

**It is School Based Activity

Year - 2					
Paper	Nomenclature	Maximum Marks			Exam Hour
		Total	External	Internal/Practicum	
Course-5	Gender School and Society	50	35	15	1:30 hrs
Course-7 * Any one of the following	Pedagogy of School Subjects-II	100	70	30	3 hrs
Course-8	Knowledge and Curriculum	100	70	30	3 hrs
Course-9	Assessment for Learning	100	70	30	3 hrs
Course-10	Creating an Inclusive School	50	35	15	1:30 hrs
Course-11**Optional Course					
i	Environment Education	50	35	15	1:30 hrs
ii	Peace Education	50	35	15	1:30 hrs
iii	Health, Physical & Yoga Education	50	35	15	1:30 hrs
iv	Guidance and Counseling	50	35	15	1:30 hrs
Course-12*** EPC-2	Drama and Art in Education	50	25	25	1:30 hrs
Course-12*** EPC-4	Understanding the Self	50	25	25	1:30 hrs
Course-13 (B)	School Teaching, Practice Pedagogy – II for 45 days	175	100	75	1:30 hrs
	Total	725	465	260	

1. Pedagogy of English.
2. Pedagogy of Hindi.
3. Pedagogy of Mathematics – **(Pedagogy of Mathematics is not for the students who have opted the same in the 1st year)**

** The Directorate would supply the Study Material only for Paper: Health, Physical and Yoga Education. In case, any student selects other options from the above optional papers, he/she would have to prepare the concerned paper at his/her own level and no study material would be provided for the same by the Directorate and the PCP would also not be conducted

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COURSE 11 (Optional)

(iii) HEALTH, PHYSICAL & YOGA EDUCATION

Time: 1.30 Hours

Max. Marks: 50

(External: 35, Internal : 15)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.
- ii. Q. No 1 will be compulsory and will carry 7 marks. There will be two short-answer type Questions of 4 and 3 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.

Learning Outcomes:-

After the transaction of the course, student teachers will be able to:

- explain the concept of Health, Physical & Yoga Education along with their roles for a healthy Individual.
- understand the basis of Diet and Nutrition.
- acquaint themselves with ways and means to protect pollution and Global Warming.
- understand correct posture.
- understand and apply various ways and means for the safety and security of the child.

Course Contents

Unit-I

1. Health, Yoga & Physical Education:

- Concept of Health and factors affecting Health.
- Concept and types of Yoga.
- Physical Education and its objectives.
- Role of School and society in developing a healthy individual through the programmes of Health, Yoga and Physical Education.

2. Food and Nutrition:

- Diet, Food and nutrition
- Balanced diet, its functions and components.
- Types of food according to Yogis and Yogic Diet.
- Malnutrition- causes and prevention

Unit-II

3. Safety and Security

- Communicable diseases- modes, Prevention and control.
- Role of Religion in propagation of Peace. Mother-Teresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace.
- Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
- Strategies and Methods of teaching Peace Education- Meditation, Yoga, Dramatization, Debate and etc.

- Democracy and Peace, Secularism and Peace, Culture and Peace.

Practicum/Sessionals

Any one of the following:

- i. Prepare a Role Play of Great Personalities who worked/contributed towards Peace.
- ii. Organize an activity in schools to promote Peace.
- iii. Write a report on Gandhi and Peace.
- iv. Write about the contribution of any two Noble Prize winners for Peace.
- v. Prepare an album of Indian Philosophers and write their thoughts on peace.

Note: Practicum/Sessionals are Assignments for Internal Assessment.

References

Adams. D(Ed)(1997). UNESCO and a culture of Peace: Promoting a Global Movement.

Paris UNESCO.

Taj.H. (2005). National Concerns and Education, Neelkamal Publications. Pvt. Ltd

Taj.H. (2005). Current Challenges in Education, Neelkamal Publications. Pvt. Ltd

Bhargave.M. &Taj.H(2006). Glimpses of Higher Education. Agra-2: RakhiPrakashan,

<http://www.un.org/cyberschoolbus/peace/content.html>.

COURSE 11 (Optional)

(ii) PEACE EDUCATION

Time: 1.30 Hours

Max. Marks: 50

(External: 35, Internal : 15)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- ii. Q. No 1 will be compulsory and will carry 7 marks. There will be two short-answer type Questions of 4 and 3 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.**

Learning Outcomes:-

After the transaction of the course, student teachers will be able to:

- understand the concept of peace education.
- acquire the knowledge about peaceful mind makes peaceful world.
- understand the philosophical thoughts for peace.
- understand the nature of conflicts and their resolution.
- develop the ability to use various methods and techniques for teaching peace education.
- adopt peace education in the curriculum.
- imbibe the knowledge, attitude and skills needed to achieve and sustain a global culture of peace.
- understand the dynamics of transformation of violence into peace.

Course Contents

Unit-I

1. Introduction of Peace Education

- Meaning, Concept and need of Peace Education.
- As a universal value.
- Aims and Objectives of Peace Education.
- Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education.
- Current status of Peace Education at Global Scenario.

Unit-II

2. Peace In The Indian context