

अद्ययन फोटो के लेख- 18-7-2024 के पान

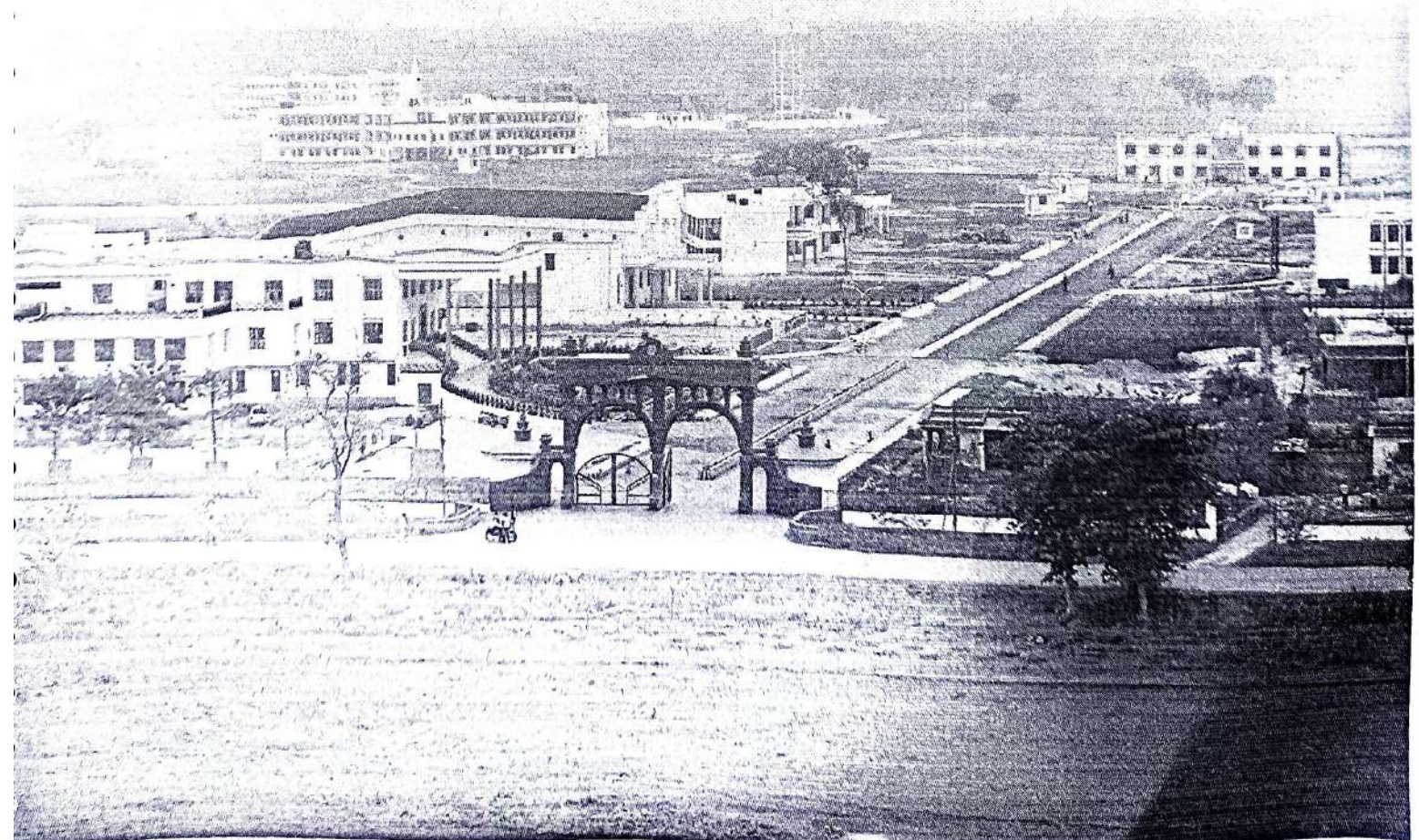
# VEER BHADUR SINGH PURVANCHAL UNIVERSITY JAUNPUR (U.P.)

**TWO YEARS B.Ed. COURSE**

Courses, Rules and Regulations (2015-2017)



**FACULTY OF EDUCATION**





## CONTENTS

Title	Page No.
<b>B.Ed. Rules and Regulations.</b>	1-5
<b>Semester - I</b>	
Core course -101 : Childhood and Growing Up	6-7
Core course-102 : Contemporary India & Education	7-8
Core course-103 : Psychology of learner, learning & Teaching	9-10
Core courses-104 : Assessment for Learning	11-12
EPC-1 : Reading & Reflection	12-13
EPC-2 : Art & Aesthetics	13-13
EPC-3 : Yoga Education	13-14
Internship	15-15
<b>Semester - II</b>	
<b>Core course-201 : Knowledge &amp; Curriculum</b>	15-16
<b>Core course-202 : Educational Technology &amp; ICT</b>	17-18
<b>Core courses-203 : Pedagogy-I (Physical science / Home Science &amp; Social Science).</b>	19-23
<b>Core course-204 : Pedagogy-II (Mathematics Languages - Hindi, Sanskrit, English, Urdu, Biological Science.)</b>	24-34
<b>EPC-1 : Intelligent use of ICT</b>	35-35
<b>EPC-2 : Developing Assessment tools</b>	35-35
<b>EPC-3 : Developing Instructional design including lesson plans and unit plans</b>	36-36
<b>Internship</b>	36-36
<b>Semester - II</b>	
<b>Core course-301 : Creating Inclusive Education</b>	36-38
<b>Core course-302 : Gender, School &amp; Society</b>	38-39
<b>Internship</b>	40-40
<b>Semester - IV</b>	
<b>Core course-401 : Language across the Curriculum</b>	40-41
<b>Optional Papers -</b>	
Health & Physical Education	41-42
Guidance & Counselling	43-44
Human rights Education	44-45
Distance & Open Learning	45-47
Environmental education	47-48
Peace education	48-49
<b>EPC-I : Field Visit</b>	49-49
<b>EPC-II : Workshop &amp; Seminar</b>	50-50

## **B.Ed. Programme**

### **(Rules and Regulations)**

#### **1. PREAMBLE -**

The Bachelor of Education programme, of the VBS Purvanchal University is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (XI-XII).

#### **2. DURATION -**

The B.Ed. program shall be of duration of two academic years spread over a span of four semesters. In case a student is unable to complete the courses within the stipulated period, he/she may be permitted to do so within additional one semester.

#### **3. WORKING DAYS -**

- (a) There shall be at least two hundred working days each year exclusive of the period of examination and admission.
- (b) The institutions shall work for a minimum of thirty six hours in a week, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- (c) The minimum attendance of student –teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

#### **4. ELIGIBILITY -**

- (a) Candidates with at least 50% marks either in the Bachelor's degree and /or in the Master's degree in Sciences/Social-sciences/Humanity .Bachelor's in engineering or technology with specialization in science and mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the program.
- (b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central government /State government, whichever is applicable.

#### **5. ADMISSION PROCEDURE -**

Admission to the B.Ed. course will be given on the basis of marks secured in the entrance test organized by the university / UP Government.

6. Candidates for B.Ed. examination have the option for answering questions through the medium of Hindi (Devanagri Script) or English.
7. Internal and External examiners, ratio will be on 50 : 50% basis :
  - a) In the first/second semesters for the practicum in the form of EPC, the board of examiners will consist of one member from within/or outside the University and another from the College concerned in accordance with seniority by rotation, provided that if an examiner is from within the University he/she should not be from the same college.
  - b) For the practicum (Internship) in the third semester, the board of examiners will consist of three members - one external member from outside the University, another from within

the University but not from the same college where evaluation is conducted, and third member will be an internal member from the same college in accordance with seniority by rotation and shall act as coordinator.

- c) Award list will be prepared in three copies in which I<sup>st</sup> and II<sup>nd</sup> copy with a sealed envelope will be sent to the University. One copy will be kept in the college as record. This award list will be also loaded on university website as follows -

**SEMESTER - I**

S.N.	Roll No.	EPC 75	Internship 25	TOTAL - 100	
				In Figure	In Words

**SEMESTER - II**

S.N.	Roll No.	EPC 75	Internship 25	TOTAL - 100	
				In Figure	In Words

**SEMESTER - III**

S.N.	Roll No.	Internship 200	TOTAL - 200	
			In Figure	In Words

8. A five days yoga training program will have to be organized before theory examination of first semester.
9. A five days scouting and guiding training program will have to be organized in second semester before Theory examination.
10. If a candidate fails in one theory paper, he/she may be permitted to appear in 'carry over' category in the successive respective odd/even semester along with his/her usual semester. Only one chance will be given to such cases. The final result of such candidates will be declared only after passing of the paper in which he/she was detained.

11. The division of B.Ed. examination shall be awarded separately in theory and practical on the basis of following % of the aggregate of maximum marks in accordance with the following stipulation:

a) FOR THEORY- First division 60% and above, Second division 50% but below 60% and Third division 40% but below 50%.

b) FOR PRACTICAL- First division 75% and above, Second division 65% but below 75% and Third division 55% but below 65 %.

12. In each theory paper a minimum of 36% marks and on aggregate 40% marks will be necessary to pass for each semester.

13. If any candidate fails in practical (EPC & internships), he/she will be declared fail in the semester and will be required to re-enroll as a regular student in the semester. In case he/she fails again his/her candidature will be cancelled.

14. Internal 10 marks will be awarded by concerned teachers and they will send 1<sup>st</sup> and 2<sup>nd</sup> copies with sealed envelope to Registrar of the University and 3<sup>rd</sup> copy will be kept in the faculty for record.

15. In case of EPC & internship the specific record sheets in form of 'internship record file' and 'EPC record file' will be submitted to the faculty for records & evaluations.

**Note :** In case of a reckless/generous marking pattern evinced through marking/evaluation in the theory papers of above 80% in general and of above 95% in practicum, thereby providing a suspected over marking, such eventualities may attract scrutiny by the competent authority and as such they may be subject to review.

## COURSE DETAILS

### SEMESTER - 1

Papers	Name of Course	Marks - 100		Practicum Marks
		Ext	Int	
	<b>Core Papers :</b>			
E 060101T 101	Childhood and Growing up	90	10	---
102T	Contemporary India and Education	90	10	---
103T	Psychology of Learner, Learning & Teaching	90	10	---
104T	Assessment for Learning	90	10	---
	<b>EPC</b>			
105P1	100 E1 Reading and Reflection	---	---	25
106P2	100 E2 Art and Aesthetics	---	---	25
107P3	100 E3 Yoga Education	---	---	25
1084	One Week <b>INTERNSHIP -</b> One week for project preparation on any aspect of environmental degradation.	---	---	25
	<b>TOTAL.</b>	<b>400</b>		<b>100</b>

Credit

4  
4  
4  
4  
1  
1  
1

20

Amby

**SEMESTER - II**

Papers	Name of Course	Marks - 100		Practicum Marks
		Ext	Int	
	<b>Core Papers :</b>			
E060201T	201 Knowledge & Curriculum	90	10	---
202T	202 Educational Technology & ICT	90	10	---
203T	203 <b>Pedagogy 1st - (AnyOne)</b> (A) Physical science / Home science, (B) Social science, (C)	90	10	---
204T	204 <b>Pedagogy 2nd - (Any One)</b> (A) Mathematics, Language (Hindi, English, (B) Sanskrit, Urdu), Biological science. (C) (D) (E) (F)	90	10	---
	<b>EPC</b>			
205P1	100 E1 Intelligent use of ICT.	---	---	25
206P2	100 E2 Developing assessment tools	---	---	25
207P3	100 E3 Developing Instructional Design including Lesson plans and unit plans	---	---	25
208P4	Three Weeks <b>INTERNSHIP -</b> 1. Skill Practices : Based on micro teaching sessions (Objective Writing, Introducing, Probing questions, Explanation and Blackboard writing skills) 2. Project Formulation: Classroom Based, School Based, Community Based. 3. Design of Assessment tools 4. Development of Lesson Plans 5. Improvisation of TLM 6. Observation of Classroom teaching	---	---	25
	<b>TOTAL</b>	<b>400</b>		<b>100</b>

Credit

4

4

6

6

20

17  
1  
1  
4

20

Am59

RML

**SEMESTER - III**

E060301T  
E060302T  
303P1

Papers	Name of Course	Marks - 100		Practicum Marks	Credit
		Ext	Int		
<b>Core Papers :</b>					
301	Creating Inclusive Education	90	10	---	4
302	Gender, School and Society	90	10	---	4
16 Weeks	<b>INTERNSHIP -</b> 1- <b>Practice Teaching :</b> 4 weeks upper primary, 8 weeks secondary and 4 weeks senior secondary Schools 2- <b>Observation :</b> Peer observation, Supervised observation by faculty and Observation by concerned teacher of School 3- Participation in School Programmes , 4- Library/Laboratory Management , 5- Community Interaction			200	<del>8</del> 12
<b>TOTAL</b>		200		200	20 Ambs

**SEMESTER - IV**

E060401T  
402TA  
B  
C  
403TA  
B  
C  
40AP

Papers	Name of Course	Marks - 100		Practicum Marks	Credit
		Ext	Int		
<b>Core Papers :</b>					
401	Language across the Curriculum	90	10	---	4
402A & B 402B B 403TA B C	<b>OPTIONAL PAPERS (Any Two) :</b> (a) Health and Physical Education (b) Guidance & Counseling. (c) Human rights education. (d) Distance & Open learning. (e) Environmental Education (f) Peace Education	50 + 50	---	---	2
40AP	<b>EPC</b> 1. Field visit (Presentation of School based Project) 2. Workshop/Seminar Presentation.	50+50		Certificate issued by Department	2 2
<b>TOTAL</b>		400		---	12 Ambs

**TOTAL SCORE**

Semester	Theory	Practical
One	400	100
Two	400	100
Three	200	200
Four	200	100
<b>TOTAL</b>	<b>1300 (1200)</b>	<b>500</b>

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नोट - 2024-26 वें चरण के लिए लागू होगा।



## Semester - 1

Core courses – 101

Total marks - 100

### Childhood and Growing Up

#### Objective :

After taking this course student teacher will be able to understand the psychology of development at various stages and workout its implications in terms of dynamics of social maturity, identity formation and social change.

#### UNIT 1

**Growth And Development :-** Meaning, principles and needs & its importance for child, stages of development and its characteristics, Role of teacher in facilitator of growth and development of child.

**Dimensions of individual Development:-**(Physical, social, emotional, moral, cognitive & language development and there implication of Piaget's, erikson, Kohelberg & vygotsky.)

**The Effect of Different Agencies on Development of a Child:-** Home, School, Neighbourhood & Community, Interface between Home, Community and School.

#### UNIT 2

**Understanding Process of Dynamic Social Maturity-** Challenges to peace by increasing stress, conflicts, crimes, terrorism, violence and war resulting in poor quality of life. How do group and social conflicts influence school system and nurture a culture of peace.

**Educational and Social Change-** Meanings, Aims and Challenges of Education in promoting the desire for social change.

**Equilizing Education Opportunities-** Constitutional provisions, Role of school & Community. How do increase the education opportunity at primary and secondary level.

#### UNIT 3

**Emergence of 'Person' and 'Identity'- Understanding 'Identity Formation'. Emergence of multiple identities in the formation of a person placed in various social and institutional contexts : the need for inner coherence; managing conflicting identities-**

- Determinants of identity formation in individuals and groups: Social categories, such as caste, class, gender, religion, language and age.
- The influence of poor group to media messages, technology and globalization on Identity formation.

#### UNIT 4

**Education and Democracy:** Constitutional provision for education, Nationalism and Education for national integration and International understanding. Modernization and Urbanization need and measures to address them.

**Transactional Strategies :** The course will be transacted mainly through interactive classroom lectures followed by discussions, quizzes and assignments based on specially prescribed field visits and observation.

## References

- Anand, C. L. et al.: Teacher and Education in Emerging India, NCERT, New Delhi, 2000.*  
*Anant Padmnabhan: Population Education in Classrooms, NCERT, New Delhi.*  
*Government of India: Report of Core Group on Value Orientation of Education. New Delhi: Planning Commission, 1992.*  
*Illich, Ivans : De Schooling Society. Middlesex: Penguin Books, 1971.*  
*Jauhari, B.P.K. and Pathak, P.D. : Bhartiya Siksha Ka Itihas. Agra: Vinod Pustak Mandir, 1979*  
*Kneller, G.F.: Foundation of Education. New York: John Wiley & Sons Inc., 1978.*  
*Kneller, G.F.: History of Education in India. Baroda: Acharya Book Depot, 1966.*  
*Mani, R. S.: Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.*  
*Mohanty Jagannth: Indian Education in Emerging Society, Sterling Publication, New Delhi, 2002.*  
*Mohanty, J.: Modern Trend in Indian Education: Current Issues and Strategies in the Context of NEP. New Delhi: Deep and Deep, 1988.*

## Semester - 1

Core courses – 102

Total marks - 100

### Contemporary India and Education

#### Objective :

After taking this course student teacher will be able to analyze, critically interpret the issues and challenges of contemporary Indian social order and describe their implications for organizing teaching learning programmes at the school levels.

#### UNIT 1

##### Normative Vision of Indian Education-

- Normative orientation of Indian education: A historical enquiry
- Constitutional provisions on education that reflect National ideals: Democracy, equality, liberty, secularism and social justice.
- India as an evolving Nation, state; Vision, Nature and Salient features- Democratic and Secular polity, Federal structure: Implications for educational system.
- Aims and purposes of education drawn from the normative vision.

#### UNIT-2

##### VISION OF EDUCATION : FOUR INDIAN THINKERS -

- Rabindranath Tagore : Liberationist pedagogy.
- M.K. Gandhi : Basic education or education for self-sufficiency.
- Aurobindo Ghosh : Integral Education.
- J. Krishnamurti : Education for individual and social transformation.

#### UNIT-3

##### CONTEMPORARY INDIAN SCHOOLING: CONCERNS AND ISSUES -

- **Universalisation of Schol Education Right to Education and Universal Access:**  
(i) Issues of a) Universal enrollment b) Universal retention c) Universal success.  
(ii) Issues of quality and equity.

The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently-abled children.

- **Equality of Educational Opportunity:**

- (i) Meaning of equality and constitutional provisions.
- (ii) Prevailing nature and forms of inequality, including dominant and minor groups and related issues.

**Inequality in schooling :** Public-private schools, rural-urban schools, single teachers' schools and many other forms of inequalities in school systems and the processes leading to disparities.

(iii) Differential quality in schooling : Variations in school quality.

- Idea of 'common school' system.
- Right to Education Bill and its provisions.

#### UNIT-4

- **Education for National Development :** Education Commission (1964-66).

- **Emerging trends in the interface between -**

- (i) political process and education;
- (ii) economic developments and education; and
- (iii) socio-cultural changes and education.

**Transactional Strategies :** The course will be transacted through seminars, workshops and presentations made by individuals and groups on specific themes highlighting the problems of inequality and discriminations in the society.

#### References

*Apple, M.W. (2008). Can schooling contribute to a more just society? Education, Citizenship and Social Justice, 3(3), 239-261.*

*Govinda, R. (2011). Who goes to school?: Exploring exclusion in Indian education. Oxford University Press.*

*Pandey. Ram shkal; Udiyman bharti samaj me shikshak, Vinod pustak mandir ,Agra.*

*Pandey.K.P. ;Bharti shiksha ki samasyaein vartman sandarbh, Amitabh prakashan meerut.*

*Tyagi Gurusharan Das ; Bharat me shiksha ka vikas , Vinod pustak mandir ,Agra.*

*Singh.R.P.; Bal vikas k manovaigyanik aadhar, Vinod pustak mandir ,Agra.*

*Upadhayay.Pratibha ; Bharti shiksha mein udiyman pravrittiyan, Sharda pustak bhavan Allahabad.*

*UNESCO. (1989). UN convention on the rights of the child. UNESCO.*

*UNESCO. (2006). United Nations convention on the rights of persons with disabilities. UNESCO.*

*UNESCO. (2009). Policy guidelines on inclusion in education. UNESCO.*

**PSYCHOLOGY OF LEARNER, LEARNING & TEACHING**

**Objective :**

After taking this course student teacher will be able to understand and explain the psychology of learner and the learning process at the school levels and bring out their implications for use of effective teaching strategies supported by proper appreciation of diverse learner needs.

**UNIT-1**

**Learner as developing individual;**

- **Concept of learning and teaching**-Meaning ,scope,need and importance.
- **Variables in the teaching process**-The learning tasks (Instructional objectives), Learner behavior (Entry behavior, Learning style), Teacher behavior(Competence, Expectation, Personality and Teaching style).
- **Learning theories** -Trial & error, conditioning (classical and operant) and social learning,cognitive(insightfull learning and information processing model).
- **Role of learner in learning situations.**
- **Role of teacher in teaching learning situation** –Transmitter of knowledge, model, facilitator, negotiator, co-learner.

**UNIT-2**

**DEVELOPMENT AND LEARNING -**

Meaning and principles of development, relationship between development and learning.

**Dimension of individual development:** physical, cognitive,language, affective, social and moral, their interrelationships and implications for teachers relevent ideas of piaget, Erikson and Kohelberg).

**Stages of development:**development task with focus on processes growth and development across various stages from infancy to post-adolescence (special emphasis on concerns of adolescence.

Meaning of ‘cognition’ and its role in learning.

Socio-cultural factors influencing cognition and learning.

Facilitating holistic development(for self and society).

**UNIT-3**

**Mental process of learning:**

**Thinking process** - Concept and tools.

**Types of thinking** - Divergent, convergent, critical, reflective and lateral thinking.

**Mental process:**

**Memory** - Concept, types of strategies to develop memory.

**Forgetting** - Nature, causes,factors and strategies to minimize forgetting.

**Imagination** - Meaning, types and educational implications.

## UNIT-4

### INDIVIDUAL DIFFERENCE AMONG LEARNERS:

- **Dimensions of differences in psychological attributes** - Cognitive abilities, interest, aptitude, creativity, personality, values.
- Understanding learner's from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences, Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'learning styles'.
- **Differences in learners based on socio-cultural contexts:**  
Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.
- **Understanding differences based on a range of cognitive abilities** : learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.

**Transactional Strategies** : The course will be handled mainly through case presentation, readings specially prescribed on various learning paradigms, observations of classroom teaching-learning processes at the school levels and interactive sessions with experts and subject teachers invited from the schools.

### References

- Aggarwal, J. C. *Essential of Educational Psychology*, Delhi: Doaba Book House.
- Allen, B. P. (2000). *Personality Theories*, Boston: Allyn and Bacon.
- Bhatnagar, S. (1980). *Psychological Foundations of Teaching Learning and Development (Hindi)*, Meerut: Loyal Book Depot.
- Chauhan, S. S. (2001). *Advanced Educational Psychology*, New Delhi: Vikas Publishing House (8).
- De, Ceco & Crawford, L. (1988). *The Psychology of Learning and Instruction*, New Delhi: Prentice Hall.
- Dave Indu ; *Shiksha k manovaigyanik aadhar, Rajasthan hindi granth academy jaipur.*
- Dutt. N.K. *The psychological foundation of education dwava house ,New Delhi.*
- Gupta.S.P. & Alka ; *Uchhatar shiksha manovigyan, sharda pustak bhavan Allahabad.*
- Pandey.K.P. *Advanced Educational Psychology , Vishwavidyalaya prakashan varansi.*
- Pandey.K.P. ; *Naveen shiksha manovigyan , Vishwavidyalaya prakashan varansi.*
- Pandey.Kalplata & S.S. Srivastava ; *Shiksha manovigyan bharti avem pashatya drishti. McGrawhills prakashan ,New delhi.*
- Rothstein, P. R. (1990). *Educational Psychology*, New York: McGraw Hills.
- Sharma, H.L. (2006). *Dynamics of Creativity and Interest*, New Delhi: Vista International Publishing House.
- Sprinthal, R. C. & Sprinthal, N. A. (1977). *A Developmental Approach*, New York : Addison Wesley.
- Wheldall, Kevin (2006). *Developments in Educational Psychology*, New York : Routledge.
- Woolfolk, Anita (2004), *Educational Psychology*, published by Darling Kindersley (India) Pvt. Ltd.

**ASSESSMENT FOR LEARNING****Objective :**

After taking this course student teacher will be able to understand the relevance of assessment for ensuring learning outcomes and use the appropriate tools for various types of learning outcomes with sensitivity to reliability, validity and genuineness of various testing procedures in the classroom contest.

**Content :****Unit-I**

- **Concept of Assessment** :- Testing and Evaluation.
- **Scales of Assessment** :- Nominal, Ordinal, Interval and Ratio Scale.
- Discrete and continuous variables.
- Criterion and Norm reference test.
- **Qualities of a test** :- Reliability, Validity and Norm.

**Unit-II**

**Achievement test** : Construction of a Standardized achievement test.

- **Assessment of Intelligence** :- Concept of Intelligence Binnet test, concept of I.Q.
- Individual and group test of Intelligence.
- Test administration and scoring.
- **Assessment of Personality** :- Interview, self report Inventories, Rattine Scale, projective technique.

**Unit-III**

- **New Trends in Evaluation viz;** Grading, Semester System, Continuous Internal Assessment; Question Bank & Use of computers and Evaluations.
- Examination Reform Efforts:-
- Secondary Education Commission(1952-53).
- Kothari Commission(1964-66).
- National Policy on Education(1986) and Programme of Action(1992).
- National Curriculum Framework(2005) developed for school education.
- National Focus Group Position Paper on Examination Reform.  
(Discussion should cover analysis of recommendations, implementations and the emerging concerns).

**Unit-IV**

- **Educational Statistics** :- Measurement of Central tendency from grouped and ungrouped data uses statistics.
- **Measures of Variability** :- Range, Quartile deviation, Standard deviation.
- Interpretating Measurement.

- Characteristic of Normal Probability Curve.
- Percentile and percentiles ranks.
- Rank Correlation and its Significance in Education.
- **Standard Scores** - Z.Scores, T.Scores, Stanine. Scores.

**Transactional Strategies :** The course will be developed in a workshop mode which will focus on acquainting the student teachers to various evaluation tools, writing of test items and interpretation of test scores in various educational contexts for judging the effectiveness of learning outcomes.

### REFERENCES

- Anastani,Anni. : Psychological Testing(Fifth Edition).*
- Cronback,Lj. : Test Realibility,it's meaning and determination.*
- Thorndike,R.L. & Hagen,E. : Measurment and Evaluation in Psychology and Education, Wiley Eastern Ltd, New Delhi*
- Cronbach, L.J. : Essentials of Psychological Testing, Harper Bros Newyork,1949.*
- Bhargava Mahesh : Adhunik Manovigynik Parichhan Avem Mapan, Bhargava Book Depot, Agra.*
- Singh, L.S. : Mapan Mulyankan Avem Shankhikhi, Sahitya Pulication, Agra.*
- Asthana avem Agrwal : Manovigyan Aur Shiksha me Mapan, Mulyankan,Vinod Pustak Mandir, Agra.*
- Gupta,S.P. : Adhunik mapan Avem Mulyankan, Sharda Pustak Bhavan, Allahabad.*
- Asthana,Bipin : Manovigyan Aur Shiksha Me Mapan Mulyankan, Vinod Pustak Mandir, Agra.*
- Singh.N.K. : Saikshik avem Mansik Mapan, Sharda Pustak Bhavan, Allahabad.*

### Semester-I

**EPC Course - 100E1**

**Total Marks - 25**

#### Enhancing Professional Capacities READING AND REFLECTION (PRACTICUM & ASSIGNMENT)

**Objective :**

After taking this course student teacher will be able to understand the meanings and messages contained in the reflective writings and workout their implications for improving the modern pedagogy and its concerns.

**Content :**

Student teachers will select any one of the following thinkers and will present a paper on any two of their reflective write-ups :

- (i) Swami Vivekanand
- (ii) Ravindranath Tagore
- (iii) Mahatma Gandhi
- (iv) Maharshi Aurobindo

**NOTE-** The structure of the presentation will consist of a brief reference to the biography of the thinker, the philosophy and contribution to educational thoughts. This will also indicate implications for education in the present contexts.

### Semester-I

EPC Course -100E2

Total Marks-25

#### Enhancing professional capacities ARTS AND AESTHETICS IN EDUCATION

##### Objective :

After taking this course student teacher will be able to use and understand the utility of graphic arts and their relevance for developing the aesthetic sense.

##### COURSE OUTLINE :

- Difference between education in arts and arts in education.
- Identification of different performing Arts forms and artists, dance, music and musical instrument, theatre, puppetry, etc.(based on a set of slides ,selected for the purpose).
- Knowledge of the Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose).
- Knowledge of Indian Contemporary arts and Artists, Visual arts (based on a set of slides, selected for the purpose).
- Indian festivals and its artistic significance.

**NOTE-** Student will be required to prepare different materials of visual art, such as pastel, poster, pen and ink, rangoli materials, clay, etc. : Paper framing and display of art works, Participation and performance in any one of the Regional arts forms keeping in mind the integrated approach, Planning a stage-setting for a performance/presentation by the student-teacher.

### Semester-I

EPC Course – 100E3

Total Marks-25

#### Enhancing professional capacities YOGA EDUCATION

##### Objective :

The course aims at developing a holistic vision of life and oneness through Yoga adopting a wellness lifestyle and appreciation of values of peace.

##### UNIT-1

##### The philosophy of Yoga and its relation to individual and social upliftment -

- Understanding yoga.
- Yoga as a way to healthy and integrated living.
- Yoga the way of life based on the vision of oneness.



## UNIT-2

### **Different types of Yoga system and characteristics of Yoga Practitioner-**

- Ashtanga Yoga of Patanjli (Eight-limbed practice of Yoga)
- Integral Yoga of Aurobindo and modern schools of Yoga.
- Characteristics of a Practitioner of Yoga.

## UNIT-3

### **The instrumentals of Yoga (Sadhana Pod)**

- The five Yamas (Observances).
- The five Niyams (abstinances).
- Asans-The right pastures.
- Pranayam-Controlling the breath.
- Pratyahara-Controlling the senses.

## UNIT- 4

- Dharana-(meditation) and its kinds.
- Samadhi-Its various types.

**Transactional Strategies :** The course will be transacted through organization of a five day Yoga camp focussing on yoga practices, meditations and reflective sessions on use and applications of yoga in schools and other related contexts.

## Readings

*The tree of yoga : B.K.S. Iyengar, Harper college publishers, India*

*Kumar Kamtya ;Yoga education ;A text book ,Shipra publication Delhi.*

*Yoga & Personality : K.S. Joshi, Updayan Prakashan Allahabad.*

*Yoga Today : Dr. Yogendra (Editor). Friends of Yoga society Bombay*

*Yoga Philosophy : Y.N. Das Gupta , Calcutta.*

*Yogic Assans : V.G. Rele, Taraporewala, Bombay.*

*Pranayam : Knvalayanand , Popular Prakashan Bombay.*

*Yogic Exercise : Majumdar, Orient Long man Bombay.*

*Yoga – The way of life based on the vision of oneness : Nivedita Raghunath Bhide, Vivekanand Kendra, kanyakumari.*

**Semester-I**  
**INTERNSHIP**

**Objective :**

**Total Marks - 25**

The objective of internship programme is to integrate theoretical and practical knowledge of teaching-learning processes to the actual classroom/school reality contexts as evident by practices in vogue. It aims at practical application of professional skills, enhancement of professional competence and effective participation/engagement with the child (the learner), the classroom, the school and the community.

**Content :**

**One week** for project preparation on any aspect of environmental degradation with a concern for improving the quality of environment.

**SEMESTER-II**

**Core Course-201**

**Total Marks-100**

**KNOWLEDGE AND CURRICULUM**

**Objective :**

After taking this course student teacher will be able to understand and explain the difference between information and knowledge processes at various levels and will be able to utilize this insight into design of suitable curriculum structures and their transactions.

**UNIT-1**

- Knowledge and information : Difference and similarity between the two.
- Levels of knowledge : The taxonomic perspectives and the Indian view of knowledge.
- Relating knowledge to various context of education- formal, non-formal and informal

**UNIT-2**

**CURRICULUM DETERMINANTS AND CONSIDERATIONS:**

- (i) Socio cultural context of students-multi-cultural and multi lingual aspect.
- (ii) Learner characteristics
- (iii) Teachers' experiences and concerns
- (iv) Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

**UNIT-3**

**CURRICULUM DEVELOPMENT**

- **Understanding different approaches to curriculum development:** Subject-centred; environmentalist (incorporating local concerns); behaviourist; competency-based (including 'minimum levels of learning'); learner-centred and constructivist.

• **Process of curriculum making :**

- (i) Formulating aims and objectives (based on overall curricular aims and syllabus)
- (ii) Criteria for selecting knowledge and representing knowledge in the form of thematic questions in different subjects
- (iii) Organising fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects

**UNIT-4**

**SCHOOL : THE SITE OF CURRICULUM ENGAGEMENT :**

Teachers' role and support in :

- 'Transacting curriculum', 'developing curriculum', 'researching curriculum'
- Space for teacher as a critical pedagogue
- Role of external agencies in providing curriculum and pedagogic supports to teachers within schools – local, regional, national

**Transactional Strategies :**

The course will be developed through lecture cum discussion sessions supplemented by workshops, field visits and critiquing of curriculum at the school level. This may be further reinforced by observation of classroom practices in selected schools.

**REFERENCES**

- Saylor Allexander : Curriculum Planning for modern Schools Hall Rinchasl & Winston the New York.*
- Srivastava.H.S. pathcharya aur shikshan ki vidhiyan,shipra prakashan Delhi.*
- Rosen Bloom : Modern view point in the Curriculum McGraw still Book Co. Newyork.*
- Goodlad I. : The changing School curriculum. The Macmollan and Co.New York.*
- Chari A. : Priorities in curriculum, research. NCERT New Delhi.*
- Patel Lilla : Curriculum Improvement in Secondary Education M.S. University Baroda.*
- Pathak.R.P. avem Pandey Amita. : Pathcharya nirdeshan avem tulnatmk shikha ka aadhar, Kanishk publishers avem distributors New delhi.*
- Pal. Hansraj avem Pal Rajendra;Pathcharya kal aj aur kal,Shipra publication Delhi.*
- Caswell H.L. & Assouiates : Curriculum Improvement Public School Systems.*
- Spers, H. : The Teacher and Curriculum Manving. Preutic ital Englewood cliffs N.J.*
- Leonard J.P. : Developing the Secondary School curriculum holt Rinehart and Winson, New York.*
- Nenable*
- T.C. : Pattern in the Secondary School curriculum Harper and Row,*

**EDUCATIONAL TECHNOLOGY & ICT****Objective :**

After taking this course student teacher will be able to use ET approach for optimizing learning outcomes in various subjects at the school levels in addition to the power to make intelligent use of ICT.

**Content :****UNIT-I****Educational Technology:**

- Meaning and Concept.
- Scope & Significance.

**Training Strategies:**

- Demonstration, Programmed Learning, Development of programmed instruction materials linear and branching, Interaction Analysis, Simulation and Micro Teaching.

**- Thinking Skills:****UNIT-II****Concept of Teaching:**

- Meaning, Definition & Characteristics..
- Levels of Teachings.
- Stages of Teachings.

**Teaching Learning materials cone of experience (Edgerdale)**

- Multi Sensory Instruction – Advantages.
- Teaching Methods.
- Teaching Strategies & Techniques
- Concept, Types, Various strategies for developing Thinking.

**UNIT-III****Innovations in Teaching-Learning:**

- System Approach.
- Personalized Instructional System.
- Co-operative learning.
- Language Laboratory.

**Models of Teaching:**

- Concept.
- Fundamental Elements of Models of teaching.
- Types of Teaching Model.
- Glaser's basic Teaching Model, Inquiry Training Model, Mastery Learning Model, Concept Attainment Model.

## UNIT-IV

### Information and Communication Technology :

- Meaning and Concept.
- Models of Communication, Classroom Communication.
- Concept of Tele-communication and Satellite-communication - Teleconferencing, Video Conferencing.

### Introduction to computers:

- Input and Output devices.
- MS Office-2003 onwards (Word, Excel, MS Access, PowerPoint, Paint).
- Computer care- Viruses, Security and maintenance.
- Uses and Applications of computer.

### Networking:

- Internet and its Working -www, Educational website, E-mail
- E-learning and Virtual Classrooms
- Multimedia-Meaning, Concept, Required Software, and use in education.

**Transactional Strategies :** The course will be transacted through practicum on developing instructional plans, use of computer for augmenting learning potential as self learners and skills in designing classroom teaching-learning processes relating to diverse learner groups.

### Refrences

- Kasturiranjana, K. (1995). Valedictory address in the seminar on Technologies for Education Networking, New Delhi: IGNOU.*
- Koul, L. (2007). Methodology of Educational Research, New Delhi: Vikas Publications Pvt. Ltd.*
- Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.*
- Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.*
- McMillan, J.H. & Schumacher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.*
- Mehra, Vandana (2004) Educational Technology, New Delhi : S S Publishers.*
- Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.*
- Mukhopadhyaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.*

## Semester - II

Core Paper - 203

Total marks - 100

### PEDOGOGY - I<sup>ST</sup> PHYSICAL SCIENCE

#### Objective :

After completeing it student teachers will trained about scientific attitude and different methods of science teaching and could developed teaching aids for delivering the knowledge.

#### UNIT-I

- Importance of Physical Science in School curriculum.
- General aims and objectives of teaching Physical Sciences at Secondary School Stage.
- Bloom's Taxonomy of educational objectives.
- Formulation of specific objectives in behavioural terms.

#### UNIT-II

- Nature of Modern physical Science its impact on communities.
- Path tracking discovers & Land mark development.
- Eminent scientist (Galilio, Newton, Robert Bial, Avegado)
- Professions in the area of physical science.

#### UNIT-III

#### Transaction of contents and Development of Instructional Material :

- Transaction of contents.
- Unit planning and lesson planning.
- Preparation of teaching aids
- Development of demonstration experiments.
- Co-curricular activities.
- Development of self-learning material (Linear program).

#### UNIT-IV

#### Methods of Teaching and Skills involved in teaching :

Methods of teaching :

- Lec-Demonstration method.
- Project Method.
- Problem-solving method.
- Inductive and Deductive Method.
- Heuristic Method.

Skills :

- Practical demonstration-using Laboratory.
- Improvisation of apparatus.

- Skill of introducing the lesson (set induction).
- Questioning.
- Skill of illustration with examples (visual).
- Skill of explaining.
- Skill of using Black Board.
- Skill of stimulus variation.

**Transactional Strategies :** The course will be transacted through practicum on developing instructional plans, use of teaching methods and aids for augmenting learning potential as self learners and skills in designing classroom teaching-learning processes relating to diverse learner groups.

### References

- Bhatnagar.A.V. & Bhatnagar Anurag ; physical science teaching ,R.LAI book depot meerut.*
- Hurd Deart, P. (1971) : New Directions in Teaching School Science.*
- Lewis, J.L. (1971) : Teaching of School Physics, Longman Group Let. London.*
- Negi.J.S. ; Bhoutic vigyan shikshan , Vinod pustak mandir Agra.*
- Ravat . D.S. ;Vigyan Shikshan, vinod pustak mandir Agra.*
- Sharma R.C. (1981) : Modern Science Teaching Dhanpat Rai and Sons. Delhi Weber, Physics of Teachers, A Modern Review (1965), MacGraw Hill, New New York,*
- Anderson R.D. (1970) Developing Children's thinking through Science, Prentice Hall, New Delhi.*
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- Gerrise, L. & Madsfield; D (1970) ; Chemisty by Experiment and Understanding, New York.*
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- Association Science Education NCERT. Position of science teaching in india Schools, NCERT Strategies in Science Education (RCE) Ajmer.*
- Neffield, (1968) : The Basic Course, Longman, London. Sharma R.C.& Sharma, Teaching of Science, New Delhi-I*

## Semester-II

Core Paper - 203

Total marks - 100

### PEDOGOGY - I<sup>ST</sup> HOME SCIENCE

#### Objective:

Develop understanding of the aim of teaching of Home Science. Develop understanding of the various methods and procedures required for teaching Home Science effectively. Develop basic skills and competencies required for teaching of Home Science. Develop practical skill to organize various activities related to Home Science. Develop skills and competencies required for preparing teaching-aids in teaching of Home Science. Develop competencies and skill for effective evaluation in Home Science.

#### UNIT-I

##### Home Science-

- The Concept, meaning and components
- Place of Home Science in Secondary Education.
- Aims and Objectives of teaching of Home Science.

##### Writing objectives in behavioural terms -

- Correlation of Home Science with other school subjects.

#### UNIT-II

##### Content and Pedagogical Analysis-

- Foods, Nutrition & Health.
- Child Care.
- Fiber and Fabric.

##### Home management-

- Importance of planning
- Principles of budget making
- Hygiene and sanitation

#### UNIT-III

##### Methods of Teaching and Micro-teaching Skills -

- General principles and methods of teaching-Project method, Discussion method, Demonstration, Practical and Individual work
- Micro-teaching skill-Explaining, Questioning, Illustration and Stimulus Variation.

##### Home Science Laboratory-

- Concept and importance
- Planning of space and equipment for Home Science Laboratory

#### UNIT-IV

##### Curriculum, Teaching Aids, Lesson Plan, Textbook and Home Science Laboratory-

- Development and designing of curriculum



- Teaching aids-classification and importance
- Concept of lesson plan, preparation of lesson plan
- Development of text-books.

**Transactional Strategies :** The course will be transacted through practicum on developing instructional plans, use of teaching aids and method for augmenting learning potential as self learners and skills in designing classroom teaching-learning processes relating to diverse learner groups.

### References

- Chandra, Shah & Joshi. Fundamental of Teaching of Home Science, N. Delhi: Sterling Publishers Pvt. Ltd.*
- Devdass, R. P. Method of Teaching of Home Science, New Delhi: NCERT.*
- Sukhiya.S.P. , Mehrotra.P.B., grihviygan shikshan, Hariyana sahitya academy, Panchkula.*
- Sharma.Pandya ;Grihviygan Shikshan, Vinod pustak mandir, Agra*
- Sheri, G. P. & Saran, D. P. (2008). Teaching of Home Science, Delhi : Vinod Pustak Mandir.*
- Hindi Garanth Academy, Yadav, Seema. (2001). Teaching of Home Science, New Delhi: Anmol Publications.*

## Semester-II

**Core Paper - 203**

**Total marks - 100**

### PEDOGOGY - I<sup>ST</sup> SOCIAL SCIENCE

#### Objective:

Understand the nature, structure and scope of Social Science. Develop an appreciation of the role and significance of Social Science in Nation and Social reconstruction. Develop an understanding of interrelationship between different areas, History, Geography, Civics, Economics and Sociology in the context of development of Nation and Society. Develop understanding and skills using different strategies for teaching social science at school stage. Develop understanding of various strategies and the need to involve students in various group activities to promote co- operative learning. Develop understanding of the concept and practice of different approaches of the evaluation and to develop skills in preparing and using different evaluation tools in teaching of Social Science. Develop the skills of using local environment, community resources and other instructional inputs in the teaching of Social Science.

#### Unit - I

#### Objectives, Purpose and Scope -

Meaning and Nature of Concepts of Social Science and Social Studies; Integration of different subjects of Social Science: History, Civics, Economics, Geography and Sociology, Social Science at school stage, Aims and Objectives of teaching of Social Science in Secondary School.

## Unit - II

### Curriculum-

General Approach and Underlying Principles of Curriculum construction; their Applicability in construction of Social Science Curriculum; Study of Recent Curriculum Development in U.P. and other States including National Curriculum, Gradation and Organization of Courses in the Context of U.P.

## Unit - III

### Methods and Techniques -

**Methods :** Lecture Method, Conversation Method, Discussion Method, Problem Solving Method, Project Method, Source Method, Field visits; Role Playing, Unit Plan Method  
**Techniques:** Skills of Questioning, Story Telling, Simulation.

**Aids:** Use of Audio and Video Materials' and Electronic Media in Teaching Social Science, Preparation of Low Cost Teaching Aids.

## Unit - IV

### Lesson Planning-

Unit Plan. Lesson Plan: Steps, and Components of Lesson Plan.

**Transactional Strategies :** The course will be transacted through practicum on developing instructional plans, use of teaching aids and methods for augmenting learning potential as self learners and skills in designing classroom teaching-learning processes relating to diverse learner groups.

### References:

1. Aggarwal, J.C.: Teaching of Social Studies. New Delhi : Vikas Publishing House Pvt. Ltd., 1982.
2. Bining and Bining : Teaching of Social Studies in Secondary Schools. New York : McGraw Hill Book Co., 1972.
3. Joyce, B. & Weil, M.: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
4. Kochhar, S.K.: The Teaching of Social Studies. New Delhi : Sterling Publishers Pvt. Ltd., 1988.
5. Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi : Sterling Publishers Pvt. Ltd., 1986.
6. Marsh, D.A. (Ed.): The Social Sciences. London: Roulledge and Kegan Paul, 1965.
7. Malayya, M.: Social Sciences, Asia Publishing House, Bombay, 2000.
8. NCERT: Teaching of History, New Delhi.
9. Pal, H.R and Pal, R.: Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.
10. Sharma.R.A. ;Samajik vigyan shikshan,R.Lal book depot meerut.
11. Singh.N.K. ; Samajik vigyan shikshan , Sahitya prakashn agra.

**PEDOGOGY – II<sup>nd</sup>  
MATHEMATICS**

**Objective:**

Define Meaning, Nature, aims and objectives of Mathematics Explain the relationship of Mathematics with other subjects Explain Historical development and contribution of Indian Mathematics. Familiarize the pupil-teachers with the development of Curriculum in Mathematics Differentiate between Methods and Techniques of Teaching Mathematics Perform Pedagogical Analysis of various Concepts in Mathematics Describe instructional planning and development of relevant material for the teaching of Mathematics Demonstrate uses of I.C.T. in Teaching of Mathematics Describe Continuous and Comprehensive evaluation, diagnostic testing and remedial teaching in Mathematics Explain importance and uses of learning resources in Mathematics

**UNIT-I**

**Concept and aims of Mathematics-**

- Meaning, Nature and Historical Development of Mathematics.
- Assumption, postulates of Mathematics, and Fundamentals of logic namely: use of if and then, and If and only If.
- Values to be taught through teaching of Mathematics.
- Aims and Objectives of Teaching Mathematics at Secondary stage.
- Writing objectives in terms of behavioural outcomes of students.

**UNIT-II**

**Methods of Teaching Mathematics-**

- Lecture-cum-Demonstration.
- Inductive-Deductive.
- Analytic-Synthetic.
- Problem Solving.
- Laboratory.
- Project.

**Techniques of Teaching Mathematics-**

- Oral work.
- Written Work.
- Drill-work.
- Brain-storming.
- Home Assignment.
- Self-study.
- Supervised Study.

### UNIT-III

#### Learning Resource-

- Importance and Organization of Mathematics Club.
- Recreational Activities of Mathematics Club.
- Mathematics Fairs.
- Games.
- Quiz.
- Puzzles.
- Visits.
- Talks.
- Excursion.
- Importance and Setting up of Math Laboratories.
- Importance of Support Material .
- Reference Material – Encyclopedia, News Letters and Magazines.
- On-line and off-line Resources.

#### Instructional Planning & Material Development-

- Preparation of Micro Lesson Plan
- Preparation of Simulated Lesson Plan.
- Preparation of Classroom Lesson Plan.
- Preparation and use of Audio-Visual Material and equipments.
- Application of I.C.T in Teaching of Mathematics.

### UNIT-IV

#### Unit Analysis

- Objectives Formulation.
- Learning Experience.
- Choosing Method and Material.
- Evaluation.

#### Pedagogical Analysis of any one of the following-

- Central tendencies Mean, Median, Mode.
- Congruency.
- Trigonometry.
- Area.
- Volume.
- Linear and Quadratic Equations.
- Ratio and Proportion.

#### Following points should be followed:

- Identification of concepts.
- Listing behavioural Outcomes.

- Listing Activities and experiences
- Listing Evaluation Techniques.

**Transactional Strategies :** The course will be transacted through practicum on developing instructional plans, use of teaching aids and methods for augmenting learning potential as self learners and skills in designing classroom teaching-learning processes relating to diverse learner groups.

### References

- Carey, L.M. (1975). *Measuring and Evaluating School Learning*, Boston: Allyn and Bacon.
- Copeland, R.W. (1979). *How Children Learn Mathematics*, New York: McMillan Pub. Comp.
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**PEDOGOGY – II<sup>nd</sup>**

हिन्दी भाषा

**पाठ्यक्रम के उद्देश्य –**

- हिन्दी भाषा के प्रकृति, आवश्यकता एवं महत्त्व को परिभाषित कर सकेंगे
- हिन्दी शिक्षण की विभिन्न विधियों की व्याख्या कर सकेंगे
- हिन्दी भाषा शिक्षण में प्रयोग होने वाली शिक्षण सहायक सामग्रियों को तैयार कर सकेंगे
- हिन्दी भाषा में गद्य, पद्य तथा व्याकरण के उद्देश्यों को स्पष्ट कर सकेंगे
- हिन्दी भाषा में मूल्यांकन के विभिन्न पदों को परिभाषित कर सकेंगे

**इकाई 1**

**हिन्दी-शिक्षक**

मातृ भाषा शिक्षण का अर्थ, स्वरूप महत्त्व एवं ब्लूम द्वारा निर्धारित अनुदेशात्मक उद्देश्य ।  
भाषाई कौशल का सामान्य ज्ञान

- श्रवण कौशल
- भाषण कौशल
- पठन कौशल
- लेखन कौशल

हिन्दी में उच्चारण शिक्षण, अक्षर-विन्यास एवं विराम-चिन्ह ।

हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं प्रयोग ।

**इकाई 2**

पाठ योजना का अर्थ, महत्त्व एवं रूप-रेखा ।

हिन्दी शिक्षण के अनुवाद का अर्थ, विशेषताएं, प्रशिक्षण, विधियां एवं अभ्यास ।

कविता-शिक्षण (रस पाठ एवं बोध पाठ के रूप में)

पद्य-शिक्षण

**इकाई 3**

व्याकरण शिक्षण (औपचारिक एवं अनौपचारिक)

रचना शिक्षण (कहानी, पत्र एवं निबन्ध रूप में)

हिन्दी पाठ्यक्रम निर्माण एवं समीक्षा ।

हिन्दी पाठ्यपुस्तक की विशेषताएं एवं समीक्षा ।

हिंदी में मूल्यांकन एवं गृहकार्य

- हिंदी में मूल्यांकन – अर्थ एवं स्वरूप
- विद्याओं में मूल्यांकन प्रक्रियां
- हिंदी शिक्षण में गृहकार्य – स्वरूप एवं संशोधन
- हिंदी पाठ्य वस्तु से अभिप्राय
- हिंदी पाठ्य वस्तु का शिक्षा शास्त्रीय विश्लेषण

संदर्भ ग्रंथ सूची

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- सुखिया, के.के. (1976) : हिंदी ध्वनियां और उनका शिक्षण, रामनारायण लाल, इलाहाबाद
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- मैन्युक ही (1997) : हिंदी शिक्षण, दी एक्यूजीशन एंड डवलैपमैण्ड ऑफ लैगवेज प्रिंटिंग हाल
- वैस्टन कैनिप (1973) : डवलैपिंग सैकिडं लैगवेज स्किल्स थरौरी एण्ड प्रैक्टिस रैप्स मैकलील
- मंगल, उमा : टीचिंग ऑफ हिंदी आर्य बुक डिपो
- मिश्रा माया तथा जैन एस.वी. : टीचिंग ऑफ हिंदी, विजया पब्लिकेशन
- कौशिक जयनारायण : हिंदी शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़
- पांडेय रामशकल : हिंदी शिक्षण विनोद पुस्तक मन्दिर, आगरा
- सफाया रघुनाथ : हिंदी शिक्षण, रस्तोगी पब्लिकेशन, मेरठ

**PEDOGOGY – II<sup>nd</sup>**  
**SANSKRIT LANGUAGE**

**Objective :**

Define the nature, need & principles of sanskrit language Explain different methods of teaching sanskrit language Demonstrate the use of various audio visual aids in sanskrit teaching. Explain objectives and steps of teaching prose, poetry & grammar of sanskrit explain the meaning of evaluation and types of evaluating techniques.

**Unit-1**

- Objectives of Sanskrit at different school levels place and Importance of Sanskrit in School curriculum.
- Relation of Sanskrit with other Languages. Importance of Pronunciation and Expression in Sanskrit Language.
- Aims of teaching prose, poetry, Grammar and Syntax. Projective & Non- Projective aids with cone of experience, CAT & CME in teaching learning process.

**Unit-2**

**Teaching of Reading:** Oral and Silent, Intensive and Extensive reading, Reading interests and reading habits.

**Teaching of Prose:** Methods of teaching Prose Explanation of word meaning, analysis of thought.

**Unit-3**

**Teaching of Poetry:** Types of Poem, methods of teaching poetry.

Importance of recitation and appreciation.

**Teaching of Grammar:** Aims method's (Traditional and modern).

**Unit-4**

**Teaching of Composition:** Aims of Composition, types of composition, steps in writing composition.

Lesson Planning in teaching of Sanskrit (Prose, Poetry and Grammar).

**Transactional Strategies :** The course will be transacted through practicum on developing instructional plans, use of teaching aids and methods for augmenting learning potential as self learners and skills in designing classroom teaching-learning processes relating to diverse learner groups.

**References**

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Dubey, M. (Smt.) : Sanskrit Shiksha Vidhi.  
Gray, C.W. : Teaching of reading & writing.  
Kishore. Kani : Sanskrit Nataks.  
Pandey, R.S. : Sanskrit Shiksha.



Srivastava, R.P. : Teaching of Reading.

Sharma ,Rajesh & Bharatbhusan ;Sanskrite teaching, Agrwal Pbl. Agra.

Vats .B.L. ;Sanskrit Shikshan,Vinod pustak mandir ,Agra.

## Semester-II

Core Paper - 204

Total marks - 100

### PEDOGOGY – II<sup>nd</sup> ENGLISH LANGUAGE

#### Objective:

The nature and characteristics of a English language. The require skills and their interlinks for mastering a English language. The various approaches for planning for successful English language teaching. Approaches for teaching different aspects of English language. Aids and other similar available material that could be used for teaching English language. The techniques of obtaining feedback for self-evaluation and evaluation of student's success in learning and using the English language.

#### Unit-1

**Aim and value of teaching English in our school, place and importance of English in curriculum.**

- Aid of Teaching English.
- Teaching of spoken English.

#### Unit-2

Approaches of teaching of English Grammar Translation, Direct method, Structural approaches steps of structural approach.

**Teaching of Reading:** Nature of Reading process, oral and silent reading, Intensive and Intensive reading, Methods of teaching English.

#### Unit-3

**Teaching of Prose:** Aims devices of 'exposition of words and phrases, steps of teaching prose.

**Teaching of Poetry:** Aims and methods, Importance of recitation and appreciation. Teaching Aids, CAI &, CME in teaching Learning process.

#### Unit-4

**Teaching of written work :**

- Composition types, Essay, Story and Letter writing, steps and methods of composition teaching.
- Translation : Methods and steps of translation teaching
- Teaching of Grammer : Aims, methods Inductive, Deductive and Correlative. Lesson planning of teaching English. (Prose, Poetry and Grammer).

**Transactional Strategies :** The course will be transacted through practicum on developing instructional plans, use of teaching aids and methods for augmenting learning potential as

self learners and skills in designing classroom teaching-learning processes relating to diverse learner groups.

### References

- Bhatia, K.K. : New Techniques of teaching English as. Foreign Language.  
French, F.G. : Teaching English Abroad.  
Frisby, A.N. : Teaching English-Notes & Comments in teaching English Overseas.  
Girard, D. : Linguistics and Foreign Language teaching.  
Gray, W.S. : Teaching of reading and Writing.  
Jain.R.K. ,Teaching of English ,Agrawal pbl. Agra.  
Mathur & Verma : Studies in teaching of English in India.  
Morris, I. : The Art of teaching English as a living language.  
Pandey.K.P & Pandey ,amita ;Teaching of English in India, Vishwavidyalaya prakashan ,Varansi.  
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Ryburn, M.W. : Suggestion for teaching of english.  
Srivastava, B.D. : Structural approach to the Techniques of English.  
Sharma.B.K.; Teaching of English ,Agrawal publication ,Agra.  
Tikkoo, M.L. : A Functional Grammar with Usage and Composition.  
Mishra, K.N. : Teaching & Learning of English as a Secondary Language in India.

### Semester-II

**Core Paper - 204**

**Total marks - 100**

### PEDOGOGY – II<sup>nd</sup> URDU LANGUAGE

#### Objective :

Understand the basic concepts in an functions of Language with special reference to Urdu.Acquire a knowledge of objectives of teaching Urdu at the Secondary stage.Acquire a knowledge of different methods of teaching Urdu at the Secondary stage.Teach grammar, prose, composition and poetry lessons in Urdu.Prepare lesson and Unit plans and to analyse the subject content in terms of Language skills and teaching objectives.Knowledge of evaluation system in Urdu and to methodically prepare Exams and test papers in Urdu.Conduct remedial teaching in Urdu.

#### UNIT-I

- Language: Importance and functions with special reference to the Urdu language.
- Language skills, Listening and Art of Listening.
- Speaking - Pronunciation, Recitation and Punctuation.
- Reading - Aloud silent, Intensive and Extensive.
- Writing - Knowledge of Urdu script.
- Khat-e-Naskh.
- Khat-e-Nastaliq.
- Khat-e-Shikasht.

Place of Urdu language in the present educational system as prevalent in the State of Rajasthan Suggesting for a better of Urdu in the syllabi Relation of Urdu with other Indian Languages

### UNIT-II

Objectives of teaching Urdu at Secondary stages of education.

Problems of teaching and learning Urdu and their solutions

Value outcomes of teaching, Urdu at different levels of education Methods of teaching Urdu:

- Direct Methods.
- Structural Method.
- Grammar Method.
- Translation Method.

### UNIT-III

Teaching of various forms of urdu Literature (i) Prose (ii) Composition (iii) Grammar, (iv) Poetry:Ghazal:Nazam and Drama.

Support system of teaching Urdu: Visual aids: Verbal Pictorial (non-projected-two and three dimensional) projected still and motion

Audio and Audio-visual aids. Co-curricular activities, Language Laboratory.

### UNIT-IV

Planning for Teaching Urdu Need and Importance of Planning Content Analyse is Yearly Plan, Unit Plan and Daily Lesson Plan.

**Transactional Strategies :** The course will be transacted through practicum on developing instructional plans, use of teaching aids and methods for augmenting learning potential as self learners and skills in designing classroom teaching-learning processes relating to diverse learner groups.

### References

1. Inamullah Sharwani, Tadres-e-Zaban-e-Urdu ,Usmania Book Depot, 1,25, Rabindra Saraud, Cal.73
2. Muenuddin, Hum Urdu Kaise Padhen, National Council for Promotion of Urdu Language, West Block, RK Ouram, New Delhi
3. Muenuddin, Urdu Zaban Ki Tadrees, National Council for Promotion of Urdu Language, West Block, RK Puram, New Delhi.
4. Rasheed Hasan, Hum Urdu Kaise Likhaen, Maktaba Jamia Limited, Jamia Nagar, New Delhi
5. Rasheed Hasan ,Urdu Imla Maktaba Jamia Limited Jamia Nagar ,New Delhi

**PEDOGOGY – II<sup>nd</sup>**  
**BIOLOGICAL SCIENCE**

**Objective:**

Develop awareness about development in the area of teaching and learning of Biological Science at the national and international level. Develop competencies in the prospective teachers related to Biological Science at the lower secondary level with specific reference to Indian School Conditions. Orient prospective teachers in specific educational aspects of Science and Technology Education e.g. general concept of Biological Science, aims and objectives of Biological Science, pedagogical analysis of contents in Biological Science at the lower secondary level, transaction of contents, methods of teaching, evaluation etc. Enable prospective teachers to be effective teachers in order to perform the required role as a Biological Science teacher under Indian School conditions

**Unit-I****Importance, Aims and Objectives -**

- Importance of Biological Science in School Curriculum.
- General Aims and Objectives of teaching Biological Science.
- Bloom's taxonomy of Educational Objectives.
- Formulation of specific objectives of Biological Science in Behavioural terms.

**Unit-II**

- Nature of Modern Biological Sciences its impact on communities.
- Path tracking discoveries & Land mark development.
- Eminent scientist (Robert Hook, Hugo Debridge, Grager John Mendal & Robert Koach).
- Professions in the area of Biological sciences.

**Unit-III****Development of Instructional Material -**

- Transaction of contents.
- Unit Planning.
- Lesson Planning.
- Preparation of teaching aids.
- Development of aquarium, vivarium etc.
- Development of self-instructional material (Linear program).

**Unit-IV****Methods of Teaching and Skills (Practical and Micro-teaching)****Methods of teaching -**

- Lecture-demonstration method.
- Project method.
- Problem-solving method.

- Practical skills.
- Preparation of temporary and permanent mounts.
- Collection and preservation of specimen.

#### **Micro-teaching skills -**

- Skill of Introducing the lesson (set induction).
- Skill of Questioning.
- Skill of Illustration.
- Skill of Explaining.
- Skill of Stimulus variation.

**Transactional Strategies :** The course will be transacted through practicum on developing instructional plans, use of teaching aids and methods for augmenting learning potential as self learners and skills in designing classroom teaching-learning processes relating to diverse learner groups.

#### **References**

- Andersa.O.Roger;teaching of modern idea of biology , New feature college press.
- Bloom, B.S. et al (1956) Taxonomy of Educational objectives: The cognitive domain, New York:Longman's Green.
- Bhusan .Shailendra ;Jiv vigyan shikshan , Vinod pustak mandir,Agra.
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- Kilpatrick, W.H. (1918): The Project Method, Columbia: Teachers College Record.
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- Vaidya, N. (1971): The Impact of Science Teaching, New Delhi; Oxford and IB+I Publication.
- Waston, N.S. (1967): Teaching Science Creativity in Secondary School U.B. Saunders Company, London.

## Semester-II

EPC Course - 200E1

Total Marks-25

### Enhancing professional capacities Intelligent Use of ICT (PRACTICUM & ASSIGNMENT)

#### Objective :

After taking this course student teacher will be able to design, develop and make practical application of various ICT supported systems for improving the quality of exposure and consequential learning outcomes. It also aims at helping student teachers to acquire competence in intelligent use of computer, internet accessing and dissemination through use of Edu-sat and online instructional systems.

#### Content

- Role of information & communication technology in construction of knowledge.
- Possible uses of audio-visual media and computers.
- Use of news paper in education.
- Survey of educational sites based in India.
- Competencies in developing original software.
- Interactive use of ICT.
- Critical issues in internet uses.

**NOTE** - Student teachers will do any two activities / assignments from above given contents and prepare the record.

## Semester-II

EPC Course - 200E2

Total Marks-25

### Enhancing professional capacities Developing Assessment Tools (PRACTICUM & ASSIGNMENT)

#### Objective :

The course aims at developing a critical analysis through selecting the items from pedagogical subjects and prepare an instrument for measure the achievement.

**Contents** - Construction of the tools (planning ,preparing the item,selecting the item and evaluating the test).Find the reliability, validity, norm of the test.Finally prepare the guideline/ manuals of the test.

**Transaction strategies** - This course will be transacted through preparing the test ,administering the test, scoring the test and interpreting the test with ICT / manually.

EPC Course - 200E3

## Semester-II

Total Marks-25

### Enhancing professional capacities Developing Instructional Design including lesson plans and Unit plans (PRACTICUM & ASSIGNMENT)

**Objective:** This course will be developed enhancing professional capacities in student teachers for prepare the lesson plans / unit plans from pedagogical subject based on different models.

**Content-** Whole contents of pedagogical subjects.

**Transaction strategies-** It will be transacted through prepare lesson plans / unit plans in the class room with the help of teaching aids and ICT.

## Semester-II

### INTERNSHIP

Total Marks-25

#### Objective :

The objective of internship programme is to integrate theoretical and practical knowledge of teaching-learning processes to the actual classroom/school reality contexts as evident by practices in vogue. It aims at practical application of professional skills, enhancement of professional competence and effective participation/engagement with the child (the learner), the classroom, the school and the community.

#### Content :

**Three week** for skill practices ; microteaching(Objective writing skill, introducing skill, probing question skills , explanation and blackboard writing skills), project formulation ( classroom based , school based , community based) ,design of assessment tools, developing of lesson plans , improvisation of TLM and observation of class room teaching.

## SEMESTER-III

Core Course-301

Total Marks-100

### CREATING INCLUSIVE EDUCATION

#### Objective :

After taking this course student teacher will be able to acquire sensitivity to understand the processes of exclusion in the Indian social order based on caste, class, ability/disability and gender in addition to being able to practice a culture of inclusiveness through organizing various activities and programmes at the school and classroom levels. He/She will also be able to plan procedures of effective instructional practices which have the potential for promoting a culture of inclusive education and harmony.

## Unit- I

### Preparation for Inclusive Education:

- Concept and meaning of diverse needs.
- Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
- Brief account of existing special, integrated and inclusive education services in India.
- Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
- Creating and sustaining inclusive practices.
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

## Unit- II

### Children with Diverse Needs and Utilization of Resources:

- Definition and characteristics of children with sensory( hearing, visual and physically challenged)intellectual ( gifted, talented and children mentally challenged children), developmental disabilities( autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backwardness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
- Importance of early detection, Functional assessment for development of compensatory skills.
- Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
- Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC/ ST and linguistic and other minority groups.
- Role of technology for meeting diverse needs of learners

## Unit -III

- Curriculum adaptations and evaluation for children with diverse needs Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backwardness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.

## Unit- IV

### Teacher Preparation for Inclusive Education:

- Review existing educational programs offered in secondary school (general, special education).
- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.



- N.C.F 2005 and curriculum for teacher preparation and transaction modes. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- Evaluation and follow up programs for improvisation of teacher preparation programs in inclusive education programs.

**Transactional Strategies :** This course will be transacted through organizing of debates and discussions centered on seminal issues which have been identified with exclusion in various visible and invisible forms in the Indian social order and which have been disturbing the identity of individuals and their roles in the society. For this purpose seminars/symposia will be arranged by ensuring participations of important social workers, NGOs and community leaders. The student-teachers will also be required to develop case profile based on discrimination and moves to marginalize the members of a particular class or community from time to time.

### References

- Chaudhary, B. (1992): Tribal Transformation in India. Vol.-V, New Delhi.
- Jain, S.C. (2005): Education and socio-economic development. Concept publishing house, New Delhi.
- Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly, —Ramchandran, V. (1998): Girls and women Education: Policies and implementation
- Sharma, M.C. & Sharma, A.K. (2003): Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators. NCTE & NHRC.
- Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development, July.

## SEMESTER-III

Core course-302

Maximum Marks-100

### GENDER, SCHOOL AND SOCIETY

#### Objective :

Explain the concepts of sex and gender. Demonstrate an understanding of psychological and sociological perspectives of sex and gender. Explain the social construction of gender with special reference to family. Describe women in education and various laws protecting them. List the factors contributing to gender inequalities in schooling. Describe the concept of women empowerment and various roles of women in sustainable development.

#### UNIT-I

##### Sex and Gender-

- Psychological and Sociological perspectives.
- Radical Feminism- Gender, patriarchy, reproductive technology, and motherhood.
- Socialist – Feminis;-class, gender and division.
- Indian Women- Family, caste, class, culture, religion and social system.

## UNIT-II

### **Social construction of gender-**

- Socialization.
- Family.
- Gender identity; the media, gender roles and stereotypes; class, caste, community and gender relations.

### **Women Education and Law-**

- Women access to and participation in formal education.
- Women and non-formal education.
- Media and women.
- National effort to protect women's rights.

## UNIT-III

### **Gender inequalities in schooling -**

- Organisation of schooling.
- Gender bias in text books.
- Curricular choices and hidden curriculum (teacher attitude, classroom interaction and peer culture).

### **Gender and Schooling –Education for gender equity-**

- Case studies of interventions in school education.
- Reflections from the field and strategies for change .

## UNIT-IV

### **Education and Empowerment of Women-**

- Concept and importance.
- Women and sustainable development.
- Special role of women as protector of environment.
- Waste management and women.
- Women as workers.

**Transaction strategies** - This course will be transected with ICT in the classroom and teach to prepare a case study based on Indian social order and presented by student teacher.

### **References**

- Bordia, A. (2007). Education for gender equity: The Lok Jumbish experience, p 313-329
- Chatterji, S. A. (1993). The Indian Women in perspective, New Delhi: Vikas Publishing
- Devendra, K. (1994). Changing status of women in India, New Delhi: Vikas Publishing House
- Gupta, A. K. (1986). Women and Society, New Delhi: Sterling Publications
- Ministry of Education (1959). Report of National Committee of Women's Education. New Delhi: ME
- Ruhela, S. (1988). Understanding the Indian Women Today; Delhi: Indian Publishers Distributors
- Thakur, H. K. (1988). Women and Development planning (Case study of Nauhatta Block), New Delhi: Vikas Publishing House.

## **Semester-III** **INTERNSHIP**

**TOTAL MARKS-200**

### **Objective :**

The objective of internship programme is to integrate theoretical and practical knowledge of teaching-learning processes to the actual classroom/school reality contexts as evident by practices in vogue. It aims at practical application of professional skills, enhancement of professional competence and effective participation/engagement with the child (the learner), the classroom, the school and the community.

### **Content :**

- **Four weeks** practice teaching in upper primary, eight weeks in secondary and four weeks at senior secondary schools .
- Observations ; peer observation, supervised observation by faculty in each pedagogical subject will carry twenty lessons and observation by concern teacher of model school.
- Participation in different programs of school and prepare the record (Attendance, fee, library, laboratory, cocurricular activities).
- Library / laboratory management .
- Community interaction.

## **Semester-IV**

**Core course-401**

**Maximum Marks-100**

### **LANGUAGE ACROSS THE CURRICULUM**

### **Objective :**

After taking this course student teacher will be able to understand and appreciate the role of language not only as a vehicle of communication in day to day transaction but also as an important medium for interpreting knowledge in various contexts- family, peer groups, school sites and community linked interactions. It also aims at developing an insight into the use of language in personal as well as academic and professional contexts.

#### **Unit 1**

#### **Knowledge and Methods of Enquiry -**

- Knowledge as construction of experience; case examples from school subjects.
- Knowledge as distinct from information; case examples from school subjects.
- Language, social relations, power, identity and thinking.
- Connections between knowledge, curriculum, textbooks, knowledge and learners.

#### **Unit 2**

#### **Learner and their Contexts-**

- Alternative frameworks of children's thinking.
- Child and adult misconceptions.
- Everyday concepts and situated cognition.

### Unit 3

#### **Pedagogic Practice and the Process of Learning-**

- Critical understanding of standardised pedagogic methods: concept-formation; enquiry-based learning; project-based learning etc
- Interrogating disciplinary practices, creating non-threatening learning environments.

### Unit 4

#### **Critical Study of ICTs and Developing Capacities-**

- Critical examination of the role of ICT in education and society.
- Capacity development in the use of ICTs.
- ICT – based teaching-learning approaches in schools and for teacher professional development. Mode of Transaction.
- Analysis of school text books to construct and discuss nature and types of knowledge and pedagogic elements.

**Transitional Strategies :** The course will be transacted through analysis of various discourses, audio taped and video taped presentations of interactions in family, peer groups and classrooms. It will also require the student-teachers to make case studies of specific phrases/ vocabulary and registers drawn from learners at primary, elementary and secondary levels of schooling.

### References

1. Batra, P. (Ed.) (2010). Social Science Learning in Schools: Perspective and Challenges. New Delhi: Sage.
2. Bruner, J. (1996). In The Culture of Education. Cambridge: Harvard University Press, Chapter 2: Folk Pedagogy, 44-65.
3. Dewey, J. (1897). My Pedagogic Creed. School Journal, Vol. 54.
4. Driver, R. (1981). Pupils' Alternative Frameworks in Science. European Journal of Science Education. 3(1), 93-101.
5. Ghai, A. (1992). Play and the Mentally Handicapped Child. New Delhi: Sankalp. September.
6. Holt, J. (1990). Learning All the Time. New York: Addison-Wesley Publishing.

## SEMESTER-IV

**Optional papers - 402A & B**

**Total Marks-50**

### **HEALTH AND PHYSICAL EDUCATION**

#### **Objective :**

explain the concept, aims and objectives of Health and Physical Education. Describe hygienic environment along with contributing factors and its importance explain various Communicable diseases and first aid. Demonstrate ability to describe balanced diet. Explain good posture. Define general medical standard of an individual.

### Unit I

#### **Health Education**

- Concept of wellness.
- Aims and objectives of health education.

- Factors influencing health.
- School health programs.
- School health services.
- Role of the teacher in School Health programme

### **Physical Education**

- Concept.
- Misconception
- Aims and objectives.
- Relation with general education.

### **Unit II**

#### **Nutrition and Balanced Diet**

- Components of Balanced Diet
- Functions
- Major sources
- Malnutrition.

### **Unit III**

#### **Posture**

- Concept and values
- Postural deformities and their Management.
- Personal Hygiene
- Environmental Hygiene
- Pollution and Global Warming

### **Unit IV**

**Communicable diseases** - Mode, control and prevention.

#### **Physical Fitness and First Aid.**

- Physical fitness: Meaning, elements, and importance.
- First aid in the following – Hammaerage, Laceration, Contortion, dislocation, fracture, cuts, wounds, bites of insects, sprain and strain.

**Transaction strategies**-This course will be transacted through instructional design ,TLM , ICT in the class room .Through field visit of health centre and prepare a record for balance diet ,yoga training ,scouting and guiding programme , games and scores will also transact this course .

### **References**

- Bucher, C. A. (1964). *Foundations of Physical Education*, New York: Mosby & Company  
 Kilander, H. F. (1971). *School Health Education*, New York: Mac Millan Company  
 Manjul, J. U. S. (1965). *School Swasthya Shiksha*, Agra University: Universal Publisher  
 Rice.E.A.;A brief history of physical education, A5 bornes company, new York.  
 Sukhiya S.P. - Educational manangement & Health Education  
 Singh R.P. - Health Education  
 Sharma.Rama; Sharirik shiksha ,Agarwal publication ,Agra.

## SEMESTER-IV

Optional Papers- 402A&B

Maximum Marks-50

### GUIDANCE AND COUNSELLING

#### Objective :

To understand the concept of Guidance and Counselling. To assess the strength and learning difficulties of students. To help students in selecting their subjects for future study. To collect data using various tools like case study, achievement test etc. To understand and apply the techniques of Guidance and Counselling.

#### Unit - I

##### Fundamentals of Guidance and Counselling -

Nature & Need of Guidance and Counselling with special reference to modern Indian Society; Scope of Guidance-Educational, Vocational and Personal, Aims & Principles of Guidance and Counselling, Group Dynamics & Group Guidance, Methods of Counselling: Directive, Non-Directive, Eclectic.

#### Unit - II

##### Personnel Associated with Guidance and Counselling -

School Counselor; Psychologist, Social Worker, Rehabilitation worker, Career Master / Guidance Teacher; Teacher as Guidance worker; Organizing Guidance and Counselling Services in Secondary School.

#### Unit - III

##### Tools and Techniques in Guidance and Counselling -

Testing Techniques - Intelligence, Aptitude, Achievement Tests; Personality, Adjustment, Interest, Non-Testing Techniques: Case Study, Cumulative Records; Questionnaire, Anecdotal record, Autobiography, observation, Selection of Tests for Placement in Educational and Professional Institutions.

#### Unit - IV

##### Career Guidance in Secondary Schools -

Career Awareness Skills, Career Information; Career Decision Making Skills - Selection of School Subjects, Future Training Course and Future Career; Career Bulletin, Career Corner and Career Conference

##### Guidance and Counselling for Children with Special Needs-

Meaning, Definition and Characteristics of Exceptional Children, Gifted Children; Children with Disabilities; Disadvantaged Children.

**Transaction strategies-** This course will be transacted with field trip and preparing a record to visited psychocentre, special schools and will also transact through ICT in class room.

#### References

- Agarwal, Rashmi : Sakshik Avem Vyavsayik Nirdeshan, Shipra Publication, Delhi.  
Bengalee, M.S.: Guidance and Counselling. Bombay, Seth Publishers, 1984.  
Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I – A Theoretical Perspective. New Delhi, Vikas Publishing House, 1999.

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#### SEMESTER-IV

Optional Papers- 402A&B

Maximum Marks-50

#### HUMAN RIGHTS EDUCATION

**Objective :** Describe various human rights. Classify human rights. Illustrate human rights commissions. List the domains of human rights. Explain constitutional and institutional safeguards. State problems of Refugees. Define UN Principles in association with human rights.

#### Unit I

##### Human Rights Education-

- Role of UNESCO, Role of School, Education up to 14 years as Fundamental Right, Fundamental Duties, Media and its role.
- Constitutional and Institutional safeguards to Human Rights, National Human Rights Commission (NHRC) and associated Human Rights Commission.

#### Unit II

##### Vital Domains of Human Rights-

- Right to information, Poverty, Child Labour, and Environment.
- Human rights in relation to Women, Terrorism, and Disabled.
- Human Rights in India.
- United Nations and Human Rights.

### Unit III

#### Judicial Activism-

- Human Rights violation and Police.
- Problem of Refugees and internationally Displaced Persons.

### Unit IV

#### Custodial Justice-

- Guidelines to Police Commissioners and District magistrates.
- Standard Rules for Treatment of Prisoners.
- UN Principles for Protection of Prisoners.

**Transaction strategies** - The course will be transacted by student teachers in the class room through lectures with the help of teaching aids and ICT.

### References

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## SEMESTER-IV

**Optional Papers- 402A&B**

**Maximum Marks-50**

### DISTANCE AND OPEN LEARNING

#### Objective :

Recall and explain the concept, scope and applications of Distance Education. Describe history and future of distance education. Explain in own words the factors involving Distance Education. Identify the steps for the preparation of self Instructional materials- SIM or self-learning materials.(SLM). Define role of mass media in distance education.

### Unit I

#### Concept of Distance Education-

- Related terms with Distance Education.
- Non-formal Education.
- De-schooling education.
- Correspondence education.



- Open education.
- Scope of Distance education.

### Unit II

#### **History, importance and Future of Distance Education in India-**

- Present Status.
- History of Distance Education.
- Need and Importance of Distance Education.
- Future of Distance Education in India.

### Unit III

#### **Mass media in Distance Education-**

- Print and Non-Print Media.
- Audio-Visual Computer based media.
- Learning through media.

### Unit IV

#### **Distance educator, Distance learners and Self Learning Materials-**

- Distance educators and their types.
- Professional training in distance education.

#### **Different types of Distance Learners and their possible problems-**

- Student counseling services in Distance Education.
- Continuous assessment in Distance Education.

#### **Self Learning Materials and its preparation-**

- Preparation of Self-Learning Materials. (SLM)
- Self-Instructional Material (SIM) format.
- Distance Education as investment for Learners.

**Transaction strategies:** The course will be transacted through lecture and ICT with the help of published learning material by centre of corresponding education .

### References

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## SEMESTER-IV

Optional papers-402A&B

Total Marks-50

### ENVIRONMENTAL-EDUCATION

#### Objective:

To enable the student teacher understand about the concept of environmental education. To develop in the student teacher a sense of awareness of awareness about the environmental pollution and possible hazards and its causes and remedies. To develop a sense of responsibility towards conservation of environmental, bio-diversity and sustainable development. To develop reasonable understanding about the role of school and education in fostering the idea of learning to live in harmony with nature. To enable the student's to understand about the various measures available to conserve the environment for sustaining the development.

#### UNIT-1

- **ENVIRONMENT:-** Meaning Scope and nature of Environmental education.
- Types of Environmental Pollutions and threats to our environment today.

#### UNIT-2

- Causes and effects of Environmental hazards , Global and local: Environmental Pollution and its remedies.
- Green house effect.
- Ozone layer depletion-Environmental theft , acid rain, pillar melting, rise of sea level and their implication.

#### UNIT-3

- Salient features of Environmental awareness through education programs at secondary level.
- Programs of environmental education for attitude changes among the children .
- Role of school in environmental conservation and sustainable development.

#### UNIT-4

**Biodiversity-** Conservation of genetic diversity and importance , environmental priority learning to live in harmony with nature, using action research for improving the quality of environment.

**Transaction strategies:** The course will be transacted by student teachers with the help of ICT and prepare a project related material based on environmental health.

## REFERENCES

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- Vyas Harishchandra : Paryavaran Shiksha Vidya Vihar, New Delhi.

## SEMESTER-IV

Optional papers - 402A&B

Total Marks-50

### PEACE EDUCATION

#### Objective:

Understand about peace and peace education based on constitutional values .Under stand for reflection on the attitudes that generate conflicts at personal and social levels .Under stand learning skills and strategies of resolving these conflicts.To focus on strengthening self by continual reflection leading to reduction in stereotypes.Understand creation , nurture and promote peace building cap abilities among students.Understand influence of media and local community by influencing parent ,families and children.To dfevelop attitude and skills for resolving conflicts in creative manner and reflect on school , curricula, text book and pedagogical processes from peace persepective.

#### UNIT-1

**Understanding Peace-Concept**, nature ,awareness of relevance of peace , challenges to peace by increasing stresses, conflicts,crimes .terrorism ,violence and wars resulting in poor quality of life.Awareness of choice in response to crisis in personal , social and professional life.

**Constitutional values**-importance of the attitude, believes and values of peace viz.. compassion , cooperation ,love etc, that foster inner peace and constitutional values of justice, equality, freedom. Respect for differences and ecological resources that ensure peace in society.

#### UNIT-2

**Foundation of Peace** - Prerequisites to peace in the society are compassionate and ethical decision making and intercultural and cultural harmony, responsible citizenship, respect for secular and democratic ideals based on non-violence, respect for differences. **Approaches to peace education** - Highlights of various philosophies,thought of peace, Gandhi, Krishnamurthi, Aurobindo, Vivekanand, R.N. Tagore, Gijju Bhai Badeka.

#### UNIT-3

**Understanding conflicts** - Concept, Nature of conflict , aspirations , desires and resulting conflicts at different levels in society; Intra personal, inter personal, Organisational, Interstate and global.

**Understanding the role of social conditions and processes that sustained conflict** - Limited resources, poverty, political, economy, Socio-cultural and Ecological conditions, Environmental resources viz. water, forest, energy etc.

#### UNIT-4

**Critical reflection on the curricular processes** - Healthy discipline practices in and outside classroom, for their fairness to different gender, caste and cultural groups, child rights/human rights. Experiences of different cultural identities, issues, challenges, conflicts in the neighborhood, the country and global levels with regard to resources, opportunities of poverty, level, political issues etc.

**Critical pedagogy of peace education**- challenging the traditional models of learning to constructivist approach in teaching. Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level.

**Transaction strategies** - The course will be transacted by student teachers with the help of lecture and ICT and prepare a case study accordance Indian social order and will present through ppt. in the class room.

#### REFERENCES

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#### Semester-IV

**EPC Course - 400E1**

**Certificate issued by faculty**

**Enhancing professional capacities**

#### FIELD VISIT

**Objective:** Acquire useful application of the "inquiry based learning approach" where data and information are converted into useful knowledge. Develop "technical competency" by observing, collecting, interpreting, recording and evaluating geographic information from primary sources through fieldwork. Collect specific examples that will substantiate generic explanations of processes and landforms in physical geography. Provide valuable qualitative and affective learning experiences which will encourage deeper thinking about the interaction between man and his environment. To train students in observation skills through drawings. To create an appreciation of nature in students. To be exposed to the cultures and way of life of different groups of people and to be humble and respectful their interaction.

**Different Topics :** Socio-culture, Museum, Botanical Garden, Special Schools, Technical Institutes, Research Centre, Historical Place, Ethical Place, Coastal Area, Tropical Area.

**NOTE-** Student teachers will prepare a field trip report above any three topics

**EPC Course - 400E2**

**Semester-IV**

**Certificate issued by faculty**

**Enhancing professional capacities**

**SEMINAR/WORKSHOP**

**Objective:**

Identify strengths and areas to improve Understand the importance of credibility and living fundamental values. Inspire others around a common vision of the future. Identify and try new approaches needed for growth. Build collaboration, team work and trust, to help others excel. Value and recognize the accomplishments of others. Apply the leadership practices to current issues.

**DIFFERENT TOPICS:-**

- Women empowerment.
- Gender discrimination.
- Secularism.
- Administration and Management.
- Poverty.
- Green Revolution.
- Information & Technology.
- Environmental Awareness.
- Evaluation System.
- Student Unrest.

**NOTE-**Student teachers will prepare a report and ppt. from above any two topics and present in the classroom.