

2018-19 &
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B.Ed. II Year
Paper - 7
KNOWLEDGE AND CURRICULUM

Marks – 100
External – 80
Internal - 20

OBJECTIVE

After Completing the course the students will be able:-

1. To enable student teacher appreciate the relationship between Schooling, Education and Knowledge.
2. To examine the different source of knowledge and their kinds.
3. To familiarize students with the process of Construction of knowledge.
4. To critically analyze the role of Education in reproducing Dominance and Challenging Marginalization with reference to Class, Caste, Gender and Religion.
5. To create excellence in the educational system for facing the knowledge of challenges of the twenty first century.
6. To encourage the application of knowledge skills in the Indian educational institution.
7. To enhance the quality of pre - service teacher training.
8. To realize the importance of curriculum modification.
9. To provide awareness and understanding of social environment.
10. To transform teacher - pupils in to a vibrant knowledge - based society.

COURSE CONTENT


UNIT I: CONCEPT OF KNOWLEDGE



- Meaning and nature of Knowledge.
- Source of attainment of Knowledge in school with special reference of society, culture and modernity.
- Distinctions between Knowledge and skill, Teaching and Training, Knowledge and information Reason and belief.

UNIT II: FACT OF KNOWLEDGE : DIFFERENT FACTS OF KNOWLEDGE AND RELATIONSHIP SUCH AS:

- Logical and Universal
- Concrete and Abstract
- Theoretical and practical
- School and out of school

(With an emphasis on understanding special attributes of school knowledge)


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UNIT III: CONCEPT OF CURRICULUM

- Meaning, Nature and objectives of curriculum , Need for curriculum in schools.
- Fundamental Principles of Framing/ Formulation of curriculum/ Syllabus
- Need and importance of curriculum.
- Difference between curriculum and syllabus.
- Factor influencing curriculum.
- Various types of curriculum – Subject centered, Experience centered, Activity Centered, Child Centered and craft Centered.
- Models of Curriculum Development given by Franklin Bobbitt, Ralph Taylor, Hilda Tuba and Philip Jackson

UNIT IV: CHILDS CONSTRUCTION OF KNOWLEDGE

- Sources of knowledge; Empirical knowledge vs. Revealed knowledge.
- Different kinds of knowledge;
 - a) Disciplinary knowledge; Concepts and Alternative Concepts
 - b) Course content knowledge; Criteria of Selection and Concerns
 - c) Indigenous knowledge Vs Global knowledge
 - d) Scientific knowledge Vs Religious knowledge
- Concepts of Belief, Information, Knowledge and Understanding

UNIT V: SCHOOL THE SITE OF CURRICULUM ENGAGEMENT

- Role of School Philosophy Administration (and organization) in creating a context for transacting the Curriculum effectively..
- Role of infrastructural support in Teaching and Learning; Classroom seating Arrangement, Library, Laboratory, Playground, Canteen etc.
- School Culture and Organizational ethos as the context for Teachers Work.
- Teacher's role and Support is Developing Curriculum, Realities and expectation.

Test and Assignments:-

(20 Marks)

1. Class Test (10 marks)
 2. Any one (10 marks)
- How does school knowledge get reflected in the form of curriculum , syllabus and textbooks?
 - Review of a text book of any school subject.
 - Prepare a children's literature handbook.

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- Seminars discussion, Movie Appraisals, Group work, Field work,
- Projects and the close reading of articles, policies, documents form key practitioners in the area of Curriculum Studies in Education.

References-

1. Aggarwal J.C. (2008) Knowledge Communication -20006 Major Observation and Recommendations, Educational Reforms In India For The 21st Century. New Delhi, Shipra Publication.
2. Balsara, M (1999). Principles Of Curriculum Reconstruction .New Delhi Kanishka Publication.
3. Lal, R.B. And Plaod S. (2015) .Policy Frane work And Issues In Education. New Delhi, R.Lal Book Depot.
4. Malareddy, M. And Ravishankar , S. Curriculum Development And Educational Technology. New Delhi, Sterling Publisher P.Ltd.
5. Mohanty, J.(2003). Modern Trends in Education Technology.(Reprint Addition 2013)
6. Prasad Janardan and Kumar, Vijay (1947). Advanced Curriculum Construction. New Delhi , Kanishka Publication.
7. Ramesh Shukla (2005) . Dictionary of Education (2005) .New Delhi, A.P.H. Publication corporation.
8. Soti and Sharma, A. (2014). Eminent Educational Thinkers of India, Agara, R.S.A. International Publishing Corporation.
9. www.knowledgecommission.gov.in
10. www.ncert.nic.in
11. www.takingglobal.org/experest/article.html?cid-178

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PAPER -8
GENDER SCHOOL AND SOCIETY

Marks-50
External -40
Internal -10

Objective

After completing the course the students will be able:-

- To develop basic understanding and familiarity with key concepts- gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, Patriarchy and feminism and transgender.
- To understand some import landmarks in connection with growth of women's education in historical and contemporary periods.
- To learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region ;
- To understand the need to address gender based violence in all social spaces and evolves strategies for addressing it.

Course Content

UNIT-1 GENDER ISSUES : KEY CONCEPTS

- Gender, Sexuality, Patriarchy, Masculinity and Feminity.
- Gender Bias, Gender Stereotyping and Empowerment.
- Equity and Equality in relation with Caste, Religion, Ethnicity, Disability and Region.
- Issue and Concern of Transgender.

UNIT- 2: SOCIALIZATION PROCESSES IN INDIA : FAMILY, SCHOOL AND SOCIETY

- Gender Identities and Socialization practice in different types of families in India.
- Gender issues in Curriculum- Gender, Culture and institution; Intersection of class, Religion and region- Construction of Gender in Curriculum Frameworks since Independence; An Analysis –Gender and the hidden curriculum – Gender in text and classroom processes- Teacher as an agent of change- Life skills and sexuality.
- Sites of Conflicts; Understanding the Importance of addressing sexual abuse in sfamily, Neighborhood and school and in other formal and informal institutions.

UNIT-3 : GENDER STUDIES: HISTORICAL PERSPECTIVES ON EDUCATION

- Historical Backdrop: some Landmark in Socio- Economic and Education upliftment of Status of Girls and Women.
- Constitutional Commitments, The Pre-Natal Diagnostic Techniques Act 1994.
- Reports of commissions and Committees, Policy initiative, Domestic violence act 2005.
- Child Marriage Act.
- Schemes and Programmes on Girls Education and Overall Development of Women for Addressing Gender Discrimination in Society.

Tasks and assignments

1. Class test 5 marks
 2. Any one 5marks
- Preparation of project on key concepts and its operational definitions relating it with the social context of the teachers and students.
 - Analyses Textual materials from the perspective of gender bias and Stereotype.
 - Organize debates on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity, Disability and Region.
 - Prepare a project on Issue and Concerns of Transgender.
 - Project on analyzing the growing up of boys and girls in different types of family in India.

REFERENCES:-

- Desai, Neera and Thakka, Usha (2001). Women in Indian Society. National Book Trust, New Delhi
- Dunne, Metal. (2003). Gender and Violence in Schools. UNESCO.
- Kirk Jackie E.D, (2008), Women Teaching in South Asia, SAGE, New Delhi
- Leach, Fiona. (2003). Practicing Gender Analysis in Education, Oxfam
- National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, 3.2, NCERT, 2006.
- Nayar, Sushila and Mankekar Kamala (Ed.) 2007, Women Pioneers in India's Renaissance, National Book Trust, New Delhi, India.
- Sherwani, Azim. (1998) the Girl Child in Crisis. Indian Social Institute, New Delhi.
- Srivastava Gouri, (2012), Gender and Peace in Textbook and Schooling Processes, Concept Publishing Company Pvt. Ltd. , New Delhi.

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Objectives

The course will enable the student teachers to-

- Understand the process of evaluation.
- Develop the skills in preparing, administering and interpreting the achievement test.
- Understand and use different techniques and tools of evaluation for learning.
- Comprehend the process of assessment for learning
- Develop skills necessary to compute basic statistical measures to assess the learning.

Course Content

UNIT -1 BASIC CONCEPTS AND OVERVIEW

- Basic Concepts: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading.
- Purpose of assessment in different paradigms; (a) behaviourist (with its Limited view on Learning as behaviour) (b) constructivist paradigm and (c) socio – cultural list paradigm; distinction between 'assessment of learning and assessment for learning 'assessment as a basis for talking pedagogic decisions.
- Significance of assessment for learning.
- Self assessment and peer assessment.

UNIT 2: ANALYSIS OF EXISTING PRACTICES OF ASSESSMENT

- Records used in assessment: (a) Profile: meaning, step involved and criteria for developing and maintaining a comprehensive learner profile. (b) evaluation rubric : Meaning, construction and uses (c) Cumulative Records: meaning, significance
- Ethical principles of assessment examination reforms (a) Continuous and Comprehensive Evaluation (CCE) (b) Choice Based Credit System (CBCS) (c) Open Book Examination

- Feedback in Assessment (a) Importance of feedback In learning (b) Types of Feedback: Constructive feedback: Oral and Written, Individual & Group

UNIT 3: ASSESSMENT IN THE CLASSROOM AND RECORD KEEPING

- Expanding notions of learning in a constructivist perspective.
- Ability to develop indicators for assessment: project, assignment.
- Tasks for assessment: projects, assignments.
- Formulating tasks and questions that engage the learner and demonstrate the process of thinking.
- Scope for original responses, observation of learning processes by self, by peers, by teacher.
- Organizing and planning for student portfolios and developing rubrics for portfolio assessment, teachers' diaries, and group activities for assessment.

UNIT 4: INTERPRETING TEST SCORES

- Measures of Central tendency: Mean, Median ,Mode
- Measures of Variability :quartile deviation, standard deviation
- Percentile and Percentile rank
- Co- Efficient of Correlation by Spear man's Rank Difference Method
- Standard Scores Z and T (Concept Only)
- Graphical representation of Data: Histogram ,Frequency Polygon
- Normal Probability Curve: Properties, Uses
- Skewness And Kurtosis Mode of Transaction: Lecture Cum Discussion, Group Discussion, Cooperative Learning , Student Presentation (PPT) Assignments, School Visit , Seminar

UNIT 5: FEEDBACK

- Feedback as an essential component of assessment : Types of teacher feedback (written and oral).
- Feedback to students and feedback to parents ; peers' feedback, scores, grades and qualitative descriptions, developing and maintaining a comprehensive learner profile.
- Challenges of assessment.

Task and Assignment

1. Class test 10 marks
2. Any one 10 marks
 - Developing an achievement test with its blue print, answer key and marks distribution.
 - Developing a portfolio/Profile/evaluation rubric (format).
 - Evaluation of available Unit test and reformation of the same.
 - Designing Questionnaire/ Interview Schedule on a given topic
 - Preparing any four evaluation tools for formative assessment.

REFERENCES:-

1. Deshpande, J.V. Examining The Examination System Economic & Political Weekly, April 17, 2004 Vol. XXXIX, No.16 Nawani, D (2015).
2. Re –Thinking Assessment in Schools, Economic & Political Weekly, Jan. 17, Vol. L, No.
3. Nawani, D (2012), Continuously and Comprehensively Evaluating Children, Economic & Political Weekly, Vol. XL VIII, Jan. 12, 2013.
4. NCERT(2007) National Focus Group Paper on Examination Reforms S.K.(1994)
5. Applied Statistics for Education. Mittal Publications.
6. Garrett, H.E. (2008). Statics in Psychology and Education. Delhi Surjeet Publication.
7. Mrunalini, T. (2013). Educational Evaluation Hyderabad: Neelkamal Publications Pvt Ltd.

PAPER -10
CREATING AN INCLUSIVE SCHOOL

Marks-50
External -40
Internal -10

Objective

The course will enable the student teachers to-

- To demonstrate knowledge of different perspective in the area of education of children with disabilities.
- To reformulate attitudes towards children with special needs.
- To use specific strategies involving skills in teaching special needs children in inclusive classrooms.
- To modify appreciate learner- friendly evaluation procedures.
- To incorporate innovation practices to respond to education of children with special needs.
- To contribute to the formulation of policy.
- To implement laws pertaining to education of children with special needs

Course Content

UNIT-1: PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS

- Historical perspectives and contemporary trends approach of viewing disabilities.
- Education policy 1964-66.
- The charity model, the bio centric model, the functional model and the human rights model.
- Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.

UNIT-2: LEGAL AND POLICY PERSPECTIVES

- RTE Act, 2009.
- National Policy – Education of students with disabilities in the National Policy on Education, 1968, 1986.
- POA (1992); Education in the National Policy on Disability, 2006.
- Education of Special Focus Groups under the Sarva Shiksha Abhiyan(SSA,2009);
- MHRD, 2005; Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009), National Trust and NGOs, UNESCO, UNICEF.
- Community-based Education.

UNIT-3: INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL

- School's readiness for addressing learning difficulties.
- Technological advancement and its application- ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.
- Pedagogical strategies to respond to individual needs of students cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Documentation, record keeping and maintenance.

Task and Assignments

- | | |
|---------------|----------|
| 1. Class Test | 05 MARKS |
| 2. Any one | 05 MARKS |

- Case study of a Learner with Special needs.
- Making a Report of Visit to a resource room of SSA
- Interviewing a teacher working in an Inclusive School.

REFERENCES:

1. Dunn, L & Bay, D.M (Ed): Exceptional Children in the School, New York: Holt, Rinehart, Winstons.
2. Hallahar, D.P & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusetts, 1991
3. Hewett, Frank M. & Foreness Steven R., Education of Exceptional Learners, Allyn & Bacon, Massachusetts, 1984.
4. Kirk, S.A. & Gallagher J.J, Education of Exeptional Children; Houghton Mifflin Co., Boston, 1989.
5. Magnifico, L.X: Education of the Exeptional Child, New York, Longman.
6. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
7. Singh, N.N and Beale, I.L.(eds.) Learning Disabilities- Nature, Theory and Treatment Spring-Verlag, New York, INC: 1992.

OPTIONAL SPECIAL COURSES-(ANY ONE)

PAPER -11

PEACE EDUCATION

Marks-100
External -80
Internal -20

Objective

The course will enable the student teachers to –

- To understand the concept of peace education.
- To acquire the knowledge about peaceful mind makes peaceful world.
- To understand the theory and practice of peace education.
- To understand the philosophical thoughts for peace.
- To promote awareness about the existence of conflicting relationships between people nations and between nature and humanity.
- To create framework for achieving peaceful and nonviolent societies.

Course Content

UNIT-1: CONCEPT OF PEACE

- Negative peace and positive peace.
- Negative Peace- Peace as absence of war and abolition of war, as the minimization and elimination of violence, as removal of structural violence, Peace with Justice, Peace and Nonviolent liberation technique (Satyagraha) and Disarmament.
- Positive Peace : Peace as Love, Mutual Aid, Positive Interpersonal relations, Peaceful resolution of conflict, Peace and Development, Alternatives defense, living with nature and preserving life and Ecosystem and Holistic Inner and Outer Peace.

UNIT-2: INTRODUCTION OF PEACE EDUCATION

- Meaning, Concept and need of Peace Education.
- As a universal value.
- Aims and Objectives of Peace Education.
- Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education.
- Current Status of Peace Education at Global Scenario.

UNIT-3: BASES OF PEACE EDUCATION

- Becoming peace teacher-acquisition of knowledge, values and attitudes.
- Life Skills required for Peace Education (WHO).
- Areas of Peace Education: Conflict management, Conversation of Environment.
- Challenges to Peace-Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
- Strategies and Methods of teaching Peace Education-Meditation, Yoga, Dramatization, Debate and etc.

UNIT-4: EFFECTIVE TEACHING OF PEACE

- Peace Education for Life and Lifelong education, Peace Education and Removing the Bias towards Violence- Correcting Distortions.
- Model of Integrated Learning- Transactional Modalities- Cooperative Learning, Group Discussion, Project Work, Role Play, Story Telling, Rational Analytic Method- Case Analysis and Situation Analysis.
- Peace Research, International Classrooms, International Parliament, Peace Awards, Creating Models for Peace technology- development of new tools, techniques, mechanisms and institutions for building up peace and Engaging students in Peace Process.

UNIT-5: TRANSACTING PEACE EDUCATION & ROLE OF SOCIAL AGENCIES

- Integration of Peace Education through curricular and co-curricular activities.
- Role of mass media in Peace Education.
- Programmes for Promoting Peace Education- UNESCO.
- Addressing challenges to peace in Multicultural Society.
- Role of Religion in propagation of Peace, Nelson Mandela, Mother-Teresa, Vivekananda, Gandhian Philosophy in promoting Peace Education, Role of Great personalities in promoting Peace.

Tasks and assignments

1. Class test 10 marks
2. Any one 10 marks
 - Prepare a role play of great personalities who worked / contributed towards peace.
 - Organize an activity in schools to promote peace.
 - Write a report on Gandhi and peace.
 - Write about the contribution of any two noble prize winners for peace.
 - Prepare an album of Indian philosophers and write their thoughts on peace.

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REFERENCES:-

1. Admas. D. (Ed) (1997) UNESCO and A Culture of Peace: Promoting A Global Movement, Paris UNESCO.
2. Aber, J.L. Brown, J.L.A. Henrich, C.C. (1999) Teaching Conflict Resolution: An Effective.
3. Dr. Haseen Taj (2005) National Concerns and Education, Neelkamal Publications Pvt. Ltd.
4. Dr. Haseen Taj (2005) Current Challenges in Education, Neelkamal Publications Pvt. Ltd.
5. Mahesh Bhargava and Haseen Taj (2006) Glimpses of Higher Education. Rakhi Prakashan, Agra – 27 <http://www.un.org/cyberschoolbus/peace/content.htm>.

Objectives:

The course will enable the student teachers to-

- To enable them to understand the need & importance of Yoga education..
- To sensitize the student teacher towards physical fitness & its importance.
- To make them aware of the benefits of physical fitness & activities for its development.
- To help them acquire the skills for assessment of physical fitness.
- To introduce them to the philosophical bases of yoga.
- To introduce them to types of yoga & its importance.
- To motivate them to resort to Yoga activity for the fitness development.
- To help them understand the procedure of health related fitness evaluation.

Course Content

UNIT-1: YOGA EDUCATION

- Introduction, Definition and Meaning of Yoga education.
- Objectives of Yoga education.
- Scope of Yoga education & allied areas in Yoga Education.

UNIT-2: YOGA EDUCATION AND METHODS

- Need & importance of Yoga Education in different levels of school (sec. and sr. sec. level)
- Training methods: Development of components of Yoga for physical fitness in Yoga and motor fitness through following training methods (continuous method, interval method, circuit method, fartlek/speed play and weight training)
- Development of Techniques and Tactics.

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UNIT-3: YOGA FOR PHYSICAL FITNESS

- Definition, Meaning and Concept of physical fitness.
- Types of physical fitness .
- Benefits of Yoga for physical fitness.

UNIT-4: YOGA ACTIVITIES

- Introduction, Meaning and mis-concepts of Yoga.
- Ashtang Yoga (8 stages of Yoga)
- Types of Yoga
- Importance of Yogasanas, Pranayam and Shudhikriya
- Importance of meditation in school.

UNIT-5: HUMAN ABILITIES AND YOGA IN INDIAN CONTEXT

- Education and Yoga- Promotion of intelligence, awareness and creativity through Yoga, Yoga in Class-rooms (primary, Secondary and Higher education levels).
- Stress and Yoga: Stress- definition, causes, Symptoms, Complications in life; Yogic management of stress related disorders – Anxiety, Depression and Suicidal tendencies.

Tasks and assignments

1. Class test- 10 Marks
2. Any one following- 10 Marks
 - Learning and performing of basic yogic activities
 - Yoga education relationship with other subject areas like science, social science and languages.
 - Fundamental skills of yoga.

REFERENCES:-

- Kuvalayananda, Swami, Pranayama, (1983), Popular Prakashan Bombay.
- Kuvalayananda, Swami, Asanas, (1983), Popular Prakashan Bombay, English/Hindi.
- Nagendra, H.R. (1993), Yoga in Education, Bangalore, Vivekananda Kendra.
- Niranjana, Swami, (1998), Yoga Darshan, Deoghar, Panchadarshanam Paramahansa Alakh Bara.
- Rai, Lajpat, Sawhney, R.C. and Selvamurthy, W. Selvamurthy (1998). Meditation Techniques, Their Scientific Evaluation. Gurgaon, Anubhav Rai Publication.
- Ram, Swami. (1999). A Practical Guide to Holistic Health. Pennsylvania, Himalayan Institute of Yoga.

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Objectives

The course will enable the student teachers to-

- Understand the concept, need and meaning of guidance.
- Get acquainted with the principles, issues, problems and procedure of guidance.
- Develop understanding about the role of school in guidance.
- Understand the various areas, tools and techniques in guidance.
- Understand the concept, need and meaning of counselling.
- Get acquainted with the principles and process of counselling.
- Understand the tools and techniques in counselling.

UNIT-1: GUIDANCE IN SCHOOL

- Concept, Need and Meaning of Guidance
- Principles of Guidance.
- Procedure of Guidance (steps)
- Issues and problems of Guidance.
- Role of school in Guidance.

UNIT-2: AREAS, TOOLS AND TECHNIQUES IN GUIDANCE

- Personal, Educational and Vocational Guidance.
- Tools: Records of students.
- Cumulative Record.
- Rating scale.
- Psychological tests.
- Questionnaire and Inventories.
- Techniques in Guidance (a) Observation, (b) Interview, (c) Sociometry

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UNIT-3: COUNSELLING IN SCHOOL

- Concept, Need and Meaning of Counselling.
- Principles of Counselling.
- Counseling Process and Role.
- Directive, non-directive and eclectic counselling.
- Qualities and role of a school counselor.

UNIT-4: TOOLS AND TECHNIQUES IN COUNSELLING

- Individual counselling and Group counselling.
- Lectures, Discussions and Dramatics as techniques in counselling.
- Importance of follow-up in counselling.
- Counselling for the children with special needs.
- Counselling for Parents.

UNIT-5: GUIDANCE AND COUNSELING FOR SPECIAL NEEDS POPULATION GUIDANCE OF CHILDREN WITH SPECIAL NEEDS

- Problems and needs.
- Guidance of the gifted and creative students.
- Guidance of under achiever.
- Slow learners and first generation learners.
- Guidance of learning disabled, drug addicts and alcoholics.
- Deaddiction centers, Career resource centre.
- Evaluation of counseling.
- Need for research and reforms in guidance and counselling.

Tasks and assignments:

1. Class test 10 Marks
2. Any one 10 Marks
 - Interview of a school counselor.
 - Visit to a guidance or counseling centre and write a report.
 - Administration of an individual test and preparing a report.

REFERENCES:

1. Anastasi A. Differential Psychology, New York: Mac Millan Co.,1996.
2. Arbuckle Dugland, Guidance and Counseling in the Classroom, Allyn & Bacon Inco., 1985.
3. Baqrki B.G., Mukhopadhyaya B., Guidance and Counseling; A Manual, New Delhi; Stanley Publishers, 1990.
4. Crow & Crow, An Introduction to Guidance, New Delhi; Eurasia Publishing House, 1992
5. Freeman E.S., Theory And Practice of Psychological Testing, New Delhi: Henry Holt 1992.
6. Jones, A.J., Principles of Guidance, New Delhi; McGraw Hills Publishers, 1970.
7. Kochhar S.K- Educational and Vocational Guidance in Secondary Schools, New Delhi, Sterling Publishers Pvt. Ltd., 1990.
8. Kolher. S.K., Educational and Vocational Guidance, New Delhi: Practice Hall India Ltd., 1995.
9. NCERT, Guidance and Counseling in Indian Education, New Delhi; NCERT, 1978.






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HEALTH AND PHYSICAL EDUCATION

Marks-100
External -80
Internal -20

Objective

The course will enable the student teachers to:

- To introduce the student teacher with the concept of wholistic health.
- To enable them to understand the various dimensions & determinants of health.
- To acquaint them to school health programme and its importance.
- To enable them to understand the need & importance of physical education.
- To acquaint them to allied areas in physical education.
- To sensitize the student teacher towards physical fitness & its importance.
- To make them aware of the benefits of physical fitness & activities for its development.
- To help them acquire the skills for assessment of physical fitness.

Course Content

UNIT-1: CONCEPT OF HEALTH

- Introduction, Definition and Meaning of Health
- Dimension of health
- Determinants of health
- Importance of balanced diet

UNIT-2: HEALTH AND PROGRAMME

- School health programme
- Role of teacher in development of health
- Health Hygienic Education

UNIT-3: PHYSICAL EDUCATION

- Introduction, Definition and Meaning of Physical education
- Objectives of Physical education
- Scope of Physical education & allied areas in Physical Education

UNIT-4: PHYSICAL FITNESS

- Definition, Meaning, Types and factors of Physical Fitness

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- Factors affecting physical fitness
- Benefits Physical Fitness
- Physical education and sports

UNIT-5: PHYSICAL FITNESS AND EDUCATION

- Need and Importance of Physical activities at school level (SEC. & SR. SEC.)
- Techniques and methods of Assessment of Physical fitness

Tasks and assignments

1. Class test 10 Marks
2. Any one of the following 10 Marks
 - Activities for developing of physical fitness
 - Project on health/sports.
 - Analysis of various text books from health and physical education point of view.
 - Organization of games and sports tournaments.
 - Rules and regulation of sports.

REFERENCES:

- Brown, Gordon, Board of Education, Tentative Curriculum Guide for Physical Education, Volume-1 Ridewood Public Schools, New Jersey, 1960.Th.
- Diehl, Harold, Text Book of Healthful Living, 5 Editions, McGraw-Hill Book Company, New York, 195.
- Bauer, W., Today's Health Guide, American Medical Association, 1965.
- Joint Committee of Central and Scottish Health Service Councils, "Health Education" her Majesty's Stationary Office, London, 1964.
- Ministry of Education Govt. of India, "A National Plan of Physical Education and Recreation", Albion Press, Delhi, 1956.
- Bulletin No. 5, "A Guide to Teaching Physical Education In Secondary Schools", State Department of Education, Talaharssee, Florida, 1948.
- Moss, Bernice, "Health Education", National Education Association of the Unites States, Washington, 1961.

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ENVIRONMENTAL EDUCATION

Marks-100

External -80

Internal -20

Objectives:-

The course will enable the student - teachers to-

- To acquaint the student teachers with the concept of environment and ecology.
- To create awareness and generate interest of student- teachers in environmental education.
- To provide knowledge to the student -teachers about pollution and its control.
- To sensitize student- teachers to the global environmental problems.
- To sensitize student- teachers to the need for conservation of the resources.
- To develop desirable attitude, values and respect for the environment.

Course Content

UNIT – 1: ENVIRONMENT AND ECOLOGY

- Introduction to Environment and Ecology: Concept of Environment.
- Ecology, Biosphere, Community, population.
- Ecosystem, Major Ecosystems of the World (Grassland, fresh water and Tropical Forest)

UNIT- 2: ENVIRONMENTAL EDUCATION

- Environmental Education: Meaning, Objectives.
- Its need and importance.
- Principles of environmental education.

UNIT -3 POLLUTION CONTROL

- Pollution monitoring and control :concept of pollution
- Types of pollution – Air, soil ,Water and noise pollution ,their sources.
- Effects, monitoring and control.

UNIT – 4 ENVIRONMENTAL HEALTH AND SAFETY




Coordinator
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- Concept of safety, health and environment.
- Diseases through pollution.
- Management to control diseases.
- Environmental Health and human Society.

UNIT – 5: NATURAL RESOURCES MANAGEMENT

- Natural Resource Conservation and Management: Definition, Classification of Natural Resources.
- Their Conservation and management.
- Wildlife Conservation and disaster management.

Tasks and assignments

1. Class test 10 Marks
2. Any one 10 Marks
 - Carrying out any one environmental awareness activity of the following
 - Preparing a scrap file along with suggestions of student teacher related to environmental problems.
 - Their conservation and management
 - Wildlife conservation & disaster management.

REFERENCES:

- Dani, H.M. (1996), Environmental Education, Chandigarh: Punjab University Publication Bureau.
- Kaur, A. (2003), Scientific Approach to Environmental Education, Ludhiana: Tandom Publications.
- Khoshoo, T.N. (1999), Environmental Concerns and Strategies, New Delhi: Ashish Publication House.
- Kohli, V.K. and Kohli, Vikas (1995). Environmental Pollution and Management. Ambala: Vivek Publishers.
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 Anurag
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 B.O.S. Education

Objectives:-

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

1. To develop insight of understanding of concept of Indian values according to time, space and situation.
2. To scientifically analysis values in Indian culture and tradition.
3. To develop positive attitude about Indian human values.
4. To understand the Indian values according to Shradha and logic.
5. To understand the co-ordination with Indian values and life style.
6. To analyse the ethical, artistic and pleasant values.
7. To analyse absolute value in globalization and universlization.
8. To develop the teaching learning method for adaptation and assimilation in life value.
9. Explain fundamental aims and values that provide the intellectual basis of contemporary education policy and practice.
10. Engage with issues in a manner that makes them sensitive to promote certain educational values while marginalizing others.
11. Explore the meaning of ethics and values.
12. Understand the process of value education.

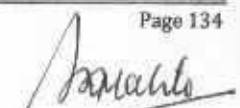
Course Content

UNIT – 1 NATURE AND SOURCES OF VALUES.

- Meaning, concept need and importance of values and ethics. Philosophical and Sociological probing into morality and values.
- Nature and sources of values, biological, psychological, social, cultural, science of living and ecological determinants of values.
- Philosophical, psychological and sociological perspective of value education.

UNIT – 2 CLASSIFICATION OF VALUES

- Classification of values, eternal, material, social, environmental, psychological, economical, political, cultural.
- Values of individual in traditional life style.
- Universal values, identification and analyse of emerging issues involving value conflicts.



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UNIT -3 VALUE IN RELIGIOUS SCRIPTURES:-

- Bhagwadgita- Nishkam karma, Swadharma, laksagrah & Stithpragya.
- Bible-concept of truth, compassion, forgiveness.
- Dhamnipada-Astangmarg, Aryastya & Madhyamarg.
- Gurugranth sahib- concept of Kirath, Sungut, Pangal & jivanmukti.
- Quran – concept of spiritual & moral values (Adal, Raham & theory of justice) & social responsibilities.

UNIT-4 METHODS & EVALUATION OF VALUE EDUCATION

- Traditional methods: story telling, Ramleela, Tamasha, street play & folk songs.
- Practical methods: survey, role play, value clarification, intellectual discussions.
- Causes of value crisis: Material, Social, Economic, Religious Evils and their peaceful solution.

UNIT - 5 ROLE OF TEACHER IN VALUE EDUCATION

- Role of school every teacher as teacher of values, school curriculum as values laden.
- Moral dilemma (Dharmasankat) and one's duty towards self and society.

Tasks and assignment:-

1. Class test 10 Marks
 2. Project (any one of the following) 10 Marks
1. Practice general etiquette (like wish to colleagues, polite way of talking etc.)
 2. Prepare a report on scientific analysis of traditional life style.
 3. Promote harmonious living in ancient social life, prepare a report and present it in the assembly to assimilate the values in the personality of students.
 4. Organize a poster making competition in school based on the classification of values.
 5. Analyse morning assembly programme of a school from the point of view of Sarv dharma prarthna and give suggestions.
 6. Organize a play or stage show on values in religious scriptures of various religious, in which students will demonstrate religiosity and common influencing factors of various religions.
 7. Make a critical analysis of any value according to any religious book.
 8. Analyse a co-curriculum activity of school from the point of view of values inculcation and give appropriate suggestions.
 9. Debate on causes of value crisis and their possible resolution.
 10. Identify analogical values in various religious scriptures, organize any activities to nurture it in students and then prepare a report to this effect.

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WOMEN EMPOWERMENT EDUCATION

Marks- 100
External- 80
Internal- 20

Objectives:-

The course will be enable the student teacher to –

- To understand the need and importance of Women Empowerment.
- To make them aware of the benefits of women empowerment.
- To create a role of women empowerment in society.
- To understand the connection with growth of women's education in historical and contemporary periods.

Course Content

Unit -1 CONCEPT OF WOMEN EMPOWERMENT

- Meaning, concept and need of Women Empowerment
- Aims and objective of Women Empowerment.
- Barriers in Women Empowerment

Unit – 2 DEVELOPMENTS OF WOMEN EMPOWERMENT

- Policies and programmes for women empowerment.
- Women and Modernization
- Employment pattern for women.

Unit – 3 EFFORTS OF EDUCATION IN WOMEN EMPOWERMENT

- Change of women's position in educational development.
- Effect of women education in independent India.
- Role of education in Women Empowerment.

Unit – 4 ROLE OF WOMEN EMPOWERMENT

- Role in - Society, Family, Community , Politics, Technology, Administration and Sports.
- Contribution of famous women as a Role Model- Indira Gandhi, Mother Teresa , Vijay Laxr Pandit ,Sunita Williams , Kalpana Chawla, Kiran Bedi, Pratibha Patil, Sushma Swaraj, Lata Mangeshkar, P.T. Usha, M.C. Marry -Kom, Sahina Nehwal, Sania Mirja, P.V. Sindhu.

M. K. Chitambar
Coordinator
21.12.2019

Unit – 5 WOMEN EMPOWERMENT IN INDIAN CONSTITUTION

- Right and facilities of women in Indian Constitution.
 - The Protection of Women from Domestic Violence Act-2005
 - The Medical Termination of Pregnancy Act-1971
 - Dowry Prohibition Act-1961
 - The Maternity Benefit Act-1961
 - The Special Marriage Act-1954
 - The Family Courts Act-1954

Tasks and assignment:-

1. Class test 10 Marks
 2. Project (any one of the following) 10 Marks
- Make a report on Women Empowerment.
 - Life sketch and contribution any two famous powerful Indian Women.
 - Collection of newspaper magazine cutting related to Women Empowerment.

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- Acharya, Parrpeek and Agarwal – Gender School and Society, Shiksha Prakashan Jaipur - 20

COURSE EPC -3
CRITICAL UNDERSTANDING OF ICT

Marks- 100
External- 50
Practical - 30
Int. Report- 20

Objectives

1. To enable the students to recognize understand and appreciate ICT as an assertive learning as a enormous fictional support to teachers.
2. To know and understand different parts of computer and their functioning.
3. To understand the operating system of computer.
4. To develop skill in the use of internet.
5. To appreciate the concept of integration of information and communication technology with education.
6. To make use of modern information and communication technology to improve teaching –learning process.
7. To develop positive attitude towards handling of computers.

Course Content

UNIT -1 INFORMATION COMMUNICATION TECHNOLOGY IN EDUCATION

- Concept ,Importance ,Meaning and Nature of Information and Communication Technology.
- Need of Information and Communication Technology in Education.
- Scope of Information and Communication technology areas ;(Teaching Learning Process, Evaluation, Research and Administration), Trends in Information and Communication Technology.
- Paradigm shift in education due to ICT content with special reference to curriculum, Role of teacher, methods of teaching, classroom environment, Evaluation Procedure and Educational Management .
- Challenges in integrating information communication technology in school education.

UNIT-2: INTRODUCTION TO COMPUTER

- ❖ General awareness about functioning of computer.
 - Generation, characteristics, Types of computers and use of computer.
 - Brief introduction of working computer using the block diagram.
- ❖ Hardware -
 - Input device- keyboard, mouse, scanner, microphone and digital camera.
 - Output device- monitor, printer, speaker and screen image projector.
 - Storage device- hard disk, CD and DVD and mass storage device (pen drive)
- ❖ Software
 - Operating system- concept and function.
 - Application software (its uses in education)
 - Word processors.
 - Power point presentation
 - Spread sheet.
 - Viruses and their management

UNIT-3: ICT SUPPORTED TEACHING/ LEARNING STRATEGIES, INTERNET AND INTRANET

- Cal-Computer Assisted Learning.
- Pbl- Project Based Learning
- Technology Aided Learning
- E-Learning- Concept and Nature
- Web Based Learning
- Virtual Classroom- Concept, Need and Importance
- Facilities Available for Communication-
 - (a) Email, Chat and Online Conferencing.
 - (b) E-Library, Websites, Blog, Wikipedia.
 - (c) Search Engines- Concept and Uses.

Task and assignments: practical +sessional (submission report) 30+20 =50 marks

Practicum -30 marks

- ❖ Prepare a report on effective teaching learning process with ICT
- ❖ Practicing word processing using Indian language software.
- ❖ Practice in installing various system and application software.
- ❖ One term paper of any topic to related to ICT.
- ❖ Comparison of various ICT supported teaching learning strategies.
- ❖ Report on web based learning environments.

Sessional (Submission Report): 20 marks

- ❖ Preparation of studies for teaching on any topic at the school level.
- ❖ Analysis of multimedia packages.
- ❖ Any seven topic – Key Board, Mouse, Printer, Monitor, CPU, Motherboard, RAM & ROM, Hard Disks, Floppy Disk, SMPS, UPS.

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नाद




Rajshri
Bhargava
H.P. Bhargava House, Agra

Objectives

- To develop understanding about themselves the development of the self as a person and a teacher.
- To develop social relation sensitivity and effective. Communication skills, including the ability to listen and observe
- To develop a holistic and integrated understanding of the human self and personality.
- To build resilience within to deal with conflicts at different level and learn to create terms to draw upon collective strength.
- To help explore one's dreams, aspiration, concerns through varied forms of self expression, including poetry and humour.
- To introduce yoga to enhance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one's surrounding.

Course Content

UNIT-1: EXPLORING THE SELF (POTENTIAL OF SELF, FEARS, ASPIRATIONS)

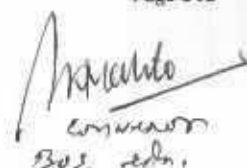
- Exploring the self (potential of self, fears, aspirations).
- Self identity.
- Teacher as a reflective practitioner.
- Psycho-lingua.

UNIT-2: THE EVOLVING SELF

- Developing the self (building self esteem, self image).
- Harmony and peace with self (resilience, mindfulness).
- Positivity and management of emotions.
- Tactics and technique of self understanding.

UNIT-3: THE EMERGING SELF

- Stereotypes and Prejudices: Gender, Class, Caste, Race, Region, Language, Religion.
- Disability (any three of the indicated may be chosen) Agencies that shapes the self; Family, School and Media.
- Challenging stereotypes.



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Taska and Assignments

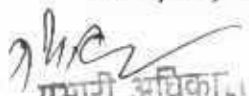
1. Class Test 05 Marks

2. Any one 05 Marks

- Participate or lead in real life intervention (within families/college or community) through guidance and counseling.
- Review of personal narratives, life stories and group interaction.
- Write a reflection about your journey as a student-teacher. Identify areas where you think you need to improve and elucidate how you intend bringing improvement in yourself in these areas.

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प्रभारी अधिका.
अकादमिक-प्रथम