

DAYALBAGH EDUCATIONAL INSTITUTE
FACULTY OF EDUCATION
D.EL.ED. TWO YEARS DEGREE PROGRAMME:(2019-2021)

Note: Students have to select courses as per the following details:

Semester	Nature of Courses	Course Numbers
I	Compulsory For All	DED101, DED102, DED 103, DED104, DED105, DED 106, DED 107
II	Compulsory For All	DED 201, DED 202, DED 208, DED 209, DED 211, CRC 271, CAC 271
	Method Courses (Any two Courses)	DED 203, DED 204, DED 205, DED 206, DED 207
III	Compulsory For All	DED 301, DED 302, DED 303, DED 304, DED 305, DED 306 RDC 371, CEC 371, GKC 371
IV	Compulsory For All	DED 401, DED 402, CAC 471

COURSE LIST

Course Number	Course Title	Credits	End Sem. Exam.Exists	Theory/ Practical
FIRST SEMESTER				
DED101	CHILD DEVELOPMENT AND LEARNING	3	Y	T
DED102	PEDAGOGY OF EVS (PRIMARY)	3	Y	T
DED103	PEDAGOGY OF ENGLISH (PRIMARY)	3	Y	T
DED104	PEDAGOGY OF HINDI (PRIMARY)	3	Y	T
DED105	PEDAGOGY OF MATHS (PRIMARY)	3	Y	T
DED106	PEDAGOGY& ICT:ACROSS THE CURRICULUM	3	Y	P
DED107	SCHOOL INTERNSHIP (4 WEEK)	6	Y	P
SDC171	SAFETY AND DISASTER MANAGEMENT	2	N	T
TOTAL CREDITS		Th - 17+ Pr - 9 = 26		
SECOND SEMESTER				
DED201	SOCIETY, EDUCATION & CURRICULUM	3	Y	T
DED202	SCHOOL CULTURE AND LEADERSHIP	3	Y	T
PEDAGOGY COURSE : ANY TWO OF THE FOLLOWING				
DED203	PEDAGOGY OF ENGLISH(UPPER PRIMARY)	3	Y	T
DED204	PEDAGOGY OF HINDI (UPPER PRIMARY)	3	Y	T
DED205	PEDAGOGY OF MATHS (UPPER PRIMARY)	3	Y	T
DED206	PEDAGOGY OF SCIENCE (UPPER PRIMARY)	3	Y	T
DED207	PEDAGOGY OF SOC. SC.(UPPER PRIMARY)	3	Y	T
DED208	COMMUNICATION PROFICIENCY	2	Y	P
DED209	FUNDAMENTAL OF KART IN EDUCATION AT ELEMENTARY LEVEL	3	Y	T
DED211	SKILL ORIENTED ACTIVITIES	2	N	P
CRC271	COMPERATIVE STUDY OF RELIGION	2	N	T
CAC271	CO-CURRICULAR ACTIVITIES I	2	N	P
TOTAL CREDITS		Th - 17 + Pr - 6 = 23		
THIRD SEMESTER				
DED301	INCLUSIVE PERSPECTIVE IN EDUCATION	3	Y	T
DED302	TEACHING-LEARNING& ASSMT	3	Y	T
DED303	CHILDREN'S WELLBEING&HEALTH EDU.	3	Y	T
DED304	EDU IN CONTEMP INDIAN SOCY	3	Y	T
DEW305	WORK EXPERIENCE: SCHOOL CRAFT	2	N	P
DED306	YOGA & SCOUTING, GUIDING	2	N	P
RDC371	RURAL DEVELOPMENT & COM.SERVICES	2	N	P
CEC371	CULTURAL EDUCATION	2	N	T
GKC371	SC. METH.,GK &CURRENT AFFAIRS	2	N	T
TOTAL CREDITS		Th - 16 + Pr - 6 = 22		
FOURTH SEMESTER				
DED401	INTERNSHIP-2 ACADEMICS	8	Y	P
DED402	INTERNSHIP-3 ADMN& OTHER EXPR.	8	Y	P
CAC471	CO-CURRICULAR ACTIVITIES II	2	N	P

Course No.:DED101, Course Title: CHILD DEVELOPMENT AND LEARNING

Class: D.El.Ed., Status of Course: Major, Approved since session: 2018-19

Total Credits: 3, Periods (55 Mts. each)/ week: 4 (L-4 + T-0 + P-0), Min. pds./sem.:52

UNIT1: INTRODUCTION TO GROWTH AND DEVELOPMENT [10 Pds]

(a) Meaning and nature of growth and development, (b) Factors affecting growth and development, (c) Needs, importance and objectives of studying child behavior, (d) Methods of studying child behavior, (e) Behavioral problems during childhood .

UNIT 2: DIMENSIONS OF DEVELOPMENT [10 Pds]

(a) Physical and motor development- Meaning, concept & characteristics, (b) Social & Moral development- Meaning, concept & characteristics, (c) Emotional development- Meaning, concept & characteristics, (d) Language development- Meaning, concept & characteristics, (e) Cognitive development - Meaning, concept & characteristics.

UNIT 3: THEORIES OF LEARNING [10 Pds]

(a) Conceptual framework of learning- Meaning, concept, process & factors affecting learning, (b) Thorndike's theory of learning, (c) Pavlov's theory of learning, (d) Skinner's theory of learning, Gestalt theory of learning.

UNIT 4: LEARNING & COGNITION [10 Pds]

(a) Cognitive process is learning, (b) Constructivism: Meaning & concept, (c) Vygotsky theory, (d) Information Processing, (e) Individualism socio-cultural differences in cognition.

UNIT 5: INTELLIGENCE & PERSONALITY [10 Pds]

(a) Meaning and concept of intelligence, (b) Measurement of intelligence, (c) Meaning & concept, types and factors affecting personality, (d) Individual Differences, Role of the teacher mass media in child's development

SESSION WORK:

1. Case-study of a child
2. Administration & interpretation of an individual (performance) & group test of intelligence, personality inventory

SUGGESTED READINGS:

- Aggarwal, J.C. (2004). *Educational Psychology*. Vikas Publishing House Pvt. Ltd., New Delhi.
- Ausubel. & Robinson F.G. (1969). *School learning-An Introduction to Educational Psychology*. New York: Holt, Rinehart & Winston Inc.
- BanyAnd Johnson (1964). *Classroom Group Behaviour*. New York: The MacMillan Co.
- Bernard, H.W. (1972). *Psychology of learning & Teaching*. New York: Macgraw-Hill Company Third Edition.
- Biehler, R. & Snowman, J. (1991). *Psychology Applied To Teaching*. Houghton Mifflin Company, Boston.
- Bigge, M.L. Hunt M.P. (1962) *Psychological Foundations of Education*. New York: Harper & Brothers, Publish.
- Deese, James & Holse (1967) *The Psychology of learning*. New York: McGraw - Hill Book
- Erickson, M. (1967) *The Mentally Retarded Child in the Classroom*. The Macmillan Company, New York.
- Fontane, David. (1981) *Psychology for teachers*. London: Mcmillan Press Ltd.
- Gage and Berlinger (1984). *Educational Psychology*. Boston: Houghton Mifflin Co.
- Hayes, J.R. (1978) *Cognitive Psychology: Thinking and creating*. Homewood: The Dorsey Press
- Henson K.T. & Eller B.F. (1999) *Educational Psychology for Effective Teaching*. Wadsworth: Publishing Co. Belmont (U.S.A.)
- Hilgard, R. E. & Bower, G.H. (1968) *Theories of Learning*. Appleton, Century Crofts.
- Lahey B.B. (1998) *Psychology: An Introduction*, Tata McGraw-Hill Publishing Co. Ltd. New Delhi,
- Mangal, S.K. (1993). *Advanced Educational Psychology*. Prentice Hall of India Pvt. Ltd, New Delhi.
- Pringle, M.K. Verma V.P. (1974). *Advances in Educational Psychology*. LONDON. Press Ltd. University of Lon
- Salvin R.E. (1997). *Educational Psychology (Theory & Practice)*. London: Allan & Bacon
- Santrock John W. (2001). *Educational Psychology*. McGraw Hill (International Edition) Boston
- Travers Robert M.W. (1973). *Educational Psychology*. New York: The McMillan Co.
- Wads Worth B.J. (1989). *Piaget's Theory of Cognitive and Affective Development*. New York: Longman Incorporated Fourth Edition.

Course No.:DED102, Course Title: PEDAGOGY OF EVS (PRIMARY)

Class: D.El. Ed., Status of Course: Major, Approved since session: 2017-18

Total Credits: 3, Periods (55 Mts. each)/ week: 3 (L-3+T-0+P-0), Min. pds./sem.:39

UNIT 1: MEANING AND CONSERVATION OF ENVIRONMENT [10 Pds]

a) Concept and Meaning of Environment b) Understanding the Relationship between Natural and Social Environment and their Interaction Process c) Factors Affecting Environment d) Environmental Problems and their Preventive Measures e) Conservation of Environment, such as- Fuel, Food, Water, Electricity at home and Community

UNIT 2: ISSUES AND CONCERNS OF ENVIRONMENT [10 Pds]

a) Different Issues of Environment and their Preventive Measures, like- Green House Effect, Global Warming b) Gender Concerns and Issues- Value of Equality and Justice, Respect for Human dignity and Rights c) Value Inculcation for Protection of Environment d) Awareness and Sensitivity towards Right of Self e) Family and Friends- Social and Cultural Relationship of Human

UNIT 3: CONCEPT AND OBJECTIVES OF ENVIRONMENTAL STUDIES (EVS) [10 Pds]

a) Meaning, Nature and Characteristics of EVS, b) EVS as an Integrated Area of Study/c) EVS as a Thematic and Interdisciplinary Approach, d) Objectives of EVS at Primary Level, e) Writing the Objectives of EVS in terms of Learning Outcomes

UNIT 4: METHODS, MATERIAL AND CURRICULUM FOR EVS [10 Pds]

a) Methods for Teaching EVS- Field Visit, Natural Trail, EVS Action Project/b) Creative Expression- Arts and Craft, Play Building, Creative Writing, Story Telling, Role Play, Puppet Show c) Preparation and Use of Teaching-Learning Materials in EVS, d) Curriculum of Work Experience, as Socially Useful Productive Work (SUPW), e) Curricular and Co-Curricular Activities at Primary Level

UNIT 5: LEARNING ASSESSMENT IN ENVIRONMENTAL STUDIES [10 Pds]

a) Concept and Importance of Evaluation, b) Tools and Techniques of Evaluation at Primary Level c) Evaluation of Immediate Environment as a Medium of Learning, d) Continuous and Comprehensive Evaluation (CCE) in EVS, e) Critical Review of Evaluation at Primary Level

SUGGESTED READINGS:

SCERT Publication NCERT, (2005). National Curriculum Framework. New Delhi: NCERT.

NCERT, (2005). Syllabus for Elementary Classes- Volume I. New Delhi: NCERT.

Raina, V. and Singh, D. P. (2001). What is Science. Dispatch, October-December.

Sarabhai, V. K, Pandya, M. and Namagiri, R. (2007). Tbilisi to Ahmadabad-The Journey of Environmental Education- A Source book "Centre for Environment Education", Ahmedabad.

Seminar ProcELEDings, Seminar on EVS organized by VidyaBhawan, Udaipur, 1995-96.

Guesene, E. and Tberghiem, A. (1985). Children's Ideas in Science, Milton Keynes: Open University Press.

Harlen, W. Elstgeest, J. (1998). UNESCO Source Book for Science in the Primary School, New Delhi: NBT.

NCERT, (2008). Source Book on Assessment for Classes I-V, Environmental Studies, New Delhi: NCERT.

Chiappetta, E. L., Koballa, T. R. and Collette, A. T. (1998). Science Instruction in Middle and Secondary Schools, New Jersey: Merrill.

Agnihotri, R., Khanna, K. and Shukla, A. L. (1994). Prashika, Eklavya's Innovative Experiment in Primary Education.

Centre for Science and Environment, Citizen's Reports, New Delhi. Especially the 2nd Report.

Mishra, A. (2004). AajbhiKhareinhaiTalaab, Gandhi Peace Foundation, 5th Edition.

Sainath, P. (1996). Everybody Loves a Good Drought-Stories from India's Poorest Districts, Penguin Books.

Shiva, V. (2000). Stolen Harvest: The Hijacking of Global Food Supply, Cambridge, UK: South End Press.

Driver, R. (1981). Pupils' Alternative Frameworks in Science, *European Journal of Science Education* 3(1), 93-101.

George, Alex M. (2007). Children's Perception of Sarkar-A critique of Civics Text books, Bhopal:Eklavya.

NCERT, (2008). Source Book on Assessment for Classes I-V. Chapter 2: Environmental Studies, New Delhi: NCERT.

Course No.: DED103: Course Title: PEDAGOGY OF ENGLISH (PRIMARY)

Class: D.El.Ed., Status of Course: Major, Approved since session: 2017-18

Total Credits: 3, Periods (55 Mts. each)/ week: 3 (L-3+T-0+P-0), Min. pds./sem.:39

UNIT 1: NATURE, NEEDED AND AIMS OF ENGLISH LANGUAGE [8 Pds]

- a) Concept of Language (first, second and foreign language) and Three Language Formula.
- b) Language as a means of Communication and Thinking.
- c) Place of English in India.
- d) Need and Importance of English language for Elementary Teacher.
- e) Aims of Teaching English at Primary Level.

UNIT 2: BASICS OF ENGLISH LANGUAGE [7 Pds]

- a) Usage of Tenses and Verbs .
- b) Common Errors in Articles, Prepositions, Degrees of Adverb.
- c) Phonetic Features of English Language.
- d) Difficulties in Pronunciation and Suggestions for Improvement.
- e) Vocabulary (Word-Building, Synonyms, Antonyms, Homophones, Homonyms).

UNIT 3: LISTENING SKILLS AND SPEAKING SKILLS [8Pds]

- a) Introduction to Listening Skills at Primary Level.
- b) Teaching of Listening Skills at Primary Level.
- c) Introduction to Speaking Skills at Primary Level.
- d) Teaching of Speaking Skills at Primary Level.
- e) Oral Discourse and their Features (Listening and Speaking).

UNIT 4: READING AND WRITING SKILLS [8 Pds]

- a) Introduction to Reading Skills at Primary Level.
- b) Teaching of Reading Skills at Primary Level.
- c) Introduction to Writing Skills at Primary Level.
- d) Teaching of Writing Skills at Primary Level.
- e) Reading and Writing of different English Compositions: Descriptive, Narrative, Conversation, Plays, Essays, Poems, Letters, News Reports and Notices.

UNIT 5: TEACHING OF ENGLISH [8 Pds]

- a) Development of Values through Teaching of English.
- b) MLL/Learning Outcomes for Primary Level.
- c) Evaluation Techniques for Different Skills (Oral and Written Language).
- d) Material Aids for Teaching English.
- e) Methods of Teaching English at Primary Level: Role Play, Storytelling, Re-Telling, Language Games, Activity Based Learning, Recitation and Singing.

SUGGESTED READINGS

Lightbrown, P.M. & Spada, N. (1999). *How languages are learned?* Oxford; Oxford University Press.

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.

Murphy, Raymond (1992) "*Essential English Grammar*" Cambridge University Press

Thomson, A.J. & Martinet, A.V. (2007) '*A Practical English Grammar for Elementary Students*' Oxford University Press.

प्रथम इकाई—प्राथमिक स्तर पर हिन्दी भाषा स्वरूप एवम् उद्देश्य

(अ) भाषाका स्वरूप (ब) हिन्दी भाषा एवम् विविध बोलियाँ (स) हिन्दी भाषा का महत्व (द) भाषा प्रशिक्षण में परिवार, साथी समूह, समाज एवम् विद्यालय की भूमिका (य) प्राथमिक स्तर पर हिन्दी भाषा—शिक्षण के उद्देश्य

द्वितीय इकाई—प्राथमिक स्तर पर हिन्दी भाषा के विविध कौशल एवम् विधियाँ;

(अ) श्रवण कौशल (ब) स्वतन्त्र अभिव्यक्ति कौशल (स) पठन एवम् उच्चारण कौशल (द) लेखन कौशल (य) प्राथमिक स्तर पर शिक्षण की विभिन्न विधियाँ

तृतीय इकाई—प्राथमिक स्तर पर भाषा विकास

(अ) शब्द भेद—संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रिया—विशेषण का ज्ञान एवम् शिक्षण (ब) विकारी एवम् अविकारी शब्दों का ज्ञान एवम् शिक्षण (स) वचन, लिंग, काल बोध एवम् शिक्षण (द) प्राथमिक स्तर पर वाक्य शिक्षण (य) शब्दकोश विकास

चतुर्थ इकाई—प्राथमिक स्तर पर साहित्यिक सहगामी क्रियायें एवम् सहायक सामग्री

(अ) हिन्दी भाषा में विविध साहित्यिक क्रियायें (प्राथमिक स्तर) (ब) प्राथमिक स्तर की पाठ्य—पुस्तक (स) हिन्दी भाषा शिक्षण हेतु श्रव्य सामग्री (द) हिन्दी भाषा—शिक्षण हेतु दृश्य सामग्री (य) हिन्दी भाषा—शिक्षण हेतु श्रव्य—दृश्य सामग्री का चयन एवम् उपयोग

पंचम इकाई—प्राथमिक स्तर पर हिन्दी शिक्षण में मूल्यांकन

(अ) मूल्यांकन का अर्थ एवम् प्राथमिक स्तर पर हिन्दी शिक्षण में मूल्यांकन की आवश्यकता (ब) प्राथमिक स्तर पर मूल्यांकन की विभिन्न विधियाँ (स) प्राथमिक स्तर पर मूल्यांकन हेतु विभिन्न पद (द) प्राथमिक स्तर पर गृहकार्य (य) प्राथमिक स्तर पर निदानात्मक परीक्षण एवम् उपचारात्मक शिक्षण

संस्तुत अधिन्यास

पाठ्यक्रम को इकाई में विभक्त कर एक निश्चित क्रम में व्यवस्थित करना ।

कक्षा 1 से की हिन्दी 5 तक पाठ्य—पुस्तक का आलोचनात्मक अध्ययन ।

नवाचार विधि का प्रयोग करते हुए हिन्दी शिक्षण की विभिन्न विधाओं हेतु पाठ—योजना तैयार करना ।

हिन्दी कौशलों के मापन हेतु मानक सम्प्राप्ति परीक्षण का निर्माण करना ।

हिन्दी प्रकरण के शिक्षण हेतु दो खेलों का विकास करना ।

संदर्भ सूची

उच्चारण शिक्षण: सेण्ट्रल पेडागॉजी कल इंस्टीट्यूट, इलाहाबाद ।

पाण्डेय. आर. एस. (1995) एहिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा ।

पुजारी, पुरुषोत्तम लाल (1992) एहिन्दी शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर ।

भाटिया, सुमन: बालक में भाषा का विकास, केन्द्रीय हिन्दी संस्थान आगरा

शर्मा, डी.के. (1999), हिन्दी शिक्षण विधियाँ, टंडन पब्लिकेशन, लुधियाना

शर्मा.डी. एल (1992) एहिन्दी शिक्षण प्रशिक्षण, देवनागर प्रकाशन, जयपुर ।

शर्मा. बी. एन: (1976). हिन्दी शिक्षण, हास्पीटल रोड, आगरा ।

शास्त्री, सीताराम एवं शर्मा, वाशिनी: मनोभाषा विकास, केन्द्रीय हिन्दी संस्थान आगरा ।

सफाया, रघुनाथ (1997), हिन्दी शिक्षण विधि, पंजाब किताब घर, जालन्धर ।

सिंह, सावित्री (1990) एहिन्दी शिक्षण, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ

सिंह, निरंजन कुमार (1994) एमाध्यमिक स्तर पर हिन्दी भाषा शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

क्षत्रिया, कमला: (1981) एमातृभाषा शिक्षण, , विनोद पुस्तक मन्दिर, आगरा

श्रीवास्तव. आर. पी: (1991) एहिन्दी शिक्षण, के. एल. प्रिन्टर्स, दिल्ली

NCERT मातृभाषा—हिन्दी—शिक्षण (1998), edited by A. Prakash & R.K. Chopra

Course No.: DED105, Course Title: PEDAGOGY OF MATHEMATICS (PRIMARY)

Class:D.El.Ed., Status of Course:Major, Approved since session: 2017-18

Total Credits: 03, Periods (55 Mts. each)/ week: -- (L-3 + T-0 + P-0), Min. pds./sem.: 39

UNIT 1: FOUNDATIONS OF MATHEMATICS EDUCATION

[6 Pds]

(a) Epistemology of mathematics (b) Importance of mathematics at primary level (c) Historical Development of Mathematics (d) Correlation of Mathematics with different subjects (e) Values development through mathematics at primary level.

UNIT 2: UNDERSTANDING PEDAGOGICAL CONTENT OF MATHEMATICS

[10 Pds]

(a) Number system & fundamental operations in numbers- concept of different types of numbers , comparing numbers (Greater than, less than and equal to), counting, place value, arithmetic operations (b) Basic concepts of fractions and decimals (c) Geometry-various geometrical shapes , construction of shapes, basic concepts of lines and angles (d) Measurement: concept of length, breadth, area , volume, time, money and temperature (e) Data Handling: sorting, arrangement of numbers, reading information from graphs.

UNIT 3: AIMS OBJECTIVES & CURRICULUM OF TEACHING MATHEMATICS AT PRIMARY LEVEL

[8 Pds]

(a) General aims and objectives of teaching mathematics (b) Meaning and importance of Mathematics Curriculum (c) Principles of curriculum construction of Mathematics (d) Types of Curriculum (e) Critical analysis of existing Mathematics curriculum at primary level.

UNIT 4: METHODS, LESSON PLANNING & LEARNING RESOURCES IN TEACHING

MATHEMATICS [8 Pds]

(a) Methods of Teaching Mathematics – Observation, Playway method, Montessori method, Activity based method, Field experiences (b) Planning in Mathematics Teaching: Concept, Importance and Steps of Lesson Planning (c) Learning resources in mathematics- Definition and Importance, (d) Types of resources- Blackboard, Picture, Chart, Graph, Real objects, Model, Geometrical instruments, computers (e) Arousing interest in mathematics through recreation.

UNIT 5: TOOLS & TECHNIQUES OF ASSESSMENT

[7 Pds]

(a) Meaning and purpose of assessment in mathematics (b) Assessment tools for mathematics - oral, written, drill and homework (c) Diagnosis of difficulties in learning Mathematical concepts (d) Remediation of difficulties in mathematics (e) Enrichment programs in mathematics

SUGGESTED READINGS :

- Capeland, R.W. (1979). How children learn mathematics New York: Macmillan Publication.
Haylock, D. (2006). Mathematics Explained for Primary teachers. New Delhi: Sage Publication
Kulshrestha, A.K. (2016). Teaching of Mathematics. (Hindi Edition) R.Lall Book Depot, Meerut.
Kulshrestha, A.K. (2017). Pedagogy of Mathematics. R.Lall Book Depot, Meerut.
Lieback, P. (1984). How children learn mathematics: a guide for parents and teachers. London: Penguin.
Mangal, S.K. (1993). Teaching of Mathematics. Arya Book Depot, New Delhi.
Post, Thomas, R. (1992). Teaching Mathematics in Grades K-8, Research-Based Methods. California: Allyn and Bacon,
Zevenbergen, R., Dolley, S. And Wright Robert J., (2005), Teaching Mathematics in Primary Schools. Australia: Allen & Unwin; (First South Asian Edition).

Course No.:DED106, Course Title: PEDAGOGY&ICT: ACROSS THE CURRICULUM

Class: D.El.Ed., Status of Course: Major, Approved Since session: 2017-18,

Total Credits: 3, Periods (55Mts.each)/ week: 4(L-0 + T-0 + P-4), Min. pds./sem.:52

UNIT 1: BASICS OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

(a). Basic Concept of Information & Communication (b). Introduction to Information and communication Technology (c). ICT Based Resource – Hardware, Software and Appliances (d). ICT Access and Equity (e). Uses of ICT Tools in Everyday Life.

UNIT 2: APPLICATIONS OF COMPUTER

a). Basics of Computer–Fundamental, Parts, Configuration of Computers b). Introduction to MS Office, Organizing Files and Folders c). MS Word: Introduction d. Icons and its uses e). Documentation and formatting.

UNIT 3: CLASSROOM IMPLICATIONS OF COMPUTER

(a)MS Excel – Introduction, Icons and its uses (b) Preparation of Spreadsheets, Graphs & Bar Diagrams (c)Usage of Formulae and functions (d)MS PowerPoint – Introduction, Icons and its uses (e) Preparation of presentations, Using animations, Using Hyperlink, Inserting audios & videos.

UNIT 4: LEARNING WITH COMMUNICATION TOOLS: ONLINE COMMUNICATION

(a)Window Accessories: Calculator, On-Screen Keyboard, Magnifier, Games, Anti-virus (b)Internet Navigation and Search: Locate Resources with Search Engines using Keywords (c) Creating email Account and Using email (d). Google Apps – Google Docs, Google Sheets, Google Slides, Google Drive (e).Use of Social Media in Education.

UNIT 5:ICT INTEGRATION WITH PEDAGOGY AND EVALUATION PRACTICES

(a)ICT Based Teaching Learning Strategies (b) Innovation in ICT – OER, Moodle, MOOC, LMS (c) ICT Integration with Pedagogical Practices – Blended Learning, Smart Classrooms, Flipped Classrooms (d) Multimedia Technologies – Smart Boards, Digital Story Board, Animated videos (e) ICT Integration with Evaluation Practices – Google Forms, Google Sheets.

SUGGESTED PRACTICUM TASKS

Task 1:Analyze school textbooks to construct and discuss pedagogic elements. Presentation of analysis.

Task 2:Develop concept maps to design subject based and thematic based curriculum materials.

Task 3: Observe, document and interpret classroom discourses. Prepare and present a report.

Task 4:Investigate perspectives in children's literatures and other teaching learning resources. Prepare and present a report.

Task 5:Plan and conduct one lesson in each of the five school subjects integrating relevant and suitable interactive multi-media OERs of your choice from www using available suitable ICT.

SUGGESTED READING:

Naseema,C.&Alam, M.A.(2004) From Blackboard to the Web, New Delhi, Kanishk Publisher.

Tiwari, M.D. (2001) Education & E-Governance, Delhi, Mc Millan.

BEST SITES FOR FREE EDUCATIONAL RESOURCES

http://www.refseek.com/directory/educational_videos.html

<http://www.marcandangel.com/2010/11/15/12-dozen-places-to-self-educatyourselonline/>

<http://www.jumpstart.com/parents/resources>

<http://opensource.com/education/13/4/guide-open-source-education>

Course No.: DED107, Course Title: SCHOOL INTERNSHIP

Class: D.El.Ed., Status of Course: Major, Approved since Session: 2017-18

Total Credits: 6, Periods (55 Mts. each)/ week: 8 (L-0 + T-0 + P-8), Min. pds./sem.:104

COMPONENTS (Duration: 04 weeks)

Observation of School Infrastructural Facilities

School Teacher /Pupil Teacher's Observation – Teaching Styles, Engaging & Evaluation

Experiences with the Children (2 Case Studies of different levels)

Assisting in Organizing Co-Curricular Activities in School and Preparation of Report

Preparation of Learning Material from method subjects

Preparation of Health Status Record of Children of one Section

Note:

Students have to prepare records of all the above mentioned components.

Course No.: SDC171, Course Title: Safety and Disaster Management

Class: D.El.Ed / B.Ed., Status of Course: Core Course, Approved since session: 2019-20

Total Credit: 2, Periods (55mts. each) / week: 2 (L-2+T-0+P-0), Min. pds / Sem.: 26

Unit I: Road Safety (5 pds)

- (a) Road Etiquettes and Good Road User Behaviour
- (b) Defining Risk Factors and Behaviours in a Range of Road Environments and Situations
- (c) Basic Road Signs & Traffic Indicators: Meaning, Types, Need & Importance
- (d) Prerequisites & Skills of Good Driving
- (e) Specific Road Awareness Programmes

Unit II: Safety at Workplace – I

(5 pds)

- (a) Fire: Causes, Types and Remedies, Types of Fire Extinguishers
- (b) Introduction of the Foundational Competencies for Workplace Fire Protection
- (c) Understanding Initial Actions in the Event of Fire
- (d) Steps that can Prevent Workplace Fires
- (e) Administer First Aid Care in Emergency Situations Such as Choking, Drowning, Heart Attack, Stroke, Snake Bite, Stings, Heat Stroke and more

Unit III: Safety at Workplace – II

(6 pds)

- (a) Basic Electrical Safety and Safety Equipment: Need & Importance
- (b) Safety Against Over Voltage, Extra-low and Residual Voltages
- (c) Chemical Hazardous Substances (Pesticides, Insecticides Repellents, Gases and Inflammable Liquids), Preventive and Remedial Measures
- (d) Brief Introduction to Occupational Safety and Health Administration (OSHA)
- (e) Safety Management and First Aid

Unit IV: Information Communication Technology (ICT) and Cyber Related Safety and Security Issues

(5 pds)

- (a) Meaning & Concept of Information Communication Technology (ICT) Security
- (b) Need & Importance of Information Communication Technology (ICT) Security
- (c) Various ICT Related Threats and Key Concerns
- (d) Internet and Cyber Ethics: Acceptable Behaviour & Unethical Behaviour in Internet
- (e) Guidelines for Teacher for Information Communication Technology (ICT) and Cyber Related Safety and Security Issues

Unit V: Disaster Management

(5 pds)

- (a) Meaning, Nature & Importance of Disaster Management
- (b) Types of Disaster Management: Natural Disasters & Man Made Disasters
- (c) Ways of Minimizing Disaster Risk: Preparedness, Mitigation & Prevention
- (d) Role of Information Technology in Disasters & Disaster Preparedness
- (e) Rehabilitation and Reconstruction & Recovery Strategies

Practical / Project Work

- Road safety awareness orientation programme- basic symbols and languages, traffic rules.
- Demonstration on using fire extinguishers.
- Fire safety at workplace - visit to DEI canteens.
- Electrical safety at workplace - visit to DEI electrical labs.
- Chemical safety at workplace - visit to DEI chemical labs.
- Demonstration on using first aid in different situations – sinking, heart attack, heat stroke, snake and insect bite.
- Demonstration and practices on uses of different types of bandages.
- Demonstration on cyber security and issues related to it.
- Report writing on any kind of national disaster and government initiative to manage it.

References:

CIET (NCERT). Cyber Safety and Security: Guideline for School. National Council of Educational Research and Training, New Delhi.

GoI.A Handbook for Adolescents / Students on Cyber Safety.Ministry of Home Affairs, New Delhi.

Rune Elvik, AlenaHoye, TrulsVaa& Michel Sorensen (2009).The Handbook of Road Safety Measures.Emerald Insight.

W Nick Carter (2008). Disaster Management: A Disaster Manager's Handbook. Asian development Bank, Philippines.

Course No.: DED201, Course Title: SOCIETY, EDUCATION AND CURRICULUM

Class: D.El.Ed., Status of Course: Major, Approved since session: 2017-18

Total Credits: 4, Periods (55 Mts. each)/ week: 3 (L-3+T-0+P-0), Min. pds./sem.:52

UNIT 1: NORMATIVE FOUNDATIONS OF EDUCATION

[10 pds]

(a) Concept and Nature of Education (b) Aims of Education (c) Education & Democracy (d) Education National and Emotional Integration (e) Education for Peace.

UNIT 2: KNOWLEDGE AND CURRICULUM

[10 pds]

(a) Knowledge: Meaning and nature (b) Concepts of Belief, Information, Knowledge and Understanding (c) Different kinds of knowledge (d) Validation of knowledge processes (e) Processes of curriculum selection and construction.

UNIT 3: AGENCIES OF EDUCATION & SOCIETY

[10 pds]

(a) Meaning of Agency (b) Formal Agency-School (c) Informal Agencies- family, Community (d) Society & Education (e) Role of education in society.

UNIT 4: PHILOSOPHICAL SCHOOLS OF EDUCATION

(a) Idealism (b) Naturalism (c) Pragmatism (d) Realism (e) Educational implications of these schools in present scenario

UNIT 5: AIMS & EDUCATIONAL IMPLICATIONS AS VISUALIZED BY DIFFERENT THINKERS

[12pds]

(a) Mahatma Gandhi (b) Gijubhai (c) Tagore (d) Rousseau (e) Dewey

SUGGESTED READINGS:

Badheka, G. (2001). *Baal Shikshan aur Shikshak*. Bikaner: Vaagdevi Prakashan.

Chanana, K. (2008). Bharat mein Prathamik Shiksha mein Langik Asamnat: Manavadhikar Paripekshya in Sureshchandra Shukla and Krishna Kumar (Eds.) *Shiksha ka Samajshastriye Sandarbh*. Delhi: Granthshilpi (also available in English S. Shukla and K. Kumar (Eds.) *Sociological Perspectives in Education: A Reader*: Chanakya Publications, 1985.)

Dewey, J. (1952). *The School and the Child*, New York: The Macmillan Company, (Also available in Hindi *School aur Bachche* Translation: RRCEE)

Kumar, K. (1988). *What is Worth Teaching*. New Delhi: Orient Longman. Chapter 1: What is Worth Teaching? Chapter 2: Origins of the Textbook Culture, Chapter 9: Listening to Gandhi (Also Available in Hindi *Shaekshik Gyanaur Varchasav*. New Delhi: Granthshilpi.)

Palmer, Joy A. et. al (2001). Jean –Jacques Rousseau, John Dewey, Rabindranath Tagore, M.K. Gandhi, Maria Montessori *Fifty Major Thinkers on Education From Confucius to Dewey*, USA: Routledge.

Course No.: DED202, Course Title: SCHOOL CULTURE AND LEADERSHIP

Class:D.El.Ed., Status of Course:Major, Approved since session: 2017-18

Total Credits: 4, Periods (55 Mts. each)/ week: 4(L-4 + T-0 + P-0), Min. pds./sem.:52

UNIT 1: SCHOOL MANAGEMENT AND LEADERSHIP [11pds]

(a)Concept of school administration, management and leadership (b) Administrative structure of elementary education at different level (c) Types of management and leadership (d)HM as a leader: Delegation (e) Maintain relationship: Inter personal, Team building and team work, Resource management

UNIT 2: SCHOOL AND SCHOOL CULTURE [10 pds]

(a)The concept and purpose of school (b) School culture and organization (c) School environment (d)School infrastructure (e) School office

UNIT 3: SCHOOL LEVEL PROGRAMMES AND ACTIVITIES [10 pds]

(a)School timetable/ schedule (b) School library (c) School Records(d) Co-curricular activities: Importance & Organization (e) Discipline: Concept, importance & types

UNIT 4: SCHOOL EFFECTIVENESS AND SCHOOL STANDARDS [10 pds]

(a)School effectiveness and its improvement (b) School improvement- Strategies, initiatives(c) Process of School performance evaluation (d)School performance evaluation indicators(e)Understanding developing standards in education

UNIT 5: ETHICS IN TEACHING-LEARNING PROFESSION [11pds]

(a)Student classification(b) Promotion of students (c) Parents-teacher meeting (PTM) (d) Conducting staff meeting & review, recording the minutes, resolution (e) Ethics for school personnel and parents

SUGGESTED READINGS:

Batra, Sunil (2003). From School Inspection to School Support. In N. Sood (ed) Management of School Education in India.: NIEPA: New Delhi.

Early, P. and D. Weindling (2004). Achanging discourse: from management toleadership. In Early, P. and D. Weindling (ed) Understanding School Leadership,Paul Chapman Publications: UK.

Fullan, M. (1993). Why Teachers Must Become Change Agents. In Educational Leadership, 50 (6).

Govinda, R. (2001). Capacity Building for Educational Governance at Local Levels,Paper presented at the International Consultation on Educational Governance at Local Levels, Held at UNESCO, Paris

Majumdar, S. (1990). Infrastructure and Educational Administration in Mukhopadhyay and Parkar, Indian Education: development since independence. Vikas Publications: New Delhi.

Marzano, R, Waters and McNulty (2005). School Leadership that Works ASCD: Virginia

NCERT, Educational Statistics of India, New Delhi (issues of the last decade).

Senge, P. (2000). The Industrial Age System of Education. In Schools that Learn, NB: London. pp 27-58.

Course No.: DED203, Course Title: PEDAGOGY OF ENGLISH (UPPER PRIMARY)

Class: D.El.Ed., Status of Course: Major, Approved since session: 2017-18

Total Credits: 3, Periods (55 Mts. each)/ week: 3 (L-3+T-0+P-0), Min. pds./sem.-39

UNIT 1: INTRODUCTION TO TEACHING OF ENGLISH

[8pds]

(a) Aims of Teaching English at Upper Primary stage, (b) Learning Outcomes of Teaching English at Upper Primary stage, (c) Principles of Teaching English, (d) Different kinds of Learners: Slow, Average and Bright, (e) Role of Teacher in Classroom Management.

UNIT 2: APPROACHES AND METHODS OF TEACHING ENGLISH

[8pds]

(a) Behavioristic and Structural Approach, (b) Cognitive and Constructivist Approach, (c) Communicative Approach, (d) Grammar-Translation Method, (e) Direct and Bi-Lingual Method

UNIT 3: LESSON PLANNING

[8pds]

(a) Concept and Importance of Lesson Planning and Teacher's Diary, (b) Teaching of Story and its Planning, (c) Teaching of Spoken Language (Conversation, Mini Speeches, Dialogues) and their Planning, (d) Teaching of Poetry and its Planning, (e) Teaching of Grammar and its Planning.

UNIT 4: TEACHING-LEARNING RESOURCES AND MATERIAL DEVELOPMENT

[8pds]

(a) Importance and Types of Teaching Learning Resources, (b) Conventional Teaching-Learning Resources: using Text Books, Black-Board, Charts, and Flash-Cards, (c) Modern Teaching Learning Resources: Computer, LCD projectors, Visualizer, (d) Using Online Resources, (e) Preparation of Low Cost Teaching Aids

UNIT 5: LEARNER ASSESSMENT

[7pds]

(a) Concept and NEED of Evaluation, (b) Different types of Tests in English, (c) Assessment of Receptive Skills, (d) Assessment of Productive Skills, (e) Remedial Teaching

SUGGESTED READINGS:

Dey, S.K. (2013). *'Teaching of English'* Pearson Publications.

Morgan, J. & Rinvolucri, M. (1983). *'Once Upon A Time: Using Stories in the Language Classroom'* Cambridge University Press.

Wright A. (1989). *'Pictures for Language Learning'*. Cambridge University Press.

Course No.: DED204, Course Title: PEDAGOGY OF HINDI (UPPER PRIMARY)

Class: D.El.Ed., Status of Course: Major, Approved since session: 2017-18

Total Credits: 3, Periods (55 Mts. each)/ week: 3 (L-3+T-0+P-0), Min. pds./sem.-39

प्रथमइकाई—हिन्दीभाषा—प्रकृति एवम् महत्व[8pds](अ) हिन्दीभाषा की प्रकृति (ब) हिन्दीभाषा की संवैधानिकस्थिति (स) हिन्दीभाषाकाराष्ट्रीय एवम् अन्तराष्ट्रीय महत्व (द) हिन्दीशिक्षक के गुण(य)हिन्दीभाषाशिक्षक—बलाघात एवम् अनुतान, शब्दनिर्माण एवम् वाक्य विचार

द्वितीय इकाई—हिन्दीभाषा—शिक्षण के उद्देश्य एवम् कौशल[8pds](अ) पूर्वमाध्यमिक स्तरपरहिन्दीभाषा—शिक्षण के ज्ञानात्मकउद्देश्य (ब) हिन्दीभाषा—शिक्षण के भावात्मक एवम् कौशलात्मकउद्देश्य (स) हिन्दीभाषा के ग्राह्यात्मककौशल (द) हिन्दीभाषा के अभिव्यक्त्यात्मककौशल (य) उच्चारण एवम् वर्तनीशिक्षण

तृतीय इकाई—हिन्दी की विविध विधायें एवम् शिक्षण [7pds]

(अ) हिन्दी की विविध विधायें (ब) हिन्दी गद्य शिक्षण—उद्देश्य एवम् पाठ योजना(स)हिन्दीपद्य शिक्षण—उद्देश्य, शिक्षणविधियाँ एवम् पाठ योजना(द)हिन्दीव्याकरणशिक्षण—उद्देश्य, विधियाँ एवम् पाठ योजना (य) रचनाशिक्षण—रचना के प्रकार एवम् हिन्दीनिबन्ध रचना(उद्देश्य एवम् पाठ योजना)

चतुर्थइकाई—हिन्दीशिक्षणमेंसहायकसंसाधन [8pds]

(अ) पूर्वमाध्यमिक स्तर की पाठ्य—पुस्तक—विशेषतायें एवम् समीक्षा(ब)पूर्वमाध्यमिक स्तरपरपाठ्य सहगामीसाहित्यिकक्रियायें (स) पूर्वमाध्यमिक स्तरपरहिन्दीशिक्षणमें दृश्य सामग्रीकामहत्व एवम् प्रयोग(द)हिन्दी की विभिन्नविधाओंमेंप्रयुक्त श्रव्य एवम् दृश्य सामग्री के प्रयोगमेंसावधानियाँ(य)सूचना एवम् सम्प्रेषणतकनीकीकाहिन्दीभाषा—शिक्षणमेंअनुप्रयोग

पंचम् इकाई—हिन्दीशिक्षणमेंमूल्यांकन [8pds]

(अ) हिन्दीभाषा—शिक्षण की दृष्टि से सतत् एवम् व्यापकमूल्यांकन की उपयोगिता(ब)मूल्यांकन की विधियाँ(स)पूर्वमाध्यमिक स्तरपरहिन्दीभाषा के मानकसम्प्राप्तिपरीक्षणकानिर्माण(द)हिन्दीभाषामेंनिदानात्मकपरीक्षण एवम् उपचारात्मकशिक्षण(य)हिन्दीभाषा—शिक्षणमेंक्रियात्मकअनुसंधान—अर्थ एवम् सोपान

संस्तुतअधिन्यास

पाठ्यक्रमकोइकाईमेंविभक्तकर एक निश्चितक्रममेंव्यवस्थितकरना ।

कक्षा 1 से 6 तक की हिन्दीपाठ्य—पुस्तककाआलोचनात्मक अध्ययन ।

नवाचारविधि काप्रयोगकरतेहुए हिन्दीशिक्षण की विभिन्नविधाओंहेतुपाठ—योजनातैयारकरना ।

हिन्दीकौशलों के मापनहेतुमानकसम्प्राप्तिपरीक्षण कानिर्माणकरना ।

हिन्दीप्रकरण के शिक्षणहेतुदो खेलोंकाविकासकरना ।

संदर्भसूची

उच्चारणशिक्षण: सेण्ट्रलपेडागॉजीकलइंस्टीट्यूट, इलाहाबाद ।

पाण्डेय. आर एस. (1995)एहिन्दीशिक्षण, विनोदपुस्तकमन्दिर, आगरा ।

पुजारी, पुरुषोत्तमलाल(1992)एहिन्दीशिक्षण, राजस्थानग्रन्थअकादमी, जयपुर ।

भाटिया, सुमन: बालकमेंभाषाकाविकास, केन्द्रीय हिन्दीसंस्थानआगरा ।

शर्मा, डी.के. (1999), हिन्दीशिक्षणविधियाँ, टंडनपब्लिकेशन, लुधियाना

शर्मा.डी. एल(1992)एहिन्दीशिक्षणप्रशिक्षण, देवनागरप्रकाशन, जयपुर ।

शर्मा. बी. एन: हिन्दीशिक्षण, एल. एन. अग्रवाल, (1976)एहास्पीटलरोड, आगरा,

शास्त्री, सीताराम एवं शर्मा, वाशिनी: मनोभाषाविकास, केन्द्रीय हिन्दीसंस्थानआगरा

सफाया, रघुनाथ (1997), हिन्दीशिक्षणविधि, पंजाबकिताबघर, जालन्धर ।

सिंह, सावित्री (1990)एहिन्दीशिक्षण, इन्टरनेशनलपब्लिशिंगहाउस, मेरठ

सिंह, निरंजनकुमार(1994)एमाध्यमिक स्तरपरहिन्दीभाषाशिक्षण, राजस्थानग्रन्थअकादमी, जयपुर

क्षत्रिया, कमला(1981)एमातृभाषाशिक्षण, , विनोदपुस्तकमन्दिर, आगरा

श्रीवास्तव. आर. पी: (1991)हिन्दीशिक्षण, के. एल. प्रिन्टर्स, दिल्ली

Course No.: DED205, Course Title: PEDAGOGY OF MATHS (UPPER PRIMARY)

Class:D.El.Ed., Status of Course:Major, Approved since session: 2017-18

Total Credits: 03, Periods (55 Mts. each)/ week: 3(L-3 + T-0 + P-0), Min. pds./sem.:39

UNIT 1: ARITHMETICAL & ALGEBRAIC CONCEPTS OF MATHEMATICS AT UPPER PRIMARY LEVEL

[8pds]

(a) Concept of Percentage & Ratio proportion (b) Concept of Simple Interest, Compound interest & Profit & Loss. (c) Number patterns & Algebraization (d) meaning of constants and variables (e) Forming and solving simple Linear equations.

UNIT 2: GEOMETRICAL & STATISTICAL CONCEPTS OF MATHEMATICS AT UPPER PRIMARY LEVEL

[7pds]

(a) Two and three dimensional figures in Mathematics (b) Difference in congruency and similarity (c) Construction of geometrical shapes using Geometrical instruments (d) Statistics: Meaning & scope in daily life. (e) Elementary statistical techniques- Mean, Median & Mode.

UNIT 3: BLOOMS TAXONOMY IN MATHEMATICS AND MATHEMATICS TEACHER AT UPPER PRIMARY SCHOOL [8 pds]

(a) Classification of objectives according to Bloom's Taxonomy (b) Writing objectives in behavioural terms (c) Qualities of Mathematics Teacher (d) Role of Mathematics teacher in improving the image of the school (e) Professional growth of Mathematics Teacher

UNIT 4: METHODS AND RESOURCES IN MATHEMATICS AT UPPER PRIMARY LEVEL [8 pds]

(a) Methods of Teaching Mathematics – lecture cum demonstration, Inductive-Deductive, Analysis-synthesis, laboratory method, constructivism approach (b) Types of Planning – Annual Plan, Unit Plan, Resource Plan and Lesson Plan (d) Preparation of Lesson Plan based on various methods of teaching mathematics (e) Resources in Mathematics – Laboratory, Library, Maths club, (e) The role of text books in the teaching-learning process of mathematics (9 Pds)

UNIT 5: EVALUATION AND USE OF MULTIMEDIA IN MATHEMATICS [8 pds]

a. Preparation of Assessment tools – Achievement and Diagnostic Tests b. Continuous and comprehensive evaluation (CCE)- Formative & Summative c. Grading and Record maintenance of student achievement d. Concept and use of multimedia in mathematics e. Various aids in multimedia – Audio, Video.

SUGGESTED READINGS:

- Capeland, R.W. (1979). *How children learn mathematics* New York: Macmillan Publication.
- Gautam, S. & Neha, J. (2013). *Mathematics Teaching*. Rakhi Prakashan, Agra.
- Haylock, D. (2006). *Mathematics Explained for Primary teachers*. New Delhi: Sage Publication
- Kulshrestha, A.K. (2012). *Teaching of Mathematics*. R. Lall Book Depot, Meerut.
- Lieback, P. (1984). *How children learn mathematics: a guide for parents and teachers*. London: Penguin.
- Mangal, S.K. (1993). *Teaching of Mathematics*. Arya Book Depot, New Delhi.
- Post, Thomas, R. (1992). *Teaching Mathematics in Grades K-8, Research-Based Methods*. California: Allyn and Bacon.
- Siddhu, K.S. (1990). *Teaching of Mathematics*. Sterling Publication, New Delhi.
- Skemp, Richard R. *Mathematics in the Primary School*. London: Routledge
- Zevenbergen, R., Dolley, S. And Wright Robert J., (2005), *Teaching Mathematics in Primary Schools*. Australia: Allen & Unwin; (First South Asian Edition).

Course No.:DED206, Course Title: PEDAGOGY OF SCIENCE (UPPER PRIMARY)

Class: D.El.Ed., Status of Course:Major, Approved since session: 2017-18

Total Credits: 03, Periods (55 Mts. each)/ week: -3- (L-3 + T-0 + P-0), Min. pds./sem.: 39

UNIT 1: FOUNDATIONS OF SCIENCE EDUCATION [8 pds]

(a)Epistemology of Science, NEED and importance of science at upper primary level (b) Correlation of science with different subjects (c)Values development through science at upper primary level (d) Classification of objectives according to Bloom's Taxonomy (e) Writing objectives in behavioural terms

UNIT 2: CLASSROOM TRANSACTION AND TEACHING PLANNING [8 pds]

Methods and approaches of Teaching Science– lecture cum demonstration, Inductive-Deductive, Analysis-synthesis, laboratory method, constructivism approach (b) Types of Planning –Annual Plan, Unit Plan, Resource Plan and Lesson Plan (d) Preparation of Lesson Plan based on various methods of teaching Science (d)Resources in Science – Laboratory, Library, Science club, (e) Various multimedia aids used in Science – Audio, Video

UNIT 3:UNDERSTANDING CURRICULUM, SCIENCE TEXTBOOKS AND SCIENCE TEACHER [7pds]

(a)Concept and Meaning of Curriculum (b) principles of curriculum construction and construction and organisation of science curriculum (c) Science Text books (d) Science Teacher: Qualities and Role of Science teacher in developing scientific attitude (e) Professional growth of Science Teacher

UNIT 4: ASSESSMENT AND EVALUATION IN SCIENCE [8 pds]

(a)Meaning and purpose of assessment in Science (b) Types of Evaluation in Science (c) Preparation of Assessment tools – Achievement and Diagnostic Tests (d) Action Research – Meaning, NEED importance (e) Writing an Action research for any problem related to Science Teaching

UNIT 5: SCIENCE FOR ALL[8 pds]

(a) Issues of gender, language, culture and equity in science classes (b) Concept of Popular Science (c) Agencies of Popular Science, (d) Popular Science and scientific temper (e)Introduction to Science and Society Interface: Do all people get enough water for domestic purposes and agriculture?

Green revolution and sustainable farming practices.

What has led to farmer suicides?

Indigenous knowledge practices- metallurgy, heritage crafts.

Loss of habitat and endangered species.

Note: Many such issues can be taken up for literature survey, discussions, campaigning through poster, public hearing, talks of concerned people like farmers and also experts in the field.

SUGGESTED READINGS

Bloom, J. W. (2006). Creating a Classroom Community of Young Scientists. New York: Routledge.

Feynman, Richard (1997). Surely you're joking, Mr. Feynman! W. W. Norton & Company

Harlen, W. Elstgeest, J. (1992). UNESCO Source Book for Science in the Primary School. New Delhi: NBT.

Harlen, W. (2006). *Teaching, Learning and Assessing Science 5 – 12*. UK: Sage.

IGNOU. 2014 D.El.Ed Teaching of Science. Course Material. BES 019

Karen Hydock. Why do we have problems learning and teaching Science? and Why do we have problems learning and teaching Science?www. arvindguptatoys.com

Martin, D. J. (2009). Elementary Science Methods- A Constructivist Approach. Belmont CA: Thomson Wadsworth. 5th Edition.

Course No.: DED207, Course Title: PEDAGOGY OF SOC. SC.(UPPER PRIMARY)

Class:D.El.Ed., Status of Course:Major, Approved since session: 2017-18

Total Credits: 3, Periods (55 Mts. each)/ week: 3 (L-3 + T-0 + P-0), Min. pds./sem.:39

UNIT 1: NATURE OF SOCIAL SCIENCE [8 pds]

(a) Social Science and Social Study: nature and scope (b) Relationship between History, Geography, Civics and Economics(c) Role of Social Science in developing children's understanding of their social context and social realities (d) Significance of teaching Social Science (e)Social Science as an integrated discipline .

UNIT 2: AIMS AND OBJECTIVES OF SOCIAL SCIENCE[8 pds]

(a) Concept and definition of aims and objectives (b) difference between aims and objectives (c) objectives of teaching social science at elementary level (d) Specific objectives according to the Bloom Taxonomy (e) Writing objectives in behavioural term .

UNIT 3: CURRICULUM OF SOCIAL SCIENCE[7pds]

(a) Meaning and concept of curriculum (b) Types of curriculum (c)Principles of organizing curriculum (d) Analysing Social Science curriculum of elementary level (e) NEED for reorienting Social Science curriculum for sustainable development.

UNIT 4: TEACHING OF SOCIAL SCIENCE [8 pds]

(a) Planning for teaching- Year plan, Unit plan and Period plan (b) Teaching methods: Text book method, Storytelling method and Source method (c) Project method, Discussion method, Role play method (d) Teaching Social Science with the help of journey accounts, travel diaries, tables, graphs, texts, maps, visual images, films, field trips, survey, simulation, interview etc. (e) Integrating ICT for social science teaching.

UNIT 5: TEACHING LEARNING AND ASSESSMENT IN SOCIAL SCIENCE[8 pds]

(a) Concept and need of Assessment in Social Science (b) Preparation of Assessment tools- Achievement & Diagnostics test (c) Evolution Techniques: Traditional & New Types (d) Action Research: Meaning & Concept (e) Need & Importance.

SUGGESTED READINGS:

Balagopalan, S. (2009). Chapter 7: Unity in Diversity: Diversity, Social Cohesion and the Pedagogical Project of the Indian State. In S. Vandiyar et al (eds.) *Thinking diversity, building cohesion: a transnational dialogue on education*, Amsterdam: Rozenburg Publications.

Batra, P. (ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*, New Delhi: Sage.

Bhattacharya, N. (2009). Teaching History in Schools: The Politics of Textbooks in India". *History Workshop Journal*. 67(1), 99-110.

Billinge, M., Gregory, D., Martin, R. (eds) (1984). *Recollections of a revolution: Geography as spatial science*, London: Macmillan

Carr, E. H. (1961). *What is History?* England: Penguin

Chakravarty, U. (2006). *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India'*, New Delhi: Tulika Books, Chapter on: History as Practice: Introduction, 16-30.

Eklavya, (1994), *SamajikAdhyayanShikshan: EkPrayog*, Hoshangabad: Eklavya.

Geetha, V., Selvam S., Bhog D. (2009). *Textbook Regimes: A Feminist Critique of Nation and Identity*, Tamilnadu, New Delhi: Nirantar.

George, Alex M. (2004), Children's Perceptions of *Sarkar*: The Fallacies of Civics Teaching, *Contemporary Educational Dialogue* 1:2, 228-257.

George, A. and Madan, A. (2009). *Teaching Social Science in Schools: NCERT's New Textbook Initiative*. New Delhi: Sage.

Hursh, W., D. and E. Wayne Ross, (2000). *Democratic Social Education Social Studies for Social Change*, New York: Falmer Press, Chapter 9: Not only by our Words: Connecting the Pedagogy of Paulo Freire with the Social Studies Classroom, 135-148.

Jain, M. (2005). Social Studies and Civics: Past and Present in the Curriculum, *Economic and Political Weekly*, 60(19), 1939-1942.

Kumar, K. (1996). *Learning From Conflict*. Delhi: Orient Longman, pp. 25-41, 79- 80.

Mehlinger, Howard D. (ed.) (1981). *UNESCO Handbook of Social Studies*. France: UNESCO Publications.

NCERT Social Science Textbooks for classes VI – VIII, New Delhi: NCERT.

NCERT, (2006). Position Paper National Focus Group on *Teaching of Social Sciences*. New Delhi: NCERT, 1-19.

Ross, E. Wayne (ed.) (2006). *The Social Studies Curriculum: Purposes, Problems, and Possibilities*. Albany: State University of New York Press, Chapter 1: The Struggle for the Social Studies Curriculum, 17-36.

Social science Textbooks for classesVI – VIII,Madhya Pradesh: Eklavya.

Course No.: DED208, Course Title: COMMUNICATION PROFICIENCY

Class: D.EL.Ed, Status of Course: MAJOR, Approved since session: 2017-18

Total Credits: 2, Periods (55 Mts. each)/ week: 4 (L-0 + T-0 + P-4), Min. pds./sem.:52

UNIT 1: PRACTICE IN LISTENING AND READING SKILLS[8 pds]

Listening to simple sentences and short conversations, Listening to longer passages and interpreting their meanings, Reading aloud practice, Reading with comprehension, Vocabulary expansion for receptive skills

UNIT 2: उच्चारण एवं शब्दनिर्माण[7pds]

ध्वनि, उच्चारणस्थान, काव्य पठन, शब्दप्रकार—देशज, विदेशीशब्द, तद्भव, तत्सम, प्रत्यय, उपसर्ग, सन्धि, समास

UNIT 3: PRACTICE IN SPEAKING SKILLS[8 pds]

Rules of pronunciation, Pronunciation of difficult sounds, Stress and intonation patterns, Stages of conversation, Conversation practice (Self introduction and other educational situations)

UNIT 4:वाक्य शुद्धिकरण एवंरचना[8 pds]

ध्वरामचिह्न, वचन, लिंग, कारक, शब्दभेद, कहानी, जीवनी, संस्मरण, निबन्ध, पत्र

UNIT 5: PRACTICE IN WRITING SKILLS[8 pds]

Types of sentences and their construction (Simple, Compound, Complex), Expressing given Ideas in own Words (English), Expressing given Ideas in own Words (English), Creative Writing Practices (English), Creative Writing Practices (English)

SUGGESTED ACTIVITIES:

Listening to some conversation based specific programmes, events news etc.

Speaking with correct pronunciation and organizing the ideas on the topics related to public speech.

Reading (using skimming and scanning method) to extract over all meaning, information, subject knowledge.

Identifying major concepts & ideas involved & making notes on these in some schematic form-flow diagram, tree diagram etc.

Analyzing the structure of the argument: identifying main ideas, understanding topic, sentences of paragraphs, supporting ideas & examples, terms used as connectors and transitions.

Re-telling the account – in one's own words from different points of view.

Writing different sentences and arranging them in the paragraph.

Exploring and writing articles on topics of local interest.

संस्तुतक्रियाकलापः

समाचार, विचारविमर्श, संवाद एवंसम्भाषणआधारितकार्यक्रमोंकाश्रवणकरवाना।

शुद्ध उच्चारण एवंवाक्य विन्यासहेतुव्याकरणिकविशेषताओंकासामान्य अभ्यासकरवाना।

वर्णन दक्षता एवंआत्माभिव्यक्तिहेतुअवसरउत्पन्नकरना।

नाटक के पात्रोंकाचरित्र एवंपरिस्थिति के आधारपरविवेचनकरवाना।

शिक्षणसम्बन्धीलेख के लिए परिस्थितिआधारितसंवादतैयारकरनातथाकिसी दृश्य कासंक्षिप्तविवरणलिखवाना, यात्रावृत्तान्त,

आत्मकथा याजीवनीलेखनकाअभ्यासकरवाना।

स्थानीय रुचिआधारितलेखों, पाठोंकाअन्वेषण एवंलेखनकरवाना।

प्रस्तुतीकरणनियोजन एवंनिर्माणहेतु; दृश्य एवंमौखिक घटकों के द्वारासंभाषण दक्षताहेतु शैली, आरोह—अवरोह, विरामचिह्नों, अनुतान एवंउच्चारणपर ध्यानकेन्द्रितकरना।

SUGGESTED READINGS:

Hasson, G. (2012). Brilliant Communication Skills. Great Britain: Pearson Education.

Wren, P.C.; Martin, H.; Prasada Rao, N.D.V. (1973–2010). *High School English Grammar & Composition*. New Delhi

Zemach Dorothy (2009) Building Academic Reading Skills, Michigan

ELT, <http://www.press.umich.edu/titledetailDesc.do?id=358308>

हिन्दीव्याकरण (1984). नागरी प्रचारिणी सभा, वाराणसी।

उच्चारणशिक्षण (1980). सेण्ट्रलपेडागोजीकलइंस्टीट्यूट, इलाहाबाद।

सिंह, निरंजनकुमार (1994). माध्यमिक स्तरपरहिन्दीभाषाशिक्षण, राजस्थानग्रन्थअकादमी, जयपुर।

कौशिकजे. एन. एवंसफाया, आर (1987). हिन्दीशिक्षण, हरियाणासाहित्य अकादमी, चण्डीगढ़

Course No: DED 209, Course Title: - FUNDAMENTAL OF KART IN EDUCATION AT ELEMENTARY LEVEL, Class: D.El.Ed., Status of Course: MAJOR,

Total Credits: 3, Periods (55 mts.each)/week: 3(L-3 + T-0 + P-0), Min.pds/sem: 39

Unit –I Conceptual Framework of Knowledge Acquisition, Retention and Transformation (KART).

(7pds)

- (a) Concept and Nature of Knowledge Acquisition, Retention and Transformation
- (b) Philosophical and Psychological basis of Knowledge Acquisition, Retention and Transformation
- (c) Various Modes of Knowledge Acquisition (Sensory mode, Rational Mode, Intuitive Mode)
- (d) Methods and Strategies of Knowledge Acquisition at Elementary Level
- (e) Methods and Strategies of Knowledge Retention at Elementary Level

Unit- II Understanding Visual Arts in Education

(8pds)

- (a) Elements of art- Line ,Colour ,Form, Texture, Space
- (b) Terminologies of Visual Art - Calligraphy, Cartoon, Collage, Cutout, Painting etc.
- (c) Different Forms of Visual Arts- Drawing, Sculpture, Collage, Mural , Videos, Documentary Films
- (d) Methods of Teaching Art- Demonstrating, Self Expression.
- (e) Integrating Visual Art in Classroom Teaching at Elementary Level

Unit - III Understanding Theatre and Music in Education

(8pds)

- (a) Concept and Elements of Theatre and its significance in Education
- (b) Various Folk Forms of Theatre
- (c) Concept and Elements of Music and its significance in education
- (d) Basic Elements of Music: Alankaar, Melody, Harmony, Pitch, Rhythm, Expressions
- (e) Integration of Drama and music in Teaching at Elementary Level

Unit- IV Structure and Functions of Brain &Neurobiological basis of Cognition & Learning

(8pds)

- (a) Basic Structure of Brain
- (b) Functions of the Human Brain
- (c) The Brain, Body and Mind Connection
- (d) Cognitive processes: Attention, Memory (Meaning, Types and Strategies)
- (e) Motivation: Meaning, Types and Strategies

Unit –V BBL, Meditation and Allied Practices

(8pds)

- (a) Concept and nature of Brain Based Learning (BBL)
- (b) Principles & Strategies of BBL
- (c) Role of Teacher in BBL Classroom
- (d) Meditation & its Types
- (e) Meditation and Allied Practices (Breathing Exercises, Progressive Relaxation, Mindfulness) in Education at Elementary Level

SUGGESTED READINGS AND REFERENCES:

- Ausubel, D.P. (2000) The Acquisition and Retention of Knowledge: A cognitive View
- Ruqian, Lu., New Approaches to Knowledge Acquisition, World Scientific Publishing Co.Pte.Ltd. Vol.39,
- Mardirosian, G.H. & Lewis, Y.P. (2016), Arts Integration in Education,
- Cornett, C. (2010). Creating meaning through Literature and the Arts: Arts integration for classroom Teachers (4th ed.). Pearson
- Gelineau R. P. (2011), Integrating the Arts Across the Secondary School Curriculum
- Colleen Politano, Joy Paquin (2000). Brain-Based Learning with Class, Portage & Main Press, Winnipeg.

- Eric Jensen (2008). Brain-Based Learning: The New Paradigm of Teaching, Corwin Press, California.
- [Jauhari Shruti](#) (2015) Elements of Hindustani Classical Music, D.K. Print World Ltd
- Shrivastava, Harish Chandra (2014) Raagparichay part -1 to 4

Course No.: DED211, Course Title: SKILL ORIENTED ACTIVITIES

Class: D.El. Ed., Status of Course-Practical, Approved since session: 2017-18

Total Credits: 02, Periods (55 Mts. each)/ week: 4 (L-0+ T-0 + P-4), Min. pds./sem.:52

- 1) Sketch File (i) Hindi Alphabet (ii) Capital Letters in English (iii) Small Letters in English (iv) Numeric Digits (v) One sketch related to one Method (vi) Enlargement of any one object.
- 2) Classroom Learning Recourses (Charts Folder, Album/Scrape Book etc.) - From Teaching Method-I
- 3) Classroom Learning Resources (Charts Folder, Album/Scrape Book Etc.) - From Teaching Method - 2
- 4) Model: Working/Still
- 5) Development of e- learning Resources (Power Point, Audio, Video, e-material etc.)

Course No.: CRC271, Course Title: COMPARATIVE STUDIES OF RELIGION

Class: D.El. Ed., Status of Course: Core Courses, Approved since session: 2017-18

Total Credits: 02, Periods (55 Mts. each)/ week: 2 (L-2 + T-0 + P-0), Min. pds./sem.:26

UNIT 1

(A) Meaning of the word 'Dharma' and 'Religion' (B) History of Religions- Scientific Perspective (C) Religion, (D) Ethics & Values

UNIT 2

(A) Pre- Vedic Religion (B) Concept of Vedic Deities & Relevance of Yajna (C) Philosophy of Upanishads (D) Bhagwatgita in perspective of scientific age (E) Hinduism- Shaiva, Vaishnava, Shakta

UNIT 3

(A) Bhartiya Darshana (B) Jainism- Modern Trends & Scientific Perspective (C) Buddhism- Modern Trends & Scientific Perspective

UNIT 4

(A) Zoroastrianism (B) Judaism (C) Christianity- Modern Trends & Scientific Perspective (D) Islam & Sufism- Modern Trends & Scientific Perspective

UNIT 5

(A) Meaning of the word 'Sant' and contribution of Sant Kabir, Guru Nanak Dev and Tulsi Sahab to Sant Mat (B) Some selected Banis regarding 'Sant' and 'Sant Mat' by Sant Kabir, Guru Nanak Dev, Paltu Sahab, Dadu Dayal and Soami Ji Maharaj collected from 'Sant Bani Sangraha' (C) Radhasoami Faith and its Scientific Relevance (D) Religion and Modern Scientific age- Quantum Nano Theory, Consciousness, Ultimate Reality (E) Religion and Future of Mankind

SUGGESTED READINGS:

Bhartiya Sanskriti, DEI

Different Religions of the World, DEI

Anand, A. K. Buddhism in India-6 B.C.-3 A.D., Gayan Publishing House, New Delhi, Baird, Robert D. Ed. Religion in Modern India, Manohar Pub., N. Delhi

Joshi, Lal Mani and Singh Harbans, Bhartiya Dharman Ka Parichay, Panjabi University, Patiala

Naraley, R. Geeta Darshan, Prabhat Pub. N Delhi

Sharma, R. Pracheen Bhartiya Dharma Evam Darshan Ka Swaroop. Radha Pub., N Delhi

Singh S. Sankhya Yoga Darshan, Satyam Pub. House, N Delhi

Swami Dayanand, The Philosophy of Religion in India, Bartiya Kala Prakashan, New Delhi

Benedict, R. (1935). "Patterns of Culture," Routledge Publications.

Chopra, P.N. (6th Edition), (1984). "India: An Encyclopaedic Survey," S. Chand and Company Ltd., Ram Nagar, N. Delhi.

Eliot, T.S. (1948). "Notes Towards the Definition of Culture, Fabes.

Havell, E.B. (1927), "A Handbook of Indian Art," London.

Flora of India, Reprint Edition 2007, Pub. By Director General, Centre for Cultural Resources and Training, ministry of Culture, N. Delhi.

Course No.: CAC271, Course Title: COCURRICULAR ACTIVITIES

Class: D.El. Ed., Status of Course-Practical, Approved since session: 2017-18

Total Credits: 02, Periods (55 Mts. each)/ week: 4 (L-0+ T-0 + P-4), Min. pds./sem.:52

To encourage students to maintain discipline and participate in different cultural activities

viz., Music, literary, Creative, Sports, etc. for their all round development.

Course No: DED301, Course Title: INCLUSIVE PERSPECTIVES IN EDUCATION

Class: D. El. Ed, Status of Course: Major, Approved since session 2018-19,

Total Credits: 3, Periods (55 Minutes each)/Week: 3 (L-3+T-0+P-0), Min. Pds /Sem. 39

UNIT 1: DIVERSITIES AND INCLUSIVE EDUCATION

[8 Pds]

- a. Meaning and Forms of existing diversities in the classrooms (Marginalization, Gender, Social, Linguistic, Cultural and Ability etc..)
- b. Discriminative practices creating barriers in learning
- c. Need for addressing Diversities in Indian Classrooms: Pedagogical and Curricular concerns
- d. Meaning and Concept of Inclusive Education
- e. Nature and Objectives of Inclusive Education.

UNIT 2: CHILDREN WITH SPECIAL NEEDS (CWSN)

[8 Pds]

- a. Historical and Legal Perspectives of Disability and Inclusion
- b. Types of Children with Special Needs (CWSN)
- c. Identification and Diagnosis of CWSN
- d. Role of Itinerant Teacher in Inclusive Classrooms
- e. Benefits of Inclusion to All Children in schools

UNIT 3: INCLUSION AND CLASSROOM MANAGEMENT

[8 Pds]

- a. Need for Academic Inclusion and Provisions for CWSN
- b. Models for Academic and Behavioural Support for CWSN
- c. Classroom Management Strategies for CWSN
- d. Multi-grade situation and Inclusion
- e. Multilingualism and Inclusion

UNIT 4: PEDAGOGICAL AND INSTRUCTIONAL STRATEGIES IN INCLUSIVE EDUCATION

[8 Pds]

- a. Curricular Adaptations for Inclusion
- b. Teaching Learning Material for meaningful learning
- c. Cooperative Learning, Collaborative Learning
- d. Buddy System, Peer Tutoring
- e. Constructivist and Reflective Teaching, Multisensory Teaching Strategies

UNIT 5: SCHOOL'S PREPAREDNESS FOR INCLUSION

[7 Pds]

- a. Infrastructural Facilities in Inclusive Schools
- b. Student Teacher and Home School Interaction for Inclusion
- c. Role of Parents, Special Educators and Physiologists to prepare students in diverse conditions d.
- d. Provision of Assistive Devices, Equipments and Technological support to cater the needs of CWSN
- e. Continuous and Comprehensive Evaluation Strategies for facilitation of Inclusion in schools

SUGGESTED READINGS:

- Baquer, A. and Sharma, A. (1998). Disability Vs Challenges. New Delhi: Can Publishers.
- Epstein, C. (1984). Special Children in Regular Classrooms. Virginia: Reston Publishing Company, Inc.
- Ghai, A. (2005) Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi & Shalini Sikka (Eds.) School, Society, Nation: Popular Essays in Education New Delhi, Orient Longman
- Giffard-Lindsay, Katharine (2007). Inclusive Education in India: Interpretation, Implementation, and Issues. CREATE PATHWAYS TO ACCESS Research Monograph No 15, September. New Delhi: <http://eprints.sussex.ac.uk/1863/01/PTA15.pdf>
- Macdonald, M. (1980). Schooling and the Reproduction of Class and Gender Relations. In L. Barton, R. Meighan and S. Walker. (eds.) Schooling, Ideology and the Curriculum. Lewes, UK: The Falmer Press.
- Subrahmanian, R. Sayed, Y. Balagopalan, S. and Soudien, C. (Eds.) (2003). Education inclusion and exclusion: Indian and South African perspectives, IDS Bulletin, 34(1).
- Mangal, S.K. (2009). Educating Exceptional Children: An Introduction to Special Education, New Delhi: PHI learning Pvt. Ltd.
- Stakes, R. and Hornby, G. (2000). Meeting Special Needs in Mainstream Schools: A Practical Guide for Teachers (2nd ed). Menon, Latika. (2005). Hand Book of Special and Inclusive Education, New delhi: vikas publication.
- Rama, Mani D. (1988). The Physically handicap in India: Policy and Programmes, New Delhi: Ashish Publication.
- Teacher Handbook on Inclusive Education, (Disha) – SCERT and Save the Children, 2013.

Course No.: DED302, Course Title: LEARNING AND ASSESSMENT

Class: DI.El.ED, Status of Course: Major, Approved since session: 2018-19

Total Credits: 3, Periods (55 mts. each)/ week: 3(L-3 + T-0 + P-0), Min. pds./sem.39:

UNIT 1: LEARNING AND ASSESSMENT

[8

pds]

a. Concept and Nature of Learning b. Concept and Nature of Assessment c. Concept and Meaning of Assessment for Learning d. Difference Between Assessment of Learning and Assessment For Learning e. Functions of Assessment for Learning

UNIT 2: MEASUREMENT AND EVALUATION

[8 pds]

a. Meaning and Concept of Measurement b. Meaning and Concept of Evaluation c. Comparison among Assessment, Measurement, Evaluation d. Types of Assessment: formative and summative e. Continuous And Comprehensive Evaluation

UNIT 3: ASSESSMENT TOOLS

[8 pds]

a. Meaning & Importance of Assessment Tools b. Classification of Assessment Tools (Qualitative and Quantitative) c. Characteristics of Good Assessment Tool d. Achievement Test e. Steps of developing Achievement Test

UNIT 4: PROCEDURES OF ASSESSMENT FOR LEARNING

[8 pds]

a. Feedback b. Self-Assessment and Peer-Assessment c. Constructing manual Portfolios and e-portfolios d. Rubrics Based Assessment e. Assessment for learning: Marks versus Grading

UNIT 5: INTRODUCTION TO STATISTICS

[7 pds]

a. Concept and Meaning of Statistics b. Tabulation of Data c. Frequency distribution, Graphical Representation d. Measures of Central Tendency: Mean, Median and Mode e. Measures of Variability: Range, Average Deviation, Quartile Deviation and Standard Deviation

Sessional Work:

1. Construction of an Interview schedule.
2. Preparation of portfolio.
3. Classroom implications of statistical techniques.

SUGGESTED READINGS:

Anastasi, A. (1976). Psychological Testing. Mac Millan publishing co.Inc. New York.

Kay Burke(2006) From Standards to Rubrics in 6 steps , Tools for assessing student Learning, k-8, Crowing Press, A Sage Publications Company, California

Kulshrestha, A.K. (2017). Pedagogy of Mathematics. R. Lall book depot , Meerut.

Kulshrestha, A.K. (2017). Pedagogy of Science (Hindi Edition). R. Lall book depot , Meerut

NCERT(1990) Curriculum and Evaluation , New Delhi: NCERT

Norris, N. (1990) Understanding Educational Evaluation , Kogan Page Ltd.

Singh, H.S. (1974) Modern Educational Testing . New Delhi: Sterling Publication

Course No.: DED303, Course Title: -CHILDREN'S WELL-BEING & HEALTH EDU

Class:D.El.Ed., Status of Course: Major, Approved since session: 2018-19

Total Credits: 3, Periods (55 mts. each)/ week: 3(L-03+ T-0 + P-0), Min. pds./sem.:39

UNIT1: HEALTH EDUCATION

[8 pds]

- a. Meaning and components of health & well being
- b. Need, Principles of Health Education & measures to improve well being.
- c. Content areas, goals & approaches of teaching in elementary school for Health Education
- d. Role of teacher in Health Education and engagement with the programmes.
- e. Infrastructural Facilities and its impact on student's health.

UNIT2: FOOD AND NUTRITION

[8 pds]

- a. Meaning and Importance food & Nutrition.
- b. Balance Diet – meaning and factors affecting balance diet.
- c. Requirement of Nutrients at childhood stage and its sources.
- d. Mid day meal – concept, need, Importance and meal planning in mid day meal at primary level.
- e. Developing Healthy Habits in students.

UNIT3: MENTAL & EMOTIONAL HEALTH OF CHILDREN

[8 pds]

- a. Meaning, characteristics and importance of mental & emotional health.
- b. Meaning and forms of child abuse and abuse prevention programs at different levels.
- c. Principles for developing and maintaining mental & emotional health.
- d. Role of teachers in the promotion and development of mental & emotional health.
- e. Role of parents in the promotion and development of mental & emotional health.

UNIT 4: FIRST AID AT PRIMARY LEVEL

[8pds]

- a. First Aid - meaning, need and importance of first aid.
- b. Assessment of health – meaning, need, importance and modes of assessment of health.
- c. First Aid for emergencies– unconscious casualty, Allergic reactions, casualty care etc.
- d. First Aid Box – concept, essential aids or equipments and their purpose.
- e. Role of teacher as a first aider at primary level.

UNIT 5: SAFETY, SECURITY & ENVIRONMENT

[7 pds]

- a. Understanding the concept of safety & security in school.
- b. Common mishaps at school, playground, road & home etc and
- c. Cleanliness & Sanitation – meaning, need, importance and its modes or methods.
- d. Safety in food & Canteen management (Low cost food) at primary schools.
- e. Safety in Drinking water at primary schools.

SUGGESTED READINGS

- Allen, K. P. (2010). Classroom management, bullying, and teacher practices. *The Professional Educator*, 34(1), 1–15.
- Carney, C., & Chedzoy, S. (1998). Primary student teacher prior experiences and their relationship to estimated competence to teach the national curriculum for physical education. *Sport, Education and Society*, 3(1), 19-36.
- Didier Jourdan, Health Education in schools, The challenge of teacher training, ISBN 978-2-9161-9231-4.
- Hanlon, John J. Design for Health the Teacher, the School, and The Community, California : Ruth Abernathy.
- Linda Meeks, Philip Heit & Randy Page. Comprehensive school Health Education.
- Newman, B. M. and Newman, P.H. (2007). Theories of Human Development. London: Lawrence Erlbaum Associates, publishers.
- Ridini, Steven P. Health and Sexuality Education in schools, the process of Social Changes.
- Robret J. Bensley. Community Health Education Methods.
- सुखिया, एस०पी०, विद्यालय प्रशासन, संगठन एवम् स्वास्थ्य शिक्षा, आगरा: विनोद पुस्तकमन्दिर।
- Susan K. Telljohann. Health Education Elementary and Middle School Applications.
- वालिया, जे० एस०, स्कूल प्रशासन एवम प्रबन्ध, पंजाब : पालपब्लिशर्स।

Course No.: DED304, Course Title: EDUCATION IN CONTEMPORARY INDIAN SOCIETY

Class: D.El.Ed., Status of Course: Major, Approved Since Session: 2018-19

Total Credits: 3, Periods (55 mts. each)/ week: 03 (L-3 + T-0 + P-0), Min. pds./sem.:39

UNIT 1: EDUCATION IN INDIA: PRE-INDEPENDENCE PERIOD [8 pds]

a. Salient Features of Ancient Education System b. Salient Features of Medieval Education System
c. Landmarks of Indian Education during the British Period with Focus on Elementary Education (during 19th Century) d. Landmarks of Indian Education During the British Period with Focus on Elementary Education (During 20th Century) e. Comparative Assessment of Ancient, Medieval and British Education with focus on Elementary Education

UNIT 2: EDUCATION AND NATIONAL DEVELOPMENT IN THE POST-INDEPENDENCE PERIOD [8 pds]

a. Constitutional Provisions of Education b. Education Commission: Concept of National Development; Role of Education in National Development c. Education Commission: Recommendations for the Development of Elementary Education d. Education Policies with Focus on Provisions of Elementary Education: National Policy on Education 1968 e. Education Policies with Focus on Provisions of Elementary Education: National Policy on Education 1986 (1992)

UNIT 3: EDUCATION IN CONTEMPORARY INDIA [7pds]

a. Present Structure of Education in India b. Social Issues in Education: Inequalities and attempts for Inclusion c. Financing of Elementary Education in India d. Pre-school Education: Concept, Aims, and Importance e. Pre-school Education in Present Scenario: Curriculum, Issues, and Initiatives

UNIT 4: ELEMENTARY EDUCATION IN INDIA: AIMS AND CURRICULUM [8 pds]

a. Aims of Elementary Education b. National Curriculum Framework: An Overview c. Curricular Content of Elementary Education at Different Levels d. Methods and Evaluation Pattern in Elementary Education e. The Concept of Learning Outcomes

UNIT 5: ELEMENTARY EDUCATION IN INDIA: ISSUES AND REMEDIES [8 pds]

a. Universalisation of Elementary Education: Issues of Quantity and Quality b. Salient Outcomes of Educational Surveys for Elementary Education c. Key Government Initiatives d. RTE Act, 2009 e. Education for Sustainable Development with special reference to Sustainable Development Goals (SDGs) focused on Elementary Education

SUGGESTED READINGS:

Bruntland Commission Report (1987). Report of the World Commission on Environment and Development: Our Common Future. Retrieved from <http://www.un-documents.net/our-common-future.pdf>

Educational Statistics at a Glance (2017), Retrieved from www.mhrd.gov.in/statist?field_statistics_category_tid=30

GOI (1966). Report of the Education Commission: Education and National Development. New Delhi: Ministry of Education.

GOI (1986). National Policy on Education.

GOI (1992, 1998). National Policy on Education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf

GOI (2009). The Right of Children to Free and Compulsory Education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf

GOI (2011). SarvaShikshaAbhiyan- Framework for Implementation Based on the Right of Children to Free and Compulsory Education act, 2009. Retrieved from [www.upefa.com/upefaweb/admin/myuploads/SSA_Frame_work_\(revised\)_9-6-2011.pdf](http://www.upefa.com/upefaweb/admin/myuploads/SSA_Frame_work_(revised)_9-6-2011.pdf)

Govinda, R. (2011). Who goes to School?: Exploring Exclusion in Indian Education. Oxford University Press.

Indian Standard Classification of Education (2014). Department of Higher Education, MHRD, GoI. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/InSCED2014.pdf

Kochhar, S.K. (1993). Pivotal Issues in Indian Education. Sterling Publishers Pvt. Ltd.

Mukherji, S.M. (1996). History of Education in India, Acharya Book Depot, Baroda.

National Curriculum Framework for School Education (NCF-2000). Retrieved from http://www.eledu.net/rrcusrn_data/NCF-2000.pdf

NCERT (2005). National Curriculum Framework. NCERT.

Raina, V. (2010). FAQs on the Right to Free and Compulsory Education Act, 2009. Bharat GyanVigyanSamiti, UNICEF.

Report of the Working Group on Elementary Education and Literacy for the XII Five Year Plan. Retrieved from www.planningcommission.gov.in/aboutus/committee/wrkgrp12/hrd/wg_elementary1708.pdf

Right to Education Act (2010). Department of School Education and Literacy, MHRD, GOI. Retrieved from <http://mhrd.gov.in/rte>

Schemes of Elementary, Secondary, Adult, Vocational, and Teacher Education. (Department of School Education and Literacy, MHRD, GOI). Retrieved from <http://mhrd.gov.in/school-education>

UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.

UNESCO (2009). Policy guidelines on inclusion in education. UNESCO.

Course Number: DEW305, Course Title: SCHOOL CRAFT

Class: D. El.Ed., Status of Course: WORK EXPERIENCE, Approved since session: 2018-19

Total Credits: 2, Periods (55 mts. each)/week: 4 (L-0+T-0+P-4), Min.pds./sem.: 52

- Paper Cutting & Paper Folding
- Envelops & File Making
- Puppetry
- Pottery ceramics
- Book-crafts
- Strip cartooning
- Carving
- Toy-making
- Mixed media sculpture
- Video-making
- Animation

SESSIONAL WORK

Portfolios, drawing books, files, envelops etc. as well as evidence of three dimensional work, should be kept as a record of work done throughout the three-year course.

Course No.: DEW306, Course Title: SCOUTING, GUIDING & YOGA

Class: D.El.Ed., Status of Course: CORE, Approved since session: 2018-19

Total Credits: 2, Periods (55 mts. each)/week: 4(L-1+T-1+P-2), Min.pds./sem.:52

PART-A (Scouting & Guiding)

THEORY: (a) Concept and meaning of scouting and guiding (b) Brief history of scouting and guiding movement in India and abroad (c) Aims, policy and rules of scouting and guiding (d) Organisation of scouting and guiding in India (e) The stages of scouting and guiding such as-Cubs, Bulbul, Scout and Guide, Rovers and Rangers-their uniforms and badges (f) Flags- International Scout and Guide Flag, Indian Scout and Guide Flag. Rules of flag hoisting (g) Methods of sending messages: Signs-Road Signs, Hand indications, Signs through whistle (h) Camp craft, First Aid & Civil Defense (i) Scout and Guide grouping method (j) Organization of scouting and guiding ceremonies such as Camp Fire and Initiation.

PRACTICAL:Field Activities during 5 days camp as- (a) Knots (b) Tent Pitching (c) Hiking (d) Guiding and scouting songs (e) Scouting and guiding slogans (f) Camp Fire (g) Cooking (h) First aid demonstration.

PART-B (Yoga)

Yoga:(a) Yoga: Meaning and concept (b) Importance of yoga (c) Aims of yoga (d) Types of yoga (e) Misconceptions about yoga

SESSIONAL PRACTICE WORK

Yogasanas , Pranayam and Meditation: (a) Practice of Asanas: Tarasana, vrikshasana, Natrajasana, Padmasana, Vajrasana, Ustrasana, Shashakasa (b) Pawanmuktasana, Uttanpadasana, Sarvangasana, Halasana, Bhujangasana, Shalabhasana, Dhanurasana, Shavasana(c) Practice of Pranayama: Kapalabhati, Bhastrika, Anuloma-Viloma(d) Yogikkriyas: Nauli, Bandha, Tratak (e) Meditation

SUGGESTED READINGS:

जैन, विजय कुमार (2001), योगासनऔरस्वास्थ्य, साधनापॉकेटबुक्स, नईदिल्ली
दशोरा, नन्दलाल (2001), पातंजल योगसूत्र, रणधीरप्रकाशन, हरिद्वार
शुक्ल,रमेशचन्द्र (2001), योगासनऔरप्रणायाम, पुस्तकमहल, नईदिल्ली
Vas, S.R., (2001) Meditation, Pustak Mahal, New Delhi.

Course No.: RDC371, Course Title: RURAL DEVELOPMENT AND SOCIAL SERVICE

Class: D.El.Ed., Status of Course: CORE, Approved since session: 2018-19

Total Credits: 2, Periods (55 mts. each)/ week: 4 (L-0 + T-0 + P-4), Min. pds./sem.:52

AGRICULTURAL OPERATIONS

THEORY: (a) Place of Agriculture and Dairying in Indian Economy (b) Familiarity with basic steps involved in Agricultural production process (c) Agricultural Production Process: cropping scheme, soil management, seed-sowing, fertilizer application, inter-culture, water-management, plant protection measures, harvesting and post harvest technology (d) Food storage and preservation (e) Technology transfer- its importance, process and approach.

PRACTICAL: (a) Identification of important seeds, fertilizers, weeds, agricultural implements (b) Familiarity with important weedcides, pesticides, fungicides etc. (c) Actual participation in various agricultural operation, viz., field-preparation, sowing, inter-culture, irrigation, harvesting, threshing, winnowing, storage of the produce (d) Participation in any one of the technology transfer activity.

SOCIAL SERVICE

THEORY: (1a) Need & Importance of Social Service (1b) National Social Service Scheme (1c) Objectives and scope of Social Service (1d) Social Service with reference to fundamental duties delineated in the Constitution (1e) Social Service with reference to Environmental Conservation (2a) Creating general awareness towards health and sanitation (2b) Creating general awareness towards environmental conservation (2c) Creating general awareness towards fundamental duties and human rights.

PRACTICAL: (1) Programme related to surroundings: (a) Cleanliness of campus and surroundings (b) Beautification of campus and surroundings (c) Tree-plantation (2) Programme related to education: (a) Creating General Awareness towards Health & Sanitation (b) Creating General Awareness towards Environmental Conservation (c) Creating General Awareness towards fundamental duties & human rights (3) Programme related to creative and constructive work: Construction of useful articles from waste and left-over material (4) Propagation of general awareness through different visual media (a) Poster making (b) Cards making

Course Number: CEC371, Course Title: CULTURAL EDUCATION

Class: D.El.Ed. Status of Course: CORE COURSE, Approved Since Session: 2018-19

Total Credits: 2, Periods (55mts. each)/ week : 2 (L-2+T-0+P/S-0), Min. pds./sem:26

UNIT 1: INDIA AND INDIAN CULTURE

[8 pds]

- (a) Geographical background and Indian people
- (b) Culture and Civilization: Meaning and significance
- (c) Characteristic features of Indian culture
- (d) Unity in Diversity
- (e) Cultural values in work life

UNIT 2: CULTURAL BACKGROUND OF THE SOCIAL ORGANISATION

[8 pds]

- (a) Marriage and family institutions
- (b) Varnashram system, caste system and their modern form
- (c) Education system and Institutions
- (d) DEI Education Policy

UNIT 3: LANGUAGE AND LITERATURE

[8 pds]

- (a) Classical Languages- Sanskrit Prakrit, Pali, Apbhransh
- (b) Regional Languages- Hindi, Punjabi, Tamil, Telugu, Marathi, Bengali (Introduction Only)

UNIT 4: INDIAN CREATIVE TRADITIONS – INTRODUCTION

[8 pds]

- (a) Performing Arts- Music and dance
- (b) Visual Arts- Painting, Sculpture and Architecture
- (c) Scientific Traditions- Ayurvedigyan, Mathematics astronomy.

UNIT 5: INDIA AND THE WORLD

[7 pds]

- (a) Indian contribution to the world culture
- (b) Values crises in modern world.

SUGGESTED READINGS:

A. L. Basham: The Wonder That was India
A k Coomaraswamy: Arts and Crafts of India
BishanSwarup: Theory of Indian Music
Rajkishore Singh: Bhartiya Kala AurSanskriti
BnLunia: PrachinBhartiyaSanskriti

Stella Kamwiche: Indian Sculpture
Sunit Kumar Chatterjee: Languages and Literature of Modern India
Edward Conze: Buddhist Scriptures
Rawlinson: Cultural History of India
BaldeoUpadhyaya: Sanskrit Shastron Ka Itihas

Course Number: GKC371, Course Title: SC.METH., G.K. & CURRENT AFFAIRS

Class: D.El.Ed., Status of Course: CORE, Approved since session: 2018-19

Total Credits: 2, Periods(55 mts. each)/week: 4(L-2+T-0+P-0), Min.pds./sem.: 26

THE WORLD-GEOGRAPHY: Continents, Physical divisions, Earth's motion, Latitude, Longitude, Time change, Oceans, Seas, Countries, States and their Capitals, MAJOR COURSE mountains, Rivers and Cities, ports, Climate Zones, Races and tribes, Different minerals, crops and their primary producers, map reading.

HISTORY: MAJOR COURSE civilizations and their periods and important features. Ages of mankind, important personalities down the ages. World War I & II, Important events, Important dates in world history, Famous places, Buildings and mountains.

POLITICAL SCIENCE: U.N.O. Charts, special and subsidiary agencies their performances and importance, International political scene, MAJOR COURSE Blocks, Plans, Treaties, Alliances and Conferences, Terms-Imperialism, Colonialism, Facism, Nazism, Capitalism, Socialism, Communism Monarchy, Democracy, MAJOR COURSE Countries-their system of Governments, Names of Presidents and Prime Ministers, MAJOR COURSE events of the last ten years, Current affairs.

ECONOMICS: Economic Terms-Inflation, Depression, Monetary standard, Economy, Law of supply, Demand and Production, Economic organizations: European Economic Community, World Bank, International Monetary Fund. European Common Market, Currencies.

SCIENCE: Basic concepts and definitions, Mechanics, Heat, Light, Magnetism, Electricity, Sound, Atomic Energy and Space Achievement Terms- Physics, Chemistry, Biology, Ecology, Genetics, Biochemistry, Atom Bomb, Hydrogen Bomb, Inventions and Inventors. Human Physiology, Food and Nutrition, Drugs and their abuses, Adulteration and pollution, Infectious diseases.**SPORTS:** Olympic Movement, World records, Famous trophies, Games and outstanding sportsmen, Field measurements, Sports terms, Present winners of world tournaments, places associated with sports.

MISCELLANEOUS: Foreign words and phrases in common use, abbreviations, Famous books and their authors. Who's Who.

INDIA GEOGRAPHY: Physical divisions, Important mountains and Rivers, Towns, their importance, MAJOR COURSE Food and cash crops, Important power projects, ports, Indian Railways, Roadways, Airways, Important places in India.

HISTORY: Determining Periods of Indian History. Chronological order from Indus Valley Civilization, Important emperors and their periods, History of India's Independence, Important dates in India's History, Famous places in History and their new names, Buildings and monuments, Important days and dates in India.

INDIAN POLITICAL SCIENCE: Indian constitution and its main features, preamble, Directive principles of state policy, states, union territories. National Anthem, National flag, Gandhian thoughts, Panchayati Raj, Democratic Decentralization, Political parties of India, General Elections, Indian Foreign Policy, Important Happenings of last ten years in India, Names of the famous political leaders, Defence forces, Awards and Academics, Important newspapers and magazines, Current affairs.**ECONOMICS:** Indian Economics, its problems, Development and Five year plans, Agricultural and Industrial development, World Bank Aid to India, Steel plant and other Projects, Population. Backward Area and tribes.**SCIENCE:** Research Laboratories and their location, India's Atomic energy and space flights, site, names of the famous scientists.

MISCELLANEOUS: Important books by Indian Authors, who is who in India.

METHODOLOGY:

The syllabus for "General Knowledge and Current Affairs" cannot be covered in the class room only. The students have to participate in various types of outside activities to keep themselves in touch with up-to-date knowledge like group discussion, collection of editorials, extracts from important news, reading and writing papers on current topics, preparation of scrape books, display of important news on the bulletin board.

Know your country under this heading display of pictures, posters and photographs. Lectures by outside experts on burning issues of the day, Listening Radio-Reports like *Samyaki*, *Sansad Samiksha* and prepare summary on these views, inter-class competitions, etc.

SUGGESTED READINGS:

NCERT Publications: Text Books On History, Geography, Civics & General Science For Secondary Classes

Publication Division: India (Latest Edition)

Government Of India, Times Of India: Directory (Latest Edition)

Manorama Publications: Manorama Year Book

Agarwal Mr: General Knowledge Digest

Vikas Books: General Knowledge Encyclopedia

Newspapers: Indian Express, Hindustan Times, Times of India, Statesman, Hindu, Navbharat Times, Amar Ujala.

Magazines: India Today, Reader's Digest, Sunday, Competition Success Review, DharamYug, Careers & Competitions, Saptahik Hindustan, General Knowledge Digest, Ravivar, Times, Science Today, News Week, Yojana, Illustrated Weekly Of India, Dinman, VigyanPragati

Course No.: DED401, Course Title: INTERNSHIP-2 ACADEMICS

Class: D.El.Ed., Status of Course: MAJOR, Approved since Session: 2018-19

Total Credits: 8, Periods (55 mts. each)/ week: 16 (L-0+T-6+ P-10), Min.pds./sem.:256

Components of the Course:

1. Classroom Teaching
2. Peer Group Teaching
3. Peer Group Observation
4. Unit & Resource Planning
5. Innovative Lessons
6. Development of Achievement Test along with Blue Print
7. Preparation of Teacher's Diary. 8. Reflective Journal

Note: Students have to prepare records of all the above mentioned components.

Course No.: DED402, Course Title: INTERNSHIP-2 ADMN& OTHER EXPR.

Class: D.El.Ed., Status of Course: MAJOR, Approved since Session: 2018-19

Total Credits: 8, Periods (55 mts. each)/ week: 16 (L-0 + T-6+ P-10), Min. pds./sem.:256

COMPONENTS:

1. Action Research / Classroom Research,
2. Administration & Interpretation of two of two Psychological Tests
3. Development of learning Material
4. Survey of Mid Day Meal Programme/ Implementation of Right to Education Act
5. Identification & Remedial teaching of Children with diversified needs
6. Critical analysis of syllabus (Elementary Level)
7. Participation in various school activities as per school time-table and school curriculum
8. School record file.
9. Organization of co curricular activities.

Course Number: CAC471, Course Title: CO-CURRICULAR ACTIVITIES-II

Class: D.El.Ed., Status of Course: CORE COURSE, Approved Since Session: 2018-19

Total Credits: 2, Periods (55 mts. each)/week:4 (L-0+T-0+P-4), Min.pds./sem.:52

To encourage students to maintain discipline and participate in different activities viz., Dramatics, Music, Literary, Creative, Sports etc. for all round personality development of students.

