

## **Paper I Childhood and Growing Up**

### **Objectives:**

**The student-teacher will be able to:**

- **Understand children of different ages by interacting and observing them in diverse social, economic, and cultural contexts rather than through an exclusive focus on psychological theories of child development.**
- **The study of childhood, child development, and adolescence.**
- **Understand learning as a divergent process.**
- **Make aware about the importance of healthy liking and preventing disease.**
- **Introduce psychological trials of learners.**
- **Develop health awareness among prospective teachers.**
- **Understand the role of the family and the school in the child's development.**

## **COURSE CONTENT**

### **UNIT – I: Childhood and Child Development**

- **Childhood: Meaning, concept and characteristics.**
- **Development of the child with reference to diverse social, economic and cultural background.**
- **Physical, social, emotional & intellectual development of child.**
- **Development of concept formation, logical reasoning, problem-solving, concept of thinking.**

### **UNIT – II: Adolescent Development**

- **Adolescent: Meaning, Concept & Characteristics**
- **Cognitive, Physical, Social, Emotional and moral Development patterns and characteristics of adolescent learner.**
- **Adolescent Personality: Problems & Remedies: Fantasising, Hero-worship, Idealism Daydreaming, Adventurism, Drug addiction & smoking, inquisitiveness towards opposite sex, showing off, Social-media addiction.**
- **Impact of urbanization, economic change, Social Taboos on adolescent.**

### **UNIT – III: Intelligence & Creativity**

- **Intelligence: Concept & Measurement**
- **Creativity: Concept, Creative Thinking and Measurement Of Creativity**

### **UNIT – IV Physical & Mental Hygiene:**

- **Mental health & Hygiene: Meaning, Concept, and Factors affecting mental Health & Hygiene (Personal and environmental hygiene.)**
- **Development of Good mental Health, characteristics of mentally healthy teacher, to improve mental health of teachers.**

## **UNIT – V Personality**

**Concept (Indian and Western), Classification of personality (Jung, Kretschmer, and Sheldon), Assessment of personality, factors affecting personality development.**

### **PRACTICUM/FIELD WORK (Anyone from the following):**

- 1. Compare the physical, social and intellectual development of the children with reference to any one diversity (Economic/Social/Cultural)**
- 2. Organise a debate on the issue ‘Social Media as a time-thief of the youth. Note down the main point spoken for and against.**
- 3. Administration and Interpretation of any one psychological test –  
(a) Intelligence (b) Creativity (c) Personality**
- 4. Examine the physical hygiene of a school or any social place in order to make critical appreciation.**
- 5. Prepare a report on some existing social taboos and interpret it logically and scientifically.**

## **References**

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  - **Shrivastava. D.N. Verma, Verma, Dr.Preeti 2010, Modern Experimental Psychology and Teaching, Shri Vinod Pustak Mandir, Agra.**
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- **Plato (2009) Reason and persuasion three dialogues in J. Holbo (Ed) meno: reason, persuasion and virtue. Person.**
- **Saraswathi T. S. (1999) adult-child continuity in India: in adolescence a myth or an emerging relity? in T.S. Saraswathi 9Ed) culture, socialization and human development: theory research and applications in India. New Delhi Sage.**

## Paper-II Fundamentals of Contemporary Indian Education

### Objectives:

The student-teacher will be able to:

- Contextualize contemporary India and education.
- Evolve a deeper understanding of its purpose and its relationship with society and Humanity.
- Understand the classroom in social context.
- Provide a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives of issues.
- Critically analyse human and child rights.
- Engage with concepts which are drawn from a diverse set of disciplines.
- Learn about policy debates overtime the implementation of policies and actual shaping of school education.
- Understand the prominent social determinants.

### COURSE CONTENT

#### UNIT – I: Diversity in Society & Education:

- Education: Meaning, Concept and Nature.
- Social & Cultural Diversity: Meaning, Concept and their Impact on Education.
- Social, Cultural, economic and Political Perspective of Society and Education.
- Role of the school in developing National, Secular and Humanistic identities.
- Determinants of identity formation in individuals and groups: Social categories, such as Caste, Class, Gender, Religion, Language and Age.

#### UNIT – II: Issues of Cotemporary Indian Society & Constitutional Provisions:

- Meaning & concept: Pluralistic and Egalitarian cultural identity, poverty, inequality, discrimination, marginalization and their impact on education and society.
- Constitution: Introduction of Preamble, Fundamental rights & duties of citizens & directive principles.
- Constitutional provisions on human & child right, Role of NCPCR (National commission on Protection of Child Right)
- Role of Education in National integration.

#### UNIT – III School in Social Context

- Understanding the nature and processes of socialisation
- (i) Social System: Concept, Specific characteristics.
- (ii) Education as a social sub-system and as a social process.
- (iii) Social change and Education: Concept, Meaning and process of social change, Factors influences and role of school in social change.

#### **UNIT – IV Emerging Indian Concerns and their educational implications:**

- **Meaning, Concept and Impact of Liberalisation Globalization and Privatization on Education.**
- **Stratification of Education: concept and process.**
- **Social Mobility, Social Cohesion, Technological Invasion and Knowledge Explosion.**
- **Education for marginalized group like women, Dalits and Tribal people.**

#### **UNIT – V Contemporary Issues and Policies:**

- **Contemporary challenges related to equalization of opportunities in education.**
- **Right to Education and Challenges in implementation, SSA, Naye Taleem.**
- **Education and Industrialization.**
- **Learning without Burden – Prof. Yashpal Committee Report.**

#### **PRACTICUM/FIELD WORK (Any one from the following) :**

- 1. Arrange a discussion session in class how cultural diversity in school benefits the students**
- 2. Observe mid day meal of a school to assess its nutritive value and social integral value (when children from various socio-cultural background religion, caste etc. come together)**
- 3. List down some of the habits of students which they bring exclusively from home or outside school.**
- 4. Present a report in class about the education of marginalized group.**
- 5. Examine policy & constitutional provision on equality and right to education.**

#### **Reference**

1. सिंह, डॉ एम.के. 2009 शिक्षा के दार्शनिक सामाजिक आधार, इंटरनेशनल पब्लिशिंग हाउस मेरठ।
2. रूहेला, प्रो. एस.पी. 2009 शिक्षा के दार्शनिक, ऐतिहासिक समाजशास्त्रीय आधार, अग्रवाल पब्लिकेशन, आगरा।
3. चौबे, डॉ. सरयूप्रसाद, 2009 शिक्षा के दार्शनिक, ऐतिहासिक समाजशास्त्रीय आधार, इंटरनेशनल पब्लिकिशिंग हाउस, मेरठ।

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9. त्यागी, ओंकार सिंह, उदीयमान भारतीय समाज और शिक्षा, अरिहंत प्रकाशन जयपुर।
10. **Sexena, N.R.Swaroop, Principles of Education, International Publishing House, Merrut (U.P)**
11. पाठक, पी.डी. शिक्षा के सामान्य सिद्धान्त, विनोद पुस्तक मंदिर, आगरा।

## Paper III Teaching and Learning

### Objectives:

The student teacher will be able:

- To develop scientific attitude for the process of teaching & learning.
- To develop understanding about the relationship of cognitive, social and emotional development with learning process.
- To provide an overall view on teaching & learning style and ideas to enhance these activities.
- To introduce student – teachers with teaching skill, component and parameters of effective teaching.
- To develop insight for perfect teaching by its overall perspectives in detail.

### COURSE CONTENT

#### Unit -1 Psychological domains of Teaching & Learning:

- Meaning and principles of development, relationship between development and learning.
- Meaning of cognition & its role in learning, socio-cultural factors influencing cognition and learning.
- Principles of Teaching and learning,
- Role of motivation in learning – Concept, Motivational Strategies to be used in classroom teaching.

#### Unit -2 Effective Teaching:

- Effective Teaching: Meaning and Component of Effective Teaching.
- Micro Teaching; Meaning, need, concept, Principles , cycle, salient features of the Indian model of Micro Teaching. Meaning and concept of teaching skills. Skill of fluency in questioning, probing ,illustrating with example, reinforcement, stimulus variation and using black-board (concept, components, observation and evaluation schedules and model lessons).
- Teaching for culturally diverse students, theory of culturally relevant pedagogy.
- Creative Teaching: Meaning, concept and ways of teaching creatively.

#### Unit -3 Learning:

- Learning – Meaning, and characteristics, factors influencing learning, Types of learning – Insight, Constructivist and Social.
- Role of teacher in teaching-learning situations: (a) Transmitter of knowledge (b) Teacher as a Role Model (c) Facilitator for Encouraging Children to Construct knowledge (Constructivist Approach)(d) Co-learner.

#### Unit -4 Learning Style:

- **Learning Style:** – concept, Types and importance in Teaching -Learning process, factors affecting learning style.
- **Diversity among learners and learning needs** – Gifted, slow learner and differently-abled children, Role of teacher in their effective learning.

#### **Unit -5 Teaching style:**

- **Teaching Style:** – Concept, Types and effect on learners’ learning process, factor affecting teaching Style.
- **Teacher behaviour, effect of Verbal and Non-Verbal behaviour of Teacher on students’ learning. Teacher behaviour and classroom climate (Flanders’ interaction analysis category system).**
- **Use of out of class experiences of children in classroom teaching, Organisational climate – Meaning, types, and its effect on teaching.**

#### **PRACTICUM/FIELD WORK (Any one from the following):**

1. **Analysing the behaviour of your fellow student-teachers, find out how socio-cultural factors have influenced & shaped their learning.**
2. **Write a report about some best teachers in your past experiences & write some special features of their ways of teaching.**
3. **Conduct a case study of an individual (Educationally exceptional – Differently-abled).**
4. **Observation of two lessons of the same student teacher for encoding and decoding on the basis of Flander’s Interaction analysis.**
5. **Trace out some of the odd Non-Verbal behaviour of any 05 fellow student teachers.**

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- **Concept Publishing Company Private Ltd, Mahan Garden, New Delhi.**
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## **Paper-IV Basics in Education and Communication**

### **Objectives**

**The student teacher will be able to:**

- **To understand the meaning, nature and process of education.**
- **To clarify how educational determinants determine the individual's personality in a typical shape**
- **To understand how ways of educating people changed with the process of time.**
- **To equip a teacher with different skills needed for providing guidance and counselling**
- **To understand the concept & importance of guidance & counselling services.**
- **To understand the different values & ways to inculcate them**
- **To develop oral, written and non verbal communication skills**

## **COURSE CONTENT**

### **Unit-I Education, Nature & Purpose-**

- **Education: Meaning, Nature and purpose of Education according to Vivekanand, Tagore, Gandhi, Aurobindo, Rousseau & John Dewey.**
- **Important National documents: Kothari Commission, National Education Policy 1986, Revised National Policy 1992 and NCF 2005.**
- **Education as a Social Process.**

### **Unit- II Evolution and Management of Education**

- **Ancient Indian Education System: Vedic Era, Buddhist Era, Muslim Era & British Era – An Overview with specific reference to Teacher, Student, Methods and Contents.**
- **Educational Management: Meaning, Concept, Principles.**
- **Managerial Role of the Head of Institution: – Meaning, Importance and qualities, Managerial activities – Planning, Decision-making, Co-ordination, Supervision and Financing in the schools.**

### **Unit-III Educational Guidance & Counselling.**

- **Meaning, Concept, Need and Importance of Guidance & counselling in Educational Institutions.**
- **Group and individual techniques of Guidance.**
- **Need of Guidance & counselling for children with special needs.**
- **Minimum essential Guidance programme for an Indian Secondary Schools.**

### **Unit-IV Values Education and Peace Education**

- **Values: Meaning, Types: Aesthetic, Spiritual, Universal, Moral and ethical etc. Role of Education in Transformation of Values in Society.**
- **Value Education: Recommendations of Committees, Commissions and Policy Directives.**
- **Major issues related to value Education, Methods of Value Orientation and Evaluation of value learning.**
- **Peace Education – Meaning , Concept and need.**
- **(a)Issues of National and International conflicts, social injustice, Communal conflict.**
- **(b)Individual alienation: A Critical understanding.**
- **(c) Role of School, Social organisations (UNESCO) and Individuals in promoting peace.**

#### **Unit-V Communication Skills for the Teachers.**

- **1.Communication: Meaning, Concept, Elements and Process, 7 C's of Communication, Audio-Visual-Communication. Importance of Non verbal Communication in Teaching.**
- **2.Listening & Speaking Skills, Barriers to Listening & speaking, Effective Presentation.**
- **3.Written Communication for Teachers: Circulars, Notices, Orders, Report, and Minutes.**

#### **Practicum/Field Work (Any one from the following)**

- **Interview a less educated or uneducated person about a social issue & conclude the findings in present context.**
- **“Are Modern Educational ways Effective in comparison to traditional ways of teaching” Organise a debate for or against and report the outcomes.**
- **How students choose their career. Discuss with the Headmaster/Principal, Parents/Students & prepare a report on it.**
- **Write a small reflective note on how you found yourself under a value conflict situation in recent past**
- **Or**
- **Analyse the contribution of any National or International personality in establishing peace.**
- **Speak some fifty words & tell students to recall them back and note down who counts maximum.**
- **Or**
- **Draft two notices for the conduction of some activity in school.**

#### **References**

- **Chahel S K (1994), Environment & the Morality: Towards a new paradigm**
- **Gandhi K L (2000), Naitik Moolya: Sankaleen Parivesh Mein, Frank brothers, Delhi**
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- **Verma R S and Upadhyaya: Shaikshik avam Vyavsayik Nirdeshan, Vinod Pustak Mandir, Agra.**
- **Agrawal, J C: Educational & Vocational Guidance Doaba, Delhi.**

## Paper-V Language Across The Curriculum

### Objectives

The student teacher will be able to:

- Understand the language background of students as the first or second language users.
- Create sensitivity to the language diversity that exists in the classroom.
- Understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
- Understand the nature of reading comprehension in the content area & writing in specific content areas.
- Understand interplay of language and society.
- Understand function of language and how to use it as a tool.
- Understand language and speech disorder and make remedial measures, too.

### COURSE CONTENT

#### Unit-I Language and Society:-

- Rule governed system: Meaning, Concept and use in language.
- Relationship of language and society: Identification, power and discrimination.
- Nature of multilingualism: Managing multilingualism in classroom
- Constitutional status of languages: Hindi, English, Regional languages

#### Unit- II Language Development:-

- Theories of language development (Vyogotsky, chomsky) and its implementation in teaching.
- Construction of Proverbs and Idioms, Diversity of language and religion.
- Speech defects: – lispings, slurring and stammering, role of teacher in its resolution.
- Physical, Environmental, Social and Psychological barriers to language learning.

#### Unit-III Language Acquisition:-

- Understanding Hindi alphabets & it's logical & simple classification
- Language acquisition and cognitive development, Learning languages with fun
- Culture acquisition through language.

#### Unit-IV Classroom and Language:-

- Vocabulary building strategies in classroom.
- Tools for learning: Dictionary, Discussion and Word puzzles .

- **Courteous expression: In written and spoken form, Professional implications for a teacher.**
- **Function of language: In the classroom and outside the classroom.**
- **Role of literature in language learning and understanding.**

#### **Unit-V LSWR (Listening,Speaking,Reading,Writing)as Basic Skills for Languages**

- **The development of reading & writing skills of secondary students through activities.**
- **Nature of expository texts Vs narrative texts, transactional Vs reflective texts.**
- **The development of listening and speaking skills of secondary students through activities**
- **Importance of 3 V's (Vocal, Visual & Verbal) in language communication**

#### **Practicum/Field Work (Any one from the following)**

- **Draft a report on the efforts put in by Rajasthani people to give Rajasthani Language a status of constitutionally scheduled/recognised language.**
- **Diagnose speech defects of primary level student and make a remedial strategy.**
- **Prepare a list of atleast 10 proverbs of Rajasthani Language and interpret their cultural significance.**
- **Narrate your First experience of First Day for internship programme.**
- **Collect a literary style poem of any language and critically analyse it .**

#### **References**

- **Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa 9pp. 3-&). Heinemann Educational Books.**
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- **Thwaite, A. & Rivalland, J.(2009) How can analysis of classroom Taks help teachers reflect on their practices? Australian Journal of Language and Literacy, the 32(1) 38**

Paper-VI

<b>S.No.</b>	<b>Paper Name</b>
1	Pedagogy of Hindi (Part-I)
2	Pedagogy of English (Part-I)
3	Pedagogy of Sanskrit (Part-I)
4	Pedagogy of Mathematics (Part-I)
5	Pedagogy of Physical Science (Part-I)
6	Pedagogy of Chemistry (Part-I)
7	Pedagogy of Biological Science (Part-I)
8	Pedagogy of General Science (Part-I)
9	Pedagogy of Home Science (Part-I)
10	Pedagogy of Social Science (Part-I)
11	Pedagogy of Civics (Part-I)
12	Pedagogy of Geography (Part-I)
13	Pedagogy of History (Part-I)
14	Pedagogy of Economics (Part-I)
15	Pedagogy of Business Studies(Part-I)
16	Pedagogy of Financial Accounts (Part-I)

Paper-VII

S.No.	Paper Name
1	Pedagogy of Hindi (Part-I)
2	Pedagogy of English (Part-I)
3	Pedagogy of Sanskrit (Part-I)
4	Pedagogy of Mathematics (Part-I)
5	Pedagogy of Physical Science (Part-I)
6	Pedagogy of Chemistry (Part-I)
7	Pedagogy of Biological Science (Part-I)
8	Pedagogy of General Science (Part-I)
9	Pedagogy of Home Science (Part-I)
10	Pedagogy of Social Science (Part-I)
11	Pedagogy of Civics (Part-I)
12	Pedagogy of Geography (Part-I)
13	Pedagogy of History (Part-I)
14	Pedagogy of Economics (Part-I)
15	Pedagogy of Business Studies(Part-I)
16	Pedagogy of Financial Accounts (Part-I)

## Paper VIII Art and Aesthetics (Part-I)

### Objectives:

The student teacher will be able to:

- Understand the important concepts and Prepare unit plan, Lesson plan and yearly plan for different classes.
- Critically evaluate existing school syllabuses and textbooks.
- Prepare suitable teaching aids and use them in the classroom effectively.
- Fulfilment of an individual's potentials through fine art.
- Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.
- Appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange.
- Experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content.
- Understanding basics of different Art forms-impact of Art forms on the human mind.
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.
- Enhance skills for integrating different Art forms across school curriculum at secondary level

### COURSE CONTENT

#### Unit – 1 Nature and Scope of Art Teaching

- Meaning, Nature, Scope and aims of art, aesthetics and Art teaching at secondary level .
- The place of art in general education.
- Education Values of Art and its relationship with other school subjects.
- Role of Art in Indian culture and values.
- Art and Society

#### Unit – 2 Methods and Techniques of Art Teaching.

- Methods and Approaches : Meaning and Concept, Demonstration method, Experimental method, Project method and text book method.

#### Unit – 3 Teaching-Learning Resources & Planning of Art Education

- People as resource; the significance of oral data.
- Unit Plan, Daily lesson plan
- Curriculum in Art : Mughal art style, Rajasthani art style, Pahari art style.

#### **Unit – 4 Historical Background of Music Dance & Drama.**

- The History of music in Indian context
- The History of Drama in Indian context
- The History of Dance in Indian context

#### **Unit – 5 Understanding Music, Dance & Drama**

- **Introduction to music:**संगीत परिचय : ध्वनि-स्वर, सप्तक, अलंकार, लय-ताल, वाद्य-तन्त्र, अवनद्ध, सुषिर, धन लोक संगीत, लोक वाद्य।
- लोक नृत्य।
- **Introduction to drama:** नाटक की विभिन्न विधाएँ – मंचीय नाटक, नुक्कड़ नाटक
- एकांकी मूकाभिनय नाटक, एकाभिनय, इम्प्रोवाजेशन नाटक के अंश-मंचीय अंश, नेपथ्य अंश, पुतली-नाटक का माध्य, निर्माण प्रक्रिया संचालन प्रक्रिया।

#### **Practicum/Field work(Any five from the following) :-**

- Local field trip for understanding the stone carving art to understand them in reference to their cultural and historical importance compile a report of the same.
- Exploration and experimentation with different methods of Visual Arts like Painting/ block printing/ collage/ clay modelling/ paper cutting and folding, etc.
- Make five different teaching materials using different type of teaching aids (chart, Model, Power Point, O.H.P. transparencies of Art subject.
- Prepare and organise a street play/Nukkad Natak on any emerging social issue.
- Make a pictorial presentation of local musical instruments with its historical and cultural significance.
- Prepare a report and analyse how handicraft factories design their products, manage their resources, including raw materials, its marketing and various aspects of environmental concerns.
- Meet some folk dance artist of the local vicinity and interview them on the point that how they evolved into an artist.
- Perform the *TRITAAL AND KAHRAWA* in *DUGUN & TRIGUN*
- in the presence of your Music teacher and take a performance appraisal report from them.
- Collect some folk songs in which there is a description of nature and analyse them.
- Collect some songs which are sung on any marriage celebration.

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## **Paper IX Health And Physical Education (Part-I)**

### **Objectives:**

**The student teacher will be able to:**

- **Help them to understand the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health.**
- **Develop positive attitude towards health as individual and be collectively responsible to achieve it.**
- **Equip them to know their health status, identify health problems and be informed for taking remedial measures.**
- **Make them aware about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries.**
- **Encourage them to learn and to form right habits about exercise, games and sports, sleep, rest and relaxation.**
- **Sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.**
- **Create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-control, concentration, peace and relaxation to avoid ill effects of stress, strain and fatigue of routine life.**
- **Help them to understand and develop skills to deal with psycho-social issues including those, related to process of growing up during adolescence, HIV/AIDS and substance abuse;**
- **Understand various policies and programmes related to health, physical education and yoga.**
- **Help them to understand the process of assessment of health and physical fitness.**

## **COURSE CONTENT**

### **Unit-I Health and Body Functioning**

- **Health: Meaning, Concept, Importance, dimensions and determinants.**
- **Health needs of children and adolescents, including differently-abled children.**
- **Body System: Structure and Functioning.**
- **Common health problems and diseases: causes, prevention and cure,**
- **Immunisation and First aid.**

### **Unit-II Food and Nutrition**

- **Food and Nutrition: Meaning, Types and Importance.**
- **Food Habits: Based on timing, season, age and Physical activities, Diet Plan.**
- **Food Preservation: Meaning and Types.**
- **Malnutrition: Meaning, Causes and Prevention.**

### **Unit-III Physical Fitness Safety & Security**

- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities.
- Safety and security – disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.

### **Unit-IV Sports & Health**

- Games and sports – athletics (general physical fitness exercises), games (lead-up games, relays and Major Indian, Western and traditional games) rhythmic activities, gymnastics and their impact on health.
- Yogic practices – importance of yoga, yogasanas, kriyas and pranayams

### **Unit-V: Role of Institutions**

- Role of institutions (family, school and community), health services, policies and major health and physical education-related programmes role of media in promoting sports and health activities.

### **Practicum/Field Work (Any five of the following ensuring that one activity from each unit has been covered)**

- Conduct a BMI (Body Mass Index) Test of the class & maintain the record.
- Prepare a chart of the various stages of immunisation for the child & demonstrate it in class.
- Prepare a chart of the common diseases, their causes & cure. Explain it to students.
- Conduct a survey of any institute/organisation and find out the unhygienic places and corners there and also find out the remedial suggestions to make the place tidy.
- Organise a 100 meter sprint session and record it. Afterwards do an analysis in the class of the mistakes committed or promptness shown by the participants.
- Organise a suggestive session among the peers about animal attack experiences (Such as dog, bull, snake, ape etc) and note down how they reacted in the situation and also suggest the best option to depend. Prepare a report of the same.
- Organise a session of Yogasanas & Kriyas & and after the completion of the session, mention how it felt to you.
- Arrange a rope skipping session to test how fast they do it in one minute. Calculate the number of rope skip count and declare the winner. Mention your experience.
- Paste some sports related newspaper/magazine cuttings in your file and share the contents in a session organised in the class.
- Write an essay on any favourite game of yours and state how it helped you in keeping mentally & physically fit and what you liked most about the game.

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## Paper X Conservation and Environmental Regeneration

### Objectives:

The student teacher will be able:

- To understand philosophical and epistemological basis of EVS as a composite area of study that draws upon the science, social science and environmental education.
- To Helping student teacher develop the ability to plan comprehensively and analyse & prepare projects on environmental issues.
- To Understanding the issues of conservation and environmental regeneration
- To analyze and understand environment concerns through the process of inquiry.
- To develop in the pupil teachers a sense of awareness about the environment hazards and its causes and remedies.

## COURSE CONTENT

### Unit – I: Introduction to Environmental Studies

- - Natural Environment: Meaning and Concept.
  - Environment and its Components: Biotic and Abiotic and inter-dependency.
  - Man & Environment: A symbiotic dependences.
  - Environmental Education: Meaning, Historical background, Aims, Nature, and Scope.

### UNIT – II: Environmental Pollution :-

- Environmental Pollution:
  - a. Meaning and Main Types – Air, Water, Noise, Soil and Solid Waste Pollution.
  - b. Radio Active Pollution.
  - c. Green House Effect.
  - d. Ozone Layer Depletion.
  - e. Acid Rain.

### Unit – III Environmental Conservation & Regeneration:-

- Biodiversity: – Meaning, concept and types.
- Need and importance of biodiversity at global/national/local level.
- Environmental Conservation And Regeneration: Meaning, concept, scope and need.
- Biodiversity conservation: need and methods.
- Role of individual and society in conservation of natural resources: water, energy and food.

### Unit – IV Environmental Management and Sustainable Development:-

- **Environmental Management: Meaning, concept, need and importance.**
- **Nuclear, Biomedical and Solid Waste Management.**
- **Sustainable Development: Meaning, concept, need and importance.**
- **Measures for Sustainable Development: Afforestation, Changing Patterns of energy and water consumption, Organic farming.**

#### **Unit – V Environmental Awareness Through Education & Media:-**

- **Role of Teacher in creating environmental awareness among students.**
- **Curriculum of Environmental Education at Primary, Secondary and Higher Education stage.**
- **Methods and approaches: Seminar, Workshop, Problem-Solving, Field Surveys, Project and Exhibition.**
- **Role of media and innovative practices in creating environmental awareness.**

#### **Practicum/Activity work (Any one from the following):-**

- **Conduct a campaigning programme for plantation of Tulsi, Neem etc.**
- **Celebrate important relevant days related to environmental conservation (such as earth day, world environmental days etc) in school or out of school with the help of students and make a systematic report on entire activities or work.**

**Or**

**Draft a report after analysing the scientific base of Environment related days of traditional Indian culture and present this report in class.(Basant Panchmi,Hariyali Amavasya etc.)**

- **Conduct an activity in school and ask students to get opinion of their grandparents about changing life style and their merits and demerits and collect their ideas on domestic products which can be helpful in healthy life style. The pupil teacher will compile their experiences and draft a report to present it in class.**
- **Organize a planned Visit to a hospital to study on biomedical waste, after visiting it presents your report in class.**
- **Analyse the direct or indirect message of Traditional Culture/folk songs of your area for social or natural environment enhancement.**

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