

Course Code: TEB 201

Contemporary India and Education

Aims of the Course

The course will enable student-teachers to

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

Unit I: Education in Pre Colonial Era

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

Unit-II: Education in Post-independence Era

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

Unit-III: Development of Secondary Education in India

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

Unit IV: Education in Indian Constitution

- Educational provisions in Indian constitution
- Education and human rights
- Child rights, Rights and duties
- Right to Education Bill and its provisions.
- Social equity, equality and equalization of educational opportunities.
- Education of the socially and economically disadvantaged Sections

Unit V: Contemporary issues in Education

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

Practicum

• Assignment	5 Marks
• Seminar Presentation	5 Marks
• Sessonal Test	10 Marks
Total	20 Marks

References

- श्रीवास्तव, एस0एस0 (1988), *शिक्षा में नवाचार एवं आधुनिक प्रवृत्तियाँ*, हर प्रसाद भार्गव, आगरा।
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- Beck, Clive & Clark Kosnik, Albany (2006), *Innovations in Teacher Education : A Social Constructivist Approach*, State University of New York.
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- NCTE (1979) Organisation of Core Teaching Programme Package, NCERT, New Delhi.
- NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi.
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- NCTE(2009) National Curriculum Framework for Teacher Education, New Delhi.
- Passi B.K. (eds) (1976), *Becoming better teacher*, Ahmedabad, Sahitya mudranalaya.
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- Tilak, J.B.G. (1992). *Educational Planning at Grassroots*. Ashish Publications. New Delhi.
- UNESCO: Institute for Statistics (2001). *Education Indicators: Technical Guidelines*. Montreal: Canada.

Course Code: TEB 202
Assessment for Learning

Aims of the Course

The course will enable student-teachers to

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

UNIT I : Overview of Assessment and Evaluation

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

UNIT II : Assessments of Subject-Based Learning

- Kinds of tasks: projects, assignments, performances
- Kinds of tests and their constructions, Observation of learning processes by self, by peers, by teacher, Self-assessment and peer-Assessment, Constructing portfolios,
- Quantitative and qualitative aspects of assessment: Appropriate tools for each.
- Types of Evaluation: Formative and Summative, continuous and comprehensive assessment, Grading. Dimensions and levels of learning,
- Application of specific skills, Manipulating tools and symbols; Problem-solving; applying learning to diverse situations

UNIT III: Examination Reform Efforts

- Present Examination system at secondary level: Its strengths and weaknesses, examination reforms.
- Examination reform efforts in India based on:
 - Secondary Education Commission (1952-53), Kothari Commission (1964-66), National Policy on Education (1986), Programme of Action (1992), National Curriculum Framework (2005), NCFTE 2009
 - Improving quality and range of questions in exam papers, Including school-based credits, Role of ICT in examination

UNIT IV: School-Based Assessment, Feedback and Reporting

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

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

UNIT V: Data Analysis,

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

Practicum

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

REFERENCES

- अस्थाना, विपिन (2010), *मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन*, अग्रवाल पब्लिकेशन, मेरठ।
- गुप्ता, एस0पी0 और गुप्ता अलका (2010), *आधुनिक मापन एवं मूल्यांकन*, शारदा पुस्तक भवन, इलाहाबाद।
- गुप्ता, एस0पी0 और गुप्ता, अलका (2008), *सांख्यिकीय विधियाँ*, शारदा पुस्तक भवन, इलाहाबाद।
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- Ebel, R.L. and Frisbel, D.A. (1979), *Essential of Educational Measurement, 3rd Ed.*, Prentice Hall of India, New Delhi.
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- Krathwhol, D.R. (1964), *Taxonomy of Educational Objectives Handbook II Affective Domain*, David McKay Co.Inc, New York.
- NCERT, (1963), *The Concept of Evaluations in Education*, New Delhi .
- Sax, G. (1970), *Principle of Educational Measurement and Evaluation*, Wordsworth Pub. California .
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- Thornadike, R.L. and Hagen, E. : *Measurement and Evaluation in Psychology and Education*, John Wioley and Sons Pub, New York.
- UGC, (1972), *Examination Reforms : A Plan of Actions*, New Delhi.

Course Code: TEB203/4 A

हिंदी भाषा का शिक्षण

पाठ्यक्रम उद्देश्यः

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

इकाई-1: हिन्दी – शिक्षण के उद्देश्य

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

इकाई-2: हिन्दी – शिक्षण की पद्धतियाँ

- युक्तियाँ : व्याख्या, स्पष्टीकरण, विवरण, वर्णन, उद्घरण, प्रश्नीकरण, एवं दत्तकार्य
- प्रविधियाँ : मौखिक कार्य, लिखित कार्य, अभ्यास कार्य, वाद-विवाद, नाटकीकरण, संगोष्ठी, विचारगोष्ठी, एवं कार्यगोष्ठी
- विधियाँ : परम्पराग विधि, कहानी-कथन विधि, अनुवाद विधि, पाठ्यपुस्तक विधि, व्याख्या विधि, प्रत्यक्ष प्रणाली, आगमन-निगमन विधि, मान्तेसरी पद्धति, किन्डर गार्टन पद्धति, डाल्टन पद्धति, विनेटका पद्धति, डैक्राली पद्धति, प्रोजेक्ट पद्धति, खेल-विधि, अभिक्रमित उद्देश्य, शिक्षण मशीन एवं भाषा प्रयोगशाला, आदि।
- पाठ्य- सहगामी क्रियाएं

इकाई-3: सूक्ष्म शिक्षण एवं पाठयोजना निर्माण

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

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

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

इकाई – 5: हिन्दी शिक्षण और मूल्यांकन

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

Practicum

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

संदर्भ पुस्तकें:

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

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

Course Objectives:

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

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

Unit I: Aims of Objectives of Teaching English

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

Unit II : Teaching Methods and English Teaching

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

Unit III : Micro Teaching and Lesson Plan

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

Unit IV : Text Book, Teacher and Teaching Aid

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

Unit V : English Teaching and Evaluation

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

Practicum

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

Suggest Reference book:

- Champion, H.C. (1972) '*Lectures on teaching of English in India*, Oxford University press. (1972)
- Chapman, L.R.H. '*English composition for Beginners*, Longmans, London.
- Perren, '*Teachers of English as a second language*', Cambridge University press. (1979)
- Pathak, P.D. (1989) '*Teaching of English in India*, Vinod Pustak Mandir, Agra.
- Wadhwa, S.S. (1973) '*Latest Trevd in English Teaching*', Agarwal Publishers, Chandigarh.
- Tomkison (1967) '*The Teaching of English in India*', Oriental Longmans, Bombay.
- Duby, Vibha & Manish (2010) '*Fundamental of English Teaching*, Sharma Pustak Bhawan, Allahabad

Course Code: TEB203/4 C

Pedagogy of Language (Sanskrit)

पाठ्यक्रम उद्देश्य—

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

इकाई-1: संस्कृत-प्रािक्षण के उद्देश्य

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

इकाई-2: संस्कृत- प्रािक्षण की पद्धतियाँ

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

इकाई-3: सूक्ष्म प्रािक्षण एवं पाठयोजना निर्माण

- सूक्ष्म शिक्षण

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

इकाई – 4: पाठ्यक्रम, अध्यापक और शिक्षण सामग्री

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

इकाई – 5: संस्कृत शिक्षण और मूल्यांकन

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

Practicum

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

Suggested Reference books:

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

Course Code: TEB203/4 D
Pedagogy of Social Sciences

Course Objectives:

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

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

UNIT I: Aims and Objectives of teaching of Social Sciences

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

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

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

Unit III : Micro Teaching and Lesson Plan

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

Unit IV : Text Book, Teacher and teaching Aid

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

Unit V : Social Sciences Teaching and Evaluation

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

Practicum

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

Suggested Reference books:

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

Course Code: TEB203/4 E
Pedagogy of Physical Science

Course Objectives:

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

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

Unit I: Aims and Objectives of teaching physical sciences

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

II: Teaching-Learning Methods and Strategies in Physical Science

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

Unit III : Skill Teaching, Micro Teaching and Lesson Plan

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

- Preparation of Macro lesson plan

Unit IV : Text Book, Teacher and Teaching Aid

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

Unit V : Physical Science Teaching and Evaluation

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

Practicum

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

Suggested Reference books:

1. रावत, डी0एस0 (2007) "विज्ञान शिक्षण" अग्रवाल पब्लिकेशन्स आगरा।
2. श्रीवास्तव, डा0 रीता (2008) "विज्ञान शिक्षण" आलोक प्रकाशन, लखनऊ।
3. श्रीवास्तव, डा0 सुबोध (2008) "विज्ञान शिक्षण" आलोक प्रकाशन लखनऊ।
4. दुबे, मनीष एवं दुबे विभा (2009) "विज्ञान शिक्षण" शारदा पुस्तक भवन, इलाहाबाद।
5. गौतम, ममता (2008) "विज्ञान शिक्षण" श्याम प्रकाशन, जयपुर।
- 6- Bhatnagar, Dr. S.S. (2003) "Teaching of Science" R. Lal Book Depot, Meerut.
- 7- Bhatnagar, Dr. A.B. (2004) "Teaching of Science" R. Lal Book Depot, Meerut.

Course Code: TEB203/4 F

Pedagogy of Life Science

Courses Objectives:

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

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

UNIT I: Life Science Teaching

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

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

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

Unit III : Micro Teaching and Lesson Plan

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

- Preparation of unit plan
- Preparation of Macro lesson plan

Unit IV : Text Book, Teacher and Teaching Aid

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

Unit V : Life Science Teaching and Evaluation

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

Practicum

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

Suggested Reference books:

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

Course Code: TEB203/4 G

Pedagogy of Mathematics

Course Objectives:

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

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

UNIT I: Planning For Teaching-Learning Mathematics

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

UNIT II: Teaching-Learning Methods and Strategies in Mathematics

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

Unit III : Micro Teaching and Lesson Plan

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

Unit IV : Text Book, Teacher and Teaching Aid

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

Unit V : Mathematics Teaching and Evaluation

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

Practicum

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

Suggested Reference books:

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

Course Code: TEB203/4 H

Teaching of Commerce

Course Objective:

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

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

Unit I: Planning For Teaching-Learning Commerce

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

Unit II: Teaching-Learning Methods and Strategies in Commerce

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

Unit III :Micro Teaching and Lesson Plan

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

- Preparation of Macro lesson plan

Unit IV : Text Book, Teacher and Teaching Aid

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

Unit V : Commerce Teaching and Evaluation

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

Practicum

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

Suggested Reference books:

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

Course Code TEM 205 A
GUIDANCE AND COUNSELLING

Course Objectives

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

Unit - I

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

Unit - II

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

Unit - III

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

Unit - IV

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

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

Unit - V

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

Practicum

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

REFERENCES

- जायसवाल, सीताराम (1987), *शिक्षा में निर्देशन एवं परामर्श*, विनोद पुस्तक मन्दिर, आगरा।
- दुबे, रमाकान्त (1982), *शैक्षिक एवं व्यवसायिक निर्देशन के मूल आधार*, राजेश पब्लिशिंग हाउस, मेरठ।
- पाण्डेय, के०पी० (1987), *शैक्षिक तथा व्यवसायिक निर्देशन के आधार*, अमिताश प्रकाशन, दिल्ली।
- सक्सेना, राधारानी एवं इन्दिरा रानी (1990), *शिक्षा में निर्देशन एवं परामर्श*, राजस्थान हिन्दी ग्रन्थ अकादमी।
- शर्मा, आर०ए० तथा चतुर्वेदी, शिखा (2003), *निर्देशन एवं परामर्श के मूल तत्व*, आर० लाल बुक डिपो, मेरठ।
- वर्मा, रामपाल सिंह (1989), *शैक्षिक एवं व्यवसायिक निर्देशन तथा परामर्श*, विनोद पुस्तक मन्दिर, आगरा।
- Anastasi, A. and Urbina, S. (1997), *Psychological Testing, 7th Ed*, Upper saddle River. NJ: Prentice Hall.
- Bhatnagar, and Gupta Nirmala (Eds.) (1999), *Guidance and Counseling: Vol. I: A Theoretical Perspective*, Vikas, New Delhi.
- Corey, G. (1986), *Theory and Practice of Counseling and Psychotherapy, 3rd Ed*, Bellment: Clief. Brooks Cole.
- Dave Indu (1984), *The Basic Essentials of Counseling*, Stesting Pvt. Ltd, New Delhi.
- Denzin, N.K. and Lincoln, Y. (2000), *Handbook of Qualitative Research*, Sage Publications, New Delhi.
- Drummond, R.J. (1988), *Appraisal Procedures for Counselors and Helping Professionals*, Columbus, OH: Merrill.
- Mohan, S. and Sibia, A. (1998), *Handbook of personality measurement in India*, NCERT, New Delhi.
- Oliver, W. and Randall, W.E. (2005), *Handbook of understanding and measuring intelligence*, Sage Publications, London.

Course code TEM 205 B
Health and Physical Education

Course Objectives

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

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

Unit I : Concept of Physical Education

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

Unit II : Game and Sport

- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health

Unit III : Concept of Health Education

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

Unit IV : Concept of Food, Safety and security

- Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to preserve food, shift in food practices and its globalisation, practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention
- Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment

Unit V : National and International Events

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

Practicum

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

Books Recommended :

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

Course Code: TEB 205 C

School Administration and Management

Course Objectives:

The pupil teacher will be able to :

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

Unit - I

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

Unit - II

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

Unit - III

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

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

Unit - IV

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

Unit- V

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

Practicum

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

Books Recommended :

1. सुखिया, एस0पी0 (1997) : "विद्यालय प्रशासन, संगठन एवं स्वास्थ्य शिक्षा" विनोद पुस्तक मन्दिर, आगरा।
2. गुप्ता, रामबाबू एवं गौतम, एस0एल0 (2007) : "शैक्षिक प्रशासन एवं स्वास्थ्य शिक्षा" आलोक प्रकाशन, लखनऊ।
3. गौडवोले, अग्रवाल (2009) : "विद्यालय प्रशासन, संगठन एवं स्वास्थ्य शिक्षा" आलोक प्रकाशन, लखनऊ।
4. शर्मा, डॉ0 आर0ए0 (2006) : "विद्यालय संगठन एवं शैक्षिक प्रशासन" आर0 लाल0 बुक डिपो, मेरठ।
5. शैरी, डॉ0 जी0पी0 (2003) : "स्वास्थ्य शिक्षा" विनोद पुस्तक मन्दिर, आगरा।
6. जोशी, डॉ0 रजनी (2005) : "विद्यालय प्रशासन एवं संगठन" शारदा पुस्तक भवन, इलाहाबाद।
7. Sharma, R.P. (1970) : "School Administration" Central School Organization, New Delhi.
8. Nash, J.B. (1955) : "Physical Education , Health and Recreation" New York.

Course Code : TEB205 D
Education for Peace

Course Objectives:

The pupil teacher will be able to :

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

Unit-I: Understanding Peace

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

Unit-II: Historical Development of Peace Education

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

Unit-III: Education for Peace

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

Unit-IV: Pedagogy of Education for Peace

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

Unit-V: Teacher Education for Peace

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

Practicum

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

Suggested Readings

- | | |
|----------------------|--|
| Bernard Jessie., | “The Sociological study of conflict” International sociological Association, The Nature of conflict, UNESCO Paris (1957) |
| Barash, P. David | Approaches to Peace, Oxford University Press, New York (2000) |
| Galtung, Johan, | Peace by Peaceful Means: Peace and conflict, Development and civilization. Sage Publications, New Delhi, 1996 |
| Galtung, Johan, | The Struggle for Peace Gujarat Vidyapith, Ahmedabad, 1984 |
| Gandhi, M.k., | Non-Violence in Peace and War Navajivan Publishing House, Ahmedabad, 1944 |
| Galtung, J., | Searching for Peace- The road to TRANSCEND, sterling Virginia (2003) |
| Harris Ian. M, : | “Peace Education” Mc Farland & company, Inc Publisher London, 1998 |
| Howlett, Charles F., | John Dewey and Peace Education, Encyclopedia of Peace Education , Teacher college, Columbia University 2008 |
| Krishnamurti, J., | “Total Freedom”, Krishnamurti Foundation Chennai. |
| NCTE., | Curriculum Framework for quality Teacher Education , NCTE, New Delhi (1998) |
| NCERT | National Curriculum Framework (2005), Position Paper, National focus Group on Education for Peace, NCERT, New Delhi (2006) |
| Pandey, S., | Education for Peace, Self Instructional Package for Teacher Education , NCERT New Delhi (2004) |
| Reardon, B., | Comprehensive Peace Education: Educating for Global Responsibility, Teacher college press, New York, 1988 |
| Upadhyay, P. | Education for Peace: Utopia or Reality, Kalpaz Publication, (Gyan Books) Delhi (2010) |
| UNESCO., | First International Forum on the Culture of Peace. Final Report, Paris, UNESCO (1994) |

Course code TEM 206
Creating an Inclusive School

Aims of the Course

The students will be able to

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

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

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

Unit - II: Legal and Policy Perspectives

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

Unit - III: Defining Special Needs

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

Unit - IV: Inclusive Practices in Classrooms for All

- Technological advancement and its application–ICT, adaptive and assistive devices, equipments and other technologies for different Disabilities, Classroom management and organisation
- Strategies for differentiating content, curricular adaptations, lesson planning and TLM
- Pedagogical strategies: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Supportive services : special teacher, speech therapist, physiotherapist, occupational therapist, and counselor
- Evaluation procedures: examination by the board in their State, Documentation, record keeping and maintenance.

Unit - V: Developing Support Networks

- Social climate of the classroom, Child-to-child programme
- Developing partnerships in teaching: Teacher and special teacher; Teacher and co-teaching personnel; Parents as partners – developing positive relationships between school and home
- Involving community resources as source of support to teachers, Involving external agencies for networking–setting up appropriate forms of communication with professionals and Para professionals
- Liaising for reciprocal support of pre-school programmes, prevocational training programmes, social security, different provisions, concessions, etc.

Practicum

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

Books Recommended :

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

Course code TEM 207

Reading and Reflecting on Texts

Course Objects:

To enable the pupil teachers to;

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

Course Content

Reading and reflecting on any two of the following texts;

- GITANJALI by Ravindra Nath Tagore, VBGV publications
- EXPERIMENT WITH TRUTH by M K Gandhi, Sissela Bok, Beacon Press 1993 **GODAN** by Prem Chand, Lokamaya Press
- ANDHER NAGARI by Bhartendu Harishchand, Vani Prakashan
- DIVA SWAPNA, by Gijju Bhai Badheka Translated into Hindi by Kashinath Trivedi, New Delhi:
- DHRUVA SWAMINI, by Jai Shankar Prasad, BHARATIYA GYANPITH,NEW DELHI
- ELICE IN WONDERLAND, london macmillan and co., limited new york

Practicum

- | | |
|------------------------|-----------------|
| • Assignment | 10 Marks |
| • Seminar Presentation | 5 Marks |
| • Sessonal Test | 10 Marks |
| Total | 25 Marks |

Course code TEM 208
Understanding the Self and Yoga

Course Objects:

To enable the pupil teachers to;

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

Unit- I Academic writing and Communication Skill

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

Unit II: Exploring the Aim of Life Objectives

- Vision as a person: Aspiration and purpose of life.
- Giving a conscious direction to life.
- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.
- Personal growth of the students by helping them to identify their own potential
- Develop the power of positive attitude.
- Capacity for self-reflection and personal integration.

Unit III: Discovering one's True Potential

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

- Developing the capacity for empathic listening and communication skills.

Unit IV: Peace, Progress and Harmony

- Establishing peace within oneself: exercises of concentration and meditation
- Understanding group dynamics and communication
- Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution
- Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching.
- Observing children: appreciating social, economic, cultural and individual differences in children and relating with them

Unit-V: Yoga

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

Practicum

• Practical	10 Marks
• Seminar Presentation	05 Marks
• Sessional Test	10 Marks
Total	25 Marks

Essential Readings

- Antoine de Saint-Exupery. (1977). The Little Prince. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi).
- Csikzentmihalyi, M. (1993). The Evolving Self: A Psychology for the Third Millennium. New York: Harper Collins.
- Dalal, A.S. (1987). Living Within, Pondicherry, India: Sri Aurobindo Ashram Trust.
- Dalal, A.S. (2001). Our Many Selves. Pondicherry, India: Sri Aurobindo Ashram.
- Frankl, V. (1946). Man's Search for Meaning. New York: Pocket Books.
- Full of Life: A sensitive Japanese Teachers explores feelings, death with 10 year olds. (<http://www.arvindguptatoys.com/films.html>)
- Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier.
- Krishnamurti, J. (1953). Education and the Significance of Life, Ojai, California, USA: Krishnamurti Foundation Trust.
- NCERT, (2006). Education for Peace, Position Paper. New Delhi: NCERT.

Course Code – TEB209
School Internship – II

In this course, the student-teachers will

40 Marks

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