



आदित्य प्रकाश जालान टीचर्स ट्रेनिंग कॉलेज

ग्राम - कुदलुम, पोस्ट - बालालौंग, थाना - नगड़ी, राँची - 834004

(विद्या विकास समिति, झारखण्ड द्वारा संचालित)

राष्ट्रीय अध्यापक शिक्षा परिषद् भुवनेश्वर (NCTE) से मान्यता प्राप्त तथा राँची विश्वविद्यालय से संबद्ध
नगर कार्यालय : विद्या विकास समिति, शुक्ला कॉलोनी, हिनू, राँची-834002

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SYLLABUS

FOR

BACHELOR OF EDUCATION (B.Ed.)

(TWO YEAR COURSE)

RANCHI UNIVERSITY,

RANCHI

YEAR- 1

| Course | Course Name | Duration of Exam. | Maximum Marks | | |
|--------------|--|-------------------|---------------|------------|------------|
| | | | Ext. | Int. | Total |
| Course 1 | Childhood and Growing up | 3 hrs | 80 | 20 | 100 |
| Course 2 | Contemporary India and Education | 3 hrs | 80 | 20 | 100 |
| Course 3 | Learning and Teaching | 3 hrs | 80 | 20 | 100 |
| Course 4 | Language across the curriculum | 1.30 hrs | 40 | 10 | 50 |
| Course 5 | Understanding Disciplines and subjects | 1.30 hrs | 40 | 10 | 50 |
| Course 6 | Gender, school and Society | 1.30 hrs | 40 | 10 | 50 |
| Course 7a | Pedagogy of a School Subject-Part 1 | 1.30 hrs | 40 | 10 | 50 |
| Course EPC1 | Reading and Reflecting on Text | 1.30 hrs | 40 | 10 | 50 |
| Course EPC2 | Drama and Art in Education | 1.30 hrs | 40 | 10 | 50 |
| Course EPC3 | Critical Understanding of ICT | 1.30 hrs | 40 | 10 | 50 |
| Total | | | 520 | 130 | 650 |

Engagement with the Field: Task and Assignments for Courses 1-6 & 7a

YEAR-2

| Course | Course Name | Duration of Exam. | Maximum Marks | | |
|-------------------|--------------------------------------|-------------------|---------------|-----------|------------|
| | | | Ext. | Int. | Total |
| Course 7b | Pedagogy of School Subject – Part II | 1.30 hrs | 40 | 10 | 50 |
| Course 8 | Knowledge and Curriculum | 3 hrs | 80 | 20 | 100 |
| Course 9 | Assessment for Learning | 3 hrs | 80 | 20 | 100 |
| Course 10 | Creating and Inclusive School | 1.30 hrs | 40 | 10 | 50 |
| Course 11 | Optional Course * | 1.30 hrs | 40 | 10 | 50 |
| Course EPC4 | Understanding the Self | 1.30 hrs | 40 | 10 | 50 |
| School Internship | | | | | 250 |
| Total | | | 320 | 80 | 650 |

Engagement with the Field: Task and Assignments for Courses 7b & 8-10

Curriculum Transactions

| | | |
|---|---|---------------------|
| Total number of Working days | - | 230 days |
| Minimum attendance in internal activities/regular class | - | 80% |
| Attendance for school internship | - | 90% |
| Internship in schools (minimum period) | - | 20 weeks (5 Months) |
| In first Year | - | 04 weeks (1 Month) |
| In Second Year | - | 16 weeks (4 Months) |

Note: The Internship should include an initial phase of one week for observing a regular classroom with regular teacher and would also include peer Observation, teacher observation and faculty observations of practice lessons. Student Teacher will observe at least 10 lessons in each pedagogy of school subjects (Course 7a &7b).

Record will be maintained by the College:

1. Microteaching
2. Teaching Practice and Internship
3. Psychological Tests (maximum five test, minimum three test)
4. A record at least two criticism lessons, one in each of the methods attended and observed.
5. Science Practical (at least five in each subject- Phy., Chem. and Bio.)
6. A record of participation in micro demonstration Classes (at least 5 skills in each method).

About practical and Project Work

1. Those students who opt Science Method e.g.. Physical Science, Biological Science and Maths, They must have done any five Practical Work in the college Science Lab, as Per the Standard of Secondary 9th, 10th or Senior Secondary.
2. Those students who opt language method for example, Hindi, English, Sanskrit, Urdu, Regional Language. They must have done any five Practical work in the college language Lab, as per the standard of secondary 9th, 10th and Higher Secondary Classes.
3. Those students who opt Arts Method Subject for example- History, Civics, Geography, Home Science, Economics, Commerce, etc. they must have at least two project works of the concerned method subject.
4. Each course have to some assignments.

School Internship

Internship in schools will be for a minimum duration of 20 weeks for a two–year programme (4 weeks the in first year and 16 weeks in the second year as noted below). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observation and faculty observation of practice lessons.

Students are to be actively engaged in teaching for 16 weeks (4 months) to the final year of the course. They shall be engaged at two levels, namely upper primary (classes VI-VII) and secondary (IX-X) or Senior Secondary, with at least 16 weeks in Secondary/senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Declaration of Awards

Candidate will be awarded class based performance on the total marks in theory examinations of first year and second year as well as practical examinations, Records and Project Works.

- First Class with Distinction 75% and above
- First Class 60 % and above but less than 75%
- Second Class 45 % and above but less than 60 %
- Minimum pass marks in Theory papers 45%
- Minimum pass marks in Practical papers 45%
- Minimum pass marks in Practical/Project/Records 45%

Follow rules for passing an examination:

Table-1

| Details | | Grand Total | University Examination | Pass Marks | Sessional Marks | Pass Marks | Aggregate |
|-------------------------------|-----------------|-------------|------------------------|------------|-----------------|------------|-----------|
| B.Ed. 1 st Year | Course-1,2,3 | 100 | 80 | 35 | 20 | 10 | 45 |
| | Course-4,5,6,7a | 50 | 40 | 18 | 10 | 05 | 23 |
| | EPC-1,2,3 | 50 | 40 | 18 | 10 | 05 | 23 |

Table-2

| Details | | Grand Total | University Examination | Pass Marks | Sessional Marks | Pass Marks | Aggregate |
|-------------------------------|---------------------------|-------------|------------------------|------------|-----------------|------------|-----------|
| B.Ed. 2 nd Year | Course-8,9 | 100 | 80 | 35 | 20 | 10 | 45 |
| | Course-10,7b | 50 | 40 | 18 | 10 | 05 | 23 |
| | Course-11 (Opt.) EPC-4 | 50 | 40 | 18 | 10 | 05 | 23 |
| | School Internship | 250 | | | | | |

School Internship - 150 marks
 Practical Exam.- Pedagogy of school subject-7a : 50 marks
 Pedagogy of school subject-7b : 50 marks

Note: Student must Pass Separately in Sessional, University Examination and Aggregate Eligibility for Promotion:

Provision of Grace Marks:

Up to 5 marks in any one of the theory papers once in complete course to pass the paper or improve Class from 2nd to 1st Class only.

Failure Students:

1. Sessional marks will remain the same for three consecutive years.
2. If any student fails in any subject in first year, and promoted to second year, he/she will get chance to clear his/her failure paper(s) in the next examination with junior batch.

FIRST YEAR

COURSE-1 : CHILDHOOD AND GROWING UP

UNIT-I : Growth And Development

- Meaning, Nature and Principal of Growth and Development.
- Stages of Growth and development with respect and physical, motor, social emotional and cogrutive development with reference to:
 - i) Infancy
 - ii) Early Childhood
 - iii) Childhood
- Adolescence: with special reference to the:
 - i) Needs and problems of the adolescent.
 - ii) Aspects of growth and development during adolescence (physical, emotional, social and mental)

UNIT-II : Heredity and Environment

- Meaning, importance and role of heredity and environment.
- Educational implications.

UNIT-III : Individual Difference

- Meaning, nature, areas, causes.
- Influence of individual differences on learning.
- Educational implications.

UNIT-IV: Intelligence and Creativity

INTELLIGENCE:

- Nature of intelligence, emotional intelligence.
- Theories of intelligence.
- Distribution of intelligence:
 - i) Gifted
 - ii) Backward-slow learner
 - iii) Mentally challenged

Creativity:

- Meaning and characteristics
- Process of creativity
- Role of the teachers in enhancing creativity

UNIT-V : Personality

- Definition, nature, factors, types, theories
- Mental Hygiene : Meaning, cause of maladjustment, educational programs to promote mental hygiene and defense mechanism.

TEXT-BOOKS

| | | |
|-------|--|-----------------|
| ED743 | बाल्यावस्था एवं उसका विकास (Revised and Enlarged Edition) | रीता चौहान |
| EDG93 | New Approach to Educational Psychology | – Reeta Chauhan |

COURSE-2: CONTEMPORARY INDIA AND EDUCATION

UNIT-I:

- Meaning and aims of Education, scope, nature and function of education, factors influencing aims of education.

UNIT-II: Indian Constitutional basis of Education

- Concept of diversity : At the level of Individual of Religions, Castes, Tribes etc.
- Equity, Inequality, Discrimination and Marginalization in the way of Universalisation of education.
- Preamble
- Fundamental Rights and Duties of citizens
- Directive principle of state policy

UNIT-III : Background of policy of Education in British India

- Brief history of policies between 1947-64, 1964-86, 1986 and after.

UNIT-IV : Policy frameworks for public education in India

Contemporary Issues and policies:

- (A) Right to Education : Sarva Shiksha Abhiyan and the thrust towards enrolling and retaining hitherto marginalized children, Role and agency of teachers in the context of universal and inclusive education.
- (B) Earlier policies for Universal Elementary Education, Naye Taleem to integrate life, Work and Education in context of community Participation and Development, The response of diverse social groups of India to the spread of modern education in the colonial and Post – independence periods.
- (C) Education for marginalized group : Women, Dalits and Tribal people, Nationalist critique of colonial education and experiments.
- (D) Liberalization and Globalization of Indian Economy, Pedagogic and curricular shift of 1990s and 2000s, Mid-day Meal Programme and the role of Legislative action to ensure nutrition and public space where children eat together.
- (E) Current concerns : Plebianisation, Privatization, Stratification of education.

TEXT-BOOKS

EDG77 Philosophical and Sociological Pers. – Bhavna Shukla
of Education in Contemporary India

COURSE-3 : LEARNING AND TEACHING

UNIT-I : Learning and Teaching

1. Definition, meaning, characteristics, factors affecting learning curve.
2. Theories of learning.
3. Classical conditioning
4. Operant conditioning
5. Trial and error
6. Insight learning
7. Transfer of learning : Definition, meaning, types, theories educational implications.

UNIT-II : Memory

1. Concept, factors, aids to develop memory.
2. Technique to motivate children in the classroom.

UNIT-III : Motivation

1. Concepts, types and Maslow's theory
2. Technique to motivate children in the classroom.

UNIT-IV : Guidance and Counselling

1. Definition and meaning, differences between guidance and counseling.
2. Types of guidance – personal, educational, vocational : Aims, needs and techniques.
3. Role of the teacher and school in guidance and counseling.

UNIT-V : Learning and Special Children

1. Concept and meaning of special children.
2. Identification of children with (i) Dyslexia (ii) Autism (iii) Attention Deficient disorders.
3. Mainstreaming special children with normal children.
4. Special education programme for these children.

TEXT-BOOKS

EDG93 New Approach to Education Psychology – Reeta Chauhan

COURSE-4: LANGUAGE ACROSS THE CURRICULUM

UNIT – I: Language Policies

- a) Three Language Formula
- b) Constitutional Provisions
- c) Colonial debates on school language policies

UNIT – II: Strategies for developing language competencies

(Listening, Speaking and Writing)

1. Listening: Pronunciation, Expression, Phonetics, Stress and Intonation.
2. Conversation and Dialogues, Controlled and guided oral work, Free Oral Reproduction, Rhymes and Jingles, Word and Sentence Stress, Drill.
3. Reading: Mechanics of Reading, Method of teaching reading (Loud and Silent Reading), Types of Reading (Intensive and Extensive Reading).
4. Writing: Mechanics of writing, Good Handwriting, Teaching of spellings

UNIT – III: Aspects of Language Teaching

1. Techniques: Discussion, Notation, Questioning
2. Methods: Storytelling, Dramatization, Simulation, Recitation, Song/Action, Appreciation, Comprehension, Summarizing.

TEXT-BOOKS

EDG83 Language Across the Curriculum

– Krishna Sharma

COURSE-5 : UNDERSTANDING DISCIPLINES AND SUBJECTS

UNIT- I : Philosophical aspects of Education

1. Western Thinkers
 - John Dewey
 - Rousseau
2. Indian Thinkers
 - Swami Vivekanand
 - Ravindra Nath Tagore

UNIT- II :

1. Concept and scope of Curriculum
2. Importance, Need and Utility of Curriculum.
3. Approaches and methods of organizing different pedagogical subjects.
4. Principles of designing curriculum in pedagogical subjects at different stages in school.
5. Current discourses on school curricula (e.g., purely discipline oriented not learner oriented).
Suggestions/Guidelines for selection of materials for curriculum (e.g., Work related subjects like horticulture or hospitality, need to be creativity developed etc.).

TEXT-BOOKS

EDG81 Understanding Discipline and School Subjects – Bhavna Shukla

COURSE-6 : GENDER, SCHOOL AND SOCIETY (1/2)

UNIT- I :

- Meaning of Gender, Gender bias and its indicators.
- Role of women, measures for the uplift or women and removing gender bias with reference to Indian constitution.

UNIT- II :

- Sociological basis of Education.
- Relation between society and Education with special reference to aims of Education, Method of teaching Curriculum.
- Generated roles of agencies in education: Family, Community, School, Mass Media, Caste, Religion, Culture and proper culture, Law and State in challenging gender inequalities or reinforcing gender parity.

UNIT- III :

- The role of teachers in formulating of positive notions of sexuality among young people.
- Its impact and issues : Perceptions of safety at school, Home and beyond, Identification of Sexual abuse/Violence and its Verbalization, Combating the dominant societal outlook of objectification of female body.

TEXT-BOOKS

EDG91 Gender, School and Society – Vinoti Ojha Trivedi

PEDAGOGY OF A SCHOOL SUBJECT

COURSE-7A/7B : PEDAGOGY OF A SCHOOL SUBJECT
ENGLISH

UNIT-I : Place of English in India and its Aims:

1. Place of English in India Colonial and post colonial perspective.

2. English as a library language, a link language, a language for communication in a globalized economy, a window to the world, a world language to foster international brotherhood.
3. Aims and objectives of teaching English as a second language at higher/ lower level.
4. The theories and principles of language learning based on the Piaget, Vyogtsky, Burner and Chomsky.

UNIT-II : A Method and Approach of teaching English

1. Grammar cum translation method vs. direct method.
2. Dr. West's new method & bilingual method.
3. Structural approach vs. functional communicative approach.
4. Situational language teaching.
5. Skills of introducing, Questioning, Probing, Explaining, Illustrating.

UNIT- III:

1. Teaching of Pros, Poetry, Grammar, and Composition.
2. Difference between Prose and Poetry.
3. Important components of lesson plan.
4. Lesson plan of Prose, Poetry, Grammar and Composition.
5. Different Literary and poetic devices : Rhyme, Rhythm, Simile, Metaphor, Alliteration, Pun Repetition.....etc.
6. Essential qualification and qualities of an English Teacher.

UNIT- IV: Audio-Visual Aids in the Teaching of English

1. Need and importance of Audio- Visual Aids.
2. Types of Audio- Visual Aids and its appropriate uses.
3. Language laboratory.

UNIT- V: Teaching of Grammar

1. Nature of Grammar.
2. Types : Functional and Formal.
3. Methods : Inductive and Deductive.
4. Important aspects of English Grammar: Prefixes, Suffixes (Inflectional and Derivational) Stress, Intonation, Juncture.

UNIT- VI:

1. Teaching of Vocabulary.
2. Selection and Graduation of English Vocabulary for teaching.
3. Vocabulary games.

UNIT- VII : Spoken English

1. Phonology : Definition, organs of speech, vowels, consonants, diphthongs.
2. Stress and Intonation.
3. Practical work: Use of pronouncing dictionary, pronunciation drill, reading phonetic description.

UNIT- VIII : Evaluation in English

1. Concept of evaluation.
2. Essentials of a good test.
3. Tools of evaluation: Oral, Written, Types of questions.
4. Importance of test and examination.

TEXT-BOOKS

| | | |
|--------|-----------------------------------|-----------------|
| EDG113 | English Language Teaching | – Hena Siddiqui |
| EDG90 | New Trends in Teaching of English | – Hena Siddiqui |

COURSE-7A/7B : PEDAGOGY OF A SCHOOL SUBJECT HINDI

इकाई-I : हिन्दी शिक्षण : सैद्धान्तिक पक्ष

1. Hkk'kk dh izd`fr] egRo ,oa vf/lkxe izfØ;kA
2. fgUnh f'k{k.k ds m'is';-A
3. fo|ky;h Lrj ij Hkk'kkA
4. fgUnh Hkk'kk ,oa /kfgR; f'k{k.k dh fof/k;kA

इकाई-II : भाषिक योग्यताओं का विकास

1. Jo.k] n`'; ,oa ekf[kd vfHkO;fDr dks'ky dk fodkIA
2. iBu ;kX;rk dk fodkI] iBu f'k{k.k dh fof/k;ki & [Loj iBu] ekSu iBu] ledkfyd iBu] Ue iBu ,o foLr`rA
3. fyf[kr vfHkO;fDr {kerk dk fodkIA

इकाई-III : साहित्यिक विधायें एवं व्याकरण शिक्षण

1. dfork f'k{k.kA
2. x/ rFkk i/ dh fofHkUu fo/kkvis dk f'k{k.k & miU;-kI] ukVd] fucU/k] dgkuhA
3. O;kdj.k f'k{k.kA

इकाई-IV : मूल्यांकन, क्रियात्मक शोध तथा समुन्नयन कार्य

1. fgUnh ikB-;&iqLrd Leh{kA
2. Hkk'kk [EizkfI r ewY;kaduA
3. funkukRed ,o mipklRed dk;A
4. fØ;kRed 'kk/kA
5. LeqUu;u dk;A

प्रायोगिक कार्य

1. fØ;kRed 'kk/kA
2. dgkuh dk ukV-; :ikUrj.k] vuoknA
3. izktsDV] nUk dk;A
4. iz'u&i= izk:i ,oa iz'u&i= fuekZ.Ka

पाठ्य-पुस्तकें

ED817

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& jhrk pksqku

**COURSE-7A/7B : PEDAGOGY OF A SCHOOL SUBJECT
URDU**

A. Language

1. Origin and Development of Urdu language in India.
2. Position of Urdu language in the post Independent India.
3. Various formats (Asnaf) of Urdu Language and Literature.
4. Aims of teaching language (Psychological and Linguistic approach of Language teaching).
5. Aims and objectives of teaching Urdu language.
6. Importance of Mother- Tongue in school subject.

B. Methodology

1. Pronunciation in Urdu, Skill in questioning, examples and explanation.
2. Technique of Urdu Teaching
3. Teaching Urdu Prose, Poetry, Ghazal, Grammar, Essay and Letter Writing.
4. Examination and Evaluation
5. Importance of homework in Urdu
6. Lesson Planning (Meaning, Importance and Structure), Planning of Prose, Poetry, Grammar and Essay.

C. Material

1. Urdu Text-Bok (Evaluation of existing curriculum).
2. Teaching and Reading Material (Silent, Loud, Extensive and Intensive Reading)
3. Audio-Visual Aids in Urdu Teaching.
4. Personality of Urdu Teachers
5. Co-Curricular activities (Practical Activities) in Urdu.
6. Urdu Library.

TEXT-BOOKS

ED418

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**COURSE-7A/7B : PEDAGOGY OF SCHOOL SUBJECT
SANSKRIT**

UNIT-I : Aims And Objectives of Teaching Learning

1. Importance of Sanskrit as a language and its status.
2. The position of Sanskrit in India.
3. The place of Sanskrit in school curriculum.

UNIT-II : Methods of Teaching Techniques

1. Prose: Discussion, Narration, Questioning
Methods: Story Telling, Dramatization, Simulation.
2. Poetry Methods: Recitation, Song/Action, Dramatization, Discussion, Appreciation.
3. Grammar: Inductive, Deductive, Playway, Interactive.
4. Composition: Guided, Free, Creative, Correction of Composition.

UNIT-III : Strategies of developing language competencies

1. Listening: Pronunciation, Expressive, Phonetics, Stress on intonation.
2. Speaking: Loud, Silent, Chorus, expressive, Speed.
3. Writing: Handwriting Skill, Poetic and non-poetic.
4. Extra: Curricular activities of Sanskrit.

UNIT-IV : Teacher and Text-Book

1. Teacher: Qualities, Roles and Responsibilities, Professional Growth, Diagnostic Testing and Remedial, Teaching.
2. Text-Book: Characteristics of a text-book, critical analysis of text-book.

UNIT-V: Materials of Instructions or Language Teaching

1. Language Practice: Assignment, Games, Club, Language Club.
2. Use of technology: Multimedia Centre, OHP, Video, Tape- Recorder, Computer Assisted instruction.
3. Use of Media: TV, Newspaper, Advertisements.
4. Use of Library: Koshas, Dictionaries
5. Language Lab.

TEXT-BOOKS

ED365 /ald'r f'k{k.k (Ref. Book)

– f'k[kk 'kek

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|---|
| <p style="text-align: center;">COURSE- 7A/7B : PEDAGOGY OF A SCHOOL SUBJECT PHYSICAL SCIENCE</p> |
|---|

UNIT-I : The Nature and scope of Physical Science

1. Nature and Scope of Science.
2. Structure of Science, Substantive Structure, Empirical Knowledge, Theoretical Knowledge (Facts, Concepts, Hypothesis, Theory, and Principle, Law, and Syntactic structure of Science, Scientific Enquiry, Process of Science, and Attitude of Enquiry).

UNIT-II : Aims, Values & Objectives of Teaching Physical Science

1. Aims and Objectives of teaching Physical Science.
2. Importance of teaching physical science in school curriculum.

UNIT-III : Science Curriculum

1. Definition of Curriculum.
2. Principle of Curriculum Organization.
3. Qualities of good science textbook & CBSE.
4. Critical Review of a good Science Book.

UNIT-IV : Strategies of Teaching Physical Science

1. Science Teaching: Concepts and Meaning of approaches methods and techniques.
2. Approaches : Inductive, deductive and heuristic.
3. Methods : Lecture, demonstration, lectured cum demonstration, scientific problem solving, team teaching.
4. Modern techniques of science teaching : Brain storming, Quiz, Seminars, discussion, scenario building.

UNIT-V : Instruction planning

1. Importance and use of teaching aids :
Visual : Projected aids, slides, Film Strips, transparencies.
Audiovisual : TV, Radio, Film Projector, Computed (multimedia)
Audio : Radio, Tape –Recorder.
Non-projected : Charts, models.
2. Maintenance of register in the lab.
3. Lab work and safety procedures.
4. Collection, improvisation and preservation of apparatus.

UNIT-VI : Strengthening Science Teaching

1. Science Clubs, Eco-clubs, Museum, and Science Fairs.
2. Role of Govt. and Non-govt. organizations in popularizing Science.

UNIT-VII : Evaluation

1. Concept, Type and importance of Evaluation.
2. Tools of Evaluation.
3. Construction of a Questions bank.

TEXT-BOOKS

ED546 HksSfrd foKku f'k{k.k (Ref. Book)

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EDG139 Teaching of Physical Science

– Sunita Sundriyal

**COURSE-7A/7B : PEDAGOGY OF A SCHOOL SUBJECT
LIFE SCIENCE**

UNIT-I : The Nature and Scope of Life Science

1. Meaning, Nature and Scope of Life science.
2. Importance of life Science in School Curriculum.
3. Aims and Objectives of teaching Life Science.
4. Specifying instructional objectives in behavioral terms.

UNIT- II : Development of Instructional Material

1. Meaning of unit planning in life science.
2. Step involved in development of teaching unit, determination of teaching points.
3. Unit plan, lesson plan.

UNIT – III : Aids of Science Teaching

1. Classification of teaching aids
2. Importance of teaching aids in teaching life science.

UNIT – IV: Science Curriculum , Science Library and Text –Books

1. Concept , Scope and principles of curriculum constructions in life science.
2. Significance of good science library and selecting of books.
3. Characteristics of good science book.
4. Evaluation of the text book.

UNIT – V: Approaches and Methods of teaching Life Science

1. Enquiry, Problem solving, Lecture cum demonstration, Laboratory, project, Assignment, Team teaching, Workshops

UNIT – VI : Planning and Management of Science Laboratory

1. Planning and organizing laboratory for practical and teaching of life science.
2. Safety in Bio-laboratory.
3. Maintenance of Science records and registers.

UNIT –VII : Evaluating outcome of Science teaching

1. Concept of Evaluation.
2. Steps in construction of objective based test.
3. Devising and adopting assessments procedure.

TEXT-BOOKS

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|--------|--------------------------------|---------------------------|
| ED816 | <i>tho foKku f'k{k.k</i> | – 'kSysUn Hii"k.k@JhokLro |
| EDG107 | Teaching of Biological Science | – Reena Bharti |

**COURSE -7A/7B : PEDAGOGY OF A SCHOOL SUBJECT
MATHEMATICAL SCIENCE**

UNIT – I: Nature of Mathematics

1. Understanding the nature of Mathematics , specially the role of Axioms, hypothesis , postulates and operations.
2. Contribution of any two mathematicians (Aryabhata , Ramanuja , Euclid , Pythagoras).
3. Importance of Mathematics in Life.
4. Maths across the curriculum – its relation with other disciplines.

UNIT – II:

1. Aims and objectives of Mathematics.
2. Methods/ techniques of teaching Math's: Inductive, deductive, analytic, synthetic, problem- solving, lecture cum demonstration, drill, analytic, graded presentation.

UNIT- III:

1. Special programme and motivational schemes for gifted children.
2. Diagnosis causes and remedies of backwardness in mathematics.

UNIT- IV: Mathematics Teacher

1. Qualities and Qualifications.
2. Professional growth.
3. Difficulties faced by the teachers and suggestive measures to overcome them.

UNIT-V: Curriculum and Text- book of Mathematics

1. Critical study of syllabus of different stages in accordance with the theoretical principles of curriculum construction.
2. Characteristics of content on the basis of topical and concentric approaches.
3. Characteristics of a good text- book of Mathematics.
4. Evaluations of text- books (std. V to XII).

UNIT- VI:

1. Mathematics room and its equipments, Math's Laboratory.
2. Co- curricular activities: Games, Quiz, Puzzles, Visits, Talks.
3. Organization and importance of Math's club.

UNIT- VII : Instructional Material

Type, importance, uses with special reference and following visual aids:

1. Projected aids- Slides, Transparencies.
2. Non-projected- Charts, models, boards, calculators.
3. Audio- Visual- TV, Video.

UNIT- VIII :

1. Making a lesson plan and construction of an achievement test in mathematics.
2. Designing of some experimental projects in Math's.

UNIT- IX :

1. Popularizing mathematics.

TEXT-BOOKS

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|-------|-------------------------------------|-----------------|
| ED717 | <i>xf.kr dk f'k{k.k</i> | ✉ jkor@vxoky |
| ED844 | <i>xf.kr dk f'k{k.k'kkL=</i> | ✉ jkor@vxoky |
| EDG27 | Teaching of Mathematics (Ref. Book) | – Siyaram Yadav |

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| <p style="text-align: center;">COURSE-7A/7B : PEDAGOGY OF A SCHOOL SUBJECT HOME SCIENCE</p> |
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UNIT- I : Meaning and Scope of Home Science

1. Meaning, Nature of Home Science and its place in the secondary school.
2. Aims and Objectives of teaching Home Science at Senior Secondary level.
3. Importance and Scope of Home Science.

UNIT- II : Methods and Approaches of teaching Home Science

1. Discussion method.
2. Lecture and question and answer method
3. Project method
4. Problem- solving method
5. Demonstration method.
6. Laboratory method.
7. Dramatization and field trips.

UNIT- III: Teaching Learning Process in Home Science

1. Teaching of Child Development.
2. Teaching of Food, Health and Nutrition.
3. Teaching of Textile and Clothing.
4. Teaching of Home Management.

UNIT-IV : Audio Visual Aids in Teaching Home Science

UNIT- V : Home Science Teacher

1. Qualities of a good Home Science Teacher.
2. Role of Home Science Teacher.

UNIT- VI : Curriculum Contentions

1. Concept, Principles, Basis and Measures.
2. Curriculum for Secondary School Stage.
3. Unit planning- meaning, importance, steps and advantages.

UNIT- VII : Lesson Planning

1. Concept of Planning of Home Science teaching.
2. Various steps of Lesson Planning.

UNIT- VIII : Evaluation in Home Science Teaching

1. Concept of measurement and evaluation.
2. Criteria of good evaluation.
3. Preparation of blue print in evaluation.

TEXT-BOOKS

ED078 *xg foKku f'k{k.k*

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| <p>COURSE- 7A/7B: PEDAGOGY OF A SCHOOL SUBJECT HISTORY METHOD</p> |
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UNIT-I: Concept of History

1. Concept of History, Aims and Objectives of teaching History, Place and importance of teaching the subject at secondary and higher secondary level of Education.

UNIT-II : Methods

1. Methods of teaching – Story telling, Dramatization and Role play, Lecture, Discussion, Sources, Question and Answer, Project, Self Study, Assignments, Supervised study.

UNIT-III : Co- relation with other subjects

1. Co- relation with other school subjects, Geography, Literature, Philosophy, Science, Economics, Political Science (Civics).
2. Scientific approach to teaching the subject:
 - a) Concept based teaching
 - b) Generalization based teaching

- c) Maxims of teaching- known to unknown, simple to complex, concrete to abstract

UNIT-IV : Co- Curricular Activities

1. Importance and organization of co- curricular activities, clubs, visits, celebration of days of National importance and festivals.
2. Knowing History through excursion, Museum.
3. History room needs, equipments, maintenance.

UNIT-V : Qualities of Teacher

1. Qualities and qualification of a good History teacher, Challenges faced by the History teacher in the present day context.

UNIT-VI : Instructional Material and teaching Aids - Types and Importance

1. Visual, CB, charts, pictures, graphs, maps, globes, models, flannel board.
2. Auditory- Radio, gramophone, phonograph records.
3. Audio visual- TV, Motion pictures, films.
4. Miscellaneous: Booklets, Newspaper, magazine, computer assisted instructions.

UNIT-VII : Examination and Evaluation History

1. Planning of History Lesson.
2. Unit Planning.

TEXT-BOOKS

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|-------|------------------------|-------------------|
| ED846 | <i>bfrgk / f'k{k.k</i> | & jkseK JhokLro |
| ED041 | <i>bfrgk / f'k{k.k</i> | & xjljunkL R;lxxh |

**COURSE – 7A/7B : PEDAGOGY OF A SCHOOL SUBJECT
CIVICS METHOD**

UNIT-I

Meaning and Scope of Civics/Political Science.

UNIT-II

Aims and Objectives of teaching Civics at various stages of education.

UNIT-III

Relation of Civics with other Social Sciences.

UNIT-IV

Curriculum of Civics in school, Meaning, Definition, Principles, Curriculum principle of selection and organization of curriculum.

UNIT-V

Methods of teaching: Unit method, Source method, Discussion method, Problem method, Project method, Socialized recitation method.

UNIT-VI

Audio-Visual Aids in Civics.

UNIT-VII

Civics Room , Museum and Club.

UNIT-VIII

Textbook and Reference books in Civics.

UNIT-IX

Civics Teacher.

UNIT-X

Examination and Evaluation in Civics.

UNIT-XI

Practical Activities in Civics (Youth Parliament, UNO etc.)

UNIT-XII

Planning of Civics lesson.

UNIT-XIII

Concept of citizenship and its important on present day social order.

TEXT-BOOKS

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|-------|--------------------------------------|------------------|
| ED755 | ukxfjd'kkL= dk f'k{k.k'kkL= | & jkseK JhokLro |
| ED485 | ukxfjd'kkL= f'k{k.k dk iz.kkyh foKku | & xjljunkt R;txh |

**COURSE-7A/7B : PEDAGOGY OF A SCHOOL SUBJECT
ECONOMICS METHOD**

UNIT-I : Economics and its Aims

1. Nature, scope, importance of Economics, Aims and objectives of teaching at secondary and higher secondary level.
2. Co-relation of Economics with Mathematics, History, Geography, Science and Language.

**UNIT-II : Approaches to teaching Economics Methods
(Importance, Procedure, Advantages & Limitations)**

1. Lecture cum Discussion method

2. Project method
3. Problem – solving method
4. Symposium
5. Self – learning
6. Dramatization

UNIT–III : Pedagogical Analysis (in relation to core elements given in NEP 1986)

1. Unit Analysis
2. Instructional objectives and procedures
3. Planning in Economics

UNIT–IV : Economics Curriculum and its Objectives

1. Meaning of Curriculum.
2. Importance of Economics Curriculum at the School : Secondary and Higher Secondary stage.
3. Principles and Organization of Curriculum.
4. Innovations in Curriculum.

UNIT–V : Economics Teacher

1. Qualities and Qualification.
2. Role and responsibility.
3. Professional Growth.
4. Diagnostic testing and remedial teaching

UNIT–VI : Facilities and Equipments

1. Instructional material and teaching aids
 - i) Visual : Chalkboard, chart, pictures, graphs, maps, globes, objects, models, specimens and flannel board.
 - ii) Auditory : Radio , recorders
 - iii) Audio – Visual : Television , Motion picture , films
 - iv) Miscellaneous: Booklets , Newspapers , Magazines.
2. Computer assisted instructions.

UNIT–VII : Examination and Evaluation in Economics.

TEXT-BOOKS

ED484 *vFk7'kkL= f'k{k.k dk iz.kkyh foKku*

& xjljunki R;kxh

EDG46 Teaching of Economics

– J.C. Agrawal

**PAPER-7A/7B : PEDAGOGY OF A SCHOOL SUBJECT
GEOGRAPHY METHOD**

UNIT-I : Nature and scope of Geography

1. Unique position of Geography among social sciences.
2. Geography as a bridge between arts and science

UNIT-II : Aims and Objectives of Geography as a means to

1. Understand the life of Man and his environment.
2. Develop a balance understanding of the people of the world.
3. Create awareness of relationship between resources and over population.

UNIT-III : Concept of Geography

1. Geography in the description of the earth.
2. Study of landscape –physical and cultural.
3. Science of distribution on earth.
4. Study of the earth as the home of man and the interaction between man and his environment.

UNIT-IV :

Planning the Geography Curriculum, Its importance, Basic principles and techniques of curriculum construction for different levels.

UNIT-V :

Correlation of Geography with other subjects.

UNIT-VI :

Local Geography : Its meaning significance and usefulness.

UNIT-VII : Method of teaching Geography

1. Story telling, Text book, Observation and direct, Laboratory, Regional and Comparative, Project, Discussion method.

UNIT-VIII :

Geography Teacher.

UNIT-IX : Teaching Aids

Kinds importance, Chalk Board, Globes, Maps, Atlas, Charts, Models, Pictures, Projected Aids.

UNIT-X :

Methodology : Instruments and Sample Survey, Instruments : Types and used.

UNIT-XI :

Geography Room : Laboratory, Geography Museum, Excursion-their importance and Equipment.

UNIT-XII :

Environment Pollution : A Geographical Problem.

UNIT-XIII :

The importance of Audio-Visual in Geography.

UNIT-XIV :

Examination, Evaluation and Measurements in teaching Geography.

BOOKS

ED046 *Hkwxlsy f'k{k.k* (Ref. Book)

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| <p>COURSE-7A/7B : PEDAGOGY OF A SCHOOL SUBJECT COMMERCE METHOD</p> |
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UNIT-I : Concept of Commerce

1. Meaning, need and scope of Commerce.
2. Importance of the subject.
3. Aims and objectives of teaching at secondary and higher secondary level.
4. Co- relationship with other subjects like Business , Maths, Economics , Geography, Book Keeping, Science, Language.

UNIT-II : Planning

1. Lesson planning, unit planning, annual planning with objectives, procedures and evaluation.

UNIT-III : Method of Teaching

1. Expository based : Lecture, debate, storytelling, discussion.
2. Discovery based : experimental, inquiry, problem solving.
3. Activity based : simulation/gaming, survey, case study ,project.
4. Individualized instructive based : computer assisted instruction modular, mystery learning, Dalton plan.
5. Group dynamic based : seminars, conference, panel discussion, symposium.

UNIT-IV : Text-Book in Commerce

1. Characteristics, importance of text books.
2. Criteria for their selection.

UNIT-V : Commerce Teacher

1. Qualifications and training qualities.
2. Roles and responsibilities.
3. Professional growth.

UNIT-VI : Co-curricular Activities

Objectives, importance, Principle of organization.

TEXT – BOOKS

ED193 okf.kT; f'k{k.k (Ref. Book)

& jkeiky fLag

COURSE-EPC 1 : READING AND REFLECTING ON TEXTS

- The role of language and pedagogy of reading and writing.
- The aims of reading interactively- individually and in small groups.
- Different types of reading skills and strategies : Narrative text, Field Notes , Ethnographies.
- Expository texts: learn to make prediction, check their prediction, answer questions and summarize them, responding to a text with one's own opinions or writing within the context of others' ideas.

Possibilities of Practical Work

- Read and respond to a variety of texts in their own ways (creative or critical).
- Learn to think together depending on the text and purpose of reading.

Important : (Students will prepare project reports and files)

TEXT-BOOKS

ED866 fofHKUu LkfgR;is dk iBu ,oa fu"d'iz.k

& ik;y Hkksyk tSu

EDG85 Reading and Reflecting on Text

– Hena Siddiqui

COURSE EPC 2 : DRAMA AND ART IN EDUCATION

- Aims and objectives of teaching art and drama in schools.
- Place of Art in school education – child art, its characteristics.
- The Art Teacher : Role , Areas of objectives viz. Environment, Participation in life, visit to the place of Art.
- Methods of teaching Art/Drama.
- Activities related to Drama/Art:
 - Organization of School exhibition.
 - Art exhibition with different articles and waste materials.
 - One act play, Role play and cultural show.
 - Preparation of teaching aids, articles of decoration.

Important : Students will prepare projects reports and files.

TEXT-BOOKS

ED847 ukV~:] dyk vkj f'k{kk

& jhrk pKsgku

COURSE –EPC 3 : CRITICAL UNDERSTANDING OF ICT

UNIT-I :

- a) Concept of ICT or ICT in Education: Definition, Its nature , Aims and objectives and importance of ICT.
- b) Educational Technology and ICT

UNIT-II : Teaching Learning Materials

- a) Audio materials, visual and audio visual materials.
- b) Project and non – project materials.
- c) Computer, E- mail, Internet.

UNIT-III :

Emerging communication, communication satellite, Teleconferencing, Interactive Broadcasting, Language Lab mobile service.

UNIT-IV :

- a) Computer in Teaching learning.
- b) Computer in Evaluation.
- c) Computer in Educational Administration.

TEXT-BOOKS

ED807 f'k{kk ds rduhdh ifjiz{;

& flerk JhokLro@jf'e 'kek

EDG110 Features of ICT in Education

– Bhavna Shukla

EDG84 ICT in Education : Visions and Realities

– Bhavna Shukla

SECOND YEAR

COURSE 8 : KNOWLEDGE AND CURRICULUM

UNIT- I : CURRICULUM, AIMS AND OBJECTIVES

- What is curriculum, syllabus/Text book?
- Aim and objectives of curriculum.
- Principles and procedures of curriculum construction.
- Relationship between curriculum and syllabus.

UNIT-II : DESIGNING OF CURRICULUM

- Role of state and school in designing curriculum with reference to its activities, rules, disciplines and time table.

UNIT-III : EPISTEMOLOGICAL BASES OF EDUCATION

- Epistemological bases : Differences between
 - Knowledge and school
 - Teaching and training
 - Knowledge and information
 - Reason and belief
- Child centre education – activity, discovery, dialogue with reference to philosophy of Gandhi and Tagore, Dewey and Plato.

UNIT-IV :

- Concept of : Nationalism, Universalism, Secularism and their interrelationship with education with reference of Tagore and Krishnamurti.

UNIT-V : PHILOSOPHICAL BASIS OF EDUCATION INDIAN AND WESTERN THINKERS.

- Indian thinkers : Gandhi, Tagore, Vivekananda, Aurobindo
- Western thinkers : Rousseau, Froebel, Pestalozzi, John Dewey

UNIT-VI : SOCIAL BASES OF EDUCATION

- Social bases of education in the context of society, culture and modernity.
- Historical changes introduced by Industrialization, Democracy Ideas of Individual Autonomy.
- Education in relation to modern values :
 - Equity and Equality
 - Individual opportunity and social justice and dignity with reference to Ambedkar.

TEXT-BOOKS

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|-------|--------------------------|--------------------|
| ED840 | Kku ,o ikB-;Øe | - ikBd@,L.,L ekFkj |
| EDG82 | Knowledge and Curriculum | - Bhavna Shukla |

COURSE 9 : ASSESSMENT FOR LEARNING

UNIT-I : SIGNIFICANCE OF EVALUATION IN TEACHING LEARNING PROCESS

- Definition and meaning of evaluation, differences among measurement, assessment and evaluation.
- Scales of measurement : nominal scale, ordinal scale, interval scale and ratio scale
- Approaches of evaluation : Formative and summative, criterion referenced and Norm Referenced Evaluation, Internal and External Evaluation
- Instructional objectives and their specification in behavior terms.
- Bloom's and Anderson's taxonomy of educational objectives in cognitive, affective and psychomotor domain.

UNIT-II : TECHNIQUES AND TOOLS OF EVALUATION

- Meaning of testing and interpretation of test results
- Techniques of Evaluation Self – Reporting, Observation, Peer Rating and Sociogram.
- Tools of testing–Rating Scales, Inventories, Anecdotal Record, Interview Schedules and Cumulative Record Cards.

UNIT-III : LEARNER EVALUATION PROCESS

- Construction of teacher made Achievement Test – Design, Blue print, Preparing the Question paper and Marking scheme, Steps in Standardizing and Achievement Test.
- Different types of questions.

UNIT-IV : STATISTICS ; INTERPRETATION AND SIGNIFICANCE

- Concept and type of statistics
- Utility of statistics in teaching – learning process

UNIT-V : TABULATION OF DATA ITS GRAPHICAL REPRESENTATION

- Classification and tabulation of un-grouped and grouped data.
- Graphical representation of data : Histogram, frequency polygon, cumulative frequency curve, pie chart and Ogive.
- Application of various graphical representations of data.

UNIT-VI : MEASURES OF CENTRAL TENDENCY

- Mean, Median and Mode : correlation coefficient their nature and characteristics.
- Methods of calculation and their application to test scores.

UNIT-VII : MEASURES OF DISPERSION

- Range, Quartiles Deviation, Mean Deviation and Standard Deviation nature and significance.
- Methods of calculation and their application to test graphical.

UNIT-VIII : MEASURES OF RELATIVE POSITION

- Percentiles and quartiles- nature and significance
- Methods of calculation-statistical and graphical

TEXT-BOOKS

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| ED706 | वर्षा के दिनों में | ए | एच.ए.ए.ए. |
| ED811 | वर्षा के दिनों में | ए | एच.ए.ए.ए. |
| EDG80 | Measurement Eva. and Assessment in Edu. | – | Bipin Asthana |

COURSE : 10 CREATING AN INCLUSIVE SCHOOL (1/2)

UNIT-I : MEANING, NATURE AND SCOPE OF INCLUSIVE EDUCATION

- Meaning and scope of Inclusive Education/special education.
- Inclusive education in different perspectives :
 - Historical perspective
 - Meaning of normality
 - Meaning of exceptionality
 - Quantitative concept
 - Qualitative concept
 - Statistical concept
 - Medical concept
- Aims/objectives of creating an inclusive school.
- Definition of ‘disability’ and ‘Inclusive’ within the education framework (NPE 1986, UNESCO 1989, RTE Act 2009)
- Need and importance of Inclusive education.

UNIT-II : LEARNING DISABILITIES AND EDUCATIONAL ADAPTATION

- Historical background and definitions of learning disabilities.
- Characteristics of learning disabled children :
 - Cognitive
 - Educational
 - Physical
 - Behavioral
 - Communication
- Types of learning disabilities
- Teaching of learning disabilities
- Treatment of learning disabilities :
 - Behaviour guidance method
 - Cognitive behavior modification
- Adaptation teaching methods :
 - Improving basic skills
 - Improving classroom behavior
 - Improving social behavior

UNIT-III : INSTRUCTION AND ASSESSMENT PROCEDURE

- Components of effective Instruction
- Individualized education programs
- Special teaching method
- Special Instructional adaptation
- Special procedure in special education
- Techniques of assessment in special education
- Behavior assessment in special education

TEXT-BOOKS

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| ED842 | एकसूत्रीय शिक्षण | ए. सी. रॉय |
| EDG86 | Inclusive Education | – Hena Siddiqui |

COURSE 11 : OPTIONAL COURSES : (1/2)

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| GARDENING |
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UNIT-I : GARDENING

- Concept, need and importance of work experience with special emphasis on Gardening.
- Objectives of teaching, Gardening in Schools.
- Method of teaching.
- Evaluating Student work.

UNIT-II : MATERIALS AND TOOLS

- Seeds, cutting and grasses: types, uses and resources.
- Pots, types, uses and resources
- Manure & Fertilizers: types, sources and importance.
- Tools & Equipments- Sources, function and uses.

UNIT-III : CONTENT ENRICHMENT

- Soil classification texture and structure.
- Methods of preparation:
 - a) Sexual and Vegetative.
 - b) Cutting, lying, grafting and budding.
 - c) Ornamental Gardening:
 - i) Ornamental Plants: types and their classification
 - ii) Techniques of growing vegetables
 - d) Kitchen Gardening
 - i) Vegetables: Types, (seasonal and perennial)
 - ii) Techniques of growing, vegetables.

TEXT-BOOKS

ED370 cksokuh (Ref. Book)

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BASICS OF COMPUTERS

UNIT- I : FAUNDAMENTALS OF COMPUTERS

- Introduction, Characteristics of computers
- Essential Components of Computer
 - Input Unit
 - Central Processing Unit
 - Output Devices
- Types of Memory, Storage devices
- Computer Languages (Assembly, Machine, High Level)
- Uses & Applications of Computer.

UNIT-II : INTRODUCING TO OPERATING SYSTEM:

- Components and types of Operating System.
- Basics of MS Windows.
- Components of Windows.
- Advantages of Windows.

UNIT- III : INTRODUCTION TO MS- OFFICE

- Microsoft Word
 - Introduction, Components of Word documents, Basics of Word Processing.
 - Saving/ opening new Documents/ Files in different locations (Drives).
 - Text Editing, Spell check, Insert pictures, Word Art.
 - Text printing, Mail merge.
- Microsoft Excel
 - Introduction, Components of excel.
 - Enter and edit data in Excel Worksheet,
 - Statistical application.
 - Function.
 - Graphical representation, how to create/ draw graphs.
 - Standard statistical function.
- Microsoft PowerPoint
 - Introduction, application.
 - Creating and viewing a presentation.
 - Clip Art.
 - Editing the presentation.
 - Slide Show

UNIT- IV : INTRODUCTION TO INTERNET & E- MAIL

- Internet, History & working, characteristic of Internet.
- Electronic Mail.
- Browsing Internet.
- World Wide Web (WWW)
- Advantage of Internet.
- Educational Websites.

TEXT-BOOKS

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|--------|--------------------------------------|----------------------------------|
| ED807 | <i>शिक्षा के तकनीकी परिप्रेक्ष्य</i> | – <i>स्मिता श्रीवास्तव/रश्मि</i> |
| EDG110 | Features of ICT in Education | – Bhavna Shukla |

PRACTICAL

MS-WINDOWS

- Creating folder, opening, moving and searching files and folders.
- Use of accessories : Calculator, Notepad , Paint, WordPad

MS-WORD

- Opening new document, saving, closing, opening the old document, Exit word.
- Selecting text with mouse and key, copy, cut, paste, find and replace, delete text, check spelling & grammar, bold, italic underline text, font size, color and effect.
- Changing case, text alignment & orientation, setting border & shading, bullets & numbering, header and footer.
- Inserting graphics, word art, pictures clip art, tables, mail merge
- Printing

MS-POWERPOINT

- Creating presentation, entering contents in slide, p.p views
- Insert, delete and duplicate slide
- Apply designs, change color schemes, slide background, color font size, header footer
- Animations and transitions, setting timings for slide show, rehearsing time, add transition, animate text & object, insert music or sound, insert video.

MS-EXCEL

- Writing in a worksheet, save unnamed workbook, exit.
- Opening existing workbook, selecting cells, changing and editing worksheet content , moving, copying , deleting ranges.
- Changing column width, font size, color, bold, italic, underline, formatting numeric content, date and time, applying border and shading, inserting & removing sheet, insert cells, rows, columns, charts.
- Function : sum, count, average, max, min, sort.

INTERNET

- E –mail; create email account.
- Sending, message, attaching files .
- Receiving & replying, deleting, forwarding message
- Use of search engines : downloading information

TEXT-BOOKS

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|--------|------------------------------|---|-------------------|
| ED853 | कंप्यूटर एवं संचार तकनीकी | — | स्मिता श्रीवास्तव |
| EDG110 | Features of ICT in Education | — | Bhavna Shukla |

FINE ARTS

CONTENT

- Definition of Arts.
- Aims and Objectives of teaching art and craft in schools.
- A Brief History of Indian Art : Pre-historic period to Modern Indian Art
- A Brief History of Western Art : Pre-historic period to Modern times.
- The Art Teacher –role, areas of activities, viz Environment, Participation in life, Excursion of the place of Art.
- Technique of Drawing & Painting-Color Theory
- Theory of Perspective
- Aesthetics

PRACTICAL

- Drawing from Nature-Tree, Flower, Landscape
- Two Dimensional Design-Poster making, Collage, Illustration
- Three Dimensional Design-Clay, Wood, Wax, Thread etc.
- Calligraphy-Hindi & English
- Figure drawing-Human & Animals
- Manmade objects- (e.g. Building, Furniture, Vehicle, commonly used objects.)

TEXT-BOOKS

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| ED015 | कला शिक्षण (Ref. Book) | — | चित्रलेखा सिंह |
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TAILORING

UNIT 1 : TEXTILE AND CLOTHING

- History of textile and clothing
- Characteristics, Importance of textile and clothing
- Classification of textile and clothing
- Textile clothing of the body
- The Laundry of the clothing

UNIT 2 : HISTORY OF SEWING MACHINE

- Types of Sewing Machine
- Parts and Tools of Sewing Machine.
- Machine faults and their remedies.
- Pattern making and cutting.
- Precautions in drafting and sewing.
- Maintenance of sewing machine.

PRACTICAL WORK:

- Embroidery Work.
- Drafting and Stitching.
- Baba shirt and Pant.
- Blouse and Petticoat
- Salwar and Kurta.

TEXT-BOOKS

ED373 कर्ताई/बुनाई (Ref. Book)

— रामनिवास अग्निहोत्री

COURSE EPC-4 : UNDERSTANDING THE SELF

UNIT- I : HOLISTIC AND INTEGRATED UNDERSTANDING OF HUMAN SELF AND PERSONALITY:

- WHO AM I?
- Individual in society with different identities: Gender, relational, cultural.
- Beliefs: Stereotypes and prejudices.
- Relationships with self, others, family, society.
- “ I ” - A teacher, Who a teacher is? Role of a teacher, Qualities and Functions.
- Communication skills including the ability to listen and observe.

UNIT- II : PERSONALITY DEVELOPMENT

- Self exploration: Knowing ones strength and weakness, Positive strokes and negative strokes etc.
- Spiritual/ Character Development.
- Self- Esteem
- Emotions:
 - The Power of Emotions in Human Behavior.
 - Understanding of the Emotions.
 - Growth loward Emotional Maturity.
 - Stages of Emotional Growth.

UNIT - III : PHILOSOPHY OF YOGA

- Meaning of Yoga
- Yoga as a way to Healthy and Integrated Living
- Characteristics of the practitioners of Yoga
- Utility of Yoga in different contexts. (Exercise : Meditation , Pranayam)

TEXT-BOOKS

ED671 स्वयं की पहचान (Ref. Book)

— पायल भोला जैन
