

**CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR-208024**

**DEPARTMENT OF EDUCATION**

**BACHELOR OF EDUCATION (B.Ed.) - Two Year Programme**

**Syllabus**

w.e.f.- 2015-16(as revised on 07-11-2015)

**FIRST YEAR**

**PAPER - I PHILOSOPHICAL PERSPECTIVES OF EDUCATION**

**Paper Objectives**

To enable the pupil teacher to -

- understand the process and purpose of Education .
- analyze the process and purpose of Education.
- critically evaluate the philosophical context of Education.
- construct the knowledge in real life situations and act upon it.
- reflect upon different philosophical Schools of Thought.
- understand the vision of Indian thinkers on practical aspects of Philosophy.
- follow the ways of nurturing values and inculcating human duties.

**Unit I Nature of Education**

- Meaning, Nature and scope of education.
- Liberal and utilitarian education.
- Aims of education
- Individual and Social aims of education.

**Unit II Philosophy and Education**

- Meaning , Nature and Scope of Philosophy and its relationship with Education .
- Indian philosophical thoughts and their contributions to educational practices –
- Vedant Darshan and education.
- Jainism and Education.
- Buddhism and Education.
- Islam and Education

### **Unit III Major philosophical schools: Salient features and impact on education.**

- Idealism
- Realism
- Naturalism.
- Pragmatism
- Humanism

### **Unit IV Indian thinkers and their contributions to Education.**

- Philosophical and Educational thoughts of Swami Vivekananda, Shri Aurbindo Ghosh, Mahatma Gandhi ,Rabindra Nath Tagore , J. Krishnamurti

### **Unit V Western educational thinkers and their contribution in the development of Education**

- Philosophical and Educational thoughts of Plato , Rousseau , Pestalozzi , Frobel , John Dewey

### **Practicum/ Internal assessment**

- A study of one philosopher with a view to study his/her contributions to present educational practices. 5 Marks
- Power point presentation of one topic in the class. 5 Marks
- Survey of any one Eminent Educational Institute and Submission of detailed report 5 Marks

### **SUGGESTED READINGS**

- A. S. Thakur and Abhinav Thakur : Teacher in Emerging Indian Society – Agarwal Publication Agra
- Brubacker J.S. ,Modern Philosophies of Education, New Delhi, Surjeet Publication
- Harry Schofield, Philosophy of Education An Introduction, New York, Rutledge Library editions.
- N.R. Swaroop Saxena and Shikha Chaturvedi , “Teacher in Emerging Indian Society” R.lal Book Depot Meerut,.

- Raman Bihari Lal and Shrimati Sunita Palodh “ Educational Thought and Practice ,” R.lal Book Depot, Meerut
- Ram Shakal Pandey and Rana Balwant: Teacher in Developing Indian Society; “Sri Vinod Pustak Mandir Agra.
- S.M. Yunus Khan and Dr. Karan Singh; “Teacher in Emerging Indian Society.-Govind Prakashan, Lakhimpur Kheri
- J.S.Ross, Ground work of Educational theory

## **PAPER - II      SOCIOLOGICAL PERSPECTIVES OF EDUCATION**

### **Paper Objectives**

To enable the pupil teacher to -

- Understand Contemporary Indian society and education
- Diversity , Inequality and marginalization in society and the implications for education
- Policy frameworks for public education in India.
- The importance and role of education in the progress of Indian society.
- study education in a sociological perspective. The process of social change and the socialization to promote the development of a sense of commitment to teaching profession and social welfare.
- Think his/her role in the creation of a new social order in the country and learn about various social welfare opportunities in which they can participate helpfully.
- Know the means and measures towards the promotion of national integration and protection of human rights.

### **Unit I**

- Sociological basis of education: The new social order, emerging trends in Indian society, concept of social diversity in terms of religion, culture, languages, castes, tribes, religions etc.

- Establishing unity in diversity for peaceful and collective living. Secularism and education, education as a tool of economic development, Education & Social and cultural change.

## **Unit II**

- Knowledge about the Indian constitution: Preamble, fundamental rights and duties of citizens and directive principles of the state policies, articles related to education.
- Constitutional values related to aims of education in the context of constitutional promise of freedom, justice, equality and fraternity.
- Education and Democracy.

## **Unit III**

- Equality of educational opportunities in terms of gender, caste, tribes, disabled and minorities.
- Issues and concepts relating to inequality, discrimination and marginalization that stands in the way of Universalization of education.
- Means and measures taken for eradication of illiteracy: Distance Education, Continuing Education, Education for socially, culturally and economically deprived, Population Education, Women Empowerment through education, concept of inclusive education.

## **Unit IV**

- National and Emotional integration – Role of Educational Institutions and teacher in achieving them.
- International understanding and globalization.
- Role of teacher in linking school with society.

## **Unit V**

- Right to Education, Sarva Shiksha Abhiyan (SSA), Role of teachers in context to universal and inclusive education.
- Policy frame work for public education in India – the implementation of policies and actual shaping of school education in contemporary India.
- New welfare programmes: National Literacy Mission (NLM), Mid-Day Meal scheme (MDM), Common School System, Kasturba Gandhi Balika Vidyalaya ( KGBV), Ashram Paddhati School

## Practicum/ Internal assessment

- Assignment on extension work in a community 5 Marks
  - Related to- literacy , Health and Hygiene
  - Population Education and Environmental Awareness.
- Power point presentation of one topic in the class. 5 Marks
- One project on any one New Welfare programme 5 Marks

## SUGGESTED READINGS

- A.S. Thakur :Teacher in Emerging Indian society ,Agarwal Publication Agra
- Batra, P.(2005) Voice and Agency of teachers : Missing link in national curriculum framework 2005. Economic and Political weekly, 4347-4356
- Castells , M.(2011) The rise of network society : The information age : Economy , Society and culture (Vol. I,II,III) John Wiley & sons.
- Haseen Taj : Current Challenges in Education ,Neel Kamal Publication PVT.LTD.
- Ghosh, S.C. (2007) History of education in India , Rawat publications .
- Govt. of India (2009) The right of Children to free and compulsory education act 2009
- Nambissan , G.B.(2009) Exclusion and discrimination in school experiences of Dalit children , Indian institute of Dalit Studies and UNICEF.
- Pathak A. (2013 ) social implication of schooling ; knowledge, Pedagogy and consciousness. Aakar books
- SheelaMangala : Teacher Education Trends And Strategies., Radha Publication New Delhi
- UNESCO (2009) Policy guidelines on inclusion in education.
- रामशकल पाठडेय , डा. ममता चतुर्वेदी : उदीयमान भारतीय समाज म िश क, अ वाल पि लके शन आग रा -2
- रामशकल पाठडेय : उदीयमान भारतीय समाज म िश क , अ वाल पि लके शन आग रा

## PAPER –III

## PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

## **Paper Objectives**

To enable Pupil teachers to

- Acquire knowledge and understanding of stages of human development and their developmental tasks
- Understanding the process of children learning in the context of various theories of learning.
- Understanding intelligence, motivation, adjustment and various types of exceptional children.
- Develop skills for effective teaching learning process and use of psychological test.

### **Unit I: Educational Psychology and Development of Learner.**

- Meaning, nature, scope, methods and functions of educational psychology.
- Human development as a resultant of interaction between individual potential and external environment.
- Role of heredity and environment on socialization process.
- Characteristics and problems of adolescent with their needs and aspirations. Concept of child centered and progressive education with relevant ideas of Piaget, Kohlberg, Erikson and Vygotsky.

### **Unit II: Learning and Motivation.**

- Meaning and Nature of learning, laws of learning, factors for facilitating learning and teaching.
- Learning theories – Pavlov, Skinner, Piaget and Rogers. Cognitive based learning difficulties.
- Concept and kinds and theories of transfer of learning.
- Nature of motivation, types, theories and techniques for enhancing motivation.

### **Unit III: Teaching Learning Process**

- Role of teacher in teaching-learning process as a transmitter of knowledge, facilitator, Guide, co-learner in different psychological perspective of learning.
- Nature and characteristics of instincts – Cognitive, Affective and Conative aspect of learning.

- Nature of Teaching
- Learning Difficulties in Classroom Practices.

#### **Unit IV: Intelligence**

- Nature, characteristics and development of Intelligence.
- Types of intelligence – Emotional and Multidimensional.
- Theories of intelligence – Two factor, multifactor theories and SI model.

#### **Unit V: Personality**

- Meaning, nature, types and development of personality.
- Trait theories of personality and factors effecting personality.
- Characteristics of well adjusted person and methods of adjustment.
- Mental conflict and methods of resolving the conflict.

#### **Unit VI: Exceptional children**

- Concept and types of exceptional children and characteristics of each type including with children with learning disabilities.
- Dimensions of difference in psychological attributes – cognitive abilities, interest, aptitude and creativity.
- Learner centered techniques of teaching exceptional children.
- Inclusive Education: Concept

#### **PRACTICUM / INTERNAL ASSESSMENT –**

- |   |                |
|---|----------------|
| • Administration and Interpretation of two psychological tests. | 10 (5+5) Marks |
| • Power point presentation of one topic in the class            | 5 Marks        |

#### **SUGGESTED READINGS**

- Dececco, J.P.: The Psychology of Learning and Instruction Prentice Hall of India, Pvt. Ltd. New Dehli. 1977

- Gage, N.L. & D.C. Berliner Educational Psychology McNally College Publishing Co., Chicago.
- Gronlund, N.E. Educational Measurement & Evaluation Prentice Hall, INC, N.J.
- Lefrancois, G.R. Psychological and Human Learning Kangors Report. Book/Cole Publishing Co. Monterey, California
- Lortan, J.W. & B.L. Walley Introduction to Early Childhood Education D.Van Norstand Co. New York
- Lovel, K. An Introduction to Human Development Scott, Foresman And Co. London
- Morse, W.C. & G.M. Wingo Psychological & Teaching (3rd ed.) P.B. Tarporewal Sons & Co. Pvt. Ltd. Bombay
- Mortuza, V.R. Applying Norm- And Criterion Referenced Measurement in Education, Allyn And Bacon, Inc, London
- Oven, Steven et. Al. Educational Psychology: An Introduction. Little, Brown & Co. Boston
- Pandey, B.B. & Singh, Rajesh Mapan, Mulyankan Avam Prarambhic Sankhyaki,
- Patel, R.N. Educational Psychology Himalayan Publishing House Mumbai
- Thorndike, R.L. & E.P. Hagan Measurement And Evaluation In Psychology. And Education, (III ed) Wiley Eastern Ltd. New Delhi
- Yelon, Stephen, L. Etal A Teachers World- Psychological In the Classroom McGraw Hill Kogakusha Ltd, Tokyo

## **Curriculum & Pedagogic Studies**

### **PAPER- IV & V PEDAGOGY OF BIOLOGICAL SCIENCE**

#### **Paper Objectives-**

To enable the pupil teacher to

- Develop a broad understanding of the principles and procedures used in Biological Science education.

- Developing their skills necessary for preparing Biological Science education in modern society.
- To construct different plans according to need.
- To devise the instructional Design of biological science properly.
- Appraise the biological paradigm in understanding of the subject.
- Use different methods to teach different concepts.

## **UNIT- I       BASICS OF BIOLOGICAL SCIENCE**

- Nature of modern science, impact of science on society, globalization and science, Justification of including science as a school subject, socio cultural perspectives of biological science , worlds eminent scientists and their path tracking discoveries.
- Pedagogy of Biological Science – Integration of knowledge about the learner, The subject discipline, social context of learning, and researches related to different aspects of learning.
- Different branches of biological science , relation with other subjects ,
- Constructivism in teaching Biological Science, Vygotskiyan Perspective.

## **UNIT -II       AIMS AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE**

- Taxonomy and approaches of educational objectives in biological science.
- Objectives in biological science- Blooms Taxonomy and revised Blooms taxonomy.
- Process and product outcomes.
- Concept of entering and terminal behavior.

## **UNIT- III PLANNING FOR INSTRUCTION**

- Unit plan, year plan and lesson plan
- Ability to convert an unit plan into lesson plan
- Use of teaching-learning material (Audio-Visual aids)
- Improvised apparatus: significance and preparation
- Use of LCD projector and power point presentation

- Use of Bruner's models as concept attainment and advance organizer models in Teaching of Biological science.
- Planning and Implementation of strategies in Teaching concept – Evaluation Approach

#### **UNIT- IV      TEACHING OF BIOLOGICAL SCIENCE**

- Inductive-Deductive approach
- Edger Dale's con of experiences.
- Major models & methods for Science Instruction- formal & non-formal and co-curricular approaches Lecture cum demonstration, Heuristic, Discussion, Project, Problem Solving, laboratory and Experimental method.
- Innovative Teaching practices in Biological science.

#### **UNIT- V      CURRICULUM ORGANIZATION AND LEARNING RESOURCES**

- Principles and approaches for curriculum development, curricular framing according to local needs.
- Text Books, Science journals, handbooks, other resource materials for Teaching Biological science.
- Organization of Biology laboratory.

#### **UNIT VI      EVALUATION IN BIOLOGICAL SCIENCE**

- Measurement and Evaluation- Importance and purpose.
- Types of evaluation
- Achievement Test construction, administration and scoring.
- Characteristics of a good test
- Measuring specific behavioral outcomes- Cognitive, Affective and psychomotor outcomes.
- Diagnostic testing and remedial teaching.

#### **UNIT VII PROFESSIONAL DEVELOPMENT OF A BIOLOGY SCIENCE TEACHER**

- Professional development programmes for a bioscience teacher- Participation in seminar, conferences, online sharing membership of professional organizations, Collaboration of school with colleges, universities and other institutions,

## Practicum/ Internal assessment

- Microteaching 10 Marks

**Any one from the following** 5 Marks

- Construction, Administration and Evaluation of an Unit Test
- Preparation of One Improvised apparatus /  
Low Cost Material aid / Working Model

## SUGGESTED READINGS

### Reports

- Government of India New Delhi National Policy on Education -1986, Modified in 1992
- NCERT New Delhi
  - Improved science teaching in school
  - Guideline and syllabi for secondary stage (IX-X) -1988

### Books

- "०. जे. , विव्ानिश ण (21 वींशता दीके िलए) : विनोदपु\*तकमि+दरआग रा -2 के . सद
- डा. एस. के . मंगल , , ीमतीश-ामंगल:  
जैिविकिव्ानिश ण  
, इटरनेशनलपि लिशिंग हाउसमेरठ 250001 , लॉयलबकिडपोमेरठ
- शौले+दभूषण , जीविव्ानिश ण: अ वालपि लके शन
- Shrivastava, H. S. &J.P. Shourie : Instructional Objectives of school subjects NCERT New Delhi-1989.
- Bhatiya K. &Bhatiya B.D.: The principles and method of teaching, Doaba House, 1680 NaiSarak, Delhi-6
- Sharma K. D. and Singh T.P., New Course: Science and Technology (text book for class VII and VIII), New Delhi, Arya Book Depot, 2003.
- Tony L.Matt c, Bernie k. and Judith T.(2010): teaching science safe publication India Pvt. Ltd.

## Paper Objectives

To enable the Pupil teacher to

- Develop broad understanding of principles and knowledge used in physical science education.
- Develop their essential skills for practicing physical science education.
- Know various approaches and methods of teaching physical science.
- Prepare lesson planning of physical science properly.
- Manage instructional activity in such a way that the vast majority of the learner attain most of the objectives.

### **Unit-I Structure and Nature of Science**

- Structure of science: Facts ,Concepts , Hypothesis , Theory , Law.
- Nature of science: Basic principles
- Correlation of science with other subjects
- Relationship between science technology and Society.

### **Unit-II Aims and Objectives of Teaching Physical Science**

- Aims and objectives of teaching physical science at secondary level.
- Blooms taxonomy and revised blooms taxonomy of educational objectives.
- Writing instructional objectives.

### **Unit-III Instructional Approaches**

- Models of teaching: Scientific Inquiry, concept attainment and Cognitive growth .
- Approaches in science teaching- inductive-deductive constructivist.
- Method of science teaching-Lecture cum demonstration method , Project method ,Heuristic method, Laboratory method.
- Innovative instructional method : Tutorial, Seminar, Brain Storming ,Micro – Teaching, Programmed teaching , Team Teaching.
- Practical applications of computers for a science teacher .

### **Unit-IV Planning of Instruction**

- Unit planning
- Lesson planning: basic elements, characteristics & significance
- Teaching learning materials and improvised apparatus importance and construction.
- Evaluation: types of tests (Oral, Written and Practical),Construction of items ,Qualities of a good test , Blue print, construction and administration of achievement of test.
- Diagnostic testing and remedial teaching
- Action research

### **Unit –V Science Curriculum and Resources of Learning**

- Definition of curriculum and principles of organization .
- Organization of Science Laboratory.

- Curriculum frameworks and Policy Documents (NCF,2005;IEC,1964;NEP,1986): Implications for science curriculum and instruction.
- Appraisal of the existing school science curriculum.
- Curriculum accessories and support materials – Journals hand books, Student work book , Display slides , Laboratory materials , Audio –Video support material .

#### **Unit- VI**

- oC-curricular Activities:Science club , Science exhibition ,Science fair,Excursions and Science library.
- Science laboratories :Setting and Importance
- Text book of science : Criteria for evaluation .
- Quality of a good science teacher

#### **Practicum/ Internal assessment**

- Microteaching 10 Marks

**Anyone from the following 5 marks**

- Construction, Administration and Evaluation of an Unit Test
- Preparation of One Improvised apparatus /Low Cost Material aid  
/ Working Model

#### **SUGGESTED READINGS**

- Sood , J.K.(2003), vigyanshikshan (for the 21<sup>st</sup> century ) agra : vinodpustakmandir
- National policy of education (1986) new delhi : MHRD
- Mohan radha (2010). Innovative science teaching prentice hall of india new delhi
- Tony L.,Mattc,Bernie k . and Judith T.(2010) teaching science safe publication India Pvt Ltd.

#### **PAPER-IV&V**

#### **PEDAGOGY OF MATHEMATICS**

#### **Paper Objectives -**

To enable pupil-teachers to

- Understand the nature, characteristics and development of Mathematics.
- Understand the aims and objectives of teaching Mathematics.
- Improve their competencies in teaching of mathematics.
- Explain approaches and methods of Mathematics teaching.
- Develop and use of various teaching aids.

- Understand the basic principles of Curriculum Organization.
- Understand the application of appropriate evaluation techniques in mathematics.

## **UNIT – I Nature Of Mathematics**

- Mathematics: Meaning concepts, characteristics, scope, History of Mathematics with special emphasis on teaching of mathematics. Concept formation with special reference to Piaget.
- Contribution of Indian (Aryabhatta, Bhaskaracharya I & II, Leelavati, Ramanujan and Harish Chandra) and Foreigner Mathematician (Euclid, Pythagoras and Rene Decarte)
- Nature of Mathematics-Pure and applied Mathematics, role of Induction & Deduction, intuition and logic in Mathematical thinking, language of Mathematics
- Correlation of Maths with other school subject.
- Relation and difference between mathematics and scientific knowledge , Values of teaching mathematics.

## **UNIT – II Aims And Objectives of Mathematics teaching**

- Aims & objectives of teaching Mathematics at secondary level.
- Need for establishing general objectives, objectives in terms of instruction and behavior,
- Writing specific objectives and teaching points of various content area of mathematics.
- Bloom's taxonomy & revised blooms taxonomy. Herbaert & Evaluation approach, NCERT approach

## **UNIT- III Psychology of learning mathematics:**

- Teaching of mathematical concepts and its principles, comparing and contrasting by giving comparing and contrasting by giving counter examples.
- Recreational aspect of mathematics- Mathematical Games, Puzzles, Riddles, Magic Squares, and Word search
- Encouraging learners for probing queries, appreciating dialogue among peer group, promoting students confidence (carrying out some examples from Mathematical Content areas).
- Maths Club, Maths Laboratory, Text book, in mathematics.
- Qualities of good mathematics teacher, short cut mutinied in Vedic mathematics.

## **UNIT – IV Approaches and strategies**

- Approaches of teaching mathematics – Inductive, Deductive, Analytical Synthetic, Heuristic, Project, Laboratory, Problem Solving, Strategies and Tactics for developing mathematical aptitude in students.
- Innovative approaches – Team Teaching, Micro Teaching supervised CAI, programmed Instruction.
- Techniques of teaching mathematics- Oral work, Written work, Homework, Questioning, Drill work, Assignment, Cooperative Learning, Brainstorming, Concept Mapping .

#### **UNIT – V Curriculum Development in Mathematics**

- Curriculum– Meaning, Objectives, Principles its Types
- Organizing it both logically and psychologically according to age group of children curricular choices at different stages of school mathematics.
- Pedagogical analysis of various topics in Math's i.e. Arithmetic, Algebra Geometry etc. curriculum frame work according policy (National Curriculum Frame work 2005, IEC 1964, NPE 1986).
- Evaluation of Mathematics curriculum at different stages,
- Defects of existing mathematics curriculum.

#### **UNIT – VI Planning , Assessment and Evaluation**

- Meaning and Importance of lesson plan
- Performa of lesson plan (Herbart , Bloom ,RCEM and NCERT approaches)and its rationale for unit plan and year plan.
- Developing low cost improvised teaching aids relevant to local ethos.
- Evaluation process of obtaining feedback and evaluation in Mathematics its importance.
- Assignments, Achievement tests in terms of psychomotor, cognitive and affective behavioral developments.
- Construction of achievement test, diagnostic test , speed and power test.

#### **Practicum/ Internal assessment -**

- Microteaching 10 Marks
- **Anyone from the following** **5 marks**
- Construction, Administration and Evaluation of an Unit Test
- Preparation of One Improvised apparatus /  
Low Cost Material aid / Working Model

#### **SUGGESTED READINGS**

- Aggarwal, J.C.(2001). Principles, Methods and Techniques of teaching. New Delhi: Vikas Publishing House Pvt. Ltd.
- Arora, S.K.(2000). How to Teach Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.
- Bishop, G.D.(1965). Teaching Mathematics in the Secondary School. London: Collins Publication.
- Bhasin, Sonia (2005). Teaching of Mathematics- A practical Approach. Mumbai :Himalaya Publishing House
- Butler H. Charles and Wren F. Lynwood. (1996). the Teaching of Secondary Mathematics. New York: The Maple Press Company
- Dececco, J.P. and Crawford, W. (1977). The psychology of learning and Instruction. New Delhi: Prentice Hall of India Pvt. Ltd.
- Jain, S.L. GanitShikshan. Jaipur : Rajasthan Granth Academy, 1973
- Kapur, J.N. (2002). Suggested experiments in school mathematics. New Delhi: Arya Book Depot.
- Kulshreshtha, A.K. (2008). Teaching of Mathematics Meerut: R. Lall Books Depot.
- Mangal, S.K. (1981). A Text Book on Teaching of Mathematics. Ludhiana: Prakash Brothers Educational Publishers.
- NCERT, A Text Book of content-cum-methodology of teaching Mathematics, New Delhi :NCERT
- Shah, G.B. (1964) New Dimensions in Teaching Mathematics. Baroda : Faculty of Education and Psychology,
- Sharma, N.R. *Ganit Shikshan, Kyun aur Kaise*. Agra : Ratan Prakashan Mandir
- Siddhu, K.S. The Teaching of Mathematics. New Delhi : Sterling Publication, 1982

## **PAPER-IV&V PEDAGOGY OF SOCIAL SCIENCE**

### **Paper Objectives**

To enable the pupil teacher to :

- Appreciate the importance of integrating the knowledge through multidisciplinary approach.

- Develop the keen insight of using different strategies, methods and skills for transfer of knowledge.
- Develop the competence of instructional planning.
- Develop the skill of using teaching-learning resources and creating instructional material competently.
- Develop the competence of evaluating and assessing the learning of students
- Bloom into a confident teacher having authority on subject-matter and its transaction.

### **Unit I- Social Science As An Integrating Area of Study: Context and Concerns**

- Rationale of including certain Subjects under Social Science
- Difference between Social Science and Natural Science
- Uniqueness and Interdependence of Disciplines under Social Science
- Objectives of teaching Social Science

### **Unit II - Instructional Strategies---Methods and Models**

- Methods : Lecture, Project, Socialized Recitation, Source, Supervised Study
- Models: Different Types, Socialized Interaction Model ----Group Investigation, Social Inquiry, Jurisprudential Inquiry and Laboratory Method Models

### **Unit III - Lesson Planning**

- Lesson Planning- Herbartian, Evaluation, NCERT and RCEM Approaches
- Unit Plan
- Year Plan

### **Unit IV- Teaching-Learning Resources and Aids in Social Science**

- Resources : Primary and Secondary, Library, Natural flora and fauna, People, Institutions
- Aids: Atlas, Maps, Globe, Charts, Models, Graphs, Visuals and Audio-Visual
- OHP, LCD, Visualizer, Interactive Boards, Multi-Media and Internet

### **Unit V - Assessment and Evaluation**

- Purpose, Types, Characteristics, Techniques and Tools of Evaluation, Diagnostic Evaluation, Remedial Teaching, Continuous and Comprehensive Evaluation (CCE)
- Testing Cognition and Testing Performance, Open Book Tests: Strengths and Limitation

### **Unit VI – Social Science Text Books and Question Papers**

- Critical Analysis of a Social Science Textbook with reference to Syllabus and perspective of Student
- Critical Analysis of any Social Science Question Paper with reference to testing subject specific understanding and skill

## **Unit VII – Teaching-Learning of Geography and Economics**

- Knowledge of Key Concepts of Geography and Economics subjects at secondary school level
- Skill development of using Globe ,Atlas, Reference books and Text books, drawing Maps, analyzing data from Field Visits, News, Documents, Journals and Magazines
- Interlinking the subject knowledge in such a way that pupil teachers use it in handling the social issues in a sensible and responsible manner

## **Unit VIII – Teaching-Learning of History and Civics**

- Knowledge of Key Concepts of History and Civics subjects at secondary school level
- Skill development of analyzing Primary and Secondary Data of historical importance critically , developing oral and written expression and using Timeline in class teaching of History
- Using Social Inquiry Approach and Observation Method for collecting field research data on Local Government Bodies and political institutions and interpreting the data for understanding political and civic processes

### **Practicum/Internal Assessment**

- Microteaching 10 Marks
- **Anyone from the following 5 marks**
- Construction, Administration and Evaluation of an Unit Test
- Preparation of One Improvised apparatus / Low Cost Material aid / Working Model

### **SUGGESTED READINGS**

- Bossing,N.L.(1952): Teaching in secondary schools, New Delhi, Amrind Pub.
- Brown ,J.W. , lewic, R.B. and Harceroad F.F. (1977); A V Instruction technology, Media and methods(5<sup>th</sup> edition) McGraw hill book company.
- Dale , E.(1969): Audio-Visual Methods in teaching, New York, Holt, Rinehart and Winston.
- G. S. Verma : Samajik Vigyan Shikshan , Meerut, Loyal Book Depot
- Gurusharan Das Tyagi : Samajik Adhyayan ka Shikshan, Agra, Agrawal Publications
- J.C. Agarwal (2006) Teaching of social studies ( 4<sup>th</sup> edition), Noida, Vikas Publication House.

**PAPER-IV&V**

**PEDAGOGY OF HINDI LANGUAGE**

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- Hkk'kk ijpk e fgUnh Hkk'kk rRok dk le>kuk
- Jo.k] Hkk'k.k] okpu ,o y[ku lEcU/kh Hkk'kk;h dk''kyk de le>kuk
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- Microteaching 10 Marks

Anyone from the following 5 marks

- Construction, Administration and Evaluation of an Unit Test
- Preparation of One Improvised apparatus / Low Cost Material aid / Working Model
- Remedial work in speech training-Practice in effective speech, oral skills, speech recoding practice and improvement.

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#### PAPER-IV&V

#### PEDAGOGY OF ENGLISH LANGUAGE

##### Paper Objectives

To enable to student-teacher understand about

- The nature, characteristics and the use of English language.
- The required skilled and their interlinks for mastering a language.
- The various approaches for planning for successful language teaching.
- Approaches for teaching different aspects of language.
- Aids and other similar available material that could be used for teaching language.
- The techniques of obtaining feedback for self-evaluation and evaluation of student's success in learning and using the language.
- The study of semantic aspect, the phonetic aspect, the graphic aspect and the phonetic – graphic aspect.
- A sound knowledge of teaching technology of the language.

##### UNIT- I General consideration

- Role of English in Present day India

- Position of English in the School Curriculum
- Objectives of Teaching English as a second Language ,
- General and specific objectives of Teaching English In Schools
- Principles of Language Learning And Teaching
- Methods of teaching English—Translation Method, Direct Method, Bilingual Method , Structural Method

## **UNIT II Teaching Element of English Language**

- **Teaching English pronunciation**
  - The phonetic structure of English language
  - Stress And Intonation
  - English sound stress and intonation
- **Teaching English structures**
  - The synthetic structure of English language
  - Selection and gradation of structure
  - Presentation and practice of structures
- **Teaching English vocabulary**
  - Morphological structures of English language
  - Function and content of words
  - Presentation and practice of new words

## **UNIT III Development of language skills**

- **Importance of listening skill**
  - Aspect of listening
  - Teacher skill required for developing listening skill – description , narration , explanation , recitation , singing , and dramatization .
- **Development of speaking skill**
  - Importance of speaking the skills – Aspect of speaking
  - Teaching skills required for developing speaking skill, organizing a discussion of conversation asking question, asking probing questions and diagnosing speech defects.
- **Development of reading skill**

- importance of reading skill
- teaching mechanics of reading
- teaching reading for comprehension
- teaching of poetry and Prose
- Characteristics of a good English textbook
- Teaching skills required for developing reading skill selecting and presenting reading materials, preparing reading materials asking questions , diagnosing reading difficulties , organizing practice sessions and organizing reading games
- **Development of writing skill**
  - importance of writing skill
  - teaching mechanics of writing skill
  - Teaching of Composition and Grammar
  - Teachingskills required for developing writing skill , giving dictation , creating situation for creative writing and correcting written exercises.
  - Aims and objectives of teaching spelling – methods of teaching spelling

#### **UNIT IV**

- Instructional aid for teaching English – Importance of audio visual aids in teachingEnglish
  - use of various audio – visual aids in English classroom

#### **UNIT V Evaluation of language skill**

- Synchronizing testing tool with the objectives of teaching English
- Construction of test items for evaluating students acquisition of listening, speaking reading , and writing skill English

#### **UNIT VI The Teacher of English**

- The qualities of English Teacher
- Play – way in teaching English
- Games – organization song poems chief advertizes
- Lesson planning
- Remedial English

#### **Practicum/ Internal assessment**

- Microteaching 10 Marks

**Anyone from the following**

**5 marks**

- Construction, Administration and Evaluation of an Unit Test
- Preparation of One Improvised apparatus /
  - Low Cost Material aid / Working Model /teaching AV aids
- Remedial work in speech training-Practice in effective speech, oral skills, speech recoding practice and improvement.

**SUGGESTED READINGS**

- Bhandari and other : Teaching of English – Longmans
- Brence: The Teaching of English Abroad , Part I , II ,III
- Frisby : Teaching English – Longmans
- Gokak : English in India
- Gurrey , P. Teaching English as a Foreign Language, Longmons
- Menon , T.K.N. and Patel , M. S. - the Teaching of English as a Foreign Language Acharya Book Depot Baroda
- O'conner ,J.D: Better English -- Pronunciation
- Thomson and Wyatt : The Teaching of English in India

**PAPER-IV&V**

**PEDAGOGY OF URDU LANGUAGE**

**Paper Objectives**

The pupil teachers will be able-

- To enable the teacher trainees to acquire knowledge of mother tongue and to familiarize with the appropriate terminology.
- To help teacher trainees acquire a working knowledge of grammatical system in Urdu.
- To develop the teacher trainees the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
- To evaluate various compositions.
- To acquire knowledge of teaching and principles of translation.
- To observe and demonstrate the teaching skills.
- To develop writing habit and skill to explain various methods of writing and to expose their difference.

- To develop awareness of formation of good sentences.
- To make teacher aware with the method of teaching language differently.

## **UNIT-I          ROLE OF LANGUAGE**

- **Language and Society :**

Urdu Language & its development

- **Language in School :**

Mother tongue and school language, medium of understanding (child's own language), importance of Urdu language in curriculum, construction of knowledge and language, a critical view : difference between Urdu language as a school subject and language as a medium of instruction and communication, multilingual classrooms, multicultural awareness and Urdu language.

- **Constitutional Provisions and policies of Language Education :**

Position of language in India, Article 343-351, 350A, Kothari Commission (1964-66), NPE 1986, POA 1992, NCF 2005.

## **UNIT-II          POSITION OF URDU IN INDIA**

- Role of Urdu Language in India
- Pre and Post Partition :
- Different forms of Urdu
- Urdu as language of knowledge
- Urdu as a first ,second and third language
- Urdu at international level
- Challenges of teaching and learning Urdu

## **UNIT-III          AN OVER VIEW OF LANGUAGE TEACHING**

- **Different approaches/theories of language learning and teaching**

Philosophical, social and psychological basis and approaches of language acquisition and language learning.

Whole language approach

Constructive approach

Multilingual approach

- **Methods of Language Teaching :**

- Grammar cum translation method
- Direct method

- Natural method
- Communicative approach
- Teaching Aids

#### UNIT-IV NATURE OF LANGUAGE

- **Aspects of Linguistic behaviour :**

Pronunciation - linguistic diversity, impact on Urdu speech and writing

Speech and writing

- **Linguistic system :**

The organisation of sounds, the structure of sentences, concept of grammar, nature and structure of meaning, basic concept of phonology, morphology and semantics, discourse.

#### UNIT-V ACQUISITION OF LANGUAGE SKILLS

- Grammar in context, vocabulary in context
- **Acquisition of language skills**

Listening and speaking, reading and writing

**Listening and speaking :** Tasks, materials and resources for developing listening and speaking skills.

Story telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language, laboratories, pictures and multimedia resources.

**Reading :** Sub skills of reading, importance of understanding the development of reading skills, reading aloud and silent reading skills; reading extensive and intensive reading, study skills, using dictionary and encyclopedia.

**Writing :** Stages of writing; process of writing, formal and informal writing. Such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; stud skills; higher order skills.

#### UNIT VI Lesson Planning and Evaluation

- Lesson planning in Urdu teaching.
- Types of lesson planning.
- Lesson plan of Prose, Poetry, Drama, Grammar, Translation, Composition, Rapid Reading.

- Micro teaching plans-its nature, needs objectives, merit and demerits.
- Forms of Lesson plan.
- Synchronizing testing tool with the objectives of teaching Urdu
- Construction of test items for evaluating students acquisition of listening, speaking reading , and writing skill Urdu

### **Practicum/ Internal assessment**

- Microteaching 10 Marks
- Anyone from the following 5 marks
- Construction, Administration and Evaluation of an Unit Test
- Assignment and Presentation with power point
- Remedial work in speech training-Practice in effective speech, oral skills, speech recoding practice and improvement.

### **SUGGESTED READINGS**

- Teaching of Urdu Saleem Farani
- Method of Teaching Urdu Fakhrul Hasan
- How to teach Urdu? Moulvi Salim Abdullah
- How to write Urdu? Rasheed Hasan Khan
- Poetry and Teaching of Poetry Akhtar Ansari
- Teaching of Language Moulvi Abdul Hai

### **PAPER-IV&V**

### **PEDAGOGY OF SANSKRIT LANGUAGE**

#### **Paper Objectives**

- To understand the different roles of language.
- To understand the role and importance of Sanskrit.
- To understand Sanskrit teaching at different levels.
- To understand about the methods of teaching Sanskrit.
- To develop required skills and their interlinks for mastering a language.
- To understand and prepare various kinds of lesson plans.
- To appreciate the use of audio-visual aids and ICT.
- The techniques of obtaining feedback for self evaluation and evolution of students success in learning and using for language.

#### **UNIT-I      Role of Sanskrit language**

- Introduction of Sanskrit language.
- The nature of Sanskrit and its Phonology, Morphology and Syntax.
- The importance of Sanskrit in Indian Society and its place in the curriculum- Primary, Junior High school and secondary education levels.
- Characteristics of Sanskrit language.

#### **UNIT-II      Importance of Sanskrit language**

- Sanskrit language and literature.
- Importance of teaching Sanskrit in India.
- Co-relation of Sanskrit with other school subjects.
- Curriculum of Sanskrit.

#### **UNIT-III Aims and objectives of Sanskrit language teaching**

- Aims of teaching Sanskrit.
- Aims of teaching Sanskrit at different levels.
- Meaning of teaching objectives.
- Difference between teaching Aims and teaching objectives.
- General Principles and maximum of class teaching in Sanskrit.

#### **UNIT-IV      Language teaching**

- Methods of teaching Sanskrit

The Pathsala methods, The Text book method, The Direct method, Explanation method, The Eclectic method, true conversational method, Herbertian method, Language laboratory method, Translation method.

- Aims and method of teaching-Prose, Poetry, Grammar, Composition and translation.
- Teaching techniques in Sanskrit.

#### **UNIT-V      Language teaching Skills**

- The nature of language skills and their interrelationship means of developing language control-oral work and speech Training and writing, memorization skills in Sanskrit.
- Task skills- A story telling, dialogues, situational Conversations, role plays pictures.
- Micro teaching skills-Introduction, Questioning and black-board writing.
- Co-Curricular Activities in Sanskrit.

#### **UNIT-VI**

Teaching of different forms of Sanskrit literature

- Objectives and methods of teaching different forms of Lesson-Prose,Poetry, Grammar,Translation,Composition,Drama,Rapid-Reading.

#### **UNIT-VII      Importance of Lesson Plan**

- Lesson planning in Sanskrit teaching.
- Types of lesson planning.
- Lesson plan of Prose, Poetry, Drama, Grammar, Translation, Composition, Rapid Reading.
- Micro teaching plans-its nature, needs objectives, merit and demerits.
- Forms of Lesson  
plan.
- Different approaches a Lesson plan

#### **UNIT-VIII      Development and Analysis of syllabus and textual materials**

- A comparative analysis of various aims of teaching Sanskrit.

- Text book-Criteria of a good text book-A Critical Suggestion for improvement.
- A Critical Appraisal of Sanskrit syllabus for different stages.

#### **UNIT-IX Teaching learning Materials and Aids**

- Innovations in teaching of Sanskrit.
- Audio-visual aids and their importance in the teaching of Sanskrit – related co-curricular activities.
- Scope of experiment studies in the teaching of Sanskrit.
- Principles and practice in preparation of instructional materials for pupil with team teaching, programmed teaching, computer assisted, teaching, micro teaching, skills teaching.

#### **UNIT –X Assessment & Evaluation its Role and Importance**

- Evaluation in Sanskrit-New type test and other devices
- Diagnostic evaluation and remedial teaching in Sanskrit.
- Evolution of integrated lesson plan of teaching skills.
- Measurement- meaning , types and levels , functions.
- Techniques and tools of evolution.

#### **Practicum/ Internal assessment**

- Microteaching 10 Marks

**Anyone from the following 5 marks**

- Construction, Administration and Evaluation of an Unit Test
- Preparation of One Improvised apparatus / Low Cost Material aid / Working Model
- Remedial work in speech training-Practice in effective speech, oral skills, speech recoding practice and improvement.

#### **SUGGESTED READINGS**

- Apte, D.G. and Dongre, P.k- Teaching of Sanskrit in secondary school, Acharya book Depot, Boroda, 1980.
- Bokil, V.P. and Porasnik, N.k- A new Approach to Sanskrit, Loka Sangaha, Poona.

- Chaturvedi,R.s- Sanskrit ShikshanPadhati.
- Govt.of India-Methodology of teaching and training in Higher Education,Delhi,2000
- Mishra, Prabhakar - Sanskrit Shikshanvidhi.
- Pandey Ram Sakal - Sanskrit Shikshanvidhi, VinodPustakMandir Agra.
- Safaya, Raghunath - Sanskrit Shikshanvidhi, PanjabKitabGhar Jalandhar.
- Sharma, Anita – Sanskrit ShikshanAnushandhanPrakashan, Kanpur.
- Singh,Karan – Teaching of Sanskrit, GovindPrakashan, Lakhimpurkhiri.

## **PAPER IV & V PEDAGOGY OF FINE ARTS**

### **Course Objectives:-**

To enable the student teacher to-

- Get acquainted with importance of art and its place in curriculum.
- To understand the concept of representing models and imagination.
- To get acquainted of methods of teaching of Fine Arts
- To correlate of fine Arts with other school subject.
- To get acquainted with practical skill in fine arts.

### **Course Content-**

- The Nature and scope of Arts.
- Importance of Arts and its place in the curriculum of Primary, Junior High school and Secondary Education level.
- Aims of teaching Arts.
- Curriculum course of study in Arts: Levels critical appraisal of the existing syllabus in art suggestion for improvement.
- (a) Methods of teaching Arts. (b) Free Expression, Representation, Designing and clay modeling at various stage. (c) representing model and imagination .(d) Lesson Planning
- Correlation of Arts with other school subjects.
- Audio –Visual aids and their use in teaching of Arts.

- Text –books , criteria of good text book in Arts , A critical appraisal of present text – books in Art suggestion for Improvement .
- Art Room, its need , equipment and decoration .
- Different type of tests , their construction and administration testing practical skill in Arts.

#### **Practicum/ Internal assessment**

- Microteaching 10 Marks

**Anyone from the following 5 marks**

- Construction, Administration and Evaluation of an Unit Test
- Preparation of One Improvised apparatus / Low Cost Material aid / Working Model

#### **PAPER-IV&V**

#### **PEDAGOGY OF HOME SCIENCE**

#### **Course Objectives**

To enable the pupil teacher to:-

1. Appreciate the need for learning Home Science either as separate disciplines or as any integrated discipline.
2. Develop knowledge about the basic principles governing the construction of Home Science.
3. Develop the class-room skills needed for teaching of Home Science either as a separate or as an integrated discipline using modern methodology .
4. Acquire the complete plan for instruction.
5. Develop the ability to organise co-curricular activities and community resources for promoting Home Science learning .
6. Acquire the ability to develop instructional support materials.

#### **Unit I-**

1. Concept and meaning of Home Science .
2. Aims of Home Science .
3. Place of Home Science in school curriculum.

4. Curriculum : courses of study in Home Science .
5. Knowledge of the subject matter content up to high school .

## **Unit II-**

1. main objectives of preparing curriculum of Home Science.
2. Aims of teaching Home Science at secondary level students.
3. A critical appraisals of the existing syllabus in Home Science, suggestion for improvement .
4. Correlation of Home Science with other school subject.
5. Teaching techniques of Home Science .

## **UnitIII-**

1. General principles and method of teaching -  
Main methods of teaching Home Science : Discussion , Laboratory , Demonstration ,Field – Trip, Project , ProblemsSolving, Group Work and Assignment .
2. Concept of micro teaching ,How a teacher can develop micro-teaching skills .
3. Experimental subjects teaching of Home Science .
4. Budgeting .
5. Planning for home – management.

## **UnitIV –**

1. Audio – Visual aids and their use in teaching Home Science.
2. Accessory articles teaching in Home Science .
3. Food ,Nutrition &Health, Malnutrition .
4. Principles of Physical&MentalHealth.
5. Lesson planning in teaching Home Science.

## **UnitV –**

1. TextBook: Criteria of a good text book in Home Science , Criticalappraisal of the present text book in Home Science , Suggestion for improvement .
2. Home Science – room , its need , organization and equipment .
3. Qualities of a good home-science teacher .

4. Home Science teacher as extension worker.

#### **Unit VI-**

1. Need of Home Science teaching for boys also .
2. Home science teaching in context of family & group.
3. Evaluation in teaching Home Science , Meaning , Aims and Procedure.

Different type of tests –Essay type , Short –Answer type and Objective type, Their construction and administration , Testing practical work in Home Science .

4. preparation of achievement test.

Practise Teaching will be organized for pupil teacher , Supervisor should be subject – teacher.

#### **Practicum/ Internal assessment**

- Microteaching 10 Marks

**Anyone from the following 5 marks**

- Construction, Administration and Evaluation of an Unit Test
- Preparation of One Improvised apparatus / Low Cost Material aid / Working Model

#### **SUGGESTED READINGS**

- S.R. Andey P. – ideal homes for India
- Kumari .R.R -New home for new India
- Retni W. Diva D –craft -Modern home
- Grelham – (vol I) The complete home book publishing house
- Grelham – (vol II) The complete home book publishing house
- -(III & II , part I) The science of the home Robinson Oxford
- Summer & Most –House hold management Longmans

- -The teaching of domestic science
- Science for teaching of house science  
Deolkar Durga -subject in school
- Fundamentals of teaching Home Science—  
Uma Joshi ,Anupama Shah ,Arvinda Chandra

#### **PAPER-IV&V**

#### **PEDAGOGY OF MUSIC**

#### **Course Objectives :-**

To enable the student teacher to-

- Know the importance of music.
- Get acquainted with curriculum with different stages.
- Teach general principles of raga.
- Get acquainted with practical skill.
- Use audio-video aids in music.

#### **UNIT-I**

- Meaning, Nature and scope of music
- The need for teaching the subjects under music (vocal, instrumental, dance etc) in school.
- Different forms of music- Indian (Hindustani & Karnataka) and Western.

#### **UNIT-II**

- The importance of music and its place in the curriculum of Primary, Junior High School and Secondary Education levels.
- Correlation of music with other school subjects.

#### **UNIT-III**

- Aims of teaching music.
- Principles of designing music curriculum- Classical, Light, Film and Folk Music.
- Song for school children.

#### **UNIT-IV**

- Instructional strategies and methods.
- Strategies for teaching music in terms of specific methods like lecture, lecture cum discussion, demonstration, practice, heuristic, dramatization, project, workshop, seminar etc.

## **UNIT-V**

- Objectives of teaching music- specifications to clarify planning viz- Unit & lesson plans.
- Micro teaching lesson plans for developing the skills in teaching.
- General principles of teaching Rags, Tals, Melodic grace devices Tune and Rhythm perception.

## **UNIT-VI**

- Audio Visual Aids and their use in teaching music.
- Text Books- Criteria of a good text book in music, a critical appraisal of the present text books in music, suggestions for improvement.

## **UNIT-VII**

- Music Room- Its equipment and organization.
- Different types of tests, their construction and administration. Test in practical skill in music.

## **UNIT-VIII**

- Knowledge of subject matter concept upto High School.

## **Functional Knowledge**

- Demonstration- Participation and performance in any one (Vocal, Instrumental or Dance).
- Repair and taking care of minor problems in musical instruments.
- Identifying and recognising different music forms and performance of artists (Vocal, Musical Instrumental, Dance form with the help of slides and audio visual aids).

## **Practicum/ Internal assessment**

- Microteaching 10 Marks
- **Anyone from the following 5 marks**
- Construction, Administration and Evaluation of an Unit Test
- Preparation of One Improvised apparatus / Low Cost Material aid / Working Model

## **PAPER-IV&V PEDAGOGY OF COMMERCE**

### **Paper Objectives**

- Appreciate the importance of integrating the knowledge through multidisciplinary approach.
- Develop the keen insight of using different strategies, methods and skills for transfer of knowledge.

- Develop the competence of instructional planning.
- Develop the skill of using teaching-learning resources and creating instructional material competently.

### **Unit-I**

- Nature and scope of commerce.
- Importance of commerce and its place in the curriculum.
- Aims of teaching commerce.

### **Unit-II**

- Curriculum: Course of study in commerce, a critical appraisal of the existing syllabus: in course, suggestions for improvement.
- (a) Methods of teaching commerce, (b) exploitation of local resources in the teaching of commerce visit of officers and factories, (c) Lesson planning.

### **Unit-III**

- Correlation of commerce with other school subjects.
- Audio-visual Aids and their use in teaching of commerce.

### **Unit-IV**

- Text books, criteria of good text books in commerce, critical appraisal of the present text books in commerce, suggestions for improvement.
- Commerce room: Its need organization and equipment.

### **Unit-V**

- Different type of test (Essay type, short answer type and objective) their construction and administration.
- Knowledge of the subject matter content up to high school.

### **Practicum/Assignment**

- Microteaching

10 Marks

**Anyone from the following**

**5 marks**

- Construction, Administration and Evaluation of an Unit Test
- Preparation of One Improvised apparatus / Low Cost Material aid / Working Model

## **PAPER –VI PROFICIENCY IN ENGLISH LANGUAGE**

### **Paper Objectives**

To enable the student teacher to-

- Communicate Correctly and confidently.
- Develop language proficiency.
- Develop skill of presentation techniques.
- Visit and learn to use language laboratory.

### **UNIT- I**

- Spoken English/ Phonology- Speech mechanism and the organs of Speech, consonant, vowels, Diphthongs, phoneme, stress, Intonation, Understanding phonetic symbols.

### **UNIT- II**

- Importance of language skills- How to develop Proficiency in Speaking & writing- the Listening ability- the reading ability.
- Interdependence of the four language skills.

### **UNIT- III**

- Constituents of the Technical communication, word formation, Prefix & Suffix; Synonyms and Antonyms; Homophones; One word substitution, Paragraph development.
- Techniques and Methods – Inductive, Deductive, Spatial, Linear, Chronological etc.

### **UNIT- IV**

- Forms of Technical communication different type of letters, Job applications& Resumes, Reports: Types, significances, structure, style & Writing of Reports.

### **UNIT-V**

- Presentation Techniques, Meaning, Importance and use of presentation. Tips for good oral delivery, Debates, elocution, speeches, group discussion, non-verbal communication techniques, audio visual Presentation, Power point presentation, Art of delivery.
- Visit of Language Laboratory, Importance & Meaning of Language laboratory.

### **Practicum /Activities**

- Small group communication activities
- Spoken English activities.
- Remedial work in speech training-Practice in effective speech, oral skills, speech recoding practice and improvement.

### **SUGGESTED READINGS**

- Boveethill & E. Schatzman : Business communication Today- Pearson Education (Singapore) 2003.
- Menon, T.K.N. and Patel , M. S. - The Teaching of English as a Foreign Language- Acharya Book Depot Barod
- Gurrey, P, Teaching English as a Foreign Longmons.
- O'conner,J.D: Better English - Pronunciation
- Meenakshi Raman & Sangeeta Sharma, Technical Communication-Principles and Practices- Oxford University Press 2007, New Delhi.
- Barun K. Mitra, Effective Technical Communication- Oxford University Press 2006, New Delhi.
- Raymond V. Lesikar, Marie E. Falteley: Basic Business Communication- Tata McGraw Hill Publishing Company Limited, 2002.

## **PAPER –VII HEALTH , PHYSICAL AND YOGA EDUCATION**

### **Paper Objectives**

The pupil teacher will be able to

- understand the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health;
- Develop positive attitude towards health as individual and be collectively responsible to achieve it;

- Equip them to know their health status, identify health problems and be informed for taking remedial measures;
- Make them aware about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries;
- Encourage them to learn and to form right habits about exercise, games and sports, sleep, rest and relaxation;
- Sensitize, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development;
- Create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-control, concentration, peace

#### **UNIT - I EDUCATION AND PHYSICAL EDUCATION**

- Meaning and definition of Physical Education, its aim and objective and misconception about physical Education. Need, importance and scope of Physical Education in the Modern Society and its relationship with General Education.

#### **UNIT- II BIOLOGICAL AND SOCIOLOGICAL BASIS OF PHYSICAL EDUCATION**

- Growth and Development, Differences between growth and development, Factors affecting growth and development. Age and Sex differences in relation to Physical activities and Sports.
- Physical education & sports as a need of the society. Physical activities and Sports as a men's cultural heritage

#### **UNIT-III HEALTH EDUCATION**

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- Understanding of the body system–skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions,
- Effect of exercises on – circulatory, respiratory and muscular system

#### **UNIT-IV NUTRITION**

- Balance diet, its elements and sources, factors affecting Balance diet, Importance of Balance diet.
- Practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention
- Dangers of the use of alcohol, nicotine, narcotics and drugs

## UNIT -V YOGA

- The meaning and definition of Yoga, scope of yoga, aims and objectives of yoga.
- Misconception about yoga, schools of yoga.
- Therapeutic Values of Yoga, Yoga and mental health.

## UNIT – VI PRINCIPLES OF YOGIC PRACTICES

- Concept & Kinds of Yogic Practices: Asana, Pranayama, Kriya, Bandha, Mudra, Dhyana.
- Asana: Definition, Scope and Laminations of Asanas- Classification of Asanas- Meditative Asanas- Relaxative Asanas- Cultural Asanas – Step by Step Performance of Asanas – Safety Measure and Precautions while performing Asanas.
- Pranayama – Meaning – different Phases in Pranayama Practices: Puraka (Inhalation), Kumbhaka (Retention) and Rechaka (Exhalation)

### *Practicum*

- Basics of track and field (Proficiency, Track events, Rules & regulations)) Gymnastics;
- Select any two games, one from each group of the following two groups
  - *Group A*
    - Basketball, Cricket, Football, Handball, Hockey, Kabaddi, Kho-Kho Volleyball
  - *Group B*
    - Badminton, Gymnastics, Judo, Lawn Tennis, Swimming, Table Tennis Wrestling
- Learning and performing of basic yogic activities

## SUGGESTED READINGS

- **Bucher, C.A., and Wuest, D.A.,** *Foundations of Physical Education, Exercise Science, and Sport(15<sup>th</sup> Edition)*, Tata McGraw Hill Companies, Inc., New York, 2010
- **Gautam G.P. and Uppal A.K.,** *Physical Education and Health*, Friends Publications, New Delhi, 2000
- **Kamlesh M.L.,** *Understanding Physical Education and Sports*, Friends Publication, Delhi, 2005
- **Singh Ajmer et. al.,** *Essentials of Physical Education*, Kalyani Publishers, Ludhiana, 2006
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- **Gupta M.C, and Mahajan B.K.,** *Textbook of Preventive and Social Medicine (4<sup>th</sup> Ed.)*, Jaypee Brothers, New Delhi, 2013

## PAPER –VIII INFORMATION AND COMMUNICATION TECHNOLOGY

### **Paper Objectives :**

- The student teachers will be able to acquire knowledge of computer, understand the basics of computer.
- Understand the concept, need and importance of ICT.
- Acquire the skills of operating a computer in teaching learning activities.
- Understand feature of MS Word, PowerPoint and Excel.
- Acquire skills in accessing World Wide Web. And internet.

### **UNIT-I**

- ICT meaning, importance and tools of ICT.
- Relevance of ICT in education [Radio, Television, Computer].
- Use of Audiovisual Media and Computers.
- Role of ICT in Construction of Knowledge.

### **UNIT-II BASICS OF COMPUTER**

- Computer- Definition, Main Units.
- Characteristics, Classification of Computer.
- Computer Hardware-input-output devices.
- Functional knowledge of operating computer.

### **UNIT-III**

- Memory of computer: Primary and secondary.
- Introduction to operating Systems. (Windows)
- Feature of Windows,
- Utility of Windows.

### **UNIT-IV**

- Introduction to application software.
- Word Processing, use of Power Point, Access, Excel.

- Computer as a learning tool - Browsing of Internet. Survey of Educational sites, Downloading relevant material,
- Data Base management, Virus management.

## **UNIT- V**

- Use of technology in classroom ,
- Concept of technology in education, components- Hardware and Software , Difference between software and Hardware and its use in formal and non formal Education.
- Hardware Technology Important Accessories and their Application – Radio , T.V. , O.H.P. ,L.C.D. , Projector , CCTV Use of Strategies like teleconferencing , Programmed instruction ,CAI ,CAL .

### **Practicum**

- Create learning materials for multimedia presentation for class.
- Prepare slide show for class room use.
- Plan and execute project (using computer)
- Create a digital Unit Plan [Teachers multimedia Presentation in her selected pedagogy subject]

## **SUGGESTED READINGS**

- Dr. Goyal V.P. Internet Zane Mangaldeep Publication Jaipur
- Dr. J.S. Walia. Educational Technology Paul Publications Jalandhar, Punjab
- Dr. Nag Pal, D.P. Computer Course. Wheeler Publishers, 2000. Pvt. Ltd.
- Dr. V.K. Rao. Handbook of High-Tech Teaching and Learning.
- Kokila, S. Thangasamy. Instructional Technology and curriculum” Neel Kamal Publications – New Delhi.

- Kumar, Gaurav. (2014). ICT, Skill Development. Patiala: 21<sup>st</sup> century publication.
- Kumar, Khusvinder& Kumar Sunil. (2004). Computer Education. GBD Publications.
- Rajaraman, V. (2004). Fundamental of Computers. New Delhi Prentice Hall of India
- Sharma Lalit. (2006). Computer Education- FirojpurCantt. Wintech Publications.
- Singh, Tarsem. (2009). Basic Computer Education. Ludhiana- Tandon Brothers.
- Singh, Tarsem. (2009). ICT. Skill Development. Ludhiana: Tandon Brothers.
- Sinha, P. K. (1992). Computer Fundamentals. New Delhi BPB Publication.

## **PAPER -IX**

### **(a) OBSERVATION (ONE WEEK BEFORE INTERNSHIP)**

- Activities of School- Teaching and Non-Teaching (eg. Librarian, time keeper, etc)
- Various Functions of teacher in the school
- Various Functions of Principal (Administrator) in the school.
- Bio-geo-socio-cultural Analysis of the school.
- Submission of a comprehensive report of the observation by the observer to the concerned subject teacher.

### **(b) Internship and practice of teaching (1 month)**

- Attendance of Student (Maintaining Register)
- Leave Application
- Preparation of different Notices
- Duty register
- Preparation of Teachers' Diary - Syllabus Division
- One criticism Plan Teaching in each teaching subject.

**IX C- A Comprehensive Viva Voce** will be conducted which will be evaluated by an external examiner from outside university (appointed by the university). The Viva Voce will be based on theory & practicum. The Head of the concerned institution will coordinate the conduct of Viva Voce examination.

## **B.Ed.- SECOND YEAR**

### **PAPER- I                    DEVELOPMENT OF EDUCATION SYSTEM IN INDIA AND ITS CHALLENGES**

#### **Course Objectives:-**

- To understand the history of Indian Education in different periods of time.
- To understand the socio-political factors of affecting the development of education.
- To understand the contribution of various educational policies and programs during the pre and post independence.
- To understand the objectives of primary, secondary and higher education.
- To understand the role of educational agencies at the national and state level.
- To understand various challenges related to education and developing necessary remedial measures.

#### **UNIT –I            Education in Ancient and Medieval India**

Education in India during

- Vedic Period
- Buddhist Period
- Medieval Period

#### **UNIT- II            Education during British Period**

- Beginning of British Education system in India, Macaulay's Minutes and Bentinck's Resolution of 1835
- Adam's Report and its Recommendations
- Wood's Dispatch – 1854
- Recommendations of Indian Education Commission (Hunter Commission)- 1882, its influence on the subsequent development of education
- Lord Curzon's educational policy
- Essential features of Sadler Commission -1917

- Wardha scheme of education (Basic Education)-1937
- Sargent Report-1944

### **UNIT- III      Education in Post Independence Period**

- The University Education Commission (Radhakrishnan Commission 1948-49)
- The Secondary Education Commission (Mudaliar Commission 1952-53)
- Education Commission or Kothari Commission(1964-66)
- National Policy on Education (1986) and Program of Action (1992)
- National Curriculum framework for School Education-2005

### **UNIT –IV      Present Scenario of Indian Education**

- Pre-Primary and Primary Education
- Secondary Education
- Higher Education
- Teacher Education
- Adult Education
- Distance Education and Open Education
- Technical and Vocational Education
- National and State Agencies for Enhancement of Quality
- National Level- NCERT, NCTE, NAAC
- State Level- SCERT, DIET

### **UNIT-V      Challenges of Indian Education System**

- Universalization of Elementary Education
- Vocationalisation of Secondary Education
- *Rashtriya Madhyamik Shiksha Abhiyan(RMSA)*
- Privatization and Commercialization of Education
- Examination Reforms

- Deterioration in Educational Standards

### **Practicum/ Internal assessment**

- |                                 |          |
|---------------------------------|----------|
| • Assignment                    | 05marks  |
| • Presentation with power point | 05 Marks |
| • Unit test                     | 05 Marks |

### **SUGGESTED READINGS**

- Aggarwal, J.C.- Landmarks in the history of Modern Indian Education, Vikas Publishing House, New Delhi
- Altekar , A.S. (2010). Education in Ancient India, Delhi: Isha Books.
- Bhaskara Rao Digumati, Education for All, Issues and Problems. APH Publishing Corporation, New Delhi
- Chaube, Saryu Prasad- Bharat Mein Shiksha kaVikas; Allahabad: Central Book Depot
- Dash, M(2000)- Education in India- Problems and Perspectives, New Delhi: Atlantic Publishers
- Gupta, S.P.- Bhartiya Shiksha Ka Itihas, Vikas Evam Samasyaen; Allahabad: Sharda Pustak Bhavan
- Kabir, Humanyu- Swatantra Bharat Mein Shiksha; Delhi: Rajpal and Sons
- Law, Narendranath, Promotion of Learning in India during Muhammedan Rule by Muhammedans, London, 1916.
- Mishra, B.K. and Mohanty, R.K. (2003); Trends and Issues in Indian Education. Meerut: Surya Publications
- Mukherjee, R.K. (2011). Ancient Indian Education: Brahmanical and Buddhist, Delhi: Motilal Banarasidas.
- National Policy and Education (1986). MHRD. New Delhi: Govt. of India.
- National Source Book on Population Education, NCERT
- Nurullah S and Naik, J.P.(1981); A Student History of Education in India , Macmillan and Co., Mumbai.
- Oad, L.k.- Shikshakenutanaayam; Jaipur: Rajasthan Hindi Granth Academy

- Sharma, R.N. and Sharma, R.K.(2004). Problems of Education in India. New Delhi: Atlantic Publishers
- Sindhal, Mahesh Chandra- Bhartiya Shiksha Ki Vartaman Samasyaen; Jaipur: Rajasthan Hindi Granth Academy

## **PAPER –II            CURRICULUM DEVELOPMENT AND ASSESSMENT**

### **Course Objectives:-**

- To enable the pupil teacher to develop an understanding about Concept, Nature and Importance of curriculum
- To help pupil teacher understand the basics, design, process and techniques of Curriculum Development.
- To acquaint pupil teacher with curriculum implementation and process of Curriculum Evaluation.
- To help pupil teacher understand new trends in Curriculum development.
- To enable pupil teacher understand need and importance of assessment in Teaching learning process
- To help pupil teacher know about assessment process at different levels of School Education.

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### **UNIT-I Basics of Curriculum**

- Concept ,Nature and Meaning of Curriculum
- Core and Hidden curriculum
- Components of Curriculum (objectives, content, learner experiences and Evaluation system)
- Role of Curriculum in effective teaching
- Role of teacher in Curriculum Development.

### **UNIT-II Principles, Planning and Approaches of Curriculum Development**

- Principles- Student centered, Subject centered, Activity Centered and Community centered,
- Approaches of Curriculum Development- System analysis, Integrated ,Humanistic Disciplinary and Inter disciplinary Approach

### **UNIT-III Determinants and Models of Curriculum development**

- Determinants of Curriculum (Philosophical, Social and Psychological, Economical, Environmental and Pedagogical).
- Values enshrined in the Indian constitution as determinants of Curriculum - Social , Justice, Equality and Secularism
- Models of curriculum development--Grass Root Model, Administrative Model, Demonstration Model,

#### **UNIT-IV Issues and Trends in Curriculum Development**

- Centralized v/s decentralized Curriculum, Information Explosion, ICT, Liberal education
- New dimensions in educational and vocational areas, Role of curriculum support materials, N
- Place of Moral Education and Value Education in Curriculum. P

#### **UNIT –V Curriculum Evaluation & Assessment**

- Concept, Need and importance of Curriculum Evaluation and Assessment.
- Trends and techniques in curriculum evaluation-- pre /post-test, norms referenced and Criterion Referenced, Formative and Summative, reconstruction and retesting of curriculum
- Continuous and Comprehensive Evaluation of learner
- Assessment of school experiences/internship programme, field work/curricular and co-curricular activities.
- Assessment of teaching proficiency by peer group and by teacher and self assessment by student

#### **UNIT – VI Educational Statistics**

- Measures of Central Tendency- Meaning, Nature and types
- Measures of Deviations- Meaning, Nature and types
- Measures of Correlation- Meaning, Nature and types (Product Moment and Rank Difference Method )
- Normal Probability Curve- its characteristics

#### **Practicum/ Internal assessment**

- Assignment 05 marks
- Power point Presentation 05 Marks

## SUGGESTED READINGS

- Aggarwal J.C. (1990) Curriculum reform in India World overviews
- Arora G. L. (1984) Reflections on Curriculum and Imagination process,
- Bhatt B.D. and Sharma S.R. (1992) Principles of Curriculum Construction
- Bloom B.S. (1977) Hand Book of curriculum Evaluation UNESCO, Paris.
- Doll. R.C. (1986) Curriculum Improvement, Allyn and Bacon, Boston
- Freeman, S. F(1965). Theory and Practice of Psychological Testing (3<sup>rd</sup> Eds.) New Delhi; Oxford & IBH
- Garrett, H.E.(2004) Statistics in Psychology and Education, New Delhi, Paragon International Publishers
- Gupta ,S.P. & Alka Gupta , Measurement and Evaluation in Education , Allahabad, Sharada Pustak Bhandar
- NCERT (2000) National Curriculum framework for school education
- NCERT (2005) National Curriculum framework, NCERT, New Delhi.
- Oliva, P. F,(1988) Developing the curriculum, Scott and Foresman &co.
- Reddy, B.(2007)Principles of curriculum planning and development
- Singh, A.K.(2002) Tests, Measurement and Research Methods in Behavioral Sciences, New Delhi , Bharti Bhawan

## Paper III EDUCATIONAL LEADERSHIP AND MANAGEMENT

### Course Objectives:-

The pupil teacher will be able to:

- Understand the concept of Educational leadership and Educational Administration.
- Develop Competency his/her role of scientific Management in Education.
- Obtain skills required for effective instructional and Institutional Management.
- Developing the concept of Educational Supervision
- Understand and manage the Educational Conflicts.

### UNIT-I Educational Leadership

- Meaning, functions and types of Educational leadership,
- Important qualities of effective leader, Theories of leadership
- Ethics and Etiquette in Educational leadership.
- Importance of communication and team building,
- Steps for the development of effective Educational leaders.

## **UNIT-II Educational Administration and School**

- Meaning and historical background
- Forms of Educational Administration (External, Internal, Centralized etc).
- Qualities of good Educational Administration.
- Educational Administration at the Central and State level.
- Administration of Primary, Secondary and University Education.

## **UNIT-III Educational Supervision**

- Meaning , Need and Scope of Educational Supervision
- Functions and Factors influencing Educational Supervision
- Principal as school Supervisor: Vision & Mission of school. Institutional governance; staff appraisal, recruitment & selection process of staff, professional development of staff & organizing meetings.

## **UNIT-IV Management in Education**

- Meaning, characteristics and functions of management.
- Concept of Educational Management as envisaged in NPE (1986 & 1992). Its scope and process.
- School management, Management of Human Resource and Human relations, Democratic & Autocratic School management.
- Management of physical resource- School Building ,Library, Laboratory , Field/Playground, Hostel, Staff Room, Classrooms etc

## **UNIT-V Management : Approaches, Conflict Management in Educational Organization**

- Levels, styles, Approaches of management, skills of management, class room management.
- Meaning and Nature of Conflict.
- Sources ,Types and Dynamics of conflicts
- Principles of Managing Conflicts
- Role of Institution's Head in conflict management.

## **Practicum/ Internal Assessment**

- |   |         |
|---|---------|
| • Assignment  | 5 Marks |
| • Power point presentation of one topic in the class. | 5 Marks |
| • One project   | 5 Marks |

## **SUGGESTED READINGS**

- Bhatnagar, R.P., Vidya Agarwal, Educational Administration Supervision, Planning & Financing.
- Bush T. and Coleman M, Leadership and Strategic Management in Education, Paul Chapman Publishing, London.
- Elaine K. Mc Ewan, 7 steps of effective instructional leadership, Crowin Press, Inc California.
- Everard K. B. and Morris G., Effective School Management, Paul Chapman Publishing Ltd. London
- Fred Luthans, Organizational Behavior, Mc-Graw-Hill International Edition.
- Lynne Milgram, Alan Specter, Matt Treger, Managing Smart, Prentice Hall of India Pvt. Ltd., New Delhi.
- M.K. Jain, Management Principles & Techniques, Shri Publishers, New Delhi.

## **PAPER IV- Educational Guidance and Counseling**

### **Course Objectives:-**

#### **The pupil teachers will be able to**

- Understand the concept of guidance and counseling
- Comprehend the evolution of guidance and it types.
- Organize various guidance programmes in their institution
- Execute their role as guidance personnel
- Use psychological tools to test the strengths and weakness of a learner.
- Use the psychological tools and their interpretations in counseling process.

### **UNIT I Guidance**

- Guidance-Meaning, Nature, Need, Importance, Aims, Functions Scope and Principles.
- Evolution of Guidance movement in India
- Types of Guidance -Educational, Vocational and Personal

### **UNIT II Counseling**

- Counseling- Meaning, Nature, Need, Importance, Aims, Scope And Principles
- Types of Counseling-Directive, Non - Directive & Eclectic

- Techniques of Guidance and Counseling

### **UNIT - III Guidance and Counseling Personnel**

- Counseling Personnel-Principal, Counselor, Teacher, Physical Education Teacher
- Counseling Personnel- Warden, , Librarian, Medical Staff
- Parents as a counselor
- Guidance & counseling for exceptional children
- Group Dynamics

### **UNIT- IV Organization of Guidance and Counseling services**

- Basic concepts of organization of school Guidance Services
- Meaning, need, scope, principles
- Types of guidance services in School- Information, Individual Inventory and Placement Services, Counseling and Follow-up
- Characteristics of good guidance service organization in school

### **UNIT – V Psychological Tests in guidance and their uses**

- Intelligence testing
- Aptitude testing
- Interest testing
- Attitude testing
- Personality testing

### **Practicum/ Internal Assessment**

- |   |         |
|---|---------|
| • Assignment  | 5 Marks |
| • Power point presentation of one topic in the class. | 5 Marks |
| • One project   | 5 Marks |

### **SUGESTED READINGS**

- Chauhan, S. S. (2005). Principles and Techniques of Guidance, New Delhi: Vikas Publishing House Pvt. Ltd.
- Cronbach, L. J. (1970). Essentials of Psychological Testing, New York: Harper.

- Crow & Crow. *An Introduction to Guidance*, New Delhi , Eurasia Pub Pvt. Ltd.
- Dave .Indu (1984). *The Basic Essentials of Counseling* ,New Delhi, Sterling Pub.
- Gupta ,S.P. & Alka Gupta , Measurement and Evaluation in Education , Allahabad, Sharada Pustak Bhandar
- Jones, A. J. (1951). Principles of Guidance and Pupil Personnel work. New York: McGraw Hill.
- Kochhar, S. K. (1992). Educational and Vocational Guidance in Secondary Schools, New Delhi: Sterling Publishing House.
- Tylor, L. E. (1969). The Work of the counselor. New York: Appleton Century Crofts.

## **PAPER V- ISSUES RELATED WITH ENVIRONMENT**

### **Course Objectives:-**

The learner will be able to

- Identify the environmental issues around them.
- Conceptualize the issues related with environment.
- Evaluate the interrelationship between the environmental issues and human activities.
- Construct strategies to solve the environmental issues.
- Understand their role in socio-environment issues.
- Develop folk wisdom among them.
- Develop healthy environmental habit.

**Atleast four activities from the following will be carried out. A report not more than 1000 words and supporting picture/photographs etc. has to be submitted**

- Organization of a brainstorming session on “**Our environment**” with a comprehensive report of the session.
- Preparation and protection of the self made garden/ beds / pots / aquarium.
- A Visit to and written description of any ecosystem type of the local area.
- Construction of a flora /fauna herbaria of the local biodiversity and submission of herbarium file .

- An action project on any Environmental pollution /Disaster of the learner's local environment .
- An action project of use of folk wisdom for fulfillment of environmental education objective (knowledge/awareness/attitude/participation/evaluation/value).
- Visit to a local area/institution and preparation of report to document environmental assets of the area/institution.
- Organization and submission of reports on Skits based on environment.
- Organization and submission of reports on Awareness programme on environmental issues.
- Celebration of environment days of the year and preparation of the report.

### **SUGGESTED READINGS**

- Chhatwal G.R. *Encyclopedia of Environmental Education*. New Delhi, Anmol Publications. 1998
- Damodar, M. *Environmental Education*, New Delhi, Kalyani Publication
- Desh, B. & Berberet G *Environmental Education for Conservation and Development*, New Delhi, Nataraj Publications 1987
- Enger. E.D. & Smith B.F. *Environmental Science: A Study of Interrelationship* Dubuque, IA, Wm.C. Brow Publishers
- Gupta S.P. *Environmental Issues for the 21st Century*, New Delhi, Mittal Publication 2003
- Jana, M.M. *Environmental Degradation and Development and Strategies in India*, New Delhi, Ashish Publishing House
- Sharma, R.A. *Environmental Education*, Meerut, Surya Publication, 1997
- Shrivastava R. & Singh D.P. *Environmental Education* New Delhi Anmol publication Pvt. Ltd.

### **NOTE-**

- Pupil Teachers may also collect content from the daily newspapers, magazines, and periodicals etc.
  - Pupil Teachers may identify and collect the materials of the above content from the school curriculum.
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**PAPER VI- ISSUES IN EDUCATION**  
**(Gender, Social Inclusion, Peace, Value Inculcation)**

**Course Objectives:-**

- To develop an understanding among prospective teachers about problems related with Gender, Caste, Religion and Disability in Indian society.
- To develop an understanding among prospective teachers about Social Inclusion, Peace Education and Value Inculcation.
- To familiarize with various commissions /institutions and their functions related with Human Rights
- To develop an understanding and rationale behind the celebration of important days.
- To aware the prospective teachers about the realities of Indian society through gaining direct experiences
- To sensitize the prospective teachers about the realities of Indian society by organizing various activities.

**Atleast four activities from the following will be carried out. A report not more than 1000 words and supporting picture/photographs etc. has to be submitted**

- Organization of a brainstorming session on Discrimination based on Gender, Caste, Religion and Disability.
- Social Inclusion, Peace Education and Value Inculcation : Conceptual framework
- Study of National Human Rights Commission, National Commission for Scheduled Caste /Scheduled Tribes, National Commission for Women , National Commission for Protection of Child Rights, National Commission for Minorities, National Commission for Backward Classes.( All the topics should be covered by distribution )
- Organization of Special days like International Women day, National Education Day , World Literacy Day , International Labour Day, International Day of Disabled Persons, UNO Day, UNESCO Day , Human Rights Day, Independence Day and Republic Day **etc.** of the year and preparation of the report.
- Visit to a slum and identification of the educational problems of the children in the light of Right to Education.

- Visit to a special school and identify the problems of differently abled students.
- Visit to an orphanage, old age home, Kishor/ Kishori Sudhar Griha.
- Awareness Programmes (viz. Skit, Plays, Drama, Monoacts, Mimes, Speeches) on above identified issues.
- Visit to an institution keeping view of Inclusive Education

### **SUGGESTED READINGS**

- Prospective teachers will identify and collect the materials of the above content from the school curriculum.
- Prospective teachers will visit the web pages of various commissions and institutions.
- Prospective teachers will also collect content from the daily national newspapers and magazines, periodicals etc.