# SYLLABUS FOR TWO-YEAR

# BACHELOR OF EDUCATION

## B.Ed.

## (Session 2015-17 and Onwards)



CH. CHARAN SINGH UNIVERSITY, MEERUT
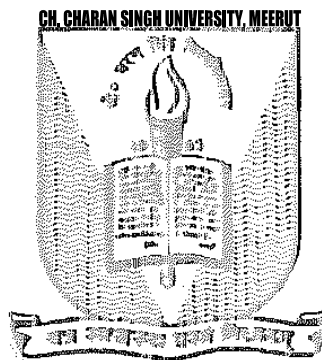
## Faculty of Education

## Ch. Charan Singh University, Meerut

> # CH. CHARAN SINGH UNIVERSITY, MEERUT
> # FACULTY OF EDUCATION
>
> # SYLLABUS FOR TWO-YEAR
> # BACHELOR OF EDUCATION

The present B.Ed. syllabus for two year programme has been designed on the current guidelines of NCTE, NCERT, UGC and MHRD with the view to make the student-teachers reflective practitioners. The programme is comprised of three broad inter-relatedcurricular areas:-

Group (A)    :    Perspectives in Education: Core Courses (CC)
Group (B)    :    Curriculum and Pedagogic Studies: Pedagogy Courses (PC)
Group (C)    :    Experiences for Enhancing Professional Capacities (EPC)

Transaction of the courses is to be done using a variety of approaches, such as tasks and assignments, projects, group discussion, seminar, interactions with community in multiple socio-cultural environments, etc.

## Group (A): Perspectives in Education- Core Courses (CC)

These courses are intended to provide a conceptual understanding of relevant concepts and processes in teacher education and also situate them in the broader perspective of education and development.

**CC 1    :    Contemporary India and Education**
This course deals with conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education.

**CC 2    :    Philosophical & Sociological Perspectives of Education**
This course deals with philosophical and sociological issues and provides an opportuniy to understand and reflect on the vision of education as well as cultural context within which education operates.

**CC 3    :    Growing up as a Learner**
This course deals with individual development, nature and process of learning and an understanding of how learning and cognition are closely inter-related through out individual development process.

**CC 4    :    Teacher, Teaching and Technology**
This course deals with rules and expectations of teachers in the form of accountability and code of ethics and the nature and various aspects of the teaching process in view of the professional development of the teacher.

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**CC 5 :**         **Creating an Inclusive School**

This course deals with understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school and identify & utilize existing resourses for promoting inclusive practices.

**CC 6 :**         **Gender, School and Society**

This course deals with meaning and experience of being a boy or a girl across different social groups, regions and time-periods. It also deals with gender inequalities through a variety of institutions such as the family, caste, religion, culture, the media and popular culture, law and the state.

**CC 7 :**         **Knowledge, Language and Curriculum**

This course deals with meaning, nature and sources of knowledge, to develop the ablity of reading, comprehension and writing skills & to understand concepts and principles of curriculum development.

## Group (B): Curriculum and Pedagogic Studies- Pedagogy Courses (PC)

These courses pertain mainly to help student-teachers become effective teachers. For this, it offers the student-teachers not only reorganize one's previous understanding of one's subject of specialization but also the pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, so that they may try out evolving a few learning situations and carry them out both in simulated as well as real situations.

**PC 1 & PC 2 :**      **Pedagogy of School Subjects - I & II**

These courses intend to enable student-teachers to recognise the nature of knowledge in various subject areas (Sciences-Physical/Biological/Mathematics, Social sciences, Languages-Hindi/English/Sanskrit) and will help in developing understanding of the pedagogical requirements in various teaching-learning situations. Each student-teacher will take up two subject areas of his/her own choice.

**PC 3 :**         **Assessment for Learning**

This course intends to lead to an understanding and appreciation of the relevance of assessment the how and why of it, as well as develop necessary competence in envolving appropriate assessment modes in line with learning objectives. It also clarifies the significant shift in emphasis of the terms 'assessment for learning' as against 'assessment of learning'.

**PC 4 :**         **Optional Course – any one of the following**
      i. Educational Administration and Management
      ii. Guidance and Counselling
      iii. Environmental Education
      iv. Computer Education
      v. Health,Physical Education and Yog
      vi. Life Style Management

**PC 5 :**         **Preparation to Function as a Teacher (Teaching Skills)**

This is visualialised as a shorter-duration initial experience (5 weeks) of student-teachers to train in lesson-planning based on constructivistic approach, micro-teaching skills and playing the role of teacher in simulated condition as well as in real classroom situation. It will help him/her to prepare himself/herself as a teacher possessing teaching skills.

**PC 6   :            School Internship**

This is visualized as a longer-duration field experience (16 weeks) of student-teachers supported by relevant interactive exposures within the school. During this period he/she will teach in the school, observe and participate in the day-to-day functioning of school, prepare a Journal containing day-to-day report about all activites including evaluation tools, and condct an Action Research Project based on any school problem. It will help him/her to become a professional teacher, possessing teaching-competence.

## Group (C): Experiences for Enhancing Professional Capacities (EPC)

Apart from conceptual and practical learning gained through Core Courses (CC) and Pedagogy Courses (PC), student-teachers need to develop professional competencies and to experience the fact that the teacher is much more than someone who teaches a subject. The teacher is potentially a participant in the wider education system and he/she may play not only a proactive role in the community life of the school but also as an agent of social development and social transformation. It includes a number of experiences that will enhance the capacity of student-teachers in six essential dimensions:

EPC 1:        Strengthening Language Proficiency
EPC 2:        Art and Aesthetics
EPC 3:        Reading and Reflecting on Texts
EPC 4:        Unerstanding of ICT
EPC 5:        Scouting and Guiding
EPC 6:        Working with Community

**Task and Assiguments that run through all the courses CC 1-7 and PC 3-4.**

## Curriculum Framework for Two-Year B.Ed. Programme

| Group A: | Core Couerses (CC) | | MM | Pds/Wk |
|---|---|---|---|---|
| CC 1 : | Contemporary India and Education | | 100 | 6 |
| CC 2 : | Philosophical and Sociological Perspectives of Education | | 100 | 6 |
| CC 3 : | Growing up as a Learner | | 100 | 6 |
| CC 4 : | Teacher, Teaching and Technology | | 100 | 6 |
| CC 5 : | Creating an Inclusive School | | 50 | 3 |
| CC 6 : | Gender, School and Society | | 50 | 3 |
| CC 7 : | Knowledge, Language and Curriculum | | 50 | 3 |
| | | Total = | 550 | |

| Group B: | Pedagogy Courses (PC) | | | |
|---|---|---|---|---|
| PC 1 : | Pedagogy of a School Subject - I | | 100 | 6 |
| PC 2 : | Pedagogy of a School Subject - II | | 100 | 6 |
| PC 3 : | Assessment for Learning | | 100 | 6 |
| PC 4 : | Optional Courses: any one of the following | | 50 | 3 |

     i. Educational Administration andManagement
     ii. Guidance and Counselling
     iii. Environment Education
     iv. Computer Education
     v. Health, Physical Education and Yog
     vi. Life Style Management

| | | | | |
|---|---|---|---|---|
| PC 5 : | Preparation to Function as a Teacher | | 100 (5 weeks) | |
| PC 6 : | School Internship | | 200 (16 weeks) | |
| | | Total = | 650 | |

| Group C: | Experiences for Enhancing Professional Capacities (EPC) | | |
|---|---|---|---|
| EPC 1 : | Strengthening Language Proficiency | | 25 |
| EPC 2 : | Art and Aesthetics | | 25 |
| EPC 3 : | Reading and Reflecting on Texts | | 25 |
| EPC 4 : | Understanding of ICT | | 25 |
| EPC 5 : | Scouting and Guiding | | 25 |
| EPC 6 : | Working with Community | | 25 |
| | | Total = | 150 |

**Task and Assignments that run through all the courses**

| CC 1-7 & PC 3-4 | | Total = | 50 |
|---|---|---|---|

| | **Grand Total =** | **1400** |
|---|---|---|

## Annual Distribution of the Courses and Weightage of Marks

### Year – I

| Theory | | Max. Marks | Internal | External |
|---|---|---|---|---|
| CC 1 : | Contemporary India and Education | 100 | 20 | 80 |
| CC 2 : | Philosophical and Sociological Perspectives of Education | 100 | 20 | 80 |
| CC 3 : | Growing up as a Learner | 100 | 20 | 80 |
| CC 4 : | Teacher, Teaching and Technology | 100 | 20 | 80 |
| PC 1 : | Pedagogy of a School Subject-I | 100 | 20 | 80 |
| PC 2 : | Pedagogy of a School Subject-II | 100 | 20 | 80 |
| | | **600** | **120** | **480** |

**Field Activities Based Practicum**

| | | | | |
|---|---|---|---|---|
| EPC 1 : | Strengthing Language Proficiency | 25 | 5 | 20 |
| EPC 2 : | Art and Aesthetics | 25 | 5 | 20 |
| EPC 3 : | Reading and Reflecting on Texts | 25 | 5 | 20 |
| | Task and Assignments on CC 1-4 (Viva) | 25 | 5 | 20 |
| | | **100** | **20** | **80** |

**School Activities Based Practicum**

| | | | | |
|---|---|---|---|---|
| PC 5 : | Preparation to Function as a Teacher | **100** | **20** | **80** |

### Year – II

| Theory | | Max. Marks | Internal | External |
|---|---|---|---|---|
| CC 5 : | Creating an Inclusive School | 50 | 10 | 40 |
| CC 6 : | Gender, School and Society | 50 | 10 | 40 |
| CC 7 : | Knowledge, Language and Curriculum | 50 | 10 | 40 |
| PC 3 : | Assessment for Learning | 100 | 20 | 80 |
| PC 4 : | Optional Courses- any one of the following | 50 | 10 | 40 |

      i.   Educational Administration and Management
     ii.   Guidance and Counselling
   iii.   Environment Education
    iv.   Computer Education
     v.   Health, Physical Education and Yog
    vi.   Life Style Management

| | | | | |
|---|---|---|---|---|
| | | **300** | **60** | **240** |

**Field Activities Based Practicum**

| | | | | |
|---|---|---|---|---|
| EPC 4 : | Understanding of ICT | 25 | 5 | 20 |
| EPC 5 : | Scouting and Guiding | 25 | 5 | 20 |
| EPC 6 : | Working with Community | 25 | 5 | 20 |
| Task and Assignments on CC 5-7 & PC 3-4 (viva) | | 25 | 5 | 20 |
| | | **100** | **20** | **80** |

**School Activities Based Practicum**

| | | | | |
|---|---|---|---|---|
| PC 6 : | School Internship | **200** | **30** | **170** |

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**Two-year Bachelor of Education (B.Ed.)**
**Year wise Scheme of Examination**

**(Session: 2015-17 and onwards)**

**Year – I**

</div>

**Theory**

| Course Code | | Name of the Course | MM | IM | EM | Duration |
|---|---|---|---|---|---|---|
| I | E-101 | CC1: Contemporary India and Education | 100 | 20 | 80 | 3 Hrs. |
| II | E-102 | CC2: Philosophical and Sociological Perspectives of Education | 100 | 20 | 80 | 3 Hrs. |
| III | E-103 | CC3: Growing up as a Learner | 100 | 20 | 80 | 3 Hrs. |
| IV | E-104 | CC4: Teacher, Teaching and Technology | 100 | 20 | 80 | 3 Hrs. |
| V & VI | | Pedagogy Courses (PC 1 & PC 2) | 100 | 20 | 80 | 3 Hrs. |
| (Any two school subjects to be studied as Pedagogy Course) | | | 100 | 20 | 80 | 3 Hrs. |

These will be based on the two main subjects or the main and one of the ancillary subjects in the case of graduates and the subject offered in post-graduation which should be the same as in graduation except in the case of those who have offered the fundamental subjects like philosophy, sociology or MA (Education).

E-201 Pedagogy of Hindi
E-202 Pedagogy of English
E-203 Pedagogy of Sanskrit
E-204 Pedagogy of Social Sciences
E-205 Pedagogy of Mathmatics
E-206 Pedagogy of Physical Science
E-207 Pedagogy of Biological Sciences
E-208 Pedagogy of Computer Science
E-209 Pedagogy of Home Science
E-210 Pedagogy of commerce

| | | | 600 | 120 | 480 | |
|---|---|---|---|---|---|---|

**Field Activities Based Practicum**

| | | | MM | IM | EM | |
|---|---|---|---|---|---|---|
| VIII | E-702 | Viva- Voce Examination based on | | | | |
| | | EPC 1: Strengthening Language Proficiency | 25 | 5 | 20 | |
| | | EPC 2: Art and Aesthetics | 25 | 5 | 20 | |
| | | EPC 3: Reading and Reflecting on Texts | 25 | 5 | 20 | |
| | | Tasks and Assignments on CC 1-4 | 25 | 5 | 20 | |
| | | | **100** | **20** | **80** | |

**School Activities Based Practicum**

| | | | | | | |
|---|---|---|---|---|---|---|
| VII | E-701 | PC5: Preparation to Function as a Teacher | **100** | **20** | **80** | |

> **Two-year Bachelor of Education (B.Ed.)**
> **Year wise Scheme of Examination**
>
> **(Session: 2015-17 and onwards)**
>
> **Year – II**

**Theory**

| Course Code | | Name of the Course | MM | IM | EM | Duration |
|---|---|---|---|---|---|---|
| IX | E-301 | CC 5: Creating an Inclusive School | 50 | 10 | 40 | 3 Hrs. |
| X | E-302 | CC 6: Gender, School and Society | 50 | 10 | 40 | 3 Hrs. |
| XI | E-303 | CC 7: Knowledge, Language and Curriculum | 50 | 10 | 40 | 3 Hrs |
| XII | E-401 | PC 3: Assessment for Learning | 100 | 20 | 80 | 3 Hrs. |
| XIII | | PC 4: Optional Courses–Any one of the following | 50 | 10 | 40 | 3 Hrs. |
| | E-501 | Educational Administration and Management | | | | |
| | E-502 | Guidance and Counselling | | | | |
| | E-503 | Environment Education | | | | |
| | E-504 | Computer Education | | | | |
| | E-505 | Health, Physical Education and Yog | | | | |
| | E-506 | Life Style Management | | | | |
| | | | **300** | **60** | **240** | |

**Field Activities Based Practicum**

| | | | MM | IM | EM | |
|---|---|---|---|---|---|---|
| XV | E-704 | Viva- Voce Examination based on | | | | |
| | | EPC 4: Understanding of ICT | 25 | 5 | 20 | |
| | | EPC 5: Scouting and Guiding | 25 | 5 | 20 | |
| | | EPC 6: Working with Community | 25 | 5 | 20 | |
| | | Task and Assignments on CC 5-7 & PC 3-4 | 25 | 5 | 20 | |
| | | | **100** | **20** | **80** | |

**School Activities Based Practicum**

| | | | MM | IM | EM | |
|---|---|---|---|---|---|---|
| XIV | E-703 | PC6: School Internship | **200** | **30** | **170** | |

# Course Structure

| 1. | Course Status | Core Course (CC-1) |
|---|---|---|
| 2. | Course Number | I |
| 3 | Course Title | **CONTEMPORARY INDIA & EDUCATION** |
| 4 | Course Code | E-101 |
| 5 | Period per week | 06 |
| 6 | Weightage | 100 marks |
| 7 | Course Objectives | **To enable student teacher to-**<br>• Understand that development of education is influenced by socio-political forces of the time.<br>• Acquire the knowledge of features of education in ancient, medieval and pre-independent period in India with their strengths and weaknesses.<br>• Understand the contribution of various Committees and Commissions on education set up from time to time in India.<br>• Appreciate the developments of Indian education in the post independent period. |

# Course Contents

**Unit I:         Education in India**
• Vedic Period, Buddist Period and Medieval Period

**Unit II:        Policy Framework of Education in Pre-Independent Period**
• Macaulay's, Minutes (1835), Woods Despatch (1854), Hunter Commission (1882) and Indianisation of Education, National Education Movement, Lord Curzon Policy (1902), Gokhle Bill (1910), Sadler Commission (1917), Hartog Committee (1929), Basic Education (1937), Sargent Report (1944)

**Unit III:       Policy Framework of Education in Post-Independent Period**
• University Education Commission (1948-49)
• Secondary Education Commission (1952-53)
• Indian Education Commission (1964-66) in the context of Industrialisation
• National Policy of Education (1986) and its review (1992) in the context of Liberalization and Globalization of Indian Economy
• National Curriculm Framewok (2005)
• National Knowledge Comission (2007)

**Unit IV:       Elementary Education**
• Universalization (Provision, Enrolment, Retention, Success), Wastage and Stagnation, Education for all (Sarva Shiksha Abhiyan), Minimum Level of Learning (MLL), Review of Mid-Day Meal Programme, Kasturba Balika Yojna, RTE (2009)

**Unit V:       Secondary Education**
  • Expansion, differentiation of curricula between boys and girls, discrimination of curricula, vocationalization of education

**Unit VI:      Current Issues**
  • University autonomy, privatisation of education, commercialization of education
  • Education of marginalized groups-women, scheduled caste, tribes, minorities
  • Medium of schooling- Three Language Formula
  • Population Education.

**Tasks and Assignments (any one)**
  • Review of Mid-day meal programme
  • Review of Kasturba Balika Yojna
  • Survey of the education of the marginalized Groups – like – women, dalit, tribal, slum areas
  • Review of the New Education Policy (1986)
  • Critical analysis of any theme of the course content in about eight to ten pages

# Course Structure

| 1. | Course Status | Core Course (CC-2) |
|---|---|---|
| 2. | Course Number | II |
| 3 | Course Title | **PHILOSOPHICAL & SOCIOLOGICAL PERSPECTIVES OF EDUCATION** |
| 4 | Course Code | E-102 |
| 5 | Period per week | 6 |
| 6 | Weightage | 100 marks |
| 7 | Course Objectives | **To enable student-teachers to-**<br>• Answer three basic questions-what, why and how of the Education.<br>• Develop an understanding of contribution of Indian and Western philosophers.<br>• Build their own view about different Indian religion and respect them.<br>• Describe the role of education in desirable social change and socio-economic development.<br>• Transform one-self and society to empower people to assure responsibilities for creating sustainable future. |

# Course Contents

**Unit I:       Education and Knowledge**
- Education – meaning, nature and modes-formal, informal and nonformal
- Purposes of education-individual development or social transformation
- Knowledge-meaning and ways of knowing
- Forms of knowledge-local & universal, concrete & abstract, theoretical & practical, cContextual & texual, school & out-of-school

**Unit II:       Education and Philosophy**
- Philosophy of eEducation-meaning and significance in the context of aims of education, curriculum, methods of teaching and discipline
- Major schools of thoughts and their impact on education.
  (i) Idealism, Naturalism, Realism, Pragmatism and Humanism.
  (ii) Sankhya, Yog and Advaita philosophy

**Unit III:       Education and Society**
- Educational sociology – meaning,  nature and socialization of the child
- Education as a means of social change and social welfare
- Education as a means of human resource development and economical development.
- Meaning of a new social order and modernization of education

**Unit IV:       Educational Thoughts: Indian & Western Thinkers**
- MK Gandhi, Tagore, Aurobindo, Vivekanand, J.Krishnamurthy, Giju Bhai

- Aristotle, Socretes, Plato, Rousseau, Dewey, Froebel, Montessori

**Unit V:        Education and Values**
- Values – meaning, nature & types.
- Source of values – The Constitution of India, democracy, secularism, fundamental rights & duties, directive principles, constitutional provisions for education.
- Education for peace – issues of national and international conflicts, social injustice, communal conflicts harmony, individual alienation, role of individuals in making peace a way of life

**Unit VI:        Education for National Integration**
- National integration – meaning and need, role of teacher, institutions and cultural heritage, regional expectation and aspiration
- Role of celebration of Indian festivals

**Tasks and Assignment (any one)**
- To compare the educational ideas of any two thinkers
- To study impact of education on population-increase and un-employment in near-by village or region
- To study different cultures and identify the points of unity in diversity
- To study different religions and identify the common points of humanity and spiritualism
- Critical analysis of any theme of the course content in about eight to ten pages

# Course Structure

| 1. | Course Status | Core Course (CC-3) |
|----|---------------|--------------------|
| 2. | Course Number | III |
| 3 | Course Title | GROWING UP AS A LEARNER |
| 4 | Course Code | E-103 |
| 5 | Period per week | 6 |
| 6 | Weightage | 100 marks |
| 7 | Course Objectives | **To enable student-teacher to-**<br>• Acquire the basic principles of psychology of learners.<br>• Understand learner characteristics and implications for teaching-learning.<br>• Understand learner's mental health problems and choose appropriate strategis to cope with such problems.<br>• Apply various psychological principles and approaches to learning.<br>• Appreciate the role of psychology in the teaching-learning process. |

## Course Contents

**Unit I:        Psychology and learner**
- Psychology – its meaning, nature and scope
- Educational psychology – meaning, scope and its relevance for teachers, teaching and learning.
- Individual differences – concept & types-mentally retarded, backward, delinquent, gifted, slow learner, under-achievers, strategies to meet the differences

**Unit II:        Human Development**
- Concept & stages of development – infancy, childhood, adolescence
- Types of development- physical, cognitive social, emotional, moral with reference to Piaget.

**Unit III:        Learning**
- Concept & theories of learning and its implications – Thorndike, Pavlov, Kohler, Skinner, Lewin

**Unit IV:        Mental Health**
- Concepts and factors affecting mental health, ways of improving mental health
- Adjustment and ways for reducing maladjustment, defence mechanism

**Unit V:        Personality**
- Concept, dimensions and theories of personality- psycho-analytic, trait, type
- Measurement of personality-projective techniques

**Unit VI:**      **Intelligence and Creativity**
- Intelligence-meaning, nature and measurement
- Types of intelligence with reference to multiple intelligence and emotional intelligence, social intelligence
- Creativity – meaning, nature and measurement, techniques for fostering creativity

**Tasks and Assignments (any one)**
- Observation of adolsecent behaviour in urban slum/dalit household
- Administration and intepretation of two psychological tests- intelligence, personality, interest
- Critical analysis of school situation in terms of its role in promoting learners cognitive and non-cognitive learning output
- Preparation of learner's profile based on cognitive and non-cognitive characteristics to depict their inter and intra individual differences

## Course Structure

| 1. | Course Status | Core Course (CC-4) |
|---|---|---|
| 2. | Course Number | IV |
| 3 | Course Title | TEACHER, TEACHING AND TECHNOLOGY |
| 4 | Course Code | E-104 |
| 5 | Period per week | 6 |
| 6 | Weightage | 100 marks |
| 7 | Course Objectives | **To enable student-teachers to-** <br> • To acquire theoretical basis of educational technology and to develop awareness about recent developments in the areas of educational technology. <br> • To eqip them with various technologies to apply for improving instructional practices <br> • To develop teaching skills required for effective instructional and institutional management. <br> • To manage teaching and learning effectively and efficiently. <br> • To identify and implement instructional strategies in different teching-learning situations. |

## Course Contents

**Unit I:       Technology and Teaching**
- Educational technology-meaning, concept and types-hardware, software, systems approach,
- Types of educational technology -teaching technology, instructional technology and behavioural technology, information communication technology
- Programmed instruction- concept, principles, assumptions and types – linear and branching
- Development and validation of programmed instruction

**Unit II:       Task of Teaching**
- Phases of teaching and its operations-pre-active, inter-active & post-active
- Levels of teaching-memory, understanding and reflective

**Unit III:       Teaching Aids and Teaching**
- Teaching aids-meaning, need, types-projected, non-projected, electronic
- Multi-sensory teaching-meaning and importance
- Edgar Dale's Cone of experience
- Audio-visual equipments-OHP Projector, audio-video recording instruments, radio, television, computer, LCD projector
- Use of teaching-learning technologies – Tele-conferencing (Face to Face Distance mode of Education), language laboratory, e-mail, internet, smart classes, CAI, open educational resources (OER)

**Unit IV:** **Management of Learning and Teaching**
- Planning
- Organising
- Leading
- Controlling

**Unit V:** **Strategies of Teaching**
- Concept and classification, different teaching strategies - lecture, demonstration, heuristic, discovery, project, assignment, tutorial, group work, brain-storming, role playing, team teaching

**Unit V:** **Modification of Teacher Behaviour**

- Modification of teacher behaviour-simulation teaching, t-group training, interaction-analysis, action research, micro teaching with special reference to components of various teaching skills like -Introduction, Reinforcement, Probing Question, Stimulus Variation, Explaining, Black-Board Writing

**Unit VI:** **Professional Development of Teachers**
- Teacher evaluation, teacher autonomy, teacher accountability, code of ethics for teachers
- Strategies for professional development of teachers

**Task and Assignments (any one)**
- Operation of audio-visual aids and equipments
- Construction of programmed instructional material on any one topic
- Review of Radio/T.V. programmes of NCERT, IGNOU, UGC, etc.
- Preparation for power-point presentation on the relevance of technology in education

# Course Structure

| 1. | Course Status | Core Course (CC-5) |
|---|---|---|
| 2. | Course Number | IX |
| 3 | Course Title | CREATING AN INCLUSIVE SCHOOL |
| 4 | Course Code | E-301 |
| 5 | Period per week | 3 |
| 6 | Weightage | 50 marks |
| 7 | Course Objectives | **To enable student-teachers to-**<br><br>• Understand the concept and nature of inclusive education<br>• Understand the global and national commitments towards the education of children with diverse needs<br>• Prepare conducive teaching learning environment in inclusive schools<br>• Identify and utilize existing resources for promoting inclusive practices |

## Course Contents

**Unit I : Introduction to Inclusive Education**
- Defination, concept needs and importance of inclusive education
- Historical perspectives on education of children with diverse needs
- Difference between special education, integrated education and inclusive education
- Policies and legislations for inclusive education and rehabilitation, government scheme and provisions

**Unit II: Children with Diverse Needs**
- Definition and characteristics of children with diverse needs
- Sensory (hearing, visual and physically challenged)
- Intellectual (gifted, talented and mentally challenged)
- Developmental disabilities (autism, cerebral palsy, learning disabilities)
- Social and emotional problems
- Scholastic backwardness, under achievement, slow learners
- Children with special health problems
- Environmental / ecological difficulties
- Children belonging to other marginal groups
- Role of teachers for meeting the diverse needs of learners

**Unit III: Inclusive Education and its Practices**
- Inclusive instructional design and collaborative instruction for inclusion.
- Differentiating instruction – peer tutoring and peer mediated instruction and interventions, co-opretive learning and co-operative teaching assignments, self regulated learning

- Inclusive instruction strategies at school level- remedial help, team teaching, co-teaching, student assistance teams, buddy system, circle of friends, Parent involvement
- E-learning, web based learning and inclusive education

## Unit IV:     Inclusive Schools
- Infrastructural facilities for an inclusive school
- An ideal inclusive school
- Role of inclusive school in modern times.
- Inclusive classroom managements

## Unit V:     Teachers Role in Inclusive Education
- Qualities of an inclusive teacher
- Teachers role in shaping inclusive class room
- Inclusive teacher educator in facilitating inclusive education
- Guidance and counseling for inclusive teachers, students and principals
- Training programme for inclusive teachers

## Tasks and Assignments (any one)
- Preparing a case-study of an abnormal/deviant child/Delinquent child
- Visit to a inclusive school and prepare a report
- Design and evaluate an Inclusive education programme
- Draft a counseling program for special need child in secondary school
- Prepare a report of recent developments done in the field of inclusive education
- Prepare a research proposal related to problems of differently abled learners'
- A study of NGO promoting Inclusive education

## Course Structure

| 1. | Course Status | Core Course (CC-6) |
|---|---|---|
| 2. | Course Number | X |
| 3 | Course Title | GENDER, SCHOOL AND SOCIETY |
| 4 | Course Code | E-302 |
| 5 | Period per week | 3 |
| 6 | Weightage | 50 marks |
| 7 | Course Objectives | **To enable students-teachers to-**<br><br>• Sensitize the future teachers towards basic understanding of various key concepts of gender studies.<br>• Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical process and its interaction with class, caste, religion and region.<br>• Help them understand the contribution of women in social, economic & political development of the society.<br>• Apply the conceptual tools learn regarding gender & sexuality to understand issues related to sexual harassment at the workplace and child sexual abuse. |

## Course Contents

**UNIT I:       Gender Issues: Key Concepts**
- Gender, sex, sexuality, patriarchy, masculirity and feminism – in cross cultural perspectives
- Gender bias, gender stereotyping and empowerment
- Equity and equality in relation with caste, class, religion, ethnicity, disability and region

**UNIT II:       Gender Inequality in the Schools**
- In the structure of knowledge.
- In the development of curriculum, gender and hidden curriculum.
- Gender in text and context (text books inter sectionlity with other disciplines, classroom processes including pedagogy)
- In the class room
- In the management of school
- Teachers as agent of change

**UNIT III:       Women in Indian Society**
- Situational analysis of women in India society (focus on sex ratio pattern, education, health, work participation violence against women)
- Women's access to and participation in formal and non-formal education (gender bias in enrolment, curriculum content, dropouts)
- Participation of women in planning and decision making
- Human right and empowerment of women

**UNIT IV:     Theories on Gender and Education: In Indian Context**
- Socialisation theory
- Gender difference theory
- Structural theory
- Deconstructive theory

**UNIT V:     Gender, Sexuality, Sexual Harassment and Abuse**
- Linkage and differences between reproductive rights and sexual rights.
- 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.

**Tasks and Assignments (any one)**
- Prepare an analytical report on portrayal of women in print and electronic media
- Analysis of textual material from the perspective of gender bais and stereotype
- Field visit to school to observe the schooling processes from a gender perspectives
- Critical analysis of any theme of the course content in about eight to ten pages

# Course Structure

| 1. | Course Status | Core Course (CC-7) |
|---|---|---|
| 2. | Course Number | XI |
| 3 | Course Title | **KNOWLEDGE, LANGUAGE & CURRICULUM** |
| 4 | Course Code | E-303 |
| 5 | Period per week | 03 |
| 6 | Weightage | 50 Marks |
| 7 | Course Objectives | **To enable students teacher to-**<br>• Examine the Epistemological basic of educaton<br>• Understand the concept and principles of curriculum development<br>• Understand the formulation of new curriculum<br>• Develop the ability to read & comprehend<br>• Develop writing skill |

# Course Contents

**Unit I:       Knowledge**
- Epistemology – meaning, philosophical basic of knowledge according to Indian and Western philosophy
- Knowledge – nature and sources, validity of knowledge
- Differences between knowledge and skill, teaching and training, knowledge and iInformation, reason and belief
- Chronological review on knowledge generation, myth based faith and logical based knowledge, various structures of society and knowledge patterns and their relationship

**Unit II:       Language and Reading Comprehension**
- Need and importance
- Types of reading : skimming and scanning
- Strategies for effective reading, mechanism for reading, loud reading, silent reading
- Schema theory of reading

**Unit III:       Developing Writing skills**
- Need and importance
- Making reading writing connection
- Process and strategies of writing for children, mechanism of writing, note making, summarising
- Analysing children's writing

**Unit IV:       Curriculum and& Development**
- Meaning and concept of curriculum syllabus and units
- Curriculum development – meaning, concept stages in the process of curriculum development

- Fusion Intervation & Inter-subject co-relation

**Unit V:        Determinants of Curriculum**
- Philosophical Foundation of curriculum development in view of different schools of philosophy
- Social and political forces, cultures and cultural roots of curriculum, sociology of curriculum
- Model of curriculum development : Hilda Taba's Model
- Core curriculum, activity curriculum, interdisciplinary curriculum

**Tasks and Assignments (any one)**
- Analysis of social myths in the light of scientific values and culture.
- Critical analysis of the existing curriculum at secondary level.
- A comparative study of two syllabus – State Government/CBSE/ICSE
- Critical analysis on any theme of the course containing about 8 to ten pages.

# Course Structure

| 1. | Course Status | PEDAGOGY COURSES : PC- 1 & PC- 2 |
|----|---------------|----------------------------------|
| 2. | Course Number | V&VI |
| s3 | Course Title | TEACHING OF LANGUAGES |
| 4 | Course Code | E-201 TO E-203 |
| 5 | Period per week | 6 |
| 6 | Weightage | 100 marks |
| 7 | Course Objectives of Languages | To enable student-teachers to- <br><br> • Understand about the nature and characteristics of a language and mothertongue and the use of language. <br> • Learn about the required skill and their insterlinks for mastering a language. <br> • Understand the various approaches for planning for successful language teaching. <br> • Understand the Approaches for teaching different aspects of language. <br> • Understand about Aids and other similar available material that could be used for teaching language <br> • Practice the teachnique of obtaining feedback for self-evaluation and evaluation of student's success in learning and using the language. |

## Course Structure

| | | |
|---|---|---|
| 1. | **Course Status** | Padagogy Courses : PC1 & PC2 |
| 2. | **Course Number** | V & VI |
| 3 | **Course Title** | हिन्दी शिक्षण |
| 4 | **Course Code** | E-201 |
| 5 | **Period per week** | 06 |
| 6 | **Weightage** | 100 marks |

## Course Contents

यूनिट1 :      भाषा का स्वरूप, प्रकृत्ति एवं हिन्दी भाषा।

- भाषा का अर्थ, प्रकृत्ति एवं भाषा अधिगम के सिद्धान्त।
- मातृभाषा और राष्ट्र भाषा के रूप में हिन्दी का महत्व।
- मातृभाषा, राष्ट्रभाषा एवं विदेशी भाषा के रूप में हिन्दी शिक्षण।
- हिन्दी शिक्षण के सामान्य उद्देश्य।

यूनिट 2 :      हिन्दी का भाषा विज्ञान एवं उपयोगिता।

- हिन्दी ध्वनि विज्ञान, उसके विभिन्न अंग।
- हिन्दी रूप विज्ञान, वर्गीकरण एवं निर्माण प्रक्रिया।
- हिन्दी वाक्य विज्ञान, प्रकार एवं प्रभावी निर्माण प्रक्रिया।
- विराम चिह्न एवं उनका उचित प्रयोग।

यूनिट 3 :      भाषायी कौशल—शिक्षण, उद्देष्य एवं प्रक्रिया।

- श्रवण कौशल— अर्थ उद्देश्य एवं शिक्षण क्रियाऐं।
- वचन कौशल—अर्थ, उद्देश्य एवं शिक्षण क्रियाऐं।
- पठन कौशल— अर्थ, उद्देश्य एवं विकास हेतु उपाय।
- लेखन कौशल— अर्थ, उद्देश्य एवं शिक्षण क्रियाऐं।
- सूक्ष्म शिक्षण का स्वरूप एवं निम्न कौशलों के विकास हेतु सूक्ष्म पाठयोजना का निर्माण—
  अ.      प्रस्तावना कौशल
  ब.      प्रश्न कौशल
  स.      व्याख्या कौशल
  द.      उद्दीपन परिवर्तन कौशल

यूनिट 4 :      हिन्दी साहित्य की विधाऐं एवं उनका शिक्षण

- पाठयोजना का अर्थ एवं उपयोगिता, इकाई योजना का निर्माण एवं उद्देश्य।
- हिन्दी की निम्न विधाओं के शिक्षण का उद्देश्य, विधियाँ एवं पाठ नियोजन –
  अ.      गद्य – गहन पाठ एवं द्रुत पाठ
  ब.      पद्य

स.       व्याकरण

द.       रचना शिक्षण

- हिन्दी शिक्षण हेतु संरचनात्मक विधि की उपयोगिता।

## यूनिट 5 :       हिन्दी में दक्षता विकसित करने वाले घटक

- हिन्दी शिक्षण में सहायक शैक्षिक तकनीकी, आई0सी0टी0 एव0 अन्य उपकरणों का प्रयोग। पत्रिकाऐं, अखबार, पुस्तकालय, भाषा प्रयोगशाला, कम्प्यूटर सहायक अनुदेशन, पावर पॉइन्ट, प्रस्तुतिकरण, मृदु उपागम आदि।
- निम्न पाठ्यक्रम सहगामी क्रियाएं एवं उनका महत्व —
  परिचर्चा, वाद–विवाद, खेल, कार्यशाला, गोष्ठी, निबन्ध लेखन, स्वरचित कविता व कहानी प्रतियोगिता आदि।

## यूनिट 6 :       परीक्षण एवं मूल्यांकन

- हिन्दी में मूल्यांकन'सतत एवं समग्र
- हिन्दी में अच्छे परीक्षण की विशेषताऐं एवं परीक्षण पदों का विकास (वस्तुनिष्ठ, लघुत्तरीय, निबन्धात्मक)
- हिन्दी में निष्पत्ति परीक्षण हेतु प्रश्न–पत्र का निर्माण
- उपचारात्मक एवं निदानात्मक शिक्षण

# Course Structure

| 1. | Course Status | Pedagogy Course : PC-1 & PC-2 |
|----|---------------|-------------------------------|
| 2. | Course Number | V & VI |
| 3 | Course Title | PEDAGOGY OF ENGLISH |
| 4 | Course Code | E-202 |
| 5 | Period per week | 06 |
| 6 | Weightage | 100 marks |

# Course Contents

**Unit I :**   **Background to the Study of English**

- Role of English in the present day; position of English in the Indian school curriculum in the context of the three language formula
- English as a second Language
- Functions of language
- Linguistic principles
- Aims and objectives of teaching of English at Junior and Secondary level

**Unit II:**   **Content and pedagogical analysis**
- Teaching of prose, poetry, composition and grammar.
- Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods and material and composition and grammer.
- Preparation of micro lessons based on  the following skills :
  - (i)    Introduction.
  - (ii)    Questioning.
  - (iii)    Explaning
  - (iv)    Illustration
  - (v)    Stimulus variation

**Unit III:**   **Methods of Teaching and Skills of Teaching**
- Various approaches of teaching English; structural approach, communicative approach, holistic approach
- Difference between and 'approach' and 'method', major methods of teaching English-Grammar-cum-translation method, direct method and bilingual method
- Structural approach: meaning of structure and pattern, principles of selection and gradation of structure, presentation and practice of structure
- Latest developments in the approach and methods of teaching English including the linguistic communicative approach
- Use of ICT in teaching-learning process of English with computer-aided methods like-Power Point, Multimedia, Softwares, Webinars etc.
- Development of following linguistic skills
  - (i)    Listening and understanding
  - (ii)    Speaking

    (iii)    Reading
    (iv)    Writing
- Lesson Planning; concept importance, preparation of unit plan and resource plan
  - Prose, its importance, planning and teaching
  - Grammar, its importance, planning and teaching
  - Composition, its importance, planning and teaching
  - Poetry, it importance, planning and teaching

## Unit IV:    Teaching Aids
- Importance of instructional material and their effective use
- Use of following aids :

| | | | |
|---|---|---|---|
| (i) | Chalk board | (vii) | Record-Player (linguaphones) |
| (ii) | Flannel board | (viii) | Radio |
| (iii) | Pictures. | (ix) | Television |
| (iv) | Picture cut-out | (x) | Film and filmstrips |
| (v) | Charts | (xi) | Overhead Projector |
| (vi) | Tape-recorder. | (xii) | Language laboratory |

## Unit V :    Evaluation
- Basic principles testing English, tools and techniques of evaluation
- The meaning and significance of comprehensive and continuous evaluation in English
- Development of good test items in English (objectives type, short answer type, essay type)
- Construction of an achievement test, diagnostic testing and remedial teaching in English

## Course Structure

| 1. | **Course Status** | **Pedagogy Course : PC-1 & PC-2** |
|---|---|---|
| 2. | **Course Number** | **V & VI** |
| 3 | **Course Title** | संस्कृत–षिक्षण |
| 4 | **Course Code** | **E-203** |
| 5 | **Period per week** | **06** |
| 6 | **Weightage** | **100 marks** |

## Course Contents

### यूनिट 1 :  भाषा – स्वरूप, प्रकृति एवं महत्व

- भाषा की उत्पत्ति, विकास एवं परिनिष्ठित परिभाषा।
- भाषा के विविध रूप।
- भारतीय भाषाओं में संस्कृत का स्थान एवं त्रिभाषा सूत्र की व्याख्या।
- भाषा की प्रकृति।
- भाषा सीखने के सिद्धान्त तथा वर्तमान परिप्रेक्ष्य में संस्कृत का सांस्कृतिक एवं साहित्यिक महत्व।

### यूनिट 2 :  संस्कृत में भाषागत कौशल एवं शिक्षण उद्देश्य।

- संस्कृत का प्रारम्भिक व्याकरण–पुरूष, वचन, शब्द रूप, धातुरूप सन्धि, समास, उपसर्ग प्रत्यय।
- संस्कृत भाषा की ध्वनियाँ उनके उच्चारण स्थान (Point of articulation) एवं सूत्र, आभ्यन्तर एवं बाह्य प्रयत्न, समय एवं काल से उत्पन्न ध्वनि–भेद।
- भाषायी कौशल – उच्चारण, वाचन श्रवण, बोध एवं अभिव्यन्जन, सभी कौशलों के शिक्षण उद्देश्य, विधियाँ, कौशलों से सम्बन्धित दोष, कारण और उपचार।
- कौशलों में दक्षता प्राप्ति हेतु पाठ्येत्तर क्रियाऐं।

### यूनिट 3 :  संस्कृत साहित्य की विधाऐं एवं उनका शिक्षण।

- साहित्य की विभिन्न विधाएं, अवर माध्यमिक एवं उच्च माध्यमिक स्तर पर उनके शिक्षण–उद्देश्य, ब्लूम द्वारा दिया गया वर्गीकरण।
- संस्कृत शिक्षण की सामान्य विधियाँ।
- संस्कृत–गद्य, पद्य, व्याकरण, रचना, नाटक, द्रुतपाठ एवं निबन्ध–शिक्षण की विधियाँ एवं उद्देश्य।
- पाठ योजना के विभिन्न प्रकार एवं उनकी निर्माण–प्रक्रिया।
- संस्कृत, वर्तनी से सम्बन्धित छात्रों की सामान्य त्रुटियाँ, उनके कारण एवं निराकरण।

## यूनिट 4 :    संस्कृत पाठ्यक्रम एवं पाठ्य पुस्तकें।

- पाठ्यक्रम से तात्पर्य उसकी आवश्यकता, आधार, पाठ्यक्रम निर्माण के सिद्धान्त, पाठ्यक्रम निर्माण के समय ध्यान रखने योग्य सावधानियाँ।
- उत्तर प्रदेश में अवर एवं उच्च माध्यमिक स्तर के संस्कृत शिक्षण पाठ्यक्रम की समीक्षा एवं मूल्यांकन।
- पाठ्य पुस्तक का मूल प्रत्यय, पाठ्य पुस्तक निर्माण के सिद्धान्त, पाठ्य पुस्तक के मूल्यांकन एवं चयन की प्रक्रिया।
- उत्तर प्रदेश के विद्यालयी संस्कृत पाठ्यक्रम व शिक्षण हेतु चयनित पाठ्य पुस्तकों का मूल्यांकन।
- अच्छी संस्कृत पाठ्य पुस्तक की विशेषताऐं।

## यूनिट 5 :    संस्कृत भाषा में मूल्यांकन।

- मूल्यांकन का प्रत्यय, आवश्यकता एवं परम्परागत एवं आधुनिक मूल्यांकन।
- परीक्षणों/मूल्यांकन की प्राचीन एवं नवीन विधियाँ।
- उद्देश्य केन्द्रित (Objective Centred) परीक्षणों की निर्माण प्रक्रिया तथा परीक्षण रचना  के समय ध्यान रखने योग्य सावधानियाँ।
- अच्छे परीक्षणों की विशेषताऐं।
- विभिन्न संस्कृत विद्याओं के मूल्यांकन हेतु परीक्षण एवं उनके प्रकार।

## यूनिट 6 :    संस्कृत शिक्षण में दक्षता के प्रभावी घटक।

- संस्कृत अध्यापक की विशेषताऐं।
- संस्कृत–कक्ष, शिक्षण सामग्री के प्रकार, तकनीकी उपकरण।
- संस्कृत शिक्षण में पाठ्य सहगामी क्रियाऐं।
- संस्कृत में निदानात्मक एवं उपचारात्मक शिक्षण।
- संस्कृत शिक्षण – गृह कार्य के प्रकार एवं महत्व।
- क्रियात्मक अनुसन्धान एवं संस्कृत शिक्षण में उसकी उपयोगिता।

# Course Structure

| 1. | Course Status | Pedagogy Courses : PC-1 & PC -2 |
|---|---|---|
| 2. | Course Number | V & VI |
| 3 | Course Title | PEDAGOGY OF SOCIAL SCIENCES |
| 4 | Course Code | E-204 |
| 5 | Period per week | 06 |
| 6 | Weightage | 100 marks |
| 7 | Course Objectives | **To enable the student- teachers to-**<br><br>• Understand the concept, meaning and scope of social sciences.<br>• Get acquainted with appropriate methodology as applicable to social sciences.<br>• Prepare unit plan and lesson plan.<br>• Acquire skill in teaching social sciences.<br>• Acquire knowledge of various evaluation procedures and to device effective evaluation tools.<br>• Acquire the ability to develop instructional support materials. |

# Course Contents

**Unit I:          Nature and Scope of Social Sciences**
- Social sciences and social studies: Course subjects of social sciences - History, Civics, Geography and Economics, inter-relationship between them
- Rational for incliuding these areas in school curriculum
- Instructional objectives of teaching social sciences at secondary level

**Unit II:          Methodology for Social Science Pedagogy**
- Instructional strategies, methods of teaching social science
- Strategies for teaching social science in terms of specifics methods like Lecture, Question-Answer, Group Discussion, Project and Sourse Methods, Socialized Recitation and Supervised Study, Tutorials.
- Micro teaching skills- Introduction, Reinforcement, Probing Questioning, Stimulus Variation, Explaining, Blackboard  Writing etc.
- Selecting and using teaching aids: chalk boards, objects and specimen, histrionics, models, graphs, charts, maps, pictures, slides, films, filmstrips, audio-visual aids, projected aids: slide projectors, overhead projectors, LCD projectors
- Use of ICT in teaching-learning process of social science with computer-aided methods like-Power Point, Simulation, Softwares, Webinars etc.
- Content analysis, unit planning and lesson planning

**Unit III:          Curriculum and Text-Books**
- Place of social studies in Secondary School curriculum

- Teacher and Curriculum planning, hidden curriculum, Evaluation of curriculum, Characteristics of good text-book, Evaluation of textbooks, analysis of textbooks from peace education and environmental education perspective, gender bias in social science curriculum

## Unit IV: Social Science Teacher and co-curricular activities

- Qualities of social science teacher
- Professional development of social science teacher
- Principles of organizing co-curricular activities
- Formation and management of social science clubs
- Organizing seminars, debates, quiz, exhibition, competition, wall magazine, manuscript magazine
- Using community resources
- Organizing field trips
- Social science room

## Unit V: Transaction mode and Evaluation

- Objectives of evaluation in social science, developing a blueprint – objective, content, items
- Essay type, short answer type and objective type question in social sciences, their advantages and limitations, framing different types of questions.
- Construction of achievement test in social science
- Continuous evaluation using feedback for improvement of teaching and learning in social science
- Diagnostic testing and remedial teaching

# Course Structure

| 1. | Course Status | PEDAGOGY COURSES : PC1 & PC2 |
|---|---|---|
| 2. | Course Number | V & VI |
| 3 | Course Title | PEDAGOGY OF MATHEMATICS |
| 4 | Course Code | E-205 |
| 5 | Period per week | 06 |
| 6 | Weightage | 100 marks |
| 7 | Course Objectives | To enable the student-teachers to-<br><br>• Understand and appreciate the uses and significance of mathematics in daily life.<br>• Learn successfully various approaches of teaching mathematics and to use them judiciously.<br>• Know the methods of planning instruction for the classroom.<br>• Prepare curricular activities as per the needs.<br>• Appreciate and organize activities to develop aesthetics of mathematics.<br>• Obtain feedback both about teaching as well as students learning. |

# Course Contents

**Unit I: Entering into the Discipline**
- Meaning and nature of mathemtics, use and significance of mathematics
- Contribution of some great mathematicians - Aryabhatta, Bhaskaracharya, Ramanujam, Euclid, Pythagorus, Rene Decarte.
- Aims and objectives of teaching mathematics at secondary and senior secondary levels
- Objectives of teaching mathematics in terms of behaviour outcomes.

**Unit II: Methodology for Mathematics Teaching**
- Methods of teaching: Inductive- Deductive, Analytic- Synthetic, Problem solving, Heuristics, Project & Laboratory Method.
- Techniques of teaching: Oral, Written, Drill, Home-Assignment, Supervised study, and programmed learning technique.
- Micro teaching skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Blackboard Writing etc.
- Use of ICT in teaching-learning process of mathematics with computer-aided methods like-Power Point, Multimedia, Simulation, Softwares, Webinars etc.

**Unit III: Developing Lesson Plan, Unit Plan and Material Aids**
- Lesson plan - meaning, purpose and performa of lesson plan and its rationality
- Unit plan – meaning and purpose of unit plan
- Teaching –aids importance and classification
- Developing/preparing low cost improvised teaching aids, relevant to local ethos

- Application of computer in teaching of mathematics.

**Unit IV:** **Development of Curriculum, Text Book and Activities of Mathematics**
- Principles and rationale of curriculum development, organizing the syllabi both logically and psychologically according to the age groups of children
- Planning activities and methods of developing the substitute/ alternative material to the prescribed syllabus for completing it in due course of time
- Organization of mathematics laboratory
- Text book of mathematics- qualities of a good text book of mathematics
- Using mathematics as a game for recreation; organizing quiz programmers, skill-development in answering puzzles riddles, magic squares, word search etc.
- Learning about the short cuts mentioned in Vedic mathematics
- Development of maths laboratory

**Unit V:** **Evaluation in Mathematics**
- Meaning and needs of evaluation.
- Process of obtaining feedback and evaluation in mathematics in terms of cognitive affective and psychomotor behavioral development
- Comprehensive and continuous evaluation (C.C.E.) in mathematics
- Development of test item (short answer and objective type)
- Diagnostic testing and remedial teaching
- Preparation of an achievement test

# Course Structure

| 1. | Course Status | PEDAGOGY COURSES : PC1 & PC2 |
|---|---|---|
| 2. | Course Number | V & VI |
| 3 | Course Title | PEDAGOGY OF PHYSICAL SCIENCES |
| 4 | Course Code | E-206 |
| 5 | Period per week | 06 |
| 6 | Weightage | 100 marks |
| 7 | Course Objectives | To enable student-teachers to-<br>• Develop a broad understanding of the principles and procedures used in modern physical science education.<br>• Develop their essential skill for practicing modern physical science education.<br>• Develop their skills necessary for preparing international accessories.<br>• Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs for lesson.<br>• Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives |

# Course Contents

**Unit I:        Concept, Nature and Importance**
- Meaning and nature of physical science, path tracking discoveries and land mark development in science, impact of science on modern communities, globalization and science
- Justification for including science as a subject in school curriculum, eminent Indian and world Scientists - an introduction, professions in the area of science

**Unit II:        Aims and Objectives of Teaching Physical Science**
- General aims and objectives of teaching physical science at secondary and senior secondary school stage, instructional objectives with special emphasis on Bloom's taxonomy
- Concept of entering and terminal behavior, defining desired outcomes (statements of objectives) for different levels of education like primary, upper primary, secondary and senior secondary.

**Unit III:        Methodology of Teaching Physical Science**
- Methods - Lecture, Demonstration, Lecture-cum Demonstration, Heuristic, project, Laboratory, Problem Solving
- Techniques – Team-Teaching, Computer Assistance Teaching
- Excursion, science – museums, science – club, science – fair, science projects

- Micro teaching skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black Board-Writing etc.
- Use of ICT in teaching-learning process of physical sciences with computer-aided methods like-Power Point, Multimedia, Simulation, Softwares, Webinars etc.

**Unit IV:       Curriculum and Instructional Material Development**

- Meaning, definition and principles of curriculum construction and its types
- Curriculum organization using procedure like concentric, topical, process and integrated approaches, adaptation of the curriculum according to the local needs  and the availability of local resources.
- Development of physical science curriculum at different stages of school education e.g. primary, upper primary, secondary and senior secondary
- Current trends in science curriculum.
- Preparation, selection and use of teaching aids
- Curriculum accessories and support material - text books, journals, hand books, student's workbook, display slide, laboratory materials.

**Unit V:       Content Analysis and Lesson Planning**
- Content analysis, pedagogical analysis of content (Taking an example of any one topic of physical science). Following points should be followed for pedagogical analysis –
    - Identification of minor and major concepts
    - Listing behavioral outcomes
    - Listing activity and experiments
    - Listing evaluation procedure
- Developing unit plans and lesson plans

**Unit VI:       Evaluation in Physical Science Teaching**
- Evaluation: meaning and needs, formative and summative evaluation
- Process of development of tests for measuring specific outcomes - cognitive outcomes, affective outcomes and psychomotor outcomes.
- Diagnostic testing and remedial teaching
- Preparation of achievement test, development of improvised apparatus

# Course Structure

| 1. | Course Status | PEDAGOGY COURSES : PC-1 & PC-2 |
|---|---|---|
| 2. | Course Number | V & VI |
| 3 | Course Title | PEDAGOGY OF BIOLOGICAL SCIENCES |
| 4 | Course Code | E-207 |
| 5 | Period per week | 06 |
| 6 | Weightage | 100 marks |
| 7 | Course Objectives | **To enable student-teachers to-**<br>• Develop broad understanding of principles and knowledge used in biology science.<br>• Develop their essential skills for practicing biological science.<br>• Know various approaches and methods of teaching life science.<br>• Lesson planning of biological science properly.<br>• Prepare tools for evaluation in biological sciences. |

# Course Contents

**Unit I :      Nature, Concepts and Importance**
- History and nature of biological sciences
- Importance of biological science for environment, health and peace
- Interdisciplinary linkage of biological science and other school subjects
- Value of biological sciences in our lives
- Four Indian eminent biologists and their discoveries

**Unit II:      Objectives of Teaching Biological Sciences**
- General aims and objectives of teaching biology difference between aims and objectives, Bloom's taxonomy of educational objectives
- Writing objectives in terms of learning outcomes (behavioural term) for different levels of school teaching VIII, IX and X classes-RCEM approach of writing objectives

**Unit III:      Exploring learning**
- Inductive and deductive approach, different methods and techniques of teaching biological sciences
- Teacher centered approaches-lecture, demonstration, lecture cum demonstration
- Child centered approach-project method, heuristic problem solving, assignment
- Use of ICT in teaching-learning process of biological sciences with computer-aided methods like-Power Point, Simulation, Softwares, Webinars etc.
- Micro-teaching skills- Intoduction, Explaining, Probing questioning, Illustration, Stimulus variation, Blackboard writing etc.
- Analysis of content, preparing unit plan, lesson plan

**Unit IV:        Learner Centered School Curriculum**
- Principles of development of biological science curriculum, trends in biological sciences curriculum.
- Analysis of text books and biology syllabi of NCERT and U.P. State VIII, IX asnd X classes.
- Importance and type of teaching aids, use of audiovisual aids and improvised apparatus in teaching biology, biology laboratory
- Biology museum, biology club, field trips, acquarium herbarium and vivarium exhibition

**Unit V :        Concept of Evaluation and Measurement**
- Meaning and nature of evaluation and measurement
- Tools and techniques of evaluation in biological science
- Characteristics of a good test-reliability, validity, usability and norms of a test
- Esay type, short answer and objective type tests, their merits and demerits
- Concept of formative, summative and diagnostic test
- Construction of achievement test
- Diagnostic testing and remedial teaching

## Course Structure

| 1. | Course Status | PEDAGOGY Course :PC-1 & PC-2 |
|---|---|---|
| 2. | Course Number | V & VI |
| 3 | Course Title | PEDAGOGY OF COMPUTER SCIENCE |
| 4 | Course Code | E-208 |
| 5 | Period per week | 06 |
| 6 | Weightage | 100 marks |
| 7 | Course Objectives | **To enable student-teachers to –** <br><br> • Develop a broad understanding of the principles and procedures used in computer science education. <br> • Develop their skills necessary for preparing international accessories. <br> • Know the methods of planning instruction for the classroom. <br> • Learn successfully various methods of teaching computer science and use them judiciously. <br> • Manage introduction activity in such a way that the vast majority of the learner attains most of the objectives. |

## Course Contents

**Unit I:        Historical Perspectives, Aims and Objectives of Computer Science**
- Historical development of computer (hardware and software)
- Present status of computer science as a school subject.
- Significance of teaching computer science at secondary/senior secondary schools
- Aims and objectives of  teaching computer science-
  - Aims and Objectives of teaching computer science
  - Classification of educational objectives (Bloom's taxonomy)
  - Statement of specific objectives in behavioral terms

**Unit II:        Development of Curriculum in Computer Science**
- Principles and rationale of curriculum development, organizing the syllabi both logically and psychologically according to the age groups of children.
- Organization of Computer Science Laboratory.
- Text book of Computer Science - qualities of a good text book of Computer Science.

**Unit III:        Methods of Teaching Computer Science**
- Lecture method, demonstration-cum-discussion method, personalized instruction method
- CAI technique, Hands on experience, Video Technology, Power Point Presentation, Software, Webinars etc.
- Co-operative learning approach, systems approach, multimedia approach
- Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Blackboard-Writing etc.

**Unit IV:** **Unit Planning, Lesson Planning and Teaching Aids**
- Meaning and definition of unit plan and lesson plan
- Importance and steps of planning a lesson.
- Need, Importance, preparation and using of teaching aids in computer science
- Organization of computer laboratory

**Unit V:** **Basic Processes in Computer Science**
- Basic programming
- Data representation
- Computer organization
- Operating environment
- Computer network

**Unit VI:** **Evaluation in Computer Science**
- Meaning and importance of evaluation.
- Comprehensive and continuous evaluation (CCE) in computer science
- Development of test items objective type, short answer type, essay type
- Preparation of an achievement test
- Analysis and interpretation of test results
- Diagnostic testing and remedial teaching

# Course Structure

| 1. | Course Status | PEDAGOGY Course : PC-1 & PC-2 |
|---|---|---|
| 2. | Course Number | V & VI |
| 3 | Course Title | PEDAGOGY OF HOME SCIENCE |
| 4 | Course Code | E-209 |
| 5 | Period per week | 06 |
| 6 | Weightage | 100 marks |
| 7 | Course Objectives | **To enable student - teachers to-**<br>• Understand the nature and scope of Home Science.<br>• Acquaint with the objectives of teaching Home Science in secondary and higher secondary schools.<br>• Acquire skills in planning a lesson with reference to methods and instructional materials and processing it effectively.<br>• Understand the various methods and techniques that can be employed in the teaching of Home Science.<br>• Develop a practical understanding of the technology of teaching Home Science and giving them practice in the use of various aids relating to the technology of teaching.<br>• Get an insight into the organization of co-curricular activities like Home Science clubs and home science exhibition. |

# Course Contents

**Unit I:        Concepts**
- The concept of home science: meaning and components; place of home science in secondary education
- Job opportunities in home science
- Aims and objectives of teaching of home Science
- Correlation of home science with other school subjects

**Unit II:        Pedagogical Analysis**
- Foods, nutrition and health
- Child care
- Fiber and fabric
- Home management-importance of planning, principles of budget making
- Hygiene and sanitation

**Unit III:        Methods of Teaching**
- Method of teaching as applied to home science
    - Teacher centred methods-lecture, demonstration
    - Child centred method-laboratory, project, assignment, discussion

- Micro-teaching skills-Intoduction, Explaining, Probing Questioning, Illustration, Stimulus variaton, Blackboard writing, etc.
- Use of ICT in teaching-learning process of home science with computer-aided methods like-Power Point, Multimedia, Simulation, Softwares, Webinars etc.

## Unit IV:       Equipments of Teaching
- Development and designing of curriculum
- Teaching aids-classification and importance
- Concept of Unit and lesson plan, preparation of unit and lesson plan
- Development of text books
- Planning of space and equipment for home science laboratory

## Unit V:       Evaluation
- Evaluation in home science-meaning and importance of evaluation
- Characteristics of a good evaluation device
- Comprehensive and continuous evaluation
- Evaluation devices-written, oral, observation, practical work, assignment
- Diagnostic testing and remedial teaching

# Course Structure

| 1. | Course Status | PEDAGOGY Courses :PC-1 & PC-2 |
|---|---|---|
| 2. | Course Number | V & VI |
| 3 | Course Title | PEDAGOGY OF COMMERCE |
| 4 | Course Code | E-210 |
| 5 | Period per week | 06 |
| 6 | Weightage | 100 marks |
| 7 | Course Objectives | **To enable student - teachers to-** <br><br> • Acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy <br> • Understand lesson planning and evaluation aspects in teaching Commerce and Accountancy <br> • Apply the knowledge in analyzing higher secondary Commerce and Accountancy contents in terms of the techniques and aids for the purpose of teaching Commerce and Accountancy <br> • Develop skills in the preparation of lesson plan and construction of evaluation tools using the suitable techniques <br> • Develop interests in learning recent developments in Commerce and Accountancy <br> • Develop a desirable positive attitude towards the teaching of Commerce and Accountancy. |

## Course Contents

**Unit I:        Concept, Aims and Objectives of Commerce Teaching**
- Meaning and scope of commerce as a subject, place of commerce in Indian school
- Meaning of Commerce education and historical development of commerce education in India
- Aims of commerce education
- Objectives of commerce education at High school and Intermediate levels (vocational & academic)
- Instructional objectives -meaning, importance and specification of instructional objectives in behavioural terms (with respect to Bloom's Taxonomy)

**Unit II:        Methods of Commerce Teaching**
- Lecture and discussion methods
- Project method
- Problem solving method
- Approaches of book-keeping teaching (journal approach, ledger approach, cash-book & equation approach)

- Plans of commercial practice teaching (rotation, office model, battery and co-operative plan).
- Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Blackboard-Writing, etc.
- Use of ICT in teaching-learning process of commerce with computer-aided methods like-Power Point, Simulation, Softwares, Webinars etc.

**Unit III:     Techniques and Teaching Aids**
- Techniques of commerce teaching-questioning and demonstration
- Text book of commerce teaching
- Commerce room
- Teaching aids in commerce
- Co-curricular activities in commerce

**Unit IV:     Curriculum, Correlation with other Subjects, Commerce Teacher and Lesson Planning**
- Curriculum in commerce (i) principles of curriculum construction (ii) critical evaluation of High School syllabus
- Correlation of commerce with other subjects (i) need and importance (ii) correlation with maths, geography and economics
- Commerce teaching (i) profile of a good commerce teacher (ii) professional growth of a commerce teacher
- Lesson Planning-meaning, need,  importance and types
- Unit and resource planning

**Unit V:     Evaluation in Commerce**
- Concept, scope and importance of evaluation
- Tools and techniques of evaluation and characteristics of a good test
- Construction and administration of an achievement test
- Diagnostic testing and remedial teaching

# Course Structure

| 1. | Course Status | PEDAGOGY Courses : PC-3 |
|----|---------------|-------------------------|
| 2. | Course Number | XII |
| 3 | Course Title | ASSESSMENT FOR LEARNING |
| 4 | Course Code | E-401 |
| 5 | Period per week | 06 |
| 6 | Weightage | 100 marks |
| 7 | Course Objectives | **To enable student-teachers to-**<br><br>• Become cognizant of key concepts such as measurement and evaluation, assessment, test examination, formative and summative evaluation etc.<br>• Be exposed to different kinds of assessment that aid student learning.<br>• Learn the different characteristics of standardize test-reliability, validity, norms, etc.<br>• Relate and use statistics in educational setting. |

# Course Contents

**Unit I :       Assessment and Evaluation**
- Concept of measurement and evaluation, test assessment, examination, formative & ssummative evaluation, open book examination,  grading, cummulative grade point average(CGPA), choice based criedt system(CBCS)
- Purposes of assessment in a 'constructivist' paradign, distinction between Assessment for Learning & 'Assessment of Learning'
- Feedback for furthering learning, progress and profile of learner

**Unit II:       Assessment tools**
- Quantitative and qualitative Tools.
- Contructing an achievement test- blue-print, item-analysis, try out
- Standardization of test – objectivity, reliability validity, norms

**Unit III:       Techniques of Test Conduct**
- Importance of establishment of report with the students
- Security of tests and testing material
- Arranging the seat and distribution of question for minimum pilguage and copying
- Techqnique of avoiding guessing in answering objective questions
- Introducing flexibility in examination
- Improving quality and range of questions including school-based credits
- Role of ICT in eExamination

**Unit IV:       Data and Measures of Central tendency**
- Data: meaning and types, frequency distribution, graphic representation, percentage

- Central Tendency – Mean, Median, Mode.

**Unit V :         Measurs of Variability and Correlation**
- Range, quartile deviation, mean deviation, standard deviation, percentile
- Rank- order method, pearson's correlation

**Unit VI:         Normal Probability Curve**
- Meaning, characteristics and use of NPC

**Tasks and Assignments (any one)**
- Determination of reliability and validity of any self made test
- Preparation of blue-print of an achievement test
- Construction of objective type test, unit test, and a annual examination paper of both teaching subjects

# Course Structure

| 1. | Course Status | PEDAGOGY COURSE : PC-4 (OPTIONAL COURSE-ANY ONE ) |
|---|---|---|
| 2. | Course Number | XIII |
| 3 | Course Title | EDUCATIONAL ADMINISTRATION AND MANAGEMENT |
| 4 | Course Code | E-501 |
| 5 | Period per week | 03 |
| 6 | Weightage | 50 marks |
| 7 | Course Objectives | **To enable student-teachers to-**<br><br>• Acquaint the student teaches with the concept and concerns of educational administration.<br>• Develop an understanding of the role of the headmaster and the teacher in school management.<br>• Enable the students to understand to concept at importance of communication and its possible barriers in educational administration.<br>• Enable the student teacher to critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area.<br>• Acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation. |

## Course Contents

**Unit I :      Concept of Educational Administration**
• Concept of educational management human beings as inputs, process and product inputs
• Nature, objectives and scope of educational administration

**Unit II:       Basic Functions of Administration**
• Planning, organizing, directing and controlling
• Maintenance of discipline, control management
• Co-ordination and growth development
• Supervision and inspection, defects in the present supervision and inspection.
• Scope of educational supervision, types of supervision, providing guidance, leadership function, crisis in management, decision making

**Unit III:      Communication in Educational Administration**
• Role of communication in effective management and administration
• Methods of communication
• Barriers of communication in educational administration
• Overcoming barriers to communication and effective communication in educational administration

**Unit IV:        Management of Schools**
- Role of headmaster in planning of school activities approaches to management-manpower approach, cost benefit approach, social demand approach, and social justice approach
- Involvement of other functionaries and agencies in the preparation of a plan
- Delegation of authority and accountability
- Role of the headmaster in monitoring, supervision and evaluation
- Role of headmaster in motivating the staff, in resolution of interpersonal conflicts
- Role of the headmaster in creating resources and managing financial matters
- Optimum use of available resources for growth and development of the school
- Staff development programmes.
- Role of teachers in school management and administration

**Unit V:        Educational Administration in the State**
- The administrative structure in the field of education in the state
- Control of school education in the stage a critical analysis
- Functions of the state government in relation to secondary and higher secondary schools
- Functions of the board of secondary education in controlling secondary schools
- Problems of secondary school administration in government schools

**Task and Assignments**
- A study of leadership style of headmaster of High School of the district
- A study of infra-structure facilities like Black Board, Furniture, Electricity, Drinking water, ICT in number of schools
- A survey/project on any related problem
- Critical analysis of any theme of the course content in about eight to ten pages

## Course Structure

| 1. | Course Status | PEDAGOGY COURSE : PC-4 (OPTIONAL COURSE-ANY ONE ) |
|----|----|----|
| 2. | Course Number | XIII |
| 3 | Course Title | **GUIDANCE AND COUNSELING** |
| 4 | Course Code | E-502 |
| 5 | Period per week | 03 |
| 6 | Weightage | 50 marks |
| 7 | Course Objectives | **To enable student-teachers to-**<br>• Develop an understanding of the need and importance of career information for the pupils.<br>• Identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils.<br>• Develop an understanding of how one's ability, interests and aptitudes are related to world of work.<br>• Know about the importantance of developing the right attitude and values at every stage of education. |

## Course Contents

**Unit I :       Meaning and concept of Guidance**
• Concepts, need and importance of guidance
• Principles of guidance, procedure of guidance (steps)
• Types-educational, vocational and personasl
• Counselling-need functions and types
• Observation, interview and sociometry as techniques of guidance

**Unit II:       Meaning and concept Counseling**
• Concepts, need andimportance of counseling
• Principles of counseling, counseling process and role
• Directive, non directive and elective counseling
• Lectures, discussions and dramatic as techniques of counseling

**Unit III:       Meaning and concept Career Information**
• Meaning of career and career information components of career information.
• Occupational information, information about education and opportunity and personal-social information.
• Aims to study career information at different levels
• Career information: sources, method of collection, classification and filling-up of information and evaluation of the information

### Unit IV: Career Information and Training

- Information about education and training opportunities of primary, elementary and secondary levels of school

### Unit V: Career Information and School

- Personal-social information at every school level

### Tasks and Assignments

- Prepare a student profile in terms of intelligence, intrests, aptitude, personality and self-concept and giving him/her proper vocational Guidance
- A survey /project on any related problem
- Critical analysis of any theme of the course content in about eight to ten pages

# Course Structure

| 1. | Course Status | PEDAGOGY COURSE : PC-4 (OPTIONAL COURSE-ANY ONE ) |
|---|---|---|
| 2. | Course Number | XIII |
| 3 | Course Title | ENVIRONMENT EDUCATION |
| 4 | Course Code | E-503 |
| 5 | Period per week | 03 |
| 6 | Weightage | 50 marks |
| 7 | Course Objectives | **To enable student-teachers to-**<br><br>• Enable the student teacher understand about the concept of environmental education.<br>• Develop in the student teacher a sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.<br>• Develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.<br>• Develop reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature.<br>• Enable the students to understand about the various measures available to conserve the environment for sustaining the development. |

# Course Contents

**Unit I :** **Basic Concept and Nature of Environment**
• Meaning, scope and nature of environment, natural and man-made environment
• Ecosystem-structure, function and components.
• Energy flow in ecosystem-food chains, food webs and ecological pyramids.
• Introduction and chracteristic feature of-forest, grass land, desert and aquatic ecosystem.

**Unit II:** **Natural Resourses and Associated Problems**
• Forest resourses – use and overexploitation. Deforestation-cause, effects and remedy
• Water resourses- use and overexploitation of surface and ground water, rain water harvesting and watershed management.
• Mineral resourses-use, exploitation and conservation, effect of mining on man and environment
• Food resourses- world food problems-changes caused by agriculture and overgrazing, effect of modern agriculture, fertilizers, pestisides, water logging and salinity.
• Energy resourses- growing energy need renewable and non-renewable energy sources, conservation and alternate energy sourses

**Unit III:** **Biodiversity and its conservation**
• Meaning and values of biodiversity, India as a mega diversity nation

- Threats to biodiversity-habitat loss, poaching of wild life, man wildlife conflicts
- Conservation of genetic diversity, an important environment priority: learning to live in harmony with nature

## Unit IV:        Environment Issues and Its Preventive Measures
- Causes and effects of environmental hazard, global and local environmental pollution and its remedies, Air, Water, Soil, Marine, Noise, Thermal and Nuclear Pollution
- Climate change- Global Warming, Acid Rain, Ozone layer depletion, Piller Melting.
- Natural disasters-Flood, Earthquake, Cyclone and Land slides.

## Unit V :        Environment Management
- Salient features of environmental awareness through education, programmes of environmental education for secondary school children
- Programmes of environmental education for attitude changes among the children
- Environmental ethics and values
- Environmental acts, rule and regulations
- National efforts-Ministry of Forest and Environment, government plans, action and policies
- Role of school in environmental conservation and sustainable development

## Task and Assignments (any one)
- To submit a report after surveying a typically degraded area and to suggest necessary remedial measures with latest statistical data. The area of this task is to include any one of the following topics :
    - Noise Pollution
    - Water Pollution
    - Air Pollution
    - Deforestation
- Role of the pollution control boards
- Role of voluntary organizations
- Critical analysis of any theme of the course content in about eight to ten pages

# Course Structure

| 1. | Course Status | PEDAGOGY COURSE : PC4 (OPTIONAL COURSE-ANY ONE ) |
|----|---------------|---------------------------------------------------|
| 2. | Course Number | XIII |
| 3 | Course Title | COMPUTER EDUCATION |
| 4 | Course Code | E-504 |
| 5 | Period per week | 03 |
| 6 | Weightage | 50 marks |
| 7 | Course Objectives | **To enable student-teachers to-** <ul><li>Acquire knowledge of computers, its accessories and software.</li><li>Understand the basics (fundamentals) of preparing a computer.</li><li>Acquire the skills of operating a computer in multifarious activities pertaining to teaching</li><li>Understand features of MS Office and their operations</li><li>Develop skill in using MS-Word, Power points and Spread sheets.</li><li>Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.</li><li>Appreciate the value of CAI/CML packages on optional subjects and use them in class room instruction.</li><li>Acquire skill in accessing World Wide Web and Internet and global accessing of information. integrate technology in to classroom teaching learning strategies</li><li>Develop a broad understanding of the principles and procedures used in computer education.</li></ul> |

# Course Contents

**Unit I:      Meaning, Definition and Historical Perspectives of Computer**
- Meaning and definition of computer
- Historical perspective
- Computer generations and its classification
- Block diagram of a computer Peripherals, and working of a computer

**Unit II:      Computer Hardware**
- Input devices: keyboard, mouse, joystick, touch screen, touch pad, magnetic ink character reader, optical mark reader, bar code reader, scanner, web camera etc.
- Output devices: monitor printers (line, serial, dot matrix, inkjet, and laser).
- Primary storage devices: RAM ROM and its types.
- Secondary storage devices: FDD, HDD, CD, DVD, Pen Drive (USB).

**Unit III:        Binary Arithmetic and Data Representations:**
- Decimal and binary number system
- Representation of characters
- Integers and fractions in computers
- Films point representation and floating point representation

**Unit IV:        Computer Programmes**
- MS-WINDOWS
- MS-WORD
- SPREADSHEET
- POWER POINT
- INTERNET

**Unit V:        Computers in Education**
- Computer application in educational institutions-
    - Academic activities
    - Administrative activities
    - Co-curricular activities
    - Examination work
    - Research activities
    - Library
    - Class room teaching

**Task and Assignments**
- Develop computer based learning packags in science/mathematics/social science/language
- Survey /Project on any related problem
- Critical analysis of any theme of the course content in about eight to ten pages

# Course Structure

| 1. | Course Status | PEDAGOGY COURSE : PC-4 (OPTIONAL COURSE-ANY ONE ) |
|----|---------------|---------------------------------------------------|
| 2. | Course Number | XIII |
| 3 | Course Title | HEALTH, PHYSICAL EDUCATION & YOG |
| 4 | Course Code | E-505 |
| 5 | Period per week | 03 |
| 6 | Weightage | 50 marks |
| 7 | Course Objectives | **To enable student-teachers to-**<br>• Introduce the student teacher with the concept of wholistic health and various dimension and determinants of health.<br>• Acquaint them to school health programmed its importance.<br>• Sensitize the student teacher towards physical fitness & its importance.<br>• Help them acquire the skills for assessment of physical fitness.<br>• Introduce them to the philosophical bases of Yoga.<br>• Understand the process of stress management through Yoga education.<br>• Acquire the knowledge of teachniques of performing yogasana and develop the skill for the same. |

# Course Contents

**Unit I:      Health**
- Introduction, defination and meaning of health
- Dimension of health
- Determinants of health
- Importance of balance diet
- School health programme and role of teacher in development of health

**Unit II:      Physical Education**
- Introduction, definition and meaning of physical education
- Objectives of physical education.
- Scope of physical education and allied areas in physical education
- Need and importance of physical education in different level of school

**Unit III:      Physical Fitness**
- Definition, meaning type and factors of physical fitness
- Factors affecting physical fitness
- Benefits of physical fitness
- Importance of physical activities at school level
- Assessment of physical fitness

**Unit IV:        Concept of Yoga and Ashtang Yog**                    54
- Yoga meaning concept and importance
- Mis-concept of yog
- Eight disciplines of Yog-Ashtang Yog
- Precautions to keep in mind while performing Yogasan
- Different types of Yogassans & their techniques of practicing

**Unit V:        Meditation, Pranayam and Stress Management**
- Pranayam: meaning, nature and relationship with mind
- Different types of Pranayam; kapalbhati; Bhastrika Pranayam, Surya Bhedan Pranayam, Chandrabhedan Pranayam, Anulomvilom Pranayam
- Meditation: nature, procedure and importance
- Stress: meaning, reasons, role of Yog in stress management

**Tasks and Assignments (any one)**
- Assessment of Health Related Physical-Fitness (HRPF)
  - Body Composition : Body Mass Index (BMI) & waist Hip Ratio (W.H.R.)
  - Cardio-Respiratory endurance
  - Muscular strength and endurance
  - Flexibility
- Yogasana, Pranayam and Shudhi kriya organized at school level
- Critical analysis of any theme of the course content in about eight to ten pages

# Course Structure

| 1. | Course Status | PEDAGOGY COURSE : PC-4 (OPTIONAL COURSE-ANY ONE ) |
|----|----|----|
| 2. | Course Number | XIII |
| 3 | Course Title | LIFE STYLE MANAGEMENT |
| 4 | Course Code | E-506 |
| 5 | Period per week | 03 |
| 6 | Weightage | 50 marks |
| 7 | Course Objectives | **To enable student-teachers to-**<br>• Identify their life styles<br>• Manage the challenges of day to day life.<br>• Developing a successful personality. |

## Course Contents

**Unit I:        Basics of Lifestyle**
- Daily routine
- View of life
- Goal and ideal of life
- Values and commitment

**Unit II:        Identifying your Lifestyle**
- Self-evaluation
- Creative potentials
- Positive mental attitude
- Behavior skills and relationship

**Unit III:        Crisis of Lifestyle Management**
- Refined view of life
- Stress-(causes/effect)
- Negative emotions
- Lack of self leadership

**Unit IV:        Process of Lifestyle Management**
- Change thinking pattern
- Developing ideal routine
- Creative and positive use of negativity
- Spiritual practices

**Unit V:        Dimensions of Personality**
- Physical
- Mental
- Emotional
- Spiritual

**Unit VI:        Developing Personality Potential**
- Physical well-being
- Intellectual strength
- Emotional maturity
- Purity of thought and action

**Unit VII:       Persoality skills**
- Self-assessment techniques
- Adjustment skills
- Creative reading and writing skills

**Unit VIII:      Successful Personality**
- Self awareness
- Self-confidence
- Creative excellence
- Emotional intelligence

**Unit IX:        Refinement of Personality**
- Inner health
- Spiritual insight
- Devotion to duty
- Life of integrity

**Tasks and Assignments (any one)**
- Diary writing
- Swadhyay (self-study)
- Meditation
- Creative writing
- Self presentation
- Critical analysis of any theme of the course content in about eight to ten pages

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**Practicum: Course - VII, VIII, XIV &XV**

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## PC 5: Preparation To Function as a Teacher (Teaching Skills)   (E-701)

During the first year, the teacher-preparation programme will offer the training amounting to a minimum of 5 weeks. This will include:

- **One week workshop on Lesson-Planning** based on constructivistic apporach (Covering different aspects like theory of lesson-planning, questioning, Defective Questions, Developing Question, How to put Question, How to receive Answers, Discipline, Role of Eye-control, etc.).
- **One week workshop on 'Micro-Teaching'** (atleast 5 teaching skills will be mastered in each Pedagogy course like-Introduction, Reinforcement, Probing Question,  Stimulus Variation, Explaining etc. ).
- **One week Practice-Teaching in Simulated condition** in each Pedagogy course. During this phase every student-teacher will **teach atleast 5 lessons**. These lessons will be observed by subject-supervisors
- **Two week Practice-Teaching in Real-Class room situation in a school**. For it, the student-teachers will be attached to a particular school as 'School Attachment', where they will deliver their lessons. During this phase every student-teacher will **teach atleast 25 lessons**. These lessons will be observed by peers as well as by subject-supervisors daily, which will provide them feedback for the modification of their behavior.

This shorter period is to provide the student-teachers adequate exposure to have a 'feel' of dealing with teaching-learning. It will help him/her to develop the basic teaching skill required to deal with students effectively in classroom.

## PC 6:      School Internship (Teaching Competence)     (E-703)

In the second year, there shall be a minimum of 16 weeks of intensive engagement with the school in the form of School Internship. For this, the student-teachers will go for 'School Placement', during which their role in the school is something like an apprentice and they shall work as a regular teacher & participate in all the school activities including planning, teaching and assessment, interacting with school-teachers, & children to understand the school in totality its philosophy & aims, organisation and management, the life of a teacher, the needs of the physical, mental and emotional development of children. They will be engaged in school functioning in all its aspects in consultation with the School-mentor, like-

- Participating in various 'out-of-class room' activities in school.
- Organizing events eg., cultural activities, debates, games, quiz, essay-competition, drama, etc.
- Preparation of School calendar, time-table, assessment schedule, evaluation tools etc.
- Preparing a suggested comprehensive plan of action for some aspect of school improvement.

School-Internship shall be designed to lead to the development of 'Teaching Competence of a professional, teacher dispositions and sensitivity.

Duiring internship, student-teachers will be provided opportunities to teach in government and private schools with systematic support and feedback from the faculty. During

this period, student-teachers will be actively engaged in teaching at school and will participate in day-to-day activities of school.

It is important that the student-teachers will consolidate and reflect on their teaching experience during the school-internship.

- Student-teachers will maintain a **Journal (A Diary)** in which he/she records one's experiences and observations, etc. daily.
- Student-teachers will maintain a **Portfolio** of all the activities like-details of daily-teaching eg., topic, date, class, objectives of teaching, resources used, assessment tools, homework given, etc.
- Student-teachers will **teach at least 30 lessons** during internship period**.** These lessons will be observed by their mentors in the school.
- Student-teachers will work on an **Action Research based Project** on any Educational problem of School, which will be selected in consultation with the concerned faculty supervisor.

## Final Presentation

At the end of School-Internship each student-teacher will be expected to present

- **The Journal** – Containing day-to-day report about different activities, like-teaching, events, etc. mentioned above.
- **The Portfolio** - Containing evidences (proof) of different activities and events in the form of different photographs, etc.
- **The Project Report** -Containing the data, analysis and interpretation based on Action Research conducted by him/her.
- **Presentation of Teaching through ICT** - on any topic of school subject.

These four activities will be included in the evaluation of School-Internship.

- The Journal of 50 marks
- The Portfolio of 50 marks
- The Project Report of 50 marks
- Presentation of teaching through ICT on any topic of school subject of 50 marks

## Group C: Enhancing Professional Capacity
## EPC Courses

## EPC 1: Strengthening Language Proficiency

### (Code: E-702)

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's capacity in language proficiency is thus a vital need of student-teachers irrespective of the subject area that they are going to teach.

**Objectives:** **To enable student-teachers to-**
- Strengthen the ability to read correctly
- Strengthen the ability to pronunciate
- Strengthen the ability to write correctly
- Strengthen the ability to communicate correctly

**Activities**

One or two workshops on Language proficiency course on Hindi and English of 7-10 day each may be organized. It may course the following content –

- हिन्दी भाषा (1) वर्ण—स्वर व व्यंजन ध्वनि, मात्राएं (2) शब्द — पर्यायवाची व विलोम शब्द (3) शब्द रचना—सन्धि, समास, उपसर्ग, प्रत्यय (४) रूप विचार— संज्ञा, सर्वनाम, विशेषण, क्रिया क्रियाविशेषण, आदि (5) वाक्य विचार—विराम चिन्ह, आदि (6) रचना—पत्र, प्रार्थना पत्र, निबन्ध कहानी आदि।

- English Language – (i) Alphabet-Vowel & Constant sounds (ii) word-synonym & Anatonym (iii) Word Formation (iv) Parts of Speech – Noun, Pronoun, Adjective, Verb, Adverb, etc. (v) Sentence – Punctuation & Analysis (vi) Composition-Letter, Application, Essays, Story, etc.

## EPC 2: Art and Aesthatics

### (Code: E-702)

The need to integrate arts education in the formal schooling of our students is to retainour unique cultural identity in all its diversity nd richness. The National curriculum Framework (2005) reminds us that the school curriculum must integrate varios domains of knowledge with a deep relationship between head, heart &hand so that the curriculum encompasses all and is not separated from the co-curricular or extra-curricular.

**Objectives: To help student-teachers to-**
- Gain direct experiences
- Develop motor skill
- Make students believe in the dignity of labour
- To nurture children's creativity and aesthetic sensibilities.

**Activities**

An artist or artisam may be invited to organize a workshop on Art & Aestretics. The student-teachers may be asked to prepare atleast 5-items of different categories-
- Paper meshing

- Pot Decoration
- Wall hanging
- Paper cutting
- Flower making
- Candle Making
- Stiching
- Knitting
- Embroidery
- Soft toys making
- Paper framing
- Weaving or printing of textiles
- Making of poster
- Making of Rangoli
- Making of Puppets etc.

## EPC 3: Reading and Reflecting on Texts

## (Code: E-702)

This course will serve as a foundation to enable student-teachers to read and respond to a variety of texts in different ways depending on the purposes of reading, like-personal or creative or critical or all of these.

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

- Develop study – habits
- Develop skill of reading &writing
- Develop skill of summarization
- Develop skill of note-taking.

**Activities**

Student-teachers are expected to sit in the library regularly and to review at least 10-books of different categories in about 500 words each. These may be as follows –

- Review of text books related to core courses
- Review of reference Book related to core courses
- Review of Text Books related to Pedagogy courses
- Review of Reference to Book related to Pedagogy courses.
- Review of Policy Documents, Autobiography, Commission Reports, etc.
- Review of studies about school, historical books and other educational miscellaneous books.

## EPC 4: Understanding of ICT

## (Code: E-704)

Preparing teachers to use technology in a classroom is an important step of ICT enabled education in the country. This course will focus on moving beyond computer literacy and ICT aided learning, to help student-teachers interpret and adabt ICTs in the teaching-learning process.

**Objectives: To enable student-teachers to-**
- Have a basic familiarity with computers
- Understand & appreciate ICT as an effective learning tool for learners
- Understand ICT as an emormous functional support to teachers.

**Activities**

A workshop on ICT for 10-15 days way be organized or a provision of one period/week may be made daily in the time-table to learn and to practice in computer labs. Student-teacher sare expected to learn the following:

- Use of radio and audio media in script writing, story-talling, etc.
- Use of TV & video in education
- Use of news paper in education
- Functional knowledge of operating computers- word processing, power point, excel, etc.
- Effective browsing of the internet for selecting relevant information.
- Downloading relevant material
- Competencies in developing software
- Developing PPT slide show for classroom use
- Use of available software or CDs with LCD projection for subject learning interactions
- Generating demonstrations using computer software.

# EPC 5: Scouting and Guiding

## (Code : E-704)

This is an international programme to develop social-sensitivity and to make students dutiful towards the nation & the world so that they may serve the humanity.

**Objectives: To enabler student-teachers to-**
- Develop the characteristics of good citizenship.
- Develop world Peace.
- Develop two feeling of dignity of labour.
- Make students self-reliant
- Develop the physical, mental & spirtual powers.

**Activities**

This can be achieved through organizing a scouting camp of 6-7 days to impart training in-
- First-aid against fracture, snake bite poision, electric current, etc.
- Using safety-measures against fire, chemicals, electrical equipments, etc.
- Using compass & maps.
- Using different types of knots
- Constructing a bridge, etc.
- Different types of physical exercise etc.

## EPC 6: Working with Community

## (Code: E-704)

This programme gives opportunity to attach with and to solve the problems of the community to make the student-teachers sensitive and aware about the society.

**Objectives:    To enable student-teachers to-**
- Develop social-sensitivity among student-teachers
- Develop sympathy with the poor and the people below-poverty-line.
- Develop awareness about the environment.
- To have the positive attitude toward the neglected class.

**Activities:**

This can be achieved by organizing a number of programme for the welfare of the community, like –
- To educate the dropouts and adults (Literate India)
- To educate the people of slum areas to take the nutritious diet. (Quit Mal-nutritious).
- To make the people learn the importance of small family norm (chota pariwar sukhi pariwar)
- To make the people learn the importance of the girls-child & its education for the Family and the society (Beti Bachao Beti Padhao)
- To motivate the people to grow more plants (Green India)
- To motivate the people to keep the city and the public places clean (Clean India)
- To motivate the people to save river and ponds (Clean Water)