

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – II

COURSE B.ED. 201 – LEARNING AND TEACHING

Contact Hours : 6 periods/week (50 Min. each)	Max. Marks : 100
	Theory Marks : 80
	Internal Assessment : 20

Objectives :-

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

- acquire the basic principles of psychology and the implications for teaching learning.
- understand learner characteristics and learners with special needs and implications for teaching learning.
- understanding learners' mental health, problems and choose appropriate strategies to cope with such problems.
- apply the various psychological principles and approaches to learning and teaching.
- appreciate the role of psychology in teaching learning process.


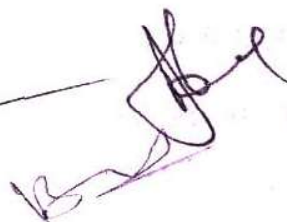
COURSE CONTENT


UNIT- I : PSYCHOLOGY AND TEACHING LEARNING

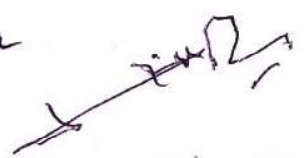
- Educational Psychology Meaning, scope and various methods: Case study survey and experimental, implications for curriculum and instructions.
- Understanding learner characteristics and development.
- Cognitive, physical, social emotional and value development patterns and characteristics among adolescent learners.

UNIT- II : UNDERSTANDING DIFFERENFE AMONG LEARNERS AND LEARNERS WITH SPECIAL NEEDS

- Diversity among learners and learning needs with reference to special needs, multilingual background concept and philosophy of inclusive education.
- Concept of special children with educational needs
- Physical impairment : Visual, Hearing and Locomotor impairments
- Developmentally delayed children, slow learners and under achievers
- Learning disability
- Gifted children
- Appropriate teaching learning strategies to meet learner differences and diversified special needs in regular classroom.



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UNIT- III : LEARNERS AND MENTAL HEALTH

- Concept of mental health Human adjustment and personality
- Factors influencing mental health human adjustment and personality
- Group Dynamics and teacher's role
- Role of guidance and counseling for reducing, maladjustment and improving mental health.

UNIT- IV : LEARNING AND INSTRUCTION

- Concept of learning its theories and its educational implications
- Skinners' operant contriving , cognitivist's (Piaget)
- Gestalt (Lewin). Social Cognitive learning (Bandura)
- Nature of Intelligence and its development
- Types of intelligence with reference to multiple intelligence and emotional intelligence.
- Constructivism.

UNIT- V : TEACHING APPROACH

- Task Analysis (Gagne)
- Advance Organiser (Ausubel)
- Cognition : Meaning and nature perception, attention, concept formation and memory.
- Effective classroom management
- Different approucher : cooperative learning multimethodology (multi-sensory)

TRANSACTION MODE

Lecture cum discussion, Discussions based on different teaching episodes, Analysis of influential factors of learning based on self-reflection and similar activities.

Reference :-

- Chauhan S.S. (2002). Advanced Educational Psychology
- Clayton, T.E. (1965) Teaching Learning: A psychological Perspective,
- Dececco, J.P. (1970): Psychology of Learning and Instruction: Educational Psychology, Prentice Hall of India Ltd., New Delhi
- Derville, Leonore, M.T. (1982) The use of psychology in teaching Longman, London.
- Dunn, M.L. (1963) Exceptional children in Schools, Holt Rinehar and Winston
- Flemming, CM (1964) Teaching: A psychological analysis, University Paperback.
- Gagne, E. (1985) , The cognitive psychology of school learning, Boston : Little, Brownan & Co.
- Gagne, R.M. (1965) Cognitive Development, An Information Processing Approach Basil Blackwell, Oxford
- Klausmeir, H.J. (1964) Learning and Human Abilities, Educational Psychology, Harper and Row and John Weather Hill, Tokyo.
- Mayer, R.E. (1987) Educational Psychology : A cognitive Approach, Little, Brown and Company, Boston
- NCERT(2005) National Curriculum Framework, New Delhi.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION**FIRST YEAR****SEMESTER – II****COURSE B.ED. 202 (A-1) – PEDAGOGY OF A SCHOOL SUBJECT – ENGLISH LANGUAGE**

Contact Hours : 6 periods/week (50 Min. each)	Max. Marks	: 50
	Theory Marks	: 40
	Internal Assessment	: 10

Objectives :-

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

- understand the nature and resources of language and issues related to language acquisition, variation and change;
- use the knowledge and skills needed to understand, analyse, evaluate their own performance;
- appreciate the uniqueness of multilingualism in India as a linguistic and socio-linguistic phenomenon and its implications for pedagogy;
- acquire knowledge about the role, status objectives and problems of teaching English as a second language in India.
- develop the four basic skills i.e. listening, speaking, reading and writing among the students;
- enrich their knowledge of English vocabulary, structures, grammar and usage and to develop the ability to teach them
- Improvise and use appropriate aids for teaching English
- Know, compare and analyse various methods and approaches of teaching English as a second language
- plan and teach lessons in English prose, poetry, grammar and composition related to the course prescribed by different State Boards of Secondary Education in the Northern Region
- use various techniques for the evaluation of learner's achievement in English.
- identify and analyse errors and plan and execute remedial instruction.

UNIT -I

- Language Nature, concept, types (verbal & non-verbal), functions
- Concept of language learning and acquisition
- Multilingualism as a resource
- The objectives of teaching English as a second language at the secondary level.
- The position and role of English in Indian
- Psychological, linguistic and pedagogical principles of teaching English as a second language.
- Problems in effective teaching of English as a second language in Indian schools and their possible solutions

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SYLLABUS FOR 3 YEARS B.ED. (Part Time) PROGRAMME OF J. U. M.P.

- Psychological, linguistic and pedagogical principles of teaching English as a second language

UNIT- II

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|--|--------------------------|
| - Determiners | - Auxiliaries and Modals |
| - Infinitives and Participles | - Phrasal Verbs |
| - Tenses | - Subject – verb concord |
| - Prepositions | - Adverbs |
| - Question Forms including Question Tags | |
| - Direct and Indirect speech | - Clauses |
| - Connectors | - Clauses |
| - Punctuation | - Conditionals |

UNIT- III

- Reading – its meaning and importance
- Methods of teaching Reading
- Loud and Silent Reading
- Intensive and Extensive Reading
- Skimming and Scanning
- Reading defects and their cure
- Reading Comprehension
- Acquaintance with different literary genres: Poetry, Drama, Novel Essay and story
- Different literary and poetic devices
 - Rhyme
 - Rhythm
 - Simile
 - Metaphor
 - Alliteration
 - Pun
 - Repetition

UNIT- IV

- Grammar – translation method
- Direct method
- Structural – situational approach
- Bilingual approach
- Communicative language teaching
- Eclectic approach
- The skill of questioning

UNIT- V

- Teaching of Prose - detailed and non-detailed
- Teaching of Poetry
- Teaching of Grammar
- Teaching of Composition

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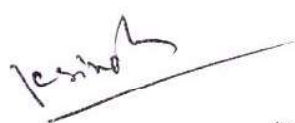
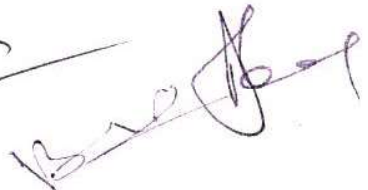

- Lesson planning in all the above four areas
- Unit planning

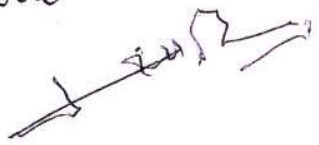
TRANSACTION MODE

The approach to be followed is the Eclectic Approach. It includes questioning, lecture cum-discussion, demonstrations, and communicative activities, situational teaching and learning by doing. The emphasis will be on learner – centered teaching.

Reference :-

- A University Grammar of English R. Quick and S Greenbaurn (Longman)
- A Practical English Grammar (OUP): AJ Thomson and A.V Martinet
- Intermediate English Grammar (C.U.P.): Raymond Murphy
- A Training Course for TEFL (DLBS/OUP): Peter Hubbard, Haywel Jones, Barbara Thornton, Rod wheeler
- Developing Reading Skills (C.U.P.) : Francoise Grellet
- English Vocabulary in Use (C.U.P.) Michael Mc Carthy, Felicity O'Dell
- The Techniques of Language Teaching (Longman): F.L. Billows
- Teaching Foreign Language Skills (University of Chicago Press): Wilga rivers
- Introduction to English Language Teaching (Longman) : John Haycraft
- Teaching Writing Skills(Longman): Donn Byrne
- Language Teaching Games and Contests (O.U.P.): W.R. Lee
- Visual Materials for the Language Teacher (Longman): A Wright
- Teaching English as Communication (O.U.P.): H.G. Widdowson
- An Introduction to the Pronunciation of English (Edward Arnold): A.C. Gimson
- Better English Pronunciation (C.U.P.) : J.D.O. Connor
- Problems and Principles in English Teaching (Pergamon): CJ Brumfit
- The Communicative Approach to Language Teaching (O.U.P): CJ Brumfit and K.Johnson
- Teaching English Through English (A Course in Classroom Language and Techniques) (ELBS): Jane Willis
- Approaches and Methods in Language Teaching (C.U.P.): Richards and Rodgers
- The Oxford Advanced Learner’s Dictionary of Current English (O.U.P.): AS Hornby

 N. Mishra
 

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – II

COURSE B.ED. 202 (A-2)– PADAGOGY OF SCHOOL SUBJECT - LANGUAGE HINDI

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50

Theory Marks : 40

Internal Assisment : 10

उद्देश्य –

प्रशिक्षणार्थी –

- माध्यमिक स्तर पर पढाई जाने वाली हिंदी भाषा और उसकी विशय वस्तु को पूरी तरह जान समझ सकें तथा उसकी शिक्षण विधियों का कुशलतापूर्वक प्रयोग कर सकें।
- हिंदी भाषा की मौखिक एवं लिखित अभिव्यक्ति के शिक्षण के लिये भाषा के अनिवार्य अंगों उपांगों का वैज्ञानिक विलेषण कर सकें तथा हिंदी भाषा के व्यवहारिक रूप का कक्षा शिक्षण में प्रयोग कर सकें।
- छात्रों में भाषा बोध के विभिन्न आयामों के विकास के लिये पढाई जाने वाली विषयवस्तु यथा-कविता, कहानी, निबंध, नाटक तथा अन्य विधाओं के शैक्षणिक उद्देश्य और उनका अलग महत्व समझ सकें तथा विभिन्न विधाओं के पाठ योजनाओं का विकास कुशलतापूर्वक कर सकें।

प्रथम इकाई –

(अ) ध्वनि : हिन्दी की ध्वनियाँ, मुख विवर में स्थान और प्रयत्न के आधार पर उनका वर्गीकरण

वर्णलिपि तथा मात्राएं

वर्णमाला का स्वरूप । देवनागरी लिपि और उनका मानक स्वरूप। स्वर और व्यंजन। मात्राओं का प्रयोग। "र" के प्रकार और प्रयोग। संयुक्त स्वर और व्यंजनए उनकी संधि, प्रकार और प्रयोग।

(आ) – उच्चारण –

हिंदी भाषा में उच्चारण की समस्याएं । अजुद्ध उच्चारण के कारणों की पहचान तथा निदानात्मक शिक्षण। कक्षा में उच्चारण ठीक कराने के प्रयत्न तथा अन्य भाषिक क्रियाएं।

द्वितीय इकाई

(अ) शब्द और शब्द रचना

शब्द और उसके प्रकार –

(क) अर्थ की दृष्टि से – (एकार्थी, अनेकार्थी, पर्यायवाची, विलोम)

(ख) प्रयोग की दृष्टि से – (सामान्य, तकनीकी)

(ग) इतिहास की दृष्टि से – (तत्सम, तद्भव, देशज और विदेशी)

शब्द रचना

उपसर्ग, प्रत्यय, संधि और समास की अवधारणाएं तथा शब्द रचना में उनकी भूमिका उनके प्रकार और प्रयोग तथा हिंदी शब्द रचना में रूपांतरण का महत्व

शब्द शक्तियां —

अभिधा, लक्षणा और व्यंजना का भाषा शिक्षण में महत्व तथा साहित्य की सौन्दर्यपरक व्याख्या में इनकी भूमिका

(अ) शब्दार्थ शिक्षण में शब्द की प्रकृति के अनुरूप विधियों का प्रयोग यथा — उपसर्ग, प्रत्यय, संधि, समास, व्युत्पत्ति तथा वाक्य प्रयोग आदि के द्वारा शब्दार्थ शिक्षण की विधि

तृतीय इकाई

(अ) वाक्य रचना तथा लेखन

1 हिंदी वाक्यों का रचना विधान । वाक्यों के प्रकार। हिंदी में अर्थ विज्ञान और अर्थ बोध तथा अर्थ परिवर्तन। मुहावरे तथा लोकोक्तियों का भाषा में स्थान और महत्व।

2 पत्र लेखन, निबंध लेखन, तार तथा संवाद लेखन आदि की कुशलता के

विकास की प्रविधि

(आ) कक्षा शिक्षण के समय वाक्यों के सार्थक रूप से बोलने की भाषिक भंगिमाओं से परिचित कराने के

अभ्यास की विधि, लिखित रूप में भी भाषिक भंगिमाओं को स्पष्ट रूप से अभिव्यक्त कर सकने के अभ्यास की विधि। मुखर और मौन वाचन के उद्देश्य। पाठन के प्रकार, साधारण पठन। अर्थ ग्रहण। साथ पठन। विचारात्मक एवं सर्जनात्मक पठन।

चतुर्थ इकाई —

हिंदी भाषा शिक्षण में मातृभाषा का महत्व। भाषा शिक्षण के सिद्धांत और भाषिक कौशल। भाषा शिक्षण में इन कौशलों का अन्योन्याश्रय संबंध। मातृभाषा रूप में हिंदी शिक्षण के उद्देश्य तथा द्वितीय भाषा के रूप में इसके उद्देश्य में अंतर।

भारतीय भाषाओं में हिंदी भाषा को स्थान तथा संपर्क भाषा के रूप में हिंदी की भूमिका और महत्व। हिंदी भाषा की बोलियों और उनका क्षेत्र।

पंचम इकाई —

1 पाठ योजना और उसकी उपयोगिता

2 कविता, कहानी, निबंध नाटक शिक्षण के उद्देश्य और भाषा शिक्षण में इनका महत्व और भूमिका।

1 कविता

2 कहानी

3 निबंध

4 नाटक

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आदि की पाठ योजनाओं के सोपान तथा उनके उद्देश्य। प्रश्नोत्तर विधि तथा कक्षा में की जाने वाली विभिन्न क्रियाओं का रूप।

(नवीं कक्षा की निर्धारित पाठ्य पुस्तक के पाठों को आधार बनाकर प्रत्येक विधा के दो दो पाठों का प्रशिक्षणार्थियों के सहयोग के उदाहरण स्वरूप विकास करना अनिवार्य)

भाषा शिक्षण में मौखिक तथा लिखित प्रश्नों का स्वरूप -

- (क) कक्षा शिक्षण के समय अध्यापक द्वारा अर्थ ग्रहण, सराहना, सौन्दर्य बोध तथा रचनात्मकता के मूल्यांकन के लिये किये जाने वाले प्रश्नों के रूप तथा विधियां।
- (ख) लिखित अभिव्यक्ति में किये जाने वाले अर्थ ग्रहण, सराहना तथा ऐसे रचनात्मक प्रश्नों जिनके द्वारा छात्रों की सर्जनात्मक क्षमता तथा मौलिक कल्पना शक्ति का मूल्यांकन किया जा सके। साथ ही वे सराहना तथा सौन्दर्य बोधात्मक विवेचन की क्षमता का मूल्यांकन किया जा सके। कक्षा शिक्षण के अतिरिक्त छात्रों की भाषागत रचनात्मकता के विकास के लिये की जाने वाली अन्य क्रियाएं - कविता लेखन तथा निबंध लेखन आदि की छोटी छोटी कार्य योजनाओं के आयोजन का स्वरूप और उनका महत्व।

अध्यापन विधियाँ

व्याख्यान के साथ साथ परिचर्चा, छात्रों द्वारा स्वयं करके सीखना उनकी सहभागिता द्वारा शिक्षण।

(स) प्रयोगात्मक : निम्नलिखित में से केवल दो

- 1 छात्रों की भाषा सीखने संबंधी कठिनाइयों और समस्याओं का अध्ययन विलक्षण, तथा निदान की उपाय।
- 2 ऐसे छात्र समूहों अथवा किसी विशिष्ट छात्र की भाषा सीखने संबंधी समस्याओं कठिनाइयों का निदानात्मक उपचार जो सर्वथा विशिष्ट और भिन्न हो।
- 3 पाठ्य पुस्तक में दी हुई रचनाओं पत्र पत्रिकाओं से पूरक सामग्री का चयन।

(द) संदर्भ पुस्तकें -

1. भाटिया एम. एम. और नारंग सी. एल. 1987, आधुनिक हिंदी शिक्षण विधियां, लुधियाना: प्रकाशक बदर्स
2. लाल रमन बिहारी, 1993 हिंदी शिक्षण, मेरठ, रस्तोगी पब्लिकेशन्स
3. तिवारी, भोलानाथ : भाषा विज्ञान : इलाहाबाद: किताब महल
4. वर्मा, रामचंद्र, 1976 अच्छी : इलाहाबाद: लोकभारती प्रकाशक
5. जायसवाल, माता बदल, 1997 मानक हिंदी का ऐतिहासिक व्याकरण, इलाहाबाद, महामति प्रकाशन
6. सिंह, निरंजन कुमार, 1994 माध्यमिक विद्यालयों में हिंदी शिक्षण, जयपुर: राजस्थानी हिंदी ग्रंथ अकादमी।

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – II

**COURSE B.ED. 202 (A-3)– PEDAGOGY OF SCHOOL SUBJECT - LANGUAGE
SANSKRIT**

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50

Theory Marks : 40

Internal Assessment : 10

Objective :-

- To understand the different roles of language.
- To develop an understanding of the nature of language system.
- To understand the role and importance of Sanskrit and its cultural background.
- To be able to develop creativity among learners.
- To be able to know the place of Sanskrit in curriculum.
- To be able to examine authentic literary and non-literary texts in Sanskrit.
- To understand the use of language in context, such as grammar and vocabulary in context
- To be able to develop activities and tasks for learners.

Unit-I- Role of Language

1. LANGUAGE AND SOCIETY

- Language and gender
- Language and identity
- Language and power
- Aims and objectives of Sanskrit teaching at different levels (Primary, Secondary and Higher Secondary levels)
- Quality of Sanskrit teaching: Pre-class, in-class and after-class
- History of Sanskrit Language

2. LANGUAGE IN SCHOOL

- Home language and the school language
- Centrality of language in learning
- Language across the curriculum
- Difference between language as a school subject and language as a means of learning and communication
- Multilingual classrooms

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3. POSITION OF LANGUAGES IN INDIA

- Constitutional provisions and policies of language education (Articles 343-351, 350A)
- Kothari Commission (1964-66)
- NPE-1986; POA-1992
- National Curriculum Framework-2005 (language education); Position of Sanskrit
- Rajasthan Sanskrit academy

Unit-II – Importance of Sanskrit Language

- Sanskrit language and literature
- Sanskrit language and Indian languages
- Socio-cultural importance of Sanskrit language
- Sanskrit as a modern Indian language
- Importance of teaching Sanskrit in India
- Problems related to Sanskrit teaching at school level.

Unit-III – Curriculum & Language Teaching of Sanskrit

- Place of Sanskrit at different levels of school education (Primary, Upper Primary, Secondary and Higher Secondary levels)
- Place of Sanskrit in three language formula and its objectives
- Place of Sanskrit at Sanskrit Pathshalas
- Sanskrit Commission and Curriculum
- Sanskrit Curriculum and textbooks at school level.

Approaches of Sanskrit Language Learning

- Direct Method
- Traditional Method
- Textbook Method
- Elective Method
- Communicative Approach
- Grammar cum Translation Method
- Inductive and Deductive Method

Unit-IV – Language Teaching Skills

1. 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: story telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
- Reading: Sub skill 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: Sub-skills 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; Study skills; higher order skills.

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2. Co- curricular Activities in Developing Language Skills: Debate, Elocution, competition, *antyakshari*, language game, essay writing, seminar, story writing, *samasyapoorti*, singing, jokes, storytelling, exhibition, quiz and school magazine

Unit -IV: Assessment and Evaluation

- Meaning, concept and construction of Achievement test, diagnostic and remedial test.
- Blue print: Meaning, concept, need and construction.
- Sociometric: meaning, concept and its use.
- Open-book tests: Strengths and limitations
- Continuous and Comprehensive Evaluation (CCE) in Sanskrit .
- Characteristics of Assessment in Sanskrit: Types of questions best suited for examining/assessing/ aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative skill; Open-ended questions.

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – II

COURSE B.ED. 202 (A-4)– PEDAGOGY OF SCHOOL SUBJECT - SOCIAL SCIENCE

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50

Theory Marks : 40

Internal Assessment : 10

Objectives :-

- 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.

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.

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Unit-III : Tools and Techniques of Assessment

- Performance-based assessment; learners record of observations ;(field diary and collection of materials) Oral presentation of learners work, construction of test items and administration of tests; assessment of practical / experimental work. CCE.
- Preparation of performance based assessment record of learners on the basis of activity observation (field diary, Practical diary, collection of materials, oral presentation))

Unit-IV- Projects in Art

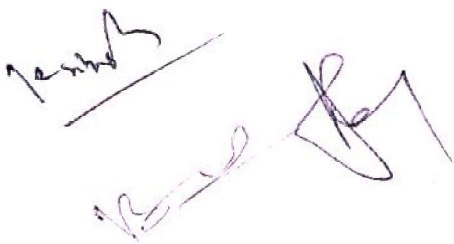
- Projects in Art interconnections of social science with other disciplines: selection of relevant problem, planning through group work, implementation & reporting.

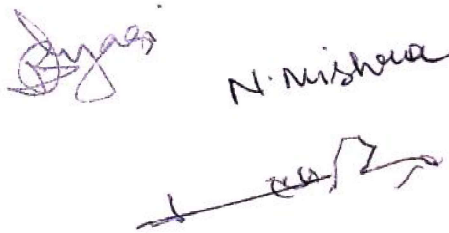
Unit-V: Professional Development of Teachers

- Professional competencies of subject teacher
- Professional development programmes for teachers; planning, organization & Ievaluation. Reflective & Innovative practices in professional development of teachers.

Reference -

- Bining and Bining : Teaching of Social Study.
- Brantorm, F.K. : The Teaching of Social Study in changing world.
- Hamming, James : The teaching of Social Studies in secondary school.
- Wesley Edger Brose : Social Studies for school
- Taneja, V.R. : Teaching of social studies.
- Kochhar, S.K. : Teaching of social studies in hindi edition.
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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – II

COURSE B.ED. 202(B)– PEDAGOGY OF SCHOOL SUBJECT – LIFE SCIENCE

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50

Theory Marks : 40

Internal Assessment : 10

Objectives : -

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

Note- Any two activities are mandatory. Out of which one must be directly related to field.

Unit-I: Learning Resources (Any two activities are mandatory. Out of which one must be related to science club.)

- Identification and use of learning resources in biological science, exploring alternative sources.
- Developing science kit and biological science laboratory; Designing biology laboratory. Planning and organizing field observation; Textbooks, audio-visual materials, multimedia-selection and designing.
- Use of ICT experiences in learning biological science; using community resources for biology learning.
- Pooling of learning resources in school complex/ block/district level; handling hurdles in utilization of resources.
- Establish science club in school and conduct at least five activities related to biological science.

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Unit-II : Tools and Techniques of Assessment

- Performance-based assessment: learner's record of observations, field diary, herbarium and collection of materials.
- Oral presentation of learners work in biological science, portfolio; collaborative learning.
- Construction of test items (open-ended and structured) in biological science and administration of tests.
- Developing assessment framework in biological science; assessment of experimental work in biological science.

Unit-III : Biological Science – Lifelong Learning

- Facilitating learning progress of learners with various needs in biology; ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in biology; planning & organization of various curricular activities (such as debate, discussion, drama, poster making on issues related to science/biology;) Planning and organizing field experiences, science exhibition; Nurturing creative talent at local level and exploring linkage with district / state/ central agencies.

Unit-IV: Projects in Biological Science

- Projects in biological Sciences interconnections of science with other disciplines: selection of relevant problem, planning through group work, implementation & reporting.

Unit-V: Professional Development of Teachers

- Professional competencies of subject teacher
- Professional development programmes for teachers; planning, organization & evaluation. Reflective & Innovative practices in professional development of teachers.

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- Agarwal, D.D (2004): Modern methods of Teaching Biology: saruk & sons (saruklooks.com)
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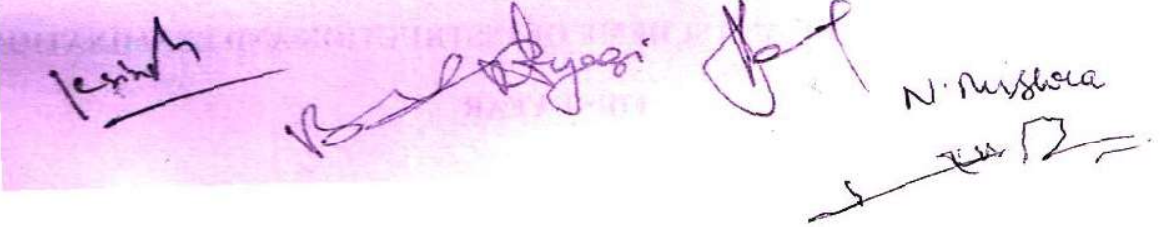
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- श्रीमाली, भुशण एवं रिहानी (2013) विज्ञान शिक्षण राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – II

COURSE B.ED. 202 (C)– PEDAGOGY OF SCHOOL SUBJECT - GENERAL SCIENCE

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50

Theory Marks : 40

Internal Assessment : 10

Objectives : -

- Develop insight on the meaning and nature of General science for determining aims and strategies of teaching- learning.
- Appreciate that science is a dynamic and expanding body of knowledge.
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
- Identify and relate everyday experiences with learning of science.
- Appreciate various approaches of teaching- learning of science.
- Explore the process skill in science and role of laboratory in teaching- learning.
- Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching-learning of science.
- Integrate the science knowledge with other school subjects.
- Analyze the contents of science with respect to parts, branches, process skills, knowledge organization and other critical issues.
- Develop process-oriented objectives based on the content themes/units.
- Identify the concepts of science that are alternatively conceptualized by teachers and students in general.

Unit-I: Nature and Scope of Genral Science

- Concept, Nature, Need & Importace of Science & Science Teaching.
- Main discoveries and development of science (special reference to ancient India) Science as a domain of enquiry, as a dynamic and expanding body of knowledge, science as a process of constructing knowledge. Science as interdisciplinary area of learning (Physics, chemistry, biology etc) science for environment, health, peace & equity, science and society., Fact, concept, principles. laws and theories- their characteristics in context of general science.

Unit-II: Teaching-learning of social science

- Questioning; Collaborative strategies; games, simulations, dramatization, role plays; Values clarification; problem-solving, Discussion, story-telling,project and decision-making, use of media and technology, concept mapping.
- Methods: Interactive verbal learning; experiential learning through activities, experiments; Investigative field visits.

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- Planning, organizing and conducting of small community survey.

Unit-III: Teaching-learning of Genral Science

- Principles of science and its applications consistent with the stages of cognitive development of learners.
- Pedagogical shift from science as fixed body of knowledge to constructing knowledge, scientific method – observation, enquiry, hypothesis, experimentation, data collection, generalization (teacher-educator will illustrate taking examples from different stage-specific content areas keeping in mind the variation, e.g. structure and function, molecular aspects, interaction between living and non-living, biodiversity, etc.): Communication in sciences.
- Questioning; Collaborative strategies; simulations, Demonstration, lab Method, Problem Solving, Heuristics Project Method, Inductive and deductive Method, Heuristic, use of media and technology, concept mapping
- Innovative methods of science teaching.

Unit-IV: ICT & Materials in Teaching-learning of Genral Science

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.
- Planning, Organisation and activity of science club.

Unit-V: Teaching-learning Resources in Genral Science

- People as resource: the significance of oral data.
- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.
- Various teaching aids, Audio-visuals & online resources.

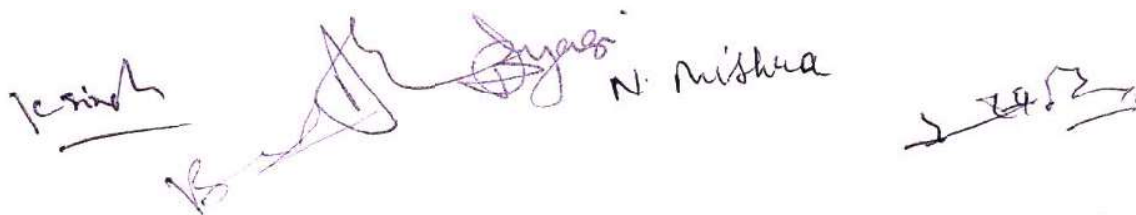
Unit-VI: Assessment and Evaluation

- Meaning, concept and construction of Achievement test, diagnostic and remedial test.
- Blue print: Meaning, concept, need and construction.
- Open-book tests: Strengths and limitations
- Continuous and Comprehensive Evaluation (CCE) in Sciences.
- Characteristics of Assessment in Sciences



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- Sharma, Dr.H.L. (1989), "School Science Education in India", Published by commonwealth Publishers 4378/4B, Ansari Road, Murari Lal Street New Delhi-110002
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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – II

COURSE B.ED. 202 (D)– PEDAGOGY OF SCHOOL SUBJECT - MATHEMATICS

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50

Theory Marks : 40

Internal Assessment : 10

Objectives :-

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

- Develop insight into the meaning, nature, scope and objective of mathematics education;
- Learn important mathematics: mathematics is more than formulas and mechanical procedures;
- See mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on;
- Pose and solve meaningful problems;
- Appreciate the importance of mathematics laboratory in learning mathematics;
- Stimulate curiosity, creativity and inventiveness in mathematics;
- Develop competencies for teaching-learning mathematics through various measures.

Unit-I: Nature and Scope of Mathematics

- Meaning and building blocks of mathematics, the nature of mathematical propositions, truth values, compound propositions; Truth tables; open sentences; truth sets; Venn diagram; logically valid conclusions; Use of quantifiers, implications – necessary and sufficient conditions; A mathematical theorem and its variants- converse, inverse and contra positive, proofs and types of proofs, Difference between proof and verification; Deductive nature of mathematics; History of mathematics with special emphasis on teaching of mathematics, contribution of Indian experience variables identified by Birkhoff and their relation, three aesthetics of precision and beauty in mathematics; scope of mathematics.

Unit-II: Aims and Objectives of Teaching School Mathematics

- Need for establishing general objectives of teaching mathematics study of the aims and general objectives of teaching mathematics Vis-a Vis the objectives of school education; writing specific objectives and teaching points of various content areas in mathematics like algebra, geometry , trigonometry, etc.

Unit-III: ICT & Materials in Teaching-learning of Mathematics

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and

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aerial photographs; using audio-visual aids, CDs, multimedia and internet: case study approach.

Unit-IV: Teaching-learning Resources in Mathematics

- Nature of concepts, concept formation and concept assimilation, moves in teaching a concept-defining, stating necessary and/or sufficient condition, giving examples accompanied by a reason. Comparing and contrasting; giving counter examples; non-examples; planning and implementation of strategies in teaching a concept like teaching of algebra, geometry, trigonometry, mensuration, etc.; problem posing and solving, discovering or exploring various options for solving the problems, formulation of conjecture and generalizations through several illustrations; difference between teaching of mathematics and teaching of science.

Unit –V: Assessment and Evaluation

1. Meaning, concept and construction of Achievement test, diagnostic and remedial test.
2. Blue print: Meaning, concept, need and construction.
3. Open-book tests: Strengths and limitations
4. Continuous and Comprehensive Evaluation (CCE).
5. Characteristics of Assessment in Social Sciences: Types of questions best suited for examining/assessing/ aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative Analyse; Open-ended questions.

Reference :-

- धाकड़, पर सुराम त्रिवेदी, शिल्पा (2009) "गणित वि शिक्षण विधियों" साहित्यागार चोडा रास्ता, जयपुर
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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – II

COURSE B.ED. 203– KNOWLEDGE AND CURRICULUM - I

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50

Theory Marks : 40

Internal Assessment : 10

Objectives :-


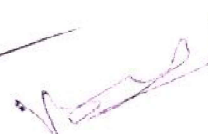
- To know the social basis of education.
- To understand distinction between knowledge skill, Teaching and Training.
- To Discuss the basis of modern child centred Education.
- To Discuss three Concept – activity, Discovery and Dialoug with reference to Gandhi Ji and Togore, Dewey, Plato, Paul Ferrarwo.
- To understand Education in relation to modern values, equity, equality, Individual afformity, dignity than Social justice.
- To identify Various dimensions on the curriculum and their relationship with the aims of education.
- To understand of curriculum and preparation of curriculum.
- To know the role of universities and states in the curriculum.
- To know the relationship between curriculum framework and syllabus.
- To understand the process of translated syllabus into Text book.

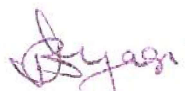
Unit – I: Concept of Curriculum

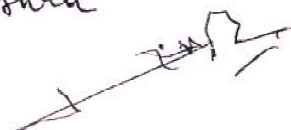
- Meaning, Definition, Characteristics of Curriculum
- Scope of Curriculum at primary, secondary and senior secondary level.
- Objectives of curriculum at secondary level and Vocational Courses.

Unit – II: Curriculum and planning

- Nature, Scope and concept of curriculum in different streams.
- Characteristics of good curriculum framework.
- Critical appraisal of language, social studies and science curriculum.
- Formation the text-books of different subjects according to the curriculum framework. – 2009.
- Nuffield, BACS, PSCS, NSES with respect to their priorities, concerns nail goals towards school education.



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Unit – III: Modern concept of curriculum

- Critical study of curriculum framework 2005 and 2009.
- Modern aspects of curriculum at secondary level.
- Discuss the modern approach of child-centred education.

Unit –IV: Philosophical thoughts for curriculum

- Critical study of views of Indian philosopher – Gandhi , Tagore, Swami Vivekanand, Madan Mohan Malviya, GijjuBhai, ZakirHussain.

Unit – V: Language curriculum

- Place of language in school curriculum.
- Objectives of teaching mother tongue/languages – Listening, reading, speaking and writing.
- Psycho-linguistic and socio-linguistic aspect of language learning and factors influencing development of language.

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – II

COURSE B.ED. 204 – ASSESSMENT FOR LEARNING

Contact Hours	: 6 periods/week (50 Min. each)	Max. Marks	: 100
		Theory Marks	: 80
		Internal Assessment	: 20

Objective:-

- To understand the process of assessment for learning.
- To understand the Critical role of assessment in enhancing learning.
- To discuss the purpose of assessment of learning and to know the assessment as a election and comparative and achievement.
- To focus on students – Teacher to Understanding the Psycho- social and Political dimensions of assessment.
- To understand the assessment process like explore, redist, comprehensive and dynamic.

Unit – I: Assessment and Evaluation.

- Meaning scope and characteristics of assessment.
- Relationship between assessment, measurement and evaluation .
- Significance of educational assessment of school level.
- Techniques of assessment.

Unit – II: Designing of assesment tools.

- Types of Assessment tools.
- Criteria of a good assesment tools.
- Preparation of objectives type test items for good assessment preparation of blue print and subject paper.
- Item analysis

Unit – III: Assessment of different aspects.

- Assesment of intelligence.
- Assesment of interest.
- Assesment of Personality.
- Assesment of creativity.

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- Assesment of achievement, attitudes and aptitude.

Unit – IV: Test Formation

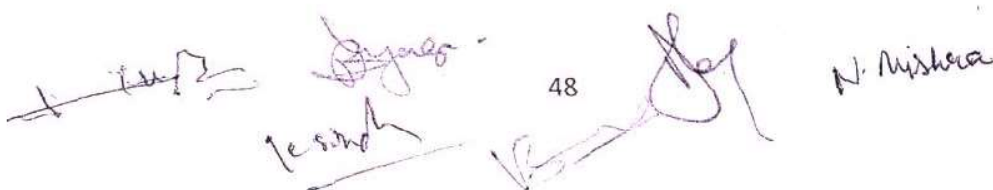
- Standarized various teacher mode test.
- Constructing and achievement test (Formative and summative test)
- Characteristics of good assessment system – Reliability, Validity, Objectivity, Comparatibility, Practicability.
- Comparative and critical study of traditional assessment system and grading system.

Unit – V: Statistic .

- Measures of central tendency.
- Standard deviation.
- Co-efficient of co-relation by product movement, Rank difference, Karl pearson correlation and multiple correlation.

Reference : -

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SYLLABUS FOR 3 YEARS B.ED. (Part Time) PROGRAMME OF J. U. M.P.

~~S. Singh~~ ~~D. Singh~~ ~~J. Singh~~ N. Mishra
~~P. Singh~~ ~~K. Singh~~

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – II

COURSE B.ED.–PRACTICAL - EPC-2 - DRAMA AND ART IN EDUCATION

Max. Marks	: 50
External Marks	: 40
Internal Marks	: 10

Objectives :-

- Fulfil an individual's potentials through fine art.
- Create a whole experience of being fully present and working with all of ones' faculties and being in relationship with others and nature.
- Help appreciate the interconnectedness of an individual's physical, emotional health with that of social, environmental health of the human and natural community.
- Help connect these two with the inner aspects of one's being and to appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings and by creating opportunities to work on these, hone them, cultivate them; we can hope to create harmonious individuals and a harmonious world.
- Develop ability to appreciate the inherent rhythm, beauty and harmony in forms, relations, and character.
- Critique the current trends in art education and develop a possible scenario for art for change.
- Understand the range of traditional art forms in the light of National Integration.
- Develop an appreciation for diverse music forms and the role of music in human cultures.
- Create and present pieces of art: using visual arts and crafts
- Create and present pieces of performance art using music and movement
- Evolve collective art projects incorporating different art media – into a public festival/ event.
- Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.
- Enable student-teachers to use drama processes to examine their present knowledge.
- To generate new knowledge, understanding and perceptions of the world.
- To train, enhance some theatre skills that will later help them be creative and enlightened teachers.

Activities I:-

- Drama as a process that draws our physical, emotional, intellectual and other faculties together in a moment (eg. life itself) makes for worthwhile, far reaching, holistic learning. It is important to stress that drama is not about the self alone or self expression alone.

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- The process of drama is a social experience. It is about the richness of understanding that can be generated by a group about society, self and the interconnections. The understanding generated within a group is internalized and is carried forward by the individual in diverse personal and social contexts. The focus of drama is on the student-building her/his creative capacities through theatre.
(These activities will be conducted in school in the presence and under guidance of teacher educator.)

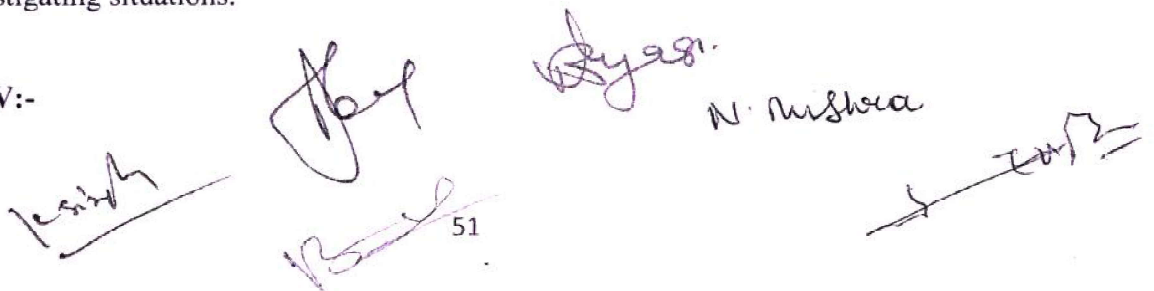
Activities II:-

- Draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises to build imagination and concentration of the body and mind of pupil teachers.
- Structured exercises for coordinating, enhancing and translating imagination into physical expression.
(Theatre techniques are used to help stretch, enhance and challenge the student-teacher in terms of her/his body, imagination and perceptions.)
- By participating in group drama explorations structured and guided by the teacher, the student-teachers would enhance their critical awareness of the world and themselves in it. The focus is not the self alone but the social world that the self-lives in.

Activities III:-

- Pupil teacher will learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathize by Teacher educator, then transfer their learning in school.
- Teacher educator will identify and develop the creative potential of Pupil Teacher through creative dramas. (In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher.
- Encourage recognition of differences among people: caste, class, gender, religion, age, community, occupation, lifestyle, etc. and how these influence actions, decisions, and relationships of people. Learn to place oneself in a wider arena of these cross cutting currents. The self to be placed in the context of the other. "How should I look at the others what does that reveal about me?" Go beyond the immediate and look at other groups and settings, e.g. rural, the disadvantaged and other cultural communities, Ways of seeing situations, social structures and communities.
- To sharpen observation and to learn to continuously ask probing questions while investigating situations.

Activities IV:-



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SYLLABUS FOR 3 YEARS B.ED. (Part Time) PROGRAMME OF J. U. M.P.

- Pupil Teacher will learn to identify areas that are best suited for drama exploration, planning and organization of drama.
- Any theme of drama will choose by pupil teacher with discussion or involvement of students such as girl foeticide, women education, child abasement etc. plan and organize the drama.
- Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of secondary school students. By these activities pupil teachers will examine (with the help of teacher educator) to develop the capacity to look at some situations from different perspectives, Learning to recognize contradictions within situations with the aim of grasping a better understanding of the situations rather than wanting to look for solutions.
- Finding connections between the particular and the universal and how larger processes and contexts play out in the specific context of daily life situations and vice versa. For instance, the case of a marginalised dalit woman seeking medical help is connected with the larger world of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.
- Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how? Learning to continuously reflect on and analyse classroom exploration and their connection with events and situations in world outside. Evaluating one's own and group progress in class.

Activities V:-

- Teacher educator will illustrate Fine Arts component as to understand interconnections between arts, crafts, drama, culture, aesthetics, health and livelihoods. The aim is also to appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange. It is believed that giving opportunities to school teachers to engage with aesthetics through art forms is likely to cultivate and hone their aesthetic sense and their ability to recognise beauty and harmony as essential aspects of a life of quality.
- For Art, Art appreciation and Art education: Visit places like crafts museums, bal-bhavan, art galleries. Organise art, craft and music exercises with small groups followed by discussions and presentation.
- Any local exhibition or art event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own school days and art.
- Visual Art: Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colors, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news paper etc.

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