

B-101: PHILOSOPHY & SOCIOLOGY OF EDUCATION

Objectives

The pupil teacher will be able:

- To understand the concept of education.
- To identify the relationship between educational philosophy & sociology.
- To discuss the aims of education.
- To understand the philosophical determinants & social constructs of education.
- To know and appreciate the contribution of philosophical thinkers.
- To understand the social processes in the society.
- To distinguish between culture & acculturation and enculturation.

Course Content

Unit-I PHILOSOPHY OF EDUCATION

- Philosophy of education: Meaning, Nature & Scope.
- Philosophical Foundations of Education.
- Schools of Philosophy- Approaches & Educational Implications: Naturalism, Idealism, Pragmatism, Realism.
- Brief Introduction of existentialism & Humanism.

Unit-II CONTRIBUTION OF EDUCATIONAL THINKERS

- J.J. Rousseau
- J. Dewey
- M.K. Gandhi
- S. Vivekananda

Unit-III SOCIOLOGY OF EDUCATION

- Sociology of Education: Meaning, Nature and Scope.
- Sociological foundations of education.
- Culture, Social mobility and Modernization: its Nature and impact on education.
- Acculturation & Enculturation Process & effects.

Unit-IV ROLE OF EDUCATION IN SOCIAL RECONSTRUCTION

- Social Stratification and its effect of education.
- Social Changes and socialization.
- Factors influencing social change.
- Education for social change & socialization.

Practicum

- Essay on what is education.
- Discussion on Nature of education
- Understanding & reading the thinkers & their creation (s).
- Unit Test.
- Assignment on different cultural practices.

Books Recommended:

1. Rusk: The Philosophical Bases of education.
2. Oad.L.K.: Shiksha K; Darshanik Evam Samaj Shastriya Pristhabhoomi.
3. Pandey R.S.: Shiksha Darshan.
4. Ruhela S.P.: Shikhsa ka Samajshastra.

B-102: CHILDHOOD & GROWING UP

Objectives:

The Pupil teacher will be able:

- To understand the salient features & problems of growth and development during different stages.
- To appreciate the role of Educational Psychology: understanding an individual .
- To know the factors influencing the process of growth & development in order to organize teaching for effective learning.
- To develop the ability to apply the knowledge provided by educational psychology to deal with an individual.
- To acquaint the teacher trainees with educational needs of special group of pupil.

Course Content

Unit-I: GROWTH AND DEVELOPMENT

- Meaning, Nature & importance.
- Principles of child development.
- Heredity & environment
- Factors affecting Growth & Development, Individual Differences.

Unit-II: INFANCY

- Characteristics: Development during Infancy.
- Developmental tasks: sensory, language, Physical & motor, Cognitive.
- Concept formation : Piaget & Bruner

Unit-III: CHILDHOOD STAGE: EARLY & LATER

- Characteristics: Development during childhood
- Developmental tasks: Physical, sensory, language, cognitive, emotional.
- Habit formation, Behaviour Problems.
- Childhood education- importance & Significance Common Childhood Problems.

Unit-IV: ADOLESCENCE

- Characteristics: Development during adolescent.
- Developmental tasks: Physical, emotional, social & cognitive, Puberty & Identity development.
- Relationship with family & others in society, Peer group, Problems at adolescence stage.

- Reproductive health care, Role of guidance & counselling with reference to adolescence understand.

Practicum

- Observation & record keeping of the features of child development at different stages (early childhood, later childhood, adolescence).
- Unit test.
- Visit to a school for observing the practices of healthy mental health carried over.
- Listing the change in behaviour of adolescents/ experiences as adolescence.
- Talk with parents, teachers and Principal over the problems.

Books Recommended

1. Singh. A.K.: Shiksha Manovigyan.
2. Dandapani S.: A Textbook of Advanced Educational Psychology: Anmol Publishers.
3. Mishra K.S.: Shiksha Manovigyan ke Naye Kshitig.
4. Pandey R.S. Shiksha Manovigyan.
5. Hurlock E.P.: Child Development.

B-103: PSYCHOLOGY OF LEARNER

Objectives:

The student teacher will be able:

- To understand the meaning & nature of learning.
- To identify the ways to enhance learning skills.
- To acquaint with the theories of motivation along with the use in classroom
- To learn about personality & its types
- To learn about the concept of Intelligence
- To understand the importance of group-its formation & working style

Unit-I: EDUCATIONAL PSYCHOLOGY

- Meaning & Nature
- Theories of Learning: Trial & Error; Classical & Operant Conditioning; Insight Theory
- Factors influencing learning: related to learner, teacher, parents, school environment.
- Transfer of learning: Concept, Theories and factors influencing it.

Unit-II: MOTIVATION

- Meaning & nature
- Theories of motivation: Maslow's need hierarchy; Fredrick Herzberg Two Factor Theory (Hygiene Model)
- Learning & Motivation; Techniques and strategies for motivating learner
- Memory: Concept & causes of Forgetting
- Creativity: Meaning & Nature; Strategies & Techniques for fostering Creativity.

Unit-III: INTELLIGENCE & PERSONALITY/ UNDERSTANDING LEARNER

- Intelligence: Concept & Historical background
- Theories of Intelligence: Multiple Intelligence Theory
- Personality : Meaning & Types
- Theories of Personality

Unit-IV: GROUP DYNAMICS & LEADERSHIP

- Meaning & Scope
- Class as a group; Social Interaction.
- Individual in a group
- Leadership : Styles & strategies for developing leadership qualities

PRACTICUM

- Observing the styles of learning
- Experiment on Transfer of Learning
- Unit Test
- Sociometric Test
- Personality Development Exercise(s)

Book(s) Recommended

- Bigge, M.L. & Hunt, M.P. : Psychological Foundations of Education
- Chauhan, S.S.: Educational Psychology
- Gary, K. & Kingsley, H. L.: Nature & Conditions of Learning
- Misra, K.S.: Shiksha Manovigyan Ke Naye Kshitij.

B-104: PRINCIPLES AND METHODS OF TEACHING

Objectives

The pupil teacher will be able:

- To enable the students to understand the process of teaching & its various components.
- To enable the students acquire knowledge about methods & techniques of teaching.
- To understand the process & teachers of communication.
- To know about the models of teaching.

Course Content

Unit-I TEACHING AS A COMMUNICATION PROCESS

- Meaning & Nature.
- Phases & Level of teaching
- Communication process-Means of communication.
- Factors affecting Communication.

Unit- II TEACHING SKILLS

- Various Teaching Skills: introducing a lesson.
- Questioning; Stimulus variation, Illustration, Explanation.
- Demonstration, Reinforcement, closure of a topic.
- Teaching under constructivist approach
- Simulated teaching.

Unit- III MODELS OF TEACHING

- Meaning and Features.
- Types: Concept attainment, concept formation, Advanced organizer, Inquiry teaching.
- Simulated Teaching, Flanders's Interaction Analysis Cybernetics, Team teaching.

Unit -IV METHODS OF TEACHING

- Brainstorming, Dialog & Participatory method.
- Project method, Constructivist method.
- Problem solving, Role playing Programmed instruction.
- Small group instruction, Resource centre based learning.

Practicum

- SSST.
- Unit test.
- Preparing a lesson plan based on any one model of teaching.
- Practicing the simulated situations.
- Various types of methods enlisted in unit IV for teaching.

Books Recommended:

- 1- Mishra K.S.: Shiksha mein Nav Chetan Shikasha Pratiman.
- 2- Bruce & Joyce: Models of Teaching.
- 3- Agarniai ,J.C. : Principles & Methods of Teaching.
- 4- Agarwal, J.C. : Essentials of Educational Technology.
- 5- Kochhar, S.K. :Methods & Techniques of teaching.

B-201-A: PEDAGOGY OF MATHEMATICS

Objectives

The pupil teacher will be able:

1. To understand the language and symbolism of mathematics as a discipline.
2. To develop the pedagogic understanding of Mathematics in context of school and learner.
3. To understand and apply different methods of teaching mathematics in the classroom.
4. To promote understanding of Mathematics in learners.
5. To select and organize content, plan instruction and ensure effective delivery.
6. To organize pedagogic study of subjects in Mathematics at school level.
7. To facilitate philosophical & epistemological insights of Mathematics teaching in pupil teacher.
8. To enrich knowledge and teaching competency.

Course Content

UNIT I

- Nature, scope and importance of Mathematics, Brief history of Mathematics.
- Contribution of Mathematicians:
Indian: Aryabhata, Brahmagupta, Bhaskara-I, Bhaskara-II (Bhaskaracharya), Ramaujun.
Other than India: Pythagoras, Euclid, Gauss, Leonhard Euler, Alan Turing.
- Need and significance of teaching Mathematics, Aims and objectives of teaching Mathematics
- Concept formation (Theories and implications), Writing of objectives in Behavioral terms, Factors influencing learning of Mathematics

UNIT II

- Place of Mathematics in school curriculum.
- Selection, sequencing and organization of curriculum content.
- Correlation of Mathematics with other school subjects
- Critical appraisal of Mathematics curriculum and textbook at the Upper Primary, Secondary and senior secondary Level

UNIT III

- Methods of teaching Mathematics: Inductive, Deductive, Analytical, Synthetic, Heuristic, Project, Laboratory, Lecture and Question-answer.
- Techniques of teaching Mathematics: oral, written, drill, assignment, self study, supervised study, programmed learning, group work and review.

- Audio-visual aids, software and hardware and ICT for teaching Mathematics
- Unit plan and lesson planning in Mathematics, Teaching points of various content areas in Mathematics like Arithmetic, Algebra, Geometry and Trigonometry etc.

UNIT IV

- Evaluation in Mathematics: purpose and procedure.
- Teaching mathematics to Gifted and backward children, their identification and provision for mathematics education; remedial teaching: its meaning, principles of diagnosis and remediation.
- School activities (inside and outside) for popularization of Mathematics.
- Qualities and competencies of an effective Mathematics Teacher.

Practicum

- Practical exercises on Programmed instruction & CAI.
- Construction & standardization of Achievement test.
- Analysis and evaluation of syllabus for stage of education in secondary school.
- Construction of a diagnostic Test.
- Preparation of list of equipments essential for teaching mathematics in school.
- Preparation of teaching aids.
- Essentials of mathematics Library and Mathematics laboratory
- Preparation of Lesson Plan.

Books Recommended:

1. Chadha, B.N. : Teaching of Mathematics
2. Dharamabir and Agrawal: The Teaching of Mathematics in India.
3. Rawat, M.S. and Agrawal : M.B.L. : Ganit Shikshan
4. Schultz, A.: The Teaching of Mathematics in Secondary School.
5. Arora, S.K. (1988). *How to teach Mathematics*, Shanta Publisher, Bhiwani.
6. Chauhan, C.P.S, (1985). *Achievement in Algebra and structure of Intellect*, V ishwaavidyalaya Prakashan, Varanasi.
7. Kumar, S, and Ratnalikar, D.N. (2003). *Teaching of Mathematics*, Anmol Publishers, Pvt. Ltd., New Delhi.
8. Russel, J., (2004), *Teaching of Mathematics*, Campus Book International, New Delhi.
9. Sidhu, K.S. (1982), *Teaching of Mathematics*, Sterling Publisher Pvt. Ltd. New Delhi.
10. Richard Courant & Herbert Robbins: *What is Mathematics*, Fai Lawn Oxford University Press, 1941.

11. Cosrines: The Mathematical Sciences – A Collection of Essay M.I.T. Press, 1969
12. The Psychology of Mathematical abilities in school children, V.A. Krutstski Chicago University Press, 1976
13. How Children Learn Maths: Teaching Implications of Piaget’s Research, Rechard Copelard, New York, Macmillan, 1975.
14. How to Solve It, G. Polyn Garchen City, Double Day & Co., 1958
15. The Principle of Objective Testing in Mathematics, Fraser Cillam, 1971
16. Teaching of Mathematics by I.W.A. Young.
17. Teaching of Mathematics in the New Education by N.K. Kuppuswami Aiyangar

B-201-B: PEDAGOGY OF PHYSICAL SCIENCES

Objectives

The pupil teacher will be able:

- To develop the pedagogic understanding of pupil-teachers in sciences in context of school and learner.
- To equip student teacher to promote understanding of sciences in learners.
- To organize pedagogic study of subjects in sciences at school level in collective way.
- To facilitate philosophical & epistemological insights of science teaching in pupil teacher.
- To enrich knowledge and teaching competency of pupil teacher.
- To equip pupil teacher with necessary skills for acting as a mediator between school and society.

Unit 1

Meaning of science & Its nature, need & importance, objectives of teaching science. Values of science. History of science teaching in India Contribution of Indian & Foreign scientists: Aryabhata, H.J.Bhabha, J.C..Bose, C.V.Raman A.P.J.Abdul kalam, Eienstein ,Newton,Stephen Hawkins, Landmark discoveries and inventions in science .Aims and objectives of science teaching at Upper primary &Secondary level . Bloom’s taxonomy ,Revised taxonomy of Educational objectives ,Use of taxonomy , RCEM approach, Writing objectives in behavioural terms. Organising learning experiences for achieveing learning outcomes.

Unit 2

Major methods, strategies & techniques of science teaching ; Classification of teaching methods: Autocratic & Democratic methods. Non formal approaches in science teaching, science club, science fairs and excursions, science museum, science journal, Organising co-curricular activities in science teaching.

Unit 3

Curriculum in science teaching, Critical appraisal of science curriculum, Principles of curriculum construction . Modifying curriculum according to following: 1 Learner , local needs and children with diverse needs. Text books and reference books in science teaching.

Unit 4

Science teacher : Personal & professional qualities of a good science teacher at primary Upper primary & secondary level. Role of science teacher in educational and vocational guidance & counselling . Teaching skills in science teaching, Content analysis and identifying the concepts Lesson plan, annual plan, unit plan Micro teaching , SSST, Team teaching, Seminar presentation, CAI. Edgar Dale's Cone of Experience, Selection and use of teaching aids in science teaching for Upper primary and Secondary level. Use of ICT and multimedia in teaching science. Improvised apparatus in science teaching.

Unit 5

Evaluation in science teaching . Measuring cognitive , affective and psychomotor outcomes. Formative & Summative evaluation, CCE, CGPA grading system, Achievement & diagnostic tests. Techniques of evaluation at upper primary & secondary level . Organising remedial teaching.

Practicum :

Preparation of two or three assignments or Ppt. presentations on the contribution of Indian & foreign scientists and latest discoveries in science

Preparation of individual projects on audio –visual aids. Preparing two teaching aids, (once chart and one stationary or working model) Preparing science kit and improvised apparatus in science for upper primary and secondary level students.

Writing reports on the prevailing curriculum in the text books. Visit to community to search the science in local community which could be included in the curriculum & presenting the report. Preparation of micro LP, lesson plans.

Practical exercises on Programmed instruction & CAI.

Construction & standardization of Achievement test.

Books Recommended:

Teaching of Physical Science	S.P.Kulshrestha and Gaya Singh
Bhawtik Vigyan Shikshan	Dr.A.B.Bhatnagar
Bhawtik Vigyan Shikshan	J.K. Sood
Teaching of Science	M.S.Yadav
Vigyan Shikshan	A.K.Kulshrestha & N.K Kulshrestha

B-201-C: PEDAGOGY OF BIOLOGICAL SCIENCE

Objectives

The pupil teacher will be able:

- To acquire an understanding of and to contribute towards curriculum development as a reflective practitioner.
- To apply learning experiences and educational aids to teaching biology in the classroom.
- To enable to understand the forward linkages through an exposure to possible course / vocations options after school.
- To develop competencies, skills and abilities needed to transact, critically analyze and evaluate the biology curriculum.
- To develop teaching skills for conducting theory and practical lessons.
- To develop conceptual understanding related to the pedagogy of biological sciences.
- To develop scientific attitude among the learner.
- To understand the nature of biology its aims, values & objectives of teaching biological sciences.
- To understand the different strategies of teaching biological sciences.

UNIT: I

DEVELOPMENT OF BIOLOGICAL SCIENCE AND PURPOSE OF ITS TEACHING

- Nature & Concept of Biology
- Correlation of Biology With other subjects (Interdisciplinary Approach)
- Development of Biology in Indian Context & International context.
- Understanding contemporary issues in relation to biology (e.g. environment, gender etc.) in a developmental context.
- Values and Aims of teaching biological science
- Recommendations of Kothari Commission, NPE 1986, NCTE 2006, NCF 2005 & NKC 2007 & NCFTE-2010 with regard to biological science.
- Taxonomy of Educational Objectives of biological science

UNIT –II

CURRICULUM DEVELOPMENT

- Definition of curriculum
- Principles of curriculum organization
- Critical analysis of current biological curriculum at secondary and senior secondary level.
- Qualities of a good science text book

UNIT- III

METHODS AND STRATEGIES OF BIOLOGICAL SCIENCE TEACHING

- Programme instruction
- Micro teaching
 - Team teaching
 - Simulated teaching
- Development of Year plan, Unit plan, Lesson plan(*design, approaches & writing the plan*)
 - ICT based instruction
 - Methods of teaching biological science.
 - New trends in teaching of biology at national and international levels, learning to teach a selected portion of course with innovative techniques.
- Concept of teaching aids, Principles of using T.A.
- Edger Dale's cone of experience
- Selection & sources of learning experience
- classification of teaching aids
- Integrating multi- media systems (**ICT**)for science education

UNIT- IV

EVALUATION & ASSESSMENT

- Concept, Types & Importance of Evaluation ,CCE.
- Preparation of blue print
- Tools of Evaluation for Biology
- Construction of a effective Question Bank
- Action Research
- Remedial Teaching

UNIT – V

STRENGTHENING BIOLOGY TEACHING & THE SCIENCE TEACHER

- Science clubs, Eco clubs, Science museums, Science fairs, Field trips, Science exhibitions,
 - Science library
- Celebration of important days & events related to science and there relevance
- e-learning in the science classroom
- Talent Search Competitions in Science
- Biology laboratory &Improvise apparatus
- Qualities of a Effective biology Teacher
- Professional Growth of a biology Teacher
- Moral and ethics in biology Teacher
- Sensitivity in biology Teacher
- Development of Soft Skills
- Professional competencies and abilities of a senior biology teacher - including organizing seminars, workshops, providing resource support.

PRACTICUM

- Comparative and analytical study.
- Material development
- Framing content as per
- Programme instruction
- Development of lesson plan based on using 6e's (Engage ,Explore, Explain ,Elaborate, Evaluate, Extend)with the help of ICT
- Drafting /designing instructional objectives & instructional programme
- Content analysis & framing curriculum (on different topic)
- Development of instructional material related to methods school teaching
- Teaching aid formation
- Collection of various audio and vedio clippings with reference to content
- Assignment
- Group disscussion
- Blue print formation.
- Construction of improvised apparatus
- Organising activities under science , eco clubs
- Organising science fair and exhibition at school level
- Preparation and analysis of achievement tests for periodic assessment.
- Continuous assessment - developing learner profiles and portfolios.
- Action Research.

Suggested Readings

- Collete, Alfred T. and Eugene L. Chiappeta, Science Instruction in the Middle & Secondary Schools; Macmillan: N.Y. 1994.
- UNESCO, Source Book for Science Teaching; UNESCO: Paris, 1966.
- Siddiqi & Siddiqi: Teaching of Science Today and Tomorrow, Doaba House, New Delhi, 2002.
- Martin R., Sexton, C. Wagner, K. Gerlorich, J : Science for all Children : Allyn & Bacon : USA, 1998.
- Jerry Wellington. Teaching Science in Secondary Classes; Routledge, USA, 1996.
- Tony Turner & Wendy Dimareo : Learning to Teach Science in Secondary School, Routledge Publication, USA, 1998.
- Vaidya N., Science Teaching for the 21st Century, Deep and Deep Publishers, 1999.
- एम० के० गोयल :पर्यावरण शिक्षा,विनोद पुस्तक मंदिर , आगरा-२
- Sashi Kiran Pandey:Teaching of Science: R.Lall Book Depot, Merrut.2011.

B-201-D: PEDAGOGY OF ENGLISH

Objectives

The pupil teacher will be able:

- To understand the nature and characteristics of English language
- To gain insight into general theories of language development.
- To understand the traditional as well as modern techniques and methods of teaching English and find ways as to how they could effectively be used in the classroom.
- To know how to plan different types of lessons in English with the help of the given guidelines and execute the same in a classroom situation.
- To develop thorough familiarity with the various textual items like prose, poetry, short stories, etc. and how they can be used for conducting various learning activities

Course Content

UNIT I

- Nature and characteristics of English Language, its place in Indian schools as a subject.
- Factors influencing development of English language.
- Theories of N. Chomsky and B. Bernstein about language development.
- Aim and objectives of teaching English, Writing objectives in behavioural terms, Bloom's Taxonomy.

UNIT II

- Methods of teaching English – Direct method, grammar-translation method, bilingual method.
- Principles and maxims of teaching
- Structural approach, situational approach, communication approach,
- Constructivist approach, Learning by doing

UNIT III

- Language Skills-Listening, reading, speaking and writing, Development of language skills, Role of drill.
- Teaching of prose, poetry, novel, drama, grammar, translation and composition.
- Lesson Plan in teaching of English.
- Organising co-curricular activities

UNIT IV

- Use of audio-visual aids, software and hardware and ICT for teaching English.
- Assessment and evaluation of learning outcomes, CCE, Qualities and competencies of an English teacher.
- Preparation of Achievement test (blueprint). Developing question papers.
- Action Research, Organizing remedial activities.

Practicum

- Preparation of lesson plans for teaching various types of lessons in English (one of each type)
- Survey of the English courses and text books in use (one class) / Text book analysis,
- Listening to models of good English speech and recorded materials
- Practice in correct spoken English through conversation, oral-reading, story telling, recitation and public speaking exercises.
- Constructing objective based test items of different types and unit test and Quiz competition.
- Designing and developing program to enhance Listening, Speaking, Reading and Writing skills.
- Developing model question paper in English/ blueprint as per blooms taxonomy
- Calligraphy competition
- Maintaining story and poem folders
- Organising drama and skits.
- Story telling competition
- Organising debates
- Workshop for developing teaching aids.
- Visit to Language Laboratory
- Action Research.

Books Recommended

1. Menon, T.K.N. and Patel, M.S. : The teaching of English as a Foreign Language
2. Bhandari and others: Teaching of English – Longmans.
3. O'Conner, J.D.: Better English – Pronunciation.
4. Agnihotri, R. K. & Sharma, A. L. : English Language Teaching in India- Issues & Innovations.
5. Allen, H. B. & Campbell, R. P. : Teaching of English as a Second Language.
6. Chaudhary, N. R. : Teaching English in Indian Schools.
7. Hornby, A. S.: Teaching of Structural Words.
8. Mukalel, J. C. : Approaches to English language Teaching.
9. A.R. Bisht: Teaching of English.
10. Geeta Rai: Teaching of English.

B-201-E: हिन्दी शिक्षण पाठ्यक्रम

हिन्दी शिक्षण पाठ्यक्रम के उद्देश्य:-

1. भाषा के महत्व से अवगत कराना।
2. शुद्ध भावाभिव्यक्ति की योग्यता का विकास करना।
3. शुद्ध साहित्य के सृजन के गुणों का विकास करना।
4. भाषायी कुशलता का विकास करना।
5. हिन्दी की विभिन्न विधाओं से अवगत कराना।
6. भाषा शिक्षण की विधियों से अवगत कराना।
7. हिन्दी पाठन, लेखन, उच्चारण और वर्तनी की शुद्धता से अवगत कराना।
8. हिन्दी शिक्षण की नवीन विभिन्न सहायक सामग्रियों से अवगत कराना।
9. हिन्दी में मूल्यांकन की दक्षता से अवगत कराना।
10. हिन्दी में पाठ्य सहगामी क्रियाओं से अवगत कराना।

इकाई	विषय-वस्तु	गतिविधि / अभ्यास क्रम
1. भाषा शिक्षण का महत्व	अर्थ, परिभाषा, स्वरूप, महत्व, विशेषताएँ, उद्भव और विकास, सामान्य उद्देश्य और भारतीय संविधान में भाषा का स्थान। हिन्दी शिक्षण की मुख्य विधाओं का अर्थ प्रकार एवं महत्व, उपयोगिता गद्य शिक्षण, पद्य शिक्षण, व्याकरण शिक्षण कहानी, निबंध, नाटक। भाषा के रूप- मौखिक भाषा एवं लिखित भाषा, महत्व उद्देश्य, आवश्यक गुण।	समूह चर्चा वाद-विवाद शैक्षिक पत्र-पत्रिकाओं का सम्पादन
2. हिन्दी शिक्षण की विधियाँ	अर्थ, प्रकार, गुण, दोष, आवश्यकता एवं विशेषताएँ वाचन- अर्थ, परिभाषा, महत्व, प्रकार पठन, लेखन, उच्चारण, वर्तनी अभिप्राय महत्व व आवश्यकता	वस्तुनिष्ठ प्रश्नों का निर्माण क्रियात्मक शोध

<p>3. हिन्दी शिक्षण में नवाचार</p>	<p>नवाचार— अर्थ, परिभाषा, प्रकार और उपयोगिता ।</p> <p>हिन्दी में कम्प्यूटर का प्रयोग एवं नवीन दृश्य—श्रव्य सामग्रियों का अर्थ, प्रकार, उपयोगिता, आवश्यकता ।</p> <p>हिन्दी शिक्षक के गुण, कर्तव्य, महत्व, दायित्व ।</p> <p>हिन्दी भाषा शिक्षण में पाठ्य सहगामी क्रियाओं से अभिप्राय, प्रकार, महत्व एवं आवश्यकता ।</p>	<p>कम्प्यूटर में पाठ योजना का प्रारूप तैयार करना ।</p> <p>मॉडल का निर्माण ।</p> <p>प्रश्न मंच का आयोजन ।</p>
<p>4. पाठ्य—पुस्तकें एवं पाठ योजना</p>	<p>पाठ्य पुस्तकों का अर्थ, आवश्यकता, प्रकार, आन्तरिक एवं बाह्य गुण और आलोचना ।</p> <p>सूक्ष्म शिक्षण एवं वास्तविक कक्षा शिक्षण में अन्तर, पाठ योजना का अर्थ, परिभाषा प्रकार, महत्व, सोपान ।</p>	<p>प्राथमिक एवं माध्यमिक स्तर की पुस्तकों में कमियाँ एवं सुधार के सुझाव ।</p>
<p>5. निदानात्मक शिक्षण</p>	<p>निदानात्मक शिक्षण का अर्थ, प्रकार, आवश्यकता एवं महत्व ।</p> <p>विशेष आवश्यकता वाले बच्चों की पहचान एवं शिक्षण उपचार ।</p> <p>निःषक्तता का अर्थ, कारण, प्रकार, निदान, सुविधाएँ एवं उपलब्धियाँ ।</p>	<p>जागरूकता अभियान रैली का आयोजन ।</p> <p>संगोष्ठियों का आयोजन ।</p>
<p>6. मूल्यांकन एवं क्रियात्मक शोध</p>	<p>मूल्यांकन का अर्थ, प्रकार, आवश्यकता, महत्व ।</p> <p>हिन्दी में क्रियात्मक शोध अभिप्राय, परिभाषा, उपयोगिता ।</p>	<p>क्षेत्र भ्रमण एवं शोध कार्य ।</p>

- पाठ्य पुस्तके:—
1. हिन्दी शिक्षण — शिक्षा चतुर्वेदी
 2. हिन्दी शिक्षण के आधार— डॉ० सरोज अग्रवाल
 3. हिन्दी शिक्षण — डॉ० रामशकल पाण्डे
 4. हिन्दी शिक्षण — गिरीश पचौरी, सीमा शर्मा

B-201-F: PEDAGOGY OF SANSKRIT

Objectives

The pupil teacher will be able:

- To explain the nature, need and principles of teaching Sanskrit language.
- To know the concept of value education and the various branches of Sanskrit literature.
- To demonstrate the use of various audio-visual aids.
- To explain the objectives and steps of teaching prose, poetry, composition and grammar of Sanskrit.
- To organize co-curricular activities related to Sanskrit (Shloka recitation, lecture, dramatization and other competitions).

CONTENTS:

UNIT I

- (a) The position of Sanskrit in India. Its historical background, cultural, literary and linguistic values and its relation with modern Indian languages.
- (b) Aims of teaching Sanskrit at different stages. Comparison and contrast with the aims of teaching Hindi and English.
- (c) Stating objectives in behavioral terms with special reference to cognitive, affective and psychomotor domains.

UNIT II

- (a) Need, basis and principles of curriculum construction, Precautions in developing curriculum of Sanskrit.
- (b) The importance of phonetics of Sanskrit and correct pronunciation.
- (c) The importance of audio-visual aids and their use in teaching of Sanskrit.
- (d) Qualities of a good Sanskrit teacher.

UNIT III

- (a) The methods of teaching Sanskrit – The grammatical method, translation method, the analytical method and explanatory method, the direct method and the Herbartian plan. Advantages and limitations of these methods.
- (b) Methods of teaching of different forms at different stages : Prose, poetry, grammar, composition, translation, drama, rapid reader. Aims, methods and plan of teaching.
- (c) Techniques of evaluation. New types of tests in Sanskrit teaching.

UNIT IV

- (a) Construction of a good test keeping in view of the objectives, content and forms of questions, preparation of blue-print.
- (b) Action research in Sanskrit teaching, its meaning, development and utility.
- (c) Importance and use of good handwriting in Sanskrit teaching.
- (d) Lesson-planning.

PRACTICUM:

Discussion, audio-vedio presentation, group task, shloka recitation, quizzes and preparing objective type questions.

SUGGESTIVE READINGS :

- 1- Sanskrit Shipshan : Dr. Ramshakal Pandey, Vinod Pustak Mandir, Agra.
- 2- Sanskrit Adhyapan Paddhati : Smt Kunda Bhosale, Balaji Bungalow, Gangapur Road, Nasik.
- 3- Modern Methods of Teaching Sanskrit: Bela Rani Sharma, New Delhi.
4. संस्कृत-शिक्षण-डॉ० रामशकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा।

5. संस्कृत – शिक्षण– डा० सन्तोष मित्तल, आर० लाल बुक डिपो, मेरठ।
6. संस्कृत शिक्षण– विधि – श्री विजय नारायण चौबे, उ० प्र० हिन्दी संस्थान, हिन्दी ग्रन्थ एकेडमी, लखनऊ।
7. संस्कृत – शिक्षण– डा० रघुनाथ सफ़ाया, हरियाणा हिन्दी ग्रन्थ अकादमी, चण्डीगढ़।
8. संस्कृत – शिक्षण– रमा शर्मा, अर्जुन पब्लिकेशन्स, नई दिल्ली।

latest editions of all the suggested books are recommended.

B-201-G: PEDAGOGY OF SOCIAL STUDIES

Objectives

The pupil teacher will be able:

- To understand the foundation of teaching Social Studies.
- To review the curriculum of Social Studies at secondary and higher secondary level.
- To acquaint with different strategies for teaching Social Studies at secondary and higher secondary level.
- To acquire skills of preparing teaching aid for teaching social studies.
- To acquire skills of analyzing Social Studies text books’.
- To acquire competence in preparing evaluation tools in Social Studies.
- To prepare achievement test in Social Studies at secondary and higher secondary level.
- To acquaint with Action Research in Social Studies.
- To prepare lesson plans in Social Studies for instructional purposes.

Course Content

Unit 1

- **Social Studies;** Meaning, Nature, Importance and Scope of social studies. Need and justification of social studies teaching as separate subject in school curriculum.
- **Objectives of social studies teaching;** Aims and objectives of social studies teaching, General objectives of social studies teaching (Cognitive, Affective and Psychomotor) in different levels, Scope and Values of social studies teaching,
- **Curriculum and Co-curricular activities in social studies;** Curriculum of Social Studies, Approaches of organization of social studies curriculum (Spiral, Unit and Chronological approaches), Need of co-curricular activities in social studies, Various Co-curricular activities in social studies teaching (Clubs, Excursions, Word search, Puzzles, Quizzes).

Unit 2

- **Instructional Strategies and Methods of Social Studies Teaching;** Importance of Instructional Strategies and Methods in social studies teaching, Ancient and Modern methods of social studies teaching.

- Teaching Aids in Social Studies; Need of teaching aids, Principles for use of teaching aids, advantages and problems in using teaching aids, Different types of audio, visual and audio visual aids, Preparation of teaching aids.
- **Textbooks of social aids;** importance, characteristics of good textbooks.
- **Laboratory and Library of Social studies;** Need, Organization and management of equipment and books.
- Use of ICT in teaching Social Studies.

Unit 3

- **Measurement and Evaluation in Social Studies;** Meaning, Aims and Importance of Measurement Evaluation, Formative and Summative Evaluation, Methods of Measurement and evaluation, Educational Diagnosis and Remedial Teaching.
- **Examination and Testes;** Examination and testes (Essay type, short answer and objective type tests), Characteristics of a good examination and tests (Validity, Reliability and Practicability),
- **Unit Test;** Meaning of unit test, Preparation of blue print, Construction of question paper based on blue print. Preparation of answer key.
- **Construction of result;** Evaluate the result.

Unit 4

- **Action Research;** Meaning need and process of action research.

Unit 5

- **Lesson Planning;** Value, importance and types of lesson planning, Steps of lesson planning.

Practicum

1. Explore how different things (movies, magazine, cartoons, and newspapers etc.) can help in teaching social studies.
2. Organize an educational tour of any historical place, industry, dam etc. and prepare a brief project report based on historical, economical, political and geographical background of the place.
3. Prepare a map of any locality.
4. Write a review report of SST textbook of secondary level.
5. Develop a question paper based on blue print, administer it in class and prepare result.
6. Survey any secondary school and organize an action research on any classroom or management based problem.

Book Recommended

1. Guru Saran Das Tyagi : Samajik Adhyayan Shikshan.
2. Dr. Gajendra Singh Tomar : Samajik Vigyan Shikshan.

3. S.K. Kochar : Teaching of Social Studies.
4. J.C. Agarwal : Teaching of Social Studies

B-201-H: PEDAGOGY OF COMMERCE

Objectives

The pupil teacher will be able:

- Understand the meaning, aims & objectives of commerce teaching.
- Understand the various approaches of teaching of commerce.
- Understand different methods of teaching, techniques & devices and use of various teaching aids.
- Prepare Lesson Plan properly & understand the Evaluation & assessment techniques in commerce teaching.
- Develop the skills of Diagnostic & Remedial teaching.

COURSE CONTENT

UNIT I

- Meaning, Nature and scope of commerce teaching.
- Aims & objectives of teaching commerce at higher secondary stages.
- Importance of commerce as a discipline and place of commerce in school curriculum.
- Correlation of commerce with other subject.
- Professional traits of a commerce teacher.

UNIT II

- Approaches of commerce teaching & its implementation in commerce teaching.
- Critical study of the existing textbook of commerce & suggestion for improvement.
- Laboratory of commerce teaching & co-curricular activities for commerce teaching.
- Commerce Room its need, organization & equipments.

UNIT III

- Teaching Methods of commerce teaching: Project, Discussion, Problem-solving, Analytical & Synthetics, Socialized Recitation, logical obscuration, Seminar etc.
- Techniques & Devices in commerce teaching, principles & marums of classroom teaching.
- Equipment for effective instruction and classroom Arrangement
 - i. Audio-Video Aids.
 - ii. Media.
- Different types of test (Essay type, short Ans. Type, objective type) their contraction & administration.

UNIT IV

- Innovations in commerce teaching: Micro teaching, Team teaching, Simulated teaching, Programmed Instruction etc.
- Lesson Planning for commerce teaching. Its need & importance in assessment in commerce teaching.
- Evaluation & assessment in commerce teaching.
- Preparation of a model Question-Paper along with its blue-print from textbook of commerce.

UNIT V

- Different aspects in commerce teaching: Teaching of book keeping, teaching of commercial practice, teaching of type writing & short hand.
- Exploitation of Local resources in teaching of commerce (visit to offices & Factories).
- Diagnostic & Remedial teaching in commerce students at secondary school.

Practicum

- Assignments, Presentations on ppt. Library visit, Unit test.

- Preparing teaching Aids, Project on real classroom observations, constructions of different types of question paper.
- Simulated teaching preface, preparing Lesson Plan, School visit, practice teaching in real classroom.
- Type – writing & short hand, visit to offices & Factories, unit test etc.

B-202: SUBJECT KNOWLEDGE

Objectives

The pupil teacher will be able:

- To understand the level of understanding of learner at a particular age.
- To analyze the content of subject matter included.
- To revise the concepts already learnt.
- To decide the better method of teaching the content.
- To identify the individual difference(s) and imply it in actual classroom situations.

Course Content

Content of class IX and X (CBSE and Uttarakhand Board).

Practicum

- Project on issues related to subject.
- Unit test.
- Presentations on subject topics.

B-202: SCHOOL ORGANISATION AND MANAGEMENT

Objectives:

The Pupil teacher will be able:

- To understand the term's organization administration and management.
- To understand the meaning, purpose and characteristics of school as an organization.
- To identify the educational structure in India.
- To explain the role of leadership for innovation & change.

Course Content

Unit I: SCHOOL AS AN ORGANIZATION

- Concept of management and administration.
- Organization: Meaning, Purpose & characteristics.
- Types of School Boards: CBSE, ICSE, IB, State Board of Uttarakhand.
- School accreditation: Need & Criteria.

Unit II: EDUCATIONAL STRUCTURE IN INDIA

- Structure & function at different levels: center, state, district, university level.
- Functions of apex bodies at center level: CIBE, NCERT, UNEPA, UGC, NCTE, KVS, NVS, IGNOU.
- Functions of apex bodies at state level: SCERT, DIET, SRC, CRC, BRC.
- Decentralization of Education with reference to the role & functions of PRI's.

Unit III: MANAGEMENT OF SCHOOL EDUCATION

- Management Process: Planning, Organization, Directing & Controlling.
- Managerial Skills, Concept Skills, Human Skills.
- Key responsibility areas of Principal & teacher (s).
- Leadership: concept & the content of innovation & change.

Unit IV: INNOVATIONS IN CLASSROOM MANAGEMENT

- Classroom as a subsystem of school system.
- Classroom without boundaries.
- Open & virtual classrooms.
- Constructivist classroom.

Practicum

- Study the different management functions in schools.
- Organize one/more events.
- Study the leadership style of school principal.
- Formalities inside a virtual classroom.

Books Recommended:

1. Agarwal, J.C.: Educational Administration, Management & Supervision, Aryov Book Depot.
2. Bhatt, B.D. & Sharma, S.R: Education Administration: Kanishka Publ. house.
3. Campbell, E.: Introduction to Educational Administration.
4. Tayles, G.: The Teacher as Manager, NCERT.

B-203: EDUCATIONAL TECHNOLOGY AND ICT

Objectives

The student teacher will be able:

- To familiarize with fundamentals of ICT.
- To get aware about the use of ICT in Education.
- To develops the skill to use multimedia.
- To utilize ICT for solving educational problems.

Course Content

Unit I: EDUCATION TECHNOLOGY

- Origin & Meaning.
- Nature, Scope, Needs & type.
- Educational Technology & Technology in Education.
- Programmed Learning.

Unit II: EDUCATION AND THE MASS-MEDIA

- Radio, TV & films: Uses, Advantages & Limitations.
- Current status of mass media in education.
- Role of teacher in using mass media.
- Open Education Resources.

Unit III: ICT & MULTIMEDIA

- Role of teaching- learning Process.
- Computer as a learning resource.
- Internet as an information resource.
- Computer- Assisted Interaction.

Unit IV: ADVANCED TECHNOLOGY IN EDUCATION

- Working of hardware(s): OHP, LCD, Computer and CCTV.
- Online learning and networking, e-mail, tele-conferencing.

- Role of CIET, UGC & IGNOU.
- EDUSAT, Educational Television & Games.

Practicum

- Development of Computer aided materials, slides, power-points etc.
- Use of internet, e-mail.
- Critical review of educational programme.
- Online Process.
- Unit test.
- Hands on experience as Computer.

Book(S) Recommended

- 1- Davis, I.K.: The Management of learning.
- 2- Smith & Moore: Programmed Learning.
- 3- Sharma, R.A. : Shiksha Takhiki.
- 4- Mangal, S.K. : Fundamentals of Educational Technology, Prakash Brothers.
- 5- Dececoo, J.P. : Educational Technology Readings in Programmed Instruction.

B-301-A: VISIT TO SCHOOL

Objectives

The pupil teacher will be able:

- To understand the concept of education.
- To discuss the aims of education.
- To understand the social processes in the society.

A. ACADEMICS

1. Teacher behavior towards:
 - Learner(s)
 - Colleagues
 - Principal/ Management
2. Learner behavior towards:
 - Teacher(s)
 - Colleagues/ Peer group
 - Principal/ Management

B. CO-CURRICULAR ACTIVITIES

1. Action plan for organizing co-curricular activities
2. School assembly and time-table.
3. Different types of co-curricular activities carried out in schools
4. Common problems.

C. RECORD KEEPING

1. Attendance register.
2. Fees.
3. MDM ledger.
4. Scholarship.
5. Result preparation.
6. Classroom interaction.
7. Teaching strategies (used by the teacher(s)):
 - i. Methods of teaching.
 - ii. Techniques of teaching.
 - iii. Teaching aids.
 - iv. Use of library and laboratory.

Following activities (suggested) shall be done by the student-teacher in real school situation:

- Maintenance of registers and records.
- School assembly.
- Conducting of socio-metric tests in the classrooms.
- Preparation of cumulative records.
- Preparation of school time-table.
- Organization of quiz programme/ debate/ PT meeting.
- Administration of Intelligence tests, personality test/ aptitude test on the students.
- Planning and organization of local field trip.
- Report on classroom management.

B-301-B: INTERNSHIP

Content

- Classroom teaching in **two school subjects**: minimum forty classes; twenty per subject with lesson plan.
- Participation in organizing different activities of the school.
- Performance and deliverance of duties as directed, time to time, by the principal.

- Development of teaching aids.
- Administration of one psychological test.
-

B-302-A: GENDER, SCHOOL AND SOCIETY

Objectives

The pupil teacher will be able:

- To develop basic understanding and familiarity with key concepts-gender, gender bias, gender parity.
- To understand the gradual paradigm shift from women's studies.
- To learn about gender issues in school, curriculum, textual material.
- To understand how gender, power & sexuality relate to education.

UNIT-I GENDER ISSUES: KEY CONCEPTS

- Gender & sex.
- Sexuality, patriarchy, masculinity & feminism.
- Gender bias, gender stereotyping.
- Gender empowerment.

UNIT-II GENDER ISSUES: PARADIGM SHIFTS

- From women's studies to gender studies.
- Historical landmarks: social reforms movements.
- Contemporary period: recommendation of various commissions.
- Programmes and plans.

UNIT-III GENDER AND EDUCATION

- Theories on gender & education (Indian content): socialization theory, structural theory.
- Gender identity in: Family, schools, formal and informal organizations.
- Schooling of girls: inequalities & resistances.
- Beti padao, beti bachao.

UNIT-IV GENDER ISSUES IN CURRICULUM

- Gender, Culture & Institution.
- Curriculum and the gender question.
- Gender and the hidden curriculum.
- Teacher as an agent of change.

Practicum

- Analysis of textual materials from the perspective of gender bias.
- Organizing debates on gender issues: equity & equality.
- Critical analysis of recommendations of various commissions.
- Field visit to schools (schooling process from a gender perspective).

B-302-B.1: ENVIRONMENTAL EDUCATION

Objectives

The pupil teacher will be able:

- To create awareness among student teacher to their environment.
- To acquaint the pupil teacher with their responsibility towards environment, biodiversity and sustainable development.
- To develop sensible understanding about the role of teacher, school and community in the preservation of environment.
- To provide knowledge of different schemes & programmes of central, state govt. & NGO's in the area of environment education & awareness.

Course Content

Unit I

Environment education- meaning, objectives, scope, nature of environment education. Salient feature of environmental awareness and programmes of environmental education for students.

UNIT II

Environmental pollution-types, causes, effects & remedies.
Role of teacher in environmental awareness

UNIT III

BIODIVERSITY-conservation of genetic diversity. Learning to live in harmony with nature.

UNIT IV

Role & schemes of central, state govt. community NGO's & school in environmental education.

Practicum

- 1-Organisation of different rallies to observe the important day to environment.
- 2-Submmission of report on any one activity conducted with regard to achievement awerness
- 3- Assignment based on data relevant to different pollutions of his/her area.
- 4- Preparation of awareness material for the society
- 5- Cleanliness & plantations.
- 6- Visit to on ngo working in the field of environmental awereness & report submmission.

BOOKS-

- 1- पर्यावरण शिक्षा – डॉ० आर० ए० शर्मा
- 2- पर्यावरण शिक्षा – डॉ० पंकज श्रीवास्तव
- 3- पर्यावरण शिक्षा – डॉ० रजिन्दर कौर & मृदुला सिंह
- 4- पर्यावरण शिक्षा – डॉ० नरेश कुमार & डॉ० अनामिका अवस्थी एवं प्रदूषण का नवीनतम अध्ययन
- 5- Environmental Education – Dr. R.A. Sharma
- 6- Environmental Education – Dr. A.B. Bhatnager

B-302-B.2: POPULATION EDUCATION

Objectives

The pupil teacher will be able:

- To develop an understanding of the concept and importance of population education.
- To enable the students to relate population and family with the quality of life.
- To acquaint pupil teacher with the different factors affecting population education.
- To emphasize the role of teacher in awareing the students towards population education.
- To acquaint the pupil teacher with the schemes and role of central government, state government and other agencies in population education.

Course Content

Unit-I

- Introduction – Concept, need, importance and scope and objectives of population education.

Unit-II

- Population and quality of life- Population in relation to socio-economic development, health status, nutrition, health services and education.
- Family life education- Concept of family, Family role and responsibilities, family needs and resources, parenthood, life values.

Unit-III

- Population Dynamics- Distribution & density, Population composition according to age ,sex, locality, and literacy rate.
- Factors affecting population growth –fertility, mortality and migration.

Unit-IV

- Role of teacher in creating awareness towards population and related problems, modification in the students behaviour, working with the community to build awareness.
- Role of Central & State government in population control and health preservation.National Population Policy, Programme of UNEPA, WHO & UNESCO related to population education.

Practicum

- Paper presentation on present scenario of world & Indian population structure.
- Creating their own family's historical background report.
- Assignment on different Consequencws of population explosion and other related problems.
- Visit to an NGO working in the field of population education and awareness.
- Writing reports on different schemes and role of different bodies in present scenario.

Books Recommended

- | | |
|--|------------------|
| 1. Jansankhya shiksha | R. A. Sharma |
| 2. Jansankhya shiksha | Naresh Kumar |
| 3. Jansankhya evam Paryavaran Shiksha
O.P.Srivastava. | D.N.Srivastava & |
| 4. Population Education | P.K. Gupta. |

B-302-B.3: VALUE EDUCATION

Objectives

The pupil teacher will be able:

- To understand the nature and sources of values and disvalues.
- To emphasize the role of teacher as an agent of social change through value education
- To understand the effect of values in one's life.
- To preserve positive values and bring harmony between traditional and modern values.
- To acquaint students with the role of teachers, parents, society and nation in creating a value laden society.

Course Content

Unit-I

- Value education – Meaning nature and sources of values. Concept of value education, Need, importance & objectives of value education. Chavan Committee Report on human values. Value education Vs Value-oriented education.

Unit-II

- Classification of values. Biological, socio-cultural and ecological determinants of values. Disvalues corresponding to values leading to faithlessness. Role of family, society and school in overcoming these negative values.

Unit-III

- Development of values as a personal and life long process. Teaching of values as an integral part of education. Role of teacher in value education. Every teacher or all teachers need to teach values. Synthesis between traditional and modern values.

Unit-IV

- Inculcating values through various school subjects. Role of co-curricular activities in inculcating values among students. Effect of disvalues, Overcoming negative values by means value education. Resolving conflict among values. Evaluating that curriculum, teachers, students and other school personnel are value laden.

Practicum

- Presentation on various issues & concerns of value education.
- Discussion on various factors related to inculcation of values.
- Content analysis of secondary education syllabus for weightage to values in the content.
- Reciting moral lessons and performing various activities to transmit values among students.
- Assignments on historical & present perspective of value education.

Books Recommended

- | | |
|----------------------------------|-------------|
| 1. Mulya shiksha ke Pariprekshya | R.S. Pandey |
| 2. Manav mulya evam shiksha | R.A. Sharma |
| 3. Human Values and Education | R.A.Sharma |

4. Value Education
5. Mulyaparak shiksha aur Samaaj

Yogesh kr. Singh and Ruchika Nath.
Natthulal Gupt

302-C: COMMUNITY WORK

- Organization of a rally or campaign on any social issue:
Polio, HIV, electoral rights, gender sensitization etc.
- Gardening.
- Cleaning drive in the campus & beautification.
- Assembly.
- Cultural programmes.
- S.U.P.W.
- Scout & guide.
- Celebration of national festivals, teachers day etc
- Decoration of classroom etc.
- Organizing exhibition & educational competitions.
- Educational gallery.

Note: The student teacher shall maintain a written record of activities in which he/she has participated.

B-401: EDUCATION IN CONTEMPORARY INDIAN SOCIETY

Objectives:

The Pupil teacher will be able:

- To understand the concept of education in contemporary Indian society.
- To understand the relationship between education and society.
- To explain the role of education in the context of national development.
- To appreciate the issues and problems of Indian educational system.

Course Content

Unit-I: CONCEPT OF EDUCATION

- Meaning of basics of education
- Agencies of Education: formal, informal & non- formal.
- Aims of education in contemporary Indian society : democracy, socialism, secularism, national values.
- International understanding & Globalization: Education for citizenship.

Unit-II: HISTORICAL FOUNDATION OF INDIAN EDUCATION

- Vedic Period.
- Buddhist Period.
- Muslim Period.
- British Period.

Unit-III: CONTEMPORARY INDIAN SOCIETY

- Its nature and structure (in brief).
- Internal and External forces: Challenges among Indian society.
- Constitutional provisions for Education: (for SC,ST, OBC and Girl child).
- The Public-Private debate.

Unit-IV: SECONDARY EDUCATION IN POST-INDEPENDENCE INDIA

- Reports of various commission(s): 1952-53, 1964-66, 1986, 1992, NKC.
- Present status.
- Problems in Secondary education: Vocationalisation, Nationalisation and Equality of educational opportunities, Quality issues.
- Distance education and inclusive education.

Practicum

- Identification of problems of girl child, SC ST.
- Study of any one problem of secondary education.
- Unit test.
- Preparing the list of agencies of education operating in Uttarakhand state.

Books Recommended

1. Agnihotri, R.: *Adhunik Bhartiya Shiksha –Samayaen Aur Samadhan.*
2. Pandey, R.S.: *Education- Yesterday and Today.*
3. Parmar, L.: *Human Rights.*
4. Upadhaya, P.: *Emerging Trends in Indian Education.*

B-402: SCHOOL CURRICULUM DEVELOPMENT

Objectives

The pupil teacher will be able:

- To understand the concepts and approaches to curriculum development.
- To understand the bases & determinants of curriculum.
- To acquaint with the Indian content of curriculum development.
- To know the process of curriculum evaluation.
- To understand how the curriculum development can be brought through innovation & change.

Course Content

Unit-I UNDERSTANDING CURRICULUM

- Meaning & Nature.
- Determinants of Curriculum.
- Learner in the stratified and multicultural society.
- Educational & instructional objectives.

Unit-II CURRICULUM IN INDIAN CONTEXT

- Evaluating the curriculum in Indian Content.
- Curriculum & Syllabus, Types of curriculum.
- Curriculum Development: Historical overview.
- Defects in existing curriculum.

Unit-III APPROACHES TO CURRICULUM DEVELOPMENT

- Curriculum Designs.
- Principles of curriculum construction, steps in the process of curriculum development.
- Organization of curriculum: Selection of curriculum experiences and objectives, sequencing of Curriculum.
- Curriculum integration.

Unit-IV MEASURES FOR CURRICULUM DEVELOPMENT

- Role of NCERT, CBSE, SCERT & SIES.
- Preparing curriculum handbooks, modules, source material & instructional material.
- Text Books: Role in learning.
- NCF (2005): Special features understanding CCE.

Practicum

- Visit to an educational institution.
- Observation & enlisting the functions of curriculum preparators.
- Preparation of some curriculum activities in respective subject area for: Elementary students and Secondary students.
- Development of few activities to integrate the curriculum at school level.
- Develop small learning modules
- Critical Analysis of the curriculum of CBSE & Uttarakhand board.

Books Recommended:

- 1- Bruner, J.S. The Process of education Harvard University Press.
- 2- Reports of Various Education Commissions.

- 3- Nilda, T.: Curriculum development: Theory & Practice, New York.
- 4- NCTE 1996 (Discussion document).
- 5- Syllabi for Primary & Secondary level Prepared by NCERT.

B-403: ASSESSMENT & LEARNING

Objectives:

- To introduce the student teachers to the scientific meaning/ methods of evaluation.
- To create in the student teacher an awareness regarding the need for improving the present day examination.
- To enable the student teachers to construct good questions for relevant testing & evaluation.
- To equip the student teachers with skills in statistical analysis and interpretation of school examination results

Unit-I: ASSESSMENT FOR LEARNING

- Evaluation-Concept of Evaluation & Measurement
- Types of Evaluation-Formative & Summative
- Present Evaluation system at secondary level- its strengths & weaknesses; Examination reforms.
- Characteristics of a good measuring Tool.

Unit-II: TESTING ACHIEVEMENT

- Process of Evaluation; characteristics of a good Achievement Test.
- Type of Achievement Tests- Criterion referenced v/s Norm referenced, Teacher made v/s standardized.
- Type of Test items- objective type, essay type and short answer type, construction of achievement test.

Unit-III TOOLS

- Tools for measuring intelligence, creativity, aptitude, interest and personality of learners.
- Non testing techniques for evaluation – Observation, Rating scale, Interview, Sociometry, Projective technique

Unit-IV STATISTICS

- Statistics: Meaning and nature
- Graphical presentation of Data: Histogram, Frequency Polygon, Bar Graph, Pie-Chart and Ogive
- Measures of Central Tendency- Mean, Median and Mode
- Measures of Variability- Standard deviation and Percentile
- Correlation-Meaning, Nature and computation of Rank order correlation.
- Properties and use of Normal Probability Curve
- Grading System

PRACTICUM

- Construction, administration of objective type achievement test in any one subject and interpretation of result.
- Unit Test
- Development of different types of Tools- Rating Scale, Schedule, Questionnaire, Observation.

Books Recommended:

- Gronlund, N.E.: Measurement & Evaluation
- Gupta, S.P.: Shaikshik Mapan Evam Mulayankan
- Rastogi, K.G.: Shiksha Mein Mapan Evam Mulayankan

B-404: LANGUAGE ACROSS THE CURRICULUM

Objectives

The student teacher will be able to:

- Strengthen the language foundation
- To enhance the ability to use language across the curriculum

Unit 1: LANGUAGE ACQUISITION

- First language, second language, bilingualism
- Principles of learning language, General theories.
- Language in content of Indian class rooms linguistic diversity, multi language classrooms.
- Status of English & other Indian languages, re-examining the problems.

Unit2: LANGUAGE AND THE CLASSROOM

- Oral language in the class room, the class room discourses.
- Functions of language.
- Listening activities, kinds of listening, assumptions related to correct pronunciation.
- Reading strategies: scanning, skimming & extracting.

Unit 3: READING COMPREHENSION

- Comprehension strategies in science, mathematics and social science.
- Factors affecting comprehension.
- Implications for classroom practices, reader response theories.

Unit 4: WRITING & LITERARY DEVELOPMENT

- Writing in the Indian class room limitations & challenges.
- Difference between the product & process approaches.
- Purpose & process of writing, teaching writing in the classroom.
- Assessment: current practices, purpose & principles of assessment.

PRACTICUM

To be done through practicum only

Books recommended