

B.P.S. Institute of Teacher Training & Research
 B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan
 Faculty of Education
 Course structure and scheme of examination
Diploma In Education (2020-22)
 Scheme of Examination of Ist Semester

The D.Ed. programme shall be of two academic years (four semesters) and contains 32 papers in all. A brief description of each paper along with the nomenclature, title, paper code, etc. is given below:

| S. No. | Paper With Code | Paper Title | Hours per Week | | | | Max Marks | | |
|------------------------------------|-------------------------|---|----------------|-----------|-----------|-----------|----------------|----------------|-------------|
| | | | L | T | P | Credits | Internal Marks | External Marks | Total Marks |
| Theory Papers : Compulsory | | | | | | | | | |
| 1 | Paper-I (DIE-101) | Childhood and Development of Children | 5 | 1 | - | 6 | 20 | 80 | 100 |
| 2 | Paper-III (DIE-103) | School Culture, Change and Teacher Development | 5 | 1 | - | 6 | 20 | 80 | 100 |
| 3 | Paper-V (DIE-105) | Education in Contemporary Indian Society | 5 | 1 | - | 6 | 20 | 80 | 100 |
| 4 | Paper-VII (DIE-107) | Early Childhood Care and Education (Pre – Primary Education) | 5 | 1 | - | 6 | 20 | 80 | 100 |
| Practicum Paper | | | | | | | | | |
| 5 | Paper-IX (DIE-109) | ICT Integration across the Curriculum | - | - | 3 | 3 | 10 | 40 | 50 |
| | Paper-XI (DIE-111) | Creative drama, Fine Arts & Cultural Education | - | - | 3 | 3 | 10 | 40 | 50 |
| 6 | Paper-XIII (DIE-113) | Instructional Technology <ul style="list-style-type: none"> • P T A • H A E • C B W | - | - | 6 | 6 | 20 | 80 | 100 |
| Total Contact Hours/Credits | | | 20 | 04 | 12 | 36 | 120 | 480 | 600 |

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Diploma in Education (w.e.f. 2020-22)
Scheme of Examination of 2nd Semester

| S.No. | Paper With Code | Paper Title | Hours per Week | | | | Max Marks | | |
|------------------------------------|-----------------------|--|----------------|-----------|-----------|-----------|----------------|----------------|-------------|
| | | | L | T | P | Credits | Internal Marks | External Marks | Total Marks |
| Theory Papers : Compulsory | | | | | | | | | |
| 7 | Paper-II (DIE-102) | Pedagogy of Regional Language /Mother Tongue (for Primary School Child) | 3 | 1 | - | 4 | 20 | 80 | 100 |
| 8 | Paper-IV (DIE-104) | Pedagogy of English Language (for Primary School Child) | 3 | 1 | - | 4 | 20 | 80 | 100 |
| 9 | Paper-VI (DIE-106) | Pedagogy of Mathematics (for Primary School Child) | 3 | 1 | - | 4 | 20 | 80 | 100 |
| 10 | Paper-VIII (DIE-108) | Pedagogy of Environmental Studies (for Primary School Child) | 3 | 1 | - | 4 | 20 | 80 | 100 |
| 11 | Paper-X (DIE-110) | Optional Pedagogy Course (Any one Elective for upper Primary School Child) 1. Social Science Education 2. Language Education (Regional language English language) 3. Mathematics Education 4. Science Education | 3 | 1 | - | 4 | 20 | 80 | 100 |
| Practicum Paper | | | | | | | | | |
| 12 | Paper- XII (DIE-112) | Yoga Education | - | - | 3 | 3 | 10 | 40 | 50 |
| 13 | Paper-XIV (DIE-114) | Field work | - | - | 3 | 3 | 10 | 40 | 50 |
| 14 | Paper-XXVI (DIE-116) | Teaching Taxonomy | - | - | 3 | 3 | 10 | 40 | 50 |
| 15 | Paper-XVIII (DIE-118) | Internship Assessment (4 weeks) | - | - | - | 4 | 20 | 80 | 100 |
| 16 | LLG-001 | Audit Course (Legal Literacy) | 3 | - | - | 3 | 20 | 80 | 100 |
| Total Contact Hours/Credits | | | 18 | 05 | 09 | 36 | 170 | 680 | 850 |

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 Scheme of Examination of 3rd Semester

| S. No. | Paper With Code | Paper Title | Hours per Week | | | | Max Marks | | |
|-----------------------------------|--------------------------|--|----------------|---|---|---------|----------------|----------------|-------------|
| | | | L | T | P | Credits | Internal Marks | External Marks | Total Marks |
| Theory Papers : Compulsory | | | | | | | | | |
| 17 | Paper-XV (DIE-201) | Pedagogy of Regional Language /Mother Tongue (for Primary School Child) | 4 | - | - | 2 | 10 | 40 | 50 |
| 18 | Paper-XVII (DIE-203) | Pedagogy of English Language (for Primary School Child) | 4 | - | - | 2 | 10 | 40 | 50 |
| 19 | Paper-XIX (DIE-205) | Pedagogy of Mathematics (for Primary School Child) | 4 | - | - | 2 | 10 | 40 | 50 |
| 20 | Paper-XXI (DIE-207) | Pedagogy of Environmental Studies (for Primary School Child) | 4 | - | - | 2 | 10 | 40 | 50 |
| 21 | Paper-XXIII (DIE-209) | Optional Pedagogy Course (Any one Elective for upper Primary School Child) 1). Social Science Education 2) Language Education (Regional language English language) 3) Mathematics Education 4). Science Education | 4 | - | - | 2 | 10 | 40 | 50 |

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 Scheme of Examination of 4th Semester

| S.No. | Paper With Code | Paper Title | Hours per Week | | | | Max Marks | | |
|------------------------------------|--|---|----------------|-----------|-----------|------------|---------------|----------------|-------------|
| | | | L | T | P | Credits | Internal Mark | External Marks | Total Marks |
| Theory Papers : Compulsory | | | | | | | | | |
| 23 | Paper-XX (DIE-202) | Cognition, Learning and the Development of Children | 5 | 1 | - | 6 | 20 | 80 | 100 |
| 24 | Paper-XXII (DIE-204) | Understanding Society, Education and Curriculum | 5 | 1 | - | 6 | 20 | 80 | 100 |
| 25 | Paper-XXIV (DIE-206) | Emerging Gender and Inclusive Perspectives in Education | 5 | 1 | - | 6 | 20 | 80 | 100 |
| 26 | Paper-XXVI (DIE-208) | Understanding Language & Early Language Development | 5 | 1 | - | 6 | 20 | 80 | 100 |
| Practicum Paper | | | | | | | | | |
| 27 | Paper-XXVIII (DIE-210) | Children's Physical & Emotional Health | - | - | 3 | 3 | 10 | 40 | 50 |
| 28 | Paper-XXX (DIE-212) | Work Education | - | - | 3 | 3 | 10 | 40 | 50 |
| 29 | Paper-XXXII (DIE-214) | Towards Self Understanding | - | - | 3 | 3 | 10 | 40 | 50 |
| 30 | LLG 002 Current Issues and Social Development-II (Environmental Studies and Disaster Management) | | 3 | - | - | 3 | 20 | 80 | 100 |
| Total Contact Hours/Credits | | | 23 | 04 | 09 | 36 | 130 | 520 | 650 |
| Grand Total | | | 74 | 13 | 30 | 144 | 590 | 2360 | 2950 |

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Programme Outcomes (POs) of D.Ed. programme

The in-taker will be able to

- Develop a sensitive and critical understanding of the different social / educational/ cultural realities at the core of the exploration into childhood.
- Understand the developmental process of children with diverse abilities in social, cultural and political context.
- Develop understanding of philosophical, sociological and historical dimensions of education
- Understand the importance of early childhood years as foundation for lifelong learning and development.
- Understand the importance of Home School and community links in early childhood care and education.
- Prepare to assess children's learning using different pathways.
- Understanding the importance of ECCE as foundation of the personality development

Programme Specific Outcomes(PSOs)

The programme of D.Ed. aims at developing

- Understanding the different aspects of a child's physical, motor, social and emotional development.
- Establishing the linkages between children, society and education.
- Understanding the importance of school and teacher in the developing years of children.
- Reflecting the issues related to children i.e. parenting, child labour & abuse etc.
- Developing language skills viz: listening, speaking, reading and writing.
- Developing sensitivity regarding stage wise differences in developmental needs and characteristics of children in early, middle and late childhood years and implications for elementary stage of education.
- Understanding principles and methods of developmentally appropriate ECCE curriculum and its significance for school education.
- Developing classroom management skills along with the teaching skills

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Faculty of Education
Diploma in Education (D.Ed)
Semester-I
Paper – I
Code of the Paper (DIE – 101)
Childhood and Development of Children

Max Marks : 100
External Marks : 80
Internal Marks : 20

Total Ins. hours Per Week: 05+1
Exam Hours: 3 Hours
Total Credits Per week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 16 marks.

Objectives:

The paper will enable the students to:

- Review general conceptions about child and childhood.
- Critical understanding of the different social/educational/cultural realities at the core of the exploration into childhood.
- Develop and understanding of different aspects of a child's physical, motor, social and emotional development.
- Understand the developmental process of children with diverse abilities in social, cultural context.
- Provide hands on experiences to interest with children and training in method to understand aspects of the development of children.

Course Outcomes:

After the completion of this course content the learners will be able to

- Understand the concept of childhood and child development.
- Understand the different age groups and Cultural backgrounds of children.
- Understand individual differences among the learners.
- Understand the process of development with during Childhood.
- Analyze the implications of understanding Childhood development for teachers.
- Recognize the problems related to childhood like child abuse and labour

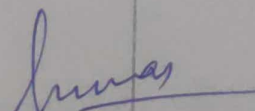
Course Content

Unit 1: Development of Childhood

- 1.1 Concept of growth and development.
- 1.2 Factor influencing growth and development.

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- 1.3 Principles of growth and development.
- 1.4 Gathering data about children from different context: naturalistic observation; interviews; clinical methods with reference to Piaget.

Unit 2: Physical and Motor Development

- 2.1 Physical and Motor Development Child.
- 2.2 Gross and fine motor development skills in infancy and preschool children.
- 2.3 Role of parents and teachers in providing opportunities for physical motor development e.g. play.

Unit 3: Social and Emotional Development

- 3.1 Social development: Concepts, process of socialization, Factor affecting social development of Children.
- 3.2 Role of family peers and school on social development.
- 3.3 Emotional development: Development of emotions and functions of emotions.

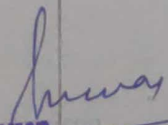
Unit 4: Issues and Problems of children

- 4.1 Child labour and childhood abuse.
- 4.2 Dealing with children: Separation from parents, children in crèches and orphanages.
- 4.3 School peers influences, school culture, and relationship with teachers, teacher's expectancy, and relationships with peers: friendships and gender, competition with conflict, bullying.

Suggested Readings:

- Aggarwal, J.C.(2014). *Essentials of Educational Psychology*, Delhi: Vikas Publishing House.
- Bala, I. (2011). *Childhood and development of children*. Jalandhar: Amit Publication
- Harris, M & Butterworth, G. (2002). *Developmental Psychology: A student's handbook*. New York: Taylor and Francis
- Kakkar, S. (1991). *The inner world: A psycho-analytic study of childhood and society in India*. Delhi: Oxford University press
- Mangal, S.K. (2018). *Essentials of Educational Psychology*, Delhi: Prentice Hall India Learning Private Limited.
- Weiner, M (1991). *The state and the child in the India: child labour and education policy in comparative perspective*. New Jersey: Princeton University press publication.
- Mangal, S.K. (2019). *Childhood and Growing up*. New Delhi: Prentice Hall India Pvt. Limited

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Faculty of Education
Diploma in Education (D. Ed.)
Semester-I
Paper -III
Code of the Paper (DIE-103)
School Culture, Change and Teacher Development

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per week: 05+01
Exam Hours: 3Hours
Total Credits Per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions at all. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e.16 marks.

Objectives:

The paper will enable the students to:

- Familiarize with the structures and processes of the Indian education system.
- Help students develop a critical understanding of the notion of school organization and management in the context of the structures and processes of the education system.
- Enable students develop a comprehensive understanding of context-specific notions of school effectiveness.
- Develop an understanding of school leadership and change management.
- Help students make overt connections between field-based project work, educational leadership and change facilitation.
- Enable student teachers to develop an understanding of the system of education and its impact on pedagogic processes in the classroom.

Course Outcomes:

After the completion of this course content the learners will be able to

- Know about the structures and processes of the Indian education system.
- Develop understanding of notions like school organization, management leadership and change management.
- Develop a comprehensive understanding of context-specific notions of school effectiveness.
- Establish connections between field-based project work, educational leadership and change facilitation.
- Develop an understanding of education system and its impact on pedagogic processes in the classroom.

Course Content

Unit I: Structures and Processes of the Indian Education System

- 1.1 Types of schools within different administration bodies (Govt. schools: Central Govt. schools and State Govt. schools, Govt. Aided schools and Private schools)

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- 1.2 Roles and responsibilities of education functionaries: State Education Minister, District Education Officer, Block Education Officer
- 1.3 Relationships between community and the school
- 1.4 Understanding and interpreting National Policy of Education (NPE- 1986) and its impact on schools

Unit II: School Effectiveness, Standards, Leadership and Management

- 2.1 Concept of school effectiveness and factors affecting school effectiveness
- 2.2 Classroom management and role of Teacher
- 2.3 Concept of school culture, organization, leadership and management
- 2.4 Types of Leadership: Team leadership, Pedagogical Leadership, Administrative leadership

Unit III: Projects and Programmes in School Education

- 3.1 Sarva Shiksha Abhiyan (SSA)
- 3.2 District Primary Education Programme (DPEP)
- 3.3 RTE(Right to Education)-2009 and Rule 134-A
- 3.4 Skill Catch-up Programme (2017)

Unit IV: Understanding of Teacher Development

- 4.1 Concepts of Teacher Development, Teacher Education and Teacher Training
- 4.2 Historical development of teacher education in India
- 4.3 Pre-Service and In-service Teacher Education: concept, nature, objectives and scope
- 4.4 Role and functions of DIETs, NCERT, NCTE, SCERT.

Suggested Readings:

- Aggarwal, J. C & Gupta, S. (2018). *School Management*, Delhi: Shipra Publication
- Bhatia, S. K. & Ahuja. A. (2017). *A Textbook on School Organisation and Management*. Daryaganj, Delhi: Paragon International Publisher
- Dash, M. & Dash, N. (2008). *School Management*. Daryaganj, Delhi: Atlantic Publisher
- Goel, O. P. (2005). *School Organisation and Management*, Delhi: IshaBoo Publishers
- Kochhar, S. K. (2011). *School Administration and Management*. Greater Noida, Uttar Pradesh: Sterling Publishers Pvt. Ltd
- Krishnaiah, R. et. al. (2016). *School Organisation and Management*. New Delhi, India: Neelkamal Publisher
- Mohan, R. (2011). *Teacher Education*. Patparganj, New Delhi: Prentice Hall India Learning Private Limited
- Mohanty, J. (2015). *School Administration Supervision and Organisation*, New Delhi: Centre for Policy Research
- Shukla, S. M. (2017). *School Management*. Nehru Place, New Delhi: Notion press
- Sindhu, I. S. (2012). *Educational Administration and Management*, London: Pearson Publication
- Srivastava, R.C.(1997). *Teacher Education in India*. Daryaganj, Delhi: Regency Publications
- Tyagi, R. S. (2010). *Administration and Management in School Education*, New Delhi: Centre for Policy Research

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Faculty of Education
Diploma in Education (D.Ed.)
Semester-I
Paper -V
Code of the Paper-(DIE- 105)
Education in Contemporary Indian Society

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per week: 05+01
Exam Hours: 3Hours
Total Credits per Week: 6

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e.16marks.

Objectives:

The paper will enable the students to:

- Familiarize with the socio-political economic educational dimensions of Indian Society
- Develop an understanding of the trends, issues, and challenges facing contemporary Indian Society
- Understand the Relation between school and community
- familiarize with the role and responsibilities of Teacher
- Understand the role of education in empowering the weaker section of Indian society
- Understand the importance of universalization of education and constitutional provisions for realizing it.
- Examine the issues and concerns related to universalization.
- Realize the importance of right to education and the provisions made for realizing it.
- Realize the need and importance of equity and equality in education and constitutional and the constitutional provisions for realizing it.
- Understand the need and importance of peace education and national and international efforts towards it.
- Examine the issues and concerns related to globalization and privatization.

Course Outcomes:

After the completion of this course content the learners will be able to

- Understand the socio-political economic educational dimensions of Indian Society
- Recognize the trends, issues, and challenges facing contemporary Indian Society
- Know the Relation between school and community
- Recognize with the role and responsibilities of Teacher
- Understand the concept of universalization of education, globalization and privatization

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- Apprehend the importance of right to education and peace education
- Become conscious about the need and importance of equity and equality in education.

Course Content

Unit 1: State, Politics and Indian Education

- 1.1 Democracy and Education
- 1.2 Contemporary Indian education of women, SCs, STs OBCs, Minorities and Disabled Children.
- 1.3 Role of Education in Empowerment of Women
- 1.4 Role of Education in empowerment of weaker sections including SCs, STs OBCs, Minorities
- 1.5 Provision of equal opportunity of education for disabled children.

Unit-2: Perspectives on School and Society, Teacher and Social Change

- 2.1 Relation between school and community, school as a social sub- system
- 2.2 Role and Responsibilities of Teacher
- 2.3 Teacher Ethics.
- 2.4 Modernization ,Social Change & Education
- 2.5 Teacher as an Agent of Social Change

Unit-3: Contemporary Issues in Education

- 3.1 Liberalization and Education
- 3.2 Privatization and Education
- 3.3 Globalization and Education
- 3.4 Value crises and Peace education

Unit -4: Indian Constitution and status of Education

- 4.1 Universalization of primary education, directive principles : article 41, 45 and 46
- 4.2 Equality of opportunities in education : article 28, 29, 350 and 351
- 4.3 Education and fundamental rights : article 14,15, 16 and 30
- 4.4 Education and fundamental duties 51 A to K
- 4.5 Right to Education Act 2009

Suggested Readings:

- Agrawal, J. C. (2014). *Philosophical and Sociological Perspectives on Education*, New Delhi: Shipra Publications.
- Chanana, K. (2008). *Bharat Mein PrathmaikShiksha Mein LangikAsamanta: ManavadhikaParipekshya*. New Delhi, New: National Book Trust.
- Deshpande, S. (2004). *Contemporary India: A Sociological View*. New Delhi: Penguin.
- Dubey, S. C. (2001). *Indian Society*, New Delhi, New: National Book Trust.
- Guha, Ramchandra (2007). *India after Gandhi: the history of the world's largest democracy*. Delhi, Macmillon Publishers.
- Kashyap, S. C. (2006). *Our Parliament*. New Delhi: NBT.
- Kashyap, S. (2009). *The Constitution of India*. New Delhi: National Book Trust (Latest Edition).

- Nambissan, G. B. (2000). *Identity, exclusion and the education of tribal communities. The Gender Gap in Basic Education: NGOs as Change Agents*. New Delhi: Sage Publication
- Puri, M. & Abrahamy (Ed.). (2004). *Handbook of Inclusive Education*. New Delhi: Sage Publication
- Right to Education Act 2009. (2009). New Delhi: MHRD, Government of India.
- Sadgopal, A. (2009). *Muftaur Anivaraya Shiksha Adhikar Vidhayak-2008*. Shiksha Vimarsh, (1).
- Shukla (2004). *Shikshaka Samaj Shastriya Sandarbh*. Delhi, Granth Shilpi.
- Sharma, V. P. (2015). *Contemporary Indian Society*. New Delhi: Anmol Publication.

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Diploma in Education (D.Ed.)
Semester-I
Paper -VII
Code of the Paper (DIE-107)
Early Childhood Care and Education (Pre -Primary Education)

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours Per Week: 05+01
Exam Hours: 3Hours
Total Credits per week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e 16 marks.

Objectives:

The paper will enable the students to:

- Understand the definition and importance of early childhood years as foundation for lifelong learning and development.
- Develop sensitivity regarding stage wise differences in developmental needs and characteristics of children in early, middle and late childhood years and implications for elementary stage of education.
- Understand principles and methods of developmentally appropriate ECCE curriculum and its significance for school education.
- Understand the importance of Home School and community links in early childhood care and education.

Course Outcomes:

After the completion of this course content the learners will be able to

- Understand the concept of early childhood years as foundation for lifelong learning and development.
- Know the stage wise differences in developmental needs and characteristics of children
- Recognize the principles and methods of developing appropriate ECCE curriculum and its significance.
- Understand the role of Home School and community links in early childhood care and education.
- Know the methods and importance of assessment in ECCE.

Course content

Unit 1: Definition, Nature and Significance of Early Childhood Care and Education

- 1.1 Definition, Nature and significance of ECCE.
- 1.2 Pre- school programme: types and importance
- 1.3 Role of Montessori in preschool education.
- 1.4 Role and responsibilities of early childhood teachers.

Unit 2: Understanding Learners and Learning Process

- 2.1 Growth and development of child with special reference to infancy and early childhood.
- 2.2 Early learning challenges and school Readiness.

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2.3 Emergent literacy and numeracy in early years.

2.4 Components of ECCE and approach to teaching learning: education, care, nutrition, habit formation.

Unit 3: Planning ECCE Curriculum

3.1 Curriculum development of ECCE.

3.2 Principles of planning a balanced and contextualized curriculum

3.3 Long and short term objectives and planning.

3.4 Role of play in effective functioning of ECCE.

Unit 4: Assessing Children's Progress

4.1 Early learning and development standards

4.2 Observing and Recording children's progress

4.3 Reporting Children's Progress

4.4 Parental involvement in Pre-school education.

4.5 Importance of home school linkage in ECCE.

Suggested Readings:

- Bala, I. (2013). *Childhood and the Development of Children*. Jalandhar: AmitParkashan.
- Berk, L. (2013). *Child Development; (Indian Edition)* PHI Learning Private Limited, Delhi, India
- Brown, C.P., Benson, M. McMullen N. (2019). *The Wiley Handbook of Early Childhood Care and Education*. U.S.A.: John Willey & Sons, Inc.
- Essa E. L., Burnham, M. M . (2020). *Introduction to Early Childhood Education*. U.S.A.: Sage Publications Inc.
- Huggins, V. & Evans, D. (2018) *Early Childhood Education and Care for Sustainability: International perspectives*, New York: Taylor & Francis.
- Kaul, V. (2010). *Early Childhood Education Programme* NCERT, New Delhi. Kaul V. et al, (1999). *The Primary Years*. NCERT, New Delhi.
- Kaul, V, et al. (2014). '*Readiness for School*', Impact of Early Childhood Education Quality, CECCED, AUD, New Delhi.
- Lightfoot C. Cole, M. and Cole, S. (2009). *The Development of Children*; New York, Worth Publishers.
- Kaul, V. and Sankar, D. (2009). *Early Childhood Care and Education in India*, New Delhi: NEUPA,.
- Mohanty, J & Mohanty, B. (2007) *Early Childhood Care and Education*, New Delhi: Deep & Deep Publication.
- Mishra, R. C. (2009) *Early Childhood Care and Education*, New Delhi: APH Publishing corporation.
- MWCD, (2013). *National Early Childhood Care and Education (ECCE) Policy*, Ministry of Women and Child Development, Government of India, New Delhi.
- Panday, K.P., Bhaedwaj, A., & Pandey, A. (2010). *Advanced Educational Psychology*. Delhi: Shipra Publications.
- Shonkoff, J.P. and. Phillips, D.A. (Editors) (2014). *From Neurons to Neighborhoods: The Science of Early Childhood Development: Committee on Integrating the Science of Early Childhood Development; National Research Council and Institute of Medicine; Washington, D.C: National Academy Press.*

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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonapat
Faculty of Education
Diploma in Education (D.Ed.)
Semester-I
Course -IX
Code of the Paper (DIE-109)
ICT Integration across the Curriculum

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

Total Inst. Hours Per Week: 03
Total Credits Per Week: 03

Objectives:

The paper will enable the students to:

- Help student-teachers develop an understanding of the nature of young learners and their varying socio-cultural, economic and political contexts.
- Interrogate existing terminology, constructs and notions of pedagogic practice, such as child-centered learning, discovery learning, activity-based learning, intelligence (IQ) etc.
- Engage student-teachers with epistemological questions of subject matter and how they unfold in the study of pedagogical approaches.
- Develop capacities to reflect reason and make discerning judgment and conceptual understanding of pedagogic practice and process of learning.

Course Outcomes:

After the completion of this course content the learners will be able to

- Understand the concept, scope and importance of ICT
- Aware about the terms like World-Wide Web, Website and Websites, E-mail, Web browsers, Internet Connectivity
- Know about the input, output devices
- Familiarize with the concepts like operating system and networking system
- Operate smart classrooms including LCD Projectors, smart black board etc.

Course Content

Unit-I-Information and Communication Technology (ICT) in Education

- 1.1 Concept, Meaning & Importance of ICT in Education.
- 1.2 ICT Need and Scope in Education.
- 1.3 Role of ICT in Education.
- 1.4 Concept, Uses and Barriers of Smart Classroom

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1.5 Component of smart classroom: LCD Projector, Smart board, Over-head Projector

1.6 Internet: The World-Wide Web, Website and Websites, E-mail, Web browsers, Internet Connectivity.

Unit-II Introduction to Computers and Network

2.1 Concept, Characteristics and types of computer

2.2 Essential Components of computer-Input devices, output devices.

2.3 Operating system-meaning and types of operating system

2.4 Networking system- Introduction of Network, Need of Network

2.5 Different Types of Networks and Services-LAN, WAN and MAN.

Hands on Training:

1. Administrative use – Letter correspondence and E-Mail.
2. Multimedia presentation on a topic relevant to the Optional Subjects.
3. Prepare transparencies on a topic relevant to the Optional Subjects.
4. Tabulation of Bio data of staff and students of the school in which the student teacher is attached for practice teaching.

A softcopy of above activities should be presented at the time of external examination.

Suggested Readings:

- Banerjee, Goel, Swati, Bansal, Rashi (2018). *A Text Book of Information Technology*. Noida:Goyal BrothersPrakashan.
- Daniel P. Sam (2012). *Integrated Education*.New Delhi: Kalpaz Publications.)
- Intel (2003).*Intel Innovation in Education*. New Delhi: Student Work Book.
- Jain, Satish. (1990). *Introduction to Computer Science and Basic Programming*. NewDelhi: Prentice Hall of India.
- Kurose James F. & Ross Keith W. (2017). *Computer Networking: A Top – Down Approach*. Pearson Education; Sixth edition (30 June 2017)
- LataSuman&Khatri H.L. (2015). *Educational Technology: Pedagogy and ICT Integration Across The Curriculum*.Jaipur: Shipra Publications; 1st edition.
- Paterson (2011). *Computer Network- A System Approach*. Elsevier; Fifth edition .
- Razani, Mohammad. (2017). *Information, Communication and Technology*.UK: CRC Press; 1 edition.
- Saxena, S. (1998). *A first Course in Computer*. New Delhi: Vikas Publications.
- Summer (2013). *ICT Integration across the Curriculum- A conceptual handbook for educational leaders*.https://issuu.com/sfaiqa/docs/ict_integration_across_the_curricul
- Tanenbaum, A.S. (2013). *Computer Networks*. India: Pearson Education; 5 edition.
- Thamarasseri, Ismail. (2013). *ICT Enable Education : Learner and Teacher Perspective*.Delhi: APH Publishing House.

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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Diploma in Education
Semester- I
Paper -XI
Code of the Paper- (DIE-111)
Creative drama, Fine Arts & Cultural Education

Max. Marks: 50

External Marks: 40

Internal: 10

Total Inst. Hours per week: 03

Total Credits per week: 03

Objectives: The paper will enable the students to:

- Draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.
- Build imagination and concentration of the body and mind. Structured exercises for coordinating, enhancing and translating imagination into physical expression.
- Learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathies.
- Identify and develop one's own creative potential.
- Bring the arts into the centre of exploration, e.g. in visual arts: semiotics of the image/film/play/music; how is an image to be made meaning of; how can an image act as a starting point for an exploration
- Recognize the role of drama as education in the elementary school
- Learn to identify areas that are best suited for drama exploration
- Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students
- Explore the role of the teacher as creative guide in learning that is drama driven.

Course Outcomes:

After the completion of this course content the learners will be able to

- Identify and develop one's own creative potential.
- Understand Arts as Pedagogy of learning
- Comprehend different materials of visual arts such as; pastel colours, poster colours, acrylic, rangoli materials, clay, mixed material, etc.
- Recognize the role of drama in education at elementary stage.
- Understand the need and importance Art integrated learning.
- Identify best suited areas for drama exploration at elementary level.

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Course Content

Unit-1 Understanding 'Arts' and 'Arts in Education'

- 1.1 Meaning and Concept of 'Art' and 'Arts in Education'.
- 1.2 Understanding aesthetics and its educational relevance.
- 1.3 Arts as Pedagogy of learning and development – understanding Arts (Visual & Performing Arts) and their importance in teaching learning of different subjects at upper primary level of school education.
- 1.4 Art integrated Learning: concept, need and importance.

Unit-2 Planning and Organization of Art Integrated Learning

- 2.1 Museums, Galleries, Historical Monuments, works of great Artists, films as resources of learning of arts and other subjects.
- 2.2 Understanding Geometrical Shapes and uses in daily life.
- 2.3 Develop an understanding of art and craft, the need to appreciate it in different forms; the scope and purpose of art education and art as the basis of education.
- 2.4 Evolve collective art projects incorporating different art media – into a public festival/event.
- 2.5 To equip the teacher to make the teaching effective by using of Visual Art through preparing Clay Modeling & Paper Mache by hand.

Unit-3 Visual Arts and Crafts

- 3.1 Experimentation with different materials of visual arts such as; pastel colours, poster colours, acrylic, rangoli materials, clay, mixed material, etc. for enhancing artistic skills
- 3.2 Exploration and experimentation with different methods Visual Arts; Drawing & Painting, & Mask making, Paper Crafts, etc. for skill in different methods. Maintaining activity files
- 3.3 Understanding the Stippling Work & producing a decorative effect by stippling work.
- 3.4 Develop an understanding of art and craft, the need to appreciate it in different forms; the scope and purpose of art education and art as the basis of education.

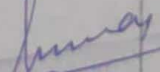
Unit-4 Performing Arts

- 4.1 Understanding and knowledge of Water Colours .Making of Water Colour painting.
- 4.2 Role play- Recollecting childhood's experiences, Telling stories using mime and movement.
- 4.3 Creating various situations through movement, children flying kites in the sky, earth quake, thunder rain etc. Improvising movement with music, without music
- 4.4 Practicing finger puppets, Hand puppets, Stick puppets, Moppets as tool of social communication and Educational transactions

Suggested Readings

- Chawla, S. S. (1986): *Teaching of Art*. Publication Bureau, Punjabi University, Patiala, Jaswami, K. K., Teaching and Appreciation of Art in Schools.
- Chaman, Saroj, Aesthetics, 2006, Publication Bureau, Punjabi University Patiala.
- Dodd, N. and Hickson, W. (1971/1980). *Drama and Theatre in Education*. Heinmann; London.
- Gupta, A. (2003). *Kabad se Jugad: Little Science*, Edlavaya: Bhopal.
- Khanna, S. and National Book Trust (1992). *Joy of Making Indian Toys*. Popular Science. National Book Trust: New Delhi.
- Lowenfeld Viktor: *Creative and Mental Growth*.
- Margaret, MarieDeneck (1976): *India Art*. The Himalata Publication London.
- Minhas, N.S. (1974): *Art and Education*. N.B. S. Educational Publishers, Chandigarh.
- McCaslin, Nellie. (1987). *Creative Drama in the Primary Grades: A handbook for Teachers and Creative Drama in the Intermediate Grades: A handbook for Teachers*, Longman: New York/London
- Mishra, A. (2004). *AajbhKhareinhaiTallb*. Gandhi Peace Foundation: New Delhi, 5thed.
- Narayan, S. (1997). *Gandhi views on Education: BuniyadiShiksha {Basic Education}*.

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B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonapat
Faculty of Education
Diploma in Education (D. Ed.)
Semester-I
Paper -XIII
Code of the Paper (DIE-113)
Instructional Technology (PTA, HAE & CBW)

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per Week: 06
Total Credits per Week: 06

Objectives:

The paper will enable the students to:

- Acquaint the learners about the basic philosophy of work education.
- Enable the pupil teachers understand the significance of teaching aids in the classroom teaching.
- Enable the pupil teachers to prepare and use teaching aids for effective and efficient teaching.
- Develop the skill of effective chalk board writing.
- Develop the various skill of smart class room.

Course Outcomes:

After the completion of this course content the learners will be able to

- Understand the significance of teaching aids in the classroom teaching.
- Prepare and use teaching aids for effective and efficient teaching.
- Acquire the skill of effective chalk board writing.
- Develop the various skill of smart class room.
- Handle the Available Equipment like computer, OHP, LCD Projector, K-Yan,

Course Content- Theory

Unit -1 Preparing Teaching Aids (PTA):

- 1.1 Meaning, Concept and significance of Teaching aids.
- 1.2 Importance and need of teaching aids.
- 1.3 Classification of Teaching aids
- 1.4 Material required for preparing Teaching aids as: Paper, Colour, Scale, Pencil, Rubber etc.
- 1.5 Effective use of Teaching aids.

Unit -2 Chalkboard Writing

- 2.1 Kinds of different chalk boards.

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- 2.2 Strengths & Limitation of Chalk-board writing.
- 2.3 Correct use of chalk board writing.
- 2.4 Pitfalls in chalk board writing.
- 2.5 Use of stencils and multiple chalk holders on the chalk board.
- 2.6 Knowledge of paint and chalk.

Practical Work:

The students will prepare the following Teaching aids:-

One Raxin Chalk board 2x3 feet, pointer, duster. Two Coloured Charts (Full size paper- 20"x30"), 5 Minutes video for teaching Subject Used teaching aids i.e. two in each teaching subject. One working model on card board .

Handling of Available Equipment (HAE):

Theory: - Fundamentals of-

- (1) Over Head Projector
- (2) L.C.D. Projector
- (3) Interactive Panel
- (4) Visualiser
- (5) K-Yan
- (6) Computer
- (7) Digital Camera
- (8) Interactive-Board

Practical Work: The student will be required to prepare file showing the details of all the equipments and demonstrate their functioning in real class room settings.

Suggested Readings:

- Anderson, Skye. (2018). Audio Visual Aids in Education, ED-TECH PRESS; 1st edition (1 January 2018)
- Bates, A. T. (2005). Technology, e-learning and distance education. Routledge.
- Bookman (2016). Essential of Educational Technology, First edition (2016).
- Bhalla, C. L. (1962). Audio-Visual Aids in Education, Ram LalPury, Delhi-6.
- Chakraborti, S. K. (1961). Audio-Visual Education in India. Little Flower Pren, 146, BepinBehariGanguly Street, Calcutta-12.
- Chadha, D. K. Singh V. P., Bansal M. L. Audio-Visual Education, SandeepParkashan, New Delhi.
- De Kieffer, R. E. & Cochran, L. W. (1962). A manual of Audio-Visual Techniques, Prentice Hall of India, New Delhi.
- Evans, T., & Nation, D. (2012). Changing university teaching: Reflections on creating educational technologies. Routledge.
- Ko, S. & Rossen, S. (2010). Teaching Aids online: A practical guide. Routledge.
- Mangal, S. K. (2019). Essentials of educational technology. PHI Learning Pvt. Ltd.
- M. S. (1991). Audio Visual Education, Tandon Publications, Ludhiana.
- Pathak, R. P. (2011). Educational Technology (Hindi), Pearson Education India; First edition.
- Yadav (2012). Audio Visual Education- An Introduction (Hindi), Vayu Education of India.

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भक्त फूलसिंह शिक्षक प्रशिक्षण एवं अनुसंधान संस्थान
भक्त फूलसिंह महिला विश्वविद्यालय, खानपुर कलां सोनीपत
शिक्षा संकाय
डिप्लोमा इन एजुकेशन(डी.एच.)
सेमेस्टर-II
पेपर-II
पेपरकोड-(DIE-102)
क्षेत्रीय भाषा/मातृभाषा (प्राथमिक स्कूली छात्र) की शिक्षा

अधिकतम अंक: 100

बाह्य अंक: 80

आंतरिक अंक: 20

कुल अनुदेशनात्मक घंटे प्रति सप्ताह : 03+01

परीक्षा के घंटे: 3 घंटे

क्रेडिट प्रति सप्ताह : 04

प्रश्न पत्र निर्माता के लिए निर्देश: प्रश्न पत्र निर्माता सभी इकाईयों में से नौ प्रश्न सेट करेगा, जिसमें से छात्रों को केवल पांच प्रश्नों का उत्तर देना होगा। प्रश्न संख्या 01 अनिवार्य होगा, जिसमें प्रत्येक इकाई से चुने जाने वाले 4 अंकों के चार लघु-उत्तरात्मक प्रकार के नोट शामिल होंगे। आंतरिक विकल्प के साथ दो दीर्घ उत्तरात्मक प्रश्न प्रत्येक इकाई से निर्धारित किए जाएंगे, जिसमें से छात्रों को प्रत्येक इकाई से एक दीर्घ उत्तरात्मक प्रश्न का उत्तर देना होगा। सभी प्रश्न समान अर्थात् 16 अंक के होंगे।

उद्देश्य :-

- 1 भावी शिक्षकों में हिन्दी शिक्षण के लिए भाषा-सम्बन्धी योग्यताओं का विकास करना ।
- 2 भावी शिक्षकों में हिन्दी भाषा शिक्षण सम्बन्धी योग्यताओं का विकास करना ।
- 3 भावी शिक्षकों में हिन्दी शिक्षण उपरान्त अपेक्षित कुशलताओं का विकास करना ।
- 4 भावी शिक्षकों में एक हिन्दी अध्यापक के गुण विकसित करना ।
- 5 भावी शिक्षकों में हिन्दी भाषा के उच्चारण एवं लेखन की योग्यता उत्पन्न करना ।
- 6 भावी शिक्षकों में हिन्दी सम्बन्धी विभिन्न साहित्यिक क्रियाओं के आयोजन की क्षमता विकसित करना ।
- 7 भावी शिक्षकों में विभिन्न शिक्षण-विधियों एवं तकनीकों के उचित प्रयोग करने की क्षमता उत्पन्न करना ।

पाठ्यक्रम के परिणाम:

इस पाठ्यक्रम की सामग्री के पूरा होने के बाद शिक्षार्थी सक्षम होंगे

- हिन्दी भाषा प्रणाली की प्रकृति को समझ सकेंगे;
- भाषा दक्षता विकसित करना और सुनना, बोलना, पढ़ना और लिखना कौशल विकसित करना;
- हिन्दी के मौजूदा पाठ्यक्रम का मूल्यांकन करें;
- भारतीय संदर्भ में विभिन्न स्तरों पर हिंदी पढ़ाने के तरीके, दृष्टिकोण और सामग्री सीखें;

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- हिन्दी भाषा सिखाने के विभिन्न कौशलों, उपागमों और विधियों का उचित उपयोग करना।
- दूसरी भाषा के रूप में हिंदी के विभिन्न और निर्धारित पहलुओं पर पाठ योजना तैयार करें।
- भाषा मूल्यांकन की प्रक्रिया, मूल्यांकन के उपकरण और तकनीक को समझें

पाठ्यक्रम सामग्री

इकाई- प्रथम : भाषा का समप्रत्यय एवं महत्व

- 1.1 भाषा- अर्थ, स्वरूप व प्रकृति।
- 1.2 भाषा की आवश्यकता एवं महत्व।
- 1.3 भाषा एवं बोली में अन्तर
- 1.4 भाषा की ध्वनि व्यवस्था, अनुतान, सुलेख, अनुलेख, प्रतिलेख, बलाघात, स्वराघात
- 1.5 अक्षरविन्यास : त्रुटियों, कारण एवं उपाय।
- 1.6 हिन्दी में उच्चारण शिक्षण व विरामचिन्ह : उच्चारण में दोष, कारण व उपाय शब्दकोष का प्रयोग

इकाई- द्वितीय : लक्ष्य एवं उद्देश्य एवं भाषाई एवं सूक्ष्म शिक्षण कौशल

- 2.1 ब्लूम टेक्सोनॉमी : 2001 के सन्दर्भ में हिन्दी शिक्षण के सामान्य एवं अनुदेशनात्मक उद्देश्य
- 2.2 भाषाई कौशलों का सामान्य ज्ञान : श्रवण कौशल , मौखिक अभिव्यक्ति कौशल , पठन कौशल , लेखन कौशल ।
- 2.3 सूक्ष्म शिक्षण कौशल - अर्थ एवं प्रक्रिया:
 - 2.3.1 प्रश्न कौशल
 - 2.3.2 उदाहरण कौशल
 - 2.3.3 व्याख्या कौशल
 - 2.3.4 उद्दीपन कौशल

इकाई-तृतीय : पाठ-योजना एवं सूचना तकनीकी की उपयोगिता

- 3.1 पाठ योजना का अर्थ एवं महत्व एवं हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता
- 3.2 हिन्दी-शिक्षण की विभिन्न विधाएं एवं उनकी पाठ योजना ।
 - 3.2.1 गद्य शिक्षण:-अर्थ, उद्देश्य, सोपान व विधियां ।
 - 3.2.2 पद्य शिक्षण :-अर्थ, उद्देश्य, सोपान व विधियां ।
 - 3.2.3 व्याकरण शिक्षण :-अर्थ, उद्देश्य, सोपान व विधियां ।
 - 3.2.4 रचना शिक्षण :-अर्थ, उद्देश्य,, सोपान व विधियां ।
- 3.3 हिन्दी में अनुदेशनात्मक सामग्री का अर्थ, प्रयोग एवं महत्व ।

इकाई-चतुर्थ: पाठ्यक्रम एवं मूल्यांकन का संप्रत्यय एवं गृहकार्य

- 4.1 पाठ्यक्रम का अर्थ, महत्व एवं सिद्धांत ।
- 4.2 पाठ्य-पुस्तक की विशेषताएं ।
- 4.3 हिन्दी में मूल्यांकन :-अर्थ, उद्देश्य, महत्व एवं सतत एवं व्यापक मूल्यांकन की संकल्पनाएँ परीक्षा के प्रकार, प्रश्न पत्र के प्रकार -आदर्श प्रश्न पत्र,
- 4.4 हिन्दी शिक्षण में गृहकार्य :-अर्थ एवं स्वरूप , आवश्यकता एवं संशोधन की विधियां ।

manika

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सन्दर्भ ग्रन्थ सूची

- डॉ० प्रतिभा खरब, (2012) हिन्दी शिक्षण और वर्तनी, एन०सी०ई०आर०टी० नई दिल्ली।
- डॉ० नीलम (2016) हिन्दी शिक्षण अर्थ विज्ञान प्रकाशन नई दिल्ली
- डॉ० शिखा चतुर्वेदी, हिन्दी शिक्षण, लाल बुक डिपो, मेरठ।
- बी० एल० वत्स, हिन्दी शिक्षण, अग्रवाल प्रकाशन, नई दिल्ली।
- बछोतिया हीरा लाल (2011), हिन्दी शिक्षण-संकल्पना और प्रयोग, किताब घर प्रकाशन दिल्ली।
- भोलानाथ तिवारी, हिन्दी शिक्षण, लिपि प्रकाशन, नई दिल्ली।
- मंगल उमा (2009), हिन्दी शिक्षण आर्य बुक डिपो, नई दिल्ली।
- पाण्डेय रामशुक्ल हिन्दी शिक्षण, अग्रवाल पब्लिकेशन, आगरा।
- पाण्डेय आर० एस० (1992), विनोद पुस्तक मण्डार, आगरा।
- निरंजनकुमार सिंह, हिन्दी शिक्षण, राजस्थानग्रन्थअकादमी, जयपुर।

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Diploma in Education (D.Ed.)
Semester- II
Paper - IV
Code of the Paper-(DIE-104)
Pedagogy of English Language (for Primary School Child)

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per week: 03+01
Exam Hours: 3Hrs.
Total Credits per week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 16 marks.

Objectives: The paper will enable the students to:

- Develop an understanding of the nature of English language system;
- Develop the language proficiency of the student in English with emphasis on LSRW skills;
- Develop and analytical ability to appraise the existing curriculum of English;
- Understand about the teaching of poetry, prose, grammar and composition;
- Identify methods, approaches and materials for teaching English at various levels in the Indian context;
- Critically review and use appropriately different skills approaches and methods of teaching English language;
- Prepare lesson plans on different and prescribed aspects of English as second language;
- Develop and analytical ability to appraise the existing curriculum of English;
- Develop the tools & techniques of evaluation for appraising and enhancing student's knowledge in English;
- To understand the process of language assessment

Course Outcomes:

After the completion of this course content the learners will be able to

- Understand the nature of English language system;
- Develop the language proficiency and develop LSRW skills;
- Appraise the existing curriculum of English;
- Learn methods, approaches and materials for teaching English at various levels in the Indian context;
- Use different skills, approaches and methods of teaching English language appropriately.
- Prepare lesson plans on different and prescribed aspects of English as second language.
- Understand the process of language assessment, tools & techniques of evaluation

Course Content

UNIT-1 Language and its Position in India

- 1.1 Nature & Functions of English Language
- 1.2 Principles of Teaching English
- 1.3 English as a link language in global context
- 1.4 Status of English as a medium of instruction
- 1.5 Position of Languages in India;

UNIT-2 Aims and objectives of Teaching English

- 2.1 Aims and objectives of Teaching English at different stages of schooling.
- 2.2 Instructional Planning: Need and Importance
- 2.3 Formulation of Instructional objectives in behavioural terms
- 2.4 Blooms Taxonomy of Educational objectives
- 2.5 RCEM Approach of lesson Planning

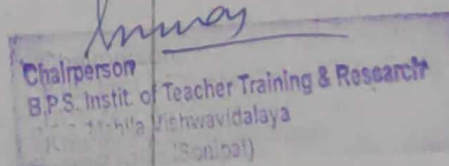
UNIT 3: An Overview of Language Teaching Skills, Approaches and Methods of English Language Teaching

- 3.1 Micro Teaching
 - 3.1.1 Skill of Questioning
 - 3.1.2 Skill of Illustration with Examples
 - 3.1.3 Skill of Explaining
 - 3.1.4 Skill of Stimulus Variation
 - 3.1.5 Skill of Reinforcement.
- 3.2 Methods
 - 3.2.1 Difference between Method and Approach
 - 3.2.2 Direct Method
 - 3.2.3 Bilingual Method
 - 3.2.4 Translation cum Grammar Method
- 3.3 Approaches
 - 3.3.1 Structural Approach,
 - 3.3.2 Communicative Approach
 - 3.3.3 Constructive approach;
 - 3.3.4 Development of different skills: Listening, Speaking, Reading & Writing

UNIT-4: Content and Pedagogical analysis of teaching English

- 4.1 Pedagogical Analysis
- 4.2 Teaching of Prose
- 4.3 Teaching of Poetry
- 4.4 Teaching of Grammar
- 4.5 Teaching of Composition

marks



Suggested Readings:

- Bhatia, K. K., & Kaur, N. (2011). *Teaching and Learning English as a Foreign Language*. Ludhiana: Kalyani Publishers.
- Bindra, R. (2005). *Teaching of English*. Jammu: RadhaKrishanAnand and Co.
- Brumfit, C. J., & Johnson (Ed.) (1979). *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press.
- Bryne, D. (1988). *Teaching Writing Skills*, England. Longman Publications.
- Krashen, D. (1992). *Principles and Practice in Second Language Acquisition*. Oxford. Pergamum Press.
- Krishna Swamy (2003). *Teaching English: Approaches, Methods and Techniques*, New Delhi, Macmillan Publication.
- Koster, Monica, Elena Tribushinina, Peter F. deJong, and Huub van den Bergh. (2015). "Teaching Children to Write: A Meta-analysis of Writing Intervention Research." *Journal of Writing Research*, vol. 7, no. 2, 2015, pp. 299-324.
- Moore, Jessie L., et al. (2016), "Revisualizing Composition: How First-Year Writers Use Composing Technologies." *Computers and Composition*, vol. 39, pp. 1-13.
- Sachdeva, M. S. (2007). *Teaching of English*. Patiala: Twenty First Century Publications.
- Sahu, B. K. (2004). *Teaching of English*. Ludhiana: Kalyani Publishers.
- Shaik, M. & Gosh, R. N. (2005). *Techniques of Teaching English*, Hyderabad, Neelkamal Publications.
- Sharma, P. (2011). *Teaching of English: Skill and Methods*. Delhi: Shipra Publication.
- Bolos, Nicole (November 2012). "Successful Strategies For Teaching Reading to Middle Grades English Language Learners: Teachers Can Employ a Variety of Classroom-Tested Strategies To Teach Reading To English Language Learners". *Middle School Journal*. 44 (2): 14-20

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Faculty of Education
Diploma in Education (D.Ed.)
Semester- II
Paper - VI
Code of the Paper- (DIE-106)
Pedagogy of Mathematics (for Primary School Child)

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per week: 03+01
Exam Hours: 3Hrs.
Total Credits per week: 04

Instructions for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 16 marks.

Objectives: The paper will enable the student-teachers:

- To develop deeper insights into the content areas of mathematics at the primary level.
- To grasp the principles and practice of unit and lesson planning for effective teaching of mathematics.
- To make aware of factors that impact on the process of acquisition of mathematical knowledge.
- To sensitize about the ways in which children respond to mathematical knowledge.
- To develop skills, have deeper insights, acquire appropriate attitudes, learn effective strategies that promote effective children's learning.
- To build confidence in learning and teaching Mathematics meaningfully.
- To think and reason mathematically.
- To pursue assumptions to their logical conclusion and use it with students in the classroom.

Course Outcomes:

After the completion of this course content the learners will be able to

- Develop insight into the content areas of mathematics at the primary level.
- Grasp the principles and practice of unit and lesson planning for effective teaching of mathematics.
- Be aware of factors that impact on the process of acquisition of mathematical knowledge.
- Sensitize about the ways in which children respond to mathematical knowledge.
- Be confident in learning and teaching Mathematics meaningfully.
- Think and reason mathematically.
- Use their logical conclusion with students in the classroom

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Course Content

Unit 1: Introduction to Mathematics

- 1.1 Meaning, nature and Scope of Mathematics
- 1.2 Historical Development of Mathematics
- 1.3 Need and Importance of Mathematics in Daily life
- 1.4 Correlation of Mathematics with Other Disciplines
- 1.5 Bloom's Taxonomy of Educational Objectives (Formulation of Instructional Objectives in Behavioural terms)

Unit 2: Micro Teaching Skills and Methods

- 2.1 Micro Teaching: Meaning, Characteristics, Advantages and Steps
 - 2.1.1 Skill of Questioning
 - 2.1.2 Skill of Explaining
 - 2.1.3 Skill of Illustration with Examples
 - 2.1.4 Skill of Stimulus Variation
 - 2.1.5 Skill of Reinforcement.
- 2.2 Teaching Methods –Concept, Procedure, Advantages and Disadvantages of Following:
 - 2.2.1 Inductive and Deductive Method
 - 2.2.2 Problem Solving Method
 - 2.2.3 Laboratory Method

Unit 3: Lesson Planning of Teaching Mathematics

- 3.1 Lesson Planning: Meaning, Importance & Difference between unit planning & year planning
- 3.2 Teaching Steps for Preparing Lesson Plan
- 3.3 Text books-need and importance, qualities of good mathematics text books, critical analysis of existing mathematics textbooks.
- 3.4 Methods: Project Method, Laboratory and Play-way Method.

Unit 4: Evaluation in Mathematics

- 4.1 Concept of Test, Measurement and Evaluation
- 4.2 Types of Evaluation : Summative and Formative
- 4.3 Tools and Techniques of Evaluation
- 4.4 Functions and Importance of Evaluation in Teaching of Mathematics
- 4.5 Continuous and Comprehensive Evaluation (CCE)

Suggested Readings

- Anthony, G. and Rakshas, M. (2009). Characteristics of effective teaching of mathematics view from the west, Journal of Mathematics Education, Volume 2, No. 2, pp 147 – 164
- Chambers Paul (2010) Teaching of mathematics -Developing as a reflective secondary teacher, Sage South Asia Ed, New Delhi
- Ediger, M. (2011). *Teaching Mathematics in Elementary Level*. New Delhi: Discovery Publishing House.
- IGNOU, AMT – 01. *Teaching of Primary School Mathematics*. New Delhi: IGNOU.

- IGNOU, LMT – 01. *Learning Mathematics*. New Delhi: IGNOU
- Kapoor, J. N. (1988). *Vidhayalaya Ganitkeliye Aasaan Prayog*. New Delhi: Arya Book Depot.
- Kapur, S. K. (2005). *Learn and Teach Vedic Mathematics*. Delhi: Lotus Publication.
- Kulshreshtha, A. K. (2012). *Teaching of Mathematics*. Meerut: R. Lal and Sons.
- Mangal, S. K. (2007). *Teaching of Mathematics*. New Delhi: Arya Book Depot
- Mishra, L. (2008). *Teaching of Mathematics*. Delhi: APH Publishing Corporation.
- NCERT (2005). *National Curriculum Framework 2005*. New Delhi: NCERT.
- NCERT (2005). *Position Paper on Mathematics Education 2005*. New Delhi: NCERT.
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- NCERT Textbooks in Mathematics for Class I to X
- Post, Thomas, R. (1992). *Teaching Mathematics in Grades K-8, Research-Based Methods*. California: Allyn and Bacon, Chapters 1, 4, 5, & 6.
- Saxena, K. K. (2008). *Ganit Shikshan*. Jaipur: University Book House.
- Skemp, Richard R. (1989). *Mathematics in the Primary School*. London: Routledge, Chapter 3: The formation of Mathematical Concepts, pp 49-71 Chapter 4: The Construction of Mathematical Knowledge, pp.72-89 Chapter 5: Understanding Mathematical Symbolism, 90-108.
- Spangler, David B (2011) Strategies for teaching fractions, Sage Publication India Pvt -Ltd, New Delhi
- Wood, D. (1998). *The Mathematical Mind. How Children Think and Learn*. UK: Blackwell Publishing, Chapter 8, 225-255.

Web Resources:

- <http://gyanpedia.in/tft/Resources/books/paperfolding.pdf>
- http://geckomath.truman.edu/lessons/All_5-1-3/Sub_Man_5-1-3/Man_5-1-3_mathematical_concepts.html

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Faculty of Education
Diploma in Education (D.Ed.)
Semester- II
Paper - VIII
Code of the Paper- (DIE-108)
Pedagogy of Environmental Studies (for Primary Child)

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per week: 03+01
Exam Hours: 3Hrs.
Total Credits per week: 04

Instructions for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 16 marks.

Objectives: The paper will enable the students to:

- Understand the scope of EVS and internalize different perspectives of curriculum organization.
- Analyze the content in terms of concept, sub-concept and the relation between them.
- Probe children's ideas in science and social science
- Design teaching strategies aimed at the development of science process skills.
- Design learner centered, activity based and problem solving instructional strategies for transacting the EVS syllabus.
- Plan and carry out classroom transaction in the light of various theoretical viewpoints of learning.
- Plan suitable activities, select appropriate resources and organize group activities.
- Assess children's learning using different pathways.

Course Outcomes:

After the completion of this course content the learners will be able to

- Comprehend the scope of EVS and internalize different perspectives of curriculum organization.
- Use children's ideas in science and social science
- Devise those teaching strategies which aim at the development of science process skills.
- Formulate learner centered and activity based instructional strategies for transacting the EVS syllabus.
- Carry out classroom transaction in the light of various theoretical viewpoints of learning.
- Plan suitable activities, select appropriate resources and organize group activities.
- Use different pathways to assess children's learning.

Course Content

UNIT-1 Concept of Environment Studies.

- 1.1 Concept of EVS, Need and Importance, Scope.
- 1.2 Concepts of EVS and Social Sciences.
- 1.3 Evolution of the concepts of EVS, Relationship of Social Studies to other Subjects.

Unit-2 Aims and Objectives

- 2.1 Blooms's Taxonomy of Educational objectives, formulating objectives in behavioral terms in EVS
- 2.2 Concept of Micro Teaching Skill, Different Teaching Skill
 - 2.2.1 Questioning skill
 - 2.2.2 Illustration with example skill
 - 2.2.3 Skill of Stimulation variation
 - 2.2.4 Reinforcement skill
 - 2.2.5 Explanation skill
- 2.3 Concept of Lesson plan and Year Plan

UNIT-3 Methods, and Teaching Learning Material.

- 3.1 Deferent teaching methods of EVS:
 - 3.1.1 Problem solving method
 - 3.1.2 Discovery method,
 - 3.1.3. Discussion method,
 - 3.1.4 Inductive and deductive method,
 - 3.1.5 Project method
- 3.2 Different Teaching Techniques:
 - 3.2.1 Observation
 - 3.2.2 Dramatization.
- 3.3 Instructional material Concept, need and Importance in EVS
- 3.4 Use of Information Technology inEVS

Unit:4: Curriculum construction in EVS

- 4.1 Concept of Curriculum, scope, aims and objectives of Curriculum.
- 4.2 Principle of curriculum construction in EVS
- 4.3 Different factor of Curriculum
- 4.4 Evaluation : Concept, Need and types
- 4.5 Characteristics of a Good Evaluation test
- 4.6 Different types of Evaluation Tools, Formative and summative evaluation.

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Suggested Readings:

- Parkinson, J. (2014). *Reflective Teaching of Science* 11-18. London: Continuum.
- Ausubel, David P. (2009). *Some Psychological and Educational Limitations of Learning by Discovery in Anderson, Hans O. (Ed.), Readings in Science Education for the Secondary School*, Macmillan, 97-113.
- Bruner, Jerome S. (2010). *The Process of Education*, New Delhi; Atma Ram & Sons.
- Chiappetta, E. L., Koballa, T. R. and Collette, A. T. (2008). *Science Instruction in Middle and Secondary Schools*, New Jersey: Merrill.
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- Guesene, E. and Tberghiem, A. (2015). *Children's Ideas in Science*, Milton Keynes: Open University Press.
- Harlen, W. (2006). *Teaching, Learning and Assessing Science 5 – 12*, London: Sage
- Harlen, W. Elstgeest, J. (2008). *UNESCO Source Book for Science in the Primary School*, New Delhi: NBT.
- Howe, A. C. and Jones, L. (2008). *Engaging children in Science*, New Jersey: Prentice Hall
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- NCERT, (2005). *Syllabus for Elementary Classes- Volume I*. New Delhi: NCERT
- NCERT, (2008). *Source Book on Assessment for Classes I – V, Environmental Studies*, New Delhi: NCERT.
- Pollard, A. (2002). *Reflective Teaching*, London: Continuum.
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- Rieber, Robert W. And Carton, Aaron S. (1987), *The collected works of L.S. Vygotsky*, Volume I, Ch. 6- Development of scientific concepts in childhood, 167-242.
- 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. \
- School Textbooks: *EVS textbooks for primary grades from Digantar*, Jaipur, Eklavya, Madhya Pradesh, Sangati, Aveshi Abacus, Mumbai

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B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Diploma in Education (D.Ed.)
Semester- II
Paper - X (Pedagogy Course)
Code of the Paper – (DIE-110) (opt.-i)
Social Science Education

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per week: 03+01
Exam Hours: 3hours
Total Credits per week: 04

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e.16 marks.

Objectives:

The paper will enable the students to:

- Understand the concept of social studies.
- Appreciate the place of social studies in the curriculum at the primary level.
- Understand the minimum levels of learning in social studies (social studies).
- Develop proficiency in carrying out various experiments related to (social studies).
- Sense problems related to Social, Civic and natural environment.
- Explain different methods to teach social sciences.
- Develop self-instructional material.

Course Outcomes:

After the completion of this course content the learners will be able to

- Understand the concept of social studies and its place in the curriculum at the primary level.
- Recognize the minimum levels of learning in social sciences.
- Carry out different experiments related to social sciences..
- Explore the problems related to Social sciences. and natural environment.
- Know and use different methods to teach social sciences..
- Prepare and use self-instructional material for teaching social sciences. effectively..

Course Content

Unit- 1: Nature and Objectives of Teaching (Social Studies)

- 1.1 Meaning of Social Studies, Nature, scope, aims and objectives of Social Studies.

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- 1.2 Need and Importance of Social studies.
- 1.3 Concepts of Social Studies and Social Sciences.
- 1.4 Evolution of the concepts of Social Studies, Relationship of Social Studies to other Subjects.

Unit-II Aims and Objectives

- 2.1 Blooms's Taxonomy of Educational objectives, formulating objectives in behavioral terms.
- 2.2 Concept of Micro Teaching Skill, Different Teaching Skill
 - 2.2.1 Questioning skill
 - 2.2.2 Illustration with example skill
 - 2.2.3 Skill of Stimulation variation
 - 2.2.4 Reinforcement skill
 - 2.2.5 Explanation skill

Unit-III Methods and teaching learning material

- 3.1 Concept of Lesson plan and Year Plan
- 3.2 Use of Information Technology in Social Science
- 3.3 Qualities of good teacher in Social Science
- 3.4 Methods:
 - 3.4.1 Discovery method
 - 3.4.2 Discussion method
 - 3.4.3. Inductive and deductive method
 - 3.4.4 Project method
 - 3.4.5 Problem solving method \

Unit:-IV Curriculum construction and Evaluation in Social Science

- 4.1 Concept of Curriculum, scope, aims and objectives of Curriculum.
- 4.2 Principle of curriculum construction
- 4.3 Different factor of Curriculum construction
- 4.4 Concept and Need of Evaluation in Social Science
- 4.5 Different types of Evaluation Tools, Formative and summative evaluation.

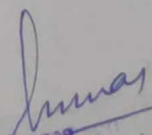
Suggested Readings

- Aggarwal, J.C. (1982). *Teaching of Social Studies*. New Delhi: Vikas Publisher.
- Bhatia, Narang & Sindu.S, *Samazik Adhyan Shikshan*, Tondon Publication Ludhiana.
- Dash, B.N. (2006). *Content-cum-Method of Teaching of Social Studies*. New Delhi: Kalyani Publication.
- Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies*. New Delhi: Harman Publishing House.
- Hamming, J. (1959). *The Teaching of Social Studies in Secondary Schools*. New York: Longman Publication.
- Khokhar S.K., *Teaching of Social Science*, Sterling Publication, New Delhi.

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- Kochhar, S.K. (2001). *Teaching of Social Studies*. New Delhi: Sterling Publications.
- Rao M.S., *Teaching of Geography*, Anmol Publication, New Delhi.
- Sahu, B.K. (2007). *Teaching of Social Studies*. New Delhi; Kalyani Publishers.
- Sharma R.A. (2001) *ItihasShikshan*, Loyal book Depot, Meerut.
- Singh, Gurmit (2008). *SamajikAdhain da Adhiapan*. Ludhiana: ChetnaParkashan.
- Singh, Gurmit (2009). *Teaching of Social Studies*. Ludhiana: ChetnaParkashan.
- Singh, Gurmit and Kaur, Jasvir (2007). *Teaching of Social Studies*. Ludhiana: Kalyani Publishers.
- Soti S.C & VermaVirender), *SamazikVigyanShikshan*, International Publishing House, Meerut.
- Taneja, V.K. (1992). *Teaching of Social Studies*. Ludhiana: Vinod Publication

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Faculty of Education
Diploma in Education (D.Ed.)
Semester- II
Paper - X
Code of the Paper- (DIE-110) (opt.-ii)
Language Education (Regional language English Language)

Max. Marks: 100

External Marks: 80

Internal Marks: 20

Total Inst. Hours per week: 03+01=04

Exam Hours: 3Hrs

Total Credits per week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e. 16marks.

Objectives: The paper will enable the students to:

- Develop an understanding of the nature of English language system
- Develop the language proficiency in English with emphasis on LSRW skills
- Appreciate diversity of language as reflected in narrative texts.
- understand young learners and their learning context
- Acquire different registers related to subject disciplines and domains
- Understand language diversity in the context of India
- Know about Unlimited and diverse sources of materials for a language class beyond textbooks
- Understand and appreciate language in various concrete, abstract and creative forms
- Use language effectively and effortlessly in a variety of situations
- Understand the nature and structure of language
- Understand the different language skills development

Course Outcomes:

After the completion of this course content the learners will be able to

- Understand the diversity of language in different narrative texts.
- Comprehend different registers related to subject disciplines and domains
- Know about Unlimited and diverse sources of materials for a language class beyond textbooks
- Use language effectively and effortlessly in a variety of situations
- Use multiple sources for comprehensive assessment in English Language.
- Understand the process of language acquisition and learning
- Acquire language proficiency in English by using LSRW skills

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Course Content

Unit 1: Concept of Language & Diversity in language

- 1.1 Language: Concept and Nature of language
- 1.2 Language Learning & Acquisition
- 1.3 Strategies for learning a language
- 1.4 Language Diversity: In the Context of India
- 1.5 Indian languages and its impact on classroom dynamics

Unit 2: Language Acquisition & Language Classroom

- 2.1 Language and the Child: First & Second Language Acquisition
- 2.2 Challenges of Teaching Language in a diverse classroom
- 2.3 Role of the language Teacher in acquisition of language.
- 2.4 Approaches and methods of teaching languages.

Unit 3 Developing Language Basics Skills

- 3.1 Listening Skill: meaning & objectives, importance and various methods for developing Listening skill.
- 3.2 Speaking Skill: meaning & Objectives, importance and various methods for developing speaking skill.
- 3.3 Reading Skill: meaning, types of reading, Objectives, Importance, Defects and remedies in reading
- 3.4 Writing Skill: Concept, Objectives, Importance, Various methods for developing the writing skill

Unit 4: Assessment

- 4.1 Assessment: meaning and concept.
- 4.2 Use of multiple sources for comprehensive assessment.
- 4.3 Different ways of assessment- observation, records, maintaining profiles, etc.
- 4.4 Need of Competency based assessment in language.

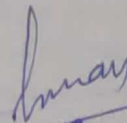
Suggested Readings:

- Bhatia, K. K., & Kaur, N. (2011). *Teaching and Learning English as a Foreign Language*. Ludhiana: Kalyani Publishers.
- Bindra, R. (2005). *Teaching of English*. Jammu: RadhaKrishanAnand and Co.
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- Bryne, D. (1988). *Teaching Writing Skills*, England. Longman Publications.
- Krashen, D. (1992). *Principles and Practice in Second Language Acquisition*. Oxford. Pergamum Press.
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- Sachdeva, M. S. (2007). *Teaching of English*. Patiala: Twenty First Century Publications.
- Sabu, B. K. (2004). *Teaching of English*. Ludhiana: Kalyani Publishers.
- Shaik, M. & Gosh, R. N. (2005). *Techniques of Teaching English*, Hyderabad, Neelkamal Publications.
- Sharma, P. (2011). *Teaching of English: Skill and Methods*. Delhi: Shipra Publication. Bolos, Nicole (November 2012). "Successful Strategies For Teaching Reading to Middle Grades English Language Learners: Teachers Can Employ a Variety of Classroom-Tested Strategies To Teach Reading To English Language Learners". *Middle School Journal*. 44 (2): 14-20


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B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Diploma in Education (D.Ed.)
Semester- II
Paper - X
Code of the Paper- (DIE-110) (opt.-iii)
Mathematics Education

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per week: 03+01
Exam Hours: 3Hrs.
Total Credits per week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 16 marks.

Objectives: The paper will enable the students to :

- Develop insight into ways of reasoning mathematically.
- Create awareness and appreciation about algebraic thinking.
- Develop understanding of geometrical concepts.
- Familiarize with statistical ways of dealing with information and some mathematical concepts that help in the process
- enhance their capabilities to reflect on processes relating to communicating formal mathematics to children
- Understand mathematical proof in the context of mathematics
- Understand nature, importance and strategies of problem-solving
- Understand the nature of axioms and mathematical proof

Course Outcomes:

After the completion of this course content the learners will be able to

- Understand the structure of mathematics.
- Develop reasoning and problem solving abilities using mathematics.
- Be aware and appreciate algebraic thinking.
- Develop insight into understanding of geometrical concepts.
- Reflect on processes relating to communicating formal mathematics to children
- Understand mathematical proof in the context of mathematics
- Handle data mathematically

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Khanpur Kalan (Sonapat)

Course Content

Unit 1: Mathematical Reasoning

- 1.1 Need and Importance of Reasoning in Mathematics
- 1.2 Inductive Reasoning in Mathematics
- 1.3 Structure of Mathematics: Axioms, Definitions, Theorems
- 1.4 Validation Process of Mathematical Statements: Proof; Counter-Example; Conjecture.
- 1.5 Problem Solving Process in Mathematics
- 1.6 Creative Thinking in Mathematics

Unit 2: Algebraic Thinking

- 2.1 Number Patterns that help in appreciating the use of unknowns in expressing the generalisation resulting from the pattern.
- 2.2 Functional Relations
- 2.3 When and why we use Variables
- 2.4 Forming and solving Simple Linear Equations
- 2.5 Mathematical Investigations/Puzzles that rely on Algebraic Thinking

Unit 3: Practical Arithmetic and Handling Data

- 3.1 Collection, Classification and Interpretation of Data
- 3.2 Presentation of Collected Data
- 3.3 Elementary Statistical Techniques,
- 3.4 Percentage,
- 3.5 Ratio and proportion,
- 3.6 Simple Interest and Compound Interest
- 3.7 Discount

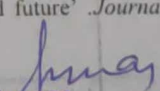
Unit 4: Geometric Ways of Looking at Space and Shapes

- 4.1 Geometric Thinking Levels by Van Hiele's
- 4.2 Simple Two and Three Dimensional Shapes – Geometrical Vocabulary
- 4.3 Congruency and Similarity
- 4.4 Transformations of Geometric Shapes
- 4.5 Measurement in Geometric Shapes: Area and Perimeter
- 4.6 Construction of the Geometrical Shapes using Geometric Equipment.

Suggested Readings:

- Advanced Readings for Faculty Moses, B. (Ed.) (1999). *Algebraic Thinking, Grades K-12*. USA: National Council of Teachers of Mathematics.
- Aggarwal, J.C. (2008). *Teaching of Mathematics*. Delhi: Shipra Publications.
- Arcavi, A., (1995) 'Teaching and learning algebra: Past, present and future' *Journal of Mathematical Behavior*. 14, 145-162.

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- Booker, G., Bond, D., Sparrow, L. and Swan, P., (2009) *Teaching Primary Mathematics (Fourth Edition)* Sydney: Pearson Education Australia.
- Cai, J., and Moyer, J., (2008) 'Developing algebraic thinking in earlier grades: some insights from international comparative studies' in National Council of Teachers of Mathematics (2008) *Algebra and algebraic thinking in school mathematics* (70th yearbook). Reston Virginia: NCTM, 169-193
- D.C.: Allyn and Bacon. Chapters 8 and Chapter 15 Stewart, I. (1970). *Making Mathematics Live: A Hand Book for Primary Teachers*. Australia: Angus and Robertson..Zevenbergen,
- Haylock, D. (2006). *Mathematics Explained for Primary Teachers*. New Delhi: Sage publication, Chapter 27: Mathematics reasoning, 305-321. IGNOU (2007).
- Kapoor, J. N. (1998). *Vidyalaya Ganitke Liye Aasaan Prayog*. New Delhi: Arya Book Depot.
- Learning Mathematics (LMT) 1-6, School of Sciences, New Delhi Post, Thomas R. (1992). *Teaching Mathematics in Grades K-8: Research-Based Methods*. Washington
- Mangal, S. K. (2007). *Teaching of Mathematics*. New Delhi: Arya Book Depot
- R., Dole, R., Wright R. J. (2004). *Teaching Mathematics in Primary Schools*. Allen & Unwin; (First South Asian Edition). Chapter 12 and Chapter 14.
- NCERT textbooks in Mathematics for Class I to X

Web Resources

- <http://www.ncert.nic.in/ncerts/l/iemh1a1.pdf>
- <https://www.mav.vic.edu.au/files/conferences/2009/32Booker.pdf>

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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Diploma in Education (D.Ed.)
Semester- II
Paper -X
Code of the Paper- (DIE 110) (opt: iv)
Science Education

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per week: 03+01
Exam Hours: 3hrs.
Total Credits per week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 16 marks.

Objectives: The paper will enable the students to:

- Understand the nature & scope of science.
- Adopt suitable approaches, methods, different resources to teach Science.
- Appreciate the importance of planning for Science.
- Develop a skill of conducting experiments to demonstrate Science concepts.
- Facilitate student-teachers to probe children's ideas in science
- Prepare student-teachers to plan for and carry out classroom transaction in the light of various theoretical viewpoints of learning.
- Prepare student-teachers to assess children's learning using different pathways
- Encourage students to revisit their own conceptual understanding of science
- Engage students with various aspects of the nature of science.
- Help students understand children's ideas in relation to cognitive development and children's understanding of scientific concepts.
- Help students select and use appropriate teaching-learning and assessment strategies.
- Enable students to view science as an inclusive and a democratic enterprise

Course Outcomes:

After the completion of this course content the learners will be able to

- Use suitable approaches, methods, different resources to teach Science.
- Recognise the importance of planning for Science to carry out classroom transaction in the light of various theoretical viewpoints of learning.
- Conduct experiments to demonstrate Science concepts.

- Probe children's ideas in science
- Revisit their own conceptual understanding of science
- Understand children's ideas in relation to cognitive development and their understanding about scientific concepts.
- Select and use appropriate teaching-learning and assessment strategies.
- View science as an inclusive and a democratic enterprise

Course Content

UNIT 1: Revisiting School Science Concepts

1.1 Investigating different themes and interdisciplinary concepts using children's questions like:

- 1.1.1 How do clouds form?
- 1.1.2 How do plants and animals utilize their food?
- 1.1.3 How does an electric bell work?
- 1.1.4 Where all does the rain water go?
- 1.1.5 Why does a candle become short on burning?
- 1.1.6 How do babies develop inside mothers?
- 1.2 School science contents to be covered:
 - 1.2.1 World of the Living: Diversity, Basic unit of Life, Life Processes, Reproduction, Nutrition and Digestion, Heredity and Evolution
 - 1.2.2 Matter: Basic units of matter and structure of atom different states of matter
 - 1.2.3 Natural Phenomenon: Force and Motion, Gravitation, Magnetism and Electricity
 - 1.2.4 Natural Resources: Air, Water, Soil and their conservation, Water Cycle, Sources of Energy

For doing the above, students will study available literature, conduct simple activities and experiments, record observation, discussions with peers and teacher, reflect on how they arrived at questions, why they choose certain ways of conducting inquiry etc. This exercise needs to be facilitated by their teachers.

UNIT 2: Understanding What Is Science and Children's Ideas in Science

- 2.1 Nature of science
 - 2.1.1 Nature and Scope of Science Education.
 - 2.1.2 Science as information or inquiry.
 - 2.1.3 What do scientists look like?
 - 2.1.4 Development of scientific temper, ethical issues of science, science education in the context of a developing country.
- 2.2 Children's ideas related to science concepts
 - 2.2.1 Probing, documenting and analyzing children's ideas related to science concepts.
 - 2.2.2 Process skills (experimenting, observing, classifying, inferring, hypothesizing, predicting)

UNIT 3: Classroom Transaction and Assessment

- 3.1 Different ways of conducting inquiry: setting up simple experiments and investigations in different contexts

- 3.2 Developing different assessment strategies including appropriate questions for paper pencil tests.
- 3.3 Preparing Unit plan and Lesson Plan
- 3.4 Skills of Teaching: Skill of Questioning, Skill of Explaining, Skill of Illustration with examples and Skill of stimulus variation
- 3.5 Assessing teaching-learning materials such as books, multimedia packages for their relevance and age appropriateness.

UNIT 4: Science for All

- 4.1 Issues of gender, language, culture and equity in science classes
- 4.2 Introduction to science and society interface
- 4.3 Do all people get enough water for domestic purposes and agriculture?
- 4.4 Green revolution and sustainable farming practices.
- 4.5 What has led to farmer suicides?
- 4.6 Indigenous knowledge practices- metallurgy, heritage crafts.
- 4.7 Loss of habitat and endangered species.
- 4.8 Indigenous people and issues of survival.

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:

- BalVigyanik, *Text books for Science, Class VI – VIII*. Madhya Pradesh: Eklavya
- Bhatia, S.K. & Jindal, S. (2016). *A Textbook of Curriculum, Pedagogy and Evaluation*. Paragon International Publishers.
- Brickhouse, N. (2001). Embodying Science: A Feminist Perspective. *Journal of Research in Science Teaching*, 38(3), 282-295.
- California: Corwin Press and NSTA Press
- Choksi, B. & Natarajan, C. (2007). *The epiSTEME Reviews- Research Trends in Delhi*: NCERT.
- Davar, M. (2012). *Teaching of Science*. PHI Learning
- *Down to Earth*, Centre for Science and Environment.
- Driver, R. (1996). *Young People's Images of Science*, Milton Keynes-London: Open
- Driver, R., Squires, A., Rushworth, P. and Wood- Robinson, V. (1994). *Making Sense Education*. California: Open University Press. Chapter 6: Discussion in School
- Griffin, J. (2004). Research on students and Museums: Looking More Closely at the
- Harlen, W. (2006). *Teaching, Learning and Assessing Science 5 – 12*. UK: Sage.
- Harlen, W. Elstgeest, J. (1992). *UNESCO Source Book for Science in the Primary* helping all students to understand Science, *Science Education*, 86, 287-313.
- Kang, S. et al. (2004). Examining Students' Views on Nature of Science: Results from
- Korean 6th, 8th and 10th Grades, *Science Education*, 89(2). 314– 334.
- Kurth, A., Anderson, W.C., Palincsar, S. (2002). The Case of Calra: Dilemmas of
- Liewellyn, D. (2005). *Teaching High School Science through Inquiry – A Case Study*
- Martin, D. J. (2009). *Elementary Science Methods- A Constructivist Approach*.
- McComas, William F. (ed.) (1998). *The Nature of Science in Science Education*
- NCERT, (2005). *Focus group paper on Science Education*, Position Paper. New
- NCERT, (2005). *Syllabus for Classes at the Elementary Level*. vol. I, New Delhi:
- NCERT, (2008). *Text books for Science, Class VI – VIII*. New Delhi: NCERT.
- Okasha, S. (2002). *Philosophy of Science– A very short Introduction* UK: Oxford

- Osborne Jonathan F. (1996). *Beyond Constructivism. Science Education.* 80(1)
- Rajan, S. (2012). *Methodology of Teaching Science.* Pearson India. ISBN: 9788131770221.
- Rampal, A. (1992). Images of Science and Scientists a study of School Teachers Views. I. Characteristics of Scientists. *Science Education.* 76(4), 415-436.
- Rampal, A. (1993). School science in search of a democratic order? In Kumar, K. *Rationales and Strategies.* Netherlands : Kluwer Academic Publishers School, New Delhi: NBT.
- Schwartz, S. Renee et. al. (2004). Developing Views of Nature of Science in Science and Scientific Inquiry. *Science Education.* 88(4), 610 - 645.
- *Science, Technology and Mathematics Education.* New Delhi: Macmillan India.
- *Science: Learning Through Talking, Chapter 5: Writing for Learning Science.*
- Shiva, V. (2002). *Water Wars* Cambridge, USA: South end press.
- *Science Education, 88(suppl. 1), S59-S70. Tehelka Magazine.*

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Faculty of Education
Diploma in Education (D.Ed.)
Semester- II
Paper - XII
Code of the Paper- (DIE-112)
Yoga Education

Max. Marks: 50

External Marks: 40

Internal Marks: 10

Total Inst. Hours per week: 03

Total Credits per week: 03

Objectives: The paper will enable the students to:

- Enable student teachers to generate an understanding of the principles of yogic practices so as to improve quality of life.
- Develop the ability to perform appropriate yogic asanas so as to improve physical and mental conditions and emotional equilibrium.
- Help youngsters to improve psychological functions, e.g. awareness, concentration, will power.
- Understand the concept of Yoga and practice of various systems of yoga.
- Get a holistic view on therapeutic value of yoga practice.
- Gain insights into the yoga system and its spiritual sanctity.
- Create opportunities to develop ideals, social skills and strengths.
- Develop appreciation for Indian cultural practices and relevant educational strategies.

Course Outcomes:

After the completion of this course content the learners will be able to

- Understand the principles and importance of yogic practices to improve quality of life.
- Understand yoga system and its spiritual sanctity.
- Perform appropriate yogic asanas to improve physical and mental conditions and emotional equilibrium.
- Facilitate youngsters to improve psychological functions, e.g. awareness, concentration, will power.
- Acquire a holistic view on therapeutic value of yoga practice.
- Develop ideals, social skills and strengths among students through yoga.
- Appreciate Indian cultural practices and relevant educational strategies.

Course Content

UNIT -1 Basics Of Yoga

- 1.1 Meaning and definition of yoga
- 1.2 Scope of Yog,
- 1.3 Aims and Objectives of Yoga
- 1.4 Concept, need and importance of Yoga
- 1.5 Misconceptions about yoga
- 1.6 Characteristics of a practitioner of Yoga.

1.7 Yoga for integrated personality development

UNIT-2 Practices In Yoga

- 2.1 Yogasanas- Standing, Sitting, Prone and Supine positions (2 Asanas each)
- 2.2 Systematisation of yoga by sage Patanjali: Eight limbs of Yoga, Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhayana, and Samadhi
- 2.3 Do's & Don't of yogic practices.
- 2.4 Role of Yogasanas for prevention of common diseases
- 2.5 Modern trends and development in the field of Yoga.

UNIT 3: Systems of Yoga And Meditation

- 3.1 Sri Aurobindo Gosh: Panchakosa and Super mind concept Aims.
- 3.2 Application of Meditation in education.
- 3.3 Importance of Yoga in school curriculum
- 3.4 Yoga as way to socio-moral development of mankind.
- 3.5 Yoga as a way to spiritual enlightenment.

UNIT-4 Physiology And Psychology Of Yoga And Its Importance In Play, Sports And Stress Management

- 4.1 Yoga Supplemental Exercises
- 4.2 Yoga Compensation Exercises
- 4.3 Yoga Regeneration Exercises
- 4.4 Role of Yoga in psychological preparation of children as athletes: Mental Wellbeing, Anxiety, Depression, and Concentration
- 4.5 Effect of Yoga on Physiological System: Circulatory, Digestive and Respiratory

Suggested Readings

- B.K.S. IYENGAR (2000). 1. Light on yoga [Yoga Dipika], 2. Light on Pranayama, Harper Collins publishers Daryaganj, New Delhi, India.
- Bengali Baba, Yoga Sutra of Patanjali, MotilalBanarsidass Publishers, and New Delhi, 1998.
- Bharathiyar Yoga Sans than (1968). Asan&YogVigyan, BharathiyaYogSansthan, Delhi.
- ChatterjeeTulsidas (1970). Aurobindo's Integral Yoga, Sri Aurobindo Ashram, Author from 22, Bajuhibpur Road, W. Bangal.
- Dr. H.R. Nagendra (200). Pranayama the art and science pub Vivekananda Kendra yoga Prakashana, Bangalore India.
- Dr. K. Chandrasekaran (1999). Sound Health through Yoga, PremKalyan Publications, Sedapatti, Tamilnadu.
- Dr. P. Mariayyah (1998). Asanas, Sports Publications, Coimbatore.
- Dr. P. Mariayyah: "Suriyanamaskar" Jaya Publishing House, Perunthurai, Erode. Dr. P. Mariayyah: "Suriyanamaskar" Jaya Publishing House, Perunthurai, Erode.
- Dr. P. Mariayyah: ASANAS, Sports, Publications, Coimbatore, Tamil Nadu.
- Gharote M.L. 2004. Applied Yoga, Kaivalyadhama S.M.Y.M. Samiti, Lonvala.
- H.R. Nagendra& T. Mohan (2002). Patanjali Yoga Sutra, Swami Vivekananda Yoga Publication, Bangalore.
- HaridasChaudhuri (1965). Integral Yoga, the concept of Harmonious & Creative living, George Allen &Onwin Ltd. London.
- I.K. Taimani (2001). The Science Of Yoga, The Theosophical Society, 2001.

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- Iyengar, B.K.S. (1985). The Art of Yoga, Indus: Harpic Collins Pvt. Ltd.
- James Haughton Woods (1998). The Yoga Systems of Patanjali, MotilalBanarsidass Publishers, and New Delhi.
- MDNIY. 2010. "Yoga Teachers Manual for School Teachers", New Delhi
- Moorthy A.M. (2012). Yoga Education, Himalaya Publications.
- Morarji Desai National Institute of Yoga, —Pranayama, New Delhi
- Morarji Desai National Institute of Yoga, —Yogasana", New Delhi
- NCERT (2015). Yoga: A Healthy Way of Living, Upper Primary Stage, New Delhi.
- NCERT (2015). Yoga: A Healthy Way of Living, Secondary Stage, New Delhi
- NCTE. 2015. Yoga Education-Bachelor of Education Programme, New Delhi.
- SatishchandraChatterjee, Dharendra Mohan Datta (1984). An introduction to Indian Philosophy, University of Calcutta, Calcutta.
- Shri. O.P. Tiwari: ASANAS: Why and How, Kaivalyadhama, Lonavla Pune Dist. Maharashtra.
- Sivananda Swami (1984). Yoga Samhitha, the Divine Life society, U.P. Himalayas, India.
- Sri Ananda (2001). the complete Book of Yoga – Harmony of Body, YogVigyan, BharathiyaYogSansthan, Delhi.
- Swami Kuvalayananda: ASANAS Kaivalyadhama, Lonavla, Pune Dist, and Maharashtra.
- Swami SatyanandSaraswati. 2013. "Asana Pranayama Mudra Bandha", Bihar School of Yoga, Munger.
- Yoga as Depth – Psychology and Para – Psychology (Vol-I): Historical Background by Dr. C.T. Kenghe, BharataManisha, Varanasi, India 1976.

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Faculty of Education
Diploma in Education (D.Ed)
Semester- II
Paper - XIV
Code of the Paper- (DIE-114)
Field Work

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

Total Inst. Hours per week: 03
Total Credits: 03

Objectives: The paper will enable the students to:

- Sensitize students about the Society
- Acquires themselves with various aspects of Community Work
- Understand the major needs and problems Society
- Observe the functional aspects of various institutions of the Village.
- Understand the working of different agencies in Community
- Document the entire programme and develop a report on project undertaken.

Course Outcomes:

After the completion of this course content the learners will be able to

- Make students aware about the various needs and issues related to Society
- Know about the various aspects of Community Work
- Understand the complexity of functional aspects of various institutions of the community/village.
- Recognize the different agencies working in Community
- Document the entire programme and develop a report on project undertaken.

Field Work

Students will perform following activities and will prepare a report on it.

- 1.1 Social Awareness Camp: Awareness Rally, NukadNatak any other social awareness activity.
- 1.2 Poster making, Slogan writing and art and craft activities act
- 1.3 Beautification of any one area of community/village
- 1.4 Health Drive and Cleanness Drive
- 1.5 Institutional Survey
- 1.6 Awareness programme regarding Various Govt. Schemes
- 1.7 Case study of Anganwadi, pre-school centers
- 1.8 Conduct interview with five persons and prepare a report on problems of the village
- 1.9 Any other work related to Community.

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Faculty of Education
Diploma in Education (D.Ed.)
Semester- II
Paper -XVIII
Code of the Paper- (DIE – 116)
Teaching Taxonomy

Max Marks: 50

External Marks : 40

Internal Marks: 10

Total Ins. hours Per Week: 03

Total Credits Per week: 03

Objectives: The paper will help the students to:

- Develop the attitude towards teaching and professionalism
- Understand the different styles, methods, strategies, and Approaches of Teaching
- Write the instructional objectives based on taxonomy
- Develop basic teaching skills
- Prepare Micro and mega lesson plans

Course Outcomes:

After the completion of this course content the learners will be able to

- Develop positive attitude towards teaching and teaching profession
- Comprehend the different methods, strategies, and approaches of Teaching in general
- Formulate instructional objectives in behaviour terms based on taxonomy according to children's level.
- Acquire mastery over teaching skills
- Prepare and use of teaching aids for effective and efficient teaching.

Course Content:

- 1.1 Teaching: concept and process of teaching, Characteristics of a good teacher
- 1.2 Styles of Teaching: Authoritative, Demonstrative, facilitator, Group, Blended
- 1.3 Methods of Teaching: Lecture, Demonstration, Learning by doing, Problem solving, Project, methods etc.
- 1.4 Strategies of Teaching: Flipped classrooms, Inquiry based instructions, Modelling, Feedback, Class Discussion, Cooperative learning, Role play, , use of technology in classroom,
- 1.5 Approaches: learner centred, teacher centred, Interactive, constructivist, Integrated, Problem solving etc.
- 1.6 Writing Instructional Objectives: Bloom taxonomy and RCEM Approach

1.7 Micro Teaching: Understanding the concept of Micro Teaching, Micro teaching Cycle, planning of micro lessons and teaching skills highlighting the followings:

- Skill of questioning
- Skill of explanation
- Skill of reinforcement
- Skill of Stimulus Variation
- Skill of Illustration with examples

Prepare one Micro lesson Plan in each skill

1.8 Lesson Planning: Develop the skill of proper lesson planning for Micro and Mega lessons. Types, characteristics, Prepare one lesson plan of each teaching subject.

Suggested Readings:

- Kumar K.L. (1996). Educational Technology and Communication Media Cuttack: Nalanda
- Kulkarni, K.L (1996). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
- Mahapatra, B.C. (2005), Information Technology and Education: With special Preference to Improve importance of Computer in Teaching Learning Process, Sarup Publications New Delhi
- Mangal, S.K.(2018), Educational Technology, Tandon Publication, Ludhiana

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Faculty of Education
Diploma in Education (D.Ed.)
Semester- II
Paper - XVIII
Code of the Paper- (DIE-118)
INTERNSHIP ASSESSMENT (4 WEEKS)

Max Marks: 100

External Marks : 80

Total Credits : 04

Internal Marks: 20

Objectives: The paper will help the students to:

- Observe children and the teaching learning process in a systematic manner.
- Learn to relate to and communicate with children.
- Evaluate school textbooks and other resource material critically in the context of
- Children's development and pedagogic approach used.
- Develop a repertoire of resources which can be used by the intern later in her teaching – textbooks, children's literature, activities and games, excursions
- Reflect critically on practice by visiting a learning centre.
- Participate in teaching school subjects for the children of Class I to V.

Course Outcomes:

After the completion of this course content the learners will be able to

- Understand about teaching and learning in school environment
- Relate to and communicate with children.
- Develop meaningful learning sequences appropriate to the different level of learning
- Understand socio-eco-cultural background, interests, special learning needs, health status of the children.
- Be aware about the programmes like midday meal, school health programs and infrastructure.
- Conduct co curricular and extra –curricular activities organized in school
- Critically analyse the – textbooks, children's literature, activities and games, excursions
- Critically analyse the gained teaching experiences in actual school environment

School Internship: Guidelines for the Teacher Educator

- 1.1 Profile the students and school to understand their specific characteristics: language, socio-eco-cultural background, interests, special learning needs, health status, midday meal, school health programs and infrastructure. Profiles will be assessed separately as part of the "Teaching Health and Physical Education Practicum".
- 1.2 Critically study any resource material (including text books) before using it in the classroom. Text Analysis will examine stereotypes related to gender, religion, caste, and community.

- 1.3 Develop their own repertoire of material, including children's literature, books, publishers, resources and ideas.
- 1.4 Visit an alternative school of repute and critically study practices, focusing on classroom and school environment issues such as psychological, physical and social contexts, children's interactions, teacher's pedagogic practices.
- 1.5 Plan and execute student interactions. Two interns may be placed in a classroom: while one interacts the other can observe and record observations in the journals.

This will be followed by post-contact sessions with the supervisors, who will observe at least half the interactions. Journals will be maintained to help interns understand themselves, their stereotypes about learners and social contexts.

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भक्त फूलसिंह शिक्षक प्रशिक्षण एवं अनुसंधान संस्थान
भक्त फूलसिंह महिला विश्वविद्यालय, खानपुर कलां सोनीपत
शिक्षा संकाय

डिप्लोमा इन एजुकेशन(डी.एड)

पेपर-XV

सेमेस्टर-III

पेपर कोड - (DIE-201)

क्षेत्रीय भाषा/मातृभाषा (प्राथमिक स्कूली बच्चे के लिए) की शिक्षा

अधिकतम अंक: 50

बाह्य अंक: 40

आंतरिक अंक: 10

कुल अनुदेशात्मक घंटे प्रति सप्ताह :04

परीक्षा के घंटे: 1 ½ घंटे

क्रेडिट प्रति सप्ताह: 02

प्रश्न पत्र निर्माता के लिए निर्देश: प्रश्न पत्र निर्माता सभी इकाईयों में से 05 प्रश्न सेट करेगा, जिसमें से छात्रों को केवल 03 प्रश्नों का उत्तर देना होगा। प्रश्न संख्या 01 अनिवार्य होगा, जिसमें प्रत्येक इकाई से चुने जाने वाले 4 अंकों के दो लघु-उत्तरात्मक प्रकार के नोट शामिल होंगे। आंतरिक विकल्प के साथ दो दीर्घ उत्तरात्मक प्रश्न प्रत्येक इकाई से निर्धारित किए जाएंगे, जिसमें से छात्रों को प्रत्येक इकाई से एक दीर्घ उत्तरात्मक प्रश्न का उत्तर देना होगा। सभी प्रश्न समान अर्थात् 16 अंक के होंगे।

उद्देश्य :-

- भावी शिक्षकों में हिन्दी शिक्षण के लिए भाषा-सम्बन्धी योग्यताओं का विकास करना ।
- भावी शिक्षकों में हिन्दी भाषा शिक्षण सम्बन्धी योग्यताओं का विकास करना ।
- भावी शिक्षकों में हिन्दी शिक्षण उपरान्त अपेक्षित कुशलताओं का विकास करना ।
- भावी शिक्षकों में एक हिन्दी अध्यापक के गुण विकसित करना ।
- भावी शिक्षकों में हिन्दी भाषा के उच्चारण एवं शुद्ध लेखन की योग्यता उत्पन्न करना ।
- भावी शिक्षकों में हिन्दी सम्बन्धी विभिन्न साहित्यिक क्रियाओं के आयोजन की क्षमता विकसित करना ।
- भावी शिक्षकों में विभिन्न शिक्षण-विधियों एवं तकनीकों के उचित प्रयोग करने की क्षमता उत्पन्न करना ।

पाठ्यक्रम के परिणाम:

इस पाठ्यक्रम की सामग्री के पूरा होने के बाद शिक्षार्थी सक्षम होंगे

- अंग्रेजी कक्षा में शिक्षण सहायक सामग्री तैयार करना और उसका उपयोग करना-
- शिक्षण सहायक सामग्री की सहायता से भाषा शिक्षण के लिए कक्षा प्रबंधन कौशल और तकनीक हासिल करना
- शिक्षण और परीक्षण के लिए युवा शिक्षार्थियों के लिए उपयोग किए जा रहे संसाधनों और सामग्रियों की जांच और विकास करना।
- सीखने के लिए समृद्ध वातावरण बनाएं

➤ पाठ्यक्रम में अंतर्निहित सिद्धांतों की खोज करें और उद्देश्यों को पूरा करने के तरीके तैयार करें
अध्ययन विषयवस्तु

इकाई-प्रथम : भाषा का सम्प्रत्यय एवं पुस्तकालय

1.1 हिन्दी ध्वनियां- वर्गीकरण, उच्चारण एवं शिक्षण

1.2 हिन्दी शब्द- स्रोत रचना एवं शिक्षण

1.3 भाषा शिक्षण की समस्याएं

1.4 भाषा शिक्षण में पुस्तकालय की उपयोगिता

इकाई-द्वितीय : हिन्दी पाठ्य पुस्तक का शिक्षा शास्त्रीय विश्लेषण

2.1 हिन्दी वाक्य विश्लेषण एवं रचना

2.2 हिन्दी शिक्षण पाठ्य सहगामी क्रियाएँ

2.3 हिन्दी पाठ्य पुस्तक का शिक्षा शास्त्रीय विश्लेषण एवं इससे संबंधित विभिन्न उपविषय:

2.3.1 गद्य 2.3.2 पद्य

शिक्षा शास्त्रीय विश्लेषण करते हुए निम्न बिन्दुओं का अनुकरण करें:-

क) पाठ्य वस्तु का विश्लेषण

ख) अनुदेशनात्मक उद्देश्यों का निर्धारण

ग) शिक्षण विधियाँ एवं प्रक्रिया

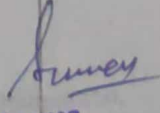
घ) मूल्यांकन तकनीक का निर्धारण

सन्दर्भ ग्रन्थ सूची

- डॉ० प्रतिभा खरब,(2012) हिन्दी शिक्षण और वर्तनी ,एन0सी0ई0आर0टी0 नईदिल्ली ।
- डा० नीलम(2016) हिन्दी शिक्षण अर्थ विज्ञान प्रकाशन नई दिल्ली
- डा० शिखा चतुर्वेदी, हिन्दी शिक्षण ,लाल बुक डिपो, मेरठ ।
- वी० एल० वत्स,हिन्दी शिक्षण ,अग्रवाल प्रकाशन, नई दिल्ली ।
- बछोतिया हीरा लाल (2011),हिन्दी शिक्षण-संकल्पना और प्रयोग, किताब घर प्रकाशन दिल्ली ।
- भोलानाथ तिवारी, हिन्दी शिक्षण,लिपि प्रकाशन, नई दिल्ली ।
- मंगल उमा(2009), हिन्दी शिक्षण आर्य बुक डिपो, नई दिल्ली ।
- पाण्डेय रामशुक्ल हिन्दी शिक्षण ,अग्रवाल पब्लिकेशन, आगरा ।
- पाण्डेय आर० एस० (1992), ,विनोद पुस्तक भण्डार, आगरा ।
- निरंजनकुमार सिंह,हिन्दीशिक्षण,राजस्थानग्रन्थअकादमी, जयपुर ।

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Diploma in Education (D.Ed.)
Semester- III
Paper -XVII
Code of the Paper (DIE-203)
Pedagogy of English Language (for Primary School Child)

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

Total Inst. Hours: Per week: 04
Exam Hours: 1 ½ hours
Total Credits per week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e.16 marks.

Objectives:

The paper will enable the students to:

- Understanding different teaching aids and their usage in the English classroom
- Grasp the Principles and practice of unit and lesson planning for effective teaching of English
- Classroom management skills procedures and techniques for teaching language with the help of teaching aids
- Examine and develop resources and materials for use by young learners for language teaching and testing.
- Examine issues in language assessment and their impact on classroom teaching
- Enable them to create a learning-rich environment
- Develop suitable material for language learning
- To be able to discover underlying principles in the curriculum and devise ways to meet the objectives

Course Outcomes:

After the completion of this course content the learners will be able to

- Prepare and use teaching aids in the English classroom
- Acquire Classroom management skills and techniques for teaching language with the help of teaching aids
- Examine and develop resources and materials being used for young learners for teaching and testing.
- Create a learning-rich environment
- Discover underlying principles in the curriculum and devise ways to meet the objectives
- Understand the meaning, importance and ways for CCE

Course Content

UNIT-1: Importance of Audio -Visual aids and Preparation of Instructional Aids

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- 1.1 Meaning and importance of Instructional aids.
- 1.2 Basic Instructional aids, principle of Instructional aids.
- 1.3 Basic instructional aids: pictures, computer, flash cards, Over head Projector, tape-recorder, T.V, etc.
- 1.4 Developing appropriate teaching aids and their effective use.

UNIT-2: Classroom Evaluation, Textbook and Curriculum development

- 2.1 Evaluation: Meaning, importance.
 - 2.1.1 Concept of continuous and comprehensive evaluation CCE.
 - 2.1.2 Assessment of learning formative assessment and summative assessment.
 - 2.1.3 Concept of Evaluation measurement and steps in construction for achievement test.
- 2.2. Curriculum Development, Principles,
- 2.3. Characteristics of good textbooks.

Suggested Readings:

- Agnihotri, R. K. & Khanna, A. L. (eds) (1994) Second Language Acquisition. New Delhi: Sage Publications.
- Agnihotri, R. K. and Vandhopadhyay, P. K. (ed) (2000). b has had, bhybshira or hindi: Ek anth samvaad, New Delhi.
- Agnihotri R K (2007) Hindi and essential grammar London: Routledge. Agnihotri, R.K. (2007).
- Krashen, S. (1982). Principle and practice in second language acquisition. Pergamon Press Inc.
- Kumar, K. (2009). Child's language and the teacher. New Delhi : National Book Trust
- NCERT. (2005). National curriculum framework and (NCF). New Delhi: NCERT.
- O'Connor, J.D. and Arnold, G F. (2008). Better English Pronunciation. Cambridge: Cambridge University Press.
- Oxford University Press. (2010). Oxford Advanced Learner's Dictionary. Oxford: Oxford University Press
- Pearson Longman, (2009). Longman Dictionary of Contemporary English. Essex: Pearson Education Ltd. California
- Pearson Longman, (2009). Longman Dictionary of Contemporary English. Essex: Pearson Education Ltd
- Richards, Jack C. and Theodore S. Rodgers (1986). Approaches and Methods in Language Teaching : A Description and Analysis. India: Cambridge University Press.
- Roach, P. (2000) English Phonetics and Phonology: A self-contained comprehensive pronunciation course. Cambridge: Cambridge University Press.
- Shilalekh Butler, A. and Turbill, J. (1984). Towards Reading -Writing Classroom. New York Primary English Teaching Association Cornell University.
- Tompkins, Gail E. (1994). Teaching Writing: Balancing Process and Product. Macmillan;
- Sadanand, K and Punitha, S. (2008). A Foundation Course in Spoken English for the Speakers of Kannada. Hyderabad: Orient Blackswan.
- Verma, S.K. and Nagarajan, H. (2000). An Interactive Grammar of Modern English. New Delhi: Frank Bros. & Co.

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Diploma in Education (D.Ed.)
Semester- III
Paper- XIX
Code of Paper (DIE-205)
Pedagogy of Mathematics (for primary School Child)

Max. Marks: 50

External Marks: 40

Internal Marks: 10

Total Inst. Hours: Per week: 04

Exam Hours: 1 ½ hours

Total Credits per week: 02

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 16 marks.

Objectives:

The paper will enable the students:

- To understand different teaching aids and their usage in the mathematics class rooms
- To grasp the principles and practice of unit and lesson planning for effective teaching of mathematics
- To develop classroom management skills; procedures and techniques for teaching mathematics with the help of teaching aids
- To examine and develop resources and materials for use with young learners for mathematics teaching and testing.
- To examine issues in mathematics assessment and their impact on classroom teaching.
- To Appreciate the importance of mathematics laboratory in learning mathematics

Course Outcomes:

After the completion of this course content the learners will be able to

- Understand different teaching aids and their usage in the mathematics class rooms
- Understand the concept of unit and lesson planning for effective teaching of mathematics
- Acquire classroom management skills techniques for teaching mathematics with the help of teaching aids
- Analyse existing mathematics textbooks critically.
- Be aware about issues in mathematics assessment and their impact on classroom teaching.

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Course content

Unit-1: Importance of Audio-visual aids and Preparation of Aids

- 1.1 Meaning, Need & importance of teaching aids
- 1.2 Principles of Teaching Aids
- 1.3 Charts
- 1.4 Computer
- 1.5 Real objects in Mathematics Teaching
- 1.6 Developing appropriate teaching aids and their effective use.
- 1.7 Mathematics Laboratory

Unit-2: Lesson Planning of Teaching Mathematics

- 2.1 Lesson Planning: Meaning, Importance & Difference between unit planning & year planning
- 2.2 Teaching Steps for Preparing Lesson Plan
- 2.3 Text books-need and importance, qualities of good mathematics text books, critical analysis of existing mathematics textbooks.
- 2.4 Methods: Project Method, Laboratory and Play-way Method.

Suggested Readings

- Advanced Readings for Faculty Moses, B. (Ed.) (1999). *Algebraic Thinking, Grades K-12*. USA: National Council of Teachers of Mathematics.
- Aggarwal, J.C. (2008). *Teaching of Mathematics*. Delhi: Shipra Publications.
- Anthony, G. and Rakshas, M. (2009). Characteristics of effective teaching of mathematics view from the west, *Journal of Mathematics Education*, Volume 2, No. 2, pp 147 – 164
- Arcavi, A., (1995) 'Teaching and learning algebra: Past, present and future' *Journal of Mathematical Behavior*. 14, 145-162.
- Balkrishna Shetty (2013), *What Is Mathematics?*, National Book Trust, India
- Booker, G., Bond, D., Sparrow, L. and Swan, P., (2009) *Teaching Primary Mathematics [Fourth Edition]* Sydney: Pearson Education Australia.
- Cai, J., and Moyer, J., (2008) 'Developing algebraic thinking in earlier grades: some insights from international comparative studies' in National Council of Teachers of Mathematics (2008) *Algebra and algebraic thinking in school mathematics* (70th yearbook). Reston Virginia: NCTM, 169-193
- Chambers P., (2010), *Teaching Mathematics: Developing as a Reflective Secondary Teacher*, SAGE, New Delhi
- D.C.: Allyn and Bacon. Chapters 8 and Chapter 15 Stewart, I. (1970). *Making Mathematics Live: A Hand Book for Primary Teachers*. Australia: Angus and Robertson. Zevenbergen,
- Edgier, M. (2011). *Teaching Mathematics in Elementary Level*. Discovery Publishing House.
- Haylock, D. (2006). *Mathematics Explained for Primary Teachers*. New Delhi: Sage publication, Chapter 27: Mathematics reasoning, 305-321. IGNOU (2007).
- IGNOU (1996). *Teaching of Primary School Education (AMT 01-05)* 1996. New Delhi: IGNOU.
- IGNOU (2002). *Different Aspects of Learning Mathematics (LMT 01-05)* 2002. New Delhi: IGNOU.
- Kapoor, J. N. (1998). *Vidyalaya Ganitke Liye Aasaan Prayog*. New Delhi: Arya Book Depot.

- *Learning Curve and At Right Angles*, periodicals about mathematics and its teaching: http://azimpremjifoundation.org/Foundation_Publications
- Learning Mathematics (LMT) 1-6, School of Sciences, New Delhi Post, Thomas R. (1992). *Teaching Mathematics in Grades K-8: Research-Based Methods*. Washington
- LMT-01 *Learning Mathematics*, Block 1 ('Approaches to Learning') Block 2 ('Encouraging Learning in the Classroom'). Block 6 ('Thinking Mathematically'): <http://www.ignou4ublog.com/2013/06/ignou-lmt-01-study-materialbooks.html>
- Mangal, S. K. (2007). *Teaching of Mathematics*. New Delhi: Arya Book Depot
- Mishra, L. (2008). *Teaching of Mathematics*. APH Publishing Corporation. NCERT
- National Council of Educational Research and Training's textbooks for teaching mathematics and for teacher training of mathematics: <http://www.ncert.nic.in/ncerts/textbook/textbook.htm>
- NCERT (2005). Position paper on Mathematics Education 2005. New Delhi: NCERT.
- NCERT (2012), *Pedagogy of Mathematics Textbook for Two-Year B. Ed Course*.
- NCERT (2013), *Source book on Assessment of Mathematics –Classes VI-VIII*, New Delhi
- NCERT (2019) *Textbook for classes IX and X*, NCERT, New Delhi
- NCERT textbooks in Mathematics for Class I to V
- R., Dole, R., Wright R. J. (2004). *Teaching Mathematics in Primary Schools*. Allen &Unwin; (First South Asian Edition), Chapter 12 and Chapter 14.
- Saxena, K.K. (2008). *Ganitshikshan*. University Book House.
- Spangler, David B (2011) *Strategies for teaching fractions*, Sage Publication India Pvt -Ltd, New Delhi

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Faculty of Education
Diploma in Education (D. Ed)
Semester- III
Paper – XXI
Code of the Paper (DIE – 207)
Pedagogy of Environmental Studies (for Primary School Child)

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

Total Inst. Hours: Per week: 04
Exam Hours: 1 ½ hours
Total Credits per week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 16 marks.

Objectives:

The paper will enable the students to:

- Understand the philosophy and guiding principles of Development of Textbooks.
- Probe Children's ideas in Science and Social Science.
- Understand the classroom planning, years and Unit Planning.
- Assess Children's learning using different pathways.
- Learn to use different tools of assessment and evaluation.

Course Outcomes:

After the completion of this course content the learners will be able to

- Be aware of the philosophy and guiding principles of Development of Textbooks.
- Work according to the classroom planning, years and Unit Planning.
- Use different pathways to Assess Children's learning using different
- Use different tools of assessment and evaluation.
- Be sensitive about the environmental issues like conservation and its management

Course Content

UNIT- 1: Understanding of textbooks and pedagogy:

- 1.1 Philosophy and guiding principles for the development of EVS textbooks.
- 1.2 Themes structure of the unit, nature of exercises and its implication.

- 1.3 Contents, approaches and methods of teaching EVS- interactive and participatory method, teacher as facilitator.
- 1.4 Green House effect
- 1.5 Ozone layer depletion: Environmental threat, pillar melting, rise of sea level and their implication.
- 1.6 Ecosystem and food chain: Concepts and their imbalance.

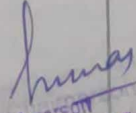
UNIT- 2: Classrooms planning and Evaluation:

- 2.1 Teacher readiness: Planning of Teaching EVS, year plan and period plan.
- 2.2 Evaluation of Planning.
- 2.3 Different types of evaluation.
- 2.4 Role of media, print, films and TV in spreading environmental awareness.
- 2.5 Environment conservation and its management.

Suggested Readings:

- Ausubel, David P. (2009). Some psychological and Educational Limitations of Learning by discovering in Anderson, Hans. O (ed), readings in Science education for the secondary school, Mamillan.
- Burner, Jeromes (2016). *The process of Education*. New Delhi: Atma Ram and Sons.
- Devereuxj (2000). *Primary Science*. London: Paul Champan Publishing.
- Gilbert, J. (2004). *The reading falmer reader in Science Education*. London routledge.
- Harlen, W. Elstgees, J. (2008). UNESCO source book for science in the primary school, New Delhi : NBT
- Sharma, P. D. (2013). *Environmental Biology*. Meerut: Rastogi and Co.
- Vyas, H. (2015). *Paryabvaran Shiksha*. New Delhi: Vidya M.

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Faculty of Education
Diploma in Education (D. Ed.)
Semester- III
Paper - XXIII
Code of the Paper (DIE-209) (opt.-i)
Social Science Education

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

Total Inst. Hours: Per week: 04
Exam Hours: 1 ½ hours
Total Credits per week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e.16 marks.

Objectives:

The paper will enable the students to:

- Understand the concept of social studies.
- Appreciate the place of social studies in the curriculum at the primary level.
- Understand the minimum levels of learning in social studies (social studies).
- Develop proficiency in carrying out various experiments related to (social studies).
- Explain different methods to teach social sciences.
- Develop self-instructional material.
- Explain the concept of evaluation and use evaluation method with the students objectively as well as subjectively..
- Develop lesson plan with the help of advanced technology

Course Outcomes:

After the completion of this course content the learners will be able to

- Understand the importance of social studies in the curriculum at the primary level.
- Develop proficiency in carrying out various experiments related to social science.
Establish relationship of social sciences with other subjects and within the subject
- Use different methods and create self-instructional material to teach social sciences.
- Organize curricular and co curricular activities related to the social science.

Course Content

UNIT-1 Concept, objectives Social Science:

- 1.1 Research perspectives in pedagogy of social science education
- 1.2 Values or Advantages of social sciences in modern era
- 1.3 Relationship of social sciences with other subjects and within the subject
- 1.4 Concept, types and importance of community Resources
- 1.5 National Integration and social science

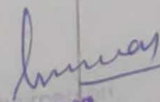
UNIT-2 Pedagogy of Social Science and Approaches

- 2.1 Different Approaches: Correlation approach, Integrated approach,, spiral approach
- 2.2 Behaviorist approach, constructivist approach.
- 2.3 Social studies teacher – Qualities and Role in Global Perspective
- 2.4 Co -curricular activities in Social Science
- 2.5 Organization of different co-curricular activities

Suggested Readings

- Aggarwal, J. C. (2015). *Teaching of Social Studies*. New Delhi: Vikas Publisher.
- Dash, B. N. (2006). *Content-cum-Method of Teaching of Social Studies*. New Delhi: Kalyani Publication.
- Dhamija, N. (2013). *Multimedia Approaches in Teaching Social Studies*. New Delhi: Harman Publishing House.
- Hamming, J. (2019). *The Teaching of Social Studies in Secondary Schools*. New York: Longman Publication.
- Kochhar, S. K. (2001). *Teaching of Social Studies*. New Delhi: Sterling Publications.
- Sahu, B. K. (2007). *Teaching of Social Studies*. New Delhi; Kalyani Publishers.
- Singh, Gurmit (2008). ;wkie nFXn?B dk nFXnkgB (Samajik Adhain da Adhiapan). Ludhiana: Chetna Parkashan.
- Singh, Gurmit (2009). *Teaching of Social Studies*. Ludhiana: Chetna Parkashan.
- Singh, Gurmit and Kaur, Jasvir (2007). *Teaching of Social Studies*. Ludhiana: Kalyani Publishers.
- Taneja, V.K. (2002). *Teaching of Social Studies*. Ludhiana: Vinod Publication.
- Wesley, Edgar Bruce (2001). *Teaching of Social Studies*. Boston: D.C. Herth and Company.

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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Diploma in Education
Semester- III
Paper - XXIII
Code of the Paper (DIE -209) (opt.-ii)
Language Education (Regional Language English Language)

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

Total Inst. Hours: Per week: 04
Exam Hours: 1 ½ hours
Total Credits per week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e.16 marks.

Objectives:

The paper will enable the students to:

- Participate in the force understand the nature and structure of language
- help them in understanding the relation between language mind and Society
- discuss with them process of language acquisition and learning
- make them aware of the functions like this
- Understand the different language skills and how to develop please

Course Outcomes:

After the completion of this course content the learners will be able to

- Understand the concept of **language Diversity in India**
- Use Multilingualism as a resource and strategy
- Understand the relation between language mind and Society
- Know the process of language acquisition and learning
- Understand the principles and approaches for the developing a language textbook
- Learning resources for effective transaction of language curriculum

Course Content

UNIT-I: Language Diversity and Multilingualism and Literature

1.) Introduction constitutional provisions about language

- 1.2 Diversity in the context of India
- 1.3 Multilingualism as a resource and strategy
- 1.4 Multilingualism classroom a case study
- 1.5 Types of text narrative to export reader's response to literature interpretation of text
- 1.6 Various literary general such as point story biography etc.

UNIT-2: Understanding of Textbooks and Pedagogy

- 2.1 Laws and guiding principles for the development of language textbook
- 2.2 Content approaches and methods of teaching language interactive and participatory method
- 2.3 Structure of the unit nature and of exercise and its implications
- 2.4 Academic standards and indicators of learning
- 2.5 Learning resources for effective transaction of language curriculum

Suggested Readings:

- Agnihotri ,R .K. and Vandhopadhyay, P. K. (ed) (2000). b has had, bhybshira or hindi: Ek anth samvaad, New Delhi.
- Agnihotri ,R. K. & Khanna, A. L. (eds) (1994) Second Language Acquisition. New Delhi :Sage Publications.
- Agnihotri R K 2007 Hindi and essential grammar London: Routledge. Agnihotri, R.K.(2007).
- Krashen ,S .(1982),Principle and practice in second language acquisition.Pergamon Press Inc. Kumar, K. (2009). Child's language and the teacher. New Delhi : National Book Trust
- NCERT.(2005). National curriculum framework and (NCF). New Delhi: NCERT.
- Richards, Jack C. and Theodore S. Rodgers (1986). Approaches and Methods in Language Teaching : A Description and Analysis. India: Cambridge University Press.
- Rosenblatt, Louise M. (1980). What Fact Does This Poem Teach ? Language Arts. 57(4).
- Shifalekh Butler, A. and Turbill, J. (1984). Towards Reading -Writing Classroom. New York Primary English Teaching Association Cornell University.
- Tompkins, Gail E. (1994). Teaching Writing : Balancing Process and Product. Macmillan; California

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Faculty of Education
Diploma in Education (D. Ed.)
Semester- III
Paper - XXIII
Code of the Paper- (DIE-209) (opt.-iii)
Mathematics Education

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

Total Inst. Hours: Per week: 04
Exam Hours: 1 ½ hours
Total Credits per week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 16 marks.

Objectives:

The paper will enable the students to:

- Develop deeper insights into the content areas of mathematics at the primary level
- Make aware of factors that impact on the process of acquisition of mathematical knowledge
- Sensitize them about the ways in which children respond to mathematical knowledge
- Develop skills, have deeper insights, acquire appropriate attitudes, learn effective strategies that promote effective children's learning.

Course Outcomes:

After the completion of this course content the learners will be able to

- Understand the principles for the development of Mathematics Textbooks at the primary level
- Acquire knowledge about developing curriculum of mathematics at primary level.
- Be aware about the the terms like Mathematics Phobia and Coping with Failure
- Acquire appropriate attitudes; learn effective strategies that promote effective children's learning.
- **Grasp the process of assessment and its related in Mathematics**
- Use Mathematics Laboratory/Resource Room effectively for primary students.

Course Content

Unit I: Understanding of Textbooks and Pedagogy & Curriculum

- 1.1 Guiding Principles for the development of Mathematics Textbooks.
- 1.2 The Role of Text Books in the Teaching-Learning Process of Mathematics
- 1.3 Curriculum in Mathematics
 - 1.3.1 Meaning and Definitions
 - 1.3.2 Principles of Curriculum Construction

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1.3.3 Development of Curriculum

- 1.4 Techniques of Teaching Mathematics – Self Study, Group Study and Supervised Study
- 1.5 Role of Teacher as Facilitator
- 1.6 Mathematics Laboratory/Resources Room
- 1.7 Argument against Mathematics as a Compulsory Subject and its Absurdity

Unit 2: Assessment and Common Issues in Mathematics

- 2.1 Mathematics Phobia and Coping with Failure
- 2.2 Open Ended Problems or Questions in Mathematics
- 2.3 Backwardness in Mathematics
- 2.4 Error Analysis and Remedial Teaching
- 2.5 Assessment in Mathematics
 - 2.5.1 Purpose of Assessment in Mathematics
 - 2.5.2 Assessment for Conceptual Understanding
- 2.6 Arousing and Maintaining Interest in Mathematics

Suggested Readings

- Aggarwal, J. C. (2008). *Teaching of Mathematics*. Delhi: Shipra Publications.
- Haylock, D. (2006). *Mathematics Explained for Primary Teachers*. New Delhi: Sage Publication, Chapter 22: Measurement, 247-263.
- Kapoor, J. N. (1998). *Vidyalyaya Ganit ke Liye Aasaan Prayog*. New Delhi: Arya Book Depot.
- NCERT, *A Textbook of Content-cum-Methodology of Teaching Mathematics*, New Delhi: NCERT.
- Post, Thomas, R. (1992). *Teaching Mathematics in Grades K-8, Research-Based Methods*. California: Allyn and Bacon, Chapters 1, Chapter 4, Chapter 5, Chapter 6, and Chapter 7.
- Mangal, S. K. (2007). *Teaching of Mathematics*. New Delhi: Arya Book Depot.
- Skemp, Richard R. *Mathematics in the Primary School*. London: Roultsdge. Chapter 3: The formation of Mathematical Concepts, Chapter 4: The Construction of Mathematical Knowledge, Chapter 5: Understanding Mathematical Symbolism, 49- 71, 72-89, 90-108.
- Zevenbergen, R., Dolley, S. And Wright Robert J. (2005). *Teaching Mathematics in Primary Schools*. Australia: Allen & Unwin; (First South Asian Edition). Chapter 2, Chapter 3, Chapter 7 and Chapter 9.

Web Resources

- <https://www.edb.gov.hk/en/curriculum-development/resource-support/textbook-info/GuidingPrinciples/index.html>
- http://www.ncert.nic.in/html/pdf/schoolcurriculum/position_papers/math.pdf

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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan
Faculty of Education
Diploma in Education (D.Ed.)
Semester- III
Paper - XXIII
Code of the Paper (DIE-209) (opt. - iv)
Science Education

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

Total Inst. Hours: Per week: 04
Exam Hours: 1 ½ hours
Total Credits per week: 02

Instruction for Paper Setter: Paper setter will set five questions in all, out of which students will be required to attempt only three questions. Question No. 01 will be compulsory, comprising of two short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 16 marks.

Objectives:

The paper will enable the students to:

- Adopt suitable approaches, methods, different resources to teach Science.
- Appreciate the importance of planning for Science.
- Develop a skill of conducting experiments to demonstrate Science concepts.
- Facilitate student-teachers to probe children's ideas in science
- Understand the philosophy and guiding principles of development of textbooks
- Prepare student-teachers to plan for and carry out classroom transaction in the light of various theoretical viewpoints of learning.
- Prepare student-teachers to assess children's learning using different pathways
- Help students select and use appropriate teaching-learning and assessment strategies.
- Plan suitable activities, select appropriate resources and organise group activities by using different learning resources
- Assess children's learning using different pathways.
- Prepare teachers to practice appropriate methods and approaches of teaching environmental studies
- Learn to use different tools of assessment and evaluation

Course Outcomes:

After the completion of this course content the learners will be able to

- Select suitable approaches, methods and different resources to teach Science.
- Conduct experiments to demonstrate Science concepts at primary level

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- Understand the philosophy and guiding principles of development of textbooks
- Carry out classroom transaction in the light of various theoretical viewpoints of learning.
- Assess children's learning using different pathways
- Select appropriate resources and organise group activities by using different learning resources
- Learn to use different tools of assessment and evaluation

Course Content

UNIT- 1 Understanding of Textbooks and Pedagogy

- 1.1 Philosophy and guiding principles for the development of Science textbooks.
- 1.2 Content, approaches and methods of teaching Science – Interactive and participatory methods, teacher as facilitator.
- 1.3 Themes, structure of the unit, nature of exercises and its implications.
- 1.4 Academic standards and indicators of learning.
- 1.5 Learning resources for effective transaction of Science curriculum.

UNIT-2 Classroom Planning and Evaluation

- 2.1 Teaching Readiness: Planning of Teaching EVS, Year plan and Period plan
- 2.2 Evaluation of Planning
- 2.3 Understanding Reflective Teaching and Learning
- 2.4 Concept and Importance of Assessment and Evaluation, CCE
- 2.5 Different types of Evaluation
- 2.6 Different Ways of Assessment and Reporting of Assessment for Further Learning
- 2.7 Tools of Evaluation (CCE) –Formative Assessment and Summative assessment tools, feedback and reporting procedures, records and registers.

Suggested Readings:

- Bal Vigyanik, *Text books for Science, Class VI – VIII*. Madhya Pradesh: Eklavya Belmont CA: Thomson Wadsworth. 5th Edition.
- Bhatia, S.K. & Jindal, S. (2016). *A Textbook of Curriculum, Pedagogy and Evaluation*. Paragon International Publishers.
- Brickhouse, N. (2001). Embodying Science: A Feminist Perspective. *Journal of Research in Science Teaching*, 38(3), 282-295.
- Davar, M. (2012). *Teaching of Science*. PHI Learning
- *Down to Earth*, Centre for Science and Environment.
- Driver, R. (1996). *Young People's Images of Science*, Milton Keynes-London: Open
- Driver, R., Squires, A., Rushworth, P. and Wood- Robinson, V. (1994). *Making Sense of Education*. California: Open University Press. Chapter 6: Discussion in School
- Griffin, J. (2004). Research on students and Museums: Looking More Closely at the
- Harlen, W. (2006). *Teaching, Learning and Assessing Science 5 – 12*. UK: Sage.
- Harlen, W. Elstgeest, J. (1992). UNESCO Source Book for Science in the Primary

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- helping all students to understand Science, *Science Education*, 86, 287-313.
- Kang, S. et al. (2004). Examining Students Views on Nature of Science: Results from Korean 6th, 8th and 10th Grades, *Science Education*, 89(2), 314- 334.
- Kurth, A., Anderson, W.C., Palincsar, S. (2002). The Case of Calra: Dilemmas of
- Llewellyn, D. (2005). *Teaching High School Science through Inquiry - A Case Study*
- Martin, D. J. (2009). *Elementary Science Methods- A Constructivist Approach*.
- Mc Comas, William F. (ed.) (1998). *The Nature of Science in Science Education*
- NCERT, (2005). *Focus group paper on Science Education*, Position Paper. New
- NCERT, (2005). *Syllabus for Classes at the Elementary Level*. vol. 1, New Delhi:
- NCERT, (2008). *Text books for Science, Class VI - VIII*. New Delhi: NCERT.
- Okasha, S. (2002). *Philosophy of Science- A very short Introduction* UK: Oxford
- Osborne Jonathan F. (1996). Beyond Constructivism. *Science Education*. 80(1).
- Rajan, S. (2012). *Methodology of Teaching Science*. Pearson India. ISBN: 9788131770221.
- Rampal, A. (1992). Images of Science and Scientists a study of School Teachers Views. I. Characteristics of Scientists. *Science Education*. 76(4), 415-436.
- Rampal, A. (1993). School science in search of a democratic order? In Kumar, K. *Rationales and Strategies*. Netherlands: Kluwer Academic Publishers School, New Delhi: NBT.

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Faculty of Education
Diploma in Education (D.Ed)
Semester-III
Paper – XXV
Code of the Paper (DIE – 211)
School Internship Programme (Duration 16 weeks)

Course Outcomes:

After the completion of this course content the learners will be able to

- Gain real experience of school environment as a teacher
- Understand the management system of primary school.
- Understand the learner, learning behaviour and learning situations from teachers' point of view.
- Develop meaningful learning sequences appropriate for effective learning
- Work under the guidance of experienced school teachers
- Participate in co curricular and extra –curricular activities organized in school
- Understand the actual classroom problems
- Management skills in the classroom
- Understand the problems as well as behavior of students at different stages of development
- Organize SDMC and SMC in schools
- Connecting school with community by interacting with parents
- Critically analyse the gained teaching experiences in actual school environment

16 week school internship will be organized in three phases: (i) pre internship (ii) internship; (iii) and post internship.

Pre-Internship: The following activities shall be organized during pre -internship phase (One week):

I. Planning and Facilitating Teaching Learning

- Lesson planning
- Class Teaching observation
- Developing and Using Teaching Learning Resources

II. Understanding School Context

- Prepare Profile of the school (Type of School/infrastructure, facilities teachers, students and community information)

III. Participation in School Activities

- Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting etc. and prepare a report of Activities

IV. Community and school

- Interaction with SDMC/SMC members
- Interacting with parents

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Phase - 2: Internship

Every student teacher shall undergo an internship of 15 weeks in an identified school. During this period the student teacher shall be attached to a school and she shall undertake such duties as are assigned to her by the Head Master/Principal/ of the school / Supervisor of teaching practicum in all school related activities. During this period, she shall teach at least 200 periods in the school, taking equal number of lessons from each of her pedagogy subjects, under the supervision of the supervisor. During internship Student teachers shall perform the following activities:

- Prepare and deliver 40 lessons plans in each subject.
- 10 Observation of peer pupil teachers in each teaching subject
- Preparation of time table
- Organize and participate in:
 - ❖ Morning assembly
 - ❖ literary and cultural activities
 - ❖ Exhibitions
 - ❖ Quiz
 - ❖ Games and sports
 - ❖ PTA/SMC/PTM meetings
- Maintaining the respective records
- Maintenance a teacher diary

Records to be submitted

- 40 lesson plans in each subject.
- School profile: infrastructure; Social Science Laboratory - physical facilities, Equipment, School Library-facilities
- Record of Participation/organization of school activities
- School time table
- Teacher Diary

Phase - 3: Post Internship

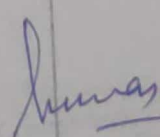
The following activities shall be organized in the Post Internship phase:

- Preparation of brief report by each student teacher on her internship experiences.
- Exhibition of teaching aids.
- Viva-Voce on School Internship Programme by concerned supervisor..

Internal Assessment

The assessment of the performance of student teachers shall be based on various records submitted by the student teachers and observation & evaluation by concerned supervisor.

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Faculty of Education
Diploma in Education (D. Ed.)
Semester - IV
Paper -XX
Code of the Paper (DIE-202)
Cognition, Learning and the Development of Children

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per Week: 05+01
Exam Hours: 3Hrs.
Total Credit per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e.16 marks.

Objectives: The Paper will enable the students to:

- Understand the process of thinking and learning in children through different theories/ perspectives and reflect on their relevance in the teaching-learning process.
- Understand how different perspectives/theories contribute to an overall understanding of development and the child as a socio-cultural universal.
- Bring the implications of theory into the centre of the study of children; to provide for opportunities such that the student teacher is able to visualize the linkages with theory in the real life interactions with children.
- Enable the student teacher to visualize the linkages with theory in the real life interactions with children.
- Enable student teachers in understanding the principles and maxims of teaching.
- Provide an understanding of factors those facilitates and hinder learning.
- Enable the student teacher to understand the learning theories and their implications for curriculum planning and curriculum transaction.

Course Outcomes:

After the completion of this course content the learners will be able to

- Grasp the different theories/ perspectives and reflect on their relevance in the teaching-learning process.
- Visualize the linkages of psychological theories with the real life interactions with children.
- Know the learner and learning processes.
- Understand the principles and maxims of teaching.
- Know about the factors facilitating and hinder learning.
- Understand the learning theories and their implications for curriculum planning and curriculum transaction.
- Understand the process of Language development in children.

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Course Content

Unit 1: Concept Formation and Thinking

- 1.1 Concept formation: Meaning of concept, processes of concept formation.
- 1.2 Factors affecting development of concepts in childhood.
- 1.3 Self-concept among children.
- 1.4 Psychologist's views on concept formation: Bruner's model & Piaget's view.
- 1.5 Thinking: Concept, types and process of thinking.

Unit 2: Cognition and its Theories

- 2.1 Cognition: Meaning and concept
- 2.2 Constructivism: Introduction to the concept, Piaget's theory of cognitive development, implications for teaching-learning process.
- 2.3 Vygotsky's theory: Introduction, the general genetic law, concept of ZPD, tools and symbols in development, implications for teaching.
- 2.4 Information processing approaches: basic architecture of the mind: working memory, long term memory, attention, encoding and retrieval

Unit 3: Learning during childhood

- 3.1 Learning: concept and type of learning (Gagne's Classification)
- 3.2 Individual and socio-cultural differences in learning
- 3.3 Basic ideas of Behaviourism, Bandura's Social learning theory, Skinner's Reinforcement theory
- 3.4 Factors affecting learning
- 3.5 Understanding - learning difficulties

Unit 4: Development of Language among children

- 4.1 Children communication skill
- 4.2 Process of Language development from infancy to childhood
- 4.3 Perspectives in language development: Skinner and Chomskian's view
- 4.4 Story telling as a pedagogical tool for language development

Suggested Readings

- Bala, I. (2013). *Childhood and the Development of Children*. Jalandhar: Amit Parkashan.
- Bettelheim, B. (1987). *The Importance of Play*. The Atlantic Monthly, March.
- Bodrova, E. and Deborah, J. Leong. (1996). *Tools of the Mind*. New Jersey: Merrill Chapter 3: The Vygotskian Framework and other Theories of Child Development, Chapter 10: Play as a leading activity.
- Bodrova, E. and Leong, D. (1996). *Tools of the Mind*. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.
- Cox, M. (2005). *The Pictorial World of the Child*. New York: Cambridge University Press.

- Crain, W. (1992). *Theories of Development: Concepts and Applications*. (3rd Edition).
- Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook*. New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years.
- Mangal, S. K. (2004). *Development of Learner and Teaching Learning Process*. Ludhiana; Todon Publishers.
- Mangal, S. K. (2007). *Introduction to Psychology*. New Delhi: Arya Book Depot.
- Mangal, S. K. (2011). *Advanced Educational Psychology*. New Delhi: PHI Learning Private Limited.
- Mukunda, Kamala, V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 2: Learning 22-50; Chapter 6: Moral Development, 117-146; Chapter 10: Emotions, Learning and Emotional Health, 222-253.
- Panday, K. P., Bhaedwaj, A., & Pandey, A. (2010). *Advanced Educational Psychology*. Delhi: Shipra Publications.
- Piaget, J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.
- Sharma, A. & Bansal, T. (2010). *Learner, Learning and Cognition*. Ludhiyana; Vijaya Publication.

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Faculty of Education
Diploma in Education (D. Ed.)
Semester - IV
Paper -XXII
Code of the Paper (DIE-204)
Understanding Society, Education and Curriculum

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per Week: 05+01
Exam Hours: 3Hrs.
Total Credit per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e.16 marks.

Objectives:

The paper will enable the students to:

- Describe the nature of Indian society, its evolution and relationship with education system.
- Analyse the linkages between society and education.
- Discuss the role of schools as an organ of society.
- To become aware of social groups that influence education.
- To become aware of the different social factors that influence education.

Course Outcomes:

After the completion of this course content the learners will be able to

- Understand the nature of Indian society, its evolution and relationship with education system.
- Understand the linkages between society and education.
- Understand the role of schools as an organ of society.
- Be aware of social groups that influence education.
- Know about the different agencies of education and their role.
- Reflect upon social Issues like unemployment, Poverty, National Disintegration, Population explosion.

Course Content

Unit -1: Education in Present Indian society

- 1.1 Education: Meaning, Need, Scope and Functions.

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- 1.2 Aims of Education in reference to present Indian Society.
- 1.3 Role of Education and Society in preservation and progression of knowledge and transmission of cultural heritage and tradition

Unit - 2: Types and Agencies of Education

- 2.1 Types of Education – Formal, Informal, Non- formal,
- 2.2 Role of Agencies- Home, School, Family and Community.
- 2.3 Mass-media- concept and importance in education in reference to modern Indian society.

Unit -3: Society and Education Linkages

- 3.1 Society; Meaning and its Institutions, Evolution of Indian Society.
- 3.2 School as an Organ of Society
- 3.3 Impact of different political systems on education (capitalism and socialism)

Unit -4 : Social groups and education

- 4.1 Social groups (primary, Secondary and tertiary)
- 4.2 Socialization: the role of the family and school.
- 4.3 Education and Contemporary Social Issues: Unemployment, Poverty, National Disintegration, Population explosion.

Suggested Readings:

- Aggarwal, J.C & Husain, N. (2016). Socio- Philosophical Perspectives of Education, Delhi: Shipra Publication
- Aggarwal, J.C. (2002). Theory and Principles of Education, New Delhi :Vikas Publishing House.
- Aggarwal, J.C. (2017). Education in Emerging Indian Society, Delhi: Shipra Publication
- Dash, B.N. (2004). Education and Society, New Delhi: Dominant Publishers and Distributors
- Khatri, H.L.,&Lata, S.(2018). *Education and Society*, Uttar Pradesh: Bookman
- Lata, S &Khatri, H.L. (2016). Education and Society(2nd Edition),New Delhi: Paragon Publishers
- Pandit, K.L. (2003). Educational Sociology. Jaipur : A.B.D. Publishers
- Prasad, J. (2006). Education and Society. New Delhi :Kanishka Publishers.
- Sharma, S.B. (2016). Education in India, Agra: Rakhi Prakshan
- Srinivas, K., Viswanathappa, G &Latchanna, G.(2016). Foundations of Education, New Delhi: Neelkamal publications.

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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonapat
Faculty of Education
Diploma in Education (D. Ed.)
Semester - IV
Paper -XXIV
Code of the Paper (DIE-206)
Emerging Gender and Inclusive Perspectives in Education

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per week: 05+01
Exam Hours: 3Hrs.
Total Credit per week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 16 marks.

Objectives: This Paper will enable the students to:

- Develop a comprehensive and critical understanding on disability, marginalization and inclusive education.
- Understand how barriers to learning arise from various discriminatory practices, curriculum, teaching approaches, school organization and various other social and cultural factors.
- Focus on the structures (implicit and explicit) in our schools that serve as a hindrance to the inclusion of all students.
- Deliver pedagogy, curricula that engage all students, including those with disabilities to address inequality and diversity in Indian classroom.
- Recognize the need of integrating and inculcating life skill and values in school curriculum and its implementation.
- Generate sensitivity towards local and global environment to emphasize living in harmony with in oneself and with natural and social environment.
- Explore and understand the possibility of change through inclusive education.
- Develop a comprehensive and critical understanding on disability, marginalization and inclusive education.

Course Outcomes:

After the completion of this course content the learners will be able to

Course Content

Unit 1: Inclusive Education

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- 1.1 Meaning of Inclusive Education: Caste, Class, Gender, and Disability Perspective
- 1.2 Difference between special education, integrated education and inclusive education
- 1.3 Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs)
- 1.4 Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns
- 1.5 Infrastructural facilities for an inclusive school and an ideal Inclusive school

Unit 2: Role of Teacher in Inclusive School: Instruction and Assessment

- 2.1 Instruction Strategies: Universal Design for Learning(UDL), Peer tutoring, Collaborative instruction, Self-regulated learning, Team teaching
- 2.2 Disability identification, assessment and interaction
- 2.3 Understanding and exploring the nature of assessment for inclusive education
- 2.4 Alternative assessment strategies
- 2.5 Role of teachers in shaping inclusive class room

Unit 3: Gender, School and Society

- 3.1 Concept of Gender and related concepts: patriarchy, feminism, equity and equality, sexuality
- 3.2 Social construction of masculinity and femininity
- 3.3 Patriarchies in interaction with other social structures and identities
- 3.4 Influence of family, caste, religion, culture, region, the media and popular culture (films, advertisements, songs) on gender identity

Unit 4: Strategies to bring equality

- 4.1 Barriers to equality and inclusive education
- 4.2 Strategies to promote equality and inclusion
- 4.3 Role of school, parents and community participation in dealing with gender issues
- 4.4 Gender concerns in education: Curriculum, text-books, classroom processes and student-teacher interactions
- 4.5 Working towards gender equality in the classroom: The efforts of the government agencies to achieve gender parity: reservations and legal provisions

Suggested Readings:

- Bhattacharjee, N. (1999). *Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India.* New Delhi: Sage.
- Dash, N. (2011). *Inclusive Education for Children with Special Needs*, Atlantic Publication
- Dhawan M. L. (2014). *Inclusive Special Education: Evidence-Based Practices for Children with Special Needs and Disabilities*, Springer; 2014 edition.
- Frostig, M. & Maslow, P. (1973). *Learning Problems in the Classroom: Prevention and Remediation.* New York: Grune & Stratton.

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- Gahi, A. (2008). *Gender and Inclusive education at all levels* in VedPrakash & K. Biswal (ed.) *Perspectives on education and development: Revising Education commission and after National University of Education Planning and Administration*: New Delhi
- Gahi, 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.
- Jeffery, P. and Jeffery R. (1994). *Killing My Heart's Desire: Education and Female Autonomy in Rural India*. in Nita Kumar (ed.) *Women as Subjects: South Asian NUEPA. Histories*. New Delhi
- Kumar, K. (2004). *Growing up Male' in What is Worth Teaching*. New Delhi: Orient Black Swan
- Makol Rajesh & Lalit (2018). *Gender School and Society*.
- Malhan, Suman & Savita (2013). *Diversity, Gender and Inclusive Education (Hindi)*. 21st Century Publication; First edition (2013)
- NCERT. (2006). *National Focus Group Position Paper on Education with Special Needs Inclusive Education*.
- NCERT. (2006). *National Focus Group Position Paper on Gender Issues in Education*.
- NCERT. (2006). *National Focus Group Position Paper on Problems of Scheduled Caste and Scheduled Tribe children*.
- Ortlieb, R., & Sieben, B. (2014). *The making of inclusion as structuration: empirical evidence of a multinational company*. *Equality, Diversity and Inclusion: An International Journal*, 33(3), 235-248.
- Rao, Usha. (2012). *Inclusive Education*, Himalaya Publication House-New Delhi.
- Sharma Parul & Singh Nisha (2017). *Gender, School and Society*, R. Lal: First edition.
- Siddiqui Hena (2017). *Inclusive Education*, Twenty First Century Publication; Sixth edition.
- Virk, Jaswant & Arora Alka. (2010). *Fundamentals of Inclusive Education (Hindi)*.

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Faculty of Education
Diploma in Education (D. Ed.)
Semester - IV
Paper -XXVI
Code of the Paper (DIE-208)
Understanding Language & Early Language Development

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Total Inst. Hours per Week: 05+01
Exam Hours: 3Hrs.
Total Credit per Week: 06

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e.16 marks.

Objectives: The Paper will enable the students to:

- Help the participants in the course understand the nature and structure of language
- Help them in understanding the relation between language, mind and society.
- Discuss with them process of language acquisition and learning.
- Make them aware of the functions of language.
- Help them understand the different language skills and how to develop these.

Course Outcomes:

After the completion of this course content the learners will be able to

- Understand the nature and structure of language and multilingualism.
- Understand the relation between language, mind and society.
- Understand the process of language acquisition and learning.
- Know the role of literature in language learning
- Make them aware of the functions of language.
- Acquire the mastery over basic language skills i.e. LSRW

Course Content

UNIT 1: Nature of Language

- 1.1 Define concept and importance of language
- 1.2 Relationship of Language and Society
- 1.3 Nature of multilingualism
- 1.4 Constitutional Provision about Language

UNIT 2: Language Acquisition

- 2.1 Language Acquisition and Language Learning: pre-school and early school years
- 2.2 First Language Acquisition
- 2.3 Second and Foreign Language
- 2.4 Aims and Objectives of Language Teaching
- 2.5 Learning Language Classroom
- 2.6 Organizing Language Classroom & Roll of the Teacher.

UNIT-3 Language across the Curriculum

- 3.1 Function of Language: In the classroom, outside the classroom
- 3.2 Language in education and Curriculum
- 3.3 Learning language and learning through Language
- 3.4 Using Language across the curriculum

UNIT-4 Literature

- 4.1 Types of text; narrative and expository
- 4.2 Connections between classroom instruction and theories
- 4.3 Role of literature in language learning
- 4.4 Learner's active role in understanding literature
- 4.5 Using Children's literature across curriculum.

Suggested Readings:

- Bhawan Jai & Ahlawat (2017). Language Across the curriculum, Book Man Delhi (2017)
- Editor T.E.(2016). Content and Language Integrated Learning, The British Council, Forum for Across the Curriculum Teaching
- Fasold, R & Connor Linton, J.(2013). An introduction to language and linguistics. (6thed.) Cambridge University Press.
- Genlott, A. A., & Grönlund, Å. (2013). Improving literacy skills through learning reading by writing: The IWTR method presented and tested. Computers & Education, 67, 98-104.
- Grenfell, M. (Ed.). (2002). Modern languages across the curriculum. Psychology Press.
- Hayes, J. H. (2006). Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening, Eye on Education.
- Tej Hassan & Bhargava (2016). Language Across the curriculum, Rakhi Prakashan; First Edition edition (2016)

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Faculty of Education
Diploma in Education (D. Ed.)
Semester - IV
Paper- XXVIII
Code of the Paper: (DIE-210)
Children's Physical and Emotional Health

Max. Marks: 50

Total Inst. Hours per week: 03

External Marks: 40

Total Credit per week: 03

Internal Marks: 10

Objectives: The Paper will enable the students to:

- Build a holistic understanding of the concept of health and well-being and understand children's health needs using a social determinants framework.
- Understand the reciprocal relationship between health and education and understand the role of the teacher and possible ways of engaging with health concerns.
- Examine specific programmes related to children's health operating in schools.
- Build knowledge and skills on teaching health and physical education and integration of their themes with other curricula areas of teacher education and school subjects.

Course Outcomes:

After the completion of this course content the learners will be able to

- Understand the concept of health and well-being.
- Understand children's health needs using a social determinants framework.
- Understand the reciprocal relationship between health and education.
- Understand concept of Sports Psychology and importance of motivation in it.
- Know about the concept of Adapted Physical Education
- Use Sports and adapted physical education activities for inclusion children with disabilities

Course Content

UNIT-1: Basics of Health, Education and Nutrition

- 1.1 Meaning & dimensions of health
- 1.2 Health Education: meaning , objectives ,scope
- 1.3 Principles of Health Education
- 1.4 Importance of Health Education at school level
- 1.5 Meaning and importance of balanced diet.
- 1.6 Mid-Day Meal Programme: Rationale, Objectives, Components, Functioning

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UNIT-2: Foundations of Physical Education

- 2.1 Introduction and Meaning, Definition,
- 2.2 Scope of Physical Education,
- 2.3 Aims and Objectives of Physical Education, Purpose of Physical Education.
- 2.4 Physical Education as an Art and Science,
- 2.5 Physical Training, Physical Culture, Teaching, Coaching, Drill, Sports, Games, Courts, Grounds, Referee, Gym

UNIT- 3: Introduction to Adapted Physical Education

- 3.1 Meaning of Adapted Physical Education
- 3.2 The aims of Adapted physical Education
- 3.3 The Objectives of adapted Physical Education
- 3.4 Adapted physical education: approach for removing architectural, attitudinal and administrative barriers
- 3.5 Sports and adapted physical education activities for inclusion and wellbeing among persons with disabilities

UNIT-4 : General Concept of Sports Psychology

- 4.1 Meaning and definitions of sports psychology.
- 4.2 Need and Importance of Sports Psychology in competitive sports.
- 4.3 Meaning and definition of motivation, motives, drives and needs.
- 4.4 Types of motivation.
- 4.5 Need and importance of motivation in the field of physical education and sports.

Suggested Readings:

- Aao Kadam Uthaein: Ek Sahayak Pustika, USRN-JNU, New Delhi. (A resource tool/book for schools to address issues of health infrastructure and programmes)
- Agarwal, P. (2009). Creating high levels of learning for all students together, Children First, New Delhi. (Hindi and English).
- Ashtekar, S. (2001), Health and Healing: A Manual of Primary Health Care, Chapters 1, 3, 7, 8, 40. Chennai: Orient Longman.
- Barow. H.M. *Man and His Movement-Principles of Physical Education*, Philadelphia, Lea and Febiger, 1971.
- Baru, R. V. (2008). School Health Services in India: An Overview. Chapter 6 in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage publication, 142-145.
- Brar, Rahhpal Singh, et al, "Fundamentals of physical Education" (2007) 1st edition, Kalyani Publisher B- 1/292, Rajinder Nagar Ludhiana Punjab.
- Bucher, C.A. *Foundations of Physical Education*, St. Louis; C.V. Mosby Co., 1972.

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- Chander, Yogesh (2016). Adapted physical education: approach for removing architectural, attitudinal and administrative barriers, chapter in book Scientific culture in physical education and sports Edited by Nishan Singh Deol, Amarpreet Singh & Manoj Singh. Patiala. Twentyfirst Century Publications.
- Chander, Yogesh (2018). Sports and adapted physical education activities for inclusion and wellbeing among persons with disabilities, chapter in book Inclusive education: practitioners prospective Edited by N.K.Jangira, SandhyaLimaye, SatishKapoor, SIEDI-SatishKapoor Publications.
- Children: Factors that Facilitate/Impede Successful Primary School Completion in
- Contexts, New Delhi: Sage
- CSDH, (2008), *Closing the gap in a generation*, Executive Summary of the Final Report of the Commission on Social Determinants of Health, WHO, WHO, Geneva, 0-9.
- Dalen, V. *A World History of Physical Education*, Prentice Hall Inc.
- Deshpande, M., R.V. Baru and M. Nundy, (2009). *Understanding Children's Health Needs and Programme Responsiveness*, Working Paper, New Delhi: USRN-JNU
- Gangopadhya, S. R. "Sports Psychology", (2007) Sports Publication G-6, 23/23B EMCA House, Ansari Road, Darya Ganj New Delhi.
- Gupta, A. Deshpande, M. Balasubramaniam, R. and Anil, C. (2008), Innovations in Health Education Curriculum in Schools: Towards an Art of the Possible in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage, 155-201.
- Iyer, K. (2008), A look at Inclusive Practices in Schools. Source: RRCEE, Delhi University,
- Jalan, D. (2000) The diverse learning needs of children. Seminar No. 546 3. Werner, D. (1994), *Disabled Village Children*, Chapters 5, 10-13, 16, 17 and 24, New Delhi: VHAI.
- Kamlesh, M.L. *Physical Education Facts and Foundations* Faridabad: P.B. Publications (Pvt) Limited. Faridabad, Haryana 1988.
- Kamlesh, M.L. *Principles and History of Physical Education and Sports*, Friends Publications (India), New Delhi, 2004.
- Khan E.A. *History of Physical Education*, Scientific Book Company. Patna, 1964.
- Midday Meals- A Primer, (2005). *Right to Food Campaign*, Delhi.
- Rama V. Baru (ed.) *School Health Services in India: The Social and Economic*
- Ramachandran, V., Jandhyala, K. and Saihjee A. (2008). *Through the Life Cycle of*
- Revenes, R.S. *Foundations of Physical Education*, Houghton Mifflin Co., Boston, U.S.A.
- Sen, S. (2009), One size does not fit all children, Children First, New Delhi. (Hindi and English)
- Sherril, Claudine "Adaptive Physical Activity, Recreational and Sports" (1998) 5th edition - McGraw Hill Publisher Ltd.
- Shukla, A. and Phadke, A. (2000). Chapter- 2, 3, 4, 6 and 8. SwasthyaSathi: Bhag 1, Pune: Cehat.
- Singh Jeet and Vaid, Rajesh, "Physical Education and Sports Psychology" (2007) Sports Publication, G-6, 23/23B EMCA House, Ansari Road, Darya Ganj New Delhi.
- VHAI (Voluntary Health association of India, 2000). Mahamarikarop le saknewalibeemariyan/swasthyasamasyaen, New Delhi: VHAI. (Hindi and English Versions).

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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonapat
Faculty of Education
Diploma in Education (D. Ed.)
Semester - IV
Paper - XXX
Code of the Paper: (DIE-212)
Work Education

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

Total Inst. Hours per week: 03
Total Credit per week: 03

Objectives: The Paper will enable the students to:

- Identifying needs of the self, family and community in respect of health.
- Acquainting themselves with productive activities in the community;
- Understanding facts and scientific principles involved in various forms of work; Knowing the sources of raw materials and understand the use of tools and equipment in the production of goods and services;
- Understanding the utility of productive work and services to the community; understanding the needs of a technologically advancing society in terms of productive processes and skills;
- Understanding the processes of planning and organization of productive work;
- Conceptualizing their role in productive situations;
- Developing abilities for self-evaluation of performance and for entrepreneurship.
- To help the pupils to develop skills: for the selection, procurement, arrangement and use of tools and materials for different forms of productive work; - to observe, manipulate and participate in work practice for greater productive efficiency. - to enhance their working competence sufficiently so as to enable them to earn while they learn;
- Use their creative faculties for devising innovative methods and materials.
- Helping the pupils to develop proper attitude and values in terms of: -respect for manual work and regard for manual workers; - socially desirable values such as self-reliance, helpfulness, cooperativeness, teamwork, perseverance, tolerance, etc.; - proper work ethics such as regularity, punctuality, honesty, dedication, discipline, etc.; self-esteem through achievement in productive work and services; - a deeper concern for the environment and a sense of belonging, responsibility and commitment for the society; - strive for excellence

Course Outcomes:

After the completion of this course content the learners will be able to

- Prepare various educational items like files, stationary kits, pen stand etc.
- Prepare creative items including dry flower arrangement, wall hangings, shoe piece etc.

- Use of waste material for artistic work
- Identify the nutritional and health problems of the community.
- Prepare Family Budget and Maintain Daily Household Accounts
- Organize exhibitions, Picnics, tours, excursions, functions etc.

Course Content

UNIT-1: Preparation of various Items

- 1.1 Preparation of File cover, folders, Stationary Kit, Pen stand & Note pad
- 1.2 Preparation of dry Flower Arrangement in group
- 1.3 Wall Hanging & show piece in group
- 1.4 Best out of Waste items

UNIT-2: Activities

- 2.1: Studying the nutrition and health status of people in a village/city slum/tribal area. Preliminary identification of nutritional and health problems of the community.
- 2.2: Plantation of Shade/ trees. Importance of trees for ecological balance of the environment. Local and exotic trees for various purposes. Factors affecting normal growth of the plants.
- 2.3: Preparation of Family Budget and Maintenance of Daily Household Accounts. Preparing simple receipts and payment account in the register systematically and neatly. Comparing past receipts and payments with present receipts and payments.
- 2.4: Helping School/Institute Authorities in Organizing
 - 2.4.1 Picnics, tours, excursions, functions. Evaluation of the success of the programme/effectiveness of the activity undertaken.
 - 2.4.2 Helping school authorities in organizing exhibitions: - planning the programme collecting/making exhibits and keeping them safely.
 - 2.4.3. collecting the exhibits after the exhibition and restoring them to their owners/the school authorities; -putting back the furniture, etc. in its proper place.

Preparation and maintenance of a file with all activities above mentioned (in Part –B) with effectiveness of the activities undertaken.

Suggested Readings:

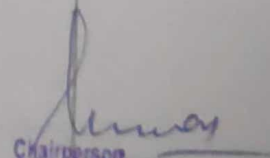
- Chawla, S. S. (1986): *Teaching of Art*. Publication Bureau, Punjabi University, Patiala, Jaswani, K .K., Teaching and Appreciation of Art in Schools.
- Chaman, Saroj, Aesthetics, 2006, Publication Bureau, Punjabi University, Patiala.
- Dodd, N. and Hickson, W. (1971/1980). *Drama and Theatre in Education*. Heinmann; London.
- Gupta, A. (2003). *Kabad se Jugad: Little Science*, Edlavaya: Bhopal.
- Khanna, S. and National Book Trust (1992). *Joy of Making Indian Toys*. Popular Science. National Book Trust: New Delhi.
- Lowenfeld Viktor: Creative and Mental Growth.

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- Margaret, MarieDeneck (1976): *India Art*. The Himalata Publication London.
- Minhas, N.S. (1974): *Art and Education*. N.B. S. Educational Publishers, Chandigarh.
- Singh L.P, DograSushil (1January 2016) *Work Education*, Publisher Paragon.
- Sehgal Singh Gurcharan (2001) *Work Education*, Publishing APH publisher.
- DubaKrishana, Doliya Anita, Sharma S.S, (January2015) *Work Education*RadhaPublication,New Delhi.
- PandeyShakal Ram (1January2020) *Education In Contemporary Indian Socieity*,PublisherShri Vinod Pustak Mandir,

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B.P.S. Institute of Teacher Training and Research
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Faculty of Education
Diploma in Education (D. Ed.)
Semester - IV
Paper - XXXII
Code of the Paper: DIE-214
Towards Self Understanding

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

Total Inst. Hours per week: 03
Total Credit per week: 03

Objectives: The Paper will enable the students to

- Identify their own personality
- Understand the human self and personality.
- Develop the capacity for self-reflection and personal integration
- Develop sensitivity towards needs of children by connecting with one's own childhood experiences
- Develop the capacity to establish peace within oneself
- Develop the capacity to establish harmony within a group, methods of conflict resolution and stress management.

Course Outcomes:

After the completion of this course content the learners will be able to

- Understand the concept of real self
- Be aware about the terms inner self, self-esteem, self-consciousness and self-perception
- Know the role of teacher in developing the self and personality among the students.
- Acquire the skill of self control
- Role of yoga and meditation to develop peace, harmony and growth
- Handle the Stress using stress management techniques

Course Content

Unit -1 Discovering one's true potential

- 1.1 Concept of self, self-identity, self-esteem or self-confidence; self-consciousness, self-perception.
- 1.2 Aspects of development of inner self, self-development strategies
- 1.3 Factors affecting self-identity
- 1.4 Personality: concept and dynamic approaches of personality
- 1.5 Attitude: concept
- 1.6 Self and identity: adult-child gaps
- 1.7 Role of teacher as a facilitator in self-exploration of pupil teacher

Unit -2 Developing sensitivity

- 2.1 Self-control

- 2.2. Conflict and conflict resolution
- 2.3. Stress and stress management techniques
- 2.4. Forms of self- expression: personal construct, social construct, communication skills
- 2.5. Social interaction and group influence (social bonds, group formation, cooperation and competition)
- 2.6. Role of yoga and meditation for peace, harmony and growth

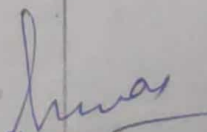
Task and assignment:

- Write a self- reflective journal (approximately 600-800 words)
- Elaborate your own value towards self and society.
- Write a self- reflective accounts of significant experiences concerning gender, stereotypes, and prejudices
- Critically reflects on one's teaching-learning practices
- Yoga sessions
- Any other assignment given by the institution

Suggested Readings

- Agarwal, K.C.(2020). *Understanding the Self*, Agra, U.P. Vinod Pustak Mandir Publication.
- Charles, K. and Arul, V. (2015). *Peace and Value Education*, Selvi Publication.
- Duval. T.S., & Silvia, P.J(2001). *Self-awareness and causal attribution: A dual systems theory*. Boston: Kluwer Academic.
- Feldonan, R.S. (2009). *Essentials of Understanding Psychology* Seventh Edition, Tata McGraw Hill, New Delhi.
- Goel, B. S. (1988). *Psycho-Analysis and Meditation*, Third Eye Foundation of India, Sonapat, Haryana.
- Gurol.A (2010). *Determining the selective thinking skills of pre-service teachers in learning and teaching process*. Firat University. Turkey.
- Hadfield, J. A. (1983). *Psychology and Morals*, Methuen & Co. London.
- Katoch, K. and Suman (2017) *Understanding the Self*, Edi. 1st, Delhi: Shipra Publication.
- Kaul, H.K. (2013). *Yoga Asana for Everyone*. Surjeet Publication.
- Kubalker, R. (2015). *Know your Stress-Manage Your Stress*, Neel Kamal Publication.
- Phillips, A.g., & Silvia.P. J. (2002). *Self-awareness, self evaluation and creativity*. *Personality and social psychology Bulletin*, 30.1009-1017.
- S.d. (1995). *Becoming a critically reflective teacher*. San Francisco. CA: John Wiley & Sons.
- Sharma, R.K.(2018). *Understanding the Self*, New Delhi, Bookman Publication.
- Sheorron, B. (2008). *The Presentation Skills Workshop*, Prentice Hall of India, New Delhi.
- Snyder, C.R. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. Sage Publication.
- Steve, D. (2012). *The Basics of Communication: A relational Perspective* Sage Publication. Brooks field,
- Topichik, G.S. (2008). *Managing Workplace Negativity*, PHI, Delhi.

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