

Course Code	Course Title		Semester
BBED111CCT	<b>PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b>		I
Scheme of Instruction		Scheme of Examination	
Total Duration	: 48+32 = 80 Hrs	Maximum Score	: 100
Periods / Week	: 5	Internal Evaluation	: 30
Credits	: 3 +1 = 4	End Semester	: 70
Instruction Mode	: Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	: 3 Hrs

**Objectives**

The Course will enable the student-teacher to:

1. understand the concepts of Education and Philosophy
2. understand the Indian and Oriental Philosophical thought on Education
3. understand the implications of various western schools of thought on Education
4. understand the implications made by recent thinkers on Education.
5. appreciate the nobility of teaching as a profession.
6. understand the need and importance of values and their role in making an individual humane.
7. understand and appreciate the contributions made by the Oriental Philosophies to Education

**Course Content****Unit-1: Introduction to Philosophy and Education (10 hours)**

- 1.1 Concept and Scope of Philosophy
- 1.2 Concept and Scope of Education
- 1.3 Relationship between Philosophy and Education
- 1.4 Philosophy and Aims of Education
- 1.5 Philosophy of Education and Educational Philosophy

**Unit-2: Indian Education: Historical Perspective ( 15 hours)**

- 2.1 Education during Ancient Period (Vedic Education and Buddhist Education )
- 2.2 Education during Medieval Period (Including Islamic Education)
- 2.3 Education during Modern Period (Pre-Independent and Post Independent era)
- 2.4 Educational Thinkers
  - i. Rabindranath Tagore
  - ii. Sri Aurobindo Ghosh
  - iii. Mohandas Karamchand Gandhi
  - iv. Allama Iqbal
  - v. Sir Syed Ahmed Khan
  - vi. Maulana Abul Kalam Azad

**Unit-3: Eastern Systems and Western Schools of Philosophy (15 hours)**

- 3.1 Eastern Systems of Philosophy
  - i. Sankhya ii. Yoga iii. Nyaya iv. Sufism
- 3.2 Western Schools of Philosophy
  - i. Idealism ii. Naturalism iii. Pragmatism iv. Existentialism

**Unit 4: Value Education ( 5 hours)**

- 4.1 Concept of Value
- 4.2 Classification of Values
- 4.3 Value Crisis
- 4.4 Approaches to inculcate Values
- 4.5 Values and Harmonious Life

**Unit-5: Teaching as a Profession (5 hours)**

- 5.1 Teacher: Professional Competencies and Commitments
- 5.2 Teacher as a Nation Builder
- 5.3 Teacher as a Creator and Facilitator of Knowledge
- 5.4 Professional Ethics of Teachers
- 5.5 Teacher and the Future Society

**Practicum - Any Two of the Following:**

- 1. Critically review a selected book written by Contemporary Educationist in India.
- 2. Thoughts and reflections of Western Philosophical Schools and its relevance to the present day Indian Education – A Report
- 3. A report on the different roles played by an ideal teacher in the classroom, school and community
- 4. Evaluate the existing school system and state to what extent the educational ideologies of the Islamic modernist in our country are reflected.
- 5. List out the values which make an individual a righteous human being.

**Text Books**

- 1. Ramesh, G., & Dash, B.N., (2013). *Foundations of education*. Hyderabad: Neelkamal Publications.
- 2. Aggrawal, J.C. (1996). *Theory and principles of education* (10th rev. ed.). New Delhi: Vikas Publication.
- 3. Altakar A.S. (1957). *Education in ancient India*. Varanasi: Nand Kishore Publication.
- 4. Anand, C. L. (1993). *Teacher and education in the emerging Indian society*. New Delhi: NCERT.

**Reference Books**

- 1. Amaldass, A. (2001). *Introduction to philosophy*. Chennai: Satya Nilayam Publications.
- 2. Chandra, B. (2000). *India after independence*. New Delhi: Roopa.
- 3. Brubacher. J. S. (1962). *Modern philosophies of education*. New York: McGraw-Hill Co.
- 4. Butler, J.D. (1968). *Four philosophies and their practice in education and religion* (3<sup>rd</sup> ed.). New York: Harper and Row Publisher.
- 5. Chakravarthy, D.K. (2000). *Fundamental questions of epistemology and metaphysics*. New Delhi: Omsons Publications.
- 6. Chaube, S.P., & Chaube, A. (2007). *Philosophical and sociological foundations of education*. Agra: Vinod Pustak Mandir.
- 7. Deota, N.P. (2012). *Effective leadership qualities*. Germany: Lap Lambert Academic Publishing.
- 8. Deota, N.P. (2012). *Kaleidoscopic views on education*. Germany: Lap Lambert Academic Publishing.
- 9. Dewey, J. (1963). *Democracy and education*. New York: Mac Millan & Co.
- 10. Dhavan, M.L. (2005). *Philosophy of education*. Delhi; Isha Books.

11. Peters, R. S. *History of philosophy*. New York: Orient Longman.
12. Thilly, F. (2018). *Introduction to history of philosophy*. New Delhi: S B W Publishers.
13. Jaffar, S.M. (1972). *Education in Muslim India*. Delhi: Idrah-I-Ababiyat.
14. Brubacher, J. S. (2007). *Modern philosophy of education*. New Delhi: Surjeet Publications.
15. Kabir, H. (1961). *Indian philosophy of education*. Bombay: Asia Publishing House.
16. M. Keynes, 5th Edition. Cambridge: Cambridge University Press.
17. Dhawan, M.L. (2005). *Philosophy of education*. Delhi: Esha Books.
18. Mookerji, R.K. (1960). *Ancient Indian education*. Delhi: Moti Mahal.
19. Mukherjee, S. (2007). *Contemporary issues in modern Indian education*. New Delhi: Authorpress.
20. Mukherji, S.N. (1955). *History of education in India*. Baroda: Acharya Book Depot.
21. Nurullah, S., & Naik, J. P. (1951). *A history of education in India*. Bombay: Macmillan & Co.
22. Park, J. (Ed.). (1968). *Selected readings in the philosophy of education (3<sup>rd</sup> ed.)*. London: The MacMillan Company.
23. Passi, B. K. (2004). *Value education*. Agra: National Psychological Corporation.
24. Radhakrishnan, S. (1953). *History of philosophy: Eastern and western*. London: George Allen & Unwin Limited.
25. Saiyidain, K. G. (1970). *Facts of Indian education*. New Delhi: NCERT.
26. Sharma, R.N. (2000). *Textbook of educational philosophy*. New Delhi: Kanishka Publishers & Distributors.
27. Smith, P.G. (Ed.). (1970). *Theories of value and problems of education*. London: University of Illinois Press.
28. Thakur, A. S., & Berwal, S. (2007). *Education in emerging Indian society*. New Delhi: National Publishing House.
29. Thakur, A.S. (1977). *The philosophical foundations of education*. New Delhi: National Publishing House.

Course Code	Course Title				Semester
BBED112CCT	PSYCHOLOGY OF LEARNER AND LEARNING				I
Scheme of Instruction			Scheme of Examination		
Total Duration	:	48+32 = 80 Hrs	Maximum Score	:	100
Periods / Week	:	5	Internal Evaluation	:	30
Credits	:	3 +1 = 4	End Semester	:	70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	:	3 Hrs

**Objectives:**

This Course will enable the student teachers to:

1. appreciate the need and significance of the study of Educational psychology in understanding, analyzing and interpreting the development of the learner.
2. understand the nature and principles of growth and development.
3. understand the different theories of growth and development.
4. understand the nature of adolescents and their specific characteristics.
5. understand the role of teacher, school and parents for holistic development of learners.
6. understand the nature of personality and its assessment.
7. understand the nature and process of learning and factors that facilitate or obstruct the learning process.

**Course Content****Unit-1: Nature and Methods of Educational Psychology (8 hours)**

- 1.1. Psychology: Meaning, Nature and Scope
- 1.2. Educational Psychology: Meaning, Nature and Scope
- 1.3. Methods of Educational Psychology: Introspection, Observation, Experimental and Case Study.
- 1.4. Need and Importance of Educational Psychology to the teacher

**Unit-2: Growth and Development of the Learner (15 hours)**

- 2.1. Concept and Nature of Growth, Development and Maturation.
- 2.2. Difference between Growth and Development, Principles of Development.
- 2.3. Factors influencing Growth and Development: Heredity and Environment.
- 2.4. Stages of Growth and Development- Infancy, Childhood and Adolescence.
- 2.5. Theories of Development: Cognitive(Piaget), Psycho-Social(Erickson), Moral (Kohlberg), Psycho-Analytic (Freud) and Language ( Noam Chomsky)

**Unit-3: Individual as a Unique Learner (5 hours)**

- 3.1. Concept and types of individual differences.
- 3.2. Concept of intra and inter individual differences.
- 3.3. Factors responsible for individual differences.
- 3.4. Implications of individual differences for organizing educational programs.

**Unit-4: Personality of Learner and its Assessment (10 hours)**

- 4.1 Personality: Concept, Nature and Types of personality (Types and Trait Approach).
- 4.2 Factors influencing Personality: Heredity and Environment.
- 4.3 Development of Integrated Personality

4.4 Assessment of Personality: Projective Techniques (Rorschach's Ink Blot Test, TAT and CAT), 4.5 Non-Projective Techniques, Observation, Questionnaire, Interview, Rating scales, Check-lists, Attitude scales and Anecdotal records.

### **Unit-5: Learning and Memory (10 hours)**

- 5.1. Learning: Concept, Process and Principles of Learning
- 5.2. Factors affecting learning, learner's individual differences, Conditions of Learning: Physiological, Psychological, Social, Emotional, Environmental and Educational factors.
- 5.3. Theories of Learning and their Classroom Implications- Trial and Error (Thorndike), Classical Conditioning (Pavlov), Operant Conditioning (Skinner), Learning by Insight (Gestalt), Social Learning (Bandura) and Constructivism (Vygotsky).
- 5.4. Transfer of Learning: Concept, Types of theories of Transfer, Role of teacher in Developing Positive Transfer
- 5.5. Memory and Forgetting: Concept, Causes of Forgetting, Effective methods of Remembering

### **Practicum - Any Two of the Following:**

1. Visit a balwadi centre / NGO Centres for orphans / street children homes and prepare a detailed report on the functionaries of these centres.
2. Understanding Development through Case Study
3. Describe salient features of Child Rights Act-2005
4. Interact with five adolescent and collect information about their attitudes, interest, aspirations in respect of their educational and occupational choices.
5. Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain.
6. Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.
7. Observe some successful individuals and list down the behavioural characteristics which impress you.
8. Take interview of five low achievers and five high achievers and find out their modes of learning.

### **Text Books:**

1. Hurlock, E.B. (1999). *Developmental psychology*. New Delhi: Tata McGraw- Hill Publishing Company Ltd.
2. Kundu, C.L., & Tutoo, D.N. (1993). *Educational psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
3. Mangal, S.K. (2000). *Advanced educational psychology*. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Mohan, J., & Vasudeva, P. N. (1993). Learning theories and teaching. In Mohan Jitendra (Ed.). *Educational Psychology* (pp. 146). New Delhi: Wiley Eastern Limited.
5. Aggarwal, J.C. (1995). *Essential Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
6. Chauhan, S.S. (1988). *Advanced educational psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
7. Dandapani. (2002). *Advanced educational psychology*. (2<sup>nd</sup> ed.). New Delhi: Anmol Publications Pvt. Ltd.

**References:**

1. Bhatia, H.R. (1977). *Textbook of educational psychology*. New Delhi: The Macmillan Company of India Ltd.
2. Dash, M. (1988). *Educational psychology*. Delhi: Deep and Deep Publications.
3. Dececco, J.P. (1977). *The Psychology of learning and instruction*. New Delhi: Prentice Hall of India Pvt. Ltd.
4. International Bureau of Education. (1990). *Educational sciences: Essentials of educational psychology* (International Bureau of Education, UNESCO). New Delhi: Sterling Publishers. Duric, L.
5. Hilgard, E.R., & Bower, G. H. (1981). *Theories of learning*. New Delhi: Prentice Hall India.
6. Kakkar, S.B. (1989). *Educational psychology & guidance*. Ambala, Cantt: The Indian Publication, Hill Road.
7. Lindgren, H. C. (1967). *Educational psychology in classroom* (3<sup>rd</sup> ed.). New York: John Wiley and sons.
8. Mangal, S. K. (1984). *Psychological foundations of education*. Ludhiana: Prakash Publishers.
9. Papalia, D. E., & Sally, W. O. (1978). *Human development*. New York: McGraw Hill Publishing Company
10. Parmeshwaran, E.G., & Beena, C. (2002). *An invitation to psychology*. Hyderabad: Neel Kamal Publications Pvt Ltd.
11. Rao S. N. (1990). *Educational psychology*. New Delhi: Wiley Eastern Ltd.
12. Skinner, E. C. (1984). *Educational psychology* (4<sup>th</sup> ed.). New Delhi: Prentice Hall of India Pvt. Ltd.
13. Spinthall, N., & Spinthall, R. C. (1990). *Educational psychology* (5<sup>th</sup> ed.). New York: McGraw Hill Publishing Company.

Course Code	Course Title		Semester
BBED113CCT	Assessment for Learning		I
Scheme of Instruction		Scheme of Examination	
Total Duration	: 48+32 = 80 Hrs	Maximum Score	: 100
Periods / Week	: 5	Internal Evaluation	: 30
Credits	: 3 +1 = 4	End Semester	: 70
Instruction Mode	: Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	: 3 Hrs

**Objectives:**

This Course will enable the student teachers to:

1. gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm).
2. become cognisant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination.
3. be exposed to different kinds and forms of assessment that aid student learning;
4. become the use of a wide range of assessment tools, and learn to select and construct these appropriately.
5. evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

**Unit 1- Overview of Assessment and Evaluation**

- 1.1. Meaning and understanding of the terms
  - a. Test, examination, assessment, measurement and evaluation
  - b. Formative and Summative evaluation
  - c. Continuous and Comprehensive evaluation
  - d. Grading system and their interrelationship.
  - e. Principles and Characteristics of quality assessment.
- 1.2. Classification of assessment: Based on *Purpose* (Formative, Summative, Prognostic and Diagnostic), *Scope* (teacher made, standardized); *attribute measured* (achievement, aptitude, attitude), *Nature of information gathered* (qualitative, quantitative), *Mode of response* (Oral and written; selection and supply), *Nature of interpretation* (Self-referenced, Norm-referenced and criterion referenced) and *Context*; (Internal and External)
- 1.3. Distinction between 'Assessment of Learning' and 'Assessment for Learning'
- 1.4. Critical review of current evaluation practices and their assumptions about learning and development. Perspective on assessment and evaluation of learning in a constructivist paradigm.
- 1.5. Purpose of assessment in a 'constructivist' Approach:
  - i. Engage learner's minds in order to further learning in various dimensions.
  - ii. Promote development in cognitive, social and emotional aspects.

**Unit 2: Policy Perspectives and Reforms in Evaluation**

Examination reform efforts in India based on:

- 2.1. Secondary Education Commission (1952-53)
- 2.2. Indian Education Kothari Commission (1964-66)
- 2.3. National Policy on Education (1986) and Programme of Action (1992)
- 2.4. National Curriculum Framework (2005) developed for school education and National Focus Group Position Paper on Examination Reforms.



- 2.5.Reforms in Examination system, Role of ICT in Examination System  
(Discussion should cover analysis of recommendations, implementations and the emerging concerns).

**Unit 3: Dimensions and Tools of Assessment**

- 3.1.Dimensions and levels of learning.
- 3.2.Retention/recall of facts and concepts; Application of specific skills
- 3.3.Manipulating tools and symbols; Problem-solving; applying learning to diverse situations
- 3.4.Meaning-making propensity; Abstraction of ideas from experiences; Seeing links and relationships; Inference; Analysis; Reflection
- 3.5.Originality and initiative; Collaborative participation; Creativity; Flexibility.
- 3.6.Evolving suitable criteria for assessment, Contexts of assessment -Subject-related, individual-related

**Unit 4: Teacher Competencies in Assessment**

- 4.1.Enlarging notions of 'Subject-based Learning' in a constructivist perspective.
- 4.2.Tools of Assessment their uses and preparation
- 4.3.Kinds of tasks: projects, assignments, performances, Kinds of tests and their constructions
- 4.4.Observation of learning processes by self, by peers, by teacher. Self-assessment and peer - assessment –Use of Rubrics
- 4.5.Portfolios: Meaning, types, Purposes, Constructing portfolios, guidelines for portfolio entries and assessing portfolios.

**Unit 5: Data Analysis, Feedback and Reporting**

- 5.1. Analysis of Students' Performance: Using statistical tools
  - a. Processing test data, Frequency Distribution, Graphical representation, Central tendency, Variation, Normal Probability Curve, Percentages, percentiles, Percentile Ranks, Correlation, Grade point average.
- 5.2. Interpretation based on the statistical measures.
  - a. Frame of reference for interpretation of Data: Norm referenced, Criterion-referenced and self- referenced i.e.; relative and absolute interpretation.
- 5.3. Feedback
  - a. Feedback as an essential component of formative assessment, Use of assessment for feedback; for taking pedagogic decisions, for furthering learning
  - b. Teacher's feedback (written comments, oral); Peer
  - c. Place of marks, grades and qualitative descriptions
- 5.4. Reporting
  - a. Purposes of reporting i) To communicate Progress and profile of learner ii) Basis for further pedagogic decisions.
  - b. Developing and maintaining a comprehensive learner profile
  - c. Reporting a consolidated learner profile

**Practicum - Any Two of the Following:**

- 1. Plan and construct an achievement test in one of the methodology subjects
- 2. Survey the assessment practices followed in different schools – Government/Private/Residential and prepare a report
- 3. Prepare a report by undertaking question paper analysis of two school subjects (Annual Examinations of Previous Years)
- 4. Administer (any test to measure attributes) on students of any class and interpret the results
- 5. Conduct a survey to find out occupational choices of 9th Class students and prepare a report
- 6. Critical review of current evaluation practices and their assumptions about learning and development;
- 7. Explore alternative modes of certification/evaluation.



8. Explore the perceptions and your views on the prevailing examination system on student learning and stakeholders.
9. Entrance tests and their influence on students and school system.
10. De-linking school-based assessment from examinations: Some possibilities and alternative practices.
11. Critically review the efforts in exam reforms in India based on various commissions and committees.
12. Critically read and reflect on the 'National Focus Group Position Paper on Examination Reforms.

### Text Books

1. Bransford, J., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
2. Burke, K. (2005). *How to assess authentic learning* (4<sup>th</sup> ed.). Thousand Oaks, CA: Corwin.
3. Burke, K., Fogarty, R., & Belgrad, S. (2002). *The portfolio connection: Student work linked to standards* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin.
4. Carr, J.F., & Harris, D.E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.
5. Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
6. Gentile, J.R. & Lalley, J.P. (2003). *Standards and mastery learning: Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA: Corwin.

### Reference Books:

1. Delpit, L.D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), 280-299.
2. Delpit, L.D. (2012). *Multiplication is for white people: Raising expectations for other people's children*. New York: The New Press.
3. Glaser, R., Chudowsky, N., & Pellegrino, J.W. (Eds.). (2001). *Knowing what students know: The science and design of educational assessment*. Washington, DC: National Academies Press.
4. Guskey, T.R., & Bailey, J.M. (2001). *Developing grading and reporting systems for student learning*. Thousand Oaks, CA: Corwin.
5. McMillan, J. (2013). *Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction* (6th ed.). Boston, MA: Pearson
6. Natrajan V., & Kulshreshta, S. P. (1983). *Assessing non-scholastic aspects: Learners behaviour*. New Delhi: Association of Indian Universities.
7. NCERT. (1985). *Curriculum and Evaluation*. New Delhi: NCERT
8. Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
9. Nitko, A.J. (2001). *Educational assessment of students* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
11. Norris, N. (1990). *Understanding Educational Evaluation*. London: Kogan Page Ltd.
12. Parker Boudett, K., et. al. (2013). *Data Wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Education Press.
13. Shepard, L.A. (2000). The role of assessment in a learning culture. *Educational Researcher*, 4-14.
14. Stiggins, R. (2005). From formative assessment to assessment for learning: A path to success in standards-based schools. *Phi Delta Kappan*, 324-328.

Course Code	Course Title			Semester
BBED114CCT	<b>INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) BASED TEACHING AND LEARNING</b>			I
<b>Scheme of Instruction</b>			<b>Scheme of Examination</b>	
Total Duration	:	16 + 32 = 48Hrs	Maximum Score	: 50
Periods / Week	:	4	Internal Evaluation	: 15
Credits	:	1+ 1 = 2	End Semester	: 35
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	: 2 Hrs

**Objectives:**

The Course will enable the student teachers to:

1. understand the concept and uses of computer in education.
2. understand the concept, need and importance of ICT in education.
3. understand the process of using the application software for creating documents, database, presentation and other media applications.
4. appreciate the role of ICT in improving the professional competencies of a teacher
5. and facilitate the process of teaching and learning in the classroom.
6. understand the ICT supported teaching learning process in education.
7. prepare and present ICT based instructional materials.
8. prepare ICT enabled pupil teachers
9. develop various skills to use computer technology for sharing of information and ideas through the blogs and chatting groups.
10. enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and a support to teachers.

**Course Content****Unit-1: Information & Communication Technology in Education**

- 1.1 Concept, Need and Importance of Information and Communication Technology.
- 1.2 Paradigm shift in Education due to ICT content, with special reference to Curriculum, Role of Teacher, Methods of Teaching, Classroom Environment, Evaluation procedure and Educational management.
- 1.3 Uses of ICT in Education
  - a) Teaching Learning Process
  - b) Publication
  - c) Evaluation
  - d) Research
  - e) Administration
- 1.4 Challenges and Barriers in integrating Information and Communication Technology in school education
- 1.5 Digital Learners and ICT skilled Teacher.

**Unit-2: Internet and Education**

- 2.1 Concept , Need and Importance of Internet in Education
- 2.2 Search Engines - Concept and uses in Education
- 2.3 Facilities available for Communication - e-mail, chat, online conferencing, (Audio-video), Blog, wiki. Internet- forum, News- Groups.
- 2.4 Behaviour on Internet – Netiquettes, Student safety on Internet (Net – safety
- 2.5 Viruses and its Management, Legal and Ethical issues - Copyright, Hacking

### Unit-3: ICT supported Teaching/ Learning Strategies (Concept, Features and Educational Applications)

- 3.1. e-Learning
- 3.2. Web based learning
- 3.3. MOOC's (Massive Open Online Courses)
- 3.4. Blended Learning and Flipped Classroom
- 3.5. Cloud Computing.

#### Practicum - Any one of the Following:

1. Visit any two educational websites/ MOOC's and write a critical assessment report about it in MS Word.
2. Study of Subject wise online learning programs and write a report on it.

#### Text Books:

1. Arulswamy, S., Sivakumar, P. (2012). *Application of ICT in education*. Hyderabad: Neelkamal Publication.
2. Simmons, C., & Hawkins, C. (2009). *Teaching ICT*. Sage Publications India Pvt. Ltd.
3. Talsera, H., Marashdeh, W., & Nagda, M. L. (2005). *Web Based Learning*. New Delhi: Authors Press.
4. Manoj, D. (2010). *ICT in teacher development*. Hyderabad: Neelkamal Publications.
5. Mishra, R.C. (2005). *Teaching of information technology*. New Delhi: APH Publishing Corporation.
6. Sampath K., Panneerselvam, A., & Santhanam, S. (1998). *Introduction to educational technology* (4<sup>th</sup> ed.). New Delhi: Sterling Publishers Pvt. Ltd.
7. Santoshi, V. (2009). *Information and communication technology for teacher education*. New Delhi: Kanishka Publications.
8. Vanaja M., Rajashekhar S., & Arulswamy, S. (2013). *Information and communication technology (ICT) in education*. Hyderabad: Neelkamal Publications.

#### References:

1. Aggarwal, J.C. (1995). *Essentials of educational technology: Teaching-learning innovations in education*. New Delhi: Vikas Publications.
2. Chetan, S. (2003). *Fundamentals of information technology* (2<sup>nd</sup> ed.). New Delhi: Kalyani Publishers.
3. Curtin, D., Foley, K., Sen, K., & Morin, C. (2000). *Information technology – The breaking wave*. New Delhi: Tata McGraw – Hill Publishing Co. Ltd.
4. Intel Teach to the Future - Version 10.1
5. Verma, M. (2006). *Technology in digital education*. New Delhi: Murari Lal & Sons,
6. Merrill, P.F., Hammons, K., Vincent, B. R., Reynolds, P. L., Christensen, L., & Tolman, M. N. (1985). *Computers in Education* (2<sup>nd</sup> ed.). New York: Allyn & Bacon.
7. Norton, P. (2000). *Introduction to computers*. New Delhi: Tata McGraw Hill Publications.
8. Roblyer, M.D. (2006). *Integrating educational technology into teaching* (8<sup>th</sup> ed.). New Jersey: Pearson Prentice-Hall Inc.
9. Schwatz., & Schltz. (2000). *Office 2000*. New Delhi: BPB Publications..
10. Shukla, S. S. (2005). *Basics of information technology for teacher trainees*. Ahmedabad: Varishan Prakashan.
11. Sinha, P. K. (1992). *Computer fundamentals*. New Delhi: BPB Publications.
12. Underwood, J. D.M., & Underwood, G. (1990). *Computers and learning helping children acquire thinking skills*. Oxford: Basil Black Well.

13. لکشا یکتیں ایجو انفل کھنا انسٹ ایسٹو سائنہا متذکب ڈیپو۔ گٹھنہ بچکر، 2007

14. تصد مہینا ٹیکنیکو لشتہبا جملکن اور لکشا یکتیں ایبٹک کھنا باشنب حبیت سائنہا مٹھد، متذکب ڈیپو۔

گٹھنہ بچکر

Course Code	Course Title			Semester
BBED115CCT	School Organization and Management			I
Scheme of Instruction			Scheme of Examination	
Total Duration	:	16 + 32 = 48Hrs	Maximum Score	: 50
Periods / Week	:	4	Internal Evaluation	: 15
Credits	:	1+ 1 = 2	End Semester	: 35
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	: 2 Hrs

**Objectives**

- 1) To understand the fundamentals of Educational Management.
- 2) To understand the role, duties and qualities of school Principal.
- 3) To understand the need, nature, concept and scope of school organization.
- 4) To understand the basic components, principles for functioning of school organization.
- 5) To understand principles of school management and community school relationship.

**UNIT-1-Educational Management**

- 1.1 Meaning, definition, concept and aims of Educational Management.
- 1.2 Types of Educational Management-Democratic and Autocratic.
- 1.3 Role, duties and qualities of school principal.
- 1.4 Principal's relationship with staff, students and parents.

**Unit-2 Understanding School Organization**

- 2.1 School Organization: Concept and major Components; Community an important agency.
- 2.2 Basic Principles for the functioning of school organization.
- 2.3 School as an organization and as a part of organization.
- 2.4 Relation between Schools and other educational organizations: Teacher education institution, state and National level bodies.

**Unit-3 Aspects of School Management**

- 3.1 School management: Concept, basic principles and system nature; Community-School Relationship
- 3.2 Planning mechanism in school management: annual school calendar, day to day schedules, time table, staff meeting, activities, student issues, monitoring.
- 3.3 Managing School resources: The school Building, School budget, Laboratory, Workshop library, sports ground, Hostel, School office; cleanliness, maintenance and optimum utility.
- 3.4 Role of school records in effective management system

**Practicum: Any one of the following**

- 1) Prepare a study report on the role of PTA in improving quality of School Management
- 2) Field visit to any national / State level organization holding the educational administration Secondary Education level and submit the report.

## References:

- 3 Aggarwal, J.C. (2007). *School management*. New Delhi: Shipra Publications.
- 4 Anthony, D. (2006). *Leaders for today hope for tomorrow*. Mumbai: Pauline Publications.
- 5 Bhatnagar, R.P., & Verma, I.B. (2000). *Educational administration*. Meerut: Loyal Book Depot.
- 6 Famulavo, J. (1986). *Handbook of human resource administration*. New York: McGraw-Hill.
- 7 Loomba, K., & Loomba, P. (2013). *School management*. New Delhi: Twenty first Century Publications.
- 8 Kaushik, V.K. (2002). *School administration & organization*. New Delhi: Anmol Prakashan.
- 9 Kimbrough, R.B., & Nunnery, M.Y. (1983). *Educational administration: An introduction*. New York: Mac Milan Publishing Co. Inc.,
- 10 Kochar, S.K. (1978). *Secondary school administration*. New Delhi: Sterling.
- 11 Prasad, L.M. (2015). *Principles and practice of management*. New Delhi: Sultan Chand and Sons.
- 12 Mathur, S.S. (1990). *Educational administration and management*. The Indian Publication India.
- 13 Mathur, S.S., & kohli, V.K. (1973). *School administration and organization*. Jalandher: Krishna Brothers.
- 14 Mohanti, J. (2002). *Education administration, supervision and school management*. New Delhi: Deep and Deep.
- 15 Mohanty, J. (2007). *Educational management, supervision and school organization*. Hyderabad: Neelkamal Publications Pvt., Ltd.
- 16 Mukerjee, S.N. (1962). *Secondary school administration*. Baroda: Acharya Book Depot.
- 17 Nwankwo, J. I. (1982). *Educational administration theory and practice*. New Delhi: ViKas Publishers.
- 18 Owens, R. G. (1970). *Organizational behaviour in schools*. Englewood Cliffs, N.J: Prentice Hall Inc.
- 19 Pandya, S.R. (2001). *Administration and management of education*. Mumbai: Himalaya.
- 20 Pareek, U. (1993). *Making organizational roles effective*. New Delhi: Tata McGraw-Hill.
- 21 Pareek, U., & Rao, T. V. (1992). *Designing and managing human resource systems*. New Delhi: Oxford & IBH Publishing Company.
- 22 Kochhar, S. K. (2011). *School administration and management*. New Delhi: Sterling Publishers Pvt. Ltd.
- 23 Safaya, R. N., & Shaida, B.D. (2000). *School administration and organization*. Delhi. Dhanpat Rai and Sons.
- 24 Siddhu, S.K. (1987). *School organization and administration*. New Delhi: Sterling Publishers,.
- 25 Sukla, P.D. (1983). *Administration of education in India*. New Delhi: National Book Trust.
- 26 Vashit, S.R. (2002). *Classroom and school administration*. New Delhi: Anmol Prakashan,

Course Code	Course Title			Semester
BBED116CCT	COMMUNICATIVE ENGLISH			I
<b>Scheme of Instruction</b>			<b>Scheme of Examination</b>	
Total Duration	:	16 + 32 = 48Hrs	Maximum Score	: 50
Periods / Week	:	4	Internal Evaluation	: 15
Credits	:	1+ 1 = 2	End Semester	: 35
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	: 2 Hrs

**Objectives :**

The Course will enable the student teacher to:

1. develop listening comprehension.
2. improve voice quality and speaking skills.
3. develop conference skills for a better presentation.
4. improve reading comprehension.
5. develop writing skills to write invitations, application, letters and resumes etc.

**Course Content****Unit-1: Grammar and Phonetics (5 hours Theory +10 hours Practical)**

- a) Grammar
  - a. Parts of Speech
  - b. Types of Sentences
  - c. Tenses
  - d. Transformation of Sentences- Active-Passive, Direct-Indirect and Affirmative-Negative.
  - e. Degrees of Comparison
  - f. Clauses
  - g. Question Tags
- b) Phonetics
  - a. Sounds, Stress, Intonation, Rhythm, Voice quality, clarity, pace, pauses, and voice modulation

**Unit-2: Listening Comprehension and Speaking Skills (5 hours Theory + 10 hours Practical)**

- a) Listening comprehension
  - a. Difference between Hearing and Listening, Types of listening.
  - b. Characteristics of a good listener – Learning to listen.
- b) Speaking Skills
  - a. Making speeches and presentations.
  - b. Comparing and Anchoring.
  - c. Role-play.

**Unit-3: Reading Comprehension and Writing skills: (6 hours Theory+ 12 hours Practical)**

- a) Reading Comprehension
  - a. Purpose of reading.
  - b. Types of reading.
  - c. Speed of reading.
  - d. Characteristics of a good reader.
- b) Writing Skills
  - a. Writing a paragraph.
  - b. Letter writing: Formal and Informal
  - c. Writing invitations.
  - d. Writing a resume



- e. Writing notices and announcements.
- f. Report writing.

**Practicum**

**(All activities to be conducted and record to be maintained) 15 marks**

1. Prepare an Invitation for Farewell/ Birthday/ Festival
2. Write a Notice / Report / Circular
3. Prepare a Resume
4. Write a letter formal and informal
5. Write the agenda and minutes of a meeting

**References:**

1. Wren., & Martin.(2016). *High school English grammar & composition*. Chennai: Blackie Books.
2. Speak English (2004): 1-8 Audio cassettes and Student's Books (A course in Speaking and Listening) Orient Longman
3. *Hello English (2004.) For communicating in real world* – Orient Longman.
4. *New connect (2004) For communication 1-8*, Orient Longman.
5. *English is easy (2004) 1-8*, Orient Longman.
6. A set of carefully designed reading cards to provide supplementary reading for learners with varied proficiency in English (2004), Orient Longman.



Course Code	Course Title			Semester
BBED111EPP	ICT Competencies			I
<b>Scheme of Instruction</b>			<b>Scheme of Examination</b>	
Total Duration	:	64Hrs	Maximum Score	: 50
Periods / Week	:	4	Internal Evaluation	: -
Credits	:	2	End Semester	: 50
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Seminar Presentations, Practicals	Exam Duration	: 2 Hrs

**Objectives:**

This Course will enable the student teachers to:

1. enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and a support to teachers.
2. enable the students to develop the skills of handling and operating different types of computer equipment in real classroom situations.
3. enable the students to understand the application of information and communication technology in education.
4. enable the students to appreciate the application of computers in education
5. enable the students to apply the knowledge of networking and internet in their daily life.

**Course Content****Unit 1: Computer and Office Applications:**

- 1.1 Introduction to Computers – Characteristics, Hardware, Software, Input, Output and Storage Devices
- 1.2 Word: Main Features and its uses
- 1.3 Excel: Main Features and its applications
- 1.4 Power Point: Preparation of Slides with Multimedia Effects
- 1.5 Publisher: Newsletter and Brochure

**Unit 2: Internet applications**

- 5.1. Effective browsing of the internet – Checking for authenticity of information, and selecting relevant information.
- 5.2. Downloading relevant material.
- 5.3. Developing PPT slide show for classroom use.
- 5.4. Use of available software or CDs with LCD projection for subject learning

**Unit 3: Experience In ICT Aided Learning**

- 3.1 Innovative usage of technology: Showcasing T Pack, any other
- 3.2 Critical issues in 'internet usage' – checking for plagiarism and obtaining copyright permissions
- 3.3 Social networking groups – membership and rules
- 3.4. Netiquettes and safety on the net.

**Practical Records - Any four of the following**

1. Create a Power point presentation / poster/ brochure/flyer on any topic of a school subject.
2. Create a mind map / concept map using ICT on any topic of your choice.
3. Prepare your Bio-Data in Word
4. Prepare the time-table of your class in Excel.
5. Prepare Attendance Sheet of your class in Excel.

6. Preparing Word Document using advanced features of word - on any subject , topic from secondary school syllabus.

**References:**

1. Kumar, K. L. (2003). *Educational technology*. New Delhi: New Age International.
2. Aggarwal, J. C. (1995). *Essentials of educational technology: Teaching-learning innovations in education*. New Delhi: Vikas Publications.
3. Sampath K., Panneerselvam, A., & Santhanam, S. (1998). *Introduction to educational technology* (4<sup>th</sup> ed.). New Delhi: Sterling Publishers Pvt. Ltd.
4. Chauhan, S. S. (2009). *Innovations in teaching-learning process*. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Vanaja, M., & Rajasekar S. (2014). *Educational technology & computer education*. Hyderabad: Neelkamal Publications.
6. Mohanthy, J. (1992). *Educational technology*. New Delhi: Deep & Deep Publications Pvt. Ltd.
7. Apter, M. J. (1968). *The new technology of education*. London: Mac. Millan and Co. Ltd.
8. Varanasi, L. (2005). *Computer education*. Hyderabad: Neelkamal Publications Pvt. Ltd.

**Semester II**

Course Code	Course Title				Semester
BBED211CCT	Learning and Teaching				II
Scheme of Instruction				Scheme of Examination	
Total Duration	:	48+32 = 80 Hrs		Maximum Score	: 100
Periods / Week	:	5		Internal Evaluation	: 30
Credits	:	3 +1 = 4		End Semester	: 70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations		Exam Duration	: 3 Hrs

**Objectives:**

The student will be able to:

1. understand the variables in the teaching-learning process
2. explain major approaches of learning
3. plan instructional process and apply the basic teaching model.
4. incorporate teaching models
5. employ the taxonomy of educational objectives and delineate the instructional objectives.
6. use various skills and competencies in class room teaching and management
7. appreciate the role of a teacher as leader, organizer and manager
8. bridge the gaps between teaching styles and learning styles
9. employ various approaches of teaching-learning, such as, behaviourist, cognitivist, constructivist, connectionist and wholistic.

**Course Content****Unit 1: Understanding the Learner and Teaching-Learning Process**

- 1.1. Characteristics and needs of the learner
- 1.2. Matching the Teaching Styles with the Learning Styles
- 1.3. Delineation of Instructional Objectives-Cognitive, Affective, Psychomotor
- 1.4. Skills of Teaching and Learning and Maxims of Teaching

**Unit 2: Learners' Diversity**

- 2.1. Critical thinking: Importance of critical thinking in education – developing critical thinking among learners – role of teachers.
- 2.2. Creativity: Concept and definitions of creativity, nature, process, identification, fostering creativity in school.
- 2.3. Intelligence: The concept of IQ. Types of Intelligence, theories of intelligence – Two factor theory, Multifactor theory (PMI) and Guilford's structure of intellect.
- 2.4. Attitude – concept, nature, characteristics, formation of attitudes, factors influencing attitudes.

**Unit 3: Approaches to Teaching**

- 3.1. Nature of Teaching
- 3.2. Phases and Levels of Teaching,
- 3.3. Various Approaches to Teaching such as Behaviourist, Cognitivist, Constructivist, Connectionist, Participatory, Cooperative, Personalized, Wholistic.
- 3.4. Models of Teaching : Concept Attainment Model ( Jerome Bruner), Advance Organiser ( David Ausubel), Juris Prudential Inquiry Model (Donald Oliver), Inquiry Training Model (Suchman)

#### **Unit-4: Teaching as a Profession**

- 4.1. Teaching as a Profession, Roles and functions, Skills and Competencies and Professional Ethics.
- 4.2. Teacher Development- Concept, factors influencing teacher development (Personal and Contextual),
- 4.3. Approaches to Teacher development: Self Directed, Cooperative Collaborative development
- 4.4. Teacher and Classroom Management

#### **Unit 5: Theories of Learning and teaching**

- 5.1. Gagne's Hierarchy of Learning
- 5.2. Brain based Learning
- 5.3. Constructivist theories: Bruner's Discovery Learning, Ausubel's Meaningful Learning.
- 5.4. Constructivist Methods of Teaching: Cooperative Learning, Brain storming, Concept Mapping and Reciprocal Teaching.

#### **Mode of transaction**

Lecture, discussion, project work, field trip, assignment, seminar etc.

#### **Practicum (Any Two)**

1. Study of the Teaching Styles of a Teacher
2. Study of the Learning Styles of the Learners
3. Presentation of a lesson through innovative teaching methods

#### **Suggested Reading**

- ✓ Passi, B. K., & Shah, M. M. (1974). *Microteaching in teacher education*. Baroda: Centre of Advanced Study in Education
- ✓ Bloom, B. S. (1956 ). *Taxonomy of educational objectives*. Boston: Longman Group.
- ✓ Joyce, B. (1985). *Models of teaching* (2<sup>nd</sup> ed.). New Jersey: Prentice Hall
- ✓ Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas Publishing house Pvt. Ltd.
- ✓ Encyclopaedia of Modern Methods of Teaching and Learning (Vol. 1-5) Gavriel Salomon (1981) Communication and education Sage Karthikeyan, C. (2004 )A Text book on instructional technology, RBSA
- ✓ Mangal, S. K. (1984). *Psychological foundations of education*. Ludhiana: Prakash Publishers.
- ✓ Nayak, A. K. (2002). *Classroom teaching: Methods and practices*. New Delhi: APH Publishing Corporation.
- ✓ Ohles, J.F. (1970). *Introduction to teaching*. New York: Random House.
- ✓ Siddiqui, M. H. (2005). *Techniques of classroom teaching*. New Delhi: APH Publishing Corporation.
- ✓ Skinner, E. C. (1984). *Educational psychology* (4<sup>th</sup> ed.). New Delhi: Prentice Hall of India Pvt. Ltd.
- ✓ Snowman, J., & Biehler, R. F. (2006). *Psychology applied to teaching*. Boston: Houghton Mifflin Company.
- ✓ Stephens, L. M., & Evans, E. D. (1973). *Development and classroom learning: An introduction to educational psychology*. New York: Holt, Rinehart and Winston, Inc.
- ✓ Tanner, L.N., & Lindgren, H.C. (1971). *Classroom teaching and learning*. New York: Holt, Rinehart and Winston, Inc.

Course Code	Course Title			Semester
BBED212CCT	<b>SOCIOLOGICAL FOUNDATIONS OF EDUCATION</b>			II
Scheme of Instruction			Scheme of Examination	
Total Duration	:	16 + 32 = 48Hrs	Maximum Score	: 100
Periods / Week	:	4	Internal Evaluation	: 30
Credits	:	1+ 1 = 2	End Semester	: 70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	: 3 Hrs

**Objectives:**

This Course will enable the student teachers to:

1. understand the sociological basis of Education
2. understand the impact of culture and socialization on Education
3. sensitize the student teacher about the impact of Education on the quality of life
4. understand the preamble of the constitution in the light of Education
5. organize various programmes to achieve national integration and international understanding

**Course Content****Unit 1 - Sociology and Education**

- 1.1 Meaning, nature and scope of sociology
- 1.2 Relationship between sociology and Education
- 1.3 Agencies of socialization (Family, peer group, school, Media, Religion)
- 1.4 Role of Teacher in Socialisation process
- 1.5 Impact of Socialisation on Education

**Unit2 - Culture and Education**

- 2.1 Meaning and definitions of culture.
- 2.2 Characteristics of culture.
- 2.3 Dimensions of culture, cultural lag, cultural pluralism.
- 2.4 Impact of culture on Education.
- 2.5 Role of Education in preservation, transmission and promotion of culture.

**Unit 3 - Social Change and Education**

- 3.1 Meaning and factors responsible for Social change.
- 3.2 Concept and attributes of Modernization.
- 3.3 Social stratification, Social Mobility and Education.
- 3.4 Role of Education for social change
- 3.5 Social Networking and its implications on social cohesion and education.

**Unit 4- Democracy and Education**

- 4.1 Concept and Principles of Democracy
- 4.2 Equality and equity in Education
- 4.3 Preamble of the Constitution in relation to Education
- 4.4 Role of Education in strengthening democracy
- 4.5 Concept of Socialism and Secularism: The role of Education in promoting them.

**Unit 5 - Education and National Integration**

- 5.1 Concept, Need for National Integration
- 5.2 Education as an instrument for national integration
- 5.3 Programmes to promote National Integration and International understanding,

5.4 Peace education in schools

5.5 Social Crisis and its Management

**Practicum - Any Two of the Following:**

1. Study the cultural practices prevailing in the local community and submit a report
2. Study the diversities existing in the community and describe the root causes for such diversities.
3. Study the social stratification in a village/ward and prepare a report on it.
4. Education and social mobility – Conduct a survey in a village/ward and prepare a report.
5. Identify the common events celebrated by the Hindus and Muslims in your community and write a detailed report on it.

**Text Books**

- ✓ Anad, C. L., & Nayar, P. R. (1983). *The teacher and education in emerging Indian society*. New Delhi: NCERT.
- ✓ Srinivas, M. N. (1966). *Social change in modern India*. New Delhi: Allied Publishers.
- ✓ Nath, P. (1979). *The bases of education: A philosophical and sociological approach*. New Delhi: S Chand & Co. Ltd.
- ✓ Aggrawal, J. C. (2009). *Psychological, philosophical and sociological Foundations of Education*. New Delhi: Shipra Publications.

**Reference Books:**

- ✓ Sandeep, P., & Madhumati, C. (2008). *Philosophical and sociological foundations of education*. Secunderabad: Vera Educational Services Public Ltd.
- ✓ Havighurst, R. (1995). *Society and education*. Boston: Allyn and Bacon.
- ✓ Thakur, A. S., & Berwal, S. (2007). *Education in emerging Indian society*. New Delhi: National Publishing House.
- ✓ Jaffar, S. M. (1972). *Education in Muslim India*. Delhi: Idrah-I-Ababiyat
- ✓ Mukherji, S. (2007). *Contemporary issues in modern Indian education*. New Delhi: Authorspress.
- ✓ Sharma, Y. K. (2001). *History and problems of education*. New Delhi: University Press.
- ✓ Richard, C. W., & Wendy, D. W. (1985). *Sociology*. Boston: Allyn and Bacon.
- ✓ Taneja, Y. R. (1990). *Educational thought and practice*. New Delhi: Sterling Publishers Pvt. Ltd.
- ✓ Coombs, P. H. (1970). *The world education crisis: A systems analysis*. Allahabadd: A H Wheeler & Co. Pvt. Ltd.
- ✓ Vaizey, J. (1967). *Education in the modern world*. London: World University Library.

Course Code	Course Title			Semester
BBED231DST	PEDAGOGY OF MATHEMATICS-I			II
Scheme of Instruction			Scheme of Examination	
Total Duration	: 48+32 = 80 Hrs		Maximum Score	: 100
Periods / Week	: 5		Internal Evaluation	: 30
Credits	: 3 +1 = 4		End Semester	: 70
Instruction Mode	: Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations		Exam Duration	: 3 Hrs

### Objectives

The Course will enable the student teacher to:

1. develop insight into the meaning, nature, scope and objectives of mathematics education.
2. appreciate the role of mathematics in day to day life.
3. understand history, development of mathematics and the contributions of Indian mathematicians to mathematics.
4. understand aims and objectives of different branches of mathematics.
5. identify the role of branches of mathematics and their implications on the society.
6. understand and practice various methods and approaches of teaching mathematics.
7. understand the selection, preparation and uses of learning resources.

### Course Content

#### Unit-1: Introduction to Mathematics (8 Hours)

- 1.1 Meaning, Nature, and Scope of Mathematics.
- 1.2 History of Mathematics with special emphasis on Teaching of Mathematics.
- 1.3 Contributions of Indian Mathematicians a) Aryabhatta b) Brahmagupta c) Varahamihira d) Bhaskaracharya e) Srinivasa Ramanujan f) Shakuntala Devi
- 1.4 Contributions of western mathematicians a) Euclid b) Pythagoras c) Renedescarte d) Geroqe Cantor.
- 1.5 Correlation of Mathematics with other school subjects and with other branches of mathematics.

#### Unit-2: Aims and Objectives of Teaching Mathematics (8 Hours)

- 2.1 Need for establishing general objectives for teaching mathematics.
- 2.2 Aims, values and general objectives of teaching mathematics.
- 2.3 Specific objectives and teaching points of various content areas in different branches of secondary school mathematics.
- 2.4 Recommendations of various Educational Committees and Commissions as regards to Aims and Objectives of Teaching Mathematics.
- 2.5 Meaning and Concept of Competencies and Academic Standards of CCE.
- 2.6 Blooms Taxonomy of Educational objectives - Critique, Revised Bloom's Taxonomy by Anderson(2001)
- 2.7 Linking Bloom's Taxonomy with Academic Standards.

#### Unit-3: Approaches, Methods and Strategies in Teaching and Learning of Mathematical Concepts (12 Hours)

- 3.1 Nature of Concepts, types of Concepts, Concept Formation and concept assimilation; distinguishing and stating necessary and sufficient conditions in the process of



teaching concepts. Comparing and contrasting. Giving counter example and non-example in teaching concepts. Planning and implementation strategies in teaching concepts.

- 3.2 Creating awareness among student teachers on various concepts of Arithmetic, Algebra, Geometry, Trigonometry, Probability and Statistics from classes VI to X.
- 3.3 Methods of Teaching Mathematics: Inductive and Deductive, Analytic and Synthetic, Laboratory. Heuristic, Project Method and Activity Based Teaching.
- 3.4 Problem solving- Stages and Steps in problem solving; Discovering or Exploring various options for solving a given problem in Algebra, Arithmetic, Business Mathematics, Geometry, Trigonometry, Probability and Statistics.
- 3.5 Concept Attainment Model of Jerome Bruner and its application in teaching mathematics.

#### **Unit-4: Planning for Teaching – Learning Mathematics (12 Hours)**

- 4.1 Microteaching: Concept, Definition, Microteaching cycle, Components of Microteaching, Merits and Limitations.
- 4.2 Microteaching Skills: Introducing a lesson, Explaining a Concept, Stimulus Variation, Illustrating with Examples, Probing Questioning, Reinforcement, Structuring Classroom Questions, and Blackboard writing.
- 4.3 Planning of Instruction: Unit plan, Period plan based on Blooms Taxonomy and academic standards (CCE).
- 4.4 Technology Integrated Lesson-Planning the Lesson using digital technology.

#### **Unit-5: Learning Resources in Mathematics (8 Hours)**

- 5.1 Mathematics Text Book – Importance and Criteria of good Mathematics text book.
- 5.2 A Critical Analysis of existing Secondary School Mathematics Text Books.
- 5.3 Audio, Visual and Multimedia resources – Selection and design according to learner needs.
- 5.4 On line Resources – ICT based Pedagogical tools.
- 5.5 Using community resources for mathematics learning. Visits, mathematical field trips and excursions.
- 5.6 Handling hurdles in utilizing resources.

#### **Practicum - Any Two of the Following:**

1. Create different activities to realize concept attainment by children in any unit from Mathematics Text books of 6-10 classes
2. Each student has to collect and present history and contributions of one Indian or Western mathematician
3. Preparation of T.L.M. for any one topic from classes 6-10 Mathematics
4. Preparation of power point presentation (PPP) for any one topic from a different branch of mathematics
5. Identifying suitable methods/ approaches of teaching different topics from mathematics text of any one class (Inductive/ Deductive/ Analytic/ Synthetic/ Laboratory/ Heuristic/ Project methods and Activity based learning)
6. Create a Mind map on any topic of mathematics.
7. Create a concept map on any topic of mathematics.

#### **Text Books**

1. Davis, D. R. (1960). *The Teaching of mathematics*. New Delhi: Surjeet Publications.
2. Mangal, S.K. (1993). *Teaching of mathematics*. New Delhi: Arya Book Depot.
3. NCERT. (2012). *Pedagogy of mathematics*. New Delhi: NCERT.
4. Siddu, K.S. (1990). *Teaching of Mathematics*. New Delhi: Sterling Publishers.

### Reference Books

1. Benjamin, B. S. (Ed.). (1958). *Taxonomy of educational objectives, Handbook 1: Cognitive domain*. New York: Harcourt Brace & World Inc.
2. James, A. (2016). *Methods of teaching of mathematics*. Hyderabad: Neelkamal Publications Pvt. Ltd.
3. Kulshrestha, A.K. (2012). *Teaching of mathematics*. Meerut: R. Lall Book Depot.
4. NCERT. (2000). *National curriculum framework for teacher education*. New Delhi: NCERT.
5. NCERT. (2005). *National curriculum framework*. New Delhi: NCERT.
6. NCTM. (1970). *The teaching of secondary school mathematics*, XXXIII Yearbook. Washington: NCTM.
7. Packiam, S. (1983). *Teaching of modern mathematics*. New Delhi: Doaba House.
8. Rao, N.M. (2016). *A manual of mathematics laboratory*. Hyderabad: Neelkamal Publications Pvt. Ltd.
9. Rao, N.M. (2016). *Mathematics projects*. Hyderabad: Neelkamal Publications Pvt. Ltd.

Course Code	Course Title				Semester
BBED232DST	PEDAGOGY OF BIOLOGICAL SCIENCES-I				II
Scheme of Instruction				Scheme of Examination	
Total Duration	:	48+32 = 80 Hrs		Maximum Score	: 100
Periods / Week	:	5		Internal Evaluation	: 30
Credits	:	3 +1 = 4		End Semester	: 70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations		Exam Duration	: 3 Hrs

### Objectives

The Course will enable the student teacher to:

1. develop an insight on the meaning, scope, nature and aims of biological sciences.
2. identify and relate everyday experiences with the learning of biological sciences.
3. integrate the knowledge of biological sciences with other school subjects.
4. facilitate the development of scientific attitude and scientific temper in the learners of biological sciences.
5. develop competencies for teaching and learning biological sciences through Herbartian and Constructivist approaches.
6. stimulate curiosity, creativity and inventiveness in the learners towards biological sciences.

### Course Content

#### Unit-1: Introduction to Science and Biological Sciences (5 Hours)

- 1.1. Science and Biological Sciences: Meaning Nature and Scope.
- 1.2. Structure of Science: Substantive Structure (Product of Science) and Syntactic Structure (Process of Science).
- 1.3. Values of learning Biological Sciences.
- 1.4. Co-relation of Biological Sciences with other school subjects.

#### Unit-2: Development of Biological Sciences (6 Hours)

- 2.1 Milestones in the development of Biological Sciences.
- 2.2 Contributors of Biological Sciences – Aristotle, Charles Darwin, Gregor Johann Mendel, Robert Hook, Louis Pasteur, William Harvey, Alexander Fleming and M.S. Swaminathan.
- 2.3 Concept of Neo-darwinism
- 2.4 Role of Biological Sciences in Human Welfare.

#### Unit-3: Aims and Objectives of Teaching Biological Science (9 Hours)

- 3.1 Meaning, Importance, Aims and Objectives of teaching Biological Sciences.
- 3.2 Taxonomy of Educational Objectives – Bloom, Krathwohl, Simpson, et al.
- 3.3 Revised Bloom's Taxonomy and Higher Order Thinking Skills.
- 3.4 Writing Instructional, Behavioural Objectives and Specifications of Teaching Biological Sciences.
- 3.5 Competencies for Teaching of Biological Sciences.

#### Unit-4: Approaches, Methods and Techniques of Teaching Biological Sciences (15 Hours)

- 4.1 Approaches to Biological Sciences Teaching – Inductive, Deductive and Constructivist.

- 4.2 Methods of Teaching Biological Sciences- Lecture cum Demonstration, Historical, Heuristic, Project, Problem solving and Laboratory.
- 4.3 Modern Teaching Techniques - Brainstorming, mind mapping, concept mapping, Team Teaching and Models of Teaching – Concept Attainment Model and Biological Sciences Inquiry Training Model

**Unit-5: Transactional Strategies for Teaching Biological Sciences (13 Hours)**

- 5.1 Year Plan, Unit Plan and Period Plan (Lesson Plan) Herbartian steps vs. Constructivist approach.
- 5.2 Continuous Comprehensive Evaluation (CCE) Model, Period plan.
- 5.3 Microteaching – Concept, Nature and Importance, Skills of Microteaching, Practice of Microteaching Skills- Introducing a lesson, Explaining a Concept, Stimulus Variation, Probing Questioning, Drawing and Blackboard writing.

**Practicum - Any Two of the Following:**

- 1. Visit any zoological park/Botanical Garden/Agro based industry/ food park/ institution of scientific interest or Science and Technological Museum in your vicinity and report.
- 2. Identify and write the objectives and specifications under the three domains on any topic of your choice
- 3. Sketch the life history and write his/her contributions of any one Biologist
- 4. Name any common branch of both Botany and Zoology and explain how you integrate the pedagogy in dealing with the content.
- 5. Organize an event on Earth Day/ Environment Day/ Population Day, etc. in the school during the internship and report.

**Text Books:**

- 1. Agarwal, D. D. (2001). *Modern methods of teaching biology*. New Delhi: Sarup & Sons.
- 2. Ahmed, J. (2011). *Teaching of biological science*. New Delhi: PHI Learning Pvt.Ltd.
- 3. Chikara,M.S., & Sarma, S. (1985). *Teaching of biology*. Ludhiana: Prakash Brothers.

**References:**

- 1. Benjamin, S. Bloom. (Ed.). (1958). *Taxonomy of educational objectives, Handbook I: Cognitive domain*, New York: Harcourt Brace & World Inc.
- 2. Gupta, S. K. (1983). *Technology of science education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- 3. Hassard, J. (2000). *Science as inquiry*. New Jersey: Good Year Books.
- 4. Krathwohl, D. R. (Ed.). (1964). *Taxonomy of educational objectives, Hand Book II: Affective domain*. New York: David Mckay.
- 5. New UNESCO Source. (1978). *Book for science teaching*. New Delhi: Oxford & IBH Publishing House.

Course Code	Course Title			Semester
BBED233DST	PEDAGOGY OF SOCIAL STUDIES-I			II
<b>Scheme of Instruction</b>			<b>Scheme of Examination</b>	
Total Duration	:	48+32 = 80 Hrs	Maximum Score	: 100
Periods / Week	:	5	Internal Evaluation	: 30
Credits	:	3 +1 = 4	End Semester	: 70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	: 3 Hrs

### Objectives

The Course will enable the student teacher to:

1. understand the meaning and scope of Social Studies.
2. develop general and specific aims of teaching Social Studies.
3. inculcate values through teaching of Social Studies.
4. understand major concepts and develop critical thinking through teaching inter disciplines of Social Studies.
5. acquire knowledge on different strategies and approaches of teaching Social Studies.

### Course Content

#### Unit-1: Social Studies as an Integrated Area of Study (7 Hours)

- 1.1 Meaning, Nature and Scope of Natural and Social Sciences
- 1.2 Distinction between Natural and Social Sciences
- 1.3 Meaning, History, Nature, Scope and Development of Social Studies with special reference to Geography, History, Civics and Economics.
- 1.4 Distinction between Social Sciences and Social Studies
- 1.5 Understanding society through various Social Sciences

#### Unit-2: Aims Objectives and Academic Standards of Social Studies (7 Hours)

- 2.1 Major aims and objectives of teaching Social Studies
- 2.2 Bloom's taxonomy of Educational Objectives
- 2.3 Academic Standards and Learning outcomes of teaching Social Studies
- 2.4 Recommendations of NPE 1986 and NCF 2005.
- 2.5 Values of Teaching Social Studies

#### Unit-3: Approaches, Methods, Strategies and Techniques of Teaching Social Studies (14 hours)

- 3.1 Meaning, need and significance of various approaches, methods, strategies and techniques of Teaching Social Studies.
- 3.2 Teacher centred approaches. Lecture, Lecture-demonstration, Source and Supervisory Study.
- 3.3 Learner centered approaches. Project, Problem Solving, Discussion, Inductive and Deductive, Observation, Constructivistic Approach.
- 3.4 Strategies / Techniques - Brain Storming, Team Teaching, Mind Mapping, Concept Mapping.
- 3.5 Activities. Dramatisation, Role play, Field Trips, Excursions, Social Science Clubs, Exhibitions.

#### Unit-4: Planning in Teaching Social Studies (12 Hours)

- 4.1 Micro-teaching - Meaning, Concept and Nature.

4.2 Micro-teaching Skills - Introduction, Explanation, Questioning, Reinforcement, Stimulus Variation.

4.3 Year Plan and Unit Plan.

4.4 Need and Importance of Lesson Planning (Period Planning).

4.5 Technology Integrated Lesson Planning.

**Unit-5: Teaching Learning Resources in Social Studies (8 Hours)**

5.1 Community Resources - Human and Material.

5.2 Social Studies Library, Laboratory and Museum.

5.3 Need and Significance of Current Events and Controversial Issues in Teaching Social Studies.

5.4 Handling hurdles in utilizing resources.

5.5 Professional Development of Social Studies Teacher.

**Practicum - Any Two of the Following:**

1. Identify values depicted in the lessons of Social Studies of any one class and prepare a report.
2. Select and plan appropriate strategies for teaching a lesson of Social Studies of your choice and submit.
3. Identify any village/ward/ colony and make social survey and find out the literacy rate, adult education programmes, electricity, toilets, sanitary and water facilities, maintenance of roads, etc and submit village/ward description report.
4. Organise a programme in the school in connection with celebration of national festivals, birthdays of social scientists/ National leaders, etc.

**Text Books:**

1. Aggarwal J.C. (1993). *Teaching of social studies: A practical approach* (2<sup>nd</sup> ed.). New Delhi: Vikas Publishing House.
2. Aggarwal J.C. (1983). *Teaching of history*. New Delhi: Vikas Publishing House.
3. Kochhar, S. K. (1988). *Teaching of social studies*. New Delhi: Sterling Publishers Private Ltd.
4. Bining, A.C., & Bining, B. H. (1952). *Teaching of social studies in secondary schools* (3<sup>rd</sup> ed.). Bombay: TATA Mc Graw- Hill publishing Company Ltd.

**Reference Books:**

1. Edwin, F. (1967). *The new social studies in secondary schools: An inductive approach*. New York: Holt Binchart and Winston Inc.
2. Martorella, P. M. (1976). *Social studies strategies: Theory into practice*. New York: Harper and Row Publishers Inc.
3. Mechlinger, M. D. (1981). *UNESCO handbook of teaching social studies*. London: Croom Helm.
4. Moffat, M. P. (1955). *Social studies instruction* (2<sup>nd</sup> ed.). New York: Prentice Hall Inc.
5. Edgar, B. W., & Stareky, P. W. (1958). *Teaching social studies in high schools*. Boston: 11C Health and Company.
6. Patel, R. N. (2010). *Educational Evaluation: Theory and practice*. Mumbai: Himalaya Publishing House.



Course Code	Course Title		Semester
BBED241DST	PEDAGOGY OF URDU-I		II
Scheme of Instruction		Scheme of Examination	
Total Duration	: 48+32 = 80 Hrs	Maximum Score	: 100
Periods / Week	: 5	Internal Evaluation	: 30
Credits	: 3 + 1 = 4	End Semester	: 70
Instruction Mode	: Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	: 3 Hrs

### مقاصد

- ۱۔ زبان کی ماہیت، خصوصیت اور اہمیت سے واقفیت حاصل کرنا۔
- ۲۔ اردو زبان کی لسانی خصوصیات سے واقفیت حاصل کرنا۔
- ۳۔ اردو زبان کے مختلف اصناف سے شناسائی حاصل کرنا۔
- ۴۔ تدریس کے تصور سے واقفیت حاصل کرنا۔
- ۵۔ اردو زبان کی تدریس کے مقاصد سے واقفیت حاصل کرنا۔
- ۶۔ اردو زبان کی تدریس کے مختلف طریقہ کار سے واقفیت حاصل کرنا۔
- ۷۔ اردو زبان کی بنیادی مہارتوں کو فروغ دینے والی مختلف سرگرمیوں سے واقفیت حاصل کرنا۔
- ۸۔ ثانوی سطح پر اردو زبان کی تدریس کے مقاصد سے واقفیت حاصل کرنا۔
- ۹۔ منصوبہ بندی کی اہمیت اور مراحل سے واقفیت حاصل کرنا۔
- ۱۰۔ محروم تدریس کی اہمیت سے واقفیت حاصل کرنا۔

### اکائی - ۱: زبان اور زبان کی اہمیت

- (a) زبان - مفہوم و فطرت، زبان کی خصوصیات
- (b) زبان کے اقسام - اشاروں کی زبان، آوازوں کی زبان، علامتوں کی زبان
- (c) زبان کے افعال - مافی الضمیر کے اظہار کا وسیلہ، رابطہ کا ذریعہ، تمدن کی ترسیل کا وسیلہ
- (d) بولی، زبان اور مادری زبان، بولی اور زبان کے درمیان فرق
- (e) انسانی زندگی میں زبان کی اہمیت و افادیت



## مولانا آزاد نیشنل اردو یونیورسٹی

### اکائی - ۲: اردو زبان و ادب

- (a) ادب - معنی و مفہوم، ادب اور زندگی کا رشتہ
- (b) اصناف ادب اردو - نثر و نظم، نثر و نظم کے درمیان فرق
- (c) اصناف نثر - داستان، ناول، افسانہ، ڈرامہ، سوانح نگاری و مکتوت نگاری وغیرہ
- (d) اصناف نظم - غزل، مثنوی، قصیدہ، ہرثیہ، رباعی، آزاد نظم و متری نظم، نظم اور غزل کے درمیان فرق
- (e) اردو زبان کے آغاز و ارتقاء کے سلسلے میں مختلف نظریات - محمد حسین آزاد، مسعود حسین خان، محی الدین قادری زور، محمود شیرانی
- (f) ہندوستانی آئین میں اردو زبان کا مقام و مرتبہ

### اکائی - ۳: تدریس اور تدریس کے طریقہ کار

- (a) تدریس - مفہوم و تعریف، تدریس کی اہمیت
- (b) ایک معیاری / اچھے تدریس کی خصوصیات
- (c) تدریس کے عام اصول
- (d) تدریس کے اقدامی اصول
- (e) تدریس کے طریقہ کار - کھیل کھیل کا طریقہ، کہانی کا طریقہ، دادا کاری یا ڈرامائی طریقہ، سوال و جواب کا طریقہ
- (f) لکچر یا تقریری طریقہ، بحث و مباحثہ کا طریقہ، گروہی تدریس، استقرائی و استخراجی تدریس

### اکائی - ۴: اردو زبان کی بنیادی مہارتوں کی تدریس

- (a) سننا سکھانا - تدریسی طریقے - سننے کی مہارت کو فروغ دینے کی مختلف سرگرمیاں
- (b) بولنا سکھانا - تدریسی طریقے - بولنے کی مہارت کو فروغ دینے کی مختلف سرگرمیاں
- (c) پڑھنا سکھانا - تدریسی طریقے - پڑھنے کی مہارت کو فروغ دینے کی مختلف سرگرمیاں
- (d) لکھنا سکھانا - تدریسی طریقے - لکھنے کی مہارت کو فروغ دینے کی مختلف سرگرمیاں

### اکائی - ۵: اردو زبان کی تدریس و منصوبہ بندی

- (a) اردو زبان کی تدریس کے عام مقاصد و خاص مقاصد
- (b) قانونی سطح پر تدریس اردو کے مقاصد - نشر، نظم و قواعد
- (c) بلوم کا پیش کردہ تدریسی مقاصد اور ان کی درجہ بندی
- (d) منصوبہ سبق - مفہوم، اہمیت و افادیت
- (e) منصوبہ سبق کے مختلف مراحل (نشر، نظم و قواعد)
- (f) محدود تدریس - مفہوم و اہمیت، مختلف تدریسی مہارتوں کے فروغ کے لیے منصوبہ تدریس

### سفارش کردہ کتابیات

- (۱) معین الدین ”اردو زبان کی تدریس“ ترقی اردو بیورو، نئی دہلی
- (۲) مولوی سلیم عبداللہ ”اردو کیسے پڑھائیں“ ایجوکیشنل بک ہاؤس، علی گڑھ
- (۳) ڈاکٹر نجم الحسن، ڈاکٹر صابرہ سعید ”تدریس اردو“ پرنکس پبلشنگ ہاؤس، حیدرآباد
- (۴) ضیا الرحمن اعظمی ”اردو پڑھانے کا فن“ شبلی انیشیٹو، اعظم گڑھ
- (۵) رشید حسن خان ”زبان اور قواعد“ ترقی اردو بیورو، نئی دہلی
- (۶) ڈاکٹر ریاض احمد ”اردو تدریس (جدید طریقے اور تقاضے)“ مکتبہ جامعہ ملیہ اسلامیہ، نئی دہلی

Course Code	Course Title		Semester
BBED242DST	PEDAGOGY OF HINDI-I		II
Scheme of Instruction		Scheme of Examination	
Total Duration	: 48+32 = 80 Hrs	Maximum Score	: 100
Periods / Week	: 5	Internal Evaluation	: 30
Credits	: 3 + 1 = 4	End Semester	: 70
Instruction Mode	: Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	: 3 Hrs

#### पाठ्यक्रम के विशेष उद्देश्य

- भाषा की 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 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 स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- 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 अवसर 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

#### भाग—एक

इकाई 1-5 इकाई — 1: भाषा का स्वरूप, एवं भाषा की भूमिका

1 भाषा—अर्थ, स्वरूप, महत्व

2 भाषा के विभिन्न रूप— घर की भाषा (मातृ भाषा) और स्कूल की भाषा (राज भाषा)

समूचे पाठ्यक्रम में भाषा, ज्ञान सृजन और भाषा, माध्यम भाषा: विषय के रूप में भाषा और माध्यम भाषा में अंतर, विविध भाषिक प्रयुक्तियाँ, बहुभाषिक कक्षा,

3. संविधान और शिक्षा समितियों के रिपोर्ट में भाषा-भाषाओं की स्थिति (धारा 343-351, 350) कोठारी कमीशन (64 से 66) राष्ट्रीय शिक्षा नीति -1986, पी.ओ. ए-1992।

इकाई — 2: भाषायी दक्षताएँ



1. भाषायी दक्षताएँ— श्रवण, वाचन, पठन एवं लेखन

2. श्रवण एवं वाचन — सुनने का कौशल, बोलने का लहजा एवं शैली— भाषाई विविधता और हिंदी पर एवं पढ़ने—पढ़ाने पर इसका प्रभाव, सुनने और बोलने के कौशल विकास के स्रोत और सामग्री, रोलप्ले, कहानी सुनाना, परिस्थिति के अनुसार संवाद, भाषा लैब, मल्टीमीडिया तथा मौलिक सामग्री की सहायता से संप्रेषणात्मक वातावरण का निर्माण

पठन — पढ़ने के कौशल, पढ़ने के कौशल विकास में बोध का महत्व, मौन और मुखर पठन, गहन—पठन, विस्तृत पठन, आलोचनात्मक पठन, पढ़ने के कौशल विकास में सृजनात्मक साहित्य कहानी, कविता आदि।

लेखन — लिखने के चरण, लेखन—प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार आदि)

इकाई — 3 भाषा शिक्षण की विधियाँ एवं उनका विश्लेषण —

व्याकरण अनुवाद प्रणाली, विधियाँ

प्रत्यक्ष प्रणाली,

ढाँचागत प्रणाली,

उद्देश्यपरक संप्रेषणात्मक प्रणाली

इकाई — 4: हिन्दी शिक्षण कौशलों का विकास एवं सूक्ष्म शिक्षण

शिक्षण कौशल— अर्थ, परिभाषा, महत्व, हिन्दी शिक्षण के वांछित कौशल शिक्षण कौशल पर आधारित पाठ योजना का निर्माण

सूक्ष्म शिक्षण — अर्थ, परिभाषा, विशेषताएँ, अवस्थाएँ, सूक्ष्म शिक्षण की प्रक्रिया एवं सोपान। सूक्ष्म

इकाई — 5: भाषा—साहित्य और सौंदर्य —

1. सृजनात्मक भाषा के विविध रूप — साहित्य के विविध रूप, स्कूली पाठ्यक्रम में साहित्य को पढ़ना—पढ़ाना, हिन्दी शिक्षण के उद्देश्य एवं हिन्दी की विभिन्न विधाओं को पढ़ाने के उद्देश्य। साहित्यिक अभिव्यक्ति के विविध रूप : कविता को पढ़ना—पढ़ाना, गद्य की विविध विधाओं को पढ़ना—पढ़ाना, नाटक को पढ़ना—पढ़ाना, समकालीन साहित्य की पढ़ाई; बाल साहित्य, दलित साहित्य, स्त्री साहित्य हिंदी की विविध विधाओं के आधार पर गतिविधियों का निर्माण, कविता, कहानी, नाटक, निबंध की पाठ विधि तैयार करना।

गतिविधि

प्रशिक्षण के दौरान

- एक कहानी का चार अलग—अलग समूह द्वारा विश्लेषण और उसकी प्रस्तुति
- सभी विद्यार्थी किसी एक रचना की समीक्षा करें तथा एक—दूसरे की समीक्षित बिंदुओं पर कक्षा में चर्चा करें
- समूह में एक ही विषय पर अलग—अलग विधाओं की रचनाओं का संकलन और उनका तुलनात्मक विश्लेषण
- वर्तमान बाल साहित्य की समीक्षा अपनी मनपसंद तीन कहानियों की समीक्षा

- विज्ञान, समाज विज्ञान और गणित की कक्षा ८ से ८½ की किताबों से कुछ अंश चुनकर उसमें प्रयुक्त भाषा, विषय सम्बन्धी भाव का विश्लेषण करना एवं छात्रों के स्तर के अनुरूप भाषा सीखने में किस प्रकार सहायक है इस की विवेचना करना।
  - सभी भाषायी कौशलों के सीखने से संबंधित 1-1 गतिविधियाँ तैयार करें
  - मातृभाषा और अन्य भाषा विषय पर छोटे समूह में चर्चा करे
- कक्षा शिक्षण के दौरान**
- बच्चों से एक ही विषय जैसे 'वर्षा, बादल' पर स्वतंत्र रूप से कुछ लिखने को कहें कोई विधा न सुझाए।
  - रचना को जानें और कक्षा विशेष को ध्यान में रखते हुए कक्षा प्रविधि तैयार करें किसी एक रचना को सुनकर।
  - (क) एक रचना अनेक स्तर (अलग-अलग कक्षाओं में एक ही रचना को पढ़ाने से संबंधित)
  - (ख) एक रचना अनेक अर्थ (अलग-अलग दृष्टिकोण से एक ही रचना को पढ़ना)
  - (ग) एक रचना विभिन्न बच्चों (संदर्भ: चुनौतीपूर्ण बच्चे)
  - कोई नाटक या उपन्यास पढ़वाने के बाद उस के पात्रों के रहन-सहन, बोली आदि की चर्चा कर समाज में इनमें आए बदलाव पर चर्चा करना, विभिन्न व्यवसाय तथा व्यवसाय से जुड़े लोगों, उन के कार्यों, समस्याओं पर बातचीत।
  - कक्षा छह हिंदी की पुस्तक में से झांसी की रानी कविता एवं कोई निबंध पाठ के बाद, 1857 के पहले, दौरान और बाद में घटी घटनाओं का टाइम लाइन (घाट) बनाना, गांधीजी के जीवन की महत्वपूर्ण घटनाओं का टाइम लाइन (घाट) गांधीजी द्वारा चलाए गए आंदोलनों का टाइम लाइन (घाट)
  - भाषा की कक्षा में रचनात्मक दृष्टिकोण को ध्यान में रखते हुए चार गतिविधियाँ तैयार करें।
  - पढ़ने के कौशल विकास को ध्यान में रखते हुए कक्षा छह हिंदी के विद्यार्थी के लिए तीन गतिविधियाँ तैयार करें और उनका कक्षा शिक्षण के दौरान प्रयोग करें
  - सभी विद्यार्थी कक्षा छह से आठ के हिंदी पाठ्यपुस्तकों के संदर्भ में व्याकरण के दस नमूने इकट्ठा करें और उन पर समूह में चर्चा करें
  - कक्षा-शिक्षण के दौरान बच्चों के परिवेश और उनकी भाषा के बारे में जानकारी प्राप्त करें और बहुभाषिकता को स्रोत के रूप में इस्तेमाल करते हुए हिंदी शिक्षण की एक कक्षा-प्रविधि तैयार करें
  - विभिन्न शिक्षण कौशल का कक्षा में क्रियान्वन का प्रारूप तैयार करना
  - सूक्ष्म शिक्षण चक्र के क्रियान्वन का प्रारूप तैयार करना।
  - विभिन्न कौशलों पर आधारित पाठ योजना का निर्माण एवं प्रस्तुतीकरण

#### परियोजना कार्य

- विद्यालयी अनुभव कार्यक्रम के दौरान भाषा शिक्षण को लेकर आने वाली कठिनाई पर क्रियात्मक शोध
- भाषा की कक्षा में उन अनुभवों को पिरोते हुए शिक्षण योजना बनाना
- कक्षा 6 से 10 तक की हिंदी की पाठ्यपुस्तकों में से किसी एक कविता को चुनकर परिवेश से जोड़ते हुए उससे शिक्षण बिंदु तैयार करना

- संविधान में भारतीय भाषाओं संबंधी अनुसंशाएँ तथा राष्ट्रीय शिक्षा नीति, पी.ओ.ए. द्वारा संस्तुत भाषा संबंधी सिफारिशों पर एक रिपोर्ट तैयार करना
- विविध राजभाषा शिक्षा प्रणालियों का अध्ययन करते हुए उनका विश्लेषण कीजिए।
- सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिंदी शिक्षण की दो गतिविधियाँ तैयार करें



Course Code	Course Title			Semester
BBED243DST	PEDAGOGY OF ENGLISH-I			II
Scheme of Instruction			Scheme of Examination	
Total Duration	: 48+32 = 80 Hrs		Maximum Score	: 100
Periods / Week	: 5		Internal Evaluation	: 30
Credits	: 3 +1 = 4		End Semester	: 70
Instruction Mode	: Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations		Exam Duration	: 3 Hrs

### Objectives

The Course will enable the student teachers to:

1. understand the place of English language teaching in India.
2. understand the different roles of language.
3. understanding the importance of home language, school language and the role of mother tongue in education.
4. identify different methods, approaches and techniques needed for teaching different skills of ELT in the Indian context.
5. understand different skills of English language.
6. improve their ability in planning a lesson in prose, poetry and supplementary reader.
7. develop integrated skills in ELT.
8. prepare different activities and tasks for learners.

### Course Content

#### Unit-1: Introduction to ELT (6 Hours)

- 1.1 Meaning, Nature and Scope of English Language Teaching.
- 1.2 Aims and Objectives of Teaching English in India.
- 1.3 Status of English Language in the global and Indian contexts, Language and Education Policy in India.
- 1.4 Teaching English in Bilingual/Multi-lingual contexts. Teaching English as a second Language.
- 1.5 Constitutional provisions and policies of language education: Articles 343, 351, 350A; Kothari Commission (1964-66); NPE- 1986; POA-1992; NCF-2005 (Language Education).

#### Unit-2: Different Approaches/Theories to Language Learning and Teaching (10 Hours) (Mother Tongue & Second Language)

- 2.1 Approach, Method and Technique.
- 2.2 Structural Approach, Communicative Approach, Total Physical Response, Thematic Approach (inter-disciplinary).
- 2.3 Inductive and deductive approach, whole language approach, constructive approach, multilingual approach to language teaching.
- 2.4 Grammar translation method, Direct method, Bilingual Method and Dr. West's Method, Structural-situational method, Audio-lingual method, Natural method
- 2.5 Groupwork, Pairwork, Roleplay and Dramatisation

#### Unit-3: Acquisition of Language Skills: (12 hours)

Development of the linguistic skills: Listening, speaking, reading and writing.

- 3.1 Listening and Speaking: Sub skills of listening and speaking, Tasks, Materials and resources for developing the listening and speaking skills: Storytelling, dialogues,

situational conversation, role plays, simulations, speech, games and contexts, pictures, authentic materials and multimedia resources.

3.2 Reading: Sub skills of reading, Importance of development of reading skills, Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.

3.3 Writing: Stages of writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement etc. Reference skills, Higher order skills.

3.4 Introduction to Phonetics: Vowels, Consonants, Stress, Intonation and Techniques of using Language Laboratory.

3.5 Role of Language Laboratory in acquisition of language skills

**Unit-4: Developing Integrated Skills and Use of ICT in English Language Teaching ( 8 Hours)**

4.1 Teaching of Prose.

4.2 Teaching of Poetry.

4.3 Use of Multi-media in ELT.

4.4 Online resources for ELT.

4.5 ELT and Social Networking.

**Unit-5: Planning for Teaching English ( 12 Hours)**

5.1 Importance of Planning for Teaching English.

5.2 Year Plan, Unit Plan, Period Plan as per CCE model.

5.3 Plan (Lesson Plan) – Herbartian Steps vs. Constructivist Approach.

5.4 Microteaching - Concept and Meaning, Skills of Microteaching, Practice of Microteaching Skills- Introducing a lesson, Explaining a Concept, Stimulus Variation, Illustrating with Examples, Probing Questioning, Reinforcement, Structuring Classroom Questions, and Blackboard writing.

**Practicum - Any Two of the Following:**

1. Enumerate ten activities (5 for reading and 5 for writing) from the text books of classes VI to X.
2. Enumerate ten activities (5 for listening and 5 for speaking) from the text books of classes VI to X. Suggest your own activities using supplementary materials.
3. Prepare a detailed report on the methods, approaches and techniques in teaching the English language skills to any one class.
4. Critically analyse the listening activities given in the text books of classes VI to X and report.
5. Critically analyse the speaking activities given in the text books of classes VI to X and report.
6. Critically analyse the reading activities given in the text books of classes VI to X and report.
7. Critically analyse the writing activities given in the text books of classes VI to X and report.
8. Analyze the tasks given at the end of any one unit in the textbook and check their relevance to cognitive, affective and Psychomotor domain.
9. Analyse the tasks given at the end of any one unit in the textbook and check their relevance to cognitive, affective and psychomotor domains.
10. Prepare a PPT to teach a prose/poetry lesson of your choice (classes 6<sup>th</sup> to 10<sup>th</sup>)

**Text Books:**

1. Krishnaswamy, N., & Sriraman, T. (1994). *Teaching English in India*. Chennai: T.R. Publishers.
2. Tickoo, M. L. (2003). *Teaching and learning English*. Hyderabad: Orient Longman.
3. Richards, J.C., & Rogers, T. (1998). *Approaches and methods to language teaching*. London: Cambridge University Press (CUP).



4. Doff, A. (1981). *Teach English*. London: Cambridge University Press (CUP).

**References:**

1. Graham, B. (2008). *Lesson planning*. New York: Continuum International Publishing Group.
2. Grillet, F. (1983). *Developing reading comprehension*. Cambridge: CUP.
3. Parrott, M. (1993). *Developing reading comprehension*. Oxford: Pergamon Press.
4. Allen, V. F. (1983). *Techniques in teaching vocabulary*. New York: Oxford University Press (OUP).
5. Cruttenden, A. (7<sup>th</sup> ed.). (2008). *Gimson's pronunciation of English*. UK: Hodder Education.
6. Frank, C., & Rinovoluceri, M. (1983). *Grammar in action*. Oxford: Pergamon Press.
7. Makey, S. L. (1985). *Teaching grammar*. Oxford: Pergamon Press.
8. Mario. (1984). *Grammar games*. Cambridge: Cambridge University Press (CUP).
9. Roach, P. (3<sup>rd</sup> ed.). (2007). *English phonetics and phonology*. Cambridge: CUP.

Course Code	Course Title			Semester
BBED244DST	PEDAGOGY OF PHYSICAL SCIENCES-I			II
<b>Scheme of Instruction</b>			<b>Scheme of Examination</b>	
Total Duration	:	48+32 = 80 Hrs	Maximum Score	: 100
Periods / Week	:	5	Internal Evaluation	: 30
Credits	:	3 +1 = 4	End Semester	: 70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	: 3 Hrs

### Objectives

The Course will enable the student-teacher to:

1. know the nature of science, structure, value and correlation with other school subjects.
2. draw the attention on development of science and the contributions of Western and Indian scientists.
3. understand the aims and objectives of teaching physical sciences.
4. develop the skill of organizing science curriculum and critique on the present secondary school physical sciences curriculum.
5. organize the content into plan of action and practice the micro and macro teaching skill.
6. cope up with adoption of methods of teaching physical sciences and use the learning experiences.

### Course Content

#### Unit-1: Introduction to Science and Physical Sciences (8 Hours)

- 1.1 Science and Physical Sciences – Meaning, Nature, Scope and Importance.
- 1.2 Structure of Science – Syntactic Structure (Process of Science – Domain of Inquiry), Substantive Structure - Product of Science-Facts, Concepts, Theories, Laws and Principles – characteristics in the context of Physical sciences (citing examples).
- 1.3 Values of Learning Physical Sciences.
- 1.4 Correlation of Physical Sciences with Mathematics, Biological Sciences, Social Studies, Languages, Fine Arts, Environment, Health, Development, Peace and Equity.

#### Unit-2: Development of Science - Physical Sciences (8 Hours)

- 2.1 Milestones in the Development of Sciences – Physics and Chemistry.
- 2.2 Contributions of Western Scientists – Aristototle, Copernicus, Newton and Einstein.
- 2.3 Contributions of Indian Scientists- Aryabhata, Bhaskaracharya, .C.V.Raman, S. Chandrashekhar, Homi J.Bhabha and A.P.J. Abul Kalam.
- 2.4 Landmarks, Status and Development of Indian Science and Technology.
- 2.5 Physical Science and Human Life.

#### Unit-3: Aims, Objectives and Competencies of Teaching Physical Sciences (8 Hours)

- 3.1 Meaning, Importance, Aims and Objectives of teaching Physical Sciences.
- 3.2 Taxonomy of Educational Objectives – Bloom, Krathwohl, Simpson, et al – Revised Bloom's Taxonomy and Higher Order Thinking Skills.
- 3.3 Instructional Objectives of Teaching Physical Sciences Behavioural or Specific Objectives of Teaching Physical Sciences.
- 3.4 Competencies for Teaching of Physical Sciences and academic standards of CCE.

**Unit-4: Approaches, Methods and Techniques of Teaching Physical Sciences (12 Hours)**

- 4.1 Concept of Teaching with special reference to Physical Science
- 4.2 Approaches to Physical Sciences Teaching – Inductive, Deductive and Constructivist.
- 4.3 Teacher-centred Methods - Lecture, Lecture-cum-Demonstration, Historical.
- 4.4 Student-centred Methods - Heuristic, Project, Problem Solving and Laboratory (Illustration of each method by taking examples from specific contents of Physics and Chemistry).
- 4.5 Modern Teaching Techniques - Brainstorming, mind mapping, concept mapping, Team Teaching and Models of Teaching – Concept Attainment Model and Inquiry Training Model

**Unit-5: Planning for Teaching Physical Sciences (12 Hours)**

- 5.1 Importance of Planning for Teaching
- 5.2 Year Plan, Unit Plan, Period Plan as per CCE model.
- 5.3 Plan (Lesson Plan) – Herbartian Steps vs. Constructivist Approach
- 5.4 Microteaching - Concept and Meaning, Skills of Microteaching, Practice of Microteaching Skills- Introducing a lesson, Explaining a Concept, Stimulus Variation, Illustrating with Examples, Probing, Questioning, Reinforcement, Structuring Classroom Questions and Blackboard writing.

**Practicum - Any Two of the Following:**

- 1. Identify Concrete and Abstract Concepts in Physics and Chemistry of any class and suggest the appropriate Teaching methods and approaches to teach them.
- 2. Create a mind map on any topic in physics and chemistry.
- 3. Create a concept map on any topic in physics and chemistry.
- 4. Prepare biographical sketch of any scientist highlighting his/her contributions to Physics/ Chemistry
- 5. List out different content aspects of a unit in Physics/ Chemistry and write down the objectives and specifications under all Domains.

**Text Books**

- 1. Vaidya, N. (1989). *The impact of science teaching*. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
- 2. Sharma, R.C. (1987). *Modern science teaching*. New Delhi: Dhanpat Rai and Sons.
- 3. Vanaja, M. (2004). *Methods of teaching physical sciences*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- 4. Das, R.C. (1990). *Science teaching in schools*. New Delhi: Sterling Publications Pvt. Ltd.

**Reference Books**

- 1. Siddiqui, N. N., & Siddiqui, N. (1998). *Teaching of science today & tomorrow*. New Delhi: Doaba House.
- 2. Kumar, A. (1999). *Teaching of physical sciences*. New Delhi: Anmol Publications Pvt. Ltd.
- 3. Soni, A. (2000). *Teaching of science*. Ludhiana: Tandon Publications.
- 4. Mohan, R. (2004). *Innovative science teaching for physical science teachers*. New Delhi: PHI.
- 5. Lewis, J. L. (Ed.). (1972). *Teaching school physics*. London, UK: Penguin Books- UNESCO.
- 6. Waddington, D. J. *Teaching of school chemistry*. France: Penguin Books- UNESCO.

**Semester III**

Course Code	Course Title			Semester
BBED331DST	PEDAGOGY OF MATHEMATICSII			III
<b>Scheme of Instruction</b>			<b>Scheme of Examination</b>	
Total Duration	:	48+32 = 80 Hrs	Maximum Score	: 100
Periods / Week	:	5	Internal Evaluation	: 30
Credits	:	3 +1 = 4	End Semester	: 70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	: 3 Hrs

**Objectives:**

This Course will enable the student teachers to:

1. develop knowledge of mathematics.
2. construct appropriate assessment tools for evaluating mathematics learning.
3. stimulate curiosity, creativity and inventiveness in teaching of mathematics
4. develop competencies to develop gifted and slow learners.
5. engage with research on children's learning in specific areas of mathematics.
6. appreciate mathematics as a tool to engage the mind of the student
7. appreciate role of mathematics to strengthen the students resource skills

**Course Content****Unit-6: Mathematics Curriculum:**

- 6.1. Concept of Curriculum, Syllabus and Curriculum framework, Principles of Curriculum Construction.
- 6.2. Approaches of Curriculum Organisation: Concentric, Topical, Psychological Logical and learner centered curriculum.
- 6.3. Curriculum trends in Mathematics: Subject Centred to Behaviouristic and Constructivist approach.
- 6.4. Recommendations and critical appraisal of NCF- 2005 on Mathematics curriculum.
- 6.5. Teacher as Curriculum Developer- Localised Curriculum, Place for artisans, knowledge systems in curriculum, Local innovators and innovative practices in Mathematics.

**Unit-7: Learning Experiences and Aesthetic sense of Mathematics**

- 7.1. Constructivist Approach of Teaching Mathematics
- 7.2. Edgar Dale's Cone of Experience
- 7.3. Experiential Learning- Abilities of an experiential learner.
- 7.4. Aesthetic Sense in Mathematics; three aesthetic experience variables identified by Brikhoof and their relation.
- 7.5. Co-existence of Precision and beauty in Mathematics- order pattern, structure and symmetry.

**Unit-8: Assessment and Evaluation in Mathematics**

- 8.1. Meaning of Assessment, Formative and summative Assessment, Measurement and Evaluation in mathematics.
- 8.2. Achievement tests and Speed tests in mathematics- Arithmetic, Algebra, and Geometry.
- 8.3. Preparation of test items – Precautions to be taken while preparing test items in different branches of mathematics
- 8.4. Concept of CCE and measurement of different behavioural changes like interest, attitude,

and aptitude in learning mathematics.

#### 8.5. Assessment Framework

- a. Purpose of assessment
- b. Learning Indicators (LI) (B1) Types of indicators, (B2) Illustrations: Learning Indicators (LI), (i) Assessment of activity, (ii) Assessment of presentation, (iii) Assessment of group work, (iv) Assessment of collaborative learning.
- c. Tools and Techniques of Assessment, (C1) Written test, (C2) Project work, (C3) Field trips and field diary, (C4) Laboratory work, (C5) Interview / Oral test (C6) Journal writing, (C7) Concept mapping.
- d. Recording and Reporting, (D1) Measurement of students' achievements, (D2) grading system (D3) Measurement of process skills, (D4) Measurement of attitudes, (D5)

Portfolio: Its role in evaluating students' performance.

- e. Reflecting Process, (E1) Assessment as a reflected process, (E2) Assessment as a reflecting process.

#### Unit-9: Mathematics for all

- 9.1. Planning and organising activities for – Gifted, slow learners, backward and learners with dyscalculia- enrichment and remedial programmes.
- 9.2. Teaching learners with special needs - Co-operative learning, Collaborative Learning Approach (CLA), Peer learning, Reciprocal learning, Group Learning and using of ICT and multimedia.
- 9.3. Activities enriching Mathematics learning- Mathematics fairs, Olympiads, Talent tests.
- 9.4. Mathematics Kits, Mathematic Laboratory, Mathematical Clubs and its effective use.
- 9.5. Ways and means of providing positive attitude towards Mathematics and reducing mathematics phobia.

#### Unit-10: Professional Development of Mathematics Teacher

- 10.1. In-service programmes for Mathematics Teacher
- 10.2. Mathematics Teacher's Associations – Role and Functions
- 10.3. Journals and other resource material in Mathematics Education
- 10.4. Professional Growth – Participation in conferences/Seminars/ Workshops and E-Learning
- 10.5. Action Research for improving Quality of Mathematics teaching and learning

#### Practicum - Any Two of the Following:

1. During Internship, conduct of Essay writing/ quiz competitions in mathematics and report
2. One case study of gifted child and slow learner with interventions suggested.
3. Preparation of Mathematical Puzzles, Games, riddles and other recreational activities.
4. Preparing two types of assessment tests – Formative, Summative type of tests.
5. Preparing Diagnostic test in Algebra, Arithmetic and Geometry from VIII to X class Mathematics syllabus.

#### Text Books and Reference Books

As given in Course BBED111DST- Pedagogy of Mathematics

Course Code	Course Title				Semester
BBED332CCT	PEDAGOGY OF BIOLOGICAL SCIENCES-II				III
Scheme of Instruction				Scheme of Examination	
Total Duration	:	48+32 = 80 Hrs		Maximum Score	: 100
Periods / Week	:	5		Internal Evaluation	: 30
Credits	:	3 +1 = 4		End Semester	: 70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations		Exam Duration	: 3 Hrs

**Objectives:**

The Course will enable the student teachers to:

1. understand the importance of biological science curriculum and its organisation
2. develop the skill, procurement and maintenance of the science laboratory.
3. equip the resources for effective teaching of biological sciences.
4. utilize the applications of science and technology on society.
5. construct the achievement test on CCE model and analyse the results

**Unit 6: School Curriculum in Biological Sciences**

- 6.1. Curriculum – Concept and Meaning, Principles of Curriculum construction.
- 6.2. Different approaches of Curriculum organization: Concentric, Topical, Psychological, Logical and Learner centered approach.
- 6.3. Current trends in Biological Science Curriculum from subject centered to behaviourist to constructivist approach to curriculum development.
- 6.4. Recommendations of NCF 2005, NCFTE-2009 on Science Teachers.
- 6.5. Teacher as Curriculum Developer- Localised Curriculum, Place for artisans, knowledge systems in curriculum, Local innovators and innovative practices in biological Sciences.

**Unit 7: Instructional Resources & Strategies for Biological Science Teaching.**

- 7.1. Curriculum accessories and support materials, text books, journals, hand books, student work books, display and laboratory materials.
- 7.2. Edgar Dales Cone of experience.
- 7.3. Importance of teaching aids and Types of teaching aids, ICT and Multimedia resources.
- 7.4. Importance of practical work in Botany and Zoology, Planning and organization of Science Laboratories, Procurement and care of laboratory equipment, Registers, safety and First Aid – Conduct of laboratory experiment, Preparation of Lab Instruction Card.
- 7.5. Development of improvised Apparatus for concrete and abstract concepts

**Unit 8: Lifelong Biological Sciences Learning**

- 8.1. Science Clubs, Science Exhibition, Science Museums, Science Fairs and Olympiads.
- 8.2. Role of Government and Non-Government Organizations in the Propagation of Science.
- 8.3. Utilizing Knowledge Resources – Identification of online and offline resources – context and challenges in Utilization.
- 8.4. Science Communication in India – DST-NCSTC Network – National Children Science Congress, National Teachers Science Congress, Initiative for Research and Innovation in Science.
- 8.5. Development of Scientific Temper and encouraging and inspiring students to choose science as career and to become scientists.

**Unit 9: Professional Development of Biological Sciences Teachers**

- 9.1. Professional development & Participation of Sciences Teachers in Seminars, Conferences, Workshops and In-service Training programmes.
- 9.2. Membership in Professional Organizations; Teachers as a community of learners.
- 9.3. Role



of reflective practices in professional development of biological science teachers.

9.4. Teacher as a researcher: Action Research in biological Science – Learning to understand how children learn Science.

**Unit 10: Evaluation in Biological Sciences**

10.1. Evaluation: Meaning and needs, Formative and Summative Evaluation, Diagnostic and Remedial teaching.

10.2. Continuous and Comprehensive Evaluation (CCE), Educational Assessment and Educational Evaluation, Performance based Assessment.

10.3. Assessment Framework: Purpose of assessment, Learning indicators, Types of indicators, Assessment Rubrics.

10.4. Tools and Techniques of Assessment: Written tests, Project work, Field trips and Field diary, Laboratory work, Concept mapping.

10.5. Recording and Reporting. Measurement of student's achievements. Grading system, Measurement of Science process skills, Measurement of attitudes.

**Practicum - Any Two of the Following:**

1. Prepare two models with locally available material resources in Biology.
2. Participate in a district, state level Science Fair and prepare a report on the exhibits and activities presented.
3. Celebrate any important day related to Science in the school during the internship and submit a report.
4. Analysis of Science Textbook.
5. Survey of Science Laboratory in a school.
6. Visit to Community Science Centre, Nature Park and Science City.

**Text Books and Reference Books**

As given in BBED 212DST Pedagogy of Biological Sciences.

Course Code	Course Title					Semester
BBED333DST	PEDAGOGY OF SOCIAL STUDIES-II					III
Scheme of Instruction				Scheme of Examination		
Total Duration	:	48+32 = 80 Hrs		Maximum Score	:	100
Periods / Week	:	5		Internal Evaluation	:	30
Credits	:	3 +1 = 4		End Semester	:	70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations		Exam Duration	:	3 Hrs

**Objectives:**

This course will enable the pupil teachers to

1. understand the teaching and learning of History, Geography, Political Science and Economics and identify the difference among them.
2. understand the importance of Social Studies curriculum and its organizations.
3. understand the importance of teaching learning materials for Social Studies.
4. understand the assessment process through continuous and comprehensive evaluators.
5. sensitize and equip teachers to handle social issues and concerns.
6. inculcate qualities and competencies required for a good teacher.

**Course Content****Unit 6: Teaching and learning of History and Geography**

- 6.1. Periodization of world History, Indian History (Ancient, Medieval, Modern and Contemporary) with reference to secondary school Social Studies text books.
- 6.2. Colonialism, Capitalism, Democracy and Citizenship – American, French and Russian Revolutions
- 6.3. Fundamental concepts of Geography-Latitudes, Longitudes, Earth rotation, Climatology, temperature, pressure, wind, humidity, Hydrology and Oceanography.
- 6.4. Indian Geography – Geographical divisions, rivers and land forms.

**Unit 7: Teaching and Learning of Political Science and Economics**

- 7.1. Nature and scope of Political Science, key concepts and current trends.
- 7.2. Indian constitution – Fundamental Rights, Fundamental Duties, Organs of government, legislature, executive and judiciary.
- 7.3. Meaning, Nature and scope of Political Science, key concepts and current trends.
- 7.4. Teaching strategies of political Science and Economics.

**Unit 8: Curriculum Planning in Social Studies**

- 8.1. Meaning, Nature and Need of Curriculum.
- 8.2. Principles of Curriculum construction with reference to Social Studies.
- 8.3. Approaches of organizing Social Studies Curriculum – Concentric, Spiral, Chronological, Topical and Correlation.
- 8.4. Text book of Social Studies: Characteristics
- 8.5. Analysis and a critical study of Social Studies text books of state boards and Central Board of Secondary Education.

**Unit 9: Instructional Material in Social Studies**

- 9.1.Importance of Teaching learning material in the teaching learning process of Social Studies.
- 9.2.Classification of Teaching Learning materials printed, visual, audio and audio-visual and their usages with reference to Social Studies.
- 9.3.Maps and Globe their types – map language, map reading and map making.
- 9.4.Charts and graphs their types – chronology, tabor, diagrammatic and pictorial, bar, pie, line and pictorial graph.
- 9.5.Model and its types – working, still and diorama.

**Unit 10:Evaluation in Social Studies**

- 10.1. Meaning, Nature and characteristics of Evaluation.
- 10.2. Types of evaluation.
- 10.3. Quantitative and qualitative tools of evaluation in Social Studies.
- 10.4. Continuous and comprehensive evaluative model of assessment in Social Studies.

**Practicum - Any Two of the Following:**

1. Observe a day's session in house of the Parliament and report.
2. Collect Newspaper clippings on a contemporary social issue and prepare a report on that with your comments.
3. Organize any one of the social awareness programme on Swatch Bharat, Aids awareness and plantation programme in your neighbourhood and report.
4. Observe the functioning of any local body office and report.
5. Critically analyse the characteristics of Social Studies text book of any secondary class and prepare a detailed report.

**Text Books and Reference Books**

As given in Course BBED113DST- Pedagogy of Social Studies

Course Code	Course Title	Semester
BBED341DST	PEDAGOGY OF URDU-II	III
<b>Scheme of Instruction</b>		<b>Scheme of Examination</b>
Total Duration	: 48+32 = 80 Hrs	Maximum Score : 100
Periods / Week	: 5	Internal Evaluation : 30
Credits	: 3 + 1 = 4	End Semester : 70
Instruction Mode	: Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration : 3 Hrs

### مقاصد

- ۱۔ ایک موثر معلم کی عمومی خصوصیات اور معلم کے خصوصی اوصاف سے واقفیت حاصل کرنا۔
- ۲۔ مختلف قسم کے اسباق کی تدریس کے مراحل سے واقفیت حاصل کرنا۔
- ۳۔ درسی کتاب کے مفہوم اور اس کی نگاہری و باطنی خصوصیات سے واقفیت حاصل کرنا۔
- ۴۔ کمرہ جماعت میں TLM کے موثر استعمال کے طریقہ کار سے شناسائی حاصل کرنا۔
- ۵۔ تدوین نصاب کے اصول سے واقفیت حاصل کرنا۔
- ۶۔ اردو زبان کے فروغ میں معاون ہم نصابی سرگرمیوں سے واقفیت حاصل کرنا۔
- ۷۔ اردو زبان کے فروغ میں معاون مختلف اداروں کے بارے میں واقفیت حاصل کرنا۔
- ۸۔ پیکائش اور جانچ کے تصور اور اس کی خصوصیات سے واقفیت حاصل کرنا۔
- ۹۔ مسلسل جامع جانچ کی ضرورت و اہمیت سے واقفیت حاصل کرنا۔
- ۱۰۔ SAT کی تیاری کے مختلف مراحل سے واقفیت حاصل کرنا۔

### اکائی - ۶: معلم اردو اور مشقی تدریس

- (a) ایک موثر معلم کے اوصاف، زبان دانی کے معلم کی خصوصیات
- (b) معلم اردو کے خصوصی اوصاف
- (c) تدریس نثر - مختلف مراحل
- (d) تدریس نظم - مختلف مراحل
- (e) تدریس قواعد - مختلف مراحل
- (f) پینٹ پلان، سالانہ پلان، بینٹ پلان اور سالانہ پلان میں فرق

### اکائی - ۷: درسی کتاب اور تدریسی آلات

- (a) درسی کتاب - مفہوم و اہمیت
- (b) ایک معیاری درسی کتاب کی خصوصیات - ظاہری و باطنی
- (c) درسی کتاب کا تنقیدی جائزہ
- (d) درسی و تدریسی آلات (TLM) - مفہوم، ضرورت و اہمیت
- (e) تدریسی معاون اشیاء کے اقسام - سمعی، بصری، سمعی و بصری
- (f) کمرہ جماعت میں اشیاء کا مواد کی کاموں کا استعمال

### اکائی - ۸: نصاب اور ہم نصابی سرگرمیاں

- (a) نصاب - مفہوم (محدود و وسیع)، نصاب کے اجزاء
- (b) نصاب کو تعین کرنے والے عوامل
- (c) اردو نصاب کی تدوین کے اصول
- (d) ہم نصابی سرگرمیاں - مفہوم، اہمیت و ضرورت
- (e) ہم نصابی سرگرمیوں کے مختلف اقسام
- (f) اردو زبان کے فروغ میں معان، ہم نصابی سرگرمیاں

### اکائی - ۹: اردو زبان کے فروغ میں معان اور اے

- (a) قومی کونسل برائے فروغ زبان اردو (نئی دہلی)
- (b) اہم کتب خانے و ادارے - غالب اکائی (دہلی)، سالار جنگ میوزیم لاہور (حیدر آباد)،
- (c) ادارہ ادبیات (حیدر آباد)، دارالترجمہ (حیدر آباد)
- (d) مولانا آزاد نیشنل اردو یونیورسٹی



## اکائی - ۱۰: پیمائش و جانچ

- (a) پیمائش و جانچ - مفہوم و تصور، پیمائش اور جانچ میں فرق
- (b) ایک معیاری جانچ کی خصوصیات
- (c) جانچ کے مختلف آلات اور تکنیک
- (d) مسلسل جامع جانچ - مفہوم و تصور، ضرورت و اہمیت
- (e) موجودہ امتحانی نظام کے نقائص اور معیاری بنانے کی حکمت عملی
- (f) اسکولی تھمیلی آزمائش (SAT) - تیار کرنے کے مختلف مراحل

## سفارش کردہ کتابیات

- (۱) ضیاء الرحمن اعظمی، ”اردو پڑھانے کا فن“، شبلی اسٹیشنری، اعظم گڑھ
- (۲) رشید حسن خان، ”زبان اور قواعد“، ترقی اردو بیورو، نئی دہلی
- (۳) ڈاکٹر نجم الحسن، ڈاکٹر صابرہ سعید، ”تدریس اردو“، پریکٹر پبلشنگ ہاؤس، حیدرآباد
- (۴) مولوی سلیم عبداللہ، ”اردو کیسے پڑھائیں“، ایجوکیشنل بک ہاؤس، علی گڑھ
- (۵) ڈاکٹر ریاض احمد، ”اردو تدریس (جدید طریقے اور تقاضے)“، مکتبہ جامعہ ملیہ اسلامیہ، نئی دہلی
- (۶) معین الدین، ”اردو زبان کی تدریس“، ترقی اردو بیورو، نئی دہلی



Course Code	Course Title		Semester
BBED342DST	PEDAGOGY OF HINDI-II		III
Scheme of Instruction		Scheme of Examination	
Total Duration	: 48+32 = 80 Hrs	Maximum Score	: 100
Periods / Week	: 5	Internal Evaluation	: 30
Credits	: 3 +1 = 4	End Semester	: 70
Instruction Mode	: Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	: 3 Hrs

### इकाई – 6: भाषा शिक्षण – एक दृष्टि

भाषा सीखने एवं सिखाने की विभिन्न दृष्टियाँ – भाषा अर्जन और अधिगम का दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार, समय भाषा दृष्टि, रचनात्मक दृष्टि, भाषा सीखने-सिखाने की बहुभाषिक दृष्टि (वायगात्स्की, चॉम्स्की आदि) भारतीय भाषा दृष्टि (पाणिनी, कामता प्रसाद गुरु, किशोरी दास वाजपेयी आदि)।

### इकाई – 7 पाठ्यक्रम और पाठ्य-सामग्री

पाठ्यचर्या और पाठ्यक्रम एक पाठ्य-सामग्री अनेक – पाठ्यचर्या, पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध पाठ्यक्रम को बच्चों के अनुरूप ढालना शिक्षण को स्कूल के बाहरी जीवन से जोड़ते हुए तथा रटत-प्रणाली का निषेध करते हुए सामग्री चयन, गतिविधि और अभ्यास सामग्री का निर्माण, शोधकर्ता के रूप में शिक्षक अलग-अलग बच्चों की आवश्यकताओं को ध्यान में रखते हुए।

### इकाई – 8 सहायक शिक्षण सामग्री का निर्माण और विश्लेषण

पत्रिकाएँ, अखबार, कक्षा-पुस्तकालय आदि आई.सी.टी.-दृश्य-श्रव्य सामग्री, रेडियो, टेलीविजन फिल्में, भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)

### इकाई – 9: मूल्यांकन की भूमिका और महत्व

मूल्यांकन की भूमिका, मौलिकता और भाषा प्रयोग में सृजनात्मकता भाषा विकास की प्रगति का आँकलन—

- सतत और समय मूल्यांकन,
- स्वमूल्यांकन,
- आपसी मूल्यांकन,
- समूह मूल्यांकन,
- पोर्टफोलियो

### इकाई – 10 प्रश्न पत्र रचना प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु –

- ब्लूप्रिन्ट के आधार पर प्रश्नपत्र रचना व परिणामों का विश्लेषण,
- प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु
- समस्या समाधान संबंधी प्रश्न,
- सृजनात्मक चिंतन वाले प्रश्न,
- समालोचनात्मक चिंतन वाले प्रश्न,
- कल्पनाशीलता को जीवित करने वाले प्रश्न,
- परिवेशीय सजगता वाले प्रश्न,
- गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पी प्रश्न)

❖ प्रतिपुष्टि (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

### गतिविधि

#### प्रशिक्षण के दौरान

- नवीन पाठ्यचर्या की समीक्षा और प्रस्तुतीकरण (समूह कार्य)
- (क) नवीन पाठ्यचर्या में भाषा शिक्षण से संबंधित अध्याय पर चर्चा
- (ख) अपनी मनपसंद कविताओं का संकलन तथा उन पर एक लेख
- हिंदी की किन्हीं दो बाल पत्रिकाओं की समीक्षा
- दसवीं कक्षा के किसी भी बोर्ड की परीक्षाओं के हिंदी के प्रश्नपत्रों (पिछले तीन वर्षों) की समीक्षा करें
- एक ही सवाल पर बच्चों द्वारा अलग-अलग आए जवाबों पर समूह में चर्चा करें
- कक्षा 6 से 10 तक की हिंदी की पाठ्यपुस्तकों में से ऐसे दस प्रश्न छांटें जिनमें भाषा मूल्यांकन का सृजनात्मक रवैया परिलक्षित होता है (समूह कार्य)

#### कक्षा शिक्षण के दौरान

- चुनौतीपूर्ण बच्चों को ध्यान में रखते हुए दो सहायक शिक्षण सामग्री तैयार करना
  - विद्यालयी अनुभव कार्यक्रम के दौरान विद्यार्थियों से हस्तलिखित पत्रिका का विकास या हस्तलिखित पत्रिका की रूपरेखा तैयार करवाना
  - विद्यालयी अनुभव कार्यक्रम के दौरान विद्यार्थियों द्वारा हस्तलिखित समाचार-पत्र का विकास करवाना
  - (क) कक्षा छह के किसी बच्चे की प्रथम त्रैमासिक आकलन रिपोर्ट में दिए गए सुझावों का अध्ययन करना
  - (ख) इन सुझावों का बच्चे के भाषायी विकास में इस्तेमाल करने के लिए युक्तियां सुझाना
- परियोजना कार्य
- उच्च प्राथमिक स्तर पर आकलन एवं मूल्यांकन की मौजूदा प्रक्रिया पर रिपोर्ट तैयार करें
- एन सी ई आर टी द्वारा प्रकाशित आकलन स्रोत पुस्तिका भाषा हिंदी पढ़ें तथा इसमें आए आकलन संबंधी क्रियाकलापों को कक्षा 6 से 10 तक के अनुरूप विकसित करते हुए एक संक्षिप्त लेख लिखें

#### संदर्भित पुस्तकें :-

- उदयवीर सक्सेना, विनोद पुस्तक मन्दिर, आगरा-हिन्दी शिक्षण
- शारदा प्रकाशन, नई दिल्ली-हिन्दी व्याकरण
- पांडे राम शुक्ल, विनोद पुस्तक मन्दिर, आगरा-हिन्दी शिक्षण
- केशव प्रसाद, धनपत राय एंड सन्स, दिल्ली - हिन्दी भाषा शिक्षण
- अनन्त चौधरी नागरी लिपि और हिन्दी वर्तनी, बिहार हिन्दी ग्रन्थ अकादमी, पटना
- जयनारायण कौशिक हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़
- रमन बिहारी लाल हिन्दी शिक्षण, रस्तोगी पब्लिकेशन, मेरठ
- उमा मंगल (डॉ०) हिन्दी शिक्षण, आर्य बुक डिपो, करोल बाग, नई दिल्ली, 2000.
- सावित्री सिंह हिन्दी शिक्षण, लायल बुक डिपो, मेरठ
- विजय सूद हिन्दी शिक्षण विधियाँ, टण्डन पब्लिकेशन, लुधियाना 1995
- सीताराम चतुर्वेदी भाषा की शिक्षा, हिन्दी साहित्य कुटीर, वाराणस
- के० क्षत्रिया मातृभाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा 1995
- के०के० सुखिया हिन्दी ध्वनियाँ और उसका शिक्षण, रामनारायण लाल, इलाहाबाद
- एम०एम० भाटिया एवं डी०के० वर्मा हिन्दी शिक्षण, टण्डन पब्लिकेशनज किताब बाजार, लुधियाना



Course Code	Course Title			Semester
BBED 343DST	PEDAGOGY OF ENGLISH-II			III
<b>Scheme of Instruction</b>			<b>Scheme of Examination</b>	
Total Duration	:	48+32 = 80 Hrs	Maximum Score	: 100
Periods / Week	:	5	Internal Evaluation	: 30
Credits	:	3 +1 = 4	End Semester	: 70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	: 3 Hrs

### Objectives

The Course will enable the student teachers to:

1. understand the gradation of English grammar and composition teaching and learning.
2. develop the skills of presentation of vocabulary
3. develop the study skills in English Language.
4. develop the reference skills in English.
5. critically evaluate the English text book.
6. understand the role of language laboratory in teaching learning of English.
7. understand constructivist approach to language teaching and learning.
8. assess and evaluate the student's skills of language learning
9. develop skills to evaluate learner performance through written as well as other types of tests.
10. keep abreast of the latest trends and innovations in teaching learning of English.

### Course Content

#### Unit 6: School Curriculum in English (6 Hours)

- 6.1. Curriculum - Concept and Meaning, Principles of Curriculum Construction
- 6.2. Different Approaches of Curriculum Organisation: Concentric, Topical, Psychological & Logical – Learner Centred curriculum
- 6.3. Characteristics of a Good English Text Book.
- 6.4. Authentic Materials for English Language Teaching and Language Laboratory.

#### Unit 7: Teaching Vocabulary, Study and Reference skills (10 hours)

- 7.1. Selection and Gradation of vocabulary items
- 7.2. Techniques of teaching vocabulary
- 7.3. Vocabulary games and activities
- 7.4. Techniques of teaching Study Skills: Note-making, Note-taking, Mind mapping, Brainstorming.
- 7.5. Techniques of teaching Reference Skills: Dictionary, Thesaurus, Encyclopaedia and Bibliography

#### Unit-8: Teaching of Grammar and Composition ( 12 hours)

- 8.1. Need and importance of teaching Grammar and Composition
- 8.2. Types of Grammar and Techniques of Teaching Grammar and Composition
- 8.3. Grammar and Composition - Games and activities

8.4. Remedial teaching in Grammar and Composition

**Unit-9: Language Assessment and Evaluation (8 Hours)**

9.1. Characteristics of a good test in English

9.2. Techniques of evaluation – oral and written; self evaluation; peer evaluation; group evaluation.

9.3. Formative Assessment, Summative Assessment and CCE

9.4. Preparing tests for different skills of language – Listening, speaking, reading, writing, study skills and reference skills

9.5. Preparation of Scholastic Achievement Test (SAT)

**Unit 10: Professional Growth and Development and Innovative practices in teaching English. (12 Hours)**

10.1. Characteristics of a Good English Teacher.

10.2. Professional development of an English Teacher - Participation in Seminars, Conferences, Workshops and In-service Training Programmes.

10.3. Membership in Professional Organisations, Teachers as a community of learners

10.4. Synectic model of teaching, CLIL (Content and Language Integrated Learning), MALL (Mobile assisted language Learning), Reflective Practice in Language Learning, Project Based Learning, Spaced Learning, Concept Mapping.

**Practicum - Any Two of the Following:**

1. Critically analyse the curriculum of English as a second language.
2. Analyse the grammar activities listed in English Readers of any one class VI to XII.
3. Analyse the composition activities listed in English Readers of any one class VI to XII.
4. Select 10 vocabulary items from a unit and prepare a plan to teach in the relevant context. Give reasons for your selection.
5. Prepare 3 activities for practicing pronunciation and spelling of 15 words from a lesson in any text book of classes VI to XII.
6. Develop a question paper for classes VI to XII to assess all the aspects of language learning.
7. Prepare a Concept Map on any topic of English of any one class VI to XII.
8. Critically analyse the English textbook of any one Class VI to XII.
9. Prepare a plan for own professional growth and development.
10. Visit a language lab and write a report.

**Text Books and References**

As given in Course BBED123DST Pedagogy of English.

Course Code	Course Title				Semester	
BBED344DST	PEDAGOGY OF PHYSICAL SCIENCE-II				III	
Scheme of Instruction			Scheme of Examination			
Total Duration	:	48+32 = 80 Hrs		Maximum Score	:	100
Periods / Week	:	5		Internal Evaluation	:	30
Credits	:	3 +1 = 4		End Semester	:	70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations		Exam Duration	:	3 Hrs

**Objectives:**

The Course will enable the student teachers to:

1. understand the importance of physical science curriculum and its organisation
2. develop the skill, procurement and maintenance of the science laboratory.
3. equip the resources for effective teaching of physical sciences.
4. utilize the applications of science and technology on society.
5. construct the achievement test on CCE model and analyse the results

**Unit 6: School Curriculum in Physical Sciences**

- 6.1. Curriculum – Concept and Meaning, Principles of Curriculum construction.
- 6.2. Different approaches of Curriculum organization: Concentric, Topical, Psychological, Logical and Learner centered approach.
- 6.3. Current trends in Science Curriculum from subject centered to behaviourist to constructivist approach to curriculum development.
- 6.4. Recommendations of NCF 2005, NCFTE-2009 on Science Teachers.
- 6.5. Teacher as Curriculum Developer- Localised Curriculum, Place for artisans, knowledge systems in curriculum, Local innovators and innovative practices in Mathematics.

**Unit 7: Instructional Resources & Strategies for Physical Science Teaching.**

- 7.1. Curriculum accessories and support materials, text books, journals, hand books, student work books, display and laboratory materials.
- 7.2. Edgar Dales Cone of experience.
- 7.3. Importance of teaching aids and Types of teaching aids, ICT and Multimedia resources.
- 7.4. Importance of practical work in Physics and Chemistry, Planning and organization of Science Laboratories, Procurement and care of laboratory equipment, Registers, safety and First Aid – Conduct of laboratory experiment, Preparation of Lab Instruction Card.
- 7.5. Development of improvised Apparatus for concrete and abstract concepts

**Unit 8: Lifelong Physical Sciences Learning**

- 8.1. Science Clubs, Science Exhibition, Science Museums, Science Fairs and Olympiads.
- 8.2. Role of Government and Non-Government Organizations in the Propagation of Science.
- 8.3. Utilizing Knowledge Resources – Identification of online and offline resources – context and challenges in Utilization.
- 8.4. Science Communication in India – DST-NCSTC Network – National Children Science Congress, National Teachers Science Congress, Initiative for Research and Innovation in Science.
- 8.5. Development of Scientific Temper and encouraging and inspiring students to choose science as career and to become scientists.

### **Unit 9: Professional Development of Physical Sciences Teachers**

- 9.1. Professional development of Physical Sciences Teachers.
- 9.2. Participation of Sciences Teachers in Seminars, Conferences, Workshops and In-service Training programmes.
- 9.3. Membership in Professional Organizations; Teachers as a community of learners.
- 9.4. Role of reflective practices in professional development of physical science teachers.
- 9.5. Teacher as a researcher: Action Research in Physical Science – Learning to understand how children learn Science.

### **Unit 10: Evaluation in Physical Sciences**

- 10.1. Evaluation: Meaning and needs, Formative and Summative Evaluation, Diagnostic and Remedial teaching.
- 10.2. Continuous and Comprehensive Evaluation (CCE) Educational Assessment and Educational Evaluation, Performance based Assessment.
- 10.3. Assessment Framework: Purpose of assessment, Learning indicators, Types of indicators, Assessment Rubrics.
- 10.4. Tools and Techniques of Assessment: Written tests, Project work, Field trips and Field diary, Laboratory work, Concept mapping.
- 10.5. Recording and Reporting, Measurement of student's achievements, Grading system, Measurement of Science process skills, Measurement of attitudes.

### **Practicum - Any Two of the Following:**

- 1. Prepare two improvised apparatus each with locally available material resources in Physics and Chemistry.
- 2. Participate in a district, state level Science Fair and prepare a report on the exhibits and activities presented.
- 3. Celebrate National Science Day / Earth Day / Water Day / any important day dated to Science in the school during the internship and submit a report.
- 4. Analysis of Science Textbook.
- 5. Survey of Science Laboratory in a school.
- 6. Visit to Community Science Centre, Nature Park and Science City.

Textbooks and References: As given in course BBED124DST Pedagogy of Physical Science



Course Code	Course Title			Semester
BBED311EPP	ARTS IN EDUCATION			III
<b>Scheme of Instruction</b>			<b>Scheme of Examination</b>	
Total Duration	:	64Hrs	Maximum Score	: 50
Periods / Week	:	4	Internal Evaluation	: 50
Credits	:	2	End Semester	: -
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	: -

### Objectives

After completion of the course, the student-teacher will be able to

1. integrate Art with Education and become better communicator.
2. develop creative thinking through different Art forms.
3. realize that liberal arts help in making better professionals.
4. understand Art as a medium of expression.
5. understand the role of Art as a medium of Education.
6. deepen students ability for perception and reflection.
7. use Art as an alternative languages to experience and communicate concepts in teaching-learning.

### Course Content

#### Unit-1: Aesthetics and Arts

- 1.1 Aesthetics and Art– its meaning, dimensions and constituents.
- 1.2 Importance of Arts in Education
- 1.3 Types of Arts – visual and performing
- 1.4 Renowned Indian Arts and Artists – Classical, folk and contemporary.
- 1.5 Indian festivals and their artistic significance.

#### Unit-2: Visual Arts and Education

- 2.1 Visual Art as a medium of education.
- 2.2 Visual Arts for self- expression, observation, and appreciation.
- 2.3 Different materials of visual arts– Rangoli, pastels, posters, clay, paintings.
- 2.4 Using different methods of visual arts- Paintings, block printing, collage, clay modelling, paper cutting and folding.

#### Unit-3: Performing Arts and Education

- 3.1 Drama as a medium of education.
- 3.2 Identification of local performing art forms and their integration in teaching – learning.
- 3.3 Listening/viewing performing art forms of music, dance, puppetry and theatre.
- 3.4 Evaluation strategies; assessing the different forms of Art.

### Practicum:

1. Select a concept from the school curriculum which includes a social message and identify an appropriate art form to spread the message in public and prepare a report.
2. Identify a local art form and integrate it in teaching an appropriate lesson from school

- curriculum – Prepare a lesson plan
3. Select an appropriate lesson from the school curriculum and rewrite it in the form of a drama.
  4. Organise a show on dance, music or dramas.

## References

- ✓ Dewey, J. (1934). *Art as experience*. New York: Minton.
- ✓ Reed, H. (1968). *Education through art*. New York: Faber and Faber.
- ✓ Eisner, E. W. (1972). *Educating artistic vision*. New York: Macmillan.
- ✓ John, B., Yogin, C., & Chawla, R. (2007). *Playing for real: Using drama in the classroom*. New York: Macmillan.
- ✓ Jefferson, B. (1969). *Teaching art to children – Continental view point*. Boston: Allyn Bacon.
- ✓ Tagore, R. (1962). *Lectures and addresses*. New Delhi: Macmillan.
- ✓ Coomaraswamy, A. K. (1974). *Christian and oriental philosophy of art*. New Delhi: Munshiram Manoharlal.

Semester IV					
Course Code	Course Title				Semester
BBED411CCT	Contemporary Issues in Education				IV
Scheme of Instruction			Scheme of Examination		
Total Duration	:	48+32 = 80 Hrs	Maximum Score	:	100
Periods / Week	:	5	Internal Evaluation	:	30
Credits	:	3 +1 = 4	End Semester	:	70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	:	3 Hrs

**Objectives of the course content:**

The course will enable student to:

1. acquire knowledge on Liberalization of Education
2. understand the concept of Globalization and its influence in the expansion of education at global level
3. acquaint with the knowledge of Privatization and its impact on Education
4. reflect on the issues of students' unrest and explore understanding of most appropriate remedial measures for students' unrest
5. understand the concept of International Understanding and Peace Education and the means to overcome value crises and acquaint with the role played by education in making an individual into a humane
6. identify the contemporary issues in education and its educational implications

**Unit – 1 Liberalization and Education**

- 1.1 Concept and objectives of Liberalization
- 1.2 Need for Liberalization of Education
- 1.3 Advantages and Disadvantages of Liberalization of Education
- 1.4 Role of Education in Liberalization

**Unit – 2 Privatization and Education**

- 2.1 Concept and objectives of Privatization
- 2.2 Need for Privatization of Education with special reference to India
- 2.3 Advantages and Disadvantages of Privatization
- 2.4 Role of Education in Privatization

**Unit –3 Globalization and Education**

- 3.1 Concept and objectives of Globalization
- 3.2 Factors contributing to Globalization
- 3.3 Advantages and Disadvantages of Globalization of Education
- 3.4 Role of Education in Globalization

**Unit – 4 Problems of Students' Unrest**

- 4.1 Concept of Unrest
- 4.2 Causes of Students' Unrest (social, economic, political and economic factors)

4.3 General measures to be taken to minimize/remove students' unrest (Role of Administrators, Teachers and Parents)

4.4 Role of mass media in minimizing/removing Students' Unrest

### **Unit – 5 Other Important Issues in Education**

5.1 Equalization of Educational Opportunities – SC/ ST, OBC, Women, Handicapped and religious minorities

5.2 International Understanding and Peace Education

5.3 Environmental Education and the Role of Education

5.4 Crisis Management at organizational level

### **Engagement/activities**

- Group discussion on Precautionary Measures against the dangers of Globalization of education
- Critical reflections on need for Privatization of Education with special reference to India
- Debate on contemporary issues in education
- University Campus visits to explore Students' unrest.
- Reflecting over the issues related to women and strategies to overcome
- Conducting seminars/workshop on Peace Education
- Creating awareness among SC/ST students about various schemes and scholarships available to them,
- Survey of schools to see the implementation of various incentives of government to equalize educational opportunities

### **References:**

- Josephene, Y. (2011). *Globalization and challenges of education: Focus on equity and equality*. New Delhi: Shipra publications.
- Krishnan, D.K., & Thamarasseri, I. (2016). *Contemporary issues in Indian education*. New Delhi: Kanishka Publishers.
- Aggrawal, J. C. (1996). *Theory and principles of education* (10<sup>th</sup> ed.). New Delhi: Vikas Publications.
- Thakur, A. S., & Berwal, S. (2007). *Education in emerging Indian society*. New Delhi: National Publishing House.
- Bano, A. (2000). *Indian women the changing face*. New Delhi: Kilooso Books.
- De Souza, A. (1975). *Women in contemporary India: Traditional images and changing roles*. New Delhi: Manohar Publishers.
- Pruthi, R., Rameshwari, D., & Romila, P. (2002). *Encyclopedia of status and empowerment of women in India*. Delhi: Saurabh Communications.
- Rao, U. (2012). *Education for Peace* (1<sup>st</sup> ed.). Hyderabad: Himalya Publishing House.
- Rao, D. B. (1996). *Global perception on peace education* Vol. I, II & III. New Delhi: Discovery Publishing House.

Course Code	Course Title			Semester
BBED412CCT	Environmental Education			IV
Scheme of Instruction			Scheme of Examination	
Total Duration	:	16 + 32 = 48Hrs	Maximum Score	: 50
Periods / Week	:	4	Internal Evaluation	: 15
Credits	:	1+ 1 = 2	End Semester	: 35
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	: 2 Hrs

**Objectives:**

This Course will enable the student teachers to:

1. understand the concept of Environmental Education & Its Importance
2. understand the environmental hazards, disasters & Disaster management.
3. understand the need for protecting the environment
4. know about sustainable development
5. understand the term environmental consciousness and green audit
6. know how technology can be integrated into teaching of Educational Environment
7. understand the curriculum and teaching methods of Educational Environment in primary, secondary and higher secondary level
8. know about assessment methods in educational environment.

**Unit –1**

- 1.1 Nature and scope of Environmental Education
- 1.2 Environmental hazards & disasters
- 1.3 Environmental & Disaster management
- 1.4 Environmental protection policies with special reference to India

**Unit – 2**

- 2.1 Sustainable development
- 2.2 Environmental consciousness: Energy Conservation, Rainwater Harvesting, Water Recycling, Carbon Neutral
- 2.3 Water management
- 2.4 The concept of Green audit/ Environmental audit

**Unit-3**

- 3.1 Environmental Education and School Curriculum –Primary, Secondary and higher secondary level.
- 3.2 Different teaching strategies of environmental education.
- 3.3 Assessment methods of environmental education.
- 3.4 Integrating technology for environmental education.



3.5 Role and responsibilities of a teacher in the development of competencies of environmental education.

**Practicum - Any one of the Following:**

- a. List out Biodiversity of Campus
- b. List out measures for making Campus Eco friendly
- c. Visit any Polluted area and record the causes and suggest preventive measures

**References:**

1. Barucha, E. (2004). *Textbook for environmental studies*. New Delhi: UGC.
2. Jadhav, H. V, & Bhosale, V. M. (1995). *Environmental protection and laws*. New Delhi: Himalaya Publication House.
3. Keln, P. (2000). *Environmental education a conceptual analysis*. Calicut: Calicut University.
4. Sharma, V.S. (2005). *Environmental education*. New Delhi: Anmol Publication.
5. *Trends in environmental education*. UNESCO Publication.

Course Code	Course Title			Semester
BBED413CCT	Inclusive Education			IV
Scheme of Instruction			Scheme of Examination	
Total Duration	:	16 + 32 = 48Hrs	Maximum Score	: 50
Periods / Week	:	4	Internal Evaluation	: 15
Credits	:	1+ 1 = 2	End Semester	: 35
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	: 2 Hrs

**Objectives:**

The course will enable the student teachers to:

1. understand the concept of Inclusive Education.
2. understand the concept of Special Education.
3. understand the concept of Impairment, Disability and Handicap.
4. differentiate between the concept of Integration, Segregation and Mainstreaming.
5. understand the different types of differently abled Person.
6. understand the causes of different types of impairment and disability.
7. understand the techniques and process of identifying the different types of differently abled Person.
8. understand different approaches and educational provisions for different types of differently abled Person.
9. understand the causes of educational backwardness of different excluded/marginalized sections of the society.
10. understand the strategies for educational inclusion of different excluded/marginalized sections of the society.

**Unit – 1 Introduction of Inclusive and Special Education**

- 1.1 Inclusive Education - Meaning, Definition, Need & Importance
- 1.2 Special Education - Meaning, Definition, Need & Importance
- 1.3 Impairment, Disability and Handicap
- 1.4 Concept of Integration, Segregation and Mainstreaming

**Unit – 2 Differently abled Children and their Educational Inclusion**

- 2.1 Mentally Retarded Children –Characteristics, Causes, Identification and Educational Provisions for Inclusion
- 2.2 Visual Impaired Children –Types, Characteristics, Causes, Identification and Educational Provisions for Inclusion
- 2.3 Hearing Impaired Children –Classification, Characteristics, Causes, Identification and Educational Provisions for Inclusion
- 2.4 Learning Disabled Children –Types, Characteristics, Causes, Identification and Educational Provisions for Inclusion

**Unit – 3 Excluded/Marginalized Sections of Society and their Education**

- 3.1 Inclusion of educational backwardness, and educational strategies for Women

Schedule Caste

Schedule Tribes

Minorities (with special reference to Muslims)

**Field work/ Projects / Assignments:**

- Visits of different types of Special Schools ( Mentally Retarded Institutes , Blind Schools, Schools of Deaf and Dumb and Rehabilitation Centers)

**Mode of Transaction**

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments
- Theoretical and practical activities/exercises/investigations, analysis interpretation of collated observations, systematic data.

**References:**

1. Alnscow, M. (1994). *Special needs and the classroom*. UK: UNESCO Publishing.
2. Anupriya, C. (2002). *A guide to educating children with learning disabilities*. New Delhi: Vikas Publishing House Pvt. Ltd.
3. Berdina, W. H. (1985). *An introduction to special education*. Boston: Harper Collins Publishers.
4. Hallahan, D. P., & Kauffman, J. M. (1992). *Exceptional children: Introduction to special education*. New Jersey: Prentice hall INC.
5. Henley, M. (1993). *Characteristics of and strategies for teaching students with mild disabilities*. Massachusetts: Allyn & Bacon.
6. Heward, W. L. (1988). *Exceptional children*. Chicago: Merrill Publishing Co.
7. Kirk, G., & Anastasian. (1993). *Educating exceptional children*. Boston: Houghton Co.
8. Learner, J. (1985). *Learning disability*. Boston: Houghton, Mifflin Co.
9. Nind, M., Sheehy, K., Rix, J., & Simmons, K. (2003). *Inclusive education: Diverse perspectives*. London: David Fulton Publication.
10. Onita, N. (1996). *Children with learning difficulties*. New Delhi: Allied Publishers Ltd.
11. Panda, K. C. (2002). *Education of exceptional children*. New Delhi: Vikas Publishing House Pvt. Ltd.
12. Paul, J., Churton, M., & Mosse, W.C. (1977). *Special education practice*. Brooks/Cole Publishing Company.
13. Peterson, J. (2003). *Inclusive teaching creative effective schools for all learners*. Boston: Allan & Bacon.

Course Code	Course Title				Semester
BBED414CCT	Health and Physical Education				IV
Scheme of Instruction				Scheme of Examination	
Total Duration	:	16 + 32 = 48Hrs		Maximum Score	: 50
Periods / Week	:	4		Internal Evaluation	: 15
Credits	:	1+ 1 = 2		End Semester	: 35-
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations		Exam Duration	: 2 Hrs

**Objectives:**

This Course will enable the student teachers to:

1. introduce the pupil teachers with the concept of health and physical education.
2. enable the pupil teachers to understand the various dimensions and determinants of health.
3. understand the importance of physical education in human life.
4. enable the pupil teachers to understand the need and importance of physical education.
5. develop organization skills in organizing tournaments and sports meet.
6. list the different programmes of physical education.

**Unit –1: Understanding Physical Education.**

- 1.1 Concept, need, scope and objective of physical education.
- 1.2 Health education, definitions, aims and objectives.
- 1.3 School health programme and the role of physical education teacher in development of health and good hygienic habits.

**Unit – 2: Programmes of Physical Education**

- 2.2 Preliminary idea of some common programmes of physical education.
- 2.3 Recreations: Meaning, significance and recreational programmes in schools.
- 2.4 Need for recreation, different types of recreational activities and their organization

**Unit –3: Physical Education and Integrated Personality**

- 3.1 Physical education in the context of NCF 2005 and NCFTE-2009.
- 3.2 Organization and Administration: Planning, Budgeting, fixture (Knock out and league)
- 3.3 Athletic meet, meaning, need and importance process to organize athletic meet at school level.

**Practicum - Any Two of the Following:**

1. Prepare a Project report on three types of sports ground.
2. Prepare a plan of activity for three days outdoor camp
3. Organize a sports meet at school level
4. Participate in any two games and sports activities of your choice in your institution.

**Suggested Reading:**

- Atwal., & Kansal. (2003). *A textbook of health, physical education and sports*. Jalandhar: A.P. Publisher.
- Kamlesh, M. L., & Sangral, M.S. (1986). *Methods in physical education*. Ludhiana: Prakash Brothers.

- Kangane, S., & Sonawane, S. (2007). *Physical education*. Pune: Nurali Publications.
- Kaur, M. (2003). *Health and physical education*. Ludhiana: Tendon Publications.
- Sharma, A. P. (2011). *Mind, body and divine yoga*. New Delhi: Personal Graphics and Advertiser Pvt. Ltd.
- Sharma, A. P., & Pandey, P. K. (2010). *Psychology in yoga*. New Delhi: Personal Graphics and Advertiser Pvt. Ltd.
- Singh, A. (2003). *Essentials of physical education*. Ludhiana: Kalyani Publishers.
- Syedentop, D. (1994). *Introduction to physical education, fitness and sports* (2<sup>nd</sup> ed.). London: Maryfield Publishing Company.
- Uppal, A. K., & Gautam, G.P. (2004). *Physical education and health*. New Delhi: Friends Publisher.



Course Code	Course Title			Semester
BBED411EPP	Reading and Reflecting on Texts			IV
<b>Scheme of Instruction</b>			<b>Scheme of Examination</b>	
Total Duration	:	64Hrs	Maximum Score	: 50
Periods / Week	:	4	Internal Evaluation	: 50
Credits	:	2	End Semester	: -
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	: -

### Essence of the Course

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's facility in the language of instruction is thus a vital need of student teachers, irrespective of the subject areas that they are going to teach. This course is visualised as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction. The course is designed to enhance the reading capacity of the student teachers. It will enable them to develop meta-cognitive awareness. The course offers opportunities to student teachers to read a variety of texts and respond to it creatively and critically.

It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.

### Objectives of the Course

1. To strengthen the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.
2. To develop abilities in reading and understanding meaning of different kinds of texts.
3. To engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts.
4. To become self-learners, reflective and expressive teachers, and collaborative professionals.

### Course Outline

#### Unit 1: Engaging with Narrative and Descriptive Accounts

- 5 texts to be done , 4 periods for each text =20 periods
- Any 2 texts of English to be selected by the Teacher Educator from readers/ books of classes 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> (Any Board – CBSE, ICSE, IGCSE, Etc.) and 3 texts of Urdu to be selected from Readers of 11<sup>th</sup>, 12<sup>th</sup> or higher levels.
- The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts or even well-produced comic strip stories.

### Suggested Activities

- Reading for comprehending and visualising the account (individual plus group reading and discussion/explanation)
- 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)

- 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).

### **Evaluation**

For each text the student has to write any one of the following:

- Summary of the text, Character sketches, Descriptions, Conversion to dialogue, etc.
- 3 marks for each text X 5 texts = **15 marks**

### **Unit 2: Engaging with Popular Subject-based Expository Writing**

- 5 texts to be done, 4 periods for each text = 20 periods
- Any 1 text of English/ Urdu to be selected by the Teacher Educator from Autobiographies of great Indian personalities, any 2 - 1 English and 1 Urdu from popular non-fiction writings and any 2 - 1 English and 1 Urdu from subject text books of classes 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> and texts of Urdu to be selected from subject text books of 11<sup>th</sup>, 12<sup>th</sup> or higher levels.
- The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces)
- For this Unit, the student-teachers should work in groups divided according to their subjects within which different texts could be read by different pairs of student-teachers.

### **Suggested Activities**

- 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)
- 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)

### **Evaluation**

For each text the student has to write any one of the following:

- Summary of the text, descriptions, reviews, flow charts, etc.
- 3 marks for each text X 5 texts = **15 marks**

### **Unit 3: Engaging with Journalistic Writing**

- 5 articles to be done, 4 periods for each article = 20 periods
- Any 2 articles of English and 3 of Urdu to be selected by the Teacher Educator from current newspapers, magazines, Internet etc.
- The selection would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this Unit.

### **Suggested Activities**

- 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 identifying the 'frame' 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).

**Evaluation**

For each text the student has to write any one of the following:

- Summary of the text, descriptions, reports, critical review, article, etc.
- 3 marks for each text X 5 texts = **15 marks**

**Final Evaluation = 5 marks (4 Periods)**

- **The student will write a reflective report on his/her experiences of the activities conducted as part of the EPC Enhancing Professional Capabilities Course 1- Reading and Reflecting on Texts.**

Course Code	Course Title			Semester
BBED412EPP	Understanding the Self			IV
Scheme of Instruction			Scheme of Examination	
Total Duration	: 64Hrs		Maximum Score	: 50
Periods / Week	: 4		Internal Evaluation	: 50
Credits	: 2		End Semester	: -
Instruction Mode	: Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations		Exam Duration	: -

**Objectives :**

1. To help student- teachers develop life skills to understand self
2. To enable student-teachers to recall and reflect on their own experiences and become conscious of factors that have shaped their aspirations and expectations
3. To develop sensitivity towards their life experiences
4. To develop the capacity to facilitate personal growth and social skills in their own students
5. To synthesize their experiences and learning over a period of time
6. To develop their capacity for reflection

**Unit 1 - Introspecting self**

- 1.1 Writing one's experiences in the form of diary (daily, weekly, monthly, yearly )
- 1.2 Writing about one's expectations in life
- 1.3 Writing about the problematic situations they have faced boldly in life.
- 1.4 Recording happy moments of their life
- 1.5 SWOT Analysis

**Unit-2 Understanding the self**

- 2.1 Understanding own personality with reference to personality types.
- 2.2 Understanding own IQ and EQ
- 2.3 Understanding own Attitude and Aptitude
- 2.4 Analyzing Self Awareness and Self Esteem
- 2.5 Analyzing Physical and Mental health

**Unit 3 – Developing the Self**

- 3.1 Managing Time – Time Log and its analysis, Time wasters, day, month and year plan and Prioritizing tasks.
- 3.2 Managing Emotions – Stress, Anger and Fear/anxiety.
- 3.3 Developing Social Skills – Effective Communication, Body language, Resolving Conflict
- 3.4 Developing Cognitive skills – Creativity, Critical Thinking and Reasoning
- 3.5 Nurturing Physical Health – BMI, Diet plan and Exercise

**Practicum**

1. Reflective Journal
2. Portfolio
3. Poster making /chart making: time line, mind map, story , song, poetry, poster, digital story,
4. PPT with personal photos

5. Sharing experiences

**References**

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2. Boyd, B. L., Herring, D. R., & Briers, G. E. (1992). Developing life skills in youth. *Journal of Extension* [On-line], 30(4). Retrieved from: <http://www.joe.org/joe/1992winter/a4.html>
3. Hendricks, P. (1998). *Targeting life skills model*. Retrieved from: <http://www.extension.iastate.edu/4H/lifeskills/homepage.html>
4. Krishnamurti, J. (2000). *Life ahead, to parents, teachers and students*. Ojai, California, USA: Krishnamurti Foundation Trust.
5. Miller, R. A. (1976). *Leader/agents guide: Leadership life skills*. Stillwater, OK: Oklahoma State University.
6. Rohrer, J. (2007). *ABC of awareness*. South Carolina: BookSurge Publishing.
7. Simanowitz, V., & Pearce, P. (2003). *Personality development*. Berkshire: Open University Press.