

**Dr. A.P.J. Abdul Kalam University Indore**

**Two-year**

**(Four Semester)**

**Bachelor of Education (B.Ed.)**



**Faculty of Education**

**B.Ed. Examination**

**I, II, III & IV SEM.**

**2025-26 Onward**

*Udaya Soni* *Shri*

# Dr. A.P.J. Abdul Kalam University Indore

## PROGRAMME OBJECTIVE

- 1 : To prepare dedicated teachers for improvement of the school education system in the country.
- 2 : To adopt modern techniques for teaching skill development.
- 3 : To train the student teacher towards achieving excellence on academic, social, mental, physical, moral, and cultural fronts.
- 4 : Develop understanding of the 'school culture' and learn to reflect upon, consolidate and share their school experiences; and to recognize one's own development as a teacher.
- 5 : To provide opportunities to enhance their competence and knowledge construction abilities in creating positive learning atmosphere in schools.

## PROGRAMME OUTCOME

**After going through this course prospective teachers will be able to:**

1. Program aims at preparing professionally trained teachers.
2. The program will develop teachers who have knowledge on socio and psychological perspectives of the learner, pedagogical knowhow and skills for effective teaching learning process.
3. It aims at building requisite attitude and values of teaching profession among its students.
4. To develop teachers with the knowledge on socio and psycho perspectives of learner, expertise on curricular and pedagogical concerns of the learner.
5. To develop teachers who are professionally equipped with skills and competencies for changing technological needs and global concerns To build the right attitude, values needed for teaching profession.
6. **Teaching competency:** Know, select and use of learner-centered teaching methods, understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum, necessary competencies for organizing learning experiences, select and use of appropriate assessment strategies for facilitating learning.
7. **Pedagogical skills:** Applying teaching skills and dealing with classroom problems.

*Handwritten signatures:*  
GOL, Sumb, Shi, Dhya, Anur, and others.

# Dr. A.P.J. Abdul Kalam University Indore

## Duration and Working Days

### Duration:

The B.Ed. Program shall be of duration of Two Academic Years, (Four Semester) which must be completed in a Maximum of Three Years from the date of the admission to the program.

**Working Days (For Both Years):** There shall be at least Two Hundred (one hundred Each Semester) Working Days each year exclusive of the period of examination and admission.

- Institution shall work for a minimum of thirty six hours a week, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- The minimum attendance of student-teachers shall be 80% for all course work and practicum, and 90% for school internship.
- Candidates falling short in above stated attendance criteria will not be allowed to appear in the final examinations conducted by the university.
- Candidates remaining absent from college for 15 or more days without any justifiable reason or without any valid information, their names will be struck off the college roll list. Such candidates will have to seek readmission from a fresh end.

**Eligibility :** Candidates with at least 50% marks either in Bachelor Degree/or in Master Degree in Science/Social Science/Humanities/Commerce – Bachelor of Engineering of Technology with specialization in science, mathematics Engineering, Pharmacy with 55 % marks or any other qualification equivalent there to, Relaxation in case of reservation categories will be as per State government guidelines.

### Eligibility to take the Examination

A candidate shall appear at the final examination if he/she satisfactorily completes, besides fulfilling all other conditions under regulation of this syllabus.

*Handwritten signatures in blue ink.*

*Handwritten signature in blue ink.*

*Handwritten signature in blue ink.*

# Dr. A.P.J. Abdul Kalam University Indore

## Scheme of Examination:

There shall be a University Examination at the end of each semester. Scheme of studies and examination of the B.Ed. Course the External and internal assessment for each Theory and MOT paper shall be 75 and 25 marks respectively. ATKT exam will be conduct odd to odd semester and even to even.

## Theory Examination – Question Paper Pattern

Pattern of all Question Papers for B.Ed. papers (duration of examination-3 hrs.)

Section	No. of questions to be Answered	Marks per question	Total marks	Nature of objectives to be covered
A	11 Questions out of 14 Questions to be Answered	5	55	Knowledge/Understanding/Comprehension type Questions. Each should answered in not more than one Page (100-150 Words).
B	2 Questions out of 4 question to be answered	10	20	Application, Analysis, Synthesis, Evaluation type questions Each should be answered in about 2 to 3 pages (400-500 Words)
		Total	75	

Note: 1. All units in a given subject/paper should be adequately

Represented in the question paper.

2. Due weightage in terms of marks should be given to each unit.

*Handwritten signatures and initials in blue ink:*  
Surb  
Shi  
Dny  
A  
S  
S

### Attendance Marks slip

Attendance (in percentage)	90 and above	Above 80 to 90	Above 75 to 80	70 and below
Marks	5	4	3	No Marks

### Internal Assessment

The Internal Assessment marks of the theory papers are as follows.

Particulars	Marks
1. Attendance	5 Marks
2. MST ( Mid semester Test)	10 Marks
3. Assignment	10 Marks
Total	25 Marks

*Handwritten signatures and initials:*

- Top right: *Umar*
- Bottom left: *Smt*
- Bottom left: *SP*
- Center: *Shi*
- Center: *Pray*
- Center: *Pray*
- Center: *Pray*
- Right: *Pray*

# **Dr. A.P.J. Abdul Kalam University Indore**

**Two-year (Four Semester)  
Bachelor of Education (B.Ed.)**



**First Semester**

**Faculty of Education  
B.Ed. Examination**

*(Handwritten signature)*



**DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)**

**Syllabus & Course Structure BACHELOR OF EDUCATION (B.Ed.)  
B.Ed. Course Scheme of Examination –  
Semester Scheme Semester – I**

Course/Paper	Hours per Week	Total marks	Internal (Formative)		External (Summative)	
			Max.	Min.	Max.	Min.
<b>Group A : Core Course</b>						
CC 1 : Childhood & Growing Up	6	100	25	9	75	27
CC 2 : Education in India -Status, Problems and Issues	6	100	25	9	75	27
CC 3 : Language across the curriculum – Part 1	4	50	15	6	35	12
CC 4 : Curriculum Development & School	6	100	25	9	75	27
EPC 1 : Reading and Reflecting on Texts (Practical)	2	50	20	7	30	15
<b>Total</b>		<b>400</b>	<b>110</b>	<b>40</b>	<b>290</b>	<b>104</b>

**Note: Assignments & Tasks for Courses 1, 2, 3,4,5**

*[Handwritten signatures and initials in blue ink]*



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## Semester – I

### CC 1: Childhood & Growing Up

**Max. Marks: 75 Min. Marks: 27**

**Objectives: •**

- To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
- To understand the developmental process of children with diverse abilities in social, cultural and political context.
- To build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context.
- To develop a sensitive and critical understanding of the different social/ educational /cultural/political realities at the core of the exploration into childhood.
- To build an interdisciplinary frame work to interpret, analyses observations and interactions from cross culture psychology..

**COURSE OUTCOME:**

- To develop an understanding of Educational psychology in western and Indian context.
- To enable the student-teachers to understand the concepts and principles of growth and development.
- To orient student-teachers to the importance of nature-nurture controversy.
- To develop an understanding of various stages and theories of human development.
- To enable the student-teachers to understand the nature, crises and various issues related to adolescents.
- To develop an understanding of the various theories of intelligence and the role of teacher in fostering creativity.

**CROUSE CONTENT**

**Unit 1: Perspectives in Development**

- Concept , Meaning ,Scope and Function and Educational Psychology
- Introduction to development: concept and introduction to perspectives in development, humanistic psychology and developmental theory
- Enduring themes in the study of development: development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous? ; Socio-cultural contexts influencing development
- Gathering data about children from different contexts: naturalistic observations; interviews; reflective

*Handwritten signature: Shiv Sumb*

*Handwritten signatures: Shiv, Anup, Jh*

*Handwritten signatures: Anup, Gonda, Anup, Anup*

journals about children; anecdotal records and narratives; clinical methods with reference to Piaget

- Method: Longitudinal, Cross Sectional, Sequential, Cohort methods: Biographical, Case study and Observational method.

### Unit 2: Stages of Human Development

- Child as a developing individual; a psycho-social entity; stages of development
- Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships
- Developmental tasks of childhood and adolescence and their implications
- Factors influencing development such as heredity & environment, media, nutrition, child-rearing practices, siblings and peers
- Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context-Living in an urban Slum, Growing girl, and Growing up in dalit household

### Unit 3: Social and Emotional Development

- Basic understanding of emotions, how differential gender socialization occurs Personality development: Freud; psycho-social development-Erikson; influence of early childhood experiences on later personality. Social theories and gender development: meaning of gender roles; influences on gender roles, stereotypes, gender in the playground.
- Development of emotions: functions of emotions, attachment- Bowl by.
- 

### Unit 4: Contexts of Socialization

- Concept of socialization: family and child relationships; parenting, child rearing practices
- Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner
- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.
- Social, economic and cultural differences in socialization: implications for inclusion.

### Essential Readings

- Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development.
- Newman, B. M. and Newman, P.H. (2007). Theories of Human Development. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
- Papalia, D. E. and Olds, S. W. (2003). Human Development. New York: McGraw Hill Higher Education.

SV  
Samb

Shri  
Dny  
John

George  
Soni  
Pr

Chapter 1: The Study of Human Development, Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.

- Saraswathi, T.S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage publications. Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.
- Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. Contemporary Education Dialogue, Vol. 2(1), 5-29. 6. Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 4: Child Development, 79-96.
- Readings for Discussion 1. Aries, P. (1965). Centuries of Childhood-A social history of the family life. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood.
- Harris, M. and Butterworth, G. (2002). Developmental Psychology: a student's handbook. New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology.

#### Advanced readings

- Kakkar, S. (1978). Indian Childhood: Cultural Ideas, And Social Reality. New Delhi: Oxford.
- Nambissan, G. (2010). Exclusion and Discrimination in Schools: Experiences of Dalit Children; Working paper series Volume 01, Number 01, Indian Institute of Dalit Studies and UNICEF.
- Kakkar S. (1991). The Inner World: A Psycho-analytic study of childhood and society in India. Delhi: Oxford University Press.
- Sandra, L. Bem (1987). Gender Schema Theory and its Implications for Child Development: raising gender a schematic children in a gender schematic society, in M.R. Walsh, (ed). The Psychology of Women. Harvard University Press Cambridge, 206-226.
- Weiner, M. (1991). The State and the Child in India: Child Labour and Education Policy in Comparative Perspective. Princeton: Princeton University Press.

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## CC 2. Education in India- Status, Problems and Issues

Max. Marks: 75 Min. Marks: 27

### Objectives:

- To develop perception of the role and functions of a teacher as envisaged in the NPE 1986 and to familiarize the Student Teacher with the different projects and schemes at Secondary level in M.P.
- To develop an understanding of the brief historical background of Indian Education with special reference to Secondary Education.
- To develop an understanding of the objectives and scope of Secondary Education.
- To develop an awareness of the professional ethics.

### COURSE OUTCOME:

- After going through this course prospective teachers will be able to:
- Understand the socio-political-educational movements related to making of contemporary Indian society.
- Be able to observe and critically analyze the diversity in the Indian society and reflect on the utility of contemporary educational policies and programs highlighting the impediments in achievement of constitutional values.
- Identify the major crisis in elementary and secondary education particularly stratification of education and ponder over necessary social and political interventions to meet those challenges
- Be able to develop vision and practice of education in light of constitutional aspirations of the Indian society and shape one's attitude and skills as a teacher for future course of action in school and society.

### CROUSE CONTENT

#### UNIT 1: Concept of Education –

- Indian and Western. Aims of Education; Functions of Education.
- Education as an instrument of Social Control, Social Change,
- Preservation of Cultural Heritage and Values. School and the society, Culture and Education, School as a Social System. Agencies of Education – Informal, Formal and Non-formal .

#### UNIT 2: Salient Features of Ancient Indian Education –

- Vedic, Buddhist, Islamic
- Tradition in Education.
- Major landmarks of British System of Education in Colonial India particularly From the viewpoint of

*[Handwritten signatures and initials in blue ink]*

Aims, Structure, Curricula and Methods of Education.

- Efforts towards evolving a national system of Education

### Unit -3: Secondary Education

- General Aims and Objectives of Secondary Education and Structure. Education during Post Independence Period. Constitutional provisions for education, Secondary Education commission 1952-53, Education Commission 1964-66, New Education Policy 1986 with Programme of Action 1992,
- Different streams of Secondary Education 1) C.B.S.E. 2) I.C.S.E. and 3) KSEEB with respect to curriculum. 4) Examination System etc.,
- Secondary School Teacher—Qualifications, Competences, Job Profile, Professional Code of Ethical conduct.
- Role of Secondary school teacher in Emerging India.

### Unit - 4: Teacher Education and Secondary School Curriculum

- Status, Aims and Objectives of Teacher Education in India.
- Role and Responsibilities of NCTE NCERT, DSERT, CTE, IASE
- Professional organization in the field of Teacher education
- Rastriya Madhyamika Shikshana Abiyana (RMSA), NCF-2005
- Programmes for enhancing efficiency and productivity of school teachers- In- service training – orientation and content enrichment programmes.

### Assignments: (Any two of the following.)

- Prepare and execute a plan for making at least two children and an adult literate from the community.
- Plan and organize a field trip/excursion to a nearby area of educational importance and submit a report.
- Visit to block or district and divisional educational offices and study their educational management pattern and submit the report.
- Prepare one project for institutional planning.
- Critically Study the working of the one of the parent teacher association in any two secondary schools.
- A critical survey of co-curricular activities in secondary schools.

### Reference:

- Anand C. L. et al., (1993) Teacher and Education in the emerging Indian society NCERT New Delhi.
- Coombs Philips H (1985) The World Crisis in Education. New York. Oxford University Press, New York
- Delors, Jaques (1996) Learning the Treasure within Report to UNESCO of the Internal Commission on Education for Twenty First Century UNESCO.

*Handwritten signatures and initials:*  
A. V. Sund  
Gande  
S. K. Singh  
D. K. Singh  
M. Singh  
A. Singh

- Dewey I (1952) Experience in Education, Collier Macmillan.
- Dewey S (1956) Democracy in Education New York: Macmillan.
- Gandhi M. K. (1956) Basic Education, Ahmedabad Nalijiban.
- Government of India (1952) Report of the Secondary Education Commission, New Delhi:- Ministry of Education.
- Government of India (1966) Report of Education Commission Ministry of Education, New Delhi.
- Government of India MHRD (1986) (Revised 1992) National Policy of Education. New Delhi.
- Government of India (1992) Report of Core Group on Value Orientation of Education Planning Commission.
  
- Kneller G. F. (1978) Foundation of Education. New York: Johri Willy and Sons.
- Kneller George (1978) Introduction to Philosophy of Education, New York: John Willey and Sons INC.
- Mani R S. (1964) Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
- Mathur S.S. (1988) A Sociological Approach to Indian Education, Agra. Vindo Prakashan.
- Mookherjee K.K. (1972) Some Great Educators of the World. Fas Gupta & Ce Put Ltd. Calcutta.
- Mukherjee S. N. (1966) History of Education in India, Baroda. Acharya Book Depot.

*George @ 2000*

*Sund*  
*LOZ*

*John*

*Shri Prayal*  
*Prayal*

*Adwin*



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## CC 3. Language across the curriculum – Part 1

Max. Marks: 35 Min. Marks: 12

### Objectives

- Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication.
- Enhancing one's facility in the language of instruction is thus a vital need of student- teachers, irrespective of the subject areas that they are going to teach.
- This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.
- It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.

### COURSE OUTCOME:

- After undergoing this course the students will be able to:-
- To understand the language background of students as first or second language users of the language used in teaching the subject.
- To understand the nature of classroom discourse and to know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.
- To develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.
- To develop competence in analysing current school practices and their impact on learning and to come up with appropriate alternatives to the current practices.
- To create sensitivity to the language diversity that exists in the classrooms.
- To give opportunities of Writing in specific content areas.

### CROUSE CONTENT

#### UNIT 1: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

- The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories. Suggested Activities
- Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)
- Re-telling the account – in one's own words/from different points of view (taking turns in a smaller group)
- Narrating/describing a related account from one's life experience (in front of a smaller group)
- Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)

*[Handwritten signatures and marks in blue ink at the bottom of the page]*

## UNIT 2: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING

- The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces) For this Unit, the student-teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers.

### Suggested Activities

- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs)
- Explaining the gist of the text/topic to others (in the larger subject group)
- Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented—this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing)
- Writing a review or a summary of the text, with comments and opinions (individual task)

## UNIT 3: ENGAGING WITH JOURNALISTIC WRITING

- The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this Unit.

### Suggested Activities

- Using reading strategies, such as scanning, skimming and reading for extracting information – as appropriate for initial reading of articles (guided individual task)
- Analysis of structure of the article, identifying sub-headings, key words,
- Sequencing of ideas, use of concrete details, illustrations and/or statistical representations, etc. (guided working in pairs)
- Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)
- Researching and writing articles on topics of local interest (working to produce a local interest magazine).

### REFERENCES:

1. Bose, R. B. N. & Sterling, T. S. : Elements of English Rhetoric and Prosody; Chakraborty, Chatterjee Co. Ltd. Calcutta, Latest Edition.
2. Bright, J. A. & McGregor, G. P.; Teaching English as a Second Language, ELBS & Longman, London, 1978.
3. Brumfit, C. J. & Johnson, K.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.
4. Heaton, J. B. : Language Testing, Modern English Publication Ltd., Great Britain, 1982.
5. Hornby, A. S. : Oxford Advanced Learner's Dictionary of Current English, OUP, Oxford, Latest Edition.
6. Johnson, J.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.
7. Johnson, K. : Communicative Syllabus Design and Methodology, Pergamum Press, Oxford, 1982.

*Handwritten signatures and initials in blue ink:*  
Sund, J, Shiv, Ruff, Sun, An, Ganga, Sam

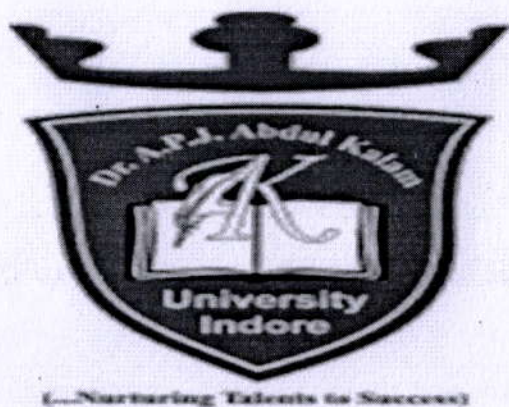
8. Jones, D. : English Pronouncing Dictionary, ELBS, London, Latest Edition.
9. Kemp, et al.; Designing Effective Instruction, Macmillan College Publishing Company, 1994.
10. Krashen, S.; Second Language, Acquisition and Second Langu.,

**Suggested Reading:**

- Agnihotri, R.K., Khanna, AL, 1994(Eds). Second Language Acquisition: Socio-Cultural andLinguistic Aspects of English in India(RALI), New Delhi, Sage Publication
- Baruah, T.C. 1984, The English Teachers Handbook, New Delhi, Sterling Publishers. Bansal, R.K. and Harrison, J.B., 1972: Spoken English in India, Madras, Orient Longman
- Brown, J.D. 1996: Testing in Language Programmes, Upper Saddle River, NJ, Prentice Hall Regents
- Chomsky, N. 1986. Knowledge of Language, New York ,Praeger
- Crystal David, 1997. Globalization of English, Cambridge; Cambridge University Press
- Ellis, R. 1992, The Study of Second Acquisition, Oxford, Oxford University Press
- Khulchandani, L.M. 1988: Language in a plural society, Delhi, Motiram Banarasidas and Shimla
- Lewis.M. 1993, The Lexical Approach: The State of ELT and a way Forward, Hove: Language Teaching Publications.
- Lock, G. 1996. Functional English Grammar, Cambridge: Cambridge University Press
- Mohanty, Bilingualism in a Multilingual Society: Psycho Social and Pedagogical Implication, Mysore: CIIL
- Nagaraj, Geeta: 2001: English Language Teaching, Orient Longman Limited, Kolkata
- NCERT, 2000, Continuous and Comprehensive Evaluation, New Delhi
- NCERT, 2005. National Curriculum Framework, 2005, New Delhi
- Nuna, D. 1991, Language Teaching Methodology, London Prentice Hall

# **Dr. A.P.J. Abdul Kalam University Indore**

**Two-year (Four Semester) Bachelor of Education (B.Ed.)**



**Third Semester Faculty of Education**

**B.Ed. Examination**



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## School Internship

As the title suggests, in this component of the programme, the student-teacher are actually placed in a school for a duration of Third Semester Initially, they will be attached to particular school for sixteen weeks as 'school attachment'.

A time gap after this school attachment will provide opportunity to student teacher to share experiences, reflect, clarify several things with teacher educators and internalize them.

## Main Objectives

- Student teacher will be enable to reflect on their practice, and learn to adapt and modify their visualization/implementation towards betterment of student learning involve in various school activities and processes in order to gain a 'feel' of the multiple roles of a teacher.
- Develop understanding of the 'school culture' and learn to reflect upon, consolidate and share their school experiences; and to recognize one's own development as a teacher.
- To developing capacities to think with educational theories and applying concept in concrete – learning situations, managing classroom learning, evaluation learners and providing feedback, learning to work with colleagues, reflecting on one's own professional practice are drawn upon to provide appropriate learning experiences for the student teacher that is critical to the education of teachers.
- To undertake responsibility for planning and implementation of learning situations for specific units of study, in the context of their school.

## School Internship outcomes

- Develop observational skills of teaching profession.
- Develop a comprehensive and critical understanding on school plant and related activities.
- Develop the managerial skills required in schools.
- Understand pedagogical skills and how to apply these skills in real teaching situations.





**DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)**

## **Third Semester**

### **Pedagogy of a School Subject PC1,PC2**

#### **Objectives:**

1. To enable Students to responds to a variety of Maxims of Teaching.
2. To develop the teaching skills of Students.

#### **COURSE CONTENT**

**Unit I- Maxims of Teaching and Micro Teaching** Meaning, Nature and Types of Maxims of Teaching  
Meaning , Definition, Principles of Micro Teaching Micro Teaching Cycle, Process of Micro Teaching  
Advantages , limitations and uses of Micro Teaching

#### **Unit II- TEACHING SKILLS**

- 1) Introduction Skill
- 2) Fluency in Questioning
- 3) Probing Question
- 4) Explaining
- 5) Illustrating and use of Examples
- 6) Teacher's silences and Non Verbal Cues
- 7) Lecturing
- 8) Reinforcement
- 9) Stimulus variation
- 10) Black board
- 11) Effective Communication
- 12) Recognizing and Attending Behaviors Self Induction
- 13) Classroom Management
- 14) Planned repetition
- 15) Achieving Closure

#### **EPC 2 Educational Psychology Practical**

#### **PSYCHOLOGY TEST (ANY FIVE)**

1. Intelligence Test- Verbal
2. Intelligence Test- Non Verbal
3. Interest Test
4. Attitude Test
5. Learning by Whole and Part Metho
6. Personality test -Introvert and Extrover
7. Value Test
8. Adjustment Test
9. Anxiety Test
10. Achievement Test

*Handwritten signatures:*  
A. P. J. K. U.  
A. P. J. K. U.

*Handwritten signatures:*  
A. P. J. K. U.  
A. P. J. K. U.  
A. P. J. K. U.

# **Dr. A.P.J. Abdul Kalam University Indore**

**Two-year (Four Semester) Bachelor of Education (B.Ed.)**



**Fourth Semester Faculty of Education  
B.Ed. Examination 2018-19**

**Dr. A.P.J. Abdul Kalam University Indore**



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## Syllabus & Course Structure BACHELOR OF EDUCATION (B.Ed.) B.Ed. Course Scheme of Examination – Semester

### Scheme Semester – IV

Course/Paper	Hours per week	Total marks	Internal (Formative)		External (Summative)	
			Max.	Min.	Max.	Min.
<b>Group B : Core Course</b>						
CC 7 : Gender, School & Society	6	100	25	09	75	27
ICT 1. Educational Technology	6	100	25	09	75	27
ICT 2. Creating an inclusive school	6	100	25	09	75	27
ICT 3. Optional course : (Any one of the subject mentioned below)	6	100	25	09	75	27
a. Value Education	---	---	---	---	---	---
b. Futurology in Education	---	---	---	---	---	---
c. Health and Physical	---	---	---	---	---	---
d. Guidance and Counseling in School	---	---	---	---	---	---
e. Environmental Education	---	---	---	---	---	---
f. Action Research	---	---	---	---	---	---
EPC 4 : Understanding the self Practical	2	50	20	07	30	15
EPC 5 : Understanding of ICT Practical	2	50	20	07	30	15
<b>Total</b>		<b>500</b>	<b>140</b>	<b>50</b>	<b>360</b>	<b>130</b>

**Note:** Assignments & Tasks for Courses 1,2,3,4

*[Handwritten signatures and initials in blue ink]*



**DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)**

## **Fourth Semester**

### **CC 7 Genders, School and Society**

**Max. Marks: 75 Min. Marks: 27**

#### **Course Objectives:**

To enable the Student Teacher to:

1. To acquaint the student teachers with the concept of gendered roles in society and their challenges.
2. To develop an understanding of the inequality and disparities in equal opportunities in education in societal context.
3. To enable the student teachers to critically examine the stereotypes and rethink their beliefs.
4. To help student teachers to develop abilities to handle notion of gender and sexuality.

#### **COURSE OUTCOME:**

This course will enable student teachers to

- Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, gender parity, equity and equality.
- Learn about gender issues in educational contexts; curriculum, textual materials across disciplines, pedagogical process and its intersection with class, caste, religion, and region.
- The gender discrimination in the construction and dissemination of knowledge
- Gain a critical perspective on the ways in which education maintains and legitimates gender relations in society

#### **COURSE CONTENTS:**

##### **UNIT I Gender Issues: Key Concepts**

1. The meaning and concept of gender and experience of gender in across different social groups, regions and time-periods. Challenges in gendered roles in society: Family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.
2. Unequal access of education to girls; access to schools; gender identity construction at home and in society.
3. Indian societal context: Power and authority in Indian Social System (patriarchy). Socialization of child into a specific gender influences, and opportunities for education.

##### **UNIT II Gender Challenges and Education**

1. Challenging gender inequalities or reinforcing gender parity: The role of schools, peers, teachers, curriculum and textbooks, etc. Representation of gendered roles, relationships and ideas in textbooks and curricula.
2. Schools nurture or challenge creation of young people as masculine and feminine selves.

*Gooda* *Don* *lol*

*Jan*

*Shri Atul*

*Samb*

*Neeraj*

*Ar*

### UNIT III Gender Issues and Role of Teacher

1. Counseling and Guidance: Teachers' need help to develop abilities to handle notions of gender and sexuality, (often addressing the issues under diverse cultural constraints, their own and their students', instead of shying away from the same.)
2. Sex Education: Perceptions of safety at school, home and beyond (The formulation of positive notions of sexuality among young people impact larger issues).
3. Identification of sexual abuse/violence and its verbalization, (combating the dominant societal outlook of objectification of the female body, and so on.)

### UNIT IV Role of the Media and Life Skills Education

1. Role of the media in propagation of popular beliefs, reinforcing gender roles in the popular culture and by implication, at school.
2. Life Skills courses in school: provisions to deal with some issues of gender identity roles and performativity for the development of positive notions of body and self.
3. Gender equality Education: of regions and exploring the roles of the institutions (family, caste, religion, culture, media and popular culture, law and the state).

#### Assignment:

##### 1. Group Discussion:

B.Ed. students will observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction. Studying the everyday activities where the majority of girls constitute the assembly choir group and the boys form the inter-school cricket

team; girls partnered to be seated with other girl students and boys with boys; sciences associated with boys and humanities with girls; art and craft considered to be the domain of the girls and physical education that of the boys; etc. Teachers need to question such stereotypes and help students rethink their beliefs. Why these issues are delineated only for supplementary extra-curricular periods in school and not integrated into subjects of study need to be discussed.

2. **Group work & activities, brainstorming, audio-visual presentations:** prospective teachers to attend and themselves undertake sessions of open verbalization with school students, voluntary cum friendly involvement in discussions, , together with the co-participation of school (teachers, counselors and other resources), home (parents and siblings) and society (NGOs, other expert groups, etc.).

3. **Assignments and Projects:** Student-teachers will be exposed and trained to prepare pedagogic material and practice a pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities, while being sensitive to social groups.

#### References:

- Acker, S. (1994) Feminist theory and the study of gender and education; In S.
- Acker, Gendered Education: Sociological Reflections on women, Teaching and
- Feminism, Buckingham: Open University Press.

*[Handwritten signatures and initials in blue ink, including names like George, John, Sami, Arun, and Megha.]*

- Barks, O. (1971) *Sociology of Education* Ed. 2 Landon: Batsford.
- *Kumar, K. (1991) Political agenda of Education, New Delhi: Sage.*
- *Lips, Hilary M. (1989) Sex and Gender an Introduction, California*
- *Mountainview, Mayfield Publishing Company.*
- *hokeshaft, Charol (1989). Women in education administration, New Bury Park: Sage Publication.*
- *Crapo, H. (ed.) (1970) Family, Class and education, London: Longman*
- *10.David, Mirrian, E. (1980) State the Family and education, London: Routledge and kegan*
- *Paul Desai,*
- *11.Tyler, W. (1977) The sociology of educational inequality, London: Methuen. Chandra,*
- *Karuna (1984) Structures and ideologies: Socialization and Education of girl child in*
- *South Asia', Indian. Journal of Social Sciences. Vol 3 No. 1.*
- *12.Ahmad, Karuna (1984) 'Social context of Women's Education 1921-81', New frontiers in*
- *higher education, Vol.- XV No. 3.*

*George Sam*

*John*

*John*

*Shri Singh*

*Sund*

*Arjun*

*Arjun*



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## ICT1. Educational Technology & ICT

Max. Marks: 75 Min. Marks: 27

### Objectives:

Upon the completion of the course the student-teachers will able to: Explain meaning, components, functions of computer and its historical backgrounds.

- Understand the computer peripherals and its Organization in computer system.
- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.
- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Understand the applications of Information Technology in the field of teacher education programme and training.

### COURSE OUTCOME

- To enable the prospective teachers to:
  - Develop an understanding of the concept of Computer and its components.
  - Develop an understanding of the concept of ICT and its components
  - Use ICT in the classrooms in line with educational aims and principles.
  - Explore ICTs along three broad strands; teaching- learning, administrative and academic support systems thereby integrate technology tools for teaching learning, material development, developing collaborative networks for sharing and learning.
  - Understand the evolution and impact of ICTs on society and in the education system.

### COURSE CONTENT

#### Unit 1: Fundamentals of Computer

History and Generations of Computer

Meaning, Definition and Characteristics of Computer

Basic Functions of Computer - Input-Process-Output Concepts

Anatomy of Computer Classification of Computers:

Based on size and capacity (Micro, Mini, Mainframe and Super Computers.)

Based on working principle (Analog, Digital and Hybrid Computers.)

#### Unit 2: Computer Organization: Hardware and Software

Input Devices: Key Board, Mouse, Scanner, Digital Camera, Mike, Digital Board Central Processing

Unit: Arithmetic and Logic Unit, Control Unit and Memory Units. Memory Devices (Storage devices):

Primary memory Devices: RAM, ROM, PROM, EPROM and EEPROM. Secondary memory Devices:

Hard Disk, CD-Rom, DVD, Optical Disk, Pen drive. Output Devices: Monitor, Printer, Plotter, Speaker

Operating System: Needs and Functions of Operating System Types of Operating System – single user

and multi user Programming Languages: Types of Languages – LLL and HLL Computer Software:

System Software, Application Software and Operating System Computer Virus and its prevention.

*Handwritten signature*

*Handwritten signature*

*Handwritten signature*

*Handwritten signature*

*Handwritten signature*

*Handwritten signature*

### Unit 3: Microsoft Windows (System Software)

Introduction to MS-Windows Elements of MS-Windows, Start Menu, Desktop, Window Accessories, Control panel, Windows Explorer Application Programme: MS-OFFICE (Application Software) MS-WORD, MS- EXCEL AND MS-POWERPOINT. **Microsoft Word** :Parts of Ms-Word windows, MS-Word Standard, Formatting, Drawing Toolbars. Starting Ms-Word, Opening a new document. Opening old document, naming the new document, saving the document using save and save as commands. Formatting the Document Fonts: Font style, Size, Bold, Italics, Underline, Normal, Spacing. Paragraph: Line spacing, Paragraph spacing, Paragraph borders, bullets, Numbered list , Shadings. Page Setup: Paper orientation, Margins and Paper size. Alignment Centre, Left, Right , Justified Editing the Document Cut, copy, paste, paste special, undo, redo, select all, find, replace, go to, page Number, clear Inserting: Frame, objects, pictures, headers, footers, page number, date and time Tabs, Tables, Columns : Insert table, delete cells, merge cells, split cells, select row, select column, select table, table auto format, cell height and width headings, sort text and formula Working with the Drawing Tools : Line, rectangle, ellipse, arc, style, freeform, text box, callout, format callout, fill colour, line colour, line bring to front, send to back, bring to front of text send behind text, flip vertical, flip horizontal, rotate right, reshape Page setting and printing the document and Mail merge Educational based applications : Preparation of lesson plans using Ms Word

#### Microsoft Excel :

- Parts of Excel windows, Excel Standard, Formatting, Drawing Toolbars.
- Creating a new worksheet, Opening as existing worksheet, saving the worksheet.
- Working with worksheet, Inserting and deleting rows & columns merge cells, formulae, sorting, inserting charts.
- Preparation of School Time Table, Marks list, Salary Bill etc.

#### Microsoft Power Point :

3.5.1 Parts of PowerPoint windows, PowerPoint Standard, Formatting, and Drawing Toolbars.

Working with Text—Changing Fonts, Changing Font Size and Bold, Alignments, Moving text etc.

Working with Graphics – Moving the Frames and Inserting Clip Arts, Inserting pictures, Inserting New Slide, Organisation of Charts, Tables, Designing Templates, Master Slide, Colour box etc Presentation of Slides – Saving Slides, Auto Content Wizard Slide Show, Animation, etc.

Educational based application, use of the Power Point.

### Unit 4: Applications Information and Communication Technology in Education

Introduction to ICT: Meaning, Need and importance of ICT.

Introduction to Multi Media : Meaning of Multi media

Scope of Multimedia Components of Multi media

Pre-requisites of Multimedia PC Graphic Effects and Techniques

Sound and Music Uses of Multimedia for teaching

Developing a lesson plan using a multimedia package Introduction to Internet

Meaning of Internet Characteristics of Internet

Uses of Internet Educational based applications of Internet

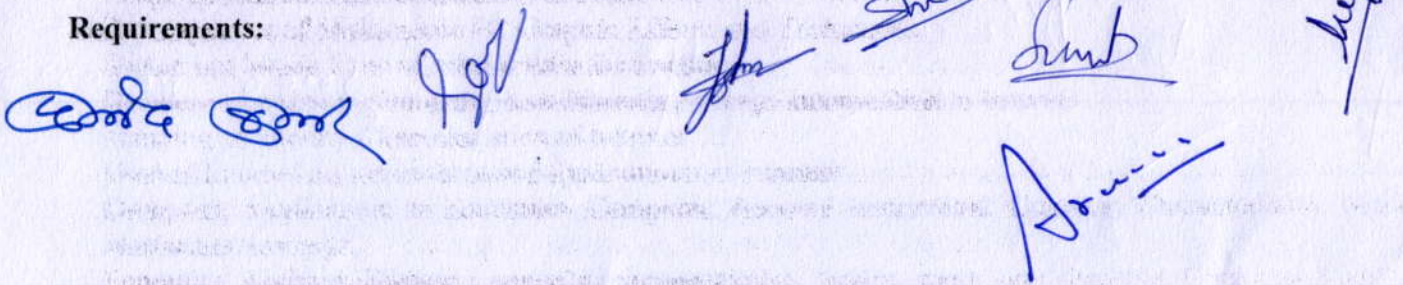
Computer Application in Education Computer Assisted Instruction: Concept, Characteristics, Modes, Merits and demerits.

Computer Assisted Testing : concept, characteristics, modes, merit and demerits Computer Managed Instruction : concept, characteristics, modes, merits and demerits

Introduction to/ website –meaning and importance Social websites

(Blog/Twitter/face book)

#### Requirements:



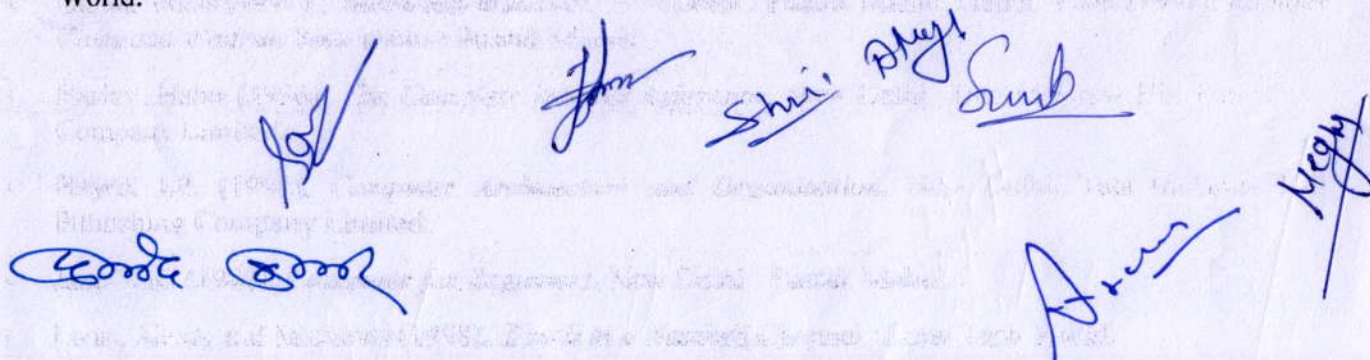
1. Infrastructure requirements: In order to implement ICT literacy in in-service teacher education and ICT laboratory/Multimedia centre may have to be setup No. of PCs /Systems will be required.
2. It is recommended that for each student teacher get hands on experience at least one hour per week. College is free to design the practical time table.
3. It is recommended that out of 4 Hours a week. ( 2 Hours theory and 2 hour practical's.)
4. Institution should have to appoint ICT Teacher with minimum qualification of PGDCA/BCA/MCA

**Assignments:** (Any One Uniform pattern)

1. Write the History and Generations of Computer.
2. Write the Input, Output and Storage devices of Computer system.
3. Preparation of a Lesson Plan, Student List, Letters, Invitations – Hard copy and Soft copy.
4. MS Excel: Preparation of a School Time table, Marks List – Analysis of Data and Graphical representation - Hard copy and Soft copy.
5. MS PowerPoint: Preparation of Animated slides (Insert Pictures, Cliparts, Word art, sound, effects, animation, etc...)for teaching any concept on your subjects.
6. Internet: Surfing Educative websites, downloading, taking a printout, creating E- mail Id.

**Reference:**

- Balaguruswamy E. (2001), *Programming in Basic*, New Delhi: Tata McGraw Hill Publishing Company Limited.
- Casanova and Molina (1996), *Multi media : Production, Planning and Delivery*, New Delhi : Prentice-Hall of India Private Limited.
- Gupta, Vikas (1997) , *Micro soft Windows*, New Delhi : Pustak Mahal. Gupta, Vikas (1997), *Rapidex Computer Course*, New Delhi : Pustak Mahal.
- Harley, Hahn (1996), *The Complete Internet Reference*, New Delhi: Tata McGraw Hill Publishing Company Limited.
- Hayes, J.P. (1998), *Computer Architecture and Organisation*, New Delhi: Tata McGraw Hill Publishing Company Limited.
- Jain, V.K. (1997), *Computer for Beginners*, New Delhi : Pustak Mahal.
- Leon, Alexis and Mathews (1998), *E mail in a Nutshell*, Chennai : Leon Tech World.
- Leon, Alexis and Mathews (1999), *Fundamentals of Information Technology*, Chennai : Leon Tech World.


 A collection of handwritten signatures in blue ink, including names like 'Shri', 'Raj', 'Surb', 'Arjun', and 'Megha', along with other illegible signatures.



- Specific roll of family and community participation.
- Support services needed for inclusive schools

**UNIT IV- Identification and assessment of children with special educational needs**

- Concept and techniques of assessment
- identification and functional assessment of children with special needs
- implication of assessment for instructional planning and curriculum.
- Curriculum, adaptation, teaching strategies and evaluation in inclusive school.
- Principles and methods of curriculum adaptation and adjustment to address diversity.
- teaching learning strategies for children with special educational needs:
- Comparative learning, peer tutoring, behavior modification, multisensory approach, perceptual strategy and system approach.
- individual educational program (IEP) and use of emerging technology
- Adaptation in evaluation procedures.

**Practicum: Any one of the following:**

(Suggested practicum but more activities can be taken up by the teacher based on any topic from above unit)

1. Preparation of a report on importance of education for children with special needs
2. Case study of children with special needs school in school situation.
3. Observation of class room situation and identification of special needs.
4. Identification of gifted /creative /slow learner/children with learning disability using standardized test.
5. Preparation of teaching plan for accommodation special need (Any one type) in regular classroom.
6. List out the resources for effective implementation of integration programme with reference to any one category of special needs. Apart from the above similar activities from the five units will be identified and given.

**References:**

- Montgomery,D. (1990),special need in ordinary schools: children with learning difficulties, Cassel Educational limited ,london
- 2.Ainscow,M.(1990)special needs in the classroom: A Teacher education resource pack UNESCO
- Hallahan and Kuffman J.M.(1984) excetional children ,Prentice hall
- 4.Haring N.G.(1986)Exceptional Children and youth Ohio:Columbus Charles E Meml Publishing Co. A Bell and Howell Co.
- Hegarty S. and Mithu Alur(2002)Education and children with Special

*George Sam*

*Shan's*  
*John*  
*Praveen*  
*Praveen*  
*Megha*



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## ICT3. Optional Course:

(Any One of the Subject mentioned below)

### ICT3(A) Value Education

Max. Marks: 75 Min Marks: 27

**Objectives:** Upon completion of the course the student-teachers will be able to:

1. Understand the concept and types of values.
2. Understand the meaning and basic-theories of axiology.
3. Get an insight into the strategies of inculcation of values among children.
4. Develop awareness about the different agencies working in the sphere of value education.
5. Develop skills and techniques needed to teach value education.
6. Understand the role of the teacher in value education.

### COURSE CONTENT

#### Unit 1: Introduction to Values

Values: Concept, Nature, Types and Significance

Classification of Values - Intrinsic Values, Instrumental Values, Moral Values, Aesthetic Values, Economic Values, Social Values

Contemporary Values in Indian Context

Panchakosha Theory of Values

Basic Human Values – Truth, Beauty, Goodness, Love, Peace, Non-Violence

Contemporary Values – Scientific Temper, Intellectual Honesty, Social Service and Protection of Environment.

#### Unit 2: Strategies of Inculcation of Values

Sources of Value Education – Autobiography and Biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.

Techniques of Inculcating Values in Life 2.2.1 Ashtangayoga (Yama, Niyama, Asana, Pranayama, Prathyahara, Dhyana, Dharana, and Samadhi)

Role of Teachers in Value Education.

#### Unit 3: Role of Social Agencies in Value Education

Family Religion Educational Institutions Community Mass Media (Print and Electronic) Information and Communication Technology (Computer and Internet)

#### Unit 4: Value Education in Secondary Schools

*Handwritten signature*

*Handwritten signature*

*Handwritten signatures: Sanku, Anu*

*Handwritten signature*

Integrated approach Direct Approach Incidental approach Co-curricular and Extra-Curricular Activities  
Resolving Value Conflicts (value crisis) Discussion of Burning Social and Moral Problems Project Work  
and Community Centered Activities

**Assignments (any one)**

1. Visit to religious institutions which are involved in Educational endeavor
2. Documentation of the contributions of the great personalities and institutions for the promotion and protection of values
3. Selection of incidences/ episodes from the biographies depicting particular/ selected value
4. Preparation of Value Judgment Scale

**Reference:**

- Broudy S. Harry (1961) Building a Philosophy of Education, USA, Prentice-hall Inc.
- Dewey, J. (1916) Democracy and Education. New York: Macmillan.
- Doyle, T.F. (1973) Educational Judgments. London: Routledge and Kegan Paul.
- Feather T., Norman (1975) Values in Education and Society, New York: A Division of Macmillan Publishing Co.
- Gupta, N.L. (1986) Value-education: Theory and Practice, Amjeer, Krishna brothers.
- Kneller, G.F., (1971) Introduction to the Philosophy of Education. New York: Johnwilly and Sons.
- Lowenthal, F. and Vandamme F. Eds. (1986) Pragmatics and Education. New York.
- Planeum.
- Marlow A.H., Ed. (1959) New Knowledge in Human Values. London: Harper and Row
- Peters, R.S. (1963) Authority, Responsibility and Education. London: George Allen and Unwin.
- Rogers, C.R. (1980) A Way of Being. Houghton Mifflin, Boston.
- Russell, B. (1972) Education and the Good Life. New York: Leveright.
- Venkataiah N. (Ed), (1998) Value Education. New Delhi: APH Publishing Corporat

Handwritten signatures and initials in blue ink, including "H/V", "Shri", "Raj", "Sund", "Megdy", "Ar", "Gode", and "Sood".



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## OPTIONAL SUBJECT

### ICT3 (B) FUTUROLOGY IN EDUCATION

Max. Marks: 75 Min. Marks: 27

#### OBJECTIVES:

- To acquaint students with the significance of the study of Futures in general and Futurology in particular.
- To develop the knowledge and skills of students for Forecasting Futures of Education through methods and techniques.
- To develop critical thinking of students about the problem and prospects of school education in future.

#### COURSE OUTCOMES

- To understand the knowledge and skills of students for Forecasting Futures of Education through methods and techniques.
- To understand critical thinking of students about the problem and prospects of school education in future.

#### COURSE CONTENT

##### UNIT I: Concept of Future and Future studies:

Needs, Scope and Significance of Futures Studies in General

##### UNIT II: Concepts of Futurology in Education and Futuristic Education:

Needs and relevance of study of Futurology in Education at Teacher Education stage and School stage

##### UNIT III: Parameters of Forecasting Educational Futures.

Different methods of Futures Studies: simple Trend Extrapolation, Brain Storming, Delphi, Future Wheel, Role Playing, and Scenario Writing.

##### UNIT- IV: Futures of Educational System:

Library, Classroom, Methods, Media and Teaching Aids, Textbooks, Examination System, Futures School Teachers and Students. Futures of Primary and Secondary Education in the Context of Social and Technological Change

#### ACTIVITY:

*George* *Sham*

*Sham*

*Sham* *Sham* *Sham*

*Sham*

*Megha*

### Group Activity (ONE)

Development of Scenario on any one area of Education as specified in Units 4 and 5 using the activities specified in unit **Individual Activity (ONE)**

- Designing futuristic course content of own subject at school level on the basis of study of Literature.
- Writing Scenario of Future of Students/ Teachers/School/ Environment/ Library/ Teaching Aids/ Textbooks; etc. using Future Wheel Exercise.
- Using Future Wheel Exercise.

### References:

- Ekisirh Sade ke Liya Shiksha. Palash, Madhya Pradesh Shishak Prashikshan Mandal, Bhopal, Jan., 1990.
- NIEPA Report: Education in the 2001, New Delhi, 1986.
- Passi, B.K. and Sahoo, P.K.: Future Studies National Psychological Corporation, Agra, 1991.
- Reddy, N.: Problems of Futurology. Sterling Publishing Co., New Delhi, 1985.
- Sapra, C.L., and Dadauz, S.S.: Education of the Future Management Challenges. National Book, New Delhi, 1986.
- Seth, S.C.: India- The Next 7000 days. Wiley Eastern Ltd., New Delhi, 1986.
- Seth, S.C.: Future Scan and anticipatory Management. Centre for Anticipatory Management, New Delhi.
- Sharma, P.L.: India the Fourth World. Pankaj, New Delhi, 1985.
- Srivastava, A.P.: Teaching and Learning in XII Century. The Learning Laboratory, New Delhi, 1987.
- Toffler, A.: The Third Wave. Pan book, London, 1980.

HW  
Gode  
Gode

Shiv  
Arun

Meena



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## OPTIONAL PAPER

### ICT3 (C) Health and Physical Education

Max. Marks: 75 Min. Marks: 27

**Objectives:** Upon completion of the course the student-teacher will be able to :

1. Understand the significance of Health Education for the all-round development.
2. Maintain and promote good health
3. Develop the understanding of physical education and its related fields.
4. Acquire the knowledge about the teaching methods of physical education and its activities.
5. Know about the effective organization of physical education activities.

#### COURSE OUTCOME:

1. After undergoing this course, the student teacher will be able to:
  1. Tell the basic concepts of Physical Education, Sports, Games and Yoga.
  2. Organize the various games and sports activities.
  3. Prepare different playing grounds and courts.
  4. Tell the rules, technique and skills of sports.
  5. Follow the benefits of exercise, physical fitness and health related physical fitness.

#### COURSE CONTENT

##### Unit 1: Health and Physical Education

Health : Meaning, Aims and Objectives, Importance and Scope

Physical Education : Meaning, Aims and Objectives, Importance and Scope

Related fields – Recreation, Health Education and Education

National and Emotional Integration through Sports and Physical Education

Yoga – Meaning – Astanga Yoga – Significance in Modern Society.

##### Unit 2: Health Service and Supervision

Medical Inspection – Meaning, Procedure and Importance

Personal Care – Skin, Eyes, Ears and Teeth

*[Handwritten signatures and initials in blue ink]*





# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## OPTIONAL PAPER

### ICT3 (D) GUIDANCE AND COUNSELING IN SCHOOLS

Max. Marks : 75 Min. Marks : 27

#### Objectives:

Upon completion of this course the student-teacher will be able to :

1. Understand the principles, scope and need of guidance and counseling in schools
2. Acquaint himself with nature of different problems faced by children in context of learning and development.
3. Understand the acquisition and process of learning in children with special needs.
4. Acquaint himself with learning disabilities of children and its remedies
5. Take up minimum guidance programme at school level.

#### COURSE OUTCOME:

1. The teacher trainee will be able to-
2. To develop a basic understanding for the meaning and need of guidance and counseling and its relation to education.
3. Understand the need of counseling and its relation to education.
4. To give an understanding of basic types of guidance viz. educational and vocational
5. Get an idea of psychological measurement in guidance and counseling and its utility.

#### CONTENT

##### Unit 1: Guidance and Counseling

Introduction to Guidance and Counseling Nature, Purpose and Scope of Guidance and Counseling  
Difference between Guidance and Counseling Principles Approaches Areas of Guidance Educational  
Guidance Vocational Guidance Personal Guidance

##### Unit-2: Problems of Developments in Children

Problems related to physical development Common problems faced by children Nutrition Problems  
related with Emotional Development Adjustment to Home Adjustment to School Adjustment to Peer  
Group Problems related to academic achievement Problems related to Gender bias and Gender related  
issues Applications of the whole child concept for parents, teachers and counselors Acquisition and  
Process of Learning Concept of learning Factors affecting learning Physiological factors Socio-emotional  
factors Educational factors

##### Unit 3: Learning Disabilities of Children

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

Factors Contributing to Learning Problems External factors – Psychological and Educational Internal factors – Low general ability, Attention, Specific reading, writing etc. Assessment of the child Case history Assessment of general abilities Remediation Principles of Guidance Services Designing remedial strategies.

#### Unit 4: Guidance for Children with Special Needs

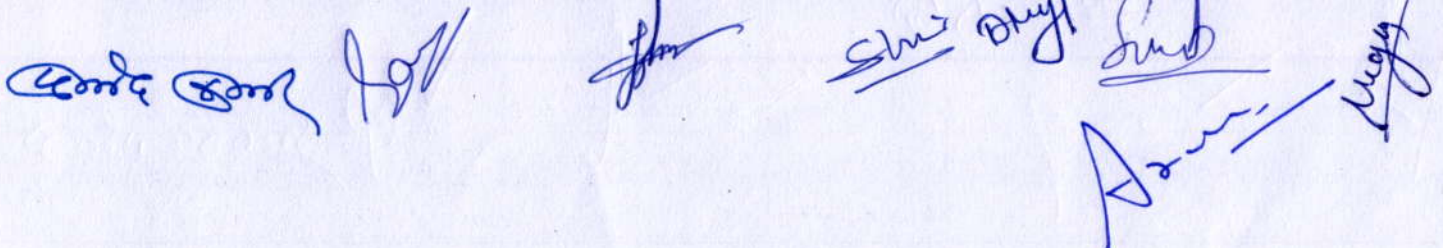
Meaning, definitions and types of exceptional children Gifted and Creative children Slow learners and backward children Strategies for helping exceptional children to overcome their problems.

#### Assignments (any one)

1. Case study of a child with special problem.
2. Publication of a career bulletin based on authentic sources of Jobs. Employment
3. Organization of career conference, Campus Interviews, etc.
4. Organization of counseling session for (Individual / Groups) students who are genuinely in need of Counseling.
5. Organization of Guidance sessions about services and facilities available in a school or college.

#### References

- Adams, J.F.(1965) *Counselling and Guidance : A Summary*, New York : The Mc Millan company Ltd.
- Aggarwal. J. C. *Educational & Vocational Guidance & Counselling*. Delhi : Doaba House.
- Asha Bhatnagar (1999) *Guidance and Counselling: Theoretical Perceptive*.
- Vol-1. New Delhi : Vikas Publishing House.
- Berki B. G. & Mukhopadhy. B. *Guidance & Counselling : A Manual* New Delhi: Sterling Publishers.
- Byrne, M. and Sheranian. C (1977), *Introduction to Communicative Deriders*, New York: Harper and Row.
- Cattle, W.C. and Downnie N M (1970) *Preparation for Counselling*, Eaglewood Cliffs. N J : Prentice Hall.
- Hammil, D D and Bartel N R (Eds) (1975) *Teaching Children with Learning and Behavioural Disorder*. Boston: Allyn and Bacon.
- Harr, E L and Cramer, S H (1972) *Vocational Guidance and Career Developments in the Schools: Towards a Systems Approach*. Boston : Houghton Mifflin.
- Jones, A J. (1963) *Principles of Guidance*. New York: McGraw Hill. Kochhar. S. K *Educational & Vocational Guidance in Secondary Schools*.
- Sterling Publishers : New Delhi.
- Learner, J.C (1985) *Learning Disabilities*, Boston, Houghton Mifflin.
- Lowning, L. N. (1968) *Guidance and Counselling Services: Introduction*, Mc. Grow Hill Book Company.
- Myers, G. *Principles and Techniques of Vocational Guidance*. New York : McGraw Hill.
- Rao. S. N *Counselling & Guidance*. New Delhi: Tata McGraw Hill.
- Sharma. S. R. *Research in Educational & Vocational Guidance*. New Delhi : Anmol Publications.





# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## OPTIONAL PAPER

### ICT3(E) Environmental Education

Max. Marks: 75 Min. Marks: 27

#### Objectives :

Upon completion of the course, the student-teacher will be able to :

1. Understand the concept, significance, scope and terminologies, objectives and programmes of environmental education.
2. Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities.
3. Interpret the environmental legislations in conservation and protection of the environment.
4. Understand the role of governmental and non-governmental agencies in environmental education.
5. Apply the methods of teaching and evaluation in environmental education.

#### COURSE OUTCOME:

1. This course will enable pupil teachers to:
2. Acquire basic knowledge and conceptual understanding of interdisciplinary theme on environment, peace, health, quality life and values.
3. Understand man- nature relation, life-support system, health- happiness- harmony, oneness of life, harmony with social and natural environment.
4. Reflect on world around them, analyze the relationships underlying that and enrich life.
5. Understand structures and perspective to notice continuity of life and values which underpin them.
6. Enrich capacity to introspect as a means to develop self/self-awareness;
7. Establish peace as a necessary condition for reforming education.

#### COURSE CONTENT

##### Unit 1: Introduction to Environmental Education

Environmental Education – Concept , Importance and Scope

Objectives and Principles of Environmental Education.

Basic Concepts in Environmental Education Ecology Eco-System Ecological Balance

Food Chain Pollution and Pollutants Natural Resources Green House Effect

Bio-degradable and Non-degradable Materials. Bio-sphere – Bio-Diversity

National Environment Awareness Campaign ( NEAC) Environmental Orientation for School Education (

EOSE) Environmental Information System (ENVIS).

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

## Unit 2 : Environment and Pollution

Meaning of Environment. Types of Environment Types of Environmental Pollution

Air Pollution : Meaning, causes The Air (Prevention and Control of Pollution) Act – 1981. Narmada Bachao Andolan: Meaning, causes, The Water (Prevention and Control of Pollution) Act – 1977 Soil Pollution : Meaning, causes, Remedies Sound Pollution : Meaning, causes , Remedies Ecological Imbalance s Deforestation Soil Erosion Extinction of Wild life Depletion of Ozone layer Life and Contributions of Environmental Activists. Mahesh Chandra Mehta Sunderlal Bahuguna Vandana Shiva Maneka Gandhi Shivaram Karanth

## Unit 3: Agencies in Environmental Education

United Nations Environment Programme (UNEP) International Union for Conservation of Nature and Natural Resources (IUCN). Union Ministry of Environment and Forests.

Central Pollution Control Board (CPCB). Centre for Environment Education (CEE).

National Afforestation and Eco-Development Board (NAEB) Environment Protection Movements in India. Chipko Movemen Appiko Movement Narmada Bachao Andolan (NBA).

Western Ghats Protection Movement

## Unit 4: Methods of Teaching Environmental Education

Direct (Specialized) Approach Integrated (Multi-Disciplinary) Approach Incidental Approach

Co-curricular and Extra-Curricular activities. Project Work. Intellectual Meets–Seminars, Symposia, Workshops, Conferences, Group Discussion, Debates, Special Lectures, Brain Storming. Field Outreach and Extension Activities. Eco-Clubs / Nature Clubs.

Problem Solving Activities related to Burning Ecological Problems. Quiz, Poster Making, Models Making and Exhibitions. Evaluation in Environmental Education Formative Evaluation Summative Evaluation.

### Practicum / Assignments (any one)

1. Visit any one of the following organization and prepare a report on the history, structure, functions and activities

- A. District Environment office
- B. Paryavaran Vahini
- C. Eco-clubs /Nature clubs

2. Collect articles published in News Papers / Periodicals concerning environment and write a critical comment on them.

Prepare a Directory of individuals and institutions working for protection of the purity of the environment in your district / state and document the- activities of any three individuals and three institutions.

3. Collect Twenty Five complaints published in Newspapers/Periodicals concerning pollution of the environment and suggest plan of action for solution of the complaints.

4. Prepare an Annotated Bibliography of 50 Websites concerning Environment, Ecology, Forests, Nature, and Environmental Education.

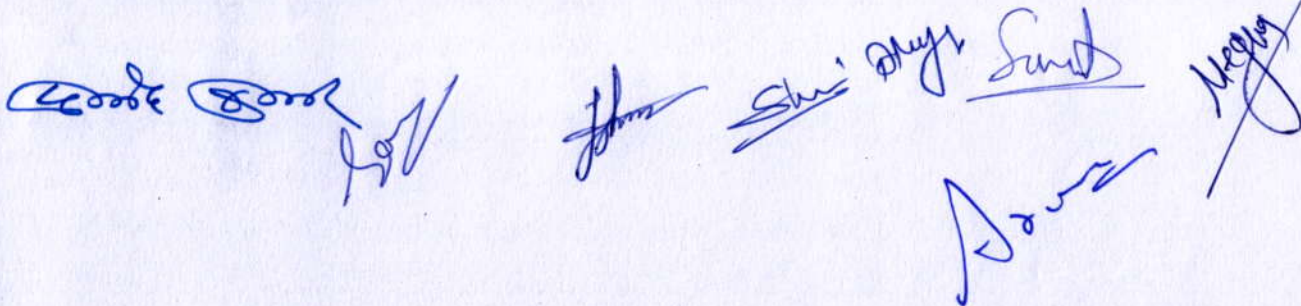
5. Prepare a list of academic courses/programmes run by 50 universities/ educational institutions about

*[Handwritten signatures and initials in blue ink, including names like 'Sandeep', 'H/V', 'Shri', 'Arya', 'Surb', 'Pr', 'Megh']*

- Environmental Science, Environment Education and Ecology, Environment Engineering etc.
6. Create a Garden in your college and document your experiences.
  7. Organizing environment education activities for school students (any two) Exhibitions, quiz competitions, plays, slogan development, environment skits, Dramas, Essay and Drawing competitions.
  8. Interviewing Ten Environmental Activists championing a genuine environmental movement and use the recorded interview for creating awareness among 20 families.

### References

- Government of India (2001) *India - 2001 - A Reference Annual*, New Delhi : Ministry of Information and Broadcasting.
- Carson, Sean Mc. B. (1978) *Environmental Education - Principles and Practices*, London : Edward, Arnold Publishers.
- Dash, M. C. (1993) *Fundamentals of Ecology*, Tata McGraw Hill.
- Khopkar, S. M. (1995) *Environmental Pollution Analysis*, New Delhi : New Age International Pvt. Ltd.
- Krishnamacharyelu, V. and Reddy, G. S. (2000) *Environmental Education*, Hyderabad: Neelkamal Publications Pvt. Ltd.

A series of handwritten signatures in blue ink, including names like 'Lalitha', 'Shri', 'Sund', and 'Megha'.



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## OPTIONAL PAPER

### ICT3 (F) Action Research

Max. Marks: 75 Min. Marks: 27

#### Objectives:

Upon completion of this course the student-teacher will be able to:

1. Acquire the knowledge of concept of research and educational research.
2. Understand the concept of basic, applied and action research and their differences.
3. Understand the meaning, significance and scope of action research
4. Become aware of action research problems in different areas in schools.
5. Acquire the knowledge of steps involved and tools used in action research.
6. Acquire the skills of conducting action research and to develop the skills of interpreting and reporting the findings of action research.

#### COURSE OUTCOME:

1. To Understand the concept of basic, applied and action research and their differences.
2. To Understand the meaning, significance and scope of action research
3. To Understand aware of action research problems in different areas in schools.
4. To Understand the knowledge of steps involved and tools used in action research.

#### COURSE CONTENT

##### Unit 1: Research and Educational Research

Research – meaning, definition and importance. Educational Research – meaning, definition and importance. Steps in Educational Research. Types of Research: Fundamental/Basic, Applied and Action Research–meaning definition and importance. Methods of research : Historical, Experimental and Survey Differences between applied and action research with reference to – purpose, ii) definition, iii) hypotheses, iv) sample, v) data collection instruments, vi) data analyses, vii) generalization, viii) limitations

##### Unit 2: Action Research

Meaning, definition and scope of action research. Importance of action research to classroom teachers, administrators and guidance personnel. Limitations of action research Action problems in different areas in schools – examples.

##### Unit 3: Research Steps and Tools

Steps in Action Research Identifying the problem area (examples– experimental design and qualitative design). Pinpointing the problem. Problem analysis in terms of causes. Identifying the objectives. Formulating action hypotheses. Designing action plan. Execution of the plan. Analysing the data. Findings Reporting. Tools of Data Collection. Achievement Test, Questionnaire, Interview Schedule,

*George*

*John*

*Shirley*

*Arjun*

*Megh*

Checklist, Rating Scale – meaning, need, advantages and limitations. Tests/Inventories of Aptitude, Attitude, Interest, Personality, Values, Intelligence and Creativity (Knowledge of at least 2 tests in each category). Measures in classroom – Stoichiometric technique and Classroom Social Distance Scale (uses of these tools in action research) Quantitative and Qualitative data : meaning and examples. Analysis of the Data–frequency distribution, measures of central tendency, variability, Co-efficient of correlation (Pearson's rank difference method). Interpretation of data with an example – descriptive and graphical. (Note: to be discussed without computation)

#### Unit 4: Action Research Report

Format of report in terms of steps of action research (as in 3.1 above). Summary, bibliography and appendix.

#### Assignments (any one)

Preparation of an action plan on a classroom problem such as:

- Identifying causes of poor reading ability and suggesting remedial measures.
- Identifying the causes and types of spelling errors and suggesting remedial measures.
- Identifying the causes of poor map-reading skills and suggesting remedial measures.
- Identifying the causes for poor drawing of diagrams and suggesting remedial measures.
- Identifying the causes of truancy and suggesting remedial measures.
- Identifying the causes of problem behaviour of students in the classroom and suggesting remedial measures.

(any other problems similar to above mentioned)

#### Reference

- Aggarwal, J.C. (1975), *Educational Research : An Introduction*. New Delhi : Arya Book Depot
- Sharma, R.N. (1993), *Methodology of Research in Education*, New Delhi : Surject Publications.
- Sidhu, K. S. (1984), *Methodology of Research in Education*, New Delhi : Sterling Publishers Pvt Ltd.
- Corey, S.M. (1953), *Action Research to Improve School Practices*, New York: Bureau of Publications, Columbia University
- Fox, D. J. (1969), *The Research Process in Education*. New York : Holt, Rinehart and Winston, Inc.
- Garrett, H.E. (1969), *Statistics in Psychology and Education*. Bombay : Vakils, Feffer and Simons, Ltd.
- Koul, L. (1984), *Methodology of Educational Research*, New Delhi : Vikas Publishing House Pvt. Ltd.
- McLean J.E. (1995), *Improving Education through Action Research*, California : Corwin Press/INC.
- NCERT (1979), *Research in Classroom*, New Delhi : Volume I to IV

*[Handwritten signatures and initials in blue ink at the bottom of the page, including names like 'Anand', 'Suresh', 'Ajay', 'Suresh', 'Anand', 'Meenu', 'Anand']*



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## EPC 4: Understanding the Self (practical)

Max. Marks: 30 Min. Marks: 15

### Objectives:

The main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Students are encouraged to explore and develop through self-reflection a greater insight into their aims of life, strengths and weaknesses and dynamics of formation of identity and a true individuality.

- Students also develop a capacity for social-relational sensitivity, effective communication skills and ways to create harmony within one's own self and society. The workshops are also aimed at equipping the students with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching.
- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students

### COURSE OUTCOME:

1. To develop understanding of student-teachers about themselves –the development of the self as a person and as a teacher
2. To develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth
3. To develop social relational sensitivity
4. To develop effective communication skills, including the ability to listen and observe

### Unit 1: Exploring the Aim of Life Objectives

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.
- To develop a holistic and integrated understanding of the human self and personality.

### Workshop Themes

- Vision as a person: Aspiration and purpose of life.
- Giving a conscious direction to life.

*[Handwritten signatures and notes in blue ink]*

- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.

### **Unit 2: Discovering one's True Potential**

- To facilitate the personal growth of the students by helping them to identify their own potential
- To develop the power of positive attitude.
- To encourage students to develop the capacity for self-reflection and personal integration.

### **Workshop Themes**

- Understanding one's strengths and weaknesses through self-observation exercises.
- Taking responsibility for one's own actions.
- Developing positivity, self-esteem and emotional integration.
- Exploring fear and trust; competition and cooperation
- Developing skills of inner self organization and self-reflection
- Writing a self-reflective journal

### **Unit 3: Developing Sensitivity**

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with ones own childhood experiences  
Workshop Themes • Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages(c.g.,media).
- Defining consciously one s own values towards self and society and develop a "capacity to understand and appreciate divergent points of view. Widening their realm of consciousness.
- Developing the capacity for empathic listening and communication skills.
- Understanding one s own childhood and adult-child gaps in society.

### **Unit 4: Peace, Progress and Harmony**

- To develop the capacity to establish peace within oneself
- To develop the capacity to establish harmony within a group and methods of conflict resolution
- To understand the meaning of leadership and develop attitudes and skills of a catalyst

A collection of approximately ten handwritten signatures in blue ink, scattered across the bottom of the page. The signatures are stylized and vary in length and complexity.

- To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change

### Workshop Themes

- Establishing peace within oneself: exercises of concentration and meditation
- Understanding group dynamics and communication
- Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution
- Exploring the bases of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change.

### Unit 5: Facilitating Personal Growth: Applications in Teaching

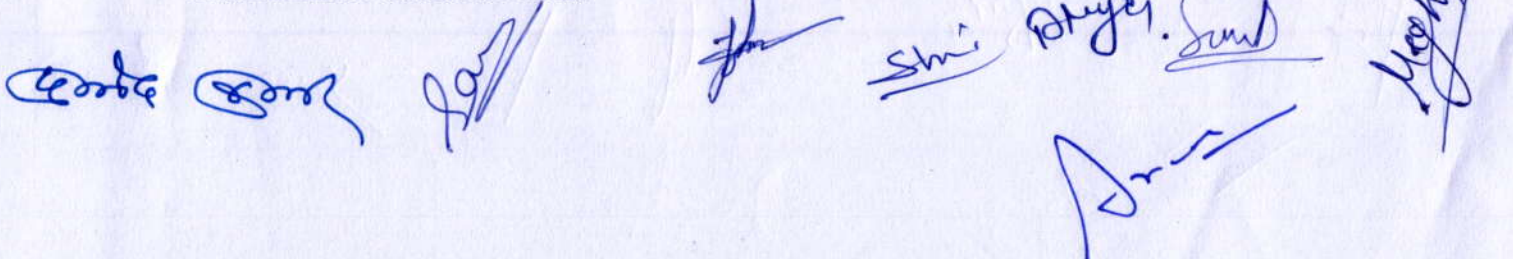
- To explore attitudes and methods needed for facilitating personal growth in students
- To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum

### Workshop Themes

- Becoming a self-reflective practitioner: becoming conscious of one's own
- Observing children: appreciating social, economic, cultural and individual differences in children and relating with them Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching **Mode of Transaction** There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitators Personal integration and unique individual and group characteristics and are rooted within the context of student's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concerns and movies/documentaries and other audio-visual materials. There is a suggested list of resource materials which should be contextualised and updated periodically. Expertise/ Specialization required to teach this course Specialists who have conducted personal development workshops and who have a qualification in clinical and counseling Psychology

### Essential Readings

- Antoine de Saint-Exupery. (1977). The Little Prince. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi).
- Dalal, A.S. (2001). Our Many Selves. Pondicherry, India: Sri Aurobindo Ashram.
- Frankl, V. (1946). Man's Search for Meaning. New York: Pocket Books.
- Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier.
- Krishnamurti, J. (1953). Education and the Significance of Life, Ojai, California, USA: Krishnamurti Foundation Trust.



- NCERT, (2006). Education for Peace, Position Paper. New Delhi: NCERT. 7. Walk with Me: A Guide for Inspiring Citizenship Action. (2006). New Delhi: Pravah Pub.
- Readings for Discussion 1. Bach, R. (1994). Jonathan Livingston Seagull, London, UK: Harper Collins Publications.
- Chatterjee, D. (1998). Leading Consciously, MA, USA: Butterworth-Heinemann.
- Gibran, K. (1996). The Prophet, Calcutta, India: Rupa & Co.
- Gupta, L. (2008). Growing up Hindu or Muslim: How Early does it Happen. Economic and Political Weekly, 63(6), 35-41.
- Haldar, B. (2006). A Life Less Ordinary. New Delhi: Penguin Books. Translated by Urvashi Butalia.
- Hall, E. and Hall, C. (1988). Human Relations in Education. London, UK: Routledge.
- Joshi, K. (1996). Education for Character Development. Dharam Hinduja International Centre for Indic Research.
- Joshi, P. (2006). Negotiating Identity: Voices of Children with Disabilities in Regular Schools. Contemporary Education Dialogue. 3(2), 1175-195.
- Kumar, K. (1986). Growing Up Male, Seminar, No. 318.
- Seminar, Identity. No. 387, November 1991. New Delhi. 11. UNESCO, (2001). Learning the Way of Peace: A Teachers' Guide to Peace Education. New Delhi: United Nations Educational, Scientific and Cultural Organization.
- Aim of Life by Kireet Joshi (DVD) for DVD/facilitation contact [mothersinstitute@hotmail.com](mailto:mothersinstitute@hotmail.com)
- Full of Life: A sensitive Japanese Teachers explores feelings, death with 10 year olds. (<http://www.arvindguptatoys.com/films.html>)
- Personality Development (Interactive CD, Computer Only) With Yoga and Guided Meditation Modules, Indus Quality Foundation
- The House on Gulmohar Avenue by Samina Mishra ([www.cultureunplugged.com](http://www.cultureunplugged.com))
- Csikszentmihalyi, M. (1993). The Evolving Self: A Psychology for the Third Millennium. New York: Harper Collins.
- Dalal, A.S. (1987). Living Within, Pondicherry, India: Sri Aurobindo Ashram Trust.
- Dalal, A.S. (2001). A Greater Psychology. Pondicherry, India: Sri Aurobindo Ashram Trust



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## EPC 5: Understanding of ICT (Practical)

Max. Marks: 30 Min. Marks: 15

### Objectives:

Upon the completion of the course the student-teachers will able to:

- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.
- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Understand the applications of Information Technology in the field of teacher education programme and training.

### COURSE OUTCOME:

1. To enable the prospective teachers to:
2. Develop an understanding of the concept of Computer and its components.
3. Develop an understanding of the concept of ICT and its components
4. Use ICT in the classrooms in line with educational aims and principles.
5. Explore ICTs along three broad strands; teaching- learning, administrative and academic support systems thereby integrate technology tools for teaching learning, material development, developing collaborative networks for sharing and learning.
6. Understand the evolution and impact of ICTs on society and in the education system.

### Practicum:

#### 1. Computer Fundamental

- Instructions on operating the Computer
- Connecting of all peripherals to CPU for a system
- Switching on/off/restart
- Inserting/removing a floppy from the floppy drive
- Running a file from a floppy using floppy drive
- Copying a file from hard disk to floppy disk
- Inserting/removing a CD from the CD-ROM drive
- Running a file from a CD-ROM using CD-ROM drive
- Copying files from one drive to another
- Creating a new folder
- Running a file from hard disk
- Connecting the printer and print out hard copies

#### 2. Exercise in Ms-Word

- Creating a new document
- Formatting and editing of a document
- Inserting pictures, objects, frames and tables
- Practicing Mail-Merge facility
- Working with the drawing tools

#### 3. Exercise in Ms-Excel

- Creating a new worksheet

*Handwritten signatures*

*Handwritten signature*

*Handwritten signature*

*Shir*

*Handwritten signature*

*Handwritten signature*

*Handwritten signature*

- Inserting and deleting rows/columns in worksheet
  - Formatting and editing of a document - sorting
- Preparation of statement of marks and using of some statistical concepts Descriptive Statistics

- Preparation of School Time Table
- Preparation of Tables

#### 4. Exercise in Ms-Power Point

- Preparation of MS-PowerPoint presentation using text, picture, sound, word art, clipart, and the other available tools with animation

#### 5. Exercise in Information and Communication Technology

- Browsing the Internet and down loading – search word using search engine
- Working with Multimedia Receiving/Sending of E mail and attachment

#### Reference

- Balaguruswamy E. (2001), *Programming in Basic*, New Delhi: Tata McGraw Hill Publishing Company Limited.
- Casanova and Molina (1996), *Multi media : Production, Planning and Delivery*, New Delhi : Prentice-Hall of India Private Limited.
- Gupta, Vikas (1997) , *Micro soft Windows*, New Delhi : Pustak Mahal. Gupta, Vikas (1997), *Rapidex Computer Course*, New Delhi : Pustak Mahal.
- Harley, Hahn (1996), *The Complete Internet Reference*, New Delhi: Tata McGraw Hill Publishing Company Limited.
- Hayes, J.P. (1998), *Computer Architecture and Organisation*, New Delhi: Tata McGraw Hill Publishing Company Limited.
- Jain, V.K. (1997), *Computer for Beginners*, New Delhi : Pustak Mahal.
- Leon, Alexis and Mathews (1998), *E mail in a Nutshell*, Chennai : Leon Tech World.
- Leon, Alexis and Mathews (1999), *Fundamentals of Information Technology*, Chennai : Leon Tech World.

Google

John

John

Shris

Pragya

Surb

Arjun

Keerthi



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## CC 4. Curriculum Development & School

**Max. Marks: 75 Min. Marks: 27**

### OBJECTIVE

- To acquaint students with the nature and types of curriculum.
- To acquaint students with the context of curriculum development and some Innovative Curriculum Models.
- To familiarize students with Designing of Curriculum.
- To give practical experience in Evaluating, Designing and Reviewing Curriculum.

### COURSE OUTCOME:

- After going through this paper the students will be able to
- Develop an understanding of the concept of knowledge, its construction and the process of knowing
- Differentiate between Information, Knowledge, Belief and Truth
- Know and relate the various facets of knowledge and the relationship between knowledge, discipline and subject.
- Develop an understanding of the concept & need of curriculum, its determinants and principles of construction, development and evaluation of curriculum.
- Understand the Concept and Need of Curriculum Frameworks as well as differentiating curriculum framework, curriculum and syllabus.
- Critically examine the role of school and teacher in transacting the curriculum.

### COURSE CONTENT

#### UNIT I:

- Curriculum – Meaning and Nature, types of Curriculum, Syllabus and Textbooks –their interrelationship. Issues and problems of existing curriculum.

#### UNIT II:

- Curriculum Construction, Curriculum Development and Curriculum Designing: Concepts and differences. Determinants and motives of Curriculum Development. Different Curriculum Models-open university, Open School, etc.

#### UNIT III:

- Steps of Designing different Curriculum. Selection, Gradation and Organization of Curriculum. Development and Implementation of Curriculum. Enrichment of Curriculum.

#### UNIT IV: PRACTICALS

- Evaluation of B.Ed. Curriculum
- Designing a Curriculum in a given condition Reviewing of Syllabus/Books

### REFERENCES

- Ashcroft, Kate and Palacio, David: The Primary Teacher's Guide to the New National Curriculum.

*[Handwritten signatures and initials in blue ink]*

- London: Flamer Press, 1995.
- Doll, Ronald C.: Curriculum Improvement – Decision Making and Process. London; Allyn and Bacon, 1996.
  - Eccles tone, Kathryn: How to Assess the Vocational Curriculum. London: Kogan Page Ltd. 1996.
  - Hendricks, Joanne: Total Learning Developmental Curriculum for the Young Child. New York: Maxwell McMillan International, 1994.
  - Hooper, R.: The Curriculum Context, Design and Development. The Chaucer Press Ltd., Great Britain, 1977.
  - Kaushik, S.L.: Shikshakram Vikas. Rajasthan Granth Academy. Jaipur, 1977.
  - Kelly, A.V.: The Curriculum – Theory and Practices. Harper and Row Publishers, London, 1982.
  - Kerr, J.E. (Ed.): Changing the Curriculum. University of London Press Ltd., London, 1970.
  - Lawton, D.: Class, Culture and the Curriculum. Routledge and Kegan Paul Ltd., London, 1975.
  - Lowy, A. (Ed.): Handbook of Curriculum Evaluation. International Institute for Educational Planning, New York, 1977.
  - Lowy, A.: The International Encyclopedia of Curriculum. New York: Pergamum Press, 1991.
  - Mamidi, M.R. and Ravishankar: Curriculum Development and Educational Technology, Sterling Publishers Pvt. Ltd., New Delhi, 1983.
  - Nichols, S.H. and Nichols, A.: Developing Curriculum. George Allen and Unwin, Boston, London, 1976.
  - Oriosky, D.E. and Smith, B.D.: Curriculum Development – Issues and Insights. Rand McNally College Publishing Company, USA, 1976.
  - Prasad, Janardan & Kaushik, V.K. Advanced Curriculum Construction. New Delhi: Kanishka Publishers, 1997.
  - Richmond, K.W.: The School Curriculum. Methuen and Co. Ltd., London. 1973.

*George Som*

*Surb* →      *for*      *shin*      *they*      *hays*      *Ar...*

*for*      *shin*      *they*      *hays*



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## EPC 1 READING AND REFLECTING ON TEXTS (Practical)

Max. Marks: 30 Min. Marks: 15

### OBJECTIVES

- To enable the students to read and response to a Varity of text in different ways
- To develop Meta cognitive awareness
- To enhance the capacities as readers and writers by becoming participants in the process of reading
- To enable the student teachers to work on the field and make predictions and check their predictions and then to summarize.

### COURSE OUTCOME:

- To develop the ability of making meaning from the selected text(s)
- To encourage thoughtful and balanced assessment of readings and form opinions about ideas presented in the text.
- To develop understanding of the texts by making connections between self-observations, experiences, and opinions and critically reflecting through thoughtful and persistent inquiry.
- Enabling learners to demonstrate understanding, arising out of interrogation of own assumptions and knowledge to deepen text analysis and focusing assessment of the text.
- To offer an opportunity to recognize – and perhaps break down – learners assumptions which may be challenged by the text(s).
- To develop the ability of reflective writings in different forms.

### CROUSE CONTENT

#### UNIT I Reading Skills

- Creating environment for reading – reading clubs, class libraries
- Reading aloud and silent reading
- Scaffolding: concept and activities
- Reading different texts types like stories, poems, riddles, jokes, and instructions for games

#### UNIT II Reading with comprehension

- Reading for global and local comprehension
- Inferences, analysis and extrapolation
- Reading strategies including word-attack strategies
- Discourse analysis
- Using reading as a tool for reference skills i.e. use of dictionary, encyclopedia and internet
- Using ideas of critical literacy to analyze chapters from textbooks.
- Acquisition of Reading Skills

#### UNIT III Types of text

- Expository
- Autobiographical Narratives
- Field Notes
- Ethnographies

*Handwritten signatures and notes:*  
Sund, 9/2, Stu, Dny, Kury, A...

- Addressing different types of skills and strategies
- Narrative Text

### Mode of Transaction

- Participating in tasks and activities to improve proficiency in the receptive and productive skills of English.
- Text analysis of school textbooks to improve skills in critical literacy.
- Reflecting on one's own learning to make connections with pedagogy.

### Essential Readings

1. Lightbown, P. M & Spada, N. (1999). How Languages are Learned Oxford: Oxford University Press
2. Maley, A. & Duff, A. (1991). Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.). Cambridge: "Cambridge University Press.
3. Morgan, J. & Rinvoluceri, M. (1983). Once upon a time: Using stories in the language classroom. Cambridge: Cambridge University Press.
4. Wright, A. (1989). Pictures for Language Learning. Cambridge: Cambridge University Press.

### Advanced Readings

1. Parrot M. (1993). Tasks for language teachers Cambridge: Cambridge University Press
2. Richards, J. & Lockhart, C. (1994). Reflective Teaching in Second Language Classrooms. Cambridge: Cambridge University Press
3. Slatterly, M. & Willis, J. (2001). English for primary teachers: A handbook of activities & classroom language. Oxford: Oxford University Press

*Gooda* *Gooda* *Shi* *Phyl* *John* *Henry* *David*

# **Dr. A.P.J. Abdul Kalam University Indore**

**Two-year (Four Semester)**

**Bachelor of Education**

**(B.Ed.)**



**Second Semester**

**Faculty of Education**

**B.Ed. Examination**



**DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)**

**Syllabus & Course Structure BACHELOR OF EDUCATION (B.Ed.)  
B.Ed. Course Scheme of Examination – Semester Scheme Semester – II**

Course/Paper	Hours per week	Total Marks	Internal (Formative)		External (Summative)	
			Max.	Min.	Max.	Min.
<b>Group B : Core Course</b>						
<b>CC 1 : Learning &amp; Teaching</b>	6	100	25	9	75	27
PC-1 Pedagogy of School Subject-I Hindi(A) English(B) Sanskrit(C) Physics(D) Biology(E) Social Science(F) Urdu (G)	6	100	25	9	75	27
PC.2 pedagogy of school subject-II History (A) Civics (B) Geography (C) Mathematics(D) Chemistry(E) Economics(F) Commerce(G) Art(H) Home Science(J)	4	100	25	9	75	27
<b>CC 6 Language across the Curriculum- Part-2</b>	6	50	15	6	35	12
<b>EPC2 : Drama &amp; Art in Education (Practical)</b>	2	50	20	7	30	15
<b>Total</b>		<b>400</b>	<b>110</b>	<b>40</b>	<b>290</b>	<b>104</b>

**Note: Assignments & Tasks for Courses 1, 2, 3, 4, 5**

*Smr*

*902*

*John*

*Shir Dnye*

*Keya*

*Dr. P. J.*

*Goode*



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## CC 1: Learning & Teaching

Max. Marks: 75 Min. Marks: 27

### OBJECTIVE

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social– constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning–making them as basis for designing learning environments and experiences at school; and
- Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

### COURSE OUTCOME:

After going through this paper the students will be able to

- ☑ Understand the psychological and socio-cultural dimensions of individual differences.
- ☑ Know and understand the individual differences based on range of cognitive abilities.
- ☑ Explain the concept of learning and factors influencing learning
- ☑ Understand the theories of learning of Skinner, Piaget and Vygotsky in relation to their educational Implications.
- ☑ Evaluate teaching as a complex activity and its types, Maxims, Strategies, Methods, Techniques and Skills.
- ☑ Develop an understanding of the modalities of Teaching and Instruction.
- ☑ Critically analyse teaching as a profession and role of teacher.

### CROUSE CONTENT

#### UNIT 1: THEORETICAL PERSPECTIVES ON LEARNING

- Implicit knowledge and beliefs about learning (demystifying misconceptions).

*Handwritten signatures and initials:*  
H/V, S.H.'s, D.K., S.M.B., A.K., G.S., S.M., A.K.

- Perspectives on human learning: Behaviorist (conditioning paradigm in brief), cognitive, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
- Concepts and principles of each perspective and their applicability in different learning situations.

## UNIT 2: ROLE OF LEARNER IN LEARNING

- Role of learner in various learning situations, as seen in different theoretical perspectives
- Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations).
- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.

## UNIT 3: LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE

- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge' :

(i) Experiential learning and reflection

(ii) Social mediation

Cognitive negotiability

Situated learning and cognitive apprenticeship

Meta-cognition.

B. Creating facilitative learning environments, teachers' attitudes, expectations –enhancing motivation, positive emotions, self-efficacy, collaborative and self regulated learning. (The focus is on learning as a constructive rather than a reproductive process. The learner- centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

## UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS

X. Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.

Δ. Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of

*Handwritten signatures and initials:*  
 Top row: A stylized signature, "Stw", "Dhruv", "Samb", "Arun".  
 Bottom row: "Gande", "Soni", "Jm".

multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.

E. Differences in learners based on predominant 'learning styles'.

Φ. Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.

Γ. Understanding differences based on a range of cognitive abilities— learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.(The focus is on understanding the differential learning needs of the learners with regard to abilities, learning styles, language, socio-cultural differences/disadvantage, learning difficulties, and their implications for classroom practices and teaching)

### References

- Aggarwal, J.C. *Essential of Educational Psychology*, Vikas Publishers, Delhi, 1998 Aggarwal, J.C. *Essential of Educational Psychology*, Vikas Publishing House, New Delhi, 1994.
- Bhargava, Mahesh, *Introduction of Exceptional Children*, Sterling Publishers, New Delhi, 1994.
- Bhatia, H.R., *A Text Book of Educational Psychology*, Delhi: McMillan Co.,  
New Delhi, 1977
- Bhatia, K.K. *Educational Psychology and Techniques for Teaching*, Kalyani Publishers, Ludhiana, 1994.
- Chauhan, S.S. *Advanced Educational Psychology*, Vikas Publishing New Delhi, 1996
- Dandapani, S., *Advanced Educational Psychology*. New Delhi. Anmol Publications Pvt. Ltd., 2000
- DeCecco, John P., *Psychology of Learning and Instruction*, Prentice Hall, New Delhi, 1987.
- Drescoll, Mercy P.M *Psychology of Learning for Instruction*, Allyn and Bacons, USA, 1993
- Eshwar, H.S. and Nataraj P., *Shaikshanika Manovijnana, Parichaya: Bhaga I and II, Institute of Kannada Studies*, Union of Mysore, Mysore, 1985
- Gagne, R.M. *Conditions of Learning and Theory of Instruction*, 4<sup>th</sup> Edition, Holt Rinehart and Winston, New York, 1977
- Ghangadharappa, N.R. *Shaikshanika Manovijnana*, Rekha Pradhsna, Davengere, 1996
- Goleman, Daniel, *Emotional Intelligence*. New York: Bantam, 1995

19/

for

Shri  
Sundh

Shri

Good & Good  
Ar=

- Govinda Rao., A.V. *Shikshandalli Manovijnana*, Vidyanidhi Pradshana, Gadaga, 1996
- Kar, Chintamani, *Exceptional Children*, Sterling Publishers, New Delhi, 1992
- Kundu, C.L. and Tutoo, D.N., *Educational Psychology*, Sterling Publishers, New Delhi, 1980.
- Kundu, V.L and Totoo, D.N., *Educational Psychology*, Sterling Publishers, New Delhi.
- Lingren, H.C., *Educational Psychology in the Classroom*, 6<sup>th</sup> Ed., Oxford University Press, New Delhi, 1980
- Mangal, S.K. *Advanced Educational Psychology*, Prentice Hall of India. Pvt. Ltd., 1999
- Mathur, S.S. *Educational Psychology*, 9<sup>th</sup> Ed., Vinod Pustak Mandir, Agra, 1981
- Raul, Lizy T., (1998) *Educational Psychology*, CMC Mary Matha, Kerala.
- Sharma, R.N. *Educational Psychology and Guidance*, Vikas Publishers, New Delhi, 1998
- Shivashankara H.V. and Basakumar P., *Shaikshanika Manovijnana*, Hanji Prakashana Davangere, 1977
- Skinner, C.E. (Ed) *Educational Psychology*, 4<sup>th</sup> Ed., Prentice Hall of India Pvt., Ltd., New Delhi, 1996
- Walia, J.S. *Foundation of Educational Psychology*, Paul Publishers, Jalandhar, 2001.
- Walia, J.S. *Foundations of Educational Psychology*, Paul Publishers Jalandhar, Punjab, 1999

Govinda Rao

Govinda Rao

Govinda Rao

Shiksha Psych

Govinda Rao

Govinda Rao

Govinda Rao



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## PC 1. Pedagogy of a School Subject PC 1 (A) Hindi

Max. Marks: 75 Min. Marks: 27

### Objectives:

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

1. Appreciate the importance of teaching Hindi as a second / third Language.
2. Help the Students to understand the aims and objectives of teaching Hindi.
3. Help pupils to acquire basic skills of language teaching, Aims/Objectives.
4. Know the different methods of teaching.
5. Prepare a lesson notes and teach accordingly.
6. Appreciate and use of modern educational media.

### COURSE OUTCOME:

1. At the end of the course, the pupil teacher will be able to:
2. Understand the concept, nature and scope of disciplines & subjects.
3. Appreciate the various perspectives that have their bearing on the emergence and evolution of Languages as a discipline.
4. Understand the inter-link between Languages as a disciplines and as a school Subject.

### CROUSE CONTENT

#### Unit 1: Perspectives of Hindi Language, Aims and Objectives of Teaching Hindi

- Meaning and concept of language.
- Nature and importance of language
- Three language formula and Hindi
- Place of Hindi in the Secondary School Curriculum of M.P.
- Present position of Hindi in India
- a. In the constitution
- b. In the life of Indian people
- Aims of teaching Hindi as a second / third language.
- Functional aims of Hindi Teaching.
- Cultural Aims of Hindi Teaching. National and International Aims of Hindi Teaching.
- Instructional objectives with practical -- Theoretical background Writing of instructional objectives of Hindi Teaching
- Modification of Objectives in terms of behavioural changes.

#### Unit 2: Planning Lessons, Resource Units, Unit Plan, Drill Lessons

- Planning of prose, poetry and Grammar lessons.
- Processing of lesson notes and micro lesson plans.
- Meaning and importance of a Unit plan and administration.
- Resource Units – Use and implications.
- Plan and process of lessons in Practice teaching.

*[Handwritten signatures and initials in blue ink]*

### Unit 3: Language Skills

- Development of language skills- listening objectives and importance – activities for its development
- Speaking – Objectives – activities for its development – role of learning by heart, role-play, extempore and prepared speeches, debates, languages games, substitution table need for correct pronunciation – Remedial Measures
- Reading– Objectives – Types of reading silent and loud, intensive – methods of teaching reading
- Writing – Objectives – Characteristics of handwriting – dictation
- Composition – Objectives – Types - Oral, written and picture composition – Free and guided composition, Translation – Objectives- Importance's – Characteristics of good translation

### Unit 4: Curriculum Design

- Principles of Curriculum construction of Hindi
- Curriculum Design in Hindi-Subject centered–Learner Centered– Problem centered.
- Transaction of curriculum / Co-curricular, Extracurricular activities pertaining to teaching and learning.
- Curriculum of prose – poetry and composition. Prose – Ancient / Medieval /Modern prose versions. Poetry – Bhakti period – Ritti period – Modern period. Composition – Exercises, Assignments and remedial teaching activities and Grammar – Translations
- Curriculum development and evaluation.

### Seminar Topics (any one)

- a) Preparing scheme of assessment
- b) A study of an author / poet.
- c) Developing Linguistics Skills.
- d) System our examination.
- e) Importance of teaching materials for effective teaching.

### Practicum

- a) Review of Books – 8, 9 standard school text books.
- b) Resource Unit Uses.
- c) Unit plan processing.
- d) A study of an Author / Poet.
- e) Developing Linguistics Skills.

### Assignments (any one)

1. Solving grammar exercise of 8<sup>th</sup> and 9<sup>th</sup> Standard Text books of second language Hindi/Third Language. Hindi
2. Preparing crossword puzzles on technical terms, difficult terms of prescribed Hindi Text Books.
3. Construction of substitution – tables on the concerned texts
4. Report on constitutional provisions – provided to Hindi and the implication. (Note: Records should be maintained).

### References

- Bhai.Y (1978) Hindi Bhasashikshan. Vinod Pustak Mandir Agra.
- Bhasa Visheshshank Patrick (1980) Department of Education, Rajasthan , Bikaner
- Chaturvedi, V.S. (1999) Adhapan Kala. Varanasi: Ggopinath Bhargav NandKishor and Sons.

*[Handwritten signatures and initials in blue ink]*

- Jha, L. (1940) Bhasha Shikshan Paddhathi. Allahabad: N.G. Saigal. U.P Press.
- John, D. (1953) The Study of Language. Harward University Press.
- Keshav Prasad (1984) Hindi Shikshan. Delhi; Dhanapatrai and Sons
- Kothari Commission Report (1968) Govt. of India, New Delhi
- Narang and Bhatia (1987) – Hindi – Shikshan Vidhi.. Ludhiana : Prakash Brothers.
- Nirajkumar Sinha (1990) Madhyamik – Vidyalayome Hindi Shiksha. Jaipur: Hindi Grantha Academy.
- Robert. L. (1964) Language Teaching: A Teacher's Book. New York: Megrewtill.
- Ryburu, W.M. (1950) The Teaching of the Mother Tongue. Madras: Oxford University Press
- Sattigeri, K.I (1997) Nutan Hindi Shikshan. Belgaum: Vijaya Sattigeri.
- Srivastava, B.D. (1968) The Structural Approach to the Teaching of English.

Handwritten signatures and text in blue ink, including the name "Sri" and "Singh" written vertically.



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## PC 1. Pedagogy of a School Subject PC 1 (B) English

Max. Marks: 75 Min. Marks: 27

### Objectives:

upon completion of the course the student teacher will be able to:

1. To master the different techniques, devices of the Second language structure, sounds and vocabulary.
2. To understand the status of English language.
3. To distinguish between different approaches and methods of teaching English and their use in the classroom.
4. Acquire the basic skills of language learning.
5. Plan and execute of different types of lessons in prose, poetry according to classroom situations.
6. To appreciate the importance and use of suitable audio -visual aids in class room situations.
7. To know the principles of curriculum construction.
8. To prepare and use appropriate tools of evaluation to measure the linguistic abilities of the pupils.
9. To realize his/her responsibilities as language teacher and pursue towards the aims of professional growth.
10. To guide the students to use the language correctly.

### COURSE OUTCOME:

1. Understand and make use of principles of English language teaching.
2. Be familiar with different methods and approaches of teaching English
3. Understand the importance and concept of various skills of English language.
4. Select appropriate teaching strategy for teaching various skills of English language.

### COURSE CONTENT

#### Unit 1: Nature of English Language

Language its nature and structure - Meaning of language, Functions of language - Informative, expressive and Directive Linguistic Principles.

Structure of English Language- phonological, morphological, Syntactic, Semantic and graphic ( a brief explanation of the concepts )

#### Unit 2: Aims and Objectives of Teaching English

Aims and objectives of teaching English at the Secondary School level as first and second language.

English as a library language, link language and international language.

Position of English in India before and after Independence - The three language formula its meaning and scope.

#### Unit 3: Instructional design of Teaching English Language

Teaching of Prose - detailed and non-detailed Objectives - Methods and Approaches steps in lesson planning.

Teaching of poetry - Objectives-Methods and Approaches - Steps in lesson planning.

Teaching of Grammar - Objectives - Formal and Functional -Methods of teaching grammar.

Use of mother tongue in teaching of English, different occasions for its effective use

Preparation of Unit plan, Resource Unit.

*[Handwritten signatures and initials in blue ink]*

**Units 4: Methods, Approaches to Develop English Language Skills** Psychological principles of learning English as a foreign language. Methods and approaches of Teaching English

- a. Grammar Translation Method.
- b. Direct Method
- c. Bilingual method.
- d. Structural approach- Dr. WEST method
- e. Communicative approach.

Development of language skills - listening objectives and importance - activities for its development.

Speaking - Objectives - Activities for its development, role of learning by heart, role-play, extempore and prepared speeches, debates, language games, substitution table need for correct pronunciation, defects in pronunciation - Remedial Measures.

Reading - Objectives - Types of reading - silent and a loud, intensive - methods of teaching reading.

Writing - Objectives - Characteristics of handwriting - dictation.

Composition - Objectives - Types (oral, written and picture composition) Free and guided composition

Translation - Objectives- Importance - Characteristics of good translation.

**Reference**

- Ahuja R.L. (2000) *Teaching of English as a Foreign Language* - Indian Press Publications Allahabad.
- Allan C, R (1971) *Teaching English as a Second Language*. New-Delhi. McGrawhill.
- Allen H.B. and Compell P.N.(1979) *Readings in Teaching English as a Second Language*
- Baruah T.C. (1984) *The English Teachers Handbook*. Sterling Publishers.
- Billows: F.L. (1961) *The Techniques of Language Teaching* : London, Longman. Bright J. A. and McGregor C.P. (1970) *Teaching English as Second Language*. London, Eases,.
- Gordon B.S. (1960): *The Teaching of English in Free India*, Madras: Christian Literature Society.
- Hornby A.S. *The Advance Learner's Dictionary of Current English Language*.
- Hudeson, N. and McAdem, B. (2000) *English without Errors*, London.
- Kohli A. L. (1984) *Techniques of Teaching English*, 9th Edition: Delhi, Dhanpal Rai and Sons, Pvt. Ltd.
- Menon and Patel (1957) *Teaching English as a Foreign Language*, Baroda Acharya Book Depot.
- Sachdeva M.S. (1976): *A New Approach to Teaching English in Free India*. Ludiana Publications.

*Code*

*Jan*

*10/11*

*Shi Arje Sind*

*10/11*



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## PC 1. Pedagogy of a School Subject PC 1 (C) Sanskrit

Max. Marks: 75 Min. Marks: 27

**Objectives** - Upon completion of the course the student-teacher will be able to:

1. Understand the importance of Sanskrit language and its contribution to Indian culture and emotional integration.
2. Understand the aims and objectives of teaching Sanskrit and state them in the form of specific behavioural changes.
3. Prepare objective based lesson plans and implement them.
4. Understand the basic skills of language learning.
5. Understand the principles of curriculum construction in Sanskrit.
6. Understand the different methods of teaching Sanskrit and use them in his practice teaching lessons.
7. Understand the importance of appropriate instructional material and use them in his practice teaching lessons.
8. Understand the importance of Language Laboratory.
9. Understand the importance of Evaluation, prepare and use different tools of Evaluation in language learning.
10. Understand the importance of co-curricular activities in language learning.
11. Imbibe the special qualities of Sanskrit teacher.

### COURSE OUTCOME:

1. Understand the concept, nature and scope of Sanskrit.
2. Appreciate the various perspectives that have their bearing on the emergence and evolution of Languages as a discipline.
3. Understand the inter-link between Languages as disciplines and as a school Subject.
4. Understand the importance of teaching Sanskrit in India
5. Justify the place of Sanskrit language in school curriculum.
6. Understand the aims and objectives of teaching Sanskrit language at Secondary and higher secondary stage.

### CROUSE CONTENT

#### Unit 1 : Sanskrit Language – Nature and Importance

- Importance of Sanskrit language
- Contributions of Sanskrit to other Indian Languages to Indian culture and tradition and to emotional integration

#### Unit 2: Place of Sanskrit in the Secondary School Curriculum

- Aims & Objectives of teaching Sanskrit with reference to three language formula.
- Instructional Objectives- Specifications of each objective in the form of specific behavioural changes.

#### Unit 3: Lesson Plan in Sanskrit Language

- Planning lesson plans in prose, poetry, grammar and composition.
- Unit plan : importance, characteristics, format

AGZ  
Gandhi

Shi-  
Jain

Prity  
Surb

Meeta  
Anur

- Resource unit: importance, characteristics, format
- Micro lesson plan: importance, format, practice

#### **Unit 4: Development of Language Skills, Curriculum Design**

- Listening: importance, activities for its development.
- Speaking: importance, characteristics of good speaking, activities for its development.
- Reading: mechanics of reading, objectives, different kinds of reading – silent reading and loud reading.
- Writing: importance of good handwriting - specialties of the Devanagari script, causes of spelling mistakes, remedial measures.
- Principles of curriculum construction of Sanskrit.
- Curriculum design in Sanskrit: subject centered, learner centered, problem centered.
- Transaction of curricular/ co-curricular activities.
- Curriculum development and evaluation.

#### **Reference**

- Apte.D.G. (2000) Teaching of Sanskrit. Bombay : Padma Publications.
- Shanbhag D.N. (2002) Subhoda Sanskrit Vyakarana. Dharwad:Bharat Book Depot & Publications.
- Hulkerikar. G.S. (1998) The Problems of Sanskrit Teaching. Kolhapur : Bharat Book Depot.
- Narasimharao. K.V.V.L. (1997) Evaluation in Language Education. Mysore: CIIL Publications.
- Patnayak. P. (1997) Language Curriculum. Mysore: CIIL Publications.
- Ramashakal Pandeya. (2000) Sanskrit Shikshan. Agra: Pustaka Man

*(Handwritten signatures)*

*Shir* *Piyu*

*Sud*

*Arav*  
*Meyer*



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## PC 1. Pedagogy of a School Subject PC- 1(D) Physics

Max. Marks: 75 Min. Marks: 27

### Objectives:

Upon completion of the course, the student teacher will be able to:

- Understand the nature, scope and importance of Physical science with special reference to secondary school content.
- Understand the aims and objectives of teaching Physical science.
- Understand and make use of different approaches & methods of teaching Physical science.
- Prepare objective based lesson plans and use them in their internship.
- Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method. Plan, use and maintain the physical science laboratory systematically.
- Understand the principles of text-book construction.
- Understand the importance of appropriate instructional materials (hardwares and software's) in teaching Physical science and use them by preparing/selecting them in their practice teaching.
- Understand the importance of principles of curriculum construction in the organization of Physical science contact.

### COURSE OUTCOME:

1. : State the need and importance of evaluation.
2. State the aims and objectives of teaching Physics
3. Understand the various methods and techniques of teaching Physics
4. Develop an ability to understand various methods of evaluation of students' performance in Physics
5. Develop skills of making teaching learning process experiential and joyful

### CROUSE CONTENT

#### Unit 1: Meaning, Nature and Impact of Physics

Concept of science - Science as process and science as a product; Nature and Scope of Physical Science  
Impact of Science and Technology on modern living. Scientific Attitude - Meaning definition and importance. Qualities of a person who possesses scientific attitude. Scientific Method-Meaning, importance and steps involved (with an illustration).

#### Unit 2: Aims and Objectives of Teaching Physics

Aims of teaching Physics in Secondary school: Personal development aim, Learner's academic and process skills development aim, Disciplinary aim and Cultural aim. Objectives of teaching physics: Bases for formulation of objectives Objectives of teaching Physics at Secondary level; To be Discussed keeping in view of the objectives of teaching Physics enunciated in the physics syllabi of secondary

*Handwritten signatures and initials in blue ink:*  
Ski - Arje  
Sub  
Arje  
Arje  
Arje

school of M.P.);Instructional objectives of teaching physical science and stating them in observable behavioral changes ; i) Knowledge ii) Understanding, iii) Application, iv) Skill, v) Attitude, vi) Interest, vii) Appreciation.

### Unit 3: Approaches and Methods of Teaching Physical Science

Enquiry Approach -Meaning, Uses with Illustrations, Advantages and disadvantages. Inductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages. Deductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages. Problem Solving Approach Meaning, Uses with Illustrations, Steps, Advantages and disadvantages. Demonstration Method- Meaning, uses, Advantages and disadvantages. Lectures-Cum-Demonstration Method- Meaning, uses with Illustration, Advantages and disadvantages. Laboratory Method- Meaning, uses with Illustration, Advantages and disadvantages. Guided Discovery Method - Meaning, uses with Illustration, Advantages and disadvantages. Biographical Method-Meaning, uses with Illustration, Advantages and disadvantages. Individual Instruction Techniques and Active Learning Strategies.

Concept Mapping: Its use for summarizing a unit and evaluating students understanding

### Unit 4: Instructional Design, Resources

Lesson Planning-Meaning, Steps, Importance and Format of Lesson Plan according to active learning strategies. Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan.

### Unit 5: and Teaching Aid for teaching Physics

Audio-Visual Aids (Preparation and Use)I Charts; vii Models ;viii OHP transparencies ; Filmstrips ; slides ; Video tapes; ix Films ; Educational C.D.'s Mass Media – Television (T.V.); Radio - Meaning and importance. Community Resources and Self learning materials – Meaning and importance Physics Laboratory- Planning, Equipment's; Importance, Safety measures & organizing of Laboratory; Importance & organizing library; Choice of book for library.

### References

- Ahmed, Shaikti R. (1983) Management of Laboratory Science Programme:Report of Orientation Programme in Educational Planning and Administration, NewDelhi; NIEPA Mimeo.
- Bhandula& Chand (1986) Teaching of Science, Prakash Brothers, Ludhina
- Bose, A. H. Sood, J.K. and Vaidya, N. (1970), Strategies in Science Education. Regional Institute of Education, Ajmer.
- Carin/SundTeaching Science Through Discovery; C.E. Merrill Publishing Co. London.
- Cleaveland J. M. (1964) Physical Science C.E. Merrill Publishing Co., Ohio.

*[Handwritten signatures and initials in blue ink, including names like 'Sud', 'Ajmer', and 'Sud']*

- Craig (1958) Science for the Elementary School Teacher; Ginn & Co., New York
- Das R. C. (1985) Science Teaching in Schools, Sterling Publishers, Pvt. Ltd., New Delhi.
- Fensham P. J. et. al., (1994) The Content of Science : A Constructive Approach to its Teaching & Learning. The Falmer Press, Washington D.C.
- Gupta S. K. (1983) Technology of Science Education, Vikas Publishing House, Pvt. Ltd., New Delhi.

Code Book

1/2

Shri

Shri

Shri  
Sud

Shri

Shri



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## PC 1. Pedagogy of a School Subject – Part 1 PC 1 (E) Biology

Max. Marks: 75 Min. Marks: 27

### Objectives: -

On completion of the course the student teacher will be able to:

1. Understand the nature, scope & importance of Biological Sciences and get acquainted with ancient as well as modern developments in the field of Bio- Sciences.
2. Understand the Aims, Objectives of teaching Bio-Science and will be able to state the objectives in behavioral terms
3. Acquaint with the Resources for teaching Biology & their effective Utilization.
4. Get exposed to Micro teaching and preparing Resource Unit, Unit Plan & Lesson Plans.
5. Understand the concept of curriculum, principles of curriculum construction and trends curriculum revision
6. Be introduced to various methods, approaches & models of teaching Biological Science and implement them in their teaching practice.
7. Understand and prepare the different types of test items for the Evaluation of student's performance in Biology.
8. Appreciate and inculcate the Competencies and commitments needed for a biological Science Teacher.
9. Plan & execute various curricular & co-curricular activities related to teaching of Bio-Science.

### COURSE OUTCOME:

1. At the end of the course, the pupil teacher will be able to:
2. Student teacher will be able to:
3. Understand the concepts and principles of Biological Science and select appropriate methods of teaching to teach Biological Science.
4. Understand the importance, purpose and basic element of planning /lesson planning
5. Develop and design appropriate (innovative and indigenous) teaching aids, remedial and enriched programs.
6. Understand and Practice the application of core teaching skills
7. Understand the application of appropriate evaluation techniques in Biological Science

### COURSE CONTENT:

#### Unit 1:1.1 Introduction to Teaching Biological Science

Biological Science: Meaning, Nature and Scope Relationship between Biology & human welfare Latest developments in the field of Biology Co-curricular Activities and Resources in Teaching Biological Science Bio Science laboratory - Need and importance, equipping, Bio-lab, Organizing the practical Work Project Activities: Aquarium, Vivarium, Terrariums, Museum, School garden, Preservation of specimen through plastination-Meaning, Importance and Steps. Meaning, importance and Organization of Co-Curricular Activities Bio-Science Club – organization & its activities Bio Science Exhibition Field trips Bio-

*[Handwritten signatures in blue ink]*

Science Quiz Nature Study Bird watching Collection & Preservation of Specimens-Plants and Animals

## Unit 2: Aims and Objectives

2.1.1 Utilitarian, Cultural and Disciplinary Aims Scientific Attitude and Training in Scientific Method

Instructional Objectives: Bio - Science in Secondary schools: As per NCERT Curriculum Framework-2000  
As per NCTE Curriculum Framework As per National Curriculum Framework-2009 Behavior Specifications  
of Instructional Objectives: Knowledge Understanding Application

## Unit 3: Approaches, Methods and Models of Teaching Biology

Approaches: Structure and function Approach Types specimen Approach Inductive and Deductive  
Approach Methods of Teaching Guided Discovery Method Models of Teaching: Biological Science  
Enquiry Model (Joseph Schwab) Memory Model (J. Lucas)

## Unit 4: Instruction Design in Teaching Biological Science.

Pedagogical Analysis: Analysis of 8th, 9th and 10th Standard Biology Text book of Karnataka State  
Lesson Planning- Meaning, Importance and format according to active learning strategies. Unit Plan -  
Meaning, importance and steps Resource Unit - Meaning, importance and components.

## Assignments (any one)

1. Preparing power point slides for any selected unit in VIII or IX class Biology.
2. Preparing a set of (OHP) transparencies
3. Slides for a selected Unit in 10th Std. Biology.

## Practicum:

1. Writing of Instructional objectives & behavioral specifications on a selected Unit.
2. Preparing improvised apparatus in Biology
3. Preparing a lesson Plan on any topic in Biology using any innovative Method / Model of Teaching  
Developing an Achievement test / Diagnostic test

## References

- Buffalo, N.D. Throneberry (1969) - Principles of Biology, Prentice Hall of India, New Delhi.
- Chikkara & Sharma (1989) Teaching of Biology, Prakash Bros. Ludhiyana.
- Green T.L. (1965) - Teaching of Biology in Tropical Secondary Schools, Oxford University Press, London.
- Guddalli NM (1993) - Vignana Bhodane, Bharat Book Dept. Dharwad.
- Mangal S.K., (1997) Teaching of Physical & Life Sciences Avg. Book Depot. New Delhi.
- Miller & Blaydes (1962)- Methods & Materials for teaching of Biological Science, Tata Mc.Grahill Pub. Co - New Delhi.
- Narendra Vaidya (1971) The Impact of Science Teaching, Oxford and IBH Pub.Co. New Delhi.
- NCERT (1982) Teaching of Science in Secondary Schools, New Delhi.
- Patil S. S & Rakkasagi (1998) - Jeeva Vignana Bhodane, Vidyanidhi Prakashan, Gadag

*[Handwritten signatures and initials in blue ink]*



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## PC 1. Pedagogy of a School Subject PC-1 (F) Social Science

Max. Marks: 75 Min. Marks: 27

### Objectives :-

Upon completion of the course the student-teacher will be able to-

- Explore different ways of creating learning situations for different concepts of art education.
- Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and senior secondary stages.
- Examine different pedagogical issues in learning art. Construct appropriate assessment tools for evaluating learning of art. Stimulate curiosity, inventiveness and creativity in art.
- Develop ability to use art concepts for life skills: and develop competencies for teaching, learning of art through different measures.
- Introduce with Professional development programmes for teachers.
- Plan organization and report on various programmes of Professional development of teachers.

### COURSE OUTCOME:

- Understands spatial distribution of resources and their conservation.
- Understand historical developments in different periods of Indian history.
- Comprehends how historians study the past using different types of sources.
- Understands historical diversity to relate developments of one place/region with those of another.
- Imbibes the values of the Indian Constitution and their significance in everyday life.

### COURSE CONTENT

**Unit-I :** Planning of Teaching-Learning Instructional materials required for planning teaching-learning of art and learners' participation in developing them; identifying and designing teacher-learning experiences; ICT applications in learning art. Generating discussion, involving learners in teaching – learning process; encouraging learners to raise questions, dialogue amongst her groups role of learners in negotiating and mediating learning in art. Development of low cost TLM with the help of school & community and its use in classroom instruction.)

**Unit -II:** Learning Resources Identification and use of learning resources in art exploring alternative sources; Developing kit and laboratory; Planning and organizing field observation; Textbooks, audio-visual materials, multimedia-selection. Use of ICT. Using community resources in art education. Pooling of learning resources in school complex/ block/district level.

Handwritten signatures and initials in blue ink, including "Sai", "Surb", "Meyy", "Gand", "Gom", "Jha", and "Ar...".





# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## PC 1. Pedagogy of a School Subject PC-1(G) Urdu

Max. Marks: 75 Min. Marks: 27

### Objectives

The student teacher will be able to :-

- Understand the different roles of language;
- Understand the relation between literature and language;
- Understand and appreciate different registers of language;
- Develop creativity among learners;
- Examine authentic literary and non literary texts and develop insight and appreciation;
- Understand the use of language in context, such as grammar and vocabulary;
- To be able to develop activities and tasks for learners;

### COURSE OUTCOME:

- Understand the importance of home language and school language and role of mother tongue in education;
- Use multilingualism as a strategy in the classroom situation;
- Understand about the teaching of poetry, prose and drama;
- Identify methods, approaches and materials for teaching Urdu at different levels;
- Understand constructive approach to language teaching and learning;
- Understand the process of language assessment;
- Familiarise students with our rich culture, heritage and aspects of our contemporary life.
- Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation;

### Course Content

#### Unit – I : Nature & Role of Urdu as a Discipline

1. **Urdu Language:** Concept, Nature & Origin & Development
2. **Language And Society:**
  1. Language and gender
  2. Language and identity
  3. Language and power
  4. Language and class (society).
3. **Language In School:**
  1. Concept of home language and the school language
  2. Language and construction of knowledge
  3. Difference between language as a school-subject and language as a means of learning and communication
  4. Multilingual classrooms
4. **Constitutional Provisions And Policies Of Language Education:**
  1. Position of languages in India
  2. Constitutional provisions and policies of language education (Articles 343, 351, 350A)
  3. Kothari Commission (1964-66);
  4. National Curriculum Framework-2005 (language education)
  5. Position of Urdu as first, second and third languages in India.

#### Unit - II: Position of Urdu Language As A School Subject In India

##### Role of Urdu Language In India:

Handwritten signatures and initials in blue ink are present at the bottom of the page, including "Shi-", "Prize", "Sant", "John", "Ar-", and several other illegible signatures.

1. Origin and development of Urdu Language
2. Pre-and post-partition Different forms of urdu
3. Urdu as a language of knowledge
4. Urdu at International level
5. Challenges of teaching and learning Urdu
6. Changing trends & goals in reference to Urdu

**Unit – III : An Overview Of Language Teaching & Methodologies**

1. Different Approaches/Theories/ To Language Learning And Teaching (Mt&Sl): Philosophical, social and psychological bases of approaches to Language
  1. Acquisition and Language learning
  2. Inductive and deductive approach
2. **A Critical Analysis of the Evaluation Of Language Teaching Methodologies:**
  1. Grammar translation method
  2. Direct method
  3. Structural-Situational method
  4. Audio-lingual method
  5. Natural method
  6. Communicative approach.

**Unit - IV: Pedagogical Analysis & Evaluation Strategies of Urdu**

1. **Aspects of Linguistic Behaviour:** Language as a rule-governed behaviour and linguistic variability; Pronunciation-linguistic diversity, its impact on Urdu pedagogical implication; Speech and writing.
2. **Linguistic System:** The organisation of sounds; The structure of sentences; The concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.
3. **Assessment Strategies**
  1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation- oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation.
  2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting–Problem solving, creative and critical-thinking; Enhancing imagination and environmental awareness.
  3. Feedback to students, parents and teachers.

**Unit V: Acquisition of Language Skills for Urdu As A School Subject**



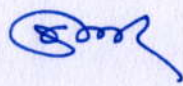
1. **Grammar in Context; Vocabulary In Context.**
2. **Acquisition of Language Skills:** Listening, speaking, reading and writing.
  - Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
  - Reading: Sub skills of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, 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; Higherorder skills; elementary knowledge of Urdu Script(Khat-e-naskh, khat-e-nastaliq, khat-e-shikasta)

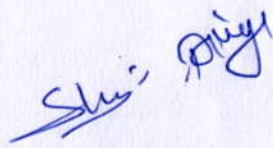


**Practicum/activities/Field work (Any Two of the following)**


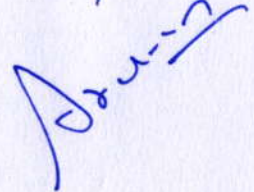
1. Assign a task to the students to collect at least 15 Motivational 'Urdu Shayaries' of renowned 'Shayar' and prepare a report of the same for presenting it in class.
2. Imaginatively draft some Urdu based dialogues of some historical character & Present them in class and take written feedback from peers.
3. Do a survey of five schools in your neighbourhood to find out:
  - i. Level of introduction of Urdu
  - ii. Materials (Textbooks) used in the classroom
4. Select a purely Hindi speaking child studying in classes (6 to 8) & ask him/her at least 10 general questions to find out that how Urdu is understood around.
5. Analyse the question papers of Urdu language (Previous 3 Years)-Classes X and XII (any board) in the light of new approach of assessment.

**References**

- Hum Urdu Kaise Padhen : Mucnuddin
- Urdu Zaban Ki Tadress : Moenuddin
- Taders-e-Zaban-e-Urdu : Inamullah Sharwani
- Hum Urdu Kaise Likhaan : Rasheed HasanKhan 5.Urdu Imla : Rasheed Hasan Khan
- Quwaid-e-Urdu : Maluvi Abdul Haq
- Fun-e-Taleem – Tarbal : Fazal Hussain
- Ghazal and Dars-e-Ghazal : Akhtar Ansari
- Zaban, Zindgi aur Taleem : Khwaja Gulamus Syeden



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## PC 1. Pedagogy of a School Subject PC 2. (H) History

Max. Marks: 75 Min. Marks: 27

### Objectives:

Upon completion of the course the student-teacher will be able to-

- Understand meaning, scope and importance of History in the school curriculum.
- Acquire content knowledge of methods of history.
- Acquire knowledge of aims and instructional objectives of teaching history
- Acquire skills in planning lessons in History
- Understand and apply the principles of organizing content in the teaching history.
- Acquire knowledge about Local, Regional National, and World History.
- Acquire the knowledge of Instructional Material and resources in teaching History
- Preparing suitable teaching devices & using them & organizing field trips.
- Proficiency in correlating History with other school subjects.
- Cultivate the qualities of a good History teacher

### COURSE OUTCOME:

- Historiographical Literacy. Students will be able to identify and describe the contours and stakes of conversations among historians within defined historiographical fields
- Critical Thinking. Students will learn to apply historical methods to evaluate critically the record of the past and how historians and others have interpreted it.
- Research Skills. Students will acquire basic historical research skills, including (as appropriate) the effective use of libraries, archives, and databases.
- Communication Skills. Students will learn to organize and express their thoughts clearly and coherently both in writing and orally.

### CONTANT

#### Unit 1: Nature and Scope of History

Meaning, Nature, and scope of history, History - an art or Science Modern Concept of History, exploration. criticism synthesis and exposition. Different levels of History - World History, National, Regional and Local History Meaning and Importance of teaching History in Secondary Schools Aims of teaching History. Political conciseness, understanding of current events. democratic citizenship,

#### Unit 2: Aims and Objectives of Teaching History

Understanding of Union and the State Govt. Functional awareness of Rights and Duties of citizens. Instructional objectives and values of Teaching History Knowledge, understanding, critical thinking, skills, Attitude, Interests, Application - Analysis of these objectives in terms of specific behaviors of learners. Spelling out Instructional objectives and learning out comes History, based hobby clubs, societies Correlation of History with other School Subject Meaning and Importance of correlation Types of correlation. Correlation of History with Geography, Economics, Literature Co-curricular /Activities in History Importance of organization of field trips,

#### Unit 3: Instructional design in Teaching History

Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments, and plan according to active learning strategies. Resource Unit Plan

#### Unit 4: Methods, Techniques

*[Handwritten signatures and initials in blue ink]*

Meaning and need of methods Methods and techniques of teaching History –discussion, project, problem solving, source, dramatization and biographical, Active Learning Strategies. Instructional Materials in History Collateral Reading – Importance, Reading materials, Historical Novels Auto biographic, Magazines, News papers Drams, Journals

### Unit 5 : Instructional Materials of teaching History

Audio-Aids- Radio, Tape recorder, Visual-Aids-Maps- Importance, Types, procedure of using maps, pictures, charts, models, film strips, diagrams ,Audio-Visual Aids-Films, TV History Room-Meaning and Importance, planning equipping Computers, multimedia packages and Internet as an Instructional aid.

#### Practical

- 1- Conducting quiz Competition in History
- 2- Survey of the locality and collection of information about places or institutions of historical interests.
- 3- Organizing short field trip to a place of historical interests
- 4- Preparing resource unit on a topic of your choice in History.
- 5- Preparation of materials for a History room or museum
- 6- Student is also allowed to do his own interested practical work pertaining to the syllabus.

#### References

- Agarwal J.C. (2002) Essential of Educational technology: Teaching, Learning, Innovations in Education, Prakash Publishing house Pvt. Ltd. New Delhi.
- Bhattacharya S. (1966) Teaching of Social Studies in Indian Schools. Acharya Books Depot, Baroda.
- Bruce Joyce and Marshal Weill (1990) Models of Teaching. Third Edition – Prentice – Hall of India Pvt. Ltd. New Delhi.
- Kochhar S.K. (1989) Teaching of Social Studies. Sterling Publisher New Delhi
- N.C.E.R.T. (1970) Effective Teaching of History in India .A Handbook for History Teachers.
- Taneja U.R. (1910) Fundamentals of Teaching Social Sciences. Mahendra Capital Publishers. Chandigadh.

Gandhi  
Soni

Shri Singh  
Soni  
Soni



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## PC 2. Pedagogy of a School Subject PC-2(A) Geography

Max. Marks: 75 Min. Marks: 27

### Objectives:

Upon completion of the course the student-teacher will be able to-

- Acquire knowledge about basic facts, concepts, laws principles and trends in Geography
- Acquire knowledge and understanding of the aims and objectives of Geography
- Realize the values of learning geography
- Make use of Audio-visual aids about Geography
- Develop skills in equipping the Geography (i) Museum (ii) Room (iii) Library
- Develop skills in organizing planning- learning experiments and in writing and organizing the lesson plan.
- Acquire the knowledge of Geography Curriculum

### COURSE OUTCOME:

CO1: Understand the role and importance of Geography in curriculum.

CO2: Understand about the methods of teaching Geography

CO3: Know about various techniques of evaluation in teaching of Geography

CO4: Select appropriate lesson planning of teaching Geography

CO5: Develop skills of making teaching learning process experiential and joyful

### COURSE CONTENT

**Unit 1:** Meaning, Nature and Scope of Geography Meaning, Nature, Scope and importance of Geography. Branches of Geography and their importance- physical, economic, human and political. International relations and study of Geography.

**Unit 2:** Aims and Objectives of teaching Geography Aims/Values of teaching Geography . Intellectual aims, Cultural aims, Environmental aims, Utilitarian aims, Aesthetic aims, Taxonomy and objectives of teaching Geography, Knowledge , Understanding , Application Attitude and interest, National Integration. International Understanding. Co-relation of Geography with History, Science, Mathematics and languages 2.4 Trends in Geography Education , Importance and Organization of Field trips, Visits. Geography based hobby clubs / societies (National geography specials)

**Unit 3:** Instructional Design in Geography: Meaning, importance and format of lesson plan. Principles of lesson planning Characteristics of a lesson plan. Prepare Lesson Plan according to Active Learning Strategies. Unit plan, Resource

**Unit 4 :** Methods of Teaching Geography Meaning and importance of methods of teaching Geography. Different Methods of teaching Geography. Lecture Method, Laboratory Method, Observation Method, Excursion Method, Project Method, Discussion Method, Active Learning Strategies Practicum.

*Handwritten signatures and initials in blue ink:*  
A V  
George  
John  
Shiv  
Raj  
Surb  
D. V.  
Deep

Preparation of charts, globe and models of Geography. Preparation of transparencies about- section of volcanoes, seabed, plains etc.

**Unit 5 :** Interpretation of weather maps. Drawing of geographical maps. Preparation of resource unit in Geography Assignments . Visit to an observatory, planetarium or Geography museum. Collection of specimens. Preparation of a project report – based on local geographical survey. Note . Submission of report after doing any one of the above practical work.

### References

- Bliar, Thomas A., (1951), Climatology: General and Regional, New York,
- PrenticeHall Inc. & Brianlt, E.W. and D.W. Shave, (1965), Geography in and out of School, London,
- Harrap and Co. 67 & Brock, Jan O.M., (1965), Geography, Its Scope and Spirit, Ohio,
- Charles E. Merrill & Charley, R.J. and P. Haggett (Eds) (1967), Frontier in Geographical Teaching, Methuen Educational Ltd.
- Cons, G.J. (1957) Handbook for Geography Teacher, London, Methuen Educational Ltd.
- Gabler, Robert, et al, (1945), Introduction to Physical Geography. San Francisco, Holt, Rinehart
- Long and Robertson, (1968), Teaching of Geography, London, Heinemann Educational Books Ltd.
- Long, M.L (Ed) (1974), Handbook for Geography Teachers, London Methuen Educational Ltd.
- Macnee E.A., (1953) Teaching of Geography, London, Oxford University Press.
- Robinson, Arthur H. (1960), Elements of Cartography , New York, John Wiley and Sons, Inc.
- Seninthirajah, N. and J. Weira, (1971), Evaluation in Geography, Ontario, Ontario Institute of Education
- Standing Sub-committee in Geography, (1954,) Handbook for Geography Teacher, London, Methuen Educational Ltd.
- Treqartha, Geln T., (1954), An Introduction to climate, New York, McGraw Hill Book Company Inc.
- UNESCO (1965) Source Book for Geography Teaching, London, Longman, Longman

*Handwritten signatures:*  
G. S. S. S. S. S.

*Handwritten signatures:*  
S. S. S. S. S.

*Handwritten signatures:*  
S. S. S. S. S.



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## PC 2. Pedagogy of a School Subject PC-2(B) Economics

**Max. Marks: 75 Min. Marks: 27**

### Objectives:

Upon completion of the course the student-teacher will be able to-

- Upon completion of the course the student-teacher will be able to:
- Acquire knowledge about basic facts, concepts, laws principles and trends in Economics.
- Acquire knowledge and understanding of the aims and objectives of Economics
- Realize the values of learning Economics
- Make use of Audio-visual aids about Economics .
- Develop skills in equipping the Economics (i) Museum (ii) Room (iii) Library .
- Develop skills in organizing planning- learning experiments and in writing and organizing the lesson plan.
- Acquire the knowledge of Economics Curriculum

### COURSE OUTCOME:

- CO1: Understand the role and importance of Economics in curriculum.
- CO2: Understand about the methods of teaching Economics.
- CO3: Know about various techniques of evaluation in teaching of Economics.
- CO4: Select appropriate lesson planning of teaching economics.
- CO5: Develop skills of making teaching learning process experiential and joyful

### CROUSE CONTENT

**Unit 1:** Meaning, Nature and Scope of Economics. Branches of Economics and their importance- physical, economic, human and political. Meaning, Nature, Scope and importance of Economics. International relations and study of Economics

**Unit 2:** Aims and Objectives of teaching Economics Aims/Values of teaching Economics Intellectual aims Cultural aims Environmental aims Utilitarian aims Aesthetic aims Taxonomy and objectives of teaching Economics Knowledge Understanding Application Attitude and interest National Integration. International Understanding. Co-relation of Economics with History, Science, Mathematics and languages Trends in Economics Education Importance and Organization of Field trips, Visits Economics based hobby clubs / societies .

**Unit 3:** Instructional Design in Economics : Meaning, importance and format of lesson plan Principles of lesson planning Characteristics of a lesson plan Prepare Lesson Plan according to Active Learning Strategies Unit plan Resource

*Handwritten signatures and initials:*  
A. P. J. K. U. Indore  
Shri. Anil Kumar  
A. P. J. K. U. Indore





# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

PC2. Pedagogy of a School Subject PC. 2(C) Art

Max. Marks: 75 Min. Marks: 27

## Objectives:

The student teacher will be able to:

- Understand the nature of Art as a discipline.
- Get acquainted with the origin and evolution of various Forms of Art.
- Understand the place of Art in general education.
- Understand the concept and basics of different art forms (visual and performing arts);
- Develop the ability to use visual art processes to generate new knowledge, understanding and perception of the world;
- Understand the significant implications of art to nurture children's creativity and aesthetic sensibilities through genuine exploration, experience and free expression;
- Get acquainted with the strategies of classroom teaching of art.

## COURSE OUTCOME:

- Prepare Yearly plan, Unit-plan and teaching-plan for teaching art.
- Prepare and use suitable teaching aids in the classroom effectively.
- Understand the creative aspect of the Teaching of child art.
- Understand the strategies of developing appreciation of beauty of nature and the basic elements of art forms among the students;
- Understand the strategies of developing ability to appreciate the inherent rhythm, beauty and harmony in visual art forms: specifically regional, traditional and classical art forms among the students.

## COURSE CONTENT

### UNIT-I Concept, Nature, and Scope of art as a Discipline:

Meaning and Etymology of word 'Art' (Indian and Western context)

Various forms of Visual Art: Art of Painting; Sculpture; and Architecture; Concept of Art or Aesthetics

(Indian and Western context)

*Handwritten signatures:*  
A. P. J. Kalam  
A. P. J. Kalam

*Handwritten signatures:*  
Shri. P. J. Kalam  
A. P. J. Kalam

*Handwritten signature:*  
A. P. J. Kalam

Classifications of art: Visual, Performing and Literary arts; Classical, Traditional and Folk arts.

Appreciation of Art. Elements of Art (Shadang ("kM+kax) - 6 elements of Indian Painting)

Principles of Aesthetic Order (Principles used in composing art work) Language of Art (Special reference to

Indian Art) Art and Education: Modern concept of Integrated Art or Aesthetic Education The Changing status of art in general Education Systematic study in Art-education. Educational values of art and its relations with other school subjects. Aims and objectives of teaching Art at secondary/senior secondary level.

### UNIT-II Meaning and Nature of Visual Arts:

Meaning and concept of Visual Arts. Evolution of various forms of Visual Arts. Nature of Visual Arts: Two dimensional Techniques of Visual Arts: Drawing and Painting: Water colour, Oil colour and other mediums. Collage, Mosaics, Print arts (Stencils, Lino-cut, Wood-cut, Colograph and Etching etc.). Rajasthani Folk and Traditional Visual Arts – Mandana, Alpana, Rangoli, Phad and Kawad Paintings, Murals, Rajasthani miniature and Pichwai Paintings etc. Three dimensional Techniques of Visual Arts: Clay work, Paper mashie work, Creation with waste material, Mask making, Puppet making etc. Rajasthani Kathputli, Terracotta sculptures (Molela)

### UNIT-III Nurturing Creative Expression and Aesthetic Sensibilities of Child through Art activities:

Art and Creativity: Concept and importance of creativity in human life Art and creativity Developing Self Expression through Creative art activities; Role of Art in developing the child's creative personality; Importance of creative art activities at various stages of school education. Characteristics of the Child Art. The Child as creative Artist. Different developmental stages of child's creative expression: The Scribbling Stage (Beginning of Self-Expression) The Pre-Schematic Stage (The stage of first representational attempts). The Schematic Stage (The stage of achievement of form concept). The stage of Dawning Realism (The Gang age). The Pseudo-realistic stage. (The stage of Adolescent ) The stage of reasoning. (The Final stage of decision making). Art and Aesthetics: Concept and importance of Aesthetic Sensibility in human life. Art and Aesthetics (Indian and Western context). Developing Aesthetic values and Aesthetic Sensibilities through Art Teaching. Developing harmonious personality of child through teaching of Art;

### UNIT – IV Planning and Instructional Support System in Art:

Principles of classroom teaching of Art. Planning of teaching Art: Need and Importance of Planning in Teaching Art activity Analysis and organization of Creative Art Activities. Planning of Yearly, Unit and Daily teaching Plan in Teaching of various Creative Art activities. Classroom, its management and organization. The methods of teaching in art: Traditional method of teaching Art : Copy and Dictated method Method of Free-Expression Method of Assigned topic Demonstration method. Media Method Innovative Practices in Teaching Art Constructivist Approach Group Teaching Life history of eminent artists and their contribution-

### UNIT – V Evaluation in Teaching of Art:

*[Handwritten signatures]*

*[Handwritten signatures]*

Purpose and Concept of Evaluation in Teaching of art. Continuous and Comprehensive Evaluation Techniques of Evaluation: Teacher made test Designing examination paper and Blue – Print Development of test items- Various types of test questions (Essay, short answer, and objective types) and their uses. Progress assessment of development of art activities through:Self evaluation; Peer assessment; Group evaluation. Criteria-based checklist.Self-reflection Respond to the work of others Portfolio Evidence of learning: art works, performances, presentations, photographs, videos etc. Preparation of achievement test - its administration, analysis and reporting.

### Practicum/Field Work

Any two of the following:

1. Prepare at least two innovative activity plans in either Collage; Mosaics or Print media.
2. Documentation of the processes of any one Visual Art form with the pedagogical basis such as Oil Painting, Murals, Collage, Mosaics and Print making etc.
3. Prepare a scrap-book on the one of the great Tradition of Indian Painting, Sculptures and Architectures with a write-up on its introduction, location and art works of the period with all types of photographs and illustrations of the paintings, sculptures, and architectural monuments.
4. Life and contribution of any one eminent artist/Sculptor.
5. Submission of any two self prepared art works by the student teacher.
6. A critical review of any school of art (Indian or Western classical/ traditional/folk art schools).

### References

- Collingwood, R.G.: "The principles of Art, Oxford University Press, USA
- Jefferson, B. (1959) : "Teaching Art to Children." Allan & Bacon Inc. Boston.
- Jeswani, K.K. : Art in Education, Atma Ram & Sons Kashmiri Gate, Delhi-6;
- Jeswani, K.K. : Appreciation of Art, Atma Ram and Sons, Kashmiri Gate, Delhi-6.
- Road, H., Education through Art, Faber and Faber London;
- Lowenfeld, V. :Creative and mental Growth, Macmillan Co., New York;
- Tolstoy: What is Art? An essay on Art, Oxford University Press, New York;
- Brown , Percy. : Indian Paintings;

*[Handwritten signatures and initials in blue ink at the bottom of the page.]*



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## PC 2. Pedagogy of a School Subject PC- 2(D) Chemistry

**Max. Marks: 75 Min. Marks: 27**

### Objectives-

- Upon completion of the course the student-teacher will be able to-
- Gain insight on the meaning and nature of chemistry for determining aims and strategies of teaching-learning.
  - Appreciate that chemistry is a dynamic and expanding body of knowledge.
  - Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
  - Identify and relate everyday experiences with learning chemistry.
  - Trace historical background of Chemistry..
  - Appreciate various approaches of teaching-learning of chemistry.
  - Analyze the contents of Chemistry with respect to Content, process, skills, knowledge organization and other critical issues.
  - Perform Pedagogical analysis of various topics in Chemistry.

### COURSE OUTCOME:

CO1: Develop an understanding of the nature of Chemistry

CO2: Understand the role and importance of Chemistry

CO3: Identify the place of Biology in curriculum.

CO4: Recall and understand about the methods of teaching Chemistry

CO5: State the importance of evaluation.

CO6: Implement the action research in classroom teaching further in their teaching.

### CROUSE CONTENT

**Unit I :** Nature of Chemistry as a Discipline 1. Concept, Nature and Needs of Chemistry and Chemistry teaching. 2. Scope of Chemistry teaching. 3. Historical Background of Chemistry with special reference to India. 4. Constructivist approach in learning Chemistry.

**Unit II :** Chemistry as a school subject 1. Importance of Chemistry in school curriculum. 2. Aims & objectives of teaching Chemistry at school level. Writing objectives in behavioural terms. Bloom's taxonomy (revised). 3. Correlation of Chemistry with other School Subjects 4. Changing trends and goals of teaching Chemistry.

**Unit III :** Methodology of Teaching and learning of Chemistry 1. Scientific attitude and scientific temper: Nurture the natural curiosity, aesthetic senses and creativity in Chemistry: essential skills, methods and process that lead to exploration: Generalization and validation of scientific knowledge in Chemistry. 2. Lecture -cum Demonstration, Team teaching, project method, problem solving method, Heuristic method, Group discussion, programmed instruction, Inductive- Deductive, investigatory approach, Concept mapping, Collaborative learning, and Experiential learning in chemistry: Facilitating learners for self-study.

*[Handwritten signatures]*

*[Handwritten signatures]*





# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## PC 2. Pedagogy of a School Subject PC 2(E) Commerce

Max. Marks: 75 Min. Marks: 27

### Objectives:

1. To introduce student teachers with the methodology of teaching used in - teaching of Commerce in schools.
2. To make student teachers aware of the values of Commerce and the relationship of Commerce with other subjects.
3. To encourage student teachers to use a wider range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.
4. To acquaint student teachers with the role of teaching aids, textbook, homework, libraries in commerce.
5. To equip student teachers with the curriculum.

### COURSE OUTCOME:

1. To enable the students to understand the importance Teaching of commerce schools for National Development.
2. To acquaint the students with concept and principles of curriculum.
3. To acquaint the students with need and importance of correlation of commerce with other school subjects.
4. To enable the students to understand the need and importance of commerce's Teacher.
5. To acquaint the students with role and qualities of commerce Teacher.
6. To aware the students with social and economic problems of the country and prepare a Reports on these issues.

### COURSE CONTENT:

#### UNIT-1

1. Meaning, nature, scope and concept of Commerce.
2. Place of commerce in secondary school curriculum and its critical appraisal.
3. Commerce and its relationship with other Social Sciences.

#### UNIT - II

1. Different methods of teaching commerce, uses and critical analysis.
  - a. Lecture Method
  - b. Discussion Method
  - c. Problem-Solving Method
  - d. Project Method
  - e. Survey Method
  - f. Demonstration Method
2. Commerce Text-books and Supplementary Materials.

Techniques of teaching commerce subject: Questioning – Answering, Assignment, Observation, Explanation and Illustration.

#### UNIT - III

1. Analysis and Discussion on skills of teaching Commerce (practice for developing at least 5 micro skills).
  - a. Skill of introducing the lesson

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

- b. Skill of questioning
- c. Skill of explanation
- d. Skill of stimulus variation
- e. Skill of black board writing
2. Lesson planning in commerce, Meaning, need and importance, construction of composite lesson plan. Lesson Plan according to Active Learning Strategies.
3. Development and utilization of teaching aids (projects, Non-projected and performing arts) required for commerce programme.

#### UNIT – IV

1. Qualification, Qualities and Professional growth of Commerce Teacher.
2. Role of Co-curricular activities in commerce.
3. Types and Techniques of evaluation.

#### PRACTICALS:

1. Evaluation of a commerce text-book at Secondary level.
2. Writing objectives and specifications on any one topic from commerce and discussions amongst the group regarding decision making while selecting objectives and difficulties faced.

#### Reference

- Agarwal J.C (2004) Teaching of Commerce; A Practical approach New-Delhi, Vikas Public House.
- Nataraj S. (2006) Learning to teach, V.V. Nagar CVM
- Tewari S.A (2005) Commerce Education in the Global era Delhi, Delhi
- Adhyan Publication.
- Tomar S. ( 200) Teaching of Commerce Agra, Vinod Pustak Mandir.
- Venkat E.T. (2004) method of Teaching of Commerce, New-Delhi, Discovery Public House.

Handwritten signature in blue ink.

Handwritten signature in blue ink.

Handwritten signature in blue ink.

Handwritten signature in blue ink.

Handwritten signature in blue ink.

Handwritten signature in blue ink.

Handwritten signature in blue ink.

Handwritten signature in blue ink.



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## PC 2. Pedagogy of a School Subject PC 2 (D) Mathematics

Max. Marks: 75 Min. Marks: 27

### Objectives:

Upon completion of this course student teachers will be able to-

1. Recall the meaning, nature and scope of mathematics.
2. Acquaint aims and objectives of teaching mathematics in Secondary school level.
3. Plan teaching in mathematics at micro and macro level.
4. Prepare unit plans, resource unit and organize lesson to meet at different class room situations.
5. Analyse and evaluate the curriculum of mathematics at Secondary school level.
6. Apply different approaches and methods of teaching mathematics in classroom situations.
7. Prepare and use instructional materials in teaching mathematics.
8. Prepare different kinds of test and understand the comprehensive evaluation.
9. Participate and organize the different co-curricular activities in mathematics.
10. Understand the professional competencies, commitments and expectations of mathematics teacher.

### COURSE OUTCOME:

1. At the end of the course, the pupil teacher will be able to:
2. Understand the concepts and principles of mathematics and select appropriate methods of teaching to teach mathematics
3. Understand the importance, purpose and basic element of planning /lesson planning

### COURSE CONTENT:

#### Unit 1: Meaning, Nature and Scope of Mathematics

Meaning of Mathematics

As a Science of Number As a Science of Quantity As a Science of Measurement

As a Science of Logical reasoning Nature of Mathematics Scope of Mathematics Place of Mathematics in day today life activities

Mathematics use in day to day life activities Relation with School subjects

Relation with other Disciplines – Engineering, Agriculture, Medicine

#### Unit 2: Aims and Objectives of Teaching Mathematics

Aims/Values of Teaching Mathematics Meaning of Aim/Values Utilitarian Aim/Values

Disciplinary Aim/Values Cultural Aim/Values Intellectual Aim/Values Aesthetic and Recreational Aim/Values Instructional objectives of Teaching Mathematics

Meaning of Instructional Objectives Instructional Objectives and there specifications of teaching mathematics Knowledge Understanding Application Skill Attitude Appreciation Interest Formulation and Statement of objectives in behavioral terms

#### Unit 3: Instructional Design in Mathematics and CO-curricular Activities in Mathematics:

Lesson Planning: Meaning ,Steps , Importance and Format of Lesson Plan Unit Plan-Meaning ,Steps , Importance and Format of Lesson Plan Resource Unit-Meaning, Steps, Importance and Format of Lesson

*[Handwritten signatures and initials in blue ink]*

Plan Yearly Planning-Meaning, Principles and Format Mathematics Club : Objectives of Maths club, organisation and activities Mathematics Olympiads : objectives and importance Mathematics Quiz : Organisation and importance Mathematics Museum : Organisation and importance Mathematics Fair : Organisation and importance  
 Mathematics Laboratory : Objective, importance and uses Recreational activities in mathematics : Games, Puzzles, Riddles, etc., Ethno Mathematics

#### Unit 4: Approaches, Methods and Techniques of Teaching Mathematics

##### Learner Centered Approach

Inductive method and Deductive method Analytical method and Synthetic method

**Activity Centered Approach** Guided discovery method and Problem Solving Method

Project Method and Discovery Learning Method Active Learning Strategies CAI in Teaching Mathematics Concept Mapping-Meaning, Advantages and Disadvantages Techniques of teaching Mathematics

Supervised study Oral work and written work Drill and Review Assignment in Maths Home work

#### References

- Butler and Wren (1960) *The Teaching of Secondary Mathematics*, Tokyo; McGraw Hill Book Company.
- Henderson, K. et al (1975) *Dynamics of Teaching Secondary Mathematics*, London Houghton Mifflin.
- Howard Eves, *An Introduction to the History of Mathematics*.
- Jantli, R. T. (2000) *Subodha Ganitha Bodhane*, Vidhyanidhi Prakashan, Gadag.
- Krulik and Weise (1975). *Teaching Secondary School Mathematics*. London W.B. Saunders.
- Kuppuswamy Ayyangar, N. (1988) *The Teaching of Mathematics in New Education*, Bangalore.
- Mangal, S. K. (1989) *Teaching of mathematics*. Ludhiana: Prakash Brothers Publishers.
- Sidhu, K. S. *Teaching of Mathematics*, B'lore Sterling Publishers. Wren (1973). *Basic Mathematical concepts*, New York, McGraw Hill.

Handwritten signatures in blue ink, including a large signature on the left and two smaller ones below it.

Handwritten signatures in blue ink, including 'Shri Arun', 'Sund', 'Megha', 'John', and 'Anita'.



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## PC.2 Pedagogy of a School Subject PC 2. (B) Civics

Max. Marks: 75 Min. Marks: 27

### Objectives

- Student-teachers will be able to:-
- Understand the aims and objectives of teaching Civics.
- Develop an understanding of the nature of Civics.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Civics and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Civics.
- Review the Text-book of Civics/political science (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids

### COURSE OUTCOME:

- understand the qualities of Civics teacher
- learn how to form civics club
- use various innovative practices and models of civics teaching.
- use various resources in civics teaching.
- develop the skill of preparation & evaluation of question papers

### Unit - I: Nature of Civics/political science as a Discipline

Meaning, Concept, Needs of Civics/political science teaching. Nature and scope of Civics teaching. Historical development of Civics as a discipline. Civics vis-à-vis Political Science. Importance of Studying Civics in the context of National Integration and International understanding.

### Unit - II : Civics as a school subject

Importance of Civics in school curriculum. Aims & objectives of teaching Civics/political science at secondary level. Writing objectives in behavioral terms. Correlation of Civics with other School Subjects – Social Science Geography, Economics, History. Civics in developing local, national and international understanding of political scenario.

### Unit - III: Methodology of Teaching-learning of Civics/political science

Methods and devices of teaching civics/political science at secondary and senior secondary level - Lecture, Project, Problem solving, Role plays, Discussion and supervised study method. Techniques of questioning & Interview. Excursion and team teaching as a method. Developing civic sense: National Days' celebration, Prompting for intensive reading, Respecting the legendary Personalities & Value inculcation through activities.

### Unit IV: Pedagogical Analysis and mode of learning Engagement

Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level. Understanding the fundamental rights, duties & directive principles as mentioned in Indian constitution. Understanding the

evolution of Indian constitution Understanding the Secularism, Democracy & Socialism An overview of the eminent Political Thinkers Modes of learning engagement in Civics. Providing opportunities for group activities Group/Individual Presentatio Providing opportunities for sharing ideas Teaching aids and activities in civics room Reflective written assignments Library survey

#### Unit - V: Assessment & Evaluation of Civics learning

Purpose and concept of evaluation in civics. Objective & Process Based Evaluation

Planning of evaluation in Civics . Formative and summative evaluation in Civics

Continuous and comprehensive evaluation (CCE) in Civics Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them. Evaluation and objectivity, Blue Print, achievement test/question paper in Civics.

Practicum/Field Work (Any two)

1. Make biography of any emerging political party of India discuss its impact on local politics.
2. Arrange a discussion session in classroom about the directive principle of nation and lead the discussion that how people breach it.
3. Collect some photography from magazines, newspaper etc of some burning political issue and prepare an album.
4. Prepare and execute a team-teaching plan based on Civics.
5. Construct an achievement test based on civics.

#### References

- Bining and Bining: Teaching of Social Studies in Secondary Schools, New York.
- Bourne H.E.: Teaching of History and Civics, Bombay, Longmans 1972.
- Harlikar: Teaching of Civics in India, Bombay, Padma Publications Ltd.
- Raic B.C.: Methods of Teaching Civics, Lucknow, 1985-86.
- बघेला, हेतसिंह : नागरिक शास्त्र शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर 1993
- त्यागी, गुरसरनदास : नागरिक शास्त्र का शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
- मित्तल, एम0एल0 : नागरिक शास्त्र का शिक्षण, लायल बुक डिपो, मेरठ
- कुदेसिया, उमेश चन्द्र : नागरिक शास्त्र शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
- सिंह, रामपाल : नागरिक शास्त्र शिक्षण, आर0लाल0 बुक डिपो, मेरठ।
- क्षत्रिय, के0 : नागरिक शास्त्र शिक्षण, लायल बुक डिपो, मेरठ
- श्रीमती संध्या मुखर्जी : नागरिक शास्त्र शिक्षण, प्रकाशन केन्द्र, लखनऊ, 1985-86।

एन.ए.ए.ए.  
H.S.

Shri. Anjali  
Sund

Megha

Shri.

Anurag



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## PC.2 Pedagogy of a School Subject PC 2. HOME SCIENCE (J)

**Max. Marks: 75 Min. Marks: 27**

### Objectives

Student-teachers will be able to:-

- Understand the nature and importance of home science and its correlation with other subjects.
- Understand aims and objectives of the subject.
- Realize the essential Unity between laboratory work and theoretical background of the subject.
- Analyze school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.
- Utilize effectively the instructional material in teaching home science.
- Construct test items to measure objectives belonging to various cognitive levels.
- Identify specific learning difficulties in home science and to provide suitable remedial individual instructions to them. Course Content

### COURSE OUTCOME:

- Home science encourages students to analyze issues develop solutions and make informed decisions.
- Home science graduates can find employment in areas like dietetics education child development textiles and research.
- Students gain a comprehensive understanding of human behavior ,social systems and the environment.
- Home science provides a strong understanding of child growth and development . Students learn how to effectively manage resources .

### Unit I: Nature of Home Science as a Discipline

1. Meaning, Concept, Needs of home science teaching.
2. Nature and scope of Home science teaching
3. Home Science teaching in the context of family, group and society.

### Unit II : Home science as a school subject

1. Importance of Home science in school curriculum.
2. Aims & objectives of teaching Homescience at secondary level. Writing objective in behavioural terms. Bloom's taxonomy (revised).
3. Correlation of Home Science with other School Subjects

### Unit III : Methodology of Teaching and learning of Home science

*[Handwritten signatures]*

*[Handwritten signatures]*

1. Methods and devices of teaching Home science at secondary level – Lecture-cumDemonstration, Experimental, Project, Problem solving, Dramatization, Discussion method, Field Trips.

2. Techniques of teaching Home Science

#### Unit IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at Senior secondary level Textile and clothing:- types of fabric yarn making and fabric construction, fabric finishing (specially dyeing and printing), construction of clothing etc. ;Home management – management of time energy, home decoration, floor decoration; Food and Nutrition, Diseases.

2. Modes of learning engagement in Home Sciencea. Providing opportunities for group activities and observations. b. Group/Individual Presentation c. Providing opportunities for sharing ideas d. Teaching aids and activities in laboratory work e. Reflective written assignment

#### Unit V: Assessment & Evaluation of Home Sciences learning

1. Performance-based assessment; learners' record of observations ;( field diary and collection of materials).

2. Oral presentation of learners work.

3. Construction of test items and administration of tests; assessment of practical / experimental work.

4. Preparation of performance based assessment record of learners on the basis of activity observation (field diary, Practical diary, collection of materials, oral presentation)

#### Practicum/Field Work (Any two of the following)

1. Prepare a Flip Card on various Scopes of home Science.

2. Prepare a Power point Presentation on correlation of Home Science with other subjects with proper pictures and examples.

3. Presentation of drama on any current social or family issue and draft a report on this. (Group Activity)

4. Make

5 samples of knitting and embroidery and prepare a report on its theoretical aspect.Prepare a Performance based record of five Students on the basis of your observation.

#### References

- शर्मा रमा, (2006) : गृह विज्ञान शिक्षण, जयपुर, गोयल पब्लिकेशन्स।
- शर्मा आर.सी. (2005) : विज्ञान शिक्षण, नई दिल्ली, धनपतराय प्रकाशन कम्पनी प्रा.लि.।
- शर्मा आर.ए. (1994) : पाठ्यक्रम विकास, मेरठ, ईगल बुक्स इन्टरनेशनल।
- शर्मा रमा एवं मिश्रा एम.के. , (2009) : गृह विज्ञान शिक्षण, नई दिल्ली, अर्जुन पब्लिशिंग हाउस।
- शर्मा शकुन्तला (2007) : गृह विज्ञान शिक्षण, जयपुर, अपोलो प्रकाशन ।
- शौरी जी.पी. एवं सरन डी.पी. (1991) : गृह विज्ञान शिक्षण, आगरा, विनोद पुस्तक मन्दिर।
- सुखिया एस.पी. एवं महारात्रा पी.वी. (1976), गृह विज्ञान शिक्षण, चंडीगढ़
- 

Handwritten signatures and initials at the bottom of the page, including "Shri. Arun", "Surb", and "Arjun".



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## CC 6. Language across the curriculum – Part 2

Max. Marks: 35 Min. Marks: 12

### Objectives

- It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts.
- They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts.
- Overall, areas of language proficiency which are emphasised are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.

### COURSE OUTCOME:

After undergoing this course the students will be able to:-

1. To understand the language background of students as first or second language users of the language used in teaching the subject.
2. To understand the nature of classroom discourse and to know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.
3. To develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.
4. To develop competence in analysing current school practices and their impact on learning and to come up with appropriate alternatives to the current practices.
5. To create sensitivity to the language diversity that exists in the classrooms.
6. To give opportunities of Writing in specific content areas.
7. To be familiar with theoretical issues of multilinguistic classrooms.

### COURSE CONTENT:

#### UNIT 1: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS

For this Unit, the student-teachers should work in groups divided according to their subjects. Within these groups, pairs of student-teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this Unit is, as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

Sequence of Activities

- Selecting the topic for research and articulating some guiding questions

Handwritten signatures: *Gov*, *Govde*, *Govde*

Handwritten signatures: *Shir*, *Alleg*, *Sund*, *Arav*

Handwritten signature: *Meggy*

- Searching and locating relevant reference books (could be from a school library or the institute library)
- Scanning, skimming and extracting relevant information from the books by making notes Collating notes and organising information under various sub- headings
- Planning a presentation – with display and oral components
- Making presentations to whole subject group, fielding questions.

## UNIT 2: ENGAGING WITH EDUCATIONAL WRITING

Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student-teachers can be grouped randomly for this Unit.

### Suggested Activities

- Reading for discerning the theme(s) and argument of the essay(guided reading- individually or in pairs)
- Analysing the structure of the argument—identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion)
- Discussion of the theme, sharing responses and point(s) of view(small group discussion)
- Writing a response paper (individually or in pairs)
- Presentations of selected papers, questions and answers (large group)

*[Handwritten signature]*  
*[Handwritten signature]*

*[Handwritten signature]* *[Handwritten signature]* *[Handwritten signature]*  
*[Handwritten signature]* *[Handwritten signature]* *[Handwritten signature]*



# DR. A. P. J. ABDUL KALAM UNIVERSITY, INDORE (M.P.)

## EPC 2: DRAMA AND ART IN EDUCATION (Practical)

Max. Marks: 30 Min. Marks: 15

### Introduction

The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage young students and creative minds to do the arts. An understanding of the arts will give our youth the ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinkers and good citizens of the Nation. Keeping in view some of these ideas, the National Curriculum Framework-2005, introduced arts education as a mainstream curricular area, which must be taught in every school as a compulsory subject (up to Class X) and facilities for the same may be provided in every school. Keeping this in view, it is all the more important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this, not only Art teachers but every teacher in the school system should be sensitized to understand and experience the use of Arts for holistic development of the learner, as a teacher as well as an individual.

### OBJECTIVES

- Understanding basics of different Art forms – impact of Art forms on the human mind
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- Enhance skills for integrating different Art forms across school curriculum at secondary level
- Enhance awareness of the rich cultural heritage, artists and artisans.

### COURSE OUTCOME:

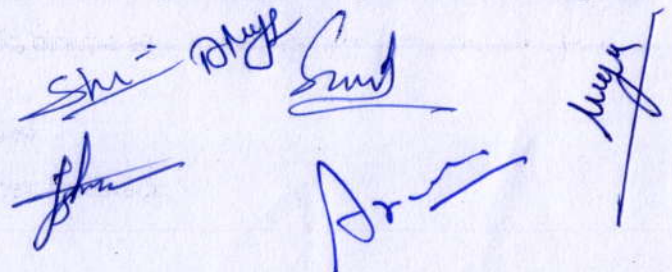
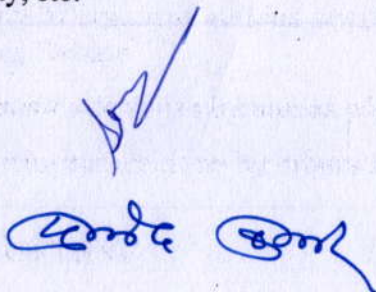
#### After undergoing this course, the students will:-

- Be oriented towards basic concept of Music, Drama, Fine Arts, Dance and other literary activities such as Elocution, Debate, Quiz etc.
- Develop understanding of local art forms, Music, Plays.
- Develop ability to organize various programs of music, drama and other literary activities like Quiz, Essay Writing, Debate.
- Enhance the aesthetic sense by means of these activities.
- Appreciate performance done by others and give proper feedback.

### COURSE CONTENT

#### UNIT 1: VISUAL ARTS AND CRAFTS (PRACTICAL)

- Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.



- Exploration and experimentation with different methods of Visual Arts like Painting block printing, collage, clay modeling, paper cutting and folding, etc.
- Paper framing and display of Art works.

**UNIT 2: PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY (PRACTICAL)**

- 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
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach
- Planning a stage-setting for a performance/presentation by the student-teacher.

**UNIT 3: APPRECIATION OF ARTS**

- Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education
- What is the difference between Education in Arts and Arts in Education
- Identification of different performing Art forms and artists ; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)
- Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)
- Indian festivals and its artistic significance.

**Project Work (Units 1 and 2)**

Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc.– how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/Maths/Social Sciences/ Languages etc.) while integrating different art forms.

**Workshop**

Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred. The focus of the workshops should be on how art forms can be used as tool/ method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

**PRACTICAL PART**

1. **BODY MOVEMENT**-Different theatre games, Exercises, Martial Arts, Folk Dances.
2. **MEDITATION**- Focus, Concentration.

Handwritten signatures and initials in blue ink, including names like 'Megha', 'Anurag', 'Sudh', 'Shr', 'Anya', 'Sudh', 'Anurag', 'Megha', and 'Anurag'.

3. **SCRIPT WRITING**-characterization, dialogue, time and space, beginning, middle, end
4. **POETRY RECITATION**- Rigved Mantras, Vaachik Abhinay.
5. **SELECTION OF PLAY FOR CHILDREN.**
6. **CASTING.**
7. **BUILDING OF A CHARACTER.**
8. **PARTS OF SPEECH**- Volume, Pitch, Speed, clarity, Audibility, Diction, Intonation, Feel and Toner Quality, Projection.
9. **DESIGN OF A PRODUCTION.**
10. **PRODUCTION**- Poster Making, Audience, Execution of Different Aspects of Production, Analysis of Increase in Understanding of Children through Drama.

#### Advanced Readings

- Parrot M. (1993). Tasks for language teachers Cambridge: Cambridge University Press
- Richards, J. & Lockhart, C. (1994). Reflective Teaching in Second Language Classrooms. Cambridge: Cambridge University Press
- Slatterly, M. & Willis, J. (2001). English for primary teachers: A handbook of activities & classroom language. Oxford: Oxford University Press

George @om

JS

Jh

Shu- Pugh

Sud

meggy

Arini