

SEMESTER II

COURSE TITLE: ASSESSMENT AND EVALUATION OF LEARNING

Course Code: CP-201

Marks=100 (80+20)

Credits: 04

Course objectives: At the end of the course the student-teacher will be able to:

1. Enabling the students to have complete concept of assessment and evaluation
2. The students should be able to distinguish measurement, assessment and evaluation.
3. To make student aware about the characteristics of a good measuring instrument.
4. To enable the students to have a clear concept of validity, reliability, objectivity and usability.
5. To acquaint the students about different tools of evaluation.
6. Enabling the students to construct a test.
7. To make students to evaluate critically the present system of examination.
8. To enable the students about the new trends in examination.

Unit 1: Introduction to Assessment & Evaluation:

- a) Concept & purpose of Assessment
- b) Concept, nature & scales of Measurement
- c) Concept & purpose of Evaluation
- d) Types of Evaluation;
 - i) Formative Evaluation
 - ii) Summative Evaluation Continuous Comprehensive Evaluation (CCE)

Unit II: Characteristics of Good Measuring Instrument:

- a) Validity: concept, factors and types.
- b) Reliability, concept, factors and types.
- c) Objectivity, meaning and nature.
- d)
- e) Usability, meaning and nature.

Unit III: Techniques of Evaluation:

- a) Subjective technique; Essay-type test; types, construction and scoring.
- b) Objective Technique; True-False, Matching Items, Multiple-choice Items, Completion items test.
- c) Steps in the construction of the test.
- d) Types of Achievement Test; Standardized Tests and Teacher-made Tests.

Unit-IV: New Trends in Examination:

- a) Present trends in examination; CBCS, Open Book examination, Online Examination.
- b) Setting of question paper and evaluation of answer Scripts at elementary & secondary level
- c) Critical analysis of present trends of examination system in India
- d) Major recommendations on examination and evaluation of with special reference to Kothari Commission 1964-66 and NPE 1986-An analysis, Academic Credit Bank (ACB)

Practicum: (Any two)

1. Operationalization of continuous comprehensive evaluation” in Govt. Elementary Schools of educational zone Srinagar, a report/study.
2. Reliability validity of teacher-made tests, a survey of ‘question papers in educational Zone Srinagar.
3. Setting of ‘question papers for Elementary/Secondary schools
4. Survey of implementing ‘Open Book Online examination.

Suggested Readings:

1. Educational Testing and Measurement classroom Applications and Practices by Tom Kubiszyn & Gary Borich marketed in India by Replike Press Pvt. Ltd. Kundli.
2. Encyclopaedia of Education volume v by B.N Dash published by Dominant Publishers and Distributors New Delhi.
3. Measurement, Evaluation and Assessment for Learning by Rainu Gupta published by Shipra publications Delhi.
4. Measurement, Evaluation in Education by R.P Pathak published by Pearson publications Noida.
5. Ebel, R.L. & David A Frisbie “Essentials of Educational Measurement. New Delhi: Prentice Hall of India,1995

6. Gronlund, N.E. & R.L. Linn. "Measurement & Assessment in Teaching" New York: Macmillan Publishing company. 2005.

SEMESTER II

COURSE TITLE: INSTRUCTIONAL TECHNOLOGY

Course Code: CP-202

Marks=100 (80+20)

Credits: 04

Course objectives: At the end of the course the student-teacher will be able to:

1. Understand the meaning and scope of instructional technology
2. Understand the objectives of Instructional Technology.
3. To acquaint the students about different Instructional Models.
4. Engaging learners with digital devices.
5. Acquaint students about the knowledge of instructional objectives and writing of objectives in learning outcomes.
6. Enable students about new concepts of educational technology like TPACK and MOOC
7. Providing students with different innovations of teacher preparation.

Unit I: Introduction to Instructional Technology:

- a) Concept nature and Scope of Instructional Technology
- b) Objectives and significance of instructional technology
- c) Principles of Instructional Technology.
- d) Instructional Models:
 - i) Bruner's Concept Attainment Model
 - ii) B. Robert Slavin's QLAT Model
 - iii) Piaget's Cognitive Development Model

Unit II : Formulation of Instructional Objectives:

- a) Concept of instructional objectives.
- b) Blooms taxonomy of instructional objectives in cognitive, affective and psychomotor domains.
- c) Revised taxonomy of cognitive domain
- d) Writing objectives in learning outcomes
 - i) Robert Mager's Approach.
 - ii) Miller's Approach.
 - iii) R.C.E.M Approach

UNIT III: Teacher Preparation Techniques:

- a) Micro-teaching: Concept, characteristics, procedure and major skills
- b) Simulated Teaching: Concept, Nature and Mechanism
- c) Flanders Interaction Analysis: categories, encoding, decoding. Construction of matrix table and behavioural ratios.
- d) Team-teaching: meaning, objectives, principles and procedure

Unit IV: Instructional Technology and Media for Learning:

- a) Significance of Media in instruction
- b) Engaging Learners with Digital Devices
- c) Technology Pedagogical Content Knowledge (TPACK)
- d) Concept and significance of Massive Open Online Course (MOOC)

Practicum: (Any two)

1. Visit to local educational technology institute (EMMRC or any other institution) to explore the various stages on media production.
2. Model Summary Presentation: Design an online presentation and uploading it for larger access.
3. Paper/article writing based on contemporary policies and priority areas.
4. Use and handling of digital devices like projector and smart board.
5. Podcast preparation: Produce a podcast about a topic suggested by the teacher

Suggested Readings:

1. Das, R.C. (1993): Educational Technology –A Basic Text, Sterling Publishers Pvt. Ltd.
2. Goldberg. Alvin and Carl E. Larson: Group Communication, Prentice Hall, Inc. New Jersey.
3. Graeme, K. (1969): Blackboard to Computers: A Guide to Educational Aids, London, Ward Lock.
4. Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Vishual Aids, 3rd Edition, Prentice Hall, Inc.
5. Harun Arrasjid and Dorine Arrasjid: Media – A pocket Guide, MSS Information Corporation, New York.
6. Keith Hudson: Introducing CAL-Practical guide to writing CAL Programmes, Chapman and Hall, London.
7. Khanna S.D et.al: Technology of Teaching and Teacher Behavior, Doaba House, New Delhi.
8. Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
9. Mukhopadhyay, M.(1990: Educational Technology-Challenging Issues, Sterling Publishers Pvt. Ltd., New Delhi
10. Mukhopadhyay, M.(1990: Educational Technology-Year Book 1988, All India Association for Educational Technology, New Delhi
11. Ronald H Anderson: Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York.
12. Sampathet. al. (1981). Introduction to Educational Technology, Sterling Publishers Pvt. Ltd. Venkataiah, N. (1996). Educational technology, New Delhi: APH Publishing Corporation.
13. Walter A Written and Charles F Schuller: Instructional Technology-its nature and use of A.V. Materials (5th Ed), Harper and Row Publishers, New York.
14. Andrew M. St. Laurent. (2004). Understanding Open Source and Free Software Licensing. Oreilly: Cambridge.
15. Anglin, and Gary, J., 91995). “Instructional Technology: Past, Present, Future”, 2nd Ed Englewood”, Co: Libraries Unlimited approach on middle school students’ understanding of historical ideas and concepts. Bakers, R.M. and Dwyer, F., (2005). “Effect of instructional strategies and Individual.

16. Aggarwal, J.C.,(2009). “Essentials of Educational Technology Innovations in Teaching-Learning”, 2nd edition, Vikas Publishing House Pvt Ltd, New Delhi, Pp. 294-325.
17. Mangal, S.K. (2002) “Education technology” Tondon Publications, Ludhian

SEMESTER II

COURSE TITLE: GUIDANCE AND COUNSELLING

Course Code: CP-203

Marks=100 (80+20)

Credits: 04

Course objectives: At the end of the course the student-teacher will be able to:

1. To gain in-depth understanding of about the aims, objectives, need and functions of Guidance and Counselling.
2. To attain knowledge about the qualities required for good counsellor.
3. To attain an understanding of educational, vocational and personal guidance.
4. To understand the process of organization of guidance services in schools.
5. To develop an understanding of the techniques and procedures of guidance and counselling.

6. To develop the skill of administration and interpretation of Psychological tests.
7. To understand the concept and importance of career development.

Unit I: Meaning and Nature of Guidance:

- a) Guidance: Concept, aims, objectives, functions and principles.
- b) Need for Educational, vocational and Personal guidance.
- c) Organization of guidance services at Secondary Level: Need and Importance
- d) Role of Guidance Personnel in organization of guidance services in School: Teacher, Psychologist, Head of the Institution, Teacher counsellor, Social Worker.

Unit II : Meaning and Nature of Counselling:

- a) Counselling: Meaning and nature; Principles of Counselling.
- b) Approaches of counselling; Individual and Group Counselling.
- c) Skills in Counselling-Skills for Listening, Questioning, Responding & Communicating, Self-Discovery, Decision Making, Problem Solving and inculcation of values such as Patience and Empathy.
- d) Qualities and qualifications of an effective Counsellor; Professional Ethics and Code of Conduct.

Unit III: Tools and Techniques of Guidance:

- a) Tools of guidance: Questionnaire, Cumulative Record Cards.
- b) Testing Techniques for the appraisal of students: Intelligence tests. Aptitude Tests, Interest inventories and Personality Tests.
- c) Non-testing Techniques: Interview, Observation and Case Study.
- d) Role of the teacher in Assessment and Testing.

Unit IV: Career Guidance and Counselling:

- a) Career development: Meaning and Importance.
- b) Role of teacher in Career planning. Vocational training and placement opportunities.
- c) Classification and dissemination of Occupational information: Class talk. Career talk, Group discussion, Preparation of Charts and Poster, Career Exhibition
- d) Guidance for gifted, slow learners and socio-economically disadvantaged children.

Practicum:

1. Preparation of Class Talk and One Career Talk.

2. Administration, Scoring & interpretation of one Mental Ability Test and one aptitude test.
3. Preparation of list of problem behaviour based on observation.
4. Prepare a Chart and Poster for dissemination of Career Information.

Suggested Readings:

1. Aggarwal, J.C. (2004). Educational Vocational Guidance and Counselling, Delhi: Doaba House.
2. Asch, M. (2000). Principles of Guidance and Counselling, New Delhi: Sarup and Sons.
3. Bhatia, K.K., (2002). Principles of Guidance and Counselling, Ludhiana: Vinod Publications.
4. Bhatnagar, R.P.; Rani. S. (2001); Guidance and Counselling in Education and Pshychology.
5. Chauhan, S.S. (2008). Principles and Techniques of Guidance. UP: Vikas Publishing House Pvt. Ltd.
6. Coorey, S.M (1953). Action Research to Improve School Practices, New York: Teacher's Columbia University.
7. Gibson, R.L. and Mitchell (2008). Introduction to Counselling and Guidance. New Delhi: PHI Learning Pvt. Ltd.
8. Granz, R.M. (2005). Foundation and Principle of Guidance, Boston: Allyn& Bacon.225.
9. Gupta, V.K. (2004). Educational Guidance and Counselling, Ludhiana: Ankur Publications.
10. Jones, J.A. (1970). Principles of Guidance, Bombay: Tata, New York: McGraw Hill.
11. Joneja G.K. (1997); Occupational Information in Guidance, NCERT publication
12. Kakkar, S.B (2015) Educational Psychology, PHI Learning: Publications.
13. Kocher, S.K. (2007). Educational Guidance and Counselling, New Delhi: Sterling.
14. Myres, G.E. (2005). Principles and Techniques of Vocational Guidance, New York: McGraw Hill.
15. Nanda, S.k. and Sagar, S. (1972). Fundamentals of Guidance. Chandigarh: N.B.S. Educational Publishers.
16. Nayak A.K. (2004); Guidance and Counselling
17. NCERT (2008). Counselling Process and Strategies (Module 2). New Delhi: NCERT.

18. NCERT (2008). Guidance for Human Development and Adjustment (Module 3) New Delhi: NCERT.
19. NCERT (2008). Introduction to Guidance (Module 1). New Delhi: NCERT.
20. NCERT (2005). National Curriculum Framework-2005, NCERT, New Delhi.

SEMESTER II

COURSE TITLE: CREATING AN INCLUSIVE SCHOOL

Course objectives: At the end of the course the student-teacher will be able to:

1. Acquaint the learners about basic setup of Inclusive School.
2. Understand the strategies for creating an inclusive school and inclusive culture.
3. Understand the key elements in Inclusive School setting.
4. Understand the resources and skill required by the teacher in an inclusive setting.
5. Acquaint students about diversity and inclusion in education.
6. Develop sensitivity and positive attitudes towards children with special needs identify the needs of children with diversities.
7. Understand the process and issues in inclusive education.
8. Develop and understanding about inclusive education in the light of constitutional and legal policy frameworks.
9. Critique implementation of policies and contribute to implementation of laws pertaining to education of children with special needs.
10. Understand the critical role of RCI in the rehabilitation of children with disabilities.
11. Develop knowledge about the use of different pedagogical strategies involving skills of teaching special needs children in inclusive classrooms.
12. Understand the role different stakeholders in providing Inclusive Education.
13. Develop knowledge and understanding about supportive services required for children with special needs in inclusive classrooms.

Unit I: Creating an Inclusive School:

- a) Inclusive education as a human right
- b) Creating an Inclusive school culture.
- c) Strategies for Creating Inclusive Schools.
- d) Key Elements to Building an Inclusive School.
- e) An overview of the indicator of success of Inclusive School.
- f) Developing of resource centres/ resource corners.
- g) Teacher as a facilitator and a reflector in an inclusive school.

Unit II: Concept of special needs and inclusion of children with disabilities:

- a) Understanding diversities: concept, types (disability as a dimension of diversity)
- b) Philosophy of inclusion with special reference to children with disabilities.
- c) Diversity and inclusion in education.
- d) From exclusion to inclusion: a historic perspective.
- e) Disability as a social construct, classification of disability and its educational implications:
- f) Sensory Impairment (Hearing Impairment, Visual Impairment).
- g) Cognitive Disabilities. Intellectual Disability and Specific Learning Disability)
- h) Process of inclusion: Concerns and issues across disabilities.
- i)

Unit III: Towards inclusion: Paradigm and policy perspective with reference to children with disabilities:

- a) Historical perspective and contemporary trends.
- b) Constitutional provisions: PWD Act (1995), S.S.A. RTE (2009) Inclusive Education for Disabled at Secondary Stage (IEDSS)
- c) The Rights of Persons with Disabilities Act (RPWD Act), 2016.
- d) Special role of institutions for education of Children with Disabilities RCI (1992)
- e) National Institutes of disabilities (Indian), National Trust (1999, NEP 2020)

Unit-IV: Inclusive practices in classrooms: Position of teacher, support structures and Networks:

- a) Pedagogical strategies: Cooperative learning strategies in the classroom, peer tutoring, Resource room, reflective teaching.
- b) Role of Teacher in Inclusive setting
- c) Supportive services required for children with special needs in inclusive classroom: Special Education Teacher, Audiologist cum Speech Therapist, Physiotherapist & Occupational Therapist.
- d) Collation and creation of learning resources
- e) Types of learning resources & inclusive setting

Practicum:

1. Visits to inclusive special school with an objective of observing and understanding the school environment and student-teacher relationships. Report of the visits to be submitted and presented.
2. The student-teachers shall explore spaces for inclusion in General schools.
3. Dialogue and discussions on creation of an inclusive teaching learning environment with different stakeholders such as Administrative functionaries, teachers, parents Community.

Suggested Readings:

1. A.K. Mishra and Ruchika gupta. (2006). Disability Index: A Measure of Deprivation among Disabled. Economic and Political Weekly. Vol. 41, No. 38, pp. 4026-4029.
2. Artner, A. & Lipsky, D.D. (1997) Inclusion and school reform transferring America.s classrooms, P.H. Brookes Pub. Baltimore.
3. Bhargava, M. (1994). Introduction to exceptional Children, sterling Publishers.
4. Blackurst & Berdine (1981), Introduction to Special Education.
5. Chaote Joyce, S. (1991). Successful mainstreaming, Allyn & Bacon.
6. Daniels, Harry (1999). Inclusive Education, London: Kogan.
7. Dash, M. Education of Exceptional children. New Delhi: Atlantic Publisher and Distrubuters.
8. Deiner, P.L. (2000). Resource for Teaching children with diverse abilities, Harcourt Brace & Company, Florida.
9. Dessent, T. (1987). Making ordinary school special. Jessica Kingsley Pub.
10. Gargiulo, R.M. (1997). Special education in contemporary society: an introduction to exceptionality, Wadsworth, Belmont.
11. Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearing impairment (RCI), Kanishka Pub. New Delhi.
12. Giuliani, G.A. & Pierangelo, R. (2007) Understanding, developing and writing JEPs Corwin press. Sage Pub
13. Hegarthy, S. & Alur, M. (2002). Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub.
14. India Moves towards Equal Rights for Disabled People, (1995). BMJ: British Medical Journal Vol. 310, No. 6994 p. 1556.
15. Joyce S. Choate (1997). Successful inclusive teaching, Allyn & Bacon.

16. Julie Alan, (2010). The sociology of disability and the struggle for inclusive education. *British Journal of Sociology of Education*, Vol. 31, No. 5, *The Sociology Of Disability And Education* (September 2010), pp. 603-619.
17. Karant, P. & Rozario, J. (2003). *Learning Disabilities in India*. Sage Pub.
18. Karten, T.J. (2007) *More inclusion strategies that work*. Corwin press, sage Pub.
19. Leslie C. Soodak, (2003). *Classroom Management in Inclusive Settings. Theory into Practice* Vol. 42. No. 4, *Classroom Management in a Diverse Society*, pp. 327-333.
20. M.C. Gore (2004). *Successful Inclusion strategies for secondary and middle school teachers*, Crowin Press, Sage Pub.
21. Madan Mohan Jha (2002). *School without walls: inclusive education for all*, Heinemann Edu. Oxford.
22. Mangal, S.K., *Education of Exceptional Children*, PHI, New Delhi.
23. Mathew, S. (2004). *Education of children with hearing impairment*. RCI, Kanishka pub. New Delhi.
24. *National Policy on Education*. (1986, 1992), MHRD, GOI, Delhi.
25. Nidhi Singal. (2006). *An ecosystem approach for understanding inclusive education: An Indian case study*. *European Journal of Psychology of Education*. Vol. 21, No., pp.239-252.
26. Rebecca Bond and Elizabeth Castagnera. (2006). *Peer Supports and Inclusive Education: An Underutilized Resource*. *Theory into Practice*. Vol. 45, No. 3, *inclusive Schooling Practices: From Why to How* pp. 224-229.
27. *Rights of Persons with Disabilities Act (RPWD Act)*, (20160. MHRD, New Delhi.
28. Roger Slee (1998). *Inclusive Education? This Must signify 'New Times' in Educational Research* *British Journal of Educational Studies* Vol. 46, No. 4 pp. 440-454
29. Sharma, S. & Kumawat, S.R. (2013). *Inclusive Education in Right to Education Act 2009. Research Analysis and Evaluation*, IV (42), 103-104.
30. Srikala Naraian. (2013). *Dis/ability, Agency, and Context: A Differential Consciousness for Doing Inclusive Education*. *Curriculum Inquiry*

SEMESTER II

COURSE TITLE: PEDAGOGY OF LANGUAGE ENGLISH-II

Course Code: PL-ENG-02 Marks=50 (40+10)

Credits: 02

Course objectives: At the end of the course the student-teacher will be able to:

1. Understand the different roles of language.
2. Understand the importance of home language and school language and the role of mother tongue in education.
3. Be able to appreciate authentic literary (media) and translated texts.
4. Identify methods, approaches and materials for teaching English at various levels in the Indian context.
5. Be able to develop activities and tasks for learners including audio-video materials, ICT and internet.

Unit I: Developing Language Skills:

Grammar in context; vocabulary in context

Language Skills- Listening, Speaking, reading and writing

- a) Listening and Speaking: sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: telling dialogues, situational conversations, role plays, simulations, speech games and contexts, language laboratories, pictures, authentic materials and multimedia resources.

- b) Reading – sub skills of reading; importance of understanding the development of reading skills; reading aloud and silent reading; extensive and intensive reading; study skills including using thesauruses, dictionary, encyclopaedia etc.
- c) Writing – stages of writing; process of writing formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement etc. Reference skills; study skills; Higher order skills

Unit II : Lesson Designing in Language and Literature:

- a) Teaching different texts: Poetry, Prose, Drama
- b) Teaching of Prose, Poetry and drama; the study of contemporary English and Indian Literature. Developing tasks, activities and materials for lesson design
- c) Prepare 20 lessons and teaching aids

Practicum: (Any two)

1. Take three editorial pieces on the same topic from different newspapers. Have a discussion on their language and presentation
2. Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself
3. Take any creative writing related to history e.g. Discovery of India and prepare a flow chart on the main events
4. Review any story and have a discussion in groups
5. Collect Indian folktales in English (translated) for your portfolio
6. Prepare a newsletter on the basis of your school experience programme (hand written)

Suggested Readings:

1. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
2. Chomsky (1964) in Day .E.M (2002) Identity and the young English Language Learner; Multilingual Matters Limited; London.
3. Gardner and Lambert (1972) Attitudes and Motivation in second Language Learning; Rowley; Newbury house.
4. Jeremy Harmer 'Longman Handbooks for language Teachers, The Practice of English Language Teaching 1998.

5. Learning indicators till the Elementary Stage, national Council of educational Research and Training, New Delhi 2015.
6. National Curriculum Framework 2005, NCERT, December 2005.
7. National Curriculum Framework 2005; Position: Paper, National Focus Group on Teaching of English NCERT, 2006.
8. National Curriculum Framework 2005; Position: Paper, National Focus Group on Teaching of Indian languages NCERT, 2006.
9. Source Book on Assessment for Classed I-V Language English, NCERT, October 2008.
10. Srijan I, Creative Writing and translation, National Council of Educational Research and Training, New Delhi 2010.
11. The Right of Children to free and Compulsory Education Act-2009, The Gazette of India, 2009.

SEMESTER II

COURSE TITLE: PEDAGOGY OF LANGUAGE HINDI-II

Course Code: PL-UR-02

Marks=50 (40+10)

Credits:

02



Course Title: Pedagogy of Languages Hindi-II. Marks: 40+10

Course Code: PL-HIN-II. Credits: 02

उद्देश्य

- १) भाषायी कौशलों (श्रवण, मौखिक, पठन तथा लेखन) में दक्षता प्राप्त करना।
- २) पाठ योजना के महत्व एवं प्रयुक्ता से अवगत होना।
- ३) हिंदी साहित्य की विभिन्न विधाओं का शिक्षण।
- ४) हिंदी शिक्षण में मूल्यांकन के महत्व एवं प्रक्रिया को जानना।
- ५) सैद्धांतिक पक्ष को व्यावहारिक जीवन में प्रयोग करने की योगिता विकसित करना।

इकाई-१: भाषा कौशलों का विकास

- * भाषा कौशल-अभिप्राय, स्थान एवं महत्व।
- * श्रवण कौशल शिक्षण-तात्पर्य, उद्देश्य, महत्व, शिक्षण विधियां, श्रवण एवं उच्चारण संबंधी सामान्य दोष, कारण एवं निराकरण।
- * मौखिक अभिव्यक्ति कौशल-तात्पर्य, उद्देश्य, महत्व, शिक्षण विधियां, दोष कारण, निदान तथा उपचार।
- * पठन कौशल-तात्पर्य, महत्व, उद्देश्य, विशेषताएँ, सस्वर तथा मौन वाचन, दोष व समाधान।
- * लेखन कौशल-तात्पर्य, महत्व, उद्देश्य, अच्छे लेखन के गुण, लेखन कौशल में अशुद्धियाँ व समाधान।

इकाई-२: शिक्षण नियोजन-पाठयोजना निर्माण एवं मूल्यांकन की अवधारणा

- * पाठयोजना-परिचय, लक्ष्य एवं तत्त्व
- * गद्य की विधाओं का शिक्षण एवं पाठयोजना निर्माण।
- * पद्य का शिक्षण एवं पाठयोजना निर्माण।
- * मूल्यांकन की संकल्पना।
- * हिंदी भाषा शिक्षण में मूल्यांकन का महत्व तथा उद्देश्य।

प्रवृत्तिकम

- * चारों भाषायी कौशलों के सीखने से सम्बंधित विभिन्न गतिविधियां तैयार करना।
- * पाठयोजना सम्बन्धी सामग्री तैयार करना।
- * गद्य एवं पद्य पर २० पठयोजनाएँ तैयार करके प्रदर्शित करना।
- * मूल्यांकन प्रक्रिया पर रिपोर्ट तैयार करना।

सन्दर्भ ग्रन्थ सूची

- * भोलानाथ तिवारी, कैलाशचंद्र भाटिया, हिंदी भाषा शिक्षण।
- * श्रीवास्तव, आर. एन. १९८४, भाषाशास्त्र के सूत्रधार, नयी दिल्ली, नेशनल पब्लिशिंग हाउस।
- * डॉ. सरस्वती बतरा, हिंदी शिक्षण, जगदम्बा पब्लिशिंग कंपनी, दरयागंज, नयी दिल्ली।
- * हिंदी साहित्य का इतिहास, तिवारी
- * डॉ. शिवमूर्ति शर्मा, हिंदी शिक्षण विधियां, नीलकमल पुब्लिकेशन्स, हैदराबाद

SEMESTER II

COURSE TITLE: PEDAGOGY OF LANGUAGE KASHMIRI-II

Course Code: PL-UR-02

Marks=50 (40+10)

Credits:

02

(34)
50

Course Title: Pedagogy of Language Kashmiri- II

Course Code: PL-KASH-02

Credits:2

MARKS: 40+10

مقاصد:

یہ نصاب کے طالب علمین سے اُستادان ہنزر ہنمائی سیمہ آئیہ:

- ☆ زبان ہندس مختلف روٹن ہنزر انکاری
- ☆ دوہ دسچے زبان سے سکولس منور تاوس ییندوا جنز بانہ ہنزاہمیت سے تدریسی عملہ دوران ماجز نو ہنزا فادیت
- ☆ مستند ادبی سے غیر ادبی (میڈیا) سے ترجمہ مع تعریف سے تو صیف
- ☆ گرامر سے لفظ راش کس سیاق و سباق منور بانہ ہندور تاو
- ☆ مختلف سطح پٹھ کا شز زبان پر ناو نہ با پٹھ مختلف طریقہ کارن سے مواد چ شناخت
- ☆ پٹھن والین اندر سمعی۔ بصری، سماجی میڈیا سے انٹرنیٹس متعلق دلچسپی سے واقفیت
- ☆ تدریسی مواد (کریکولم)، نصاب سے نصابی کتابن مابین رشتن ہنزاہمیت
- ☆ زبانہ ہنزر کلہم سماجی، تعلیمی، ثقافتی سے سائنسی عمل

نوٹ: 1

تدریسی خاکہ

- 1۔ منظوم تدریسی خاکہ: ترکیبی جز (کم سے کم بناؤ دووہ تدریسی خاکہ)
- 2۔ منثور تدریسی خاکہ: ترکیبی جز (کم سے کم بناؤ دووہ تدریسی خاکہ)

نوٹ: 2

موضوعات

- 1۔ ناوت، باوت سے کراوت: وضاحت سے اقسام
- 2۔ مصمتہ سے مصوتہ: صوتی وضاحت سے جدول (چارٹ)، خطوط سے مضمون نگاری

پروجیکٹ باپر کنٹیکٹ:

- ۱۔ اکھر پورٹ، ناڈو، سکولن منز چھا کاشرز بان بہ حیثیت مضمون پارا اہل زبانی رکنو پر ناوندہ پوان
- ۲۔ گنہ تہ تخلیقی پارکر ز نمونہ نی تو کہ پر تو کہ تہ گری تو کہ ترجمہ
- ۳۔ گنہ تہ کہانی یا افسانک مولائون کرتہہ گری تو گری پن منز من پٹھ کہہ بات

مراوی کتابہ:

- (1) شفیع شوق۔ کاشریک گرامر، این ایس پہلی کیشنز، سرینگر: 2008
- (2) شفیع شوق، ناجی منور۔ نوو کاشر ادبک تواریخ، کاشر ڈیپارٹمنٹ، یونیورسٹی آف کشمیر، سرینگر: 1992
- (3) رتن لال تلاشی، عادل کاک۔ کاشر زبانی ہنز گرامری ویشہنے، سرینگر: 2002
- (4) ارشاد ستھی، کاشر املا، تجویزات تہ سفارشات، سرینگر: 2014

۱۵/۱۱/۲۰۲۳

SEMESTER II

COURSE TITLE: PEDAGOGY OF LANGUAGE URDU-II

Course Code: PL-UR-02

Marks=50 (40+10)

Credits:

02

Course objectives: At the end of the course the student-teacher will be able to:

1. Understand the different roles of language.
2. Understand the importance of home language and school language and the role of mother tongue in education.
3. Be able to appreciate authentic literary (media) and translated texts.
4. Understand the use of language in context such as grammar and vocabulary
5. Identify methods, approaches and materials for teaching Urdu at various levels in the Indian context.
6. Be able to develop activities and tasks for learners including audio-video materials, ICT and internet.
7. Develop an insight into the symbiotic relationship between curriculum, syllabus and text books.
8. Understand the process of language assessment.

Unit I: Developing Language Skills:

Grammar in Context; Vocabulary in context

Language Skills- Listening, Speaking, reading and writing

- a) Listening and Speaking: sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: telling dialogues, situational conversations, role plays, simulations, speech games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
- b) Reading – sub skills of reading; importance of understanding the development of reading skills; reading aloud and silent reading; extensive and intensive reading; study skills including using thesauruses, dictionary, encyclopaedia etc.

- c) Writing – stages of writing; process of writing formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement etc. Reference skills; study skills; Higher order skills

Unit-II: Lesson Designing in Language and Literature:

- a) Teaching of different forms of Urdu Literature: Teaching different texts: Poetry, Prose, Drama
- b) Introduction of various literary forms of Urdu language; classical Urdu Literature and modern Urdu Literature; Planning Lessons in Prose; Planning Lessons in Poetry; Drama at various school levels
- c) Preparation of 20 lessons and teaching aids

Practicum:

1. Take three editorial pieces on the same topic from different newspapers. Have a discussion on their language and presentation
2. Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself
3. Review any story and have a discussion in groups
4. Interview any local artist/Poet/Writer
5. Prepare a list of audio visual aids related to teaching of Urdu and use them wherever necessary
6. Prepare activities for listening, speaking, reading and writing (5 each)
7. Prepare a collection of poems and stories of your choice
8. Prepare an outline of a school magazine
9. Develop a question paper for upper primary and secondary stages to assess all the aspects of language learning
10. Identify and list language (Urdu) related common errors among students
11. Prepare a list of idioms and proverbs in Urdu

Suggested Readings:

1. Chitkara, M.G, (2009), "Educational and Human values". A.P.H Publishing Corporation, Anrari Road, Darya ganj, New Delhi-110002.
2. Delors J., Learning the Treasure within, UNESCO, 1997.
3. Falk, Richard A.; Johansen, Robert C.; Kim, Samuel S., editors. Contitutional.
4. Foundations of World peace. Albany: State University of New York Press1993.
5. Galtung, Johan. Peace by peaceful Means: Peace and Conflict, Development and Civilization. London: SAGE Publications, 1996.
6. Goldstein, Tara; Selby, David, editors. Weaving Connections: Educating for peace, Social and Environmental Justice. Toronto: Sumach press, 2000.
7. Mishra, Lokanath, (2009), "Encyclo paedia of peace Education, A.P.H Publishing corporation, Anrari road, Darya ganj New Delhi-110002.
8. Mishra, Lokanath, (2009), "Peace education frame work for teachers" A.P.H Publishing Corporation Anrari Road, Darya Ganj, New Delhi-110002.
9. Sathya Sai International Center for Human Values, New Delhi. Education for Human Values(2009).
10. Singh, Dr. Suresh Pal, and Anyana Kaul and Sarita Choudary, (2010),"Peace and human rights education, A.P.H Publishing Corporation, Anrari Road, Darya Ganj, New Delhi-110002.
11. UNESCO: Learning the treasure within, Delors Commissionn Report.

SEMESTER II

Course Title: Teaching of Physical Sciences-II

Course Code: PK-PHYSC-02

Marks=100 (80+20)

Credits: 04

Course objectives: At the end of the course the student-teacher will be able to:

1. To understand approaches and strategies of teaching of Physical Sciences.
2. To develop use of different activities/experiments for teaching learning of Physical Sciences.
3. To stimulate curiosity, creativity and inventiveness in the field of Physical Sciences.
4. To understand the process of assessment of learning in Physical Sciences.

Unit I : Physical Sciences: Pedagogy II:

- a) Methods of Teaching Definition and Criteria for selection of teaching methods
- b) Teacher Centric methods Lecture Method. Demonstration Method and Demonstration Cum Discussion Method
- c) Pupil Centric Method Laboratory method, Assignment method, Discussion method, Heuristic method, Project method and scientific method.

Unit II: Developing teaching strategies for content by different methods of Teaching:

Physics:

- a) Motion, force, work and energy.
- b) Heat as energy, transfer of thermal expansion and change of state.
- c) Newton's laws and universal law of gravitation. 4. Simple pendulum, displacement, amplitude and frequency time period.
- d) Light, image formation by spherical mirrors and lenses, defects of vision and colour blindness.

Chemistry:

- a) Introduction to the chemical reactions, types of chemical reaction.
- b) Introduction to the electronic concept of oxidation- reduction, oxidation number and redox reaction.
- c) Introduction to Endothermic and exothermic reactions, concept of rate of reaction.
- d) Elementary idea of electro chemical cell and dry cell.
- e) Rusting of iron and its preventive measure, concept of mole.

Unit III :Teaching Learning Resources in Physical Sciences:

- a) Physical sciences laboratory: Organisation, Maintenance, Types and Features
- b) Informal Methods of Teaching, science clubs, science exhibitions, science fairs and Seminars in Physical sciences
- c) Visit to factories, industries, national laboratories of physics and chemistry. Meteorological Department
- d) Instructional aids Computer aided instruction, multimedia packages, interactive Software, websites, Open Education Resources etc.

Unit-IV : Assessment and Evaluation

- a) Techniques of Evaluation.
- b) Evaluation and Assessment in Physical Sciences
- c) Formative
- d) Summative
- e) Continuous and Comprehensive

- f) Assessment of laboratory and project work/ Issues in assessment.
- g) Innovations in assessment: Dynamic assessment, self-assessment, peer assessment and open text book assessment.

Practicum:

- 1. Planning and conducting experiments in Physical sciences.
- 2. Design of laboratory: Structure and physical facilities.
- 3. Field Visits and projects.

Suggested Readings:

- 1. Gupta, S.D and Sharma D. R (2002). Teaching of Science, Malhotra Brothers Jammu.
- 2. Sharma R.C (1981). Modern Science Teaching Dhanpat Ria Publishing Co. New Delhi.
- 3. Mangal S.K (1995) Teaching of Physical and Life Sciences, AVG Book Depot Karol Bagh.
- 4. Sharma and Sharma Teaching of Science. Dhanpat Rai and Sons Jalandhar Delhi.
- 5. Das R.C Science Teaching in Schools, Sterling Publishers Pvt Ltd New Delhi.
- 6. NCERT Textbooks from class 8th to Class 12th New Delhi.
- 7. Vaidya N. Science Teaching for the 21st century. Deep and Deep Publishers. Kalara R.M. Innovations in Science Teaching Prakashan Kendra Lucknow.
- 8. Kohli V.K. How to teach Science (A Treaties on Methodology of Teaching Physics and Chemistry). Viveka Publishers Ambala.

SEMESTER II

COURSE TITLE: TEACHING OF BIO-SCIENCES-II

Course Code: PK-BIO-02

Marks=100 (80+20)

Credits: 04

Course objectives: At the end of the course the student-teacher will be able to:

1. To understand approaches and strategies of teaching of biological Sciences.
2. To develop use of different activities/experiments for teaching learning
3. To stimulate curiosity, creativity and inventiveness in the field of biological sciences.
4. To understand the process of assessment of learning in biological sciences.

Unit I : Biological Sciences: Pedagogy II:

- a) Methods of Teaching: Definition and Criteria for selection of teaching methods.
- b) Teacher Centric methods: Lecture Method, Demonstration Method and Demonstration Cum Discussion Method.
- c) Pupil Centric Method: Laboratory method, Assignment method, Discussion method, Heuristic method, Project method and scientific method.

Unit II : Developing strategies for content by different methods of Teaching:

Botany:

- a) Nutrition and its types.
- b) Photosynthesis: Process and Mechanism.
- c) Absorption of Water: Transpiration, Mechanism of stomatal opening and closing.
- d) Reproduction: Asexual and Sexual.
- e) Growth Regulators: Auxins. Gibberlins and Abscissic acid.

Zoology:

- a) Nutrition and its types, Digestion and Absorption of food.
- b) Respiration in man.
- c) Blood circulation: Blood structure and functions, Heart structure and functions, Courses of circulation.
- d) Excretion: Structure and functions of kidney.
- e) Nervous system: Structure of Brain.

Unit III : Teaching learning resources in Biological Sciences:

- a) Biological Science Laboratory: Organisation, Maintenance, Types and Features.
- b) Informal Methods of Teaching: Museums, field trips, science clubs, science exhibitions, science fairs and seminars in bio-sciences.
- c) Visit to Botanical Gardens, Zoos, National Parks.
- d) Instructional aids: Computer aided instruction, multimedia packages, interactive software, websites, Open Education Resources etc.

Unit-IV: Assessment and Evaluation:

- a) Techniques of Evaluation,
- b) Evaluation and Assessment in Biological Science
 - i. Formative
 - ii. Summative
 - iii. Continuous and Comprehensive
 - iv. Assessment of laboratory and project work
 - v. Issues in assessment.
 - vi. Innovations in assessment. Dynamic assessment, self-assessment, peer assessment and open text book assessment.

Practicum:

1. Planning and conducting experiments in Biological sciences.
2. Design of laboratory: Structure Field Visits and physical facilities.
3. Field Visits and projects.

Suggested Readings:

1. Gupta,S.D and Sharma D.R (2002). Teaching of Science, Malhotra Brothers Jammu.
2. Sharma R.C (1981). Modern Science Teaching Dhanpat Rai Publishing Co. New Delhi.
3. Mangal S.K (1995) Teaching of Physical and Life Sciences, AVG Book Depot karol Bagh.
4. Sharma and Sharma Teaching of Science. Dhanpat Rai and Sons Jalandhar Delhi.
5. Das R.C. Science Teaching in Schools, Sterling Publishers Pvt Ltd New Delhi.
6. NCERT Textbooks from class 8th to class 12th New Delhi.
7. Dr. P Ameeta. Methods of Teaching Biological Sciences. New Delhi.
8. Dr. Vijayalatha. Pedagogy of Biological Sciences New Delhi.
9. Dr. S.P Kalshreshtha. Pedagogy of Biological Sciences. Bookman Publications New Delhi.
10. Text book of B.Ed Pedagogy of Science: Biological Sciences; part I and II NCERT 2013.
11. Siddiqi and Siddiqi. Teaching of Biology. Doaba House, New Delhi.
12. Vaidya N. Science Teaching for the 21st Century. Deep and Deep publishers.

SEMESTER II

COURSE TITLE: TEACHING OF HISTORY AND POLITICAL SCIENCE- II

Course Code: PK-HIS-02

Marks=100 (80+20)

Credits:

04

Course objectives: At the end of the course the student-teacher will be able to:

1. Develop a critical understanding about the nature and philosophy of political science.
2. Understand the need for teaching- learning of history and political science.
3. Develop a critical understanding about the aims and objectives of teaching History and Political Science.
4. Understand the nature of History and Political science curriculum and its pedagogical concerns.
5. Critique and develop suitable evaluation mechanisms in History and Political Science.

Unit I: Understanding Political Science as a discipline:

- a) Political Science: Nature and scope
- b) Understanding the meanings, Paradoxes and Challenges of key concepts in Political Science
 - i) State, Sovereignty, Constitution, Citizenship
 - ii) Power, Authority, Liberty, Democracy, Rights and Duties
- c) Political ideologies: Liberalism, Socialism, Secularism and Feminism

Unit II : Curriculum in History and Political Science:

- a) Nature of teaching History and Political Science in Schools
- b) Aims and Objectives of teaching and learning History and Political Science
- c) Place of History and Political Science at different stages of School curriculum and linkages between different stages
- d) Approaches in the construction of History and Political Science curriculum and its analysis
- e) Gender in history, Analysing the text books from the gender perspective

Unit III: Pedagogy in History and Political Science:

- a) Approaches of teaching history and Political Science: Inductive, Deductive, Interdisciplinary and constructivist.
- b) Critical Pedagogy in history and Political Science
- c) Methods and techniques:- Text book, Storytelling, dialogue, debate, discussion, source, observation and interpretation, case study, project, dramatization, activities around local history-critical engagements with museum and archives etc.
- d) New Trends in lesson planning with special reference to constructivist approach

- e) Learning resources in teaching history and Political Science: an overview

Unit-IV: Evaluation and Assessment in History and Political Science:

- a) Evaluation and Assessment in history and Political Science
 - i) Formative
 - ii) Summative
 - iii) Continuous and Comprehensive
- b) Assessment at different stages
- c) Issues in Assessment
- d) Innovations in assessment-dynamic assessment, self-assessments, peer assessments, open text-book assessment.

Practicum:

1. Preparing a report on the current issues in Indian Politics (Any one issue)
2. Book review of some latest book on Indian Politics
3. Preparation and demonstration of lesson plans in History and Political Science
4. Organizing a mock Parliament so that student teachers will understand the working of parliament

Suggested Readings:

1. Batra, P. (ed) (2010), Social Science Learning in Schools, Perspectives and Challenges, New Delhi, Sage.
2. Bining, A.C. & Bining, D.H. (1932), Teaching McGraw Hill Publishing Co. Ltd. Bombay.
3. Duverger. M. (1964), The Philosophy of Social Sciences: An Introduction, New Delhi, foundation Books.
4. George, A,M & Madan, A(2009), Teaching Social Science in Schools Sage Publications India Pvt. Ltd. New Delhi.
5. Hamm, B.(1992), Europe-A Challenge to the social Sciences International Social Science Journal (Vol.44).
6. Heywood, Andrew, (1992), Political ideologies- An Intrduction, Palgrave Macmillan.
7. Kirkpatrick, Ecron,(1997), Foundation of Political Science: Research, Methods and Scope, New York, The Free Press.
8. NCERT, NCF 2005, Position Paper, National Focus Group on Teaching of Sciences, (2006) New Delhi, NCERT.

9. NCERT, NCF 2005, Position Paper, National Focus group on Teaching of Social Sciences, (2006) New Delhi, NCERT.
10. Popper, Karl.(1971), Open society and its enemies, Princeton University Press.
11. Zevin, J.(2000), Social Studies for the twenty first century, Lawrence Erlbaum Associates Publishers, London.

SEMESTER II

COURSE TITLE: TEACHING OF GEOGRAPHY, PART-II

Course Code: PK-GEO-02

Marks=100 (80+20)

Credits: 04

Course objectives: At the end of the course the student-teacher will be able to:

1. To develop appropriate skills/methods required for teaching geography effectively in the school education.
2. To train the learners in lesson planning and its execution.
3. To train the learners in making effective use of different learning resources in Geography.
4. To develop an understanding of how to frame syllabus in Geography
5. To understand pedagogical analysis of some of the basic concepts of geography.
6. To impart basic training of field observation and interpretation pertaining to physical and socio-economic phenomena of earth's surface.

Unit I: General Pedagogy:

- a) Instructional objectives of teaching geography at secondary level.
- b) Content Analysis-Writing objectives in behavioural terms.
- c) Lesson Planning-Meaning, Significance, Principles and Steps involved in planning a geography lesson with special reference to constructive/participatory approach.
- d) Approaches to Teaching: Inductive, Deductive, Interdisciplinary and Constructive approach.
- e) Strategies: Observation, project, regional, problem solving, laboratory/scientific.

Unit II : Teaching Learning Resources in Geography:

- a) Audio-Visual Aids-meaning, significance and types.
- b) Importance and use of maps, globes, travelogues, atlas, graphs, satellite imageries and aerial photographs.

- c) Concept of a map, its essentials, and types.
- d) Geography Laboratory: Importance and Equipments.

Unit III : Place of Geography in Curriculum and its Importance:

- a) Place of Geography at different stages of school curriculum and linkages between different stages.
- b) Curriculum design and syllabus framing in geography at secondary stage-guided principles
- c) Importance of teaching Geography at the secondary level.

Unit IV : Pedagogical Analysis in Geography:

- a) Latitudes and longitudes.
- b) Lithosphere Endo-genetic and Exogenetic process/forces.
- c) Atmosphere- Composition and Structure.
- d) Physical divisions of India.

Practicum:

1. Preparation of maps using Cartographic Techniques.
2. Topographical Maps-interpretation.
3. Model Making in Geography.
4. One-Day Field study/exploration within J & K and its reporting.

Suggested Readings:

1. Arora K. K.: The Teaching of Geography, Jalandhar, Prakesh Brothers.
2. B.D. Shaida : Teaching of Social Studies (Hindi)
3. Bining and Bining : Teaching of Social Studies in Secondary School
4. Broadman David, New Directions in Geography Education, Landon, Philadelphia, Fehur Press.
5. Chorley R.J., Frontiers in Geography Teaching Landon, Mathew and Co Ltd.
6. D. R. Khullar; Essentials of Practical Geography.
7. D. S. Lal; Climatology.
8. Dikshit R. D.; Geographical thought.
9. General Geography : NCERT, New Delhi
10. Gospill G. H., Teaching of Geography, St Martin's Press, Newyork.
11. Koul AK., Teaching why how of Geography.

12. M. S. Rao. : Teaching of Geography.
13. Majid Hussain, Evolution of Geographical Thought.
14. Majid Hussain, Physical Geography.
15. Majid Hussain; Geography of India.
16. Majid Hussain; Systematic Geography of Jammu and Kashmir.
17. Morrey D. C., Basic Geography, Landon, HienMannsEdu. Bok Ltd.
18. O. P. Verma : Teaching of Geography
19. R. C. Chandna; Geography of Population.
20. S. K. Kochar : The Teaching of Social Studies
21. UNESCO : New Source Book of Teaching Geography

SEMESTER II

COURSE TITLE: TEACHING OF MATHEMATICS-II

Course Code: - PK-MATH-02

Marks=100 (80+20)

Credits: 04

Course objectives: At the end of the course the student-teacher will be able to:

1. To inculcate the power of accurate analysis.
2. To express abstract ideas
3. Appreciate the need for teaching-learning of Mathematics.
4. To develop mental powers like thinking, reasoning, etc.
5. Critique and develop suitable evaluation mechanisms in Mathematics.
6. To give practical knowledge of Mathematics to face the day to day problems.
7. To familiarize with the latest Mathematical knowledge to fulfil the existing needs of the society.
8. To develop fundamental skills and process of Mathematics
9. Develop a critical understanding about the aims and objectives of Mathematics.
10. Understand the organization of Mathematics curriculum and its pedagogical concerns.
11. To understand the use of numbers and quantities related to their daily life

Unit I : Curriculum in Mathematics:

- a) Nature of teaching Mathematics in schools
- b) Aims and objectives of teaching Mathematics

- c) Place of Mathematics at different stages of school curriculum and linkages between different stages
- d) Curriculum design and syllabus framing in Mathematics at secondary stage - Guiding principles
- e) Approaches in the construction of Mathematics curriculum: topical and spiral

Unit II: Evaluation and assessment in Mathematics:

- a) Formative
- b) Summative
- c) Continuous and Comprehensive
- d) Assessing reasoning, argumentation, and logical thinking in mathematics performance based assessment
- e) Assessment at different stages.
- f) Issues in assessment
- g) Innovations in assessment

Unit III: Lesson Planning:

- a) Meaning and importance of a lesson plan.
- b) Various strategies and techniques of lesson planning: New trends in lesson planning with special reference to constructivist / participatory approach.
- c) Meaning and purpose of a unit and Yearly plan.
- d) Learning resources in teaching Mathematics.
- e) Developing Low cost improvised teaching aids relevant to local ethos.

UNIT IV: Basics of Mathematics

- a) Mensuration: Volume and Surface Area of Cube, Cone, Cylinder and Sphere.
- b) Linear Equations of one and two variables.
- c) Quadratic Equations.
- d) Statistics: Mean, Median, Mortality table, cost of living index.
- e) Circles and Geometrical Constructions

Practicum:

1. Observation of children (5-10 years) doing everyday Mathematics, playing folk games, community numeracy practices (Report Making).

2. Development and use of Mathematics laboratory.
3. Development of 2 improvised aids for teaching of Mathematics, its procedure, utility and reporting.
4. Preparation and Demonstration of Lesson plans in Mathematics from different approaches.

Suggested Readings:

1. Teaching of Mathematics by Rajani Upadhyay.
2. Methods of teaching Mathematics by E. Suneetha, R. Sambasiva Rao, Digumarti Bhaskara Rao.
3. Pedagogy of Mathematics, textbook for two year B. Ed course (NCERT)
4. Pedagogy of Mathematics by Dr. Bondu Raju, Dr. M.RajendranathBabu
5. Teaching of Mathematics by Dr. S. K. Mangal.
6. Methods of teaching Mathematics by Anice
7. The Laboratory approach to Mathematics by Kidd, P.K. Myers, S. S. Cilley David.
8. Teaching of Mathematics by Kumar.
9. Teaching of Mathematics by Pandya.

SEMESTER II

COURSE TITLE: ART EDUCATION

Course Code: - EPC-02

Marks=50 (Internal)

Credits: 02

Course objectives: At the end of the course the student-teacher will be able to:

1. To enable children to record from first-hand experience and from imagination and to select their own ideas to use in their work.
2. To develop creativity and imagination through a range of complex activities.
3. To foster an enjoyment and appreciation of visual art and knowledge of artists, crafts people and designers.

Unit-I : Conceptual Background:

- a) Brief History of Art
- b) Fundamentals of Art

Pencil Sketching

- a) Figure study
- b) Nature study
- c) Memory Drawings

Unit-II: Collage Making:

- a) Collage with pattern
- b) Collage with compositional relationship

Colour and Design

- a) Composition of basic shapes
- b) Design with geometrical shapes
- c) Free hand designs
- d) Market scenes
- e) Conceptual work on canvas

SEMESTER II

COURSE TITLE: VISIT TO SPECIAL SCHOOL (RJ-1 WEEK)

Course Code: - PW-02
02

Marks=50 (Internal)

Credits:

Student guidelines:

Name of the Special School: _____

Date of Visit to the Special School: _____

Total No. of Students: _____

Types of disability seen: _____

Steps of Report Writing:

- 1. Individual observation and report**

- a) Visit one school twice or two schools once over the semester
- b) Observe in a classroom where a student with a disability is being included and interview the general education teacher and at least one support staff who are working with a student
- c) Conduct one follow-up with teacher in person or on email or phone
- d) Write an observation report that will include: a) contact information including who you observed and talked with, address and phone of the school: and a b) summary of your observations and interviews

2. Report format: Develop a report using the following outline

- a) Title Page: Provide your name, address, phone number, name of school and people interviewed, address, phone numbers
- b) Interview and observation process: describe how, where and with whom the interviews and observations were conducted. Indicate types of students with disabilities you observed.
- c) Summary and reflections: briefly describe the school location, community, student population etc. describe the content of your observations and interviews. Best reports are those that pull out some key quotes and summarize the observations interviews rather than having a rote question and response format

3. Students will seek information by asking the following questions

- a) What type of students are included?
- b) What is the approach to instruction in the class?
- c) What is the physical layout and design of the class? How is space used
- d) What is the approach to building community and dealing with behavioural problems in the class
- e) What is the approach to inclusion or mainstreaming in the school and class
- f) What support is provided to the teacher in working with students with special need?
- g) What accommodation strategies are used?
- h) How effective is the mainstreaming/inclusive education process? For special students, for the regular students, for teachers?
- i) What problems and issues need to be addressed? What improvements are needed?