNOU (2000). *Curriculum and Instruction: learning Module*. New Delhi: IGNOU.
- IGNOU (2005). *Teacher and School: learning Module*. New Delhi: IGNOU.
- Inglehart, R. and Welzel, C. (2005). *Modernaization, Cultural Change, and Democracy: The Human Development Sequence*. New York: Cambrige University Press.
- NCERT (2000). *National Curriculum Framework*. New Delhi: National Curriculum Framework.
- NCERT (2000). *National Curriculum Framework*. New Delhi: National Curriculum Framework.
- Pandey, V.C.(2005). *Emerging Challenges of Educational System*. Delhi: Isha Books.

- Sharma, R. K. (2004). *Indian Society, Institutions and Changes*. New Delhi: Atlantic Publishers and Distributors.
- Sharma, R. N. and Sharma, R. K. (2004). *Problems of Education in India*. New Delhi: Atlantic Publishers and Distributors.
- Sodhi, T.S. Suri, A. (2005). *Philosophical and Sociological Foundations of Education*. Patiala: Bawa Pub.
- Stanley, S (2004). *Social Problems in India*. New Delhi: Allied Publishers. Pvt. Ltd.
- Tedesco, J.C. (1997). *Thinkers on Education (V-1-4)*. UNESCO

**CPS-1**  
**(CPS-1-A- ECONOMICS)**  
**SEMESTER-1**  
**UNDERSTANDING ECONOMICS**  
**FE-AD-104 A**

**Objectives:** To enable student teachers to

1. analyze various economic reports of the economy
2. relate relationship between micro and macro economics
3. select an appropriate approach to teach Economics
4. use effectively the techniques to teach Economics
5. develop the skill of using various methods of teaching Economics

**Unit 1 Basic Concepts of Economics and its nature**

- (a) Branches of Economics
- (b) Market: Concept, Types and Components of Market
- (c) Factors of Production, Scarcity of Resources, Types of Goods and Services
- (d) Difference between Needs and Wants, Concept of Utility

**Unit 2 Micro and Macro Economics**

- (a) Micro Economics  
Demand and Supply & Elasticity and Equilibrium
- (b) Macro Economics  
Population, Poverty, Unemployment
- (c) Relationship between Micro Economics and Macro Economics
- (d) Oligopoly and Monopoly Market Condition

**Unit-3 Language across Curriculum and Classroom Interaction**

- (a) Relationship of Economics with other School subjects
- (b) Activities and Games for Effective Classroom Climate
- (c) Importance and varieties of TLMs in Teaching Economics Subject
- (d) Understanding the Language used in various Economical Issues

**Unit: 4 Learning to Teach Economics**

- (a) General and Specific Objectives of Teaching Economics
- (b) Planning SSTP and Macro Teaching Lesson
- (c) Methods of Teaching Economics:  
Lecture method, supervised study method and Team teaching method
- (d) Techniques of Teaching Economics: Questioning & Explanation

**Learning Resources**

- Aggarwal, J. C. (2014). *Principles, Methods & Techniques of Teaching*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Aggarwal, J.C.(2005). *Teaching of Economics*. Agra: VinodPustakMandir.
- Dixit, N. (2005). *Dictionary of Economics*. Delhi: Isha Books.

- NCERT (2006). *Indian Economic Development: Textbook for Class XII*. New Delhi: NCERT.
- NCERT (2007). *Introductory Macro Economics: Textbook in Economics for Class XII*. New Delhi: NCERT.
- Reddy, S. (2005). *Learn and Teach Economics*. Delhi: Authors Press.
- Rudramamba, et. al. (2006). *Methods of Teaching Economics*. New Delhi: Discovery Publishing House.
- Tiwari, A. (2007). *Modern Methods of Teaching Economics*. New Delhi: Sristhi Books.
- Tiwari, D. (2006). *Methods of Teaching Economics*. New Delhi: Crescent Pub. Corp.

**CPS-3 A**  
**SEMESTER-2**  
**METHODOLOGY OF TEACHING ECONOMICS**  
**FE-AD-204 A**

**Objectives:** To enable student teachers to

1. understand the scope of Economics and its importance in school curriculum
2. understand the methods, processes and techniques of teaching Economics
3. review and practice various reference materials and teaching aids
4. develop teaching skills and competencies to teach Economics effectively
5. prepare and use different types of instructional materials in the teaching of Economics

**Unit 1 Economics as a Discipline of Knowledge**

- (a) Meaning, Scope and Importance of Economics
- (b) Evolution of Economics as a Discipline
- (c) Correlation of Economics with other disciplines  
Meaning, types and importance of Correlation  
Correlation of Economics with other Disciplines
- (d) Content analysis of Economics: Concepts and types

**Unit 2 Pedagogy to Teach Economics**

- (a) Objectives and Significance of Teaching Economics
- (b) Approaches of Teaching Economics  
Inductive, Deductive and Indo Deductive
- (c) Student Centered Methods
  - Project method
  - Assignment method
  - Discussion method
  - Seminar method
  - Field Trip Method
- (d) Maxims of Teaching Economics

### **Unit 3 Planning Teaching and Using Resources in Teaching**

- (a) Lesson Planning: Concept and components
- (b) Difference between Lesson planning and Unit Planning
- (c) Importance of Teaching Aids in teaching Economics
- (d) Uses of Chart, Models, bulletin boards, newspaper and magazines in teaching

### **Unit 4 Evaluation Strategies in Economics**

- (a) Types of Evaluations (Objective, Subjective, Formative and Summative)
- (b) Preparation of various types of tests
- (c) Blue Print: Concept, Significance and Practice
- (d) Action Research: Concept, Steps and Significance

### **Learning Resources**

- Aggarwal, J. C. (2014). *Principles, Methods & Techniques of Teaching*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Aggarwal, J.C.(2005).*Teaching of Economics*. Agra: VinodPustakMandir.
- Dixit, N. (2005). *Dictionary of Economics*. Delhi: Isha Books.
- Efron, S. E. and Ravid, R. (2013). *Action Research in Education: A Practical Guide*. New Yoke: The Guilford Press.
- Reddy, S. (2005). *Learn and Teach Economics*. Delhi: Authors Press.
- Rudramamba, et. al. (2006). *Methods of Teaching Economics*. New Delhi: Discovery Publishing House.
- Sidhu, K.S. (2007). *New Approaches To Measurement And Evaluation*. New Delhi: Sterling Publishers Private Ltd.
- Tiwari, A. (2007). *Modern Methods of Teaching Economics*. New Delhi: Sristhi Books.
- Tiwari, D. (2006). *Methods of Teaching Economics*. New Delhi: Crescent Pub. Corp.

**CPS-5 A**  
**SEMESTER-3**  
**FUNDAMENTALS OF ECONOMICS**  
**FE-AD - 304 A**

**Objectives:** To enable student teachers to

1. develop teaching skills and competencies to teach Economics effectively
2. understand the scope of Economics and its importance in school curriculum
3. understand the methods, processes and techniques of teaching Economics
4. understand the uses of different reference materials and teaching aids
5. prepare and use different types of instructional materials in the teaching of Economics

### **Unit 1 Understanding Basics of Economics**



- (a) Concept and Factors Responsible for Economic Problems
- (b) Concept and Instances of Demand and Supply
- (c) Concept: Real Cost, Opportunity Cost and Money Cost
- (d) Understanding Agents of Production: Land, Capital, Labour and Entrepreneur

### **Unit 2 Explanation of Various Concepts of Economics**

- (a) Macro and Micro Economics
- (b) National Income and National Product
- (c) Relationship between Income and Employment
- (d) Functions of Money

### **Unit 3 Understanding Resources to Teach Economics**

- (a) Importance of Community Resources: Bank, Industries and Proprietary
- (b) Features and Significance of Models, Chart and Graphs
- (c) Needs of News papers and Magazines to teach Economics
- (d) Review 11<sup>th</sup> Std GSEB textbook

### **Learning Resources**

Textbooks of Std. 11 & 12 GSEB & CBSE

**CPS-6 A**  
**SEMESTER-4**  
**FUNDAMENTALS OF ECONOMICS**  
**FE-AD - 304 A**

**Objectives:** To enable student teachers to

1. understand the scope of Economics and its importance in school curriculum.
2. understand the methods, processes and techniques of teaching Economics.
3. understand the uses of different reference materials and teaching aids.
4. develop teaching skills and competencies to teach Economics effectively.
5. prepare and use different types of instructional materials in the teaching of Economics

### **Unit 1 Professional Qualities of Economics Teacher**

- (a) Personal and Professional Attributes of teacher of Economics
- (b) Importance of In service Training Programmes
- (c) Professional Ethics for the teacher of Economics
- (d) Economics Club: Concept and Objectives

### **Unit 2 Content Review and Models of Teaching**

- (a) Analysis and Interpretation of Concepts in Economics Textbook
- (b) Identification of distinguishing features of textbooks
- (c) Concept and Practice Models of Teaching
- (d) Preparing Supplementary Materials for HOTS

### **Unit-3 Innovative Evaluation Practices**

- (a) OBEX: Concept, Planning and Significance
- (b) E-Resources to teach Economics
- (c) Diagnostic and Remediation Test and Programmes
- (d) Creative test and programmes

#### **Unit-4 Research & Experiments in Economics**

- (a) Review of Past Studies and Literature
- (b) Need of Research areas and suggestions in Research
- (c) Analyse the Present and past Economical Condition of India
- (d) Planning Curricular and Co-curricular activities

#### **Learning Resources**

- Aggarwal, J. C. (2014). *Principles, Methods & Techniques of Teaching*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Aggarwal, J.C.(2005).*Teaching of Economics*. Agra: VinodPustakMandir.
- Chandra, S. S. and Sharma, R.K. (2004). *Principles of Education*. New Delhi: Atlantic Publishers and Distributors.
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- IGNOU (2005). *Teacher and School: learning Module*. New Delhi: IGNOU.
- Rao, V.K. (2008). *Principles of Curriculum*. New Delhi: A P H Publishing Corporation.
- Reddy, S. (2005). *Learn and Teach Economics*. Delhi: Authors Press.
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- Tiwari, A. (2007). *Modern Methods of Teaching Economics*. New Delhi: Sristhi Books.
- Tiwari, D. (2006). *Methods of Teaching Economics*. New Delhi: Crescent Pub. Corp.
- Tyler, R.W. (2013). *Basic Principles of Curriculum and Instruction*. Chicago: The University of Chicago Press.

**CPS-1**  
**(CPS-1-B- ENGLISH)**  
**SEMESTER-1**  
**UNDERSTANDING ENGLISH**  
**FE-AD-104 B**

**Objectives:** To enable student teachers to

1. understand the challenges and basic of strategies of teaching English in India
2. know the English literature published in the school textbooks
3. enhance language proficiency through playing language games and activities
4. understand and beauty and emotions of the poem with the use of figure of speech
5. review and practice various techniques and activities to teach vocabulary and language respectively

**Unit 1 Understanding Stories and Poetry in English**

- (a) Understanding Selected Short Stories from CBSE and GSEB textbooks
- (b) Learning Poetry and its Implications
- (c) Use of Figures of Speech in the Poetry
- (d) Extracting Pieces of Literature for Value Education

**Unit 2 Enhancing Language Proficiency**

- (a) Use of Tense and Parts of Speech in Communication
- (b) Change the Voice, Degree and Reported Speech
- (c) Rectification of Errors
- (d) Understanding Language Tasks from School Textbooks

**Unit 3 Language across Curriculum and Classroom Interaction**

- (a) Classroom language and its Significance in Teaching other School subjects
- (b) Language Activities and Games for Effective Classroom Climate
- (c) Importance and varieties of TLMs in Teaching School Subjects
- (d) Effective Use of Language Structures at various Situations

**Unit 4 Learning to Teach English**

- (a) Planning SSTP and Macro Teaching Lesson
- (b) Direct and Indirect Methods of Teaching English
- (c) Techniques: Narration, Discussion, Questioning, Listen & Do, Read & Say, Pictorial Illustration, Verbal Illustration, etc.
- (d) Challenges of Teaching English

**CPS-3 B**  
**SEMESTER-2**  
**METHODOLOGY OF TEACHING ENGLISH**  
**FE-AD-204 B**

**Objectives:** To enable student teachers to

1. understand the status and challenges of teaching English in India
2. develop skills of preparing and using instructional materials
3. justify the appropriate method and approach to teach varieties of literature
4. Design various types of questions and prepare a blue print
5. integrate various technology and global resources in teaching

**Unit 1 English Today and Tomorrow**

- (a) Status of English: at the Global, National, State and local levels
- (b) Objectives of teaching English at the Secondary & Higher Secondary Levels
- (c) English in India: Issues and actions
- (d) Functional Grammar at the Secondary and Higher Secondary Level

**Unit 2 Approaches, Methods & Techniques**

- (a) Approach, Method & Technique: Concept and practice
- (b) Approaches: Principles / Features, Merits, Demerits
  - i. Structural Approach
  - ii. Functional & Communicative approach
- (c) Methods:
  - i. Grammar Translation Method
  - ii. Direct Method
  - iii. Task-based Learning
- (d) Techniques to Teach Vocabulary

**Unit 3 Planning Teaching & Preparing Learning Materials**

- (a) Lesson Planning & Unit Planning: Concept and Significance
- (b) Review and Practice tasks on higher and lower level Language Functions
- (c) Importance of E-Resources in teaching English
- (d) Use and Importance of Teaching Aids in teaching of English: Maps, Charts, Film Strips, Scrap book, Radio, Authentic Materials, dictionary etc

**Unit 4 Testing and Evaluation**

- (a) Blue Print: Concept, Significance and setting the question paper
- (b) Preparation of test items: Essay, Short answer and Objectives type
- (c) Tools & Techniques of Evaluating Language Competence
- (d) Action Research: Concept, Steps and Significance

**CPS-5 B**  
**SEMESTER-3**  
**FUNDAMENTALS OF ENGLISH**  
**FE-AD - 304 B**

**Objectives:** To enable student teachers to

1. understand the prose and poetry published in the textbooks
2. learn the basic grammar points in English language
3. familiarize with various teaching learning resources of English
4. review and practice various types of write ups
5. enhance basic understanding of English language

**Unit 1 Short Stories and Poetry in English**

- (a) Poems from GSEB textbook of Upper Primary level
- (b) Short stories from CBSE textbook of Secondary level
- (c) Figures of Speech (Simile, Metaphor, Alliteration, Hyperbole and Personification)
- (d) Creating Short story

**Unit 2 Enhancement of Language Proficiency**

- (a) Parts of Speech and its significance
- (b) Learning tense and its usages
- (c) Use of Reported Speech
- (d) Rectification of Errors

**Unit 3 Use of TLMs in Teaching English**

- (a) Significance of Dictionary and Thesaurus
- (b) Resources and activities for teaching English
- (c) Learning to write various types of write ups (Letter, report, notice etc..)
- (d) Activities and Significance of Language lab

**Learning Resources**

Textbooks of Std 6,7 & 8 of GSEB, CBSE, ICSE Board

**CPS-6 B**  
**SEMESTER-4**  
**INNOVATIVE TRENDS IN TEACHING ENGLISH**  
**FE-AD-404 B**

**Objectives:** To enable student teachers to

1. understand and use the materials to develop LSRW skills
2. plan and organize various literary events to enhance language proficiency
3. review the textbook and suggest the necessary modifications
4. integrate various technology and global resources in teaching
5. review the past studies and suggest the innovative activities to learn language

### **Unit 1 Review and Practice ELT Materials to Create a Conducive Climate**

- (a) Materials to develop L-S-R-W (Review & practice)
- (b) Creating & Managing Self - Access Centre
- (c) Creating a Conducive Climate: Importance of English room and English Club in Teaching English
- (d) Qualities of a proficient facilitator of English

### **Unit 2 Content Review and Use of Models of Teaching**

- (a) Review varieties of textbooks: (Std. VI - XII of GSEB, CBSE, ICSE, IBO)
- (b) Identification of distinguishing features of textbook
- (c) Use of Models of Teaching English
- (d) Preparing Supplementary Materials for HOTS

### **Unit 3 Innovative Evaluation Practices**

- (a) OBEX: Concept, Planning and Significance
- (b) Online LSRW Test to Evaluate Language Proficiency
- (c) Diagnostic and Remediation Strategies
- (d) Language Evaluation Strategies

### **Unit 4 Research & English**

- (a) Review of Past Studies and Literature
- (b) Need of Research areas and suggestions in Research
- (c) Planning and Significance of Literary Activities
- (d) Experiments and Importance at Language laboratory

### **Learning Resources**

- Carter, R. & Nunan, David (Eds). 2001. *Teaching English to Speakers of Other Languages*. CUP.
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- Palmar, R. (2003) .*The Good Grammar Guide*. New York: Routledge Taylor & Francis Group.
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- Sasikuar, V. &Dhamija, P. V. (2003).*Spoken English: self-learning Guide to Conversation Practice*. New Delhi: Tata McGraw-Hill Publishing Company Limited.
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### **Websites**

[www.britishcouncil.org](http://www.britishcouncil.org) [www.bbc.co.uk/learningenglish](http://www.bbc.co.uk/learningenglish)

[www.wikipedia.org](http://www.wikipedia.org)[www.onestopenglish.com](http://www.onestopenglish.com)

[www.cambridge.org/elt](http://www.cambridge.org/elt) <http://www.oup.co.in>

**CPS-1 C**  
**(CPS-1-C- ENVIRONMENT EDUCATION)**  
**SEMESTER-1**  
**UNDERSTANDING ENVIRONMENT EDUCATION**  
**FE-AD-104 C**

**Objectives:** To enable student teachers

1. understand the basic concept of environmental education
2. relate acquired content knowledge in day to day life
3. understand general and specific objectives in teaching environmental education
4. select appropriate teaching methodology for teaching environmental education
5. use effective classroom instructions while teaching Environment Education

**Unit 1 Basic Concepts & its Nature**

- (a) Environment: Meaning & Significance
- (b) Environmental pollution: Meaning, Types, Preventive measures, Laws of Conservation and protection: environmental protection act, wildlife protection act, water pollution act, noise pollution act, air pollution act
- (c) Ecosystem, Biosphere and its components: Ecological pyramid, Food chain, Food Web
- (d) Biodiversity & Genetic diversity: concept, Significance & Conservation

**Unit 2 Conceptual Understanding of Environmental Education**

- (a) Natural Phenomenon: Cyclone, Lightening, Earthquake, Tornado
- (b) Global Warming, Acid rain, Ozone depletion and Oil spill, Deforestation and Desertification: Causes and preventive measures
- (c) Natural resources and management: concept, importance and depletion
- (d) Movements and Projects: Silent Valley, Narmada BachoAndolan, Tiger Project, Elephant Project, Ganga action Plan

**Unit 3 Language across the Curriculum & Classroom Interaction**

- (a) Classroom Interaction: Importance and Varieties
- (b) Types of Questioning and Explanation Skills in Classroom
- (c) Use of relevant Terminologies in teaching Environmental Education
- (d) Effective Instructional Elements in teaching Environmental Education

**Unit 4 Learning to teach basic Concepts of Environmental Education**

- (a) Objectives of teaching Environment Education at Elementary, SC and HSC Level
- (b) Lesson Planning: SSTP, Macro and Block Teaching
- (c) Methods of teaching Environmental Education: Project, Problem solving
- (d) Techniques in teaching Environmental Education: Questioning, Probing and Discussion

**Learning Resources**

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- Bharucha, E. (2005). *Textbook of Environmental Studies for undergraduate Courses*. University Press India Pvt. Ltd, Hyderabad
- Laxmi, G.V.S. & Rao, B. D. (2004). *Methods of Teaching Environmental Science*. Discovery Publishing House, New Delhi
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- Storksdieck, M. (2006). *Field Trips in Environmental Education*. Berliner Wissenschafts- Verlag, Berlin
- Suresh, G. (2007). *Environmental studies and Ethics*. I. K. International Publishing House Pvt. Ltd
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**CPS-3 C**  
**SEMESTER-2**  
**METHODOLOGY OF TEACHING ENVIRONMENT EDUCATION**  
**FE-AD-204 C**

**Objectives:** To enable student-teachers to

1. understand meaning and nature of Environmental Education
2. design activities in teaching Environmental Education
3. prepare and use appropriate teaching aids in teaching Environmental Education
4. select appropriate tool for assessment
5. understand the concept & carry out action research

**Unit 1 Nature & Origin of Environmental Education**

- (a) Meaning and Nature of Environmental Education
- (b) Status of Environmental Education in Curriculum and Life
- (c) Role of school in Environmental Education
- (d) Understanding Various Dimensions of Environment Education

**Unit 2 Process of Teaching Environmental Education**

- (a) Lesson Planning: Concept, Significance and Components
- (b) Unit Planning: Concept, Significance and Features

- (c) Approaches in teaching Environmental Education: Participatory approach, Constructivist approach and Community oriented approach
- (d) Project Method: Concept, Importance and Activities

### **Unit 3 Material Production & its Presentation in Environmental Education**

- (a) Importance of Teaching Aids in teaching Environment Education
- (b) Preparation & presentation of teaching learning materials (TLM) like worksheet, scrapbook, project presentation, Herbarium sheet, working models, chart
- (c) Use and Effectiveness of Communication Skills in teaching Environment Education
- (d) Preparing Tasks and Activities to bring awareness among Community People

### **Unit 4 Evaluation Strategies in Environmental Education**

- (a) Development of Written test: Objective and Descriptive
- (b) Evaluation Tools: Concept and Types
- (c) Blue Print & Evaluation rubrics: concept, need & its uses
- (d) Action Research: Concept and its Importance

### **Learning Resources**

- Gilberstone, K. (1954). *Outdoor Education Methods and Strategies*. Library of Congress cataloging in publication
- Gilbertson, K. (2006). *Outdoor Education: Methods and Strategies*. Human Kinetics, U.S.A.
- Ghanta, R. & Rao, B. D. (2005). *Environmental Education Problems and Prospects*. Discovery Publishing House, New Delhi
- Kaur, S. J., Sharma, Y. and Mathur, A. (2015). *New Trends in Education*. New Delhi Publishers. New Delhi. (e-book)
- Marcinkowski, T. J., Volk T. L. & Hungerford, H. R. (1990). *An Environmental Education Approach to the Training of Middle Level Teachers: A Prototype Programme*. UNESCO
- Prakash, A, & Potoski, M. (2006). *The Voluntary Environmentalists*. Cambridge University Press, India (e-book)
- Samuel, K. & Sundar, I. (2007). *Environmental Education: Curriculum And Teaching Methods*. Sarup & Sons, New Delhi (e-book)

**CPS-5 C**  
**SEMESTER-3**  
**FUNDAMENTALS OF ENVIRONMENT EDUCATION**  
**FE-AD-304 C**

**Objectives:** To enable student teachers to

1. understand the scope of Environment Education and its importance in school curriculum
2. understand the methods, processes and techniques of teaching Environment Education
3. understand the uses of different reference materials and teaching aids
4. develop teaching skills and competencies to teach Environment Education effectively
5. prepare and use different types of instructional materials in the teaching of Environment Education

**Unit 1 Knowing Basics of Environment Education**

- (a) Concept of Environment Education and its Needs of the Subject
- (b) Environment: Features, Challenges and Remedies
- (c) Environmental Situations: Global Issues: Climate Change, Ozone Depletion, Acid Rain, Deforestation, Depletion of Natural Resources
- (d) Green house and its effects

**Unit 2 Understanding Basic Concepts of Environment Education**

- (a) Types of Sphere and its Features
- (b) Components of Environment  
Biotic and Abiotic components, Food Chain and Food Web  
Eco-system: Terrestrial and aquatic, Ecological Pyramids
- (c) Pollution: Meaning, Types, Causes and Impact of pollution on Environment
- (d) Disaster Management: Concept

**Unit 3 Features and Significance Resources in Environment Education**

- (a) Social Activities for Environment Education
- (b) Features and Significance of TLMs to sensitize towards Environment
- (c) Need and Importance of Media in Environment Education
- (d) Review prescribed Environment Education textbooks

**Learning Resources**

Textbooks of Std 6,7 & 8 of GSEB, CBSE & ICSE Board

**CPS-6 C**  
**SEMESTER-4**  
**INNOVATIVE TRENDS IN TEACHING ENVIRONMENT EDUCATION**  
**FE-AD-404 C**

**Objectives:** To enable student teachers

1. understand their role as a teacher of environmental education
2. develop skills for teaching environmental education
3. develop awareness about environment and understand the concept of green school
4. identify and use community resources for effective teaching
5. apply innovative ideas in teaching environmental education

**Unit 1 Professional Ethics for Environment Education Teacher**

- (a) Professional Ethics of an Environment Education teacher
- (b) Challenges of Teaching Environ Education
- (c) Need and Significance of In service Training Programmes
- (d) Environment Education Club: Concept, Objectives and Activities

**Unit 2 Review Content and Models of Teaching**

- (a) Review varieties of Environment Education Textbooks
- (b) Identification of distinguishing features of textbooks
- (c) Use of Models of Teaching Environment Education
- (d) Preparing Supplementary Materials for HOTS

**Unit-3 Innovative Evaluation Practices**

- (a) OBEX: Concept, Planning and Significance
- (b) E- Resources to evaluate environment awareness
- (c) Diagnostic and Remediation Test and Programmes
- (d) Creativity in Designing Test

**Unit-4 Research & Experiments in Environment Education**

- (a) Review of Past Studies and Literature
- (b) Need of Research areas and suggestions in Research
- (c) Role of Media: significance and activities
- (d) Planning & Significance of Curricular and Co-curricular activities

**Learning Resources**

- Ashok, P. (1998). *Threads of Life*. National Institute Of Science Communication, New Delhi
- Bhatnagar A.B. (2005). *Teaching of Science*. VinodPustakMandir, New Delhi
- Kaur, J.S., Sharma, Y. & Mathur, A. (2015). *New Trends in Education*. Renu Publishers, New Delhi
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- Srivastava, S. (2007). *Environmental Education*. Vandana Publications, New Delhi
- Storksdieck, M. (2006). *Field Trips in Environmental Education*. Berliner Wissenschafts- Verlag, Berlin

**Web Resources:**

[www.intute.ac.uk/socialsciences/environmentalsciences](http://www.intute.ac.uk/socialsciences/environmentalsciences)

[www.sciencedaily.com/news/earth\\_climate/environmental\\_science](http://www.sciencedaily.com/news/earth_climate/environmental_science)

[www.geocities.com](http://www.geocities.com)

[www.enn.com](http://www.enn.com)

[www.springerlink.com/link.asp](http://www.springerlink.com/link.asp)

**CPS-1 D**  
**(CPS-1 D-MATHEMATICS)**  
**SEMESTER-1**  
**UNDERSTANDING MATHEMATICS**  
**FE-AD-104 D**

**Objectives:** To enable student teachers to

1. understand the status of Mathematics in the National curriculum
2. analyze the content: concepts, sub-concepts and their interrelatedness
3. design appropriate teaching strategy/approach suited to particular content
4. create different types of test items for general as well open book examination
5. prepare diagnostic test and plan for remedial work in Mathematics

**Unit 1 Understanding the Basic Concepts in Mathematics**

- (a) Linear Equation: Concept and its examples
- (b) Trigonometry and Pythagoras Theorem: Concept, Trigonometric Ratio and its Applications
- (c) Polynomials: Concept, types and examples
- (d) Geometric Shapes : Properties, Area, Perimeter and its Examples

**Unit 2 Understanding the Basic Concepts in Mathematics**

- (a) Simple Interest, Compound Interest and its applications
- (b) Profit and Loss and its applications
- (c) Constructions and its applications in daily life
- (d) Square roots and cube roots, Factorization and its various Methods

**Unit 3 Language across Curriculum and Classroom Interaction**

- (a) Math Classroom Interaction : Teacher – Student interaction, Student- student interaction and student – learning aids interaction
- (b) Use of relevant terminology of Mathematics in the classroom
- (c) Use of Communication Skills while teaching Mathematics
- (d) Nature and Significance of Questioning and Explanation skills in teaching Math

**Unit 4 Learning to Teach Math**

- (a) General and Specific Objectives of Teaching Math
- (b) Planning SSTP and Macro Lessons
- (c) Methods in Teaching Science: Lecture Cum Discussion, Lecture Cum Demonstration ,Problem Solving Method
- (d) Techniques in Teaching Math: Explanation, Demonstration, Review, Drill and Practice

**CPS-3 D**  
**SEMESTER-2**  
**METHODOLOGY OF TEACHING MATHEMATICS**  
**FE-AD-204 D**

**Objectives:** To enable student teachers to

1. discuss and implement the steps for lesson planning and unit planning
2. understand the concept, nature and importance of Mathematics for 21<sup>st</sup> century
3. use appropriate methods, techniques and processes in teaching Mathematics
4. review, prepare and practice teaching learning materials for Math Classroom
5. use the strategies and activities to improve and develop reading comprehension / skills in Math

**Unit 1 Concept and Nature of Mathematics**

- (a) Meaning, Concept, Nature and Significance of Teaching Mathematics
- (b) Branches of Mathematics and its scope
- (c) Place of Math in School Curriculum : Multifarious Values
- (d) Approaches for Organization of Math Curriculum

**Unit 2 Pedagogy in Teaching Mathematics**

- (a) Lesson Planning and Unit Planning : Concept, Steps, significance and difference between lesson planning and unit planning
- (b) Approaches in teaching Science  
Constructivist approach & Inductive – Deductive Approach
- (c) Methods of Teaching Mathematics  
Laboratory method, Project method, Analysis and Synthesis Method
- (d) Interdisciplinary Relationship of Mathematics

**Unit 3 Resources and its Strategies for Mathematics Teaching**

- (a) Teaching Aids : Concept, Significance and Types
- (b) Review and Practice TLMs in Math: Charts, Scrapbook, worksheets, Puzzles etc
- (c) Resources in Mathematics teaching: Math virtual classroom, Math games, Mobile Applications, Math Models etc.
- (d) Strategies in Teaching Mathematics : Term teaching, Simulation, Task analysis and Technology oriented Teaching

**Unit 4 Evaluation Strategies in Mathematics Teaching**

- (a) Evaluation : Concept, Significance and Types
- (b) Understand and Prepare Blue Print: Types of Test Items and its Components
- (c) Action Research: Needs, Steps and Significance
- (d) Evaluation Rubrics: Concept, Types and Review and Practice

**CPS-5 D**  
**SEMESTER-3**  
**FUNDAMENTALS OF MATHEMATICS**  
**FE-AD-304 D**

**Objectives:** To enable student teachers to

1. understand the scope of Mathematics and its importance in school curriculum in 21<sup>st</sup> Century
2. understand the methods, processes and techniques of teaching Mathematics in 21<sup>st</sup> Century
3. appropriate use of different reference materials and teaching aids
4. develop teaching skills and competencies to teach Math effectively in 21<sup>st</sup> century classroom
5. prepare and use different types of instructional materials in the teaching Mathematics

**Unit 1 Knowing Basic Mathematics Phenomenon**

- (a) Number Pattern, Place Value, Measurement
- (b) Ratio and Proportion, Fractions, Set Notation
- (c) Probability, Matrix, Integration and Differentiation
- (d) Trigonometry & Calculus

**Unit 2 Understanding Basic Dimensions & Contribution of Mathematicians**

- (a) Importance of Math in real life
- (b) Advancement in Mathematics and its impact on Mankind
- (c) Contributions of different Mathematicians: Ramanujan, Aryabhata, Pythagoras, Brahmagupta, Shakuntaladevi, Bhaskaracharya, etc.
- (d) Difference between Inventions and Discoveries in Mathematics

**Unit 3 Features and Significance Resources in Mathematics**

- (a) Significance of Resources and its usage in Mathematics teaching
- (b) Features and Significance of Graph, Math apparatus, Geometric Set
- (c) Need and Importance of Math Experiment Journal
- (d) Use of Animation s, videos, advertisements in teaching Mathematics

**Learning Resources**

Textbooks of Std 6,7 & 8 of GSEB, CBSE & ICSE Board

**CPS-6 D**  
**SEMESTER-4**  
**INNOVATIVE TRENDS IN TEACHING MATHEMATICS**  
**FE-AD-404 D**

**Objectives:** To enable student teachers to

1. understand the concept and significance of Math club in 21<sup>st</sup> century.
2. inculcate the values among learners through Math teaching
3. develop Problem solving attitude among young researchers



4. critically analyze upcoming challenges for teaching Math in 21<sup>st</sup> century
5. use mobile applications in teaching Math and get familiarize with new technology

### **Unit 1 Personal and Professional Competencies of Math teacher**

- (a) Personal Qualities of Math Teacher
- (b) Challenges of Learners and Teachers while studying Math
- (c) Math Club: Concept, Formation, Need, Activities and Learning values
- (d) Significance of Extension activities for Math teacher

### **Unit 2 Content Review and Models of Teaching**

- (a) Review varieties of Textbooks from standard 8 to 12 of different Boards
- (b) Identification of distinguishing features of textbooks of different Boards
- (c) Models of Teaching Mathematics
  1. Inductive Teaching Model
  2. Advance Organizer Teaching Model
- (d) Preparing Supplementary Materials for HOTs

### **Unit 3 Innovative Evaluation Practices**

- (a) OBEX: Concept, Planning and Significance
- (b) Online Test to know Basic Knowledge in Mathematics
- (c) Diagnostic and Remediation Programmes: Concept and Needs
- (d) Creativity in Designing Test and Remedial Programmes

### **Unit 4 Research & New Trends in Teaching Mathematics**

- (a) Review Past Studies and Literature
- (b) Educational Implications and Suggestions on Research conducted in Mathematics
- (c) Review and Create E-Resources and M. Apps in teaching Mathematics
- (d) Maxims of Teaching Mathematics

### **Learning Resources**

- Agrawal S. *Teaching of Mathematics to Blind Students through Programmed Learning Strategies*, New Delhi: Abhijit Publication.
- Ediger M. O. (2006). *Teaching Mathematics successfully*. New Delhi: Discovery Publishing House.
- G.S.E.B Text-books of Std. VIII to XII
- Krantz, S.G. (1995). *How to Teach Mathematics*. American Mathematical Society, US, 2<sup>nd</sup> Edition.
- Lester, F.L. (2007). *Second Handbook of Research on Mathematics Teaching and Learning*. National Council of Teachers of Mathematics.
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- Pandey V. P. (2004). *Teaching of Mathematics*. New Delhi: Sumit Enterprises.
- Paul, C. & Robert, T. (2013 ) *Teaching Mathematics in Secondary School*. Sage Publication India Pvt. Ltd, New Delhi.

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- Selinger, M. (1994). *Teaching Mathematics*. 1<sup>st</sup> Edition, Routledge, NewYork
- Sidhu K.S. (2005). *Teaching of Mathematics*. New Delhi: Sterling Publishers, Private Limited.
- Singh, K.S. (2006). *The Teaching of Mathematics*. 4<sup>th</sup> Edition, Sterling Publishers Pvt. Ltd.
- Wadhwa, S. (2000). *Modern Methods of Teaching Mathematics*. 1<sup>st</sup> Edition, Swarup and Sons, New Delhi.

**CPS-1 E**  
**(CPS-1 E-STATISTICS)**  
**SEMESTER-1**  
**UNDERSTANDING STATISTICS**  
**FE-AD-104 E**

**Objectives:** To enable student teachers to

1. acquire knowledge of educational statistics and its importance in education
2. apply educational statistics in computation and interpretation of data
3. design various tools of evaluation used in school education
4. analyse and generalize the data using statistical techniques
5. design appropriate teaching strategies to teach the content in the classroom

**Unit 1 Understanding Basics of Statistics**

- (a) Probability : Concept and its daily examples
- (b) Distributions and its types
- (c) Inferential statistics: Concept and its Types
- (d) Descriptive statistics : Concept and its Types

**Unit 2 Understanding Basic Statistical Techniques**

- (a) Mean, median, mode : Concept, Uses and Computation
- (b) Standard Deviation, Quartile Deviation, Variance, Range: Concept, Uses and Computation
- (c) Types of Graphs : Bar graph, line graph, pie chart and plotting graphs
- (d) Percentile Rank and spearman's Correlation: Concept and Computation

**Unit 3 Language across Curriculum and Classroom Interaction**

- (a) Statistic Classroom Interaction : Teacher – Student interaction, Student- student interaction and student – learning aids interaction
- (b) Use of effective Statistic terminology in the classroom
- (c) Demonstration language in Statistic classroom
- (d) Nature of questioning in Statistic classroom

**Unit 4 Learning to Teach Statistics**

- (a) Broad and Specific Purpose of Teaching Statistics
- (b) Approaches in Teaching Statistics: Participatory and Inductive and Deductive
- (c) Methods in Teaching Statistics: Lecture Cum Discussion & Problem Solving Method
- (d) Techniques to teach Statistics: Explanation, Demonstration, Review, Drill & Practice

**CPS-3 E**  
**SEMESTER-2**  
**METHODOLOGY OF TEACHING STATISTICS**  
**FE-AD-204 E**

**Objectives:** To enable student teachers to

1. understand the concept, nature and importance of Statistics Education in 21<sup>st</sup> century
2. discuss and implement the steps for lesson planning and unit planning
3. use appropriate Methods, techniques and processes in teaching Statistics
4. prepare teaching learning material and use in the classroom interaction
5. appraise the strategies and activities to improve and develop reading comprehension / skills in Statistics

**Unit 1 Concept and Nature of Statistics**

- (a) Meaning, concept, Nature and Significance of Statistic Teaching & its scope
- (b) Objectives of teaching Statistics in 21<sup>st</sup> century
- (c) Place of Statistics in School Curriculum : Multifarious Values
- (d) Interdisciplinary relation with Statistics

**Unit 2 Pedagogy in Teaching Statistics**

- (a) Lesson Planning and Unit Planning : Concept, Steps, significance and difference between lesson planning and unit planning
- (b) Methods of Teaching Statistics:  
Inductive - Deductive method & Analytic - Synthetic method
- (c) Approaches in teaching Statistics  
Participatory Approach & Inductive – Deductive Approach
- (d) Use and Importance of Graphical presentation in Statistical analysis

**Unit 3 Resources and its Strategies for Statistics Teaching**

- (a) Teaching Aids : Concept, significance and its types
- (b) Material Production in Statistics and its usage in teaching: Charts, Models, Scrapbook, worksheets, Math through Mobile Applications and Math virtual classroom
- (c) Strategies for teaching Statistics : Term teaching, Simulation, Task analysis, Technology oriented
- (d) Understanding various e- software in teaching Statistics

**Unit 4 Evaluation Strategies in Science Teaching**

- (a) Evaluation : Concept, Significance and Types
- (b) Blue Print: Significance and Components
- (c) Action Research: Concept, needs and Steps
- (d) Types and Significance of Evaluation Strategies

**CPS-5 E**  
**SEMESTER-3**  
**FUNDAMENTALS OF TEACHING STATISTICS**  
**FE-AD-304 E**

**Objectives:** To enable student teachers to

1. develop teaching skills and competencies to teach Statistics effectively
2. understand the scope of statistics and its importance at school
3. understand the methods, processes and techniques of teaching Statistics
4. understand the uses of different reference materials and teaching aids
5. prepare and use different types of instructional materials in the teaching of Statistics

### **Unit 1 Understanding Statistics and its Usages**

- (a) Concept and Features of Statistics
- (b) Importance of Statistical Techniques used at Academic and Administrative Work at School
- (c) Personal and Professional Skills for Statistics
- (d) Advantages of E-Statistics in Data Analysis

### **Unit 2 Basic Statistical Techniques**

- (a) Mean, Median and Mode
- (b) Correlation and its importance
- (c) Chi-square technique
- (d) Learning to write Interpretation on Data analysis

### **Unit 3 Resources to Teach Statistics**

- (a) Importance of Technology in Statistics: Computer, Calculator, I pad etc
- (b) Use of E-Resources and Software in Statistics: SPSS, MS Excel etc
- (c) Review the Data analysis, graphs to understand Statistical technique
- (d) Study the textbook and reference materials

### **Learning Resources**

Textbooks of Std 6,7 & 8 of GSEB, CBSE & ICSE Board

**CPS-6 E**  
**SEMESTER-4**  
**INNOVATIVE TRENDS IN TEACHING STATISTICS**  
**FE-AD-404 E**

**Objectives:** To enable student teachers to

1. understand the concept and significance of Statistics club in 21<sup>st</sup> century.
2. inculcate the values among learners through Statistics teaching
3. adopt new trends in teaching Statistic
4. develop Problem solving attitude among young researchers
5. critical analysis of upcoming challenges for teaching Statistic in 21<sup>st</sup> century

### **Unit 1 Professional Qualities of Statistics teacher**

- (a) Qualification and Professional Qualities of effective Statistics teacher

- (b) Role of a Statistics Teacher and Challenges faced by Statistics Teacher
- (c) Concept and Needs of Statistics club
- (d) Activities of Statistics club in 21<sup>st</sup> Century

### **Unit 2 Content Review and Models of Teaching**

- (a) Review Textbooks of Standard 11 & 12 of different Boards
- (b) Identification of distinguishing features of textbooks of different boards
- (c) Models of Teaching Statistics
  1. Inductive Teaching Model
  2. Advance Organizer Teaching Model
- (d) Preparing Supplementary Materials for HOTS

### **Unit 3 Innovative Evaluation Practices**

- (a) OBEX: Concept, Planning and Significance
- (b) Online Test to know Basic Knowledge in Statistics
- (c) Diagnostic and Remediation Programmes
- (d) Innovations in Designing Test

### **Unit 4 Research & New Trends in Teaching Statistics**

- (a) Review of Past Studies and Literature
- (b) Need of Research areas and suggestions in Research
- (c) Blended learning Design in teaching Statistics
- (d) Learning Statistics for Daily Uses

### **Learning Resources**

- Ediger, M. O. (2006). *Teaching Mathematics successfully*. New Delhi: Discovery Publishing House.
- GSEB and NCERT textbooks of STD VII, IX and X.
- Mangal S. K. (2005). *Statistics in psychology 2nd Edition* .New Delhi: Prentice Hall of India Pvt.Ltd.
- Pandey V. P. (2004). *Teaching of Mathematics*. New Delhi: Sumit Enterprises.
- Russel J. (2004). *Teaching of Mathematics*. New Delhi: Campus Books International.
- Sidhu K.S. (2005). *Teaching of Mathematics*. New Delhi: Sterling Publishers Private Limited.

### **Websites**

[http://www.kkhsou.in/main/education/edu\\_statistics.html](http://www.kkhsou.in/main/education/edu_statistics.html)

[http://en.wikipedia.org/wiki/Statistics\\_education](http://en.wikipedia.org/wiki/Statistics_education)

<https://www.stat.auckland.ac.nz/~iase/publications/assessbk/chapter01.pdf>

**CPS-1 F**  
**(CPS-1-F-ACCOUNTANCY)**  
**SEMESTER-1**  
**UNDERSTANDING ACCOUNTANCY**  
**FE-AD-104 F**

**Objectives:** To enable student teachers to

- (a) understand the basic concepts of Accountancy
- (b) prepare different accounts & statements
- (c) understand the methods and techniques of teaching Accountancy
- (d) develop the skills of using various methods of teaching Accountancy
- (e) selecting an appropriate approach to teach Accountancy

**Unit 1 Basic Concepts in Accounting**

- (a) Accounts: Types & Rules
- (b) Books for Accounting: Original & Subsidiary
- (c) Trial Balance & Final Accounts
- (d) Treatments in Books of Accounts
  - Depreciation
  - Bad Debts
  - Goodwill
  - Accounting Ratios

**Unit 2 Accounting in Different Organizations**

- (a) Accounting for Non Profit Organization
- (b) Accounting for Partnership
- (c) Accounting for Share Capital & Debentures
- (d) Financial Statement & Cash Flow Statement

**Unit 3 Classroom Interaction and Language across the Curriculum**

- (a) Types and Significance of Resources in Teaching Accountancy
- (b) Tasks and Student centered Activities to Teach Accountancy
- (c) Reading between the lines of Financial Reports & Statements
- (d) Review Material to develop Reading and Speaking Skills: Case Studies, Articles, Accounts, Financial Statements, Newspaper, Business magazines etc.

**Unit 4 Learning to Teach Accountancy**

- (a) Aims and Objectives of Teaching Accountancy
- (b) Lesson Planning: SSTP, Macro and Block Teaching
- (c) Methods in Teaching Accountancy
  - Problem Solving Method
  - Lecture Method
- (d) Techniques in Teaching Accountancy
  - Practice Procedure, Questioning & Explanation

**CPS-3 F**  
**SEMESTER-2**  
**METHODOLOGY OF TEACHING ACCOUNTANCY**  
**FE-AD- 204 F**

**Objectives:** To enable student teachers to

1. appreciate the nature, scope and importance of Accountancy
2. comprehend the aims and objectives of teaching of Accountancy
3. formulate the general and specific objectives of Accountancy teaching
4. prepare lesson plans based on appropriate model of teaching
5. apply appropriate device of evaluation in Accountancy

**Unit 1 Accountancy as a Discipline of Knowledge**

- (a) Meaning, Scope and Importance of Accountancy
- (b) Evolution of Accountancy as a Discipline
- (c) Importance of teaching Accountancy
- (d) Correlation of Accountancy with other disciplines
  - Meaning, types and importance of Correlation
  - Correlation of Accountancy with other Disciplines

**Unit 2 Pedagogy in Teaching of Accountancy**

- (a) Lesson Plan & Unit plan: Concept and Significance
- (b) Approaches in teaching Accountancy
  - Inductive, Deductive, Indo-deductive, Synthesis-Analysis approach
- (c) Content analysis & Objectives: Concept, Importance & Types of Objectives
- (d) Learner Centered Methods of Teaching Accountancy
  - Project Method
  - Assignment Method
  - Seminar Method
  - Field Trip Method

**Unit 3 Review and Practice Resources in Teaching Accountancy**

- (a) Importance of Teaching Aids in teaching Accountancy
- (b) Types and Features of Varieties of TLMs in Accountancy
- (c) Preparing Tasks and Activities for various Concepts of Teaching Accountancy
- (d) Develop Presentation Skills of Students: Procedure & Feedback Mechanism

**Unit 4 Evaluation Practices in Accountancy**

- (a) Concept and Types of Evaluation in Accountancy
- (b) Analysis and Interpretation of Various types of Accounts with its Transactions
- (c) Designing Blue Print: Concept, Essentials and Components
- (d) Action Research: Concept and Importance



**CPS-5 F**  
**SEMESTER-3 INTERNSHIP**  
**FUNDAMENTALS OF ACCOUNTANCY**  
**FE-AD- 304 F**

**Objectives:** To enable student teachers to

1. develop teaching skills and competencies to teach Accountancy effectively
2. understand the scope of Accountancy and its importance in school curriculum
3. understand the methods, processes and techniques of teaching Accountancy
4. understand the uses of different reference materials and teaching aids
5. prepare and use different types of instructional materials in the teaching of Accountancy

**Unit 1 Understanding Accountancy and its Issues**

- (a) Concept and Explanation of Important Terms in Accountancy
- (b) Understanding Types of Account
- (c) Meaning and Types of Subsidiary Books
- (d) Concept of Trial balance and its Features

**Unit 2 Explanation of Various Concepts of Accountancy**

- (a) Meaning of Bad debts and Doubtful receivables with its Effects
- (b) Accounting: Concept, Principles and Conventions
- (c) Concept of Depreciation & Method of Calculating Depreciation
- (d) Necessity and Causes for Depreciation

**Unit 3 Use of Various Resources in Teaching Accountancy**

- (a) Use of Authentic Resources for Accountancy Teaching
- (b) Review Magazines, Annual Reports and other Publication in Accountancy
- (c) Preparation of Account on routine Transactions
- (d) Study 11<sup>th</sup> Std. GSEB textbook

**Learning Resources**

Textbooks of Std 11<sup>th</sup> GSEB and CBSE

**CPS-6 F**  
**SEMESTER-4**  
**INNOVATIVE TRENDS IN TEACHING ACCOUNTANCY**  
**FE-AD- 404 F**

**Unit 1 Professional Qualities and Qualifications of Teacher of Accountancy**

- (a) Professional Competencies and Ethics of teacher of Accountancy
- (b) Skills of a Professional Accountant
- (c) CPD of Accountancy Teacher
- (d) Account Club: Concept, Objectives and Activities

## **Unit 2 Concepts Review and Models of Teaching**

- (a) Analysis and Interpretation of Distinguishing Features of Accountancy Textbook
- (b) Concept and Practice Models of Teaching
- (c) Practice: Concept Attainment Model & Inquiry Training Model
- (d) Preparing Supplementary Materials for HOTS

## **Unit-3 Innovations in Evaluation Practices**

- (a) OBEX: Features and Significance
- (b) Importance of E Resources in Accountancy
- (c) Diagnostic and Remediation Test
- (d) Interpretation of Test results, Financial Reports and Quarterly Accounts

## **Unit-4 Research and Activities in Accountancy**

- (a) Review of Past Research Studies
- (b) Needs and suggestions of Research in Accountancy
- (c) Type of Curricular Activities & Resources Management
- (d) Planning and Significance of Co-curricular activities

## **Learning Resources**

- Boynton, L. O. (1995). *Methods of Teaching Book Keeping*. Cincinnati: South Western Publication Company.
- Kochhar S. K. (1992). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Private Limited.
- Verman, M. M. (1979). *Method of Teaching Accountancy*. New York: McGraw Hill.

**CPS-2 A**  
**(CPS- 2-A COMMERCE)**  
**SEMESTER-1 UNDERSTANDING COMMERCE**  
**FE-AD-105 A**

**Objectives:** To enable student teachers to

1. Understand the basic concepts in Commerce
2. Selecting an appropriate approach to teach Commerce
3. Apply the appropriate method & technique for teaching of Commerce
4. Understand the methods and techniques of teaching Commerce
5. Enhance the reading skills in Commerce  
Analysis the commerce related documents & reports using commercial terminologies

**Unit 1 Business & Entrepreneurship**

- (a) Economic Activities: Concept, Types & Classification of Business Activities
- (b) Business Enterprise:  
Forms, Types and National & International
- (c) Business Environment: Concept & Dimensions
- (d) Entrepreneurship Development

**Unit 2 Understanding of Business Management**

- (a) Management: Concept, Nature & Principles
- (b) Management Functions: POSDCORB
- (c) Financial Sources & Financial Markets
- (d) Components of Business:
  - Marketing Mix
  - CSR towards different Stakeholders

**Unit-3 Classroom Interaction and Effective Use of Language across the Curriculum**

- (a) Types and Significance of Resources in Teaching Commerce
- (b) Tasks and Activities to teach Commerce
- (c) Reading and Interpretation of Financial Reports & Statements
- (d) Materials used for developing reading skills: Various Reports, Case Studies, Articles, Accounts, Financial Statements, Newspaper, Business magazines, etc.

**Unit: 4 Learning to Teach Commerce**

- (a) Objectives of Teaching Commerce at School
- (b) Lesson Planning: SSTP, Macro and Block Teaching
- (c) Methods in Teaching Commerce  
Lecture method, Supervised study method, Team teaching method
- (d) Techniques in Teaching Commerce
  - Questioning & Explanation

**CPS-4 A**  
**SEMESTER-2**  
**METHODOLOGY OF TEACHING COMMERCE**  
**FE-AD-205 A**

**Objectives:** To enable student teachers to

1. understand the nature, scope and importance of Commerce as a Discipline
2. understand the aims and objectives of teaching Commerce
3. synthesis of Commerce with other Disciplines & life
4. formulate the general and specific objectives of Commerce teaching
5. select an appropriate tools for evaluating the performance of students

**Unit 1 Commerce as a Discipline of Knowledge**

- (a) Meaning, Scope and Importance of Commerce
- (b) Evolution of Commerce as a Discipline
- (c) Needs and Significance of teaching Commerce
- (d) Correlation of Commerce with other disciplines

**Unit 2 Process of Teaching Commerce**

- (a) Understanding Lesson Plan & Unit plan
- (b) General and Specific Objectives of Teaching Commerce
- (c) Approaches in teaching Commerce  
Inductive, Deductive & Indo-deductive
- (d) Student Centered methods
  - Project method
  - Seminar method
  - Field Trip Method

**Unit 3 Review and Practice Resources in Teaching Commerce**

- (a) Needs of Teaching Aids in teaching Commerce
- (b) Types and Significance of Varieties of TLMs in Commerce
- (c) Preparing Tasks and Activities for various Concepts of Teaching Commerce
- (d) Analysis of the reports and documents on Commerce

**Unit 4 Evaluation in Commerce**

- (a) Concept and Types of Evaluation: Objective, Subjective, Formative and Summative
- (b) Types of Test Items in Commerce
- (c) Blue Print: Concept, Importance and Components
- (d) Action Research: Concept, Steps and Significance

**CPS-5 A**  
**SEMESTER-3 INTERNSHIP**  
**FUNDAMENTALS OF COMMERCE**  
**FE-AD-105 A**

**Objectives:** To enable student teachers to

1. develop teaching skills and competencies to teach Commerce effectively
2. understand the scope of Commerce and its importance in school curriculum
3. understand the methods, processes and techniques of teaching Commerce
4. understand the uses of different reference materials and teaching aids
5. prepare and use different types of instructional materials in the teaching of Commerce

**Unit 1 Understanding Commerce and its Issues**

- (a) Concept and Features of business
- (b) Concept and Types of Banking
- (c) Current Trends in Communication for Commerce
- (d) Concept, Scope and Advantages of E-commerce

**Unit 2 Explanation of Various Concepts of Commerce**

- (a) Forms and Features of Business Enterprises
- (b) Factors to be taken into account while starting a Business
- (c) Form and Importance of Finance in Commercial Aspects
- (d) Classification of Trading Activities in Commerce

**Unit 3 Use of Resources to Teach Commerce**

- (a) Importance of Public/Private Properties: Enterprises
- (b) Use of Authentic Resource for Commerce Teaching
- (c) Review Magazines, Annual Reports and other Publication in Commerce
- (d) Study 11<sup>th</sup> Std. GSEB textbook

**Learning Resources**

Textbooks of Std 6,7 & 8 of GSEB, CBSE & ICSE Board

**CPS-7 A**  
**SEMESTER-4**  
**INNOVATIVE TRENDS IN TEACHING COMMERCE**  
**FE-AD-105 A**

**Objectives:** To enable student teachers to

1. understand the scope of Commerce and its importance in school curriculum
2. understand the methods, processes and techniques of teaching Commerce
3. understand the uses of different reference materials and teaching aids
4. develop teaching skills and competencies to teach Commerce effectively
5. prepare and use different types of instructional materials in the teaching of Commerce

## **Unit 1 Personal and Professional Qualities and Qualifications of Commerce Teacher**

- (a) Personal and Professional Attributes of teacher of Commerce
- (b) Need of Creativity and Resourcefulness in Teacher of Commerce
- (c) Professional Ethics for the teacher of Commerce
- (d) Commerce Club: Concept and Objectives

## **Unit 2 Content Review and Models of Teaching**

- (a) Analysis and Interpretation of Exercises in Commerce Textbook
- (b) Identification of distinguishing features of textbooks
- (c) Concept and Practice Models of Teaching
- (d) Preparing Supplementary Materials for HOTS

## **Unit 3 Innovative Evaluation Practices in Commerce**

- (a) OBEX: Concept, Planning and Significance
- (b) Importance of E Resources to know the Latest happenings in Commerce
- (c) Diagnostic and Remediation Activity
- (d) Creativity in Designing Test and Programme

## **Unit-4 Research & Experiments in Commerce**

- (a) Review of Past Studies and Literature
- (b) Need of Research areas and suggestions in Research
- (c) Newspaper: Varieties, significance and activities
- (d) Need and Significance of Curricular and Co-curricular activities

## **Learning Resources**

- Aggarwal, J. C. (2014). *Principles, Methods & Techniques of Teaching*. New Delhi: Vikas Publishing House Pvt. Ltd.
- NCERT. (2013). *Business Studies: Part I: Principles and Functions of Management*. New Delhi: NCERT
- NCERT. (2013). *Business Studies: Part II: Business Finance and Marketing*. New Delhi: NCERT
- NCERT. (2013). *Business Studiess*. New Delhi: NCERT
- Tomar, S.(2005). *Teaching of Commerce*. Agra: VinodPustakMandir
- Tripathi, P.C. and Reddy, P.N. (2010). *School Management*. Ludhiana: Tandon Publications
- Venkateset. Al. (2004). *Methods of Teaching Commerce*. New Delhi: Discovery Pub. House

**CPS-2 B**  
**(CPS-2-B- SANSKRIT)**  
**SEMESTER-1 UNDERSTANDING SANSKRIT**  
**FE-AD-105 B**

**Objectives:** To enable student teachers to

1. understand the challenges and basic of strategies of teaching Sanskrit in India
2. know the Sanskrit literature published in the school textbooks
3. enhance basic language proficiency through playing language games and activities
4. understand and beauty and emotions of the poem with the use of figure of speech
5. review and practice various techniques and activities to teach vocabulary and language respectively

**Unit: 1 Understanding Stories and Poetry in Sanskrit**

- (a) Understanding Selected Short Stories from GSEB textbooks
- (b) Learning Poetry and its Implications
- (c) Use of Figures of Speech in the Poetry
- (d) Extracting Pieces of Literature for Value Education

**Unit-2 Learning Sanskrit Language**

- (a) Learning Types of Pronoun
- (b) Use of Suffixes in word and sentence formation
- (c) Understand Root Verbs and numbers in Sanskrit
- (d) Meters in Sanskrit

**Unit-3 Language across Curriculum and Classroom Interaction**

- (a) Classroom language and its Significance in teaching other School subjects
- (b) Language Activities and Games for Effective Classroom Climate
- (c) Importance and Types of TLMs in Teaching School Subjects
- (d) Effective Use of Language Structures at various Situations

**Unit: 4 Learning to Teach Sanskrit**

- (a) Planning SSTP and Macro Teaching Lesson
- (b) Direct and Indirect Methods of Teaching Sanskrit
- (c) Techniques: Narration, Discussion, Questioning, Listen & Do, Read & Say,
  - a. Pictorial Illustration, Verbal Illustration, etc.
- (d) Challenges of Teaching Sanskrit at School

**CPS-4 B**  
**SEMESTER-2**  
**METHODOLOGY OF TEACHING SANSKRIT**  
**FE-AD-205 B**

**Objectives:** To enable student teachers to

1. understand the status and challenges of teaching Sanskrit in India
2. develop skills of preparing and using instructional materials
3. justify the appropriate method and approach to teach varieties of literature
4. Design various types of questions and prepare a blue print
5. integrate various technology and global resources in teaching

### **Unit 1 Significance and Nature of Sanskrit**

- (a) Significance of Sanskrit today : its Cultural, vocational, literal, aesthetic and spiritual value
- (b) General and Specific Objectives of Teaching Sanskrit
- (c) Sanskrit and its relationship with other disciplines of knowledge
- (d) Importance of Sanskrit Songs, Shloka and Poems

### **Unit 2 Approaches, methods and techniques of teaching Sanskrit**

- (a) Approaches: Communicative & Structural approach: merits and demerits
- (b) Methods: Grammar translation method, Anavay and Pathashala method
- (c) Methods of Teaching Grammar: Inductive and Deductive
- (d) Techniques: Narration, Discussion, Questioning, Listen & Do, Read & Say, Pictorial Illustration and Verbal Illustration

### **Unit-3 Planning Teaching & Preparing Learning Materials**

- (a) Lesson Planning: Concept and Significance
- (b) Review and Practice tasks on higher and lower level Language Functions
- (c) Importance of E-Resources in teaching Sanskrit
- (d) Use and Importance of Teaching Aids in teaching of Sanskrit: Scrap book, Radio, Authentic Materials, Sanskrit dictionary etc

### **Unit-4 Testing and Evaluation**

- (a) Blue Print: Concept, Significance and setting the question paper
- (b) Preparation of test items, Essay, Short answer and Objectives type Questions
- (c) Tools & Techniques of Evaluating Language Competence
- (d) Action Research: Concept and Practice

**CPS-5 B**  
**SEMESTER-3 INTERNSHIP**  
**FUNDAMENTALS OF SANSKRIT**  
**FE-AD-305 B**

**Objectives:** To enable student teachers to

1. understand the prose and poetry published in the textbooks
2. learn the basic grammar points in Sanskrit language
3. familiarize with various teaching learning resources of Sanskrit
4. review and practice various types of write ups
5. enhance basic understanding of Sanskrit language



### **Unit 1 Short Stories and Poetry in Sanskrit**

- (a) Poems from GSEB textbook of Upper Primary level
- (b) Short stories from GSEB textbook of Upper Primary level
- (c) Importance of Sanskrit at School
- (d) Review and Understand Sanskrit Songs

### **Unit 2 Enhancement of Language Proficiency**

- (a) Present Parasmipada and Atmanepada Suffix
- (b) Numbers in Sanskrit
- (c) Importance of Sanskrit Vocabulary
- (d) Types and Significance of Sanskrit Exercises

### **Unit 3 Use of TLMs in Teaching Sanskrit**

- (a) Significance of Dictionary and Thesaurus
- (b) Resources to learn Sanskrit Language
- (c) Activities for teaching Sanskrit
- (d) Role of a Sanskrit teacher

### **Learning Resources**

Textbooks of Std 6,7 & 8 of GSEB, CBSE & ICSE Board

**CPS-7 B  
SEMESTER-4  
INNOVATIVE TRENDS IN TEACHING SANSKRIT  
FE-AD-405 B**

**Objectives:** To enable student teachers to

1. understand and use the materials to develop LSRW skills
2. plan and organize various literary events to enhance language proficiency
3. review the textbook and suggest the necessary modifications
4. integrate various technology and global resources in teaching
5. review the past studies and suggest the innovative activities to learn language

### **Unit 1 Review and Practice ELT Materials to Create a Conducive Climate**

- (a) Materials to develop Language (Review & practice)
- (b) Significance of Self - Access Centre for Sanskrit Language
- (c) Creating a Conducive Climate: Importance of Sanskrit room and Sanskrit Club in Teaching Sanskrit
- (d) Qualities of a proficient facilitator of Sanskrit

### **Unit 2 Content Review and Practice**

- (a) Review varieties of textbooks: (Std. VI - XII of GSEB, CBSE, ICSE, IBO)

- (b) Identification of distinguishing features of textbook
- (c) Use of Models of Teaching Sanskrit
- (d) Preparing Supplementary Materials for HOTs

### **Unit 3 Innovative Evaluation Practices**

- (a) OBEX: Concept, Planning and Significance
- (b) Creative Language Test to Evaluate Language Proficiency
- (c) Diagnostic and Remediation Strategies
- (d) Review and Practice Sanskrit Style of Writing

### **Unit 4 Research & Sanskrit**

- (a) Review of Past Studies and Literature
- (b) Need of Research areas and suggestions in Research
- (c) Planning and Significance of Literary Activities
- (d) Importance and Activities of Sanskrit Pathshala

### **Learning Resources**

- Acharya, N.R. (1978). *Subhashita Ratna Bhandagaram*. New Delhi: Munshiram Manohar Lal publication.
- Bhandarkar, R. M. (2004). *Second Book of Sanskrit*. New Delhi: Low Price Pub.
- Bhandarkar, R.M. (2004). *First Book of Sanskrit*. New Delhi: Low Price Pub.
- Bhattacharyaji, S. (1993). *History of Classical Literature*. Hyderabad: Sangam Books Ltd.
- Dwivedi, S. (2004). *Hitopadesh*. New Delhi: Bharatiya Vidya Prakashan.
- Kale, M.R. (1998). *The Kiratarjuniyam*. New Delhi: Motilal Banarsidass.
- Kale, M.R. (2002). *A Higher Sanskrit Grammar*. New Delhi: Motilal Banarsidass.
- Kale, M.R. (2004). *The Meghdoota*. New Delhi: Motilal Banarsidass.
- Kale, M.R. (2004). *The Vikramovarvashiyam*. New Delhi: Motilal Banarsidass.
- Mittal S. (2005). *Sanskrit Shikshan*. Metath: R.Lal Book Depot.
- Valand, R. (2006). *Teaching Sanskrit Poetry Effectively*. In Natraj, S. (Ed). *Learning to Teach* (p.p 56-61). Vidyanagar: Charutar Vidya Mandal.
- Pandey, R. (2003). *Sanskrit Shikshan*. Agra: Vinod Pustak Mandir.
- Ryder, A. (2003). *Panchtantra*. Mumbai: Jaico Publishing House.
- Shastri, R. L. (2003). *Vaidic Sukta Mnatravali*. Jaipur: University Book House.
- Tandan, K. N. (2005). *Sanskrit Sahitya Itihas*. New Delhi: Classical Publishing Company.

### **Web Resources**

- <http://www.samskrutam.com>
- <http://sanskritvoice.com/2006/12/10/sanskrit-websites/>
- [http://sanskrit.ebharat.in/sanskrit\\_websites](http://sanskrit.ebharat.in/sanskrit_websites)
- <http://www.samskritabharati.org>
- <http://www.sanskrit.nic.in>
- <http://sanskritdocuments.org/>
- <http://samskrut.wordpress.com>
- <http://spokensanskrit>

**CPS-2 C**  
**(CPS- 2-C- SCIENCE)**  
**SEMESTER-1**  
**UNDERSTANDING SCIENCE**  
**FE-AD-105 C**

**Objectives:** To enable student-teachers to

1. understand the basic Science concepts of different levels
2. apply the acquired knowledge of Science concepts in day today life
3. understand the difference between general and specific objectives
4. integrate various approaches in teaching Science
5. use appropriate methods and techniques to make effective classroom interaction

**Unit 1 Understanding the Basic Concepts in Science**

- (a) Force & Motion : Concept, Types and Laws of Motion and its application in daily life
- (b) Light – Reflection and Refraction, Sound, Work, Energy and Power
- (c) Cell Structure and functions, Cell division & Diversity in Living Organisms : Human being, Plants and Animals
- (d) Applications of Genetics and Biotechnology

**Unit 2 Understanding the Basic Concepts in Science**

- (a) Structure of Atom, Periodic Table and its components, Chemical Reactions and its types
- (b) Thermodynamics and its Laws, Magnetism and Electricity
- (c) Organic Compounds and its Nomenclature
- (d) Biology and Human Welfare

**Unit 3 Language across Curriculum and Classroom Interaction**

- (a) Science Classroom Interaction : Teacher – Student interaction, Student- student interaction and student – learning aids interaction
- (b) Use of effective Science terminology in the classroom
- (c) Demonstration language in Science classroom
- (d) Nature of questioning in Science classroom

**Unit 4 Learning to Teach Science**

- (a) General and Specific Objectives of Teaching Science
- (b) Approaches in Teaching Science : Participatory and Inductive and Deductive
- (c) Methods in Teaching Science: Lecture Cum Discussion, Lecture Cum Demonstration, Problem Solving Method
- (d) Techniques in Teaching Science: Observation, Questioning, Demonstration and Discussion

**CPS-4 C**  
**SEMESTER-2**  
**METHODOLOGY OF TEACHING SCIENCE**  
**FE-AD-206 D**

**Objectives:** To enable student-teachers to

- (a) understand the concept, nature and importance of Science Education in 21<sup>st</sup> century
- (b) discuss and implement the steps for lesson planning and unit planning
- (c) use appropriate Methods, techniques and processes in teaching Science
- (d) prepare teaching learning material and use in the classroom interaction
- (e) appraise the strategies and activities to improve and develop reading comprehension / skills in Science

**Unit 1 Concept and Nature of Science**

- (a) Meaning, concept, Nature and Significance of Science Teaching, Branches of Science and its scope
- (b) Objectives of teaching Science in 21<sup>st</sup> century
- (c) Place of Science in School Curriculum : Multifarious Values
- (d) Approaches for Organization of Science Curriculum

**Unit 2 Pedagogy in Teaching Science**

- (a) Lesson Planning and Unit Planning : Concept, Steps, significance and difference between lesson planning and unit planning
- (b) Approaches in teaching Science  
Constructivist approach & Inquiry Based Learning Approach
- (c) Methods of Teaching Science: Laboratory method, Project method, Heuristic Method
- (d) Processes of Teaching Science  
Observation, Classification, Prediction, Inference, Measurement, Experimentation and Hypotheses formulation

**Unit 3 Resources and its Strategies for Science teaching**

- (a) Teaching Aids : Concept, significance and its types
- (b) Community Resources in Teaching Science : Botanical garden, Science museum, Aquarium, Media in Science, Science fair
- (c) Material Production in Science and its usage in teaching: Charts, Models, Scrapbook, worksheets, stories, cartoons, Science through Mobile Applications and Science virtual classroom
- (d) Strategies for teaching Science: Drill and Practice, Review articles, Group work and Pair work, Simulation, Problem solving

**Unit 4 Evaluation Strategies in Science Teaching**

- (a) Evaluation : Concept, Significance and Types
- (b) Blue Print and Preparation of Test Items : Objective, Essay and Short type questions, Evaluation Rubrics

- (c) Action Research: Concept, Steps, Significance and Practice
- (d) Evaluation Strategies : Peer Observation and Review, Self-observation and Critical reflection

**CPS-5 C**  
**SEMESTER-3 INTERNSHIP**  
**FUNDAMENTALS OF SCIENCE**  
**FE AD 305 C**

**Objectives:** To enable student teachers to

1. understand the scope of Science and its importance in school curriculum in 21<sup>st</sup> Century
2. understand the methods, processes and techniques of teaching Science in 21<sup>st</sup> Century
3. appropriate use of different reference materials and teaching aids
4. develop teaching skills and competencies to teach Science effectively in 21<sup>st</sup> century classroom
5. prepare and use different types of instructional materials in the teaching Science

**Unit 1 Knowing Basic Science Phenomenon**

- (a) Natural Phenomenon: Earthquake, Volcanic Eruption, Storms and Lightning
- (b) Physical Phenomenon: Sound Waves, Buoyancy, Magnetism, Motion and Force
- (c) Chemical Phenomenon: Chemical Reactions, Changes around us, etc.
- (d) Biological Phenomenon: Photosynthesis, Transpiration, Osmosis, etc.

**Unit 2 Understanding Basic Dimensions & Contribution of Scientists**

- (a) Importance of Science in real life
- (b) Advancement in Science and Technology and its impact on Mankind
- (c) Contributions of different scientists: Einstein, Aristotle, Galileo, Sir Issac Newton, etc.
- (d) Difference between Inventions and Discoveries

**Unit 3 Features and Significance Resources in Science**

- (a) Significance of Community Resources and its usage in Science teaching
- (b) Features and Significance of Periodic Table, Science apparatus, Specimens, Glassware, Chemicals
- (c) Need and Importance of Science Experiment Journal
- (d) Use of Animations, videos, advertisements in teaching Science

**Learning Resources**

Textbooks of Std 6,7 & 8 of GSEB, CBSE & ICSE Board

**CPS-7 C**  
**SEMESTER-4**  
**INNOVATIVE TRENDS IN TEACHING SCIENCE**  
**FE-AD-406 C**

**Objectives:** To enable student-teachers to

1. understand the concept and significance of Science club in 21<sup>st</sup> century.
2. inculcate the values among learners through science teaching
3. adopt new trends in teaching science
4. critically analyze upcoming challenges for teaching science in 21<sup>st</sup> century
5. utilize mobile applications in teaching Science and make student-teachers familiar with Science virtual classroom

**Unit 1 Professional Qualities of Science teacher**

- (a) Role of Effective Science teacher in Classroom context
- (b) Scientific Attitude: Concept, Needs and Strategies
- (c) Concept, Needs and Formation of Science club
- (d) Importance of In-Service and Pre-Service Programmes for Science Teacher

**Unit 2 Content Review and Models of Teaching**

- (a) Review varieties of Textbooks from standard 8 to 12 of different boards
- (b) Identification of distinguishing features of textbooks of different boards
- (c) Models of Teaching Science in 21<sup>st</sup> Century  
Inductive Teaching Model  
Advance Organizer Teaching Model
- (d) Preparing Supplementary Materials for HOTS

**Unit 3 Innovative Evaluation Practices**

- (a) OBEX: Concept, Planning and Significance
- (b) Online Test to know Basic Knowledge of Science
- (c) Diagnostic and Remediation Programmes
- (d) Innovations in Designing Test

**Unit 4 Research & New Trends in Teaching Science**

- (a) Review of Past Studies and Literature
- (b) Need and suggestions in Research on Science and Technology
- (c) Design Digital Planning in teaching Science
- (d) Use of E Resources in Teaching Science affluently

**Learning Resources**

- Bhatnagar, A.B. &Bhatnagar, S.S. (2005). Teaching of Science. Surya Publication, Meerut
- CBSE and GSEB textbook of Science from Grade 8 to 12
- Eriksson, I. V. (2008). *Science Education in 21<sup>st</sup> Century*. Nova Science Publishers, New York

- Gupta, N. K. (2007). *Research in Teaching of Science*. APH Publishing Corporation, New Delhi
- Hassard, J. & Dias, M. (2009). *The Art of Teaching Science: Inquiry and Innovation in Middle School and High School*. Taylor and Francis Group, New York
- Joshi, S.R. (2007). *Teaching of Science*. APH Publishing Corporation, New Delhi
- Kandi, J.& Rao, D.B. ( 2004). *Methods of Teaching Science*. Discovery Publishing House, New Delhi
- Kohli, V.K. (1964). *How to Teach Science*. Vivek Publishers, Haryana
- Kulshrestha, S. P. &Pasricha, H. (2005). *Teaching of Science*. Surya Publication, Meerut
- Malhotra, V. (2006). *Methods of Teaching Science*. Crescent Publishing Corporation, New Delhi
- Mintzes, J. J. (2006). *Handbook of College Science Teaching*. NSTA press, USA
- Rao, B. D. &Jayasree, K. (2004). *Methods of Teaching Science*. Discovery Publishing House, New Delhi
- Rajan, S. (2012). *Methodology of Teaching Science*. Dorling Kindersley Pvt. Ltd, New Delhi
- Rawat, H. (2011). *Teaching of Science*.Lakshay Publication, New Delhi
- Southerland, S. &Settlage, J. (2012). *Teaching Science to Every Child: Using Culture as a Starting Point*. Taylor and Francis Group, New York
- Vaidya, N. (2003). *Science teaching for the 21<sup>st</sup> century*. Deep & Deep Publications Pvt. Ltd, New Delhi
- Vanaja, M. & Rao, D. B. (2003). *Inquiry Training Model*. Discovery Publishing House, New Delhi

**CPS-2 D**  
**(CPS-2-D-SOCIAL SCIENCE)**  
**SEMESTER-1**  
**UNDERSTANDING SOCIAL SCIENCE**  
**FE-AD-105 D**

**Objectives:** To enable student teachers to

1. understand the challenges and movement took place in India
2. know the pasts with its significant activities
3. know the human rights and its needs
4. learn the maxims of teaching Social Science
5. familiarize with some versatile personalities and their contribution

**Unit 1 Understanding past**

- (a) Understanding Selected past Incidents from upper primary textbooks
- (b) Know and learn the importance Civic sense
- (c) Description and Rationale of the Movements
- (d) Contribution of Versatile Personalities

**Unit 2 Knowing Geography and Environment**

- (a) Understanding change in the weather, climate and atmosphere
- (b) Locating places on map with its distinguishing features
- (c) Issues on Social and Natural environment
- (d) Our historical monuments and its Cultural heritage

**Unit 3 Language across Curriculum and Classroom Interaction**

- (a) Relationship of Social Science with other School subjects
- (b) Activities and Games for Effective Classroom Climate
- (c) Importance and varieties of TLMs in Teaching SS Subject
- (d) Effective Use of Communication skills at various Past Incidents

**Unit 4 Learning to Teach Social Science**

- (a) General and Specific Objectives of Teaching Social Science
- (b) Planning SSTP and Macro Teaching Lesson
- (c) Concept and Significance of Maxims of Teaching Social Science
- (d) Challenges in teaching- learning process of Social Science

**CPS-4 D**  
**SEMESTER-2**  
**METHODOLOGY OF TEACHING SOCIAL SCIENCE**  
**FE-AD-206 D**

**Objectives:** To enable student teachers to

1. understand the scope of Social Science and its importance in school curriculum



2. understand the methods, processes and techniques of teaching Social Science
3. review and practice various reference materials and teaching aids
4. develop teaching skills and competencies to teach Social Science effectively
5. prepare and use different types of instructional materials in the teaching of Social Science

**Unit 1 Concept and Objectives of teaching Social Science**

- (a) Meaning and Nature of Social Studies and Social Science
- (b) Importance of Social Science subject in the school Curriculum
- (c) Relationship of Social Science with other school subjects
- (d) Understanding Various Dimensions of Social Science

**Unit 2 Pedagogy of teaching Social Science**

- (a) Lecture cum Discussion
- (b) Role play and dramatization
- (c) Source method and Project method
- (d) Excursion method/Journey method

**Unit 3 Planning Teaching and Using Resources in Teaching**

- (a) Lesson Planning: Concept and components
- (b) Difference between Lesson planning and Unit Planning
- (c) Importance of Teaching Aids in teaching Social Science
- (d) Uses of globe, maps, time-line, charts, atlas, bulletin boards, newspaper and magazines

**Unit 4 Evaluation in Social Science**

- (a) Types of evaluations (Objective, Subjective, Formative and Summative)
- (b) Development of different types of tests: Descriptive and Objective type
- (c) Blue Print: Concept, Significance and Practice
- (d) Action Research: Concept, Steps and Significance

**CPS-5 D  
SEMESTER-3 INTERNSHIP  
FUNDAMENTALS OF SOCIAL SCIENCE  
FE AD 306 D**

**Objectives:** To enable student teachers to

- (a) understand the scope of Social Science and its importance in school curriculum.
- (b) understand the methods, processes and techniques of teaching Social Science.
- (c) understand the uses of different reference materials and teaching aids.
- (d) develop teaching skills and competencies to teach Social Science effectively.
- (e) prepare and use different types of instructional materials in the teaching of Social Science

**Unit 1 Knowing Historical Movements and Incidents**

- (a) Movements: Quit India, Kuka Movement, BangBhang, Swadeshi etc..
- (b) Historical Incidents: Dandi March, Jaliawala Massacre, Azad hund Fauj Etc..
- (c) Learning Values from our History
- (d) Contribution of National Freedom Fighters

### **Unit 2 Understanding Basic Dimensions of Social Science**

- (a) Formation and Significance of Parliament
- (b) Environment: Features, Challenges and Remedies
- (c) Challenges of India: Concept and remedies
- (d) Importance of Geography in real life

### **Unit 3 Features and Significance Resources in Social Science**

- (a) Significance of Community Resources
- (b) Features and Significance of Map, Chart, Globe and Time line
- (c) Need and Importance of News paper
- (d) Review textbooks of 8<sup>th</sup> GSEB SS textbook

### **Learning Resources**

Textbooks of Std 6,7 & 8 of GSEB, CBSE & ICSE Board

## **CPS-7 D**

### **SEMESTER-4**

### **INNOVATIVE TRENDS IN TEACHING SOCIAL SCIENCE**

#### **FE-AD-406 D**

**Objectives:** To enable student teachers to

1. understand the scope of Social Science and its importance in school curriculum.
2. understand the methods, processes and techniques of teaching Social Science.
3. understand the uses of different reference materials and teaching aids.
4. develop teaching skills and competencies to teach Social Science effectively.
5. prepare and use different types of instructional materials in the teaching of Social Science

### **Unit 1 Professional qualities of Social Science teacher**

- (a) Qualification and Qualities of effective Social Science teacher
- (b) Creativity and Resourcefulness in Social Science Teacher
- (c) Need and Significance of In service Training Programmes
- (d) Social Science Club: Concept and Objectives

### **Unit 2 Content Review and Models of Teaching**

- (a) Review varieties of Textbooks from standard 6 to 10
- (b) Identification of distinguishing features of textbooks
- (c) Use of Models of Teaching Social Science
- (d) Preparing Supplementary Materials for HOTS

### **Unit 3 Innovative Evaluation Practices**

- (a) OBEX: Concept, Planning and Significance
- (b) Online Test to know General Knowledge
- (c) Diagnostic and Remediation Programmes
- (d) Innovations in Designing Test

### **Unit 4 Research & Experiments in Social Science**

- (a) Review of Past Studies and Literature
- (b) Need of Research areas and suggestions in Research
- (c) Newspaper: Varieties, significance and activities
- (d) Curricular and Co-curricular activities
  - (i) Field trips to places, museums, planetariums and exhibitions
  - (ii) Watching films and videos, anecdotes on wild life sanctuary, climate change etc..

### **Learning Resources**

- Aggarwal J. C.(2004).*Teaching of Social Studies: a practical approach ( 3rd Ed.)*, New Delhi : Vikas Publishing House Pvt. Ltd. Ed.) VinodPustakMandir.
- Ediger, Marlow and Rao, Bhaskara, (2006).*Teaching Social Studies Successfully*. New Delhi: Discovery Publishing House,
- JamandlamudiPrasanth Kumar (2005). *Methods of teaching Civics*. New Delhi.
- Khan, M. A.(2004).*Teaching of Social Studies in Elementary Schools*. New Delhi: Commonwealth Publishers.
- Khan, M. A. (2004).*Teaching of Social Studies*. New Delhi : Commonwealth Publishers.
- Kochhar, S.K. (2004).*Teaching of History*. New Delhi: Sterling Publisher.
- Rao, Bhaskara D. and Vijay KandSridevi, C.(1995).*Achievement in Social Studies*. New Delhi: Discovery Publishing House.
- Reddy, Sadashiva, (2005).*Learn and Tech Economics*. New Delhi: Author Press.
- S.A. SalimBasha, DigumartiBhaskara Rao, (2004).*Methods of teaching Geography*. New Delhi: Discovery Publishing House.
- Verma, Rampal and Sharma, RameshwarLal (2005).*Teaching of Social Studies(3<sup>rd</sup>*

### **Websites**

- [www.theserverside.net/talks/thread.tss?thread\\_id=53076](http://www.theserverside.net/talks/thread.tss?thread_id=53076)
- [home.alltel.net/abbysresources](http://home.alltel.net/abbysresources)
- [www.glencoe.com/sec/socialstudies/webresources/ushist.html](http://www.glencoe.com/sec/socialstudies/webresources/ushist.html)
- [www.ethnicstudies.org/review.htm](http://www.ethnicstudies.org/review.htm)

**EPC-1 A**  
**SEMESTER-1**  
**FE-AD-106 A**  
**READING SKILLS**

**Objectives:** - To enable student teachers to

1. understand the nature and types of reading
2. critically view the modern techniques of teaching reading
3. understand the meaning and use of teacher made tests
4. suggest appropriate trends and practices in organizing reading programmes
5. carry out classroom experimentation in teaching reading

**Unit 1 Understanding Reading with its Functions**

- (a) Definition and importance and Process of Reading
- (b) Types of Reading
- (c) Different models of reading
  - i. Top-down
  - ii. Bottom-up
  - iii. Interactive

**Unit 2 The Reading Improvement Programmes and Reading Readiness**

- (a) Meaning and Characteristics of effective reading programmes
- (b) Components and levels of Reading Comprehension
- (c) Components of developing Reading Readiness

**Unit 3 Readability and Reading Rate**

- (a) Concept and factors of Readability
- (b) Concept of reading rate and causes of slow reading rate
- (c) Types of Vocabulary and techniques to develop vocabulary

**Learning Resources**

- Deboer, J. J.( 1960). *The Teaching of Reading*. New York: HOH Rinehart and Winston Inc.
- Dechant, E. V.( 1964). *Improving the Teaching of Reading*. New Delhi: Prentice-Hall Englewood cliffs, inc.
- Gates, A. I.( 1925). *The Improvement of reading*, New York: The Macmillan company.
- Gilliland, J.( 1976). *Readatrility, Hodder and Sotoughton*, London
- Lefver, A.(1964). *Linguistics and the Teaching of Reading*, New York: Me Groettin.
- Lewis, N.(1945). *How to Read Better and Faster*, New York: Thomas Y.crowellcompany.
- Menzel, E.(1966).*The Teaching of Reading*, London: Oxford University Press.
- NCERT,(1966). *Teaching of Reading a challenge*, New Delhi: Pub. Unit, NCERT.

**EPC-1 A**  
**SEMESTER-1**  
**FE-AD-106 B**  
**FUNCTIONAL ENGLISH**

**Objectives:** To enable student teachers to

1. communicate in real life situations using various language functions
2. enhance accuracy and fluency at spoken language
3. develop writing skills for academic writing
4. use appropriate language in the classroom
5. prepare materials for teaching functional English

**Unit 1 Review and Practice: Approaches to teach English**

- (a) Teacher centric approaches: Grammar translation and structural approach
- (b) Learner centric approaches: Communicative approaches-Notional, situational and Functional Approach
- (c) Types of Higher and lower level language functions

**Unit2 Gaining Academic Language Proficiency**

- (a) Classroom Language
- (b) Planning and Conducting School Programmes
- (c) Writing Notices and Reports

**Unit3 Preparing and Practicing Materials for language Functions**

- (a) Materials to develop speaking and listening skills: Cue Cards, Scrap Books Charts and Models and CDs
- (b) Materials to develop reading and writing skills: jig- saw -reading, dictation with adifference, strip story, reading comprehension
- (c) Practice and Review

**Learning Resources**

- Blair & Robert,(1982). *Innovative Approaches to language teaching*. New York: NewberyHouse.
- Kirpal, Vinay&Gokhale, Sridhar (Eds). 2011. *Unlock their Future: A Skill-based approach to teaching and learning English*. Sterling Paerbacks.
- Johnson and Morrow.(1983). *Communication in the classroom*. New York:Longman.
- Natraj,S.(2005).*Developing communication skills*. V.V.Nagar:CharutarVidyaMandal.
- Natraj, S.(1989). *Group Method Techniquwes for English language Instruction*, V.V.Nagar: Sardar Patel University
- Savington, S. J. (1983).*Communicative Competence: Theory and practice*, New York:Addison Wesley publishing

**EPC-1 A**

## **FOUNDATION PAPER**

### **SEMESTER- 1**

### **LIFE SKILLS**

### **FE-AD-106C**

**Objectives:** To enable student teachers to

1. understand life skills and its types
2. understand the importance of life skills and quality life
3. identify varieties of life skills from routine activities of human beings
4. prepare tasks to teach life skills to school students
5. practice the tasks to develop soft skills

#### **Unit 1 Introduction to Life Skills**

- (a) Life Skills : Concept and Need
- (b) UNESCO Dellor's Report : Focus on Life skills and NCERT modules on life skills
- (c) Life Skills for adolescent students: Concept, need and importance

#### **Unit 2 Approaches and Model to teach Life Skills**

- (a) Core Life Skills given by WHO
- (b) Approach and model to teach life skills
- (c) Types of activities for life skills education

#### **Unit 3 Planning and implantation of activities on life skills**

- (a) Identifying and Analyzing core life skills from textbooks of Std. VIII to XII
- (b) Role of teacher in planning and implementing life skills activities
- (c) Preparing classroom tasks for teaching life skills

#### **Learning Resources**

- Handbook of Life Skills Education. New Delhi: NCERT.
- Helaiya, S & Goel, D.R. (2011). *Life Skills Programme for Student-Teachers: A Research Work*, Germany: VDM Publication.
- Joseph, K.S. (2009). *Equip yourself with life skills*, Mumbai: Better yourself books.
- NCERT, (2005). *National curriculum framework*, New Delhi: NCERT
- UNESCO Report on life skills education

**EPC-1 A**

## **FOUNDATION PAPER**

### **SEMESTER- 1**

### **ART IN EDUCATION**

#### **FE-AD-106 D**

**Objectives:** To enable student teachers to

1. understand the relationship between Art and teacher education
2. enhance the understanding regarding major constituents of Art Education
3. develop creativity and imaginative skills
4. identify ways of integrating Art Education in teaching learning process
5. apply acquired knowledge and skills of Art Education in classroom practices

#### **Unit 1 Introduction to Fine Arts in Education**

- (a) Art: Definition , Meaning and Nature of Art Education
- (b) History and Importance of Art Education
- (c) Relationship of Art with Various Dimensions of Teacher Education

#### **Unit 2 Major Constituents of Arts**

- (a) Visual Art: Concept, Types and Importance
- (b) Literary Art: Concept, Components and its Significance among Young Learners
- (c) Performing Art: Concept, Features and its Significance

#### **Unit 3 Art in Education and Role of Teacher**

- (a) Challenges and Qualities of an Art Teacher at School
- (b) Ways of developing artistic skills in classroom
- (c) Educational Implications from the Great Artists from Visual arts , Fine arts and Crafts

#### **Learning Resources**

- Teaching the Arts: Early Childhood and Primary Education by David Roy, William Baker and Amy Hamilton, Cambridge University Press, New York
- [http://finearts.illinoisstate.edu/art/undergrad/teacher\\_education/](http://finearts.illinoisstate.edu/art/undergrad/teacher_education/)
- [http://en.wikipedia.org/wiki/The\\_arts](http://en.wikipedia.org/wiki/The_arts)

**FE-AD107 A**  
**HOLISTIC HEALTH: YOGA**

**Objectives:** To enable student teachers to

1. make student teacher aware about Concept of Health and Hygiene
2. develop understanding regarding deterioration of health
3. develop ability to differentiate between mental and physical abilities
4. sensitize student teachers regarding deterioration of Health and develop skills of healthy practices
5. facilitate student teachers habits to become healthy person and contribute for building healthy society

**Unit 1 Concept and Meaning of Health and Hygiene**

- (a) Understanding Health and Hygiene
- (b) Reasons for deterioration of Health status in society
- (c) Factors affecting Physical and Mental Health

**Unit 2 Importance of Health and Hygiene**

- (a) Concept, Need and Components of Physical Health
- (b) Concept, Needs and Affective Domains for Mental Health
- (c) Precautions and Importance of Health and Hygiene in day to day Life

**Unit 3 Understanding Practicing Yoga**

- (a) Concept and Significance of Yoga
- (b) Types of Yoga and Review and Practice Activities for Healthy Body
- (c) Desired Qualities and Role of Yoga Teacher at School

**Learning Resources**

- Birch, D. A. (1987). *Developing Health Skills: 153 Activities for Teaching Non-readers*. Walch Publishing. USA.
- Bouya, A., Nederveen, L. and Wisjnu, W. (2010). *Hygiene awareness: Improving school attendance and participation in Indonesia*. Enabling Education Network (EENET). Retrieved from:  
[http://www.eenet.org.uk/resources/eenet\\_newsletter/news14/page10.php](http://www.eenet.org.uk/resources/eenet_newsletter/news14/page10.php)
- Chauhan, S. S. (1991). *Mental Hygiene: Science of Adjustment*. Allied Publishers.
- Goel, S.L. (2008). *School Health Education*. Deep And Deep Publication Pvt. Ltd. New Delhi.
- Fenton, N. (1944). *Mental Hygiene in School Practice*. Stanford University Press.
- Reed, S., Pisaniello, D., Benke, G. and Burton, K. (2013). *Principles of Occupational Health and Hygiene: An introduction*. Allen & Unwin. Australia.
- Tillman, C. (2007). *Principles of Occupational Health and Hygiene: An Introduction*. Allen & Unwin. Australia.
- World Health Organization. (2009). *Guide to Hygiene and Sanitation in Aviation*. World Health Organization, Geneva

**EPC-1 B**



## SEMESTER-1

### FE-AD-107 B

## INTRODUCTION TO EDUCATIONAL RESEARCH

**Objectives:** To enable student teachers to

1. understand the concept and significance of educational research
2. compare and contrast types and methods of educational research
3. prepare and use appropriate tools and techniques in data collection
4. conduct action research on any educational problem
5. use appropriate sampling methods to conduct research

### Unit1 Introduction to Educational Research

- (a) Research : Concept and Definitions
- (b) Educational Research – Concept , Need and Characteristics
- (c) Areas and Types of Educational Research

### Unit2 Methods of Educational Research

- (a) Historical – Nature and Steps
- (b) Survey – Nature and Steps
- (c) Experimental – Nature and Steps

### Unit3 Population, Sampling and Hypothesis

- (a) Population and Sampling – Concept and Need
- (b) Probability and Non Probability Sampling Techniques
- (c) Hypothesis – Concept, Types and Need

### Learning Resources

- Best, J. & Kahn, (1959). *Research in Education*. New York: Prentice Hall publication.
- Cohen, L. & Morrison, K. (2000). *Methods in Education* (5<sup>th</sup> Edition). Paperback publication
- Garrett, H. E. ( ) *Statistics in Education and Psychology*. American Printing House.
- Judith Bell, (1999). *A Guide for first-time Researchers in Education and Social Science*. Open University Press.
- Martler, C.A. (2011). *Introduction to Educational Research*. Dorling, Kindersely (India). Pvt. Ltd
- Nasheema, C. (2011). *Research Methodology in Education and Application in Statistics*. Shipra Publication

**EPC-1 B**  
**SEMESTER-1**  
**FE- AD – 107 C**  
**ELEMENTARY EDUCATION**

**Objectives:** To enable student teachers to

1. understand and identify the problems and issues associated with the Elementary Education
2. develop the appropriate strategies for universal retention, access and quality at Elementary Education level
3. develop among them the capacity to find out solution to the problems associated with the Elementary Education
4. mobilize and utilize community resources as educational inputs;
5. establish mutually supported linkage amongst the different level at Community – Block District.

**Unit1 Introduction to Elementary Education**

- (a) Elementary Education in India – Scope, Issues and its present status
- (b) Constitutional Provisions for Universalisation of Elementary Education
- (c) Panchayati Raj and Expansion of Elementary Education under various Five Year Plans

**Unit2 Universalisation of Elementary Education**

- (a) National Policy on Education and Importance of UEE
- (b) Role of Non-governmental organizations towards Universalisation of Elementary Education
- (c) Alternative Schooling

**Unit 3 Schemes for UEE**

- (a) Schemes: Minimum Level of Learning (MLL), Child Centered Teaching Learning Process, Multi
- (b) Grade and Multi Level Teaching Learning Process
- (c) Schemes: Programme of Mass Orientation of School Teachers (PMOST), Operation Black Board (OB), Special Orientation Programme of School Teachers (SOPT), District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and Education for All (EFA)

**Learning Resources**

- Aggarwal, J. C. & Aggarwal, P. (1992). *Educational Planning in India*, Vol. I, New Delhi: Concept Publishing Co.
- Lockheed, M. (1991). *Improving Primary Education in Developing Countries*. Oxford University Press.
- MHRD (1993). *Education for All, The Indian Scene*. New Delhi: MHRD.
- National Policy of Education – 1968, 1978, 1986 including programme of Action 1993 for revised National Policy on Education 1992
- Sadler J. E. (1985). *Concept in Primary Education*, New York: Oxford University Press.
- Syed Nurullah & J. P. Naik, (1943). *History of Education in India – During British Period*, Bombay: McMillan & Co. Ltd.

**EPC-1 BSEMESTER-1**  
**FE- AD107 D**  
**EDUCATIONAL ADMINISTRATION**

**Objectives:** To enable student teachers to

1. understand the functions of various autonomous bodies for providing quality education in India.
2. inculcate skills of school supervisor.
3. do SWOT Analysis of the present school administration.
4. Select an appropriate leadership style to build healthy organizational climate.
5. Suggest the various ways to meet the challenges face by school supervisor.

**Unit 1 Introduction to Educational Administration**

- (a) Meaning and Definition of the term Educational Administration & Educational Management
- (b) Process & Objectives of Educational Administration
- (c) Scope & Models of Educational Administration

**Unit 2 Educational Administration in Independent India**

- (a) Structure of Educational Administration in India: various autonomous bodies
- (b) Issues & Challenges in Educational Administration
- (c) Communication in Educational Administration

**Unit 3 Educational Supervision, Inspection & Leadership**

- (a) Educational Supervision & Educational Inspection: Meaning, Scope, Need, Objectives, Procedure & Types
- (b) Issues and Challenges in Educational Supervision & Inspections
- (c) Leadership: Meaning, Traits, leadership Styles & relationship with Organizational Climate and Staff Morale

**Learning Resources**

- Braham, D. (2007). *Educational Administration*. New Delhi: Vohra Publishers and Distributors.
- Chadha, D.S. (2004). *Classroom Teaching and Management*. New Delhi: Mittal Publications.
- Jain, K.C. and Jain, S.R. (). *School Management*. Ludhiana: Tandon Publication.
- Kochhar, S. K. (2011). *School Administration and Management*. New Delhi: Sterling Publishers Pvt. Ltd.
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- Trivedi, P.R. and Sudarshan, K.N. (2004). *Management of Education*. New Delhi: Discovery Publishing House.

## EPC-1 B

### SEMESTER-1

#### FE- AD107 E

### SCIENCE LABORATORY MANAGEMENT

**Objectives:** To enable student-teachers to

1. understand the concept, nature & significance of Science Laboratory Management
2. develop laboratory skills for conducting experiments
3. use appropriate steps and optimum resources in conducting experiments
4. appreciate role of science teacher and its legal liabilities in Science laboratory Management
5. introduce safety concerns necessary in Science laboratory Management

#### **Unit 1 Understanding of Science Laboratory Management**

- (a) Concept and Nature of Science Laboratory Management
- (b) Understanding Significance of Science Laboratory Management
- (c) Layout / Design, Facilities and Types of Science Laboratory

#### **Unit 2 Safety and Precautions in Science Laboratory Management**

- (a) Safety plans, Procedures and Assessment Risks in Science Laboratory
- (b) Action in Emergency: Types of Issues and Actions
- (c) Hazardous Waste Management: Causes and Remedies

#### **Unit 3 Science Teacher and Laboratory Management**

- (a) Skills and Qualities of a Science Teacher in Laboratory Management
- (b) Legal Liabilities of a Science Teacher in Laboratory Management
- (c) Conducting Experiments: Use of Resources, Review and Practice

#### **Learning Resources**

- Abulude, F. O.( 2010). *Science Laboratory Symbols* . I-proclaim.com
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- ii. [education.ky.gov/curriculum/sci/.../SC3SchoolLabManualFinal.pdf](http://education.ky.gov/curriculum/sci/.../SC3SchoolLabManualFinal.pdf)
- iii. [www.nou.edu.ng/.../SED%20813%20LABORATORY%20DESIGN%20AND%20MAN](http://www.nou.edu.ng/.../SED%20813%20LABORATORY%20DESIGN%20AND%20MAN)
- iv. [www.christianschoolproducts.com/.../School-Science-Lab-Design.htm](http://www.christianschoolproducts.com/.../School-Science-Lab-Design.htm)
- v. [www.ribaproductselector.com/.../COL603469.pdf](http://www.ribaproductselector.com/.../COL603469.pdf)

**EPC-1 B**

**SEMESTER-1**

**FE- AD107 F**

**DEVELOPING REASONING AND LOGICAL SKILLS**

**Objectives:** To enable student teachers to

1. develop reasoning and logical skills for competitive exams
2. develop inductive and deductive reasoning skills
3. establish relationships between numerical and alphabetical attributes
4. enhance confidence level to appear in the competitive exams
5. solve problems based on logical and reasoning skills

**Unit 1 General Mental Ability**

- (a) Study Alphabetical Test, Coding Decoding Test and Spotting out Dissimilar
- (b) Understand Direction Sense Test, Series Completion Test and Blood Relation Test
- (c) Review and Practice Number Test, Time Sequence Test and Venn Diagram

**Unit 2 Developing Logical Skills**

- (a) Interpretation of Statements and Arguments
- (b) Logic and Logical Sequence of Word
- (c) Developing Logic through Puzzle Test, Inserting the missing one etc.

**Unit 3 Understanding Non Verbal Reasoning**

- (a) Concept and Nature of Analytical Reasoning & Data Interpretation
- (b) Nature of Non Verbal Series Test & Non Verbal Analogy Test
- (c) Interpretation of Analogy: Mirror Images, Water Images

**Learning Resources**

- Barrett J, Williams. G, Test your own Aptitude, Kogan Page Limited, United Kingdom
- Data Interpretation Data Sufficiency and Reasoning, Vikas publishing House, Noida
- Gopal. R, Subramanyam. J, Arithmetic and Quantitative Aptitude for Competitive Exam, published by T. Krishna Press, Chennai
- Lal.M, Singh. A, Quicker Reasoning Test, UpkarPrakashan, Agra
- Praveen. R, Quantitative Reasoning and Aptitude (2013) PHI publication, Delhi

**EPC-2 A**

**SEMESTER- 2**

**FE-AD-206 A**

**PRACTICAL PHONETICS**

**Objectives:**To enable student teachers to

1. understand the basic concepts of articulation and acoustics
2. understand the sound system of English
3. understand and appreciate varieties in pronunciation
4. to articulate English sounds intelligibly in a fluent speech
5. prepare materials to teach major features of English phonology

**Unit 1 Phonetics and Phonology**

- (a) Understanding Phonetics and Phonology
- (b) Organs of speech
- (c) Speech mechanism

**Unit 2 English Phonology**

- (a) English Sounds: Vowels, Vowel glides, consonants
- (b) Sound clusters
- (c) Features of fluent speech

**Unit 3 Polishing Pronunciation: Practicum**

- (a) Unique features of English Phonological system: Fricative dominance, voicing, stress patterns, rhythm
- (b) Problems of Indian learners of English
- (c) Uses of resources: using pronouncing dictionaries

**Learning Resources**

- Abercrombie, D. (1964)*English Phonetic Texts*, Faber.
- Bansal, K. (1969).*The Intelligibility of Indian English*, monograph no. 4, CIEFL,  
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Hyderabad.

- Bansal, R. K. & Harrison, J. B. (1972).*Spoken English for India*. Orient Longman.
- Byrne, Donn (Ed) (1976)*Teaching Oral English*. Longman, U.K.
- Gleason, H. A. (1961).*Introduction to Descriptive Linguistics*. Holt, Rinechart, Winston.
- Kansakar, T. R. 1998. *A Course in English Phonetics*. Orient Longman.
- Sadanand, Kamlesh. 2012. *Teaching Listening and Speaking: A Handbook for English Language Teachers and Teacher Trainers*. Hyderabad: Orient Blackswan.
- Wells, J.C. & Colson, Greta. 1971. *Practical Phonetics*. Pitman Books Ltd
- Wilkins, D.A. (1972).*Linguistics in Language Teaching*. Edward Arnold, London.

**EPC-2 A**

**SEMESTER-2**  
**FE-AD-206-B**  
**MUSIC AND FINE ARTS**

**Objectives:** To enable student teacher to

1. understand history and few musical terminologies
2. acquire knowledge about some known artist and musician
3. understand their roles and quality as music teacher
4. identify and nurture students having musical intelligence and art
5. design and plan activities in school related to Music and Fine Art

**Unit 1 History of Music and Basic knowledge**

- (a) Historical Development of Music
- (b) Musical terminology and Musical Notes (Sound and Noise):  
Naad, Ahat and AnahatNaad, Pitch, Intensity, Timbre, Unmusical Sound, Noise.  
Musical Notes:- Naad, Shruti, Swara, Shuddha and VikrutSwaras, Saptak,  
Sthana, (Mandra, Madhya, Tara)
- (c) Contribution composers, Musicians and Artists:: Raja Man Singh Tomar, Pandit  
Ravi Shankar, M F Husain&Ravi Varma

**Unit 2 Music and Fine arts in Teacher Education**

- (a) Use and Significance of Music and fine arts in School and role of teacher there in
- (b) Diverse art forms: Sculpture, Clay modelling, Painting, Calligraphy, Mosaic Art
- (c) Musical compositions: Khayala, Tarana, Chaturang, Trivata, Gazal, Dhamar,  
Dhrupad, Regional Folk Song, Hymn/Bhajan

**Unit 3 Music and Arts in School**

- (a) Planning and organizing various activities related to music and arts
- (b) Relationship of music and fine arts with human health
- (c) Impact of music and arts on concentration of students

**Learning Resources**

- Aróstegui, J. L, (2011).*Educating Music Teachers for the 21st Century*. Sense Publisher. The Netherlands. (e-book)
- Mark, M. L. and Madura, P. (2010).*Music Education in Your Hands: An Introduction for Future Teachers*. Rout ledge Publication. New York. (e-book)
- McPherson, G. (2012).*The Oxford Handbook of Music Education* (Vol. 2).Oxford University Press. New York (e-book)
- Walker, R. (2007). *Music Education: Cultural Values, Social Change and Innovation*. Charles C. Thomas Publication. USA (e-book)



**SEMESTER-2**  
**FE-AD-206C**  
**WRITING SKILLS**

**Objectives:** To enable student teacher to

1. understand the difference between speech and writing
2. understand characteristics of effective writing
3. analyze various types of writing
4. write for a variety of purposes
5. identify and use coherence and cohesive devices

**Unit 1 Devices to achieve Coherent**

- (a) Major characteristics of effective writing
- (b) Devices to achieve cohesion
- (c) Devices to achieve coherence

**Unit 2 Understand Speech and Writing in different writing styles**

- (a) Study of different writing styles: Formal, informal, literary, journalese, etc
- (b) Study of creative writing styles
- (c) Study of translations: paragraphs, stories, essays, poems

**Unit 3 Practice and Review Writing**

- (a) Learning to write effectively
- (b) Writing reports, abstracts, reviews, seminar papers
- (c) Preparing evaluation rubrics

**Learning Resources**

- Indian Institute of Publishing, (2004). *100 English Competency Tests*. Chennai: Vijay Nocile imprints Pvt. Ltd.
- Krishnaswamy, N. (2000). *Teaching English Grammar: a modern guide to an interactive approach*. Chennai: T. R. Publications.
- Krishnaswamy, N. and Krishnaswamy, L. (2007). *Teaching English: Approaches, Methods and Techniques*. New Delhi: Macmillan India Ltd.
- Natraj, S. (2005). *Developing Communication Skills, A Handbook for Teachers & Learners of English*. Vallabh Vidyanagar: Charutar Vidya Mandal.

**EPC-2 A**  
**SEMESTER-2**  
**FE-AD-206D**  
**TRENDS IN EVALUATION**

**Objectives:** To enable student teachers to

1. understand the traditional and innovative practices of evaluation
2. practice and evaluate the learners at cognitive, affective and psychomotor domains
3. critically analyze and prepare evaluation rubrics
4. compare and contrast evaluation patterns
5. develop tools for CPD

**Unit 1 Types and Process of Evaluation**

- (a) Evaluation: Concept and Importance in 21<sup>st</sup> Century
- (b) Continuous and Comprehensive Evaluation
- (c) Criteria of Evaluating students' performance through rubrics

**Unit 2 Preparation and Implementation of various Tools**

- (a) Models of Evaluation
- (b) Tools for Evaluation: Scales and Inventories
- (c) Preparation and Implementation of Tools

**Unit 3 Innovative Trends**

- (a) Performance Portfolio, Journals, Diaries, Oral Presentations
- (b) Use of e-Resources in Self Evaluation (SWOT)
- (c) Strategies of Evaluation: Learner Feedback, Self Appraisal, Peer Evaluation and Expert Evaluation

**Learning Resources**

- Kilpatrick & Kikpatrick, J., Evaluating Training Programmes: The four levels: Easy read comfort Edition. ISBN- 978-1-57675-796-3
- Madhukar, I. (2003). *Changing Contexts of Higher Education*, New Delhi: Authorspress
- Schalock, R.L., Outcome Based Evaluation: New York. Kluwer Academic Publisher ISBN -0-306-46458-6
- Stufflebeam, D. L. & Shinkfield, A. j. Evaluation Theory, Models & Applications. Wiley Imprint San Francisco. ISBN-0-7879-7765-9

**EPC-2 B**

**SEMESTER-2**

**FE – AD - 207 A**

**MODELS OF TEACHING**

**Objectives:** To enable student teachers to

1. understand concept and significance of models of teaching
2. compare and contrast types of models of teaching and its use in classroom
3. develop lesson plans based on the models of teaching
4. critically view the importance of innovative models of teaching
5. bring innovations in teaching learning process

**Unit 1 Introduction to Models of Teaching**

- (a) Meaning of Model
- (b) Models of Teaching: Concept and Importance
- (c) Blooms Taxonomy

**Unit 2 Review and Practice various Models of Teaching**

- (a) Techno Pedagogic Model
- (b) Participatory Model and Constructivist Model
- (c) Concept attainment model and Inquiry training model

**Unit 3 Principles of Innovative Classroom**

- (a) Model based teaching
- (b) Cooperative learning
- (c) Collaborative learning

**Learning Resources**

- Joyce, B.R. (2008). *Models of Teaching*. (8<sup>th</sup> Ed.). New York: Pearson Publication
- Natraj, S. (2006). *Learning To Teach*. Vallabh Vidyanagar: Charutar Vidya Mandal
- Pandey, V.C. (2005). *Teaching in Technology Rich Environment*. New Delhi: Isha Books

**EPC-2 B**

**SEMESTER-2**

**FE-AD-207 B**

## **LEADERSHIP SKILLS**

**Objectives:** To enable student teachers to

1. learn about leadership skills and desired skills to be leader
2. enhance soft skills and communication skills for effective leadership
3. familiarize with the great national and International leaders
4. critically views the ideas of the leaders
5. learn the role of a leader as per the changing scenario of the society

### **Unit 1 Leadership: Meaning and Types**

- (a) Concept and Significance of Leadership
- (b) Types and its Features of Leadership
- (c) Distinguishing Features and Educational Implications from Literature on Leadership

### **Unit 2 Learning from Effective Leader**

- (a) Leader as an Effective Communicator&Team builder, as Initiator and Motivator
- (b) Identifying great Qualities from the Indian Leaders
- (c) Learning to be a leader from the International Leaders

### **Unit 3 Academic Leadership and Research**

- (a) Role of Leader in Managing Human and Material Resources
- (b) Role of Leader in problem solving and Decision making
- (c) Review Research to understand the Changing Concept of Leaders

### **Learning Resources**

- Carson F. Dye Andrew N. Garman,( 2008). Exceptional Leadership, PHI Learning, Private Ltd.
- Natraj, S. (2005)Developing Communication Skills, Anand Press, AnandGujarart
- Mrudula E. edited (2007) Women in Leadership, the ICFAI University Press, Hyderabad
- Peter G. Northhouse (2009) Introduction to Leadership concepts and Practice, Sage Publications, USA
- Peter G. Northhouse (2010). Leadership Theory and Practice, Sage Publications

**EPC-2 B**  
**SEMESTER-2**  
**FE-AD-207C**  
**ACADEMIC AUDIT**

**Objectives:** To enable student teachers to:

1. understand various academic audit adopted by schools
2. appreciate importance of academic audit system in the process of the educational institution
3. acquire skills to design academic audit plan for the educational institution
4. suggest various ways for HR development
5. familiarize with various tools of academic audit

**Unit 1 Introduction to Academic Audit**

- (a) Academic Audit: Concept, Purpose and difference between Academic Audit, Evaluation and Accreditations
- (b) Academic Process
- (c) Relationship between TQM and Academic Audit

**Unit 2 Application of Academic Audit in the Institution**

- (a) Types of Academic Audit
- (b) Academic Audit cycle
- (c) Tools and Techniques for conducting Academic Audit

**Unit 3 Academic Audit System**

- (a) Academic Audit System: Concept, Components
- (b) Types of Performance Appraisal System
- (c) Role of Academic Audit System in institutional building

**Learning Resources**

- Dash, M. and Dash, N. (2008). *SchoolManagement*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Everand, K.B., Morris, G. and Wilson, L. (2004). *Effective School Management*. London: Paul Chapman Publishing.
- Gupta, B.L. (2011). *Academic Audit*. New Delhi: Concept Publishing Company Pvt. Ltd.
- Mukhapadhyay, M. (2006). *Total Quality Management in Education (2<sup>nd</sup> Ed.)*. New Delhi: Sage Publications India Pvt. Ltd.
- Narayana, P.V.V., Krishan, G. and Rao, D. B. (2006). *School Administration and Management*. New Delhi: Sonali Publications.
- Singh, U.K. and Sudarshan, K.N. (2004). *Quality Education*. New Delhi: Discovery Publishing House.

## **EPC-2 B**

### **SEMESTER-2**

#### **FE-AD-207 D**

### **ADVANCED ICT IN EDUCATION**

**Objectives:** To enable student teachers to

1. use effectively ICT tools, software applications and digital resources.
2. understand safe, ethical and legal ways of using ICT
3. integrate ICT into teaching learning and evaluation
4. use ICT for making classroom processes more inclusive and to address multiple learning abilities.
5. develop effective e-learning packages to initiate self-learning as well as mass learning

#### **Unit 1 Introduction and Integration of ICT in Classroom Teaching**

- (a) Concept, Need and Importance of ICT in Education
- (b) ICT Based Paradigm shift: Teaching to Learning in context to Curriculum
- (a) Methods of Teaching
- (b) Role of Teacher
- (c) Netiquettes, Legal and Ethical Issues

#### **Unit 2 Web Based Learning**

- (a) E-Learning—concept, features and educational applications (HOT POTATO)
- (b) Online Learning Resources: e- Library, Websites, and Web 2.0 Technology
- (c) Exploring MOOC (Massive Online Open Course) for Continuous Learning

#### **Unit 3 Advanced Trends in ICT**

- (a) Virtual Classroom - Concept, Elements, Advantages and Limitations
- (b) Smart Classroom – Concept, Elements, Advantages and Limitations
- (c) Mobile Applications and E-Software in Learning

#### **Learning Resources**

- Fong J., Cheung C., et al., Advances in Web Based Learning (2002), Springer Publication, New York.
- Goel. A, Computer Fundamentalss (2010) Dorling Kindersley, South Asia
- Jimoyiannis. A, Research on e-learning and ICT in Education (2012), Springer Publication, New York, London
- Krench D., The Whole Digital Library (2007) United State of America
- Strawbridge S., Netiquette: Internet etiquette in the age of blog (2006), Software Reference Limited, UK
- Thomas B., Digital Computer Fundamentalss, TataMegraw Hill Edition (1991), New York
- Wang J., Lau R., Advances in Web Based Learning (2013), Springer Publication, London.
- <https://www.lindenwood.edu/r2p/docs/ChenBarnettStephens.pdf>

**EPC-2 B**

**SEMESTER-2**

**FE-AD-207 E**

**MEASUREMENT AND EVALUATION**

**Objectives:** To enable student teachers

2. understand the concept of evaluation.
3. use quantitative & qualitative tools and techniques of evaluation
4. develop the skills in preparing, administering and interpreting achievement test
5. analyse new trends in evaluation
6. develop skills necessary to compute (with the help of calculator & computer) important statistical estimates and interpret the test scores by applying them

**Unit 1 Educational Evaluation**

- (a) Meaning and concept of Measurement and Evaluation
- (b) Components of Measurement and Evaluation
- (c) Factors playing major role in Evaluation

**Unit 2 Tools and Techniques of Evaluation**

- (a) Characteristics of effective tools and factors affecting them
- (b) Tool of Evaluation: Qualitative and Quantitative
- (c) Formative and Summative Evaluation

**Unit 3 New Trends in Evaluation**

- (a) Current Practices in Examination System: Online exam and Open book Exam
- (b) Semester System and CBCS: Meaning and Uses.
- (c) Continuous and Comprehensive Evaluation (CCE)

**Learning Resources**

- *Lamar, Ansley (2003). Multiple Intelligences*, Howard Gardner and *New Methods in College Teaching, Papers from the Fifth Annual Urban Conference: Pedagogical Innovations in Higher Education*
- Kilpatrick & Kikpatrick, J., *Evaluating Training Programmes: The four levels: Easy read comfort Edition*. ISBN- 978-1-57675-796-3
- Schalock, R.L., *Outcome Based Evaluation: New York*. Kluwer Academic Publisher ISBN -0-306-46458-6
- Stufflebeam, D. L. & Shinkfield, A. j. , *Evaluation Theory, Models & Applications*. Wiley Imprint San Francisco. ISBN-0-7879-7765-9

## **EPC-2 B**

### **SEMESTER-2**

#### **FE-AD-207 F**

### **COMPUTER EDUCATION**

**Objectives:** To enable the student teachers to

1. understand the importance of Computer in teaching learning process
2. apply the use of MS Office in preparing their teaching learning materials
3. aware of window based operating system
4. understand and develop skills of using Microsoft applications
5. make the optimum use of E-resources

#### **Unit 1 Introduction and Fundamentals of computers**

- (a) Concept of computers and its types- Generation and classification of computers
- (b) Basic organization of computers: Input devices, Output devices and control unit, Memory Unit: RAM and ROM
- (c) Operating systems- Windows

#### **Unit 2 Application of Computers in School**

- (a) Basics of MS Office
- (b) Use of computers in Teaching Learning process, Testing, Evaluation and Administration
- (c) E- Mail and E- commerce: concept and Uses

#### **Unit 3 New trends and techniques in Computer Education**

- (a) Network- Types of Network: LAN, MAN, WAN. Network Topologies
- (b) Internet: History and development, Application, Importance, WWW- concept and its application, Use of search engine
- (c) Review of useful websites from UGC, NCTE & INFLIBNET

#### **Learning Resources**

- Digumarti, B.R and Moturi, R.K. (2005). *Methods of Teaching Computer Science*, Delhi: Discovery Publishing House.
- Emanuel, S. (2006). *Integration of Information Technology in Teaching Learning Process*. In Natraj, S. (Ed.). *Learning To Teach*. Vallabh Vidyanagar: Charutar Vidya Mandal.
- Pandey, V.C. (2005). *ICT in Childhood Education*, New Delhi: Isha Books.
- Pandey, V.C. (2005). *Teaching in Technology Rich Environment*. New Delhi: Isha Books.
- Pradeep, S. and Priti, S. (2004). *Computer Fundamentals Third Edition*, New Delhi: BPB Publication.
- Sharma, R.A. (2004). *Essentials of Educational Technology*, New Delhi: Loyal Book Department.



**EPC-3**

**SEMESTER-4**

**FE-AD-406 A**

**COMMUNICATION AND PERSONALITY DEVELOPMENT**

**Objectives:** To enable student teachers to

1. learn and develop balanced and impressive personality
2. understand the concept, types and significance of communication skills
3. enhance skills for effective communication
4. get familiarize with the various teaching competencies
5. participate in various activities to develop their communication and personality

**Unit 1 Personality Development**

- (a) Concept of Personality and Characteristics of Balanced Personality
- (b) Understanding Different theories on Personality Development
- (c) Developing Impressive Personality: Strategies and Practice

**Unit 2 Effective Communication skills**

- (a) Communication: Concept, Meaning, Barriers and Types
- (b) Importance of body language and non-verbal Cues in communication
- (c) Learning to be an Effective Communicator

**Unit 3 Enhancing Soft Skills**

- (a) Soft Skills: Concept, Types and Significance
- (b) Presentation skills: Delivering speech in school and college functions
- (c) Conducting Literary and Simulative Activities at School

**Learning Resources**

- Dahama O.P. & Bhatnagar O.P. (1985) Education and Communication for Development
- Jo Condri& Berne Bough, 101 Ways to Improve Your Communication Skills Instantly, Jaico Publishing House, Mumbai
- Laurie K Benson (2004), The Manager's Pocket Guide to e-communication,
- Mohan K & Banerji M. (2003) Developing Communication Skills, Macmillan India Ltd, Delhi
- Natraj, S. (2005) Developing Communication Skills, Anand Press, Anand Gujarat
- Pandey, S. K. (2007) Teaching Communication, Commonwealth Publishers, New Delhi
- Scott, B. (2004). The Skills of Communicating, Jaico Publishing House, Mumbai
- Somasundaram, V. (2006) Principles of Communication, Authors Press, Delhi
- Woodall, K. M. (2006). How to Communicate under Pressure, Jaico Publishing House, Mumbai Jaico Publishing House, Mumbai

**EPC-3**  
**SEMESTER-4**  
**FE-AD-406 B**  
**THEATRE IN EDUCATION**

**Objectives:**To enable student teacher to

1. understand various forms of drama and its features
2. enhance effective communication skills to perform drama
3. develop personality to perform effective role in the classroom
4. enhance professional skills and competencies to create conducive classroom climate
5. understand the impact of drama and art in classroom teaching

**Unit 1 Understanding Basics of Drama**

- (a) Concept and Features of drama in Education
- (b) Types/Forms of Drama
- (c) Needs of Drama at different School, Classroom and Community Works/Situations

**Unit 2 Skills and Impact of Drama in School**

- (a) Types and Importance of Basic Life skills
- (b) Soft Skills and its significance
- (c) Identification and Interpretation of Various dramatic performances at School

**Unit 3 Planning and Preparation of Drama**

- (a) Writing Script for creative Skits & Drama
- (b) Preparing and practicing prop and Support Materials for Drama
- (c) Importance of Music, gestures, volunteers, and choreographer to perform Drama

**Learning Resources**

**<http://www.goodreads.com>**

- Brauer, G. (2002). Body and Language: Intercultural Learning through Drama. Ablex Publishing
- Crimmens, P. (2006). Drama Therapy and Story making in Special Education. Jessica Kingsley
- Tanriseven, I. (2013). The effect of School Practices on Teacher Candidates Sense of Efficasy relating to use of drama in Education. KurumveUygulamadaEgitimBillimeri. Vol 13 No.1
- Taylor,P.(2000).The Drama Classroom: Action , Reflection, Transformation, RoutledgeFalmer Publication

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### **EPC-3**

### **SEMESTER-4**

### **FE-AD-406 C**

### **ACADEMIC WRITING**

**Objectives:** To enable student teachers to

1. understand concept and types of academic writing
2. use coherence and cohesive devices in their writing
3. use the appropriate formats for various types of write ups
4. write accurately and fluently on various topics
5. present their ideas in an organized manner

#### **Unit 1 Concept of Academic Writing**

- (a) Understanding Writing: Types and Significance
- (b) Features of Effective Writing
- (c) Academic Writing: Preparing Notes, Preparing posters and pamphlets etc

#### **Unit 2 Practicum of Academic Writing**

- (a) Writing notice and report, formal and informal letters, Advertisements and preparing Brochures
- (b) Preparing Agenda for Staff meeting and writing Minutes
- (c) Effective Use of Coherence and Cohesive Devices in Writing

#### **Unit 3 Creative Writing and its Components**

- (a) Creative Writing: Concept, Features, Components and varieties of Types of Write ups
- (b) Preparing speech to be delivered: Welcome Speech, Vote of Thanks, Feedback etc
- (c) Learning Write descriptively using clues and Preparing Evaluation Rubrics

#### **Learning Resources**

- Bailey, S.( 2006) Academic Writing: A Handbook for International Students, Cambridge House, New Delhi
- Coffin , C., Curry, M.J., ( 2012) Teaching Academic Writing, Routledge Taylor & Francis Group New York
- Storch, N. and Tapper, J. (2000) The Focus of teacher and Student Concerns in Discipline-specific Writing by University Students, Higher Education Research and Development 19(3):337-55
- Swales, J.M. and Feak, C.B.(2000) English in Today's Research World: A Writing Guide, Ann Arbor: University of Michigan Press
- Swan, M. (1995). Practical English Usage, second edition, Oxford: Oxford University Press
- Swales, J.M. and Feak, C.B.(1994) Academic Writing for Graduate Students, Ann Arbor: University of Michigan Press
- Swales, J.( 1981) Aspects of Article Introductions, Birmingham: University of Aston

## **EPC-3**

### **SEMESTER-4**

#### **FE-AD-406 D**

#### **EMPLOYMENT SKILLS**

**Objectives:** To enable student teachers to

1. Know the various opportunities in his own and the other fields
2. be employable by adopting various skills
3. enhance professional competencies in his/her profession
4. understand entrepreneurship and enhance skills to do so
5. inculcate values through various activities on soft skills

#### **Unit 1 Motivational Training and its Significance**

- (a) The Power of Positive Attitude & Self awareness
- (b) Importance of Commitment, Ethics and Values
- (c) Ways to Motivate Oneself, Personal Goal Setting and Employability planning

#### **Unit 2 Enhancement of Values to be Employable**

- (a) Tools to plan your work:
  - To Do Lists
  - Scheduling your day
- (b) Professional Activities and its Significance
- (c) Importance of Personality and Communication Skills to be Employable

#### **Unit 3 Initiatives in Entrepreneurship**

- (a) Needs, scope for self employment with special reference to self employment scheme and sources of assistant in Central & State Government Organization like DIC, SIDA, SISI, NSIC, SIDO, Financial institutions and banks.
- (b) Identifying & developing entrepreneurial competence and networking, entrepreneurial culture.
- (c) Characteristics of successful entrepreneur successful enterprise.

#### **Learning Resources**

- David, W.G.(2005) Employability Skills. Hind Stuart Moss. Business Education Publisher Ltd.
- Erion, P. (2000). Drama in the Classroom: Creative Activities for Teachers, Parents and friends. Flewell Publication. ISBN10:1882897048

[www.powells.com/section](http://www.powells.com/section)

[www.amazon.com/employability skills](http://www.amazon.com/employability_skills)

[www.oecd-library.org/employers](http://www.oecd-library.org/employers)

**EPC-4**  
**SEMESTER-4**  
**FE-AD-407 A**  
**VOCATIONAL EDUCATION**

**Objectives:** To enable student teachers to

1. understand the concept of vocational education
2. develop basic understanding for the need of guidance
3. aware about courses in vocational education
4. learn the importance of vocational education
5. understand the impact of vocational education in society

**Unit 1 Introduction of Vocational Education**

- (a) Vocational Education: Concept, Significance, Aims & Objectives
- (b) History of Vocational Education
- (c) Needs & Principles of Vocational Education

**Unit 2 Trends and Issues in Vocational Education**

- (a) Vocational Education: Courses ,Trends & Issues
- (b) New Vocationalism& Work Based Learning
- (c) General Education vs. Vocational Education

**Unit 3 Vocational Education & 21<sup>st</sup> Century**

- (a) Vocational Information Services: Concept, Importance and Types
- (b) Resources & Impact of Vocational Education in 21<sup>st</sup> century
- (c) Techniques of Occupational Information: Career Talk, Career Day, Week and Career Visit

**Learning Resources**

- Billet, S. (2011). *Vocational Education*. Springer Dordrecht Heidelberg, New York
- Dickson, S. M. (1919). *Vocational Guidance for Girls*. Published by Library of Alexandria
- Jones, A. J. *Principles of Guidance*. McGraw Hill Book Comp, New York.
- Kochher, S.K. *Educational and Vocational Guidance in Secondary Schools*. Sterling Publisher, New Delhi
- Kinra, K. A. (2008). *Guidance and Counselling*. Published by Dorling Kindersley Pvt. Ltd, New Delhi
- Rashtriya, T. (2008). *Vocational Education*. APH Publishing corporation, New Delhi.
- Rauner, F., Maclean,R. (2008). *Handbook of Technical and vocational education and training research*. Springer Science & Business Media
- Singh, U.K. &Sudarshan, K.N. (2006). *Vocational Education*. Discovery Publishing House, New Delhi
- Singh, Y.K. (2007). *Guidance & Career Counselling*. (Page No-275). A.P.H Publishing Corporation, New Delhi
- Vashist, S.R. (1993). *Perspectives in Educational and Vocational Guidance*.Anmol Publications Pvt.Ltd, New Delhi

**EPC-4**  
**SEMESTER-4**  
**FE-AD-407 B**  
**VEDIC MATHEMATICS**

**Objectives:** To enable student teachers to

1. understand the relationship between Vedas and Mathematics
2. compare and chose the better option for computation among Vedic and Modern Mathematics
3. solve mathematical problems with greatest speed and accuracy
4. cultivate sense of appreciation among students for ancient Indian scripture

**Unit 1 Introduction to Vedic Mathematics**

- (a) Vedic Mathematics: Introduction and History
- (b) Features, importance and Scope of Vedic Mathematics
- (c) Vedic Sutra and its meaning

**Unit 2 Vedic Sutras and Practical applicability in Teaching Mathematics**

- (a) Practical Applicability of EkadhikenaPurvena
- (b) Mathematical Computation by NikhilamnavatascaramamDasatah
- (c) Solving Math Problems through Urdhva-Tiryagbyham

**Unit 3 Vedic Mathematics for Speed Arithmetic and Challenges**

- (a) Rekhank (Vinculum)
- (b) Squares and Cubing of Numbers
- (c) Challenges in Teaching Vedic Mathematics

**Learning Resources**

- Bharti KrshnaTirthajiMaharaj, Vedic Mathematics (1992), MotilalBanarsidass publishers Private Limited, Delhi
- Glover. J, Vedic Mathematics for Schools (2002), MotilalBanarashidass Publishers Private Limited, Delhi
- Gupta. A, The Power of Vedic Mathematics (2004), Jaico Publishing House, Mumbai
- Singhal. V, Vedic Mathematics for all Ages (2008), MotilalBanarashidass Publishers Private Limited, Delhi
- SatyamoorthiHebber. M, Vedic Mathematics for Speed Mathematics (2010), Vasana Publications, Bangalore

[www.vedamu.org/Veda/1795\\$Vedic\\_Mathematics\\_Methods.pdf](http://www.vedamu.org/Veda/1795$Vedic_Mathematics_Methods.pdf)

**EPC-4**  
**SEMESTER-4**  
**FE-AD-407 C**  
**FINANCIAL LITERACY**

**Objectives:** To enable student teachers to

1. understand and analyse circulation of funds in the economy
2. equip an individual with new financial instruments available in financial market
3. develop positive outlook of individuals for investing in various financial instruments
4. develop skills for taking efficient financial decisions
5. enhance understanding among the citizens regarding risk of over indebtedness on individual life and on economy

**Unit 1 Basic concept of Finance**

- (a) Concept of Finance and its significance in the economy
- (b) Sources of Finance
- (c) Flow of currency in the economy

**Unit 2 Introduction to Financial Literacy**

- (a) Concept of Financial Literacy
- (b) Components of Financial Literacy
- (c) Assessment of financial literacy

**Unit 3 Understanding Process of Financial Decisions**

- (a) Types of financial instruments available in the market
- (b) Criteria for making financial decision
- (c) Ways to improve financial decisions

**Learning Resources**

- Fischer, M. (2007). *Saving and Investment*. USA: LLC.
- Karmakar, K.G., Banerjee, G.D. and Mohapatra, N.P. (2011). *Towards Financial Inclusion in India*. New Delhi: Sage Publication Pvt. Ltd.
- Kunkler, D. (2012). *Financial Literacy: Timeless Concepts to Turn Financial Chaos into Clarity*. USA: LLC.
- Rajpurohit, H. (2013). *A Study of Financial Literacy among the Teaching Staff at the Sardar Patel University*. An Unpublished M.Ed. Dissertation. V.V.Nagar: Waymade College of Education.
- Shangewal, J.K. (2015). *A Study of Financial Literacy of Student Teachers of Sardar Patel University*. An Unpublished M.Ed. Dissertation. V.V.Nagar: Waymade College of Education.

**EPC-4**  
**SEMESTER-4**  
**FE-AD-407 D**  
**VALUE EDUCATION**

**Objectives:** To enable student teachers to

1. develop awareness among student teachers regarding value education.
2. sensitize student teachers towards need of value education.
3. make student teacher aware about their role for value inculcation.
4. develop understanding in student teachers measures to prevent value deterioration.
5. design activities to inculcate value in school students

**Unit 1 Concept and principle of Value Education**

- (a) Meaning and Concept of Value
- (b) Principles and Needs of Value Education
- (c) Reasons of Value crises/deterioration

**Unit 2 Classification of Value Education and its Practices**

- (a) Significance and Activities of Social Values
- (b) Significance of Moral/Ethical Values
- (c) National Value and Cultural Value: Needs and Activities to inculcate them

**Unit 3 Value Inculcation and its Significance**

- (a) School curricular and co-curricular Activities for Value Inculcation
- (b) Role of Teacher and Schools and curriculum in Value Inculcation
- (c) Need of Value Education for Sustainable Society

**Learning Resources**

- CBSE (2012). *Value Education: A manual for Teachers*. The Secretary Central Board of Secondary Education. New Delhi. Retrieved from: [http://cbseacademic.in/web\\_material/ValueEdu/Value%20Education%20Kits.pdf](http://cbseacademic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf)
- Jose, M. S. (2006). *Value Education: Text book for four year high school*. REX printing Company, INC, Philippines (E-book)
- Meyer, J., Burnham, B. and Cholvat, J. (1975). *Values Education: Theory, Practice, Problems, Prospects*. Wilfrid Laurier Univ. Press. Canada
- Nanda, R. T. (1997). *Contemporary Approaches to Value Education in India*. Regency Publication. New Delhi.
- Sharma, Y.S. (2004). *Foundations in Sociology of Education*. Anishka Pub. Distributors, New Delhi
- Singh, Y.k. (2010). *Value Education*. APH Publication, New Delhi. (E-book)
- Venkataiah, N. (2007). *Value Education*. APH Publication. New Delhi.



## EPC-4

### SEMESTER-4

#### FE-AD-407 E

### GUIDANCE AND COUNSELLING

**Objectives:** To enable student teachers to

1. understand the concept, needs and meaning of guidance and counselling
2. get acquainted with the principles, issues, problems and procedure of guidance
3. understand the various areas, tools and techniques in guidance and counselling
4. identifies the qualities of an effective counsellor at various school children
5. practice and review various tools and techniques

#### **Unit 1 Guidance and Counselling**

- (a) Concept and Needs of Guidance and Counselling
- (b) Principles and procedures of Guidance and Counselling
- (c) Role of a Teacher in Guidance and Counselling

#### **Unit 2 Areas, Tools and Techniques**

- (a) Areas : Personal, Educational and Vocational Guidance
- (b) Tools : Cumulative Records, Psychological Tests, Inventories and Questionnaire
- (c) Techniques: Interview, Sociometry, Lectures, Discussion and Dramatics

#### **Unit 3 School Counsellor**

- (a) Role of a Counsellor and Counsellee in counselling process
- (b) Personal and career based Issues of Adolescents for Counselling
- (c) Goal Mapping: a technique of Counselling

#### **Learning Resources**

- Bordin, E.S. (1968) *Psychological counseling (2nd Ed.)*. McGraw Hill.
- Fruster, J.M. *Psychological counselling in India*. Mumbai: McMillion.
- Humphereys, H.A. and Traxler, Q.E. (1954). *Guidance Services*. Chicago: Science Research Associates.
- Jones, A.J. (1970) *Principles of Guidance (6th ed.)*. New York: McGraw Hill.
- Mayers, G.E. *Principles and Techniques of vocational Guidance*. New York: McGraw Hil.
- Osipow, S.M. and Walshow. *Behaviour Change in Counselling Readings*.
- Paterson. (1989). *Theories of Counselling and Psychotherapy*.
- Presricha, (1976). *Guidance and Counselling in Indian Education*. New Delhi: N.C.E.R.T.
- Rao, S.N. (1992). *Counselling Psychology*. New Delhi: Tata McGraw Hill.

**EPC-4**  
**SEMESTER-4**  
**FE-AD-407 F**  
**FUTURISTIC SCIENCE**

**Objectives:** To enable student teachers to

1. understand the concept and significance of futuristic science
2. contribute advancement of science and technology to mankind
3. relate development in science and technology with human life
4. analyze the future trends in science and technology
5. critically think the role of futuristic resources in science and technology

**Unit 1 Conceptual Understanding of Futuristic Science**

- (a) Concept and Significance of Futuristic Science
- (b) Addressing components of Futuristic Science vis. a. vis, its attributes
- (c) Relationship between Present and Future Science with its impact in the society

**Unit 2 Future Trends in Science and Technology**

- (a) Emerging trends in Science and Technology
- (b) Issues in Science and Technology and its remedies
- (c) Impact of Future trends of Science and Technology for Societal Development

**Unit 3 Futuristic Resources & the Teacher**

- (a) Concept and Importance of Futuristic resources in Science
- (b) Types and Significance of Futuristic Resources in Science: Science Laboratory, Botanical Garden, Media, Aquarium, etc.
- (c) Changing role of a Science teacher in the Classroom

**Learning Resources**

- Gupta, N. K. (2007). *Research in Teaching of Science*. APH Publishing Corporation, New Delhi
- Kohli, V.K. (1964). *How to Teach Science*. Vivek Publishers, Haryana
- Vaidya, N. (2003). *Science teaching for the 21<sup>st</sup> century*. Deep & Deep Publications Pvt.Ltd, New Delhi