



### List of Revised Courses

**Department : Education**

**Program Name : B.Ed.**

**Academic Year : 2017-19**

### List of Revised Courses

Sr. No.	Course Code	Name of the Course
1.	C11	Childhood & growing up
2.	C12	Contemporary India & education
3.	P1AP	Physical Science
4.	P1AS	Social Science
5.	P1BB	Biology
6.	P1BM	Mathematics
7.	P1BE	English
8.	P1BH	Hindi
9.	O111	Value education
10.	O112	Physical and health education
11.	O113	Guidance and counselling
12.	O121	Indian Sign language
13.	O122	Communication through Braille
14.	EPC1	Critical understanding of ICT in education
15.	SI 1	School visit-I
16.	C23	Learning and teaching
17.	C24	Knowledge and curriculum
18.	CH25	Language across the curriculum
19.	P2AP	Physical Science
20.	P2AS	Social Science
21.	P2BB	Biology
22.	P2BM	Mathematics
23.	P2BE	English
24.	P2BH	Hindi
25.	EPC2	Drama & Art in Education
26.	SI 2	School visit-II



27.	PTS	Practicing teaching skills
28.	C36	Assessment and evaluation
29.	P3AP	Physical Science
30.	P3AS	Social Science
31.	P3BB	Biology
32.	P3BM	Mathematics
33.	P3BE	English
34.	P3BH	Hindi
35.	EPC3	Reading & reflecting on text
36.	PT	Psychological testing
37.	SI 3	School internship-I
38.	CH47	School management & leadership
39.	CH48	Creating an inclusive school
40.	CH49	Gender, school and society
41.	O41	Peace education
42.	O42	Vocational & Work Education
43.	O43	Legal education
44.	EPC4	Understanding the self
45.	SI 4	School Internship-II



**Minutes of Meetings (MoM) of Board of Studies (BoS)**

**Academic Year : 2017-18**

**School : School of Studies of Education**

**Department : Education**

**Date and Time : June 03, 2017 - 11:00 AM**

**Venue : DoE, GGV, Bilaspur**

The scheduled meeting of member of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held to design and discuss the B. Ed. (I to IV semesters) scheme and syllabi.

The following members were present in the meeting:

1. Dr. C.S. Vazalwar, (HoD, Chairman, BoS.)
2. Prof. K.K. Khare (External Expert Member BoS, RIE, NCERT, Bhopal)
3. Dr. Anju Agarwal (External Expert Member BoS, Dept. of B.Ed./M.Ed. MJPRU, Bareilly, UP)
4. Dr. Sujeet Kumar, (Internal member BoS)
5. Dr.Vindeshwari Pawar (Internal member BoS)

Following points were discussed during the meeting

1. Discussion about two year programme
2. Modification in objective of the programmes
3. Revision in some content etc
4. Practical aspects

It was further decided that the curricula will be operative under the credit system. The CBCS/ECS would not be implemented in strict sense to the present programmes run by the department, being professional post-graduate programmes, and owing to the present limitations of space and resources. However, ample number of elective courses have been designed to be offered in the all the programmes of B.Ed., B.Ed. Special Education (HI & LD). Moreover, the Curriculum of M.Ed. programme have been designed to offer choices in terms of specialisation courses as well as dissertation in chosen area. Such courses would be able to meet the diverse need and interest of the clientele. More choices of courses should be included as and when there would be sufficient infrastructure and system support available.

The committee discussed and approved the scheme and syllabus from the session 2017-18.

Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)

Signature & Seal of HoD



## Scheme and Syllabus

### DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER I							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
<b>Group-I</b> Core courses	Childhood & growing up	C11	4	100	30	70	50
	Contemporary India & education	C12	4	100	30	70	50
<b>Group-II</b> Pedagogy courses	Understanding the discipline-A Physical Science Social Science	P1AP P1AS	2	50	15	35	25
	Understanding the discipline-B Biology Mathematics English Hindi	P1BB P1BM P1BE P1BH	2	50	15	35	25
<b>Group-III</b> Optional courses	<i>Any one from -</i> Value education OR Physical and health education OR Guidance and counselling	O111 O112 O113	2	50	15	35	25
	<i>Any one Optional skill training from-</i> Indian Sign language OR Communication through Braille	O121 O122	2	50	50		25
<b>Group -IV</b> Enhancing Professional Capacities courses	Critical understanding of ICT in education	EPC1	2	50	50		25
<b>Group -V</b> Engagement with Field	School visit-I (Upper Primary to Higher Secondary)	SI 1	2	50	50		25
<b>TOTAL</b>			<b>20</b>	<b>500</b>	<b>255</b>	<b>245</b>	<b>250</b>
SEMESTER II							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
<b>Group-I</b> Core courses	Learning and teaching	C23	4	100	30	70	50
	Knowledge and curriculum	C24	4	100	30	70	50
	Language across the curriculum	CH25	2	50	15	35	25
<b>Group-II</b> Pedagogy courses	Pedagogy-I (A) Physical Science Social Science	P2AP P2AS	2	50	15	35	25
	Pedagogy-I (B) Biology Mathematics English Hindi	P2BB P2BM P2BE P2BH	2	50	15	35	25
<b>Group -IV</b> Enhancing	Drama & Art in Education	EPC2	2	50	50		25



Professional Capacities courses							
Group -V Engagement with Field	School visit-II (Upper Primary to Higher Secondary)	SI 2	2	50	50		25
	Practicing teaching skills	PTS	4	100	100		50
<b>TOTAL</b>			<b>22</b>	<b>550</b>	<b>305</b>	<b>245</b>	<b>275</b>

### SEMESTER III

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
Group-I Core courses	Assessment and evaluation	C36	4	100	30	70	50
Group-II Pedagogy courses	Pedagogy-II (A) Physical Science Social Science	P3AP P3AS	2	50	15	35	25
	Pedagogy-II (B) Biology Mathematics English Hindi	P3BB P3BM P3BE P3BH	2	50	15	35	25
Group -IV Enhancing Professional Capacities courses	Reading & reflecting on text	EPC3	2	50	50		25
Group -V Engagement with Field	Psychological testing	PT	2	50	50		25
	School internship-I (Upper Primary to Higher Secondary)	SI 3	8	200	200		100
	Teaching-I Teaching of Sub-I:(40 marks) Teaching of sub-II:(40 marks)						
	Teaching-II Teaching of sub-I:(60 marks) Teaching of sub-II:(60 marks)						
<b>TOTAL</b>			<b>20</b>	<b>500</b>	<b>360</b>	<b>140</b>	<b>250</b>

### SEMESTER IV

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
Group-I Core courses	School management & leadership	CH47	2	50	15	35	25
	Creating an inclusive school	CH48	2	50	15	35	25
	Gender, school and society	CH49	2	50	15	35	25
Group-III Optional courses	Any one from - Peace education Vocational & Work Education Legal education	041 042 043	2	50	15	35	25
Group -IV Enhancing Professional Capacities courses	Understanding the self	EPC4	2	50	50		25
Group -V	School Internship-II	SI 4	8	200	200		100

**गुरु घासीदास विश्वविद्यालय**  
(केन्द्रीय विश्वविद्यालय अधिनियम 2009 क्र. 25 के अंतर्गत स्थापित केन्द्रीय विश्वविद्यालय)  
**कोनी, बिलासपुर - 495009 (छ.ग.)**



**Guru Ghasidas Vishwavidyalaya**  
(A Central University Established by the Central Universities Act 2009 No. 25 of 2009)  
**Koni, Bilaspur - 495009 (C.G.)**

Engagement with Field	(Upper Primary to Higher Secondary)						
	Case Study/Individual Portfolio-25marks						
	School participation-25marks						
	Teaching and Subject assessment-50 marks						
	Action Research-25 marks						
	Administrative Work-25 marks						
	Conducting morning assembly & CCA-25marks						
	Preparation of TLM-25 marks						
	<b>TOTAL</b>		<b>18</b>	<b>450</b>	<b>310</b>	<b>140</b>	<b>225</b>
	<b>TOTAL CREDITS FOR TWO YEAR</b>		<b>80</b>	<b>2000</b>	<b>1230</b>	<b>770</b>	<b>1000</b>

**गुरु घासीदास विश्वविद्यालय**  
(केन्द्रीय विश्वविद्यालय अधिनियम 2009 क्र. 25 के अंतर्गत स्थापित केन्द्रीय विश्वविद्यालय)  
कोनी, बिलासपुर - 495009 (छ.ग.)



**Guru Ghasidas Vishwavidyalaya**  
(A Central University Established by the Central Universities Act 2009 No. 25 of 2009)  
Koni, Bilaspur - 495009 (C.G.)

## **Scheme and Syllabus**



## COURSE C11:: CHILDHOOD & GROWING UP

### COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 46 Hrs./wk

To help the prospective teachers to:

- understand various aspects of child development and factors affecting it
- get insight for creating suitable environment helping students to develop a positive identity and realistic self-concept
- understand critical issues of gender and marginalization in development of sense of identity
- understand individual differences in abilities and thoughts in the context of environment and thus to create a situation to reach to every child

### UNIT I: CONCEPT OF CHILD DEVELOPMENT

- Child Development: Meaning, nature; Principles of development
- Heredity: Meaning, and its role in development.
- Environment: Physical, Social – Family, School, Community (Neighbourhood) and their role in Child development. Impact of urbanization and economic conditions
- Role of heredity and environment in individual **diversities and differences**

### UNIT II: DEVELOPMENT: VARIOUS DIMENSIONS

- Physically and cognitively developing individual: from Infancy, Childhood to Adolescence expected roles and developmental tasks (referring to theories of Jean Piaget and Bruner), challenges to the school learners;
- Emotionally and socially developing individual: from Infancy, Childhood to Adolescence expected roles and developmental tasks (referring to theories of Erickson, Bandura and Kohlberg), challenges to the school learners

### UNIT III: DEVELOPMENT OF SELF AND IDENTITY: VARIOUS ISSUES

- Fully functional self (referring Maslow and Rogers), self-concept and identity; education for self realisation
- Gender and identity, Sense of identity among socially disadvantaged and marginalised groups, Role of stereotyping,
- Understanding adolescent learners: characteristics, problems and concerns, need of counselling

### UNIT IV: ISSUES IN DEVELOPMENT OF THOUGHT AND ABILITIES

- Development of language and thought, role of culture and social context
- Multiple abilities: multiple intelligence; supporting gifted and slow learners
- Individual differences; Educational implication-reaching every student

### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Presentation on effect of environment on education from Government reports
- Data based Presentation (oral/written) on education in relation to gender identity and gender sensitivity
- Data based Presentation (oral/written) on the problems of adolescent learners in India
- Study of the tools of measuring multiple abilities and Self Concept
- Presentation (oral/written) on the Counselling services given by CBSE and schools

### MODE OF TRANSACTION: Lectures, discussion, video clips, Group Presentation

### Suggested Readings:

- Agarwal, Kanika (1991). *Mother Craft and Child Development*, Rajeev Publication, Meerut.
- Aswal G.S. (2009). *Iied Educational Psychology*, Vani-Prakashan VaniPrakashan, Patna
- Elizabeth B. Hurlock (1997) *Child Development (VI Ed.)*. Tata Mcgrow Hilt Publishing Company Limited, Noida.
- Mishra, R.C. (2005). *Early Childhood Education Today*, Prentice Hall Publisher.
- Mishra, Bhawna (1999). *Education and child Development*. Mohit Publications, New Delhi
- Kumar R. (2009): *Child Development (VOL-I, II)* APH Publishing Corporation, New Delhi.
- Pandey Ram Shakal (2007). *Education Psychology*, Surya Publication, Meerut
- Sharma, Kamlesh, *Manav-Bikas ManavBikas*, syar publication, Agra.





Woolfolk, A. Misra, G. Jha, A. (2012), *Fundamental Educational Psychology*, Delhi: Pearsons

## COURSE C12 : CONTEMPORARY INDIA AND EDUCATION

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 46

Hrs./wk

To help the prospective teachers to:

- understand the social diversity in the country, state and the class room and its implication for teaching
- understand and be able to use some key concepts relating to social stratification
- understand the nature of caste and the problems of scheduled castes and their education
- understand the tribal communities and the issues in education of tribal children
- understand the constitutional goals and values and provisions relating to education
- analyze educational policy during the post-independence period.
- understand some sociological concept in relation to education.
- examine some emerging concerns in the area of education.

### UNIT I: UNDERSTANDING EDUCATION

- **Meaning and the nature of Education**
- **Types of education and their relevance**
- **Different Aims of Education**
- **Evolution aims of education in India**
- **Determinants of Education system in India (Mainly on Aims, Methods, Curriculum etc.)**

### UNIT II: THE INDIAN SOCIETY AND THE CLASSROOM

- ~~Diversity: Meaning and Definition~~
- **Nature of Indian Society and its reflection in the classroom;** its effect on the process of education
- ~~Ethnographic profiling of some communities of India~~

### UNIT II: EDUCATIONAL STATUS OF THE MARGINALIZED

- **Caste: Social Stratification (Meaning, Forms, Bases, Impact of education and its Features; Role on education)**
- **Socialization of Education role children in sustaining India and changing caste hierarchies: role of different agencies (school, teachers, family, religion, community)**
- ~~The Scheduled Castes in India: Their education (government Scheme) and experience of schooling.~~
- ~~The Tribes in India: Their Development, Education (government Schemes), and Experience of schooling.~~ **Social Discrimination, Social Exclusion and Exploitation, Social and cultural capital**

### UNIT III: INDIAN CONSTITUTION AND THE EDUCATIONAL CONCERNS AFTER INDEPENDENT

- The British education system and **The National Education movement**
- The Indian constitution and Education: ~~The Preamble; The Directive Principles and different articles regarding education~~
- Education for National Development: **Mudaliar and Kothari Commission on Education**
- The New Education Policy 1986

### UNIT IV: ~~SOME SOCIOLOGICAL CONCEPTS AND~~ MODERN EDUCATIONAL DEBATES IN INDIA

- ~~Social Discrimination, Social Exclusion and Exploitation, Equality of opportunities, Social and cultural capital~~
- **Development of Scheduled Tribe/Scheduled Caste and Education**
- **Development of Women and Education**
- **Universalisation v/s Quality of education**



- **Diversification PPP and stratification Privatization of schooling education: Meaning and its Impact**
- Uniformity of structure of education, **curriculum, language, schools (common schools, neighbourhood schools, Language, reservation in education etc. school)**
- ~~PPP v/s Privatisation of education: Meaning and its Impact~~
- ~~Curricular and extra-curricular load, competition and increasing pressure on children~~

#### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Field based surveys of status of marginalized social groups like SC, ST, migrant workers, rural and urban poor, etc and their educational prospects.
- ~~Action research to understand the problems faced by children of marginalized communities in schools of different kinds.~~
- ~~Action research to understand the implementation of government schemes for education of the marginalized groups.~~
- Surveys ~~to~~of study condition of different kinds of schools and teachers and other staff working in them.
- ~~Surveys to understand field realities relating to policy issues.~~
- **Status report of a village of Bilaspur**
- Comparative report of learning style of students from different communities
- **Ethnographic profiling of some communities of India**

MODE OF TRANSACTION: Lecture cum demonstration, project, and observation

#### Suggested Readings:

- ~~Azim Premji~~ **Azim Premji** Foundation      The Social Context of Elementary Education in Rural India, ~~Azim Premji~~ **Azim Premji** Foundation, Bangalore, 2004
- Danda, A. K. [edit.]      Chhattisgarh: An Area Study, Calcutta 1977. Anthropological Survey of India.
- Danda, A. K. [edit.]      Tribal Situation in Northeast Surguja. Anthropological Survey of India, Calcutta 1977
- Dubey, S.C.      Indian Society (Also available in Hindi) NBT, Delhi
- F. Haimendorf      Tribes in India, OUP
- Govinda, R.      Who Goes To School? OUP, New Delhi, 2010
- Govt. of India      Education policy documents and Commission Reports (Mudaliar Commission, Kothari Commission, National Commission on Teachers, Yashpal Commission, National Policy on Education 1965, 1988 & 1992, NCF 2005 etc.)
- Jha, P      Withering commitments and Weakening Progress, State and Education in the Era of Neo liberal reforms, EPW, Aug 2005
- Naik, JP & Nurullah, S      A Students' History of Education in India, Macmillan (available in Hindi)
- Nambissan, G.      Exclusion and Discrimination in Schools: Experiences of Dalit Children, UNICEF, 2009
- NCERT      Position Paper of Focus Group on Education of SC and STs, NCERT, New Delhi
- NCERT      Sociology, (Text books for class XI and XII) NCERT, New Delhi
- Russel & Hiralal      Tribes and Castes of CP & Berar
- Thorat, S.      Dalits in India, 2009
- Veerbhadranaika, P. et al      'The Education Question' from the Perspective of Adivasis: Conditions, Policies and Structures, NIAS, Bangalore 2011
- World Bank      Poverty and Social Exclusion in India, World Bank, 2011

#### Films & Documentaries

1. ~~Shyam Benegal~~ **Shyam Benegal**, Making of the Constitution (12 parts)
2. ~~Shyam Benegal~~ **Shyam Benegal**, Bharat ~~Ek Khoj~~ **Ek Khoj** (relevant parts on National movement)



3. India Untouched.
4. Buddha Weeps at Jadugoda

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE P1AP: UNDERSTANDING THE DISCIPLINES DISCIPLINE - PHYSICAL SCIENCE

### COURSE OBJECTIVES

MARKS: 10050 | CREDITS: 4+42 | 3

#### Hrs./wk

To help the prospective teachers to:

- understand the nature of science and its development as a discipline of knowledge
- develop understanding of science education and its changing nature across time
- develop ability to critically analyse the relation of science with other disciplines and with the society
- be able to visualize various aims of teaching Physical Science in schools of modern India
- be able to reconceptualise unifying concepts of Physical Science in the context of classroom teaching

### UNIT I: NATURE OF SCIENCE AND SCIENCE EDUCATION

- Nature of science
- **Product and process nature of science**
- Historical ~~Development~~ development of Science and science education
- **Interdisciplinary nature of Science**
- **Epistemological differences and Relation among Science, Social Science and Humanities**
- **Scientific literacy**

### UNIT II: SCIENCE LEARNING AND TEACHING

- **Science learning as 'given' and 'constructed'**
- Teaching Science: Change across time and place (Paradigm shifts in teaching science, Methods of study, Validation of knowledge)
- ~~Product and process nature of science~~
- ~~Relating Science and Society~~
- ~~Scientific literacy~~
- ~~Difference and Relation of Science with Social Science and Humanities~~
- ~~Interdisciplinary nature of Science teaching~~
- Connecting Science with real life
- **Relating Science and Society**
- Vocation oriented science teaching
- ~~Science learning as 'given' and 'constructed'~~
- ~~Specific challenges or Goals in the context of modern Indian Society~~

### UNIT III: UNDERSTANDING III: PHYSICAL SCIENCE AS A SCHOOL SUBJECT

- Physical Science as a Discipline and as a School Subject
- Role of Physical Science in School Curriculum
- Aims and objectives of teaching Physical science
- **Specific challenges or Goals of teaching Physical Science in the context of modern Indian Society**

### UNIT IV: KNOWLEDGE STRUCTURE OF PHYSICAL SCIENCE

- **Fact, concept, principle, theory and law; assumption and hypothesis; generalisations**
- Revisiting the big ideas or Unifying concepts of physical science: system →, order and organization, evidence, model and explanation, change, constancy and measurement, scale, form and function, evolution and equilibrium, causality, energy, force, pressure, motion
- ~~Fact, concept, principle, theory and law~~

### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical Study of aims of teaching science in school curricula of various nations for comparative analysis
- Study of students understanding of the aims of science teaching, role of science learning
- Identification of unifying concepts in any theme

### MODE OF TRANSACTION: lectures, discussion, small projects

#### Suggested Readings:

- Das, R.C. *Science Teaching in Schools*. New Delhi. Sterling Publishers Private Limited.
- Mangal, S. K. *Teaching of science*, New Delhi: Arya Book Depot
- Mohan, Radha *Innovative Science Teaching: For Physical Science Teachers*. New Delhi: PHI Learning Pvt. Ltd.
- Sharma, S. *Constructivist Approaches to Teaching and Learning*, New Delhi: NCERT
- Sharma, R.C. *Modern Science Teaching*, New Delhi: ~~Dhanpat Rai~~ Dhanpat Rai Publications,



- Sounders The teaching of Gen. Science in Tropical Secondary Press London School, Oxford  
Nair, C.P.S. Teaching Science in our Schools, S. Chand & Co. Pvt. Ltd. New Delhi.  
Vaidya, N. *The Impact of Science Teaching*, New Delhi : Oxford and IBH Publishing Co., India.  
Yadav, M.S. Teaching of Science, Amol Publications.  
Anderson, H. O. Readings in Science Education for the Secondary School. New York  
Jenkins, E.W. (Ed.) *Innovations in Science and Technology Education*, Vol. VI, UNESCO, Paris.  
NCERT(2005): *National Curriculum Frame work 2005*, NCERT, New Delhi.  
Shukla, R. (2005). *India Science Report*. National Council of Applied Economic Research, ISBN: 81-88830-07-0  
<http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>  
<https://www.youtube.com/watch?v=wcf0pZzUjEs>  
<https://www.youtube.com/watch?v=rLj16LQ2t5c>  
<https://www.youtube.com/watch?v=MYuh5yErdFA>  
<https://www.youtube.com/watch?v=FbaXQ8u6IP8>

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE P1AS: UNDERSTANDING THE DISCIPLINES DISCIPLINE-SOCIAL SCIENCE

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

To Enable Students:

- to develop understanding about the Nature and Scope of Social Studies Science.
- to understand the Current Social Studies Science Curriculum.
- **develop the ability to analyse the social science curriculum**
- to understand the Integration of Subjects in Social Studies Science.
- to understand the Disciplinary content in Social Studies Science for example from History, Geography, Civics and Economics.
- **to understand cross cultural perspective and issues in Social Science**
- **To develop and apply concepts, generalisation and hypothesis**

### UNIT-1 NATURE AND SCOPE OF SOCIAL STUDIES SCIENCE

- Meaning and concept of social studies Social Science
- Aims and objectives of social studies Social Science
- Correlation of social studies Social Science with other subjects

### UNIT-2 SOCIAL STUDIES II CURRICULUM ISSUES IN SOCIAL SCIENCE

- **Principles National Curriculum Frame work and Position Paper of Designing Social Studies curriculum. Science**
- **Content analysis and evolving meaningful learning units Need and the Importance of Local resources in social studies. science**
- **Critical appraisal of existing The sources of Subject matters (History, Geography, Civics, Economics etc.) and instructional resources of social science**

### UNIT-III DEVELOPING AND APPLYING CONCEPTS, GENERALISATION AND HYPOTHESIS

- **Concepts in the social science curriculum, texts and materials**
- **Instructional strategies for social science concept learning**
- **Facts, generalizations and hypothesis in the social science curriculum**
- **Instructional strategies for developing generalization in social science**

### UNIT-3 IV INTEGRATION OF VARIOUS SUBJECTS AND ISSUES IN SOCIAL STUDIES SCIENCE

- Cross cultural perspective and issues in social studies. Social Science.
  - ~~The need of teaching subjects under social studies History, Geography, Civics and Economics~~
- **Contribution of knowledge Content analysis: Analysis of Social Science Syllabus and text books of state and national boards**
- **Co-curricular activities in social science (importance and planning for various activities)**

### PRACTICUM-

- **Students will critically analyze the current social studies through History, Geography, Civics and Economics book at secondary level.**

### UNIT-4 DISCIPLINARY CONTENT IN SOCIAL STUDIES FOR EXAMPLE-I

- ~~History~~ Important Harappa centre's, Important features of the Indus Valley Civilization, First Independent War-1856
- ~~Civics~~ National Unity Supporting Factors and Difficulties
  - Fundamental Rights in Constitution with special reference to Right to Education (RTE)
  - and Right to Information (RTI).

### UNIT-5 DISCIPLINARY CONTENT IN SOCIAL STUDIES FOR EXAMPLE-II

- ~~Economics~~ Concept and stages of Economic Development.
- ~~Barriers in Economic Development with reference to India.~~
- ~~Geography~~ India Climate and Human life.



Resources in India- Water, Irrigation, Industries and Transport.

- Field Trip (Historical Places)
- Social Responsibilities- visit to post office, hospital, school, bus stand etc. to understand how the functioning of the institution is organized

**Suggested Reading:**

**Agrawal, J.C.:** Teaching Social Studies Vikas Publishing House New Delhi.

**Bining and Bining:** Teaching of Social Studies in Secondary School, McGraw Hill Book co. New York New York.

**Forrester, I.F.:** Introduction Social Studies, Orient Longman Bombay.

**Jems Flaming:** The Teaching of Social Studies in Secondary School, Longman, Green & co. London.

**Kochar, S.K.:** The Teaching of Social Studies, Sterling Publishers, Delhi.

**Kumar, Sujeet:** Aspects of History Teaching, Anubhav Publishing House, Allahabad.

**Maurice, P. Hunt:** Teaching High School Social Studies, H. Lawrence E. Lawrence E. Metleaf & Brothers, New York.

**NCERT(2005):** National Curriculum Framework 2005, NCERT, New Delhi.

**NCERT:** 9<sup>th</sup> & 10<sup>th</sup> Book of Social Science, NCERT, New Delhi.

**State Board:** 9<sup>th</sup> & 10<sup>th</sup> Book of Social Science, SCERT, Raipur.

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE P1BB : UNDERSTANDING THE DISCIPLINE-BIOLOGY

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 23

~~Hrs./wk~~ After Course the completion of the syllabus the students prospective teachers will be able to:

- appreciate that **biological** science is a dynamic and expanding body of knowledge.
- ~~appreciate the fact that every child possesses curiosity about his/her natural surroundings.~~
- identify and relate everyday experiences with learning biological science; integrate the biological science knowledge with other school subjects.
- ~~analyse~~ • **Know the different professions and scope of biology.**
- **analyse** the contents of biological science with respect to its branches, process skills, knowledge organisation and other critical issues.
- ~~develop process-oriented objectives based on the content themes/units.~~
- examine different pedagogical issues in learning biological science.
- ~~stimulate curiosity, inventiveness and creativity in biological science~~
- develop ability to use biological science concepts **for in daily life skills.**

### UNIT I: UNDERSTANDING BIOLOGY

- History of biological science, ~~Origin of life and evolution;~~ **(brief)**, Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge.
- What is Biology? Biology as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge; understanding scientific method - observation, enquiry, hypothesis, experimentation, data collection, generalization.
- ~~Why biology? Biological Science for environment, health, peace and development.~~
- ~~Path tracking landmarks in biology~~

- \* Contributions of eminent scientist in biology

### UNIT 2: BRANCHES OF BIOLOGICAL SCIENCES AND THEIR SCOPE

- **Why biology? ; Biological Science for environment, health, peace and development.**
- Branches/professions in the area of biological sciences
- \* Biology as a subject satisfying various needs: (Vocational needs, social needs, Educational needs and future needs)

### UNIT 3: BIOLOGY THE SCIENCE OF LIFE

- Principles of biology
- Foundations of modern biology, cell theory, evolution, genetics, homeostasis, ~~energy~~ etc.
- \* **Path tracking landmarks in biology**

### UNIT 4: BIOLOGY AND SOCIETY

- ~~Recommendations by Kothari & Mudaliar commission NPE on teaching of Sciences.~~
- Place of biology in school curriculum
- \* Interdependence of science, technology and society
- Integrating academic disciplines for better conservation practice/ correlation of Biology with other subjects.

**MODE OF TRANSACTION: Lecture, Discussion, power point presentations, field visits**

### PRACTICUM

- **Illustration of a biological process using scientific method.**
- **Preparation of a scrap book on landmarks in biology.**
- **Collage preparation through collection of Newspaper cuttings/clippings, Journal Articles related to Biology. (\* topics will be dealt under practicum)**

### Suggested Reading readings:

Bremmer, J.	Teaching Biology
Carin, R.A.	Teaching Science through discovery
Green, T.L.	Teaching of Biology in Tropical Secondary Schools
Miller, D.F. and Blaydes, G.W.	Methods and Materials for Teaching Biological Sciences
UNESCO	New Trends in Biology Teaching
Mangal, S.K.	Teaching of Biological Sciences, Agra book Depot.





Sounders	The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
Kulshrestha, S. P	———— <del>Jeev Vigyan Shikshan</del> , <del>Jeev Vigyan Shikshan</del> , Lyall Book Depot, Meerut
Rawat, D. S.	———— <del>Vigyan shikshan</del> <del>Vigyanshikshan</del> , Vinod <del>Pustak Mandir</del> <del>Pustak Mandir</del> , Agra.
UNESCO	Essential of learning in Environment.
NCERT, (2006).	National Curriculum Framework- 2005, NCERT. New Delhi.
NCERT, (2005).	'Focus Group Report' Teaching of Science NCERT New Delhi.

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE P1BM : UNDERSTANDING THE DISCIPLINE-MATHEMATICS

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

To help the prospective teachers:

- To understand the Introduction and development of mathematics
- To understand the value of mathematics
- To understand the Curriculum of mathematics
- To understand the Mathematics contents at secondary level

### UNIT- I- INTRODUCTION AND DEVELOPMENT OF MATHEMATICS

- Meaning, Nature and Scope of Mathematics
- Aims and Objectives of Mathematics
- Historical development in mathematics

### UNIT-II- VALUE OF MATHEMATICS CURRICULUM

- Importance of mathematics in ~~social~~school curriculum
- Correlation of mathematics with other ~~subject~~subjects
- Quality of effective mathematics teacher

### UNIT- III- CURRICULUM OF MATHEMATICS

- Meaning and concept of curriculum
- Mathematics curriculum: its concept and principles
- Critical appraisal of existing mathematics curriculum and text books.

### UNIT- IV- UNDERSTANDING THE CONTENT -I

- Concept of ~~Arithmetic and mensuration numbers, ratio, units, percentage, algebraic variables,~~
- ~~Concept of trigonometry. Trigonometric angles and Ratio, Inter-relationship~~
- ~~Special Angles,~~ distance and heights
- ~~Concept~~Concepts of set theory- set ~~operation, van~~operations, Venn diagram
- ~~Concept of descriptive statistics-Mean, Median, Mode Measures of Central Tendency.~~

### PRACTIUM:

- 1- Formulation and construction of instructional ~~objective~~objectives of their subject of secondary education.
- 2- PPT on historical development and innovations in mathematics.
- 3- Evaluation of Mathematics text book.
- 4- Use of Computer in Teaching of Mathematics.
- 5- Use of Mathematics activities for recreation.

### Suggested Reading:

Kulsheshtha, A.K.	<i>Teaching of Mathematics</i> , Meerut. R L Book Depot
Gakhar, S.C.	<i>Teaching of Mathematics</i> , Haryana. N M Publication Panipat
Bhatnagar, A.B.	<i>Teaching of Mathematics</i> , Meerut. R L Book Depot
Negi, J.S.	<i>Teaching of Mathematics</i> , <del>Agra Vinod Pustak Mandhir</del> <b>Agra Vinod Pustak Mandhir</b>
Shaw & Wright	<i>Discovering Mathematics</i> ,
V.N. Agrawal	<i>The Teaching of Mathematics in India</i> ,
Chandha, B.N.	<i>The teaching of Mathematics</i>
Young, I.W.A.	<i>Teaching of Mathematics</i>
Kuppuswami Aiyangar, N.K.	<i>Teaching of Mathematics in the New Education</i>
Sidu. K.S.	<i>The Teaching of Mathematics</i>
NCERT, (2005).	<i>National Curriculum Framework- 2005</i> , New Delhi.
NCERT, (2005).	<i>'Focus Group Report' Teaching of Science</i> , New Delhi
NCERT, (2008).	<i>Mathematics textbook for class 8<sup>th</sup></i> . New Delhi
NCERT, (2006).	<i>Mathematics textbook for class 9<sup>th</sup></i> . New Delhi.
NCERT, (2006).	<i>Mathematics textbook for class 10<sup>th</sup></i> . New Delhi
SCERT,	<i>Mathematics textbook for class 8<sup>th</sup></i> . Raipur, C.G.
SCERT,	<i>Mathematics textbook for class 9<sup>th</sup></i> . Raipur, C.G.



  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



**COURSE P-1BEP1BE : UNDERSTANDING THE DISCIPLINE -ENGLISH**

**COURSE OBJECTIVES**

**MARKS: 50**

**CREDITS: 2 | 23 Hrs./wk**

To help the prospective teachers to:

- Understand and appreciate English language as a discipline
- Understand the role of disciplinary knowledge in school curriculum
- Understand the historical development of English language as a discipline
- Analyse the challenges of English language at school level

**UNIT - I : ENGLISH LANGUAGE AS A DISCIPLINE**

- Concept of Discipline, History of English as a Discipline
- English language as a discipline in the school curriculum—Prose, Poetry, Story, Drama, Grammar, Composition
- Nature and role of disciplinary knowledge in school curriculum
- Inter-relationship of English language with Science, Maths, and Social Sciences

**UNIT - II : GENESIS OF ENGLISH LANGUAGE & ENGLISH IN PRE-INDEPENDENT INDIA**

- Historical development of Ancient British English language to the present Standard English in the world
- Introduction of English in Pre-Independent India: A Socio, Political and Intellectual Context

**UNIT - III : ENGLISH IN PRE-INDEPENDENT INDIA - POLICY PERSPECTIVE**

- Recommendation of various Committees and Commission on inclusion of English language **and provisions:**
  - Macaulay Minute 1835
  - Wood's Dispatch 1854
  - Indian Education Commission 1882

**UNIT - IIIV : ENGLISH LANGUAGE IN POST-INDEPENDENT INDIA - POLICY PERSPECTIVE**

Recommendations of commissions on English language teaching:

- University Education Commission 1948
- Mudaliar Commission 1952
- Kothari Commission 1964
- NPE 1986
- NCF - 2005
- Challenges of teaching English as Second Language in India

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

~~Critical analysis and preparing~~ Prepare a report on ~~recommendations~~ the development of ~~committees and commissions on~~ English language in recent time India (pre and post independence).

- Analysis and preparing report on English text book about various types of content

2-Reflection of Macaulay Minute 1835, Wood's Dispatch 1854, Indian Education Commission 1882 on English text book of secondary and higher secondary classes.

3. Find out Indian writers contribution in English text book of secondary and higher secondary classes.

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



#### 4. Reflecting how English language is related with other subjects

##### MODE OF TRANSACTION:

•—Discussion Group discussion on the role of English language in school curriculum

as discipline, Group presentation / peer group discussion on historical development of ancient British English to present standard English Language in the world, Lecture and discussion, Self study

##### Suggested Readings:

1. Alam, Z. Q. (1999) English Language Teaching In India Problems And Issues, , Atlantic Publisher and Distributor, New Delhi
2. Brumfit, C. J. & Johnson, K. (1987) The communicative Approach to Language Teaching, English Language Book Society/ Oxford University Press.
3. Bygate, M. (1987) Speaking, Oxford University Press, Oxford.
4. Brown, G. and Yule (1983) Teaching the Spoken Language, Cambridge University Press, Cambridge.
5. Chaturvedi, M.C. (1995) Position of language in school curriculum in India, New Delhi, NCERT.
6. Gupta, P.K. & et.al (2005) Teaching of English, R. Lal, Book Depot, Merrut.
7. Hughes, Arthur (1997) Testing for language Teachers, Cambridge Handbooks for Language Teachers, Cambridge University Press.
8. Hornby, A. S. A guide to pattern and usage in English, oxford university press.
9. Jain, R. K. Essential of English teaching, Renulal Book Depot Meerut.
10. Kohli, A.L. & Sharma L.M. (2002) Techniques of Teaching English (in the New Millannium), Dhanpat Rai Publicating Dhanpat Rai Publicating Co. (P) Ltd., New Delhi.
11. NCERT (2005) National Curriculum Framework, National Council of Educational and Research and Training, New Delhi.
12. NCERT (2006) Position Paper, National Focus Group Discussion on Teaching of Indian Languages, National Council of Educational and Research and Training, New Delhi.
13. NCERT (2012) Teaching of English at Primary Level in Government Schools, National Council of Educational and Research and Training, New Delhi.
14. Vijayalakshi, M & Manchi, S.B. (2014) A Brief History of English language Teaching in India, International Journal of Scientific and Research Publications, Volume 4, Issue 5, May 2014 1 ISSN 2250-3153

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE P1BH: UNDERSTANDING THE DISCIPLINE -HINDI

उद्देश्य:

MARKS: 50 | CREDITS: 2 | 23 Hrs./wk

- भाषा की उत्पत्ति एवं विकास का ज्ञान
- दैनिक जीवन में भाषा का महत्व एवं भाषा के कार्य को समझना
- हिन्दी भाषा की संरचना का ज्ञान एवं बोध विकसित करना
- हिन्दी भाषाई कौशलों के प्रति समझ विकसित करना
- हिन्दी भाषा का अन्य विषयों से सम्बन्ध का ज्ञान
- हिन्दी भाषा पाठ्यचर्या के आधारों की आवश्यकता में महत्व की समझ
- हिन्दी भाषा पाठ्यक्रम का अर्थ एवं आवश्यकता की समझ विकसित करना
- बालक के विकास में भाषा का महत्व

### इकाई 1-क-I: भाषा का अर्थ उत्पत्ति एवं प्रकृति

- भाषा का अर्थ एवं परिभाषा
- भाषा, शिक्षण, समझ एवं ज्ञान के माध्यम के रूप में
- भाषा की विशेषताएँ एवं आवश्यकता
- भाषा के कार्य एवं महत्व

### इकाई 1-ख-II: हिन्दी भाषा की संरचना एवं विज्ञान

- हिन्दी भाषा का अर्थ प्रकृति एवं विशेषताएँ
- हिन्दी भाषा की संरचनात्मक उपागम एवं विशेषताएँ
- हिन्दी व्याकरण सम्मत भाषा के रूप में

### इकाई 2-क-III: हिन्दी भाषा पाठ्यक्रम III हिंदी कौशलों की समझ

- पाठ्यचर्याव्याकरण का सामान्य परिचय [वर्ण-अर्थविचार, शब्द विचार एवं सम्प्रत्यय]
- पाठ्यचर्या, पाठ्यक्रम एवं अध्ययनवाक्य विचार की विषय-वस्तु में अन्तरदृष्टि से]
- हिन्दी भाषा पाठ्यचर्याभाषायी कौशलों के निर्माविकास हेतु निर्मांकित पक्षों के स्वरूप {क}श्रवण के आधार(प्रारम्भिक[ख]उच्चारण {ग}वाचन मातृभाषा व राष्ट्र भाषा के रूप में हिन्दी शिक्षण की स्थिति एवं माध्यमिक)महत्व

### इकाई 2-ख-IV: लक्ष्य अभिप्राय एवं उद्देश्य का अर्थ एवं आपसी सम्बन्ध

- हिन्दी भाषा हिन्दी भाषा शिक्षण में उद्देश्यों की, आवश्यकता एवं महत्वमहत्व
- सृजनात्मक, सौन्दर्यात्मक, विश्लेषणात्मक, अभिवृत्तात्मक, उद्देश्यों का निर्माण निर्माण
- हिन्दी भाषा का अन्य विषयों से सम्बन्ध भाषा, मात्रभाषा, बोली : सामान्य परिचय एवं विशेषताएँ

### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- क) पाठ्य-वस्तु में क) पाठ्य वस्तु में से किसी एक पर निबंध
- ख) निदानात्मक व उपचासत्मक काय
- ग) सृजनात्मक, सौन्दर्यात्मक, विश्लेषणात्मक, अभिवृत्तात्मक, उद्देश्यों का निर्माणपरनिबंध
- ख) हिन्दी भाषा में एक पाठ गद्द रचना
- ग) सृजनात्मक, सौन्दर्यात्मक, विश्लेषणात्मक, अभिवृत्तात्मक, उद्देश्य का निर्माण
- घ) हिन्दी भाषा में एक पाठ पद्द रचना

### MODE OF TRANSACTION: हिन्दी संदर्भानुसार उपयुक्त शिक्षण विधि का प्रयोग

### Suggested Readings/सन्दर्भ सूचीसन्दर्भसूची:-

- भाई यामेन्द्र जीत, हिन्दी भाषा-गीगेन्द्रजीत, हिन्दीभाषाशिक्षण, विनोद पुस्तक-मंदिर-अममसविनोदपुस्तकमंदिरआगरा
- क्षत्रिय के 0 मातृभाषा शिक्षाभाषाशिक्षा, विनोद पुस्तक-मंदिर-अममसण, विनोदपुस्तकमंदिरआगरा
- लाल रामन बिहारी, हिन्दी-लालरामनबिहारी, हिन्दीशिक्षण रस्तोगी प्रकाशन, मेरठ
- रघुनाथ हिन्दी शिक्षुनाथहिन्दीशिक्षा विणिविधि, पंजाब घरजालंधर-जलंधर
- शर्मा लक्ष्मीनारायण, भाषा-भाषाशिक्षण की विधियाँ और पाठ-निर्माणनियोजन, विनोद-पुस्तक-मंदिर-अममसविनोदपुस्तकमंदिरआगरा
- शुक्ल रामचन्द्र, हिन्दी भाषा का इतिहासमुक्लरामचन्द्र, हिन्दीभाषाकाइतिहास, DPH नई-दिल्लीनईदिल्ली
- Agnihotri, R.K.(2007).Hindi: An Essential Grammer. London: Routledge.
- Agnihotri, R.K.(2007). Towards A Pedagogical Paradigm Rooted In Multilingualism.
- International Multilingual Research Journal, Vol.(2),1-10



- Aitchinson, J.(1979). The Articulate Mammal: An Introduction To Psycholinguistics. Hutchinson & Co, London.
- Aitchinson, J.(2003). Teach Your Self Linguistics. Hodder& Stoughton Ltd, UK.
- Ingram, D. First Language Acquisition: Method, Description And Explanation, Cambridge University Presses: Cambridge, 1989.
- Kumar,K.2001.Skul Ki Hindi. Patna: Rajkamal
- Pinker, S.(1994).The Language Instinct. London: Allen Lane.
- Srivastava, R.N. (1983). Bhashaashaashtra-Ke Suutradhaar. BhashaashaashtraKeSuutradhaar. National Publishing House, Delhi.
- Yule,G.(2006). The Study Of Language. Cambridge University Press, India.

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE O111: VALUE EDUCATION

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 23 Hrs./wk

To help the prospective teachers to:

- Develop the understanding about the nature, and disvalues.
- Develop the understanding about the classification of values under different types.
- Develop the understanding to appreciate the educational values like democratic, secular, and socialist.

### UNIT I: UNDERSTANDING VALUE

- Concept of ~~values~~value, Classification of values ~~and the nature of various kinds of values~~
- **Morality and value - difference**
- Value Education: ~~its~~ concept and need.

### UNIT II: VIEWS OF VALUE DEVELOPMENT

- **Psychological views on development of morality and personal values reference to Kohlberg and Freud; determinants of personal value**
- **Views of Vivekananda in inculcating values and developing Man of Character**

### UNIT III: DEVELOPING VALUES

- Role of school, family, society and mass media on development ~~of~~and erosion of values.
- Role of syllabi of different ~~subjects~~subjects and co-curricular activities in ~~value education~~inculcating values

### UNIT III: IV: METHODS

- Teaching Strategies for Value Education: Storytelling, Role-playing, and Discussion.
- Techniques for measurement of values: Rating Scales, Questionnaire, Observation, some standardized tools for measurement of values.

### PRACTICUM

- ~~Aesthetic value: Plantation of a tree per head. (compulsory)~~
- **Designing activities to inculcate various kinds of values**
- Story telling & discussion
- **Planning for a Cleanliness programme:** self, class-room, ~~university campus.~~ OR
- **Preparation & implementation of a measure of value:** Rating ~~on 2/3/4/5-point scale of 10 behaviors of any 5 or 3 companions in a class with particular incidents.~~Scale

### Mode of transaction:

### MODE OF TRANSACTION:

Lecture, Discussion, field work, Observation & rating.

### Suggested Readings:

Harsh, R.N., Miller, J.P. ~~., &., &~~ Eielsing, G.B. Model of Moral Education: An Appraisal, Long Man: New York.

Passi B.K. & Singh. Value Education, National Psychological Corporation, Agra.

Rooths, I.E. Mearill Value and Teaching, McGraw-Hill, co.

Rockeach, M. The nature of human values collier ~~Mc Millan~~McMillan Publishers, London.

Frankel, ~~J.J.~~R. How to teach value, in analytical approach, Prentice Hall, New Jersey.

Pandey, Ramshukh Value Education, R.Lall Book, Meerut.

Fraenkel, J.R. How to teach about values.

Gupta, N.L. Value Education

Kishore, L. Value oriented Education.

~~Pandey, R.S. & Misra, k.s~~ ~~—————~~ ~~Mulya shiksha~~

Rath, H. & Siomon Values and teaching.

Ruhela, S.P. Human values and Education





## COURSE O112: PHYSICAL AND HEALTH EDUCATION

### COURSE OBJECTIVES

MARKS: 50

CREDITS: 2 | 23 Hrs./wk

To help the prospective teachers to:

- Understand the concept and role of physical and health education
- Understand various types of Health Services particularly in schools
- Understand various issues related to health problems particularly among school children
- Understand ways for maintaining safety and physical fitness

### UNIT - I: HEALTH & PHYSICAL EDUCATION

- **Health: its** Concept, Dimensions, **Spectrum** and Determinants.
- **Concepts** of Health
- **Definition of Health**, Physical and Health Education, Health Instruction, Health Supervision
- Aim, objective and Principles of Health Education

### UNIT - II: HEALTH SERVICES IN SCHOOLS

- Objective of school health service, Role of health education in schools
- Health Service and guidance instruction in personal hygiene **and care of skin, Nails, Eye, etc**
- **Health Services — Care of skin, Nails, Eye health** **Health** service, Nutritional service, Health appraisal, Health record, Healthful school environment, **first-aid and emergency care etc.**

### UNIT - III: HEALTH PROBLEMS, III: DISEASES AND SAFETY AND FITNESS ISSUES

- Communicable and Non Communicable Diseases
- **Personal and Environmental Hygiene for schools**
- **Health and society.**
- Safety in Daily Life
- **First Aid and Emergency Care:** Common Injuries and their Management.
- **First Aid kit and Emergency Care services.**

### UNIT - IV: HEALTH AND LIFESTYLE

- Modern Life Style and **Hypo-kinetic Disease—Prevention problems related to food habits, sleeping habits, physical activity, and Management; Obesity, cyber activity.**
- **Issues of Malnutrition, Adulteration in food, and Environmental sanitation, Explosive Population pollution.**
- **Management of lifestyle and Prevention of disease and disorders.**

### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- **Critical—analysis Study and preparing—a—report group presentation on recommendations the health statistics of committees the school going children of India**
- **Study of the school environment in the perspective of health and commissions hygiene**
- **Assessing awareness of personal safety/hygiene among students**
- **Quiz/Games/Aids on English language in India (pre and post independence) health issues**
- **Analysis and preparing report on English text book about various types of content**
- **Reflecting how English language is related with other subjects**
- **Preparing journal on lifestyle diseases from news paper/online news reports**

### MODE OF TRANSACTION:

- **Lecture, Discussion on the role of language in school curriculum**

Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



, Group presentation/peer group discussion, audio-visuals, poster presentation, community work and field experience.

**Suggested Readings:**

- Rama V Baru (2008) School Health Services in India: The Social and Economic Contexts SAGE Publications India,  
Victor R. Preedy Handbook of Growth & Growth Monitoring in Health & Disease, Springer Science & Business Media  
Laurette Dube, Antoine Bechara, Alain Dagher, Adam Drewnowski, Jordan LeBel, Philip James, Rickey Y. Yada, (2010) Obesity Prevention: The Role of Brain and Society on Individual Behavior, Academic Press,  
Meeta Lall (n.d.) The Power of Nutrition For Our Times, Rupa Publications - Health & Fitness  
Usha S Nayar (2012) Child and Adolescent Mental Health, SAGE Publications India  
N. Taylor, F. Quinn, M. Littlelycke & Richard K. Coll (2012) Health Education in Context: An International Perspective on Health Education in Schools and Local Communities, Springer Science & Business Media,  
Anil Kumar (2005) Health Education, Mittal Publications,  
M. Kumar & R. Kumar, (2004) Guide to Prevention of Lifestyle Diseases, Deep and Deep Publications,  
IIPS (2011) Key Indicators for India from NFHS-3 <http://www.rchiips.org/nfhs/pdf/India.pdf>  
MSPI, GOI (2012) CHILDREN IN INDIA 2012 - A Statistical Appraisal at [http://mospi.nic.in/Mospi\\_New/upload/Children\\_in\\_India\\_2012.pdf](http://mospi.nic.in/Mospi_New/upload/Children_in_India_2012.pdf)  
UNICEF (2013) Statistics at [http://www.unicef.org/infobycountry/india\\_statistics.html](http://www.unicef.org/infobycountry/india_statistics.html)  
UNICEF (2011) The situation of children in India at [http://unicef.in/Uploads/Publications/Resources/pub\\_doc36.pdf](http://unicef.in/Uploads/Publications/Resources/pub_doc36.pdf)





## COURSE O113: GUIDANCE AND COUNSELLING

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 23 Hrs./wk

To help the prospective teachers to:

- develop understanding about theoretical background of guidance and counseling.
- develop understanding about the implementation of guidance and counseling.
- develop understanding about the significance of vocational guidance.
- develop understanding about the counseling and its process.
- develop understanding about the therapeutic techniques helpful in student's guidance & counseling.

### UNIT I: CONCEPT, AND NEED, AIMS, TYPES & APPROACHES OF GUIDANCE & COUNSELING

- Guidance ~~and~~: **Concept & Needs**
- **Types of Guidance**
- Counseling: **Concept & Needs; difference from guidance**
- **Aims, Scope Types of Guidance & Counseling**
- **Types Principles of Guidance and Counseling**

### UNIT II: TOOLS AND APPROACHES

- **Tools for collecting information for Guidance and Counseling: records, rating scale and tests—their characteristics and effective use**
- Approaches in Counseling; Psycho-analytical, Client-centered, and Behavioral.

### UNIT III-IV: GUIDANCE & COUNSELING IN EDUCATIONAL INSTITUTIONS.

- **Nature and requirements of Guidance and counseling services** in Elementary Schools, **and** Secondary Schools; dealing with adjustment problems in school
- **Nature and requirements of Guidance and counseling services** in College & University
- Brief Introduction of – Job –Analysis, Job –description & ~~job~~ **Job** –Specification

### UNIT III-IMPLEMENTATION OF IV: GUIDANCE AND COUNSELING PROGRAMMES & PROCESS PROCESSES

- Brief introduction of Guidance Programmes: **Orientation services**, Information ~~services~~ **services**, Appraisal service, Remedial service, follow-up Service, ~~Programme~~ **Evaluation Service.**
- Counseling Process: Preparatory Phase, ~~beginning~~ **Beginning** Phase, Middle Phase & Terminal Phase; **Role of a Counsellor**

### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- School visit: Assessment of Guidance need & providing guidance related to subject selection in further classes Or for job selection in future. Or
- ~~Demonstration of any one therapeutic technique,~~ **Planning for a counseling process for reducing Examination anxiety. Or**
- ~~Demonstration of Vedic food habits, help in concentration for students.~~
- **Study of the guidance and counseling services by various boards and presenting a report.**
- **Preparing a tool for collecting information on a given issue**

### MODE OF TRANSACTION: Lecture, Discussion, Demonstration, School visit.

### Suggested Readings:

- Chauhan, S.S. (1982). Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.
- Crow & Crow (1994). Introduction to Guidance, Uresin Publication House Private Ltd., New Delhi.
- Donal, Super (1965). Counseling in the Secondary School, Harper, New Delhi.
- Kothar, S. K. (1983). Guidance & Counseling in College and Universities, Starling Publisher Green Park, New Delhi.
- Jaiswal, S. R. (1987). ~~Nirdeshan~~ **Nirdeshan evam Paramarsh, Vinod Pustak Mandir, Nirdeshan evam Paramarsh, Vinod Pustak Mandir, Agra.**
- Verma & Upadhyay, (1967). ~~Shaikshik evam Vyavshaik Nirdeshan,~~ **Shaikshik evam Vyavshaik Nirdeshan, Vinod Pustak Mandir, Shaikshik evam Vyavshaik Nirdeshan, Vinod Pustak Mandir, Agra.**
- Oberai, S. C. (5302). Educational; & Vocational Guidance & Counseling, Loyal Book Depot. Meerut.



~~Dhuve Ibd~~Dhuve Ibd. (1959). Basic Essentials of Counseling, (1959), (Sterling).  
Cameron N. 1953, Personality Development and Psychopathology, Sifilin.  
Rothenberg E.R. 1968, Medical Dictionary and Health Manual, Signet Meridian Books, Chicago, U.S.A.  
Singh R.S. (1985). Correlates of Anxiety, National Psychological Corporation, Agra.  
Singh R.P. (1981). ~~Naidanik Manovigyan~~Naidanik Manovigyan, V.PU.Mandir, Agra.  
Talent .N. (1978). Psychology of Adjustment, Nast and.  
Valan.R.W. (1958) . Clinical Psychology, (Macgrahill).  
Kapil .H.K., (1989). ~~Apsamanya Manovigyaan, Harprasad Bhargav, Kachari~~  
~~Ghat~~Apsamanya Manovigyaan, Harprasad Bhargav,  
Kachari Ghat, Agra.

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE O121 :INDIAN SIGN LANGUAGE

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 24 Hrs./wk

After learning this course the student-teachers will be able to

- Discuss the two manual options with reference to Indian special schools.
- Discuss the relevant issues like literacy, inclusion and training with reference to manual options.
- Describe manual options in the light of issues like language, culture and identify.
- Exhibit beginner level hands on skills in using manual options.
- Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.

### UNIT 1: UNDERSTANDING DEAFNESS IN REAL LIFE CONTEXT

- Basic Awareness of Paradigms of Deafness (Medical and Social)
- Basic Awareness of Deafness and Communicative Challenges /Concerns
- Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion

### UNIT II: INTRODUCING ISL

- Sign language
- Basic Awareness of Difference between ISL and ISS
- Importance of Neural Plasticity and Early Language Opportunities

### UNIT 2III: BASICS OF ISL

- Basic signs: Alphabates, numbers,
- Signing names, adjectives,
- Expressing gender, number, person, tense actions
- Framing short expressions of common use in daily life
- Expressing conjunctions, prepositions and framing complex sentences

### UNIT 3IV: ISL SKILL DEVELOPMENT

- Eye Contact in expression and reception
- Natural Signing in Short Common Conversations
- Natural Signing in Stories/Poems

### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- I. Watching Videos of Individual Sessions and Classroom Teaching of Signing
- II. Role Play and Dramatization in ISL
- III. Developing Learning Material for Facilitating Connectivity among Signing, Language and Cognition
- IV. Recording Self Narrated Stories/ Poems and Writing Reflections
- V. Interacting with Deaf for Practicing Expansion of Ideas

### MODE OF TRANSACTION: lectures and workshop/activities

#### Suggested Readings:

- *Communication Options and Students with Deafness.* (2010). Rehabilitation Council of India, New Delhi.
- Heller, R. (1999). *Managing Change.* DK Publishing: New York.
- ISS Learning Material and Dictionaries
- Paul, P. V. (2009). *Language and Deafness.* Jones And Bartlett: Boston.
- *Teaching Learning ISL Material* Developed at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum
- Zeshan, U. (2000). *Sign Language in Indo-Pakistan.* John Benjamins Pub. Co, Philadelphia.
- Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, *American Annals of the Deaf*, 132(1), 46-51.



- Andrews, J.F., Winograd, P., &DeVile, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf*, 139(3), 378-386.
- Devych, G. N., Bhattacharya, T., Grover, N., &Randhawa, S.P.K. (2014). *Indian Sign Language(S)*. Orient BlackSwan, Hyderabad.
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India* . (2000), AYJNIHH Publication.
- Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.
- Evans, L. (1982). Total Communication, Structure and Strategy. Washington D.C.: Gallaudet College Press.
- Ezell, H.K., & Justice, L.M.(2005). Programmatic Research On Early Literacy: Several Key Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Frank, S. (1985). Reading Without Nonsense.: Teachers College Press, New York.
- Ghate, P. (1996). Indian Sign System. AYJNIHH In-House Publication: Mumbai.
- Ghate, R.A. (2009). Survey of Teachers' Opinion on Status of Education of the Deaf. Unpublished Report of RCI, New Delhi.
- Heller, Robert (1999). Effective Leadership. Dk Publishing: New York.
- Huddar, A. (2008). *Language and Communication* . DSE Manuals. Rehabilitation Council of India, New Delhi.
- Improve Reading Comprehension. *American Annals of the Deaf*, 139, 378-386.
- Indian Sign Language Dictionary .(2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.
- Johnson, R., Liddell, S., &Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. *American Annals of the Deaf*, 132, 46-51.
- Lewis, Rena B. &Doorlag, Donald H. (1999). (5th Ed) *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jersey.
- Woodward, J., Vasishta, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C
- Vasishta, M.M., Woodward, J., & De Santis, S. (1981). An Introduction to Indian Sign Language: Focus on Delhi.All India Federation of the Deaf, New Delhi.
- Websites for Signed Dictionaries.
- Woodward, J. (1993). "The Relationship of Sign Language Varieties in India, Pakistan and Nepal". *Sign Language Studies* (78), 15-22.



## COURSE O122: COMMUNICATION THROUGH BRAILLE

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 24 Hrs./wk

After completing the course the student-teachers will be able to

- Acquire basic information about Braille, its relevance and some important functional aspects.
- Get basic information on types and significance of different Braille devices.
- Communicate through Braille scripts and prepare learning materials in Braille

### UNIT 1: INTRODUCTION TO BRAILLE AND BRAILLE DEVICES

- Introduction of Visual Impairment
- Louis Braille
- The and the Evolution of Braille
- Continuing Relevance of Braille vis-a-vis Audio Material

### UNIT 2: BRAILLE DEVICES

- Relating Slate and Stylus; Taylor Frame and Types, Abacus with Braille devices
- Braille Writer, Braille Embossers and Braille Translation Software
- Low Vision Aids--Optical, Non-Optical, Vision Training Material

### UNIT 3: UNDERSTANDING BRAILLE SCRIPT

- Braille Signs, code of different symbols—English Braille, number
- Knowledge of vowel and consonant diphthongs and Blends in Braille
- Writing numbers, date and time
- Contractions and Abbreviations—English Braille
- Braille Signs and Symbols—Hindi/Regional Language
- Embossed - Maps & Models

### UNIT 4: BRAILLE READING AND WRITING

- Braille Reading Process
- Braille Writing Processes-Process
- Using short cut in Braille using words, framing sentences

### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

Each Student-Teacher

- a. Prepare a presentation – Oral/ Powerpoint – on the relevance of Braille for children with visual impairment. **OR**
- b. Prepare a report on the availability and use of Braille and assistive devices in one inclusive school— **AND**

and

- c. Prepare two Braille material for any class of school subject/B.Ed. Courses

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE EPC1: CRITICAL UNDERSTANDING OF ICT IN EDUCATION

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 24 Hrs./wk

After completing the course the student-teachers will be able to

- Acquire basic information on nature, components and significance of ICT
- Use computer software for preparing learning materials
- Use computer software for evaluation, keeping student record, presentation
- Use various learning tools through internet
- Use various interfaces effectively for sharing and presenting information

### Workshop-I

#### WORKSHOP-I: ICT AND WORD PROCESSING

ICT : Meaning, components, Scope in school education, Basics of computer: Hardware and Software, various components, basic computer operations including file management

### Workshop-II

Preparing learning materials through word processing software; paragraphing, font-editing, illustrations through tabular and diagrammatic representations, page setting, managing word files and using various interfaces for printing and sharing (using portable formats)

### Workshop-III

#### WORKSHOP-II: ICT AND PRESENTATIONS

Preparing learning materials as well as individual instructional materials through MS Office PowerPoint; paragraphing, font-editing; illustrations through tabular and diagrammatic representations, audio and video clips, hyper linking; page setting- designing and animating, managing PPT files and using various interfaces for printing and sharing; Judicious presentation

### Workshop-IV

#### WORKSHOP-III: ICT AND DATA PROCESSING

Preparing student records through MS Office Excel and Comparing various dimensions; Processing data for evaluation reporting (NRT and CRT); illustrations through tabular and diagrammatic representations; managing XLS files and using various interfaces for printing and sharing;

### Workshop-V

#### WORKSHOP-IV: ICT AND LEARNING RESOURCES

Concept of internet; Knowledge sharing interface; finding and using learning materials on internet- youtube clips, e-books, MOOCS and MOODLES (Basic Concepts); Using Google forms for evaluation and student record; using various interfaces for printing and sharing; Using Blogs for teaching-learning; Risks and safety measures on using learning materials available on net

### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Developing a learning material
- Preparing and presenting school visit report in PPT format
- Preparing Students record/Evaluation report
- Preparing online evaluation tool/ student record tool

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)





  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE SI 11: SCHOOL VISIT-I (UPPER PRIMARY TO HIGHER SECONDARY)

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 2

Hrs./wk Weeks

After completing the course the student-teachers will be able to

- Acquire sufficient basic information regarding various kinds of schools
- Understand the various processes, scholastic, co-scholastic and official, undergoing in a school in detail
- Ability to reflect upon the total environment of the school to plan for appropriate teaching practices and to prepare her/himself to play her/his role as a teacher in school

Every teacher has a vivid experience of school as being a student, sometimes in life. But the way one understands the school, changes when the position is changed to that of a teacher. A school visit for duration of two weeks is expected to give the prospective teachers the first opportunity to observe 'the school' from a teachers' point of view. They are expected to revisit the processes going on within a school systems to understand their nature, purpose, role played by various people concerned, role of external authorities, quality and quantity issues, issues of infrastructure and planning, etc. This visit shall just be an exposure to connect their memories of school days with the present realities of school systems in order to sensitise them 'what kind of a teacher they wish to become', 'what kind of a school they wish to be a part of' and 'what should their role be in achieving that'. Close, sincere interaction with the school environment and keen observation, as well as honest recording of the experience is expected from the prospective teachers after ensuring fulltime presence in the school/s allotted to them.

The prospective teachers are expected

1. To prepare a check list of important points to observe on the basis of NCF 2005, RTE Act, and other relevant recommendations
2. To observe and record in detail mostly the following aspects in approx:
  - The physical environment
  - The socio-cultural ethos of the school
  - The infrastructure: Basic and academic
  - The nature of administration and governance
  - Teachers and learners
  - General methodologies of teaching-learning in different subjects
  - Examination
  - Time table, discipline, CCA and physical exercises
  - Scope of interaction with the society
  - Welfare services (Health, financial, academic, etc.)
  - Local resources around the school
  - Other critical observations characteristic of a particular school
3. And, to evaluate and reflect on the observations.

Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE C23: LEARNING AND TEACHING

### COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 46 Hrs./wk

#### To help the prospective teachers to:

- Understand and reflect on the concept of teaching and learning
- Understand and appreciate various views of learning
- Understand and appreciate the process of knowledge construction within the context of the 'outside' world and the 'inner' world of the learners
- Be able to design teaching for promoting self-regulated learning, higher order thinking and survival in the competitive world
- Get an insight of how to address the challenges in teaching in today's classroom full of students with diverse needs

### UNIT: I LEARNING AND TEACHING

- Learning: Changing Meaning; Nature; process of learning, content learning and process learning, general or situated learning!
- Teaching: changing meaning, levels of teaching; An art or a science!
- Good teaching – What and How **or Reflective Teaching to enhance learning.**
- Communicating contents effectively, two-way path, role of coding, suitable media, and feedback; Proper positioning for better eye contact **effective communication**

### UNIT: II HOW CHILDREN LEARN:

- A behaviouristic view – role of **association conditioning** and reinforcement to act upon environment, ~~laws~~; **Laws** of effect, primacy and practice
- A cognitive view – perceiving parts into whole, role of brain and memory in information processing, implications for teaching to reduce cognitive load and designing better communication message, using multi-media, mnemonics, meaningful contextualisation;
- **Understanding learners from the perspective of multiple intelligences with a focus on Gardner's theory of multiple intelligences.**

### UNIT: III LEARNING: A SOCIO-COGNITIVE PROCESS

- learning by observation, **(referring to Bandura's theory)**, actively choosing what to learn, implication for teachers and parents
- Central ideas of constructive view of learning: **(with major reference to Vygotsky)**, zone of proximal development, needs of scaffolding and its implications for teaching, learning in collaboration, common elements of constructivist teaching
- **Learning to learn**, self-regulation; teaching strategies for improving metacognitive abilities of students
- Learning to think critically and to solve problems; implication for teachers to promote critical thinking and problem solving ability

### UNIT: IV TEACHING-LEARNING IN TODAY'S CLASSROOM

- Catering needs of different learning styles
- Addressing multicultural, multilingual classroom
- Teaching-Learning in electronic and digital world: issues and challenges, **and** needs for individualization of learning,
- **Strategies Learning to learn, strategies** for Motivating students for life long **and** independent **learning learner.**
- Helping students vulnerable with anxiety, stress, or aggression and delinquency

### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM: (any one of the following)

- Critical study of research papers on learning and teaching
- Observation of classroom and other learning situations – field notes and reflections/ discussion to understand what and how children learn in group setting

Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



- Close observation of classroom teaching/activities and analyzing it through theoretical perspective
- Developing scaffolds in the learning situations in any subject area
- Identifying learning styles, self regulation,, metacognitive skills through inventories
- Visit to different schools having learners from various socio-cultural background: preparing profile of a specific learner and sharing it
- Observe, analyze and reflect on teacher-student relationship
- Presentation regarding multicultural classroom needs

MODE OF TRANSACTION: lectures, video clips, discussion, small group activity

#### Suggested Readings:

1. Ekdqank deyk] Ldwy esa rgeus D;k iwNk] ,dYkO;] Hkksiky] 2013
2. lh[kus esa xfr dh Lora=rk] jfodkUr rks"kuhoky,] foe'kZ] ekPkZ 1999] fnxkarj] t;ij
3. lekos'kh f'k{kk% fopkj vkSj vuqHko] enueksgu>k dh fo'oEHkj ls ckrpkr] f'k{kk foe'kZ] ebZ &twu 2007] fnxkarj] t;ij
4. Emotions and Learning, Venu N., Journal of the Krishnamurti Schools, Issue 10, July 2006, Centre for Learning, Bangalore
5. W Crain, Theories of Development: Concepts and Applications (1992), Prentice Hall, New Jersey.
6. Vygotsky's Social-Historical Theory of Cognitive Development, Chapter 10
7. Vygotsky L.S. (1978) Interaction Between Learning and Development in *Mind in Society* , , Cambridge, MA: Harvard University Press, 79-81
8. Kumar Krishna, Learning to be Backward in *Social Character of Learning* Pgs. 59 - 77.
9. Growing up Male, Kumar Krishna, What is Worth Teaching, pgs, 81 to 87.
10. Woolfolk, Anita (2012) Educational Psychology (12<sup>th</sup> Edition). Pearson Indian Education Services Publication
11. NCERT (2005) National Curriculum Framework, 2005, National Council of Educational Research and Training, New Delhi.
12. Mangal, S.K. (2010) Advanced Educational Psychology, Printice Hall of India, New Delhi
13. Hurlock, E. Developmental Psychology, Tata MacGrow Hill publication Co., NewYork, 1959.
14. Gupta, S.P. Advanced Educational Psychology, ~~Sarda Pustak Bhawan~~ **Sarda Pustak Bhawan**, Allahabad, 2001.
15. Sharma, S. Constructivist Approaches to Teaching and Learning, New Delhi: NCERT
16. Mangal, S.K. Shiksha Manovigyan, Pearson Publications
17. Pandey, Kalpalata. ~~Shikshsha Manovigyan~~ **Shikshsha Manovigyan**, Tata MacGrow Hill publication Co.

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE C24: KNOWLEDGE & CURRICULUM

### COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 46

Hrs./wk

To help the prospective teachers to:

- to develop an understanding of the knowledge and their nature.
- to understand the subjects as a medium of knowledge.
- to understand the relationship of curriculum and formal education.
- to understand the role of teacher in curriculum.
- to understand the value and curriculum.

### UNIT-1: KNOWLEDGE AND ITS NATURE

- Meaning and concept of knowledge
- Types Genesis of knowledge — Apriori and Posteriori knowledge.
- Characteristics of Knowledge.

### UNIT-2: SUBJECTS AS A MEDIUM OF KNOWLEDGE

- Origin of subjects— Science, Humanities and Social Science.
- Importance of subjects
- Subjects and formal education

- UNIT-3: Types of knowledge - A priori and A Posteriori knowledge, Declarative, Procedural and Relational knowledge

### UNIT-2: CURRICULUM IN FORMAL EDUCATION

- Meaning and Characteristics Broad concept of curriculum, relation with syllabus
- Utility of Curriculum In Education
- Types of curriculum for different needs

### UNIT-4: ROLE OF TEACHER IN CURRICULUM

- As a teacher to teach Psychological and sociological foundations of curriculum ;
- As a writer of subject, developer of Basic structure of a curriculum
- Role of academic decision making bodies at secondary level.
- Styles of content representation in syllabus/curriculum

### UNIT-5: CURRICULUM-3: SCIENCE AND VALUE MATHEMATICS

- Meaning and concept of value
- Kinds of value
- Value reflected in subject with reference to Science, Humanities and Social Science
- Nature of knowledge of science and its implications for teaching learning of science
- Nature of knowledge of mathematics and its implications for teaching learning of mathematics
- Values embedded in learning of science and mathematics

### UNIT -4: SOCIAL SCIENCE AND LANGUAGE

- Nature of knowledge of social science and its implications for teaching learning of social science
- Nature of knowledge of Language and its implications for teaching learning of language
- Values embedded in learning of social science and language

### PRACTICUM

Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



- Student will analyze the Content for value reflection of any one chapter of concern subject at secondary standard.
- Students will identify cocurriculum for some given topics in different subjects

**Suggested Reading:**

**Seth, Shyamkishor and Mishra Neelima:** Philosophy of Knowledge, Lokbharti Prakashan, Allahabad.

**Tiwari, Kedarnath:** Metaphysics and Epistemology, Motilal Banarsidas Delhi.

**Mishra, Hridaynarayan:** Problems of Epistemology, Shekher Prakashan Allahabad.

**Agrawal, S. K.:** Techniques of Teaching, Rajesh Publishing House Meerut.

**Gupta, S.P.:** History, Development and Problem of Indian Education, Sharda Pustak Bhawan, Allahabad.

**Lakshmi, T. K. S.:** Value Reflection, Banasthali Vidyapith, Banasthali Vidyapith.

**Vashist, R.P. Curriculum Deveopment, Commonwealth**

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE CH25: LANGUAGE ACROSS THE CURRICULUM

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 23

#### Hrs./wk

To help the prospective teachers to:

- develop an understanding the language background of the learner
- understand the multilingualism in the society
- understand the classroom practices for language
- understand the reading comprehension
- understand the writing aspects

### UNIT I: LANGUAGE BACKGROUD OF THE LEARNER

- Need to understand the language background of the learner
- Characteristics and importance of first language and second language teaching in the school
- Communication – Meaning and Concept

### UNIT II: CONCEPT OF MULTILINGUALISM

- Sensitivity to the language diversity that exists in the classrooms: Identification and importance
- Multilingualism in the classroom: concept
- Aspects of the power dynamics of the 'standard' language as the school language vs. home language or 'dialects';
- Language and culture

### UNIT III: CLASSROOM PRACTICES AND READING COMPREHENSION

- The nature of classroom discourse
- strategies for using oral language in the classroom in a manner that promotes learning
- Nature of reading comprehension in the content areas
- Reading aspects in the content areas – social sciences, science, mathematics; nature of expository texts vs. narrative texts; transactional vs. reflexive texts; schema theory; text structures; examining content area textbooks; reading strategies for children

### UNIT IV: WRITING ASPECTS

- Language Skills: Listening, Reading, Writing, Speaking; Activities to develop skills
- Note-making, summarizing; making reading-writing connections; process writing: Components

### PRACTICUM

- School Visit to Find out Communication Problem/Apprehension in Students
- Prepare a report on multilingualism
- Prepare a news of your departmental activity
- Prepare presentation on language diversity through the use of ICT
- Workshop on reading activities
- Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech
- Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming
- Assignments on Developing Listening Skills – Listening to speech, directions

### Suggested Readings:

- Nagaraj, Geetha (2012) English Language Teaching Approaches, Methods, Techniques, Orient Blackswan Private Limited, New Delhi.
- Littlewood, William (2000) Communicative Language Teaching, Cambridge University Press.
- Teacher's Handbook for Primary Stage (2003) Continuous and Comprehensive Evaluation, NCERT, New Delhi.
- Mohan, Krishna & Banerji, Meera (2002) Developing Communication Skill, Macmillan India Limited, New Delhi.
- Richards, Jack C. & Rodgers, Theodore S. (1995) Approaches and Methods in language teaching- A description and analysis, Cambridge University Press.
- Kohli, A. L. & Sharma L. M. (2002) Techniques of Teaching English (in the New Millannium), Dhanpat Rai Publishing Co. (P) Ltd., New Delhi.
- Floyd, K. (2009). Interpersonal Communication. New York: McGraw Hill Companies Inc.
- Fromkin, V, Rodman, R & Hymys, N. (2011). Introduction to Language. (9th ed.). Canada: Cengage Learning.



Akmajian, A. et al. (2010). Linguistics: Introduction to Language and Communication. (6thed.). Cambridge: MIT Press.

## COURSE P2AP: PEDAGOGY-I (A) PHYSICAL SCIENCE

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 23

#### Hrs./wk

To help the prospective teachers to:

- understand how to analyse a content and delineate the logical order of a content
- develop ability to decide what to teach, and how to teach
- understand the psychological basis of different approaches for teaching
- understand different aspects of science teaching and be able to effectively deliver a science lesson

### UNIT I: PLANNING FOR A PHYSICAL SCIENCE LESSON

- Content analysis through concept mapping and identifying hierarchy;
- **Elements of lesson planning**
- **Unit planning**
- Deciding and framing the objectives of teaching—learning **and instructional objectives**

### UNIT II: DECIDING STRATEGIES AND APPROACHES

- Deciding appropriate strategy: Teacher-centered and Learner-centered - nature of interaction, pros and cons
- Teaching approaches: Moving from particular, concrete and simple to general, abstract and complex; Inductive approach; psychological basis for taking an approach—brief reference to learning theories of Piaget, Bruner and Ausubel; Constructivist approach—5Es

### UNIT III: DELIVERING A PHYSICAL SCIENCE LESSON

- Building up ideas: Compare, contrast and similarising—with brief reference to Piaget; Placing appropriate Examples; maintaining logical sequence; organized representation—verbal **and**, visual;
- Appropriate Questioning for ensuring empirical and active mind, and for probing into the learner's mind
- Nurturing interest of the students: Appeal to a variety of senses, Motivation: extrinsic and intrinsic (briefly referring to Maslow's theory); Ensuring maximum participation and equity

### UNIT IV: MAKING A LESSON MEANINGFUL

- Emphasising validating and appropriate concluding scientific information
- Making science teaching meaningful, personally relevant and emphasising social implication
- Focusing on scientific communication: oral and written,
- Handling and developing learning resources—print, audio-visual, soft media
- Reflecting on teaching

### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM: (any one of the following)

- Content analysis of given science content
- **Preparing concept maps on given content**
- **Exercises on probing situations, drawing social relevance, Scientific communication**
- Preparing plans to deliver a lesson on given teaching points
- **Designing low cost aids and learning resources**
- Preparing reflecting diary based on practice sessions

### MODE OF TRANSACTION: lectures, video clips, discussion, small group activity

### Suggested Readings:

- Das, R.C. *Science Teaching in Schools*. New Delhi. Sterling Publishers Private Limited.
- Mangal S. K. *Teaching of science*, New Delhi: Arya Book Depot
- Mohan, Radha *Innovative Science Teaching: For Physical Science Teachers*. New Delhi: PHI Learning Pvt. Ltd.
- Sharma, S. *Constructivist Approaches to Teaching and Learning*, New Delhi: NCERT
- Sharma, R.C. *Modern Science Teaching*, New Delhi: **Dhanpat Rai** Publications,
- Sounders: *The teaching of Gen. Science in Tropical Secondary Press London School*, Oxford
- Nair, C.P.S. *Teaching Science in our Schools*, S. Chand & Co. Pvt. Ltd. New Delhi.
- Negi, J. S. *Bhautik Shikshan*, Vinod Pustak Mandir, Agra.
- Rawat D. S. *Vigyan shikshan*, Vinod Pustak Mandir, Agra.
- Misra, K.S. *Effective Science Teaching*. Anubhav Publishing House, Allahabad
- Rawat D. S. *Vigyanshikshan*, Vinod Pustak Mandir, Agra.
- Vaidya, N. *The Impact of Science Teaching*, New Delhi: Oxford and IBH Publishing Co., India.





Yadav, M.S. Teaching of Science, Amol Publications.  
Anderson, H. O. Readings in Science Education for the Secondary School. New York  
Jenkins, E.W. (Ed.) *Innovations in Science and Technology Education*, Vol. VI, UNESCO, Paris.

<http://phys205.physics.tamu.edu/WebPageDocuments/Article-UsingInquiry.pdf>

[http://sbef.fr/docs/The\\_Teaching\\_of\\_Science\\_Ch\\_7\\_march2011-Bybee.pdf](http://sbef.fr/docs/The_Teaching_of_Science_Ch_7_march2011-Bybee.pdf)

<http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>

<https://www.youtube.com/watch?v=5gdSZorjKSQ>

[https://www.youtube.com/watch?v=4\\_1jvVCWtIg](https://www.youtube.com/watch?v=4_1jvVCWtIg)

<https://www.youtube.com/watch?v=BnlCQ45f7KM>

<http://www.wisd.org/users/0001/docs/GVC/5E%20Model.pdf>

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



[http://phys205.physics.tamu.edu/WebPageDocuments/Article\\_UsingInquiry.pdf](http://phys205.physics.tamu.edu/WebPageDocuments/Article_UsingInquiry.pdf)  
[http://sbcf.fr/docs/The\\_Teaching\\_of\\_Science-Ch\\_7\\_march2011-Bybee.pdf](http://sbcf.fr/docs/The_Teaching_of_Science-Ch_7_march2011-Bybee.pdf)  
<http://unesdoc.unesco.org/images/0019/001914/191425e.pdf>  
<https://www.youtube.com/watch?v=5gdSZorjKSQ>  
<https://www.youtube.com/watch?v=4-1JvVCWtIg>  
<https://www.youtube.com/watch?v=BnlCQ45f7KM>  
<http://www.wisd.org/users/0001/docs/GVC/5E%20Model.pdf>

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE P2AS: PEDAGOGY-I (A) SOCIAL SCIENCE

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 23

#### Hrs./wk

To help the prospective teachers to:

- develop the classroom skills needed for teaching of social science.
- acquire the competence to plan for social science instruction.
- acquire the ability to develop instructional support materials.

- **acquire the ability decide and develop appropriate learning recourses**

### UNIT I: APPROACHES AND TECHNIQUES OF TEACHING SOCIAL SCIENCES

- Teaching Approaches: Particular **to General**, Concrete **and to Abstract**, Simple to **General**, **Abstract and Complex Approach**, **Inductive Approach**, **Constructivist Approach** - **Psychological basis of these, etc.**
- **Deciding Appropriate Strategy: Lecture Method, Discussion Method, Project Method, Source Method, Social Recitation Method**
- Deciding Appropriate Techniques: Narration, Description, Questioning, Illustration, Field Trip, Story Telling, Role Playing, **Simulation**, Dramatizing etc.

### UNIT II: METHODS OF TEACHING IN SOCIAL SCIENCE

- **Need of Methods in Social Science**
- **Deciding Appropriate Strategy/methods in Social Science**
- **Some Methods: Lecture, Discussion Method, Project Method, Source Method, Social Recitation Method**

### UNIT III: TEACHING AIDS AND REFERENCE MATERIAL IN SOCIAL SCIENCE

- Deciding and Developing Appropriate Learning Recourses: **Print**,
- **Projected v/s Non-Projected Aid**
- Audio-, Visual and **Soft Media Audio-Visual Aid**

### UNIT **IV**: DELIVERING A SOCIAL SCIENCE LESSON

- Objectives of Social Science Teaching
- Deciding and Framing the Objectives of Teaching-Learning
- **Reflecting Reflection** of Teaching

### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- **Preparing the teaching aids**
- **Social Awareness Programme**
- **Dramatization an Historical/Political/Economical/Environmental etc. events**
- **Role Playing an Historical/Political/Economical/Environmental etc. events**
- **Making Story about an Historical/Political/Economical/Environmental etc. events**
- Construction of lesson plan
- Construction of unit plan
- Delivering the model social science lesson

### MODE OF TRANSACTION: Lecture cum demonstration

#### Suggested Readings:

- Agrawal, J.C. Teaching social studies, vikas publishing house pvt.Ltd. New Delhi  
Singh Rampal **Samajik adhyayan ka shikshan, laxminarayan agrawal Samajik adhyayankashikshan, laxminarayan agrawal**, Agra
- Tyagi, Gurusharan Teaching of Social Science, **Vinod Pustak Vinod Pustak** Agra.
- James Fleming The teaching of Social studies in Secondary School, Longman, Greon & Co, London.
- Bining & Bining Teaching of social studies in the Secondary school, McGraw Hill Book Co. New York.
- Sharma, A.P. Teaching of Social Studies and Civics, **Prasad Prasad & Sons**, Agra.



- Ralph, C. Preston Teaching Social Studies in the Elementary School (New York, Rinehart & Company).
- Maurice, P. Hunt Teaching High School Social Studies (~~Harpar-Lawrance~~HarparLawrance E. Metealf& Brothers, Publishers, New York).
- John Jarolimek Social Studies in Elementary Education (The Macmillan Co., New York).
- Kochhar, S. K. The Teaching of Social Studies, Sterling Publishers, Delhi, 1963.
- Forrester, I. F. Introducing Social Studies (Orient, Long Mans, Bombay) 1956.
- NCERT, (2006). *National Curriculum Framework- 2005*, NCERT. New Delhi.
- NCERT, (2005). *'Focus Group Report' Teaching of Social Science* NCERT New Delhi.
- Gupta, R. The methods of teaching Social Studies

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE P2BM: PEDAGOGY-I (B) MATHEMATICS

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 23

#### Hrs./wk

To help the prospective teachers:

- To understand the Instructional objectives in mathematics
- To understand the planning in mathematics
- To understand the maxims and method of teaching mathematics
- To understand the techniques in mathematics teaching
- To understand the Instructional support system

### UNIT- I- INSTRUCTIONAL OBJECTIVES IN MATHEMATICS

- Meaning of Instructional objectives
- Formulation of instructional objectives in behavioural terms with respect to Arithmetic, mensuration, Trigonometry, **angles**, set theory and statistics
- Relationship between specific objective and general objectives

### UNIT- II- PLANNING IN MATHEMATICS

- Meaning and concept of planning
- Types of planning in mathematics- Annual, Unit and Lesson Plan
- Steps of planning
- Text books of mathematics and teachers

### UNIT- III- MAXIMS AND METHOD OF TEACHING MATHEMATICS

- Maxims of Teaching
- Methods of instruction in mathematics- Analytical, Synthetical, Inductive- Deductive, problem solving, Demonstration, Project method
- Advantage and limitation of method
- Mathematics Club

### UNIT- IV- TECHNIQUES IN MATHEMATICS TEACHING

- Techniques of meaningful learning in mathematics- Importance and implementation
- Oral, Written, Drill and Home-work
- Self-study, Group- study, Supervised- study
- Teaching- Learning material in mathematics- PLM
- Teaching Aids concept and types- Audio- Visual

### Practicum:

- 1-Preparation of five effective lesson plans on mathematics
- 2-Teaching of two lesson plan through internet/Online
- 3-Use of Computer in Teaching of Mathematics.
- 4-Use of Mathematics activities for recreation.
- 5-Development and use of Mathematics laboratory.
- 6-Prepare mathematical activities in the context of socio-cultural aspects.

### Suggested Reading:

- Kulsheshtha, A K      *Teaching of Mathmatics*, Meerut ,R L Book Depot.
- Jain, S.H.              *GanitShikshan*.Jaipur.Raj.[Hindi GranthAcandmy](#)[HindiGranthAcandmy](#).
- Kapoor, J.N.            *VidhyalayaGanitkeliyesauprayog*.New Delhi Arya book depot.
- Mangal, S.K.            *Teaching of Mathematics*- New Delhi Arya book depot.
- Rawat, M.S.,            *Teaching of mathematics*- Agra, Vinodpustakmandir.
- Siddhu,K.S.              *Teaching of mathematics*- New Delhi Sterling Pub.



## COURSE P2BB: PEDAGOGY-I (B) BIOLOGY

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 23

#### Hrs./wk

After Completion of Course the prospective teachers will be able to:

- Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning.
- appreciate various approaches of teaching-learning of biological science.
- explore the process skill in science and role of laboratory in teaching-learning.
- use effectively different activities/experiments/demonstrations/laboratory experiences for teaching-learning of biological science.
- ~~identify the concepts of biological science that are alternatively conceptualized by teachers and students in general.~~
- ~~explore different ways of creating learning situations for different concepts of biological science;~~
- formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects.
- develop competencies for teaching, learning of biological science through different measures.

### UNIT I: CONCERNS AND OBJECTIVES OF BIOLOGY

- Concerns—(Nurturing natural curiosity of observation and drawing conclusion enhancing science process skills, stimulating creativity and inventiveness in biology, mastery learning : a vision for biology education,) of biology.
- Objectives of teaching biology at secondary level
- \*Writing specific objectives in different content areas.

### UNIT II: CURRICULUM AND PLANNING

- Biology curriculum: concept, and principles;
- Differentiating between curriculum and syllabus. Analysis of biology syllabi of NCERT and States/UTs at secondary level\*
- \*Concept, importance and Basic elements of lesson plan

### UNIT III: ~~TEACHING~~ METHODS AND APPROACHES

#### ~~Meaning of teaching—brief concept~~

- Inductive and Deductive ~~approaches~~ **approaches**: characteristics, merits & limitations
- Conventional Methods: Lecture cum Demonstration—characteristics, merits & limitations, ways to make them effective
- Innovative strategies involved in improving instructional process: \*Concept maps, activity based learning, ~~enquiry~~, panel discussion, **and** brainstorming.
- ~~Learner-centered approaches~~: Constructivist approaches – meaning, basic considerations, five 'E's of constructivist teaching, ~~characteristics of constructivist learning environment.~~

### UNIT IV: INSTRUCTIONAL SUPPORT

- \*Teaching Aids: concept, types, effective use
- Identification and use of learning resources in biological science from immediate environment and community resources, exploring alternative sources; audio-visual materials
- Use of ICT experiences in learning biological science
- Textbooks: characteristics of a good biology textbook, Analysis of textbooks:\*

**suggested MODE OF TRANSACTION: Lecture, Discussion, power point presentations, field visits**

### PRACTICUM

- **Critical analysis of a biology text book.**
- **Comparing syllabus of state board with the syllabus of national/ international organization. (\* topics will be dealt under practicum)**

### Suggested readings:

Bremmer, J.	Teaching Biology
Carin, R.A.	Teaching Science through discovery
Green, T.L.	Teaching of Biology in Tropical Secondary Schools
Miller, D.F. and Blaydes, G.W.:	Methods and Materials for Teaching Biological Sciences
UNESCO	New Trends in Biology Teaching
Mangal, S.K.	Teaching of Biological Sciences, Agra book Depot,

Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



Sounders	The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
Kulshrestha, S. P	<del>Jeev Vigyan Shikshan</del> , <b>JeevVigyanShikshan</b> , Lyall Book Depot, Meerut
Rawat, D. S.	<del>Vigyan shikshan, Vinod Pustak Mandir</del> <b>Vigyanshikshan, VinodPustakMandir</b> , Agra.
UNESCO	Essential of learning in Environment.
NCERT, (2006).	National Curriculum Framework- 2005, NCERT. New Delhi.
NCERT, (2005).	'Focus Group Report' Teaching of Science NCERT New Delhi.

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



**COURSE P2BE4P2BE: PEDAGOGY-I (B) ENGLISH**

**COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 23**

**Hrs./wk**

To help the prospective teachers to:

- understand the school curriculum
- develop thean understanding of the qualitiesepistemology and rolepedagogy of English language teacher
- able to understand the nature of English language
- understand the organization of co-curricular activitiesbasic concepts of English language
- understand continuous and comprehensive evaluation (CCE)the teaching learning process in English language
- analyzeunderstand the processplanning of evaluation and assessmentteaching skills.

**UNIT I: SCHOOL CURRICULUM NATURE OF ENGLISH LANGUAGE**

- Curriculum of English Language: State Board, Central Board of Secondary Education, International Baccalaureate (IB): characteristics Nature, concept, types (verbal & non-verbal), functions
- The aims and pedagogical principles of curriculum construction teaching English language as a second language.
- Text Book Multilingualism as a resource
- Diverse social context of the learner for constructing knowledge of English Language: Criteria of good text book language
- Methods and Approaches: Grammar and translation method, Direct and Bilingual method
- Structural Approach, Communicative Approach, Constructivist approach, Eclectic approach

**UNIT II: BASIC CONCEPTS OF ENGLISH LANGUAGE TEACHER**

- Basic concepts of English language-
  - Determiners - Question Forms including Question Tags
  - Infinitives and Participles - Direct and Indirect speech
  - Tenses - Connectors
  - Prepositions - Punctuation

**UNIT III: PLANNING AND CO-CURRICULAR ACTIVITIES TEACHING SKILLS**

- Qualities Teaching spelling
- Objectives of Teaching prose, poetry, grammar, composition
- Lesson planning prose, poetry, grammar, composition
- Audio-visual aids in English Language Teaching (ELT): Its importance, types and its usage

**UNIT IV: INCULCATION OF HABITS**

- Listening comprehension
- Communication Habits
- Good reading Habits
- Good writing Habits
- English Language teacher
  - Role of English language teacher in teaching learning process
  - Need of English teacher association for professional development
  - Co-curricular activities in English language teaching; class magazine, language games
  - Role of English Language teacher in organizing co-curricular activities

**UNIT III: CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)**

- Diagnostic test: concept and importance
- Need and utility of remedial teaching
- Lab: Concept of continuous and comprehensive evaluation and Importance

**UNIT IV: EVALUATION AND ASSESSMENT**

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)





- Evaluation of scholastic area
- Assessment of Co-scholastic aspects of students learning
- Different types of tests ; their advantages, limitations and suggestions for improvement

#### PRACTICUM

- Preparation of diagnostic test for 8<sup>th</sup> std.
- Prepare a report of co-curricular activities dictionary
- Prepare a text book of English Language any audio-visual aids for 9<sup>th</sup> 8<sup>th</sup> std.
- Prepare a class magazine Lesson plan of prose/poetry/grammar through the use of ICT
- Develop Instructional (Teaching Learning) Material
- Prepare a audio visual clip/program of inculcation of communication/listening/reading habits.
- Prepare a project on English Language Lab

#### Suggested Readings:

- Krishnaswamy, N. & Krishnaswamy, Lalitha (2005) Teaching English Approaches, methods and techniques, Macmillan India Limited, Chennai.
- Nagaraj, Geetha (2012) English Language Teaching Approaches, Methods, Techniques, Orient Blackswan Private Limited Pvt Ltd, New Delhi.
- Littlewood, William (2000) Communicative Language Teaching, Cambridge University Press.
- Chaturvedi, M.C. (1995) Position of language in school curriculum in India, New Delhi, NCERT.
- Hornby, A. S. A guide to pattern and usage in English, oxford university press.
- Jain, R. K. Essential of English teaching, Renulal Book Depot Meerut.
- Anderson, A. and Lynch, T. (1988) Listening, Oxford University Press, Oxford.
- Ur, Penny (1984) Teaching Listening Comprehension, Cambridge University Press, Cambridge.
- Bygate, M. (1987) Speaking, Oxford University Press, Oxford.
- Brown, G. and Yule (1983) Teaching the Spoken Language, Cambridge University Press, Cambridge.
- Nuttall, Christine (1987) Teaching Reading Skills in a Foreign Language, Heinemann Educational Books Ltd., 1982; ELBS Edn., London.
- Chall, J.S. (1983) Stages of Reading Development, McGraw-Hill Book Company, New York.
- Pincas A. (1982) Teaching English Writing, The Macmillan Press Limited, London.
- Makey, Sandra L. (1985) Teaching Grammar, Pergamon Institute of English, Oxford.
- Ur, Penny (1988) Grammar Practice Activities, Cambridge University Press, Cambridge.

Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)

## COURSE P2BH: PEDAGOGY-I (B) HINDI

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 23

#### Hrs./wk

- हिन्दी भाषा के वैज्ञानिक स्वरूप का ज्ञान देना वैज्ञानिक स्वरूप का ज्ञान देना ।
- श्रवण, भाषण, वाचन, लेखन एवं अभिव्यक्ति सम्बन्धी कौशलों का ज्ञान देना अभिव्यक्ति सम्बन्धी कौशलों का ज्ञान देना ।
- मातृभाषा एवं संवत्सराभाषा के रूप में हिन्दी में हिन्दी शिक्षण की स्थिति व महत्व से अवगत कराना ।
- हिन्दी भाषा की पाठ्यपुस्तक के महत्व, गुण व निर्माण के सिद्धान्त से अवगत कराना ।
- हिन्दी की विधाओं एवं उनके व्यावहारिक शिक्षण की संस्थितियों का ज्ञान देना ।
- इकाई व दैनिक पाठ दैनिक पाठ योजना के महत्व तथा निर्माण का ज्ञान देना । महत्व तथा निर्माण का ज्ञान देना ।
- हिन्दी भाषा का अन्विष्ट भाषा का अन्य पाठ्य विषयों से समन्वय स्थापित कर सकने का ज्ञान देना स्थापित कर सकने का ज्ञान देना ।
- हिन्दी भाषा शिक्षण में दृश्य-श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना । व्यावहारिक उपयोग का ज्ञान देना ।

#### इकाई 1क1 . गद्य शिक्षण :

- \* गद्य की विविध विधाओं का परिचय
- \* कहानी, उपन्यास, निबन्ध, एकांकी, संरचना, विशेषताएँ एवं उदाहरण
- \* हिन्दी गद्य शिक्षण की विधियाँ
- \* गद्य शिक्षण की
- \* भाषाई कौशल के तत्व (लेखन, वाचन, पठन, श्रवण)
- \* इकाई एवं पाठ योजनाएँ

#### इकाई 1ख . हिन्दी साहित्य. हिन्दी साहित्य में गद्य शिक्षण

- \* हिन्दी भाषा में हिन्दी भाषा में गद्य की विधाएँ, अर्थ एवं विशेषताएँ
- \* कविता, पद, दोहे, छन्द, पहेली
- \* गद्य कौशल के तत्व (लेखन, वाचन, पठन, श्रवण)
- \* इकाई 3 हिन्दी गद्य शिक्षण विधियाँ
- \* हिन्दी गद्य शिक्षण की पाठ योजनाएँ, इकाई योजना

#### इकाई 2क . हिन्दी शिक्षण में नवाचार एवं अन्विष्ट वाचन एवं अन्य गतिविधियाँ

- \* हिन्दी शिक्षण में, वर्चुअल कक्षा एवं स्मार्ट क्लास, नवीन शिक्षण विधियों का प्रयोग पर्यवेक्षित अध्ययन, आगमन-निगमन,
- \* प्रयोजन-विधियोजना विधि, संरचनावाद
- \* हिन्दी शिक्षण को प्रभावी बनाने में सहायक सामग्री का प्रभावी बनाने में सहायक सामग्री का प्रयोग
- \* सहायक क्रियाएँ एवं हिन्दी शिक्षण में हिन्दी भाषा का अन्य विषयों से सम्बंध

#### इकाई 2ख-4: हिन्दी भाषाई कौशल के तत्व एवं विकास

- श्रवण कौशल
- लेखन कौशल
- वाचन कौशल
- पठन कौशल
- हिन्दी भाषा शिक्षण के सामान्य सिद्धान्त
- हिन्दी गद्य, पद्य एवं व्याकरण की शिक्षण विधियाँ
- हिन्दी गद्य एवं पद्य की इकाई योजना, पाठ योजना
- व्याकरण की इकाई योजना, पाठ योजना

#### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- हिन्दी गद्य शिक्षण की पाठ योजनाएँ, इकाई योजना
- गद्य शिक्षण की इकाई एवं पाठ योजनाएँ
- एक पुस्तक की समीक्षा

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



- प्रश्न पत्र निर्माण
- सहायक सामग्री के रूप में दो पीपीटी तैयार करना

MODE OF TRANSACTION हिन्दीसंदर्भानुसार उपयुक्त शिक्षण विधि का प्रयोग

**Suggested Readings/सन्दर्भ सूची :**

- भाई योगेन्द्र जीत, हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर आगरा
- क्षत्रिय के० मातृभाषा शिक्षण , विनोद पुस्तक मंदिर आगरा
- लाल रमन बिहारी, हिन्दी शिक्षण रस्तोगी प्रकाशन, मेरठ
- रघुनाथ हिन्दी शिक्षण विधि, पंजाब घर जालंधर
- शर्मा लक्ष्मीनारायण, भाषा शिक्षण की विधियाँ और पाठ नियोजन, विनोद पुस्तक मंदिर आगरा
- शुक्ल रामचन्द्र, हिन्दी भाषा का इतिहास, DPH नई दिल्ली
- Agnihotri, R.K.(2007).Hindi: An Essential Grammer. London: Routledge.
- Agnihotri, R.K.(2007). Towards A Pedagogical Paradigm Rooted In Multilingualism.
- International Multilingual Research Journal, Vol.(2),1-10
- Aitchinson, J.(1979). The Articulate Mammal: An Introduction To Psycholinguistics. Hutchinson & Co, London.

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE EPC4EPC2: DRAMA & ART IN EDUCATION

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 24

Hrs./wk

To help the prospective teachers to:

- understand different forms of art
- appreciate the role of art in human life
- be able to undertake creative initiatives in the field of drama and art for better learning

### WORKSHOP-I: UNDERSTANDING ART –AND CREATIVE PLAY –Suggested themes:

- Nature, need & importance, values, different forms of art

### WORKSHOP-II: CREATIVE PLAY – Suggested themes:

- Designing games and conducting intra-inter group games involving
- Building imagination, memory, associative thinking
- Physical, mental, emotional activity
- Observation, communication, problem solving, situation building
- Interconnecting different forms of art like music, dance, fine arts, performing arts

### WORKSHOP-III: EXPERIENCING, APPRECIATION AND ENGAGEMENT IN DRAMATICS-Suggested themes:

- Developing script, designing background music, costume, stage, seating arrangement, evaluation system
- Enacting in small group a play/skit/drama/mime/ any other form of dramatic arts on any of the following themes suggested: Child and education, being a teacher, School and society, crisis in adolescence, social issues, any concept of a school subject area

### WORKSHOP-IV: ART AND CRAFT –Suggested themes:

- Engagement in and designing of and explaining **evaluation schemes for** any two of the following activities focussing on colour, textures, form, composition and thematic content: Poster making, origami and paper crafts, painting, drawing, comic strips or books, screen painting (pat chitra), pottery, terracotta, curving, collage, or any other relevant form of fine art.

Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



**WORKSHOP-VIV: MUSIC -Suggested themes:**

- Understanding various forms of music, Classical music – vocal and instrumental; various kinds of folk music; Relating music to other arts; **Understanding evaluation criteria and designing music related programmes involving school children**
- Including Music into school situations: Prayer (All faith prayers, Patriotic), Games, etc.

**Mode of transaction:** (i) talks (ii) Critical Reading (iii) Engagement in activities for different creative expressions in group and in individual involving critical awareness, probing into and exploring the society and the world around, structured exercises for coordinating, enhancing and translating imagination into physical expression, situation building

**Evaluation scheme:** Grades and credits will be awarded on practical performance and participation **for enthusiastically and democratically organising such activities and demonstrating ability to use the learned ideas into practice, ability to design and undertake dramatics and other art forms in education and develop justifiable evaluation criteria so as to become able leaders for promoting co-curricular activities in the schools.**

Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE SI 2: SCHOOL VISIT-II (UPPER PRIMARY TO HIGHER SECONDARY)

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 2 weeks

To help the prospective teachers to:

- understand different types of interaction going on in an actual classroom
- be able to reflect various skills in an integrated fashion
- have a critical reflection on how to be an effective teacher
- get acquainted with various types of school activities and their role in education process

After an exposure to the school system as a whole, the second phase of school visit purports to bring the prospective teachers in close observation of the actual classroom teaching in various kinds of schools. While they are practising the teaching skills, newly introduced to them, they are expected to observe the teaching strategies adopted by the school teachers, their classroom management strategies to understand the factors leading to effective teaching. Moreover, it is expected that they observe the innovations, styles, and effectiveness of teaching to incorporate in their own teaching. They may also see the laboratory activities and other co—curricular activities related to their subject. They are expected to present a report of their observation and reflection on the following points:

- Methodologies used
- Nature and Level of student—teacher interaction
- Student participation
- Resources used
- Whether constructivism followed
- Student interest
- Innovations
- Student motivation for higher order thinking
- Issues of discipline, homework, evaluation
- Nature of Lab work and student-teacher interaction in lab
- Any other relevant aspect related the subject chosen

This phase also gives scope to the students to visit various schools that are different in nature than the normal schools, for example, innovative schools, vocational schools, schools for orphans and marginalised sections, adult schools, special schools, etc. This is expected to widen their view of education, understand various requirements in educational sector, appreciate the leadership of educationists working in such different sectors and look into themselves to be prepared for such services.

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



**COURSE TS:PTS: PRACTICING TEACHING SKILLS**

**COURSE OBJECTIVES**

**MARKS: 100 | CREDITS: 4 | 48**


**Hrs./wk**

To help the prospective teachers to:

- understand the significance of various skills that the teachers may use for making teaching effective
- analyse the use of various skills part by part and focus on mastering them
- integrate them in their teaching for effective communication and classroom learning

This will be a hands-on practice session for the basic teaching skills in a small peer group simulated condition. It is expected to break the inertia among the prospective teachers and build up confidence on the fundamental processes of teaching within the classroom interaction situation. The prospective teachers will be expected to think over, plan and practice some of the basic skills required for an effective teaching-learning to ensure active student participation in the learning process. Some of the skills to be practiced are the following:

- Framing instructional objectives for different approaches of teaching
- Exposing or introducing a new topic or theme for learning and connecting with previous knowledge by engaging the students into some physical or mental activity
- Exploring and developing any concept with the help of students
- Explaining a concept to the students drawing appropriate examples in various subject areas
- Appropriate Questioning for ensuring active participation of all
- Assessing learners and encouraging higher level thinking through appropriate probing
- Making students explain their own learning
- Creating situations for students to extend or elaborate their learning to new situations
- Evaluating learning and helping students to assess their own learning
- Motivating students
- Handling teaching aids
- Working on Blackboard : basics, developing concept maps or diagrammatical structures

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE C36: ASSESSMENT & EVALUATION

### COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 46 Hrs./wk

The course will enable prospective teachers to:

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

### UNIT 1: OVERVIEW OF ASSESSMENT AND EVALUATION

~~• Perspective on assessment and evaluation of learning in a constructivist paradigm, critical role of assessment in enhancing learning~~

~~• Measurement, Assessment and Evaluation : Concepts; Differences~~

~~Clarification of the terms- Appraisal, Test and Examination,~~

~~Distinction between 'Assessment of Learning-' (summative ~~evaluation~~) and 'Assessment for Learning'-- (formative) Instructional objectives in three domains- cognitive, psychomotor and affective~~

~~• Clarifying the terms:~~

~~(i) assessment, evaluation, test, examination, measurement~~

~~(ii)~~

### UNIT 2: RECENT TRENDS IN ASSESSMENT AND EVALUATION

**Marking and Grading System. Semester System. Open Book Examination System. On Demand Examination. Online Examination. Choice Based Credit System (CBCS)**

**Continuous and comprehensive assessment (CCE) .**

~~(iii) Grading-~~

### UNIT 2: WHAT IS TO BE ASSESSED? ~~the dimensions and contexts of learning~~

- ~~Dimensions: cognitive, psychomotor and affective and levels of learning~~
  - ~~Retention/recall of facts and concepts; Application of specific skills~~
  - ~~Originality and initiative; Collaborative participation; Creativity; Flexibility~~
- ~~Contexts of assessment~~
  - ~~Subject related~~
  - ~~Person related~~

### UNIT 3: ASSESSMENT OF SUBJECT-BASED LEARNING

- Assessment tools
- Kinds of tasks: projects, **and** assignments, ~~performances~~
- Kinds of **Achievement** tests and their constructions (teacher made, standardized)
- ~~Self-assessment and peer-assessment~~
- Quantitative and qualitative aspects of assessment: Appropriate tools for each: **(in brief)**.

### UNIT 4: DATA ANALYSIS, FEEDBACK AND REPORTING

- ~~Statistical tools—Percentage, central~~
- **Graphical representation of data; Types of Graphs & its use.**
- **Measures of Central tendency; (in brief)- Comparison of Mean, Median and Mode. Selection of appropriate average for use.**
  - **Percentile & percentile rank-- calculation and uses**
- ~~Feedback as an essential component of formative assessment~~
- ~~Use of assessment for feedback; For taking pedagogic decisions~~
- ~~Types of teacher feedback (written comments, oral); Peer ~~feedback~~ feedback~~
- Developing and maintaining a comprehensive learner profile; anecdotal records, progress reports, portfolios, rubrics





• Purposes of reporting: To communicate Progress and profile of learner, Basis for further pedagogic decisions.

**UNIT-5: EXAMINATION REFORM EFFORTS, ISSUES AND TRENDS**

Examination reform efforts in India based on:

- Secondary Education Commission (1952-53) and Kothari Commission (1964-66)
- National Policy on Education (1986) and Programme of Action (1992)
- National Curriculum Framework (2005) developed for school education
- Introducing flexibility in examination-taking requirements
- Improving quality and range of questions in exam papers
- Alternative modes of certification
- Role of ICT in examination/computer/online examination

**suggested MODE OF TRANSACTION: Lecture, discussion, power point presentations.**

**PRACTICUM:**

- Preparation of a rubrics/ portfolio/anecdotal record
- Preparation of a teacher made test

**Suggested reading:**

Asthana, Bipin & Agrawal, R.N.: *Measurement and Evaluation in Psychology and Education*, Vinod Pustak Mandir, Vinod Pustak Mandir, Agra.

Bloom & Krathwohl Taxonomy of Educational Objectives Handbook II, Affective Domain, 1964

Ebel, R.L. Essentials of Educational Measurement; Prentice Hall, New Jersey, 3rd Ed. 1979

Anastasi A. *Psychological Testing* (4th edition), New York, McMillan Pub Co, 1976

Bhargav, M. *Mapan-Evam-Mulyankan* MapanEvamMulyankan, Bhargav Publication

Cronbach L.J. *Essentials of Psychological Testing* (3rd edition), New York, Harper & Row publishers, 1970

Edwards A. L. *Techniques of Attitude Scale Construction*, Bombay, Feiffer & Simens private Ltd, 1975

Freeman F. S. *Theory and Practice of Psychological Testing*, (3rd Ed.), New Delhi, Oxford & IBH Pub. Co., 1976

Gupta, S.P. *Mapan—Evam—Mulyankan* MapanEvamMulyankan, New Delhi, Sharda Prakashan Sharda Prakashan

Harper (Jr.) A. E. & Harper E.S. *Preparing Objective Examination, A Handbook for Teachers, Students and Examiners*, New Delhi, Prentice Hall, 1990

Linn, R.L. & Gronlund, N.E. *Measurement and Assessment in Teaching*, Pearson Education pvt. Ltd. (Singapore), Indian Branch, 482 F.I.E., Patpanj, Delhi, 110092, India.

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



**COURSE P3AP: PEDAGOGY-II (A)- PHYSICAL SCIENCE**

**COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 23**

**Hrs./wk**

**To help the prospective teachers to:**

- Understand and critically reflect upon Physical science curricula and co-curricula in schools
- Critically analyse and reflect upon the suitability of school textbooks of physical science
- Develop various strategies on different dimensions of evaluation
- Diagnose students' misconceptions through various techniques

**UNIT-I: PHYSICAL SCIENCE CURRICULUM AND CO-CURRICULUM**

- Critical study of the School Curriculum of Science and syllabus of CBSE and a state board in reference with Physical sciences at **Upper** primary and **secondary** level
- Critical study of the National Curriculum and syllabus of School Science with particular reference to physical science of other nations

**UNIT II : PHYSICAL SCIENCE TEXTBOOK AND CCA**

- **Role of Textbook and suitable structure of its contents, exercises and language**
- Critical analysis of the school ~~textbook~~ **textbooks** of CBSE and a state boards
- Co-curricular activities in physical science: need & planning

**UNIT-2 UNDERSTANDING STUDENTS' THINKING III: EVALUATING STUDENTS LEARNING IN PHYSICAL SCIENCE**

~~• How do the school students construct & conceptualise science concepts~~

- **Language of science and science learning** **Nature and dimensions of evaluation in physical science;**
- **Preparing blue-print; Subjective and objective type evaluation**

**UNIT IV: MISCONCEPTIONS IN PHYSICAL SCIENCE**

- Understanding students' Misconceptions in science learning; **Role of language, daily life experience, teaching -learning experience**
- Diagnosing and explaining students' misconception, finding remedies with the help of branched questionnaire, concept maps, concept cartoons, etc.

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM: (any one of the following)**

- ~~report~~ **Report** on curricular process for a particular class
- ~~Undertake~~ **Design and plan for** a co-curricular activity for a particular class **and simulate**
- **Preparing objective and subjective items for achievement testing**
- Designing diagnostic tool to identify misconceptions
- Case-study for explaining misconceptions

**MODE OF TRANSACTION:** lectures, video clips, discussion, small group activity

**Suggested Readings:**

- |              |  |
|--------------|--|
| Das, R.C.    | <i>Science Teaching in Schools.</i> New Delhi. Sterling Publishers Private Limited.                  |
| Mangal S. K. | <i>Teaching of science,</i> New Delhi: Arya Book Depot   |
| Mohan, Radha | <i>Innovative Science Teaching: For Physical Science Teachers.</i> New Delhi: PHI Learning Pvt. Ltd. |
| Sharma, S.   | <i>Constructivist Approaches to Teaching and Learning,</i> New Delhi: NCERT                          |
| Sharma, R.C. | <i>Modern Science Teaching,</i> New Delhi: <del>Dhanpat Rai</del> <b>Dhanpat Rai</b> Publications,   |
| Sounders:    | <i>The teaching of Gen. Science in Tropical Secondary Press London School, Oxford</i>                |



Nair, C.P.S.	Teaching Science in our Schools, S. Chand & Co. Pvt. Ltd. New Delhi.
Negi, J. S.	Bhautik Shikshan, Vinod Pustak Mandir S. <span style="float: right;">Bhautik Shikshan, Vinod Pustak Mandir,</span>
Agra.	
Rawat D. S.	Vigyan shikshan, Vinod Pustak Mandir <span style="float: right;">Vigyanshikshan, Vinod Pustak Mandir, Agra.</span>
Misra, K.S.	Effective Science Teaching. Anubhav Publishing House, Allahabad
Vaidya, N.	The Impact of Science Teaching, New Delhi : Oxford and IBH Publishing Co., India.
Yadav, M.S.	Teaching of Science, Amol Publications.
Anderson, H. O.	Readings in Science Education for the Secondary School. New York
Jenkins, E.W. (Ed.)	Innovations in Science and Technology Education, Vol. VI, UNESCO, Paris.

### COURSE P3AS: PEDAGOGY-II (A)- SOCIAL SCIENCE

#### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 23

#### Hrs./wk

To help the prospective teachers to:

- ~~examine the history of social science teaching in the country~~
- ~~develop the ability to organise co-curricular activities and different resources for promoting social science learning.~~ **construct test items**
- ~~develop the ability to analyse the assess social science curriculum.~~ **concerns among students**
- ~~appreciate students' experience in social science learning.~~
- ~~develop the ability to construct test items to evaluate students' achievement.~~

- **Unit I: develop skill diagnose and remedy students' difficulties in Social Science curriculum and the text book.**

#### Examine the history

#### UNIT I: DEVELOPING SOCIAL CONCERNS AND CITIZENSHIP COMPETENCIES

- **Social concerns and citizenship education**
- ~~Dimensions of social science teaching~~
- ~~The subject matter of social science (diverse cultures and societies of the past concern (beliefs, attitudes, values, value judgment etc.) and present, diverse perspectives/viewpoints/experiences of a phenomenon) its strategies to examine~~
- ~~Critical analysis of the national curriculum Social issues and syllabus of social science with reference to other nation~~
- ~~Co-curricular its related activities in social science~~
- **Nature of citizenship skill**

#### UNIT III: EVALUATION OF STUDENT'S LEARNING IN SOCIAL SCIENCE

- ~~Students' construction and conceptualization of social sciences concepts~~
- **Meaning and Types of Evaluation of students' achievement in Social Science**
- ~~Continuous & Comprehension Evaluation (CCE)~~
- ~~Diagnosing difficulties in social science learning and remedial measures~~
- **Dimensions of evaluation (Grades, Assessment and Standards)**
- **Assessing competence and concerns (Observation, Checklist, rating scale, anecdotal records, research sheet, essay test question, The Daily Diary and Socio-Metric Scales etc.)**
- **Performance assessments and portfolios**



### UNIT III: CONSTRUCTING SOCIAL SCIENCE TEST ITEMS

- Teacher made paper and pencil test  
-constructing essay and objective type test items
- Preparing Blue print and Achievement Test

### UNIT IV: DIAGNOSIS AND REMEDIAL TEACHING IN SOCIAL SCIENCE

- Meaning of Diagnosis
- Meaning and Definition of Remedial Teaching
- Objectives and Function of Remedial Teaching
- Methods and the Strategies of Remedial Teaching

### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Preparing a diagnostic test
- Organizing a remedial class based on the diagnostic test conducted
- ~~Organizing a social science club in the school~~
- ~~Construction of social science curriculum and syllabus based on the students' experience~~
- Observation report on the social science curricular process
- ~~Field Trip (Historical Places)~~
- ~~Social Responsibilities- visit to post office, hospital, school, bus stand etc. to understand how the functioning of the institution is organized.~~

### MODE OF TRANSACTION: ~~Lecture cum Demonstration, Content Analysis~~

- ~~Make a daily diary of any one student~~
- ~~Prepare a blue print~~

### Construct the test items to assess learning in social science

#### Suggested Readings:

- Balagopalan, S. Unity in Diversity: Diversity, Social Cohesion and the Pedagogical Project of the Indian State. In S. Vandiyar et al (eds.) Thinking diversity, building cohesion: a transnational dialogue on education, Amsterdam: Rozenburg Publications.
- Batra, P. (ed.) Social Science Learning in Schools: Perspective and Challenges, New Delhi: Sage.
- Bhattacharya, N. Teaching History in Schools: The Politics of Textbooks in India. History Workshop Journal. 67(1), 99-110.
- Billinge, M. et al. (eds) Recollections of a revolution: Geography as spatial science, London: Macmillan
- Bose, S. and Sardana, A. 'Teaching Economics in Schools', Economic and Political Weekly, August 9, 2008, pp 54-60.
- Carr, E. H. What is History? England: Penguin
- Chakravarty, U. Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India', New Delhi: Tulika Books, Chapter on: History as Practice: Introduction, 16-30.
- Eklavya **Samajik Adhyayan Shikshan: Ek Prayog Samajik Adhyayan Shikshan:**  
Ek Prayog, Hoshangabad: Eklavya.
- Geetha, V. et al. Textbook Regimes: A Feminist Critique of Nation and Identity, Tamilnadu. Nirantar: New Delhi
- George, A. and Madan, A. Teaching Social Science in Schools. Sage: New Delhi



- George, Alex M. Children's Perception of Sarkar: The Fallacies of Civics Teaching, Contemporary Educational Dialogue 1:2, 228-257 and published by Eklavya
- Hursh, W., D. and E. W. R. Democratic Social Education Social Studies for Social Change, New York: Falmer Press, Chapter 9: Not only by our Words: Connecting the Pedagogy of Paulo Freire with the Social Studies Classroom, 135-148.
- Jain, M. Social Studies and Civics: Past and Present in the Curriculum, Economic and Political Weekly, 60(19), 1939-1942.
- John Dewey School and Society, chapter on Social Science
- Kumar, K. Learning From Conflict. Orient Longman: Delhi pp. 25-41, 79-
- Mehlinger, Howard D. (ed.) UNESCO Handbook of Social Studies. France: UNESCO Publications.
- NCERT Social Science Textbooks for classes VI - XII. NCERT: New Delhi
- NCERT Position Paper National Focus Group on Teaching of Social Sciences. NCERT: New Delhi
- Paliwal, R. et al 'On Contextualization of Curriculum' Contemporary Education-dialogue, Learning Curve, APF, 200..
- Ross, E. Wayne (ed.) The Social Studies Curriculum: Purposes, Problems and Possibilities. Albany: State University of New York Press, Chapter 1: The Struggle for the Social Studies Curriculum, 17-36.
- Sunny, Yemuna. 'Experience and Science in Geography Education', Economic and Political Weekly, June 14, 2008, pp 45-49.

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE P3BMP3 BM : PEDAGOGY-II (B) MATHEMATICS

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 23

Hrs./wk

To help the prospective teachers:

- To understand the mathematical content and its instruction
- To understand the Instructional Skills of mathematics teacher
- To understand the Communication in mathematics teaching
- To understand the Computer in mathematics teaching
- To understand the Assessment in mathematics

### UNIT-I- MATHEMATICAL CONTENT AND ITS INSTRUCTIONS

- Nature of content in mathematics
- Use of content in instructional design
- Content mastery and its maintenance

### UNIT- II- INSTRUCTIONAL SKILLS OF MATHEMATICS TEACHERS

- Meaning and content of instructional skill.
- Instructional Skill- Preparatory, Presentation and classroom management.
- Other Attributes- Regulatory, punctuality, Discipline and attitude towards teaching mathematics.
- Meaning and concept of CCE in mathematics

### UNIT- III- COMMUNICATION IN MATHEMATICS TEACHING

- Meaning and concept of communication components.
- Types of Communication in mathematics class- verbal and Non-verbal
- How to make effective mathematics teaching through communication
- Construction and concept of Achievement test- preparation of blue print

### UNIT- IV- COMPUTER IN MATHEMATICS TEACHING

- Basic Introduction of computer- CPU, Memory, Input- Output, Hardware and Software
- Interpretation of mathematical data through computer
- Preparation of tables through computer
- Types of questions- Subjective type and Objective type

**PRACTICUM:** 1-Construction of CAI in mathematics for secondary students.

2- Preparation of three lesson plan of mathematics teaching through computer.

3- Preparation of evaluation sheet for CCE.

4-Conducting of Action Research for selected problems.

5-Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts.

### Suggested Reading:

Kulshreshtha,

Fuch, W.R.

Clements D.H.

Saxena N.R.S. and Oberio S.C.,

Molenda Michel, Russel, J.D. et al

Sharma, R.A.

Devnani K.K.

A.K. Teaching of Mathmatics , Meerut. R L Book Depot

Mathematics for modern mind, New york: McMillan& comp.

Computer in early and primary education-, Prentice Hall,

Technology of Teaching- Meerut R. Lal.Book Depot.

Instructional media and the new technology of Instruction-: Mcmillan Publishing company, New york.

Technology of Teaching- Meerut, R. Lal Book Depot.

Make Computer your Friend (Learning Computer). Agra. Part. IV friend publication.



## COURSE P3BB : PEDAGOGY-II (B) BIOLOGY

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 23

Hrs./wk

To help the prospective teachers to:

- Know the principles of learning and the contemporary views on learning.
- Acquaint with different community resources in biology.
- Understand the importance of planning field visits to different natural and manmade habitats.
- Explore the process skill in science and role of laboratory in teaching- learning.
- Facilitate development of scientific attitudes in learners.
- Construct appropriate assessment tools for evaluating learning of biological science.

### UNIT I PSYCHOLOGY OF LEARNING AND TEACHING OF BIOLOGY

- principles of learning
- ~~motivation factors and biology teachers~~
- ~~how~~\*How students learn? contemporary perspectives on learning: Dewey, Ausubel, Bruner, Piaget, Vygotsky and constructivist view of learning (brief)

### UNIT II ENRICHMENT OF BIOLOGY EDUCATION

- \* Planning field visits, Zoo, Sea shore life, Botanical garden, etc. Science club.
- Using community resources for biology learning; pooling of learning resources in school complex/block/ district level; Handling hurdles in ~~utilisation~~utilization of resources.

### UNIT III: LABORATORY RESOURCES IN BIOLOGICAL SCIENCE

- Setting up of Biology Lab: Need, Guidelines for organizing practical work, safety precautions to be followed while working in a lab
- Developing science kit.

### UNIT IV: EVALUATION OF CHILDREN'S LEARNING

- Changing trends in evaluation, concept and need of CCE in reference to constructivist ~~and traditional~~ classroom.
- ~~Preparation of blue print and construction~~preparation of different test items in biology, ~~concept~~ of teacher made achievement test ~~in biology~~
- ~~Preparation of different test items in biology, construction of a~~, diagnostic and remedial test in biology.

~~suggested~~MODE OF TRANSACTION: Lecture, Discussion, power point presentations, field visits

### PRACTICUM

- Preparation of a report on the biology lab of the school, visited by the student during internship.
- Preparation of a question bank.
- Constructing a diagnostic test. (\* topics will be dealt under practicum)

### Suggested readings:

Bremmer, J.	Teaching Biology
Carin, R.A.	Teaching Science through discovery
Green, T.L.	Teaching of Biology in Tropical Secondary Schools
Miller, D.F. and Blydes, G.W.	Methods and Materials for Teaching Biological Sciences
UNESCO	New Trends in Biology Teaching
Mangal, S.K.	Teaching of Biological Sciences, Agra book Depot.
Sounders	The teaching of Gen. Science in Tropical Secondary Press London School, Oxford



Kulshrestha, S. P. — ~~Jeev Vigyan Shikshan~~, **Jeev Vigyan Shikshan**, Lyall Book Depot, Meerut  
Rawat, D. S. — ~~Vigyan shikshan, Vinod Pustak Mandir~~ **Vigyanshikshan**,  
**Vinod Pustak Mandir**, Agra.  
UNESCO Essential of learning in Environment.  
NCERT, (2006). *National Curriculum Framework- 2005*, NCERT. New Delhi.  
NCERT, (2005). *'Focus Group Report' Teaching of Science* NCERT New Delhi.

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)





## COURSE P3BE : PEDAGOGY-II (B) ENGLISH

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 23

#### Hrs./wk

To help the prospective teachers to:

- understand the school curriculum
- develop the understanding of the qualities and role of English language teacher
- able to understand the organization of co-curricular activities
- understand continuous and comprehensive evaluation (CCE)
- analyze the process of evaluation and assessment

### UNIT I: SCHOOL CURRICULUM

- Curriculum of English Language: State Board, Central Board of Secondary Education, International Baccalaureate (IB): characteristics and principles of curriculum construction
- Text Book of English Language: Criteria of good text book

### UNIT II: ENGLISH LANGUAGE TEACHER AND COCURRICULAR ACTIVITIES

- Qualities of English Language teacher
- Role of English language teacher in teaching learning process
- Need of English teacher association for professional development

### UNIT III: COCURRICULAR ACTIVITIES

- Co-curricular activities in English language teaching; class magazine, language games
- Role of English Language teacher in organizing co-curricular activities

### UNIT IV: CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

- Diagnostic test: concept and importance
- Need and utility of remedial teaching
- Concept of continuous and comprehensive evaluation

### UNIT V: EVALUATION AND ASSESSMENT

- Evaluation of scholastic area
- Assessment of Co scholastic aspects of students learning
- Different types of tests ; their advantages, limitations and suggestions for improvement

### PRACTICUM

- Preparation of diagnostic test for 8thstd.
- Prepare a report of co-curricular activities
- Prepare a text book of English Language for ~~9<sup>th</sup> std.~~ 9thstd. of state board/CBSE/ICSE/IB to develop students interest in Indian English writings.
- Prepare a class magazine through the use of ICT
- Prepare a report of constructing curriculum of English for 11th/12th std of CBSE to develop students social/moral understanding.
- Prepare a report on the success and failure of CCE in secondary school.

### Suggested Readings:

- Krishnaswamy, N. & Krishnaswamy, Lalitha (2005) Teaching English Approaches, methods and techniques, Macmillan India Limited, Chennai.
- Nagaraj, Geetha (2012) English Language Teaching Approaches, Methods, Techniques, Orient Blackswan Private Limited Pvt Ltd, New Delhi.
- Littlewood, William (2000) Communicative Language Teaching, Cambridge University Press.
- Chaturvedi, M.C. (1995) Position of language in school curriculum in India, New Delhi, NCERT.
- Hornby, A. S. A guide to pattern and usage in English, oxford university press.
- Jain, R. K. Essential of English teaching, Renulal Book Depot Meerut.
- Anderson, A. and Lynch, T. (1988) Listening, Oxford University Press, Oxford.
- Ur, Penny (1984) Teaching Listening Comprehension, Cambridge University Press, Cambridge.



- Bygate, M. (1987) Speaking, Oxford University Press, Oxford.
- Brown, G. and Yule (1983) Teaching the Spoken Language, Cambridge University Press, Cambridge.
- Nuttall, Christine (1987) Teaching Reading Skills in a Foreign Language, Heinemann Educational Books Ltd., 1982; ELBS Edn., London.
- Chall, J.S. (1983) Stages of Reading Development, McGraw-Hill Book Company, New York.
- Pincas A. (1982) Teaching English Writing, The Macmillan Press Limited, London.
- Makey, Sarda L. (1985) Teaching Grammar, Pergamon Institute of English, Oxford.
- Ur, Penny (1988) Grammar Practice Activities, Cambridge University Press, Cambridge.

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



**COURSE P3BH : PEDAGOGY-II (B) HINDI**

**उद्देश्य:**

**MARKS: 50 | CREDITS: 2 | 23 Hrs./wk**

- हिन्दी भाषा शिक्षण में मूल्यांकन के उद्देश्य एवं महत्व का ज्ञान देना।
- हिन्दी शिक्षण में मूल्यांकन की संस्थितियों व विधियों का ज्ञान देना।
- हिन्दी भाषा पाठ्यक्रमावली के आधारों की आवश्यकता में महत्व का समझ विकसित करना
- हिन्दी भाषा पाठ्यक्रम का अर्थ एवं अन्तर्गत पाठ्यक्रम का अर्थ एवं आवश्यकता की समझ विकसित करना
- निदानात्मक परीक्षा निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण के अर्थ, स्वरूप, महत्व एवं उपयोग का ज्ञान कराना।

**इकाई 1 : हिन्दी भाषा पाठ्यक्रम**

- पाठ्यचर्या का अर्थ एवं सम्प्रत्यय
- पाठ्यचर्या, पाठ्यक्रम एवं अध्ययन की विषय वस्तु में अन्तर
- हिन्दी भाषा पाठ्यक्रम के तत्व एवं हिंदी पाठ्यक्रम
- हिन्दी भाषा पाठ्यक्रम निर्माण के अन्तर्गत
- हिन्दी भाषा पाठ्यचर्या के निर्माण के आधार (प्राथमिक एवं माध्यमिक)

**इकाई 2 : हिन्दी भाषा शिक्षण में आकलन एवं मूल्यांकन**

- हिन्दी भाषा शिक्षण में मूल्यांकन के उद्देश्य एवं महत्व
- हिन्दी भाषा शिक्षण में प्रेडिग्म प्रणाली
- विषयनिष्ठ एवं वस्तुनिष्ठ प्रश्नों का अर्थ अन्तर महत्व एवं निर्माण
- निकष सन्दर्भित एवं मानक सन्दर्भित परीक्षण (CRT&NRT)
- निदानात्मक एवं उपचारात्मक परीक्षण
- नीली छाया एवं प्रश्न पत्र निर्माण

**इकाई 2 हिंदी पाठ्य-पुस्तक, पाठ्यक्रम एवं पाठ्यचर्या की समीक्षा**

- हिंदी पाठ्य-पुस्तक की समीक्षा (प्राथमिक एवं माध्यमिक)
- हिंदी भाषा पाठ्यक्रम की समीक्षा (प्राथमिक एवं माध्यमिक)
- हिंदी भाषा पाठ्यचर्या की समीक्षा (प्राथमिक एवं माध्यमिक)

**इकाई 3: हिंदी भाषा शिक्षण में आकलन, मूल्यांकन एवं परीक्षण**

- आकलन: अर्थ, परिभाषा, प्रकार एवं विशेषताएँ
- मूल्यांकन: उद्देश्य एवं महत्व
- सतत एवं व्यापक मूल्यांकन

**इकाई 4: हिंदी भाषा में परीक्षण**

- विषयनिष्ठ एवं वस्तुनिष्ठ प्रश्न: अर्थ, महत्व एवं निर्माण
- नीलीछाया एवं प्रश्न पत्र (निदानात्मक एवं उपचारात्मक परीक्षण) निर्माण
- निकष संदर्भित एवं मानक संदर्भित परीक्षण

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- निकष संदर्भित एवं मानक संदर्भित परीक्षण (CRT&NRT)
- निदानात्मक एवं उपचारात्मक परीक्षण (CRT&NRT)
- नीली छाया एवं प्रश्न पत्र निर्माण
- एक पुस्तक की समीक्षा



MODE OF TRANSACTION: हिन्दी संदर्भानुसार उपयुक्त शिक्षण विधि का प्रयोग

Suggested Readings:

सन्दर्भ सूची

सन्दर्भसूची:-

- भाई यामेन्द्र जीत, हिन्दी भाषा गीगेन्द्रजीत, हिन्दीभाषाशिक्षण, विनोद पुस्तक मंदिर आमसविनोदपुस्तकमंदिरआगरा
- क्षत्रिय के0 मातृभाषा भाषाशिक्षण , विनोद पुस्तक मंदिर आमसविनोदपुस्तकमंदिरआगरा
- लाल-रमन बिहारी, हिन्दी लालरमनबिहारी, हिन्दी शिक्षण रस्तेगी प्रकारस्तोगीप्रकाशन, मेरठ
- रघुनाथ हिन्दी शिनाथहिन्दीशिक्षण विधिविधि, पंजाब घरजालंधर जलंधर
- शर्मा लक्ष्मीनारायण, भाषा शिक्षणशिक्षण की विधियाँ और पाठ औरपाठनियोजन, विनोद पुस्तक मंदिर आमसविनोदपुस्तकमंदिरआगरा
- शुक्ल रामचन्द्र, हिन्दी भाषा का इतिहासशुक्लरामचन्द्र, हिन्दीभाषाकाइतिहास, DPH नई दिल्लीनईदिल्ली
- भाषा सम्प्राप्ति मूलासम्प्राप्तिमूल्यांकन- के.जी.रस्तोगी
- नागरी लिपि और हिन्दी वर्तनी अनन्त चौधरी
- नागरीलिपिऔरहिन्दीवर्तनी-अनन्तचौधरी

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE EPC3: READING & REFLECTING ON TEXT

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 24

#### Hrs./wk

To help the prospective teachers to:

- develop reading comprehension
- understand the pedagogy of reading and writing
- understand the variety of texts for reading.
- understand the relation of reading and writing
- understand the best practices.

### ACTIVITY- I: READING COMPREHENSION

- Language Skills: Listening, Speaking, Reading and Writing
- Reading comprehension: Need and importance
- Types of reading; Intensive and Extensive reading, Loud and Silent reading

### ACTIVITY- II: PEDAGOGY OF READING

- Levels of Reading- literal, interpretative, critical and creative
- Reading Techniques - Skimming and Scanning.
- Methodology of Reading

### ACTIVITY-III: READING VARIETY OF TEXTS

- Reading of variety of texts: empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people's experiences of all of these
- Narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc.
- Importance of Different Texts in Curriculum

### ACTIVITY-IV: READING, WRITING SKILLS AND BEST PRACTICES

- Different types of reading skills and strategies
- Combining reading and writing leads to the development of critical skills
- Analyze of various text structures : these contribute to the comprehension of a text
- Writing with sense of purpose and audience; writing within the context of other's ideas

### PRACTICUM

- Workshop on reading variety of texts
- Prepare a report on best practices in reading/writing texts with the help of ICT
- Prepare a field notes
- Prepare pedagogical aspects of reading/writing
- Draft a report on entire activities
- Divide the group and provide one text and suggest students to make different interpretations
- Design vocabulary games to enhance **your** vocabulary

### Suggested Readings:

- Bright, J. A., and McGregor, G. P. (1970). Teaching English as a Second Language. ELBS: Longman.
- Doff, A. (1988). Teach English: Training Course for Teachers. Cambridge: Cambridge University Press.
- Hill, L. A., and Dobbyn, M. A. (1979). Training Course, Trainer's Book. London: Cassell.
- Hubbard, P., and Hywel, J. et al. (1983). A Training Course for TEFL. Oxford University Press.



## COURSE PT: PSYCHOLOGICAL TESTING

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

The prospective teachers will be able to

- Conduct psychological testing on students
- Record and analyse data scientifically
- Interpret the results and provide guidance if needed in desired direction

The prospective teachers are expected to understand the psychology of school students to help them understand their qualities and guide them for future prospects and solve their problems. They have to conduct minimum ~~four~~ five of the psychological testing in the following suggested areas:

- Interest
- Aptitude
- Intelligence
- Aspiration
- ~~Social distance~~
- Fear and Anxiety
- learning
- attitude
- Adjustment
- Reading Disorder
- The evaluation will be based on their detailed learning how to conduct the test, record and ~~analyse the findings, as well as their performance in the practical and viva-voce examination~~ analyze the findings, which will take place during the classes' (classroom performance) and the students would be required to submit their records on that particular day. The prospective teachers would have to administer the test on different subjects and submit the brief reports separately during the end exam which will be followed by a viva-voce.

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



### COURSE SI 3: SCHOOL INTERNSHIP-I (UPPER PRIMARY TO HIGHER SECONDARY)

#### OBJECTIVES:

MARKS: 200 | CREDITS: 8 | 8 weeks

The Prospective teachers, after this field experience, will be able to

- Understand the Broader concept of internship apart from the practice teaching.
- Participate in the various types of activities in internship, as members of the school
- Show competence in core teaching skills.
- Become a reflective teacher capable of self-regulating learning to teach

In the two-year B.Ed. Programme, internship is professional preparation of a prospective teacher. The term internship refers to an arrangement under which a prospective teacher can acquire first hand experience as a teacher in situation closely resembling those in which s/he would be working upon entering the profession. It has been designed to provide each student with a comprehensive experience similar to actual teaching and working as a full time teacher in the cooperating schools in a block of 3<sup>rd</sup> and 4<sup>th</sup> semester. The first 3<sup>rd</sup> and 4<sup>th</sup> semester. In this phase of Internship includes various types of skills the students are engaged in teaching-learning process at allocated school practice for at least eight weeks in the 3<sup>rd</sup> semester. It shall be planed and coordinated by Department of Education, Guru Ghasidas Vishwavidyalaya (A Central University) GGV, in cooperation with one or more school system under the supervision of a teacher nominated by the headHead of the department or by the headHead of the practicing schools or by any experienced teacher nominated by concerned school principals.

The first In this phase of internship in this semester includes a wide variety of experiences in one or more schools but with a major focus on managing classroom teaching and allied activities.

- Teaching sub-I - 80 marks  
Teaching of Sub-I (40 marks)  
Teaching of sub-II - 80 (40 marks)
- — Teaching-II  
Teaching of sub-I (60 marks)  
Teaching of sub-II (60 marks)

- Prospective teachers are expected to plan and execute classroom teaching in both of their chosen subjects I and II. They are expected to take at least one lesson in a working day and complete within the duration of 8 weeks, minimum 50 classroom lessons with nearly equal weight on both the subjects.

- It is expected that the Prospective teachers will put effort to integrate various skills to create learning environment that generates scope of students' active participation in the learning process, scope of higher order thinking rather than rote learning and constant motivation for learning taking care of the existing individual differences.

- The evaluation of the performance of the prospective teacher will include her/his sincere efforts, novelty and variety in teaching as well as the records of gradual improvements throughout the total period, as well as, two to four lessons observed by a panel of teachers towards the end of the internship programme (first phase).

- Reflective diary - 20 marks - Every Prospective teacher is expected to reflect upon his teaching experience in detail after each day's teaching to critically analyse the strength, flaws and possible corrections or alternative pathways to her/his own strategies for successful fulfillment of instructional objectives - under the guidance of supervisor.

- School participation - 20 marks - Prospective teachers are expected to participate in various school activities other than classroom teaching like the Morning assembly, conducting sessional tests, administrative works, etc. as and when allotted by the school and the teacher in charge.

**Evaluation:** The evaluation of the performance of the prospective teacher will include her/his sincere efforts,



novelty and variety in teaching as well as the records of gradual improvements throughout the total period which will be regularly monitored by the concerned Departmental supervisor, and will evaluate his/her Teaching I: Teaching of Subject-I and Subject-II(40 Marks for each Subject). Teaching II: Teaching of Subject-I and Subject-II (60 Marks for each Subject), in which two lessons one from each will be observed and evaluated by a panel of teachers towards the end of the Internship programme.

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)





## COURSE CH47: SCHOOL MANAGEMENT AND LEADERSHIP

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 23 Hrs./wk

To enable the student teachers to:

- to understand school management and managing school system
- to understand ~~originational~~ **organisational** communication and decision making process
- to understand meaning, concept, nature, types of leadership in educational organization
- to understand how to enhancing leadership in educational organization

### UNIT I: SCHOOL MANAGEMENT

- ~~meaning, concept, objectives, importance~~
- ~~management as science, art, profession~~
- **Concept of Management;** functions of management-planning, organizing, ~~planning~~ **coordinating**, staffing, directing and controlling.
- ~~school~~ **School** as a system of human and man-made resources.

### UNIT II: MANAGING SCHOOL SYSTEM

- ~~managing time-school timetable; types, needs, importance~~
- ~~managing~~ **Managing people (Human Resource)** -teaching and non-teaching staff of school.
- ~~importance of coordination among the school staff~~
- Managing resources (**Physical Resource**) -rooms, furniture, library, etc.
- **Managing Time-school timetable; types, needs, and importance.**

### UNIT III: ORGANISATIONAL COMMUNICATION AND DECISION MAKING

- ~~meaning~~ **Meaning** and concept ~~organizational~~ **of organizational** communication and decision making; **participants involved in the school management process.**
- **Importance of co-ordination and communication;** essentials of effective communications for school ~~managers~~ **managers and teachers.**
- ~~steps~~ **Steps** and hierarchy in decision making process.
- ~~importance~~ **Need and importance** of democratic decision making.

### UNIT IV: LEADERSHIP IN EDUCATIONAL ORGANIZATION

- ~~meaning~~ **Meaning**, concept and nature of leadership.
- ~~different~~ **Different** styles of leadership.
- ~~teacher~~ **Teacher** as a leader for innovation, change, improvement and sustenance.
- ~~principal~~ **Principal** or headmaster as ~~a~~ effective leader-- roles ~~and~~, duties, ~~and~~ **personal and professional qualities.**

### UNIT V: ENHANCING LEADERSHIP

- ~~encouraging~~ **Encouraging** distribution of leadership **in the school management process.**
- ~~supporting~~ **Supporting** leadership effort
- ~~encouraging~~ **Encouraging** initial leadership training
- ~~leadership~~ **Leadership** beyond the border of school

### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- **Identifying leadership qualities through inventories**
- **Designing an effective school time table and academic calendar in a given situation**
- **Developing fund planning and infrastructure development for a school building**
- **Observation and maintain different types of registers for record maintaining**
- **Leadership development games**
- **Organisational communication in a simulated condition on a given issue**

### Suggested Readings:

- Anand W. P. General principles of management for Educational Planner And Administrators, Paris, UNESCO
- Fred Luthens. ~~Organisational Behaviour~~ **Organisational Behaviour**, Tokyo, McGraw Hill, International Book Co., 1996
- Goel, S.D. *Modern Management Techniques*, New Delhi: Dee and Deep, 1987



- NIEPA Modern Management Techniques in Educational Administration. New Delhi: Asian Institute Of Educational Planning and Administration, 1971
- NIEPA Educational Management in India, NIEPA, New Delhi, 1986
- Agrawal J. c. Organisation and Practice of modern Education, Shipra Publication, Delhi, 2002
- ~~Seema Yadav~~—SeemaYadav School Management and Pedagogics of Education, Anmol Publication Pvt., New Delhi, 2005
- Oberoi P Organisation Development, Guwahati, DVS Publication, 5302
- Kaushik, V., & S.R. Sharma: Education and Human Resources Development, Anmol Publication Pvt., New Delhi, 2004
- N.N. Ganihar Leadership ~~Behaviour And~~ BehaviourAnd Teacher Moral, Discovery Publication House A1 Book.co.in.
- Snowden, P. & Gorton, R (2002) School Leadership and Administration (6<sup>th</sup> ed.) Bostan: McGra-Hill





## COURSE CH48: CREATING AN INCLUSIVE SCHOOL

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 23 Hrs./wk

To help the prospective teachers to:

- To understand the properties and development of Inclusive Education.
- To Understand the Education Policy for Disabled Children.
- To Understand the Curriculum for differently able children
- To Understand the Inclusive Classroom setting and teaching strategies.
- To understand the recent program for Inclusive Education.

### UNIT- I- PERSPECTIVES AND DEVELOPING ASPECTS OF INCLUSIVE EDUCATION.

- Historical perspectives and contemporary trends of VI, HI and Intellectual disabilities.
- Viewing VI, HI, and Intellectual disabilities through Charity Model, Physical Model and Human right Model.
- Development aspects- Special Education, Integrated and Inclusive Education.
- Meaning and concept of Evaluation in inclusive setup.

### UNIT- II- EDUCATIONAL POLICIES FOR DIFFERENTLY ABLE CHILDREN.

- Educational Policies for differently able children- National Policy on education with disability 1968, 1986.
- Program of action (POA)- 1992
- National Policy on disabilities- 2006
- Scheme of inclusive education for the disable at secondary school (IEDSS-2009).

### UNIT- III- CURRICULUM FOR DIFFERENTLY ABLE CHILDREN

- Meaning and concept of curriculum.
- Curriculum in the context of different disabilities with reference- VI, HI and intellectual disabilities.
- Community based education curriculum for disable children.
- Documentation record keeping and maintenance about inclusive classroom setup.

### UNIT- IV- INCLUSIVE CLASSROOM AND TEACHING STRATEGIES:

- Concept of inclusive Classroom with reference to- Infrastructure, Human resources; attitude of teachers.
- Classroom setting- Management for differently able children.
- Teaching Strategies- Content analysis, lesson planning and developing teaching learning materials (TLM).
- Recent trend of Evaluation- CCE Pattern

### Practicum:

Understanding classroom diversity and ~~report~~reporting the same.

Preparation of model to Use ICT for teaching in inclusive situation

Preparation of a diagnostic test for inclusive Classroom.

Collection of data regarding children with special needs from Municipal records.

Visit to Inclusive Schools and to observe classroom transaction of any one of such ~~schools~~schools in ~~Baroda~~Bilaspurcity and make a report of the same.

Preparation of Lesson Plan, instruction material for teaching students with disability in inclusive school.

### Suggested Reading.

Panda, K.C.

Bhargava, M.

Pathak, K.K.

Shrivastava, D.N.&Shrivastava,P.

Report of Kothari Commission,

MHRD;

Exceptional Children

VishistBalak- H.P. Bhargava Book Publishers Agra.

Inclusive Language and communication.-S.R. Publication New Delhi.

Experimental Psychology, VinodPustakMandir Agra

Education and National development.MHRD New Delhi.

Report of New Education Policy 1986 New Delhi.



## COURSE CH49: GENDER, SCHOOL AND SOCIETY

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 23 Hrs./wk

To help the prospective teachers to:

- understand the various concepts related to gender
- acquire knowledge and understanding about the concept, history and theories of feminism
- acquire knowledge and understanding about the concept, history and theories of masculinity
- develop awareness about violence against women
- acquire knowledge and understanding of inequality based on gender
- develop strategies to remove the gender inequality and violence against women

### UNIT I: GENDER: KEY CONCEPTS

- ~~Concept~~ **Difference between Sex and meaning of Gender**
- **Social construction of Gender, gender socialization and Gender Roles.**
- ~~Sex, Sexuality, Patriarchy, Masculinity and Feminism~~
- **Gender Identity, Gender Discrimination, Gender Stratification, Patriarchy, Gender Bias, Gender Role, Gender Stereotyping, and its consequences.**

~~Gender Identity, Gender Discrimination and Gender Reproduction~~

### UNIT II: ISSUES OF MASCULINITY AND FEMININE GENDER AND SCHOOL

- ~~Social construction of Gender~~ **(bias in the family school (enrolment, attitudes, etc.)**
- **Gender Issues in School (Sexual Abuse, Sexual Harassment etc.)**
- **Gender issues in curriculum, textbooks, classroom, school and in management of the wider society) school.**
- ~~Emergence~~ **Creating Gender Inclusive Classroom.**

### UNIT III: GENDER AND SOCIETY

- **Construction of Gender Role (by Family, Religion, Culture, Media etc.)**
- **Social construction of Gender, gender specific role socialization and Gender Roles.**
- **Women in India (Ancient, Vedic, Post Vedic, Medieval and Present India)**
- Feminism: Concept, meaning, History and theories
- Masculinity: Concept, meaning, History and Theories

### UNIT III: POWER AND IV: SEXUALITY AND POWER

- Sexuality: meaning, its relation with power
- ~~Violence against women: empirical examples, impact~~ **Empirical Examples, Impact on the lives of women, efforts to deal with the issue of violence against women**
- ~~Women's movement and education~~

### UNIT VI: GENDER INEQUALITY AND EDUCATION

- ~~Women in India (Ancient, Vedic, Post Vedic, Medieval and Present India)~~
- ~~Women in Educational institutions~~
- ~~Women in the structure of knowledge, curriculum and textbooks, classroom and management of the school.~~
- **Strategies for Change: Policy and management, in the school, Women's action groups and Mass media.**
- **Laws related to women, National women commission and other national and international agencies related to women.**

### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- ~~A project report on gender role of a village~~
- **Visit to institution working for women**
- Where gender discrimination is: an analytical study of a village
- ~~En-culturing 'gendered' roles in upbringing within~~ **Upbringing of children in** different kinds of families – case studies



- Gender issues in school education – case studies
- Gender issues manifest in contemporary public spaces—case studies
- Develop a questionnaire on an awareness programme related to gender bias issues
- Analysis of a particular film in India
- Responding to various forms of gender discrimination
- Writing a report of growth of boys and girls of a village
- Develop a programme for women empowerment in the context of Indian society

**MODE OF TRANSACTION: Lecture, Observation, project**

**Suggested Readings:**

- Bhattacharjee, N. Through the looking-glass: Gender Socialization in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: New Delhi.
- Dr.SenIlina Gender Analysis of State Policies: A case study of Chhattisgarh
- Geetha, V. Gender.Stree: Calcutta.
- Ghai, A. Gender and Inclusive education at all levels In VedPrakash & VedPrakash & K.Biswal (ed.) Perspectives on education and development: Revising Education commission and after. NUEPA: New Delhi
- Govinda, R. Towards Gender Equality in Education: Progress and challenges in Asia-Pacific Region, NUEPA, New Delhi.
- Jeffery, P. et al Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171
- Mehrotra, D.P., India: Sexism and Patriarchy in the Textbooks, Good Girls are submissive and subsidiary Thursday 22 November 2012, South Asia Citizen's Web
- Sen, S. Gender Studies. Pearson, Delhi
- dey k Hklhu कमलाभसीन, पितृ Rrk-D;k gS सत्ता क्या है, जागोरी, नई दिल्ली
- Dey k Hklhu कमलाभसीन, लड़ dk-D;k gS का क्या है, लड़ dh-D;k gS की क्या है, जागोरी, नई दिल्ली
- महरोत्रा दीप्तिप्रिया, भारतीय महिला आंदोलन: dy vkt vkSj dy कल आज और कल, सम्पूर्ण टस्ट्र, नई दिल्ली
- Niranter — tsaMj vkSj f'k{kk jhMj निरंतर, जेंडर और शिक्षारीडर, भाग 1 और 2, निरंतर, नई दिल्ली

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE O41: PEACE EDUCATION

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

To enable the student teacher to:-

- understand the peace education.
- recognize ~~the relevance~~ **the relevance** of peace education for humanity and to individual, national, and international development.
- know the methodology of peace education and education for peace.
- be aware of knowledge, attitudes, and skills for culture of peace.
- understand the **philosophy** of peace education and global concerns for peace.

### UNIT I: INTRODUCTION TO PEACE EDUCATION

- Peace Education-**concept, Need in school education,**
  - **Meaning and concept**
  - **Nature and scope**
  - **Historical perspective**

### UNIT II: PHILOSOPHY OF PEACE EDUCATION

A brief ~~philosophy of~~ **Various philosophers on** peace education (~~what, why & how~~) of-

- ~~Vardhamn Mahavir, Gautam Buddha, Christ, Muhammd Paigamber~~
  - **Vivekananda, Rbindranath Rabindranath Tagore, M.K.Gandhi, Arabindo**
  - **Aurobindo, J. Krishnamurthy, Dalai-Lama**

### UNIT III: GLOBAL CONCERNS FOR PEACE

- Challenges to peace and peace process in present scenario
- Socio-Psycho-Eco-Cultural causes, affects, and control of war and violence
- Role of UNO(UNESCO) in peace education and peace keeping around the world
- Indian contribution for establishing international peace

### UNIT IV: METHODOLOGY OF PEACE EDUCATION

Peace education at school level-

- Teacher's role in classroom
- Methods of teaching **for peace education**
- Learning of peace through activities
- Learning conflict resolution skills

### UNIT V: EDUCATION FOR PEACE

In the context of avoiding violent behavior and developing culture of peace in the society the education for-

- Sustainable development, Human rights
- Disarmament, knowledge-attitude-skills of peace
- Environment, Cross-cultural perspectives
- Democracy, Human values

### COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- **A group presentation on thoughts of peace education of various thinkers other than mentioned in syllabus**
- **Critical analysis of NCF 2005 in the context of peace education and presentation**
- **Preparing curriculum and content plan for effective initiation for promoting peace**
- **Designing co-curriculum for promoting peace initiatives**
- **Textbook analysis of different subjects for promoting education for peace**

### Suggested Readings:

~~Upadhyay Pratibha~~—**Upadhyay Pratibha**, Education ~~For~~ Peace Utopia ~~Or~~ Reality, ~~Kalps~~  
~~Publication~~ **Kalps Publication**  
Sharma, Premala Modern Methods of Education For International Understanding, ~~Sarup Sons~~ **Swarup Sons**, New Delhi.  
NCERT, Education For Peace, National Focus group's paper, first edition 2006, NCERT, New Delhi.



- NCERT, Training Course on Peace Education for Teachers, Department of Educational Psychology and foundation of Education ,NCERT, New Delhi,
- CBSE, Value Education A Handbook For Teachers, CBSE, Delhi.
- ~~Saroj Panday~~ **Saroj Panday**, Peace Education Self Instructional Package for Teacher Educators, NCERT New Delhi..
- NCERT, (2005). Focus Group Report' Teaching of Science NCERT New Delhi.
- NCERT, (2006). National Curriculum Framework- 2005, NCERT. New Delhi.
- Dr. B.R. Ambedkar, Bhagwan Buddha and his Dhammas, BAIAE, Japan, Digital Publication.
- Ambedkar, B. Bhagwan — ~~Budha Aour Unaka Dhamma~~ **Budha Aour Unaka Dhamma**, Dr. ~~Babasaheb Ambedkar~~ **Babasaheb Ambedkar** ~~Intrenational~~ **Intrenational** Association, ~~Japan Publication~~ **Japan Publication**

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## COURSE O42: VOCATIONAL & WORK EDUCATION

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 23 Hrs./wk

To help the prospective teachers to:

- ~~develop~~ **Develop** an understanding of vocational **and work** education.
- ~~develop~~ **Develop** understanding of Carrying out vocational assessment and make vocational **training education** plan.
- ~~develop understanding about Plans for transition from School to job.~~
- ~~develop understanding about identifying various avenues for job placement.~~
- ~~develop~~ **Develop** understanding about acquiring the concept of independent living and empowerment.
- **Critically reflect upon various issues regarding curriculum and policies on vocational and Work Education at school education**

### UNIT-I: ~~FUNDAMENTALS & ASSESSMENT OF WORK EXPERIENCE IN SCHOOL~~

- **Role of Work experience in school education: Working habits, Relating work habits with personality development and Social needs in the context of Modern India,**
- **Socially Useful Productive Work—concept and need**

### UNIT-II: ~~WORK AND VOCATIONAL & WORK EDUCATION~~

- ~~Meaning Work Education and Scope of Vocational training.~~
- ~~Policies, schemes, concessions & benefits for PWDs, with respect to employment.~~
- **Approaches and models of Education: concept and objectives; Historical perspective; Vocational training-Education vs. Vocational Training;**
  - ~~Approaches & Principles System of vocational assessment, with brief introduction Work Education and Vocational Education at different levels; current structure of tools evaluating generic skills.~~

### UNIT-I: ~~VOCATIONAL TRANSITION & CURRICULUM PLANNING.~~

- ~~Concept and importance of transition~~
- ~~Models of transition.~~
- **Transitional Planning at Pre-vocational level education**
  - ~~Development of Vocational Curriculum with brief introduction of I.V.T. Plan.~~

### UNIT-III: ~~PROCESS OF VOCATIONAL & WORK PLACEMENT.—CURRICULAR ISSUES~~

- ~~Types of Employment Settings,~~
- ~~Process of job Placement & Creation of Need-based Employment Settings.~~
- ~~Self-Advocacy & Self-Determination Skill Training.~~
- ~~Equal opportunities and attitudes towards persons with disabilities.~~
- **Work education: implementation, curricular options and management in schools; Issues of Evaluation;**
- **Vocational education: major challenges; National Vocational Education Qualification Framework (NVEQF)**

### UNIT-IV: ~~POLICY INITIATIVES~~

- **Centrally Sponsored Scheme of “Vocationalisation of Secondary and Higher Secondary Education”;**
- **Place of Vocational and work Education in National Curriculum Framework 2005; National Skill Development Initiatives**





**COURSE WORK/FIELD ENGAGEMENT-&/&/PRACTICUM:**

- **Analysis of vocational/work education curricula at any level of central/state board**
- Developing curriculum on any vocational skill.
- Administering any vocational assessment tool.
- Visit to any vocational Institution.
- **Critical analysis of vocational education in Indian schools in Global perspective**

**MODE OF TRANSACTION:** Lecture Method, Project, Discussion, School-Visit.

**Suggested Readings:**

Prakash,P.(2008).

- **DSEL, MHRD, Vocational Education**, at <http://mhrd.gov.in/vocational-education-overview>
- **Symbiosis Open Education Society (2011) Concept Note on Need for Vocationalisation of exceptional children: Challenges and strategies**, Kanishka publishers, Education in India, at <http://www.scdl.net/downloads/vocationaluniversityconceptnote.pdf>
- **Central Board of Secondary Education (2004) Work Education in Schools, CBSE: New Delhi**. at <http://cbse.nic.in/workeducation.pdf>
  - Reddy, G.L., & Ramar, R.(2000). Education of children with special needs, New Delhi—Discovery Pub. Amsterdam, Elsevier Academic Press.
  - Thapa,K.(2008). Perspectives on learning disabilities in India.(current practices and prospects).Sage Publication. Los Angeles.
  - Trusdell M.L.,& Horowitz, I.W.(2002). Understanding learning disabilities: a parent guide and workbook : for parents ,teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities.(4<sup>th</sup>.ed.)
- **The World Bank (2006, January) Skill Development In India: The Vocational Education And Training System**, Human Development Unit, South Asia Region, The World Bank,at <http://info.worldbank.org/etools/docs/library/235724/skills%20development%20in%20india%20the%20vocational%20education%20and%20training%20system.pdf>
- **UNESCO (2014) Vocational Pedagogy: what it is, why it matters and how to put it into practice: Report of the UNESCO-UNEVOC online conference, 12-26 May 2014** at <http://www.unevoc.unesco.org/go.php?q=Online+library&skin=&lang=&akt=id&st=&qs=5646&unevoc=1>
- **MHRD, GOI, (2012)National Vocational Education Qualifications Framework (NVEQF)**, New Delhi at [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/EXECUTIVE%20ORDER\\_new.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/EXECUTIVE%20ORDER_new.pdf)
- **Clarke, L and Winch, C (2008) Vocational Education: International Approaches, Developments and Systems**, New York: Routledge





## COURSE O43: LEGAL EDUCATION

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

#### To help the prospective teachers to:

- Become aware of various offences and corresponding legal issues in the context of their expected professional life
- Become aware of the offences against children and women, and the consequences
- Be empowered to safeguard their own interest as well as to be able to safeguard the rights and dignity of children and women
- Be aware of legal issues related to use of media and freedom of speech
- Be an effective participant to secure national integrity by adapting right behaviour and avoid the legal issues concerned with it

### UNIT I: OFFENCE AGAINST CHILDREN

- Child Rights, Violation of Child Rights and Offence against children—Legal issues and Consequences, Corporal punishment and Physical abuse: Legal issues and Consequences;
- Consequences; Issues of Horizontal and Vertical Reservation Policy

### UNIT II: OFFENCE AGAINST WOMEN

- Questions of protecting Dignity and life of a Women;
- Offence against women in workplace: Important Rights of Women (in primary context of workplace around a teacher) and their violation: Issues (particularly of indignity, discrimination, abuses) and the Consequences [in brief reference to The Sexual Harassment of Women at Workplace (PREVENTION, PROHIBITION and REDRESSAL) Act, 2013, Article 21 and at least to IPC Sec. 294, 354, 509] IPC: concept (brief)

### UNIT III: OFFENCES RELATED TO THREATENING OF NATIONAL INTEGRITY

- Offences related to threatening of national integrity: various important aspects of such offences in relation to religion, region, caste, language, national security, etc.;
- Legal issues (in primary context of professional life of a teacher) and their Consequences IPC Sec. 153, 153A, 153B 295, 295 A, 298, 505

### UNIT IV: OFFENCES RELATED TO EXPRESSION AND USE OF MEDIA

- Issues of Freedom of speech and expression; Offences related to use of various media with special reference to cyber crime
- Legal issues (in context of professional life of a teacher and use of media for expression of thought) and their Consequences (Referring to IPC Sec. 51, 66A-only 66, 67, 469, 499, etc. and also to the sections in unit-III)

### COURSE WORK/FIELD ENGAGEMENT&/PRACTICUM:

- Presentation on legal problems in educational institutes related to children, women, reservation, implementation of RTE, national integrity or use of media
- Study on offences faced by women, Girl-child in educational context
- Presenting a report on newspaper cuttings/online news on offences in the context of education
- Preparing merit-list on the basis of reservation policy
- Presentation on legal provisions of RTE
- Presentation on the Legal issues related to Public Servants and their duties
- Preparation of 'legal-dictionary'


### MODE OF TRANSACTION: Lectures, Projects, Discussion,

#### Suggested Readings:

Crime against Children at <http://ncrb.gov.in/CD-CII2012/cii-2012/Chapter%206.pdf>



IPC and other Local & Special Laws Pertaining to Crimes Against Children at [http://mahilakalyan.up.nic.in/child/IPC\\_and\\_other\\_Local\\_n\\_Special\\_Laws.pdf](http://mahilakalyan.up.nic.in/child/IPC_and_other_Local_n_Special_Laws.pdf)  
The Protection of Children from Sexual Offences Act, 2012 at <http://pib.nic.in/newsite/PrintRelease.aspx>  
National Commission for Protection of Child Rights. Guidelines for eliminating corporal punishment in schools [http://www.ncpcr.gov.in/view\\_file.php?fid=108](http://www.ncpcr.gov.in/view_file.php?fid=108)  
Corporal Punishment: Violation of Child Rights in Schools at <http://www.legalservicesindia.com/articles/punish.htm>  
Child Rights and Law: a guidebook for legal interventions at <https://www.childlineindia.org.in/pdf/Law-Manual.pdf>  
National Commission for Women. SexualHarassmentofWomenatWorkPlaceAct2013 at <http://ncw.nic.in/PDFFiles/SexualHarassmentofWomenatWorkPlaceAct2013.pdf>  
National Commission for Women.TheIndecentRepresentationofWomenProhibitionAct1986<http://ncw.nic.in/acts/TheIndecentRepresentationofWomenProhibitionAct1986.pdf>  
<http://ncw.nic.in/Acts/TheMinimumWagesAct1948.pdf>  
The Protection of Child Marriage Act at <http://ncw.nic.in/acts/pcma2006.pdf>  
critical-analysis-sexual-harassment<http://www.legalindia.com/critical-analysis-sexual-harassment-ipc/>  
Indian penal code at <http://www.childlineindia.org.in/CP-CR-Downloads/Indian%20penal%20code%201860.pdf>  
Cyber crimes and the law at <http://www.legalindia.com/cyber-crimes-and-the-law/>  
Indian penal code in hindi at <http://indiacode.nic.in/indiacodeinhindi/index.htm>  
Indian penal code at <http://www.cyberpolicebangalore.nic.in/pdf/Cyber%20law%20IPC.pdf>  
The Equal Remuneration Act, 1976 at <http://ncw.nic.in/frmReportLaws23.aspx>

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)

Department of Education /Guru Ghasidas

Vishwavidyalaya



## COURSE EPC4: UNDERSTANDING THE SELF

### COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 24 Hrs./wk

To help the prospective teachers to:

- develop an understanding of their own 'self' and 'identity' through a critical introspection
- develop an alert, observing, sensitive personality capable of
- explore their creative 'self' and develop appreciation in creative pursuit for self development
- develop appreciation on yoga in converging body-mind-soul and in creating a fully functioning self

### Workshop I: SELF AND IDENTITY

Basic idea of Self and identity: multiple identity, Discovering personal 'self' and understanding the 'identity' as a teacher reflecting upon aspirations, conflicts, strengths, weaknesses, belief system and prejudices, cultural background

#### Workshop II:

; Self-concept, self-esteem, self-efficacy, particularly in the role of a school teacher; fully functional self

*Suggested mode of transaction: (i) Talks (ii) Critical Reading of inspirational texts (iii) Psychological testing*

#### Workshop III:

### WORKSHOP II: UNDERSTANDING OTHERS

Listening and observing 'Self': Importance for a teacher to holistically understand human nature; becoming a good listener with faithful rapport; becoming an objective observer;

*Suggested mode of transaction: (i) Video clip/discussion/Activity on listening and observation skills, (ii) intrapersonal communication, (iii) one to one interaction for understanding human nature*

#### Workshop IV:

### WORKSHOP III: CREATIVE EXPRESSION AND SELF DEVELOPMENT

Exploration and Engagement in creative Expression of 'self': Understanding Creativity and its importance for human mind; Discovering the creative 'self' within in any form of creative endeavour; Putting persistent effort for adding novelty to the chosen form of creative task;

*Suggested mode of transaction: (i) talks (ii) Critical Reading of inspirational texts (iii) Activities and reflection for creative expression*

#### Workshop V:

### WORKSHOP IV: YOGA FOR SELF DEVELOPMENT

Yoga for integrating body, mind and soul, appreciating the philosophy of yoga and practicing yoga and other meditative techniques

*Suggested mode of transaction: (i) talks (ii) Practical exposure to yoga*



**COURSE SI4SI 4: SCHOOL INTERNSHIP-II (UPPER PRIMARY TO HIGHER SECONDARY)**

OBJECTIVES:

MARKS: 200 | CREDITS: 8 | 8 weeks

After completion of this internship the prospective students will be able to

- Understand the Broader concept of internship apart from the practice teaching.
- Understand various types of activities in internship as a member of the school
- Various formats to be used in the teacher training programmes.
- Exhibit various skills in teaching, evaluation, remedying, administrative activities, conducting co-curricular activities, studying students' and solving their problems, etc.

In the two-year B.Ed. Programme, internship is the professional preparation of a prospective teacher. After focussing on the teaching aspects in the third semester (for 8 weeks), the **secondlast** phase of school internship here is expected to prepare the prospective teachers for a holistic participation in the school situation. This will create a situation for the prospective teachers to undertake multiple job-roles of a teacher at a time and handle all of them with efficiency and commitment. This prepares them to feel the pressure and pleasure of performing multiple roles as a teacher, to feel how their participation makes a change among the learners and, thus, to develop a respect for the noble profession. The prospective teachers are expected to participate in teaching, evaluation, administrative tasks, conducting co-curricular activities, preparing learning material for catering students' needs as well as in a closer understanding of students in individual or in group through undertaking case studies, action research, etc. **The secondThis** phase of the school internship will again be of 8 weeks duration in the schools **as available to the department**. The details of the tasks to be undertaken by the prospective teachers are as follows:

- **Teaching (40 marks)** - Prospective teachers are expected to innovate in creating learning situations, create constructive learning situations and collaborative learning spaces in the school systems. Teaching in this phase will also include teaching in specific class levels for generating a platform for further testing and diagnosing students' problems in learning in the particular subject area. This also will include the efforts for designing remedial strategies for that subject area and the group.
- **Case study/individual portfolio-(25 marks)** - Prospective teachers are expected to undertake this activity and complete it within the period. They may have a close observation on a single student or a small group during this period so as to produce a case study report or/and a portfolio reflecting a holistic understanding of these students. The aim is to bring the Prospective teachers as close as possible to the learners and their unique characteristics and their unique circumstantial problems. This in turn is expected to sensitise them about biological-psychological-social space of learners in which they are embedded and to enhance their self-efficacy as an effective problem solver as well as reflect upon maintaining an inclusive classroom situation and school ethos.
- **School participation-(25 marks)** - Prospective teachers are expected to participate in various school activities other than classroom teaching like the Morning assembly, conducting sessional tests, administrative works, etc. as and when allotted by the school and the teacher-in-charge.



- **Teaching and Subject assessment—(4050 marks)**—Prospective teachers are expected to be able to assess comprehensively and continuously their students in both scholastic and co-scholastic dimensions of learning. This will include designing situations for diagnostic testing to assess learning and reflect upon the possible causes for it. This in turn will be an input for the remedial teaching designs as described in the preceding point. They are also expected to design the means for preparing strategies for assessing co-scholastic aspects and submit an evidence based detailed report.
- **Action research/case study/individual portfolio—(30 marks)**—Prospective teachers are expected to undertake any one of these activities and complete it within the period of the the SI. They may have a close observation on a single student or a small group during this period so as to produce a case study report or portfolio reflecting a holistic understanding of these students. They may also **Action research: (25 marks)**—The prospective teachers may identify some problem situation and undertake an action research to put effort to a practical solution for it. The aim is to bring the Prospective teachers as close as possible to the learners and their unique characteristics and their unique circumstantial problems. This in turn is expected to sensitise them about biological-psychological-social space of learners in which they are embedded and to enhance their self-efficacy as an effective problem solver and as a teacher—a friend, philosopher and guide.
- **Admin-Administrative Work (attendance record/time table/ register/ stock/ exam duty, etc)—(30.)—(25 marks)** –Prospective teachers are expected to participate in the administrative functions also like a real teacher does in the school. This will include maintaining records like the attendance record, student record, registers, stock, etc. under the guidance of the school teachers. They should also participate in planning school activities through preparing different time tables and programmes. The overall experience through such participation during this phase is expected to prepare the prospective teachers for fulfilling various administrative responsibilities and inculcate leadership qualities.
- **Conducting morning assembly and CCA –(3025 marks)**—Prospective teachers are expected to conduct morning assembly regularly during the period. They are expected to bring innovation to make the assembly an interesting activity for the students to participate and so to enhance student participation. They should regularly organise CCA in the school to enrich students with various art, literature and culture as a whole. They should take care to design such activities giving equal opportunity to all learners creating a multicultural ethos in the school system encouraging democratic thoughts and action. This will also include celebration of days of national or regional importance so as to acquaint the students of our vast cultural and national heritage.
- **Preparation of TLM—(3025 marks)** Prospective teachers are expected to prepare at least two suitable Teaching Learning Materials, either in Hard or Soft form, on their own subject area. The materials should be justified in their use in the real situation. This may include model, working model, PPT presentation for higher level learning, Braille material, etc.