

**Curriculum for  
Two-Year Bachelor of Education (B.Ed.)  
As per NCTE Guidelines**

**FACULTY OF EDUCATION**

**Bachelor of Education  
Two Year Programme  
Semester System  
(Session : 2025-2027)**

**Sri Dev Suman Uttarakhand Vishwavidyalaya  
Badshahithaul, Tehri (Garhwal)  
Uttarakhand - 249199**

## **Regulations Governing the Programme**

### **1. Programme and Duration:**

Programme of Teacher Education titled ‘Bachelor of Education’ (B.Ed.) degree programme. The programme will be of two year duration organized in the semester pattern with 2 semesters in a year. Each semester will consist of a minimum of 16 weeks of instruction excluding examination.

The programme is comprised of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. Transaction of the courses will be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio- cultural environments.

#### **1.1 Duration of the Programme:**

The B. Ed. Programme will be spread over two years (04 Semester) duration i.e. minimum 200 working days in a year exclusive of the period of admission and examination which can be completed in a maximum of three years from the date of the admission to the programme. Institution shall work for a minimum of thirty -six hours a week during which physical presence of all the teachers and student teachers in the institution is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed. Each period will be of 45 minutes and the classroom engagement will be of six hours with appropriate break/s.

#### **1.2 Eligibility for the Admission to the Programme:**

Candidates with at least 50% Marks either in Bachelor Degree and /or in Master Degree in Science/ Social Sciences/Humanities/Commerce, Bachelor in Engineering of Technology with specialization in Science and Mathematics with 55% Marks or any other Qualification equivalent thereto are eligible for admission to the programme (relaxation of 5% marks for SC/ST/ PH candidates).

**Reservation of seats– as per the Uttarakhand State rules.**

#### **1.3 Admission**

Admission shall be made on merit on the basis of marks obtained in the entrance examination or any other selection process as per policy of the State Government/ and the University.

#### **Scheme of the Instruction:**

In accordance with the NCTE regulations, the programme includes 24 courses of 88 credits which are positioned throughout the 4 semesters. This also includes the pedagogy courses in different school subjects which will be selected by the student teachers according to their area of specialization in their degree/post graduate levels. One optional course is also included in the IV semester. The requirements of the 20 weeks of Engagement with the field proposed by the NCTE, are met through two rigorous phases of School Attachment Programmes. The first phase is of 2-week duration which will be organized in the selected schools. The longer duration, 16 weeks will be organized in the third semester of School Attachment Programme, is primarily an internship in teaching Programme which will be

organized in selected schools. Two weeks of community work will be organized during which the student teachers will be participating in the community related activities.

**1.4 Medium of Instruction:** The medium of instruction and examination will be English and Hindi for all courses.

**1.5 Attendance:** A student shall be considered to have satisfactory attendance to appear the examination if he/she attends not less than 80% of the total working days for theory classes and attends 90 % school internship. 10% attendance in theory classes can be relaxed by the head for illness or medical condition after submitting the medical certificate in original countersigned by CMO/CMS.

## 2. Courses of Study:

### 2.1 Components of the Course :

Each component of the curriculum will have sub component with course titles of study with specific credits and scheme of examination. The courses of study are organized under the following titles:

1. Perspective courses	(PC)
2. Curriculum and Pedagogy Studies	(CPS)
3. Enhancing Professional Capacities	(EPC)
4. Engagement with Field/School Attachment Programme	(EF/SAP)
5. Internship in School Subjects	(ISS)
6. Community-Work	(CW)
7. Electives	(EL)

### 2.2 Details of the Courses :

- **The Perspective Courses (PC):** This includes 6 papers which are mandatory and offered from 1<sup>st</sup> semester to 4<sup>th</sup> semester. These are the core papers that provide necessary theoretical inputs and perspectives in understanding education, learner, learning, teaching and the curriculum in the context of school and society.
- **The Curriculum and Pedagogy Studies (CPS):** This includes 2 papers in the respective pedagogy of the school subject which are offered in semester 1 and 2. Each student teacher will select 2 pedagogy papers of school subjects in semester 1 and continue with the same subjects in semester 2 as well as for teaching at secondary level. Besides this, there are other 4 papers which are mandatory under CPS are offered in different semesters. The pedagogy subjects that will be offered based on the graduate/ post graduate subjects of the students are as follows:

**Table No. 1 – Curriculum in Pedagogy Courses**

S.No.	Discipline	Pedagogy of School Subject
1.	Language	Pedagogy of Hindi/Sanskrit, English
2.	Humanities	Pedagogy of Social Study Pedagogy of Computer science Pedagogy of Commerce Pedagogy of Home Science
3.	Science (for students with the background of CBZ/Botany/ Zoology/ Biotechnology/Microbiology)	Pedagogy of Physical Science Pedagogy of Biological Science
4.	Science (for students with the Background of PCM/ Physics/ Chemistry/ Mathematics/Statistics	Pedagogy of Physical Science Pedagogy of Mathematics

- **Enhancing Professional Capacities (EPC):** This includes 4 courses where in the student teacher is equipped with certain competencies that are essential to enhance the professional capacities of student teachers.
- **School Attachment Programme (SAP)/ Engagement with Field (EF):** This includes school attachment programme which will be carried out in 2<sup>nd</sup> semester, where in the student teacher will be exposed to the school environment and its various functions and roles. The two curricular areas of ‘Perspectives in Education’ and ‘Curriculum and pedagogic studies’ shall offer field engagement through different tasks and projects with the school, and child in school and out of school. The student teachers will have the experience of know-how of the theoretical frameworks studied in a teacher education classroom with field- based experiences. In the 3<sup>rd</sup> semester with the Internship, the community work will be organized for two weeks to engage the student teachers in various community related activities.
- **Internship in School Subjects (ISS):** This course intends to provide school experience in totality to the student teachers where they will give the required number of lessons and perform various tasks in the respective 2 pedagogical subjects in the 3<sup>rd</sup> semester.
- **Electives (EL):** This includes 5 Elective courses among which any one can be chosen by the student teacher. The Elective courses are provided in order to empower the student teachers with the additional competencies in any one of the chosen subject areas related to secondary level.

**TableNo.2 -B.Ed. Course- Semester wise Papers**

S. No.	Code	Subjects	Credits	L+T+P	Contact Hours per week	Marks
<b>FIRST SEMESTER</b>						
1	PC-1	Childhood and Growing Up	4	3+1+0	5	100
2	PC-2	Learning and Teaching	4	3+1+0	5	100
3	CPS-I	Language Across the Curriculum	2	1+1+0	3	50
4/5	CPS-II / CPSIII	Pedagogy of Hindi-I Pedagogy of Sanskrit-I Pedagogy of English-I Pedagogy of Physical Science-I Pedagogy of Mathematics -I Pedagogy of Biological Science-I Pedagogy of Social Study-I Pedagogy of Computer Science-I Pedagogy of Home Science-I Pedagogy of Commerce-I	4	2+2+0	6	100
6	EPC-1	Reading and Reflecting on Text	2	0+1+1	4	50
7	EPC-2	Drama and Art in Education	2	0+1+1	4	50
		<b>Total</b>	<b>22</b>			<b>450/100</b>

<b>SECOND SEMESTER</b>							
1	PC-3	Contemporary India and Education	4	3+1+0	5	100	
2/3	CPS- II/ CPS-III	Pedagogy of Hindi-II Pedagogy of Sanskrit-II Pedagogy of English-II Pedagogy of Physical Science-II Pedagogy of Mathematics -II Pedagogy of Biological Science- II Pedagogy of Social Study-II Pedagogy of Computer Science-II Pedagogy of Home Science-II Pedagogy of Commerce-II	4 4	2+2+0 2+2+0	6 6	100 100	
4	CPS-IV	Assessment for Learning	4	3+1+0	5	100	
5	CPS-V	Understanding Disciplines and Subjects	2	1+1+0	3	50	
6	SAP	School Internship- I	4	0+0+4	8	100	
		<b>Total</b>	<b>22</b>			<b>450/ 100</b>	
<b>THIRD SEMESTER</b>							
1	ISS	Internship II in School Subject One	8	0+0+8	16	150	
2	ISS	Internship II in School Subject Two	8	0+0+8	16	150	
3	SAP	School Internship II (Activites)	4	0+0+2	8	30	
4	CW	Community Work	2	0+0+2	4	20	
		<b>Total</b>	<b>22</b>			<b>350</b>	
<b>FOURTH SEMESTER</b>							
1	PC-4	Gender, School and Society	2	1+1+0	3	50	
2	PC-5	Knowledge and Curriculum	4	3+1+0	5	100	
3	PC-6	Creating an Inclusive School	4	3+1+0	5	100	
4	EL	Optional (Choose One): a) Education for Vocation/Work Experience b) Health and Physical Education c) Education for Peace d) Guidance and Counselling e) Extension Education	4	3+1+0	5	100	
5	CPS-VI	Education for Sustainable Development	4	3+1+0	5	100	
6	EPC-3	Critical Understanding of ICT	2	0+1+1	4	50	
7	EPC-4	Understanding the Self	2	0+1+1	4	50	
		<b>Total</b>	<b>22</b>			<b>450/ 100</b>	
<b>Overall Credits: 88</b>				<b>Total Marks: 2000</b>			

\*Tutorials, Seminar, Activities, Community work, Educational tour, Scout Guide camp, Workshop etc. will be the integral part of the curriculum.

**Table No.3- Credits according to the grouping of the courses**

<b>S.No.</b>	<b>Course Category</b>	<b>Code</b>	<b>Credits</b>
1	Perspective Courses	PC	22
2	Curriculum and Pedagogy Studies	CPS	28
3	Enhancing Professional Capacities	EPC	8
4	Engagement with Field (SAP, Activities of Internship, Community Work)	SAP/ISS/CW	26
5	Electives	EL	4
1		<b>Total</b>	<b>88</b>

### 3. School Internship:

The B.Ed. curriculum shall provide for sustained engagement with the Self, the Child, Community and School, at different levels and through establishing close connections between different curricular areas.

#### 3.1 Duration :

School Internship is an integral component of B. Ed. Course. In the first year, there shall be work on the field amounting to a minimum of 2 weeks in the second semester. In semester third, there shall be a minimum of 16 weeks of engagement with the field for school internship and community work for 2 weeks. Thus, a minimum of 20 weeks (2+16+2) shall be allocated over the two years for tasks, assignments and school internship in the field, under the broad curricular area Engagement with the Field.

#### 3.2 Scheme of the Examination:

There shall be a terminal (C<sub>3</sub>) Examination conducted by the University at the end of each semester in Theory and/or Practical as the case may be. Detailed Scheme of Examination along with breakup of C<sub>1</sub>, C<sub>2</sub> and C<sub>3</sub> marks is given below. All the courses will be evaluated for a total of 100/50 marks in the C<sub>1</sub>, C<sub>2</sub> and C<sub>3</sub> pattern. Question paper setting, valuation, declaration of results, challenge valuation and all other examination related issues will be as per the rules and procedures followed by the University.

**Table No. 4 –Assessment of Courses in Four Semesters**

S. No.	Subjects	Paper code	Credits	L+T+P	Contact Hours per week	Periodical assessment (C <sub>1</sub> +C <sub>2</sub> )	Terminal Assessment	Total Marks
						C <sub>1</sub> +C <sub>2</sub> = 30	C <sub>3</sub> =70	
<b>FIRST SEMESTER</b>								
1	Childhood and Growing Up	101	4	3+1+0	5	30%	70%	100
2	Learning and Teaching	102	4	3+1+0	5	30%	70%	100
3	Language Across the Curriculum	103	2	1+1+0	3	30%	70%	50
4/5	Pedagogy of School Subjects (Choose any two)							
	Pedagogy of Hindi-I	104	4	2+2+0	6	30%	70%	100
	Pedagogy of Sanskrit-1	105	4	2+2+0	6	30%	70%	100
	Pedagogy of English-I	106						
	Pedagogy of Physical Science-I	107						
	Pedagogy of Mathematics - I	108						
	Pedagogy of Biological Science-I	109						
	Pedagogy of Social Study- I	110						
	Pedagogy of Computer Science I	111						
	Pedagogy of Home Science- I	112						
	Pedagogy of Commerce- I	113						
6*	Reading and Reflecting on Text	114	2	0+1+1	4	30%	70%	50
7*	Drama and Art in Education	115	2	0+1+1	4	30%	70%	50
	<b>Total</b>		<b>22</b>					<b>450/ 100</b>

SECOND SEMESTER								
1	Contemporary Indian Education	201	4	3+1+0	5	30%	70%	100
2/3	Pedagogy of School Subjects (Choose any Two)	202 203 204 205 206 207 208 209 210 211	4 4	2+2+0 2+2+0	6 6	30% 30%	70% 70%	100 100
	Pedagogy of Hindi-II							
	Pedagogy of Sanskrit-II							
	Pedagogy of English-II							
	Pedagogy of Physical Science-II							
	Pedagogy of Mathematics -II							
	Pedagogy of Biological Sciences-II							
	Pedagogy of Social Study-II							
	Pedagogy of Computer Science-II							
	Pedagogy of Home Science-II							
4	Assessment for Learning	212	4	3+1+0	5	30%	70%	100
	5 Understanding Disciplines and Subjects	213	2	1+1+0	3	30%	70%	50
6*	School Internship- I (Two weeks)	214	4	0+0+4	8	30%	70%	100
	<b>Total</b>		<b>22</b>					<b>450/ 100</b>

### THIRD SEMESTER

1*	Internship II in School Subject one (Sixteen Weeks)	301	8	0+0+8	16	30%	70%	150
2*	Internship II in School Subject one (Sixteen Weeks)	302	8	0+0+8	16	30%	70%	150
3*	QP, Action research & Psycho Test of School Internship II	303	4	0+0+2	8	50%	50%	30
4*	Community Work (Two Weeks)	304	2	0+0+2	4	50%	50%	20
	<b>Total</b>		<b>22</b>					<b>350</b>

### FOURTH SEMESTER

1	Gender, School and Society	401	2	1+1+0	3	30%	70%	50
2	Knowledge and Curriculum	402	4	3+1+0	5	30%	70%	100
3	Creating an Inclusive School	403	4	3+1+0	5	30%	70%	100
4	Optional (Choose One): a) Education for Vocation/Work Experience b) Health and Physical Education c) Education for Peace d) Guidance and Counselling e) Extension Education	404 405 406 407 408	4	3+1+0	5	30%	70%	100
5	Education for Sustainable Development	409	4	3+1+0	5	30%	70%	100
6*	Critical Understanding of ICT	410	2	0+1+1	4	30%	70%	50
7*	Understanding of Self	411	2	0+1+1	4	30%	70%	50
	<b>Total</b>		<b>22</b>					<b>450/ 100</b>
					<b>Overall Credits:</b>	<b>88</b>	<b>Total Marks:</b>	<b>2000</b>

#### \*Courses which do not have C3 Theory Examination

L: Lectures: 1 credit =1hr/week x 16 weeks

T: Tutorial:1 credit =2hr/week x 16 weeks

P: Practicum/practical =2hr/week x 16 weeks

V: Credit value of a course is L+T+P

### **3.3 Semester Assessment and Evaluation:**

1. A semester is divided into three discrete components namely C<sub>1</sub>, C<sub>2</sub> and C<sub>3</sub>. The evaluation of the first component C<sub>1</sub> will be done during the first half of the semester after completing the I, II and III units of the syllabus with a weightage of 15%. This will be consolidated during the 8<sup>th</sup> week of the semester.
2. The evaluation of the second component C<sub>2</sub> will be done during the second half of the semester when units IV, V and practicum work of the syllabus are completed which will have a weightage of 15%. This will be consolidated during the 14<sup>th</sup> week of the semester.
3. In general, C<sub>1</sub> and C<sub>2</sub> are evaluated through Test/ Seminar/ Dissertation/ Presentation/Assignment between the 8<sup>th</sup> and 14<sup>th</sup> week of the semester, the semester end examination will be conducted by the University and this forms the third component of evaluation, C<sub>3</sub> with weightage of 70%.
4. \*If a candidate has not scored at-least 40% in C<sub>1</sub> and C<sub>2</sub> put together, he/she is not allowed to appear for C<sub>3</sub>.
5. It should be noted that evaluated papers/assignments of C<sub>1</sub> and C<sub>2</sub> assessment are immediately returned to the candidates after obtaining acknowledgement in the register maintained by the concerned teacher for this purpose.
6. Question paper setting for C<sub>3</sub> shall be done by Examiners for each subject approved by the University, for preparing, scrutinizing and approving the question papers and scheme of valuation.
7. Instead of declaring results of theory and practical separately, there will be only one result combining the two.
8. In III semester the marks of ISS in both subjects, School Internship II and CW will be declared combining all above.

### **3.4 Examination Pattern:**

Assessment will include both internal and external. Internal assessment will be conducted on the basis of assignments, internal exam, reflective patterns, project reports, dairies, journals and students' portfolios.

1. There shall be a university examination at the end of each semester as per the details of the scheme of examination.
2. The minimum pass marks in each semester examination shall be 40% for each theory paper and practicum and 50% for internship in teaching separately. Candidates will have to pass each theory paper and practicum separately.
3. Admission in the subsequent semester/s will be based on passing in courses of appropriate credits as per the rules followed in the university semester system.
4. A candidate who fails in any courses in the first year in any semester of the course will be eligible to take the examination in that part of the subject (theory paper) as the case may be, in which he/she fails along with the next year.
5. A candidate who fails in any courses in second year till last semester of the course will be allowed to appear in that part of the subject in which he/she fails at the subsequent examination within the stipulated period of three years.
6. In case a candidate fails in internship teaching, he/she will have to undergo internship as a regular student in the subsequent year.
7. Candidates can apply for re-evaluation in any of the theory papers as per the rules stipulated by the University.

The evaluation of the practicum and internship programme of the B.Ed. students will be performed by examiner/s in the following manner: -

### For I, II and IV Semesters

- Examiners (01) of the same university.
- Internal Examiner (01)-Head/Representative of the same institution.

### For III Semester

- External Examiners (02) one from the same university and second from same university/ other universities of the same state or other states.
- Internal Examiner (01)-Head/Representative of the same institution.

### 3.5 Distribution of Marks per course

Duration of semester end examination (C<sub>3</sub>) for all theory courses will be for 3 hours, except for the courses CPS-I, Language across Curriculum; CPS-V, Understanding Disciplines and Subjects; and PC-4 Gender, School and Society which would be of 2 hours duration and 50 Mark each. The distribution of total marks per course has been elaborated as following-

**Table No. 5—Distribution of Marks in Four Semesters**

Course	Total Marks	Internal marks	Distribution of Internal marks			External marks
			Assignment	Internal Examination	Practicum (any two)	
All Courses PC, CPS	100	30	10	10	10	70
CPS-I, CPS-V& PC-4	50	15	5	5	5	35
EPC, 1,2,3 &4	50	15	5	-	Activities 10	35
School Internship- I	100	30	-	-	Activities 30	70
Internship-II in two School Subjects	300 (150/150)	100 (50/50)	-	-	Activities 100 (50/50)	200 (100/100)
Activities of School Internship II	30	15	-	-	Activities 15	15
Community Work	20	10	-	-	Activities 10	10
<b>Terminal Examinations</b>						
Courses		Type of Question		To attempt		Marks each
General Courses- PC, CPS Except*		Long Questions Short Questions		Two out of Four Five out of Eight		15 08
*CPS-I, CPS-V& PC-4		Long Questions Short Questions		Two out of Four Three out of Eight		10 05

### 4. Miscellaneous:

- These regulations will apply to the candidates admitted for the academic year 2025-27 and onwards for the courses mentioned above.
- Other regulations not specifically mentioned above are as per the Regulations of the University as applicable from time to time.
- Any other issue not envisaged above, shall be resolved by the Vice-Chancellor in consultation with the appropriate Bodies of the University, which shall be final and binding.

## OBJECTIVES OF THE B. Ed. PROGRAMME

The objectives of this programme are-

- Prepare teachers from upper primary to middle level (Classes VI-VIII), Secondary Level (Classes IX-X) & Senior Secondary Level (Classes XI-XII).
- Understand various educational issues in the context of diverse socio-cultural & Multilingual Indian Society.
- Internalize the nature of education and pedagogic process through enriched experiences.
- Contribute to reduce the gap between theory and practice by dovetailing both appropriately.
- Use varied modes of learning engagement in accordance with the requirements.
- Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues.
- Describe teaching learning process in the classroom and various factors that influence it.
- Plan and organize classroom through learners centered techniques of instruction and inclusive education.
- Organize effective whole classroom instruction and justify it.
- Conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.
- Use Information Communication Technology resources, for effective classroom teaching.
- Develop and select tests, evaluate and keep records of student's progress.
- Resolve classroom and school problems through action research.
- Foster skills and attitude for involving the Community as an educational partner and use Community resources in education.
- Become self-regulated learners; develop professional commitment and responsibility.

## SEMESTER-I

### Course PC-1: Childhood and Growing Up Code: 101

**Credits: 4 (3L+1T+0P)**

**Marks: 100**

**Contact hrs. Per Week: 5**

**C1+ C2: 30**

**Exam Duration : 3hrs.**

**C3: 70**

#### Objectives:

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

1. Explain Educational psychology and describe theories of Child development.
2. Explain childhood, stages of development and adolescence.
3. Understand personality, intelligence and its measurement.
4. Describe mental health & hygiene and its importance in school.
5. Understand the role of motivation in the child's development.
6. Comprehend the theories of Intelligence.

#### Unit – I

- Educational Psychology : Meaning and importance.
- Childhood : Physical, Intellectual, Social and emotional development of child.
- Meaning and Principles of Growth and Development, stages of human development.
- Theories of Child Development : Piaget's & Bruner's theory of Cognitive Development.

## **Unit- II**

- Adolescence : Meaning and characteristics.
- Need of guidance and counseling for adolescence.
- Problems of drug abuse and mobile misuse in adolescents.
- Equity and Equality : Meaning in educational perspectives.

## **Unit- III**

- Mental Health & Hygiene: Meaning and Factors affecting Mental Health & Hygiene.
- Personal and environmental hygiene, Swahchta Diwas.
- Common mental health disorders and their preventive measures.
- Role of media and yoga for mental health.

## **Unit- IV**

- Personality: Meaning and nature
- Factors affecting development of Personality.
- Type and Trait Theories of Personality
- Assessment of Personality: TAT, Rorschach Test

## **Unit- V**

- Motivation: Meaning and role of motivation in learning process.
- Humanistic Approach to learning: Maslow's theory
- Meaning, nature and characteristics of Intelligence
- Theories of Intelligence- Thurstone's Primary Mental Abilities (PMA), Guilford's Structure of Intellect (SOI) Theory.

### **Practicum:**

1. Critically examine hygienic condition of school and prepare a report.
2. Prepare a report about various traits of personality present in different individuals.
3. One Psycho practical related to any topic above – Administration of a test and interpretation.

### **References**

1. Mangal,S.K.and Mangal S.,2005,Child Development, Arya Book Depot, New Delhi.
2. Pareek M.(2002).Child Development and Family Relationship, Research Publication, Jaipur.
3. Sharma,R.K.,Sharma,H.S, andTiwari,A. (2006). Psychological Foundation of Child development, Radha Prakashan Mandir, Agra.
4. Srivastava D.N.,Verma P. (2007). Child Psychology: Child Development, Vinod Pustak Mandir, Agra.
5. Singh.D.P.,Talang. Amritanshy, Prakashved. 2002 psycho-social basis of learning and development, research publication, Jaipur.
6. Mathur,S.S,Development of learner and Teaching learning process, Agrawal publication.
7. Mishra.R.C.2010, Child psychoplogy. A.P.H. publishing corporation, New Delhi.
8. Dr. Anjana Bhardwaj, Life Skills Education and Adolescents, Kanishka Publishers

**Course PC- 2 : Learning and Teaching**  
**Code: 102**

**Credits: 4 (2L+ 2T +0P)**  
**Contact hrs. Per Week: 5**  
**Exam Duration: 3 hrs.**

**Marks: 100**  
**C1 + C2: 30**  
**C3: 70**

**Objectives:**

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

1. Comprehend the process of teaching & learning.
2. Understand the relationship of cognitive, social and emotional development with learning process.
3. Reflect on the concept and process of effective teaching and construction of knowledge.
4. Explain the theories of learning and understand the learner.
5. Apply the transfer of learning in real life situations.
6. Understand the use various learning styles in classroom.
7. Develop the art of effective questioning and interactive dialogue with the learners.

**Unit- I**

- Learning -meaning & factors influencing learning: Social learning, Experiential learning
- Transfer of learning, significance of curiosity, interest, active engagement and inquiry in learning
- Learners' need, learning in and outside the school.
- Role of a teacher in a teaching-learning context

**Unit- II**

- Laws of Learning as proposed by Thorndike
- Theories of learning- Skinner & Vygotsky.
- Constructivism approach of Learning
- Meaning and Types of Learning Styles - VARK

**Unit- III**

- Teaching its meaning and its stages (memory, understanding and reflective)
- Relationship between teaching and learning, teaching in a diverse classroom.
- Effective Teaching, Maxims and Phases of Teaching.
- Teaching strategies, Art of questioning.

**Unit- IV**

- Educational Technology: concept, its need, importance and types.
- Teaching Technology and Instructional Technology.
- Teaching Skills: - Micro Teaching, Simulated Social Skill teaching (SSST).
- Concept of feed-back and reinforcement in education.

**Unit- V**

- Audio visual aids: meaning, importance and classification
- Innovations in teaching: Team Teaching, Programmed Instruction.
- Concept of OER and MOOC courses, Development of e-content.
- Teaching as a profession and professional ethics among teachers.

**Practicum-**

1. Make visits to schools and examine classroom diversity of children. Record and present a report.
2. Conduct few activities on learning.
3. Preparation of complete Micro lesson plans on any relevant topics.

### References

1. अधिगम और शिक्षण, लेखक: डॉ. वी. सी. पांडेय, प्रकाशक: विमल प्रकाशन
2. शिक्षण अधिगम प्रक्रिया, लेखक: डॉ. रमेश चंद्र श्रीवास्तव, प्रकाशक: राधा पब्लिकेशंस, नई दिल्ली
3. अधिगम का मनोविज्ञान, लेखक: डॉ. एस. के. मंगला, प्रकाशक: लक्ष्मी नारायण अग्रवाल, आगरा
4. शिक्षा मनोविज्ञान, लेखक: डॉ. सुनीता शर्मा, प्रकाशक: शारदा पुस्तक भवन, इलाहाबाद
5. शिक्षण कौशल और अधिगम शैलियाँ, लेखक: डॉ. सीमा त्रिपाठी, प्रकाशक: नवभारत प्रकाशन
6. Learning and Teaching, Author: S.K. Mangal, Publisher: PHI Learning
7. Learner and Learning Process, Author: J.C. Aggarwal, Publisher: Shipra Publications
8. Teaching Skills, Author: R.A. Sharma, Publisher: Dhanpat Rai Publishing Company
9. Educational Psychology, Author: A.K. Nayak & V.K. Rao, Publisher: APH Publishing
10. Educational Technology and ICT, C. M. Charles (adapted by Indian editors), Pearson India
11. E-Learning and Teaching, Author: Dr. Neeru Kapoor, Publisher: Kanishka Publishers

### **Course CPS -I: Language across the Curriculum**

**Code: 103**

**Credits: 2 (1L+1T+0P)**

**Marks: 50**

**Contact hrs. Per Week: 3**

**C1+ C2: 15**

**Exam Duration : 2hrs.**

**C3: 35**

#### **Objectives:**

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

1. Understand the language background of the students.
2. Create sensitivity to the language diversity in the classroom.
3. Understand the thoughts about language.
4. Understand the nature of reading comprehension and writing in specific content areas.
5. Explain the Nature of expository texts and narrative texts.
6. Describe journals and Communication.
7. Understand writing with a sense of purpose, writing to learn and understand.
8. Understand function of language lab and how to use it.

#### **Unit-I**

- Language its component and significance
- Language back ground of students home language and school language and dialects.
- Use of first and second language in teaching the subject, creating sensitivity to the language diversity.

#### **Unit-II**

- Language and thoughts
- Language policy in NEP 2020- Multilingual education and Three Language Formula.
- Learning process in the subject area, Language laboratory.

#### **Unit-III**

- Reading comprehension in the content areas-social sciences, science, and mathematics.
- Nature of expository texts vs. narrative texts;
- Transactional vs. reflective texts, examining content area of text books.
- Reading strategies for children–note-making and summarizing.

## Unit-IV

- Writing to learn and understand.
- Reading-writing process.
- Communication: meaning, types and importance.
- Report writing and significance of journal writing.

### Practicum-

1. Prepare a report on diverse linguistic students and find out the different languages that they speak. Prepare a plan to use multilingualism as a teaching strategy.
2. Prepare a report on Expository writing on any topic.
3. Conduction of a workshop on—writing an article for magazine, journal and book.

### References

1. पाठ्यक्रम में भाषा का स्थान, लेखक: डॉ. रमाकांत अग्रवाल, प्रकाशक: यूनिक पब्लिकेशन, वाराणसी
2. भाषा, विचार और पाठ्यचर्या, लेखक: डॉ. अंजना मिश्रा, प्रकाशक: शारदा पुस्तक भवन, इलाहाबाद
3. शिक्षा में भाषा का विकास, लेखक: डॉ. वी. सी. पांडेय, प्रकाशक: विमल प्रकाशन
4. भाषा, पाठ्यक्रम और अधिगम, लेखक: डॉ. संजय कुमार सिंह, प्रकाशक: लक्ष्मी नारायण अग्रवाल, आगरा
5. शिक्षा में संवाद और लेखन कौशल, लेखक: डॉ. सीमा त्रिपाठी, प्रकाशक: राजतिलक पब्लिकेशन, मेरठ
6. पठन और लेखन कौशल, लेखक: डॉ. अनुराधा श्रीवास्तव, प्रकाशक: नवभारती प्रकाशन
7. भाषा शिक्षण और प्रयोगशाला, लेखक: डॉ. मनोज वर्मा, प्रकाशक: अरिहंत प्रकाशन
8. Language Across the Curriculum, Author: Krishna Kumar, Publisher: NCERT
9. Language, Education and Society in a Changing World, M.A.K. Halliday, Orient Blackswan
10. Language, Curriculum and Classroom Practice, Author: Padma M. Sarangapani, Sage Publications
11. Multilingual Education in India: The Case for English, Author: Ajit Mohanty, Orient Blackswan
12. Language and Language Teaching, Eds. Rama Kant Agnihotri & A.L. Khanna, Orient Blackswan / Eklavya

### Course CPS-II or III: Pedagogy of Hindi

(हिन्दी भाषा शिक्षण)

Course Code: 104

Credits: 4 (2L+2T+0P)

Marks: 100

Contact hrs. Per Week: 5

C1+ C2: 30

Exam Duration: 3hrs.

C3: 70

### उद्देश्य:

1. भाषा की विभिन्न भूमिकाओं को समझना।
2. भाषा सीखने के तरीके और प्रक्रिया को समझना।
3. हिन्दी भाषा की प्रकृति, महत्व और भूमिका समझना।
4. हिन्दी शिक्षण के उद्देश्यों एवं पाठ्यक्रम निर्माण की समझ विकसित करना।
5. हिन्दी भाषा लेखन, वाचन एवं उच्चारण की शुद्ध अभिव्यक्ति व सृजनात्मकता को समझना।
6. हिन्दी गद्य, पद्य और नाटक शिक्षण के विभिन्न प्रकारों एवं तरीकों का ज्ञान प्राप्त करना।
7. हिन्दी भाषा में वाक्य विन्यास, व्याकरण तथा उच्चारण की शुद्धता के महत्व को समझना।
8. हिन्दी शिक्षण की विधियों एवं तकनीकों को व्यवहार में लाना।
9. स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को स्पष्ट करना और समझना।

10. शिक्षण सहायक सामग्री एवं पाठ्यपुस्तक का उपयुक्त प्रयोग करना।
11. हिन्दी भाषा के मूल्यॉकन की प्रक्रिया को समझना।
12. हिन्दी भाषा के विभिन्न पाठ योजनाओं के महत्व को समझना।
13. भावों एवं विचारों की स्वतंत्र अभिव्यक्ति को समझना।

#### **इकाई- 1 : हिन्दी भाषा का अर्थ, स्वरूप, महत्व और घटक :**

- हिन्दी भाषा का अर्थ, परिभाषा, प्रकृति, विविध रूप एवं विशेषताएँ।
- राष्ट्रीय एवं शैक्षिक परिप्रेक्ष्य तथा विद्यालयी पाठ्यक्रम में हिन्दी भाषा का महत्व।
- भाषा शिक्षण का अर्थ, शिक्षण शास्त्र के घटक एवं क्षेत्र, तथा शिक्षण के सामान्य सिद्धान्त।
- मातृ भाषा का अर्थ एवं महत्व, मातृभाषा का पाठ्यक्रम में स्थान एवं अन्य विषयों से सम्बन्ध।
- भाषा के रूप में हिन्दी व भाषा पढ़ने-पढ़ाने की चुनौतियाँ एवं बहुभाषिक देश में हिन्दी की भूमिका।

#### **इकाई- 2 : हिन्दी शिक्षण के उद्देश्य :**

- मातृ भाषा हिन्दी के उद्देश्य, एवं हिन्दी भाषा शिक्षण के विभिन्न शैक्षिक एवं भाषिक उद्देश्यों की व्याख्या।
- विभिन्न शैक्षणिक स्तरों में हिन्दी शिक्षण के लक्ष्य एवं उद्देश्य तथा उनका निर्धारण।
- बी0एस0ब्लूम द्वारा निर्धारित शैक्षिक उद्देश्यों का वर्गीकरण एवं संरचना।
- हिन्दी शिक्षण के अनुदेशनात्मक उद्देश्य एवं उनको व्यवहारिक रूप में लिखना।

#### **इकाई- 3 : भाषा कौशल, उपागम और शिक्षण विधियाँ :**

- भाषा कौशल का अर्थ एवं परिभाषा, भाषा कौशल विकास के लक्ष्य एवं विभिन्न प्रकार-वाचन, श्रवण, लेखन एवं पठन कौशल।
- शिक्षण कौशल का अर्थ, परिभाषा एवं महत्व। भाषा शिक्षण में निहित कौशलों की पहचान एवं शिक्षण कौशल के विभिन्न प्रकार।
- हिन्दी शिक्षण में सुक्ष्म शिक्षण का प्रयोग, शिक्षण सूत्र, शिक्षण के स्तर एवं शिक्षण की अवस्थाएँ।
- हिन्दी शिक्षण के विभिन्न उपागम एवं शिक्षण तत्वों से सम्बन्ध। हिन्दी शिक्षण विधियों की प्रभावशीलता का मूल्यॉकन।
- हिन्दी भाषा में गद्य, पद्य, व्याकरण, कहानी, नाटक एवं उपन्यास शिक्षण की विभिन्न विधियाँ/प्रणालियाँ और उनका विश्लेषण।

#### **इकाई- 4 : पाठ योजना एवं शिक्षण अधिगम सामग्री :**

- शिक्षण अधिगम सामग्री का अर्थ, महत्व एवं विशेषताएँ। शिक्षण अधिगम सामग्री का व्यापक वर्गीकरण-दृश्य सहायक, श्रव्य सहायक, दृश्य-श्रव्य सहायक एवं डिजीटल सामग्री।
- हिन्दी भाषा में पारम्परिक एवं डिजीटल (आई0सी0टी0) शिक्षण अधिगम सामग्री का उपयोग एवं प्रयोग करने की विधि।
- पाठ-योजना के विविध आयाम, आवश्यकता एवं महत्वपूर्ण तत्व। पाठ-योजना के विभिन्न चरण, घटक एवं पाठ-योजना प्रारूप।
- पाठ-योजनाओं के विभिन्न प्रकार एवं प्रारूप- हरबर्ट के अनुसार, मूल्यॉकन आयाम, आर0सी0ई0एम0 आदि। हिन्दी शिक्षण में गद्य, पद्य एवं व्याकरण हेतु पाठ्ययोजना का निर्माण।

#### **इकाई- 5 : पाठ्यक्रम एवं पाठ्यपुस्तक :**

- पाठ्यक्रम का अर्थ, पाठ्यक्रम विकास, पाठ्यक्रम के मूल तत्व एवं पाठ्यक्रम को प्रभावित करने वाले कारक।
- हिन्दी शिक्षण पाठ्यक्रम निर्माण के विभिन्न सिद्धान्त, पाठ्यक्रम के प्रकार एवं विशेषताएँ।
- पाठ्यपुस्तकों के प्रकार एवं स्वरूप, पाठ्यपुस्तकों के चयन के आधार, पाठ्यपुस्तक लिखने के सोपान एवं नियम तथा उत्तम पाठ्यपुस्तक की विशेषताएँ।
- आधुनिक पाठ्यपुस्तकों के सामान्य दोष, पाठ्यपुस्तकों का मूल्यॉकन एवं पाठ्यपुस्तकों के राष्ट्रीयकरण की आवश्यकता। पाठ्यपुस्तक एवं पाठ्यक्रम में अन्तर।

### प्रायोगिक कार्य :

1. स्थानीय सामग्री द्वारा शिक्षण अधिगम सामग्री (टी0एल0एम0) तैयार करना ।
2. हिन्दी शिक्षण की गद्य, पद्य एवं व्याकरण पर आधारित पाठ—योजनाएँ तैयार करना ।
3. हिन्दी शिक्षण के दो कौशलों पर आधारित दो सुक्ष्म पाठ—योजनाएँ तैयार करना ।
4. एक हिन्दी पाठ्यपुस्तक की समीक्षा एवं मूल्यांकन ।

### संदर्भ पुस्तकें :

1. अग्रवाल, आर0, 2001, हिन्दी शिक्षण, विनोद पुस्तक मंदिर आगरा ।
2. अग्रवाल, सरोज, बंसल, सुरक्षा एवं माहेश्वरी, बी0के0, 2020, हिन्दी शिक्षण, आर0लाल0बुक डिपो मेरठ ।
3. अग्निहोत्री, आर0के0 एवं खन्ना ए0एल0, 2021, हिन्दी भाषा और शिक्षण, हिन्दी ग्रंथ अकादमी ।
4. चतुर्वेदी, शिखा, 2021, हिन्दी शिक्षण, आर0लाल0बुक डिपो मेरठ ।
5. एन0सी0ई0आर0टी0, 2015, भारतीय भाषाओं का शिक्षण—स्थिति पत्र—एन0सी0एफ0 नई दिल्ली ।
6. भट्टनागर, मीनाक्षी, 2019, हिन्दी शिक्षण, आर0लाल0बुक डिपो मेरठ ।
7. मिश्रा, ए0, 2002 हिन्दी भाषा शिक्षण, आर0लाल0बुक डिपो मेरठ ।
8. यादव, आर0बी0 2014, हिन्दी शिक्षण विधि, मध्य प्रदेश हिन्दी ग्रंथ अकादमी ।
9. राय, यू0, 2003, हिन्दी शिक्षण, हरप्रसाद भार्गव ।
10. शर्मा, बी0एल 2020, हिन्दी शिक्षण, आर0लाल0बुक डिपो मेरठ ।
11. शर्मा, आर0ए0, 2005, हिन्दी शिक्षण, आर0लाल0बुक डिपो मेरठ ।
12. शर्मा, आर0ए0 2006, अधिगम और हिन्दी शिक्षण, आर0लाल0बुक डिपो मेरठ ।
13. श्रीवास्तव, एच0सी0 2018, हिन्दी शिक्षण : आधार एवं प्रयोग, विनोद पुस्तक मन्दिर, आगरा ।

### Course CPS-II or III: Pedagogy of Sanskrit

(संस्कृत भाषा शिक्षण)

Course Code: 105

Credits: 4 (2L+ 2T +0P)

Marks: 100

Contact hrs. Per Week: 5

C1 + C2: 30

Exam Duration: 3 hrs.

C3: 70

### उद्देश्य :

1. भाषा की विभिन्न भूमिकाओं को समझना ।
2. भाषा सीखने के तरीके और प्रक्रिया को समझना ।
3. संस्कृत भाषा की प्रकृति, महत्व और भूमिका समझना ।
4. संस्कृत शिक्षण के उद्देश्यों एवं पाठ्यक्रम निर्माण की समझ विकसित करना ।
5. संस्कृत भाषा लेखन, वाचन, पठन एवं भाषा—कौशल में दक्षता अर्जित करना ।
6. संस्कृत गद्य, पद्य और नाटक शिक्षण के विभिन्न प्रकारों एवं तरीकों का ज्ञान प्राप्त करना ।
7. संस्कृत भाषा में वाक्य विन्यास, व्याकरण तथा उच्चारण की शुद्धता के महत्व को समझना ।
8. संस्कृत शिक्षण अधिगम सामग्री एवं तकनीकी संसाधनों का प्रभावशाली प्रयोग करना ।
9. स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को स्पष्ट करना और समझना ।
10. संस्कृत भाषा के विभिन्न पाठ योजनाओं का निर्माण एवं उनके महत्व को समझना ।
11. संस्कृत भाषा के माध्यम से भावों एवं विचारों की स्वतंत्र अभिव्यक्ति को समझना ।

### इकाई- 1 : संस्कृत भाषा का अर्थ, स्वरूप एवं महत्व :

- संस्कृत भाषा का स्वरूप, इतिहास, अर्थ, परिभाषा, एवं विशेषताएँ ।
- राष्ट्रीय एवं शैक्षिक परिप्रेक्ष्य तथा विद्यालयी पाठ्यक्रम में संस्कृत भाषा का महत्व ।
- भाषा शिक्षण का अर्थ, शिक्षण शास्त्र के घटक एवं क्षेत्र, तथा संस्कृत शिक्षण के सामान्य सिद्धान्त ।

- संस्कृत भाषा का पाठ्यक्रम में स्थान एवं अन्य भाषाओं के साथ तुलनात्मक अध्ययन।
- विद्यालय पाठ्यक्रम में संस्कृत को द्वितीय भाषा के रूप में पढ़ने-पढ़ाने की चुनौतियाँ एवं उपयोगिता।

#### **इकाई- 2 : संस्कृत शिक्षण के उद्देश्य एवं स्वरूप :**

- संस्कृत भाषा के प्रमुख उद्देश्य एवं विभिन्न शैक्षिक एवं भाषिक उद्देश्यों की व्याख्या।
- विभिन्न शैक्षणिक स्तरों में संस्कृत शिक्षण के लक्ष्य एवं उद्देश्य तथा उनका निर्धारण।
- बी0एस0लूम द्वारा निर्धारित शैक्षिक उद्देश्यों का वर्गीकरण एवं संरचना।
- संस्कृत शिक्षण के अनुदेशनात्मक उद्देश्य एवं उनको व्यवहारिक रूप में लिखना।

#### **इकाई- 3 : भाषा कौशल, शिक्षण विधियाँ एवं उपागम :**

- भाषा कौशल का अर्थ एवं परिभाषा, भाषा कौशल विकास के लक्ष्य एवं विभिन्न प्रकार-वाचन, श्रवण, लेखन एवं संभाषण कौशल।
- शिक्षण कौशल का अर्थ, परिभाषा एवं महत्व। भाषा शिक्षण में निहित कौशलों की पहचान एवं शिक्षण कौशल के विभिन्न प्रकार।
- संस्कृत शिक्षण में सुक्ष्म शिक्षण की उपयोगिता शिक्षण सूत्र, शिक्षण के स्तर एवं शिक्षण की अवस्थाएँ।
- संस्कृत शिक्षण की विभिन्न परंपरागत एवं नवीन शिक्षण विधियों की उपयोगिता एवं प्रभावशीलता का मूल्यांकन। संस्कृत शिक्षण के विभिन्न उपागम एवं सहशैक्षिक विधियाँ- भाषण, वाचन एवं नाट्य प्रस्तुतियाँ आदि।
- संस्कृत भाषा में गद्य, पद्य, व्याकरण, कहानी, नाटक एवं उपन्यास शिक्षण की विभिन्न विधियाँ/प्रणालियाँ और उनका विश्लेषण।

#### **इकाई- 4 : पाठ योजना एवं शिक्षण अधिगम सामग्री :**

- शिक्षण अधिगम सामग्री का अर्थ, महत्व एवं विशेषताएँ। शिक्षण अधिगम सामग्री का व्यापक वर्गीकरण-दृश्य सहायक, श्रव्य सहायक, दृश्य-श्रव्य सहायक एवं डिजीटल सामग्री।
- संस्कृत भाषा में पारम्परिक एवं डिजीटल (आई0सी0टी0) शिक्षण अधिगम सामग्री का उपयोग एवं प्रयोग करने की विधि।
- पाठ-योजना के विविध आयाम, आवश्यकता एवं पाठ-योजना निर्माण के सिद्धान्त।
- पाठ-योजना के विभिन्न चरण, घटक एवं पाठ-योजना प्रारूप।
- पाठ-योजनाओं के विभिन्न प्रकार एवं प्रारूप- हरबर्ट के अनुसार, मूल्यांकन आयाम, आर0सी0ई0एम0 आदि। संस्कृत शिक्षण में गद्य, पद्य एवं व्याकरण हेतु पाठयोजना का निर्माण।

#### **इकाई- 5 : पाठ्यक्रम एवं पाठ्यपुस्तक :**

- पाठ्यक्रम का अर्थ, पाठ्यक्रम विकास, पाठ्यक्रम के मूल तत्व एवं पाठ्यक्रम को प्रभावित करने वाले कारक।
- संस्कृत शिक्षण पाठ्यक्रम निर्माण के विभिन्न सिद्धान्त, पाठ्यक्रम के प्रकार एवं विशेषताएँ।
- पाठ्यपुस्तकों के प्रकार एवं स्वरूप, पाठ्यपुस्तकों के चयन के आधार, पाठ्यपुस्तक लिखने के सोपान एवं नियम तथा उत्तम पाठ्यपुस्तक की विशेषताएँ।
- आधुनिक पाठ्यपुस्तकों के सामान्य दोष, पाठ्यपुस्तकों का मूल्यांकन एवं पाठ्यपुस्तकों के राष्ट्रीयकरण की आवश्यकता। पाठ्यवस्तु एवं पाठ्यक्रम में अन्तर।

#### **प्रायोगिक कार्य :**

1. संस्कृत भाषा शिक्षण हेतु शिक्षण अधिगम सामग्री (टी0एल0एम0) तैयार करना।
2. संस्कृत शिक्षण की गद्य, पद्य एवं व्याकरण पर आधारित पाठ-योजनाएँ तैयार करना।

3. संस्कृत शिक्षण के दो शिक्षण कौशलों पर आधारित दो सुक्ष्म पाठ्य-योजनाएँ तैयार करना।
4. संस्कृत की एक पाठ्यपुस्तक की समीक्षा एवं मूल्यांकन।

#### संदर्भ पुस्तकें :

1. उपाध्याय वी०एन०, संस्कृत शिक्षण की नयी दिशा, प्रकाशन विभाग।
2. जोशी, डी०बी० संस्कृत शिक्षण विधियों, विनोद पुस्तक मंदिर आगरा।
3. झा, सुरेश, व्यावहारिक संस्कृत शिक्षण, हिन्दी ग्रन्थ अकादमी।
4. दिनकर, रामधारी सिंह, संस्कृत शिक्षण, राजपाल एण्ड संस।
5. त्रिपाठी, वी०पी०, संस्कृत शिक्षण के आधार, चेतना प्रकाशन दिल्ली।
6. एन०सी०ई०आर०टी०, संस्कृत शिक्षण— स्थिति पत्र—एन०सी०एफ०
7. पाठक, रामनाथ, संस्कृत शिक्षण कला, भारती भवन
8. पाण्डेय, रमाशंकर, संस्कृत शिक्षण में नवाचार, आर्य पब्लिकेशन।
9. मिश्र, हरिनारायण, 2001, संस्कृत शिक्षण पद्धति, आर०लाल०बुक डिपो मेरठ।
10. वाजपेयी, लक्ष्मीकांत, संस्कृत भाषा शिक्षण, हिन्दी ग्रन्थ अकादमी।
11. शर्मा, आर०ए०, संस्कृत शिक्षण, आर०लाल बुक डिपो मेरठ।
12. शुक्ल, रामनारायण, संस्कृत शिक्षण पद्धति, विकास पब्लिकेशन।

#### **Course CPS-II or III: Pedagogy of English** **Code: 106**

**Credits: 4 (2L+ 2T +0P)**

**Marks: 100**

**Contact hrs. Per Week: 5**

**C1 + C2: 30**

**Exam Duration: 3 hrs.**

**C3: 70**

#### **Objectives:**

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

1. Explain the nature and importance of English as a school subject and its relationship with other disciplines.
1. Understand the pedagogy of teaching poetry, prose, and drama effectively.
2. Identify appropriate methods, approaches, and materials for teaching English in the Indian classroom context.
3. Demonstrate understanding of the four basic language skills and their interrelated use.
4. Develop and use print, audio-visual, and ICT-based teaching aids in the English classroom.
5. Explain the functions and importance of the language laboratory in English teaching.
6. Apply appropriate feedback and evaluation techniques for both self and student assessment.
7. Teach and assess listening, speaking, reading, and writing skills in an integrated manner for communicative competence.
8. Describe the process and usefulness of action research in English language teaching

#### **Unit I- Nature and Importance of English Language**

- English language- its nature and importance in human life and as a language in school subject.
- Global status and utility of English in modern communication
- Role of English in societal development and Indian education
- Analysis of English language in the Indian multilingual context
- Correlation of English with other subjects at secondary school level

## **Unit II- Aims and Objectives of English Teaching**

- General aims of teaching English in schools
- Aims and Objectives of teaching English at different school levels
- Writing instructional objectives of English in behavioral terms
- Application of Bloom's taxonomy to English learning objectives

## **Unit III- Curriculum and Textbooks**

- Principles of curriculum construction of English teaching.
- Literature in the school curriculum and relationship between curriculum and syllabus.
- Criteria for selection of English textbook, its importance, structure and organization
- Criteria for evaluating text books based on pedagogical and linguistic aspects

## **Unit IV- Methods and Approaches of Teaching English**

- Translation cum Grammar method, Direct method, West's New method, Substitution methods of English Teaching.
- Inductive and Deductive approach, Constructivist approach, Multilingual approaches and Structural approach in English teaching.
- Techniques of Storytelling, Role-play and Dramatization in teaching English
- Appropriate teaching strategies for teaching Prose, Poetry and Grammar in English

## **Unit V- Lesson Planning, Micro Teaching and Teaching Aids**

- Components, Importance and steps of effective English lesson planning
- Meaning of Micro teaching its components, maxims, skills, level and phases of teaching.
- Developing task and materials for study skills in English, use and importance of TLM
- Preparation and Use of charts, models, flashcards etc. in teaching English
- Integrating ICT tools in English language teaching and instruction

## **Practicum**

1. Prepare two lesson plans (one for prose and one for poetry).
2. Evaluate textbooks at two different school levels.
3. Develop a teaching-learning material (TLM) for grammar or vocabulary.
4. Prepare two Micro lesson plans on any two skills.
5. Demonstrate a classroom activity for reading or speaking

## **References**

1. Baruah, T.C. (1985). The English Teachers' Handbook. Sterling.
1. Bhandari, C.S. and Other (1966): Teaching of English: A Handbook for Teachers. New Delhi: Orient Longmans.
2. Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. Kalyani Publishers.
3. Bright and McGregor: Teaching English as Second Language, Longman.
4. Chaturvedi, M.G. (1973). A Contrastive Study of Hindi-English Phonology.
5. Freeman, D.L. (2000). Techniques and Principles in Language Teaching. OUP.
6. Gupta, P.K.; Teaching of English, R.Lall book Depot, Meerut.
7. Hornby A.S. (1968): A Guide to patterns and usage in English. Oxford : OUP
8. NCERT position paper national focus group on teaching of Indian language (NCF- 2005).
9. Pahuja, S.; Teaching of English, Shri Vinod Pustak Mandir, Agra.
10. Paliwal, A.K. (1988): English Language Teaching Jaipur: Surbhi Publication.
11. Sharma, R.A. Teaching of English. R. Lall Book Depot.

**Course CPS-II or III: Pedagogy of Physical Science**  
**Code: 107**

**Credits: 4 (2L+ 2T +0P)**  
**Contact hrs. Per Week: 5**  
**Exam Duration: 3 hrs.**

**Marks: 100**  
**C1 + C2: 30**  
**C3: 70**

**Objectives:**

After completing this semester, student-teachers will be able to:

1. Understand the nature, structure, and values of physical science.
2. Develop and state objectives of teaching physical science at various levels.
3. Analyze curriculum and content critically.
4. Understand and apply learning theories in science teaching.
5. Develop lesson plans using constructivist approaches.

**Unit I- Nature and Scope of Physical Science**

- Nature, scope and importance of physical science
- Science as a product and process
- Physical science as a school subject and its branches
- Scientific method and its characteristics
- Interdisciplinary nature and relation of physical science with other school subjects

**Unit II- Aims and Objectives of Teaching Physical Science**

- Values of science education (intellectual, utilitarian, ethical)
- Aims and Objectives of Teaching Physical Sciences at different stages of school
- Identification and writing teaching objectives in behavioural terms
- Formulating learning outcomes of teaching in physical science

**Unit III- Curriculum and Content in Physical Science**

- Principles of physical science curriculum construction
- Approaches to curriculum organisation
- Recent curriculum reforms in India (e.g., NCF)
- Analysis of NCERT and State Board textbooks

**Unit IV- Approaches of Physical Science Teaching and Micro Teaching**

- Pedagogical approaches for the teaching of Physical Sciences: observation, experimentation, demonstration, heuristic, project, lecture, laboratory
- Approaches of problem-solving, investigatory approach/ enquiry, datacollection, generalization etc. with Illustration in physical science.
- Learning difficulties and misconceptions in physical science teaching
- Meaning of Micro teaching its components, maxims, skills, level and phases of teaching.

**Unit V- Planning for Teaching Physical Science**

- Meaning, steps and importance of lesson plan in physical sciences teaching
- Preparation of Lesson plan on different topics of physical science teaching
- Year plan, unit plan, lesson plan in physical science teaching
- Needs and types of TLM used in physical science teaching, planning activities and experiments

**Practicum-**

1. Prepare two detailed lesson plans
2. Curriculum/content analysis of a chosen textbook

3. Prepare two Micro lesson plans on any two skills.
4. Develop TLMs for one unit using low-cost materials

### **References**

1. Bloom, B.S.: Taxnomy of educational objectives, Mckay Co. New Delhi.
2. Chandra, T. : Principles of teaching, Anmol Publication, New Delhi
3. Chauhan S.S. : Innovation in teaching, Vikas Publication, New Delhi
4. Das, R.C, (2000), Science teaching in schools, Sterling publishers private limited
5. Joshi, S.R, (2008), Teaching of science‘ A.P.H publishing corporation New Delhi
6. Kulshrestha, S.P. : Teaching of Physical Science, R.Lal Book Depot, Meerut
7. Mangal, S.K. (1997). Teaching of Physical Sciences. Arya Book Depot.
8. Nanda, V.K. (1997) Science education today Anmol publications Pvt. Ltd. New Delhi
9. Rawat, D.C. : Teaching of Science, Vinod Pustak, Agra
10. Sharma, R.C. (2006). Modern Science Teaching. Dhanpat Rai Publications.
11. Sood, J.K.: Teaching of Physical Science, Agarwal Publication, Agra
12. Vaidya, N. (1996). Science Teaching for the 21st Century. Deep& Deep Publications.

### **Course CPS-II or III: Pedagogy of Mathematics**

**Code: 108**

**Credits: 4 (2L+ 2T +0P)**

**Marks: 100**

**Contact hrs. Per Week: 5**

**C1 + C2: 30**

**Exam Duration: 3 hrs.**

**C3: 70**

#### **Objectives:**

1. To understand the nature, structure, and significance of Mathematics.
2. To identify aims and instructional objectives of teaching Mathematics.
3. To analyze curriculum, textbooks, and learning materials critically.
4. To become familiar with teaching methods and approaches in Mathematics.
5. To develop and present effective lesson plans.

#### **Unit I- Nature and Importance of Mathematics**

- Nature, structure, and characteristics of Mathematics as school subject
- Scientific and logical aspects of Mathematics
- Correlation of Mathematics with other school subjects
- Applications of Mathematics in daily life

#### **Unit II- Objectives of Teaching Mathematics**

- General and specific aims of teaching mathematics at different school stages
- Objectives of teaching mathematics
- Classification of objectives based on Bloom’s taxonomy
- Framing measurable learning outcomes

#### **Unit III- Mathematics Curriculum and Textbooks**

- Principles of curriculum construction of teaching mathematics
- Review of NCERT and State syllabi
- Textbook selection, analysis, and evaluation for teaching mathematics
- Importance and qualities of a good text book in Mathematics.

#### **Unit IV- Teaching Methods, Approaches and Micro teaching in Mathematics**

- Pedagogical approaches for the teaching of Mathematics- Inductive, Deductive, Analytical, Synthetic, Heuristic, Lecture and Question answer.
- Various techniques for teaching of Mathematics viz- Oral, written, drill, assignment, and self study. Writing objectives in behavioural terms.
- Meaning of Micro teaching its components, maxims, skills, level and phases.
- Meaning, steps and importance of lesson plan in Mathematics Teaching, Various approaches of lesson planning in Mathematics Teaching.
- Preparation of Lesson plan on various topics of Mathematics.

#### **Unit V- Planning for Teaching Mathematics**

- Identifying learner's strengths and weaknesses; principles of diagnosis and remediation, Activities enriching mathematics learning, supplementary text material, mathematics club, contests and fairs.
- Needs and types of teaching Aids, how to use teaching aids in Mathematics Teaching, characteristics of good teaching aids.
- Importance and development of Mathematics laboratory for recreational Mathematics (games, puzzles and riddles in mathematics).
- Strategies for teaching concepts, generalizations, and theorems

#### **Practicum-**

1. Preparation of two lesson plans in different branches of mathematics (secondary level)
2. Textbook review and analysis
3. Preparation of mathematics teaching aids
4. Prepare two Micro lesson plans on any two skills.
5. Conduct and report one mathematical activity

#### **References**

1. Aggarwal, J.C. Principles of Teaching Mathematics. Vikas Publishing.
2. Kumar, Sudhir and Ratan, P.N. (2003). Teaching of Mathematics, Anmol Publication.
3. Kumar, Sudhir. Methods of Teaching Mathematics. Vinod Pustak Mandir.
4. Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot
5. N.C.E.R.T. Text Books 6th to 10th Standard.
6. National Focus on Teaching of Mathematics. New Delhi
7. NCERT. Position Paper on Teaching of Mathematics.
8. Sharma, R.A. Teaching of Mathematics. R. Lall Book Depot.
9. Vashistha, S.R. Teaching of Mathematics. Tandon Publications

#### **Course CPS-II or III: Pedagogy of Biological Science**

**Code: 109**

**Credits: 4 (2L+ 2T +0P)**

**Contact hrs. Per Week: 5**

**Exam Duration: 3 hrs.**

**Marks: 100**

**C1 + C2: 30**

**C3: 70**

#### **Objectives:**

1. To understand the nature and evolution of Biological Science.
2. To develop insight on the meaning and nature of Biological sciences.
3. To determine aims and strategies of teaching Biological sciences.
4. To identify and relate everyday experiences with learning of Biological sciences.
5. To appreciate various approaches of teaching- learning of Biological sciences.

6. To develop competencies for teaching, learning of biological science.
7. To analyze Biology curriculum and textbooks.
8. To apply learning theories in the teaching of Biology, scope
9. To plan and implement constructivist-based lesson plans.

#### **Unit I- Nature and Importance of Biological Science**

- Nature, scope and characteristics of biological sciences
- Evolution of Biology as a discipline
- Co-relation of Biological science with other school subjects
- The utility and life-oriented nature of biological science

#### **Unit II- Aims and Objectives of Teaching Biology Science**

- Intellectual, social, moral and aesthetic values
- The aims and Objectives of Teaching Biological Sciences at different stages of school.
- Identification and writing teaching objectives in behavioural terms.
- Bloom's taxonomy and learning outcomes

#### **Unit III- Curriculum and Content in Biology Science**

- Principles of curriculum development of biological science
- Organisation f Biological Sciences curriculum
- Analysis of content material: conceptual and pedagogical
- Selection procedure of Biology Textbook, Methods of Textbook Evaluation
- Journals, Handbooks, Workbooks, Students' support material, Slide Demonstration.

#### **Unit IV- Approaches of Biological science Teaching**

- Pedagogical approaches for the teaching of Biological Sciences- Scientific methods / Strategies, Observation, experimentation, demonstration, heuristic, project
- Approaches of lecture, laboratory, problem-solving, investigatory approach/ Enquiry, Data Collection, Generalization etc. with Illustration in Biological Science.
- Different approaches for developing Lesson plan- Herbartian, Bloom's and others
- Concept mapping and misconception correction- Application in Biological Science teaching

#### **Unit V- Micro Teaching and Planning for Teaching Biological Science**

- Meaning of Micro teaching its components, maxims, skills, level and phases of teaching.
- Steps and Preparation of Lesson plan on different topics of physical science teaching
- Significanceand utility of Unit plan in Biological Science teaching
- Teaching aids, types, uses and characteristics of good teaching aid
- Planning learning activities and experiments for biological science process skills

#### **Practicum**

1. Preparation of two lesson plans
2. Curriculum review of Biology textbooks
3. Preparation of Biology teaching-learning materials
4. Prepare two Micro lesson plans for Biology classroom practices

#### **References**

1. Agarwal, D.D (2004): Modern methods of Teaching Biology: saruk & sons.
2. Choudhary s (2010) Teaching of biology APH Publishing Corporation. New Delhi.
3. Yadav, M.S. (2000): Modern methods of teaching sciences, Anmol publishers, Delhi.
4. Singh, V. (2007): teaching of Biology, Adhyayan publishers & distributors, New Delhi.

5. Edger, M & Rao D. B. (2003): Teaching Sciences Successfully, Discovery Pub House.
6. Kulshertha, S.P. (1988): Teaching of Biology, Loyal Book Depot, Meerut.
7. Sharma, H. L. (1989): School Science Education in India, Commonwealth Publishers
8. Sharma, L. M. (1977): Teaching of Sciences & Life Sciences, Dhanpat Rai & Sons, Delhi.
9. Singh U.K. (2003), Science Education Common Wealth Publishers, New Delhi.
10. Venkataih. S (2001), Science Education in 21st Century Anmol Publishers, Delhi.
11. Yadav. K. (1993), Teaching of Life Sciences, Anmol Publishers, Delhi.

### **Course CPS-II or III: Pedagogy of Social Study**

**Code: 110**

**Credits: 4 (2L+ 2T +0P)**

**Marks: 100**

**Contact hrs. Per Week: 5**

**C1 + C2: 30**

**Exam Duration: 3 hrs.**

**C3: 70**

#### **Objectives:**

By the end of this course, student-teachers will be able to:

1. Understand the nature, scope, and need of Social Study as an academic discipline.
2. Develop an insight into the emergence of social study as a discipline, nature of knowledge and process of inquiry.
3. Identify the aims and objectives of Social Study teaching at various levels.
4. Establish connections between Social Study and other school subjects.
5. Understand the principles of curriculum construction and relevant pedagogical approaches.
6. Apply appropriate teaching methods, techniques, and teaching aids in classroom settings.
7. Evaluate the Social study textbooks based on laid down criteria.
8. Prepare effective plans for teaching social study at secondary level.

#### **Unit I- Introduction to Social Study**

- Meaning, concept and need of social study as a school subject
- Correlation of Social Study with other school subjects: History, Geography, Civics, Economics, Environmental Science
- Understanding Indian culture and diversity, various issues and rights of citizens
- Changing nature of Social Study in fostering national and international understanding

#### **Unit II- Social Study in School Curriculum and School Textbooks**

- Evolution of Social study as a separate subject in curriculum
- Scope of Social study as a core subject in school curriculum: conceptual and pedagogical.
- Organization of text book content and classroom discourse in social study
- Importance and critical evaluation of Social Study textbooks; Characteristics of a good Social Study textbook.

#### **Unit III- Aims and Objectives of for Teaching Social Study**

- General aims of teaching Social Study at elementary and secondary levels.
- Aims and objectives of teaching social study: integrated versus disciplinary
- Specific objectives according to school stage and learners' needs.
- Writing instructional objectives in behavioural terms.

#### **Unit IV- Pedagogical Practices and Instructional Aids in Social Study**

- Principles of effective pedagogy in social study, pedagogical approaches, methods and strategies.
- Innovative teaching methods: Discussion, dramatization, role-play, storytelling, excursions, team teaching.
- Importance and use of teaching aids: principles, advantages, challenges.
- Integration of ICT in teaching social study
- Development and preparation of Unit Plan and the content of a unit.

#### **Unit V- Micro Teaching and Lesson Planning for Social Study Teaching**

- Meaning of Micro teaching- its components, maxims, skills, levels and phases of social study teaching.
- Steps and importance of lesson plan in social study teaching
- Approaches to lesson planning in teaching social study.
- Using taxonomy of instructional objectives for lesson planning; Writing learning objectives based on selected chapters from social study.
- Designing and sequencing of learning activities; Preparation of lesson plans in social study.

#### **Practicum-**

1. Preparation of a unit plan and lesson plans using at least two different teaching methods.
2. Make two Micro lesson plans on developing skills in social study teaching.
3. Development of a minimum of two teaching-learning materials (TLMs)
4. Conduct curriculum and text books analysis at school level.
5. Compilation and display of news paper/magazine cuttings related to current social events.

#### **References**

1. ओङ्कार, घनश्याम (2007–08). सामाजिक अध्ययन शिक्षण, राजस्थान ग्रंथागार, जोधपुर।
2. पांडे, रामचंद्र (2005). सामाजिक अध्ययन शिक्षण विधियाँ, विनायक पब्लिकेशन, इलाहाबाद।
3. श्रीवास्तव, वी.पी. एवं यादव, वी.के. सामाजिक अध्ययन शिक्षण, आर. लाल बुक डिपो, मेरठ।
4. Chitambar, J.B. (1987). Introductory Rural Sociology, Wiley Eastern Ltd., Bangalore.
5. Batra, P. (2010). Social science learning in schools: Perspectives and challenges, Sage Publications
6. Dhamija, N., Multimedia approaches in teaching social studies. Harman Pub. House.
7. Farris, P. J. (2001). Elementary and middle education social studies: An interdisciplinary instructional approach. New York: McGraw Hill.
8. Sartori, G. (Ed.), Social concepts: A systematic analysis. New Delhi: Sage Publications.
9. Siddiqui M. H. Teaching of economics. APH Publications Corporation.
10. Sanford, M. (1986). The nature of historical knowledge. Oxford. Blackwell.
11. Wilkins, E. J. (1979). Elements of social sciences. London: McDonald and Evans.

## Course CPS-II or III: Pedagogy of Computer Science

Code: 111

Credits: 4 (2L+ 2T +0P)

Marks: 100

Contact hrs. Per Week: 5

C1 + C2: 30

Exam Duration: 3 hrs.

C3: 70

### Objectives:

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

1. Understand the concept, nature, and scope of Computer Science as a school subject.
2. Describe the historical evolution and structure of computers.
3. Explain hardware and software applications and their use in education.
4. Describe aims and objectives of computer science teaching across school stages.
5. Apply pedagogical approaches and teaching methods for Computer Science.
6. Integrate ICT tools and MS Office applications (Word, Excel, PowerPoint) for academic and school management purposes.
7. Conduct action research and innovate through reflective practice.
8. Integrate internet tools, browsers, and web-based content into teaching-learning processes.
9. Develop lesson plans and classroom materials using ICT tools.
10. Engage in reflective and innovative teaching methods and participate in continuous professional development.

### Unit I- Introduction to Computer Science

- Concept, nature & scope of computer science.
- Classification of computers, parts and hardware components.
- History and generations of computers and their characteristics.
- Input and output devices.
- Role and significance of computer education in modern era.

### Unit II- Objectives and Curriculum of Computer Science

- Aims and objectives of teaching Computer Science at primary, upper primary, secondary, and senior secondary levels.
- Writing instructional objectives in behavioural terms.
- Principles of curriculum construction in computer science.
- Trends in computer science education: Artificial Intelligence, Coding, Robotics (briefly).
- National Education Policy and computer education.

### Unit III- ICT Tools in Computer Science

- Web browsers: Internet Explorer, Mozilla Firefox, Chrome.
- Search engines: Google, Yahoo, Bing.
- E-learning tools: interactive whiteboards, virtual classrooms, web-based materials.
- Use of video clips, animations, PowerPoint, simulations in teaching.
- MS Word and Excel in teaching and administrative tasks.

### Unit IV- Pedagogical Approaches and Teaching Methods

- Lecture, Project, Discussion, Supervised Study, and Laboratory methods.
- Strategies for activity-based and experiential learning in computer science.
- Teaching strategies for programming, operating systems, and internet concepts.
- Computer networks and cloud-based learning environments.
- Managing digital content and student assessments through software.

### Unit V- Lesson Planning, Micro Teaching and Textbook Use

- Importance of textbooks in computer science teaching.
- Characteristics of a good computer textbook.

- Meaning of Micro teaching its components, maxims, skills, level and phases.
- Steps and aims of lesson planning.
- Preparing lesson plans for different levels and topics.
- Evaluation of textbooks and digital resources.

### **Practicum**

1. Prepare a digital lesson plan using MS Word.
2. Create a class result using MS Excel with charts.
3. Develop a PowerPoint presentation on a computer topic.
4. Prepare two Micro lesson plans on any two skills.
5. Observe and report on ICT usage in a real or virtual classroom.

### **References**

1. Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.
2. Bose K Sanjay (1996): Hardware and Software of Personal Computer.
3. Christian Crumlish, The ABC's of Internet, BPB Publication, New York, 1998
4. Leon, Internet for Everyone, Vikas Publications, New Delhi, 2000.
5. Mallik, Utpal et al. (2001): Learning with Computers Level – III. NCERT, New Delhi.
6. Rajaraman, V., Fundamentals of Computer, Prentice Hall, India, 1999.
7. Rajasekaran S. (2007) Computer Education and Educational Computing, New Delhi: Neel Kamal Publishing Pvt. Ltd.
8. Suresh, K.B., Computers Today, Galgotia Publication, India, 2005.
9. Taylor, R. P., Computers in School Tutor, Tool and Tutee, Teachers College Press.

### **Course CPS-II or III: Pedagogy of Home Science**

**Code: 112**

**Credits: 4 (2L+ 2T +0P)**

**Marks: 100**

**Contact hrs. Per Week: 5**

**C1 + C2: 30**

**Exam Duration: 3 hrs.**

**C3: 70**

### **Objectives:**

1. After completion of this course, the student-teachers will be able to:
1. Understand the aims, nature, and significance of Home Science.
2. Explore the modern concept and relevance of Home Science in the curriculum.
3. Examine the correlation of Home Science with other subjects and practical life.
4. Analyze and interpret the Home Science syllabus at different school levels.
5. Apply pedagogical approaches and instructional methods effectively.

### **Unit I- Fundamentals of Home Science**

- Nature and scope of Home Science
- Meaning, Concept, Needs of Home Science teaching
- Significance of Home Science education in modern school curriculum and its correlation with other subjects
- Aims and objectives of teaching Home Science at various school levels
- Writing objectives in behavioural terms

### **Unit II- Curriculum and Content**

- The syllabus of Home Science: scope, adequacy, evaluation
- Principles of curriculum construction of Home Science teaching

- Core areas: Food, Nutrition, Health, Child care, Hygiene, Budget-making
- Textile & clothing: types of fabric, yarn making, fabric finishing (dyeing, printing)
- Home Science in context of family and group
- Home Management: time management, home decoration, floor planning

### **Unit III- Teaching Methods and Pedagogy**

- Pedagogical approaches in Home Science
- Lecture-cum-Demonstration, Experimental, Project Method
- Problem Solving, Dramatization, Discussion Methods
- Use of Field Trips and hands-on experiences

### **Unit IV- Learning Resources and Aids**

- Classification and Importance of Audio-Visual Aids
- Development of low-cost TLMs for Home Science teaching
- Use of ICT: videos, PPTs, animations in classroom teaching of Home Science
- Use of community and local resources in Home Science

### **Unit V- Lesson Planning and Micro Teaching in Home Science**

- Meaning of Micro teaching and its components, maxims, skills and levels
- Steps, need and importance of home science lesson planning
- Steps and aims of planning for teaching home science
- Preparation of lesson plans for theoretical topics
- Designing lesson plans for practical classes

### **Practicum-**

1. Preparation of low-cost TLM for Home Science.
2. Prepare two micro lesson plans on any two teaching skills.
3. Prepare a detailed lesson plan in home science.
4. Prepare visual aids on food and nutrition.
5. Conduct a field trip regarding home science curriculum areas and submit report.

### **References**

1. सीमायादव – गृह विज्ञान शिक्षण, अनमोल प्रकाशन, नई दिल्ली
2. वी. के. नंदा – गृह विज्ञान का शिक्षण, अनमोल प्रकाशन, नई दिल्ली
3. राजम्मलपी. देवदास – गृह विज्ञान शिक्षण विधियाँ, एनसीईआरटी प्रकाशन
4. अरविंदचंद्र – गृह विज्ञान का शिक्षण, विकास पब्लिशिंग हाउस, नई दिल्ली
5. बी. ए.ल. शर्मा – गृह विज्ञान शिक्षण विधियाँ, राधाकृष्ण प्रकाशन, आगरा
6. के. के. भाटिया – गृह विज्ञान शिक्षण की नवीन तकनीकें, कल्याणी प्रकाशन, लुधियाना
7. Devadas, Rajammal P. – Methods of Teaching Home Science, NCERT
8. Yadav, Seema – Teaching of Home Science, Anmol Publications, New Delhi
9. Nanda, V.K. – Teaching of Home Science, Anmol Publications, New Delhi
10. Chandra, Arvind – Teaching of Home Science, Vikas Publishing House, New Delhi
11. Bhatia, K.K. – New Techniques of Teaching Home Science, Kalyani Publishers, Ludhiana
12. Mangal, S.K. – Essentials of Educational Technology, PHI Learning, New Delhi
13. NCERT – Learning Outcomes at the Elementary Stage, NCERT Publication Division
14. Siddiqui, M.H. – Techniques of Classroom Teaching, APH Publishing Corporation

## Course CPS-II or III: Pedagogy of Commerce

Code: 113

**Credits: 4 (2L+ 2T +0P)**

**Marks: 100**

**Contact hrs. Per Week: 5**

**C1 + C2: 30**

**Exam Duration: 3 hrs.**

**C3: 70**

### Objectives :

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

1. Understand the concept, nature, and importance of Commerce as a school subject.
2. Analyze the aims and objectives of teaching Commerce at different levels.
3. Evaluate Commerce curriculum and identify local resources for teaching.
4. Apply pedagogical approaches and teaching methods appropriate to the subject.
5. Understand the enrichment content and integrate current economic events in teaching.

### Unit I- Fundamentals of Commerce Teaching

- Meaning, Concept, Need and Scope of Commerce Teaching
- Fundamental principles and modern relevance of Commerce as a distinct subject in school curriculum
- Commerce and globalization : socio-economic perspective
- Aims and Objectives of Commerce teaching at secondary school level
- Writing objectives of commerce teaching in behavioural terms

### Unit II- Curriculum and Pedagogical Approaches

- Syllabus of Commerce: Scope, Adequacy, Evaluation
- Principles of curriculum construction of Commerce
- Organising Commerce curriculum: thematic, unit-wise, integrated
- Use of local resources in teaching
- Methods: Lecture-cum-Demonstration, Project, Problem Solving, Dramatization, Discussion, Field Trips
- Enrichment Content: Business ethics, Consumer awareness, E-commerce, Current Events

### Unit III- Instructional Aids and Technology

- Classification and Importance of Audio-Visual Aids
- Commerce Room: Need, Design, and Equipment
- ICT in Commerce teaching: - learning experiences in Commerce teaching –video clips, power point presentation PPTs, e-resources
- Developing teaching-learning material (TLM) for junior/senior levels

### Unit IV- Textbooks and Action Research in Commerce

- Role and Characteristics of Textbooks in Commerce, Criteria for selecting a good textbook
- Adaptation of textbook content to local context
- Importance of Library and supplementary material
- Concept, Importance, and Steps of Action Research in Commerce
- Implementing and evaluating solutions in real settings

### Unit V- Lesson Planning and Micro Teaching in Commerce

- Meaning of Micro teaching its components, maxims, skills, level and phases of teaching.
- Steps, Needs and Aims of Lesson Planning in Commerce
- Format and components of lesson plans (General and Specific Objectives, TLM, Activities)
- Preparing lesson plans on theoretical and practical topics related to Commerce
- Importance of planning in achieving learning outcomes

**Practicum-**

1. Preparation of low-cost and ICT-based TLM for a selected Commerce topic
2. Critical review of a Commerce textbook
3. Prepare two Micro lesson plans on any two skills
4. Prepare lesson plans for two different units using two different methods
5. Prepare a report on the use of local financial resources in rural business

**References**

1. सिंह, आई.बी. – वाणिज्य का अध्ययन, लक्ष्मी नारायण अग्रवाल, आगरा
2. मित्तल, आर.सी. – वाणिज्य शिक्षण विधियाँ, आर. लाल बुक डिपो, मेरठ
3. शर्मा, आर.ए. – वाणिज्य शिक्षण, लाल बुक डिपो, मेरठ
4. अग्रवाल, जे.सी. – वाणिज्य शिक्षण विधियाँ, विकास पब्लिशिंग हाउस, नई दिल्ली
5. Aggarwal, J.C. – Teaching of Commerce, Vikas Publishing House
6. Bhatia, K.K. & Bhatia, B.D. – The Principles and Methods of Teaching, Doaba House
7. Parikh, A.K.M. – Lesson Planning in Indian Schools, Subha Sanchar, Ajmer
8. Roo, Seema – Teaching of Commerce, Anmol Publications Pvt. Ltd.
9. Sharma, R.A. – Teaching of Commerce, R. Lall Book Depot, Meerut

**Course EPC-1: Reading and Reflecting on Texts****Code:114****Credits: 2 (0L+1T+1P)****Total Marks: 50****Contact hrs. Per Week: 4****Internal Marks: 15****External Marks:35****Objectives:**

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

1. Read a wide variety of texts
2. Write efficiently with a sense of purpose and prepare field notes
3. Respond to a text under analysis
4. Combine reading and writing skills and Content analysis,
5. Develop reflective skills

**Activities:**

- Pupil teacher will read and discuss on a wide variety of texts (empirical, conceptual and historical work, policy documents, studies about schools, teaching, and learning and about different people's experiences of all of these). Narrative texts, expository texts from diverse sources, including autobiographies, narratives, field notes, ethnographies, etc. Pupil teachers will also observe and reflect on the activities of peer group.
- Writing efficiently, writing with a sense of purpose and audience, responding to a text with one's own opinions or writing within the context of others' ideas.
- Combining reading and writing skills, reflective skills, Content analysis, writing field notes.

**Practicum:** Review of the text, select keywords and rewrite the content.

S.No.	Types of Text	Marks
1.	Empirical Text	5
2.	Policy Documents	5
3.	Autobiographical Narratives	5
4.	Text concerned with teaching and learning process / Studies about schools	5
5.	HistoricalWork/Ethnographic texts	5
6.	Field notes/ Field Reports	5
7.	Writing of Summary	5
8.	Evaluation of Reports and Viva-Voce	15

### **References:**

1. Reflective Practice: Writing and Professional Development. Gillie Bolton. Sage Publication
2. Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William Salzer. Cambridge University Press.
3. Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers
4. Reading to Learning the Content Areas. Judy Richardson, Raymond Morgan, Charlene Fleener. Coinage Learning.
5. Reflecting on Literacy in Education, Peter Hannon, Routledge Publication.
6. Fostering Reflection and Providing Feedback: Helping Others Learn from. By Jane Westberg PhD, Hilliard Jason MD, Springer Publications.

### **Course EPC- 2: Drama and Art in Education**

**Code:115**

**Credits: 2 (0L+1T+1P)**

**Contact hrs. Per Week: 4**

**Total Marks: 50**

**Internal Marks: 15**

**External Marks: 35**

#### **Objectives:**

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

1. Learn the role of drama in education and experience it collectively.
2. Feel empathy and relate with other fellow beings.
3. Perform drama for social change.
4. Understand self and use drama as a form of self-expression for enhancing creativity.
5. Develop aesthetic sensibility and the use of art in teaching-learning.
6. Organize cultural festivals to nurture aesthetic sensibilities.

#### **Activities :**

1. Performing drama to enhance awareness through multiple perspectives, to look at reality through fantasy and to predict everyday situations in order to cope with unpredictable unsettling experiences. Drama in Education should not be merely doing theatrics or 'acting' in a superficial manner, but should perform for creating the 'dramatic pressure' or tension, where the student would arrive at a problem or an understanding in a new way. Drama as 'critical pedagogy' should move beyond the classroom, to invoke the

collective consciousness and involve the community to participate in educational and social change.

2. Experiencing different kinds of street theatre that engage with life, through folk and contemporary traditions, improvising and critiquing, while mobilizing for transformative action based on experience, emotion and interpretation. It should help in understanding the self and as a form of self-expression for enhancing creativity.
3. Visit to places of art, exhibitions and cultural festivals. Encouragement needs to be given to understand local culture and art forms and interpret art works, movies and other Media. Experiences on expanding perceiving art world, their artistic processes, sense of understanding and ways of assessing the work. Activities can be used to build trust and cooperation, the sense of responsibility, pursuing tasks collectively and exploring varied perspectives.

**Practicum:** Conduct the activity, prepare a report and write up

S.No.	Types of Activities	Marks
1.	Visit to the places of local culture and art and prepare report	5
2.	Creative Work- school decorations/Aipan/Warli Art/ Calligraphy//Lippon/ Collage/Quilling/Montage/Sketching, etc	5
3.	Watch movies or other media of educational significance and Prepare Report	5
4.	Write a script /Dialogue	5
5.	Organise a Drama for Educational Purpose	5
6.	Report of Cultural Festivals	5
7.	Organization of Fete/ Exhibition in the Institution and Prepare Report	5
8.	Evaluation of Report and Viva – Voce	15

## SEMESTER-II

### Course PC-3: Contemporary India and Education Code: 201

<b>Credits: 4 (3L+1T+0P)</b>	<b>Marks: 100</b>
<b>Contact hrs. Per Week: 5</b>	<b>C1+ C2: 30</b>
<b>Exam Duration : 3hrs.</b>	<b>C3: 70</b>

#### Objectives:

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

1. Contextualize contemporary India and education.
2. Evolve a deeper understanding of its purpose and its relationship with society and humanity.
3. Understand the classroom as a social context.
4. Provide a setting for interaction and generation of dialogue to appreciate diverse perspectives.
5. Critically analyse human and child rights.
6. Learn about policy debates of implementation and actual shaping of school education.

#### Unit-I

- Education and society: relationship, educational sociology.
- Social diversity: Individual, regions, languages, religions, castes, tribes, etc.
- Role of education in grooming children of diversified situations.
- Socialization process: Social world and child.

#### Unit-II

- Provisions of education in Indian constitution
- Directive Principles of State Policies in relation to educational aims.
- Universalisation of education.
- Role of NCPCR (National Commission on Protection of Child Right).

#### Unit-III

- School education in relation to various educational policies in post-independence period.
- Right to Education, Sarva Shiksha Abhiyan.
- Paradigm shift in teaching learning process – Rastriya Madhyamik Shiksha Abhiyan (RMSA), Samagra Shiksha Abhiyan (SSA) and Rastriya Uchattar Shiksha Abhiyan (RUSA).
- Mid Day Meal Programme and its implementation

#### Unit-IV

- New Education Policy NEP- 2020: An overview.
- Equity and inclusion in NEP 2020.
- Academic Bank of Credit ABC, Multiple Entry &Multiple Exit MEME.
- Indian Knowledge System (IKS), Digitalization of education.

#### Unit-V

- National Policy on Education- 1986 in the context of Liberalization, Globalization and Privatization.
- NPE 1986, NCF2005 and NCFTE 2009: salient features.
- National Knowledge Commission, National Integration: meaning and need
- UGC, NCERT, SCERT, NCTE, NUEPA, NAAC

### **Practicum-**

1. Organize stage show or play to demonstrate cultural diversity of India / Uttarakhand and prepare a report.
1. Observe and report on mid day meal of a school.
2. Organise a quiz / debate on any of related issues in the school and prepare a report.

### **References**

1. भारतीय शिक्षा और समाज, लेखक: डॉ. वी. सी. पांडेय, प्रकाशक: विमल प्रकाशन
2. शिक्षा का समाजशास्त्र, लेखक: डॉ. कृष्णकुमार, प्रकाशक: एन.सी.ई.आर.टी.
3. भारतीय शिक्षा प्रणाली का सामाजिक परिप्रेक्ष्य, डॉ. रमेशचंद्र श्रीवास्तव, राधा पब्लिकेशंस, नई दिल्ली
4. भारतीय शिक्षा का विकास, लेखक: डॉ. सुनीता शर्मा, प्रकाशक: राजतिलक पब्लिकेशन, मेरठ
5. भारतीय समाजशास्त्र, लेखक: डॉ. योगेंद्र सिंह, प्रकाशक: रावत पब्लिकेशन, जयपुर
6. भारतीय शिक्षा नीति: समस्याएं और समाधान, डॉ. एस. पी. अग्रवाल, शारदा पुस्तक भवन, इलाहाबाद
8. India Education Report, Author: R. Govinda, Publisher: Oxford University Press
9. Schooling for Tomorrow: Education for All, Anil Sadgopal, Granth Shilpi Publication
10. Principles of Education, Saxena, N.R.Swaroop, International Publishing House, Meerut
11. Contemporary India and Education, Dr. Ramesh Chandra, Atlantic Publishers Covers
12. Education in Contemporary India, Vimala Ramachandran, Orient BlackSwan

### **Course CPS-II or III: Pedagogy of Hindi**

**(हिन्दी भाषा शिक्षण)**

**Course Code: 202**

**Credits:4 (2L+2T+0P)**

**Marks: 100**

**Contact hrs. Per Week: 5**

**C1+ C2: 30**

**Exam Duration: 3hrs.**

**C3: 70**

### **उद्देश्य :**

1. हिन्दी शिक्षण के उद्देश्यों एवं पाठ्यक्रम निर्माण की समझ विकसित करना।
1. हिन्दी गद्य, पद्य और नाटक शिक्षण के विभिन्न प्रकारों एवं तरीकों का ज्ञान प्राप्त करना।
2. हिन्दी शिक्षण की विधियों एवं तकनीकों को व्यवहार में लाना।
3. हिन्दी भाषा कौशलों का व्यवहारिक विकास करना।
4. पाठ योजना, मूल्यांकन तथा सहायक शिक्षण सामग्री का प्रयोग करना।
5. क्रियात्मक व्याकरण का शिक्षण एवं मूल्यांकन तकनीकों का प्रयोग करना।
6. कक्षा की समस्याओं के समाधान हेतु क्रियात्मक अनुसंधान करना।
7. शिक्षण अनुभवों पर आत्म मंथन कर सुधार करना।

### **इकाई-1 : भाषा अर्जन, अधिगम और दार्शनिक दृष्टिकोण :**

- भाषा अर्जन और अधिगम के दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार।
- भाषाई शिक्षण अधिगम की बहुभाषिक दृष्टि- जॉन डिवी, रस्किन बाण्ड, चॉम्स्की।
- भारतीय भाषाविद- पाणिनी, रामधारी सिंह 'दिनकर', सुमित्रानंदन पंत आदि के भाषायी दृष्टिकोण।
- कोठारी आयोग- 1964-66, राष्ट्रीय शिक्षा नीति- 1986, पी0ओ0ए0- 1992, राष्ट्रीय शिक्षा नीति

2020 में हिन्दी भाषा सम्बन्धी प्राविधान।

### इकाई-2 : हिन्दी भाषा शिक्षण एवं नवाचार :

- हिन्दी शिक्षण में सह संज्ञानात्मक गतिविधियों की रूपरेखा एवं महत्व— वाद—विवाद, विद्यालय प्रकाशन एवं पत्रिका, विवज कार्यक्रम, साहित्यिक कार्यक्रम, नाटक, विद्यालय सभा, खेल गतिविधियाँ, कार्यशालाएँ संगोष्ठियाँ आदि।
- हिन्दी शिक्षण में भाषा प्रयोगशाला, साहित्यिक कलब एवं शैक्षिक भ्रमण की उपयोगिता एवं महत्व।
- हिन्दी भाषा अध्यापक के गुण, शिक्षण दक्षता एवं व्यावसायिक विकास।
- संविधान और शिक्षा समितियों की रिपोर्ट में भाषा की स्थिति— आठवीं अनुसूची, अनुच्छेद— 343 से 351, 350 ए

### इकाई-3 : हिन्दी भाषा शिक्षण, साहित्य और सौंदर्य :

- हिन्दी भाषा साहित्यिक अभिव्यक्ति के विविध रूप— गद्य, पद्य एवं व्याकरण की विविध विधाओं को पढ़ना।
- सृजनात्मक भाषा के विविध रूप, हिन्दी को प्रथम एवं द्वितीय भाषा के रूप में पढ़ना, हिन्दी भाषा पढ़ने और पढ़ाने की चुनौतियाँ।
- हिन्दी भाषा शिक्षण— गद्य, पद्य, व्याकरण एवं कहानी शिक्षण। द्रुत अध्ययन तथा गीत एवं पहेलियों द्वारा शिक्षण।
- हिन्दी के प्रसिद्ध व्यक्तित्वों जैसे— मुंशी प्रेमचन्द, भारतेंदु हरिशचन्द, महादेवी वर्मा में से किसी एक का जीवन परिचय, प्रमुख उपलब्धियाँ, चित्रों, लेखों और अन्य सामग्रियों का संकलन एवं रिपोर्ट लेखन।

### इकाई- 4 : क्रियात्मक अनुसंधान एवं अभिव्यक्ति लेखन :

- क्रियात्मक अनुसंधान की अवधारण, अर्थ, महत्व एवं उपयोगिता। क्रियात्मक अनुसंधान हेतु कक्षा में हिन्दी शिक्षण की समस्याओं की पहचान।
- क्रियात्मक अनुसंधान के सोपान, क्रियात्मक अनुसंधान के प्रायोगिक प्रकल्प का प्रारूप एवं निर्माण।
- लेखन के विभिन्न चरण, औपचारिक व अनौपचारिक लेखन, कहानी, कविता, रिपोर्ट, आत्ममंथन एवं शिक्षण डायरी लेखन आदि।
- पृष्ठपोषण का आशय, अध्यापक पृष्ठपोषण के विभिन्न रूप, हिन्दी शिक्षण में सुधार हेतु पृष्ठपोषण प्रक्रिया एवं लेखन।

### इकाई - 5 : मूल्यांकन एवं आंकलन :

- हिन्दी शिक्षण में आंकलन एवं मूल्यांकन का अर्थ, परिभाषा एवं उपयोगिता।
- मूल्यांकन की विधियाँ एवं प्रविधियाँ एवं उनका वर्गीकरण — निर्माणात्मक एवं योगात्मक मूल्यांकन, स्वमूल्यांकन, समूह मूल्यांकन सतत एवं समग्र मूल्यांकन।
- मूल्यांकन के विभिन्न प्रकार, मौखिक एवं लिखित परीक्षण तथा हिन्दी शिक्षण में प्रश्नों का स्वरूप एवं विभिन्न प्रकार।
- उपलब्धि परीक्षण का अर्थ एवं उपयोगिता, उपलब्धि परीक्षण एवं ब्लूप्रिट तथा प्रश्न पत्र निर्माण।

### प्रायोगिक कार्य :

1. पाठ्यक्रम पर आधारित किसी व्यक्तित्व का जीवन परिचय, प्रमुख उपलब्धियाँ, चित्रों, लेखों और अन्य सामग्रियों का संकलन एवं रिपोर्ट तैयार करना।
2. किसी कक्षा विशेष— जैसे कक्षा-6,7,8 आदि के लिए हिन्दी विषय में उपलब्धि परीक्षण तथा प्रश्न पत्र तैयार करना एवं मूल्यांकन करना।
3. क्रियात्मक अनुसंधान की रूपरेखा का निर्माण— किसी विशिष्ट समस्या पर रिपोर्ट या प्रारूप जिसमें समस्या की पहचान, उद्देश्य, विधियाँ, समाधान, सुझाव और निष्कर्ष शामिल हों।

### संदर्भ पुस्तकें :

1. अग्रवाल, आर०, 2001, हिन्दी शिक्षण, विनोद पुस्तक मंदिर आगरा।
2. अग्रवाल, सरोज, बंसल, सुरक्षा एवं माहेश्वरी, बी०के०, 2020, हिन्दी शिक्षण, आर०लाल०बुक डिपो
3. अग्निहोत्री, आर०के० एवं खन्ना ए०एल०, 2021, हिन्दी भाषा और शिक्षण, हिन्दी ग्रंथ अकादमी।
4. चतुर्वेदी, शिखा, 2021, हिन्दी शिक्षण, आर०लाल०बुक डिपो मेरठ।
5. एन०सी०ई०आर०टी०, 2015, भारतीय भाषाओं का शिक्षण—रिथ्ति पत्र—एन०सी०एफ० नई दिल्ली।
6. भट्टनागर, मीनाक्षी, 2019, हिन्दी शिक्षण, आर०लाल०बुक डिपो मेरठ।
7. मिश्रा, ए०, 2002 हिन्दी भाषा शिक्षण, आर०लाल०बुक डिपो मेरठ।
8. यादव, आर०बी० 2014, हिन्दी शिक्षण विधि, मध्य प्रदेश हिन्दी ग्रंथ अकादमी।
9. राय, यू०, 2003, हिन्दी शिक्षण, हरप्रसाद भार्गव।
10. शर्मा, बी०एल 2020, हिन्दी शिक्षण, आर०लाल०बुक डिपो मेरठ।
11. शर्मा, आर०ए०, 2005, हिन्दी शिक्षण, आर०लाल०बुक डिपो मेरठ।
12. शर्मा, आर०ए० 2006, अधिगम और हिन्दी शिक्षण, आर०लाल०बुक डिपो मेरठ।
13. श्रीवास्तव, एच०सी० 2018, हिन्दी शिक्षण : आधार एवं प्रयोग, विनोद पुस्तक मन्दिर, आगरा।

### **Course CPS-II or III: Pedagogy of Sanskrit**

(संस्कृत भाषा शिक्षण)

**Course Code: 203**

**Credits:4 (2L+2T+0P)**

**Marks: 100**

**Contact hrs. Per Week: 5**

**C1+ C2: 30**

**Exam Duration: 3hrs.**

**C3: 70**

### **उद्देश्य :**

1. संस्कृत भाषा की प्रकृति, महत्व और भूमिका समझना।
2. संस्कृत शिक्षण के उद्देश्यों एवं पाठ्यक्रम निर्माण की समझ विकसित करना।
3. संस्कृत गद्य, पद्य और नाटक शिक्षण के विभिन्न प्रकारों एवं तरीकों का ज्ञान प्राप्त करना।
4. संस्कृत शिक्षण की विधियों एवं तकनीकों को व्यवहार में लाना।
5. संस्कृत भाषा कौशलों का व्यवहारिक विकास करना।
6. पाठ योजना, मूल्योंकन तथा सहायक शिक्षण सामग्री का प्रयोग करना।
7. क्रियात्मक व्याकरण का शिक्षण एवं मूल्योंकन तकनीकों का प्रयोग करना।
8. कक्षा की समस्याओं के समाधान हेतु क्रियात्मक अनुसंधान करना।
9. शिक्षण अनुभवों पर आत्म मंथन कर सुधार करना।
10. संस्कृत भाषा शिक्षण में क्रियात्मक अनुसंधान के महत्व को समझना।
11. संस्कृत भाषा के मूल्योंकन की प्रक्रिया को समझाना।

### **इकाई-1 : भाषा अर्जन, शिक्षण अधिगम और शैक्षिक दृष्टिकोण :**

- भाषा अर्जन और अधिगम के दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार।
- संस्कृत व्याकरण शिक्षण के पारंपरिक एवं आधुनिक दृष्टिकोण तथा संस्कृत भाषा की सांस्कृतिक, साहित्यिक एवं शैक्षणिक महत्ता।
- भारतीय भाषाविद— पाणिनी, कालिदास एवं भर्तृहरि के भाषायी दृष्टिकोण।
- कोठारी आयोग— 1964–66, राष्ट्रीय शिक्षा नीति— 1986, पी०ओ०ए०— 1992, राष्ट्रीय शिक्षा नीति 2020 में संस्कृत भाषा सम्बन्धी प्राविधान।

### **इकाई-2 : कार्यात्मक संस्कृत एवं जीवन उपयोगिता :**

- संस्कृत शिक्षण में सह संज्ञानात्मक गतिविधियों की रूपरेखा एवं महत्व— संवाद, चर्चा,, वाद—विवाद, विद्यालय पत्रिका, विवज कार्यक्रम, साहित्यिक कार्यक्रम, नाट्य प्रस्तुति, कार्यशालाएं संगोष्ठियाँ आदि ।
- संस्कृत शिक्षण में भाषा प्रयोगशाला एवं साहित्यिक कलब का स्थान, उपयोगिता एवं महत्व ।
- संस्कृत भाषा शिक्षक के गुण, शिक्षण कुशलता, व्यावसायिक विकास एवं भाषा की प्रगति में भूमिका ।
- व्यवहार में प्रयुक्त संस्कृत वाक्य, संस्कृत का दैनिक जीवन में उपयोग ।

### इकाई—3 : संस्कृत भाषा शिक्षण, साहित्य और सौंदर्य :

- संस्कृत भाषा साहित्यिक अभिव्यक्ति के विविध रूप— गद्य, पद्य एवं व्याकरण की विविध विधाओं को पढ़ना ।
- सृजनात्मक भाषा के विविध रूप, सामाजिक रूपांतरण में संस्कृत शिक्षण की भूमिका एवं संस्कृत भाषा पढ़ने और पढ़ाने की चुनौतियाँ ।
- नैतिक एवं सौंदर्यबोध के संवर्धन हेतु साहित्य चयन ।
- संस्कृत भाषा शिक्षण— गद्य, पद्य एवं व्याकरण में गीत, पहेलियों एवं कहानियों द्वारा शिक्षण तथा श्लोक, सुक्तियाँ एवं नाट्यांशों का शिक्षण में प्रयोग ।
- संस्कृत की सांस्कृतिक, साहित्यिक एवं शैक्षणिक महत्ता तथा संस्कृत साहित्य के माध्यम से नैतिक शिक्षा ।

### इकाई— 4 : क्रियात्मक अनुसंधान एवं अभिव्यक्ति लेखन :

- क्रियात्मक अनुसंधान की अवधारण, अर्थ, महत्व एवं उपयोगिता । क्रियात्मक अनुसंधान हेतु कक्षा में संस्कृत शिक्षण की समस्याओं की पहचान ।
- क्रियात्मक अनुसंधान के सोपान, क्रियात्मक अनुसंधान के प्रायोगिक प्रकल्प का प्रारूप एवं निर्माण ।
- लेखन के विभिन्न चरण, औपचारिक व अनौपचारिक लेखन, संस्कृत संवाद अभ्यास, संस्कृत में पत्र लेखन, अनुच्छेद लेखन एवं शिक्षण डायरी लेखन ।
- पृष्ठपोषण का आशय, अध्यापक पृष्ठपोषण के विभिन्न रूप, संस्कृत शिक्षण में सुधार हेतु पृष्ठपोषण प्रक्रिया एवं लेखन ।

### इकाई — 5 : मूल्यांकन एवं आंकलन :

- संस्कृत शिक्षण में आंकलन एवं मूल्यांकन का अर्थ, परिभाषा एवं उपयोगिता ।
- मूल्यांकन की विधियाँ एवं प्रविधियाँ एवं उनका वर्गीकरण — निर्माणात्मक एवं योगात्मक मूल्यांकन, स्वमूल्यांकन, समूह मूल्यांकन सतत एवं समग्र मूल्यांकन ।
- मूल्यांकन के विभिन्न प्रकार, मौखिक एवं लिखित परीक्षण तथा संस्कृत शिक्षण में प्रश्नों का स्वरूप एवं विभिन्न प्रकार ।
- उपलब्धि परीक्षण का अर्थ एवं उपयोगिता, उपलब्धि परीक्षण एवं ब्लूप्रिट तथा प्रश्न पत्र निर्माण ।

#### प्रायोगिक कार्य :

1. संस्कृत भाषा शिक्षण के पाठ्यक्रम पर आधारित किसी व्यक्तित्व का जीवन परिचय, प्रमुख उपलब्धियाँ, चित्रों, लेखों और अन्य सामग्रियों का संकलन एवं रिपोर्ट तैयार करना ।
2. संस्कृत विषय में माध्यमिक स्तर की कक्षा हेतु उपलब्धि परीक्षण तथा प्रश्न पत्र तैयार करना एवं मूल्यांकन करना ।
3. क्रियात्मक अनुसंधान की रूपरेखा का निर्माण— किसी विशिष्ट समस्या पर रिपोर्ट या प्रारूप जिसमें समस्या की पहचान, उद्देश्य, विधियाँ, समाधान, सुझाव और निष्कर्ष शामिल हों ।

### संदर्भ पुस्तकें :

1. जोशी, डी०बी० संस्कृत शिक्षण विधियॉ, विनोद पुस्तक मंदिर आगरा।
2. उपाध्याय वी०एन०, संस्कृत शिक्षण की नयी दिशा, प्रकाशन विभाग।
3. झा, सुरेश, व्यावहारिक संस्कृत शिक्षण, हिन्दी ग्रन्थ अकादमी।
4. दिनकर, रामधारी सिंह, संस्कृत शिक्षण, राजपाल एण्ड संस।
5. त्रिपाठी, वी०पी०, संस्कृत शिक्षण के आधार, चेतना प्रकाशन दिल्ली।
6. एन०सी०ई०आर०टी०, संस्कृत शिक्षण- स्थिति पत्र-एन०सी०एफ०
7. पाठक, रामनाथ, संस्कृत शिक्षण कला, भारती भवन
8. पाण्डेय, रमाशंकर, संस्कृत शिक्षण में नवाचार, आर्य पब्लिकेशन।
9. मिश्र, हरिनारायण, 2001, संस्कृत शिक्षण पद्धति, आर०लाल०बुक डिपो मेरठ।
10. वाजपेयी, लक्ष्मीकांत, संस्कृत भाषा शिक्षण, हिन्दी ग्रन्थ अकादमी
11. शर्मा, आर०ए०, संस्कृत शिक्षण, आर०लाल बुक डिपो मेरठ।
12. शुक्ल, रामनारायण, संस्कृत शिक्षण पद्धति, विकास पब्लिकेशन।

### **Course CPS-II or III: Pedagogy of English**

**Code: 204**

**Credits : 4 (2L+2T+0P)**

**Marks: 100**

**Contact hrs. Per Week: 5**

**C1+ C2: 30**

**Exam Duration: 3hrs.**

**C3: 70**

### **Objectives**

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

1. Develop lesson plans for English with appropriate learning objectives and teaching aids.
2. Apply effective strategies for teaching listening, speaking, reading, and writing in an integrated manner.
3. Use ICT tools and digital resources meaningfully in English language teaching.
4. Design and implement various types of assessment tools for evaluating English language proficiency.
5. Construct achievement tests with valid blueprints and marking schemes.
6. Identify and address classroom problems related to English teaching through action research.
7. Reflect critically on their own teaching practices through the use of reflective journals and self-assessment.
8. Promote the use of functional English for real-life and career-related communication.
9. Utilize language laboratories and skill-based projects to enhance learners' competence.
10. Integrate innovative and student-centered approaches in English teaching for life-long language learning.

### **Unit- I: Language Skills Development in English**

- Develop listening and speaking skills through structured classroom activities.
- Teach reading using appropriate strategies for comprehension.
- Teach writing of paragraphs, letters, and essays in a structured way.
- Integrate listening, speaking, reading, and writing in teaching-learning activities.

### **Unit- II: Teaching Learning Activities and Innovation in Teaching English**

- Classroom activities to promote English literature and for literary understanding
- Use and role of mother tongue in English language learning.
- Promoting literary appreciation in school settings for English language, language games and innovative practices used
- Micro teaching in English- skills, steps, maxims and levels of micro lesson plans

#### **Unit- III: Evaluation Techniques in English**

- Design and use of Oral, written, and diagnostic tests
- Construct MCQs, Short answer and Long answer questions
- Prepare achievement tests and blueprint aligned with objectives
- CCE-Continuous and Comprehensive Evaluation and peer assessment techniques for evaluation in English

#### **Unit- IV: Action Research and Reflective Practice**

- Identify classroom problems in English teaching
- Methodology and steps of action research in English teaching
- Use of reflective journals and diaries for professional growth
- Role of English teacher as a reflective practitioner and for developing communication skills in learners

#### **Unit- V: English for Life and Career**

- Use and importance of functional and vocational English in daily communication
- Need and utility of vocational and professional English for career readiness
- Use of language labs for listening and pronunciation practice.
- Engage students in skill-based projects to enhance language proficiency and English learning

#### **Practicum-**

1. Prepare two ICT-based lesson plans using multimedia tools.
2. Draft an action research proposal on a classroom issue at secondary level.
3. Design a model achievement test with a proper blueprint.

#### **References**

1. Baruah, T.C. (1985). The English Teachers' Handbook. Sterling.
2. Bhatia, K.K. ,Teaching- Learning English as a Foreign Language, Kalyani Publishers.
3. Bright and McGregor: Teaching English as Second Language, Longman.
4. C.J. (1984). Communicative Methodology in Language Teaching. CUP.
5. Chaturvedi, M.G. (1973). A Contrastive Study of Hindi-English Phonology.
6. Freeman, D.L. (2000). Techniques and Principles in Language Teaching. OUP.
7. Gimson A.C. (1980): An Introduction to the Pronunciation of English, Edward Arnold.
8. Gupta, P.K.; Teaching of English, R.Lall book Depot, Meerut.
9. Hornby A.S. (1968): A Guide to patterns and usage in English. Oxford : OUP
10. NCERT (2006). Position Paper on Teaching of Indian Languages (NCF 2005).
11. Pahuja, S.; Teaching of English, Shri Vinod Pustak Mandir, Agra.
12. Paliwal, A.K. (1988): English Language Teaching Jaipur: Surbhi Publication.

**Course CPS-II or III: Pedagogy of Physical Science**  
**Code: 205**

**Credits:4 (2L+2T+0P)**  
**Contact hrs. Per Week: 5**  
**Exam Duration: 3hrs.**

**Marks: 100**  
**C1+ C2: 30**  
**C3: 70**

**Objectives:**

After completing this semester, student-teachers will be able to:

1. Use various teaching strategies to teach science concepts.
2. Organize and conduct experiments and demonstrations.
3. Integrate ICT in science teaching.
4. Develop tools for assessment and conduct action research.
5. Reflect on and improve science teaching practices.

**Unit I- : Non -Formal Approaches and New Strategies of Physical Science Teaching**

- Tutorials, Independent Self Study, Conference/ Seminars, Workshops, Museums.
- Cooperative and Peer Learning Techniques
- Investigative Technique, Enquiry Technique
- Organizing science clubs, sciencefairs, excursions and field trips

**Unit II- : Organisation of learning resources in Physical Science Teaching**

- Role of ICT in science teaching Identification and use of learning resources in science from immediate environment, Science kit.
- Importance of Text-books and other publications in physical science teaching.
- Audio-visual materials; Multimedia-selection and designing.
- Organisation of an effective programme of teaching of Physical Sciences.

**Unit III- : Science Laboratory, Experimentation and Use of ICT**

- Physical science laboratory- Objectives, Planning and Organisation of laboratory
- Types of Laboratories, Safety procedures and laboratory Management
- Rules for maintaining laboratory, and use of improvised and low-cost apparatus
- Use of simulations, animations, digital labs and Internet-based science learning resources
- Preparing e-content, interactive presentations in physical science

**Unit IV- : Evaluation in Physical Science**

- Measurement and Evaluation in physical sciences
- Principles and steps of evaluation
- Evaluation Techniques-Formative and Summative evaluation
- Construction of achievement tests, Diagnostic and remedial teaching, Continuous and comprehensive evaluation (CCE)

**Unit V- : Reflective Practices and Action Research in Physical Science**

- Qualities of a physical science teacher
- Concept and need of action research in physical science teaching
- Experimental projects in physical science
- Reflective & innovative practices in professional development of physical science teacher

**Practicum**

1. Prepare two detailed lesson plans

2. Conduct and report one science experiment in physical science
3. Draft an achievement test with blueprint
4. Submit an action research report on a classroom issue

### References

1. Bloom, B.S.: Taxonomy of educational objectives, Mckay Co. New Delhi.
2. Chandra, T. : Principles of teaching, Anmol Publication, New Delhi
3. Chauhan S.S. : Innovation in teaching, Vikas Publication, New Delhi
4. Das, R.C, (2000), Science teaching in schools, Sterling publishers, New Delhi
5. Gupta, S.K. (1985). Teaching of Physical Science. Arya Book Depot.
6. Joshi, S.R, (2008), Teaching of science A.P.H publishing corporation New Delhi
7. Nanda, V.K. (1997) Science education today Anmol publications Pvt. Ltd. New Delhi
8. NCERT (2005). Position Paper on Teaching of Science.
9. Prasad Janardan: Practical aspects in teaching of science. Kanishka Publisher New Delhi
10. Rao, S. (2007). Science Education. Himalaya Publishing House
11. Siddiqui, N.N. & Siddiqui, M.H. Teaching of Science. Ashish Publishing.
12. UNESCO. Handbook for Science Teachers.

### **Course CPS-II or III: Pedagogy of Mathematics**

**Code: 206**

**Credits: 4 (2L+2T+0P)**  
**Contact hrs. Per Week: 5**  
**Exam Duration: 3hrs.**

**Marks: 100**  
**C1+ C2: 30**  
**C3: 70**

#### **Objectives:**

After completing this semester, student-teachers will be able to:

1. To develop mathematical thinking, reasoning, and problem-solving skills.
2. To apply Bloom's taxonomy in classroom practice.
3. To use ICT and innovative methods in Mathematics teaching.
4. To understand and use evaluation techniques.
5. To conduct action research to solve classroom problems.

#### **Unit I- : Conceptual Understanding of Mathematics Teaching Process**

- Teaching of Arithmetic-Objectives, role of drill and constrictive play in primary Arithmetic and developing speed and accuracy in Mathematics.
- Teaching Algebra- Objectives and importance of Algebra
- Teaching Geometry – Objectives of Geometry teaching, Role of hypothesis, axioms, postulates and assumptions.
- Construction and verification of mathematical theorems

#### **Unit II- : Planning and Organizing Learning Experiences**

- Learning difficulties in Mathematics and remedies
- Designing activities based on instructional objectives
- Needs and types of teaching Aids, how to use teaching aids in Mathematics Teaching,

- characteristics of good teaching aids.
- Mathematics laboratory, experimental activities and recreational mathematics (games, puzzles and riddles in mathematics)

#### **Unit III- : Assessment and Test Construction**

- Measurement and evaluation in Mathematics, its purpose, type of test items; their merits and demerits, quality of a good mathematics test.
- Preparation of achievement test in mathematics.
- Importance of Continuous and comprehensive evaluation in mathematics teaching
- Formative and summative assessment

#### **Unit IV- : ICT and Innovations in Mathematics Teaching**

- Development of digital content
- Use of animation, presentations, and educational software
- Mobile apps and online resources for teaching Mathematics
- Cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity.

#### **Unit V- : Action Research and Reflective Practice**

- Concept of action research, its development and importance in mathematics teaching.
- Identifying classroom problems, Steps and tools of action research
- Professional development and ethics of Mathematics teacher
- Writing reflective journals and teaching diaries

#### **Practicum -**

- Planning and conducting a Mathematics lab activity
- Designing and administering an achievement test
- Preparing an action research report
- Prepare games, puzzles and riddles in mathematics.

#### **References**

- Arora, S.K. (2000). How to Teach Mathematics. Sterling Publishers Pvt. Ltd.
- Batra, P. Teaching and Learning of Mathematics. Hindi Granth Academy.
- Gakhar, S.C. and Jaida, M.L. (2003). Teaching of Mathematics, N.M. Publishers.
- Hudson, L. Innovations in Teaching Mathematics. Allied Publishers.
- Kumar, Khushwinder and Kaur, Jaspreet (2012). Learning Mathematics- A Lab Experience. Gurusa Sadhar: GBD Publishers.
- Kumar, Sudhir and Ratan, P.N. (2003). Teaching of Mathematics. Anmol Publication
- Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot
- NCERT. Position Paper on Mathematics Education.
- Sharma, R.A. Innovations in Mathematics Teaching. R. Lall Book Depot.
- Singh, Yashpal. Teaching of Mathematics. APH Publishing.

#### **Course CPS-II or III: Pedagogy of Biological Science** **Code: 207**

**Credits:4 (2L+2T+0P)**  
**Contact hrs. Per Week: 5**  
**Exam Duration: 3hrs.**

**Marks: 100**  
**C1+ C2: 30**  
**C3: 70**

**Objectives:**

After completing this semester, student-teachers will be able to:

1. To use inquiry and project-based methods in Biology teaching.
2. To use effectively different activities / experiments for teaching biological science.
3. To formulate meaningful inquiry experiences, investigatory and learning projects.
4. To construct appropriate assessment tools for evaluating learning of biological science.
5. To stimulate curiosity, inventiveness and creativity in biological science.
6. To develop, conduct and report science experiments and use ICT tools.
7. To construct and use evaluation tools effectively.
8. To conduct and report classroom-based action research.

**Unit I- : New Approaches and Strategies of Biological Science Teaching**

- Nature of inquiry-based learning and Lecture-demonstration method
- Project method in Biology and integrating process skills in project work
- Cooperative and peer learning techniques
- Biology club, science museums: aquarium, herbarium, vivarium and terrarium; science fairs, biological excursions, field trips/ touring

**Unit II- : Organisation of learning resources in Biological Science**

- Identification and use of learning resources in biological sciences from immediate environment, Science kit.
- Importance of Textbooks and selection procedure of text books for biology
- Biological science laboratory- Organisation and administration of laboratory
- Upkeep and Safety measures for laboratory, Lab manuals, Records of practical work.

**Unit III- : Innovations and Use of ICT in Biological Science**

- Team teaching approach, Seminar presentation
- Using simulations and animations; Virtual labs and biology-based educational software
- Preparing e-content, interactive presentations in physical science and Hands-on learning and data collection

**Unit IV- : Evaluation in Biological Science**

- Measurement and evaluation in biological sciences
- Formative and summative evaluation, Continuous and comprehensive evaluation (CCE)
- Construction of achievement tests
- Diagnostic and remedial teaching

**Unit V- : Action Research and Reflective Practice in Biological Science**

- Meaning and importance of action research
- Identifying classroom issues, steps of action research in Biological Science teaching
- Biology science teacher- qualifications, characteristics and responsibilities.
- Reflective & Innovative practices in professional development of Biology science teachers.

**Practicum**

1. Detailed lesson plan on suitable topics
2. Develop micro lesson plan in biological science to be conducted and reported
3. Achievement test with blueprint
4. Action research project on a real teaching issue in classroom

## **References**

1. Agarwal, D.D (2004): Modern methods of Teaching Biology: saruk & sons.
2. Choudhary S. (2010) Teaching of biology APH Publishing Corporation. New Delhi.
3. Edger,M, Rao DB, Teaching Sciences Successfully, Discovery Publishing House.
4. Gupta, S.K. Teaching of Biological Science. Arya Book Depot.
5. Kulshertha, S.P. (1988): Teaching of Biology, Loyal Book Depot, Meerut.
6. Sharma, H. L. (1989): School Science Education in India, Commonwealth Publishers.
7. Sharma, L. M. (1977): Teaching of Sciences & Life Sciences, Dhanpat Rai & Sons, Delhi.
8. Siddiqui, N.N. Teaching of Science, Ashish Publishing.
9. Singh U.K., Science Education, Commonwealth Publishers Darayaganj,
10. Singh, V. (2007): teaching of Biology, Adhyayan publishers & distributors, New Delhi.
11. Sood, J.K. (1987): Teaching of life science, Kohli publishers Chandigarh.
12. UNESCO. Handbook for Science Teachers.
13. Venkaiah. S (2001), Science Education in 21<sup>st</sup> Century Anmol Publishers, Delhi.
14. Yadav, M.S. (2000): Modern methods of teaching sciences, Anmol publishers, Delhi.

## **Course CPS-II or III: Pedagogy of Social Study**

**Code: 208**

**Credits: 4 (2L+2T+0P)**

**Marks: 100**

**Contact hrs. Per Week: 5**

**C1+ C2: 30**

**Exam Duration: 3hrs.**

**C3: 70**

### **Objectives:**

After completing this course, student-teachers will be able to:

1. Design lesson plans and critically evaluate textbooks.
2. Examine key social issues such as culture, rights, duties, and justice.
3. Understand various assessment tools and evaluation techniques.
4. Construct and utilize achievement, diagnostic, and remedial tests.
5. Conduct and apply action research in Social Study teaching.
6. Apply appropriate teaching methods, techniques, and teaching aids in classroom settings.
7. Constructing achievement tests in and reports the results using appropriate formats.
8. Assess the teaching learning processes in the professional development of Social Study teachers.

### **Unit I- : New Approaches and Skillsfor Teaching Social Study**

- Interactive pedagogies; Constructivist approaches; Project based learning; Social inquiry; Activity method.
- Skills of teaching: introducing a lesson, questioning, types of questions, pupils response, explanation, illustration
- Skills involved in handling maps, globes, atlas, and other resource materials and closing the lesson.
- Interdisciplinary instruction; Concept mapping; Map based leaning; Field Study; Source method; Biographical method.

### **Unit II- : Preparation and Use of Learning Resources in Social Study**

- Preparing and using audio-visual resources for effective teaching in Social Study; Charts, Models, Maps, Atlas, Graphs, Audio programs, Print media; Worksheets, Self-learning materials;
- Using multimedia for teaching Social Study, Digital resources
- Setting up and using Social Study room in schools, utilization of community resources for teaching Social Study.

### **Unit III- : Assessment of Learning in Social Study**

- Assessment and evaluation of learning in Social Study
- Continuous assessment in Social Study
- Construction of achievement-test in Social Study, types of scorekeys,test items,etc
- Assessment and evaluation; providing feedback to the learners.
- Alternative assessment in Social Study classroom: Rubrics, Portfolio, Projects, Self assessment, Peer assessment

### **Unit IV- : Achievement, Diagnostic and Remedial Teaching**

- Meaning, purpose, and construction of achievement tests.
- Diagnostic testing: need, format, and process.
- Remedial teaching strategies based on test findings.
- Concept, need, and steps of blueprint construction.

### **Unit V- : Reflective Practices and Professional Development of Teachers**

- Role, responsibilities and professional development of Social Study teachers.
- Action research: definition, procedure, importance in Social Study.
- In-service teacher development programs: face-to-face, distance and online programs
- Identify and use best pedagogic practices to achieve learning outcomes

### **Practicum-**

1. Prepare detailed lesson plan for teaching in four Social Study subjects.
2. Preparation of charts, models, worksheets, self-learning materials in Social Study.
3. Prepare action research for a specific objective in Social Study.
4. Visit a school, interview Social Study teachers and report about their professional development activities.
5. Construct an achievement test in Social Study.

### **References**

1. डॉ. अनिता शर्मा – सामाजिक अध्ययन शिक्षण, विनायक पब्लिकेशन, मेरठ
2. डॉ. जे.सी. अग्रवाल – सामाजिक अध्ययन शिक्षण, विकास पब्लिकेशन, नई दिल्ली
3. डॉ. सुभाषचन्द्र – सामाजिक अध्ययन का शिक्षण, राजस्थानी ग्रंथमाला, जयपुर
4. डॉ. ओ.पी. शर्मा – सामाजिक विज्ञान का शिक्षण, लक्ष्मी नारायण अग्रवाल, आगरा
5. डॉ. कृष्ण कुमार यादव – सामाजिक अध्ययन शिक्षण की विधियाँ, भारती पुस्तक भवन, लखनऊ
6. एनसीईआरटी – सामाजिक विज्ञान की पाठ्यचर्चा और शिक्षण अधिगम प्रक्रिया, एनसीईआरटी, नई दिल्ली
7. डॉ. संगीता जैन – सामाजिक अध्ययन शिक्षण विधियाँ, विनोद पुस्तक मंडल, आगरा
8. Pathak, R.P. Teaching of Social Studies, Pearson Education
9. Aggarwal, J.C., Teaching of Social Studies: A Practical Approach, Vikas Publishing House
10. Chaudhary, K.P., Teaching of Social Studies in Indian Schools, Sterling Publishers
11. Dash, B.N., Content-cum-Methodology of Teaching Social Science, Dominant Publishers
12. Mehlinger, Howard D., UNESCO Handbook for the Teaching of Social Studies, UNESCO
13. Kochhar, S.K., Teaching of Social Studies, Sterling Publishers Pvt. Ltd.

14. Aggarwal, D.D., Modern Methods of Teaching Social Studies, Book Enclave  
 15. NCERT, Position Paper on Teaching of Social Sciences, NCERT, New Delhi

**Course CPS-II or III: Pedagogy of Computer Science**  
**Code: 209**

**Credits: 4 (2L+2T+0P)**  
**Contact hrs. Per Week: 5**  
**Exam Duration: 3hrs.**

**Marks: 100**  
**C1+ C2: 30**  
**C3: 70**

**Objectives**

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

1. Utilize audio-visual and digital aids effectively in the teaching of Computer Science.
2. Understand the role, responsibilities, and professional conduct of a Computer Science teacher.
3. Manage and organize a well-equipped and safe computer laboratory in a school setting.
4. Develop comprehensive lesson plans and evaluate textbooks for effective instruction.
5. Construct and apply various evaluation tools including formative and summative assessments in Computer Science.
6. Design and administer achievement tests and blueprints aligned to learning outcomes.
7. Undertake action research to solve practical classroom problems and teaching practices.

**Unit I- : Audio-Visual and Digital Aids in Computer Science**

- Classification and importance of AV aids.
- Effective use of projectors, smart boards, and digital displays.
- Designing video tutorials and interactive media content.
- Integration of ICT tools in junior and senior classes.
- Use of mobile apps and coding games (introductory).

**Unit II- : Role of Computer Science Teacher, Laboratory Management**

- Qualities, roles, and responsibilities of a good computer teacher.
- Classroom management in tech-integrated settings.
- Need and organization of computer laboratory in schools.
- Lab equipment and software management, lab safety and hygiene.

**Unit III- : MS Office Applications and School Management**

- Working with MS Word: formatting, editing, tables.
- MS Excel: spreadsheets, charts, grade calculation, data handling.
- PowerPoint presentations: slide design, animation and educational use.
- Integration of MS Office in classroom teaching and school records.
- Use of MS Office in creating worksheets, report cards, and circulars.

**Unit IV- : Evaluation and Assessment Techniques**

- Concept and importance of measurement and evaluation.
- Types of test items: objective, short answer, essay type.
- Construction of achievement tests and their use.
- Formative and summative assessments.
- CCE and its implementation in computer education.

## **Unit V- : Research and Innovation in Computer Science**

- Concept, importance and process of Action Research.
- Identifying classroom problems and framing research questions.
- Reflective teaching practices and innovations in pedagogy.
- Professional development through MOOCs, webinars, communities of practice.
- Ethics and cyber safety in school education.

### **Practicum**

1. Prepare a lesson plan with integration of digital tools.
2. Draft an action research proposal on a classroom issue.
3. Design an achievement test and blueprint for a computer topic.
4. Create a short educational video or tutorial.

### **References**

1. Rajaraman, V. (1999). Fundamentals of Computers. Prentice Hall India.
2. Crumlish, C. (1998). The ABC's of Internet. BPB Publication.
1. Rejesekaran, S. (2007). Computer Education and Educational Computing. Neel Kamal Publishing.
2. Stephen, M.A. & Stanely, R. (1985). Computer Based Instruction. Prentice Hall.
3. Scott, R. (1995). PB Learning Lab Teaches. BPB Publication.
4. Sanders, D.H. (1999). Computers Today. McGraw Hill.
5. Leon. (2000). Internet for Everyone. Vikas Publications.
6. Suresh, K.B. (2005). Computers Today. Galgotia Publications.
7. Semenov, A. (2005). ICT in Schools: Handbook for Teachers. UNESCO.
8. Kumar, Khushvinder & Kumar, Sunil. Teaching of Computer. GBD Publications.
9. Bose, K.S. (1996). Hardware and Software of Personal Computer.
10. Mallik, U. et al. (2001). Learning with Computers Level III. NCERT.
11. Intel (2003). Teach to the Future – Student Workbook. R. Lal Publisher.
12. Conrad, K. (2001). Instructional Design for Web-based Training. HRD Press.

## **Course CPS-II or III: Pedagogy of Home Science**

**Code: 210**

**Credits: 4 (2L+2T+0P)**

**Marks: 100**

**Contact hrs.Per Week: 5**

**C1+ C2: 30**

**Exam Duration: 3hrs.**

**C3: 70**

### **Objectives**

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

1. Understand the role of textbooks, library, and lesson planning in Home Science.
2. Construct effective lesson plans for theoretical and practical topics.
3. Comprehend and apply evaluation tools and procedures.
4. Prepare achievement tests and blueprints.
5. Explore action research for improving classroompractices.

## **Unit I- : Instructional Materials and Teaching Skills**

- Importance of textbooks in teaching of Home Science
- Characteristics of a good textbook in home science

- Use of library and supplementary reading materials
- Micro lesson plan- steps, phases, levels and maxims in home science teaching.

#### **Unit II- : Home Science Laboratory and Home Science Teacher**

- Home Science Laboratory: Need, Equipment, Management
- Identification and use of learning resources
- Importance of Home Science Kit
- Qualities and responsibilities of a Home Science teacher
- Reflective & Innovative practices in professional growth

#### **Unit III- : Action Research in Home Science**

- Concept and significance of action research in home science
- Steps in developing action research in classroom settings
- Examples of action research in Home Science
- Application of findings to teaching practice

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

- Measurement and Evaluation in Home Science
- Purpose and types of evaluation
- Types of questions: objective, short answer, essay
- Formative, Summative and CCE approaches

#### **Unit V- : Achievement Testing and Blueprinting**

- Achievement tests: Meaning, types, construction
- Developing test items aligned to learning objectives
- Concept and construction of blueprint
- Importance of blueprint in planning assessments

#### **Practicum -**

1. Prepare a detailed lesson plan for a practical activity (e.g., meal planning, child care).
2. Construct an action research plan related to Home Science teaching.
3. Design an achievement test and blueprint.
4. Create a file of essential Home Science laboratory equipment and layout.

#### **References**

1. सीमायादव – गृह विज्ञान शिक्षण, अनमोल प्रकाशन, नई दिल्ली
5. वी. के. नंदा – गृह विज्ञान का शिक्षण, अनमोल प्रकाशन, नई दिल्ली
6. राजम्मलपी. देवदास – गृह विज्ञान शिक्षण विधियाँ, एनसीईआरटी प्रकाशन
7. अरविंद चंद्र – गृह विज्ञान का शिक्षण, विकास पब्लिशिंग हाउस, नई दिल्ली
8. बी. ए.ल. शर्मा – गृह विज्ञान शिक्षण विधियाँ, राधाकृष्ण प्रकाशन, आगरा
9. के. के. भाटिया – गृह विज्ञान शिक्षण की नवीन तकनीकें, कल्याणी प्रकाशन, लुधियाना
10. Devadas, Rajammal P. – Methods of Teaching Home Science, NCERT
11. Yadav, Seema – Teaching of Home Science, Anmol Publications, New Delhi
12. Nanda, V.K. – Teaching of Home Science, Anmol Publications, New Delhi
13. Chandra, Arvind – Teaching of Home Science, Vikas Publishing House, New Delhi

#### **Course CPS-II or III: Pedagogy of Commerce** **Code: 211**

**Credits: 4 (2L+2T+0P)**

**Contact hrs. Per Week: 5**

**Marks: 100**

**C1+ C2: 30**

**Objectives:**

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

1. Apply effective lesson planning and instructional strategies in Commerce teaching.
2. Conduct and report Action Research in Commerce education.
3. Understand and apply principles of assessment and evaluation.
4. Design and administer achievement tests and blueprints.

**Unit I- : Lesson Planning and Instructional Design**

- Principles and Models of Lesson Planning
- Steps in developing structured lesson plans
- Lesson planning for different levels and topics
- Planning for practical and experiential activities

**Unit II- : Flexibility and Adaptation in Lesson Planning**

- Correlation of objectives, content, methods, and evaluation
- Planning for student-centered approaches: case studies, simulations, projects
- Writing reflective notes post-delivery of lessons
- Encouraging self-directed learning through reading in commerce

**Unit III- : Evaluation and Assessment Tools**

- Evaluation: Meaning, Purpose, Types of Questions (Objective, Short Answer, Essay)
- Techniques: Self, Peer, Group evaluation
- Evaluation tools: Rubrics, Checklists, Portfolios
- Techniques: Oral, Written, Portfolio, Cloze Test, Peer & Group Evaluation
- Formative, Summative, and CCE

**Unit IV- : Achievement Testing and Blueprinting**

- Concept of Achievement Test
- Steps in Construction of Achievement Test
- Concept and Development of Blueprint
- Aligning Test Items with Learning Objectives

**Unit V- : Commerce Teacher and Professional Practice**

- Qualities and Role of an Effective Commerce Teacher
- Reflective and Innovative practices in professional development of Commerce teachers
- Use of Commerce Room and Community Resources
- Organising field trips, financial literacy drives, mock business setups
- Professional development: workshops, seminars, reflective practice

**Practicum-**

1. Prepare a sample action research plan for a problem faced in Commerce classroom
2. Design and conduct an achievement test on a chosen unit
3. Construct a blueprint and validate it with test items
4. File work on organising Commerce lab/classroom with list of resources

**References**

1. सिंह, आई.बी. – वाणिज्य का अध्ययन, लक्ष्मीनारायण अग्रवाल, आगरा
2. मित्तल, आर.सी. – वाणिज्य शिक्षण विधियाँ, आर. लाल बुक डिपो, मेरठ
3. शर्मा, आर.ए. – वाणिज्य शिक्षण, लाल बुक डिपो, मेरठ
4. अग्रवाल, जे.सी. – वाणिज्य शिक्षण विधियाँ, विकास पब्लिशिंग हाउस, नई दिल्ली

5. Aggarwal, J.C. – Teaching of Commerce, Vikas Publishing House
6. Bhatia, K.K. & Bhatia, B.D. – The Principles and Methods of Teaching, Doaba House
7. Parikh, A.K.M. – Lesson Planning in Indian Schools, Subha Sanchar, Ajmer
8. Roo, Seema – Teaching of Commerce, Anmol Publications Pvt. Ltd.
9. Sharma, R.A. – Teaching of Commerce, R. Lall Book Depot, Meerut

**Course CPS-IV: Assessment for Learning**  
**Code: 213**

**Credits: 4 (2L+2T+0P)**  
**Contact hrs. Perweek: 5**  
**Exam Duration: 3hrs.**

**Marks: 100**  
**C1+ C2: 30**  
**C3: 70**

**Objectives:**

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

1. Understand the meaning and purpose of assessment and its role.
2. Discuss assessment, evaluation, test, examination, measurement, continuous and comprehensive assessment, and grading.
3. Comprehend the process of assessment and its tools and techniques.
4. Understand the purposes of reporting, teacher competencies in assessment tools, and data analysis. Feedback and reporting.
5. Understand the critical role of assessment for more confident and creative learners and in enhancing learning.
6. Organising, planning and developing student portfolios.

**Unit- I :**

- Assessment – Meaning and purpose.
- Evaluation- meaning and purpose, difference between assessment and evaluation
- Approaches of assessment: traditional, constructive, formative and summative, Continuous and Comprehensive Evaluation (CCE)
- Qualitative and quantitative aspects of assessment and evaluation

**Unit- II :**

- Process of assessment, assessment for further learning
- Kinds of tasks: projects, assignments, Observation, worksheets, practical work, seminars and reports, Interview, Self reporting
- Recording and reporting in assessment.
- Types of teacher feedback (written comments, oral), use of feedback.

**Unit- III :**

- Methods, tools and techniques of assessing learning
- Characteristics of a good evaluation tool: validity, reliability, objectivity & practicability
- Types of items – objective type, short answer type, and essay type
- Grading: Need, importance and process.

**Unit- IV :**

- Kinds of tests, checklist, rating scale, cumulative record, questionnaire, inventory, schedule, anecdotal record- concept, merits and demerits
- Teacher made and Standardized Achievement tests.
- Preparation of achievement test.

- Organising and planning for student portfolios.
- Developing rubrics for portfolio assessment.

**Unit- V :**

- Role and importance of statistics in analyzing assessment data
- Measures of central tendency and variability
- Measures of variability and correlation (Rank order method)
- Graphical representation of data

**Practicum-**

1. Construction of Achievement test and blueprint
2. Report on measurement of qualitative aspects
3. Prepare a report on recording an assessment
4. Preparation of annual plan for CCE at any stage in a subject

**References:**

1. मूल्यांकन एवं आकलन, लेखक: डॉ. वी. सी. पांडेय, प्रकाशक: विमल प्रकाशन
2. शिक्षा में मूल्यांकन, लेखक: डॉ. रमेश चांद्र श्रीवास्तव, प्रकाशक: राधा पब्लिकेशन्स, नई दिल्ली
3. शिक्षा में परीक्षण, मापन और मूल्यांकन, लेखक: डॉ. सुनीता शर्मा, लक्ष्मी नारायण अग्रवाल, आग्रा
4. सतत और समग्र मूल्यांकन, लेखक: डॉ. अंजनामिश्रा, प्रकाशक: सारास्वपुस्तकभवन, इलाहाबाद
5. मूल्यांकन की प्रक्रिया और तकनीक, लेखक: डॉ. आर.के. वर्मा, प्रकाशक: राज शिल्प पब्लिकेशन, मेरठ
6. शिक्षा मूल्यांकन के सिद्धांत, लेखक: डॉ. संजय कुमार सिंह, प्रकाशक: यूशनक पब्लिकेशन, वाराणसी
7. शिक्षा में आँकड़ों का विश्लेषण, लेखक: डॉ. सीमा त्रिपाठी, प्रकाशक: नव भारती प्रकाशन
8. Assessment for Learning, Author: A.K. Singh, Publisher: APH Publishing
9. Educational Evaluation and Assessment, D.K. Bhattacharya, Oxford University Press
10. Evaluation in Teaching and Learning, Author: S.R. Sharma, Light & Life Publishers
11. Assessment and Evaluation in Education, Author: Mangal, S.K., Publisher: PHI Learning
12. Essentials of Educational Measurement, Author: Madan Lal, Dominant Publishers
13. Assessment in Education: Principles and Practice: A.K. Nayak & V.K. Rao, APH Pub
14. Educational Measurement and Evaluation, Author: R.P. Pathak, Publisher: Pearson India

**Course CPS -V: Understanding Disciplines & Subjects**  
**Code: 214**

**Credits: 2 (1L+1T+0P)**

**Marks: 50**

**Contact hrs. Per Week: 5**

**C1+ C2: 15**

**Exam Duration: 2hrs.**

**C3: 35**

**Objectives:**

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

1. Understand the notion, types, and approaches of knowledge.
2. Understand the emergence of disciplines and subjects in social, political, and intellectual contexts.
3. Reflect on the nature and role of disciplinary knowledge and the notion of knowledge

4. Understand the selection of content and curriculum.
5. Comprehend learner-oriented discipline/subject.

**Unit- I :**

- Notion and approaches of knowledge
- Types of knowledge- objective, contextual, diverse, dialogical, and subjective
- Nature and role of disciplinary knowledge
- Concept and role of disciplinary knowledge and subjects

**Unit- II :**

- Interdisciplinary and multidisciplinary subjects
- Emergence of discipline and subjects in social, political and intellectual contexts
- Knowledge construction in present era
- Importance of disciplinary knowledge to school students

**Unit- III :**

- Various vocations related to subjects taught at secondary school level
- Selection of subject content
- Theoretical and practical knowledge
- Intuitive or tacit knowledge

**Unit- IV :**

- Life skill education in schools
- Emerging dimensions of school and teacher education
- Critical analysis of education as a discipline / area of study
- Importance of co-curricular activities in school

**Practicum-**

1. Conduct a Seminar on scheme of various vocations and related subjects.
2. Organisation of co-curricular activity highlighting its importance in school.

**References:**

1. विषयों एवं अनुशासनों की समझ, लेखक: डॉ. वी. सी. पांडेय, प्रकाशक विमल प्रकाशन
2. शैक्षिक विषयों का अनुशासनात्मक दृष्टिकोण, लेखक: डॉ. मनीषा शर्मा, प्रकाशक: राजतिलक पब्लिकेशन, मेरठ
3. ज्ञान और विषयवस्तु का विकास, लेखक: डॉ. आर. के. वर्मा, प्रकाशक: लक्ष्मी नारायण अग्रवाल, आगरा
4. अनुशासन और विषय चयन, लेखक: डॉ. सीमा त्रिपाठी, प्रकाशक: भारती पुस्तक भवन, इलाहाबाद
5. शिक्षा में अनुशासनात्मक ज्ञान, लेखक: डॉ. रमेश चंद्र श्रीवास्तव, प्रकाशक: राधा पब्लिकेशन्स, नई दिल्ली
6. शिक्षा और जीवन कौशल, लेखक: डॉ. अंजना मिश्रा, प्रकाशक: नवभारत प्रकाशन
7. Understanding Disciplines and Subjects, Krishna Kumar, Publisher: Orient Blackswan
8. Disciplinary Knowledge in School Education, Editors: Poonam Batra & Shveta Uppal, NCERT
9. Education and the Disciplines, Author: Usha Nair, Publisher: Shipra Publications

**Credits: 4 (0L+0T+4P)**  
**Contact hrs. Per Week: 8**

**Total Marks: 100**  
**Internal: 30**  
**External: 70**

**Objectives:**

1. This should include an initial phase of two weeks teaching in a regular classroom with a regular teacher as mentor.
2. To observe the school and its classrooms
3. To understand the school in totality, its philosophy and aims, organisation and management.
4. To observe the life of a teacher at workplace
5. To understand the needs of the physical, mental, emotional development of children.
6. To comprehend the aspects of curriculum and its transaction in classroom.
7. To attend the assessment of teaching– learning process in school situations.

**Activities:**

- Teaching in real life classroom
- To organize various teaching learning activities
- To organize a scout guide camp in the institution or cub bulbul programme in the school by the pupil teachers.

<b>S.N.</b>	<b>Activities</b>	<b>Marks</b>	
		<b>Internal</b>	<b>External</b>
1.	Micro Teaching (05 in each subject)	5+5	
2.	Preparation and classroom teaching of 10 Lesson plans in each teaching subject	5 +5	10 +10
3.	TLM (Exhibition within the department)	5 +5	5 +5
4.	Observation of subject teacher		5 +5
5.	Report on school plant		5
6.	Reports on school records (admission, attendance & progress report)		5
7.	Reports on schemes of Govt. Implemented in the school		10
8.	Organization of scout guide camp/exhibition/fete		10
	<b>Total</b>	<b>30</b>	<b>70</b>

The board of examiners one External (the External examiner will be appointed within the university) and one internal Examiner (from same institution) will evaluate all the above mentioned activities and records also.

## **SEMESTER-III**

**Course ISS, SAP & CW**

**Internship In School Subjects, School Internship-II & Community Work**

**(16+2=18 Weeks)**

**Code: 301, 302, 302, 304**

**Credits: 22 (0L+0T+8/2P)**

**Contact hrs. Per Week: 20**

**Total Marks: 350**

**Total Internal Marks: 125**

**Total External Marks: 225**

### **Objectives:**

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

1. Conduct Effective Classroom Teaching to deliver structured lesson plans in real school settings, demonstrating planning, instructional delivery, and classroom management.
2. Reflect critically on their own teaching and peer lessons to improve instructional practices.
3. Develop and design effective teaching-learning material aids relevant to both teaching subjects.
4. Exhibit proficiency in presenting detailed lesson plans through classroom demonstrations.
5. Undertake and execute action research project to address classroom or school-related problems.
6. Prepare subject-specific question papers and assessment tools.
7. Analyze student learning and evaluate student performance.
8. Maintain a Comprehensive Teacher Portfolio and document teaching-learning processes, attendance sheets, time-table, morning assembly reports, school plant analysis, and others essential school records.

### **Details of Internship in School Subjects and Community Work : (Internal 125 marks and External 225 Marks):**

The activities mentioned below, namely, practice teaching in school of both the subjects, both criticism lesson plan, final lesson plans, TLM, Student- teacher's portfolio and question papers would be included in ISS of both subjects.

The activities of school internship shall include Action Research Plans and Psychological test.

### **Practicum-**

<b>S.No.</b>	<b>Activities</b>	<b>Internal Marks</b>	<b>External Marks</b>
1.	Regular classroom teaching in practicing school (70 Lessons - 35in each Teaching Subject)	20+20	-
2.	Final Criticism Lesson (Both Teaching Subjects)	5+5	-
3.	Preparation of Material Aid (Both Teaching Subjects)	-	10+10
4.	Final Presentation of Lesson Plan in Class room (Both	10+10	50+50

Teaching Subjects)			
5.	Teacher's portfolio (by Student teacher for day to day functioning) Report on School plant, attendance sheets, school records, school calendar, time table, morning assembly.	10	25
6.	Organization of activities by student teacher including PTA, Scout Guide Programme for students (5 Activities)	5+5	15+15
7.	Overall Assessment of Pupil Teacher by Internal and External Examiners	10	25
<b>Sub-Total</b>		<b>100</b>	<b>200</b>
8.	Preparation of question paper (Both Teaching Subjects)	5	5
9.	Action Research Project Plan	5	5
10.	Administration of one Psychological Test and Preparation of Report	5	5
<b>Sub-Total</b>		<b>15</b>	<b>15</b>
11.	Community work-Two weeks for society visits and report to be prepared	10	10
<b>Sub-Total</b>		<b>10</b>	<b>10</b>
<b>Total</b>		<b>125</b>	<b>225</b>

#### **NOTE-**

All the activities mentioned, student portfolio and internship period should be dually verified by the School Principal and Mentor of the student teacher. The board of examiners (Two External and one Internal Examiner/s) will evaluate all the above-mentioned activities and records. In III semester the marks of ISS in both subjects, School Internship- II and CW will be declared combining all above, both by internal and external examiner/s.

#### **References**

1. समुदाय और विद्यालय – डॉ. के.के. वर्मा – भारतीय शिक्षण मंडल
2. शिक्षक प्रशिक्षण एवं इंटर्नशिप – डॉ. अवधेश कुमार सिंह – शारदा पब्लिकेशन
3. शिक्षण योजना निर्माण एवं पाठ प्रस्तुति – डॉ. आर.एल. सिंह – भारती बुक डिपो
4. शिक्षा में क्रियात्मक अनुसंधान – डॉ. एम.एल. चतुर्वेदी – विनीत पब्लिकेशन
5. शिक्षक डायरी एवं पोर्टफोलियो – डॉ. वी.एन. गुप्ता – शिक्षक साहित्य प्रकाशन
6. विद्यालय व्यवस्था एवं समुदाय सहभागिता – डॉ. बी.एल. यादव – लक्ष्य पब्लिशर्स
7. Methods and Techniques of Teaching – S.K. Kochhar – Sterling Publishers
8. Teacher Education: Principles, Theories and Practices – R.A. Sharma – R. Lall Book Depot
9. Teaching Internship for Student Teachers – K. Nagarajan – Ram Publishing House
10. Essentials of Educational Technology – J.C. Aggarwal – Vikas Publishing House
11. Innovative Teaching Practice – S.K. Mangal – PHI Learning Pvt. Ltd.
12. Action Research in Education – Yogesh Kumar Sharma – Kanishka Publishers
13. Teacher Portfolio Development – M. Gupta & R. Gupta – APH Publishing
14. Community Participation in Education – G.L. Arora – NUEPA

## **SEMESTER-IV**

### **Course PC- 4: Gender, School and Society Code: 401**

**Credits: 2 (1L+1T+0P)**  
**Contact hrs. Per Week: 3**  
**Exam Duration: 2 hrs.**

**Marks: 50**  
**C1+ C2: 15**  
**C3: 35**

#### **Objectives:**

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

1. Understand the concept of Gender and gendered roles in society.
2. Comprehend the role of education, schools, peers, teachers, curriculum and textbooks, in gender equalities.
3. Respond to Gender and sexuality, Sexual harassment and abuse Safety at school & home.
4. Explain Gender identity roles, development of positive notions of body and self.
5. Reflect on the issues and strategies of Empowerment of women.

#### **Unit- I :**

- Concept of Gender, sex and Gender issues.
- Gendered roles in society - family, caste, religion, culture, the media and popular culture. (films, advertisements, songs etc.), law and the state.
- Gendered stereotyping and gender biasness.
- Gender empowerment and its strategies.

#### **Unit- II :**

- Representation of gendered roles.
- Role of curriculum and textbooks in gender equality.
- Reinforcing gender roles in the popular culture and at school.
- Role of teacher and school in gender equality.

#### **Unit- III :**

- Role of media in propagating popular beliefs.
- Overview of girl education in India.
- Issues of access, retention and exclusion of girl education.

#### **Unit- IV :**

- Gender and sexuality: Sexual harassment and abuse.
- Safety at school, home and beyond.
- Identification of sexual abuse/violence and its verbalization.
- Role of NGOs in protecting childhood.

#### **Practicum :**

1. Identification of specific areas related to gender inequality.
2. Conduct a survey on prevailing attitude of community and give suggestions.
3. Conduct a project on gender empowerment.

## References

1. शिक्षा और लिंग समानता, लेखक: डॉ. अंजना मिश्रा, प्रकाशक: शारदा पुस्तक भवन, इलाहाबाद
2. लैंगिक भेदभाव और महिला सशक्तिकरण, लेखक: डॉ. मनीषा शर्मा, प्रकाशक: राजतिलक पब्लिकेशन, मेरठ
3. शिक्षा में लिंग दृष्टिकोण, लेखक: डॉ. सीमा त्रिपाठी, प्रकाशक: यूनिक पब्लिकेशन, वाराणसी
4. बालिकाओं की शिक्षा और सामाजिक दृष्टिकोण, लेखक: डॉ. अनुराधा श्रीवास्तव, प्रकाशक: नवभारत प्रकाशन
5. लैंगिक मुद्दे और मीडिया, लेखक: डॉ. संजय कुमार, प्रकाशक: लक्ष्मी नारायण अग्रवाल, आगरा
6. शिक्षा और महिला सशक्तिकरण, लेखक: डॉ. रमेश चंद्र श्रीवास्तव, प्रकाशक: राधा पब्लिकेशंस, नई दिल्ली
7. Gender, School and Society, Author: Nivedita Menon, Publisher: NCERT / Orient Blackswan
8. Gender and Education in India, Author: Nandini Manjrekar, Publisher: Routledge India
9. Gendering the Curriculum, Author: Krishna Menon, Publisher: Zubaan Books
10. Women and Social Reform in Modern India, Sumit Sarkar & Tanika Sarkar, Permanent Black
11. Issues in Education, Author: Shailaja Rao, Publisher: Kanishka Publishers
12. Gender, Violence and the State in India, Author: Radha Kumar, Publisher: Kali for Women
13. Schooling, Education and Empowerment of Girls, Author: Rekha Wazir, Orient Blackswan

## **Course PC – 5: Knowledge and Curriculum**

**Code: 402**

**Credits: 4 (3L+1T+0P)**

**Contact hrs. Per Week: 5**

**Exam Duration: 3hrs.**

**Marks: 100**

**C1+ C2: 30**

**C3: 70**

### **Objectives:**

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

1. Examine the epistemological basis of education.
2. Discuss the basics of modern child-centered education.
3. Know Gandhi and Tagore, Dewey and Plato in relation to activity, discovery, and dialogue.
4. Describe the social bases of education and the impact of industrialization.
5. Discuss curriculum as process and practice, and curriculum evaluation.
6. Understand education in relation to modern values and Human Resource Development.
7. Describe man-making education in reference to Swami Vivekananda.
8. Explain the role of the teacher in inculcating the spirit of secularism, nationalism, and universalism.

### **Unit- I :**

- Key aspects of Epistemology: knowledge and skill
- Similarities and differences between teaching and training
- Progression of data and information to knowledge and wisdom (DIKW)
- Influence of belief on reason and logic

### **Unit- II :**

- Education and Human Resource Development
- Man-making education in reference to Swami Vivekananda
- Modern child-centered education with reference to Gandhi and Tagore
- Activity, discovery, and dialogue with reference to Dewey and Plato

**Unit- III :**

- Social justice and dignity with special reference to Ambedkar
- J. Krishnamurti and his insights into education
- Learning in critical multiculturalism
- Enculturation, acculturation, and inculcation

**Unit- IV :**

- Social basis of education – society, culture, and modernity
- Education as an agent of social change and social mobility
- Integral education and educational philosophy of Shri Aurobindo
- Role of teacher to inculcate the spirit of secularism, nationalism, and universalism

**Unit- V :**

- Curriculum: its meaning and significance; learner-based curriculum
- Curriculum construction and its principles
- Meaning and concerns of core curriculum and hidden curriculum in the Indian context
- Types of curriculums – subject-centered, activity-centered, environment-centered, and community-centered

**Practicum :**

1. Visit to the library and prepare a report on the available resources on Gandhi, Tagore, Shri Aurobindo, Ambedkar, and Swami Vivekananda
2. Prepare a report on the impact of industrialization, democracy, and individual autonomy
3. Critically evaluate the B.Ed. curriculum and prepare a report

**References**

1. ज्ञान और पाठ्यक्रम – डॉ. वी. सी. पांडेय, शवमल पब्लिकेशन
2. शिक्षा का सामाजिक एवं दार्शनिक आधार – डॉ. रमेश चंद्र श्रीवास्तव, राधा पब्लिकेशन, नईदिल्ली
3. ज्ञान का स्वभाव और पाठ्यचर्या निर्माण – डॉ. अंजना मिश्रा, भारत पुस्तक भवन, इलाहाबाद
4. शिक्षा और आधुनिकता – डॉ. मनीषा शर्मा, राजश्री पब्लिकेशन, मेरठ
5. स्वामी विवेकानंद का शिक्षा विज्ञान – डॉ. एस. के. गुप्ता, यूशिन पब्लिकेशन, वाराणसी
6. शिक्षा में पाठ्यचर्या की भूमिका – डॉ. सीमा त्रिपाठी, नवभारत प्रकाशन
7. समाज, संस्कृति और शिक्षा – डॉ. संजय कुमार सिंह, लक्ष्मी नारायण अग्रवाल, आगरा
8. Knowledge and Curriculum – Krishna Kumar, NCERT / Orient Blackswan
9. Education and Modernity – Nandita Shukla, Shipra Publications
10. Philosophical and Sociological Perspectives on Education – R.P. Pathak, Pearson India
11. Educational Philosophy of Swami Vivekananda – R.S. Shukla, APH Publishing
12. Curriculum Development: Perspectives, Principles and Issues – Rashmi Diwan, NCERT
13. Social Foundations of Education – J.C. Aggarwal, Vikas Publishing House
14. Education and Society: Themes, Perspectives, Practices – Meenakshi Thapan, Oxford University Press

## Course PC- 6 Creating an Inclusive School

**Code: 403**

**Credits: 4 (3L+1T+0P)**

**Contact hrs. Per Week: 5**

**Exam Duration: 3hrs.**

**Marks: 100**

**C1+ C2: 30**

**C3: 70**

### **Objectives:**

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

1. Understand benefits of inclusion and meaning & significance of inclusive education.
2. Understand Disability and identify the barriers to learning.
3. Understand the recommendations of various commissions and committees towards teacher preparation for inclusive education.
4. Understand cooperative learning strategies in the classroom.
5. Identify and utilize resources for promoting inclusive practice.

#### **Unit- I :**

- Concept of special education, integrated education and inclusive education.
- Inclusion- definition and its principles.
- Needs and benefits of Inclusive education.
- Advantages of Inclusive education in context of RTE.

#### **Unit- II :**

- Disability - definition, identification of the 'barriers to learning and participation.
- Assessment of children to know their profile, responding to special needs by developing strategies for differentiating content.
- Curricular adaptations, lesson planning and TLM responding to special needs.
- Education for the Disabled at Secondary School (IEDSS, 2009).

#### **Unit- III :**

- Policies and legislations for Inclusive Education and Rehabilitation.
- UN Convention on the Rights of the Child, 1989 and United Nations Convention on the Rights of Persons with Disabilities, 2006.
- RPWD Act 2016 and rights of persons with disabilities.
- Accessibility guidelines of person with disabilities.

#### **Unit- IV :**

- Qualities of an Inclusive Teacher.
- Teachers' role in shaping the Inclusive Classroom.
- Inclusive Teacher educators in facilitating Inclusive education. (Inclusive Teachers preparation)
- Social learning, reflective teaching & multisensory teaching with reference to inclusion.

#### **Unit- V :**

- Infrastructural facilities for an Inclusive School.
- An ideal Inclusive School.
- Role of Inclusive schools in modern times.
- Inclusive classroom Management, Cooperative learning strategies in the classroom and peer tutoring.

**Practicum :**

1. Report on role of NGO, for inclusion.
2. School survey on inclusion policies.
3. To make parents aware for identification of disability and prepare a report.

**References:**

1. समावेशी शिक्षा और विशेष आवश्यकता वाले बच्चों की शिक्षा, लेखक: डॉ. रेखा शर्मा, प्रकाशक: विनायक पब्लिकेशन
2. विकलांगता और समावेशी शिक्षा, लेखक: डॉ. सी. एल. कोचर, प्रकाशक: शिखा पब्लिकेशन, जयपुर
3. समावेशी शिक्षा: सिद्धांत एवं व्यवहार, लेखक: डॉ. शशिकांत मिश्रा, प्रकाशक: विनय पब्लिकेशन, इलाहाबाद
4. विशेष आवश्यकता वाले बच्चों के लिए शिक्षा, लेखक: डॉ. कविता चौधरी, प्रकाशक: राधाकृष्ण प्रकाशन, नई दिल्ली
5. समावेशी विद्यालय का निर्माण, लेखक: डॉ. रश्मि सिंह, प्रकाशक: यूनिक पब्लिकेशन, वाराणसी
6. शिक्षा और बाल अधिकार, लेखक: डॉ. प्रीति अग्रवाल, प्रकाशक: नवभारत प्रकाशन
7. शिक्षा में विविधता और समावेशन, लेखक: डॉ. प्रमिला यादव, प्रकाशक: बालाजी पब्लिकेशन, मेरठ
8. Inclusive Education: A Textbook for Students and Teachers, Neena Dash, Atlantic Publishers
9. Inclusive Education for Children with Special Needs, Madhumita Puri & G.L. Arora, NCERT
10. Education for Children with Special Needs, Jayanthi Narayan, Shipra Publications
11. Creating Inclusive Classrooms, Author: Anita Julka, Publisher: NCERT
12. Disability and Human Rights, Rachna Bhargava, Publisher: Pearson Education

**Course EL-1: Education for Vocation/Work Experience****Code: 404****Credits: 4 (3L+1T+0P)****Marks: 100****Contact hrs. Per Week: 5****C1+ C2: 30****Exam Duration: 3hrs.****C3: 70****Objectives :**

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

1. Explain the objectives and meaning of vocational education.
2. Differentiate Basic education, craft education and work experience.
3. Discuss various policies in relation to vocational education.
4. Describe national skills qualification framework and industry school linkage
5. Comprehend entrepreneurship and its importance.
6. Discuss new trends and development in vocational education

**Unit- I: Foundations of Vocational Education**

- Vocational education – meaning, objectives, and importance
- Concept of basic education, craft education, and work experience
- Socially Useful Productive Work (SUPW) and work education
- Concepts of education and technical education; human resource development, skilled manpower, and productivity

**Unit- II: Structure and Pedagogy of Vocational Education**

- Vocational education: management structure, major issues, problems, and challenges

- Vocational pedagogy
- Developmental history of vocational education
- Vocationalization of education in schools; recommendations of commissions and committees

### **Unit- III: Trends and Strategies in Vocational Education**

- Streams of vocational education
- Progress and present status of vocational education
- New trends and developments in vocational education
- Strategies for effective implementation of vocational education as mentioned in NEP 2020

### **Unit- IV: Life Skills and Development**

- Life skills: concept and significance
- Skill development
- National Skills Qualification Framework (NSQF)
- Role of education in promotion of life skills

### **Unit- V: Applied Skills and Career Readiness**

- Time management: meaning and importance
- Stress management: meaning and importance
- Entrepreneurship – concept, characteristics, importance, and competencies
- Industry-school linkage: its necessity and significance in job training and internships

#### **Practicum :**

1. Productive work using techniques such as printing, dyeing, or painting on cloth for useful purposes or decorative work for walls, mats, screens, bags, etc.
2. Analyze the vocational interests of students
3. Visit a factory or industry and prepare a report
4. Organize a workshop for skill development in children

#### **References**

1. व्यवसायिक शिक्षा – डॉ. वी. सी. पांडेय, विमल प्रकाशन
2. कौशल विकास और कार्य शिक्षा – डॉ. राकेश यादव, लाल बुक डिपो
3. कार्य शिक्षा एवं नवाचार – डॉ. किरण बाला, राज पब्लिकेशन
4. समकालीन व्यावसायिक शिक्षा – डॉ. संजय श्रीवास्तव, भारती प्रकाशन
5. कार्य शिक्षा और उद्यमिता – डॉ. ममता रावत, राधा प्रकाशन
6. कौशल आधारित शिक्षा प्रणाली – डॉ. नीलम शर्मा, शारदा पुस्तक भवन
7. Basic Education (Nai Talim) – M.K. Gandhi, Navajivan Publishing House
8. Vocational Education and Training in India – R.P. Singh, Sage Publications
9. Work Experience in Education – S.S. Chouhan, Vikas Publishing House
10. Skill Development and Vocational Training – Tapan Mohanty, Kanishka Publishers
11. Education and Human Resource Development – A. Agarwal, Shipra Publications
12. Vocational Education: Concepts and Practices – G.S. Chaddha, Anmol Publications

**Course EL- 2: Health and Physical Education**  
**Code: 405**

**Credits: 4 (3L+1T+0P)**

**Contact hrs. Per Week: 5**

**Exam Duration: 3hrs.**

**Marks: 100**

**C1+ C2: 30**

**C3: 70**

**Objectives :**

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

1. Reflect on Healthy Mind, Relation of Healthy Mind and Healthy Body.
2. Understand health & physical education and its objectives.
3. Identify opportunities in physical education.
4. Comprehend laws and rules of games.
5. Types and Importance of Yoga.
6. Explain safety measures, first aid, nutrients, balance diet and responsibilities of a teacher.

**Unit- I: Concept of Health and Physical Education**

- Meaning, definition and importance of Health and Physical Education
- Dimensions of health: Physical, mental, emotional, social, and spiritual
- Role of health and physical education in holistic development
- Health and physical education in schools – objectives and scope
- School Health Program: Health Services, Health Supervision and Health Instruction.

**Unit- II: Health and Physical Fitness**

- Hygiene Education and sanitation practices.
- Role of teacher in the development of health and good hygienic habits.
- Meaning & importance of Physical fitness, Health and Wellness.
- Physical activities: walking, running, aerobic and anaerobic exercises
- Sex Education and concerns for HIV/AIDS.

**Unit- III: Nutrition and Exercises**

- Balanced Diet and its components, Food habits and Food Functions
- Nutrients and their functions Malnutrition.
- Postures: Importance of Good Posture, Common Postural Defects and Remedial Exercises.
- First aid and handling emergencies in schools, Safety measures.

**Unit- IV: Yoga and their Benefits**

- Meaning, types and benefits of Yoga
- Types of Yoga, Ashtang Yoga of Patanjali (Eight Stages of Yoga)
- Importance of Yogasanas, Pranayama and Shudhi-kriya
- Yoga as a stress management technique
- Importance of Meditation in school.

**Unit- V: Sports and Games**

- Importance of games and sports in personality development
- Major Indian and international sports events, Rules and regulations of selected games and sports.
- Safety measures and injury prevention during sports.

- Sports etiquettes, respect for laws and rules of games, fun with sports.
- Tournaments -Types, inter-house competitions, drawing of fixture and sports meet.
- Athletic meet Meaning, need and importance; Process to organize Athletic meet at school level

**Practicum :**

1. Preparation of sports file, dietary chart, first aid box.
2. Organise a sports meet and prepare a report.
3. Prepare a report on the wellness of students/ teachers.

**References**

1. स्वास्थ्य और शारीरिक शिक्षा – डॉ. रमेशचंद्र शर्मा, भारती प्रकाशन
2. योग शिक्षा एवं स्वास्थ्य – डॉ. के.के. शर्मा, आर. लाल बुक डिपो
3. खेल एवं पोषण शिक्षा – डॉ. मोहन सिंह, विनोद पुस्तक मंदिर
4. विद्यालय स्वास्थ्य कार्यक्रम – डॉ. ममता वर्मा, शारदा पब्लिकेशन
5. शारीरिक शिक्षा एवं जीवन कौशल – डॉ. विजय पांडे, यश प्रकाशन
6. स्वस्थ जीवन एवं शिक्षा – डॉ. प्रवीण मिश्र, आदित्य प्रकाशन
7. Health and Physical Education – K. Venkata Reddy, Neelkamal Publications
8. Essentials of Physical Education – C. Ratheesh Kumar, Khel Sahitya Kendra
9. Health and Yoga for School Children – K. Chandrashekhar, Khel Sahitya Kendra
10. Sports and Physical Education – D.K. Kaul, Sports Publication
11. Health Education for Teachers – G.P. Gautam, Friends Publication
12. Wellness through Yoga and Fitness – T.K. Mukherjee, Shipra Publications

**Course EL-3: Education for Peace**

**Code: 406**

**Credits: 4 (3L+1T+0P)**

**Marks: 100**

**Contact hrs. Per Week: 5**

**C1+ C2: 30**

**Exam Duration: 3hrs.**

**C3: 70**

**Objectives :**

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

1. Understand peace, its Approaches and Objectives.
2. Explain the Importance of attitudes, beliefs, values and various philosophies of peace.
3. Understand conflicts, Stress management and Empowerment of self.
4. Describe practices and role of teacher for Peace building.
5. Various philosophies of peace.
6. Status of peace education and Integration of Peace Education.

**Unit- I: Concept of Peace Education**

- Understanding peace, Meaning and Nature of Peace Education.
- Awareness and Challenges in Peace Education.
- Approaches to Peace Education.
- Educating for a Culture of Peace

## **Unit- II: Conflict, Conflict Resolution and Stress Management**

- Understanding conflicts - Nature of conflict, intrapersonal, interpersonal, Organisational, interstate and global conflicts.
- Conflict management: meaning and importance; Conflict resolution.
- Role of social conditions, processes and empowerment of self.
- Stress management: meaning and importance

## **Unit- III: Peace and Related Philosophies**

- Various philosophies of peace- Gandhi, Tagore, Giju Bhai.
- Role of NGOs in promoting peace education.
- Roles and responsibilities of a teacher in peace building
- Becoming peace teacher, sensitivity to socioeconomic conditions.

## **Unit- IV: Peace Building Culture**

- Peace building and education, practices in and outside the classroom.
- Practical steps to build Culture of Peace in schools
- Developing Attitude of Culture of Peace and Peace-Making: Mutual Respect, Tolerance, Patience, Seeking Spirit and Realistic, Objective Thinking through Accountability

## **Unit- V: Peace Education in Schools**

- Status of peace education in the curriculum and its relevance in present global scenario.
- Integrating Peace Education in Curriculum: Subject context, subject perspectives and Teaching Methods, Co-curricular activities.
- Integrating Peace Education in Staff development, class- room management, School Management
- Peace Education: Role of community, school and family in the development of values for Peaceful Coexistence

### **Practicum :**

1. Visiting websites on peace education to become familiar with National and International initiatives.
2. Visits to organizations related to peace and intercultural harmony and prepare a report.
3. Developing an action plan for peace in school and local community.

### **References:**

1. शांति शिक्षा के सिद्धांत – डॉ. शशिकांत मिश्र, विश्वविद्यालय प्रकाशन
2. शांति, मानव अधिकार और शिक्षा – डॉ. अंजलि मेहता, शिखा पब्लिकेशन
3. शिक्षा में शांति की अवधारणा – डॉ. रेखा वर्मा, नंदनी प्रकाशन
4. महात्मा गांधी और शांति शिक्षा – डॉ. रघुनाथ यादव, राज बुक डिपो
5. सांस्कृतिक समरसता और शांति – डॉ. सुधा शर्मा, भारतीय बुक सेंटर
6. Adans, D. (Ed). (1997). UNESCO and a Culture of peace, promoting a global movement.
7. Education for Peace, Environment and Human Rights – J.C. Aggarwal, Shipra Publications
8. Peace Education and Conflict Resolution in Schools, K. Kumar, Orient BlackSwan
9. Peace and Education: Indian Perspectives, A. Sharma, Rawat Publications
10. Value and Peace Education in Contemporary Society, Ramesh C. Sharma, Kanishka Publishers
11. Culture and Peace Education in India, G.N. Devi, Orient Blackswan

**Course EL- 4: Guidance and Counselling**  
**Code: 407**

**Credits: 4 (3L+1T+0P)**  
**Contact hrs.Per Week: 5**  
**Exam Duration: 3hrs.**

**Marks: 100**  
**C1+ C2: 30**  
**C3: 70**

**Objectives :**

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

1. Understand the concepts of guidance and counselling.
2. Comprehend the educational, vocational, and personal guidance.
3. Explain the process and strategies of guidance and counselling services.
4. Reflect on the qualities of a good counsellor, professional ethics, and code of conduct.
5. Describe career development, influencing factors, and career information services.
6. Understand the basic statistics in guidance and counselling.

**Unit- I: Foundations of Guidance**

- Guidance in education: principles and assumptions
- Objectives, need, types, and functions in the present setup
- Guidance for human development and adjustment
- Process for guidance and establishing a guidance cell

**Unit- II: Guidance for Special Needs**

- Guidance of children with special needs
- Guidance of the gifted and creative students
- Role of the teacher in guidance
- Difference between guidance and counselling

**Unit- III: Counselling Theories and Practice**

- Principles and approaches of counselling – Individual and Group counselling
- Process of counselling: Initial disclosure, in-depth exploration & commitment to action
- Identification of problems
- Qualities of a good/effective counsellor
- Role of the teacher as counsellor, professional ethics, and code of conduct

**Unit- IV: Educational Counselling and Program Design**

- Educational counselling: meaning, importance, and strategies
- Special concerns in counselling
- Psycho-educational assessment and appraisal
- Organizing guidance programs and services in secondary schools

**Unit- V: Career Development and Statistics**

- Career development and factors influencing it
- Career information in guidance and counselling
- Career information services
- Basic statistics in guidance and counselling

**Practicum :**

1. Preparation and display of guidance materials.
2. Report on guidance and counselling services in schools.

3. Design a checklist/Questionnaire to collect information on students' educational, social or psychological problem.
4. Prepare a brochure with guidelines in any area of educational interest of student.
5. Enlist the various areas of career and describe the related information.

### **References:**

1. मार्गदर्शन और परामर्श – डॉ. संजय शर्मा, शारदा पुस्तक भवन
2. छात्र मार्गदर्शन एवं कैरियर परामर्श – डॉ. मंजू जैन, भारती बुक हाउस
3. विद्यालय परामर्श और नैतिकता – डॉ. वसुधा त्रिपाठी, विद्या पब्लिकेशन
4. व्यवसायिक मार्गदर्शन – डॉ. महेश जोशी, यूनिटी पब्लिकेशन
5. परामर्श की कला और कौशल – डॉ. गीतांजलि रॉय, मीना पब्लिकेशन
6. Guidance and Counselling – S.K. Mangal, PHI Learning
7. Guidance and Counselling in Schools – A. Anita, Neelkamal Publications
8. Vocational Guidance and Career Counselling – Ramesh Bhatt, APH Publishing
9. Guidance and Counselling: A Manual – Nirmala Gupta, Concept Publishing
10. Educational and Career Counselling – R.P. Pathak, Pearson Education
11. Counselling: Theory, Skills and Practice – R.R. Sharma, Kanishka Publishers

### **Course EL- 5: Extension Education**

**Code: 408**

**Credits: 4 (3L+1T+0P)**

**Contact hrs. Per Week: 5**

**Exam Duration: 3hrs.**

**Marks: 100**

**C1+ C2: 30**

**C3: 70**

#### **Objectives :**

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

1. Understand the meaning and need for adult education
2. Reflect on the meaning and importance of extension education
3. Explain Andragogy and lifelong education
4. Comprehend the concept of *Swachh Bharat*
5. Develop sound extension programmes and understand the teacher's role as an extension worker
6. Understand women development and empowerment
7. Comprehend the concept of quality of life and its indicators

#### **Unit- I: Adult and Continuing Education**

- Meaning and scope of adult and continuing education
- Need and importance for individual and social change
- Adult education in independent India: objectives, targets, efforts, achievements, and causes of slow progress
- National Literacy Mission: aims, objectives, and strategies

#### **Unit- II: Basics of Extension Education**

- Meaning, scope, importance, and characteristics of extension education
- Andragogy and lifelong education: concept and significance
- Communication in extension education
- Concepts of *Swachh Bharat* and *Sakshar Bharat*

### **Unit- III: Extension Programme Planning**

- Principles & process in developing sound extension programmes-various steps in extension programme planning.
- Extension teaching methods: Individual, group and mass extension methods.
- Factors influencing the effectiveness of the extension methods.
- Role of teacher as extension educator/worker.

### **Unit- IV: Values and Soft Skills**

- Soft skills meaning and its development
- Values: meaning, types, need and significance.
- Role of teacher for development of values.
- Thoughts of Vivekananda and Gandhi on development of values.

### **Unit- V: Population Education**

- Population Education: meaning, scope and importance.
- Role of Government and Non-Govt. Agencies concerning Population Education.
- Integration of Population Concept in different School Subjects.
- Population Education through co-curricular activities, Role of the Teacher in Population Education Programs.

### **Practicum :**

1. Conduct any one of the following surveys in your local area and prepare a report:
  - a. Progress in the field of literacy
  - b. AIDS awareness
2. Prepare a report on waste management
3. Organize a rally on a relevant issue and submit a report

### **References**

1. प्रौढ़ शिक्षा और विस्तार शिक्षा – डॉ. वी. सी. पांडेय, विमल प्रकाशन
2. जन शिक्षा एवं सतत अधिगम – डॉ. एस.पी. त्रिपाठी, शिखा पब्लिकेशन
3. विस्तार शिक्षा: सिद्धांत एवं व्यवहार – डॉ. महेश वर्मा, चेतना पब्लिकेशन
4. शिक्षा का सामाजिक विस्तार – डॉ. आर.के. मिश्रा, नीरज प्रकाशन
5. साक्षर भारत और स्वच्छ भारत मिशन – डॉ. अंजली रावत, राजकमल प्रकाशन
6. नारी सशक्तिकरण और शिक्षा – डॉ. मीनाक्षी जोशी, भारतीय पुस्तक प्रकाशन
7. Extension Education and Rural Development – T. Mathew, Agrotech Publishing
8. Adult and Continuing Education in India – R.P. Singh, Mittal Publications
9. Population Education in Schools – Bhatnagar & Saxena, R. Lall Book Depot
10. Extension Education for Community Development – M.S. Sodhi, ICAR Publications
11. Communication in Extension and Education – P. Ramaswamy, Kalyani Publishers
12. Empowerment through Education – Ramesh Chandra, Commonwealth Publishers

**Course CPS- 6 : Education For Sustainable Development**  
**Code 409**

**Credits: 4 (3L+1T+0P)**

**Contact hrs. Per Week: 5**

**Exam Duration: 3hrs.**

**Marks: 100**

**C1+ C2: 30**

**C3: 70**

**Objectives :**

By the end of this course, student-teachers will be able to:

1. Understand the concept, need, and nature of sustainable development and its relevance in education.
2. Explain the relationship between human resource development, population, and socio-economic growth.
3. Analyze the role of Education for Sustainable Development (ESD) in addressing global and local challenges.
4. Demonstrate awareness about SDGs, MDGs, NITI Aayog initiatives, and their implications on education and society.
5. Examine environmental and ecological issues in Uttarakhand, including conservation efforts and climate action.
6. Explore the impact of migration, ecotourism, and community participation in promoting sustainable livelihoods.
7. Describe disaster management practices in Uttarakhand and evaluate grassroots movements like Chipko and Maiti.

**Unit- I: Concept of Sustainable Development**

- Sustainable development: concept, need and Importance
- Scope and nature of sustainable development
- Human resource development Meaning, its relationship with Socio-Economic Development and population.
- Economic growth and equitable uses of resources for sustainable livelihoods.

**Unit- II: Sustainable Development Goals**

- Education for Sustainable Development: Meaning, aspects and significance.
- SDGs and its importance, NITI Aayog
- Millennium Development Goals
- Renewable energy and climate actions

**Unit- III: Environmental Conservation**

- Environmental issues, Environmental conservation in Uttarakhand
- Development and ecological sustainability, rehabilitation policies of government and their promptness
- Conservation of natural water resources in Uttarakhand, Rain water harvesting
- Green economy blueprint

**Unit- IV: Perspectives in Uttarakhand**

- Migration in Uttarakhand, emerging ghost villages
- Tourism and hospitality in Uttarakhand for sustainable growth, emerging concept of home stay
- Ecotourism, religious tourism, cultural tourism
- Role of women and role of communities of Uttarakhand in sustainable development

## **Unit- V: Disaster Management and Environmental Initiatives**

- Disasters & Disaster Management
- Disasters in Uttarakhand and its categories; SDRF, Usdma, u-prepare
- Chipko movement, Maiti movement and Namami Gange Project
- Vocal for local, Saving indigenous variety of crops, Promotion of millets

### **Practicum :**

1. Best out of waste model for Reduce, Reuse and Recycle.
2. Conduct a survey and prepare a report on plantation drives in your area.
3. Prepare an overview on rehabilitation policies adapted by the government on any major project.
4. Write an article on significance of SDGs and its impact on human life.

### **References**

1. पर्यावरण शिक्षा और सतत विकास, लेखक: डॉ. रामनिवास शर्मा, प्रकाशक: राधा प्रकाशन, नई दिल्ली
2. मानव संसाधन विकास और सतत आजीविका, लेखक: डॉ. के. सी. मिश्रा, प्रकाशक: भारती प्रकाशन, इलाहाबाद
3. उत्तराखण्ड में पर्यावरणीय संकट और समाधान, लेखक: डॉ. अर्चना रावत, प्रकाशक: उत्तरायणी पब्लिकेशन, देहरादून
4. आपदा प्रबंधन एवं पर्यावरण संरक्षण, लेखक: डॉ. एस. के. जोशी, प्रकाशक: शारदा पुस्तक भवन
5. उत्तराखण्ड की लोक पर्यावरणीय पहलें (चिपको, मैती, नमामि गंगे), लेखक: डॉ. शैलजा नौटियाल, प्रकाशक: गढ़वाली प्रकाशन
6. हरित अर्थव्यवस्था और सतत पर्यटन, लेखक: डॉ. मनोज पांडे, प्रकाशक: एस.के. प्रकाशन
7. Education for Sustainable Development, Author: Arvind Kumar, APH Publishing
8. Environmental Education and Sustainable Development, B.C. Jat, Pointer Publishers
9. Disaster Management and Sustainable Development, R. Subramanian, Sage India
10. Environmental Studies, Dr. D.K. Asthana & Dr. Meera Asthana, S. Chand Publishing
11. Sustainable Development: Issues and Challenges, R. Sarkar, Concept Publishing
12. Environmental Geography of Uttarakhand, A.K. Valdiya, Indian National Science Academy
13. Ecotourism and Sustainable Community Development, R. R. Rawal, GBPIHED (GoI)

## **Course EPC-3: Critical Understanding of ICT**

**Code:410**

**Credits : 2 (0L+1T+1P)**

**Contact hrs. Per Week: 4**

**Marks: 50**

**Internal: 15**

**External: 35**

### **Objectives:**

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

1. To provide much hands-on- experience in familiarity with computers.
2. To enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

### **Activities:**

- Organizing activities to explore ICTs in teaching-learning, administrative and academic support systems and broader implications for society. Off-line and on-line learning, E-learning -use and importance of chat, E-mail, E-library, discussion forum, e- journals, e- reading and blogs.

- ICT in education: Meaning, scope, advantages and limitations. Using search engines. Role of information technology in 'construction of knowledge'. Use of ICTs to simplify record keeping, information management in education administration.
- Web sites; Meaning of technology mediated learning. Concept and scope of E-content authoring. Role of Edusat, Gyan Darsan. Teleconferencing- audio, video and computer mediated- Skype. Role of the teacher in technology mediated learning.
- New concepts of technology in educational process.

**Practicum :**

1. Preparation and presentation of ppt.
2. Prepare and submit an E- assignment.
3. Create a group in social network of class.
4. Create a web page of personal profile.
5. Download educational resources and prepare a report.

**Course EPC-4: Understanding the Self**

**Code:411**

**Credits: 2 (0L+1T+1P)**

**Contact hrs. Per Week: 4**

**Marks: 50**

**Internal: 15**

**External: 35**

**Objectives:**

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

1. To develop themselves as a person and as a teacher through a workshop mode /mentor.
2. To develop understanding of student teachers about themselves.
3. To develop effective communication skills with ability to listen and observe.
4. To promote self-awareness and moral reasoning through storytelling.
5. To enable student-teachers to identify personal values and decision-making patterns.
6. To relate ethical dilemmas in stories to real-life situations.
7. To understand philosophy of yoga and its role in well-being.
8. To understand identity formation and social categories.
9. To evolve as a progressive and flexible teacher.

**Activities:**

1. **Story Narration:** Narration of story highlighting the key facts.
2. **Group Discussion:** For developing confidence of expression in groups or in similar situations.
3. **Self-Reflection Journal:** Each student-teacher writes a short journal entry on:
  - a) A personal experience when they had to make a difficult choice.
  - b) What guided their decision – logic, emotion, or values?
  - c) What did they learn about themselves from that situation?
4. **Self- Expression:** Use of personal narratives, life stories, group interactions, film reviews to help explore one's dreams, aspirations, concerns, through varied forms including poetry and humour, creative movement, aesthetic representations, etc.

5. **Creative Expression (Optional):**  
Students may draw, write a poem, or dramatize any event showing how they relate it.
6. **Conduction of a workshop:** Involving more than one resource person to develop understanding of student teachers about themselves.
7. **Self-development:** Development of the self as a person and as a teacher, through conscious ongoing reflection. The development of the inner self and the professional identity of a teacher and social relational sensitivity and effective communication skills, including the ability to listen and observe. To develop a holistic and integrated understanding of the human self and personality; to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.
8. **Yoga Workshop:** Yoga will also be introduced as an important component to enhance abilities of body and mind and promote sensibilities that help to live in peace and harmony with one's surroundings. Students will appreciate the philosophy of yoga and its role in well-being. They will learn the practice of yoga and how to use it in different contexts.

#### **Methodologies:**

The following methodologies for the transaction of the course could be used in interactive sessions:

- I.** Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.
- II.** Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.
- III.** Issues of contemporary adolescence/youth which need to be taken up as student-teachers, their need to first understand themselves in relation to their students and classroom situations.

#### **Note:**

Different modes of expression can be used in each of the sessions so that each of the students get a chance to express him/ herself through any of the modes that they are comfortable in.

At the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included in the sessions or not.

#### **Practicum:**

1. Developing reflective journals/workshop report/preparing a Yoga file.
2. Read stories from *Panchtantra/ Balsahitya* and narrate it with a moral lesson.
3. Compose a short story and reflect yourself through a puppet.