AC 29-5-15

Item No. 4.41

UNIVERSITY OF MUMBAI

BACHELOR OF EDUCATION - SPECIAL EDUCATION (LEARNING DISABILITY)

B. Ed. Spl. Ed. (LD)

(Credit Based Semester and Grading System with effect from the academic year 2015–2016)

University of Mumbai

Syllabus for the Bachelor of Education -Special Education (Learning Disability)

B.Ed. Spl. Ed. (LD)

As per the NCTE Regulations 2014 Notification 346 dated 1.12.2014 and subsequent letter No 8-A/ Recog./ Policy /2014-RCI dated 28th January 2015 and letter # 7-128 RCI/ 2015 from Rehabilitation Council of India (RCI), New Delhi, the B.Ed. - Special Education (Learning Disability) program of one academic year is revised to two year in the University of Mumbai. The said program is Credit Based Grading System. It has semester system comprising of four semesters and offers choice based optional courses in theory component. It is implemented from academic year 2015-2016. The syllabus of B.Ed. - Special Education (Learning Disability) is based on the syllabus prescribed by the Rehabilitation Council of India.

The Title and Eligibility of the programme are:

O…….Title: Bachelor of Education - Special Education (Learning Disability)
[B. Ed. Spl.Ed.(LD)]

O……Eligibility:
Following candidates are eligible for admission to B. Ed. Spl.Ed.(LD): A candidate for the degree of B.Ed.Spl.Ed.(LD) must have passed a Bachelors' degree examination of this University in any discipline or a corresponding degree examination of any other UGC recognized University with minimum 50% in the qualifying degree examination.

R……Duration: The duration of the programme is two academic years (four semesters) with 40 credits in each year.

- **Aim and Objectives of the Programme:**

The B.Ed.Spl.Ed.(LD) programme aims to develop special education teachers/educators for children with disabilities and in particular to children with Learning Disability for various educational settings (Inclusive, Special, Open School , etc.). The B.Ed. Spl. Ed.(LD) programme will prepare human resources to enable them to acquire knowledge and competencies to impart effective education to children with Learning Disabilities and other disabilities with adequate emphasis on education of ALL children. The program further aims to develop special teachers/educators who are able to deliver the best in all the roles like classroom teacher, resource teacher, itinerant teacher, cross disability teacher facilitator.

The objectives of the programme are to facilitate learners to:

i. Acquire knowledge & skills about human development, contemporary Indian education, pedagogy of various school subjects and assessment for learning.
ii. Acquire knowledge & skills about nature and educational needs of children with disabilities with emphasis on children with Learning Disability.

iii. Develop conceptual understanding of education for working with children with and without disabilities in various settings.
iv. Enhance knowledge and skills related to professional competencies.
v. Facilitate proactive and desirable attitudes towards education of children with special needs.

I The programme of B. Ed. Spl.Ed.(LD) comprises of **Part-I** Theory courses (A,B,C & D), **Part-II** Practical courses (E) and **Part-III** Field engagement (F),which will be covered in four consecutive semesters. The programme structure has four sets of theory courses (A) core courses including two choice based pedagogy courses, (B) Courses in cross disability and inclusion including two optional courses which can be chosen from two pools of courses (C) Disability specialization courses and (D) Courses for enhancement of professional capacities.

II. ATTENDANCE: The programme will be conducted for minimum 180 days each year exclusive of the period of semester end examination and admission. The institution shall work for a minimum of thirty six hours in a week. The minimum attendance of learners will be as per Mumbai University guidelines. However,for the practical and field engagement of the programme, the learners must complete all course work within the stipulated period. A candidate for the examination in Part I, II & III courses must apply to the Registrar of University of Mumbai with certificates required, through the Principal/ Head of the College in which he/she has received education.

III The entire programme of B. Ed. Spl. Ed.(LD) is of 80 credits. Each credit will comprise of 30 learning hours.

LIST OF COURSES:

PART I:

AREA 'A' : CORE COURSES

A1: Human Growth & Development
A2: Contemporary India and Education
A3: Learning, Teaching and Assessment
A4: Pedagogy of Teaching (Special Reference to Disability) ANY ONE
a) Science
b) Mathematics
c) Social Studies

A5: Pedagogy of Teaching (Special Reference to Disability) ANY ONE
a) Hindi
b) English
c) Marathi

AREA B: CROSS DISABILITY AND INCLUSION

Note:

a. All student- teachers will be learning about all disabilities in theory and practical.
b. All student-teachers will be learning about one more disability over and above the main disability specialization in practical and field engagement.
c. In case of student-teachers with disability; the choice of two optional courses from B-10 or B-11 can be chosen on case to case basis (e.g. Student-teachers with VI and HI may opt for courses that are appropriate for them across/only from B10 & B11).

B6: Inclusive Education

B7: Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)

B8: Introduction to Neuro - Developmental Disabilities (LD, ID, ASD, ADHD)

B9: Introduction to Locomotor & Multiple Disabilities (CP, MD)

B10: Skill-based Optional Course (Cross Disability and Inclusion**) ANY ONE**

a. Guidance and Counselling
b. Early Childhood Care & Education
c. Applied Behavioural Analysis
d. Community Based Rehabilitation
e. Application of ICT in Classroom
f. Gender and Disability
g. Braille and Assistive Devices

B11: Skill-based Optional Course (Disability Specialization) **ANY ONE**

a. Orientation & Mobility
b. Communication Options: Oralism
c. Communication Options: Manual (Indian Sign Language)
d. Augmentative and Alternative Communication
e. Management of Learning Disability
f. Vocational Rehabilitation & Transition to Job Placement

AREA C: DISABILITY SPECIALIZATION COURSES

C12 : Assessment and Identification of Learning Disability and Needs

C13: Curriculum Designing, Adaptation and Evaluation

C14: Intervention and Teaching Strategies

C15: Technology and Disability

C16: Psycho Social and Family Issues

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(With specific reference to disability)

D17: Reading and Reflecting on Texts

D18: Drama and Art in Education

D 19: Basic Research & Basic Statistic

PART II:

AREA E: PRACTICAL RELATED TO DISABILITY

E1. Cross Disability and Inclusion (Linked with Area B)

E2. Disability Specialization (Linked with Area C)

PART III:

AREA F: FIELD ENGAGEMENT (Internship)

F1. Special School/Centre of Main Disability (Related to Area C)

F2. Special School/Centre of Other Disability (Related to Area B)

F3. Inclusive school (Related to Area B & C)

THE OVERALL PROGRAMME STRUCTURE (FOUR SEMESTERS):

Part	course code	Number of courses	Areas	Hours	credits	marks
I	A	5	THEORY: Core courses	450	15	375
I	B	6	THEORY: Cross Disability & Inclusive Education	540	18	450
I	C	5	THEORY: Disability Specialization	450	15	375
I	D	3	THEORY: Enhancement of Professional Capacities (EPC)	180	06	150
II	E	2	Practical courses related to disability	450	15	375
III	F	3	Field Engagement (Internship)	330	11	275
Total		**24**		**2400**	**80**	**2000**

The total hours allotted to each theory course will include both instructional and notional hours. The instructional hours for all theory courses as specified in the structure include lecture and

tutorials as contact hours. The notional hours include hands on tasks/ experiences specified under each theory course.

IV. The assessment in Part I comprising of theory courses (A, B, C & D) shall be semester wise as per the scheme of courses given in item # VI by way of written papers and internal assessment. The Principal/Head of the College shall forward to the University, the marks obtained by each candidate for internal assessment of parts I, II, III.

V The assessment in Part II (E1 & E2) comprising of practical courses and Part III (F1, F2 and F3) comprising of field engagement courses shall be evaluated internally by each College at the end of semester as per the details given in item # VII. The Principal/Head of college shall forward to the University, the marks obtained by each candidate in part II and III in relevant semesters.

VI. Semester wise scheme of courses:

SEMESTER I

Part	course code	short title	credits (instructional +notional)	total hours	internal marks	external marks	total
I	A1	Human Growth & Development	3 (2+1)	90	15	60	75
	A2	Contemporary India and Education	3 (2+1)	90	15	60	75
	B7	Introduction to Sensory Disabilities	3 (2+1)	90	15	60	75
	B8	Introduction to Neuro - Developmental Disabilities	3 (2+1)	90	15	60	75
	B9	Introduction to Locomotor & Multiple Disabilities	3 (2+1)	90	15	60	75
	C12	Assessment and Identification of Learning Disability and Needs	3 (2+1)	90	15	60	75
II	E1	Practical: Cross disability and inclusion	2	60	50	Nil	50
	TOTAL		20	600	140	360	500

SEMESTER II

Part	Course code	Short title	Credits (instructional +notional)	Hours	Internal marks	External marks	Total
I	A3	Learning ,Teaching and Assessment	3 (2+1)	90	15	60	75
	A4	Pedagogy of teaching (optional courses)	3 (2+1)	90	15	60	75
	A5	Pedagogy of teaching (optional courses)	3 (2+1)	90	15	60	75
	B6	Inclusive Education	3 (2+1)	90	15	60	75
	C13	Curriculum	3 (2+1)	90	15	60	75
II	E2	Practical: Disability specialization	5	150	125	Nil	125
	TOTAL		**20**	**600**	200	300	**500**

SEM ESTER III

Part	**Course code**	**Short title**	**Credits (instructional +notional)**	**Hours**	**Internal marks**	**External marks**	**Total**
I	C14	Intervention and Teaching Strategies	3 (2+1)	90	15	60	75
	C15	Technology and Disability	3 (2+1)	90	15	60	75
	C16	Psycho Social and Family Issues	3 (2+1)	90	15	60	75
	D17	Reading and Reflecting on Texts	2 (1+1)	60	10	40	50
	B 11	Skill based optional course(specialization) ANY ONE	3(2+1)	90	15	60	75
II	E2	Practical: Disability Specialization	4	120	100	Nil	100
III	F1	Field Engagement: Disability specialization	3	90	75	NIl	75
	TOTAL		21	630	245	280	525

SEMESTER IV

Part	Course code	Title	Credits (instructional +notional)	Hours	Internal marks	External marks	Total
I	B10	Skill based Optional Course (Cross disability and inclusion) ANY ONE	3 (2+1)	90	15	60	75
	D 18	Drama & Art in Education	2 (1+1)	60	10	40	50
	D19	Basic Research & Basic Statistic	2 (1+1)	60	10	40	50
II	E1	Practical: Cross Disability and Inclusion	4	120	100	Nil	100
III	F2	Field Engagement: Other disability	4	120	100	Nil	100
III	F3	Field Engagement: Inclusive school	4	120	100	Nil	100
	TOTAL		19	570	335	140	475

VII Scheme and Details of Assessment of Theory (Part A) courses:

The performance of the candidates in each of the theory courses shall be evaluated through internal assessment and semester end assessment.

1. **Internal Assessment** will be on the basis of continuous evaluation as indicated in item # VI. The weightage of Internal Assessment will be 20 % of the total marks of each course.

Internal Assessment for Areas A, B & C **(15 Marks)**

(i) Average of two class tests 05 Marks

(ii) Performance on notional hour tasks / experiences 10 marks

Internal Assessment for Area D **(10 Marks)**

(i) Performance on notional hour tasks/ experiences 05 Marks

(ii) Classroom participation 05 marks

2. **Semester End Assessment**

Semester End Assessment will be on the basis of performance in the semester end **written** examinations. The weightage of semester end assessment will be 80% of the total marks of each course.

- **Question Paper Pattern for Areas A, B & C: 2 hrs. 30 min. (60 Marks)**

5 Essay type questions: one per module (any three) (12 x 3 = 36 marks)

6 short questions: Minimum one per module (any four) (6 x 4 = 24 marks)

- **Question Paper Pattern for Areas D 2 hours 40 marks**

4 Essay type questions: Not more than one per module. (any two) (12 x 2 = 24 marks)

6 short questions: Minimum one per module (any four) (4 x 4 = 16 marks)

VIII Schemes and Details of Assessment of Part II & III Courses

There will be no Semester End examination for part II & III. There will be only internal assessment as indicated in item # VI.

R……STANDARD OF PASSING

- The passing percentage of Part I, II, and III is 50% for each course (internal and external separately) in all the four semesters separately. However, the candidate must pass all internals of all parts separately for appearing in semester end theory examination (Part I/II/ III/IV). If the minimum passing mark is in decimal points, the same may be converted to a whole number (Eg. The course of 15 marks internal will require a minimum pass mark of 8).
- The passing percentage of Part II & III is 50% each in all the four semesters separately. If the minimum passing mark is in decimal points, the same may be converted to a whole number.
- The overall grade of the B. Ed.Spl. Ed. (LD) programme will be calculated on the basis of total marks obtained in all four semesters. The grade marks and grade points are as follows:

Grades and Grade Points

Letter Grade	Marks	Grade Point
O	1500 and above	7
A	1400 to 1499	6
B	1300 to 1399	5
C	1200 to 1299	4
D	1100 to 1199	3
E	1000 to 1099	2
F	999 and below	1

R: ……

(A) METHOD TO CARRY FORWARD THE MARKS

(i) Candidates are required to pass in both internal and external assessments independently.

(ii) A candidate who scores 50% or more in the Internal Assessment but FAILS in the Semester End Examination of the Course shall reappear for the Semester End Examination of that Course only. However, his/her marks of the internal assessment shall be carried forward.

(B) ATKT (ALLOWED TO KEEP TERM)

(i) A student shall be allowed to keep term/s for consecutive semester/s irrespective of number of heads of failure in earlier semester/s.

(ii) The result of semester IV shall be kept in abeyance until the student passes all semesters (semester I, II, and III).

(iii) A maximum of three years from the date of admission to the programme is allowed for programme completion. Number of attempts is limited to maximum 3 per course - inclusive of the first attempt.

(iv) A candidate failing in part I can reappear for the examination without putting in attendance for the instructional hours of that course/s. Candidate failing in part I semester end examination can reappear for the examination without putting in attendance for the instructional hours of that course/s.

(v) If a candidate does not appear for the semester end examination fully or partially, he/ she will be considered as a failure candidate. However, he/ she is eligible for reappearing facility and his/ her internal marks will be carried forward.

R….. STUDENT INTAKE

As per the RCI recognition given to the college, the college can admit minimum 20 and maximum 30 students per batch (additional seats for OBC candidates as per Govt of India directives wherever applicable).

R……FACULTY NORMS

As per RCI norms

R…..FEE STRUCTURE

As per RCI/ University/ State Government/ Central Government- whichever applicable.

Note: It is mandatory for every teacher with BEd. Spl.Ed. (LD) to obtain a "Registered Professional Certificate" from the Rehabilitation Council of India to work in the field of education of children with disabilities in India. Hence, successful candidates of B.Ed.Spl. Ed. (LD) shall have to register their names with RCI. As continuous professional growth is necessary for the renewal of the certificate in every 5 years, the teachers in this field should involve self in professional development activities like undergoing in--service programmes periodically or publishing articles. Amendments, if any, to the regulations will be made periodically by the Rehabilitation Council of India.

COURSE OUTLINE:

PART I: AREA A, B, C, D THEORY COURSES

A 1 HUMAN GROWTH & DEVELOPMENT

Course Code: A1 **Credit: 03**

Contact Hours: 60 **Notional Hours 30**

Marks: 75

Introduction

This course exposes student teachers to the study of child and human development in order to gain a better understanding about variations and the influence of socio-cultural-political realities on development. A critical understanding of theoretical perspectives of development would aid in their application in teaching learning process. Through close observation of children in their natural environments the teacher trainee would be able to situate their theoretical knowledge within realistic frames. This course would also be able to equip the trainees to reflect and critique the normative notions of childhood and adolescence.

Objectives:

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

- *explain the process of development with special focus on infancy, childhood and adolescence*
- *critically analyze developmental variations among children*
- *comprehend adolescence as a period of transition and threshold of adulthood*
- *analyze different factors influencing child development*

Module 1: Approaches to Human Development

1.1 Human development as a discipline from infancy to adulthood
1.2 Concepts and Principles of development
1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)
1.4 Nature vs Nurture
1.5 Domains (Physical, Sensory- perceptual, Cognitive, socio-emotional, language and communication, Social relationship)

Module 2: Theoretical approaches to development

2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)
2.2 Psychosocial theory (Erikson,
2.3 Psychoanalytic Theory (Freud)
2.4 Ecological Theory (Bronfrenbrenner)
2.5 Holistic Theory of Development (Steiner)

Module 3: The Early Years (Birth to Eight Years)

3.1 Prenatal development: Conception, stages and influences on prenatal development,
3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development
3.3. Milestones and variations in Development
3.4 Environmental factors influencing early childhood development
3.5 Role of play in enhancing development

Module 4: Middle Childhood to Adolescence (From nine years to eighteen years)

4.1 Emerging capabilities across domains of physical and social emotional
4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics
4.3 Issues related to puberty
4.4 Gender and development
4.5 Influence of the environment (social, cultural, political) on the growing child

Module 5: Transitions into Adulthood

5.1 Psychological well-being
5.2 Formation of identity and self-concept
5.3 Emerging roles and responsibilities
5.4 Life Skills and independent living
5.5 Career Choices

Hands on Experience for notional hours: (ANY TWO) 30 Hrs 10 Marks

1. Observe children in various settings and identify milestones achieved. Submit reflections.
2. Attend a Seminar on human development. Submit report.
3. Journal for a case study

Suggested References:

- Berk, L. E. (2000). Human Development, Tata Mc.Graw Hill Company, New York
- Brisbane, E. H. (2004). The developing child, Mc.Graw Hill, USA
- Cobb. N. J. (2001). The child infants, children and adolescents, Mayfield Publishing company, California
- Hurlocl, E. B. (2005). Child growth and development, Tata Mc.Graw Hill Publishing company, New york
- Hurlocl, E. B. (2006). Developmental Psychology- A life span approach, Tata Mc.Graw Hill Publishing company, New Delhi
- Mittal. S. (2006). Child development- Experimental Psychology, Isha books, Delhi
- Nisha, M. (2006). Introduction to child development, Isha books, Delhi
- Papalia, D. E. and Olds, S. W.(2005). Human development, Tata Mc.Graw Hill Publishing company, New York
- Santrock. J. W. (2006). Child Development, Tata Mc.Graw Hill Publishing company, New York
- Santrock. J. W. (2007). Adolescence,Tata Mc.Graw Hill Publishing company, New Delhi
- Meece, J. S. & Eccles J. L (Eds) (2010). *Handbook of Research on Schools, Schooling and Human Development,* Routledge

A 2 CONTEMPORARY INDIA AND EDUCATION

Course Code: A2 **Credit: 03**

Contact Hours: 60 **Notional Hours: 30**

Marks: 75

Introduction

This course will enable student-teachers to explore education from philosophical and sociological perspective and hands on experience of engaging with diverse communities, children and schools. It also traces the educational developments in the historical context leading to contemporary India. The course also includes various commissions and policies and issues and trends in the field of education, special education and inclusive education.

Objectives

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

- *Explain the history, nature and process and Philosophy of education*
- *Analyse the role of educational system in the context of Modern Ethos*
- *Understand the concept of diversity*
- *Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context*

Module 1: Philosophical Foundations of Education

1.1 Education: Concept, definition and scope
1.2 Agencies of Education: School, family, community and media
1.3 Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism
1.4 Historical Perspective of Indian Education (Gandhi, Tagore, Krishna Murthy, Aurobindo)
1.5 Contemporary Indian Perspective

Module 2: Understanding Diversity

2.1 Concept of Diversity
2.2 Types of Diversity: Gender, linguistic, cultural, socio-economic and disability
2.3 Diversity in learning and play
2.4 Addressing diverse learning needs
2.5 Diversity: Global Perspective

Module 3: Contemporary Issues and Concerns

3.1 Universalisation of School Education, Right to Education and Universal Access
3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning
3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled
3.4 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues
3.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities in school systems

Module 4: Education Commissions and Policy

4.1 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice
4.2 National Commissions and Policies: Kothari Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)

4.3 National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 &2012).
4.4 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009
4.5 International Conventions and Policies: Salamanca Declaration and Framework, 1994, UNCRPD, 2006, MDG, 2015, INCHEON strategies

Module 5: Issues and Trends in Education

5.1 Challenges of education from preschool to senior secondary
5.2 Inclusive education as a rights based model
5.3 Complementarity of inclusive and special schools
5.4 Language issues in education
5.5 Community participation and community based education

Hands on Experience for notional hours: (ANY TWO) 30 Hours 10 Marks

1. Comparative study of different settings and report writing
2. Conflicts and social movements in India: Women, Dalit, Tribal and Disabled and report writing
3. Educational debates and movements and submit a report
4. First generation learners : study and submit a report
5. Write a report on RTE act in the context of disadvantaged
6. Write a report on Linguistic and religious diversity
7. Write a report on Human rights, minority rights
8. Wite a report on Educational status of various groups
9. Analyse Special and inclusive schools and submit a report
10. Analysis of contemporary debates

Essential Readings

- Government of India (GoI) (1966). National Education Commission (1964-66), Ministry of Education: New Delhi.
- Government of India (GoI) (1986/92). New Education Policy, MHRD: New Delhi.
- Guha, Ramchandra (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillon: Delhi
- GoI (2010). Right to Education Act 2009, MHRD: New Delhi.

Suggested Readings

- Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi Vikas Publishing House Pvt. Ltd.

- Amartya Sen, and Jean Dreze (1997). India: Economic Development and Social Opportunity, Oxford India: Delhi. Select Chapters.
- Anand, S. P. (1993).The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.
- Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
- Bhatia, K. & Bhatia, B. (1997): The Philosophical and Sociological Foundations, New Delhi Doaba House.
- Biswas. A. (1992): Education in India, New Delhi: Arya Book Depot.
- Biswas. A. and Aggarwal, J.C. (1992). Education in India, New Delhi: Arya Book Depot.
- Chakravarty, Sukhamoy (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.
- Choudhary. K.C. and Sachdeva, L. (Eds) (1995): Total literacy by 2000: New Delhi: IAE Association.
- Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.
- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.
- Mohanty, Jagannath. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers Pvt. Ltd.
- Sapra. C. L. and Ash Aggarwal, (Ed.,) (1987): Education in India some critical Issues. New Delhi: National Book Organisation.
- Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi: Sage Publications.
- Steven, B. (1998). School and Society, New Delhi: Sage Publications.
- Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.
- Taneja. V. R. (1998). Educational Thoughts and Practice, Delhi University Publications.
- Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications: New Delhi.
- Weber. O.C. (1990). Basic Philosophies of Education, New York Holt, Rinehart and Winston.

A 3 LEARNING, TEACHING AND ASSESSMENT

Course Code: A 3 **Credits: 03**

Contact Hours: 60 **Notional Hours: 30**

Marks: 75

Introduction

This Course will initiate teacher Trainees to understand learning theories and as these translate into teaching and learning actions. Assessment of learning as a continuous process is also focused. The course also needs to focus on the PwD as Learner and their special education needs that teacher needs to address in diverse education settings.

Objectives

After completing this course the student will be able to:

- *Comprehend the theories of learning and intelligence and their applications for teaching children*
- *Analyse the learning process, nature and theory of motivation*
- *Describe the stages of teaching and learning and the role of teacher*
- *Situate self in the teaching learning process*
- *Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.*

Module 1: Human Learning and Intelligence

1.1 Human learning: Meaning, definition and concept formation
1.2 Learning theories:
- Behaviourism: Skinner, Thorndike
- Cognitivism: Piaget, Kohlberg
- Social Constructism: Vygotsky, Bandura

1.3 Intelligence:
- Concept and definition
- Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)

1.4 Creativity: Concept, Definition and Characteristics
1.5 Implications for Classroom Teaching and Learning

Module 2: Learning Process and Motivation

2.1 Sensation: Definition and Sensory Process
2.2 Attention: Definition and Affecting Factors
2.3 Perception: Definition and Types
2.4 Memory, Thinking, and Problem Solving
2.5 Motivation: Nature, Definition and Maslow's Theory

Module 3: Teaching Learning Process

3.1 Maxims of Teaching
3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect
3.3 Stages of Learning: Acquisition, Maintenance, Generalization
3.4 Learning Environment: Psychological and Physical
3.5 Leadership Role of Teacher in Classroom, School and Community

Module 4: Overview of Assessment and School System

4.1 Assessment: conventional meaning and constructivist perspective
4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference
4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination
4.4 Formative and summative evaluation, Curriculum Based Measurement
4.5 Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

Module 5: Assessment: Strategies and Practices

5.1 Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test. untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure
5.2 Typology and levels of assessment items: open ended and cloze ended; direct, indirect, inferential level
5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
5.4 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;
5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

Hands on Experience for notional hours: (ANY TWO) 30 Hrs 10 Marks

1. Report submission: observation of children belonging to any three stages of development and describing applications of development in teaching-learning contexts
2. Preparation of Self study report on individual differences among learners
3. Prepare a leaflet for parents on better emotional management of children
4. Compilation of 5 CBM tools from web search in any one school subject
5. Team presentation of case study on assessment outcome used for pedagogic decisions
6. Report on community participation in school assessment or study recent ASAR report to understand school independent assessment

TRANSACTIONS

Understanding most of the concepts introduced through this course is essential for any classroom teacher. Hence, curriculum transactions may involve lectures with adequate explanations and examples with reference to Indian context. Class discussions must follow theoretical introductions so that the student teachers are able to link this knowledge with whatever observations and reflections they are making in schools. Suggested library readings prior to the lecture will help student teachers to get familiarized with the notions and appropriate terms. Evaluations must focus on understanding the concepts and processes with reference to students with and without special needs.

Essential Readings

- Amin, A. Assessment of Cognitive Development of Elementary School Children A Psychometric Approach Jain Book Agency 2002
- Panch, R. (2013). Educational Psychology: Teaching and Learning PerspectivesMcGraw Hill Education (India) Private Limited
- Misra, G., Jha, A., & Woolfolk, A.(2012). Fundamentals of Educational Psychology11th edn Pearson Publication
- Whitcomb, S. and Merrell, K.W.(2012). Behavioral, Social, and Emotional Assessment of Children and AdolescentsRoutledge 4th edn.
- Chauhan, S.S.(2013). Advanced Educational Psychology. Jain Book Agency, Delhi
- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.
- King-Sears, E. Margaret. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group
- Paul, P.(2009). Language and deafness. Singular publication

Suggested Reading

- Geisinger, K.F. (2013) APA Handbook of Testing and Assessment in Psychology. Available at American Psychological Association, USA
- Howell, Kenneth W., (2000). Curriculum Based Evaluation. (3 rd Ed). WordswortThompson Learning.
- McMillan, James H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
- Nevo, David. (1995). School based Evaluation. Pergramon Publishing
- Salvia, J. (1998). Assessment. (7th ed) Boston:Houghton Mifflin
- Guskey, T. R. & Bailey. J (2000). Grading and Reporting. Thousnad Oaks,CA: corwin King-

- Howell, Kenneth, W. & Nolet Victor (2000). Curriculum based Evaluation (3rd ed.). Wadsworth Thomson Learning.

A 4 (a) PEDAGOGY OF TEACHING SCIENCE

Course Code: A 4 (a) **Credits: 03**

Contact Hours: 60 **Notional Hours: 30**

Marks: 75

Introduction

The course will help the student-teachers to generate their student's interest for learning science and develop a scientific attitude. It is designed to equip the student-teachers to teach science using innovative methods, techniques and teaching learning material to students with & without disabilities.

Objectives

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

- *Explain the role of science in day to day life and its relevance to modern society.*
- *Describe the aims and objectives of teaching science at school level.*
- *Demonstrate and apply skills to select and use different methods of teaching the content of sciences.*
- *Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.*
- *Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.*

Module 1: Nature and Significance of Science

1.1 Nature, Scope, Importance and Value of Science.
1.2 Science As An Integrated Area of Study
1.3 Science and Modern Indian Society: Relationship of Science and Society.
1.4 Impact Of Science With Special Reference To Issues Related With Environment, Industrialization and Disarmament.
1.5 Role Of Science For Sustainable Development

Module 2: Planning for Instruction

2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School
2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms

2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences.

2.4 Unit Planning – Format of A Unit Plan.

2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

Module 3: Approaches and Methods of Teaching Sciences

3.1 Process approach, Direct Experience Approach, Inductive-Deductive Approach,

3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)

3.3 Project Method and Heuristic Method

3.4 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw Etc.), Situated/Contextual Learning with reference to Children With Disabilities

3.5 Constructivist Approach and its Use in Teaching Science

Module 4: Learning Resources with reference to Children with Disabilities for Teaching Science

4.1 Teaching Learning Aids – Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual)

4.2 Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance With Reference To Children With Disabilities

4.3 The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping And Safety of Scientific Equipments With Reference To Children With Disabilities

4.4 Aquarium, Vivarium – Role in Teaching With Setting & Maintaining

4.5 Museum, Botanical And Zoological Garden: Role In Teaching

Module 5: Evaluation

5.1 Evaluation-Concept, Nature and Need,

5.2 .Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment,

5.3 Tools and Techniques for Formative and Summative Assessments

5.4 Preparation of Diagnostic Test and Achievement Test

5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities

Hands on Experience for notional hours: (ANY TWO) 30 Hrs (10 Marks)

1. Pedagogical analysis of a unit from Science content. Summarize and submit.

2. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.
3. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities and submitting.
4. Construction of a diagnostic test for unit along with a remedial plan and submit.
5. Comparative analysis of prescribed syllabus and textbooks of different Boards Curricular innovations in respective subject areas and write a report
6. Curricular adaptations for teaching Sciences to students with disabilities: submit a report

Essential Readings

- Brown, R. (1978). *Science instruction of visually Impaired Youth*. New York: AFB.
- Buxton, A C. (2010). *Teaching Science in Elementary and Middle School***.** NewDelhi: Sage Publications.
- Bybee.w.Roger (2010) *The Teaching of Science 21st Century Perspective National Science Teachers.* Association, USA
- Fensham, P.J. (1994). *The content of Science: A constructive Approach to its Teaching and Learning***.**Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). *Teaching and learning of Science and Technology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Henninen, K. A. (1975). *Teaching of Visually Handicapped*, Ohio: Charles E. Merrill Publishing Company
- Joshi, S. R (2005). *Teaching of Science.*New Delhi: A.P.H Publishing Corporation.
- Kelley, P. & Gale, G. (1998). *Towards Excellence: Effective education for students with vision impairments*, Sydney: North Rocks Press.
- Layton, D. (1989). *Innovations in Science and Technology Education*, New Delhi: Sterling Publishers
- Lawson, E. A. (2010). *Teaching Inquiry Science in Middle School*, New Delhi: Sage Publications.
- Mani, M. N. G. (1992). *Techniques of teaching blind children*, New Delhi: Sterling Publishers.
- Mukhopadhyay, S., Jangira, N. K., Mani, M.N. G., & Raychowdhary, N. (1987). *Sourcebook for training teachers of visually impaired*, Delhi: NCERT.
- Murray, L. J. (1988). *Basic Skills – Science,* Boston: John Murrey.
- NCERT (1982). *Teaching Science in secondary schools,* New Delhi: NCERT.
- NIVH (1992). *Handbook for the teachers for the visually handicapped*, Dehradun: NIVH.

- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R. C. (2005). *Modern Science teaching*, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). *Teaching science*, New Delhi: Balaji offset.
- Siddiqui, N.N & Siddiqui, M. N. (1994). *Teaching of science today & tomorrow*, Delhi: Doaba House.
- Starin, A. & Sund, B. (1983). *Teaching science through discovery*. Ohio: Charles E. Merril Publishing Company.
- Tripathi, S. (2004). *Teaching of Physical Science*, Delhi: Dominant Publications
- UNESCO (1966). *Source Book for Science Teaching*, Paris: UNESCO.
- Vaidya, N. (2003). *Science Teaching in Schools*, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). *Teaching of Physical Science*, Hyderabad: Neelkamal Publications.

Suggested Readings

- Gupta, S. K. (1983). *Technology of Science Education*, Delhi: Vikas Publishing House Pvt. Ltd.
- Gupta, V. K. (1995). *Readings in Science and Mathematics Education*, Ambala: The Associated Press.
- Mangal S. K & Shubhra (2005). *Teaching of Biological Sciences*, Meerut: International Publishing House.
- Rao, V.K. (2004). *Science Education*, APH Publishing Corpn. New Delhi

A 4 (b) PEDAGOGY OF TEACHING MATHEMATICS

Course Code: A 4 (b) **Credits: 03**

Contact Hours: 60 **Notional Hours: 30**

Marks: 75

Introduction

The course will help the student-teachers to generate their student's interest for learning maths and develop dispositions towards the subject. It is designed to equip the learners to teach maths using innovative methods, techniques and teaching learning material for childrenwith & withought disabilities.

Objectives

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

- *Explain the nature of Mathematics and its historical development with contribution of Mathematicians.*
- *Describe the aims and objectives of teaching Mathematics at school level.*
- *Demonstrate and apply skills to select and use different methods of teaching Mathematics.*
- *Demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.*
- *Demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.*

Module 1: Nature of Mathematics

1.1 Meaning, Nature, Importance and Value Of Mathematics
1.2 Axioms, Postulates, Assumptions and Hypothesis in Mathematics.
1.3 Historical Development of Notations and Number Systems
1.4 Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)
1.5 Perspectives on Psychology of Teaching and Learning of Mathematics-Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development.

Module 2: Objectives and Instruction Planning in Mathematics

2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
2.3 Lesson Planning–Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry.
2.4 Unit Planning – Format of A Unit Plan.
2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, Etc

Module 3: Strategies for Learning and Teaching Mathematics

3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts.
3.2 Learning By Exposition: Advanced Organizer Model
3.3 Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project
3.4 Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming And Computer Assisted Instruction (CAI)
3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw Etc.), And Situational/Contextual Learning

Module 4: Teaching-Learning Resources in Mathematics for Students with Disabilities

4.1 Mathematics Laboratory- Concept, Need, And Equipment for Setting Up A Mathematics Laboratory
4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments With Reference To Children With Disabilities
4.3 Bulletin Boards and Mathematics Club
4.4 Abacus, Cussionaire Rods, Fractional Discs, Napier Strips.
4.5 Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

Module 5: Assessment and Evaluation for Mathematics Learning

5.1 Assessment And Evaluation-Concept, Importance and Purpose
5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures.
5.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics and Comprehensive And Continuous Evaluation in Mathematics
5.4 Preparation of Diagnostic and Achievement Test
5.5 Adaptations in Evaluation Procedure for Students With Disabilities

Hands on Experience for notional hours: (ANY TWO) 30 Hrs (10 Marks)

1. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus. Submit a report
2. Prepare a multimedia presentation on a topic with special reference to students with disabilities and submit.
3. Construct a question paper based on current CBSE format/concerned State Board of education, prepare its Scoring key, and marking scheme and submit
4. Analyzing errors committed by school children in Mathematics and preparing a remedial plan in the form of report
5. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities and submitting a brief summary.

Transactions
Lecture cum demonstration, Workshops and Seminars

Essential Readings

- Carey, L.M. (1988). *Measuring and Evaluating School Learning*, Boston: Allyn and Bacon.
- **Chambers, P. (2010).*Teaching Mathematics,* New Delhi: Sage Publication South Asia.**
- Chapman, L. R. (1970). *The Process of Learning Mathematics,* New York: Pregamon Press.
- David, H., Maggie, M. & Louann, H. L. (2007). *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners*, Canada: Amazon Books.
- David, W. (1988). *How Children Think and Learn*, New York: Blackwell Publishers Ltd.
- James, A. (2005).*Teaching of Mathematics*, New Delhi: Neelkamal Publication
- Kumar, S. (2009). Teaching of Mathematics, New Delhi: Anmol Publications.
- Mangal, S.K. (1993).*Teaching of Mathematics*, New Delhi: Arya Book Depot.
- Mani, M. N. G. (1992). *Techniques of Teaching Blind Children*, New Delhi: Sterling Publishers.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1987). *Sourcebook for Training Teachers of Visually Handicapped*, Delhi: NCERT.
- Nemeth, A. (1973). *Nemeth Code for Mathematics and Scientific Notation*, Loviseville K: American Printing House.
- Shankaran & Gupta, H. N. (1984). *Content-Cum-Methodology of Teaching Mathematics*, New Delhi: NCERT.
- Siddhu, K.S. (1990). *Teaching of Mathematics*, New Delhi: Sterling Publishers.

Suggested Readings

- Keeley, P. K., & Cheryl, T. R. (2011). *Mathematics Formative Assessmen*t, Canada: Sage Publications.
- *National Curriculum Framework.* (2005). NCERT, New Delhi: NCERT.
- *National Curriculum Framework for Teacher Education.* (2009). NCTE, New Delhi.
- *Teaching of Mathematics (ES-342), Blocks 1-4.* (2000). IGNOU, New Delhi.
- *Text Books of Mathematics for Class-VI to X.* (2006). NCERT, New Delhi.

A 4 (c) PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course Code: A 4 (c) **Credits: 03**
Contact Hours: 60 **Notional Hours: 30**

Marks: 75

Introduction

This course explores the scope of social science. It develops competencies in designing lesson plans and evaluations tools. It addresses the knowledge and understanding of the methodologies, approaches to teach social sciences at secondary level and also modify and adapt content-area curricula, materials and techniques for students with disabilities. The course also focuses on various skills and competencies that teachers need to develop.

Objectives

After completing the course the learners will be able to:

- *Explain the concept, nature and scope of social science.*
- *Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.*
- *Develop skills in preparation and use of support materials for effective social science teaching.*
- *Develop the ability to organize co-curricular activities and community resources for promoting social science learning.*

Module 1: Nature of Social Sciences

1.1 Concept, scope and nature of social science
1.2 Difference between social sciences and social studies
1.3 Aims and objectives of teaching social science at school level.
1.4 Significance of social science as a core subject
1.5 Role of social science teacher for an egalitarian society

Module 2: Curriculum and Instructional Planning

2.1 Organization of social science curriculum at school level
2.2 Instructional Planning: Concept, need and importance
2.3 Unit plan and lesson plan: need and importance
2.4 Procedure of Unit and lesson Planning
2.5 Adaptation of unit and lesson plans for children with disabilities

Module 3: Approaches to teaching of Social Science

3.1 Curricular approaches: a) Coordination b) Correlational c) Contentric d) Spiral e) Integrated f) Regressive
3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method.
3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story telling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and

problem solving

3.3 Accommodations required in approaches for teaching children with disabilities

3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards(Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation.

3.5 Adaptations of material for teaching children with disabilities

Module 4: Evaluation of learning in Social Science

4.1 Purpose of evaluation in social science

4.2 Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio

4.3 Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects

4.4 Construction of teacher made test

4.5 Diagnostic testing and enrichment techniques for children with disabilities

Module 5: Social Science Teacher as a Reflective Practitioner

5.1 Being a reflective practitioner- use of action research

5.2 Developing an Action Research Plan for solving a problem in teaching- learning of social science.

5.3 Case study- need and importance for a school teacher

5.4 Development of a Professional Portfolio/ teaching Journal

5.5 Competencies for teaching social science to children with disabilities

Transaction

The student-teachers should be encouraged to read chapters and articles. There may be quizzes, seminars, field trips, lectures, demonstrations, school visits and observations to teach this course.

Hands on Experience for notional hours: (ANY TWO) 30 Hrs (10 Marks)

1. Prepare a unit of social science content for a given child with disabilities
2. Develop an Action Research Plan on a problem related to teaching and learning in Social Science and submit.
3. Adapt teaching learning materials for a child with disabilities and submit.
4. Develop questions and achievement tests in social science and submit.
5. Organize activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools and write a report and submit for evaluation.

Essential Readings

- Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. UP: Vikas Publishing House Pvt Ltd.

- Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges, Sage Publications Pvt. Ltd; Pap/Com edition.
- Chauhan, S. S. (2008). Innovations in teaching learning process. UP: Vikas Publishing House Pvt Ltd.
- Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.
- Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.
- Mangal, U. (2005). Samajik Shikshan, Arya Book Depot, New Delhi.

Suggested Readings:

- Aggarwal, D.D (2000) Methods of Teaching Geography, Sarup & Sons, New Delhi
- George Alex M. & Manad Amman(2009) *Teaching Social Science in Schools : NCERT'S New Textbook Initiative*
- Mangal S.K. (2004) Teaching of Social Science, Arya Book Depot, Delhi
- Rai B.C (1999) Methods of Teaching Economics, Prakashan Kendra, Lucknow.
- Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
- Sharma, R. N. (2008). Principles and techniques of education. Delhi: Surjeet Publications.
- Singh,Y. K. (2009). Teaching of history: Modern methods. New Delhi: APH Publishing Corporation.
- Stone Randi(2008) Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do, Corwin
-

A 5 (a) PEDAGOGY OF TEACHING HINDI

- **Course Code: A 5 (a)** **Credits: 03**

  Contact Hours: 60 **Notional Hours 30**

  Marks: 75

PEDAGOGY OF TEACHING HINDI

Course Code: A 5 (Part IV) **Credits: 04**

Contact Hours: 60 (६०घंटे) **Marks: 100**

पाठ्यक्रम के उद्देश्य – प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थियों इस योग्य होंगे कि –

- *व्यक्ति तथा समाज के जीवन और विकास में भाषा के योगदान से परिचित होंगे।*
- *मूलभत भाषा कौशलों और भाषा अधिगम में उनकी भूमिका का अनुभव करेंगे।*
- *इकाई नियोजन और पाठ योजना की प्रक्रिया में कुशल होंगे।*
- *हिन्दी शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन में सक्षम होंगे।*
- *हिन्दी शिक्षण के अधिगम लक्ष्यों की प्राप्ति के लिए प्रयोज्य शिक्षण विधियों का प्रयोग करेंगे।*
- *हिन्दी शिक्षण के उद्देश्यों की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में दक्ष होंगे।*
- *भाषा अधिगम में सतत एवं व्यापक मूल्यांकन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।*
- *भाषा अधिगम में विद्यार्थियों की कठिनाइयों के निराकरण के लिए क्रियात्मक अनुसन्धान का प्रयोग करेंगे।*
- *चिन्तन दैनन्दिनी और पोर्टफोलियो निर्माण की प्रविधि का उपयोग करेंगे।*

पाठ्यवस्तु

इकाई १ – भाषा, हिन्दी भाषा की प्रकृति और प्रयोज्यता।

१.१ भाषा का प्रत्यय और उपयोगिता।
१.२ बोली, विभाषा और मानक भाषा का प्रत्यय।
१.३ शिक्षा, समाज, व्यापार, राजनीति, शोध एवं विकास में भाषा का योगदान।
१.४ हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।
१.५ विश्वभा ा और भवि य भा ा के रूप में हिन्दी का विकास का आकलन।
१.६ मूल–भूत भा ा कौशलों – श्रवण, वाचन, पठन और लेखन का परिचय।

इकाई २ – पाठ्यवस्तु संवर्धन

२.१ हिन्दी साहित्य का सामान्य परिचय।
२.२ हिन्दी गद्य साहित्य की परम्परागत विधाएँ – कहानी, नाटक और महाकाव्य।
२.३ हिन्दी गद्य साहित्य की आधुनिक विधाएँ – उपन्यास, यात्रा विवरण, जीवनी, आत्मकथा और संस्मरण।
२.४ हिन्दी व्याकरण में उर्दू, अंग्रेज़ी और संस्कृत से समाविश्ट प्रत्यय।
२.५ माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आकलन।

इकाई ३ – भाषा अधिगम की प्रकृति और पाठ नियोजन

३.१ माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।

•

३.२ इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माणविधि।

३.३ पाठयोजना का परिचय, उपयोग और महत्त्व।

३.४ पाठयोजना के चरण और उनका क्रियान्वयन।

३.५ हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रूचिगत उद्देश्यों का निर्धारण।

३.६ विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन।

३.७ पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास।

इकाई ४ – हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

४.१ माध्यमिक कक्षाओं में गद्य शिक्षण की उपयोगिता।

४.२ गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।

४.३ माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश की उपयोगिता।

४.४ पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इनकी उपयुक्तता का आकलन।

४.५ माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता और उपयोगिता।

४.६ व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य–पुस्तक विधियों का मूल्यांकन।

इकाई ५ – भाषा अधिगम–शिक्षण में सहायक सामग्रियों का प्रयोग

५.१ शिक्षण उपकरणों का सन्दर्भ, महत्त्व और लाभ।

५.२ अधिगम–शिक्षण के दृश्य उपकरणों के प्रकार।

५.३ दृश्य उपकरणों – श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड की प्रयोग विधि।

५.४ श्रव्य उपकरणों – कॉम्पैक्ट डिस्क व कैसेट्स् के प्रयोग की विधि और अभ्यास।

५.५ मुद्रित श्रव्य उपकरणों –अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग ।

५.६ वैद्युदणिवक उपकरणों – टेलीविजन, कम्प्यूटर और विश्वजाल के सहायक उपकरणों के रूप में प्रयागे की विधि और उपयोगिता।

५.७ भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।

इकाई ६ – भाषा अधिगम के मूल्यांकन की प्रविधि

६.१ मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व।

६.२ सतत एवं व्यापक मूल्यांकन का सन्दर्भ।

६.३ लेखन, पठन, श्रृतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभा ाण और काव्यपाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।

६.४ कक्षागत पाठ्यसहगामी गतिविधियों – गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।

६.५ विद्यार्थियों के भाषा अधिगम का संचयीवृत्त बनाना।

इकाई ७ – चिन्तनशील साधक के रूप में शिक्षक

७.१ अनुवर्ती चिन्तन की आवश्यकता और महत्त्व।

७.२ चिन्तन दैनन्दिनी और पोर्टफोलियो बनाना।

७.३ विद्यार्थियों की अधिगम समस्याओं के निदान और समाधान के लिए क्रियात्मक अनुसन्धान का प्रयोग।

७.४ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन।

७.५ पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह।

प्रायोगिक कार्य –

- आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसन्धान विवरण।
- हिन्दी शिक्षण की किन्ही दो अधनुतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
- हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में सतत एवं व्यापक मूल्यांकन की प्रविधि के उपयोग का विवरण।
- चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतिकरण।

मूल्यांकन योजना –

मूल्यांकन बिन्दु	कक्षा परीक्षा	प्रायोगिक कार्य	पोर्टफोलियो	उपस्थिति	सत्रान्त परीक्षा
प्रदेय अकं	१०	१०	०५	०५	७०

सन्दर्भ पुस्तकें –

हिन्दी शिक्षण : अभिनव आयाम, डॉ. श्रुतिकान्त पाण्डेय, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली, २०१०.

हिन्दी शिक्षण, उमा मंगल, आर्य बुक डिपो करोल बाग, नई दिल्ली, २००५.

हिन्दी शिक्षण, डॉ. रामशकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा, २००५.

हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल, राजकमल प्रकाशन, नई दिल्ली, २००६

हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ, २००२.

हिन्दी शिक्षण, सावित्री सिंह, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ, २००४