

# **Ordinance and Regulations for Bachelors in Education (B.Ed.) Program**

Provisions of this ordinance shall be applicable to B.Ed. Program to be run in Faculty of Education, Kumaun University, Nainital and colleges affiliated to and recognized by the university for this purpose. These shall be applicable for regulation of B.Ed. Program from session 2020-2021 onwards.

Notwithstanding anything in these Regulations, the University shall have the right to modify any of the Regulations from time to time.

## **Contents**

- 1. Vision and Mission of Department of Education**
  - 1.1.Vision**
  - 1.2.Mission**
- 2. The Program Framework**
- 3. Programme Objectives and Outcomes**
  - 3.1.Broad objectives of the program**
  - 3.2.Programme Specific Objectives**
  - 3.3.Programme Specific Outcomes**
- 4. Duration and working days**
  - 4.1.Duration**
  - 4.2.Working days**
- 5. Intake, eligibility, admission procedure, fees and medium of Instruction**
  - 5.1.Intake**
  - 5.2.Eligibility**
  - 5.3.Admission procedure**
  - 5.4.Fees**
  - 5.5.Medium of instruction and examination**
- 6. Program implementation**
  - 6.1.Attendance requirement**
  - 6.2.Transaction:**
    - 6.2.1. Theory**
    - 6.2.2. Enhancing Professional Competences**
    - 6.2.3. School Internship**
  - 6.3.Implementation**
- 7. Examination and assessment:**
  - 7.1.Examination for Theory Courses**
  - 7.2. Assessment of Theory-papers-linked-Practicum, EPCs, school observation and Internship**
- 8. Division Criterion**
- 9. Award of Degree**

## 10. Course Syllabi

### 1. Vision and Mission Of Department of Education:

**1.1.Vision:** Facilitation of holistic development among prospective teachers, teacher-educators and scholars in the field of education.

#### 1.2.Mission:

**1.2.1.** To inspire and guide students to join teaching profession at different levels in the country and abroad.

**1.2.2.** To motivate students to contribute towards development of teaching profession and educational system in India.

**1.2.3.** To inculcate values based on Constitutional ideals.

**1.2.4.** To organize workshop, seminars and conferences for integrated development of teachers, teacher educators and educational research scholars.

**1.2.5.** To promote research and development activities in education and allied fields.

**1.2.6.** To network with different agencies and institutions working in the area of teacher education in particular and education in general.

**2. The Program:** The Bachelor of Education (B.Ed.) program is a two year (four semesters) professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII).

**2.1.Program Framework :** The overall framework of B.Ed. course is presented in Table-2(a to d).

**Table-2 : Framework of B.Ed. Course**

(a)

#### Semester-I

Course Code	Name of the course	Internal Marks	External Marks	Exam. Hours
B-101	Philosophical and sociological perspectives of Education	30	70	3
B-102	Psychology of Development & Learning	30	70	3
B-103	Principles and Methods of Teaching	30	70	3
EPC-104	Language Across the Curriculum	25	--	--

EPC-105	Psychological Tests	25	--	--
	<b>TOTAL</b>	<b>140</b>	<b>210</b>	<b>350</b>

(b) **Semester-II**

<b>Course Code</b>	<b>Name of the course</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Exam. Hours</b>
<b>B-201</b>	Pedagogy of two School subjects	30+30= 60	70+70= 140	3 3
<b>B-202</b>	School Administration and Management	30	70	3
<b>B-203</b>	Educational Technology and ICT	30	70	3
<b>EPC-204</b>	Technology Enabled Learning	25	--	--
<b>EPC-205</b>	Simulated, Micro and Supervised Teaching	25	--	--
	<b>TOTAL</b>	<b>170</b>	<b>280</b>	<b>450</b>

(c) **Semester-III**

<b>Course Code</b>	<b>Name of the course</b>	<b>Marks Internal</b>	<b>External Marks</b>	<b>Exam. Hours</b>
<b>B-301-A</b>	Pre-internship and School	25	---	--
<b>B-301-B</b>	Observation Internship	75	250	--
<b>B-302-A</b>	Gender, School and Society	15	35	2
	<i>(Any one out of following three)</i>	15	35	2
<b>B-302-B.1</b>	Teacher and Environmental Education			
<b>B-302-B.2</b>	Guidance and counselling			
<b>B-302-B.3</b>	Value and Peace Education			
<b>B-302-B.4</b>	Basic Statistics			

<b>EPC-303</b>	Community Work	25	---	--
	<b>TOTAL</b>	<b>155</b>	<b>320</b>	<b>475</b>

**(d) Semester-IV**

<b>Course Code</b>	<b>Name of the course</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Exam. Hours</b>
<b>B-401</b>	Education in Contemporary Indian Society	30	70	3
<b>B-402</b>	School Curriculum Development	30	70	3
<b>B-403</b>	Measurement and Evaluation	30	70	3
<b>B-404</b>	Inclusion in School Education	30	70	3
<b>EPC-405</b>	Joyful Learning : Program <i>Anandam</i>	25	--	--
	<b>TOTAL</b>	<b>145</b>	<b>280</b>	<b>425</b>

**All Semesters total = 350+ 450 + 475 +425 = 1700**

**Theory( Including theory papers linked Practicum)= 1200**

**Teaching Competence (including EPCs, School Observation and Internship) = 500**

- 3. Programme Objectives and Outcomes:** The programme consists of Foundation courses, courses on Enhancing Professional Competencies, School Observation, Internship and Community Work. Foundation courses include Philosophy & Sociology of Education, Developmental Psychology of Child, Language across Curriculum, Principles and Methods of Teaching, Pedagogy of School Subjects, School Administration and Management, Educational Technology and ICT, Gender, School and Society, Environmental Education, Guidance and Counselling, Peace and Value Education, Basic Statistics, Education in Contemporary Indian Society, School Curriculum Development, Assessment and Learning and Understanding Inclusion in Schools. The Foundation courses are of two types- core and elective. These courses give due emphasis on developing reflective teachers with positive attitudes, values and perspective, along with skills for the craft of teaching. The programme functions under a global canvas created by concepts of 'learning to learn', and 'inclusiveness', and on concerns to make teacher

education liberal, humanistic and responsive to the demands of multi-cultural society. It lays emphasis on non-didactic and dialogical explorations.

**3.1. Broad objectives of the program:**

- 3.1.1. To develop pupil- trainee's capacity for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
  - 3.1.2. To develop capacity for self-directed learning, reflection, assimilation and articulation of innovations, and collaboration to work in groups.
  - 3.1.3. To engage with subject-content, examine disciplinary knowledge and social realities, relate subject matter with social milieu of learners, and develop critical thinking.
  - 3.1.4. To develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.
  - 3.1.5. To empower prospective teachers to relate with changing contexts of education.
  - 3.1.6. To help teacher-trainees to view knowledge not as external to the learner but as something that is actively constructed during the process of learning.
- 3.2. Programme Specific Objectives:** Specifically the program shall attempt towards:
- 3.2.1. **Development of Identity as Teachers:** Traditional idealism, esteem and importance attached to the role of teachers pose very high societal expectations for trainee-teachers. The programme is focussed on the development of identity as teacher among trainees.
  - 3.2.2. **Holistic Development of Teacher-trainees:** The programme views teacher education as a holistic enterprise, involving action from multiple fronts to attain development of holistic teacher with rich knowledge and understanding, skill- repertoire, positive attitudes, habits, values and capacity to reflect.
  - 3.2.3. **Inculcation of Social Responsibility:** The program helps potential teachers to develop social sensitivity, consciousness and finer human sensibilities, and prepare them to care for children, enjoy to be with them, seek knowledge, own responsibility towards society and work to build a better world. This also develops sensitivity to the problems of the learners, commitment to justice and zeal for social reconstruction.
  - 3.2.4. **Facilitating Knowledge Generation:** Pupil-teachers need to view learners as active participants in teaching-learning and not as mere recipients of knowledge; need to encourage their capacity to construct knowledge; and ensure that learning shifts away from rote methods. The programme aims to help student-teachers to view learning as a search for meaning out of personal experiences, and knowledge generation as a continuously evolving process of reflection.
  - 3.2.5. **Engagement of Theory with Field-Experiences:** The programme integrates academic knowledge and professional learning into a meaningful whole and helps trainee-teachers to appreciate the potential of hands-on experience as a pedagogic medium.

- 3.2.6. **Training in Organization of School Activities:** The programme is intended to provide training to pupil-teachers in organizing learner-centred, activity based, participatory learning experiences – plays, projects, discussion, dialogue, observation and visits etc.
  - 3.2.7. **Acquisition of School related Knowledge:** School knowledge is important for development of concepts related to management of school and classrooms. This promotes application of school knowledge in real life. The programme equips student-teachers to select and organise experiences gained from school observation and learn appropriate teaching-learning strategies.
  - 3.2.8. **Providing opportunity for Reflection and Independent-study:** The programme provides opportunity for reflection and independent study without packing the training schedule with teacher-directed activities alone.
  - 3.2.9. **Engagement with Students in Real Contexts:** The programme engages trainee-teachers with children in real contexts rather than teaching them about children through theoretical presentation alone. It helps them to understand psycho-social attributes and needs of learners, their special abilities and characteristics, their preferred modes of cognition, motivation and learning resulting from home and community socialization.
  - 3.2.10. **Preparing for Inclusive education:** The programme equips student-teachers to sensitively bring and include disadvantaged and special-need children in classroom transactions. It intends to sensitize student-teachers to the philosophy of inclusive education and orient them to different kinds of adjustments that schools have to make in terms of infrastructure, curriculum, teaching methods and other practices.
  - 3.2.11. **Furthering Equitable and Sustainable Development:** The programme intends to develop future teachers who promote equitable and sustainable development for all sections of society and respect for all, through educating them for gender equity, environmental sustainability, population control, values for peace and respect for rights of all.
  - 3.2.12. **Development of Reflective Practitioners:** Pedagogical knowledge has to constantly undergo adaptation to meet the needs of diverse contexts through critical reflection by the teacher. The programme intends to build capacities to construct knowledge, to deal with different contexts and to develop abilities to discern and judge during moments of uncertainty and fluidity that are characteristic of teaching-learning environments..
- 3.3. Programme Specific Outcomes:** After completion of the Program, learner's shall be able:
- 3.3.1. To assimilate and put to practice knowledge of Philosophical and sociological bases of education.
  - 3.3.2. To acquire knowledge of various theories of Psychological development and their application in the field of education.
  - 3.3.3. To learn and apply various teaching skills in classrooms.
  - 3.3.4. To develop communication skills for effective teaching.

- 3.3.5. To develop ability to understand and apply various ICT tools in the field of education.
- 3.3.6. To develop understandings with respect to various pedagogical perspectives viz. Mathematics, Science, Languages, Social Studies, Commerce.
- 3.3.7. To appreciate the role of teacher, school and community in conservation of environment.
- 3.3.8. To apply their knowledge of fundamentals of guidance and counselling in dealing with problems of diverse learners, and recognize the role of teachers, school authorities and guidance-counsellor in providing guidance services.
- 3.3.9. To emphasize the role of teacher as an agent of social change through peace and value education, and to engage student-teachers in preserving positive values and bringing harmony between traditional and modern values.
- 3.3.10. To engage with school and students in real contexts and participate in school activities.
- 3.3.11. To develop and maintain teaching-learning resources, unit plans and reflective journals.
- 3.3.12. To select and organise subject content and learning experiences from the community and undertake activities for community development.
- 3.3.13. To engage with the educational issues of contemporary Indian society.
- 3.3.14. To analyze curriculum in Indian context and demonstrate how curriculum development can be linked to innovation and change.
- 3.3.15. To demonstrate skills, roles, responsibilities of an inclusive teacher.

#### **4. Duration and working days**

**4.1.Duration:** The B.Ed. Program shall be of a duration of two academic years (four semesters). Students shall be permitted to complete the program requirements of the two-year program within a maximum period of four academic years from the date of admission to the program.

**4.2.Working days:** There shall be at least two hundred working days each year, exclusive of the period of examination and admission.

#### **5. Intake, eligibility, admission procedure, fees and medium**

**5.1.Intake:** The basic unit size for the program shall be of fifty students. Increase in intake for an institution shall be subject to the approval of NCTE, State government and Kumaun University.

**5.2.Eligibility:** Following prescriptions shall govern eligibility for the program:

- 5.2.1. Candidate with at least fifty percent (50%) marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/ Social Sciences/ Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, shall be eligible for admission to the program.
- 5.2.2. Candidates belonging to SC/ST category must have obtained at least 45% marks in above or other equivalent examination.
- 5.2.3. Reservation and relaxation, if any, for SC/ST/OBC/EWS and any other applicable categories shall be as per the rules of State government.

- 5.2.4.** A person who has taken B.A. Degree of the Punjab University in English and one other full elective subject other than a classical or modern Indian language after passing Honors examination either in Hindi or Punjabi may be admitted to B.Ed. program.
- 5.2.5.** A candidate who has passed Vidyalkar or Vedalkar Examination of Gurukul Kangri (Haridwar) may be admitted to B.Ed. program provided he/she has passed the said examination in those subjects for which he/she is eligible for admission to M.A. course in this university.
- 5.2.6.** A candidate who has passed Alankar Examination of Gurukul Kangri with any three subjects of B.A. Examination of Agra University along with English may be admitted to the program.
- 5.2.7.** A person who has passed the B.A. Examination in General English and one other subject or takes the Master's degree after passing the B.A. Examination in General English and one other subject, shall not be eligible for admission in B.Ed. course.
- 5.3.Admission procedure:** Admission shall be made on total merit of marks obtained in the B.Ed. Common Entrance Test (CET), to be conducted by Kumaun University for the purpose, plus weightage permissible vide the government order of State government.

**5.4.Fees:** The institution shall charge only such fee as prescribed by Kumaun University and/ or approved by State government.

**5.5.Medium of instruction and examination:** The medium of instruction and examination shall be Hindi/ English or both.

## **6. Program implementation**

**6.1.Attendance requirement:** The minimum attendance requirement of students shall be 80% for theory courses and practicum and 90% for practical and school internship courses.

**6.2.Transaction:** The transaction of the B.Ed. curriculum framework shall be carried out as follows:

**6.2.1. Theory:** The theory courses are divided into four semesters (as shown in Table-6 (a to d)). Transaction of theory courses shall be carried out through theory and practicum, which may include discussion-groups, workshops, presentation, seminars, assignments, reports, specified activities etc. to enhance professional skills and understanding of student(s). These shall be part of the teaching modality.

**6.2.2. Enhancing Professional Competences(EPCs):** Courses for Enhancing Professional Competencies (EPC) have been incorporated as essential components with respect to developing professional competencies among pupil-teachers. Transaction of EPCs will be carried out in activity-centered, interactive, workshop/ block programs mode of suitable duration, to be



decided by Head of the Dept. in consultation with teacher(s) designated for teaching these courses.

- 6.2.3. **School Observation and Internship:** Specific course of school observation has been incorporated to provide opportunities to teacher- trainees before joining actual full-time internship. It is preparatory engagement with school functioning, requiring observation of various facets of school-life. School Internship shall provide for sustained, intensive full-time engagement with learners and school. Interns shall be provided opportunities to teach in schools with systematic supervisory support and feedback from the faculty and school-teachers. Total duration of school Internship shall be of twenty weeks. This shall include:
- a. Four weeks simulated/micro teaching and supervised-practice teaching (Semester II).
  - b. Sixteen weeks in schools (Semester III).

6.3.**Implementation:** The institution/department shall prepare a calendar for all activities including internship and field attachment, which shall be displayed for the benefit of both students and teachers.

## **7. Examination and assessment:**

### **7.1.Examination for Theory Courses:**

- 7.1.1. For each theory course, 30% weightage shall be assigned for continuous internal assessment by course-teacher(s), and 70% for external, written examination on theoretical components covered in particular semester. This will be conducted by Controller of Examination, Kumaun University at the end of each semester.
- 7.1.2. A candidate should get enrolled/ registered for the semester-end examination. If enrollment/ registration is not possible owing to shortage of attendance or on medical grounds or any other reason(s), the candidate shall submit an affidavit for his/her reason thereof and intent. Such a student shall not be permitted to move to the next semester and shall re-do the semester in subsequent turn of that semester as a regular student (i.e. for odd semester in odd and for even semester in even after paying the required fee of that semester). Same rule shall be applicable for the candidate(s) who remain(s) absent in all the external written examination(s).
- 7.1.3. Semester examinations shall be designated as first semester examination, second semester examination and so on.
- 7.1.4. The examination for all odd semesters shall normally be held on such dates as fixed by the university.
- 7.1.5. The examination for re-appearing in any subject(s) in the odd semester and that of in the even semester shall be held in the respective semesters along with the regular students.

- 7.1.6. Such students whose result declaration is delayed for no fault of his/her may attend classes of the next higher semester provisionally at his/her own risk and responsibility, subject to his/her passing the concerned semester examination. In case, the candidate fails to pass the concerned semester examination as per rules mentioned in this ordinance, his/her, attendance and studies in the next higher semester in which he/she was allowed to attend classes provisionally, shall stand cancelled. Such candidate(s) shall have to repeat the relevant academic semester (higher) in the next academic session along with regular students by paying dues/fees as to be paid by the fresh candidate.
- 7.1.7. Any student who fails to participate in classes, seminars, term papers, test, viva voce, practical and laboratory work etc. will be debarred from appearing in the semester examination. His /her internal assessment marks will be awarded as and when he/she attends regular classes in courses in the next applicable semester.
- 7.1.8. Examinations for courses shall be conducted only in the respective odd and even semesters as per the scheme of examination.
- 7.1.9. Regular as well as repeater(s) shall be permitted to appear/ re-appear in courses of odd semester only at the end of odd semester and for even semester with the even.
- 7.1.10. There shall be a provision of improvement examination after completion of Semester IV in any one theory course/paper.
- 7.1.11. The format of the marking scheme for question papers in theory courses in written examinations shall be as follows:
- (a) **For total of 70 marks :** (Time: Three Hours): There shall be two sections in the question paper.
    - a. **Section-A** shall contain eight short answer questions, out of which examinee shall be required to answer five questions of five marks each, each to be answered in 150 words. (Maximum Marks=25)
    - b. **Section-B** shall contain three long answer questions, each with one internal choice. Each of these questions will be compulsory. Each question shall carry fifteen marks. (Maximum Marks = 45)
  - (b) **For total of 35 marks:** (Time Two Hours): There shall be two sections in the question paper.
    - a. Section-A shall contain five questions, out of which examinee shall be required to answer three questions, each in 150 words. Each question shall carry 5 marks. (Maximum Marks = 15)
    - b. Section-B shall contain two questions, each with one internal choice. Each question will be compulsory and will carry ten marks. (maximum Marks = 20).

## **7.2. Assessment of Theory-papers-linked-Practicum, EPCs, School observation and Internship:**

- 7.2.1. For each theory course, at least 30% weightage shall be assigned for continuous internal assessment and 70% for written examination, to be conducted by Controller of Examination, Kumaun University.
- 7.2.2. The 30% marks shall be allotted for internal assessment based on seminar presentation, tests, assignments, prescribed activities etc. The weightage to be given to each of these components shall be decided by concerned teacher(s) teaching the course in consultation with the Head of Department (HOD).
- 7.2.3. Internal assessment of EPCs, school observation and Internship courses will be done by designated teacher(s) responsible for teaching/ supervising/ organizing the course or an internal board of teachers designated by HOD.
- 7.2.4. It shall be the responsibility of the concerned teacher(s) to display the marks secured by a candidate in internal assessments in above courses on the departmental notice-board within a reasonable time-period prescribed by HOD.

## **7.3. External assessment of Internship and Teaching effectiveness:** The Board of Final Teaching practical/Internship examination shall consist of two external examiners and one internal examiner.

- a. The internal examiner shall be from the concerned teacher's training institutions by rotation.
  - b. Out of the two external examiners, one examiner shall be from other than Kumaun University.
  - c. The second external examiner in the University campus shall be from regular government colleges running B.Ed. course and affiliated to Kumaun University, other than the B.Ed. department/unit being run in self-finance mode.
  - d. In affiliated colleges, one external examiner shall be from Department of Education, Kumaun University campus, or government colleges running B.Ed. Course in regular mode, excluding self-finance departments/units.
  - e. Only those teachers who are appointed in permanent capacity and having a regular teaching experience of three years shall be appointed as external examiners.
- 7.3.2. In case a candidate is pass in theory courses, but fails in final teaching/ internship, he/she shall not be given any chance to re-appear for the same.
- 7.3.3. with a view to ensure quality in Teacher Education Program, for candidates awarded more than 80% marks in Internship and assessment (either Internal or External), the following shall have to compulsorily provide justification of the same:
- a. For Internal assessment: Head of Department.
  - b. For External assessment : the three members of Board of final teaching practical /Internship examination.

- 7.3.4. The above Board of examination will mandatorily evaluate records of practicum/EPC/Practical completed by candidates during semester I, II, III and IV. It shall be the responsibility of the Head of Departments of concerned institute to keep and maintain such records.
- 7.4.**General** : Promotion to the next semester shall be admissible if a student passes at least 50% courses of the total (to be round off to the nearest lower digit say 2.5 becomes 2 and so on).
- 7.4.1. The passing marks shall be as follows:
- a. 40% in written theory examination of each course in the semester
  - b. 40% in each practicum/EPC/ school observation/ practical course related internal assessment.
  - c. For Internship/ Final teaching: 40% out of total marks.
8. **Division Criterion:** Successful candidates shall be classified on the basis of the combined results of Semester I, II, III and IV examination as follows:
- a. 60% or above of the aggregate marks of theory, practicum and Internship/ EPCs/Practical Courses: I division.
  - b. 48% or above of the aggregate marks of theory, practicum and Internship/ EPCs/Practical Courses but less than 60%: II division.
  - c. 40% or above of the aggregate marks of theory, practicum and Internship/ EPCs/Practical Courses but less than 48%: III division.
  - d. Separate divisions will be given on the basis total Marks obtained in all Theory Papers and total Marks obtained for Teaching Competence (Including marks in EPCs, School Observation and Internship and Teaching Effectiveness).
9. **Award of Degree:** A candidate shall be awarded degree after the completion of full course, only if he/she has obtained the minimum required marks/ grades in all the Courses in each Semester.

## 10. Course Syllabi:

### Semester-I

#### B-101: Philosophical and sociological perspectives of Education

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives among learners:

1. To develop an understanding of the concept of education.
2. To enable learners in identification of relationship between educational philosophy & sociology.

3. To develop knowledge about aims of education.
4. To providing understanding about philosophical and sociological determinants of education.
5. To provide knowledge of and appreciation for the contribution of select philosophical thinkers.
6. To facilitate understanding of the processes of culturalization, acculturation and enculturation.

**Learning outcomes:** On undergoing the course the learners will be able to:

1. Express the concept of education and state its various aims.
2. Explain relationship between educational philosophy and aims of education.
3. Explain various social factors influencing the process of education.
4. Express and compare ideas of select philosophical thinkers.
5. Understand the relationship between processes of education and culturalization.

**Course Content:**

**Unit-1: Philosophy of Education**

- Philosophy of education: Meaning, Nature and Scope.
- Philosophical Foundations of Education.
- Schools of Philosophy- their approaches and educational implications: Naturalism, Idealism, Pragmatism, Realism.
- Brief introduction of existentialism and humanism.

**Unit-2: Contribution of Educational Thinkers**

- J.J. Rousseau
- J. Dewey
- Aristotle
- M.K. Gandhi
- S.Vivekananda
- Rabindra Nath Tagore

**Unit-3: Sociology of Education**

- Sociology of Education: Meaning, Nature and Scope.
- Sociological foundations of education: concept
- Social Mobility: Meaning definition, forms, factors affecting social mobility
- Culture, Modernization, Acculturation & Enculturation Process: Their Nature and Impact on Education
- Social Stratification and Education.

**Unit-4: Role of Education in Social Reconstruction**

- Social Change: meaning definition and factors of social change.
- Relation between education and social change
- Socialization: Meaning, definition, principles of socialization, factors affecting socialization of child, education as a process of socialization.
- Education and National integration

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Essay on what is education.

- Classroom-group discussion on nature of education
- Collecting information on life and written contribution of educational thinkers.
- Unit Test.
- Assignment on different cultural practices impinging on educational process.

**Books Recommended:**

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

**B-102: Psychology of Development and Learning**

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives among learners:

1. Development of an understanding of features & problems of growth and development during different stages.
2. Attainment of ability to analyze the role of Educational Psychology.
3. Generating understanding of various factors influencing the process of growth & development with a view to facilitate effective teaching and learning.
4. Development of an ability to apply the knowledge of educational psychology in dealing with an individual student.
5. Development of an understanding of meaning & nature of learning.
6. Getting acquainted with theories of motivation and their use in classroom
7. Development of an understanding of the concepts of Intelligence and personality.
8. Understanding group processes in classroom.

**Learning outcomes:** The pupil- teacher will be able:

1. To understand salient features and problems of growth and development during different stages.
2. To analyze the role of teacher in developing socio-emotional climate in classroom.
3. To deal with adjustment and mental health relates issues of students.
4. To understand learning needs of students.
5. To use motivation strategies in classroom.
6. To guide personality development among students.
7. Use the concept of Intelligence and personality in determining teaching –learning strategies.

**Course Content:**

**Unit-1: Growth and Development in Infancy and Childhood**

- Meaning, Nature & Importance of Growth & Development.
- Principles and Factors affecting Growth & Development.
- Characteristics and Developmental Tasks of Infancy and Childhood. Habit formation and Common Childhood Problems.

- Stages of Development: Piaget and Bruner.

### **Unit-2: Development during Adolescence**

- Development during Adolescence: Meaning and Characteristics, Developmental tasks, Ego Identity development (Erickson).
- Relationship with family & others in society. Peer group, Group Dynamics and Leadership. Problems during Adolescence, Role of Guidance & Counseling. Role of Teacher in developing socio-emotional climate in classroom.
- Adjustment –Meaning, Defense mechanisms and causes of Maladjustment.
- Mental Health and Hygiene- Meaning, Definition and Aims. Factors affecting Mental Health.

### **Unit-3: Educational Psychology and Learning**

- Definition of psychology, meaning of behaviour, nature and scope, contribution of psychology to education, meaning and definition of educational psychology, scope and need.
- Learning: Meaning and definition, characteristics and process, factors influencing learning process.
- Theories of learning: Thorndike, Pavlov, Skinner.
- Transfer of learning: Types of transfer, Educational implication, Theories of Transfer of Learning-Formal Discipline, Identical Elements.

### **Unit-5: Psychology of Learner**

- Motivation-Meaning and Nature, Techniques of enhancing motivation, Theories of Motivation- Maslow's Need Hierarchy; Incentive Theory.
- Creativity-Meaning, Steps of creative process.
- Memory-Steps of memory process, Methods of memorization, factors influencing memory and causes of forgetting.
- Intelligence-Meaning and definition, Types, Types of Intelligence Tests.
- Personality-Meaning and Definition, Determinants of Personality development, Measurement of personality-Subjective methods.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Observing features of child development at different stages.
- Unit test/Assignment.
- Visit to a school for observing practices related to mental health.
- Observing style of learning.
- Experiment on Transfer of Learning.
- Personality Development Exercise(s).

### **Books Recommended:**

Singh. A.K.: Shiksha Manovigyan.

Dandapani S.: A Textbook of Advanced Educational Psychology: Anmol Publishers.

Mishra K.S.: Shiksha Manovigyan ke Naye Kshitij.

Pandey R.S. Shiksha Manovigyan.

Hurlock E.P.: Child Development.

Bigge, M.L. & Hunt, M.P. : Psychological Foundations of Education.

Chauhan, S.S.: Educational Psychology.

Gary, K. & Kingsley, H. L.: Nature & Conditions of Learning

### **B-103: Principles and Methods of Teaching**

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To enable students to understand the process of teaching & its various components.
2. To enable students acquire knowledge about methods & techniques of teaching.
3. To facilitate understanding of the process of teaching and its various skills among students.
4. To provide knowledge about various models of teaching.

**Learning outcomes:** The student-teachers will

1. Understand the process of teaching and its components.
2. Understand various methods & techniques of teaching.
3. Be prepared to inculcate desirable components of teaching, skills and models of teaching.

**Course Content:**

#### **Unit-1: The Structure of Teaching**

- Concept of Teaching: Meaning, Definition and Function
- Teaching: Principles, Maxims, Phases and Levels
- Teaching Soft skills : Communication, Professionalism, Patience, Creativity, Enthusiasm, Confidence, Dedication
- Theories of Teaching: Communication theory, Gagne's hierarchical theory and Ryan's theory of Teacher behaviour

#### **Unit-2: Innovations In Teaching**

- Micro Teaching: Concept, Importance and process
- Teaching Skills: Questioning, Stimulus variation, Illustration, Explanation, Demonstration, Reinforcement, Closure of a topic.
- Creative Teaching
- Team Teaching: meaning, principle and process
- Simulated Social Skills Training (SSST)

#### **Unit- 3: Models of Teaching**

- Teaching Models: Meaning, Characteristics, Functions and Components
- Types of Teaching Models: Concept attainment Model, Advanced organizer Model, Inquiry training model

#### **Unit-4: Unit-2: Methods of Teaching**

- Methods of Teaching with reference to their procedure, characteristics, advantages, limitations: Brainstorming Method , Outside classroom teaching method, Project method, Role play Method, Story Board Teaching Method, Problem solving Method, Programmed instruction method, Small group instruction method, Flipped classroom



teaching method, Cooperative teaching method, Buzz Group teaching method, Discussion method, Lecture method, Demonstration method, Assignment method

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- SSST.
- Unit test.
- Preparing a lesson plan based on any one model of teaching.
- Practicing various types of methods enlisted in unit -4 in simulated situations.

**Books Recommended:**

Mishra K.S.: Shiksha mein Naye Shikasha Pratiman.

Bruce & Joyce: Models of Teaching.

Agarniai , J.C. : Principles & Methods of Teaching.

Agarwal, J.C. : Essentials of Educational Technology.

Kochhar, S.K. : Methods& Techniques of teaching.

### **EPC-104: Language across Curriculum**

**Maximum Marks: 25**

**Mode of Examination/Assessment: Internal**

**Internal Marks-25**

**External Marks-00**

**Course Objectives:** Through undergoing this course the student-teacher will be able:

1. To Strengthen their language foundation
2. To enhance their ability to use language across different curricular areas.
3. To critically understand the role of language in text books.

**Learning outcomes:**

1. Understanding the role and importance of language in teaching-learning.
2. Acquisition of a critical understanding of the role of language in learning and development.

**Course Content:**

This is a practical course with the broad objective of enhancing language efficiency of student-teachers. This is intended to be done through identifying language problems and deficiencies of students and trying to correct language uses, both written and oral. Interactive classrooms will be organized by subject-teacher(s) to facilitate this improvement. The contents proposed below are suggestive to guide teachers in shaping actual activities carried out by them.

#### **Part A-English**

**Unit 1: Language Acquisition**

- Status of English in Indian Classrooms, examining the problems.
- Factors affecting language acquisition.
- Principles of learning language
- Language skills

**Unit 2: Language and the Classroom**

- Supplementary reader (vistas/Flamingo)

- Factors affecting comprehension.
- Problems of writing.
- Exercises of vistas, essay writing

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Exercises on Basic Grammar.
- Daily reading activity using Vista/ Flamingos or any other supplementary reader.
- Providing opportunities to listen model sentences to pupil teacher.
- Different kinds of listening, reading, speaking and writing exercises.
- Practice in correct spoken English through conversation, oral-reading, storytelling, recitation and public speaking exercises.
- Story telling competition
- Organizing debates, drama etc.

### Part B-Hindi

#### 1-सुनने की दक्षता-

- अध्यापक द्वारा शुद्ध आदर्शवाचन का श्रवण, दूरदर्शन एवं प्रसार-भारती द्वारा प्रसारित भाषा कार्यक्रमों का श्रवण एवं समीक्षा का प्रस्तुतीकरण।
- भाषाविशेषज्ञ द्वारा वार्तालाप, दल-समूह चर्चा एवं प्रश्नोत्तर।
- दृश्य-श्रवण सामग्रियों की सहायता से प्रभावोत्पादक गद्यांश एवं पद्यांश एवं कहानियों एवं अन्य विधाओं को सुनकर समीक्षात्मक विवेचन की प्रस्तुती।

#### 2-बोलने की दक्षता-

- विषय विशेषज्ञ के समक्ष शुद्ध उच्चारणाभ्यास।
- संयुक्ताक्षरों के उच्चारण का शुद्ध प्रयास एवं अभ्यास।
- शब्दों के उच्चारणस्थान का ज्ञान एवं वर्तनीभ्यास।
- दल-समूह चर्चा एवं वाद-विवाद प्रतियोगिता के आयोजन का दायित्व।

#### 3-लिखने की दक्षता-

- सुलेख प्रतियोगिता, श्रुतिलेख प्रतियोगिता, स्लोगन प्रतियोगिता, कविता लेखन प्रतियोगिता, चार्ट प्रतियोगिता (दोहे, चोपाई, सोरठा)
- स्वरचित कविताओं की कवि सम्मेलनों एवं काव्य गोष्ठियों के माध्यम से प्रस्तुती।
- शिक्षाप्रद निबन्ध, कहानियों का लेखन एवं वार्तालाप एवं मंचन।
- विराम चिन्हों के प्रयोग की दक्षता हेतु लेखन एवं वाचन द्वारा अभिव्यक्ति।

#### 4- पढ़ने की दक्षता-

- पाठ्य-पुस्तकों से आदर्शवाचन की भाँति सस्वर अनुकरण वाचन की प्रस्तुती।
- संयुक्ताक्षरों एवं जटिल शब्दों के उच्चारण का अभ्यास समूह के मध्य में।
- शुद्ध पढ़ने का अभ्यास एवं शुद्ध उच्चारणाभ्यास।
- वाद-विवाद, कविता पाठ, अन्ताक्षरी, भाषण, वार्तालाप एवं दल-समूह चर्चा में प्रतिभाग।
- मुहावरों एवं लोकोक्तियों का गद्यांश के रूप में प्रयोग।
- वाक्यांशों के लिए एक शब्द का संकलन एवं प्रयोग।
- नवीन शब्दावलियों का संकलन।

### EPC-105: Psychological Tests

**Maximum Marks: 25**

**Mode of Examination/Assessment: Internal**

**Internal Marks-25**

**External Marks-00**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To provide knowledge of theoretical background of selected psychological tests.
2. To acquaint students with the procedure of administering the select psychological tests in target respondent.
3. To enable students to compute test scores and interpret these with respect to the child.
4. To enable student-teachers to visualize implications for teaching and learning in the light of test results obtained.

**Learning outcomes:** The student-teachers will:

- Understand application and related aspects of selected psychological tests.
- Analyse test-results with a view to understand child psychology, learning needs and teaching strategy.

**Course Content:** Standardized psychological tests pertaining to the following will be selected and taught to student-teachers:

1. Transfer of learning
2. Intelligence
3. Personality
4. Habit formation in Adolescence
5. Adjustment

Note: Pupil teacher will make a practical notebook of Psychological Tests, detailing introduction of tests, administration procedure, test results and their interpretation, which along with oral test on various tests will be assessed by teacher(s) designated by HOD.

## **Semester-II**

### **B-201-A: Pedagogy of Mathematics**

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

7. To create understanding of language and symbolism of mathematics as a discipline.
8. To develop pedagogic understanding of Mathematics in the context of school and learner.
9. To promote understanding and application of different methods of teaching mathematics in the classroom.
10. To select and organize content, plan instruction and ensure effective delivery in maths teaching.
11. To organize pedagogic study of Mathematics at school level.

12. To facilitate philosophical & epistemological insights of Mathematics teaching in pupil teacher.
13. To enrich knowledge and teaching competency.

**Learning outcomes:** The learners will acquire:

1. Understandings mathematics as a discipline.
2. The ability to critically explore methods and techniques of mathematics teaching.
3. The ability to create pedagogic understanding of mathematical concepts in the classroom.
4. Epistemological insights into Mathematics as a discipline.
5. Ability to conduct action research in Mathematics teaching.

**Course Content:**

**Unit-1:**

- Nature, scope and importance of Mathematics, Brief history of Mathematics.
- Contribution of Mathematicians: Indian: Aryabhata, Brahmagupta, Bhaskara-I, Bhaskara-II (Bhaskaracharya), Ramaujun; Others: 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 objectives in behavioural terms, Factors influencing learning of Mathematics

**Unit-2:**

- Place of Mathematics in school curriculum.
- Selection, sequencing and organization of curricular content.
- Correlation of Mathematics with other school subjects
- Critical appraisal of Mathematics curriculum and textbook at upper Primary, Secondary and Senior Secondary Levels

**Unit-3:**

- 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-4:**

- 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.
- Activities inside and outside school for popularization of Mathematics.
- Qualities and competencies of an effective Mathematics Teacher.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Revision of the content of the subject chosen by the student with a view to revise and improve subject knowledge.
- Book Review of school subject .
- Construction & standardization of Achievement test.
- Analysis and evaluation of syllabus for different stages of education.
- Construction of a diagnostic Test.
- Preparation of list of equipments essential for teaching mathematics at school level.
- Preparation of teaching aids.
- Essentials of mathematics Library and Mathematics laboratory
- Preparation of Lesson Plan.

**Books Recommended:**

Chadha, B.N. : Teaching of Mathematics

Dharamabir and Agrawal: The Teaching of Mathematics in India.

Rawat, M.S. and Agrawal : M.B.L. : Ganit Shikshan

Schultz, A.: The Teaching of Mathematics in Secondary School.

Arora, S.K. (1988). *How to teach Mathematics*, Shanta Publisher, Bhiwani.

Chauhan, C.P.S, (1985). *Achievement in Algebra and structure of Intellect*, Vishwavidyalaya Prakashan, Varanasi.

Kumar, S, and Ratnalikar, D.N. (2003). *Teaching of Mathematics*, Anmol Publishers, Pvt. Ltd., New Delhi.

Russel, J., (2004), *Teaching of Mathematics*, Campus Book International, New Delhi.

Sidhu, K.S. (1982), *Teaching of Mathematics*, Sterling Publisher Pvt. Ltd. New Delhi.

Richard Courant & Herbert Robbins: *What is Mathematics*, Fai Lawn Oxford University Press, 1941.

Cosrines: *The Mathematical Sciences – A Collection of Essay*, M.I.T. Press, 1969

*The Psychology of Mathematical abilities in school children*, V.A. Krutstski, Chicago University Press, 1976

*How Children Learn Maths: Teaching Implications of Piaget’s Research*, Rechard Copelard, New York, Macmillan, 1975.

*How to Solve It*, G. Polyn Garchen City, Double Day & Co., 1958

*The Principle of Objective Testing in Mathematics*, Fraser Cillam, 1971

*Teaching of Mathematics by I.W.A. Young.*

*Teaching of Mathematics in the New Education by N.K. Kuppuswami Aiyangar*

**B-201-B: Pedagogy of Physical Sciences**

**Maximum Marks:100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To develop pedagogic understanding of pupil-teacher with respect to sciences in the context of school and learner.
2. To equip student-teacher to promote understanding of sciences among learners.

3. To organize pedagogic study of science subjects at school level in a collective way.
4. To facilitate philosophical & epistemological insights of science teaching among pupil-teachers.
5. To enrich knowledge and teaching competency of pupil-teacher.
6. To equip pupil-teacher with necessary skills for acting as a mediator between school and society.

**Learning outcomes:** The pupil-teacher will:

1. Have attained pedagogic understanding of physical sciences.
2. Acquire the necessary skills, attitudes, values and competency of a science teacher.
3. Develop insights into strategies for physical science teaching.
4. Acquire skills of evaluating cognitive, affective and psychomotor outcomes.
5. Acquire skills for scientific leadership in school and society.
6. Acquire skill for Action-Research in Physical-sciences.

**Course Content:**

**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, Einstein, Newton, Stephen Hawkins,
- Aims and objectives of teaching science at Upper primary & Secondary level.
- Bloom's taxonomy, Revised taxonomy of Educational objectives, RCEM approach, Writing objectives in behavioral terms.

**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.
- Teaching aids (Audio, visual aids and improvised apparatus in physical sciences).
- Science teacher: Personal & professional qualities of a good science teacher.
- Lesson planning in physical sciences

**Unit-3:**

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

**Unit-4:**

- Evaluation in science teaching. Meaning of measurement and evaluation, Measuring cognitive, affective and psychomotor outcomes.
- Techniques of evaluation, Objective and Subjective techniques, Formative & Summative evaluation. Norm referenced and criterion-referenced tests. Achievement & diagnostic tests.

- CCE, CGPA grading system

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Revision of the content of the subject chosen by the student with a view to revise and improve subject knowledge.
- Book Review of school subject
- Preparation of two assignments or Ppt. presentations on contribution of Indian & foreign scientists and latest discoveries in science
- Preparation of individual projects on audio –visual aids.
- Preparing two teaching aids,(one 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 scientific application in local community which could be included in curriculum & presenting the report.
- Preparation of micro Lesson Plan , 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

**B-201-C: Pedagogy of Biological Science**

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To develop understanding about the nature of Biology, its aims, values & objectives of teaching Biological science.
2. To develop conceptual understandings related to pedagogy of Biological sciences in the context of school and learner.
3. To develop ability to organize pedagogic study of Biological sciences at school level in collaborative way.
4. To enrich knowledge and teaching competencies for conducting theory and practical lessons.
5. To acquaint with necessary skills for acting as co-constructor of knowledge in the process of science-teaching.

**Learning outcomes:** To pupil-teacher will:

1. Understand the nature, characteristics and values related to biological sciences.
2. Understand development of Biology as a subject in National and International context.

3. Acquire knowledge, skills and teaching competencies for conducting theory and practical lessons.
4. Acquire skills of constructive teaching.
5. Acquire ability to conduct Action-Research in Biological science teaching and learning.
6. Acquire competencies to organize curricular and co-curricular activities in Biological sciences.

### **Course Content:**

#### **Unit-1: Development of Biological Science and Purpose of Its Teaching**

- Biology as a discipline: Nature, scope and importance.
- Development of Biology in Indian and International context: Landmark discoveries.
- Need and significance of teaching Biology, Aims and objectives of teaching biological science at various levels
- Bloom's taxonomy, Revised taxonomy of Educational objectives, RCEM approach
- Writing objectives in behavioural terms.
- Qualities and competencies of an effective Biology teacher.

#### **Unit-2: Curriculum Development**

- Place of Biology in school curriculum.
- Correlation of Biology with other school subjects.
- Organization of Biology curriculum: Principles, selection and sequencing of content.
- Critical analysis of biology curriculum and textbook at upper primary, secondary and senior secondary level.

#### **Unit-3: Methods and Strategies of Biological Science Teaching**

- Methods of teaching Biological science: Autocratic- Lecture, Explanation, Demonstration and Question-Answer. Democratic- Observation, Inductive, Deductive, Enquiry, Experimentation, Problem-solving, Heuristic, Project, Laboratory, Field visit.
- Techniques of teaching Biology: Assignment, Self study, Group discussion, Role playing, Supervised study, Programmed learning.
- Audio-visual aids, Improvised apparatus and ICT for Biological science teaching.
- Unit plan and lesson planning based on using 6e's (Engage, Explore, Explain, Elaborate, Evaluate, Extend).

#### **Unit-4: Evaluation & Assessment**

- Evaluation in Biology: need, importance and types-Formative, Summative and Continuous and comprehensive.
- Techniques of evaluation.
- Achievement and Diagnostic tests.
- Organization of school activities related to Biology and their relevance.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Revision of the content of the subject chosen by the student with a view to revise and improve subject knowledge.
- Content analysis and evaluation of biology textbooks.
- Development of lesson plan based on 6e's (Engage, Explore, Explain, Elaborate, Evaluate, Extend) and with the help of ICT.



- Preparation of teaching aids and improvised apparatus.
- Collection of various audio and video clippings with reference to content.
- Assignment/ tests.
- Group discussion.
- Preparation of Achievement and Diagnostic test.
- Organizing activities such as eco clubs, science fair and exhibition at school level.

**Books Recommended:**

Vaidya N., Science Teaching for the 21<sup>st</sup> Century, Deep and Deep Publishers, 1999.

Sashi Kiran Pandey, Teaching of Science, R.Lall Book Depot, Merrut.2011.

Mangal, S.K., Teaching of Science, New Delhi, Arya Book Depot, 1992.

Agarwal, D.D., Modern Methods of Teaching Biology, New Delhi, Sorup and Sons, 2002.

**B-201-D: Pedagogy of English**

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

- To create understanding about the role of English language in Indian classrooms.
- To develop insights into theories of language development.
- To enable students to understand and apply various methods of teaching English in classroom.
- To create critical understanding about various approaches of teaching English.
- To develop teaching Lesson Plans as per the guidelines.
- To develop familiarity with various textual items like prose, poetry and short stories.
- To develop understanding about the process of evaluation in English.

**Learning outcomes: The learner will:**

- Develop an understanding of Indian classrooms with reference to use of English as a language.
- Critically evaluate various theoretical underpinnings in pedagogic context.
- Apply the methods and approaches for teaching English language.
- Develop lesson plans in accordance to prescribed method.

**Course Content:**

**Unit-1: Understanding Language**

- Language : Meaning, definition and characteristics
- Origin of English language
- Features of English language,
- Phoneme and morpheme: Meaning
- Factors influencing development of English language, Place of English in India
- Language development Theories : B.F. Skinner, N. Chomsky and B. Bernstein

**Unit-2: Methods and Approaches to Teaching English**

- Principles of teaching English
- Aim and objectives of teaching English

- Bloom's Taxonomy
- Writing objectives in behavioural terms
- Methods of teaching English: Translation cum Grammar method, Direct method and Bilingual method.
- Approaches: Structural Approach, Situational Approach, Linguistic Communication Approach and Constructivist Approach.

### **Unit-3: Lesson Planning and Teaching Skills**

- Skills of Teaching.
- Language Skills : Listening, Reading, Speaking and Writing,
- Teaching different Texts: Prose, Poetry, Grammar, Translation and Composition.
- Lesson Planning
- Competencies of an English teacher.

### **Unit-4: Evaluation and Assessment**

- Audio-visual aids in Teaching of English.
- Evaluation in English: Meaning, Continuous and Comprehensive Evaluation
- Preparation of Achievement test (blueprint).
- Action Research: Meaning and Steps
- Co-curricular activities: Meaning and significance
- Remedial Teaching in English.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Revision of the content of the subject chosen by the student with a view to revise and improve subject knowledge.
- Discussion on Position Paper on Teaching of English, NCERT
- Listening to models of good English speech and recorded materials.
- Preparation of lesson plans for teaching various types of lessons in English.
- Content Analysis of the English course Text books in Schools.
- Developing model question paper in English/ blueprint as per Blooms taxonomy.
- Organising Co-curricular activities: Calligraphy Competition, drama and skits.
- Workshop for developing teaching aids.
- Visit to Language Laboratory.

### **Books Recommended:**

Menon, T.K.N. and Patel, M.S. : The teaching of English as a Foreign Language

Bhandari and others: Teaching of English – Longmans.

O'Conner, J.D.: Better English – Pronunciation.

Agnihotri, R. K. & Sharma, A. L. : English Language Teaching in India- Issues & Innovations.

Allen, H. B. & Campbell, R. P. : Teaching of English as a Second Language.

Chaudhary, N. R. : Teaching English in Indian Schools.

Hornby, A. S.: Teaching of Structural Words.

Mukalel, J. C. : Approaches to English language Teaching.

A.R. Bisht: Teaching of English.

Geeta Rai: Teaching of English.

## B-201-E: हिन्दी शिक्षण पाठ्यक्रम

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

- भाषा के महत्व से अवगत कराना।
- शुद्ध भावाभिव्यक्ति की योग्यता का विकास करना।
- शुद्ध साहित्य के सृजन के गुणों का विकास करना।
- भाषायी कुशलता का विकास करना।
- हिन्दी की विभिन्न विधाओं से अवगत कराना।
- भाषा शिक्षण की विधियों से अवगत कराना।
- हिन्दी पाठन, लेखन, उच्चारण और वर्तनी की शुद्धता से अवगत कराना।
- हिन्दी शिक्षण की नवीन विभिन्न सहायक सामग्रियों से अवगत कराना।
- हिन्दी में मूल्यांकन की दक्षता से अवगत कराना।
- हिन्दी में पाठ्य सहगामी क्रियाओं से अवगत कराना।

**Learning outcomes:**

- भाषा की शुद्धता पर अधिकार।
- आत्माभिव्यक्ति में पूर्ण दक्षता।
- भाषा की विविध विधाओं के अन्तर में स्पष्टता।
- भाषा शिक्षण में नवीन सहायक सामग्रियों के प्रयोग में सफलता।
- वचन और लेखन में कुशलता।
- साहित्यिक रुचि का विकास।

**Course Content:**

इकाई (Units)	विषय—वस्तु (Content)	गतिविधि / अभ्यास क्रम (Practicum)
-----------------	-------------------------	--------------------------------------

<p>1. भाषा शिक्षण का महत्व</p>	<p>अर्थ, परिभाषा, स्वरूप, महत्व, विशेषताएँ, उद्भव और विकास, सामान्य उद्देश्य और भारतीय संविधान में भाषा का स्थान।</p> <p>हिन्दी शिक्षण की मुख्य विधाओं का अर्थ प्रकार एवं महत्व, उपयोगिता गद्य शिक्षण, पद्य शिक्षण, व्याकरण शिक्षण कहानी, निबंध, नाटक।</p> <p>भाषा के रूप— मौखिक भाषा एवं लिखित भाषा, महत्व उद्देश्य, आवश्यक गुण।</p>	<p>समूह चर्चा वाद—विवाद</p> <p>शैक्षिक पत्र—पत्रिकाओं का सम्पादन</p>
<p>2. हिन्दी शिक्षण की विधियाँ</p>	<p>अर्थ, प्रकार, गुण, दोष, आवश्यकता एवं विशेषताएँ</p> <p>वाचन— अर्थ, परिभाषा, महत्व, प्रकार</p> <p>पठन, लेखन, उच्चारण, वर्तनी अभिप्राय महत्व व आवश्यकता</p>	<p>वस्तुनिष्ठ प्रश्नों का निर्माण</p> <p>क्रियात्मक शोध</p>
<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>मूल्यांकन का अर्थ, प्रकार, आवश्यकता, महत्व।</p>	<p>जागरूकता अभियान रैली का आयोजन।</p> <p>संगोष्ठियों का आयोजन।</p>

**Books Recommended:**

- हिन्दी शिक्षण – शिक्षा चतुर्वेदी  
हिन्दी शिक्षण के आधार– डॉ० सरोज अग्रवाल  
हिन्दी शिक्षण – डॉ० राम'कल पाण्डे  
हिन्दी शिक्षण – गिरी'ग पचौरी, सीमा शर्मा

**B-201-F: Pedagogy of Sanskrit****Maximum Marks: 100****Mode of Examination/Assessment: Internal and External****Internal Marks-30****External Marks-70****Course Objectives:** The present course is aimed to attain following objectives:

1. To explain the nature, need and principles of teaching Sanskrit language.
2. To impart knowledge about various branches of Sanskrit literature.
3. To demonstrate use of various audio-visual aids in Sanskrit teaching.
4. To explain objectives and steps of teaching prose, poetry, composition and grammar of Sanskrit.
5. To organize co-curricular activities related to Sanskrit language teaching (Shlok recitation, lecture, dramatization and other competitions).

**Learning outcomes:** Through undergoing this course the learner will:

1. Cultivate an understanding of pedagogic challenges posed by Sanskrit as a subject.
2. Assimilate pedagogic needs of Sanskrit through understanding the significance and foundation of teaching Sanskrit language.
3. Develop an understanding of methods of teaching Sanskrit by learning about branches of the discipline and its established practices.
4. Understand significance of instructional materials in teaching Sanskrit language.
5. Demonstrate practical skills by exercising shloka recitation, lecture, dramatization, etc.

**Course Content:****Unit-1:**

- The position of Sanskrit in India, Its historical background, cultural, literary and linguistic value and relationship with modern Indian languages.
- Aims of teaching Sanskrit at different stages. Comparison with the aims of teaching Hindi and English.

**Unit-2:**

- The importance of phonetics of Sanskrit and correct pronunciation.
- The importance of audio-visual aids and their use in teaching of Sanskrit.
- Qualities of a good Sanskrit teacher.

**Unit-3:**

- The methods of teaching Sanskrit: grammatical method, translation method, analytical method and explanatory method, direct method and Herbartian plan. Advantages and limitations of these methods.

- Methods of teaching of different forms at different stages: Prose, poetry, grammar and composition, translation. Aims, methods and plan of teaching.
- Techniques of evaluation. New types of tests in Sanskrit teaching.

#### **Unit-4:**

- Action research in Sanskrit teaching, its meaning, development and utility.
- Importance and use of good handwriting in Sanskrit teaching.
- Lesson-planning.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Revision of the content of the subject chosen by the student with a view to revise and improve subject knowledge.
- Content analysis of school subject
- Audio-video presentations
- Group tasks
- Shloka recitation
- Quizzes
- Preparing objective type questions.
- Preparing lesson Plans

#### **Books Recommended:**

Sanskrit Shipshan : Dr. Ramshakal Pandey, Vinod Pustak Mandir, Agra.

Sanskrit Adhyapan Paddhati : Smt Kunda Bhosale, Balaji Bungalow, Gangapur Road, Nasik.

Modern Methods of Teaching Sanskrit: Bela Rani Sharma, New Delhi.

संस्कृत-शिक्षण-डॉ० रामशकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा।

संस्कृत – शिक्षण- डा० सन्तोष मिततल, आर० लाल बुक डिपो, मेरठ।

संस्कृत शिक्षण- विधि – श्री विजय नारायण चौबे, उ० प्र० हिन्दी संस्थान, हिन्दी ग्रन्थ एकेडमी, लखनऊ।

संस्कृत – शिक्षण- डा० रघुनाथ सफ़ाया, हरियाणा हिन्दी ग्रन्थ अकादमी, चण्डीगढ़।

संस्कृत – शिक्षण- रमा शर्मा, अर्जुन पब्लिकेशन्स, नई दिल्ली।

### **B-201-G: Pedagogy of Social Studies**

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To develop understanding of foundations of teaching Social Studies.
2. To provide opportunities to the learner to review curriculum of Social Studies at secondary and higher secondary level.
3. To acquaint the learner with different strategies for teaching Social Studies at secondary and higher secondary level.
4. To inculcate skills of preparing teaching aid for teaching social studies.
5. To provide skills of analyzing Social Studies text books.
6. To develop competence in preparing evaluation tools in Social Studies.

7. To develop skill of achievement test construction in Social Studies at secondary and higher secondary level.
8. To acquaint the learner with process of Action Research in Social Studies.
9. To equip the learner with skill of preparing lesson plans in Social Studies for instructional purposes.

**Learning outcomes:**

1. The learner will understand the basic nature and foundations of teaching of Social studies.
2. The learner will become equipped with different strategies and methods for teaching Social studies at secondary level.
3. The learner will acquire skills of evaluating cognitive, affective and psychomotor outcomes in Social studies.
4. The learner will acquire ability to undertake Action-Research in Social Studies.
5. The learner will become equipped with competencies to organize curricular and co-curricular activities in social studies.

**Course Content:**

**Unit-1:**

- Social Studies: Meaning, Nature, Importance and Scope of Social Studies. Need and Justification of Social Studies Teaching as a separate subject in School Curriculum.
- Objectives of Social Studies Teaching: Aims and objectives of Social Studies Teaching, General Objectives of Social Studies Teaching, 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. Need of Co-curricular Activities in Social Studies.

**Unit-2:**

- 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 Aids. Preparation of Teaching Aids.
- Textbooks of Social Study: Importance, Characteristics of Good Textbooks.
- Laboratory and Library of Social Studies: Need, Organization and Management of Equipment and Books.

**Unit-3:**

- Measurement and Evaluation in Social Studies: Meaning, Aims and Importance of Measurement and Evaluation, Formative and Summative Evaluation, Methods of Measurement and evaluation.
- Examination and Tests: Essay type and objective type tests.

**Unit-4:**

- Lesson Planning: Value, Importance and Types of Lesson Planning, Steps of lesson planning.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Revision of the content of the subject chosen by the student with a view to revise and improve subject knowledge.
- Content analysis of SST Books
- Exploration on how different things (movies, magazine, cartoons, and newspapers etc.) can help in teaching social studies.
- Organize an educational tour to any historical place, industry, dam etc. and prepare a brief project report based on historical, economical, political and geographical background of the place.
- Prepare a map of any locality.
- Write a review/ report of SST textbook of secondary level.
- Develop a question paper based on blue print, administer it in class and prepare result.
- Survey any secondary school and organize an action research on any classroom or management based problem.

**Books Recommended:**

Guru Saran Das Tyagi : Samajik Adhyayan Shikshan.  
 Dr. Gajendra Singh Tomar : Samajik Vigyan Shikshan.  
 S.K. Kochar : Teaching of Social Studies.  
 J.C. Agarwal : Teaching of Social Studies

**B-201-H: Pedagogy of Commerce**

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. Development of Understanding with respect to meaning, aims & objectives of commerce teaching.
2. Development of understanding about various approaches of teaching commerce.
3. Providing knowledge about different methods, techniques & devices of teaching and use of various teaching aids.
4. Development of ability to prepare Lesson Plan properly & understand evaluation & assessment techniques in commerce teaching.
5. Develop the skills of Diagnostic & Remedial teaching.

**Learning outcomes:** After undergoing the course the learner will be able:

- To understand nature, need and importance of teaching commerce.
- To know and use skills and competencies of teaching commerce at secondary level.
- To understand different methods and techniques of evaluating cognitive, affective and psychomotor outcomes of Commerce teaching.
- To understand the global issues and trends in the field of Commerce teaching.
- To undertake Action-Research in the field of Commerce teaching.
- To use different competencies to organize curricular and co-curricular activities in Commerce teaching.

**Course Content:**



**Unit-1:**

- Meaning, Nature and scope of commerce teaching.
- Aims & objectives of teaching commerce at higher secondary stage.
- 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-2:**

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

**Unit-3:**

- Teaching Methods in commerce teaching: Project, Discussion, Problem-solving, Analytical & Synthetics, Socialized Recitation, Seminar etc.
- Techniques & Devices in commerce teaching, principles & methods of classroom teaching.
- Equipment for effective instruction and classroom Arrangement: Audio-Video Aids, Media.
- Different types of tests (Essay type, Short Answer type, Objective type); their construction & administration.

**Unit-4:**

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

**Unit-5:**

- 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 of commerce students at secondary school.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Revision of the content of the subject chosen by the student with a view to revise and improve subject knowledge.
- Content analysis of Books
- Assignments, Presentations on ppt. Library visit, Unit test.
- Preparing teaching Aids, Project on real classroom observations, construction of different types of question paper.
- Simulated teaching practice, preparing Lesson Plan, School visit, practice teaching in real classroom.
- Type – writing & short-hand, visit to offices & Factories, unit test etc.

## **Books Recommended:**

### **B-202: School Administration and Management**

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To provide understanding related to concepts of organization, administration and management.
2. To generate understanding about the process of school management.
3. To provide knowledge about factors related to management of school.
4. To acquaint the learner with administrative structure and various schemes related to education.

**Learning outcomes:** The learner will be able:

1. To understand the concept of school organization, administration & management.
2. To understand the latest trends in school organization, administration & management.
3. To identify and analyse the educational structure in India
4. To identify various innovations in classroom management.

**Course Content:**

#### **Unit-1: Educational Administration and Management**

- Concept, Nature, Scope, Need and Characteristics of Educational Administration and Management.
- Principles of Educational Management.
- Management Process: Planning, Organization, Directing & Controlling.
- Functions of Administration and Management.

#### **Unit-2: Management of School**

- Principal as a leader of an organization, Administrative qualities.
- Role and Responsibilities of Principal and Teacher(s) in School Management.
- Time-table: Meaning, significance and principles of Time-table construction.
- Managing school resources: human, infrastructural and financial.
- Approaches to school management.

#### **Unit-3: Factors Related To School Management**

- Indiscipline: Types, Causes and suggestions for eradication.
- Control: Meaning, Types and Techniques, important factors of control in management.
- Co-ordination: Meaning, Scope and Factors related to co-ordination.
- Supervision and Inspection: Meaning, Function and Process, Decision making and crisis in management.

#### **Unit-4: Administrative Structure and Schemes**

- Structure & function at different levels: Centre, State, District
- Functions of Apex bodies: CAGE, NCERT, KVS, NVS, SCERT, DIET, SRC and School Boards.
- Decentralization of Education with reference to the role & functions of PRI's.

- SSA, RMSA, MDM, RTE, SAMAGRA SHIKSHA ABHIYAN

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Observation of different management functions in schools.
- Survey/ Case study of Apex bodies at State/District level etc.
- Unit test/Assignments.
- Observation of role & functions of school principal.
- Study of the implementation-status of various schemes in schools

**Books Recommended:**

Agarwal, J.C.: Educational Administration, Management & Supervision, Aryov Book, Depot.

Bhatt, B.D. & Sharma, S.R: Education Administration: Kanishka Publ. house.

Campbell, E.: Introduction to Educational Administration.

Arya, Mohan Lal; Shaikshik Prashashan evamPrabandhan; R.Lall Book Depot.

Tayles, G.: The Teacher as Manager, NCERT.

### **B-203: Educational Technology and ICT**

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To familiarize student-teachers with fundamentals of Educational Technology.
2. To make student-teachers aware of use of ICT in Education.
3. To develop skills to use multimedia among student-teachers.
4. To enable student-teachers in using ICT for solving educational problems.

**Learning outcomes:** The student-teacher will:

1. Become aware of use of educational technology, ICT, Mass- media and multimedia.
2. Become abreast with new technological trends in education.
3. Get familiarized with fundamentals of ICT and multimedia.
4. Be able to make best possible use of ICT and Multimedia in solving problems of teaching and learning.

**Course Content:**

**Unit-1: Introduction to Education Technology**

- Concept, Meaning and Specific Objectives of Educational Technology.
- Nature and Characteristics of Educational Technology.
- Scope of Educational Technology.
- Types of Educational Technology: Hardware, Software and Instructional Design.

**Unit-2: Mass-Media as Resource for Teaching-Learning**

- Classification of Mass media and their use in Education: Traditional, Print, Electronic Broadcasting and Digital Media.
- Advantages & Limitations of Mass Media with reference to Education.
- Role of teacher in using mass media in Teaching – Learning process.

- Open Education Resources.

### **Unit-3: Transforming Teaching-Learning Through ICT**

- Concept, Meaning and Functions of ICT.
- Characteristics, Advantages and Disadvantages of ICT.
- ICT as facilitator. Computer as an educational learning resource: Computer Assisted Instruction and Computer Assisted Management.
- Internet as an information resource.

### **Unit-4: Advanced Educational Technology and Online Teaching**

- Hardware as a companion in teaching learning process: Over Head Projector (OHP), Liquid Crystal Display (LCD) and Closed Circuit Television (CCTV).
- Online Learning: Networking, e-mail, Teleconferencing, Gaming.
- Role of CIET.
- Online Teaching: Concept, Organization & Management of Online Teaching.
- Tools and Apps for conducting online classes.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Development of Computer aided materials, slides, power-points etc.
- Use of internet, e-mail.
- Critical review of an educational programme.
- Online teaching process.
- Unit test.

### **Books Recommended:**

Davis, I.K.: The Management of learning.

Smith & Moore: Programmed Learning.

Sharma, R.A. :Shiksha Takniki.

Mangal, S.K. : Fundamentals of Educational Technology, Prakash Brothers.

Dececoo, J.P. : Educational Technology Readings in Programmed Instruction.

मंगल.एस.के.,मंगल,उमा: शिक्षा तकनीकी

सिंह,मयाशंकर :शिक्षण तकनीक एवं शिक्षा के नूतनआयाम

अग्रवाल,जे.सी: शैक्षिकतकनीकी एवं प्रबंध

## **EPC-204: Technology Enabled Learning**

**Maximum Marks: 25**

**Mode of Examination/Assessment: Internal**

**Internal Marks-25**

**External Marks-00**

**Course Objectives:** The present course is aimed to attain following objectives:

1. Development of knowledge and ability to wield ICT tools and devices.
2. To provide opportunity for hands on learning and exploring applications of ICT in education.
3. To provide skills in organizing and creating digital resources.
4. To enable learners for safe and secure use of ICT.

**Learning outcomes:** The student teacher will be able to:

- Effectively use ICT tools, software applications and digital resources.
- Integrate ICT into teaching-learning and evaluation process.
- Use ICT for effective educational management.

**Course Content:** This is practical course to be conducted by designated teacher(s). The practical will involve following:

- Create learning resource(s) with ICT (handling text, data and media).
- Explore spreadsheets.
- Operate Liquid Crystal Display (LCD) projector
- Develop portfolio, report card and time-table.
- Develop Google forms.
- Organize online classrooms/ meetings
- Access Open education resource(s)
- Any other activity considered relevant, in consultation with HOD.

**Note:** Pupil teacher will maintain a written record of all practical activities. This practical record, along with performance in Practical(s) will be assessed by designated teacher(s).

### **EPC-205: Simulated, Micro and Supervised Teaching**

**Maximum Marks: 25**

**Mode of Examination/Assessment: Internal**

**Internal Marks-25**

**External Marks-00**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To provide an opportunity to learn the art of teaching through simulated technique.
2. To provide opportunities for practicing teaching skills in real classrooms.
3. To provide learning opportunities through participation in school activities.
4. To provide opportunities to develop skills of preparing suitable lesson plans.
5. To learn to develop and maintain teaching-learning resources.

**Learning outcomes:** The student-teacher will be able to:

- Learn teaching skills and practice these in real classroom situations.
- Take part in organization of different school activities.
- Perform and deliver duties as specified from time to time.
- Develop effective teaching learning materials.

**Course Content:** This is a practical course, divided into two parts:

**Part-A: Simulated Teaching:** Following activities shall be done by student teacher(s) in the institution under the supervision of subject- teacher.

- Development of twenty lesson plans; ten per opted school- subject.
- Simulated teaching in two school subjects for the duration decided by HOD
- Peer observation and providing feedback during simulated teaching.
- Development of teaching learning materials (charts and models).

**Part-B: Supervised Teaching:** Following activities shall be done by student teacher(s) in designated school under the supervision of mentor teacher(s) of the department:

- Classroom teaching in opted two school subjects: minimum twenty classes; ten per subject with lesson plan.

- Writing Peer Observation Reports.
- Participation in organizing different activities in school.
- Performance and deliverance of duties as directed by the mentors.
- Development of teaching aids.
- Any other relevant activities, decided by mentor-teacher(s)/HOD.

**Note:** The student-teacher shall maintain a record of all above activities, which along with his/her performance shall be evaluated by mentor-teacher(s) designated by HOD.

## **Semester-III**

### **B-301-A: Pre-internship and School Observation**

**Maximum Marks: 25**

**Mode of Examination/Assessment: Internal**

**Internal Marks-25**

**External Marks-00**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To provide student-teachers an opportunity to observe ongoing curricular and co-curricular activities in a school.
2. To give student-teachers opportunity to reflect over the quality and needed improvements in prevalent processes of classroom and school.
3. To provide student-teachers an opportunity to observe various records maintained in school.
4. To provide student-teachers an opportunity to participate and organize different activities in the school.
5. To provide student-teachers an opportunity to internalize different occupational roles expected of them as a teacher.
6. To prepare student-teachers to join Internship with full understanding of school and awareness for their different roles.

**Learning outcomes:**

1. The students will attain an understanding of different roles performed by teachers in school settings.
2. The learners will attain proficiency in handling and/or maintaining different records maintained in school.
3. The learners will attain a reflective attitude for improvement in different practice adopted in school.

**Course Content:** This is a practical course in which student-teachers will visit an ongoing school setting for specified one week duration, make observations and take notes with respect to:

(a) Curricular aspects, including:

- a. Teacher behaviour towards: Learners, Colleagues, Principal/ Management, Methods of teaching, Techniques of teaching, teaching aids, Classroom interaction.

- b. Learner behaviour towards Teachers, Colleagues/ Peer group, Principal/ Management, Use of library and laboratory
- (b) Co-Curricular aspects, including plan for organizing co-curricular activities School assembly and time-table, Different types of co-curricular activities carried out in schools, Common problems of teachers/ students/ management.
- (c) School Records, including attendance register, Fees register, MDM ledger, Scholarship, Result preparation.

A preparatory orientation program will be organized by the department to guide student-teachers to taking their role as intern-teachers

Following suggestive activities shall be done by student-teacher in real school situation, with due permission of school authorities:

- Maintenance of a Reflective Journal and School Report.
- Observation of registers and records.
- Observation and participation in School assembly.
- Observation of cumulative records.
- Observation of school time-table.
- Organization of quiz programme/ debate/ PT meeting.
- Observation of classroom management strategies.

Note: Student-teachers shall make a record of above activities, which along with their performance and involvement shall be assessed by designated teacher(s).

### **B-301-B: Internship**

**Maximum Marks: 325**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-75**

**External Marks-250**

**Course Objectives:** The present course is practical in nature. It is aimed to attain following objectives:

1. To provide student-teachers opportunity to perform the role of real teachers in real school settings.
2. To provide student-teachers opportunity to understand the workings of school-organization.
3. To develop among student-teachers skill of dealing with students in real classroom.
4. To provide student-teachers opportunity to refine and adapt their teaching skill acquired through supervised practice-teaching.
5. To provide student-teachers opportunity to perform different responsibilities inherent in the role of teacher.
6. To provide student-teacher a hands on acquaintance and skill of handling different school records.
7. To provide student-teachers opportunity to understand students form a social and psychological perspective.

**Learning outcomes:** The student-teachers will:

1. Internalize different role expectations associated with teacher.

2. Acquire different skills required for performance of their role as a subject-teacher.

**Course Content:** This is a practical course for specified duration, in which student-teacher will be allocated to a selected school, wherein he/she shall remain involved in following activities under the supervision of the Principal/Class-teacher and designated teacher(s) of the department.

1. Classroom teaching in opted two school subjects: minimum of forty classes; twenty per subject with lesson plan, and teaching school subjects as directed by Principal/ subject teacher.
2. Undertaking a Case Study /Action Research on a selected aspect of school life.
3. Participation in organizing different activities of the school under the direction of school Principal.
4. Performance and deliverance of duties as directed by the principal from time to time.
5. Development of teaching aids for teaching in classroom.
6. Administration, scoring and interpretation of psychological test(s) to understand the nature of student characteristics.
7. Construction, administration and analysis of a subject based achievement test
8. Administration of Intelligence/ personality/ aptitude tests on students.
9. Construction, administration and analysis of a subject based achievement test

Note: Student-teacher shall make a record of above activities, which along with their performance and involvement shall be assessed by designated teacher(s). The weightage given to each of the above activities will be decided in consultation with HOD. External assessment of such records will be done by the board of examiner constituted for the purpose of accessing teaching effectiveness at the end of semester.

### **B-302-A: Gender, School and Society**

**Examination Hours: Two**

**Maximum Marks: 50**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-15**

**External Marks-35**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To develop basic understanding and familiarity with key concepts related to gender bias and parity.
2. To develop understanding of gradual paradigm shift in gender issues at national and international level.
3. To develop understanding of how gender & sexuality relate to education.
4. To develop appreciation of the significant role of women in society.

**Learning outcomes:** The student teacher will be able to:

1. Develop a gender perspective in the field of education.
2. Engage with his/her own position in society vis-a-vis gender roles.
3. Observe and analyse field realities.
4. Undertake curriculum and text analysis from gender lens.



**Course Content:****Unit-1: Gender Issues: Key Concepts**

- Gender & Sex.
- Sexuality, Patriarchy, Masculinity & Feminism.
- Gender bias, Gender stereotyping.
- Gender empowerment.

**Unit-2: Gender Issues: Paradigm Shift**

- Historical landmarks: social reform movements in India and International Conferences.
- Constitutional safeguards for women.
- Contemporary developments: Recommendation of various Commissions in India, Five Year plans: Programmes related to women development.

**Unit-3: Gender and Education**

- Literacy Status & Non-formal education
- Primary & Secondary education
- Higher, Technical and vocational education.
- Issues, Challenges and Remedies

**Unit-4: Gender and Social Development**

- Gender and Social mobility
- Women as a Human Resource
- Women and Economic empowerment.
- Teacher as an Agent of Change in gender perceptions.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Analysis of text materials from the perspective of gender bias.
- Organizing debates on gender issues: equity and equality.
- Creative expressions with respect to gender issues.
- Field visit to schools for observing schooling process from a gender perspective.

**Books Recommended:**

Sharma, Nirmala: Women and Education: Issues and Approaches.

Agrawal, J.C.- Bharat Mein Nari Shiksha

Jha, A.K. -Gender Inequality and Women Empowerment

Kalia, N.N. - Sexism in Indian Education

Chapariya, Manoj - Stri Shiksha-Samajik Gatisheelata

**B-302-B.1: Teacher and Environmental Education**

**Examination Hours: Two**

**Maximum Marks: 50**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-15**

**External Marks-35**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To develop understanding with respect to environmental issues surrounding us.

2. To make student-teachers aware of ecosystem, disaster/natural calamities and their management.
3. To make student-teachers understand the role of teachers, students and community in protection and conservation of environment

**Learning outcomes:** The pupil-teacher will:

1. Develop understanding of his/her role in environmental conservation.
2. Acquire global understanding of issues related to climate change.
3. Develop sensitivity towards his responsibility for environmental conservation.
4. Be able to organize various activities for conservation of environment.
5. Be able to analyze various factors responsible for environmental degradation.
6. Know about various organizations/agencies contributing in environmental conservation.
7. Be able to discuss techniques for reducing adverse effects of climate change.

**Course Content:**

**Unit- 1: Teacher as an educator and conservator of Environment.**

- Meaning of Environment, Objectives of Environmental sensitization, Teacher as an Educator of Environmental Education.
- Role of Teacher and students in conservation of Environment.
- Analysis of Environmental Pollution with reference to Causes, Effects and Remedies: Water Pollution, Land Pollution, Air Pollution, Noise Pollution
- Learning motivational techniques to sensitize students towards environment: Formation of Environment club, Cleanliness campaign, Poster competition, Quizzes, Awareness Rallies, Nukkad Nataks, Project based on Environmental Problems, Creative Activities, Celebration of Environment Day, Celebration of cultural festivals related to Environment, Plantation Programme, Environmental Protection Movements.
- Environmental Hazards: Natural calamity and types of disasters.

**Unit- 2: Climate Change: Causes, Consequences and Remedies.**

- Concept of climate change: Meaning and Definition, Causes of climate change.
- Consequences of climate change on Biodiversity, Oceans, Glaciers, Forests, Human Life, Weather and Agriculture.
- Techniques for reducing adverse effects of climate change.
- Environmental protection and conservation: Role of National and International agencies, Role of school and community, Disaster management.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Awareness activities: Quiz/ Cleanliness campaign/ poster competition/ Rallies etc.
- Preparing project report related to eco system, sustainable development.
- Unit test/ Assignment/ case studies etc.
- Survey of village/community for assessing environment related issues and learning motivational techniques.
- Plantation, Identification & conservation of local water resources.
- Poster competition, Quiz, *Nukkad Natak*.
- Case study of disaster areas.
- Workshop, Seminars, Group Discussion etc.

**Books Recommended:**

Archana Tomar-Environmental Education.

K.Nagarajan-Environmental Education.

C.Periannan- Environmental Education.

Rajeshwar Garg and K.C.Jain-Environmental Education.

R.A.Sharma,Premlata Maisnam,Samir kumar-Environmental Education.

Ratan Joshi- पर्यावरण अध्ययन

Anubhav Sharma- पर्यावरण शिक्षा एवं आपदा प्रबंधन

**B-302-B.2: Guidance and Counseling****Maximum Marks: 50****Mode of Examination/Assessment: Internal and External****Internal Marks-15****External Marks-35****Course Objectives:** The present course is aimed to attain following objectives:

1. To develop an understanding about the fundamentals of guidance and counselling.
2. To explain the nature, purpose and scope of guidance and counselling.
3. To describe the need of guidance and counselling.
4. To develop understanding with respect to individual's self and his/her educational/vocational needs.
5. To provide knowledge about services available for guidance and counselling.
6. To develop understanding with respect to process of guidance and counselling.
7. To develop understanding with respect to role of students, teachers, school authorities and guidance/counselling personnel.

**Learning outcomes:** On successful completion of this course, student(s) will be able to:

1. Understand the concept of guidance/counselling and its significance for personality development of students.
2. Provide primary guidance service to needy students.
3. Analyze factors creating hindrance in student's developmental process.
4. Understand process & techniques of guidance & counselling.

**Course Content:****Unit- 1: Guidance**

- Meaning, Nature and Scope, Objectives and Principles
- Bases of guidance: Philosophical, Sociological & Psychological.
- Types of Guidance: Educational, Vocational, Personal and special groups.
- Placement and follow-up services.

**Unit-2: Concept and Process of Counseling**

- Meaning, definition, characteristics and types of counselling.
- Counsellor: Role, Characteristics; Counsee: Counsee as a person, Identification of problems (individual and group counselling), Types of counselling (directive, non – directive and elective).

- Counselling therapies: client centred, rational emotive therapy, behaviour therapy, psycho analytical.
- Guidance and counselling in India: its problems.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Survey: present status of guidance and counselling services in secondary schools.
- Identification of adolescent student's need of guidance in educational/ vocational and personal areas.
- Case studies with respect to guidance and counselling needs.

**Books Recommended:**

Arbuckle, D. (1958). Counselling: Philosophy, Theory and Practice. Boston : Allyn and Bacon Inc.

Crow and Crow (1962). Introduction to Guidance, Eurasia publishing house (P) Ltd, New Delhi.

Dunsmoor, C.C. and Miller, L.M. (1949). Principles and Methods of Guidance for Teachers, Scranton PG. International Test book.

Fletcher, F.M. and Riddle, W. (1962). The Guidance Movement in India. Personal and Guidance Journal.

Kochhar, S.K. (1984). Guidance and Universities. Sterling Pub. Pvt Ltd, New Delhi.

Krumboltz, J.D. and Thoresen, C.E. (1976) Counselling Method. New York, Holt, Rinehart and Winston.

Mehdi, B. & Stone (1978) Guidance in school, NCERT, 1978.

Miller, P.W. (1961). Guidance, principles and services. Ohio, Charles E. Merrill Books, 1961.

Nayak, A. K.(1997). Guidance and Counselling, APH Pub. Delhi.

Sharma, A.R. (2006). Fundamental of Guidance and Counselling, R. Lall Book Depot, Meerut.

Sharma, R. A. and Sikha Chaturvedi(2006-07). Educational, Vocational, Guidance and Counselling. R Lall Book Depot. Meerut.

Sharma, R. A. and Sikha Chaturvedi(2012), R Lall Book Depot. Meerut.

**B-302-B.3: Value and Peace Education**

**Examination Hours: Two**

**Maximum Marks: 50**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-15**

**External Marks-35**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To develop understanding with respect to concept of human values and their types.
2. To explain value education and role of formal and informal agencies in development of values.
3. To describe value conflict and facilitate development of positive values.
4. To enable students to understand significance of peace in human life.

**Learning outcomes:** The learners will:

- Understand the concept of value education and peace education.

- Move towards development of positive attitudes to make peaceful and value oriented society.
- Understand positive and negative determinants related to value and peace.
- Understand role of formal and informal agencies in development of value oriented and peaceful society

**Course Content:**

**Unit-1: Value Education**

- Concept and nature of human values.
- Types of values: Personal, social, moral, spiritual etc.
- Value education: Objectives and need, Role of family, school and society in development of values.
- Value conflict, Building positive attitude and interpersonal skills, positive habit formation, goal setting practices.

**Unit-2: Peace Education**

- Peace education: Concept and its applications in enhancing quality of life.
- Conflicts, stress, anxiety: analysis and reflections.
- Political, Religious and Social determinants affecting peace and value system at national and global platforms.
- Components of peace education for future, Role of UNESCO in peace education.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Assignments
- Unit test
- Role playing
- Survey of violence against children/ women / awareness program etc.
- Involving student-teachers in disseminating or providing value and peace related concepts among students of practice- schools.

**Books Recommended:**

Balvinder, K. (2006). Peace education: New trends and innovations, Deep and Deep Publication, New Delhi.

UNICEF Liberia (1993). Kukatonon: Training manual of conflict resolution, reconciliation and peace.

Cremin, P. (1993). Education for peace, Educational Studies Association of Ireland and the Irish peace institute.

Natthulal Gupta. Mulyaparak shiksha aur Samaaj.

R.A. Sharma. Manav mulya evam shiksha.

R.A. Sharma. Human Values and Education.

R.S. Pandey. Mulya shiksha ke Pariprekshya.

Yogesh kr.Singh and Ruchika Nath. Value Education.

**Examination Hours: Two**

**Maximum Marks: 50**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-15**

**External Marks-35**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To develop an understanding of the role of Statistics in Education.
2. To explain the meaning, characteristics and uses of N.P.C.
3. To facilitate understanding of basic methods of statistics.

**Learning outcomes:** Through undergoing the course the learner will:

1. Understand the concept and use of statistics in Education.
2. Understand the nature and application of basic statistical methods.

**Course Content:**

**Unit-1: Statistics in Education.**

- Meaning, Definition and nature of statistics.
- Statistics in Education: Aims, Need and Functions,
- Important-terms and symbols used in statistics.
- Organizing data for understanding : Frequency tables, Cross-tabulations
- Representing data through graphs

**Unit-2: Descriptive statistical methods**

- Measurement of central tendencies, limitations of central tendencies.
- Types of central tendency (Mean, Median, Mode), calculation of central tendencies.
- Measure of variability: Utility and importance of measures of variance/Deviation (Quartile deviation, mean deviation, standard deviation).
- Correlation: meaning, nature and types of correlation
- Measurement of correlation, meaning definition of coefficient of correlation, Analysis of correlation.
- Calculation of coefficient correlation (Spearman's Rank difference and Pearson's product moment method).
- Normal probability curve: Meaning, Characteristics and uses.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Practical exercises on computation of basic statistical indices.
- Solving problems based on normal probability curve
- Unit test

**Books Recommended:**

Asthana,B and Agrawal (1986) , Measurement and evaluation in Psychology and Education.

Bhatnagar, R.P and M.Bhatnagar (2007). Educational Research.

Lal,RamanBehari and S.Palod (2017-18) Assessment and Learning.

Kaul,Lokesh (2010), Methodology of Educational Research.

Lal,R.B and S.C.Joshi (2010), Educational Psychology and Elementary Statistics.

### **EPC-303: Community Work**

**Maximum Marks: 25**

**Mode of Examination/Assessment: Internal**

**Internal Marks-25**

**External Marks-00**

**Course Objectives:** The present course is aimed to attain following objectives:

- To facilitate and motivate learner's engagement in community work.
- To develop understandings with respect to socio-cultural context of learners.
- To develop ability to assess needs of learner in his/her socio-cultural context.
- To create awareness among student-teachers for development of self and community.

**Learning outcomes:** The learners will attain:

- An understanding of the socio-cultural context and existing needs of students
- Feel motivated to participate and organize specific community programmes to facilitate positive changes in community.
- Be able to involve community members in awareness and educational development programs.

**Course Content:** This is a practical course, involving following suggestive list of activities to be organized by student-teachers with active involvement peers/ community members/ school children:

- Organization of rallies or campaigns on any social issue: Polio, HIV, electoral rights, gender sensitization etc.
- Gardening/ cleaning drive in the campus & beautification.
- Organization of Assembly.
- Cultural programmes.
- S.U.P.W.
- Scouts & Guides.
- Celebration of national festivals, teachers day etc
- Decoration of classrooms etc.
- Organizing exhibitions & educational competitions.
- Educational gallery.
- Any other relevant activity, to be selected in consultation with HOD.

**Note:** The student-teacher shall maintain a written record of activities in which he/she has participated, which along with her motivation and involvement shall be assessed by teacher(s) designated by HOD..

### **Semester-IV**

#### **B-401: Education in Contemporary Indian Society**

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To facilitate development of understandings related to concept of education in contemporary Indian society.
2. To help understand the relationship between education and society through exploring education during different historical periods.
3. To develop knowledge about various developments in education at secondary level during post-independence period in India.
4. To enable learner in exploring various issues of Indian educational system.

**Learning outcomes:** The student teacher will be able to:

- Get an opportunity of learn and evaluate different concepts and issues of contemporary Indian society and education.
- Contextualize contemporary education in the light of its historical development.
- Identify different problems of secondary education and issues that need policy-focus.
- Appreciate diverse perspectives on different issues of education.

**Course Content:**

**Unit-1: Concept of Education**

- Meaning and nature 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-2: Historical Foundations of Indian Education**

- Vedic Period.
- Buddhist Period.
- Muslim Period.
- British Period: various reports and recooendations

**Unit-3: Contemporary Indian Society**

- Its nature and structure : Salient features
- Internal and External forces: Challenges facing Indian society.
- Constitutional provisions for Education; Specific provisions for education of SC,ST, OBC and Girl child).
- The Public-Private debate.

**Unit-4: Secondary Education in Post-Independence India**

- Reports of various Commissions and policies: 1952-53, 1964-66, 1986, 1992, NKC, NPE-2020
- Present status.
- Problems in Secondary education: Vocationalisation, Nationalisation and Equality of educational opportunities, Quality issues.
- Concept and need of Distance and Inclusive education.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Identification of problems of girl child, SC and ST.



- Study of any one problem of secondary education.
- Unit test/ assignments.
- Preparing list of agencies of education operating in Uttarakhand State.

**Books Recommended:**

Agnihotri, R.: *Adhunik Bhartiya Shiksha –Samayaen Aur Samadhan.*

Pandey, R.S.: *Education- Yesterday and Today.*

Parmar, L.: *Human Rights.*

Upadhaya, P.: *Emerging Trends in Indian Education.*

**B-402: School Curriculum Development**

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To develop understandings about the concept and objectives of curriculum development.
2. To provide knowledge of principles, approaches and models of curriculum development.
3. To acquaint learners with the Indian context of curriculum development.
4. To develop understanding about the process of curriculum evaluation.
5. To develop understanding as to how curriculum development can be linked to innovation & change.

**Learning outcomes:** The student teacher will be able to:

- Explain the concept and objectives of curriculum development.
- Discuss approaches and principles of curriculum development.
- Analyze curriculum in Indian context.
- Discuss various measures for curriculum development.

**Course Content:**

**Unit-2: Understanding Curriculum**

- Meaning, Definition, need, importance and nature of school curriculum development
- Educational and instructional objectives of curriculum.
- Determinants of curriculum, factors influencing curriculum.
- Curriculum and syllabus.

**Unit-2: Curriculum in Indian Context**

- Principles of curriculum construction.
- Curriculum development: steps of curriculum development.
- Bases of curriculum transaction.
- Types of curriculum, curriculum integration, Defects of present curriculum.

**Unit-3: Approaches of Curriculum Development**

- Approaches of curriculum development- Topical, unit & concentric approaches.
- Organization of curriculum.
- Models of curriculum development-Hilda Taba (comprehensive evaluation) & Mukhopadhyay (curriculum evaluation).

**Unit-4: Frameworks for Curriculum Development**

- Role of NCERT/SCERT in curriculum development. Place of Co-curricular activities.
- NCF 2005: Special features, understanding CCE.
- Textbooks: Need and importance.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Assignments
- Unit test
- Developing small learning modules.
- Critical analysis of the curriculum of CBSE and Uttarakhand Board.
- Identifying activities to integrate in to the curriculum at school level.

**Books Recommended:**

Bruner, J.S : The Process of Education. Harvard University Press .  
 Nolda,T: Curriculum Development : Theory & Practice. New York.  
 NCTE 1996.  
 Reports of various Education Commissions

**B-403: Measurement & Evaluation**

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

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

**Learning outcomes:** The student teacher will be able to:

- Know the history of evaluation and its current practices.
- Discuss various perspective and practices of testing.
- Emphasize the need to view assessment as an aspect of learning.
- Recognize the role of evaluation in motivating children to learn.

**Course Content:**

**Unit-1: Measurement, Assessment and Evaluation in Education**

- Meaning, Definition and Organs of Measurement.
- Qualitative and Quantitative Measurement, Levels and Kinds of Measurement.
- Meaning and definition of Assessment
- Meaning & Definition of Evaluation, Aims and Functions of Evaluation, Process of Evaluation, Steps in Evaluation Process.
- Types of Evaluation: Subjective and Objective, Formative and Summative.
- Difference between Measurement, Assessment and Evaluation

**Unit-2: Tools and Techniques of Evaluation**

- Test, Apparatus & Tools- Aptitude and Personality; Self Report Tools- Questionnaire and Interview; Observation Tools- Checklist and Rating Scale; Projective Tools- Inkblot and TAT.
- Qualities of a good evaluation tool.

### **Unit-3: Achievement and Diagnostic Tests**

- Meaning and Definition of Achievement Test, Types and Functions.
- Meaning & Definition of Diagnostic Test, Aims, Levels and Importance of Diagnostic Test, difference between Achievement & Diagnostic Tests.
- Characteristics of good evaluation test, Teacher-made and Standardized test, Grading System.
- Remedial Teaching: Meaning, importance and process

### **Unit-4: Evaluation and Examination System**

- Historical context of Evaluation and Examination in India
- Various commissions and their reports on examination reforms.
- Internal and External Evaluation
- Grading system

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

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

### **Books Recommended:**

Gronlund, N.E.: Measurement & Evaluation

Gupta, S.P.: Shaikshik Mapan Evam Mulayankan

Rastogi, K.G.: Shiksha Mein Mapan Evam Mulayankan

Parihar, Amarjeet Singh. R.Lall Book Depot, Meerut.

Sharma, R.A. Mansik Mapan Evam Mulayankan

Lal, R.B. & S. Palod. Shaikshik Manovigyan Evam Mulayankan

## **B-404: Inclusion In School Education**

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

- To develop an understanding of concept, principles and development of Inclusive education in India.
- To discuss various types of special children.
- To provide knowledge of skills, roles, responsibilities and qualities of an inclusive teacher.
- To enable students to understand the importance of guidance and counselling in Inclusive education

**Learning outcomes:** The student-teacher will be able to:

- Explain the concept and historical background of inclusive education.
- Explain various forms of special children.
- Analyze various programmes of teacher preparation for inclusive education.
- Appreciate role and responsibilities of teacher in Inclusive Education

**Course Content:**

**Unit-1: Inclusive Education**

- Meaning, Definition, Objectives, Characteristics, Importance, Dimensions and Need.
- Principles of Inclusive education.
- Historical development of Inclusive Education in India.

**Unit-2: Types of Special Children**

- Children with special needs: Meaning and Process of Identification.
- Types of Children with Special Educational Needs- physical, mental, social, emotional and multiple.
- Classroom management in inclusive education.
- Different type of disabilities

**Unit-3: Teacher Preparation For Inclusive Education**

- Characteristics of Inclusive Teacher: Attitude, Values, Ethics and Beliefs.
- Various programmes for preparing teachers for inclusive education.
- SSA and Inclusive education.

**Unit-4: Role and Responsibilities**

- Role of parent-teacher association.
- Various provisions of PWD Act for schools
- Socialization process in the classroom with respect to inclusion.
- Guidance & Counselling programme in Inclusive Education for stakeholders.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Assignments/ unit tests.
- Group discussion.
- Interview/ survey
- Case study/ observation.
- Guest lecture.

**Books Recommended:**

Inclusive Education – Madan Singh.

Inclusive Education – A.B.Bhatnagar, AnuragBhatnagar, N.Bhatnagar.

Inclusive education- Yogendra K. Sharma and Madhulika Sharma.

Inclusive education- Yatendra Thakur.

**EPC- 405: Joyful Learning: Program *Anandam***

**Maximum Marks: 25**

**Mode of Examination/Assessment: Internal**

**Internal Marks-25**

**External Marks-00**

**Course Objectives:** The present course is practical in nature, based on the *Anandam* program being run in DIETs of Uttarakhand under the scheme of SCERT. It is aimed to attain following objectives:

- Develop the art of practicing happiness in school and classroom.
- To create resources for making the process of learning joyful.
- Arouse consciousness towards inner self and outside world, including environment of school and classroom.
- Acquaint student-teachers with skills to keep school and classroom environment happy and free from stress, and evolve an encouraging work culture.

**Learning outcomes:** The student-teachers will become able to:

4. Express happiness and joy in feelings and behaviour in classroom and school.
5. Develop emotional stability and a sense of self-reliance as inherent in program *Anandam*.
6. Acquire skills of creative expression.
7. Create a joyful learning environment.

**Course Content:**

- The program *Anandam*, its learning material and related manual constitute as guide for conducting this EPC course. Faculty from DIET who have undergone training in Program *Anandam* may be invited to organize/supervise activities organized under this course. It includes orientation of use and practice the following in teaching-learning and environment building.
  - Story-telling
  - Games /Sports
  - Yoga
  - Music
  - Dance
  - Theatre, Drama, Street-plays.
  - Fine arts
  - Any other relevant activity

**Note:** The student teacher shall maintain a written record of above activities in which he/she has participated, which along with his/her performance and involvement will be assessed by teacher(s) designated by HOD

