

**M.J.P. ROHILKHAND
UNIVERSITY, BAREILLY**

SYLLABUS

B.Ed.

2025-27

First Year Syllabus



Scan the QR
for Catalogue

मुफ्त

FREE

R. LALL BOOK DEPOT

(An ISO 9001-2008 Certified Company)

Near Govt. Inter College, Begum Bridge Road, Meerut (250 001)

Ph. : 0121-4023623

Website : www.rlall.in

e-mail : info@rlall.in

Order Booking No. : 0121-4054773

Whatsapp No. : 7455030502

Course	Maximum Marks		
	Ext.	Int.	Total
Paper 1 : Childhood and Growing up	80	20	100
Paper 2 : Contemporary India and Education	80	20	100
Paper 3 : Learning and Teaching	80	20	100
Paper 4 : Language Across the Curriculum	40	10	50
Paper 5 : Understanding Disciplines and Subjects (Social Science, Science, Maths, Language)	40	10	50
Paper 6 : Gender, School and Society	40	10	50
Paper 7 : (A) Pedagogy of School Subject (Part - I) (Any One)	40	10	50
1. Teaching of Physical Science			
2. Teaching of Biological Science			
3. Teaching of Mathematics			
4. Teaching of Home Science			
5. Teaching of Social Studies			
6. Teaching of English			
7. Teaching of Hindi			
8. Teaching of Sanskrit			
9. Teaching of Commerce			
EPC 1 : Reading and Reflecting on Texts	Nil	50	50
EPC 2 : Drama and Art in Education	40	10	50
EPC 3 : Critical Understanding of ICT	40	10	50
Total			650

PAPER I

CHILDHOOD AND GROWING UP

UNIT I : Introduction to Concept and Process of Childhood Development

- Meaning of Childhood development, Principles of development.
- Study of Life span-Prenatal, early childhood, middle childhood, adolescence and adulthood and stage specific characteristics.
- Meaning of cognition and its role in learning.
- Facilitating Holistic development for self and society
- Procedure for studying Children-Observation, Interview and Case Study.

UNIT II : Theories of Childhood Development and their Significance

- Erik Erikson's Psychosocial Theory.
- Piaget's Cognitive Theory.

- Arnold Gesell's Maturation Theory.
- Bandura's Social Learning Theory.
- Bronfen Brenner's Ecological Theory.
- Vygotsky's Socio-cultural Theory.
- Noam Chomsky's Processing Theory.

UNIT III : Childhood and Adolescence

- Defining Childhood and Adolescence as a distinct stage.
- Adolescence special feature and challenges.
- Characteristics and developmental task of Childhood and Adolescence.
- Socialization of Childhood and Adolescence in different culture.
- Role of media in the life of adolescents with special reference to use of internet (Social networking sites, E-mails, Browsing).

UNIT IV : Family School and Community

- The Family : Meaning, function of the family, family as a social system, different styles of child rearing, Socio-economic and Ethnic variation in Child Rearing, Cultural Influences of family.
- School : Meaning and Function of school, school transition in childhood and adolescence, helping adolescence in school adjustment. Teacher student interaction, peer relation and its importance, Cultural value of peer groups.
- Community : Meaning and Function of Community, case study of a community-linked programme at local/national/international level.

UNIT V : Issues and Concern in Childhood and Adolescence

- Children with difficult circumstances and Understanding of them- Juvenile delinquency, maladjustment, depression in adolescence.
- Marginalized Children : Child labour, Overweight/Underweight children, Children growing up in poverty, HIV affected children, Orphans.
- Approaches to intervention and therapy for well being-Preventive and Promotive Approach, Individual counseling and family therapy.

अनुमोदित पुस्तकें

1. Childhood and Growing up

—Suresh Bhatnagar, Shivani Nigam,
Imtiyaj Mansoori, Yeasmin Sultan

2. बाल्यावस्था एवं विकास

— ए०बी० भटनागर, डॉ० अनुराग भटनागर

3. बाल्यावस्था एवं विकास

— डॉ० सीमा गुप्ता

4. बाल्यावस्था एवं विकास

— प्रो० आर०एन० मानव

PAPER 2**CONTEMPORARY INDIA AND EDUCATION****UNIT I : Education and Indian Society**

- Education : Concept, process, basis and nature, Concept of education at different stages and functions of education.
- Indian Constitution and national goals: Preamble, fundamental rights and duties, Concepts of democracy, socialism, secularism and national integration, Constitutional provisions for education.

UNIT II : Heritage : Philosophical and Educational

- Educational heritage : Ancient, Medieval and British, Critique of colonial education
- Relationship between Philosophy and Education.
- Thoughts on Education : Idealism, Naturalism, Pragmatism, Realism, Humanism features and their educational implications.
- Thinkers on Education : Plato, Froebel, Montessori, Dewey, Gandhi Ji, Tagore, Vivekananda, Jiddu, Krishnamurti
- Eclectic tendencies in education.

UNIT III : Education for Transformation

- Different forms of diversity and inequality, its implication for education—Religion, caste and tribe; sex, class and others.
- Education and economic development, education and scientific development, Role of education equality in social change.

UNIT IV : Policy Frameworks for Public Education :

- Language Policy : Colonial debates on school language, three language formula, multilingual education.
- Commission and Policies : Recommendations of Indian Education Commission, NPE 1986 and its review (G.O.I., 1992), National Curriculum Framework (NCF) for school education 2005, Knowledge Commission 2005, Right to Education 2009.
- Programme for Children : Integrated Child Developmental Scheme (ICDS); National Plan of Action for Children 2005, Counseling and Guidance services provided by the State, Integrated Programme for Street Children, Child-line service.

UNIT V : Issues and Concerns in Education

- Meaning and Concept of liberalization, globalization and privatization and its impact on education, national and social integration, vocationalization of education and skill development.
- Laws, Policies and Programmes for Children within the framework of Human Rights.

अनुमोदित पुस्तकें

COMPULSORY PAPER-II

1. Contemporary India and Education

—Dr. Soti Shivenda Chandra, Dr. Amit Sharma, Dr. R.K. Singh

2. Contemporary India and Education

—Pradeep Singh Dehal, Satish Kumar Pandey

3. समकालीन भारत और शिक्षा

—गिरीश पचौरी

4. समकालीन भारत और शिक्षा

—सुरेश भटनागर, मुनेन्द्र कुमार

PAPER 3

LEARNING AND TEACHING

UNIT I : Process of Knowing and Learning

- Concept and meaning of Education, Goals of Education.
- Process and modes of Education.
- Differentiate between information, knowledge, belief and truth.
- Learning : Meaning, nature, characteristics, principles and types.
- Learning Curves : Meaning, types, educational implications.
- Factors affecting Learning : Maturation, attention, interest, fatigue, school related factors.
- Motivation : Definition, types and techniques, Maslow's theory.

UNIT II : Approaches to Learning

Concept, theories and educational applicability of following approaches to learning :

- Behaviorist Approach : Thorndike's theory of Trial and Error; Pavlov's theory of Classical Conditioning; Skinner's theory of Operant Conditioning.
- Humanistic Approach : Roger's Social Learning Theory.
- Cognitive Approach : Bruner's theory of Discovery Learning; Tolman's Sign learning Theory, Vygotsky's Socio-cognitive theory and Kurt-Lewin's Field theory.
- Constructivism : Cognitive constructivism and social constructivism (concept and features), cooperative and collaborative learning, understanding processes that facilitate construction of knowledge (experiential learning, social mediation, meta cognition).

UNIT III : Differences in Individual Learners

- Intra and Inter Individual Differences : Meaning, dimensions and factors.
- Intelligence : Nature, theories (Factor Theories, Gardner's theory of Multiple intelligence; Goleman's theory of emotional intelligence) and assessment.
- Learning Styles : Concept, types and implications for learning.
- Personality : Meaning and types, Trait theories.

- Freud's Psychoanalytical theory.
- Creativity : Concept, factors and nurturing creativity.

UNIT IV : Classroom Dynamics and Role of Teacher

- Classroom climate and group dynamics.
- Development of inter personal relationships, use of socio-metric techniques.
- Classroom management.
- Leadership dynamics.
- Teacher as a leader of group and facilitator of learning.
- Teacher's accountability.

UNIT V : Teaching as a Complex Activity

- Concept of Teaching : Meaning, definition, characteristics, forms.
- Phases of Teaching : Pre-active, inter-active, post-active.
- Levels of Teaching : Memory, understanding, reflective.
- Basic teaching skills and competencies, strategies and techniques of teaching.
- Professional ethics and code of conduct for teachers in formal schools.

अनुमोदित पुस्तकें

COMPULSORY PAPER-III

- | | |
|--------------------------|--|
| 1. Learning and Teaching | —Suresh Bhatnagar, Premlata Maisnam,
S.K. Lenka |
| 2. अधिगम एवं शिक्षण | —मोहन लाल आर्या |
| 3. अधिगम एवं शिक्षण | —डॉ० ए०बी० भटनागर एवं अनुराग भटनागर |

PAPER 4

LANGUAGE ACROSS CURRICULUM

UNIT I : Language and Society

- Relationship between Language and Society : Identity, power and discrimination.
- Multilingualism : Differential status of Indian classroom language, dialects vs. standard language.

UNIT II : Language Development and Acquisition

- Theories of language development and its implementation in teaching.
- Psychological basis of language.
- Language Acquisition : Stages, language and thought, Language

acquisition and cognitive development, language in different contexts.

UNIT III : Classroom Discourse

- Classroom Discourse : Meaning, nature and medium.
- Importance and elements of oral language, Strategies for using oral language : Discussion and questioning as tools for learning, debates, seminars.
- Role of teacher in classroom discourse.

UNIT IV : Reading, Listening and Speaking

- Need and importance of Reading, Listening and Speaking.
- Types of Reading : Skimming and scanning, strategies for effective reading : loud and silent readings,
- Analyzing text of different nature, Developing listening skills, articulation of different sounds, stress, rhythm, tonal variations and intonation.
- Speech Defects : Lipping, slurring, stuttering and stammering and role of teacher in their resolution.

UNIT V : Developing Writing Skills

- Need and importance of writing.
- Making reading writing connections.
- Strategies of Writing for Children : Note taking, summarising, Analysing children's writings, Text book analysis.

अनुमोदित पुस्तकें

COMPULSORY PAPER-IV

1. Language Across the Curriculum —Mamta Shukla
2. Language Across the Curriculum —Ranjana Pandey
3. पाठ्यक्रम में भाषा — पूजा अग्रवाल
4. पाठ्यक्रम में भाषा — डॉ० रामकिशोर सिंह
5. पाठ्यक्रम में भाषा — डॉ० कविता विश्णोई
6. पाठ्यक्रम में भाषा एवं पाठ्यक्रम विकास — डॉ० राजकुमार गोयल, डॉ० मीरा अग्रवाल

PAPER 5

UNDERSTANDING DISCIPLINES AND SUBJECTS

UNIT I : Disciplinary Knowledge

- Meaning, definition and nature of discipline. Role of disciplinary knowledge in overall scheme of school curriculum.

- History of the teaching of different disciplinary areas like Language, Math, Social Science and Science.
- Paradigm shift in the nature of discipline.

UNIT II : Syllabus and Content in Disciplinary Areas

- Meaning, definition and nature of Syllabus in different disciplinary areas.
- Selection criteria of contents in the syllabus, Sequencing and transformation of the contents in the syllabus for construction of learners own knowledge through it.
- Criteria of inclusion and exclusion of subject area from the school curriculum.

UNIT III : Notion of the Disciplinary Doctrine

- Discipline oriented *vs.* learner oriented school subject.
- School subject as the tool of social reconstruction and national development.

UNIT IV : Advancement of Knowledge and Sea Changes in Disciplinary Areas

- In respect of Social Science, Science, Math and Language.

UNIT V : Designing of Discipline and Subject

- Differentiate among curriculum, syllabus and text book.
- Designing of curriculum, syllabus and text book.
- Criteria of selection of good text books, magazine and journals.
- Importance of practical, community and intuitive of tacit knowledge in the design of school subject.

अनुमोदित पुस्तकें

COMPULSORY PAPER-V

1. Understanding Disciplines and Subjects

—Dr. Premlata Maisnam, Dr. S.K. Lenka, A.K. Gandhi

2. Understanding Disciplines and Subjects

—Dr. Premlata Maisnam

2. पाठयक्रम विषयों की समझ

—डॉ० रामकिशोर सिंह

Paper 6

GENDER, SCHOOL AND SOCIETY

UNIT I : Gender Issues : Key Concepts

- Concepts and terms and relate them with their context in

understanding the power relations to gender, sex, sexuality, patriarchy, masculinity and feminism.

- Gender bias, gender stereotyping and empowerment.
- Equity and equality in relation with caste, class, religion, disability and region.

UNIT II : Gender Studies : Paradigm Shifts

- Paradigm shift from women's studies to gender studies.
- Historical backdrop : some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education.
- Contemporary period : recommendations of policy initiatives, commission and committees, schemes, programmes and plans.

UNIT III : Gender, Power and Education

- Gender identities and socialization practices in : Family, School and other formal and informal organization.
- Schooling of girls: Inequalities and resistances (issues of access, retention and exclusion), Overview of girl education in India with special reference to U.P.

UNIT IV : Gender Issues in Curriculum

- Gender, culture and institution : Intersection of class, caste, religion and region.
- Curriculum and gender question.
- Construction of gender in curriculum framework since independence : An analysis.
- Gender and the hidden curriculum.
- Gender in text and context (textbooks of other disciplines, classroom process, including pedagogy).
- Teacher as an agent of change and Life skills Trainer.

UNIT V : Gender, Sexual Harassment and Abuse

- Linkages and differences between reproductive right and sexual rights.
- Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models).
- Sites of conflict : Social and emotional.
- Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions.
- Agencies perpetuating violence : Family, school, work place and media (print and electronic).
- Institutions redressing sexual harassment and abuse.

अनुमोदित पुस्तकें

COMPULSORY PAPER-VI

1. Gender, School and Society —*Dr. Parul Sharma, Dr. V.P. Vishwakarma*
2. Gender, School and Society —*Dr. Girish Pauchari*
3. Gender, School and Society —*Dipti Johari*
4. लिंग, विद्यालय एवं समाज —*सुधीर कुमार मिश्रा, अपर्णा मिश्रा*
5. लिंग, विद्यालय और समाज —*राजकुमार गोयल, मीरा सिंह*
6. जेन्डर, स्कूल तथा समाज —*डॉ० दीप्ति जौहरी*

Paper-7 (a) Pedagogy of a School Subject : (Part-I) Paper – 7 (a) : Teaching of Physical Science

UNIT I : Nature of Science

- Science as a domain of enquiry, Science as an interdisciplinary area of learning. Facts, concepts, principles, law and theories – their characteristics in content of Science. Contribution of Eminent Scientist; Isaac Newton, Dalton, Albert Einstein, Graham bell, J.C. Bose, C.V. Raman, Vikram Sarabhai, H.J. Bhabha, A.P.J. Abdul Kalam.

UNIT II : Aims and Objectives in Teaching of Science

- Aims and objectives of Science teaching at upper primary and secondary level school. General objectives, specific objectives, classification of learning objective; cognitive, affective and psychomotor. Writing objectives in behavioural terms in content areas of Science.

UNIT III : Curriculum Organization

- Organizational structure of curriculum, types of curriculum, principles of Science curriculum, curriculum objectives.
- Trends in Science curriculum. Justification for including Science as a subject of study in school curriculum.

UNIT IV : Lesson Planning

- Meaning and need of lesson planning, characteristics of good lesson plan, types of lesson plan, approaches in lesson planning; Herbert and RCEM. Design of lesson plan in the content area of Science, simulation and micro-teaching skills.

UNIT V : Teaching Models and Strategies

- Meaning and definition of teaching models, fundamental elements of teaching models, types of teaching models; behavior modification and constructivist. Microteaching simulated teaching, team

teaching, PLA technique, project based learning, cooperative learning, Application of ICT in the Science Classroom.

अनुमोदित पुस्तकें

1. Pedagogy of School Subject Physical Science

—Dr. S.P. Kulshrestha, Dr. Gaya Singh

2. Pedagogy of School Subject Science —A.B. Bhatnagar, S.S. Bhatnagar

3. Pedagogy of School Subject Science —Dr. S.P. Kulshrestha, K.P. Singh

4. विज्ञान शिक्षण (फिजिकल साइन्स) —ए०के० कुलश्रेष्ठ, एन०के० कुलश्रेष्ठ

5. विज्ञान शिक्षणशास्त्र —डॉ० ए०बी० भटनागर, अनुराग भटनागर

Paper 7(a) : Teaching of Biological Science

UNIT I : Nature and Scope of Biological Science

- Science as a domain of enquiry, History of biological science.
- Origin of life and evolution, biodiversity, observations and experiments in biological sciences; Interdisciplinary linkages, biological sciences and society.

UNIT II : Aims and Objectives of Biological Science

- Developing scientific attitude and scientific temper; Acquire the skills to understand the methods and process that lead to exploration.
- Know the facts and principles of biology and its applications consistent with the stages of cognitive development of learners.

UNIT III : Exploring Learners

- Motivating learner to bring his/her previous knowledge in science/biology gained through classroom/environment/parents and peer group.
- Generating discussion, involving learners in teaching-learning process, encouraging learners to raise questions, appreciating dialogue amongst peer groups, encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in biological science (individual or group work).

UNIT IV : School Science Curriculum (Biological Science)

- Trends in Science curriculum; Consideration in developing learner-centered curriculum in biology.
- Analysis of textbooks and biology syllabi of NCERT and States/UTs at upper primary, secondary and higher secondary stages.
- Analysis of other print and non-print materials in the area of biological science used in various states.

UNIT V : Approaches and Strategies of Learning Biological Science

- Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge.
- Scientific method : observation, enquiry, hypothesis, experimentation, data collection, generalization; Communication in biological sciences; Problem solving, investigatory approach, concept mapping, collaborative learning, Project based learning, experiential learning in biological science. Simulation, micro-teaching skills and lesson planning.

अनुमोदित पुस्तकें

1. **Pedagogy of Biological Science** —*S.P. Kulshreshtha, A.K. Kulshrestha*
2. **Pedagogy of School Subject Biological Science**
—*Dr. Sudha Pahuja, Dr. Ravi Kant*
3. **Pedagogy of School Subject Life Science** —*Dr. Munendra Kumar*
4. **जैविक विज्ञान शिक्षण की प्रक्रिया** —*उन्नति बिश्नोई*
5. **जीव विज्ञान शिक्षण** —*डॉ० एस०पी० कुलश्रेष्ठ, धर्मेन्द्र तोमर, सतीश कुमार गिल*
6. **जीव विज्ञान शिक्षण** —*डॉ० ए०बी० भटनागर, अनुराग भटनागर*

PAPER 7 (A) : TEACHING OF MATHEMATICS**UNIT I : Nature and Scope of Mathematics**

- Meaning and building blocks of mathematics, the nature of mathematical propositions, truth values, compound propositions; Truth tables; Truth sets; Venn diagram, logically valid conclusions; Use of quantifiers; A mathematical theorem and its variants-converse, inverse and contra positive; proof and types of proof; Deductive nature of mathematics; History of mathematics with special emphasis on teaching of mathematics, contribution of Indian mathematicians. Scope of mathematics.

UNIT II : Aims and Objectives of Teaching School Mathematics

- Need for establishing general objectives for teaching mathematics. Study of the aims and general objectives of teaching mathematics vis-a-vis the objectives of school education, writing specific objectives in various content areas in mathematics like Algebra, Geometry etc.

UNIT III : School Mathematics Curriculum

- Objectives of curriculum, principles of designing curriculum, designing curriculum of different stages of schooling, main goal of mathematics education, core areas of concern in school

mathematics, curricular choices at different stages of school mathematics education, construction of syllabi in various disciplines of mathematics, for example, Algebra, Geometry etc; Pedagogical analysis of various topics in mathematics at various levels of schooling – Arithmetic (Development of Number Systems), Algebra, Trigonometry, Statistics and Probability etc.

UNIT IV : Approaches and Strategies in Teaching and Learning of Mathematical Concepts

- Nature of concepts, concept formation and concept assimilation. Planning and implementation of strategies in teaching a concept. Problem posing and solving, discovering or exploring various options for solving the problems, formulation of generalizations through several illustrations, difference between teaching of mathematics and teaching of science, use of PLA technique, cooperative learning, Simulation, micro-teaching skills and lesson planning.

UNIT V : Exploring Learners

- Cultivating learner's sensitivity like intuition, encouraging learner for probing, raising queries, appreciating dialogue among peer-group, promoting the student's confidence.

अनुमोदित पुस्तकें

- | | |
|---|----------------------------|
| 1. Pedagogy of School Subject Mathematics | —Dr. A.K. Kulshrestha |
| 2. गणित शिक्षण | —डॉ० अरुण कुमार कुलश्रेष्ठ |
| 3. गणित शिक्षण | —डॉ० ए०बी० भटनागर |
| 4. गणित शिक्षण | —उन्नति बिश्नोई |

PAPER 7(A) : TEACHING OF HOME SCIENCE

UNIT I : Nature and Scope of Home Science

- Philosophy of Home Science, History of Home Science in India, Definition and Concept of Home Science, Role of Home Science in National development and International Integration, Scope of Home Science.

UNIT II : Place of Home Science in School at Different Level

- Place of Home Science in school curriculum, Home Science at elementary level, Home Science for class 9th and 10th , Home Science for class 11th and 12th, Subjects included in Home Science.

UNIT III : Aims and Objectives of Teaching Home Science

- Aims of teaching Home Science, Objectives of teaching of Home Science at upper primary level, secondary level and higher

secondary level, Writing objectives in Behavioural terms, Correlation of Home Science with other subjects.

UNIT IV : Home Science Curriculum

- Characteristics of learner, Principles of development of curriculum for Home Science, Important points for curriculum construction in Home Science, Status of Home Science curriculum in secondary education.

UNIT V : Methods of Teaching Home Science

- Importance of Methods of Teaching Home Science, Teaching Methods : Lecture-cum-discussion method, Laboratory method, Demonstration method, Project method, Field trip method, Assignment method, Simulation, micro-teaching skills and lesson planning.

अनुमोदित पुस्तकें

1. Pedagogy of School Subject Home Science —*B.L. Sharma, B.M. Saxena*
2. गृह विज्ञान शिक्षण —*डॉ० सुरक्षा बंसल*
3. गृह विज्ञान शिक्षण —*डॉ० महिमा गुप्ता*

PAPER – 7(A) : TEACHING OF SOCIAL STUDIES

UNIT I : Conceptualization of Social Studies

- Concept, nature and scope of social studies, Philosophical and Theoretical basis of Social studies.
- Distinguishing between natural sciences and social sciences, major social science disciplines in schools.
- Place of social studies in school curriculum: Aims and objectives of teaching social studies at various level of education with special reference to Indian conditions.
- Need and significance of teaching social studies at secondary level of education.

UNIT II : Curriculum of Social Studies

- Curriculum its meaning and definitions.
- Evolution of Social Science Curriculum in the context of independent India.
- Process of curriculum development in social science.
- Critical appraisal of existing social science curriculum at secondary level of education.

UNIT III : Principles, Maxims, Methods and Techniques of Teaching Social Science

- Principles and maxims of class-room teaching of social science.
- Teaching methods : meaning, definition.
- Modern and traditional Methods of teaching social science.
- Techniques of teaching : meaning, definition.
- Different techniques of teaching social science.

UNIT IV : Teaching Aids in the Teaching of Social Science

- Importance of teaching aids.
- Different kinds of teaching aids : Traditional and modern teaching aids of teaching of social science.
- Preparation of teaching aids.
- Use of teaching aids in the class room situations.
- Application of ICT in the Social Science Classroom.

UNIT V : Lesson Planning in Social Science

- Meaning, needs, importance of lesson planning in social science.
- Different approaches of lesson planning in social science.
- Preparation of lesson plan in social science, Simulation, micro-teaching skills and lesson planning.

अनुमोदित पुस्तकें

1. Pedagogy of School Subject Social Science

—R.A. Sharma, Shikha Chaturvedi

2. Pedagogy of School Subject Social Science

—Dr. Gurvinder Kour and Vijay Kumar Gupta, Nisha Singh

3. Pedagogy of School Subject Social Science

—Ravi Kant

4. सामाजिक विज्ञान शिक्षण

—डॉ० गजेन्द्र सिंह तोमर

5. सामाजिक विज्ञान शिक्षण

—डॉ० मोहन लाल आर्य, भूपेन्द्र कौर, डॉ० महेन्द्र प्रसाद पाण्डेय, राजकुमारी गोला

PAPER 7(A) : TEACHING OF ENGLISH

UNIT I : Role of Language

- Role of language in Gender sensitivity, Language as means to establish identity, Language and class.
- Relation between language and comprehension (Understanding), Language as medium of instruction, multilingual as a resource and challenge in classrooms and how to overcome the same.

- Policies of Language Education : Article 343-351, 351A; Kothari Commission (1964-66); NPE-1986; POA -1992, National Curriculum Framework 2005 (language Education).

UNIT II : Position of English in India

- English as a colonial Language.
- English as a second language.
- English as a global language.
- Challenges of teaching English.
- Significance of English in the age of Globalization.

UNIT III : Language Teaching Methodologies

- Inductive and deductive approach to teach English.
- Multilingual approach to teach English.
- Grammar Translation method.
- Direct method.
- Structural—situational approach.
- Audio-visual method.
- Natural method.
- Communicative approach.
- Total Physical Response.

UNIT IV : Nature of Language

- Different forms of English.
- Linguistic diversity and its impact on English.
- Organisation of sounds—vowels and consonant sounds.
- Understanding Phonetics ,morphology and Syntax.

UNIT V : Acquisition of Language Skills

- Active and passive skills : Reading, writing, listening and speaking.
- How to develop listening and speaking skills.
- Role, play, simulation, speech, games, language laboratories and multimedia resources
- How to develop reading skill, reading loud and silent reading, study skills, using thesauruses, dictionaries and encyclopaedia.
- Reasons of faulty pronunciation and how to overcome them.
- Process of writing, formal and informal writing, poems, short story, dialogue and advertisement.
- Simulation, micro-teaching skills and lesson planning.

अनुमोदित पुस्तकें

1. Pedagogy of School Subject English

—R.A. Mittal, S.K. Lenka, Shiv Pujan Panday

2. Pedagogy of School Subject English

—Dr. R.A. Sharma, Shikha Chaturvedi

3. Pedagogy of School Subject English

—Pooja Agarwal, Raj Kumar Goyal

4. Pedagogy of School Subject English

—Dr. A.B. Bhatnagar

PAPER 7(A) : हिन्दी शिक्षण (पार्ट 1)

यूनिट I : भाषा शिक्षण

- भाषा सम्प्रत्य, भाषा की प्रकृति एवं भाषा के विविध रूप, भाषा का सामाजिक जीवन में महत्त्व ।
- भाषा-प्रयोग एक कौशल, हिन्दी भाषा शिक्षण में प्रयुक्त होने वाले सूत्र और भाषा शिक्षण के मुख्य सिद्धान्त ।

यूनिट II : मातृभाषा की महत्ता, पाठ्यक्रम एवं उद्देश्य

- मातृभाषा का अर्थ एवं परिभाषा, महत्त्व, विभिन्न स्तरों पर पाठ्यक्रम में मातृभाषा का स्थान ।
- शैक्षिक एवं शिक्षण उद्देश्यों में अन्तर, उद्देश्यों का विश्लेषण, पूर्व-प्राथमिक, प्राथमिक, उच्च प्राथमिक एवं माध्यमिक स्तरों पर मातृभाषा शिक्षण के उद्देश्य ।

यूनिट III : नवीन शिक्षण पद्धतियों और भाषा शिक्षण

- मॉन्टेसरी पद्धति, किण्डरगार्टन, डाल्टन योजना, प्रोजेक्ट पद्धति एवं खेलविधि ।
- भाषा प्रयोगशाला का उद्देश्य, आवश्यकता एवं भाषा शिक्षण में प्रयोगशाला का महत्त्व ।

यूनिट IV : वाचन एवं लेखन शिक्षण :

- वाचन का महत्त्व, उद्देश्य, सुन्दर वाचन की विशेषताएँ, वाचन के प्रकार, वाचन शिक्षण की विधियाँ एवं सुन्दर वाचन हेतु अहम् सुझाव ।
- लेखन का अर्थ, लेखन शिक्षण के उद्देश्य, लेखन शिक्षण की विधियाँ ।
- सूक्ष्म शिक्षण, पाठ-योजना

यूनिट IV : भाषा शिक्षण में मूल्यांकन

- भाषा शिक्षण में मूल्यांकन की विभिन्न विधियाँ, हिन्दी शिक्षण में मूल्यांकन की उपयोगिता ।
- वर्तमान परीक्षा प्रणाली का मूल्यांकन, वस्तुनिष्ठ एवं निबन्धात्मक परीक्षाओं के गुण एवं दोष ।

अनुमोदित पुस्तकें

1. हिन्दी शिक्षण

—रमन बिहारी लाल

2. हिन्दी शिक्षण

—शिक्षा चतुर्वेदी

3. हिन्दी शिक्षण

—डॉ० शिखा अग्रवाल

4. हिन्दी शिक्षण

—डॉ० राजकुमार गोयल, डॉ० मीरा अग्रवाल

PEDAGOGY OF LANGUAGE (SANSKRIT) PART I

UNIT I : Role of Language

- Language and Society, Language and Gender; Language and Identity; Language and Power, Language in School, Centrality of Language in Learning; difference between language as a school subject and language as a means of learning and communication; multilingual classrooms. Position of languages in India
- Constitutional Provisions and Policies of Language Education (Articles 343-351, 350A); Kothari commission(1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005(Language Education); Position of Sanskrit.

UNIT II : Aims and Objectives of Sanskrit Language Teaching

- Aims and objectives of Sanskrit teaching at different levels (primary, secondary and higher secondary levels), quality of Sanskrit teaching: pre-class, in-class and after class.
- Curriculum and Sanskrit language : place of sanskrit at different levels of school education (primary, upper primary, secondary and higher secondary levels), place of Sanskrit in three language formula and its objectives, place of Sanskrit at Sanskrit *pathshalas*, Sanskrit commission and curriculum, Sanskrit curriculum and textbooks at school level

UNIT III : Acquisition of Language Skills

- Listening and speaking : sub-skills of listening and speaking; tasks; materials and resources for developing the listening and speaking skills : storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
- Reading importance of development of reading skills; reading aloud and silent reading; extensive and intensive reading; use of dictionary, encyclopedia, etc.
- Writing : stages of writing; process of writing; formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc.; reference skills; higher order skills.
- Brief introduction of micro and simulated teaching and preparation of lesson plans of different forms of Sanskrit literature

UNIT IV : Teaching of Different Forms of Sanskrit Literature

- Teaching of Prose, Poetry, Pronunciation, Grammar, Fables, Drama.
- Lesson Plan: Nature, Objectives need and types.

- Lesson Plan of Prose, Poetry, Drama, Story, and Grammar.
- Simulation, Microteaching and Lesson Planning.

UNIT V : Assessment-Its Role and Importance

- Understanding The Relationship Between Curriculum, Syllabus and Textbook.
- Progress and Assessment of Development of Language; Continuous and Comprehensive Evaluation; Techniques of Evaluation- Oral, Written, Portfolio; Self-Evaluation; Peer Evaluation; Group Evaluation. Preparation of objective test
- Feedback To Students, Parents and Teachers.

अनुमोदित पुस्तकें

- | | |
|-------------------|--------------------|
| 1. संस्कृत शिक्षण | —डॉ० सन्तोष मित्तल |
| 2. संस्कृत शिक्षण | —सन्त कुमार मिश्रा |
| 3. संस्कृत शिक्षण | —रेनु सिंह |
-

PAPER 7(A) : TEACHING OF COMMERCE

UNIT I : Conceptual Framework of Commerce

- Meaning, nature and scope of Commerce.
- Need and significance of teaching commerce at secondary level.
- History of commerce education in India.
- Aims and objectives of teaching commerce at secondary level.

UNIT II : Commerce Curriculum

- Need and objectives of curriculum development in commerce.
- Principles and process of curriculum development.
- Critical appraisal of existing commerce curriculum at secondary level of education.

UNIT III : Approaches for Teaching of Commerce

- Maxims and strategies of teaching.
- Methods of teaching commerce : Traditional and modern methods.
- Techniques of teaching commerce.

UNIT IV : Teaching Learning Resources in Teaching of Commerce

- Teaching Aids : Need, types and utility of teaching aids in teaching of commerce.
- Preparation of teaching aids and their use in classroom situations.
- Various learning resources available for teachers and learners: Magazines, Journals, Newspapers, Reports, Policy documents, Internet, etc.

- Text–book: Need and importance; Criterion of selection of good text-book.

UNIT V : Planning for Classroom Teaching

- Meaning, nature and significance of lesson planning.
- Different approaches of lesson planning for teaching of commerce.
- Preparation of lesson plans for different type of content of commerce: Accountancy, business studies, etc.

अनुमोदित पुस्तकें

1. Pedagogy of School Subject Commerce

—Dr. S.S. Chandra, Dr. N.L. Sharma, Dr. Amit Sharma

2. Pedagogy of School Subject Commerce

—Dr. R.P. Singh and Dr. Imtiyaj Mansoori

3. वाणिज्य शिक्षण

—डॉ० बी०एल० शर्मा, इम्तियाज मंसूरी

EPC-1: READING AND REFLECTING ON TEXTS

UNIT I : Activities Related to Reading of Text

- Teacher Educator will give a topic (related to empirical, conceptual and historic work, policy document) for reading. After reading, pupil teachers will discuss their view in group on the given topic of reading.
- Teacher educator will examine/observe the handling with the diverse texts of the students and remedial suggestions will be given.

UNIT II : Activities Related to Skills and Strategies

- Teacher educator will demonstrate essential skills (model reading, drill, pronunciation, silent reading etc.) of reading and writing.
- Narrative texts, expository texts from diverse sources, autobiographical narratives and field studies etc. could also include addressing various reading skills and strategies.
- Teacher educator will set goal for learning, monitoring, comprehension and self-reflection.

UNIT III : Activities Related to Assignment

- Students will read, summarize and describe empirical, conceptual and historical work, policy documents and studies about school etc. and submit reading- reflection in the form of written assignment.

UNIT IV : Activities Related to Observation and Discussion

- Pupil teachers will observe the activities of peer group.
- Teacher educators will motivate pupil teachers to think and

critically analyze activities of self and group during reading, discussion and writing.

UNIT V : Activities Related to Evaluation and Reflection

- Students will develop reflections from experience and observation.
- Teacher educator will evaluate reflections.

Following class room activities will be helpful for students within three steps :

1. Write before you read
2. Write while you read
3. Write after you read

अनुमोदित पुस्तकें

1. Reading and Reflectio on Text

—Preeti Aggarwal

2. Text Reading and Reflections

—P.K. Gupta, A.K. Gandhi, S.S. Bhatnagar

3. पढ़ना और प्रतिबिम्बत करना

—डॉ० राजकुमार गोयल, मीरा अग्रवाल

4. पढ़ना और समीक्षा करना

—पूजा अग्रवाल, राजकुमार गोयल

EPC2: Enhancing Professional Capacities DRAMA AND ART IN EDUCATION

UNIT I : Appreciation of Arts and Crafts

- Meaning and concepts of arts and crafts and their significance at secondary level of school education. Difference between ‘Education in Arts’ and ‘Arts in Education’.
- Aesthetics and principles of art appreciation.
- Importance and role of arts in deepening children’s perceptual ability, reflection and expression.
- Dimensions of Indian art and craft traditions and its relevance in education.
- Indian contemporary arts and artists : visual arts, performing arts.
- Indian festivals and their artistic significance in education.

UNIT II : Visual Arts in Education

- Nature and importance of visual arts in education.
- Different forms of visual presentations and their artistic features (drawings, paintings, portraits, photography, graphic designs, cartoons, illustrations, origami, clay modeling, printmaking, etc.)
- Philosophical and sociological implications of visual arts.
- Criticism and evaluation of art works; understanding of art trends from the Western and Eastern viewpoints.

UNIT III : Performing Arts in Education

- Nature and importance of performing arts in education.
- History and overview of various disciplines in dance, music and theatre.
- Identification of different performing art forms and artists (dance, music, theatre, puppetry, etc.)
- Drama as critical pedagogy. Different drama forms and theatre techniques useful in education (such as hot seating).

(Practical)**UNIT IV : Experimentation with Visual Arts and Crafts**

- Experimentation with different materials of visual art, such as pastel/poster colors, pen and ink, Rangoli materials, clay, photographs, cartoons, clipart, etc.
- Exploration and experimentation with different methods of visual arts like painting, printing, sketching, photography, collage making, clay modelling, origami, etc.
- Paper framing and display of art work.

UNIT V : Exercise with Performing Arts

- Listening/viewing and exploring Regional art forms of music, dance, theatre and puppetry.
- Viewing/listening to live and recorded performances of classical and Regional art forms; and their appraisal.
- Participation and performance in any one of the Performing Arts keeping in mind the integrated educational approach.
- Designing and management of stage-setting for a performance/presentation (properties, costume, make-up, set design, lighting etc.).

अनुमोदित पुस्तकें**1. Drama and Art in Education***—Dr. Jas Raj Kour, Dr. Satish Kumar Pandey***2. चित्रकला, नाट्यकला, संगीत एवं नृत्यकला का अध्यापन***—डॉ० कुसुमलता राठौर, आर०के० अग्रवाल***3. कला का अध्यापन***—डॉ० कुसुमलता राठौर***4. शिक्षा में नाटक तथा कला***—शिल्पी शर्मा***5. शिक्षा में संगीत, कला, नाटक***—बी०एल० शर्मा, ममता चौधरी*

COURSE EPC 3

CRITICAL UNDERSTANDING OF ICT

UNIT I : ICT in Education

- Concept, meaning, nature and importance of ICT in Education, Need and Scope of ICT in education, advantages and limitations of ICT in education, challenges in integrating ICT in school education, difference between Educational technology, Communication technology and information technology.

UNIT II : Psychological Bases of Using ICT

- Dale's cone of experience, Multisensory instruction. Multisensory instructional approach and constructivist approach.

UNIT III : Introduction to Computers

- Meaning, characteristics and functioning of a computer through block diagram, Hardware: Input, output and storage devices, Software: concept and types, computer memory: concept and types, viruses and its management.

UNIT IV : ICT Supported Teaching / Learning Strategies

- Technology aided learning Programmed instruction, computer assisted instruction, computer managed instruction, project based learning, collaborative learning, cooperative learning.

UNIT V : E-learning and Web Based Learning

- E-learning: Concept and nature, web based learning, virtual classroom, Blended learning, webinars, EDUSAT, critical issues in internet usage—authenticity of information, plagiarism, downsides of social networking group.

अनुमोदित पुस्तकें

1. Information and Communication Technology

—Pooja Sharma, Shivangi Nigam

2. सूचना एवं सम्प्रेषण तकनीकी की आलोचनात्मक समझ —प्रियंका सक्सेना, राजी गुप्ता

3. सूचना एवं सम्प्रेषण तकनीकी आई०सी०टी० और ई-अधिगम

—डॉ० राजकुमार गोयल, डॉ० मीरा अग्रवाल

4. शिक्षा में सूचना एवं सम्प्रेषण तकनीकी

—डॉ० शिल्पा शर्मा, डॉ० संध्या वाष्णोय, सुधीर कुमार मिश्रा

5. सूचना एवं सम्प्रेषण तकनीकी

—पूजा अग्रवाल, राजकुमार गोयल

6. शिक्षा में सूचना एवं सम्प्रेषण तकनीकी

—प्रदीप सिंह, अभिषेक च्यवन

नवीन संस्करण

सूर्या क्वेश्चन बैंक

सभी विषयों के प्रश्नोत्तर रूप में उपलब्ध
दीर्घ उत्तरीय, लघु उत्तरीय तथा अतिलघु उत्तरीय, सत्य/असत्य, खाली स्थान,
वस्तुनिष्ठ प्रश्न तथा एक शब्द या वाक्य वाले प्रश्नों का समावेश

आगामी परीक्षा के लिए उपयोगी प्रश्नों सहित

सभी विषयों के ईजी नोट्स **ENGLISH MEDIUM** में भी उपलब्ध हैं।

: OUR DISTRIBUTORS :

BAREILY : Mohan Book Depot College Road • Competition Book House 328, College Road Phone : 554451 • Vidyarthi Kendra Opp. College Road Gate • Agarwal Pustak Bhandar Gandhi Bara Bazar • Raj Book Depot 29-Subhash Market Novelty Chauraha • Gopal Book Depot. • New Mohan Book Depot. • Shiksha Prakashan Grah Bang Bazar • Deepak Book Depot. • Madhu Book Depot Colledge Gate • New Goyal Book Depot College Gate • Bhartiya Pustak Bhawan College Gate • **AMROHA :** Srika Pustak Bhandar Near Hindu Degree College • New Sarika Pustak Bhandar Near Hindu College • Standard Book Depot Hindu College Road **MORADABAD** Vikas Book Depot Ganj Gurhati Bazar • Indian Book Depot Station Road, Ph. 2324003 • Oxford Book Depot Opp. Railway Station, Ph : 2313807 • Rama Book Depot Stationers Road, Ph. : 310394 • New Rama Book Depot Near Kunwar Cinema, Mob. : 98371140005 • Standard Book Depot Near Hindu College, Station Road • Adarsh Pustak Bhandar • Garg Book Depot • Himalayan Book Depot • New Oxford Book Depot • **MANDI DHANURA :** Agarwal Book Depot Bazar Katra, Badi Sabji Mandi • Ramesh Book Depot Railway Road • Rastogi Book Depot Near Gokul Dan Degree College • Sumit Book Depot • **BIJNORE :** Vidhyarthi Pustak Kendra College Road • Pankaj Book Depot • Agarwal Book Depot • Surendra Book Depot • Bandhu Book Depot • **DHAMPUR :** Adarsh Pustak Bhandar Main Market • Prakash Book Depot, Main Bazar • Ram Kumar Mahaveer Prasad Main Bazar • Naveen Pustak Bhandar Near R.S.M. *** • Kuldeep Book Depot • **RAMPUR :** Ram Pustak Bhandar City Post Office Road, Phone : 328972 • **CHANDSAUSI :** Hari Book Depot Sambhal Gate • Rastogi & Compnay Chandausi • **BABRALA :** Raj Book Depot Near Govt. College • **BADAUN :** Vivek Pustak Mandir • Sanjay Book Depot • • Rastogi and Company • **SHAJHANPUR :** Modern Book House • Pragati Book Depot • Janta Book Depot • Modern Book Depot. **RAMPUR :** Khandelwal Book Depot • **NOORPUR :** Madhur Book Depot स्योहारा चौराहा • **PHILIBHEET :** Anil Book Depot • **NAJIBABAD :** Gupta News Agency • Sharma Pustak Bhandar • **स्योहारा :** विमल प्रसाद रस्तोगी एंड कम्पनी • **सुरजननगर :** चौहान बुक डिपे, सुरजननगर, निकट गांधी स्मारक कॉलेज, जि० मुरादाबाद।

नोट : यद्यपि यह पाठ्यक्रम अत्यन्त सावधानीपूर्वक छापा गया है, तथापि किसी भी त्रुटि के लिए मुद्रक, प्रकाशक जिम्मेदार नहीं होगा। पेपर कोर्ड नं. विश्वविद्यालय से सुनिश्चित करें।

**M.J.P. ROHILKHAND
UNIVERSITY, BAREILLY**

SYLLABUS

B.Ed.

2025-27

Second Year Syllabus



Scan the QR
for Catalogue

मुफ्त

FREE

R. LALL BOOK DEPOT

(An ISO 9001-2008 Certified Company)

Near Govt. Inter College, Begum Bridge Road, Meerut (250 001)

Ph. : 0121-4023623

Website : www.rlall.in

e-mail : info@rlall.in

Order Booking No. : 0121-4054773

Whatsapp No. : 7455030502

Second Year (Theory Paper)

Course	Maximum Marks		
	Ext.	Int.	Total
Paper 7 (b) : Pedagogy of School Subject (Part-II) (Same subject as chosen under 7(a) of first year and one other school subject) <ol style="list-style-type: none"> 1. Teaching of Physical Science 2. Teaching of Biological Science 3. Teaching of Mathematics 4. Teaching of Home Science 5. Teaching of Social Studies 6. Teaching of English 7. Teaching of Hindi 8. Teaching of Sanskrit 9. Teaching of Commerce 	40	10	50
Paper 8 : Knowledge and Curriculum	80	20	100
Paper 9 : Assessment for Learning	80	20	100
Paper 10 : Creating an Inclusive School	40	10	50
Paper 11 : Optional Course (Any One)	40	10	50
Optional Course (Any One) <ol style="list-style-type: none"> 1. Environment Education 2. Peace Education 3. Guidance and Counselling 4. Health Education and Yoga 5. Special Education 			
EPC-4 Understanding the Self	—	50	50
Total			450

PAPER 7(b) PEDAGOGY OF A SCHOOL SUBJECT (PART II)

Paper 7 (b) : Teaching of Physical Science

UNIT I : Planning and Organizing for Teaching and Learning

- Task analysis or pedagogical analysis, identification and organization of concepts for teaching-learning of Science. Instructional material required for teaching, identification and writing teaching objectives in behavioural terms, teaching operations, planning ICT applications in learning Science, organizing other activities for teaching-learning of Science.

UNIT II : Formal Approaches in Teaching of Science

- Observation, experimentation, demonstration, heuristic, project, lecture, laboratory, problem-solving, investigatory approach, concept mapping, programmed instruction, PLA technique, computer assisted instruction.

UNIT III : Non-Formal Approaches in Teaching of Science

- Assignment, tutorials, independent self study, seminar/conferences, workshop, Science clubs, exhibitions, fair and scientific hobbies and its advantages.

UNIT IV : Science Laboratory and Practical Work

- Objectives of laboratory, planning a science laboratory, organization of laboratory, types of science lab, rules for maintaining laboratory, requirements of apparatus and chemicals for development of science lab at secondary level. Laboratory manuals, practical work and record keeping in science lab.

UNIT V : Learning Resources in Science

- Identification and use of learning resources in science from immediate environment, Science kit, teaching aids; audio, visual, audio-visual. Principles of selection and steps for effective use of teaching aids, use of ICT experiences in learning science, text-book, work book and its characteristics, and other non print learning materials used in science at school level.

अनुमोदित पुस्तकें**1. Pedagogy of School Subject Physical Science**

—S.P. Kulshrestha, Gaya Singh

2. Pedagogy of School Subject Science —A.B. Bhatnagar, S.S. Bhatnagar**3. Pedagogy of School Subject Science** —S.P. Kulshrestha, K.P. Singh**4. विज्ञान शिक्षण** —डॉ० ए०बी० भटनागर, डॉ० अनुराग भटनागर**5. विज्ञान शिक्षण (फिजिकल साइंस)** —ए०के० कुलश्रेष्ठ, एन०के० कुलश्रेष्ठ**Paper 7 (b) : Teaching of Biological Science****UNIT I : Planning for Teaching-Learning Biological Science**

- Identification and organization of concepts for teaching-learning of biology; Instructional materials required for planning teaching-learning of biological science; Organizing activities, laboratory experiences; planning ICT applications in learning biology.

UNIT II : Learning Resources in Biological Science

- Identification and use of learning resources in biological science from immediate environment, exploring alternative sources; Developing Science Kit; Designing Science laboratory; Planning and organizing field observations; Using community resources for biology learning; Pooling of learning resources in school complex— block/district level; Handling hurdles in utilization of resources.

UNIT III : Tools and Techniques of Assessment for Learning Biological Science

- Performance-based assessment; Developing indicators for performance assessment in biological sciences; Learner's record of observations; Field diary, herbarium and collection of materials; Oral presentation of learner's work in biological science, Portfolio; Assessment of project work in biology; Assessment of participation in collaborative learning; Construction of test

items (open-ended and structured) in biological science and administration of tests; Developing assessment framework in biological science; Assessment of experimental work in biological science; Exploring content areas in biological science not assessed in formal examination system and their evaluation through various curricular channels; Continuous and comprehensive evaluation.

UNIT IV : Biological Science–Lifelong Learning

- Nurturing natural curiosity of observation and drawing conclusion; Facilitating learning progress of learners with various needs in biology; Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in biology; Organizing various curricular activities, such as debate, discussion, drama, poster making on issues related to science/biology; Organizing events on specific day, such as Earth Day, Environment Day, etc.; Planning and organizing field experiences, Science club, Science exhibition; Nurturing creative talent at local level and exploring linkage with district/state/central agencies.

UNIT V : Professional Development of Biology Teacher

- Professional development programmes for science/biology teachers; Participation in seminar, conferences, online sharing membership of professional organization; Teachers as a community of learners; Collaboration of school with colleges, universities and other institutions; Journals and other resource materials in biology education; Role of reflective practices in professional development of biology teachers; Field visits, visit to botanical garden, science park, science centre, zoo, National Laboratories etc.; Teacher as a researcher: Learning to understand how children learn science– action research in biological science.

अनुमोदित पुस्तकें

1. Pedagogy of Biological Science —S.P. Kulshreshtha, A.K. Kulshreshtha
2. Pedagogy of School Subject Biological Science —Dr. Sudha Pahuja, Dr. Ravi Kant
3. Pedagogy of School Subject Life Science —Dr. Munenera Kumar
4. जीव विज्ञान शिक्षण की प्रक्रिया —उन्नति बिश्नोई
5. जीव विज्ञान शिक्षण —एस०पी० कुलश्रेष्ठ, धमेन्द्र तोमर, एस०के० गिल

Paper 7 (b) : Teaching of Mathematics

UNIT I : Planning for Teaching-Learning Mathematics :

- Selecting the content for instruction; Identifying concepts to be transacted at various level with special emphasis on content (Algebra, Geometry, etc.); Organization of concepts for teaching-learning of mathematics.
- Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids (using low-cost material – preparation of various activities, such as verification of algebraic identities, surface areas and volume of cube, cuboids, etc.), ICT applications; Evaluation tools and learners participation in developing instructional materials etc.

UNIT II : Learning Resources in Mathematics

- Textbooks and audio-visual multimedia—selection and designing; Using community resources for mathematics learning, pooling of learning resources in school complex/block/district level, handling hurdles in utilizing resources.

UNIT III : Assessment and Evaluation

- **Informal Creative Evaluation** : Meaning, concept and types, assessment of creativity, problem solving activity performance.
- **Formal Ways of Assessment** : Variety of assessment techniques and practices, Assessing product vs. process, knowing vs. doing.
- **Assessment Framework** : Identifying and organizing components for developing framework of question paper at different stages of learning; Framing questions based on concepts and sub-concepts so as to encourage critical thinking, promote logical reasoning and to discourage mechanical manipulation and rote learning, Framing of open-ended questions providing the scope to learners to give responses in their own words, Framing of conceptual questions from simple questions.

UNIT IV : Mathematics for All

- Identifying learner's strengths and weaknesses; Activities enriching mathematics learning, supplementary text material, summer programmes, correspondence course, mathematics club, contests and fairs, designing mathematics laboratory and its effective use, recreational activities—games, puzzles and riddles in mathematics, cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity and effectiveness in mathematics.

UNIT V : Professional Development of Mathematics Teachers

- Types of in-service programmes for mathematics teachers; Role of mathematics teacher, Journals and other resource materials in mathematics education; Professional growth-participation in conference/seminar/workshop.

अनुमोदित पुस्तकें

- | | |
|---|------------------------|
| 1. Teaching of School Subject Mathematics | —Dr. A.K. Kulshrestha |
| 2. गणित शिक्षण | —अरुण कुमार कुलश्रेष्ठ |
| 3. गणित शिक्षण | —ए०बी० भटनागर |
| 4. गणित शिक्षण | —उन्नति बिश्नोई |

Paper 7 (b) : Teaching of Home Science**UNIT I : Techniques/Skills of Teaching Home Science**

- Skills related to questioning, explaining, illustrating, reinforcement:

Skill of Stimulus Variation, Classroom Management and Blackboard writing skill.

UNIT II : Teaching-Learning Resources in Home Science

- Audio visual aids in Home Science, Importance and use of Audio-visual aids, Types of Audio-visual aids. Home Science Laboratory : Equipments in lab, Organization of lab and Home Science department, Importance of lab.
- Text Books and Library : Importance of Text-books in Teaching of Home Science.
- The Home Science Teacher : Qualities of Home Science Teacher.

UNIT III : Lesson Planning in Home Science

- Meaning and concept of a lesson plan, Features of a good lesson plan, Planning different types of lessons, Steps involved in Lesson Planning.

UNIT IV : Evaluation in Home Science

- Concept of Evaluation, Process of Evaluation, Techniques of Evaluation, Purpose of Evaluation in Home Science.

UNIT V : Professional Development of Home Science Teacher

- Concept of professional development, Professional development programmes for Home Science teachers : Participation in Seminar, Conferences, membership of Professional organizations, Journals and other resource materials, National level Home Science Institutions and laboratory.

अनुमोदित पुस्तकें

1. Pedagogy of School Subject Home Science —*B.L. Sharma, B.M. Saxena*
2. गृह विज्ञान शिक्षण —*डॉ० सुरक्षा बंसल*
3. गृह विज्ञान शिक्षण —*डॉ० महिमा गुप्ता*

Paper 7 (b) : Teaching of Social Studies

UNIT I : Issues and Challenges in Teaching-learning of Social Science

- Pre-conceptions and mis-conceptions in Social Science.
- Social Science as an integrated subject.
- Indigenous and Critical pedagogy in Social Science.
- Cross Cultural Perspectives and Issues in Social Science
- Teaching Social Science to children with special needs.

UNIT II : Analysis of Social Science Text Books and Question Papers

- Analysis of social science text book in the light of syllabus and from the perspective of child.
- Analysis of question papers of different state boards of education in the light of subject specific requirement in terms of the assessment of knowledge, understanding and skills of students.

UNIT III : Approaches of Pedagogy of Social Science

- Behaviourist approach, Constructivist approach, Inter-disciplinary approach, integrated approach, child centered approach and environmental approach of teaching-learning of Social Science.

UNIT IV : Evaluation in Social Science

- Competency based evaluation, Continuous and comprehensive evaluation.
- Tools of evaluation, Characteristics of a good question paper.

UNIT V : Teacher of Social Science

- Personal, social and professional qualities and competencies of an ideal teacher of social science.

अनुमोदित पुस्तकें

1. Pedagogy of School Subject Social Science
—Dr. R.A. Sharma, Shikha Chaturvedi
2. Pedagogy of School Subject Social Science
—Gurvinder Kour, Vijay Kumar Gupta, Nisha Singh
3. Pedagogy of School Subject Social Science
—Ravi Kant
4. सामाजिक विज्ञान शिक्षण
—डॉ० गजेन्द्र सिंह तोमर
5. सामाजिक विज्ञान शिक्षण
—मोहन लाल आर्या

Paper 7 (b) : Teaching of English

UNIT I : Language, Literature and Aesthetics-I

- Need, objective and relevance of studying literature in school curriculum, Translation : importance and need, Translation as a creative activity.

UNIT II : Language, Literature and Aesthetics -II

- Teaching of different forms of English literature: Poetry, Prose, Drama: lesson planning in prose, poetry and Drama at various school levels.

UNIT III : Development and Analysis of Syllabus and Textual Materials

- Understanding the relationship between curriculum, syllabus and textbook, development of activities and tasks for English teaching, moving away from rote learning to constructivism, Teacher as a researcher : develop meaningful strategies keeping in view the needs of the learners.

UNIT IV : Teaching-Learning Material and Aids

- Print media, other reading materials, such as magazines, newspapers comic strips etc. ICT-audio-visual aids including CALL programmes,

Radio, T.V., Films; Planning cocurricular activities (discussion, debates, workshops, seminars etc.) Language laboratory.

UNIT V : Assessment, Its Role and Importance

- Continuous and comprehensive evaluation, techniques of evaluation— oral and written evaluation, peer evaluation, group evaluation Typology of questions; Activities and tasks (open- ended questions, MCQ, true and false etc. problem solving, creative and critical thinking, enhancing imagination and environmental awareness.

अनुमोदित पुस्तकें

1. Pedagogy of School Subject English

—R.A. Mittal, S.K. Lenka, Shiv Pujan Pandey

2. Pedagogy of School Subject English —R.A. Sharma, Shikha Chaturvedi

3. Pedagogy of School Subject English —Pooja Agarwal, Rajkumar Goyal

3. Pedagogy of School Subject English —Dr. A.B. Bhatnagar

Paper 7 (b) : हिन्दी शिक्षण

यूनिट I : गद्य एवं पद्य शिक्षण

- गद्य शिक्षण की उपादेयता, गद्य शिक्षण के उद्देश्य, गद्य पाठयोजना के सोपान।
- पद्य शिक्षण की महत्ता, पद्य शिक्षण के उद्देश्य, पद्य पाठयोजना के सोपान।

यूनिट II : व्याकरण एवं रचना शिक्षण

- व्याकरण का अर्थ एवं महत्त्व, व्याकरण शिक्षण के उद्देश्य, व्याकरण पाठयोजना।
- रचना शिक्षण का महत्त्व, रचना शिक्षण के उद्देश्य, रचना शिक्षण की विधियाँ, रचना शिक्षण पाठयोजना।

यूनिट III : कहानी, नाटक एवं उपन्यास शिक्षण

- कहानी, नाटक एवं उपन्यास शिक्षण के उद्देश्य एवं महत्त्व।
- कहानी, नाटक एवं उपन्यास शिक्षण की विशेषताएँ, कहानी, नाटक एवं उपन्यास पाठयोजना।

यूनिट IV : पाठ्य-पुस्तक

- छात्र एवं अध्यापकों की दृष्टि से पाठ्यपुस्तक की आवश्यकता, महत्त्व एवं उद्देश्य।
- पाठ्यपुस्तकों के गुण एवं पाठ्यपुस्तकों के चयन में सावधानियाँ

यूनिट V : पाठयोजना एवं शिक्षण सहायक सामग्री

- पाठयोजना का अर्थ, उद्देश्य, महत्त्व एवं इकाई योजना।
- शिक्षण सहायक सामग्री का अर्थ, आवश्यकता, महत्त्व एवं उद्देश्य, प्रकार और भाषा शिक्षण में प्रयुक्त होने वाली सहायक सामग्री।

यूनिट VI : भाषा शिक्षण में नवाचार

- सूक्ष्म शिक्षण का अर्थ, परिभाषा, उपयोगिता।
- समूह शिक्षण का अर्थ, उद्देश्य, विशेषताएँ और उपयोगिता, अधिगम केप्सूल का अर्थ, उद्देश्य एवं केप्सूल निर्माणकर्ता संस्थाएँ।

अनुमोदित पुस्तकें

1. हिन्दी शिक्षण — राजकुमार गोयल, मीरा अग्रवाल
2. हिन्दी शिक्षण — रमन बिहारी लाल
3. हिन्दी शिक्षण — शिखा चतुर्वेदी

Paper 7(b) (Part 2) : Teaching of Sanskrit

UNIT I : Policies of Language Education

- Article 343-351, 351a; Kothari Commission (1964-66); NPE-1986; POA -1992, National Curriculum Framework 2005 (Language Education; Position Of Sanskrit in India.

UNIT II : Importance of Sanskrit as a Classical Language

- Sanskrit Language And Literature; Sanskrit Language And Indian Languages; Socio-Cultural Importance Of Sanskrit Language; Sanskrit As A Modern Indian Language; Importance Of Teaching Sanskrit In India; Problems Related To Sanskrit Teaching At School Level.

UNIT III : Approaches of Sanskrit Language Learning

- Grammar Translation Method; Direct Method; Structural-Situational Method; Audio-Lingual Method, Natural Method; Communicative Approach; Total Physical Response; Thematic Approach (Inter-disciplinary).

UNIT IV : Teaching of Different Forms of Sanskrit Literature

- Teaching of Prose, Poetry, Pronunciation, Grammar, Fables, Teaching of Drama.

अनुमोदित पुस्तकें

1. संस्कृत शिक्षण — डॉ० सन्तोष मित्तल
2. संस्कृत शिक्षण — डॉ० सन्त कुमार मिश्र
3. संस्कृत शिक्षण — रेणु सिंह

Paper 7(b) : Teaching of Commerce

UNIT I : Correlation of Commerce with other Subjects

- Need, importance of interdisciplinary approach.
- Correlation of commerce with other subjects.

UNIT II : Evaluation in Teaching of Commerce

- Meaning, functions, and principles of evaluation.
- Types of evaluation : Subjective and objective evaluation; competency based evaluation; continuous and comprehensive evaluation; formative and summative evaluation.
- Various tools and techniques of evaluation.
- Characteristics of a good question paper and Role of the teacher in evaluation process.

UNIT III : Commerce Teacher

- Qualifications of a commerce teacher.
- Qualities and competencies of a commerce teacher—Personal, social and professional.
- Role and responsibilities of a commerce teacher in secondary school.

UNIT IV : Managerial Aspects in Teaching of Commerce

- Management of co-curricular activities.
- Management of commerce room/laboratory.
- Management of community resources and industry-school linkages.

UNIT V : Contemporary Issues and Challenges in Teaching of Commerce

- Commerce as a vocational subject.
- Cross-cultural perspectives and issues in commerce.
- Various challenges in teaching of commerce.

अनुमोदित पुस्तकें**1. Pedagogy of School Subject Commerce***—Dr. S.S. Chandar, Dr. N.L. Sharma, Dr. Amit Sharma***2. Pedagogy of School Subject Commerce***—Dr. R.P. Singh and Dr. Imtiyaz Mansoori***3. वाणिज्य शिक्षण***—बी०एल० शर्मा, इम्तियाज मंसूरी***4. वाणिज्य शिक्षण***—सुरक्षा बंसल***PAPER 8 : KNOWLEDGE AND CURRICULUM****UNIT I : Knowledge Generation and Child-centred Education**

- Knowledge meaning and facets.
- Process of knowing, Different ways of knowing.
- Organization of knowledge in schools.
- Forms of knowledge: Concrete and abstract, local and universal, theoretical and practical.
- School and out of school.
- Teacher autonomy and accountability.
- Learner autonomy.

- Concept of child centered education : Activity, discovery, dialogue with reference to Rousseau, Dewey, Tagore, Gandhi.

UNIT II : Sociological Bases of Education

- Social bases of education in the context of society, culture and modernity with reference to historical changes by industrialization and democracy.
- Values in the emerging social context.
- Education in relation to modern values like equity and equality, opportunity and social justice and dignity with reference to Ambedkar. Critical multiculturalism and democratic education.
- Interrelationship of nationalism, universalism and secularism with education with reference to Tagore and Krishnamurti.

UNIT III : Concept of Curriculum

- Meaning and Nature of curriculum, its need in schools, competency based curriculum.
- Difference in curriculum framework, curriculum and syllabus.
- Significance of core curriculum in Indian context, meaning and concerns of hidden curriculum.
- Translation of syllabus into textbooks.
- Curriculum visualization at national, state, school and class level.

UNIT IV : Curriculum Determinants and Curriculum Development

- Broad determinants of curriculum making (at the national and state level) : priorities, socio-political-cultural-geographical-economic diversities, international contexts.
- Considerations in curriculum development : (at the school level)— structure of disciplines, socio-cultural context of students (multicultural and multilingual) learner characteristics, relevance and teachers' experiences, specificity of educational objectives, issues like gender differences and inclusiveness.
- Process of curriculum making, formulating aims and objectives, criteria for selecting knowledge, organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects, selecting and organizing learning situations.

UNIT V : Curriculum and Textbooks Evaluation

- Understanding the relationship between curriculum, syllabus and textbooks.
- Criteria of development of learning resources.
- Analysis of textbooks, children's literature, and teacher's handbooks etc.
- Criteria and process of curriculum evaluation.
- Salient features of NCF 2005 and NCFTE 2010, analysis of these documents w.r.t. aspects like foundations, concerns and changes made with important considerations.

अनुमोदित पुस्तकें

1. Knowledge and Curriculum —*Ram Kishore Singh*
2. Knowledge and Curriculum —*S.S. Chandra, Prabhat Shukla, Amit Sharma*
3. ज्ञान एवं पाठ्यक्रम —*डॉ० ए०बी० भटनागर*
4. ज्ञान एवं पाठ्यक्रम —*राम किशोर सिंह*

PAPER – 9 : ASSESSMENT OF LEARNING

UNIT I : Concepts, Meaning and Overview of Assessment and Evaluation

- Concepts and meaning of assessment, examination, Testing, Measurement and Evaluation, Need and importance of Assessment, Perspective on assessment and evaluation of learning in a constructivist paradigm, critical review of current evaluation practices and their assumptions about learning and development, commercialization of assessment

UNIT II : Approaches to Assessment

- Formative, summative, grading, continuous and comprehensive evaluation. Realistic, comprehensive and dynamic assessment procedures, Kinds of tasks; projects, assignments, performances. Observation of learning processes by self, by peers, by teacher. Self-assessment and peer —assessment, constructing portfolios.

UNIT III : Feedback Role in Assessment and Furthering Learning

- 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, Place of marks, grades and qualitative descriptions, Using assessment feedback for furthering learning. Evolving suitable criteria for assessment distribution.

UNIT IV : Assessment Tools

- Graphical Representation of Data, Measures of Central Tendencies, Measures of Variability and Correlation (Rank order method). Assessment tools and their characteristics, constructions of assessment tools; achievement test, diagnostic test and its application. Quantitative and qualitative aspects of assessment: appropriate tools for each. Procedures for measurement of non- cognitive aspects.

UNIT V : Examination System : Practices and Possibilities

- Impact of the prevailing examination system on student learning and stakeholders, entrance tests and their influence on students and school

system. Impact of examinationdriven schooling, on school culture. On pedagogy: Content-confined, information focused testing; Memory centric teaching and testing. De-linking school-based assessment from examinations: Some possibilities and alternate practices. Examination reform efforts and directions based on various commissions, Govt. policies and schemes.

अनुमोदित पुस्तकें

- | | |
|----------------------------|------------------------------------|
| 1. Assessment for Learning | —A.B. Bhatnagar, Anurag Bhatnagar |
| 2. Assessment for Learning | —Dr. Jasraj Kaur, Dr. Ritu Bist |
| 3. अधिगम हेतु आँकलन | —मोहन लाल आर्या |
| 4. अधिगम के लिए आँकलन | —सुधीर कुमार मिश्रा, अर्पणा मिश्रा |
| 5. अधिगम हेतु आँकलन | —डॉ० ए०बी० भटनागर |
| 6. अधिगम हेतु आँकलन | —डॉ० जसराज कौर, डॉ० रितु बिष्ट |

PAPER 10 : CREATING AN INCLUSIVE SCHOOL

UNIT I : Inclusive Education Concept and Nature

- Concept and principles of Inclusion.
- Benefits of Inclusion.
- Need of Inclusive education.
- Policies and legislations for Inclusive Education and Rehabilitation.
- National legislations for Inclusive Education.
- Government Schemes and Provisions.

UNIT II : Competencies Development for Inclusive Education

- Theories of Inclusive Education.
- Philosophical Approaches to Inclusive Education.
- Attitude and positive behavior for Inclusion.
- Developing attitude and Competencies for Inclusion.
- Attitude (b) Self- Efficacy (c) Skill (d) Ideologies
- Social skills for Inclusion.

UNIT III : Inclusive Education and its Practices.

- Inclusive Instructional design and Collaborative instruction for Inclusion.
- Differentiating Instruction—Peer Tutoring and Peer mediated Instruction and Interventions, Co-operative learning and Co-operative teaching Arrangements, Self-regulated learning, Inclusive lesson planning.
- Inclusive Instruction Strategies at school level—Remedial Help, Team Teaching, Co-Teaching, Student assistance teams, Buddy system, Circles of Friends, Parent Involvement.

UNIT IV : Inclusive School

- Infrastructural facilities for an Inclusive School.
- An ideal Inclusive School.
- Role of Inclusive schools in modern times.
- 4 Inclusive classroom Management.

UNIT V : Teachers Role in Inclusive Classroom

- Qualities of an Inclusive Teacher.
- Teachers role in shaping the Inclusive Classroom.
- Inclusive Teacher educators in facilitating Inclusive education. (Inclusive Teachers preparation).
- Guidance and Counselling for Inclusive Teachers, Students and Principals.
- Training Programmes for Inclusive Teachers.

अनुमोदित पुस्तकें

- | | |
|---------------------------------|----------------------------------|
| 1. Creating an Inclusive School | —Dr. K.P. Singh, Satyaveer Singh |
| 2. समावेशी शिक्षा | —अनिता शर्मा |
| 3. समावेशी शिक्षा | —डॉ० ए०बी० भटनागर |
| 4. समावेशी शिक्षा | —मदन सिंह |
| 5. समावेशी शिक्षा | —आर०ए० शर्मा |

PAPER 11 : OPTIONAL COURSE (ANY ONE)**Environmental Education (11 a)****UNIT I : Basic Concept and Nature of Environment**

- Meaning, scope and nature of environment. Natural and Man-made Environment.
- Ecosystem-Structure, function and components.
- Energy flow in ecosystem—food chains, food webs and ecological pyramids.
- Introduction and characteristic feature of—forest, grass land, desert and aquatic ecosystem.

UNIT II : Natural Resources and Associated Problems

- Forest Resources—use and overexploitation. Deforestation-cause, effects and remedy.
- Water Resources—use and overexploitation of surface and ground water. Rain water Harvesting and watershed management.
- Mineral Resources—use, exploitation and conservation, effect of mining on man and environment.
- Food Resources—world food problems—changes caused by agriculture

and overgrazing, effect of modern agriculture, fertilizers, pesticides, water logging and Salinity.

- Energy Resources—growing energy need renewable and non-renewable energy sources, Conservation and alternate energy sources.

UNIT III : Biodiversity and its Conservation

- Meaning and values of Biodiversity, India as a Mega diversity Nation.
- Threats to Biodiversity—habitat loss, poaching of wildlife, man wildlife conflicts.
- Conservation of genetic diversity, an important environment priority : learning to live in harmony with nature.

UNIT IV : Environment Issues and Its Preventive Measures

- Causes and effects of environmental hazard, global and local Environmental pollution and its remedies—Air, Water, Soil, Marine, Noise, Thermal and Nuclear Pollution.
- Climate Change—Global Warming, Acid Rain, Ozone layer depletion, Piller Melting.
- Natural Disasters—Flood, Earthquake, Cyclone and Landslides.

UNIT V : Environment Management

- Salient features of environmental awareness through education : Programmes of environmental education for secondary school children.
- Programmes of environmental education for attitude changes among the children.
- Environmental Ethics and Values.
- Environmental Acts, Rule and Regulations.
- National Efforts—Ministry of Forest and Environment, Government plans, action and policies.
- Role of school in environmental conservation and sustainable development.

अनुमोदित पुस्तकें

- | | |
|----------------------------|------------------------|
| 1. Environmental Education | —Dr. R.A. Sharma |
| 2. Environmental Education | —Dr. A.B. Bhatnagar |
| 3. पर्यावरण शिक्षा | —डॉ० ए०बी० भटनागर |
| 4. पर्यावरण शिक्षा | —गजेन्द्र सिंह तोमर |
| 5. पर्यावरण शिक्षा | —शिल्पी शर्मा, वाष्णैय |
-

Peace Education (11 b)

UNIT I : Concept and Relevance of Peace

- Meaning and Concept of Peace Education.
- Relevance of Peace : National and International Context.

- UNESCO's concern on Peace and Understanding.
- Initiatives for Peace at National and International level.

UNIT II : Planning, Curriculum and Approaches

- Mission and Goals of Peace Education.
- Curriculum for Peace Education.
- Instructional Process and Methodologies.
- Approaches to Peace Education.

UNIT III : Understanding Peace as a Dynamic Social Reality

- Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
- Highlights of various philosophies of peace of Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Gijubhai Badhecha, The Dalai Lama
- Teacher's role in promoting peace.

UNIT IV : Orienting Education for Peace Building

- Rethinking authority relations from democratic perspective : Promoting dialoguing and developing capabilities for decision-making.
- Understanding social justice in local context—its implications for beliefs, attitudes, and values and school / social practices and conflict resolution at all levels
- Education for enhancing cohesion in academic, personal, social and cultural matters.
- Orientation of empathetic attitude for solving academic and discipline problems.
- National and International Understanding—acquisition of relevant knowledge, attitudes, values and skills.

UNIT V : Evaluation of the Peace-Building Processes

- Understanding importance of skills and strategies of assessment of the peace-building process in terms of attitudes, values, skills and strategies at school level—motivation and sustenance of efforts, sharing experiences towards peace building , reviewing strategies.
- Making assessment visible through objective indicators, planning and recording change in cultural ethos.
- Developing commitment and willingness for receiving feedback, and review of strategies.

अनुमोदित पुस्तकें

1. Education for Peace

—*Shivani Jain, S.K. Lenka*

2. शान्ति के लिए शिक्षा

—*डॉ० शिवपाल सिंह, राजकुमार केशरी*

Guidance and Counselling (11 c)

UNIT I : Guidance in School

- Meaning, concept and Need of Guidance.
- Principles of Guidance.
- Procedure of Guidance—steps.
- Role of school in Guidance.
- Areas—Personal, Educational and Vocational Guidance.

UNIT II : Counseling in School

- Meaning, concept and Need of counseling.
- Principles of counseling.
- Counseling Process.
- Types : Directive, Non-directive and Eclectic counseling.
- Qualities and role of a school counselor.
- Lectures, Discussions and Dramatics as Techniques of Counseling.

UNIT III : Tools in Guidance and Counseling

- Blanks, Cumulative Record Cards, Rating scale, Questionnaires
- Psychological Tests : Intelligence, Aptitude, Attitude, Adjustment
- Inventories : Interest and Personality : Concept, Importance and limitations.

UNIT IV : Issues and Techniques in Guidance and Counseling

- Problems and concerns.
- Counseling for parents
- Importance of follow-up in counseling
- Observation, Interview and sociometry
- Lectures, Discussion and Dramatics as techniques of counseling.

UNIT V : Career Information and Training

- Information about education and training opportunities of Primary, and Secondary levels of school.
- New trends in Guidance and counseling

अनुमोदित पुस्तकें

1. Fundamental of Guidance and Counselling —Dr. R.A. Sharma
 2. Guidance and Counselling —Dr. S.C. Oberoi
 3. निर्देशन एवं परामर्श के मूल तत्त्व —डॉ० आर०ए० शर्मा
 4. कैरियर निर्देशन एवं कैरियर सूचना —डॉ० एस०सी० ओबेराय
-

Health Education and Yoga (11 d)

UNIT I : Health

- Introduction, Definition and Meaning of health.
- Dimensions of health and Determinants of health.

- Importance of balanced diet.
- School health programme and role of teacher in development of health.

UNIT II : Physical Fitness

- Definition, Meaning, Types and factors of physical fitness.
- Factors affecting physical fitness.
- Benefits of Physical Fitness.
- Importance of physical activities at school level.
- Assessment of physical fitness.

UNIT III : Philosophical Bases of Health Education and Yoga

- Role of Institutions (School, Family and Sports).
- Policies and major programmes for Health Education and Yoga.
- Blood Banks and role of Media.

UNIT IV : Yoga

- Introduction, Meaning and mis-concepts of Yoga
- Ashtang Yoga (8 stages of Yoga)
- Types of Yoga
- Importance of Yogasanas, Pranayama and Shudhikriya

UNIT V : Meditation and Stress Management

- Meditation : Meaning, Nature and Relationship with mind.
- Importance of Meditation in school.
- Stress : Meaning, Nature, Types and Factors.
- Role of Meditation in Stress Management.

अनुमोदित पुस्तकें

1. शारीरिक शिक्षा, स्वास्थ्य एवं योग — गजेन्द्र सिंह तोमर
2. स्वास्थ्य, शिक्षा एवं योग — डॉ० बी०एल० शर्मा

Special Education (11 e)

UNIT I : Concept of Special Education

- Disability : Concept, Meaning and Perspectives.
- Gender and Disability.
- Special Education and Inclusive Education: Concepts, Meaning and Definitions.
- National and International Historical Progression.

UNIT II : Planning and Implementations in Special Education

- General Principles of Teaching Children with Special Needs.
- Curricular Adaptation, policies and Planning.
- Preparing and Implementing IEPs & GTPs.
- Universal Design of Instruction.

UNIT III : Teaching of Children with Special Needs

- Teaching Children with Sensory Disabilities (VI, HI, Deaf-Blind).
- Teaching Children with Neuro-Developmental Disabilities (LD, MR (ID), ASD).
- Teaching Children with Loco-motor & Multiple Disabilities (CP, MD).
- Teaching Children with Learning Disabilities (LD).

UNIT IV : Psychological Aspects of Special Children

- Applied Behavioural Analysis.
- Community Based Rehabilitation.

UNIT V : Assistive and Augmentative Communication (AAC)

- Definition and Concept of AAC.
- Types—Aided and Unaided communication systems.
- Alternative and Augmentative Communication (AAC) tools for those affected by conditions like spinal cord injury, ALS, autism, cerebral palsy and strokes.

अनुमोदित पुस्तकें

1. Fundamental of Special Education

—Dr. R.A. Sharma

2. विशिष्ट शिक्षा का प्रारूप

—डॉ० आर०ए० शर्मा

EPC 4

अनुमोदित पुस्तकें

1. Understanding the Self

—Shivani Jain

2. आत्म-बोध

—शिवपाल सिंह, राकेश कुमार केशरी

3. स्वयं की समझ

—पूजा अग्रवाल

4. शिक्षा दर्शन और आत्मा—विकास की अवधारणाएँ

—राजकुमार गोयल, मीरा अग्रवाल

••••

नवीन संस्करण

सूर्या क्वेश्चन बैंक

सभी विषयों के प्रश्नोत्तर रूप में उपलब्ध
दीर्घ उत्तरीय, लघु उत्तरीय तथा अतिलघु उत्तरीय,
सत्य/असत्य, खाली स्थान, वस्तुनिष्ठ प्रश्न तथा एक शब्द
या वाक्य वाले प्रश्नों का समावेश

आगामी परीक्षा के लिए उपयोगी प्रश्नों सहित

सभी विषयों के ईजी नोट्स **ENGLISH MEDIUM** में भी उपलब्ध हैं।

: OUR DISTRIBUTORS :

BAREILLY : New Goyal Book Depot Bareilly. • Bhartiya Pustak Bhandar Bareilly
• Shiksha Prakashan Garh Bareilly • Mohan Book Depot College Road •
Competition Book House 328, College Road Phone : 554451 • Vidyarthi Kendra
Opp. College Road Gate • Agarwal Pustak Bhandar Gandhi Bara Bazar • Raj
Book Depot 29-Subhash Market Novelty Chauraha • Gopal Book Depot. • New
Mohan Book Depot. • Shiksha Prakashan Grah Bang Bazar • Deepak Book Depot.
AMROHA : Srika Pustak Bhandar Near Hindu Degree College •
MORADABAD Vikas Book Depot Ganj Gurhati Bazar • Indian Book Depot
Station Road, Ph. 2324003 • Oxford Book Depot Opp. Railway Station, Ph :
2313807 • Rama Book Depot Stationers Road, Ph. : 310394 • New Rama Book
Depot Near Kunwar Cinema, Mob. : 98371140005 • Standard Book Depot Near
Hindu College, Station Road • Adarsh Pustak Bhandar • Garg Book Depot •
Himalayan Book Depot • New Oxford Book Depot • **MANDI DHANURA** :
Agarwal Book Depot Bazar Katra, Badi Sabji Mandi • Ramesh Book Depot
Railway Road • Rastogi Book Depot Near Gokul Dan Degree College •
BIJNORE : Vidhyarthi Pustak Kendra College Road • Pankaj Book Depot •
Agarwal Book Depot • Surendra Book Depot • Bandhu Book Depot • **DHAMPUR**
: Adarsh Pustak Bhandar Main Market • • Prakash Book Depot, Main Bazar •
RAMPUR : Ram Pustak Bhandar City Post Office Road, Phone : 328972 •
CHANDAUSI : Hari Book Depot Sambhal Gate • Rastogi & Compnay
Chandausi • **BABRALA** : Raj Book Depot Near Govt. College • **BADAUN**
: Vivek Pustak Mandir • Sanjay Book Depot • Rastogi and Company •
SHAJHANPUR : Modern Book House • Pragati Book Depot • Janta Book
Depot • Modern Book Depot. **RAMPUR** : Khandelwal Book Depot • **NOORPUR**
: Madhur Book Depot Spohata Chauraha • **PHILIBHEET** : Anil Book Depot.

नोट : यद्यपि यह पाठ्यक्रम अत्यन्त सावधानीपूर्वक छपा गया है, तथापि किसी भी त्रुटि के लिए मुद्रक, प्रकाशक
जिम्मेदार नहीं होगा। पेपर कोर्ड नं. विश्वविद्यालय से सुनिश्चित करें।