



NEHRU GRAM BHARATI VISHWAVIDYALAYA

Marching Ahead With Confidence

(Deemed To Be University U/s-3 Of UGC Act, 1956)



Curriculum
for
Two Year B. Ed. Programme

2015-16 Academic Year and Onwards

Department of Teacher Education
Nehru Gram Bharati Vishwavidyalaya
Allahabad, UP

Preface

Education reforms invariably accord highest priority to improve teacher effectiveness. It requires consistent upgradation of teacher-education programmes. Over the last two decades in India, the issue of curriculum renewal and extended duration of secondary stage teacher education has received serious attention. A perusal of the reports of various commissions and committees indicate the preference for longer duration of B.Ed. programme. It was also endorsed by the Hon'ble Supreme Court of India in its judgement on 15 June 1993. "The Teachers Training Institutes are meant to teach children of impressionable age and we cannot let loose on the innocent and unwary children the teachers who have not received proper and adequate training. True, they will be required to pass the examination but that may not be enough. Training for a certain minimum period in a properly organised training institute is essential before a teacher may be duly launched." The NCTE prepared the curriculum framework for teacher education in 1998 and for the first time made the recommendation for beginning a two-year B.Ed. programme to prepare quality teachers.

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

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

The specific objectives at this stage may be to:

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

NGB University of Allahabad
Two Year Programme
1st Year

S.No.	Course Code	Course Title	Marks		
			Sessional	Terminal	Total
1	TEB101	Philosophical and Sociological perspective in Education	20	80	100
2	TEB102	Development of Learner	20	80	100
3	TEB103	Learning and Teaching	20	80	100
4	TEB104	Basics of School Subjects -I	10	40	50
5	TEB105	Basics of Subjects School- II	10	40	50
6	TEB106	Gender, School and Society	10	40	50
7	TEB107	Language across the Curriculum	25	25*	50
8	TEB108	Drama, Art and Aesthetics in Education	25	25*	50
9	TEB109	Critical Understanding of ICT	25	25*	50
10	TEB110	Internship (Observation)	50	50*	100
Total			215	485	700

IInd Year

S.No.	Course Code	Course Title	Marks		
			Sessional	Terminal	Total
1	TEB201	Contemporary India and Education	20	80	100
2	TEB202	Assessment for Learning	20	80	100
3	TEB203	Pedagogy of a School Subject-I	10	40	50
4	TEB204	Pedagogy of a School Subject -II	10	40	50
5	TEB205	Optional Course <ul style="list-style-type: none"> • Guidance and Counseling • Peace Education • Health and Physical Education • Educational Administration and Management 	10	40	50
6	TEB206	Creating an Inclusive School	10	40	50
7	TEB207	Reading and Reflecting on Texts	25	25*	50
8	TEB208	Understanding the Self and Yoga	25	25*	50
9	TEB209	Internship (Practice Teaching)	100	100*	200
Total			245	455	700

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

NOTE:

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

Course Code: TEB 101

Philosophical and Sociological perspective in Education

Course Objectives:

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

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

Unit I: Nature and Bases of Education

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

Unit II: Knowledge and Curriculum

- Knowledge : Meaning, Concept, Nature and Types, Origin and Theories of Truth
- Meaning, concept types and aims of curriculum,
- Basis and development of curriculum,
- Principles and Models of curriculum,
- Relationship among aims of education and curriculum, syllabus and textbooks
- Autonomy of Teacher and Learner,

Unit III: Western Philosophy and Education

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

Unit IV: Indian Philosophy and Education

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

Unit V: Education and Sociology

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

Practicum

- | | |
|------------------------|-----------------|
| • Assignment | 5 Marks |
| • Seminar Presentation | 5 Marks |
| • Sessional Test | 10 Marks |
| Total | 20 Marks |

Books Recommended:

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

Course Code: TEB 102

Development of Learner

Course Objectives:

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

Unit I: Psychology of Learner’s Development

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

Unit II: Dimensions of Learner’s development

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

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

Unit III: Learner's Different Psychological Dimensions

- Intelligence- Concept and Theories-two factor, Multi Factor, 3 Dimensional Theory etc.
- Measurement of Intelligence,
- Personality- Concept, , types and traits theories,
- Measurement of Personality
- Motivation- Concept, Theories, Strategies for developing motivation
- Role of motivation in learning

Unit IV: Learner's Different Psychological Dimensions

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

Unit V: Individual Differences among Learners

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

Practicum

- | | |
|------------------------|-----------------|
| • Assignment | 5 Marks |
| • Seminar Presentation | 5 Marks |
| • Sessional Test | 10 Marks |
| Total | 20 Marks |

Books Recommended :

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

Course Code: TEB 103

Learning and Teaching

Course Objectives

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

Unit - I

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

Unit - II

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

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

Unit - III

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

Unit - IV

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

Unit - V

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

Practicum

- | | |
|------------------------|-----------------|
| • Assignment | 5 Marks |
| • Seminar Presentation | 5 Marks |
| • Sessional Test | 10 Marks |
| Total | 20 Marks |

Books Recommended:

- कुलश्रेष्ठ, एस0पी0 (2008), *शैक्षिक तकनीकि के मूल आधार*, विनोद पुस्तक मन्दिर, आगरा।
- भूषण, शैलेन्द्र एवं वाष्णेय, अनिल कुमार (2003), *शैक्षिक तकनीकि*, विनोद पुस्तक मन्दिर, आगरा।
- माथुर, एस0एस0 (2006), *शैक्षिक तकनीकि*, विनोद पुस्तक मन्दिर, आगरा।
- मिश्रा, आर0एस0 (2009), *शैक्षिक तकनीकि*, आलोक प्रकाशन, लखनऊ।
- मिश्रा, आर0एम0 (2010), *शैक्षिक तकनीकि के तत्व एवं प्रबन्धन*, आलोक प्रकाशन, लखनऊ।
- Adam, D.M. (1985), *Computers and Teacher Training : A Practical guide*, The Haworth Pren. Inc, N.Y.
- Anand Rao B. and Ravishankar : *Readings in Educational Technology*, Himalay Publishing House, Bombay .
- Chauhan S.S. (1985), *A Text Book of Programmed Instruction (2nd Ed.)*, Sterling Publishers Pvt. Ltd., New Delhi.
- Das, R.C. (1993), *Educational Technology - A Basic Text*, Sterling Publishes Pvt. Ltd.
- Dharma, O.P. and Bhatnagar, (1985), *Educational and Communication for Development*, Oxford and IBG, New Delhi.
- Graeme, K. (1969), *Blackboard to Computers : A Guide to Educational Aids*, , Ward Lock, London.
- Haas, K.B. and Packer, H.Q. (1990), *Preparation and Use of Audio Visual Aids, 3rd Edition*, Prentice Hall, Inc.
- Kumar, N. and Chandiram, J. (1967), *Educational Television in India*, Arya Book Depot , New Delhi.
- Kumar, K.L. (2008), *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi
- Mukhopadhyay, M. (1990). *Educational Technology - Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.
- Ruhela, S.P. (2001) , *Some Aspects of Educational Technology*.
- Sampath et al.(1981), *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.

Course Code : TEB 104/5 A

हिंदी भाषा का परिचय

पाठ्यक्रम के विशेष उद्देश्य

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

इकाई-1

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

इकाई-2

- ध्वनि विचार-वाणी के रूप, वर्णों उद्भव एवं प्रकार,
- उच्चारण- वर्णों उच्चारण, पदों उच्चारण, उच्चारण दोष एवं सामर्थ्य

- वर्तनी- अशुद्धियाँ, कारण, सुधारने के उपाय एवं वर्तनी के नियम

इकाई-3

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

इकाई-4

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

इकाई-5

- निबन्ध-विशेषताएँ एवं वर्गीकरण
- यात्रा वृत्तांत, रिपोर्टाज, जीवनी, आत्मकथा, संस्मरण एवं रेखाचित्र का स्वरूप एवं विशेषताएँ
- नाटक- स्वरूप, उद्देश्य, महत्त्व, विशेषताएँ, अंग, वर्गीकरण, अभिनय का विकास, एवं पात्र परिचय
- कथा- स्वरूप, महत्त्व, विशेषताएँ, हिन्दी का कथा साहित्य
- कहानी-महत्त्व, वर्गीकरण, शैली, कहानी, उपन्यास एवं आख्यायिका

Practicum

- | | |
|------------------------|-----------------|
| ● Assignment | 3 Marks |
| ● Seminar Presentation | 3 Marks |
| ● Sessional Test | 4 Marks |
| Total | 10 Marks |

Books Recommended:

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

Course Code: TEB 104/5 B

Basic of English Language

Course Objectives:

After completion of Course the student will be able to

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

Unit-1

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

Unit-II

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

Unit-III

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

Unit-IV

- History of English literature
- Poetry, nature, importance and classification,
- Difference between prose and poetry ,

Unit-V

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

Practicum

- | | |
|------------------------|-----------------|
| • Assignment | 3 Marks |
| • Seminar Presentation | 3 Marks |
| • Sessonal Test | 4 Marks |
| Total | 10 Marks |

Books Recommended:

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

Course Code : TEB 104/5 C

Basics of Language (Sanskrit)

Course Objectives:

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

इकाई-1

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

इकाई-2

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

- सार्वभौमिक व्याकरण की संकल्पना;
- अर्थ की प्रकृति तथा संरचना
- वाक्य विज्ञान तथा अर्थ विज्ञान की मूलभूत संकल्पनाएँ!

इकाई-3

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

इकाई-4

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

इकाई-5

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

Practicum

- | | |
|------------------------|-----------------|
| • Assignment | 3 Marks |
| • Seminar Presentation | 3 Marks |
| • Sessonal Test | 4 Marks |
| Total | 10 Marks |

Books Recommended:

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

Course Code : TEB 104/5 D

Basics of Social Sciences

Course Objectives:

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

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

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

Unit II: Basic concept of History

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

- Empire of Mugals and Marathas
- British Rule in India
- India after Independence

Unit III: Basic Concept of Geography

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

Unit IV: Basic Concept of Economics

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

Unit V: Basic concept of Civics

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

Practicum

- | | |
|------------------------|-----------------|
| • Assignment | 3 Marks |
| • Seminar Presentation | 3 Marks |
| • Sessonal Test | 4 Marks |
| Total | 10 Marks |

Books Recommended:

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

Course Code : TEB 104/5 E

Basics of Physical Science

Course Objectives:

After Completion of Course the Students will be able to

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

Unit I: Nature of Science

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

Unit II: Developing Scientific Attitude and Scientific Temper

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

Unit III : Basic Concepts of Physics

- The Atom
- Basic atomic physics
- Nuclear Physics
- Particle Physics
- Motion and forces
- Linear motion
 - Acceleration, Center of mass, Force, Mass, Newton's laws of motion, Speed, Velocity
Work
- Rotational motion
- Conservation of energy and momentum
- Electricity and magnetism
- Heat: Heat transfer, Temperature,

Unit IV : Waves, Gravity and Advanced Topics for Exploration

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

- **Mechanics: Mechanics, Kinematics AND Dynamics Motion**
 - Fluid Mechanics
- Thermodynamics : Basic Definitions and their laws
- Electricity and Magnetism
 - Coulomb's Law, Electric Fields and Forces, Electric flux and Gauss's law, Electric circuits , Magnetic Fields and Forces, Electromagnets, Permanent Magnets, Magnetism
- Advanced Topics for Exploration
 - Special Relativity
 - General Relativity
 - Cosmology
 - Quantum Mechanics

Unit V : Basic concept of Chemistry

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

Practicum

- | | |
|------------------------|-----------------|
| • Assignment | 3 Marks |
| • Seminar Presentation | 3 Marks |
| • Sessonal Test | 4 Marks |
| Total | 10 Marks |

Books Recommended:

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

Course Code : TEB 104/5 F

Basics of Life Science

Course Objectives:

After Completion of Course the Students will be able to:

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

Unit 1: Nature and Scope of Biological Science

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

Unit II: Developing Scientific Attitude and Scientific Temper

- Developing scientific attitude and scientific temper;
- Nurture the natural curiosity, aesthetic senses and creativity in biology;
- Acquire the skills to understand the methods and process that lead to exploration; Generalisation and validation of scientific knowledge in biological science;
- Relate biology education to environment (natural environment, artifacts and people) and appreciate the issues at the interface of science technology and society;
- Relationship human Life and Life science
- Facilitating learners for self-study.

Unit III : Basic Concept of Biology

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

Unit IV : Basic Concept of Botany

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

Unit V : Basic Concept of Zoology

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

Practicum

• Assignment	3 Marks
• Seminar Presentation	3 Marks
• Sessional Test	4 Marks
Total	10 Marks

Books Recommended:

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

Course Code : TEB 104/5 G

Basics of Mathematics

Course Objectives:

After completion of course the students will be able to:

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

Unit 1: Nature and Scope of Mathematics

- Nature of Mathematics assumptions, portulate, aximos.
- Interdisciplinary nature of Mathematics
- History of Mathematics & number system.
- Contribution of Indian Mathematicians – Arya Bhatt, Bhaskaracharya & Ramanujam.
- Development of Curriculum

Unit II: Contribution of Indian Mathematicians

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

Unit II: Nature of Mathematics Process

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

- A mathematical theorem and its variants—converse, inverse and contra positive, proofs and types of proofs,
- Difference between proof and verification;
- Deductive nature of mathematics;

Unit IV: Arithmetic and Geomrtry

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

Unit V: Algebra and Other

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

Practicum

- | | |
|------------------------|-----------------|
| • Assignment | 3 Marks |
| • Seminar Presentation | 3 Marks |
| • Sessonal Test | 4 Marks |
| Total | 10 Marks |

Books Recommended:

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

Course Code : TEB 104/5 H

Basics of Commerce

Course Objectives:

After completion of course the students will be able to:

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

Unit I: Nature and Scope of Commerce

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

Unit II : Basic Concept of Accounting

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

Unit III : Basic Concept of Business Organization and Management

- Meaning of Trade , industry and commerce

- Form of Business Organization
- Management: Meaning, Nature, Scope, Functions and Principles
- Contribution of F.W. Taylor, Henry Fayol and Mayo
- Business Environment: Meaning, Nature, Scope, and Importance
- Element of Economic System
- Business Statistics : Meaning, Nature, Scope and Importance

Unit IV : Basic Concept of Business Economic

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

Unit V : Basic Concept of Auditing and Insurance

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

Practicum

- | | |
|------------------------|-----------------|
| • Assignment | 3 Marks |
| • Seminar Presentation | 3Marks |
| • Sessonal Test | 4 Marks |
| Total | 10 Marks |

Books Recommended:

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

Course code TEB 106

Gender, School and Society

Course Objectives:

This course will enable the students to

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

Unit 1: Gender Issues: Key Concepts

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

Unit II: Gender Studies: Paradigm Shifts

- Paradigm shift from women's studies to gender studies
- Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth century's with focus on women's experiences of education
- Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmes and plans.

Unit III: Gender, Power and Education

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

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

Unit IV: Gender Issues in Curriculum

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

Unit V: Gender, Sexuality, Sexual Harassment and Abuse

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

Practicum

- | | |
|------------------------|-----------------|
| ● Assignment | 3 Marks |
| ● Seminar Presentation | 3 Marks |
| ● Sessional Test | 4 Marks |
| Total | 10 Marks |

Books Recommended:

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

- David, Mirrian, E. (1980) *State the Family and education*, London: Routledge and kegan Paul Desai,
- Tyler, W. (1977) *The sociology of educational inequality*, London: Methuen.
- Chandra, Karuna (1984) *Structures and ideologies: Socialization and Education of girl child in South Asia*, Indian. Journal of Social Sciences. Vol 3 No. 1.
- Ahmad, Karuna (1984) 'Social context of Women's Education 1921-81', *New frontiers in higher education*, Vol.- XV No. 3.

Course Code : TEB 107

Language across the Curriculum

Course Objectives:

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

Unit 1: Introduction of Language

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

Unit II: Engaging With Narrative and Descriptive Accounts

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

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

Unit III: Engaging With Journalistic Writing

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

Unit IV: Engaging With Subject-Related Reference Books

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

Unit V: Engaging With Educational Writing and Orating

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

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

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

Practicum

• Assignment	5 Marks
• Seminar Presentation	10 Marks
• Sessional Test	10 Marks
Total	25 Marks

Books Recommended:

- 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.

Course code TEB 108
Drama, Arts and Aesthetics

Course Objectives:

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

Unit I: Visual Arts And Crafts

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

Unit II: Performing Arts: Dance, And Music

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

Unit III: Drama Theatre Puppetry

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

Unit IV: Appreciation of Arts

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

- Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)
- Indian festivals and its artistic significance.

Unit V: Yoga

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

Practicum

• Assignment	5 Marks
• Practical	10Marks
• Sessonal Test	10 Marks
Total	25 Marks

Course Code: TEB109

Critical Understanding of ICT

Course Objectives:

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

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

Unit 1: Introduction to ICT

- Introduction, concept, benefits and scope of ICT
- Role of information technology in 'construction of knowledge'
- Possible uses of audio-visual media and computers.
- Use of radio and audio Medias: Script writing, storytelling, songs, etc.
- Use of television and video in education
- Use of newspaper in education.

Unit II: Use of Computers in Schools

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

Unit III: Internet

- Introduction to Networking and its type.
- Introduction to Internet.
- Component of internet.(Web browser, Server, Website, Webpage, Hyperlink and Others.)
- Working on Internet and Using basic online service like Search engines, Email, Chatting, Internet calling, Social Networking..
- Downloading relevant material.

Unit 4: Visualising Technology-Supported Learning Situations

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

Unit 5: ICT-Aided Learning

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

Practicum

• Assignment	5 Marks
• Practical	10 Marks
• Sessonal Test	10 Marks
Total	25 Marks

Books Recommended:

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

Course Code: TEB110

School Internship

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

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

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