

ORDINANCE, REGULATIONS & SYLLABUS
For
B.Ed. [BACHELOR OF EDUCATION]



Offered by

NEHRU GRAM BHARATI
(DEEMED TO BE UNIVERSITY),
KOTWA-JAMUNIPUR-DUBAWAL
PRAYAGRAJ-221505
UTTAR PRADESH

Session:

From 2019 – 2020

Preface

Education reforms invariably accord highest priority to improve teacher effectiveness. It requires consistent upgradation of teacher-education programmes. Over the last two decades in India, the issue of curriculum renewal and extended duration of secondary stage teacher education has received serious attention. A perusal of the reports of various commissions and committees indicate the preference for longer duration of B.Ed. programme. It was also endorsed by the Hon'ble Supreme Court of India in its judgement on 15 June 1999.. "The Teachers Training Institutes are meant to teach children of impressionable age and we cannot let loose on the innocent and unwary children the teachers who have not received proper and adequate training. True, they will be required to pass the examination but that may not be enough. Training for a certain minimum period in a properly organised training institute is essential before a teacher may be duly launched." The NCTE prepared the curriculum framework for teacher education in 1998 and for the first time made the recommendation for beginning a two-year B.Ed. programme to prepare quality teachers.

The student-teacher has to critically examine the conditions of the school, reflect and have the potential to perform the desired role even in conditions of scarcity and deficiency of various kinds which a large number of schools face in our country. A student-teacher has not only to reorganize his/her understanding of the subject specialization learnt previously, but also has to be well-equipped with the essentials of pedagogy, competencies and skills required to create a conducive learning environment in schools for each and every learner. Accordingly, the two-year B.Ed. course aims at a complete development of the student-teacher; particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning. This course is divided into two parts. It aims at developing understanding of and competence to render disciplinary knowledge into forms relevant to stage specific understanding of teaching-learning situation apprehended through intensive study of conceptual explanations, observation and analysis of live classroom situations as well as hand-on experiences and longer duration of field experience. Interactive processes, i.e. group reflection, critical thinking and meaning-making have been encouraged. The maturity of student-teachers has been kept in mind while visualizing modes of learning engagements; instead of continuous teacher monitoring, greater autonomy to learners has been given in accordance with andragogic principles of learning. The syllabus retains the essence of student-teachers being active participants in the learning process and prepares the student-teachers for facing the emerging

challenges resulting out of globalization and its onsequences. Two-year B.Ed. programme corresponding to the emerging vision in teacher education incorporating inputs as suggested in the *NCF-2005, NCFTE 2010 and NCTE Regulation 2014*.

The specific objectives at this stage may be to:

- Enable the prospective teachers to understand the nature, purpose and philosophy of secondary education.
- Develop among teachers an understanding of psychology of their pupils.
- Enable them to acquire, competencies relevant to stage specific pedagogy, curriculum development, its transaction and evaluation.
- Enable them to make pedagogical analysis of the subjects they are to teach at the secondary stage; develop skills for guidance and counseling.
- Enable them to foster creative thinking among pupils for reconstruction of knowledge.
- Acquaint them with factors and forces affecting educational system and classroom situation.
- Acquaint them with educational needs of special groups of pupils;
- Enable them to utilize community resources as educational inputs;
- Develop communication skills and use of modern information technology for school purpose;
- Develop aesthetic sensibilities; and
- Acquaint them with research in education including action research.
- Develop awareness about role of education in building up a democratic, secular and socialistic pattern of society.

NGB(DTB) UNIVERSITY
Two Year Programme
1st Year

S.No.	Course Code	Course Title	Marks		
			Sessional	Terminal	Total
1	TEB101	Philosophical and Sociological perspective in Education	20	80	100
2	TEB102	Development of Learner	20	80	100
.	TEB10.	Learning and Teaching	20	80	100
4	TEB104	Basics of School Subjects -I	10	40	50
5	TEB105	Basics of School Subjects - II	10	40	50
6	TEB106	Gender, School and Society	10	40	50
7	TEB107	Language across the Curriculum	25	25*	50
8	TEB108	Drama, Art and Aesthetics in Education	25	25*	50
9	TEB109	Critical Understanding of ICT	25	25*	50
10	TEB110	Internship (Observation)	50	50*	100
Total			215	485	700

IInd Year

S.No.	Course Code	Course Title	Marks		
			Sessional	Terminal	Total
1	TEB201	Contemporary India and Education	20	80	100
2	TEB202	Assessment for Learning	20	80	100
.	TEB20.	Pedagogy of a School Subject-I	10	40	50
4	TEB204	Pedagogy of a School Subject -II	10	40	50
5	TEB205	Optional Course <ul style="list-style-type: none"> • Guidance and Counseling • Peace Education • Health and Physical Education • Educational Administration and Management 	10	40	50
6	TEB206	Creating an Inclusive School	10	40	50
7	TEB207	Reading and Reflecting on Texts	25	25*	50
8	TEB208	Understanding the Self and Yoga	25	25*	50
9	TEB209	Internship (Practice Teaching)	100	100*	200
Total			245	455	700

****Terminal assessment will have done through Viva-Voce and observation of sessional work.***

NOTE:

- TEB 101, 102, 103, 106, 201 and 206, consists of Perspectives in Education
- TEB 104,105, 107, 202, 203, 204 and 205 consists of Pedagogical courses
- TEB 108, 109, 207 and 208 consists of Enhancing Professional Capacities
- TEB 107, 108, 109, 110, 206, 207, 208 and 209 based on Internal and External practical
- Examination system of B.Ed. programme will be according to NGB University of Allahabad rules
- Question paper will consist of 6 questions with internal choice and 1st question (5qx4m) will be Compulsory.
- Sessional Evaluation will be done by departmental committee under the supervision of Head of department.
- Minimum marks for 1st, 2nd and 3rd Division in theory is 60%, 48% & 36% and in Practical 75%, 60% & 48% respectively.
- Division will be awarded on the basis of total marks achieved by the students in both theory and practical.
- In case of candidates who fails or fail to appear in theory papers in the examination and appear at a subsequent examination, marks obtained by them in the dissertation shall be carried to the next examination.
- The nature of evaluation will be external system of evaluation in theory and will be both internal and external in practical. Theory papers may consist of essay type and short type questions.

Course Code: TEB 101

Philosophical and Sociological perspective in Education

Course Objectives:

This course aims to make student-teachers analyse and understand educational concepts, their premises and contexts that are unique to education:

- To understand and appreciate the nature and the purpose of education, their practical ramifications in the school context.
- About the relationship between philosophy and education and implication of philosophy on education.
- The concept of education, personality of great educators and innovative practices in education.
- The importance of role of education in the progress of Indian society.
- The crisis and challenges in the emerging Indian society.
- The means and measures towards the promotion of national integration and protection of human rights.

Unit I: Nature and Bases of Education

- Meaning Nature and Concept of Education
- Types and agencies of education: Formal, Informal and Non-formal
- Purpose of Education: Individual, Social and National
- Bases of Education: Philosophical, Psychological, Social and Economic.

Unit II: Knowledge and Curriculum

- Knowledge : Meaning, Concept, Nature and Types, Origin
- Meaning, concept types and aims of curriculum,

Unit III: Western Philosophy and Education

- Philosophy of Education: Its meaning, nature and needs.
- Western school of Philosophy: Idealism, Realism, Naturalism, Pragmatism, Existentialism, with special reference to the concepts of knowledge, aims, curriculum and methods of education.
- Contribution of Plato, Dewey, Pestalozzi, Froebel and Montessori with special reference to the concepts of knowledge, aims, curriculum and methods of education.

Unit IV: Indian Philosophy and Education

- Indian school of Philosophy: Vedic Education, Buddhism, Jainism, Bhagwatgita and Islamic Tradition with special reference to the concepts of knowledge, aims, curriculum and methods of education.
- Contribution of Vivekananda, Tagore, Gandhi, Sri Aurobindo and with special reference to the concepts of knowledge, aims, curriculum and methods of education.

Unit V: Education and Sociology

- Concepts, meaning, scope and development of sociology.
- Meaning and concept of Sociology of Education and Educational Sociology
- Education as a social sub system: Concept of social system, education and its relationship with other special sub-system like family, caste and state.
- Meaning concept and factors of Social change
- Concepts and meaning of values, Education as a source of transformation of values in society
- Culture: functional characteristic, cross culture transmission, cultural lag, conflict.
- Social Control: Nature, Agencies and Role of Education in social control
- Social stratification and social mobility

Practicum

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|------------------------|-----------------|
| • Assignment | 10 Marks |
| • Seminar Presentation | 10 Marks |
| Total | 20 Marks |

Books Recommended:

1. लाल, रमन बिहारी (2009) "शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त", आर०लाल० बुक डिपो, मेरठ।
2. पाण्डेय, रामशकल (2010) "उदीयमान भारतीय समाज में शिक्षक", अग्रवाल प्रकाशन, आगरा।
- प. गुप्ता, टण्डन (2011) "उदीयमान भारतीय समाज में शिक्षक" आलोक प्रकाशन, लखनऊ।
4. माथुर, एस०एस० (2010) "उदीयमान भारतीय समाज में शिक्षक" अग्रवाल प्रकाशन, आगरा।
5. ओड, एल०के० (2006) "शिक्षा की दार्शनिक पृष्ठभूमि" राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
- 6- Mohan, J (1994) "*Indian Education in the Emerging society*", New Delhi : Starling Publishers Pvt. Ltd.
- 7- Rusk, R.R. (1979) "*Doctrines of the great Educators*" Delhi, Dublin, New York : The Mac Milan Press Ltd.
- 8- Dube, S.C. (1994) "*Indian Society*" New Delhi: NBT.

Course Code: TEB 102

Development of Learner

Course Objectives:

- To appreciate the role of educational psychology in teaching and learning.
- To situate individual development in a socio-cultural context;
- To develop an understanding about the impact/influence of sociocultural context in shaping human development, especially with respect to the Indian context;
- To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development and developmental tasks;
- To understand a range of cognitive capacities and affective processes in human learners;
- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social–constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning–making them as basis for designing learning environments and experiences at school
- Appreciate the critical role of learner’s based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

Unit I: Psychology of Learner’s Development

- Educational Psychology: Its meaning, nature, methods and scope, utility of educational Psychology in the classroom.
- Meaning and principles of development, Stages of human development, stage specific characteristics and developmental tasks.
- Difference between Growth and development
- Adolescence in Indian context-characteristics and problems of adolescents, their needs and aspirations.

Unit II: Dimensions of Learner’s development

- Dimensions of Learner’s development: physical, cognitive, language, affective, social and moral, and their implications for teachers

- Cognitive Development- Stages, Theories of Piaget, Bruner and Vygostky and their Educational Implications
- Language Development- Factors influencing it, Theories, and Educational Implications of Chomsky and Bruner's theories.
- Moral Development- Factors Influencing it, Theories of, Social learning, Freud, Piaget, Kohlberg

Unit III: Learner's Different Psychological Dimensions

- Intelligence- Concept and Theories-two factor, Multi Factor, . Dimensional Theory etc.
- Measurement of Intelligence,
- Personality- Concept, , types and traits theories,
- Measurement of Personality
- Motivation- Concept, Theories, Strategies for developing motivation
- Role of motivation in learning

Unit IV: Learner's Different Psychological Dimensions

- Creativity- nature, Factor influencing creativity
- Memory: Meaning, Types and relationship with learning
- Interest: Meaning, Types and relationship with learning

Unit V: Individual Differences among Learners

- Mental health and adjustment: Characteristics of mentally healthy person, principles of mental health, problems of learners, adjustment mechanism.
- Stress- Concept, Factors influencing Stress among Learners
- Problem solving- Nature, Factor influencing problem solving
- Thinking, Imagination and Reasoning

Practicum

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|------------------------|-----------------|
| • Assignment/ Project | 10 Marks |
| • Seminar Presentation | 10 Marks |
| Total | 20 Marks |

Books Recommended :

1. गुप्ता, प्रो०एस०पी० एवं गुप्ता, डॉ० अलका (2008) "उच्चतर शिक्षा मनोविज्ञान" शारदा पुस्तक भवन, लखनऊ।
2. सारस्वत, मालती (2007) "शिक्षा मनोविज्ञान की रूपरेखा" आलोक प्रकाशन लखनऊ।
५. मंगल एस०के० (2008) "शिक्षा मनोविज्ञान" प्रिन्टर्स हाल आव इण्डिया प्रा०लि० नई दिल्ली।
4. भटनागर, सुरेश एवं सक्सेना, अनामिका (2008) "शिक्षा मनोविज्ञान" लायल बुक डिपो मेरठ।
5. पाठक पी०डी० (2009) "शिक्षा मनोविज्ञान" विनोद पुस्तक मंदिर, आगरा।
- 6- Panda, K.C. (1997) "*Education of Exceptional children*" New Delhi : Vikas Publishing House.
- 7- Cattell, R.B. (1957) "*Personality & Motivation*" New York, Harcourt.
- 8- Davis, R.A. (1948) "*Educational Psychology*" New York : McGraw Hill Book Company.
- 9- Piaget, J. (1960) "*The Psychology of Intelligence*", Paterson : N.J. Littlefield, Adams

Course Code: TEB 10.

Learning and Teaching

Course Objectives

- To help the students teachers to distinguish between communication and instruction so that can develop and design and sound instructional system.
- To acquaint students teachers with levels, strategies and models of teaching for future improvement.
- Acquire the knowledge of principles and stages of teaching.
- Develop understanding of process of communication and micro teaching.
- Understand the learner and teacher centered approaches of classroom teaching.
- Identify exceptional children and understand the techniques for their teaching.
- Understand the teaching as a profession.
- Develop skills school management and administration.

Unit - I

- Learning- Meaning, definition and concept.
- Theories of learning-Thorndike, Pavlov, Skinner, Hull, Ausubel
- Gagne's view on learning
- Factor influencing learning,
- Transfer of Learning- concept, Theories, Factor influencing transfer of learning,
- Programmed Learning
- Learning styles,

Unit - II

- Teaching : Meaning, Definitions, Characteristics, Components, Types, Variables, Theory and Phases of Teaching
- Teaching and Education, Training, Instruction, Learning
- Teaching as a Complex Activity; Communication Process and as a Profession;
- Levels of teaching- Memory, Understanding and Reflective
- Relationship between Teaching and learning

- Simulated teaching, Interaction analysis, Cybernetics, Team teaching, Co-operative learning, Maxims of teaching and
- Micro teaching and Teaching Skills: Introduction, probing questions, stimulus variation, illustration, explanation, reinforcement, demonstration, blackboard writing and skill integration.

Unit - III

- Managing and Planning the Teaching-Learning
- Organizing, Leading and Controlling the Teaching Learning

Unit - IV

- Models of Teaching: Basic Teaching Model, Operant Conditioning Model, Synectic Teaching Model, advance organizer, Inquiry training Model, concept attainment Model, concept formation, Mastery learning, Taba's Model and Turner's Model
- Teaching Strategies and Methods – Lecture, Demonstration, Supervised Study, Heuristic, Project, Assignment, Question-Answer, Role play, Brainstorming, Sensitivity-Training, Excursion, Problem solving, Dramatization, Seminar, Quiz,

Unit - V

- Techniques of Teaching: Explanation, Exposition. Narration, Description, Story Telling, Supervised Study, Illustration Techniques.
- Teaching machines and CAI
- Audio-Visual Aids in Teaching and Learning
- Approaches of Teaching-Learning: Resource centre based, Learner centered, Teacher centered, Constructive approach, Process Oriented, Content related and System Approach

Practicum

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|------------------------|-----------------|
| • Assignment | 10 Marks |
| • Seminar Presentation | 10 Marks |
| Total | 20 Marks |

Books Recommended:

- कुलश्रेष्ठ, एस0पी0 (2008), शैक्षिक तकनीकि के मूल आधार, विनोद पुस्तक मन्दिर, आगरा।
- भूषण, शैलेन्द्र एवं वाष्णेय, अनिल कुमार (2003), शैक्षिक तकनीकि, विनोद पुस्तक मन्दिर, आगरा।
- माथुर, एस0एस0 (2006), शैक्षिक तकनीकि, विनोद पुस्तक मन्दिर, आगरा।
- मिश्रा, आर0एस0 (2009), शैक्षिक तकनीकि, आलोक प्रकाशन, लखनऊ।
- मिश्रा, आर0एम0 (2010), शैक्षिक तकनीकि के तत्व एवं प्रबन्धन, आलोक प्रकाशन, लखनऊ।
- Adam, D.M. (1985), *Computers and Teacher Training : A Practical guide*, The Haworth Pren. Inc, N.Y.
- Anand Rao B. and Ravishankar : *Readings in Educational Technology*, Himalay Publishing House, Bombay .
- Chauhan S.S. (1985), *A Text Book of Programmed Instruction (2nd Ed.)*, Sterling Publishers Pvt. Ltd., New Delhi.
- Das, R.C. (199.), *Educational Technology - A Basic Text*, Sterling Publishes Pvt. Ltd.
- Dharma, O.P. and Bhatnagar, (1985), *Educational and Communication for Development*, Oxford and IBG, New Delhi.
- Graeme, K. (1969), *Blackboard to Computers : A Guide to Educational Aids*, , Ward Lock, London.
- Haas, K.B. and Packer, H.Q. (1990), *Preparation and Use of Audio Visual Aids*, .rd Edition, Prentice Hall, Inc.
- Kumar, N. and Chandiram, J. (1967), *Educational Television in India*, Arya Book Depot , New Delhi.
- Kumar, K.L. (2008), *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi
- Mukhopadhyay, M. (1990). *Educational Technology - Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.
- Ruhela, S.P. (2001) , *Some Aspects of Educational Technology*.
- Sampath et al.(1981), *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.

Course Code : TEB 104/5 A

हिंदी भाषा का परिचय

पाठ्यक्रम के विशेष उद्देश्य

- भाषा के अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना
- भाषा के संदर्भ में पढ़ने के अधिकार, शान्ति और पर्यावरण के प्रति संकेत होना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्रा अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्त्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
- भाषा के मूल्यांकन प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

इकाई—1

- हिन्दी की सम्पन्नता— ऐतिहासिक परिदृश्य एवं भावी स्वरूप
- एक विषय के रूप में हिन्दी, भाषा और लिपि
- हिन्दी भाषा की महत्ता— हिन्दी का सांस्कृतिक, राजनैतिक महत्त्व, राष्ट्रीय एकता एवं हिन्दी, हिन्दी की व्यापकता

इकाई—2

- ध्वनि विचार—वाणी के रूप, वर्णों का उद्भव एवं प्रकार,
- उच्चारण— वर्णोच्चारण, पदोच्चारण, उच्चारण दोष एवं सामर्थ्य

• वर्तनी- अशुद्धियाँ, कारण, सुधारने के उपाय एवं वर्तनी के नियम
इकाई-.

- व्याकरण- अर्थ, महत्त्व, ऐतिहासिक परम्परा एवं हिन्दी में स्थान
 - सार्वभौमिक व्याकरण की संकल्पना
 - घटक-वाक्य के अंग(संज्ञा, सर्वनाम आदि) संधि, समास, अलंकार, रस, छंद, प्रत्यय, उपसर्ग, विलोम एवं पर्यायवाची आदि।
 - पद, शब्द, वर्ग एवं रचना, शब्द शक्तियाँ
 - मुहावरें एवं लोकोक्तियाँ

इकाई-4

- हिन्दी साहित्य का इतिहास – नामकरण समस्या काल विभाजन एवं प्रवृत्तियाँ
- काव्य-स्वरूप, शक्ति, महत्त्व, कविता एवं पद्य, रसात्मकता, हिन्दी काव्य साहित्य का इतिहास, काव्य विभाजन
- गद्य- महत्त्व, विशेषताएँ, हिन्दी गद्य का विकास, गद्य साहित्य की विधाएँ

इकाई-5

- निबन्ध-विशेषताएँ एवं वर्गीकरण
- यात्रा वृत्तान्त रिपोर्ताज, जीवनी, आत्मकथा, संस्मरण एवं रेखाचित्र का स्वरूप एवं विशेषताएँ
- नाटक- स्वरूप, उद्देश्य, महत्त्व, विशेषताएँ, वर्गीकरण
- कहानी- महत्त्व वर्गीकरण, शैली, कहानी , उपन्यास एवं आख्यायिका

Practicum

- | | |
|------------------------|-----------------|
| • Assignment | 5 Marks |
| • Seminar Presentation | 5 Marks |
| Total | 10 Marks |

Books Recommended:

- Text Books of class VI to X of UP Board
- Text Books of class VI to X of NCERT

Course Code: TEB 104/5 B

Basic of English Language

Course Objectives:

After completion of Course the student will be able to

- understand the different roles of language;
- understand the relation between literature and language;
- understand and appreciate different registers of language;
- develop creativity among learners;
- understand the role and importance of translation;
- examine authentic literary and non-literary texts and develop insight and appreciation;
- understand the use of language in context, such as grammar and vocabulary;
- develop activities and tasks for learners;
- understand the importance of home language and school language and the role of mother tongue in education;
- use multilingualism as a strategy in the classroom situation;
- develop an understanding of the nature of language system;
- understand about the teaching of poetry, prose and drama;

Unit-1

- **Language & distinctive features of English**
 - Enrichment of English Language
 - Historical Perspective English Language
 - English as a subject
 - English as a interdisciplinary subject
 - Meaning Importance & Functions of lanugage.
 - Linguistic characteristics of English.
- Linguistic principles

Unit-II

- **Developing language skills-**
 - **Listening and speaking.**
 - Features of English pronunciation, Elementary knowledge of English sounds.
 - Stress, rhythm, intonation, patterns and their implications.
 - some general greetings
 - Introducing English alphabet with relevant names of animals, birds, flower fruits, vegetables, plants etc.
- **Developing language skills-Reading and writing**
 - Teaching mechanism of reading
 - Teaching Reading to beginners
 - Teaching with comprehension
 - Meaning need and importance of writing
 - Methods of teaching writing
 - Writing and Handwriting-characteristics of good handwriting, causes of bad handwriting and measures of improve handwriting.

Unit-III

- **Grammar** –(a) Sentences (b) punctuation (c) Determiners of noun:- Article
- Conversational-classroom instruction, self introduction.
- **Pronunciation:** Practice of reading simple sentences using correct phonemes
- **Writing** – Description of Pictures & objects
 - (I) Letter Application
 - (I I) Filling up the forms
- Part of speech, sentence transformation, tenses,

Unit-IV

- Poetry, nature, importance and classification,
- Difference between prose and poetry ,

Unit-V

- Prose: nature, importance and classification,
- Essay-nature characteristics classification
- Drama : nature and characteristics
- Story: nature and characteristics
- Play: nature and characteristics
- Autography and Biography : nature and characteristics

Practicum

- | | |
|------------------------|-----------------|
| • Assignment | 5 Marks |
| • Seminar Presentation | 5 Marks |
| Total | 10 Marks |

Books Recommended:

- Text Books of class VI to X of UP Board
- Text Books of class VI to X of CBSC Board

Course Code : TEB 104/5 C
Basics of Language (Sanskrit)

Course Objectives:

- To understand the different roles of language.
- To develop an understanding of the nature of language system.
- To understand the role and importance of Sanskrit and its cultural background.
- To be able to develop creativity among learners.
- To be able to know the place of Sanskrit in curriculum.
- To be able to examine authentic literary and non-literary texts in Sanskrit.
- To understand the use of language in context, such as grammar and vocabulary in context.
- To be able to develop activities and tasks for learners.
- To be able to practice the language teaching skills.
- To understand about the methods of teaching Sanskrit.
- To be able to use multilingualism as a strategy in the classroom situation.
- To understand the process of language assessment.
- To understand the need and function of language lab.

इकाई—1

- संस्कृत का समृद्ध साहित्य— एक विषय के रूप में संस्कृत,
- संस्कृत और देवनागरी लिपि
- संस्कृत भाषा की महत्ता— संस्कृत का सांस्कृतिक, राजनैतिक महत्त्व, राष्ट्रीय एकता एवं संस्कृत, संस्कृत की व्यापकता

इकाई—2

- ध्वनि विचार—वाणी के रूप, वर्णों के उद्भव एवं प्रकार, शब्द शक्तियाँ
- उच्चारण— वर्णोच्चारण, पदोच्चारण, उच्चारण दोष एवं सामर्थ्य

- सार्वभौमिक व्याकरण की संकल्पना;
- अर्थ की प्रकृति तथा संरचना

इकाई-.

- व्याकरण- संस्कृत में स्थान, उपयोगिता, घटक-पदरूप, धातुरूप, काल, संधि, समास, अलंकार, रस, छंद, प्रत्यय, उपसर्ग एवं प्रत्यहार

इकाई-4

- संस्कृत साहित्य का इतिहास
- काव्य- स्वरूप, शक्ति, महत्त्व, कविता एवं पद्य, संस्कृत काव्य की परंपरा

इकाई-5

- गद्य- स्वरूप, महत्त्व, विशेषताएँ, संस्कृत गद्य की परंपरा
- नाटक- स्वरूप, महत्त्व, विशेषताएँ, अंग, वर्गीकरण, संस्कृत का नाट्य शास्त्र, अभिनय का विकास, एवं पात्र परिचय
- कथा- स्वरूप, महत्त्व, विशेषताएँ, संस्कृत का कथा साहित्य
- कहानी-महत्त्व, वर्गीकरण, शैली

Practicum

• Assignment	5 Marks
• Seminar Presentation	5 Marks
Total	10 Marks

Books Recommended:

- Text Books of class VI to X of UP Board
- Text Books of class VI to X of CBSC Board

Course Code : TEB 104/5 D

Basics of Social Sciences

Course Objectives:

- To develop an understanding of the nature of Social Sciences, both of individual disciplines comprising Social Sciences, and also of Social Sciences as an integrated/interdisciplinary area of study;
- to acquire a conceptual understanding of the processes of teaching and learning Social Sciences;
- to enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes;
- to acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively following wide-ranging teaching learning strategies in order to make it enjoyable and relevant for life;

UNIT 1: Social Sciences as an Integrating Area of Study: Context and Concerns

- Distinguishing between Natural and Social Sciences: Major Social Sciences disciplines in Schools.
- Uniqueness of disciplines vis-a-vis interdisciplinarity
- Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society.
- Multiple perspectives/plurality of approaches for constructing explanations and arguments.

Unit II: Basic concept of History

- Meaning, Nature and importance of History
- Thinking in terms of problems for analysis in History.
- medieval, modern and contemporary societies
- The periodisation of Indian History: Ancient-Civilization of Indus Vally, Vedic,
- Religious revolution and Mahajanpada,
- Period of Maurya and Gupta
- Dynasty of Delhi

- British Rule in India
- India after Independence

Unit III: Basic Concept of Geography

- Meaning, Nature and importance of Geography
- Branches of Geography and their importance
- Introduction of Solar System
- Earth and Solar System- Grid system of latitudes and longitudes) and relative location: two ways of describing the positions of places and people on the earth's surface.
- Internal structure of Earth
- Part of Earth's sphere – Lithosphere, Hydrosphere, Atmosphere and Biosphere
- Basic concepts of Indian Geography-Position, Physical, Rivers, Lacks, Soil, Agriculture, Irrigation, Minerals, Industries, Transportation etc.

Unit IV: Basic Concept of Economics

- Meaning, Nature and Scope of Economics: Current Trends
- Key Concepts in Economics
- Classification of Economic System : Capitalist, Socialist, Mixed economy in India.
- Developmental Issues in Economics
- Sustainable Development.
- Economic growth and Economic development: Gross Domestic Product; Economic Planning; Poverty; Food Security; Price rise.
- Classification of Production Activities—primary, secondary and tertiary;
- Economic Reforms and Globalization (discuss these developmental issues with reference to India. The above content may be used to understand the teaching, learning strategies and skill development in economics.
- Introduction of Policy Commission (NITI Ayog)

Unit V: Basic concept of Civics

- Nature, scope and importance of Civics
- Introduction Indian Constitution
- Constitutional Vision for a Democratic India
- Union of State of India
- Elements of State: Population, Territory, Government, and Sovereignty
- Forms of Government: Democratic (Liberal and Social), non-democratic
- Rule of Law, Authority, Power, Legitimacy, Civil Society, Citizenship, separation of Powers
- Organs of Government: Legislature, Executive, and Judiciary.
- The making of the Constitution of India Justice : Liberty, Equality, Dignity, Socialism, Secularism
- Prohibition of discrimination; Rights of *Dalits*, Tribes, minorities
- Directive Principles of State Policy (with special reference to welfare of the people)
- Fundamental Duties and Rights
- The Working of the Government Structures and Functions
- Government at different levels Union, State, District and Local Bodies (*Panchayats* and Municipalities)
- Relationship among the three organs of the Government
- Relationship between the three levels of the Government
- Democratic, decentralization, citizen participation.
- Society and Political Processes: Elections, political parties, pressure groups,
- Social movements: *Dalit* movement, Tribal movement, Women's movement, environmental movement; Role of media, Role of NGOs, RTI

Practicum

- | | |
|------------------------|-----------------|
| • Assignment | 5 Marks |
| • Seminar Presentation | 5 Marks |
| Total | 10 Marks |

Books Recommended:

- Text Books of class VI to X of UP Board
- Text Books of class VI to X of CBSC Board

Course Code : TEB 104/5 E

Basics of Physical Science

Course Objectives:

After Completion of Course the Students will be able to

- gain insight on the meaning and nature of physical science for determining aims and strategies of teaching-learning;
- appreciate that science is a dynamic and expanding body of knowledge;
- appreciate the fact that every child possesses curiosity about his/her natural surroundings;
- identify and relate everyday experiences with learning physical science;
- appreciate various approaches of teaching-learning of physical science;
- understand the process of science and role of laboratory in teaching learning situations;
- use effectively different activities/demonstrations/laboratory experiences for teaching-learning of physical science;
- integrate in physical science knowledge with other school subjects;
- analyse the contents of physical science with respect to its branches, process skills, knowledge organisation and other critical issues;
- develop process-oriented objectives based on the content themes/units;
- identify the concepts of physical science that are alternatively conceptualised by teachers and students in general;

Unit I: Nature of Science

- Concept of Science – Science as Process and Science as a product
- Scope and Importance of Physical science
- Science as a domain of enquiry, as a dynamic and expanding body of knowledge;
- Science as a process of constructing knowledge;
- Science as interdisciplinary area of learning
- Facts, concepts, principles, laws and theories—their characteristics in context of physical science
- Physical science for environment, health, peace, equity; and society;
- Contribution of eminent scientists—Isaac Newton, Dalton, Neils Bohr, De Broglie, J. C. Bose, C. V. Raman, Albert Einstein, etc.

Unit II: Developing Scientific Attitude and Scientific Temper

- Nurture the natural curiosity, aesthetic senses and creativity in Science (secondary stage)/ Physics and Chemistry (higher secondary stage);
- Relate Science/Physics and Chemistry education to the environment (natural environment, artifacts and people) and appreciate the issues at the interface of science technology and society;
- Acquire the skills to understand the method and process of science/physical science that lead to exploration, generation and validation of knowledge in science/physical science;

Unit III : Basic Concepts of Physics

- The Atom
- Basic atomic physics
- Particle Physics
- Motion and forces
- Linear motion
 - Acceleration, Force, Mass, Newton's laws of motion, Speed, Velocity
- Rotational motion

Unit IV : Waves, Gravity and Advanced Topics for Exploration

- Waves
 - Diffraction, Doppler effect, Frequency , Light, Longitudinal wave, Polarization (waves), Radio waves, Reflection, Refraction, Refractive index, Transverse wave, Snell's law, Sound, Vibrating string, Wave , Wavelength
- Gravity
 - Gravitational potential, Newton's law of universal gravitation, Laws of Nature, Units and dimensions/Dimensional Analysis, Metric system, Scientific notation, Vectors

- **Mechanics:** Mechanics, Kinematics AND Dynamics Motion
- Electricity and Magnetism
 - Coulomb's Law, Electric Fields and Forces, Electric flux and Gauss's law, Electric circuits , Magnetic Fields and Forces, Electromagnets, Permanent Magnets, Magnetism

Unit V : Basic concept of Chemistry

- Matter and its nature and classification
- Atomic Structure, Periodic classification of elements, Chemical Bonding, Oxidation and Reduction, Acid, Base and Salt, Solution, Carbon and its Compound, Metals, Non-Metals
- Man Made material,

Practicum

- | | |
|------------------------|-----------------|
| • Assignment | 5 Marks |
| • Seminar Presentation | 5 Marks |
| Total | 10 Marks |

Books Recommended:

- Text Books of class VI to X of UP Board
- Text Books of class VI to X of NCERT
- https://en.wikipedia.org/wiki/Outline_of_physics
- https://en.wikipedia.org/wiki/Outline_of_chemistry
- Singh, Sardar(2012), *General Science*, Agra: Sahitya Publication.

Course Code : TEB 104/5 F

Basics of Life Science

Course Objectives:

After Completion of Course the Students will be able to:

- develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning;
- appreciate that science is a dynamic and expanding body of knowledge;
- appreciate the fact that every child possesses curiosity about his/her natural surroundings;
- identify and relate everyday experiences with learning biological science;
- appreciate various approaches of teaching-learning of biological science;
- explore the process skill in science and role of laboratory in teaching–learning;
- use effectively different activities/experiments/demonstrations/laboratory experiences for teaching–learning of biological science;
- integrate the biological science knowledge with other school subjects;
- analyse the contents of biological science with respect to its branches,
- process skills, knowledge organisation and other critical issues;
- develop process-oriented objectives based on the content themes/units;
- identify the concepts of biological science that are alternatively conceptualised by teachers and students in general;

Unit 1: Nature and Scope of Biological Science

- Meaning, nature and scope of life science.
- Importance of Life science in school curriculum
- Biological Science for environment and health, peace, equity;
- History of biological science, its nature and knowledge of biological science independent of human application;
- Origin of life and evolution, biodiversity, observations and experiments in biological sciences; Interdisciplinary linkages, biological sciences and society.

Unit II: Developing Scientific Attitude and Scientific Temper

- Developing scientific attitude and scientific temper;
- Nurture the natural curiosity, aesthetic senses and creativity in biology;
- Relate biology education to environment (natural environment, artifacts and people) and appreciate the issues at the interface of science technology and society;
- Relationship human Life and Life science
- Facilitating learners for self-study.

Unit III : Basic Concept of Biology

- Tissues : General view
- Cytology: study of cell.
- Organic Evolution: Principles

Unit IV : Basic Concept of Botany

- Classification of Plants: Algae, Fungi, Bacteria and Virus etc.
- Plant Morphology
- Photosynthesis
- Plants Hormones
- Ecology
- Pollution
- Plant diseases

Unit V : Basic Concept of Zoology

- Genetics: Human Genetics
- Mendal's law
- Human Blood
- System of Human Body
- Nutrients and Health
- Human diseases

Practicum

- | | |
|------------------------|-----------------|
| • Assignment | 5 Marks |
| • Seminar Presentation | 5 Marks |
| Total | 10 Marks |

Books Recommended:

- Text Books of class VI to X of UP Board
- Text Books of class VI to X of NCERT
- https://en.wikipedia.org/wiki/Outline_of_biology
- Singh, Sardar(2012), *General Science*, Agra: Sahitya Publication.

Course Code : TEB 104/5 G

Basics of Mathematics

Course Objectives:

After completion of course the students will be able to:

- develop insight into the meaning, nature, scope and objective of mathematics
- appreciate mathematics as a tool to engage the mind of every student;
- appreciate mathematics to strengthen the student's resource;
- appreciate the process of developing a concept;
- appreciate the role of mathematics in day-to-day life;
- channelise, evaluate, explain and reconstruct their thinking;
- appreciate the importance of mathematics laboratory in learning mathematics;
- construct appropriate assessment tools for evaluating mathematics learning;
- develop ability to use the concepts for life skills;
- stimulate curiosity, creativity and inventiveness in mathematics;
- develop competencies for teaching-learning mathematics through various measures
- focus on understanding the nature of children's mathematical thinking through direct

Unit 1: Nature and Scope of Mathematics

- Nature of Mathematics assumptions, postulate, axioms.
- Interdisciplinary nature of Mathematics
- History of Mathematics & number system.
- Development of Curriculum

Unit II: Contribution of Indian Mathematicians

- History of mathematics with special emphasis on teaching of mathematics,
- Contribution of Indian mathematicians-Arya Bhatt, Bhashkaracharya, Ramanujam
- Aesthetic sense in mathematics, three aesthetic experience variables identified by Birkhoff and their relation, coexistence of precision and beauty in mathematics;
- Scope of mathematics.

Unit II: Nature of Mathematics Process

- Meaning and building blocks of mathematics,
- The nature of mathematical propositions, truth values, compound propositions; Truth tables; Open sentences; Truth sets; Venn diagram; logically valid conclusions;
- Use of quantifiers, implications - necessary and sufficient conditions;

- Difference between proof and verification;
- Deductive nature of mathematics;

Unit IV: Arithmetic and Geomrtry

- various topics in mathematics at various level of schooling-
- **Arithmetic**
 - Ancient numeration, Number theory, Set notation, Whole numbers, Rounding and, stimating, Fractions, Decimals, Ratio and proportion ,Percentage, Basic math word problems, Basic math calculator, Basic math puzzles, Order of operations, Metric system, Number properties, Cool math tricks
- **Geometry**
 - Basic geometry, Perimeter, Area of shapes, Area of a regular polygon, Common geometry formulas, what is a circle, Geometry calculator, Volume of solids, Surface area of solids, Pythagorean theorem, Congruent Shapes, Geometry word problems, Geometry proofs

Unit V: Algebra and Other

- **Algebra**
 - Exponent, Rational numbers, Introduction to algebra, Absolute value, System of linear equations, Polynomials, Factoring: hot topics, Solving quadratic equations, Matrices, Algebra word problems
- **Graph it!**
 - Types of Graphs, Graphing and Slope
- **Probability and Statistics**
 - Probability and Statistics
- **Sequences and Patterns**
- **Introduction of Trigonometry,**

Practicum

- | | |
|------------------------|-----------------|
| • Assignment | 5 Marks |
| • Seminar Presentation | 5 Marks |
| Total | 10 Marks |

Books Recommended:

- Text Books of class IX to XII of UP Board
- Text Books of class IX to XII of CBSC Board

Course Code : TEB 104/5 H

Basics of Commerce

Course Objectives:

After completion of course the students will be able to:

- develop insight into the meaning, nature, scope and objective of of Commerce
- appreciate Commerce as a tool to engage the mind of every student;
- appreciate Commerce to strengthen the student's resource;
- appreciate the process of developing a concept;
- appreciate the role of Commerce in day-to-day life;
- channelise, evaluate, explain and reconstruct their thinking about Commerce
- appreciate the importance of Commerce in understanding markets
- construct appropriate assessment tools for evaluating Commerce learning;
- develop ability to use the concepts for life skills;
- stimulate curiosity, creativity and inventiveness in Commerce
- develop competencies for teaching-learning Commerce through various measures

Unit I: Nature and Scope of Commerce

- Commerce: Meaning, Definition, Significance and Scope
- Importance of Commerce in Human life
- Interdisciplinary nature of Commerce

Unit II : Basic Concept of Accounting

- Accounting: meaning, concept and conventions of accounting
- Company Account: Issues of share and Debentures
- Ratio analysis, Fund Flow analysis and Cash Flow Analysis
- Cost Accounting: Meaning, Characteristics and Methods
- Management Accounting : Meaning, Objectives, Scope and importance
- Tax Accounting

Unit III : Basic Concept of Business Organization and Management

- Meaning of Trade , industry and commerce

- Form of Business Organization
- Management: Meaning, Nature, Scope, Functions and Principles
- Business Environment: Meaning, Nature, Scope, and Importance
- Business Statistics : Meaning, Nature, Scope and Importance

Unit IV : Basic Concept of Business Economic

- Business Economic: Nature, Scope, Significance, Functions and Principles
- Demand Analysis, Production Analysis and Distribution Theories
- Money : Meaning, Importance, Functions, Kinds and Theories
- Inflation and Deflation of Money
- Bank: Meaning, Scope, Functions, and Types

Unit V : Basic Concept of Auditing and Insurance

- Auditing: Meaning, Objectives, Scope, Techniques, and Classification
- Duties and Liabilities of Auditor
- Insurance : Meaning, Objectives, Scope, Principle, Function and Types
- I R D A
- Entrepreneurship : Meaning, Scope, Function, Types and Theories

Practicum

- | | |
|------------------------|-----------------|
| • Assignment | 5 Marks |
| • Seminar Presentation | 5 Marks |
| Total | 10 Marks |

Books Recommended:

- Text Books of class IX to XII of UP Board
- Text Books of class XI to XII of CBSC Board

Course code TEB 106

Gender, School and Society

Course Objectives:

This course will enable the students to

- develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

Unit 1: Gender Issues: Key Concepts

- Gender, patriarchy, masculinity and feminism
- Gender bias, gender stereotyping, and empowerment
- Equity and equality in relation with caste, class, religion, ethnicity, disability and region.

Unit II: Gender Studies: Paradigm Shifts

- Paradigm shift from women's studies to gender studies
- Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmes and plans.

Unit III: Gender, Power and Education

- Theories on Gender and Education: Application in the Indian Context
 - ☐ Socialisation theory, Gender difference, Structural theory , Deconstructive theory
- Gender Identities and Socialisation Practices in:
 - ☐ Family, Schools, Other formal and informal organisation.

- Schooling of Girls:
- Inequalities and resistances (issues of access, retention and exclusion).

Unit IV: Gender Issues in Curriculum

- Gender, culture and institution: Intersection of class, caste, religion and region, Curriculum and the gender question, Construction of gender in curriculum framework since Independence: An analysis, Gender and the hidden curriculum , Gender in text and context (textbooks' inter-sectionality with other disciplines, classroom processes, including pedagogy), Teacher as an agent of change

Unit V: Gender, Sexuality, Sexual Harassment and Abuse

- Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)
- Sites of conflict: Social and emotional
- Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions
- Agencies perpetuating violence: Family, school, work place and media (print and electronic), Institutions redressing sexual harassment and abuse.

Practicum

• Assignment	5 Marks
• Seminar Presentation	5 Marks
Total	10 Marks

Books Recommended:

- Acker,S. (1994) Feminist theory and the study of gender and education; In S.
- Acker, Gendered Education: Sociological Reflections on women, Teaching and Feminism, Buckingham: Open University Press.
- Barks, O. (1971) Sociology of Education Ed. 2 Landon: Batsford.
- Kumar, K. (1991) Political agenda of Education, New Delhi: Sage.
- Lips, Hilary M. (1989) Sex and Gender an Introduction, California Mountainview, Mayfield Publishing Company.
- Shokeshaft, Charol (1989). Women in education administration, New Bury Park: Sage Publication.
- Crapo, H. (ed.) (1970) Family, Class and education, London: Longman

- David, Mirrian, E. (1980) *State the Family and education*, London: Routledge and kegan Paul Desai,
- Tyler, W. (1977) *The sociology of educational inequality*, London: Methuen.
- Chandra, Karuna (1984) *Structures and ideologies: Socialization and Education of girl child in South Asia*, Indian. Journal of Social Sciences. Vol . No. 1.
- Ahmad, Karuna (1984) 'Social context of Women's Education 1921-81', *New frontiers in higher education*, Vol.- XV No. ..

Course Code : TEB 107

Language across the Curriculum

Course Objectives:

- Communicate Correctly and confidently.
- Develop language proficiency.
- Develop skills of presentation techniques.
- To develop Proficiency in Speaking & writing the Listening ability- the reading ability.

Unit 1: Introduction of Language

- **Language and Society:**
 - Language and Gender; Language and Identity; Language and Power; Language and Class (Society).
- **Language in School:**
 - Home language and School language; Medium of understanding (child's own language); Centrality of language in learning;; Language and construction of knowledge; Difference between language as a school- subject and language as a means of learning and communication; Critical review of Medium of Instruction; Multilingual classrooms; Multicultural awareness and language teaching.
- **Constitutional Provisions and Policies of Language Education:**
 - Position of Languages in Indian Constitution; Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education).Three Language Formula

Unit II: Engaging With Narrative and Descriptive Accounts

- Reading comprehension: comprehension strategies in science, social studies and maths. Schema theory and metacognition. Re-telling the account – in one's own words/from different points of view (taking turns in a smaller group), Narrating/describing a related account from one's life experience (in front of a smaller group)
- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making), Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs), Explaining the gist of the text/topic to others (in the larger subject group)

- Factors affecting comprehension, implications for classroom practices: reading strategies, questioning, and text structure.
- Discussion of characters and situations – sharing interpretations and points of view (in a smaller group), Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).

Unit III: Engaging With Journalistic Writing

- Using reading strategies, such as scanning, skimming and reading for extracting information – as appropriate for initial reading of articles (guided individual task), Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations, etc. (guided working in pairs)
- Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion), Researching and writing articles on topics of local interest (working to produce a local interest magazine).
- Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented—this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing), Writing a review or a summary of the text, with comments and opinions (individual task)

Unit IV: Engaging With Subject-Related Reference Books

- Selecting the topic for research and articulating some guiding questions, Searching and locating relevant reference books (could be from a school library or the institute library)
- Scanning, skimming and extracting relevant information from the books by making notes, Collating notes and organising information under various subheadings, Planning a presentation—with display and oral components, Making presentations to whole subject group, fielding questions.
- Response to literature. Examining literature teaching in Indian classrooms. Reader response theories: The nature of response; efferent and aesthetic stances in reading; factors affecting response. Response-centered curriculum objectives, strategies that promote response

Unit V: Engaging With Educational Writing and Orating

- Process writing approach: purpose of writing, the process of writing, teaching writing in the classroom
- Reading for discerning the theme(s) and argument of the essay (guided reading- individually or in pairs), Analysing the structure of the argument—identifying main ideas, understanding topic

sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion)

- Discussion of the theme, sharing responses and point(s) of view (small group discussion), Writing a response paper (individually or in pairs), Presentations of selected papers, questions and answers (large group).
- Examining the assumptions related to correct pronunciation.

Practicum

- | | |
|--------------|-----------------|
| • Seminar | 10 Marks |
| • Assignment | 15 Marks |
| Total | 25 Marks |

Books Recommended:

- Boveethill & E. Schatzman : Business communication Today- Pearson
- Education (Singapore) 200..
- Menon, T.K.N. and Patel , M. S. - The Teaching of English as a Foreign
- Language- Acharya Book Depot Barod
- Gurrey, P, Teaching English as a Foreign Longmons.
- O'conner,J.D: Better English - Pronunciation
- Meenakshi Raman & Sangeeta Sharma, Technical Communication-Principles and
- Practices- Oxford University Press 2007, New Delhi.

Course code TEB 108

Drama, Arts and Aesthetics

Course Objectives:

- Understanding basics of different Art forms – impact of Art forms on the human mind.
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.
- Enhance skills for integrating different Art forms across school curriculum at secondary level.
- Enhance awareness of the rich cultural heritage, artists and artisans.

Unit I: Visual Arts And Crafts

- Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.
- Paper framing and display of Art works.

Unit II: Performing Arts: Dance, And Music

- Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry.
- Viewing/listening to live and recorded performances of Classical and Regional Art forms
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach

Unit III: Drama Theatre Puppetry

- Planning a stage-setting for a performance/presentation by the student-teacher.
- Planning a Drama for a performance/presentation by the student-teacher.
- Planning a Mime and Skit for a performance/presentation by the student-teacher.

Unit IV: Appreciation of Arts

- Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education
- What is the difference between Education in Arts and Arts in Education
- Identification of different performing Art forms and artists ; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)

- Knowledge of 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.

Unit V: Yoga

- Meaning, concept and Definitions of Yoga
- Ashtang Yoga
 - Socio-moral base of yoga: the five Yamas and five Niyamas.
 - Physical base of Yoga: Asanas, Types and Practices
 - Pranayam and Prtyahar : Types and Practices
 - Kinds of Dhyana: Sthula, Jyoti and sukshma, Nirmal Chitt and the final goal
 - Meditation
 - Kinds of Smadhi

Practicum

- | | |
|--------------|-----------------|
| • Seminar | 10 Marks |
| • Project | 15 Marks |
| Total | 25 Marks |

Course Code: TEB109

Critical Understanding of ICT

Course Objectives:

After the completion of the course the student-teachers will be able to:

- Explain meaning, components, functions of computer and its historical backgrounds.
- Understand the computer peripherals and its Organization in computer system.
- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.
- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Understand the applications of Information Technology in the field of teacher education programme and training.
- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.
- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Understand the applications of Information Technology in the field of teacher education programme and training.

Unit 1: Introduction to ICT

- Introduction, concept, benefits and scope of ICT
- Role of information technology in 'construction of knowledge'
- Possible uses of audio-visual media and computers.
- Use of television and video in education
- Use of E-News Paper & learning application

Unit II: Use of Computers in Schools

- Introduction of Computer
- Component of Computer System-Hardware and Software
- Functional knowledge of operating computers—on/off, word processing..
- Working with a office package (MS Office, Excel, PPT)

Unit III: Internet

- Introduction of Networking (LAN, WAN)
- Introduction of Internet.
- Component of internet.(Web browser, Server, Website, Webpage, Hyperlink,Wi-fi,Broadband and Others.)
- Working on Internet and Using basic online service like Search engines, Email, Chatting, Internet calling, Social Networking (Whatsapp, Facebook, Twitter,Instagram & Other)
- Downloading relevant material.

Unit 4: Visualising Technology-Supported Learning Situations

- Preparation of learning schemes,
- Interactive use of audio-visual programme
- Developing PPT slide show for classroom use,
- Use of available software or CDs with LCD projection for subject learning interactions
- Generating subject-related demonstrations using computer software.
- Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc.

Unit 5: ICT-Aided Learning

- Innovative usage of technology: Some case studies.
- Benefits of ICT in education (BPO, Smart classes, E-library, Distance education., others.)
- Scope of ICT in education (for teacher for student, school management and society.)

Creating a E.mail

Practicum

- | | |
|--------------|-----------------|
| • Assignment | 10 Marks |
| • Practical | 15 Marks |
| Total | 25 Marks |

Books Recommended:

- Balaguruswamy E. (2001) , Programming in Basic, New Delhi: Tata& McGraw Hill Publishing Company Limited.
- Casanova and Molina (1996), Multi media : Production, Planning and Delivery, New Delhi : Prentice-Hall of India Private Limited.
- Gupta, Vikas (1997) , Micro soft Windows, New Delhi : Pustak Mahal.
- Gupta, Vikas (1997), Rapidex Computer Course, New Delhi : Pustak Mahal.
- Harley, Hahn (1996) , The Complete Internet Reference, New Delhi: Tata& McGraw Hill Publishing Company Limited.
- Hayes, J.P. (1998), Computer Architecture and Organisation, New Delhi:& Tata McGraw Hill Publishing Company Limited.
- Jain, V.K. (1997), Computer for Beginners, New Delhi : Pustak Mahal.
- Leon, Alexis and Mathews (1998), E mail in a Nutshell,Chennai : Leon Tech& World.
- Leon, Alexis and Mathews (1999), Fundamentals of Information Technology,& Chennai : Leon Tech World.
- Milan, Milenkovic (1987), Operating System - Concept and Design, New Delhi& : Tata McGraw Hill Publishing Company Limited.
- Rajaraman V. (1992) , Fundamentals of Computer, New Delhi :& Prentice-Hall of India Private Limited.
- Ron, Mansfield (1994), The Compact Guide to Microsoft Office,& New Delhi: B.P.B Publication.
- Singh, Vishnu Priya and Singh, Meenakshi (1998), Multimedia Illustrate, & New Delhi : Prentice-Hall of India Private Limited.
- Subramanian N. (1986), Introduction to Computer Fundamentals, New Delhi:& Tata McGraw Hill Publishing Company Limited.

Course Code: TEB110

School Internship

- Following activities will be Observed & done by the student-teachers in real school situation under the supervision of teacher educators- 20 Marks
 - Maintenance of registers & records
 - School Assembly
 - Conducting a sociometric test in the classroom
 - Administration of intelligence test/ personality test/ aptitude test on the student and analysis of results.
 - Preparation of cumulative records
 - Preparation of school time-table
 - Organization of Quiz programme / Debate/ PTA Meeting

- **Community work :** 15 Marks
 - ii. Participation in population education programmes
 - iii. Participation in Adult education programmes
 - iv. Participation in Health for all, vaccination programmes
 - v. Activation of parent- teacher association.
 - vi. Celebrating teacher's day & Independence Day.
 - vii. Organization of community games and sports.

- **Gardening and Decorating** 5 Marks
- **Scouting and guiding** 5 Marks
- **Educational Tour** 5 Marks

Contemporary India and Education

Aims of the Course

The course will enable student-teachers to

- gain a critical understanding of issues in historical Foundation of Indian Education
- become cognisant of key concepts, such as Education Commissions and Committees, Policy on Education
- be exposed to different Problems in secondary education
- become the use of a Educational provision in Indian constitution
- engage with learners' minds in order to further dimensions of education
- promote development in cognitive, social and emotional aspects.

Unit I: Education in Pre Colonial Era

- Historical Foundation of Indian Education: Education in Vedic, Buddhist, Medieval and British period

Unit-II: Education in Post-independence Era

- Education Commissions and Committees,
- National Policy on Education
- National System of Education and Structure
- National Curriculum Framework 2005

Unit-III: Development of Secondary Education in India

- Qualitative and Quantitative Expansion of Secondary Education
- Problems in secondary education: Problems of vocationalization, the public private divide etc.
- A stratified government school system- Multipurpose School, Education Guarantee Scheme, Alternative Schools, Non-formal Education, Kendriya, Navodaya, KGBV and Common school system.

Unit IV: Education in Indian Constitution

- Educational provisions in Indian constitution
- Education and human rights
- Social equity, equality and equalization of educational opportunities.
- Education of the socially and economically disadvantaged Sections

Unit V: Contemporary issues in Education

- Concept of Futurology & De-schooling.
- Modernization, Urbanization and social mobility.
- Privatization, Globalization, and liberalization in education
- Education for Peace: Pro-active role of individuals in making peace: A way of life.
- Education for Environmental Conservation: Global environmental crises and local environmental issues.

Practicum

<input type="checkbox"/>	Assignment	10 Marks
<input type="checkbox"/>	Seminar Presentation	10 Marks
	Total	20 Marks

References

- श्रीवास्तव, एस0एस0 (1988), शिक्षा में नवाचार एवं आधुनिक प्रवृत्तियाँ, हर प्रसाद भार्गव, आगरा।
- Ayyar, R.V. Vaidyanathan (199.). *Educational Planning and Administration in India: Retrospect and Prospect*. Journal of Educational Planning and Administration. VII (2). April.
- Beck, Clive & Clark Kosnik, Albany (2006), *Innovations in Teacher Education : A Social Constructivist Approach*, State University of New York.
- Blaug, Mark (1972): *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
- Caggart, G.L. (2005), *Promoting Reflective Thinking in Teachers*, Crowin Press.
- Chau, Ta-Ngoc (200.): *Demographic Aspects of Educational Planning*. Paris: International Institute for Educational Planning.
- Livack, Jennie, Ahmed, Junaid and Bird, Richard (1998): *Rethinking Decentralization in Developing Countries*. Washington, D.C. World Bank.
- MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.
- MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi.
- Narayan, D. (2005): Local Governance without Capacity Building: Ten Years of Panchayat Raj. *Economic and Political Weekly*, June 25, pp. 2822-.2.
- NCERT (2005). *National curriculum framework*, New Delhi.
- NCERT, New Delhi, (2006) 6th survey of Research in Education.
- NCTE (1979) Organisation of Core Teaching Programme Package, NCERT, New Delhi.
- NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi.
- NCTE (2014) Norms and Guidelines of Teacher Education Programmes.
- NCTE(2009) National Curriculum Framework for Teacher Education, New Delhi.
- Passi B.K. (eds) (1976), *Becoming better teacher*, Ahmedabad, Sahitya mudranalaya.
- Sahoo P.K. et al (eds) (2010), *Professionalism in Teacher Education*, New Delhi Concept.
- Sahoo P.K. et al (eds) (2014), *Quality Education in India Vol I & Vol II* New Delhi Concept.
- Tilak, J.B.G. (1992). *Educational Planning at Grassroots*. Ashish Publications. New Delhi.
- UNESCO: Institute for Statistics (2001). *Education Indicators: Technical Guidelines*. Montreal: Canada.

Course Code: TEB 202
Assessment for Learning

Aims of the Course

The course will enable student-teachers to

- gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm);
- become cognisant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;
- be exposed to different kinds and forms of assessment that aid student learning;
- become the use of a wide range of assessment tools, and learn to select and construct these appropriately; and
- evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view;
- engage with learners' minds in order to further learning in various dimensions.
- promote development in cognitive, social and emotional aspects.

UNIT I : Overview of Assessment and Evaluation

- Educational Evaluation: Concept and Meaning,
- The Measurement and evaluation process: Concept scopes and need.
- Interrelationship among assessment, evaluation, test, examination, measurement in education
- Taxonomies of educational objective
- Norm referenced and criterion - referenced measurement.

UNIT II : Assessments of Subject-Based Learning

- Kinds of tests and their constructions, Observation of learning processes by self, by peers, by teacher, Self-assessment and peer-Assessment, Constructing portfolios,
- Quantitative and qualitative aspects of assessment: Appropriate tools for each.
- Types of Evaluation: Formative and Summative, continuous and comprehensive assessment, Grading. Dimensions and levels of learning,

UNIT III: Examination Reform Efforts

- Present Examination system at secondary level: Its strengths and weaknesses, examination reforms.
- Examination reform efforts in India based on:
 - Secondary Education Commission (1952-5.), Kothari Commission (1964-66), National Policy on Education (1986), Programme of Action (1992), National Curriculum Framework (2005), NCFTE 2009
 - Improving quality and range of questions in exam papers, Including school-based credits, Role of ICT in examination

UNIT IV: School-Based Assessment, Feedback and Reporting

- Characteristics of a good measuring tool- objectivity, usability, reliability, validity and norms.

- Types of achievement test – Teachers made verses standardized.
- Construction and standardization of a good achievement test.
- Techniques for Evaluation: Observation, rating scale, interview, sociometry and projective techniques
- Feedback: Types, Use and importance
- Developing and maintaining a comprehensive learner profile.

UNIT V: Data Analysis,

- Statistical tools—Percentile, graphical representation, frequency distribution, central tendency, percentile rank, variation, NPC, correlation and their interpretation
- Standard scores: T Score, Z score; stanine score & C Score.

Practicum

<input type="checkbox"/> Assignment	10 Marks
<input type="checkbox"/> Seminar Presentation	10 Marks
Total	20 Marks

REFERENCES

- अस्थाना, विपिन (2010), मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, अग्रवाल पब्लिकेशन, मेरठ।
- गुप्ता, एस0पी0 और गुप्ता अलका (2010), आधुनिक मापन एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद।
- गुप्ता, एस0पी0 और गुप्ता, अलका (2008), सांख्यिकीय विधियाँ, शारदा पुस्तक भवन, इलाहाबाद।
- Bloom, B.S. (1956), *Taxonomy of Educational Objectives. Handbook I, Cognitive Domain*, David McKay Co. Inc, New York.
- Ebel, R.L. and Frisbel, D.A. (1979), *Essential of Educational Measurement, .rd Ed.*, Prentice Hall of India, New Delhi.
- Grownland, N.E. (1981), *Measurement and Evaluation in Teaching*, Mac Millan, New York.
- Krathwhol, D.R. (1964), *Taxonomy of Educational Objectives Handbook II Affective Domain*, David McKay Co.Inc, New York.
- NCERT, (196.), *The Concept of Evaluations in Education*, New Delhi .
- Sax, G. (1970), *Principle of Educational Measurement and Evaluation*, Wordsworth Pub. California .
- Stanley & Hopkins (1966), *Education and Psychological Measurement and Evaluation*, Prentice Hall Pvt. Ltd. Eaglewood Cliff, New Jersey.
- Simpson, E.J. (1967), *Classification of Educational Objectives Handbook III. Psychomotor Domain*, University of Illinois, U.S.A.
- Thorndike, R.L. and Hagen, E. : *Measurement and Evaluation in Psychology and Education*, John Wiley and Sons Pub, New York.
- UGC,(1972), *Examination Reforms : A Plan of Actions*, New Delhi.

पाठ्यक्रम उद्देश्यः

1. छात्राध्यापक द्वारा विषय शिक्षण में की जाने वाली सामान्य त्रुटियों के निवारण हेतु उपचारात्मक शिक्षण उपलब्ध कराना।
2. छात्राध्यापक को विषयगत ज्ञान के विभिन्न पहलुओं से अवगत कराना।
3. छात्राध्यापकों को विषय शिक्षण के विषिष्ट उद्देश्यों एवं विषय के पाठ्यक्रम में स्थान का बोध कराना।
4. छात्राध्यापकों को हिन्दी शिक्षण की विभिन्न विधियों एवं तकनीकियों से अवगत कराना।
5. छात्राध्यापकों को शुद्ध वाक्य रचना का ज्ञान प्रदान करना।

इकाई-1: हिन्दी – शिक्षण के उद्देश्य

- माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य एवं उद्देश्य
- शैक्षिक उद्देश्यों का वर्गीकरण
- विशिष्ट उद्देश्यों को व्यवहारिक रूप में तैयार करना
- विद्यालयी पाठ्यक्रम में हिन्दी भाषा का महत्व
- हिन्दी – शिक्षण के कतिपय सामान्य सिद्धान्त
- भाषाई कौशलों का प्रशिक्षण: श्रवण कौशल, भाषण कौशल, पठन कौशल, लेखन कौशल।

इकाई-2: हिन्दी – शिक्षण की पद्धतियाँ

- युक्तियाँ : व्याख्या, वर्णन, उद्धरण, प्रश्नीकरण, एवं दत्तकार्य
- प्रविधियाँ : मौखिक कार्य, लिखित कार्य, अभ्यास कार्य, वाद-विवाद, नाटकीकरण
- विधियाँ : परम्परागत विधि, कहानी-कथन विधि, अनुवाद विधि, पाठ्यपुस्तक विधि, व्याख्या विधि, प्रत्यक्ष प्रणाली, आगमन-निगमन विधि, मान्तेसरी पद्धति, किन्डर गार्टन पद्धति, विनेटका पद्धति, डैक्राली पद्धति, प्रोजेक्ट पद्धति, खेल-विधि, अभिक्रमित उद्देश्य, एवं भाषा प्रयोगशाला, आदि।
- पाठ्य- सहगामी क्रियाएं

इकाई-3: सूक्ष्म शिक्षण एवं पाठयोजना निर्माण

- सूक्ष्म शिक्षण
- इकाई योजना
- व्याकरण-शिक्षण एवं पाठयोजना निर्माण
- काव्य, गद्य, निबन्ध, नाटक, कथा तथा कहानी-शिक्षण एवं पाठयोजना निर्माण
- रचना, पठन, लेखन, श्रवण, तथा भाषण शिक्षण एवं पाठयोजना निर्माण

इकाई – 4: पाठ्य-पुस्तक, शिक्षण सामग्री और अध्यापक

- पाठ्यक्रम विकास
- हिन्दी की पाठ्य-पुस्तक- आवश्यकता, प्रकार एवं गुण
- हिन्दी अध्यापक- महत्व, गुण एवं विशेषताएँ
- हिन्दी शिक्षण एवं आई.सी.टी. तथा शिक्षण सामग्री,
- क्रियात्मक अनुसंधान

इकाई – 5: हिन्दी शिक्षण और मूल्यांकन

- सतत् और समग्र मूल्यांकन; स्वमूल्यांकन ; आपसी मूल्यांकन ; समूह मूल्यांकन
- हिन्दी शिक्षण में संरचनात्मक उपागम
- निदानात्मक एवं उपचारात्मक मूल्यांकन
- गृहकार्य लिखित कार्य का मूल्यांकन
- फीडबैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

Practicum

- | | |
|---|-----------------|
| <input type="checkbox"/> Assignment | 5 Marks |
| <input type="checkbox"/> Seminar Presentation | 5Marks |
| Total | 10 Marks |

संदर्भ पुस्तकें:

1. शर्मा डॉ० मार्तण्ड: (2008): हिन्दी शिक्षण, शारदा पुस्तक भवन, इलाहाबाद ।
2. शर्मा बी०एन०: (2008): ' हिन्दी शिक्षण ' साहित्य प्रकाशन रतन प्रेस, आगरा ।
3. चतुर्वेदी डॉ० शिखा: (2005): 'हिन्दी शिक्षण ' आर लाल बुक डिपो, मेरठ ।
4. रमन बिहारी लाल: (2009)' हिन्दी शिक्षण, रस्तोगी एण्ड कम्पनी, मेरठ ।
5. पाण्डेय डॉ० राम शकल: (2007) हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा-2
6. सिंह डॉ० कर्ण : (2008-09) : हिन्दी शिक्षण, गोविन्द प्रकाशन, लखीमपुर -खीरी ।
7. तिवारी डॉ० भोलेनाथ: भाटिया कैलाश चन्द्र (1980) हिन्दी शिक्षण लिपि प्रकाशन नई दिल्ली ।

Course Code: TEB203./4 B
Pedagogy of Language (English)

Course Objectives:

At the end of the course the student- teachers will able

1. To familiar the student- teachers with elements of English language.
2. To enable the student-teacher to develop linguistic skills among their pupils.
- .. To enable the student-teachers to conduct pedagogical analysis of the contents in English languages and develop teaching skills e.g. questioning, illustration, stimulus variation.
4. To enable the student- teachers to make effective use of instructional aids in teaching of English.
5. To enable that student teachers evaluate the performance of their students-

Unit I: Aims and Objectives of Teaching English

- Aims and Objectives of teaching English at secondary school stage.
- Taxonomies of educational objectives.
- Formulation of specific objectives in behavioural terms.
- Importance of English in different levels of School curriculum
- Basic Principles of Teaching English

Unit II : Teaching Methods and English Teaching

- Techniques: Oral work, Written work, Exercise, Debate, Drama, Seminar, Group Discussion and workshop etc.
- Method : Conventional Method, Story Method, Translation Method, Text Book Method, Montessori Method, Bilingual Method, Communicative and Constructive Approach , Co-Operative, Basic Education Method, Play way Method, Programmed Learning, Teaching Machine, Laboratory, Inductive-Deductive Method, Translation Method, Direct Method
- Co-curricular activities

Unit III : Micro Teaching and Lesson Plan

- Micro Teaching
- Unit Plan
- Teaching of Grammar and preparing lesson plan
- Teaching of English Prose, Poetry, Essay, Drama, Story and Composition Preparing Lesson Plan
- Teaching of language skill Preparing Lesson Plan

Unit IV : Text Book, Teacher and Teaching Aid

- Development and designing of curriculum
- Text Book : Importance, Types and Characteristics
- Teacher : Importance and Characteristics
- English Teaching : ICT and Teaching Aid
- Action Research

Unit V : English Teaching and Evaluation

- Continuous and Comprehensive Evaluation, Self- Evaluation, Collaborative Evaluation, Group Evaluation and Port-Pholio
- Constructive Approach in English Teaching
- Diagnostic and Remedial Evaluation
- Correction of Written Work and Assignment
- Feedback(Students, Parents and Teachers) and Report

Practicum

- | | |
|---|-----------------|
| <input type="checkbox"/> Assignment | 5 Marks |
| <input type="checkbox"/> Seminar Presentation | 5Marks |
| Total | 10 Marks |

Suggest Reference book:

- Champion, H.C. (1972) '*Lectures on teaching of English in India*, Oxford University press. (1972)
- Chapman, L.R.H. '*English composition for Beginners*, Longmans, London.
- Perren, '*Teachers of English as a second language*', Cambridge University press. (1979)
- Pathak, P.D. (1989) '*Teaching of English in India*, Vinod Pustak Mandir, Agra.
- Wadhwa, S.S. (197.) '*Latest Trevd in English Teaching*', Agarwal Publishers, Chandigarh.
- Tomkison (1967) '*The Teaching of English in India*', Oriental Longmans, Bombay.
- Duby, Vibha & Manish (2010) '*Fundamental of English Teaching*, Sharma Pustak Bhawan, Allahabad

पाठ्यक्रम उद्देश्य—

- छात्राध्यापकों को सैद्धान्तिक संस्कृत व्याकरण का ज्ञान प्रदान करते हुए, सिद्धान्तों के प्रयोग करने का अवसर प्रदान करना।
- छात्राध्यापकों को संस्कृत भाषा के ध्वनि तत्व से परिचित कराना।
- छात्राध्यापकों को शब्दों के विभिन्न रूपों का ज्ञान प्रदान कराना।
- छात्राध्यापकों को संस्कृत के पद्य एवं गद्य के विभिन्न शैलियों से परिचित कराना।
- छात्राध्यापकों में संस्कृत भाषा के प्रति सामान्य अनुराग उत्पन्न करना।

इकाई-1: संस्कृत— शिक्षण के उद्देश्य

- माध्यमिक स्तर पर संस्कृत शिक्षण के लक्ष्य एवं उद्देश्य
- शैक्षिक उद्देश्यों का वर्गीकरण
- विशिष्ट उद्देश्यों को व्यावहारिक रूप में तैयार करना
- विद्यालयी पाठ्यक्रम में संस्कृत भाषा का महत्व
- संस्कृत—शिक्षण के कतिपय सामान्य सिद्धान्त
- संस्कृत भाषा की अपेक्षित योग्यताएँ— सुनना, बोलना, पढ़ना और लिखना
- स्कूली पाठ्यक्रम में संस्कृत का स्थान
-

इकाई-2: संस्कृत— शिक्षण की पद्धतियाँ

- युक्तियाँ : व्याख्या, स्पष्टीकरण, विवरण, वर्णन, उद्धरण, प्रश्नीकरण, एवं दत्तकार्य
- प्रविधियाँ : मौखिक कार्य, लिखित कार्य, अभ्यास कार्य, वाद—विवाद, नाटकीकरण, संगोष्ठी, विचारगोष्ठी, एवं कार्यगोष्ठी
- विधियाँ : परम्परागत विधि, कहानी—कथन विधि, अनुवाद विधि, पाठ्यपुस्तक विधि, व्याख्या विधि, प्रत्यक्ष प्रणाली, आगमन—निगमन विधि, मान्देसरी पद्धति, किन्डर गार्टन पद्धति, डाल्टन पद्धति, प्रेजेक्ट पद्धति, खेल—विधि, अभिक्रमित उद्देश्य, शिक्षण मशीन एवं भाषा प्रयोगशाला, आदि।
- पाठ्य— सहगामी क्रियाएँ

इकाई-3: सूक्ष्म शिक्षण एवं पाठयोजना निर्माण

- सूक्ष्म शिक्षण

- इकाई योजना
- व्याकरण-शिक्षण एवं पाठयोजना निर्माण
- काव्य, गद्य, निबन्ध, नाटक, कथा तथा कहानी-शिक्षण एवं पाठयोजना निर्माण
- रचना, पठन, लेखन, श्रवण, भाषण तथा अनुवाद-शिक्षण एवं पाठयोजना निर्माण

इकाई – 4: पाठ्यक्रम, अध्यापक और शिक्षण सामग्री

- पाठ्यक्रम विकास एवं निर्माण
- संस्कृत की पाठ्य-पुस्तक: आवश्यकता, प्रकार एवं गुण
- संस्कृत अध्यापक- महत्व, गुण एवं विशेषताएँ
- संस्कृत शिक्षण एवं आई.सी.टी. तथा शिक्षण सामग्री,
- क्रियात्मक अनुसंधान

इकाई – 5: संस्कृत शिक्षण और मूल्यांकन

- सतत् और समग्र मूल्यांकन; स्वमूल्यांकन ; आपसी मूल्यांकन ; समूह मूल्यांकन
- संस्कृत शिक्षण में संरचनात्मक उपागम
- निदानात्मक एवं उपचारात्मक मूल्यांकन
- गृहकार्य लिखित कार्य का मूल्यांकन
- फीडबैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

Practicum

- | | |
|---|-----------------|
| <input type="checkbox"/> Assignment | 5 Marks |
| <input type="checkbox"/> Seminar Presentation | 5 Marks |
| Total | 10 Marks |

Suggested Reference books:

1. शास्त्री, रामचन्द्र, (1999), "संस्कृत शिक्षण" प्रकाशन संस्थान दयानन्द मार्ग नयी दिल्ली।
2. सिंह, डॉ० कर्ण, (2009), "संस्कृत शिक्षण" गोविन्द प्रकाशन लखीमपुर खीरी।
3. शर्मा, शिखा, (2009) "संस्कृत शिक्षण", अग्रवाल पब्लिकेशन, मेरठ।
4. पाण्डेय, डॉ० रामशकल (2010), "संस्कृत शिक्षण" अग्रवाल पब्लिकेशन, मेरठ।
- 5- Sataya, Raghunath, (2001), "Teaching of Sanskrit", Prakashan Sansthan Dayanand Marg, Delhi.
- 6- Apte. D.G. and Dong, P.K. (1960), "Teaching of Sanskrit in Secondary school, Acharya Book Dipot-Baroda.

Course Code: TEB203./4 D
Pedagogy of Social Sciences

Course Objectives:

At the end of the course the student- teachers will able to

- ☐ Appreciate the need for learning History, Geography, Civics, Sociology and Economics either as separate discipline or as any integrated discipline.
- ☐ Develop knowledge about the basic principles governing the construction of a social science.
- ☐ Develop the classroom skills needed for teaching of social science/ social studies either as a separate or as an interacted discipline using modern methodology.
- ☐ Acquire the competence to plan for instruction
- ☐ Develop the ability to organize co-curricular activities and community resources for promoting social science / social studies learning.

UNIT I: Aims and Objectives of teaching of Social Sciences

- ☐ Aims and Objectives of teaching social sciences at secondary school stage.
- ☐ Taxonomies of educational objectives.
- ☐ Formulation of specific objectives in behavioural terms.
- ☐ Importance of Social Science in different levels of School curriculum

UNIT II: Teaching-Learning Methods and Strategies in Social Sciences

- ☐ Methods: Historical Methods
 - Evidence, facts, arguments, categories and perspective; Distinctions between fact and opinion , bias and perspective; Evidence-based History teaching; Primary sources and the construction of History
 - Interactive verbal learning; Experiential learning through activities, experiments; participatory methods, lecture, discussion, storytelling, problem-solving, simulation, games, media and technology, concept mapping, field visits, Self-study and collaborative learning activities, constructivist and critical pedagogies in Social Sciences
- ☐ Teaching-Learning Strategies
 - Questioning; Collaborative strategies; Games, simulations and role plays; Problem-solving, decision-making, learning by discussing, Social inquiry approaches, group projects. Field research, interviews,
 - Co-curricular activities

Unit III : Micro Teaching and Lesson Plan

- ☐ Micro Teaching
- ☐ Preparation of micro lesson plan
- ☐ Preparation of simulated lesson plan
- ☐ Preparation of unit plan
- ☐ Preparation of Macro lesson plan

Unit IV : Text Book, Teacher and teaching Aid

- Development and designing of curriculum
- Text Book : Importance, Types and Characteristics
- Teacher : Importance and Characteristics
- Social Science Teaching : ICT and Audio-Visual Aid

Unit V : Social Sciences Teaching and Evaluation

- Continuous and Comprehensive Evaluation, Self- Evaluation, Collaborative Evaluation, Group Evaluation and Port-Pholio
- Constructive Approach in Social Science Teaching
- Diagnostic and Remedial Evaluation
- Feedback(Students, Parents and Teachers) and Report

Practicum

- | | |
|---|-----------------|
| <input type="checkbox"/> Assignment | 5 Marks |
| <input type="checkbox"/> Seminar Presentation | 5 Marks |
| Total | 10 Marks |

Suggested Reference books:

1. शर्मा, बी०एल० माहेश्वरी, बी०के० (2006) 'सामाजिक विज्ञान शिक्षण', आर० लाल बुक डिपो, मेरठ।
2. शर्मा, डॉ० एस० आर० (2008) 'सामाजिक अध्ययन शिक्षण' विनोद पुस्तक मन्दिर, आगरा-2
3. गर्ग, प्रो० भंवर लाल (2006) 'सामाजिक विज्ञान शिक्षण', विनोद पुस्तक मंदिर आगरा-2
4. शर्मा, डॉ० माता प्रसाद (2008) "सामाजिक विज्ञान शिक्षण", अपोलो प्रकाशन।
- 5- Aggarwal, J.C. *Teaching of Social Studies*.
- 6- Wesley, Edgar Bruce, (1962) *Teaching Social Studies in High Schools*, D.C. Health and Company, Boston.
- 7- Hemming: "*The Teaching of Social Studies in Secondary School*" Langman's Green & Co. Landon, New York. \

Course Code: TEB203./4 E
Pedagogy of Physical Science

Course Objectives:

At the end of the course the student- teachers will able

- 1- Develop a broad understanding of the principles and procedures used in modern science education.
- 2- Develop their essential skills for practicing modern science education.
- .- Develop their skills necessary for preparing international accessories
- 4- Prepare acceptance lesson models which lay down this procedures to the adopted for preparing designs of lessons
- 5- Manage introductory activity in such a way that the vast majority of the learners attain most of the objectives

Unit I: Aims and Objectives of teaching physical sciences

- Aims and Objectives of teaching physical sciences at secondary school stage.
- Formulation of specific objectives in behavioural terms.
- Importance of physical science in different levels of school curriculum

II: Teaching-Learning Methods and Strategies in Physical Science

- Methods:
 - Demonstration method, Project Method, Practical demonstration using laboratory; Experiential learning through activities, experiments; participatory methods, lecture, discussion, simulation, games, media and technology, concept mapping, Self-study and collaborative learning activities, constructivist and critical pedagogies in physical Sciences
- Teaching-Learning Strategies-
 - Questioning; Games, Problem- solving
Decision-making, Group projects. Field research, Interviews,
 - Identification and use of learning resources in physical science from immediate environment and exploring alternative sources;
 - Co-curricular activities

Unit III : Skill Teaching, Micro Teaching and Lesson Plan

- Micro Teaching
- Preparation of micro lesson plan
- Preparation of unit plan
- Preparation of Macro lesson plan

Unit IV : Text Book, Teacher and Teaching Aid

- Development and designing of curriculum
- Text Book : Importance, Types and Characteristics
- Teacher : Importance and Characteristics
- Physical Science Teaching : ICT and Audio-Visual Aid
- Action Research

Unit V : Physical Science Teaching and Evaluation

- Continuous and Comprehensive Evaluation, Self- Evaluation, Collaborative Evaluation, Group Evaluation and Port-Pholio
- Constructive Approach in Physical Science Teaching
- Diagnostic and Remedial Evaluation
- Correction of Written Work and Assignment
- Feedback(Students, Parents and Teachers) and Report

Practicum

- | | |
|---|-----------------|
| <input type="checkbox"/> Assignment | 5 Marks |
| <input type="checkbox"/> Seminar Presentation | 5 Marks |
| Total | 10 Marks |

Suggested Reference books:

1. रावत, डी0एस0 (2007) "विज्ञान शिक्षण" अग्रवाल पब्लिकेशन्स आगरा।
2. श्रीवास्तव, डा0 रीता (2008) "विज्ञान शिक्षण" आलोक प्रकाशन, लखनऊ।
3. श्रीवास्तव, डा0 सुबोध (2008) "विज्ञान शिक्षण" आलोक प्रकाशन लखनऊ।
4. दुबे, मनीष एवं दुबे विभा (2009) "विज्ञान शिक्षण" शारदा पुस्तक भवन, इलाहाबाद।
5. गौतम, ममता (2008) "विज्ञान शिक्षण" श्याम प्रकाशन, जयपुर।
- 6- Bhatnagar, Dr. S.S. (200.) "Teaching of Science" R. Lal Book Depot, Meerut.
- 7- Bhatnagar, Dr. A.B. (2004) "Teaching of Science" R. Lal Book Depot, Meerut.

Course Code: TEB203./4 F

Pedagogy of Life Science

Courses Objectives:

At the end of the course the student- teachers will able

- To develop awareness about development in the area of teaching and learning of Life Science at the national and international level.
- To develop competencies in the prospective teachers related of Life science at the lower secondary level with specific reference to Indian school conditions.
- To orient prospective teachers in specific educational aspects of science and Technology Education e.g. general concept of Life Science, aims and objectives of Life science, pedagogical analysis of contents in life science at the lower secondary level, transaction of contents, methods of teaching, evaluation etc.
- To enable prospective teachers to be effective teachers in order to perform the required role as a Life Science teacher under Indian school conditions.

UNIT I: Life Science Teaching

- Aims and Objectives of teaching life sciences at secondary school stage.
- Taxonomies of educational objectives.
- Formulation of specific objectives in behavioural terms.
- Importance of Life science in different levels of school curriculum

UNIT II: Teaching-Learning Methods and Strategies in Life Science

- Methods:
 - Interactive verbal learning; Experiential learning through activities, experiments; participatory methods, lecture, discussion, problem-solving, simulation, games, media and technology, concept mapping, field visits, Self-study and collaborative learning activities, constructivist
- Teaching-Learning Strategies-
 - Questioning; Collaborative strategies; simulations and role plays; Problem-solving, decision-making, group projects. Field research, interviews,
 - Identifying and designing teaching-learning experiences; Planning field visits, Zoo, Sea shore life, Botanical garden, etc.;
 - Organizing activities, laboratory experiences, making groups, planning
 - Co-curricular activities

Unit III : Micro Teaching and Lesson Plan

- Micro Teaching
- Preparation of micro lesson plan
- Preparation of simulated lesson plan

- Preparation of unit plan
- Preparation of Macro lesson plan

Unit IV : Text Book, Teacher and Teaching Aid

- Development and designing of curriculum
- Text Book : Importance, Types and Characteristics
- Teacher : Importance and Characteristics
- Life Science Teaching : ICT and Teaching Aid
- Action Research

Unit V : Life Science Teaching and Evaluation

- Continuous and Comprehensive Evaluation, Self- Evaluation, Collaborative Evaluation, Group Evaluation and Port-Pholio
- Diagnostic and Remedial Evaluation
- Feedback(Students, Parents and Teachers) and Report

Practicum

- | | |
|---|-----------------|
| <input type="checkbox"/> Assignment | 5 Marks |
| <input type="checkbox"/> Seminar Presentation | 5 Marks |
| Total | 10 Marks |

Suggested Reference books:

- 1—रावत, एम0एस0 “जीव विज्ञान शिक्षण” साहित्य प्रकाशन आगरा— 2003
- 2—सूद , प्रो0जे0के0 (1983) “जैविक विज्ञान शिक्षण” राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
- 3—कुलश्रेष्ठ, एस0पी0 (2004) “जीव विज्ञान शिक्षण” लायल बुक डिपो, मेरठ।
- 4- Klinchrmen, Evelyn, “*Biology Teachers Hand book*” New York John Wiley & Sons Inc.
- 5- Nair, C.P.S. “*Teaching Science in our schools*” New Delhi S. Chand & Co. (Pvt.) Ltd. (1971)
- 6- Nair, C.P.S. “*Teaching Science in our schools*” New Delhi : S. Chand & Co. Ltd. (1971)
- 7- Rao, C.S. “*Science Teaching hand book Hyderabad* : American place carps, (1969)
- 8- Sharma, R.C. “*Modern Science Teaching*” Dhenpati Rai & Sons, New Delhi.

Course Code: TEB203./4 G

Pedagogy of Mathematics

Course Objectives:

At the end of the course the student- teachers will able to

- To acquaint pupil-teachers with the methods and techniques of teaching Mathematics.
- To help pupil-teachers in the pedagogical analysis of various concepts in Mathematics.
- To help pupil-teachers in instructional planning and development of relevant material for the teaching of Mathematics.
- To acquaint pupil- teachers with the use of computers in teaching of Mathematics.
- To help pupil-teachers in the process of a comprehensive evaluation in Mathematics.

UNIT I: Planning For Teaching-Learning Mathematics

- Aims and objectives of teaching of Mathematics at secondary stages.
- Taxonomies of educational objectives.
- Formulation of specific objectives in behavioural terms.
- Importance of Mathematics different levels of in school curriculum

UNIT II: Teaching-Learning Methods and Strategies in Mathematics

- Methods:
 - Interactive verbal learning; Experiential learning through activities, participatory methods, discussion, problem-solving, games, concept mapping, Self-study and constructivist and critical pedagogies in Mathematics
 - Demonstration, Project & Lecture
- Teaching-Learning Strategies-
 - Questioning; decision-making, group projects. interviews,
 - Identifying concepts to be transacted at various level with special emphasis on content
 - Co-curricular activities

Unit III : Micro Teaching and Lesson Plan

- Micro Teaching
- Preparation of micro lesson plan
- Preparation of simulated lesson plan
- Preparation of unit plan
- Preparation of Macro lesson plan

Unit IV : Text Book, Teacher and Teaching Aid

- Development and designing of curriculum
- Text Book : Importance, Types and Characteristics
- Teacher : Importance and Characteristics
- Mathematics Teaching : ICT and Teaching Aid
- Action Research

Unit V : Mathematics Teaching and Evaluation

- Continuous and Comprehensive Evaluation, Self- Evaluation, Collaborative Evaluation, Group Evaluation
- Constructive Approach in Mathematics Teaching
- Diagnostic and Remedial Evaluation
- Feedback(Students, Parents and Teachers) and Report

Practicum

- | | |
|---|-----------------|
| <input type="checkbox"/> Assignment | 5 Marks |
| <input type="checkbox"/> Seminar Presentation | 5 Marks |
| Total | 10 Marks |

Suggested Reference books:

- 1– नेगी, जे०एस०, *गणित शिक्षण*, श्री विनोद पुस्तक मंदिर, आगरा (2004)
- 2– उप्रैति, मिश्रीलाल: *गणित और उसका शिक्षण*, श्री विनोद पुस्तक मंदिर, आगरा (2001)
- 3–रावत एवं अग्रवाल: *गणित शिक्षण*, विनोद पुस्तक मंदिर आगरा
- 4–मंगल, सी०के० : *गणित शिक्षण*, अग्रवाल पब्लि० आगरा (2005)
- 5-Yadav, Siyaram: *Teaching of mathematics*, Agarwal Publication, Agara (1999)
- 6- Strempe R. : *The Psychology of learning mathematics*, penguin pub. (1972)
- 7- Chandha B.N. : *The teaching of mathematics* (2001)

Course Code: TEB203./4 H

Teaching of Commerce

Course Objective:

At the end of the course the student- teachers will able

- 1- To develop understanding of principles of commerce.
- 2- To acquire knowledge of present commerce conditions in India.
- .- To acquire desirable attitudes and to become effective instrument of economics change.
- 4- To acquire competencies necessary for a commerce teacher.
- 5- To acquire appropriate professional behaviour and to develop commitment to profession.

Unit I: Planning For Teaching-Learning Commerce

- Aims and objectives of teaching of Commerce at secondary stages.
- Taxonomies of educational objectives.
- Importance of Commerce different levels of in school curriculum

Unit II: Teaching-Learning Methods and Strategies in Commerce

- Methods:
 - Interactive verbal learning; Experiential learning through activities, participatory methods, discussion, problem-solving, simulation, games, concept mapping, Self-study and collaborative learning activities, constructivist and critical pedagogies in Commerce
- Teaching-Learning Strategies-
 - Questioning; Collaborative strategies; decision-making, group projects. Field research, interviews,
 - Co-curricular activities

Unit III :Micro Teaching and Lesson Plan

- Micro Teaching
- Preparation of micro lesson plan
- Preparation of simulated lesson plan
- Preparation of unit plan

- Preparation of Macro lesson plan

Unit IV : Text Book, Teacher and Teaching Aid

- Development and designing of curriculum
- Text Book : Importance, Types and Characteristics
- Teacher : Importance and Characteristics
- Commerce Teaching : ICT and Teaching Aid
- Action Research

Unit V : Commerce Teaching and Evaluation

- Continuous and Comprehensive Evaluation, Self- Evaluation, Collaborative Evaluation, Group Evaluation and Port-Pholio
- Constructive Approach in Commerce Teaching
- Diagnostic and Remedial Evaluation

Practicum

- | | |
|---|-----------------|
| <input type="checkbox"/> Assignment | 5 Marks |
| <input type="checkbox"/> Seminar Presentation | 5 Marks |
| Total | 10 Marks |

Suggested Reference books:

1. चौधरी, रेणु (2008) : 'वाणिज्य शिक्षण' अपोलो प्रकाशन, जयपुर।
2. त्यागी, डॉ० गुरुसरनदास (2009): 'वाणिज्य शिक्षण ' अग्रवाल पब्लिकेशन, हास्पिटल रोड, आगरा- 282002
3. वर्मा, डॉ० रामपाल सिंह (2009): 'वाणिज्य शिक्षण' श्री विनोद पुस्तक मन्दिर, आगरा-2
4. शर्मा, बी०एल० (2004) : 'वाणिज्य शिक्षण' आर०लाल बुक डिपो, मेरठ।
- 5- Gupta, Dr. U.C. (2008): 'Teaching Commerce' Daryaganj, New Delhi- 11002.
- 6- Tomer, Sanjeev: 'Teaching of Commerce" Sri Vinod Pustak Mandir- Agara-2

Course Code TEM 205 A
GUIDANCE AND COUNSELLING

Course Objectives

- Understand the meaning, nature and scope of guidance.
- Recognize the role of guidance in attaining the goals of education.
- Develop acquaintance with various techniques of group guidance.
- Understand of various procedures of organizing various guidance services.
- Understand the meaning, nature and scope of counseling.
- Analyse the relationship between guidance and counseling.
- Understand the various stages involved in the process of counseling.

Unit - I

- Concept, assumptions, issues, need, scope and problems of guidance.
- Purpose of Guidance : Self understanding, self discovery, self reliance, self direction and self actualization.
- Types of guidance : Educational, Vocational and Personal.
- Tools and Techniques of Guidance: Record, Scales, Tests, Techniques and interview.
- Organizing Guidance service at different levels of education, occupational, information, kinds of services like informations, testing.

Unit - II

- Guidance and Curriculum, guidance and classroom learning.
- Group Guidance Techniques : Class talk, career talk orientation talk. Group discussion, career conference, career corner, Bulletin board and Role play.
- Approaches to career guidance, vocationalization of secondary education and career development.

Unit - III

- Guidance of children with special needs: Problems and needs.
- Guidance of the gifted and creative students.
- Guidance of under-achiever and first generation learners.
- Role of the teacher in helping children with special needs.

Unit - IV

- Counseling Process: Concept, Nature, Principles and Approaches.
- Characteristics of good counseling.
- Group counseling vs. Individual counseling, counseling for adjustment.
- Peer counseling: Its concept and the relevance to the situation.
- Goals of counseling: Resolution of problems, modification of behavior and promotion of mental health

- Areas of counseling: Family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special group.

Unit - V

- Use of tests in guidance and counseling.
- Test of intelligence, aptitude, creativity, interest personality.
- Administering, scoring and interpretation of test scores.
- Communication of results as relevant in the context of guidance programme.

Practicum

- | | |
|---|-----------------|
| <input type="checkbox"/> Assignment | 5 Marks |
| <input type="checkbox"/> Seminar Presentation | 5 Marks |
| Total | 10 Marks |

REFERENCES

- जायसवाल, सीताराम (1987), शिक्षा में निर्देशन एवं परामर्श, विनोद पुस्तक मन्दिर, आगरा।
- दुबे, रमाकान्त (1982), शैक्षिक एवं व्यवसायिक निर्देशन के मूल आधार, राजेश पब्लिशिंग हाउस, मेरठ।
- पाण्डेय, के०पी० (1987), शैक्षिक तथा व्यवसायिक निर्देशन के आधार, अमिताश प्रकाशन, दिल्ली।
- सक्सेना, राधारानी एवं इन्दिरा रानी (1990), शिक्षा में निर्देशन एवं परामर्श, राजस्थान हिन्दी ग्रन्थ अकादमी।
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- Anastasi, A. and Urbina, S. (1997), *Psychological Testing, 7th Ed*, Upper saddle River. NJ: Prentice Hall.
- Bhatnagar, and Gupta Nirmala (Eds.) (1999), *Guidance and Counseling: Vol. I: A Theoretical Perspective* एव Vikas, New Delhi.
- Corey, G. (1986), *Theory and Practice of Counseling and Psychotherapy, 4th Ed*, Bellmont: Clief. Brooks Cole.
- Dave Indu (1984), *The Basic Essentials of Counseling*, Stesting Pvt. Ltd, New Delhi.
- Denzin, N.K. and Lincoln, Y. (2000), *Handbook of Qualitative Research*, Sage Publications, New Delhi.
- Drummond, R.J. (1988), *Appraisal Procedures for Counselors and Helping Professionals*, Columbus, OH: Merrill.
- Mohan, S. and Sibia, A. (1998), *Handbook of personality measurement in India*, NCERT, New Delhi.
- Oliver, W. and Randall, W.E. (2005), *Handbook of understanding and measuring intelligence*, Sage Publications, London.

Health and Physical Education

Course Objectives

Thus, the broader objective of learning of this area should enable the student teachers to:

- help them to understand the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health;
- develop positive attitude towards health as individual and be collectively responsible to achieve it;
- equip them to know their health status, identify health problems and be informed for taking remedial measures;
- make them aware about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries;
- encourage them to learn and to form right habits about exercise, games and sports, sleep, rest and relaxation;
- sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development;
- create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-control, concentration, peace and relaxation to avoid ill effects of stress, strain and fatigue of routine life;
- help them to understand and develop skills to deal with psycho-social issues including those, related to process of growing up during adolescence, HIV/AIDS and substance abuse;
- Understand various policies and programmes related to health, physical education and *yoga*; and help them to understand the process of assessment of health and physical fitness.

Unit I : Concept of Physical Education

- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities
- Understanding of the body system—skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases—its causes, prevention and cure, immunization and first aid

Unit II : Game and Sport

- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) Football, Kabaddi, Kho-Kho, Badminton

Unit III : Concept of Health Education

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- Mental Health : Concept, importance, factors affecting mental health and improvement measures.
- First Aid : Meaning, importance and its application in school situations.

Unit IV : Safety and security

- Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment

Unit V : National and International Events

- Introduction of Important National Events
- Introduction of Important International Events

Practicum

- | | |
|---|-----------------|
| <input type="checkbox"/> Assignment | 5 Marks |
| <input type="checkbox"/> Seminar Presentation | 5 Marks |
| Total | 10 Marks |

Books Recommended :

- व सुखिया, एस0पी0 (1997) : "विद्यालय प्रशासन, संगठन एवं स्वास्थ्य शिक्षा" विनोद पुस्तक मन्दिर, आगरा।
- व गुप्ता, रामबाबू एवं गौतम, एस0एल0 (2007) : "शैक्षिक प्रशासन एवं स्वास्थ्य शिक्षा" आलोक प्रकाशन, लखनऊ।
- व गौडवोले, अग्रवाल (2009) : "विद्यालय प्रशासन, संगठन एवं स्वास्थ्य शिक्षा" आलोक प्रकाशन, लखनऊ।
- व शैरी, डॉ0 जी0पी0 (2003) : "स्वास्थ्य शिक्षा" विनोद पुस्तक मन्दिर, आगरा।
- व Sharma, R.P. (1970) : "*School Administration*" Central School Organization, New Delhi.
- व Nash, J.B. (1955) : "*Physical Education , Health and Recreation*" New York.

Course Code: TEB 205 C

School Administration and Management

Course Objectives:

The pupil teacher will be able to :

- Understand the nature of school as an organization, its components and dimensions.
- Know teacher's roles and responsibilities with respect to academic and co-curricular activities and understand his place and position in the school.
- Know that components of classroom climate and to help them to understand their effects on pupil's development.
- Develop skills for effective classroom management.
- To acquaint the student teachers with the concept of educational administration & Management.
- To develop an understanding of Educational Administration & management.
- To enable the students to understand the administration of education at different levels.
- To enable the students to understand the role of Headmaster in school management.

Unit - I

- School Management: Concept and functions. Management of human and material resources – implications for educational initiations,
- Organization climate and inter personal relations.
- School Building: Study of some standard designs, furniture and fittings,
- School Hostel: Study of some standard designs, responsibilities of Hostel superintendent.
- School Library: Requisites of an ideal Library.

Unit - II

- Institutional planning and finance; Concept and process
- School Office and School Records: Functions, need and kind of school records.
- School finance- sources of income and items of expenditure.
- Co-curricular activities- importance, types and organisation.

Unit - III

- Head of the Institution : Qualities, qualifications and responsibilities.
- The Teacher: a class leader, a manager, a supervisor, an initiator and a guide; qualifications, qualities and responsibilities. Procedure for recruitment of principals and teachers, Code of professional conduct for teachers.

- Functions and responsibilities of teachers with reference to School Health Service- common ailments of children, common, physical defects, conditions of healthy physical life in school, nutrition, school meals, recreation, safety education.

Unit - IV

- Time Table : Need, principles, Criteria for time table construction.
- Class Management and Discipline : Concept and Types, Authoritative and democratic methods of maintaining Discipline, Role of Rewards and Punishment, Corporate Life in School, Pupil's Self Government, and management of co-curricular activities in educational institutions.
- School and Community: Parent Teacher Association.

Unit- V

- Educational Administration : Concept, scope and principles, authoritative and democratic administration,
- Educational Administration of Indian Secondary Schools : Constitutional provisions for education, role-played by central government, state government, local bodies and private Agencies. State control vs. privatization.
- Supervision : Concept, scope and principles; authoritative and democratic supervision. Financing of schools.

Practicum

- | | |
|------------------------|-----------------|
| □ Assignment | 5 Marks |
| □ Seminar Presentation | 5 Marks |
| Total | 10 Marks |

Books Recommended :

- 1- सुखिया, एस0पी0 (1997) : "विद्यालय प्रशासन, संगठन एवं स्वास्थ्य शिक्षा" विनोद पुस्तक मन्दिर, आगरा।
- 2- गुप्ता, रामबाबू एवं गौतम, एस0एल0 (2007) : "शैक्षिक प्रशासन एवं स्वास्थ्य शिक्षा" आलोक प्रकाशन, लखनऊ।
- 3- गौडवोले, अग्रवाल (2009) : "विद्यालय प्रशासन, संगठन एवं स्वास्थ्य शिक्षा" आलोक प्रकाशन, लखनऊ।
- 4- शर्मा, डॉ0 आर0ए0 (2006) : "विद्यालय संगठन एवं शैक्षिक प्रशासन" आर0 लाल0 बुक डिपो, मेरठ।
- 5- शैरी, डॉ0 जी0पी0 (2009) : "स्वास्थ्य शिक्षा" विनोद पुस्तक मन्दिर, आगरा।
- 6- जोशी, डॉ0 रजनी (2005) : "विद्यालय प्रशासन एवं संगठन" शारदा पुस्तक भवन, इलाहाबाद।
- 7- Sharma, R.P. (1970) : "*School Administration*" Central School Organization, New Delhi.
- 8- Nash, J.B. (1955) : "*Physical Education , Health and Recreation*" New York.

Course Code : TEB205 D

Education for Peace

Course Objectives:

The pupil teacher will be able to :

- Understand the nature of Conflicts experienced at home/in family/ in society/ in school, etc.
- Know teacher's roles and responsibilities with respect to academic and co-curricular activities and understand his place and position in the school.
- Know that components of classroom climate and to help them to understand their effects on pupil's development.
- Develop skills for effective classroom management.
- Understand the importance of good health and positive attitude towards exercise and health.
- experiences of handling conflicts in a creative manner
- Explore possible strategies of resolving commonly experienced conflicts
- Maintain Healthy discipline among school children
- Identify the challenges of peace in school and dealing with one such challenge
- Understand Strategies of promoting healthy relationships on the job.

Unit-I: Understanding Peace

- Human Miseries in The Modern World and Quest for Peace.
- Concept and Meaning of Peace
- Understanding Peace in the individual, social and international context, Gandhian concept of peace.
- Approaches to Peace Balance of Power, Establishment of Institutions, Pacifism and Education.

Unit-II: Historical Development of Peace Education

- Historical Development of Peace Education in the world.
- Creation of United Nations, UNESCO, UNICEF and their endeavors to promote Peace Education.
- Peace Education in India and its development.

Unit-III: Education for Peace

- Paradigm shift from Peace Education to Education for Peace.
- Concept and Meaning of Education for Peace.
- Curriculum Development: Stage specific Approach- Early childhood, Elementary Stage, Secondary Stage, Higher Secondary Stage, Higher Education stage and Adult Education stage.

Unit-IV: Pedagogy of Education for Peace

- Teaching Methodologies: Enquiry Method, Conflict Resolution, Value clarification Jurisprudential model of Teaching, Role playing, Dramatics and Literary Activities, Multimedia, Yoga & Meditation, Games and Sports, Teaching of Regular subjects, Counseling.

Unit-V: Teacher Education for Peace

- The Curriculum Framework for Quality Teacher Education (1998) by NCTE.
- National Curriculum Framework (2005) Position paper, National Focus Group on Education for Peace by NCERT
- Teacher as a Role Model.

Practicum

- | | |
|---|-----------------|
| <input type="checkbox"/> Assignment | 5 Marks |
| <input type="checkbox"/> Seminar Presentation | 5 Marks |
| Total | 10 Marks |

Suggested Readings

- Bernard Jessie., “The Sociological study of conflict” International sociological Association, The Nature of conflict, UNESCO Paris (1957)
- Barash, P. David Approaches to Peace, Oxford University Press, New York (2000)
- Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and civilization. Sage Publications, New Delhi, 1996
- Galtung, Johan, The Struggle for Peace Gujarat Vidyapith, Ahmedabad, 1984
- Gandhi, M.k., Non-Violence in Peace and War Navajivan Publishing House, Ahmedabad, 1944
- Galtung, J., Searching for Peace- The road to TRANSCEND, sterling Virginia (200.)
- Harris Ian. M, : “Peace Education” Mc Farland & company, Inc Publisher London, 1998
- Howlett, Charles F., John Dewey and Peace Education, Encyclopedia of Peace Education , Teacher college, Columbia University 2008
- Krishnamurti, J., “Total Freedom”, Krishnamurti Foundation Chennai.
- NCTE., Curriculum Framework for quality Teacher Education , NCTE, New Delhi (1998)
- NCERT National Curriculum Framework (2005), Position Paper, National focus Group on Education for Peace, NCERT, New Delhi (2006)
- Pandey, S., Education for Peace, Self Instructional Package for Teacher Education , NCERT New Delhi (2004)
- Reardon, B., Comprehensive Peace Education: Educating for Global Responsibility, Teacher college press, New York, 1988
- Upadhyay, P. Education for Peace: Utopia or Reality, Kalpaz Publication, (Gyan Books) Delhi (2010)
- UNESCO., First International Forum on the Culture of Peace. Final Report, Paris, UNESCO (1994)

Course code TEM 206
Creating an Inclusive School

Aims of the Course

The students will be able to

- demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- reformulate attitudes towards children with special needs;
- identify needs of children with diversities;
- plan need-based programmes for all children with varied abilities in the classroom;
- use human and material resources in the classroom;
- use specific strategies involving skills in teaching special needs children in inclusive classrooms;
- modify appropriate learner-friendly evaluation procedures;
- incorporate innovative practices to respond to education of children with special needs;
- contribute to the formulation of policy; and
- Implement laws pertaining to education of children with special needs.

Unit - I: Paradigms in Education of Children with Special Needs

- Concept of special education, integrated education and inclusive education;
- Philosophy of inclusive education.
- Historical perspectives and contemporary trends Approaches of viewing disabilities:
- The functional model and the human rights, model

Unit - II: Legal and Policy Perspectives

- Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD) 2006; The Persons with Disabilities Act 1995 , The Rehabilitation Council of India Act, 1992
- The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009 and government effort for education for special needs children.
- Composite Regional Centres (CRCs), District Disability Rehabilitation Centres (DDRCs); Structures like BRCs, CRCs under SSA, National Trust and NGOs.

Unit - III: Defining Special Needs

- Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability,
- Diversities–concepts, characteristics, classification of children with diversities
- Special needs in terms of the curriculum in the context of different disabilities and their learning styles, Community-based education.

Unit - IV: Inclusive Practices in Classrooms for All

- Technological advancement and its application–ICT, adaptive and assistive devices, equipments and other technologies for different Disabilities
- Strategies for differentiating content, curricular adaptations, lesson planning and TLM
- Supportive services : special teacher, speech therapist, physiotherapist, occupational therapist, and counselor

Unit - V: Developing Support Networks

- Social climate of the classroom, Child-to-child programme
- Developing partnerships in teaching: Teacher and special teacher; Teacher and co-teaching personnel; Parents as partners – developing positive relationships between school and home

Practicum

- | | |
|---|-----------------|
| <input type="checkbox"/> Assignment | 5 Marks |
| <input type="checkbox"/> Seminar Presentation | 5 Marks |
| Total | 10 Marks |

Books Recommended :

- Altbach, P.G., Reisberg, L. and Rumbley, L.E. (2009) World Conference on Higher Education. SIDA/ SAREC, France, UNESCO. Brett, M. (2010).
- Baker, J.M., & Zigmond, N. (1990). Are regular education classes equipped to accommodate students with learning disabilities? *Exceptional Children*, 56, 515-526.
- Inclusion of Disabled Students in Higher Education in Zimbabwe. In J.Lavia and M. Moore, 2010 Cross-Cultural Perspectives on Policy and Practices. New York, Routledge. 116-129.
- Reframing Disability in Higher Education. University of Melbourne, Disability and Equity Programmes. Chataika, T. (2010).
- Regina K. Masalela, Department of Distance Education University of Botswana.
- Sharma, R.A.(1994), *Distance Education : Theory, Practices and Research*, Meerut: Loyal Book Depot.
- Taj, Hassen (2008), *Current Challenges in Education*, Bangalore: Neelkamal Publication PVT . Ltd.

Course code TEM 207

Reading and Reflecting on Texts

Course Objects:

To enable the pupil teachers to;

- 1. Read and respond to a variety of texts in different ways.
- 2. Enhance their capacity as readers and writers.
- .. Learn to think together.

Course Content

Reading and reflecting on any two of the following texts;

- GITANJALI by Ravindra Nath Tagore, VBGV publications
- EXPERIMENT WITH TRUTH by M K Gandhi, Sissela Bok, Beacon Press 199. **GODAN** by Prem Chand, Lokamaya Press
- ANDHER NAGARI** by Bhartendu Harishchand, Vani Prakashan
- DIVA SWAPNA**, by Gijju Bhai Badheka Translated into Hindi by Kashinath Trivedi, New Delhi:
- DHRUVA SWAMINI**, by Jai Shankar Prasad, BHARATIYA GYANPITH,NEW DELHI
- ELICE IN WONDERLAND**, london macmillan and co., limited new york

Practicum

<input type="checkbox"/> Seminar	10 Marks
<input type="checkbox"/> Project	15 Marks
Total	25 Marks

Course code TEM 208
Understanding the Self and Yoga

Course Objects:

To enable the pupil teachers to;

- develop a holistic and integrated understanding of the human self and personality.
- develop the skills of personal growth.
- develop social relational sensitivity and effective communication skills.
- develop positive attitude towards health as individual and be collectively responsible to achieve it;
- create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-control, concentration, peace and relaxation to avoid ill effects of stress, strain and fatigue of routine life;
- To help student teachers discover and develop open-mindedness, the attitude of a self- motivated learner, having self-knowledge and self-restraint.
- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students

Unit- I Academic writing and Communication Skill

- Group Discussion
- Creative Writing, Translation, Precy Writing, Reporting.
- Wall magazine, college and poster and Display.
- Face Lift, Career Enhancement, English Speaking

Unit II: Exploring the Aim of Life Objectives

- Vision as a person: Aspiration and purpose of life.
- Giving a conscious direction to life.
- Personal growth of the students by helping them to identify their own potential
- Develop the power of positive attitude.

- Capacity for self-reflection and personal integration.

Unit III: Discovering one's True Potential

- Understanding one's strengths and weaknesses through self observation exercises.
- Taking responsibility for one's own actions.
- Developing positivity, self esteem and emotional integration.
- Exploring fear and trust; competition and cooperation
- Developing skills of inner self organization and self reflection

- Developing the capacity for empathic listening and communication skills.

Unit IV: Peace, Progress and Harmony

- Establishing peace within oneself: exercises of concentration and meditation
- Understanding group dynamics and communication
- Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution
- Observing children: appreciating social, economic, cultural and individual differences in children and relating with them

Unit-V: Yoga

- Classification of Yoga: Ashtang Yoga(Raj Yoga), Karma Yoga, Gyan Yoga, Bhakti Yoga, Hatha Yoga, Sankhya Yoga, Mantra Yoga etc.
- Yoga and Self Development
- Yoga and Personality Development
- Yoga and Stress Management
- Yoga diet and its application in modern context.

Practicum

- | | |
|---|-----------------|
| <input type="checkbox"/> Practical | 15 Marks |
| <input type="checkbox"/> Seminar Presentation | 10 Marks |
| Total | 25 Marks |

Essential Readings

- Antoine de Saint-Exupery. (1977). The Little Prince. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi).
- Csikzentmihalyi, M. (199.). The Evolving Self: A Psychology for the Third Millennium. New York: Harper Collins.
- Dalal, A.S. (1987). Living Within, Pondicherry, India: Sri Aurobindo Ashram Trust.
- Dalal, A.S. (2001). Our Many Selves. Pondicherry, India: Sri Aurobindo Ashram.
- Frankl, V. (1946). Man's Search for Meaning. New York: Pocket Books.
- Full of Life: A sensitive Japanese Teachers explores feelings, death with 10 year olds. (<http://www.arvindguptatoys.com/films.html>)
- Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier.
- Krishnamurti, J. (195.). Education and the Significance of Life, Ojai, California, USA: Krishnamurti Foundation Trust.
- NCERT, (2006). Education for Peace, Position Paper. New Delhi: NCERT.

Course Code – TEB209

School Internship – II

In this course, the student-teachers will

40 Marks

- undertake responsibility for planning and implementation of learning situations for specific units of study, in the context of their school internship;
- reflect on their practice, and learn to adapt and modify their visualisation/implementation towards betterment of student learning;
- involve in various school activities and processes in order to gain a 'feel' of the multiple roles of a teacher and an understanding of the 'school culture'; and
- learn to reflect upon, consolidate and share their school experiences; and to recognise one's own development as a teacher.
- Visualizing teaching-learning situations in one's subject in given school context involves
- preparing teaching-learning situations with the givens: school, class group, subject content, time duration (for single lessons as well as for two complete Units of study in one's chosen subject areas, if possible at two different class levels);
- visualizing details of teaching-learning sequences, and learning path of students, keeping all considerations in view;
- Implementation of teaching-learning plan in 'Classroom' learning environment as well as assessment of student learning;
- Discussion, reflection, re-consideration and consolidation (after each engagement as well as end of Unit).
- Participating in various 'out of classroom activities' in school
- Organizing events
- Study (and preparation) of school calendar, time table, assessment schedule
- Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc.
- Gardening.
- Cleanliness of the campus and beautification
- Cleaning of furniture
- Assembly
- Community Games
- Cultural Programmes
- S.U.P.W.
- Celebration of National Festivals, Teachers Day etc.
- Preparing a suggested comprehensive plan of action for some aspect of school improvement.
 - Practical work related to each school subject.
 - i. Preparation of 10 teaching aids. 10 Marks
 - ii. 6 micro lessons in each school subject 10 Marks
 - iii. 20 macro lessons in each school subject 20 Marks
 - iv. One criticism lesson in each school subjects 10 Marks
 - v. 10 Observed lesson Plan in each school subjects 10 Marks