

(a) Semester-I

<b>Course Code</b>	<b>Name of the course</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Exam. Hours</b>
<b>B-101</b>	Philosophical and sociological perspectives of Education	30	70	3
<b>B-102</b>	Psychology of Development & Learning	30	70	3
<b>B-103</b>	Principles and Methods of Teaching	30	70	3
<b>EPC-104</b>	Language Across the Curriculum	25	--	--
<b>EPC-105</b>	Psychological Tests <sup>1</sup>	25	--	--
	<b>TOTAL</b>	<b>140</b>	<b>210</b>	<b>350</b>

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<sup>1</sup>To be completed as a block course over a duration of about one week

## **Semester-I**

### **B-101: Philosophical and sociological perspectives of Education**

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives among learners:

1. To develop an understanding of the concept of education.
2. To enable learners in identification of relationship between educational philosophy & sociology.
3. To develop knowledge about aims of education.
4. To providing understanding about philosophical and sociological determinants of education.
5. To provide knowledge of and appreciation for the contribution of select philosophical thinkers.
6. To facilitate understanding of the processes of culturalization, acculturation and enculturation.

**Learning outcomes:** On undergoing the course the learners will be able to:

1. Express the concept of education and state its various aims.
2. Explain relationship between educational philosophy and aims of education.
3. Explain various social factors influencing the process of education.
4. Express and compare ideas of select philosophical thinkers.
5. Understand the relationship between processes of education and culturalization.

**Course Content:**

#### **Unit-1: Philosophy of Education**

- Philosophy of education: Meaning, Nature and Scope.
- Philosophical Foundations of Education.
- Schools of Philosophy- their approaches and educational implications: Naturalism, Idealism, Pragmatism, Realism.
- Brief introduction of existentialism and humanism.

#### **Unit-2: Contribution of Educational Thinkers**

- J.J. Rousseau
- J. Dewey
- Aristotle
- M.K. Gandhi
- S.Vivekananda
- Rabindra Nath Tagore

**Unit-3: Sociology of Education**

- Sociology of Education: Meaning, Nature and Scope.
- Sociological foundations of education: concept
- Social Mobility: Meaning definition, forms, factors affecting social mobility
- Culture, Modernization, Acculturation & Enculturation Process: Their Nature and Impact on Education
- Social Stratification and Education.

**Unit-4: Role of Education in Social Reconstruction**

- Social Change: meaning definition and factors of social change.
- Relation between education and social change
- Socialization: Meaning, definition, principles of socialization, factors affecting socialization of child, education as a process of socialization.
- Education and National integration

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Essay on what is education.
- Classroom-group discussion on nature of education
- Collecting information on life and written contribution of educational thinkers.
- Unit Test.
- Assignment on different cultural practices impinging on educational process.

**Books Recommended:**

1. Rusk: The Philosophical Bases of education.
2. Oad.L.K.: Shiksha Ki Darshanik Evam SamajShastriya Pristhabhoomi.
3. Pandey R.S.: Shiksha Darshan.
4. Ruhela S.P.: Shikhsa ka Samajshastra.

## **B-102: Psychology of Development and Learning**

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives among learners:

1. Development of an understanding of features & problems of growth and development during different stages.
2. Attainment of ability to analyze the role of Educational Psychology.
3. Generating understanding of various factors influencing the process of growth & development with a view to facilitate effective teaching and learning.
4. Development of an ability to apply the knowledge of educational psychology in dealing with an individual student.
5. Development of an understanding of meaning & nature of learning.
6. Getting acquainted with theories of motivation and their use in classroom
7. Development of an understanding of the concepts of Intelligence and personality.
8. Understanding group processes in classroom.

**Learning outcomes:** The pupil- teacher will be able:

1. To understand salient features and problems of growth and development during different stages.
2. To analyze the role of teacher in developing socio-emotional climate in classroom.
3. To deal with adjustment and mental health relates issues of students.
4. To understand learning needs of students.
5. To use motivation strategies in classroom.
6. To guide personality development among students.
7. Use the concept of Intelligence and personality in determining teaching –learning strategies.

**Course Content:**

### **Unit-1: Growth and Development in Infancy and Childhood**

- Meaning, Nature & Importance of Growth & Development.
- Principles and Factors affecting Growth & Development.
- Characteristics and Developmental Tasks of Infancy and Childhood. Habit formation and Common Childhood Problems.
- Stages of Development: Piaget and Bruner.

### **Unit-2: Development during Adolescence**

- Development during Adolescence: Meaning and Characteristics, Developmental tasks, Ego Identity development (Erickson).

- Relationship with family & others in society. Peer group, Group Dynamics and Leadership. Problems during Adolescence, Role of Guidance & Counseling. Role of Teacher in developing socio-emotional climate in classroom.
- Adjustment –Meaning, Defense mechanisms and causes of Maladjustment.
- Mental Health and Hygiene- Meaning, Definition and Aims. Factors affecting Mental Health.

### **Unit-3: Educational Psychology and Learning**

- Definition of psychology, meaning of behaviour, nature and scope, contribution of psychology to education, meaning and definition of educational psychology, scope and need.
- Learning: Meaning and definition, characteristics and process, factors influencing learning process.
- Theories of learning: Thorndike, Pavlov, Skinner.
- Transfer of learning: Types of transfer, Educational implication, Theories of Transfer of Learning-Formal Discipline, Identical Elements.

### **Unit-5: Psychology of Learner**

- Motivation-Meaning and Nature, Techniques of enhancing motivation, Theories of Motivation- Maslow's Need Hierarchy; Incentive Theory.
- Creativity-Meaning, Steps of creative process.
- Memory-Steps of memory process, Methods of memorization, factors influencing memory and causes of forgetting.
- Intelligence-Meaning and definition, Types, Types of Intelligence Tests.
- Personality-Meaning and Definition, Determinants of Personality development, Measurement of personality-Subjective methods.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Observing features of child development at different stages.
- Unit test/Assignment.
- Visit to a school for observing practices related to mental health.
- Observing style of learning.
- Experiment on Transfer of Learning.
- Personality Development Exercise(s).

### **Books Recommended:**

Singh. A.K.: Shiksha Manovigyan.

Dandapani S.: A Textbook of Advanced Educational Psychology: Anmol Publishers.

Mishra K.S.: Shiksha Manovigyan ke Naye Kshitij.

Pandey R.S. Shiksha Manovigyan.

Hurlock E.P.: Child Development.

Bigge, M.L. & Hunt, M.P. : Psychological Foundations of Education.

Chauhan, S.S.: Educational Psychology.

Gary, K. & Kingsley, H. L.: Nature & Conditions of Learning

## **B-103: Principles and Methods of Teaching**

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To enable students to understand the process of teaching & its various components.
2. To enable students acquire knowledge about methods & techniques of teaching.
3. To facilitate understanding of the process of teaching and its various skills among students.
4. To provide knowledge about various models of teaching.

**Learning outcomes:** The student-teachers will

1. Understand the process of teaching and its components.
2. Understand various methods & techniques of teaching.
3. Be prepared to inculcate desirable components of teaching, skills and models of teaching.

**Course Content:**

### **Unit-1: The Structure of Teaching**

- Concept of Teaching: Meaning, Definition and Function
- Teaching: Principles, Maxims, Phases and Levels.
- Teaching Soft skills: Communication, Professionalism, Patience, Creativity, Enthusiasm, Confidence, Dedication.
- Theories of Teaching: Communication theory, Gagne's hierarchical theory and Ryan's theory of Teacher behaviour.

### **Unit-2: Innovations in Teaching**

- Micro Teaching: Concept, Importance and process
- Teaching Skills: Questioning, Stimulus variation, Illustration, Explanation, Demonstration, Reinforcement and Closure of a topic.
- Creative Teaching
- Team Teaching: meaning, principle and process
- Simulated Social Skills Training (SSST)

### **Unit- 3: Models of Teaching**

- Teaching Models: Meaning, Characteristics, Functions and Components
- Types of Teaching Models: Concept attainment Model, Advanced organizer Model, Inquiry training model.

#### **Unit-4: Unit-2: Methods of Teaching**

- Methods of Teaching with reference to their procedure, characteristics, advantages, limitations: Brainstorming Method , Outside classroom teaching method, Project method, Role play Method, Story Board Teaching Method, Problem solving Method, Programmed instruction method, Small group instruction method, Flipped classroom teaching method, Cooperative teaching method, Buzz Group teaching method, Discussion method, Lecture method, Demonstration method, Assignment method.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- SSST.
- Unit test.
- Preparing a lesson plan based on any one model of teaching.
- Practicing various types of methods enlisted in unit -4 in simulated situations.

#### **Books Recommended:**

Mishra K.S.: Shiksha mein Naye Shikasha Pratiman.

Bruce & Joyce: Models of Teaching.

Agarniai , J.C. : Principles & Methods of Teaching.

Agarwal, J.C. : Essentials of Educational Technology.

Kochhar, S.K. : Methods& Techniques of teaching.

## **EPC-104: Language across Curriculum**

**Maximum Marks: 25**

**Mode of Examination/Assessment: Internal**

**Internal Marks-25**

**External Marks-00**

**Course Objectives:** Through undergoing this course the student-teacher will be able:

1. To Strengthen their language foundation
2. To enhance their ability to use language across different curricular areas.
3. To critically understand the role of language in text books.

**Learning outcomes:**

1. Understanding the role and importance of language in teaching-learning.
2. Acquisition of a critical understanding of the role of language in learning and development.

**Course Content:**

This is a practical course with the broad objective of enhancing language efficiency of student-teachers. This is intended to be done through identifying language problems and deficiencies of students and trying to correct language uses, both written and oral. Interactive classrooms will be organized by subject-teacher(s) to facilitate this improvement. The contents proposed below are suggestive to guide teachers in shaping actual activities carried out by them.

### **Part A-English**

**Unit 1: Language Acquisition**

- Status of English in Indian Classrooms, examining the problems.
- Factors affecting language acquisition.
- Principles of learning language
- Language skills

**Unit 2: Language and the Classroom**

- Supplementary reader (vistas/Flamingo)
- Factors affecting comprehension.
- Problems of writing.
- Exercises of vistas, essay writing

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Exercises on Basic Grammar.
- Daily reading activity using Vista/ Flamingos or any other supplementary reader.
- Providing opportunities to listen model sentences to pupil teacher.
- Different kinds of listening, reading, speaking and writing exercises.
- Practice in correct spoken English through conversation, oral-reading, storytelling, recitation and public speaking exercises.
- Story telling competition
- Organizing debates, drama etc.



## Part B-Hindi

### 1-सुनने की दक्षता-

- अध्यापक द्वारा शुद्ध आदर्शवाचन का श्रवण, दूरदर्शन एवं प्रसार-भारती द्वारा प्रसारित भाषा कार्यक्रमों का श्रवण एवं समीक्षा का प्रस्तुतीकरण।
- भाषाविशेषज्ञ द्वारा वार्तालाप, दल-समूह चर्चा एवं प्रश्नोत्तर।
- दृश्य-श्रवण सामग्रियों की सहायता से प्रभावोत्पादक गद्यांश एवं पद्यांश एवं कहानियों एवं अन्य विधाओं को सुनकर समीक्षात्मक विवेचन की प्रस्तुती।

### 2-बोलने की दक्षता-

- विषय विशेषज्ञ के समक्ष शुद्ध उच्चारणाभ्यास।
- संयुक्ताक्षरों के उच्चारण का शुद्ध प्रयास एवं अभ्यास।
- शब्दों के उच्चारणस्थान का ज्ञान एवं वर्तनीभ्यास।
- दल-समूह चर्चा एवं वाद-विवाद प्रतियोगिता के आयोजन का दायित्व।

### 3-लिखने की दक्षता-

- सुलेख प्रतियोगिता, श्रुतिलेख प्रतियोगिता, स्लोगन प्रतियोगिता, कविता लेखन प्रतियोगिता, चार्ट प्रतियोगिता (दोहे, चोपाई, सोरठा)
- स्वरचित कविताओं की कवि सम्मेलनों एवं काव्य गोष्ठियों के माध्यम से प्रस्तुती।
- शिक्षाप्रद निबन्ध, कहानियों का लेखन एवं वार्तालाप एवं मंचन।
- विराम चिन्हों के प्रयोग की दक्षता हेतु लेखन एवं वाचन द्वारा अभिव्यक्ति।

### 4- पढ़ने की दक्षता-

- पाठ्य-पुस्तकों से आदर्शवाचन की भाँति सस्वर अनुकरण वाचन की प्रस्तुती।
- संयुक्ताक्षरों एवं जटिल शब्दों के उच्चारण का अभ्यास समूह के मध्य में।
- शुद्ध पढ़ने का अभ्यास एवं शुद्ध उच्चारणाभ्यास।
- वद-विवाद, कविता पाठ, अन्ताक्षरी, भाषण, वार्तालाप एवं दल-समूह चर्चा में प्रतिभाग।
- मुहावरों एवं लोकोक्तियों का गद्यांश के रूप में प्रयोग।
- वाक्यांशों के लिए एक शब्द का संकलन एवं प्रयोग।
- नवीन शब्दावलियों का संकलन।

## **EPC-105: Psychological Tests**

**Maximum Marks: 25**

**Mode of Examination/Assessment: Internal**

**Internal Marks-25**

**External Marks-00**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To provide knowledge of theoretical background of selected psychological tests.
2. To acquaint students with the procedure of administering the select psychological tests in target respondent.
3. To enable students to compute test scores and interpret these with respect to the child.
4. To enable student-teachers to visualize implications for teaching and learning in the light of test results obtained.

**Learning outcomes:** The student-teachers will:

- Understand application and related aspects of selected psychological tests.
- Analyse test-results with a view to understand child psychology, learning needs and teaching strategy.

**Course Content:** Standardized psychological tests pertaining to the following will be selected and taught to student-teachers:

1. Transfer of learning
2. Intelligence
3. Personality
4. Habit formation in Adolescence
5. Adjustment

Note: Pupil teacher will make a practical notebook of Psychological Tests, detailing introduction of tests, administration procedure, test results and their interpretation, which along with oral test on various tests will be assessed by teacher(s) designated by HOD.