

**PROGRAMME STRUCTURE AND SCHEME OF EXAMINATION
B.SC. B.ED.**

F. Generic Course:

Year	Papers
I Year	General Hindi
II Year	General English
III Year	General Studies I
IV Year	General Studies II
IV Year	Environmental Studies

G. Elective Course:

Content of Science Subject- A student has to opt any one Group from the following:

Group 1 Physics, Chemistry and Mathematics (I,II & III)
Botany, Zoology and Chemistry (I,II & III)

H. Professional Education Course:

Year	Papers
I Year	Childhood and Growing Up
	Contemporary India and Education
II Year	Language Across the Curriculum
	Learning and Teaching
III Year	Knowledge and Curriculum
IV Year	Assessment for Learning
IV Year	Educational Management & Creating, inclusive school
IV Year	Gender, School and Society
IV Year	Understanding the Self
IV Year	Understanding ICT and Its Application
IV Year	Drama & Art

I. Ability Enhancement Courses:

Year	Papers
I Year	Guidance & Counseling in School
II Year	Yoga & Sports
II Year	Action Research

J. Pedagogical courses: Pedagogy of a School subject II Year and III Year- A candidate shall be required to offer any two papers form the following-

Pedagogy of General Science	Pedagogy of Physics
Pedagogy of Chemistry	Pedagogy of Biology
Pedagogy of Mathematics	

B.Sc. B.Ed. Part I Examination - Total Marks : 1000
B.Sc. B.Ed. Part II Examination - Total Marks : 1200
B.Sc. B.Ed. Part III Examination - Total Marks : 1200
B.Sc. B.Ed. Part IV Examination - Total Marks : 1100
Total 4500

B.Sc. B.Ed. Part I Examination

Course No.	Course Code	Name of Paper	Periods per Week	Periods per Year	Evaluation				
					Duration	External	Internal	Total	Min. for Pass
Genetic Course*									
GC 1		General Hindi	4	124	3	100	-	100	36
Elective Course									
EL 1		Physics (I)	3	93	3	40	10	50	18
		Physics (II)	3	93	3	40	10	50	18
		Physics (III)	3	93	3	40	10	50	18
		Physics Practical	4	124	5	-	50	50	18
EL 2		Chemistry I	3	93	3	40	10	50	18
		Chemistry II	3	93	3	40	10	50	18
		Chemistry III	3	93	3	40	10	50	18
		Chemistry Practical	4	124	5	-	50	50	18
EL 3		Zoology I	3	93	3	40	10	50	18
		Zoology II	3	93	3	40	10	50	18
		Zoology III	3	93	3	40	10	50	18
		Zoology Practical	4	124	5	-	50	50	18
EL 4		Botany I	3	93	3	40	10	50	18
		Botany II	3	93	3	40	10	50	18
		Botany III	3	93	3	40	10	50	18
		Botany Practical	4	124	5	-	50	50	18
EL 5		Mathematics I	4	124	3	60	10	70	25
		Mathematics II	4	124	3	55	10	65	23
		Mathematics III	4	124	3	55	10	65	23
Professional Education Course									
PEC 1		Childhood and Growing Up	4	124	3	80	20	100	36
PEC2		Contemporary India and Education	4	124	3	80	20	100	36
Ability Enhancement Course									
AEC 1		Guidance & Counseling in School	2	62	2	40	10	50	18
PCPI		Open Air Session/ SUPW Camp (Internal Practical) 5 days Open Air Session Shall be organize out of the college campus.					50	50	18
				Total				1000	

Total 1000

B.Sc. B.Ed. Part II Examination

Course No.	Course Code	Name of Paper	Periods per Week	Periods per Year	Evaluation				
					Duratio n	External	Inter nal	Total	Min. for Pass
Genetic Course*									
GC 2		General English	4	124	3	100	-	100	36
Elective Course									
EL 6		Physics (I)	3	93	3	40	10	50	18
		Physics (II)	3	93	3	40	10	50	18
		Physics (III)	3	93	3	40	10	50	18
		Physics Practical	4	124	5	-	50	50	18
EL 7		Chemistry I	3	93	3	40	10	50	18
		Chemistry II	3	93	3	40	10	50	18
		Chemistry III	3	93	3	40	10	50	18
		Chemistry Practical	4	124	5	-	50	50	18
EL 8		Zoology I	3	93	3	40	10	50	18
		Zoology II	3	93	3	40	10	50	18
		Zoology III	3	93	3	40	10	50	18
		Zoology Practical	4	124	5	-	50	50	18
EL 9		Botany I	3	93	3	40	10	50	18
		Botany II	3	93	3	40	10	50	18
		Botany III	3	93	3	40	10	50	18
		Botany Practical	4	124	5	-	50	50	18
EL 10		Mathematics I	4	124	3	60	10	70	25
		Mathematics II	4	124	3	55	10	65	23
		Mathematics III	4	124	3	55	10	65	23
Professional Education Course									
PEC 3		Language Across the Curriculum	4	124	3	80	20	100	36
PEC 4		Learning & Teaching	4	124	3	80	20	100	36
Ability Enhancement Courseb(AEC)									
AEC 3		Yoga & Sports	2	62	2	40	10	50	18
AEC 4		Action Research	2	62	2	40	10	50	18
Pedagogy Courses (Candidate Shall be required to offer any two paper from the following for Part –I and other for Part – II)									
PC (Part –I)		Pedagogy of School Subject	4	124	3	80	20	100	36
PC 1		Pedagogy of General Science							
PC 2		Pedagogy of Physics							
PC 3		Pedagogy of Chemistry							
PC 4		Pedagogy of Biology							
PC 5		Pedagogy of Mathematics							

Teaching Enhancement Programme (TEP) (Internal Assessment)									
(TEP- I)		Pre- Practice Teaching (Internal Practical)	3 WEEKS				100	100	36
		9. Micro Teaching					20		
		10. Unit Plan & Blue Print					05		
		11. Observation of Demonstration lesson					05		
		12. Lesson Plan(Related one Pedagogy Subject) Seven Lesson in Which one Technology based lesson is compulsory					30		
		13. Simulated Teaching					20		
		14. Criticism (only one Pedagogy subject)					10		
		15. TLM workshop					05		
		16. Case Study & Project work					05		
								1200	

Total 1200

B.Sc. B.Ed. Part III Examination

Course No.	Course Code	Name of Paper	Periods per Week	Periods per Year	Evaluation				
					Duratio n	External	Inter nal	Total	Min. for Pass
Genetic Course*									
GC 3		General Studies I	4	124	3	100	-	100	36
Elective Course									
EL 11		Physics (I)	3	93	3	40	10	50	18
		Physics (II)	3	93	3	40	10	50	18
		Physics (III)	3	93	3	40	10	50	18
		Physics Practical	4	124	5	-	50	50	18
EL 12		Chemistry I	3	93	3	40	10	50	18
		Chemistry II	3	93	3	40	10	50	18
		Chemistry III	3	93	3	40	10	50	18
		Chemistry Practical	4	124	5	-	50	50	18
EL 13		Zoology I	3	93	3	40	10	50	18
		Zoology II	3	93	3	40	10	50	18
		Zoology III	3	93	3	40	10	50	18
		Zoology Practical	4	124	5	-	50	50	18
EL 14		Botany I	3	93	3	40	10	50	18
		Botany II	3	93	3	40	10	50	18
		Botany III	3	93	3	40	10	50	18
		Botany Practical	4	124	5	-	50	50	18
EL 15		Mathematics I	4	124	3	60	10	70	25
		Mathematics II	4	124	3	55	10	65	23
		Mathematics III	4	124	3	55	10	65	23
Professional Education Course									
PEC 5		Knowledge and Curriculum	4	124	3	80	20	100	36
Pedagogy Courses (Candidate Shall be required to offer any two paper from the following for Part –I and other for Part – II)									
PC (Part –I)		Pedagogy of School Subject	4	124	3	80	20	100	36
PC 1		Pedagogy of General Science							
PC 2		Pedagogy of Physics							
PC 3		Pedagogy of Chemistry							
PC 4		Pedagogy of Biology							
PC 5		Pedagogy of Mathematics							
Teaching Enhancement Programme (TEP) (Internal Assessment)									
TEP II		Preporty lesson & Integrated lesson Activevity based (Second Pedagogy sub.) only five lesson per activites.					50	50	20

School Attachment Programme (SIP)										
SIP I		School Internship (Phase I, 4 Weeks) Internal Assessment Engaged with the field: Task and Assignment for Course -- & --. Including Criticism in both Pedagogy subjects. Criticism (Related Two Pedagogy Subject) 10% Technology based lesson is compulsory	4 WEE K				Criticism 10 marks each pedagogy subject	150	150	60
SAP II		Final Lesson (External Assessment)					100		100	40
					Total				1200	

Total 1200

Note- Third Year B.Sc. B.Ed.

- d. Practice Lessons- Each student will give 20 Class- room lessons as far as possible equally distributed in the 2 methods but not less than 18 lessons per method. These lessons are to be given in the Secondary/higher secondary school.
- e. Technology Based Lessons- Student teacher will conduct at least two lessons using modern technology like audiovisual cassette, T.V. Program, Internet, Computerized Programme etc. Marks calculated out of 130 are to be given for the technology-based lessons. If because of some reasons it becomes impossible to conduct these lessons in the schools, they may be conducted as simulation lesson. Technology-based lessons may be recorded as videos in the internship programme by the student teacher personally.
- f. Lessons observation- Each students will observe 6 lessons in each methods of other students teacher and 2 lessons of actual teacher in the evenly distributed manner throughout the year.

B.Sc. B.Ed. Part IV Examination

Course No.	Course Code	Name of Paper	Periods per Week	Periods per Year	Evaluation				
					Duration	External	Internal	Total	Min. for Pass
Genetic Course*									
GC 4		General Studies II	4	124	3	100	-	100	36
GC 5		Environmental Studies	4	124	3	100	-	100	36
Professional Education Course									
PEC 7		Educational Management & Crating an inclusive School	5	124	3	80	20	100	36
PEC 8		Gender, School and Society	5	124	3	80	20	100	36
PEC 9		Assessment of learning	5	124		80	20	100	36
PEC 10		Understanding the self	5	124		50	50	100	36
PEC 11		Understanding ICT and its Application in Education	5	124		50	50	100	36
PEC 12		Drama & Art	5	124			50	50	18
SIP IV		School Internship (Phase II, 16 Weeks) Internal Assessment Engagement with the field: Tasks and Assignment for Courses 1 & 9	16 Weeks				150	150	60
SIP V		Viva-Voce for School Internship subject				100		100	40
SIP VI		II Pedagogy Subject Final lesson				100		100	40
							Total	1100	

Total 1100

K. Examination

1. There shall be a University examination at the end of each year as per details of the scheme of examination.
2. A candidate shall be admitted to the next higher class only if s/he passes his/her Part I/ Part II / Part III Examination as per rules mentioned hereinafter.
3. In order to qualify for B.A. B.Ed. degree a candidate should obtain a minimum of 36% marks in theory and practical separately, wherever applicable in each subject in each year of the course and 40% marks in Pre Internship in III Year and also in Internship in Teaching in the Fourth Year.
4. Candidate shall not be permitted to change the core subjects in subsequent years of the course.
5. However, in the case of General Hindi/General English, and Environmental Education and Sustainable Development and Computer Fundamental, Internet & MS office, if a candidate fails in Part I s/he would get two more chances for clearing this paper either along with the supplementary examination in Part I or with the main examination in Part II. Non-appearance or absence from the examination of this paper will be counted as a chance.
6. A candidate who fails in more than two subjects but passes in practical s/he will be required to appear again in all the subjects (theory) except practical only as an ex-student.
7. A candidate will be given a maximum of three chances at the main examination and the corresponding supplementary examination in any year of the course. If s/he does not pass the examination even thereafter, s/he will not be eligible for readmission to any year of the programme.
8. If a candidate fails in the Pre-Intern -ship/Internship in Teaching or is unable to complete Pre-Internship/Internship in teaching but passes in all other subjects s/he will be required to repeat the complete Pre-Internship/ Internship in Teaching' in the next academic session along with regular candidates.
9. Division will be awarded to the successful candidates only after the Part IV examination and on the basis of cumulative total of marks obtained in all the four years of the course in all the subjects including Internship in Teaching but excluding the core subjects i.e., General Hindi/General English, and Environmental Education and Computer Application.

L. Evaluation

Evaluation of Theory Papers: Some theory papers will carry a weightage of 100 marks, out of which 80 marks will be for external University Examination and 20 marks will be for internal sessional work. Out of 20 mark, 10 marks will be for sessional and 10 marks

will for mid-term test. In some of the papers carrying 80 marks, 70 marks will be for external and 10 marks will be internal sessional works. In some of the papers carrying a weightage of 50 marks, 40 marks will be for external University Examination and 10 marks will be for internal sessional work. Out of 10 mark, 5 marks will be for sessional and 5 marks will be for mid -term test.

1. Each question paper (80 Marks) will have three sections- Section A will

- contain 10 very short answer type questions and the candidate will be required to attempt the entire ten questions. Each question will carry two marks. Section B will contain 10 short answer type questions out of which a candidate is required to attempt any 5 questions (one question per unit to be attempted out of two questions per unit). Each question will carry 6 marks, Section C will have 5 question and a candidate will be required to attempt any three questions. There will be 10 marks for each question.
2. Each question paper (40 Marks) will have three sections- Section A will contain 4 very short answer type questions and the candidate will be required to attempt all four questions. Each question will carry 2 marks. Section B will contain 3 short answer type questions out of which a candidate is required to attempt any 2. Each question will carry 6 marks, Section C will have 3 question with a choice of attempting any 2 questions. Essay type questions will carry 10 marks each.
 3. Very short answer type questions would aim at testing of critical thinking, knowledge of concepts facts, definitions, laws, principles, generalization etc. and understanding of principles and concepts.
 4. Short answer type questions would aim at testing knowledge, definitions, laws, generalization etc. and understanding of concepts.
 5. Essay type questions ae to aim at testing the abilities of critical thinking and application of principles taught in theory.

PROFESSINOL EDUCATION COURSE

PEC- I -CHILDHOOD AND GROWING UP

Marks :100

External :80

Internal :20

OBJECTIVES:

1. Understand the Developmental characteristic of Childhood and adolescence.
2. Learn the theories of development.
3. Understand Educational provision of children at different stages of development.
4. Understand the concepts and components of personality.
5. Know the techniques of personality assessment.
6. Understand nature and characteristics of intelligence.
7. Analyse the implications of understanding human development for teachers.
8. Situate child development in a socio-cultural context.

Unit-I

Introduction to Concept and Process of Childhood Development:

- Meaning of childhood development, Principles of development.
- Study of Life span-Prenatal, early childhood, middle childhood, adolescence & adulthood and stage specific characteristics.
- Meaning of cognition and its role in learning.
- Facilitating Holistic development for self and society
- Procedure for studying Children- Observation, Interview and Case Study.

Unit-II

Theories of Childhood Development and their Significance:

- Erik Erikson's Psychosocial Theory.
- Piaget's Cognitive Theory.
- Arnold Gesell's Maturation Theory,
- Urie Bronfenbrenner's Ecological Theory.
- Vygotsky's Socio-cultural Theory
- Noam Chomsky's Processing Theory

Unit-III

Childhood and Adolescence:

- Defining Childhood and Adolescence as a distinct stage.
- Adolescence special feature and challenges
- Characteristics and developmental task of Childhood and Adolescence
- Socialization of Childhood and Adolescence in different culture.
- Role of media in the life of adolescents with special reference to use of internet (Social networking sites, E-mails, Browsing),
- Personality Concept, Types and Components of Personality.
- Psychoanalytic theory of Personality by Freud.
- Factors Affecting Personality development.

Unit-IV

Family School and Community:

- The Family: Meaning, function of the family, family as a social system, different styles of child rearing, Socioeconomic and Ethnic variation in Child Rearing, Cultural Influences of Family.
- School- Meaning and Function of School, School transition in childhood and adolescence, helping adolescence in school adjustment. Teacher student interaction, peer relation and its importance, Cultural value of peer groups.
- Community- Meaning and Function of Community, case study of a community- linked programme at local/national/international level.

- Intelligence, Nature and Characteristics
- Theories of Intelligence
 - a) J.P. Guilford Structure of Intellect
 - b) Howard Garden's theory of Multiple Intelligence
 - c) Daniel Goleman's Model of Emotional Intelligence
- Measurement of Intelligence, Types of Intelligence Test- Verbal, non-verbal and Performance Tests.

Unit-V

Issues and Concern in Childhood and Adolescence:

- Children with difficult circumstances and Understanding of them- Juvenile delinquency, maladjustment, depression in adolescence.
- Marginalized Children-Child labour, Overweight/ Underweight children, Children growing up in poverty, HIV affected children, Orphans.
- Approaches to intervention and therapy for well-being- Preventive and Primitive Approach, Individual counseling and family therapy.

Practicum: (Any two from the following)

1. Administration, Scoring, interpretation and Reporting of one Mental Ability Test and one Personality Test. Any one from the following.
2. Observe children during their playtime in your practicing school (or nearby school) for a week; observe their play activities, relationships, Communication with their peers. On the basis of that prepare a report about understanding childhood.
3. Prepare a case study of a girl child from a minority community or a dalit household or a tribal community.
4. Observe and interact with ten adolescent children living in different contexts (rural areas, urban slum, dalit household, tribal community, urban area and working/street people) and compare their characteristics and problems.

Books Recommended:

1. Anastasi, A. & Urbina, S. (1997). Psychological testing (Seventh Edition). Indian Reprint, Delhi Pearson Education.
2. Atwata, E. (1998), Adolescence. New Jersey: Prentice Hall.
3. Berk, L.E. (2004) Child Development (6th edition) Allyn & Bacon. Boston.
4. Berk, L.E. (2000) Child Development (8th edition) PHI learning Pvt. Ltd. New Delhi.
5. Bhargav, V. (2005) Adoption in India: Policies and Experiences. New Delhi: Sage Publications
6. व्यास हिरष्वन्द्र एवं शर्मा— अधिगम और विकास के मनोसामाजिक आधार, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर—4
7. पाठक, पी.डी. (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा।
8. गुप्ता, एस.पी. गुप्ता, अलका (2007) उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद।
9. मंगल, एस.के. (2008) शिक्षा मनोविज्ञान, प्रिंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड, नई दिल्ली।

PROFESSIONAL EDUCATION COURSE

PEC 2 - CONTEMPORARY INDIA & EDUCATION

Marks – 100

EXTERNAL:80

INTERNAL :20

Objectives the Course enables the Student teacher to :

1. Understand different perspectives of Education.
2. Analysis the concept of Education & its related terms.
3. Reflect on the educational ideas & systems of various thinkers & develop the ability to theorize education practice.
4. Collect evidence for the influence of socio-cultural aspects on education.
5. Analysis the role of education on Society by gathering various evidences & Illustrations'
6. To develop an understanding of the trends issues and challenges faced by contemporary education in India.

Course & Content

Unit- I

Salient Features of Ancient Indian Education & Concept

1. Education : Meaning , types & nature , and functions of education, Informal, Formal & Non-formal education.
2. Vedic, Buddhist, Islamic & Development during British period (a) Adams Report (b) woods dispatch.
3. Post Independence era :- University Education commission (1948) , National Policy – 1986, NCF 2005, NCFTE 2009.

Unit - II

Education thoughts & Practices :-

Critical reflection on the educational thoughts of Indian & western thinkers & on their relevance to the present education system.

Indian :- Mahatma Gandhi, Swami Vivekananda, Gijju Bhai & Dr. Radhakrishnan , R. N.Tagore.

Western :- John Dewey, Rousseau, Montessori, Frobel.

Unit -III

Education & Socio Cultural Context :-

- Education as an instrument of Social Change ; Influence of Educational on Society & Family.
- Socialization, Education & Culture & Social Control
- Secularism and Education ,Education for National Integration, Human rights & Education.

Unit -IV

Teacher Education & Educational Institutions :-

- Status , Aims & Objectives of Teacher Education in India .
- Role & Responsibilities of UGC, NCERT, NCTE, IASE , SIERT, DIET.
- Secondary Education & Open University :- Kendriya Vidyalaya , Navodaya Vidyalaya ,
- CBSE, ICSE, RBSE, IGNU, Vardhaman Open University (Introduction ,Aims ,Administration,Work ,) Kasturba Gandhi Balika Vidhyalaya , Modal School

Unit - V

Issue & Challenges :-

- Diversity , Inequality , Marginalization :- Meaning , Concept ,Levels with Special Reference to
- Individual , Region , Language , Cast , Gender .
- Eradication of Illiteracy , National Adult Education Program, Equality of Opportunities.
- Means & Measures taken For Equality in terms of Gender
- Population Explosions & Education

PRACTICUM:- (any two)

- Write & Presentations On Educational Thoughts of Various Thinkers .
- Preparation of an Album or Posters on different Thoughts of Great Thinkers.
- Analysis of aims of Education From ancient vedic times to Modern times.
- Picture Collection & detail report of Eradication of Illiteracy Program.
- Picture Collection & detail report of National Adult Education Program.
- Prepared album & Work of Central Educational Institutions.
- Collection of Examples / Evidences to Show the influence of education on social change & the socio culture influences on Education aims.
- Comparative study of NCF 2005 of NCERT on aims of Education.
- Readings on Position paper on “ Aims of Education “ NCF 2005
- Comparative Study of Aims of Education of few Countries.
- Visit to Model School & Kasturba Gandhi Balika Vidhyalay & study their Education management pattern & Submit the Report.
- Comparative study of CBSE , RBSE & ICSE.
- Comparative study & Picture Collection of open University IGNU & VMOU.

References:-

शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त , विश्व ज्ञानकोश (Vol.2nd) एन.आर.स्वरूप. सक्सेना , आर.लाल. बुक डिपो , मेरठ
उभरते भारतीय समाज में शिक्षा , डी.डी. मेहता , टण्डन पब्लिकेशन लुधियाना
उभरते भारतीय समाज में शिक्षा , डॉ. के.सी.जैन एवं भौल जैन , टण्डन पब्लिकेशन लुधियाना
शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त , विश्व ज्ञानकोश (Vol.1)) एन.आर.स्वरूप. सक्सेना एवं शिखरा चतुर्वेदी, आर.लाल. बुक डिपो , मेरठ
उदीयमान भारतीय समाज में शिक्षा, डी.एल.भार्मा ,आर.लाल. बुक डिपो , मेरठ
उदीयमान भारतीय समाज में शिक्षा, डॉ. गुरसरनदास त्यागी , विनोद पुस्तक मन्दिर , आगरा

ABILITY ENHANCEMENT COURSE (AEC:1)
Guidance & Counseling in School
B.A.B.Ed. Integrated Course

Marks :50
External :40
Internal:10

Unit – I

Meaning and Nature of Guidance –

Guidance concept, aims, objective functions and principles, Need and procedure for (educational psychological and social) guidance.

Purpose and principles of organization of different guidance services.

Organization of guidance services at Secondary Level – Need and importance.

Group guidance – concept , Need significance and principles, organization of guidance programs in school.

Unit II:

Meaning and Nature of Counselling:

Counselling: Meaning, and nature; Difference between Guidance & Counselling; Principles and approaches of counselling, Individual and Group Counselling; Skills in Counselling-Skills for Listening, Questioning, Responding, & Communicating, Listening Attentively to the concerns of the counselee, Negotiating Self Discovery, Decision Making, Problem Solving etc and values such as Patience, Empathy etc.; Methods and Process of Counselling Academic, Personal, Career and Behaviour problems of students with special needs, viz. socio-emotional problems of children with disabilities and deprived groups such as SC, ST and girls, need for Counselling; Professional Ethics and Code of Conduct; Qualities and Qualifications of an effective Counsellor

Unit – III

Career Guidance and Counselling:

Educational and Career Information in Guidance and Counselling: Meaning, Importance, collection, types, classification of occupational information; Dissemination of Occupational Information: Class talk, career talk, Group discussion, Preparation of Charts and Poster, Career Exhibition, Career conference; Guidance for gifted, slow learner, socio-economically disadvantaged children; Career development: Meaning and Importance; Teacher's role in Career planning, Vocational training and placement opportunities for CWSN. Broad outline with respect to the emerging courses and career options available in India; Guidelines for Establishment of Guidance Cell or Career Corners in Schools

Unit – IV

Tool and Techniques of Guidance

Testing and Non testing techniques for studying and appraisal of students.

- a. Testing techniques intelligence/mental ability tests, aptitude tests, altitude scales, interest inventories and personality tests.
- b. Non testing techniques interview, observation and case study.
- c. Tools questionnaire, anecdotal records, cumulative record cards etc.

Suggestive List of Activities:

Group Guidance-Preparation of Class Talk and One Career Talk

Visit to different Guidance Centre

Design a checklist Questionnaire to collect information on students and classify them under educational, psychological or social problem.

Preparation of Cumulative Record

To prepare a Case study and Analysis of Case study

Administration, Scoring & interpretation of at least two tests: One Mental Ability Test and One Aptitude Test
Job Analysis of a Counsellor
Preparation of list of problem behaviours based on observation. Detailed study of the Guidance and Counselling Services available in a given School
Prepare a Chart and Poster for dissemination of Career Information
Familiarise and write a report of any one of the Personality Tests used in Guidance and Counselling

References :

1. Aggarwal JC (2004) Education vocational guidance and counseling Delhi.
2. Asch, M (2000) Principles of guidance and counseling, New Delhi Sarup and Sons.
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PROFESSINOL COURSE PRACTICAL OPEN AIR SESSION / SUPW CAMP

Every college will organize 5 days camp in the first year of B.Ed. Course. Participation in such camp will be compulsory for all students.

Performance of students will be evaluated internally. Objectives of the camp will be as follows:-

1. To develop understanding about local environment and Community for connecting classroom teaching with outside world.
2. To develop sensitivity towards self, society and environment.
3. To develop feeling of togetherness and working collaboratively.
4. To develop organizational skills and leadership abilities.
5. To develop skill of conducting surveys.
6. To develop an understanding about sustainable future.
7. To develop dignity of labour through community service.

Suggested activities for Open Air Session/SUPW Camp

1. Study of the local environment/ socio cultural issues through survey.
2. Community awareness performance –cleanliness campaigns, plantation, value education, etc.
3. Participation in Health and Spiritual activities like morning Assembly, Yoga, P.T., Meditation, Silence hour.
4. Participation in Aesthetic and recreational activities.
5. Documentation and organization of exhibition for local community.
6. Productive and creative craft activities.

Note : Student teachers will participate in the above mentioned activities in collaborative manner (to develop the feeling of working and living together)

Guideline for assessment Max Marks 50

S. No.	Activity	Marks
1.	Participation in preparation of Camp	5
2.	Presentation of report of survey/ creative work	20
3.	Participation in Community Awareness Programme	15
4.	Participation in organizational process/community living/cultural and aesthetic activities	10
	Total Marks	50

PROFESSIONAL EDUCATION COURSE (PEC)

PEC – 3 LANGUAGE ACROSS THE CURRICULUM

Marks :100

External:80

Internal :20

Objectives: After the completion of the course, the student teacher will be able to: 1. Understand the language background of students as the first or second language users. 2. Create sensitivity to the language diversity that exists in the classroom. 3. Understand the nature of classroom discourse and develop strategies for using oral language in the classroom. 4. Understand the nature of reading comprehension in the content area & writing in specific content areas. 5. Understand interplay of language and society. 6. Understand function of language and how to use it as a tool. 7. Understand language and speech disorders and make remedial measure, too. COURSE

UNIT – I

Language and society

1. Relationship between language and society.
2. Multilingualism- concept, status of Indian classroom language.
3. Verbal Communication.
4. Social stimulation- gestures, emotional and facial expressions, postures and movements, articulate speech, physiognomy.

UNIT- II

Language development

1. Language development in different stages.
2. Speech defects: lisp, slurring, stammering and role of teachers in its resolution.
3. Language acquisition: stages, language and thought.
4. Meta- linguistics: concept, meaning, listening, speaking, reading, comprehension and writing for varying context, language proficiency for teacher.

Unit – III

Developing Listening And Speaking Skills and its barriers and activities

Listening skills –

sub skills of listening – listening for perception – listening for comprehension three phases of listening – listening materials – importance of listening skills – Barriers to listening skills – Activities for developing listening skills : Activities for developing Listening Skills – Listening materials – Listening to specific information and for general understanding – dictation – listening telephone call – commentaries – listening instructions.

Speaking Skills –

Importance of speaking skills – Barrier to speaking skills, Activities for developing speaking skills, conversation, group discussion, debate, interviews, extempore speech.

Unit – IV

Developing Reading And Writing Skills - Its barriers and activities

Reading Skills – importance – process involved in reading – types of reading – barriers to reading skills –

Activities for developing reading skills – method of teaching reading for beginners – Alphabet – Phonetic – word – phrase and sentence method.

Writing Skills – importance – characteristics of good writing – barriers to writing skills.

Activity for developing writing skills – developing mechanical skill, grammatical skill, judgment skill and discourse skill.

Unit – V

Language At School & laboratory

Distinction between language as a school-subject and language as a means of learning and communication

The concept of register and style, concept formation, Theories of language development

Language as medium, conflicts between home language and medium of language.

Language laboratory – role language laboratory developing language skills – planning and installing of language laboratory – basic materials for language laboratory – effective uses language laboratory.

PRACTICUM (any two)

- Developing a reading comprehension test and administering it.
- Analysis of text books languages and other materials used in different subjects
- Project on language environment of school.
- Presentation for Language use for notice, co-curricular activities and Anchoring.
- Prepare a report on the status of languages given in the constitution of India and language policies given in Kothari commission, NPE 1986, and POA-1992.
- Visit five schools in the neighbourhood and prepare a report on the three-language formula being implemented in the schools.
- Take a few passages from Science, Social Science and Math's textbooks of Classes VI to VII and analyse : 1. How the different registers of language have been introduced? 2. Does the language clearly convey the meaning of the topic being discussed? 3. Is the language learner-friendly? 4. Is the language too technical? 5. Does it help in language learning? Now write an analysis based on the above issue.

PROFESSIONAL EDUCATION COURSE (PEC)

PEC -4LEARNING AND TEACHING

Marks :100
External:80
Internal :20

Objectives:

- Gain an understanding of the process of learning.
- Understands the Conditions Essential for Facilitating Learning and Retention.
- Apply the Principles and Strategies of Major Approaches to Learning in Classroom Environment.
- Understands the Process of Effective Teaching and Qualities of Effective Teachers.
- Understands various Approaches to Teaching and will be able to apply them in the relevant situations.
- Understands the Principles and Strategies for Creating Conducive Classroom Environment.
- Appreciates the role of a teacher as leader, organizer, a facilitator & a humane reflective practitioner.
- Realize the difficulties in learning and teaching.

Unit I

Concept and Nature of Learning:

- Factors Associated with Learning
- Maxims of Learning and their Educational Implications
- Approaches to Learning (Concept, Associated Concepts Basic Principles and Educational Implications)-Habitual Learning, Associative Learning (Classical and Instrumental Conditioning), Spatial Learning/Cognitive Maps, observational Learning, Learning by Insight, Information Processing Approach, Humanistic Approach, Constructivist Learning Approach.
- Types of Learning-Concept Learning, Skill Learning, Verbal Learning, Learning of Principles and Problem Solving (Meaning, Nature, Stages, Principles and Approaches/Strategies)

Unit II

Understanding the Components of Learning

- Attention- Meaning, Factors Influencing Attention, Strategies for Enhancing Attention;
- Perception- Meaning, Laws of Perceptual Organization (Gestalt Psychologists'View) and Educational Implications.
- Process of Memory- Sensory Registration, Retention(Storing), Recognition, Recall; Factors Influencing Retention; Strategies for Enhancing Memory.
- Transfer of Learning- Concept, Types, Theories; Strategies for Enhancing Positive Transfer of Learning
- Achievement Motivation- Concept, Intrinsic and Extrinsic Motivation; Strategies for enhancing Achievement Motivation in Students.

Unit III

Understanding the Process of Teaching-Learning:

- Teaching as a Profession
- Teaching as an Art and Science.
- Understanding the Process of Teaching as a Profession
- Identifying the need and importance of classroom teaching-learning Reflective teaching/ practice, Skillful teaching

- Applying the knowledge of Maxims of Teaching
- Role of teacher in identifying classroom related problems

Unit IV

Teacher and Teaching as a profession

- Various Approaches to Teaching: Behaviourist, Cognitivist, Constructivist, Connectionist, Participatory, Cooperative, Collaborative, Personalized, and Holistic.
- Teacher as a Facilitator and Guide/Philosopher/Friend Teachers' commitment towards fulfilling Felt Need of Learners Professional Characteristics of Teacher in Classroom Management.
- Skills & Competencies of a Teacher Communication: Meaning, mode: input/process/output Basic Model of Communication: Sender, Message, Medium, Receiver & Reach; Factors facilitating communication.
- Effective Classroom Management-Principles and Strategies Leadership Qualities in Teachers.

Unit V

Teaching As a Complex Activity

- Concept of Teaching: meaning, definition, characteristics, forms
- Levels of Teaching: memory, understanding, reflective
- Basic teaching skills and competencies
- Strategies and techniques of teaching

Practicum:

Conducts Projects on – Identifying the Learning Difficulties of Students in Different School Subjects and the Possible Reason for them; Providing Remedial Instruction to the Students with Learning Difficulties; Study the Qualities of Effective Teachers through observation, interview, case study etc., Visiting Model Schools and Prepare Reports

References:

- Benjamin S., Bloom et al. (1964). *Taxonomy of educational objectives*. Longman Group.
- Bruce Joyce (1985) *Models of teaching* (2nd ed.) Prentice Hall.
- Encyclopaedia of Modern Methods of Teaching and Learning* (Vol. 1-5).
- Gage N.L. *Scientific Basis of art of Teaching*
- Gavriel Salomon (1981) *Communication and education* Sage.
- Lieberman, M. (1956) *Education as a profession*. Prentice Hall, Inc.
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- Kumar, S. (2014). *Child Development and Pedagogy*, Pearson.
- Ohles, J.F. (1970). *Introduction to Teaching*. New York: Random House, INC.
- Siddiqui, Mujibul Hasan (2005). *Techniques of classroom teaching* A.P.H
- Skinner, E.C. (1984). *Educational Psychology. 4th Edition*. New Delhi.: Prentice Hall of India Pvt. Ltd.

(AEC:3)
ABILITY ENHANCEMENT COURSE
YOGA & SPORTS

MARKS :50
EXTERNAL :40
INTERNAL :10

Objectives: The student teacher will be able to:

- (i) Understand the meaning and importance of self-concept and self-esteem.
- (ii) Be aware of different factors related to self-concepts and self-esteem. Record a brief history of development of yoga through the ages. Discuss how yoga and yoga practices are important for healthy living.
- (iii) Explain some important principles of yoga.
- (iv) Explain the different limbs of Astaṅga yoga.
- (v) State the different types of yoga.
- (vi) Derive how Hatha yoga and Astaṅga yoga are complementary to each other.
- (vii) Enable the student to have good health.
- (viii) Practice mental hygiene.
- (ix) Possess emotional stability.
- (x) Integrate moral values.
- (xi) Attain higher level of consciousness.
- (xii) Demonstrate some important asanas and pranayama.

COURSE CONTENT:

Unit I

: Introduction to Yoga and Yogic Practices: Yoga: meaning and initiation, what is Yoga? Conceptions of Yoga, History of development of yoga, The streams of Yoga: Astanga yoga Raja yoga, Yogic practices for healthy living

Unit II

Introduction to Yogic Texts: Historicity of yoga as a discipline, Classification of yoga and yogic texts, Hatha yogic practices, Meditational processes .

Unit III

Yoga and Health: Need of yoga for positive health, Role of mind in positive health as per ancient yogic literature, Concept of health, healing and disease yogic perspectives, Potential cause of ill health, Yogic principles of healthy living

Unit IV

Personality Development and Stress Management through Yoga: Yogic Practices for Personality Development: Surya Namaskar, Asanas: Tadasana, Simhasana, Kukkutasana, Akarna Dhanurasana, Matsyasana, Prnayama, Anuloma-Viloma Pranayama, Bhastrika Pranayama, Banda, Uddiyana Bandha, Dhyana (Meditation), What is Stress, Yoga as a Way of Life for Stress Management: Ahara, Vihara, Achara, Vichara, Vyavahara, Yogic Practices for Stress Management; Asanas, Hastottanasana, Padahastanasana, Trikonasana, Shashankasana, Ushtrasana, Ardha-matsyendrasana, Bhujangasana,

Makarasana, Sarvangasana, Matsyasana, Shavasana; Pranayama, Bhramari Pranayama, Sheetali Pranayama; Yoga for Healthy Living, Shirshasana, Bakasana, Hamsasana, Mayurasana

UNIT :5

Need of Sports, Sports & Life Philosophy, Sports Values, Personality & Sports Performance ,Well being through Sports Indore & Out dore Games, □Rules and Regulations and skills of any one of the Games/events: Hockey, Volleyball, Basketball, Football, Tennis, Table Tennis, Kho-Kho, Track and Field Events.

Practicum:

- (i) General guidelines for performance of the practice of yoga for the beginners**
- (ii) Guidelines for the practice of āsanās**
- (iii) Guidelines for the practice of prānāyāma**
- (iv) Guidelines for the practice of meditation**
- (v) Select yoga practices for persons of average health for practical yoga sessions**
- (vi) Supine position**
- (vii) Prone position**
- (viii) Sitting position**
- (ix) Standing position**
- (x) Mudras**
- (xi) Prānāyāmas**
- (xii) In addition, school and community based activities may be organised.**

References:

1. Adair, J. and Allen, M. (1999). Time Management and Personal Development. London: Hawksmere.
2. NCERT (2015). Yoga: A Healthy Way of Living Upper Primary Stage, New Delhi. (Also available in Hindi)
3. NCERT (2015). Yoga: A Healthy Way of Living Secondary Stage, New Delhi. (Also available in Hindi)
4. Rohrer, J. (2002). ABC of Awareness. Oberurnen: UTD Media.
5. Simanowitz, V. and Pearce, P. (2003). Personality Development. Beckshire: Open University Press.
6. Stevens, N. (2008). Learning to Coach. United Kingdom: How to books.

AEC : 4
ABILITY ENHANCEMENT COURSE
ACTION RESEARCH

Total Marks: 50
EXTERNAL: 40
INTERNAL :10

Objectives:

1. To help the pupil in understanding the basics of Action Research
2. To help the pupil in understanding the process of Action Research
3. To help the pupil in applying the cycles of Action Research in the teaching-learning process.
4. To help the pupil in analyzing the importance of validating Action Research at each step.
5. To help the pupil in applying the methods of Action Research to the teaching learning process.
6. To help the pupil in understanding various data collection tools of Action Research.
7. To help the pupil in developing the skill of constructing appropriate tools while conducting an Action Research.
8. To help the pupil in comprehending the components of Action Research Plan.
9. To help the pupil in distinguishing between quantitative and qualitative data analysis in Action Research.
10. To help the pupil in understanding the features of a good Action Research Report.
11. To help the pupil in analyzing the ways of sharing and reflecting Action Research.
12. To help the pupil in developing the spirit of enquiry in the students.

Unit 1: Basics of Action Research – Types, Approaches & Methods

- a) Meaning, Principles, Characteristics, Benefits and Limitations of Action Research
- b) Difference between Fundamental and Action Research
- c) Identification of Problem in Action Research – Locating, Delimiting Problem, Research questions
- d) hypothesis, sampling & delimitation
- d) Types of Action Research –Individual teacher action research and Collaborative action research (Meaning, Rationale, uses and limitations)
- e) Approaches of Action Research: Qualitative and Quantitative - Concept and Need
- f) Methods of Action Research –Experimental and Case Study- Meaning, Purpose, Process and limitations

Unit 2: Process of Action Research

- a) Action Research Process –Stephen Kemmi’s Action Cycle, Kurt Lewin’s Force Field Analysis.
- b) Validation of Action research -Concept and types : Self, Peer and Learner
- c) Ethics in Action Research

Unit 3: Data Collection- Tools and Techniques

- a) Tools for Data Collection – (Characteristics, uses and limitations)
 1. Questionnaire –Open and Close ended
 2. Artifacts: Documents, Records (Student’s journals, logs, audio, videos)
- b) Techniques of Data Collection-
 1. Interviews –Structured and Unstructured
 2. Observation- Participant and Non-Participant
- c) Role of teacher in Action Research, Action Research for Professional development of teachers

Unit 4: Planning, Conducting and Reporting Action Research

- a) Designing the Action Research Plan (research question, need, significance, aims and objectives, research team, research design, schedule and budget)
- b) Analysis of Data: Quantitative- Descriptive Analysis- Percentage, Mean, Correlation and Graphical representation (uses and limitations)
- c) Qualitative (Immersion reflecting, standing back analyzing; synthesizing; relation to other work; locating reflecting back; returning for more data Presenting disseminating and sharing).

Unit 5: Reporting Action Research

- a) Features of a good quality Action Research Report – Comprehensibility, Authenticity, Truthfulness and Appropriateness.
- b) Sharing and Reflecting - Locally, Action Research Communities, Professional Conferences and print and e- Journals.
- c) Reflection in Action Research

PRACTICUM :-

- a) Design an action research plan.
- b) Make a scrap book depicting TWO case studies related to professional growth of teachers while doing action research.
- c) Prepare a tool for data collection for an action research project of your relevance.
- d) Critically review any action research report for elements of good reporting.

References

- Crowder, N.A. (1959). Action Research to Improve School Practices. New York: Columbia University.
- NRC, (2001) National Research Council. Mathematics learning study: Center for Education, Division of Behavioral and Social Sciences and Education, Adding it up: Helping children learn mathematics. Edited by J. Kilpatrick et al., Washington, DC: National Academy Pre<http://www.edel.edu/pbl>
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Sukhla, Mehrotra & Mehrotra (1970) , Elements of Educational Research : Allied. Publishers Ltd

PEDAGOGY COURSE :

The uses of techniques and methods have to be understood along with the perspective that governs research. An effort should be made to distinguish between techniques and methods. Moreover, the teachers may convey the message to the students that the social context of research and its methods is fundamental to their understanding and application.

The purpose of the course is to train students as good researches and investigators. For this reason, understanding of social reality, especially the local context, is imperative. Therefore, examples and illustrations may be drawn from local/ regional contexts for effective teaching and meaningful learning. The main effort may be devoted to making students do exercises in the class and, if possible, in the field. This will also make the course interesting and give students the necessary practice to apply the techniques and methods in the field situations as well as for data analysis.

Students may also be familiarized with published source material especially the census reports. Use of OHP for the reading and interpretation of tables, graphs etc. will be helpful.

PEDAGOGY COURSE

PC I- हिन्दी शिक्षण शास्त्र

MARKS :100
EXTERNAL :80
INTERNAL :20

उद्देश्य—

छात्राध्यापक को—

- भाषा संरचना में हिन्दी भाषा तत्वों का समझाना
- श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों को समझाना
- हिन्दी भाषा की प्रकृति, विशेषतायें और उसके प्रयोग को समझाना
- हिन्दी भाषा और उससे सम्बन्धित क्षेत्रों में दक्षता हासिल कराना
- हिन्दी भाषा के सफल शिक्षण के विभिन्न आयामों से परिचित कराना
- हिन्दी भाषा के सफल शिक्षण के लिए सहायक उपकरणों से परिचित कराना
- हिन्दी भाषा शिक्षण में मूल्यांकन का महत्व, व मूल्यांकन की संस्थितियों एवं विधाओं तथा मूल्यसे परिचित कराना
- हिन्दी भाषा शिक्षण के सामान्य सिद्धान्त, विधियाँ, प्रविधियाँ, सूत्र एवं शिक्षणयुक्तियाँ से परिचित कराना

इकाई— प्रथम

हिन्दी भाषा का उद्भव, विकास एवं प्रकृति—हिन्दी—ध्वनि विज्ञान—हिन्दी भाब्द विज्ञान—हिन्दी वाक्य विज्ञान

इकाई— द्वितीय

हिन्दी भाषा का महत्व एवं उसका प्राथमिक, उच्च प्राथमिक, माध्यमिक एवं उच्च माध्यमिक स्तर के पाठ्यक्रम में स्थान

पाठ्यक्रम— अर्थ एवं महत्व, पाठ्य क्रम निर्माण के सिद्धान्त एवं प्रक्रिया, विभिन्न स्तरों पर हिन्दी के वर्तमान पाठ्यक्रम की समालोचना एवं सुधार के लिए सुझाव
हिन्दी शिक्षण के उद्देश्य

इकाई— तृतीय

हिन्दी में कक्षा—शिक्षण के सामान्य सिद्धान्त एवं सूत्र

हिन्दी शिक्षण की विधियाँ, प्रविधियाँ एवं शिक्षण युक्तियाँ

हिन्दो व्याकरण शिक्षण के उद्देश्य एवं उनकी विधियाँ

सौन्दर्य साहित्य का विकास—रस, अलंकार, एवं छन्द शिक्षण के उद्देश्य एवं उनकी विधियाँ

इकाई— चतुर्थ

हिन्दी में श्रवण कौशल, पठन कौशल

हिन्दी में लेखन(वर्तनी) कौशल, भाषण (उच्चारण)कौशल
हिन्दी का अन्य विषयों से सह-सम्बन्ध
श्रव्य-दृश्य उपकरण और उनका हिन्दी शिक्षण में उपयोग

इकाई- पंचम

हिन्दी पाठ्यपुस्तक- पा पाठ्यपुस्तक का अर्थ एवं महत्व, एक ठयअच्छी पाठ्यपुस्तक के लक्षण, हिन्दी की वर्तमान पाठ्यपुस्तकों का समालोचनात्मक मूल्यांकन एवं सुधार हेतु सुझाव
हिन्दी शिक्षक- हिन्दी शिक्षक का महत्व, एक हिन्दी शिक्षक के प्रमुख गुण
हिन्दी में मूल्यांकन- विभिन्न प्रकार के परीक्षण(आत्मनिष्ठ परीक्षण एवं वस्तुनिष्ठ परीक्षण), उनका निर्माण एवं प्रशासन, हिन्दी में पाठ्यसहगामी क्रियायें
सूक्ष्म शिक्षण-
हिन्दी में पाठ नियोजन

सत्रीय कार्य (कोई दो)

- विद्यालय की किसी एक साहित्यिक गतिविधि की योजना निर्माण, क्रियान्विति करना तथा प्रतिवेदन तैयार करना।
- भाषायी कौशलों (सुनना, बोलना, पढ़ना, लिखना) के सीखने सम्बन्धित चार-चार गतिविधियाँ तैयार कर प्रतिवेदन प्रस्तुत करना।
- हिन्दी भाषा में प्रयुक्त अन्य भाषाओं के शब्दों का संकलन, अध्ययन एवं व्याकरण की प्रकृति के अनुसार वर्गीकरण।
- भाषा शिक्षण के दौरान आने वाली समस्याओं पर क्रियात्मक अनुसंधान का क्रियान्वयन कर प्रतिवेदन तैयार करना।

संदर्भ पुस्तकें

1. हिन्दी शिक्षण राम भाकल पाण्डेय, विनोद पुस्तक मंदिर, आगरा
2. हिन्दी शिक्षण शिखा चतुर्वेदी, आर0 लाल बुक डिपो, मेरठ
3. हिन्दी शिक्षण बी0 एल0 भार्मा, आर0 लाल बुक डिपो, मेरठ
4. हिन्दी शिक्षण गिरीश पचौरी, सीमा भार्मा, आर0 लाल बुक डिपो, मेरठ
5. हिन्दी शिक्षण रमन बिहारी लाल, रस्तोगी पब्लिकेशन, मेरठ
6. हिन्दी भाषा शिक्षण भाई योगेन्द्र जीत, विनोद पुस्तक मंदिर आगरा
7. भाषा का शिक्षण-विधियाँ और पाठ लक्ष्मी नारायण भार्मा, विनोद पुस्तक मंदिर आगरा
8. हिन्दी शिक्षण उमा मंगल, आर्य बुक डिपो, नई दिल्ली
9. हिन्दी शिक्षण संकल्पना और प्रयोग हीरा लाल बछाटिया, किताब प्रकाशन, दरिया गंज, नई दिल्ली

PEDAGOGY COURSE

PC:2

PEDAGOGY OF SANSKRIT

Marks :100
External :80
Internal :20

- After completing the course the student-teacher will be able to-:
- Understand the role and importance of Sanskrit and its cultural background.
- Understand the behavioral objectives of Sanskrit teaching
- Develop an ability to acquire language skills among learners
- Gain knowledge about Constitutional provisions and policies of language education
- Acquire Competence in the content prescribed by BSEB, C.B.S.E in secondary and senior secondary schools
- Become aware of modern methods of Sanskrit teaching and put them to use in real classroom situations.
- After the completion of the course, the student teacher will be able to
- To develop effective teaching aids for effective instruction delivery in the classroom
- To develop an insight about the role of Sanskrit teacher in developing multilingual skills in students
- To plan the lesson with a balance of prose poetry and grammar teaching
- To develop competence in designing effective instructional strategies to teach Sanskrit
- To develop ability to design, develop and use various tools and techniques & evaluation

COURSE CONTENTS

Unit-I- Nature, Scope and Aims

Language- its meaning and functions. The role of classical language in the education of a child.

Special features of Sanskrit language and its universal significance- the cultural, social, practical, literary and linguistic.

Aims and objectives of Teaching Sanskrit as classical language

Sanskrit language and literature ,Sanskrit language and Indian languages ,Socio-cultural importance of Sanskrit language, Sanskrit as a modern Indian language

Principles and Difficulties in teaching old and classical language

Unit-II- Curriculum of Sanskrit &TEACHER

Meaning and principle of curriculum construction

Critical study of existing Sanskrit curriculum in Secondary and senior secondary Schools of CBSE, ICSE, BSEB.

Text books in Sanskrit- Importance and qualities

TEACHER MERITS & DEMERITS

Unit III- Specific Instructional Strategies and Method of Teaching

Teaching of Prose, Drama, Story and Novel, Major steps in the planning of a prose lesson.

Teaching of poetry- Objectives of poetry lessons. Importance for recitation, Major steps in a poetry plan.

Teaching of Grammar: Place of grammar in the teaching of Sanskrit, Inductive and Deductive methods and their relative merits.

Teaching of Reading: Attributes of good reading. Types of reading- Scanning, Skimming, Intensive reading, Extensive reading, Silent reading, reading loud, Various methods of reading- The phonic method. Alphabetical method, word method and sentence method.

Teaching of vocabulary- It's ways and means, oral work, drilling vocabulary building, making sentence.

Teaching of writing and composition: Letter writing, Essay writing and Precis writing.

Unit- IV- Planning for teaching

Translation method for teaching Sanskrit, Its advantages and limitations.

Direct method for teaching Sanskrit, its main principles and techniques.

Other methods-: Traditional Method ,Textbook Method ,Elective Method, Communicative Approach, Inductive and Deductive Method

Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.

Skills of Teaching: Core skills and planning micro-lessons for their development.

Basis skills of languages.

Unit –V - Aids of Teaching &Evaluation Techniques

Meaning and importance of Teaching Aids

Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.

Technological Aids : (Audio- visual Aids) Radio, Tape recorder, Television, Video, Overhead projector, Gramophone and Lingua phone.

Computer Assisted Language learning.

Language laboratory and its importance in the teaching of Sanskrit language.

Concept and types of Evaluation.

Characteristics of a good test.

Construction of achievement test in Sanskrit with Essay type, Short answer type and Objective type items.

Ways of testing reading, writing, speaking, grammar and vocabulary. Qualities of an Sanskrit Teacher- an evaluative approach

PRACTICUM (Any One)(Concerned teacher can devise assignment as per requirement of the course)

Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools.

On the basis of the Sanskrit Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks

Do a survey of five schools in your neighborhood to find out 1. Level of Introduction of Sanskrit 2. Materials (textbooks) used in the classroom

Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process. Develop an album of teaching aids for Sanskrit teaching

Keeping in view the needs of the children with special needs prepare two activities for Sanskrit teachers

Construction of achievement test

Preparation of a unit plan

Assignment on any topic related to Sanskrit teaching

SUGGESTED READING

Apte, G.D. & Dongre, P.K. Teaching of Sanskrit in Secondary Schools

Chaturvedi, S.P. Sanskrit Shikshan

Gupta Prabha (2007) – Sanskrit Shikshan, Sahiya Prakashan, Agra.

Mishra, P.S. Sanskrit Shikshan

Pandey Ram shakal (2006) – Teaching of Sanskrit, Shri Vinod Pustak Mandir, Agra.

Pandey, R.S. Sanskrit Shikhan

Sharma Rama And Mishra N.K. (2009) – Arjun Publication, Dariyaganj, New Delhi. Triothi, R.N. Sanskrit Adhayapan Vidhi

Vatsa, B.L. (2008) – Sanskrit Shikshan, Agrawal Publication Agra.

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□ Vatsa, B.L. (2008)– Sanskrit Shikshan, Agrawal Publication Agra.

PEDAGOGY COURSE

PC –III PEDAGOGY OF ENGLISH

MARKS :100
EXTERNAL :80
INTERNAL :20

Objectives

- To enable to student-teacher understand about
 - * The nature, characteristics and the use of English language.
 - *The required skilled and their interlinks for mastering a language.
 - *The various approaches for planning for successful language teaching.
 - *Approaches for teaching different aspects of language.
 - * Aids and other similar available material that could be used for teaching language.
 - *The techniques of obtaining feedback for self-evaluation and evaluation of student's success in learning and using the language.
 - *The study of semantic aspect, the phonetic aspect, the graphic aspect and the phonetic – graphic aspect.
 - *A sound knowledge of teaching technology of the language.

UNIT-I

Concepts

- a) Nature of language.
- b) Importance of language.
- c) Functions of language.
- d) Linguistic principles.
- e) Aims and objectives of teaching of English.
- f) Starting objectives in behavioral terms.

UNIT-II

Content and Pedagogical Analysis

- a) Teaching of prose, poetry, composition and grammar.
- b) Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods and material and evaluation of at least one topic from prose, poetry, composition and grammar.
- c) Preparation of micro lessons based on any of the following skills:
 - i) Questioning.
 - ii) Explaining.
 - iii) Illustration.
 - iv) Stimulus variation.

UNIT-III

Methods of Teaching and Skills of Teaching

- Difference between an 'approach' and 'method', Major methods of teaching English: Grammar-cum-translation method, direct method and bilingual method.
- Structural approach: Meaning of structure and pattern, principles of selection and gradation of structure, presentation and practice of structure.
- Latest development in the approach and methods of teaching English including the linguistic communicative approach.
- Development of following linguistic skills:
 - i) Listening and understanding.
 - ii) Speaking.
 - iii) Reading.
 - iv) Writing.

UNIT - IV

- Importance of instrumental material and their effectiveness.
- Use of following aids :
 - (i) Chalk board
 - (ii) Flanel Board
 - (iii) Pictures
 - (iv) Picture cut out
 - (v) Charts
 - (vi) Tape recorder
 - (vii) Record player (linguaphones)
 - (viii) Radio
 - (ix) Television
 - (x) Film and filmstrips
 - (xi) Overhead Projector
 - (xii) Language laboratory

UNIT - V

- Basic principles testing English, the difference between measurement and evaluation. The meaning and significance of comprehensive and continuous evaluation in English.
- Development of good test items in English (objectives type, short answer type, essay type)
- Preparation of an achievement test.

PRACTICUM

Any two of the following:

1. Take a few passages from science, Social science and maths textbooks of classes VI to XII and analyse:
 - a) How have the different registers of language been introduced?
 - b) Does the language clearly convey the meaning of the topic being discussed?
 - c) Is the language learner-friendly?
 - d) Is the language too technical?
 - e) Does it help in language learning?
2. On the basis of the English Textbooks (VI to XII) prepare a list of topics and activities given on:
 - a) Language and Gender
 - b) Language and peace. Write a report on their reflection in the textbooks.
3. Prepare a questionnaire. Interview ten people in India.
4. An action research report on comparison of effectiveness of two teaching plans on different methods.
5. Analysis of advertisements in media with reference to language and gender.
6. Life sketch of any eminent literary figure of English Language.

Recommended Books :

1. Essential of Teaching English : Dr. R. K. Jain
2. Fundamentals of Teaching English : Dr. R.A. Sharma

PEDAGOGY COURSE(PC:IV) PEDAGOGY OF URDU

MARKS :100
EXTERNAL :80
INTERNAL :20

Objectives: After completion of the course the student-teachers will be able to:

- understand the importance and different roles of language;
- understand the basic concept and the elements of Urdu language;
- understand the importance of home language and school language and role of mother tongue in education;
- understand the importance and role of Urdu language in our country;
- develop an understanding of the nature of Urdu language system;
- develop an understanding of various approach of Urdu Language;
- develop linguistic skills of Urdu language and different teaching skills associated with teaching of Urdu;
- understand and use teaching strategies of grammar, composition, poetry, prose and drama in Urdu;
- use methods, approaches and materials for teaching Urdu at different levels;
- develop an understanding and use of purpose, concept and various techniques of evaluation in teaching of Urdu Language;

COURSE CONTENT

UNIT - I: Role and Nature of Language

Role of Language in Society: Importance of Language; Language and gender; Language and identity; Language and power; Language and class (society); Language in School: Medium of instruction in school and language spoken at home; Centrality of language as means of learning and communication.

Nature of Language

Aspect of Linguistic Behaviour: Language as a rule governed behaviour and linguistic variability; Pronunciation, linguistic diversity and its impact on Urdu pedagogical implication; Speech and Writing.

Linguistic System: The organization of sound; The structure of sentences; The concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

UNIT – II Nature, Development and Position of Urdu Language

Nature and Development of Urdu Language:

The nature of the subject Urdu and Urdu Education- Urdu as a language of knowledge; Urdu as first, second and third language; Urdu as mother tongue; Urdu as communicative language; Urdu as Medialanguage

Origin and development of Urdu Language

Importance and functions of Urdu Language

Relation of Urdu language with other Indian Languages.

Role of Urdu language in promoting national integration.

Role of Urdu language in Indian Independence movement

Position of Urdu in Pre-and post-partition of India.

Present position of Urdu in our country.

Position of Urdu language in the present educational system as prevalent in the state of Rajasthan.

Suggestions for a better place of Urdu language in syllabus.

Different forms of Urdu.

du at International level;

Challenges of teaching and learning Urdu

UNIT –III An overview of Language Teaching with Reference to Urdu Language

Different Approaches to Language Learning and Teaching:

Philosophical, social and psychological bases of approaches to Language acquisition and Learning; Inductive and deductive approach to language learning; Whole language approach; Constructive approach; Multilingual approach to Language Teaching
Indian thought on language teaching.

2. Approaches of Teaching Urdu Language:

Basic concept and elements of Urdu Language :

Phonetic structure, Morphological structure and Syntactic structure.

Linguistic skills of Urdu language and different teaching skills associated with teaching of Urdu:

Listening – Art of Listening;

Speaking – Pronunciation, Recitation and Punctuation;

Reading – Concept, meaning and importance of reading;

Writing – Defects of writing skills and their improvement;

Sub skills of listening and speaking - Task Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.

Sub skills of reading:

Importance of development of reading skills;

Aloud and silent reading;

Extensive and intensive reading;

Study skills, including using thesauruses, dictionary and encyclopedia, etc.

Stages of writing;

Process of writing;

Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement;

Defects of writing skills and their improvement

Knowledge of Urdu script such as Khat-e-Naskh, Khat-e-Nastaliq, Khat-e-Shikast;

Reference skills;

Higher order skills.

Basis of Teaching Urdu:

Objectives of teaching Urdu at Secondary level;

Behavioural objectives : Meaning and Importance of behavioural objectives; Essentials of behavioural objectives; Determination and Writing behavioural objectives for teaching Urdu;

Problems of teaching and learning Urdu and their solution;

Value outcomes of teaching Urdu at different levels of education;

Various methods of teaching Urdu: Direct Method; Translation Method; Structural Method; Play way Method; Grammar Method; Bi-lingual Method

Teaching strategies of Urdu:

1. Planning of teaching Urdu:

Need and Importance of Planning

Content Analysis

Yearly, Unit and Daily Lesson Plan

2. Teaching of various forms of Urdu:

a) Prose,

b) Poetry – Ghazal, Nazam and other forms of Urdu Poetry,

c) Drama,

d) Composition, and

e) Grammar

Support System of teaching Urdu:

Teacher – Qualities and Characteristics of a good Urdu Teacher,

Teaching Aids – Verbal aids, Visual aids - Pictorial aids (non-projected, two or three dimensional aids), Projected aids (still and motion), Audio and Audio – Visual aids etc.;

UNIT – V Evaluation In Teaching Of Urdu

Purpose and Concept of Evaluation in Teaching Urdu.

Continuous and Comprehensive Evaluation

Techniques of Evaluation:

Teacher made test

Designing examination paper and Blue – Print

Development of test items- Various types of test questions (Essay, short answer, and objective types) and their uses.

Preparation of achievement test - its administration, analysis and reporting.

Diagnostic testing and remedial Teaching in Urdu.

Progress and assessment of development of language;

Cloze test, Self evaluation;

Peer evaluation;

Group evaluation.

Activities

Group discussions among student teachers may be arranged on the following topics:

Role and importance of Urdu language in promoting national integration.

Urdu language and poetry and Indian Independence movement;

Challenges of teaching and learning Urdu

Difference between Home and the School Language.

Difference between spoken and written language“

Mother Tongue and Other Tongue“

Centrality of language as means of learning and communication

If possible some Panel discussion or lecture of experts from field may arrange on following topics:

Origin and development of Urdu Language

Multilingualism as a Resource

„War begins when words fail“

Indian thought on language teaching.

Urdu as a language of knowledge;

SESSIONAL WORK

Any two of the following:

Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE-1986 and POA-1992

Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.

Prepare a report on the challenges of Urdu as a medium of instruction.

Prepare a report on the challenges of teaching-learning process

Keeping in view the topics given in the Unit, prepare a questionnaire. Interview ten people from community and write a report on „Position of Urdu language in India“

Analysis of advertisements aired on Radio/Television on the basis of language and gender.

Take a few passages from science/ social science/ maths textbooks of Classes VI to VIII and analyse on the following points:

How the different registers of language have been introduced?

Does the language clearly convey the meaning of the topic being discussed?

Is the language learner-friendly?

Is the language too technical?

Does it help in language learning?
Now write a report based on the analysis of above issues.

REFERENCES

1. Afzal Hussain : Fun-e-Taleem aur Tarbeeat; Makazi Maktab Islam, Delhi
2. Afzal Hyssain Fun-e-Ataleem aur Tarbeet Makazi Maktaba Islam Delhi.
Ansari Akhtar Ghazai and Dara-e National Council for Promotion of Urdu
Langauge, West Block R.K. Puram, New Delhi.
Ansari Akhtar : Ghazal Aur Ghazal ki Taleem; New Delhi. Taraqqi-e-Urdu Board
Ansari Akhtar(1950); Studies in Language and Language Teaching, Aligarh, Friends
Book House
Husain, Aijaz (1975) : Mukhtasar Tareekh-e-Urdu, Urdu Kitab Ghar Delhi
Inamullah Sharwani Tadres-e-Zaban-e-Urdu Usmania Book Depot 1,
25,RabindraSaraud Kolkatta.73
Maulvi Abdul Quwaid-e-Urdu Anjuman Taraqqi Urdu (Hindi) New Delhi.
9. Moulvi Saleem : Urdu Kaise Padhaen , Chaman Book Depot, Delhi
Muenuddin Hum Urdu Kaise Padhen National Council for Promotion of Urdu Language
West Block, RK Puram, New Delhi.
Muenuddin Urdu Zaban Ki Tadrees National Council for Promotion of Urdu
Language, West Block, RK Puram, New Delhi.
Rasheed Hasan Hum Urdu Kaise Likhaen Maktaba Jamia Limited Jamia Nagar, New
Delhi
Rasheed Hasan Urdu Imla Maktaba Jamia Limited Jamia Nagar ,New Delhi

PEDAGOGY COURSE (PC)

PC: V- PEDAGOGY OF SCHOOL SUBJECT: HISTORY

Total Marks: 100

EXTERNAL : 80

INTERNAL : 20

Objectives

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To understand the nature of History and Political Science as a school subject
4. To correlate History & Political Science with other subjects
5. To critically analyze the History and Political science textbook.
6. To understand the significance of learning resources to teach the subject
7. To demonstrate an ability to raise learners' interest
8. To prepare appropriate lesson plans in history and Political science.
9. To understand the need and avenues for professional development

Unit 1

Basics of Academic Disciplines

- a) Meaning of academic disciplines, Relationship between academic disciplines and History
- b) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft,

applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.

- c) Place of Social Sciences in the present school curriculum.

Unit 2

Understanding History

A. Nature and Importance:

Definitions concept and constituents of History.

Importance of Teaching History.

B. Aims and objectives:

General aims of Teaching History.

Objectives of Teaching History- Instructional and Behavioural and their relationship with curriculum.

Blooms Taxonomy of Educational objective.

Historical Thinking Concepts (Peter Sixes & Tom Morton), Values of teaching History & Political Science

Unit 3

LEARNING RESOURCES & HISTORY TEACHER

- a) History Textbook: characteristics, critical analysis, detecting and dealing with bias
- b) Audio-visual Resources: TV, Films, Documentary; Visual:Maps, Models, Timelines; Print Media: Magazines, newspapers, archives (Uses and importance)
- c) Field trips, Museum
- d) Qualities of a History teacher
- e) Professional growth of a History teacher – Need and Avenues for professional development

f) Challenges faced by History teacher (Challenges posed by technology, Pedagogy and globalization.)

Unit 4

Essentials Of Curriculum Construction In History & Political Science

Principal of curriculum construction.

History curriculum and state , NCERT Textbook controversy, history curriculum in CBSE, ICSE.

Qualities of a good History text- books.

Selection and organization of Historical materials :

(a) General Principles

(b) Specific principles- Cultural Epoch, Bibliographical, Chronological, Topical, Integration, Concentric, Spiral and Unit approaches.

Curriculum reform in History - Critical appraisal of NCF- 2005, in the context of Social Science teaching

Maxims of teaching (Known to unknown, Simple to complex, Concrete to abstract) Correlation of History & Political Science: Internal and external. (Literature, Science, Mathematics, Geography, Economics, Craft)

History as a concept driven subject: Concept based and generalization based learning.

Unit 5

Instructional Strategies And Methods Of History Teaching.

Methods of Teaching History- Inductive deductive method, Story Telling Method, Lecture Method, Discussion Method, Source Method, Project and Problem Solving Method.

Techniques of teaching – Simulation, gamming, survey method, case study, Brain storming Team teaching

Learning in Groups- Cooperative and collaborative learning, addressing needs of heterogeneous classroom

Use of ICT in learning History without burden

Teaching controversial topics in History.

PRACTICUM :- (Any One)

a) Critically analyze a secondary school History textbook.

b) Participate in a field visit/ virtual tour of any Historical site and write a report of about 500-750 words.

c) Choose any Cooperative learning strategy. Plan and conduct a 15 minutes lesson in your peer group to teach history or political science.

d) Interview two History teachers and find the challenges faced by them and submit the report in about 500-750 words.

E) Selection and documentation of 20 history sources and writing instructional objectives that would be achieved by each of these sources along with the teaching strategy that would be adopted to achieve them.

F) Analysis of the recommendation of various commission and making a comparative evaluation of the recommendation with regard to aims and objectives of teaching history in the schools

G) Analysis of content of the syllabi of history from class VI to XII of any school board and preparing a report related to the various principles/method/approaches that have been adopted for organization for organizing the syllabus under study

H) Preparing a lesson plan on any topic of the history teaching.

SUGGESTED READING :-

Aggarwal J.C. : Teaching of History

Ballard, M, : New Movements in the Study and Teaching of History.

Bhatnagar, C.R., Bhusan and Khenna- Preparation and Evaluation of Text Books in Social Studies.

Bining and Bining : Social Studies in Secondary School

Blank : Foundation of History Teaching

Ghate, : V.D. Ethihis Shikshan.

Johnson : Teaching of History

Khalilur Rob : Tadrees- E- Tareekh- NCPUL.

Kochhar, S : Teaching of History

Yajnik, K. : The Teaching of Social studies in India.

PEDAGOGY COURSE

PC – VI - PEDAGOGY OF ECONOMICS

M.M.100 Marks
Internal 20 Marks
External 80 Marks

Objectives: After completion of the course, the student teachers will be able to -

1. Understand the nature of the discipline of Social Science and Economics.
2. Understand Origin and Development of Economics.
3. Understand the contributions of western and Indian Economists such as Marshal, Pigou, Robinson, Chanakay, Amartaya Sen.
4. Understand Need and importance of Economic in School Curriculum.
5. Develop an understanding of the relationship of Economics with other subjects.
6. Develop an understanding of aims and objectives of Economics.
7. Develop an understanding of Pedagogy of Economics.
8. Develop ability to preparing Annual Plan, Unit Plan and Daily Teaching plan in Economics.
9. Understand and use different strategies for teaching Economics.
10. Develop an ability to construct an achievement test, Diagnostic and Remedial measures.

Course Content

Unit I: Nature of Discipline

- Meaning, Nature, Scope and importance of Economics
- Origin and Development of Economics.
- Methods of study in Economics-Economic Survey, Observation, Case Study and interview
- *Contribution of eminent economists-*
 - *Western - Thomas Malthus, Alfred Marshall, Adam Smith.*
 - *Indian- Chanakay, Amartaya Sen.*
- Human Values and Economics.

Unit-II: Economics as a Subject in School Curriculum.

- Need and importance of Economics at secondary level.
- Correlation of Economics with other subjects: Commerce, Geography, Mathematics, Statistics, History, Civics etc.
- *Scope of Economics- Economic institutions such as Banking, Small Industry etc. Economic relation-local, national and international level, Economical structure of a financial sector.*
- Principles of Curriculum Development

- Critical Appraisal of Economics Curriculum at Secondary and Sr. Secondary level prescribed by RBSE/CBSE.
- New trends in economics curriculum-
- Text book- Importance and qualities of a good text book of economics.
- Review of Economics Text book at Secondary and Sr. Secondary level.

Unit III : Pedagogy of Economics.

- Aims and Objectives of Teaching Economics.
- Pedagogical Analysis of the following topics of Economics -
 - A. Budget
 - B. Supply and Demand
 - C. Inflation and Deflation
 - D. Indian Marketing System
 - E. Money and Credit
 - F. Indian Economic Policy
 - G. Planning
 - H. Consumer Rights
 - I. Globalization with reference to Indian economics

Unit IV: Planning and Strategies

- Annual Plan, Unit Plan, Daily Teaching Plan–Concepts and features.
- General principles and maxims of economics teaching.
- Methods of teaching Economics –
 - Inductive and Deductive method
 - Problem solving method
 - Project method
 - Discussion Method
 - **Constructivism**
- Selection of appropriate techniques at secondary level in Economics Teaching
 - Illustration with examples
 - Questioning Technique
 - ***Data Representation and Interpretation***
 - Computer Assisted Instruction(CAI)
- Qualities of Economics Teacher
- Ethics of Economics Teacher
- Professional development of Economics teacher.
 - In-service Education Programmes, In House discussions, e-Sharing of Ideas, use of Journals, Encyclopedia etc.

Unit V: Evaluation in Economics

- Concept of Evaluation
- Different Evaluation tools and techniques –Observation, Written Test, ***Open Book Test.***
- Achievement Test in Economics: Concept, Need and Steps for constructing achievement test.
- Diagnostic testing and Remedial Teaching.

- Continuous and Comprehensive Evaluation (CCE).

Practicum/Sessional Work:

Any Two of the following:

- 1) Preparation of a scrapbook related to any current issue of Economics.
- 2) A power point presentation related to any one topic of Economics.
- 3) Preparing a Radio or T.V. Script related to a current Economic issue.
- 4) Abstracts of two published papers related to Economics in reputed journals.
- 5) Market survey related to a product/economic activity.
- 6) Life sketch of an eminent economist.

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- पाण्डेय, कामता प्रसाद : अर्थशास्त्र शिक्षण, मेरठ
- सिंह हरनारायण एवं सिंह राजेन्द्र : अर्थशास्त्र शिक्षण, प्रकाशन-लक्ष्मीनारायण अग्रवाल – आगरा

PEDAGOGY COURSE

PC –VII - Pedagogy of Civics

MARKS :100
EXTERNAL :80
INTERNAL :20

Objectives

- under stand meaning scope and importance of civics in the school curriculum
- Acquire content knowledge of methods of civics
- Acquire knowledge of methods of aims and instructional objectives of teaching civics
- Acquire skill in planning lesson civics
- Under stand and apply the principles of organizing content in the teaching civics
- Cultivate the qualities of a good civics teacher
- Evaluate civics text books and prescribed courses
- Develop necessary skill in the application of methods and techniques in the class room

Unit I

Nature and scope civics

- Meaning and nature 'scope civics
- Man as a social animal as a citizen
- Need and importance of civics in school curriculum

Unit II

Aims and objective of teaching civics

- Aims of the teaching of civics
- Meaning and importance of teaching civics in secondary school
- Functional awareness of rights and duties of citizen
- Instructional objective and value of teaching civics [knowledge understanding critical thinking skill attitude interest
- Application-analysis of these objectives in terms of specific behaviours of learners
- Civics based hobby club societies

Unit III

Curriculum of Civics and Correlation with other subject

- Principles of construction of curriculum civics
- Good text book of civics
- Innovative practices methods of civics teaching
- Role of civics in promoting international understanding
- Field trips and community resources in civics teaching
- Correlation of with other school subject 'history geography economics

Unit IV

Methods and techniques of teaching civics

- Meaning and need of methods
- The following methods to be discussed with reference to specific content of civics
- Lecture cum demonstration method project methods 'problem solving group discussion team teaching socialized recitation
- Interview techniques
- Format of lesson plan its stages selection of relevant content 'selection of appropriate teaching devices and assignment and plan according to active learning strategies
- Unit plan

Unit V

Evaluation in civics

Purpose and concept of evaluation

Preparation of an achievement test in civics along with the blue print 'scoring key and marking scheme

Instructional design in teaching civics

Sessional work

1 a survey of any institution of local self government

2 Study of any aspect of civics issue [prepare a report

3 preparation of two c.d related to civics teaching

4 political science to related two paper publish to collection

Reference book

Sexena s civics teaching sahitya prakashan Agra

Tyagi g.s.d civics teaching vinod pustak mandir Agra

Mittal m.l. civics teaching layal book dipot Meerut

Harolikar l.b.civics padma publication l.t.d landan

Dr .MP singh tyagi civics teaching

Dr. B.I. Gargi and usha bhakshi civics teaching z

PEDAGOGY COURSE

PC VIII- Pedagogy of geography

**MARKS :100
EXTERNAL :80
INTERNAL :20**

Unit – I

Geography: meaning definition nature and development

- Meaning and definition of geography
- Nature and scope of geography
- Development of geography in ancient period, middle period and modern period

Unit –II

Curriculum of geography

- Meaning and definition of geography, principal of curriculum formation
- Curriculum of geography in school at primary level upper primary level secondary level and higher secondary level
- Need of geography in school curriculum
- Characteristics / qualities of a good curriculum

Unit –III

Objectives of geography teaching

- Objectives of geography pedagogy at primary secondary higher secondary
- Concept of objectives
- Behavioral and cultural objectives
- Broad/comprehensive objectives of geography pedagogy
- Difference between attainable objectives

Unit- IV

Principal and method of geography pedagogy and correlation with other subject

- Methods applied/use in geography traditional methods and modern methods
- Observation method discussion method project method and practical method
- Problem solving method survey method tour method regional method
- Question method unit method deductive method
- Principal of geography pedagogy maxims- from easy to difficult
- From macro to micro, from direct to indirect and from general to specialization
- Correlation of between language and geography. Correlation between history and geography
- correlation between political science and geography
- correlation of geography with other social science
- correlation between science and geography

Unit -V

Lesson plan in geography pedagogy and Evaluation

- team teaching, micro teaching perpendicular learning
- Meaning and need of daily lesson plan
- Benefits and use of daily lesson plan
- Preparation before daily lesson plan formation
- Formation of daily lesson plan characteristics qualities of good lesson plan
- Outline of unit lesson plan

- Importance of evaluation in geography pedagogy and tools of evaluation
- Method of evaluation- theory exam,practical,emotional test easy type exam,short type questions and demerits of objective test
- Blue print , difficulty of question language sequence of questions new concept of exam and division in unit

Sessional works-

- Development of geograahy in ancient period
- Utilites of geography pedagogy in modern teaching
- Human being and geography in ancient period

References book

- | | | |
|-------------------------|--------------------|---------------------------|
| 1 Geography of teaching | dr. jc bhattachara | vinod pustak mander agara |
| 2 Geography of teaching | Dr. Yogesh kumar | h.p.h publishing jaipur |
| 3 Geograohy of teaching | Dr. Harpal singh | radha publishing agara |
| 4 geography of teaching | Dr. JP varma | R.lal book depo mareth |

PEDAGOGY COURSE

PC –IX Pedagogy of Social Science

MARKS :100
EXTERNAL :80
INTERNAL :20

Unit –I

The concept of social science –

- Meaning and definition of social science.
- Nature and area of social science.
- The Importance and characteristics of social science.

Unit II

Major aims of social science teaching

- General aims at different level of social science teaching –Primary level, secondary level ,Higher sec. level .
- Specific aims of social science teaching.
- The need and importance of social science teaching.

Unit - III

Social science teaching - curriculum

- The concept of curriculum –Meaning and definition.
- Need and importance of curriculum in social science teaching.
- Principles of curriculum creation in social science teaching.
- Major precautions in the course of social science teaching curriculum.
- A quality of the curriculum in social science teaching.
- Concepts of text book - Meaning and definition.
- Needs and importance of text- book.
- Major precautions in text book creation of social science teaching.
- Characteristics of a good text- book.

Unit – IV

Major teaching method of social science teaching

- Concept of teaching methods – Meaning and definition.
- Importance of the teaching method in a social science teaching.
- Major teaching method of social science teaching- Story telling method, Field trips method, Dramatization, Search method, Socialized study method, Problem solution method

Unit –V

Planning in social science teaching and Evaluation in Social Science Teaching

- Concepts of a planning in the social science teaching –Meaning and definition.
- Needs and importance of planning in the social science teaching.
- Major resources of planning in the social science teaching –
(A) Lesson plan.
(B) Unit splan.
(C) Annual plan.
- Concepts of evaluation –Meaning and definition.
- Importance of the evaluation in a social science teaching.
- Major resources of the evaluation in a social science teaching –
(A) Examination.
(B) Question paper.
- Blue print in social science teaching.
- Concept of a blue print – Meaning and definition.
- Blue print construction and its formats.
- Therapeutic and Diagnostic tests.

PROFESSIONAL EDUCATION COURSE

PEC 5 -KNOWLEDGE & CURRICULUM

MARKS :100
EXTERNAL :80
INTERNAL :20

OBJECTIVE OF THE COURSE :

- To enable student teachers to understand the meaning of the term knowledge and Curriculum.
- To develop understanding into the epistemological basis of education
- To develop understanding of modern child-centered education
- To develop understanding social & cultural influence on education.
- To examine relationship of Curriculum to education.
- To develop understanding into curriculum its determinates ,process& evaluation.

UNIT :1

Construction of Knowledge

- Meaning & Nature of knowledge
- Information , knowledge ,conception & perception
- Sources of knowledge : Empirical V/s Revealed Knowledge
- Types of knowledge :(1) Disciplinary knowledge
(2) Course Content Knowledge
(3) Indigenous Knowledge
(4) Scientific Knowledge
- Relevance of knowledge construction through dialogue
- Contestations to Knowledge
(a) Dominance
(b) Marginalization (c) Subversion
- Role of curriculum in challenging Marginalization with reference to class ,caste ,gender , & religion .

UNIT :2

Metaphysics

- Meaning of Metaphysics ,aims& objective ,types of Metaphysics – ontology cosmology , theology , Methods , Techniques & Maxims of Teaching , Role of teacher.
- Axiology & Education , Meaning of Axiology ,need ,types of axiology , Value ,methods & techniques , role of teacher .

UNIT :3

Basis of Modern Child – Centered Education

(Concept , basis & educational significance)

1 Activity Method (M.K. Gandhi)

2. Discovery Method (John Dewey)

3. Child Centered (Giju Bhai badheka)

- Education : Meaning (etymological) , definitions & characteristics of education
- Epistemological basis of education distinction between knowledge & information ,teaching & training
- Change in education due to industrialization , democracy & individual autonomy
- understanding Education in relation to equity , equality & social Justice (B.R. Ambedkar)
- Interrelationship of education with reference to Nationalism (Krishnamurti) & Secularism (tagore)

UNIT : 4

Curriculum – Concept , Types ,Determinates & Development

1. Curriculum –Meaning & Concept of Curriculum ,Relationship With Curriculum Frame work ,Syllabus & Text books .

2. Determinants of Curriculum (Philosophical , Psychological, Sociological,Political)

3. Types of curriculum (Subject – centered ,& Child – Centred ,Hidden Curriculum & enacted Curriculum)
4. Principles of Curriculum Development
5. Process of Curriculum Development
 - (a) Formulating aims & objectives
 - (b) Criteria for selecting knowledge & representing knowledge in the form of different subjects .
 - (c) Selection & organization of Learning Situations .
4. Participatory approach to Curriculum development : Representation of social groups in curriculum construction.

UNIT : 5

Curriculum Implementation and Evaluation

- a) Teachers’ role in generating dynamic curricular experiences through (i) flexible interpretation of curricular aims, (ii) contextualization of learning, (iii) varied learning experiences (iv) learning resources
- b) Need and evaluation of effective curriculum construction with reference to existing pedagogies and Instructional approaches, teacher training, textbooks and instructional materials.
- c) Role of MHRD and NCERT in curriculum reform

Practicum:-

- a. Seminar Presentation Critical appraisal of Philosophy & Practice Of Education Advocated by Gandhi, Dewey, Freire
- b. Critical Writing : Critically examine role of hidden curriculum with references to school rituals ,celebrations and rules and discipline .
- c. Report writing choose syllabus for any one school subject, Read text books (of at least 2 Standards from 6 to 9 class) for the same .Deliberate on of modern values like equity ,equality and social Justice Reflected in it and write a report on it.

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PEDAGOGY COURSE

PC :1हिन्दी शिक्षण शास्त्र

Marks :100
External: 80
Internal:20

उद्देश्य—

छात्राध्यापक को—

- भाषा संरचना में हिन्दी भाषा तत्वों का समझाना
- श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों को समझाना
- हिन्दी भाषा की प्रकृति, विशेषतायें और उसके प्रयोग को समझाना
- हिन्दी भाषा और उससे सम्बन्धित क्षेत्रों में दक्षता हासिल कराना
- हिन्दी भाषा के सफल शिक्षण के विभिन्न आयामों से परिचित कराना
- हिन्दी भाषा के सफल शिक्षण के लिए सहायक उपकरणों से परिचित कराना
- हिन्दी भाषा शिक्षण में मूल्यांकन का महत्व, व मूल्यांकन की संस्थितियों एवं विधाओं तथा मूल्यसे परिचित कराना
- हिन्दी भाषा शिक्षण के सामान्य सिद्धान्त, विधियाँ, प्रविधियाँ, सूत्र एवं शिक्षण युक्तियों से परिचित कराना

इकाई— प्रथम

हिन्दी भाषा का उद्भव, विकास एवं प्रकृति—हिन्दी—ध्वनि विज्ञान—हिन्दी भाब्द विज्ञान—हिन्दी वाक्य विज्ञान

इकाई— द्वितीय

हिन्दी भाषा का महत्व एवं उसका प्राथमिक, उच्च प्राथमिक, माध्यमिक एवं उच्च माध्यमिक स्तर के पाठ्यक्रम में स्थान

पाठ्यक्रम— अर्थ एवं महत्व, पाठ्य क्रम निर्माण के सिद्धान्त एवं प्रक्रिया, विभिन्न स्तरों पर हिन्दी के वर्तमान पाठ्यक्रम की समालोचना एवं सुधार के लिए सुझाव
हिन्दी शिक्षण के उद्देश्य

इकाई— तृतीय

हिन्दी में कक्षा—शिक्षण के सामान्य सिद्धान्त एवं सूत्र

हिन्दी शिक्षण की विधियाँ, प्रविधियाँ एवं शिक्षण युक्तियों

हिन्दी व्याकरण शिक्षण के उद्देश्य एवं उनकी विधियाँ

सौन्दर्य साहित्य का विकास—रस, अलंकार, एवं छन्द शिक्षण के उद्देश्य एवं उनकी विधियाँ

इकाई— चतुर्थ

हिन्दी में श्रवण कौशल, पठन कौशल

हिन्दी में लेखन(वर्तनी) कौशल, भाषण (उच्चारण)कौशल

हिन्दी का अन्य विषयों से सह—सम्बन्ध

श्रव्य—दृश्य उपकरण और उनका हिन्दी शिक्षण में उपयोग

इकाई— पंचम

हिन्दी पाठ्यपुस्तक— पा पाठ्यपुस्तक का अर्थ एवं महत्व, एक ठ्यअच्छी पाठ्यपुस्तक के लक्षण, हिन्दी की वर्तमान पाठ्यपुस्तकों का समालोचनात्मक मूल्यांकन एवं सुधार हेतु सुझाव

हिन्दी शिक्षक— हिन्दी शिक्षक का महत्व, एक हिन्दी शिक्षक के प्रमुख गुण

हिन्दी हिन्दी में मूल्यांकन— विभिन्न प्रकार के परीक्षण(आत्मनिष्ठ परीक्षण एवं वस्तुनिष्ठ परीक्षण), उनका निर्माण एवं प्रशासन, हिन्दी में पाठ्यसहगामी क्रियायें

सूक्ष्म शिक्षण—

हिन्दी में पाठ नियोजन

सत्रीय कार्य (कोई दो)

- विद्यालय की किसी एक साहित्यिक गतिविधि की योजना निर्माण, क्रियान्विति करना तथा प्रतिवेदन तैयार करना।
- भाषायी कौशलों (सुनना, बोलना, पढ़ना, लिखना) के सीखने सम्बन्धित चार-चार गतिविधियाँ तैयार कर प्रतिवेदन प्रस्तुत करना।
- हिन्दी भाषा में प्रयुक्त अन्य भाषाओं के शब्दों का संकलन, अध्ययन एवं व्याकरण की प्रकृति के अनुसार वर्गीकरण।
- भाषा शिक्षण के दौरान आने वाली समस्याओं पर क्रियात्मक अनुसंधान का क्रियान्वयन कर प्रतिवेदन तैयार करना।

संदर्भ पुस्तकें

1. हिन्दी शिक्षण राम भाकल पाण्डेय, विनोद पुस्तक मंदिर, आगरा
2. हिन्दी शिक्षण शिखा चतुर्वेदी, आर० लाल बुक डिपो, मेरठ
3. हिन्दी शिक्षण बी० एल० भार्मा, आर० लाल बुक डिपो, मेरठ
4. हिन्दी शिक्षण गिरीश पचौरी, सीमा भार्मा, आर० लाल बुक डिपो, मेरठ
5. हिन्दी शिक्षण रमन बिहारी लाल, रस्तोगी पब्लिकेशन, मेरठ
6. हिन्दी भाषा शिक्षण भाई योगेन्द्र जीत, विनोद पुस्तक मंदिर आगरा
7. भाषा का शिक्षण-विधियाँ और पाठ लक्ष्मी नारायण भार्मा, विनोद पुस्तक मंदिर आगरा
8. हिन्दी शिक्षण उमा मंगल, आर्य बुक डिपो, नई दिल्ली
9. हिन्दी शिक्षण संकल्पना और प्रयोग हीरा लाल बछाटिया, किताब प्रकाशन, दरिया गंज, नई दिल्ली

PEDAGOGY COURSE

PC:2

PEDAGOGY OF SANSKRIT

Marks :100
External :80
Internal :20

- After completing the course the student-teacher will be able to:-
- Understand the role and importance of Sanskrit and its cultural background.
- Understand the behavioral objectives of Sanskrit teaching
- Develop an ability to acquire language skills among learners
- Gain knowledge about Constitutional provisions and policies of language education
- Acquire Competence in the content prescribed by BSEB, C.B.S.E in secondary and senior secondary schools
- Become aware of modern methods of Sanskrit teaching and put them to use in real classroom situations.
- After the completion of the course, the student teacher will be able to
- To develop effective teaching aids for effective instruction delivery in the classroom
- To develop an insight about the role of Sanskrit teacher in developing multilingual skills in students
- To plan the lesson with a balance of prose poetry and grammar teaching
- To develop competence in designing effective instructional strategies to teach Sanskrit
- To develop ability to design, develop and use various tools and techniques & evaluation

COURSE CONTENTS

Unit-I- Nature, Scope and Aims

Language- its meaning and functions. The role of classical language in the education of a child.

Special features of Sanskrit language and its universal significance- the cultural, social, practical, literary and linguistic.

Aims and objectives of Teaching Sanskrit as classical language

Sanskrit language and literature ,Sanskrit language and Indian languages ,Socio-cultural importance of Sanskrit language, Sanskrit as a modern Indian language

Principles and Difficulties in teaching old and classical language

Unit-II- Curriculum of Sanskrit &TEACHER

Meaning and principle of curriculum construction

Critical study of existing Sanskrit curriculum in Secondary and senior secondary Schools of CBSE, ICSE, BSEB.

Text books in Sanskrit- Importance and qualities

TEACHER MERITS & DEMERITS

Unit III- Specific Instructional Strategies and Method of Teaching

Teaching of Prose, Drama, Story and Novel, Major steps in the planning of a prose lesson.

Teaching of poetry- Objectives of poetry lessons. Importance for recitation, Major steps in a poetry plan.

Teaching of Grammar: Place of grammar in the teaching of Sanskrit, Inductive and Deductive methods and their relative merits.

Teaching of Reading: Attributes of good reading. Types of reading- Scanning, Skimming, Intensive reading, Extensive reading, Silent reading, reading loud, Various methods of reading- The phonic method, Alphabetical method, word method and sentence method.

Teaching of vocabulary- It's ways and means, oral work, drilling vocabulary building, making sentence.

Teaching of writing and composition: Letter writing, Essay writing and Precis writing.

Unit- IV- Planning for teaching

Translation method for teaching Sanskrit, Its advantages and limitations.

Direct method for teaching Sanskrit, its main principles and techniques.

Other methods-: Traditional Method ,Textbook Method ,Elective Method, Communicative Approach, Inductive and Deductive Method

Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.

Skills of Teaching: Core skills and planning micro-lessons for their development.

Basis skills of languages.

Unit –V - Aids of Teaching &Evaluation Techniques

Meaning and importance of Teaching Aids

Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.

Technological Aids : (Audio- visual Aids) Radio, Tape recorder, Television, Video, Overhead projector, Gramophone and Lingua phone.

Computer Assisted Language learning.

Language laboratory and its importance in the teaching of Sanskrit language.

Concept and types of Evaluation.

Characteristics of a good test.

Construction of achievement test in Sanskrit with Essay type, Short answer type and Objective type items.

Ways of testing reading, writing, speaking, grammar and vocabulary. Qualities of an Sanskrit Teacher- an evaluative approach

PRACTICUM (Any One)(Concerned teacher can devise assignment as per requirement of the course)

Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools.

On the basis of the Sanskrit Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks

Do a survey of five schools in your neighborhood to find out 1. Level of Introduction of Sanskrit 2. Materials (textbooks) used in the classroom

Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

Develop an album of teaching aids for Sanskrit teaching

Keeping in view the needs of the children with special needs prepare two activities for Sanskrit teachers

Construction of achievement test

Preparation of a unit plan

Assignment on any topic related to Sanskrit teaching

SUGGESTED READING

Apte, G.D. & Dongre, P.K. Teaching of Sanskrit in Secondary Schools

Chaturvedi, S.P. Sanskrit Shikshan

Gupta Prabha (2007) – Sanskrit Shikshan, Sahiya Prakashan, Agra.

Mishra, P.S. Sanskrit Shikshan

Pandey Ram shakal (2006) – Teaching of Sanskrit, Shri Vinod Pustak Mandir, Agra.

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□ Vatsa, B.L. (2008)– Sanskrit Shikshan, Agrawal Publication Agra.

PEDAGOGY COURSE

PC 3- PEDAGOGY OF ENGLISH

Marks :100
External: 80
Internal:20

Objectives

- 1.To enable to student-teacher understand about
- 2.The nature, characteristics and the use of English language.
- 3.The required skilled and their interlinks for mastering a language.
- 4.The various approaches for planning for successful language teaching.
- 5.Approaches for teaching different aspects of language.
- 6.Aids and other similar available material that could be used for teaching language.
- 7.The techniques of obtaining feedback for self-evaluation and evaluation of student's success in learning and using the language.
- 8.The study of semantic aspect, the phonetic aspect, the graphic aspect and the phonetic – graphic aspect.
- 9.A sound knowledge of teaching technology of the language.

UNIT-I

Concepts

- a) Nature of language.
- b) Importance of language.
- c) Functions of language.
- d) Linguistic principles.
- e) Aims and objectives of teaching of English.
- f) Starting objectives in behavioral terms.

UNIT-II

Content and Pedagogical Analysis

- a) Teaching of prose, poetry, composition and grammar.
- b) Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods and material and evaluation of at least one topic from prose, poetry, composition and grammar.
- c) Preparation of micro lessons based on any of the following skills:
 - i) Questioning.
 - ii) Explaining.
 - iii) Illustration.
 - iv) Stimulus variation.

UNIT-III

Methods of Teaching and Skills of Teaching

- Difference between an 'approach' and 'method', Major methods of teaching English: Grammar-cumtranslation method, direct method and bilingual method.
- Structural approach: Meaning of structure and pattern, principles of selection and gradation of structure, presentation and practice of structure.
- Latest development in the approach and methods of teaching English including the linguistic communicative approach.
- Development of following linguistic skills:
 - i) Listening and understanding.
 - ii) Speaking.

- iii) Reading.
- iv) Writing.

UNIT - IV

- Importance of instrumental material and their effectiveness.
- Use of following aids :
 - (i) Chalk board
 - (ii) Flanel Board
 - (iii) Pictures
 - (iv) Picture cut out
 - (v) Charts
 - (vi) Tape recorder
 - (vii) Record player (linguaphones)
 - (viii) Radio
 - (ix) Television
 - (x) Film and filmstrips
 - (xi) Overhead Projector
 - (xii) Language laboratory

UNIT - V

- Basic principles testing English, the difference between measurement and evaluation. The meaning and significance of comprehensive and continuous evaluation in English.
- Development of good test items in English (objectives type, short answer type, essay type)
- Preparation of an achievement test.

PRACTICUM

Any two of the following:

7. Take a few passages from science, Social science and maths textbooks of classes VI to XII and analyse:

- a) How have the different registers of language been introduced?
- b) Does the language clearly convey the meaning of the topic being discussed? c) Is the language learner-friendly?
- d) Is the language too technical?
- e) Does it help in language learning?

8. On the basis of the English Textbooks (VI to XII) prepare a list of topics and activities given on:

- a) Language and Gender
- b) Language and peace. Write a report on their reflection in the textbooks.

9. Prepare a questionnaire. Interview ten people in India".

10. An action research report on comparison of effectiveness of two teaching plans on different methods.

11. Analysis of advertisements in media with reference to language and gender.

12. Life sketch of any eminent literary figure of English Language.

Recommended Books :

1. Essential of Teaching English : Dr. R. K. Jain
2. Fundamentals of Teaching English : Dr. R.A. Sharma

PEDAGOGY COURSE(PC:4)

PEDAGOGY OF URDU

MARKS :100
EXTERNAL :80
INTERNAL :20

Objectives: After completion of the course the student-teachers will be able to:

- understand the importance and different roles of language;
- understand the basic concept and the elements of Urdu language;
- understand the importance of home language and school language and role of mother tongue in education;
- understand the importance and role of Urdu language in our country;
- develop an understanding of the nature of Urdu language system;
- develop an understanding of various approach of Urdu Language;
- develop linguistic skills of Urdu language and different teaching skills associated with teaching of Urdu;
- understand and use teaching strategies of grammar, composition, poetry, prose and drama in Urdu;
- use methods, approaches and materials for teaching Urdu at different levels;
- develop an understanding and use of purpose, concept and various techniques of evaluation in teaching of Urdu Language;

COURSE CONTENT

UNIT - I: Role and Nature of Language

Role of Language in Society: Importance of Language; Language and gender; Language and identity; Language and power; Language and class (society); Language in School: Medium of instruction in school and language spoken at home; Centrality of language as means of learning and communication.

Nature of Language

Aspect of Linguistic Behaviour: Language as a rule governed behaviour and linguistic variability; Pronunciation, linguistic diversity and its impact on Urdu pedagogical implication; Speech and Writing.

Linguistic System: The organization of sound; The structure of sentences; The concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

UNIT – II Nature, Development and Position of Urdu Language

Nature and Development of Urdu Language:

The nature of the subject Urdu and Urdu Education- Urdu as a language of knowledge; Urdu as first, second and third language; Urdu as mother tongue; Urdu as communicative language; Urdu as Medialanguage

Origin and development of Urdu Language

Importance and functions of Urdu Language

Relation of Urdu language with other Indian Languages.

Role of Urdu language in promoting national integration.

Role of Urdu language in Indian Independence movement

Position of Urdu in Pre-and post-partition of India.

Present position of Urdu in our country.

Position of Urdu language in the present educational system as prevalent in the state of Rajasthan.

Suggestions for a better place of Urdu language in syllabus.
Different forms of Urdu.

Urdu at International level;
Challenges of teaching and learning Urdu

UNIT –III An overview of Language Teaching with Reference to Urdu Language

Different Approaches to Language Learning and Teaching:
Philosophical, social and psychological bases of approaches to Language acquisition and Learning;
Inductive and deductive approach to language learning; Whole language approach; Constructive approach; Multilingual approach to Language Teaching
Indian thought on language teaching.

2. Approaches of Teaching Urdu Language:

Basic concept and elements of Urdu Language :

Phonetic structure, Morphological structure and Syntactic structure.

Linguistic skills of Urdu language and different teaching skills associated with teaching of Urdu:

Listening – Art of Listening;

Speaking – Pronunciation, Recitation and Punctuation;

Reading – Concept, meaning and importance of reading;

Writing – Defects of writing skills and their improvement;

Sub skills of listening and speaking - Task Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.

Sub skills of reading:

Importance of development of reading skills;

Aloud and silent reading;

Extensive and intensive reading;

Study skills, including using thesauruses, dictionary and encyclopedia, etc.

Stages of writing;

Process of writing;

Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement;

Defects of writing skills and their improvement

Knowledge of Urdu script such as Khat-e-Naskh, Khat-e-Nastaliq, Khat-e-Shikast;

Reference skills;

Higher order skills.

Basis of Teaching Urdu:

Objectives of teaching Urdu at Secondary level;

Behavioural objectives : Meaning and Importance of behavioural objectives; Essentials of behavioural objectives; Determination and Writing behavioural objectives for teaching Urdu;

Problems of teaching and learning Urdu and their solution;

Value outcomes of teaching Urdu at different levels of education;

Various methods of teaching Urdu: Direct Method; Translation Method; Structural Method; Play way Method; Grammar Method; Bi-lingual Method

Teaching strategies of Urdu:

1. Planning of teaching Urdu:

Need and Importance of Planning

Content Analysis

Yearly, Unit and Daily Lesson Plan

2. Teaching of various forms of Urdu:

a) Prose,

b) Poetry – Ghazal, Nazam and other forms of Urdu Poetry,

c) Drama,

d) Composition, and

e) Grammar

Support System of teaching Urdu:

Teacher – Qualities and Characteristics of a good Urdu Teacher,

Teaching Aids – Verbal aids, Visual aids - Pictorial aids (non-projected, two or three dimensional aids), Projected aids (still and motion), Audio and Audio – Visual aids etc.;

UNIT – V Evaluation In Teaching Of Urdu

Purpose and Concept of Evaluation in Teaching Urdu.

Continuous and Comprehensive Evaluation

Techniques of Evaluation:

Teacher made test

Designing examination paper and Blue – Print

Development of test items- Various types of test questions (Essay, short answer, and objective types) and their uses.

Preparation of achievement test - its administration, analysis and reporting.

Diagnostic testing and remedial Teaching in Urdu.

Progress and assessment of development of language;

Cloze test, Self evaluation;

Peer evaluation;

Group evaluation.

Activities

Group discussions among student teachers may be arranged on the following topics:

Role and importance of Urdu language in promoting national integration.

Urdu language and poetry and Indian Independence movement;

Challenges of teaching and learning Urdu

Difference between Home and the School Language.

Difference between spoken and written language“

Mother Tongue and Other Tongue“

Centrality of language as means of learning and communication

If possible some Panel discussion or lecture of experts from field may arrange on following topics:

Origin and development of Urdu Language

Multilingualism as a Resource

„War begins when words fail“

Indian thought on language teaching.

Urdu as a language of knowledge;

SESSIONAL WORK

Any two of the following:

Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE-1986 and POA-1992

Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.

Prepare a report on the challenges of Urdu as a medium of instruction.

Prepare a report on the challenges of teaching-learning process

Keeping in view the topics given in the Unit, prepare a questionnaire. Interview ten people from community and write a report on „Position of Urdu language in India“

Analysis of advertisements aired on Radio/Television on the basis of language and gender.

Take a few passages from science/ social science/ maths textbooks of Classes VI to VIII and analyse on the following points:

How the different registers of language have been introduced?

Does the language clearly convey the meaning of the topic being discussed?

Is the language learner-friendly?

Is the language too technical?

Does it help in language learning?
Now write a report based on the analysis of above issues.

REFERENCES

1. Afzal Hussain : Fun-e-Taleem aur Tarbeeat; Makazi Maktab Islam, Delhi
2. Afzal Hyssain Fun-e-Ataleem aur Tarbeet Makazi Maktaba Islam Delhi.
Ansari Akhtar Ghazai and Dara-e National Council for Promotion of Urdu
Langauge, West Block R.K. Puram, New Delhi.
Ansari Akhtar : Ghazal Aur Ghazal ki Taleem; New Delhi. Taraqqi-e-Urdu Board
Ansari Akhtar(1950); Studies in Language and Language Teaching, Aligarh, Friends
Book House
Husain, Aijaz (1975) : Mukhtasar Tareekh-e-Urdu, Urdu Kitab Ghar Delhi
Inamullah Sharwani Tadres-e-Zaban-e-Urdu Usmania Book Depot 1,
25, RabindraSaraud Kolkatta.73
Maulvi Abdul Quwaid-e-Urdu Anjuman Taraqqi Urdu (Hindi) New Delhi.
9. Moulvi Saleem : Urdu Kaise Padhaen , Chaman Book Depot, Delhi
Muenuddin Hum Urdu Kaise Padhen National Council for Promotion of Urdu Language
West Block, RK Puram, New Delhi.
Muenuddin Urdu Zaban Ki Tadrees National Council for Promotion of Urdu
Language, West Block, RK Puram, New Delhi.
Rasheed Hasan Hum Urdu Kaise Likhaen Maktaba Jamia Limited Jamia Nagar, New
Delhi
Rasheed Hasan Urdu Imla Maktaba Jamia Limited Jamia Nagar ,New Delhi

PEDAGOGY COURSE (PC)

PC : 5- PEDAGOGY OF SCHOOL SUBJECT: HISTORY

Total Marks: 100
EXTERNAL : 80
INTERNAL : 20

Objectives

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To understand the nature of History and Political Science as a school subject
4. To correlate History & Political Science with other subjects
5. To critically analyze the History and Political science textbook.
6. To understand the significance of learning resources to teach the subject
7. To demonstrate an ability to raise learners' interest
8. To prepare appropriate lesson plans in history and Political science.
9. To understand the need and avenues for professional development

Unit 1

Basics of Academic Disciplines

- a) Meaning of academic disciplines, Relationship between academic disciplines and History
- b) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft,

applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.

- c) Place of Social Sciences in the present school curriculum.

Unit 2

Understanding History

A. Nature and Importance:

Definitions concept and constituents of History.

Importance of Teaching History.

B. Aims and objectives:

General aims of Teaching History.

Objectives of Teaching History- Instructional and Behavioural and their relationship with curriculum.

Blooms Taxonomy of Educational objective.

Historical Thinking Concepts (Peter Sixes & Tom Morton), Values of teaching History & Political Science

Unit 3

LEARNING RESOURCES & HISTORY TEACHER

- a) History Textbook: characteristics, critical analysis, detecting and dealing with bias
- b) Audio-visual Resources: TV, Films, Documentary; Visual:Maps, Models, Timelines; Print Media: Magazines, newspapers, archives (Uses and importance)
- c) Field trips, Museum
- d) Qualities of a History teacher
- e) Professional growth of a History teacher – Need and Avenues for professional development

f) Challenges faced by History teacher (Challenges posed by technology, Pedagogy and globalization.)

Unit 4

Essentials of Curriculum CONTRANSACTION IN History & Political Science

Principal of curriculum construction.

History curriculum and state , NCERT Textbook controversy, history curriculum in CBSE, ICSE.

Qualities of a good History text- books.

Selection and organization of Historical materials :

(a) General Principles

(b) Specific principles- Cultural Epoch, Bibliographical, Chronological, Topical, Integration, Concentric, Spiral and Unit approaches.

Curriculum reform in History - Critical appraisal of NCF- 2005, in the context of Social Science teaching

Maxims of teaching (Known to unknown, Simple to complex, Concrete to abstract) Correlation of History & Political Science: Internal and external. (Literature, Science, Mathematics, Geography, Economics, Craft)

History as a concept driven subject: Concept based and generalization based learning.

Unit 5

INSTRUCTIONAL STRATEGIES AND METHODS OF HISTORY TEACHING.

Methods of Teaching History- Inductive deductive method, Story Telling Method, Lecture Method, Discussion Method, Source Method, Project and Problem Solving Method.

Techniques of teaching – Simulation, gaming, survey method, case study, Brain storming Team teaching

Learning in Groups- Cooperative and collaborative learning, addressing needs of heterogeneous classroom

Use of ICT in learning History without burden

Teaching controversial topics in History.

PRACTICUM :- (Any One)

a) Critically analyze a secondary school History textbook.

b) Participate in a field visit/ virtual tour of any Historical site and write a report of about 500-750 words.

c) Choose any Cooperative learning strategy. Plan and conduct a 15 minutes lesson in your peer group to teach history or political science.

d) Interview two History teachers and find the challenges faced by them and submit the report in about 500-750 words.

E) Selection and documentation of 20 history sources and writing instructional objectives that would be achieved by each of these sources along with the teaching strategy that would be adopted to achieve them.

F) Analysis of the recommendation of various commission and making a comparative evaluation of the recommendation with regard to aims and objectives of teaching history in the schools

G) Analysis of content of the syllabi of history from class VI to XII of any school board and preparing a report related to the various principles/method/approaches that have been adopted for organization for organizing the syllabus under study

H) Preparing a lesson plan on any topic of the history teaching.

SUGGESTED READING :-

□ Aggarwal J.C. : Teaching of History

Ballard, M, : New Movements in the Study and Teaching of History.

Bhatnagar, C.R., Bhusan and Khenna- Preparation and Evaluation of Text Books in Social Studies.

Bining and Bining : Social Studies in Secondary School

Blank : Foundation of History Teaching

Ghate, : V.D. Ethihis Shikshan.

Johnson : Teaching of History

Khalilur Rob : Tadrees- E- Tareekh- NCPUL.

Kochhar, S : Teaching of History

Yajnik, K. : The Teaching of Social studies in India.

PEDAGOGY COURSE

PC :6 PEDAGOGY OF ECONOMICS

M.M.100 Marks
Internal 20 Marks
External 80 Marks

Objectives: After completion of the course, the student teachers will be able to -

11. Understand the nature of the discipline of Social Science and Economics.
12. Understand Origin and Development of Economics.
13. Understand the contributions of western and Indian Economists such as Marshal, Pigou, Robinson, Chanakay, Amartaya Sen.
14. Understand Need and importance of Economic in School Curriculum.
15. Develop an understanding of the relationship of Economics with other subjects.
16. Develop an understanding of aims and objectives of Economics.
17. Develop an understanding of Pedagogy of Economics.
18. Develop ability to preparing Annual Plan, Unit Plan and Daily Teaching plan in Economics.
19. Understand and use different strategies for teaching Economics.
20. Develop an ability to construct an achievement test, Diagnostic and Remedial measures.

Course Content

Unit I: Nature of Discipline

- Meaning, Nature, Scope and importance of Economics
- Origin and Development of Economics.
- Methods of study in Economics-Economic Survey, Observation, Case Study and interview
- *Contribution of eminent economists-*
 - *Western - Thomas Malthus, Alfred Marshall, Adam Smith.*
 - *Indian- Chanakay, Amartaya Sen.*
- Human Values and Economics.

Unit-II: Economics as a Subject in School Curriculum.

- Need and importance of Economics at secondary level.
- Correlation of Economics with other subjects: Commerce, Geography, Mathematics, Statistics, History, Civics etc.
- *Scope of Economics- Economic institutions such as Banking, Small Industry etc. Economic relation-local, national and international level, Economical structure of a financial sector.*
- Principles of Curriculum Development
- Critical Appraisal of Economics Curriculum at Secondary and Sr. Secondary level prescribed by RBSE/CBSE.

- New trends in economics curriculum-
- Text book- Importance and qualities of a good text book of economics.
- Review of Economics Text book at Secondary and Sr. Secondary level.

Unit III : Pedagogy of Economics.

- Aims and Objectives of Teaching Economics.
- Pedagogical Analysis of the following topics of Economics -
 - a. Budget
 - b. Supply and Demand
 - c. Inflation and Deflation
 - d. Indian Marketing System
 - e. Money and Credit
 - f. Indian Economic Policy
 - g. Planning
 - h. Consumer Rights
 - i. Globalization with reference to Indian economics

Unit IV: Planning and Strategies

- Annual Plan, Unit Plan, Daily Teaching Plan–Concepts and features.
- General principles and maxims of economics teaching.
- Methods of teaching Economics –
 - Inductive and Deductive method
 - Problem solving method
 - Project method
 - Discussion Method
 - **Constructivism**
- Selection of appropriate techniques at secondary level in Economics Teaching
 - Illustration with examples
 - Questioning Technique
 - ***Data Representation and Interpretation***
 - Computer Assisted Instruction(CAI)
- Qualities of Economics Teacher
- Ethics of Economics Teacher
- Professional development of Economics teacher.
 - In-service Education Programmes, In House discussions, e-Sharing of Ideas, use of Journals, Encyclopedia etc.

Unit V: Evaluation in Economics

- Concept of Evaluation
- Different Evaluation tools and techniques –Observation, Written Test, ***Open Book Test.***
- Achievement Test in Economics: Concept, Need and Steps for constructing achievement test.
- Diagnostic testing and Remedial Teaching.
- Continuous and Comprehensive Evaluation (CCE).

Practicum- Any Two of the following:

- 1) Preparation of a scrapbook related to any current issue of Economics.
- 2) A power point presentation related to any one topic of Economics.
- 3) Preparing a Radio or T.V. Script related to a current Economic issue.
- 4) Abstracts of two published papers related to Economics in reputed journals.
- 5) Market survey related to a product/economic activity.
- 6) Life sketch of an eminent economist.

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अग्निहोत्री कृष्ण कुमार (2006): अर्थशास्त्र शिक्षण, प्रकाशन- गोयल पब्लिकेशन, जयपुर
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त्यागी गुरुशरणदास (1993) : अर्थशास्त्र शिक्षण, विनोद पुस्तक मंदिर, आगरा
पाण्डेय, कामता प्रसाद : अर्थशास्त्र शिक्षण, मेरठ
सिंह हरनारायण एवं सिंह राजेन्द्र : अर्थशास्त्र शिक्षण, प्रकाशन-लक्ष्मीनारायण अग्रवाल – आगरा

PEDAGOGY COURSE

PC 7- Pedagogy of Civics

Marks :100
External: 80
Internal:20

Objectives

under stand meaning scope and importance of civics in the school curriculum
Acquire content knowledge of methods of civics
Acquire knowledge of methods of aims and instructional objectives of teaching civics
Acquire skill in planning lesson civics
Under stand and apply the principles of organizing content in the teaching civics
Cultivate the qualities of a good civics teacher
Evaluate civics text books and prescribed courses
Develop necessary skill in the application of methods and techniques in the class room

Unit I

Nature and scope civics

Meaning and nature 'scope civics
Man as a social animal as a citizen
Need and importance of civics in school curriculum

Unit II

Aims and objective of teaching civics

Aims of the teaching of civics
Meaning and importance of teaching civics in secondary school
Functional awareness of right and duties of citizen
Instructional objective and value of teaching civics [knowledge understanding critical thinking skill attitude interest
Application-analysis of these objective in terms of specific behaviours of learners
Civics based hobby club societies

Unit III

Curriculum of Civics and Correlation with other subject

Principles of construction of curriculum civics
Good text book of civics
Innovative practices methods of civics teaching
Role of civics in promoting international understanding
Field trips and community resources in civics teaching
Correlation of with other school subject `history geography economics

Unit IV

Methods and techniques of teaching civics

Meaning and need of methods
The following methods to be discussed with reference to specific content of civics
Lecture cum demonstration method project methods 'problem solving group discussion team teaching
socialized recitation
Interview techniques
Format of lesson plan its stages selection of relevant content 'selection of appropriate teaching devices and
assignment and plan according to active learning strategies
Unit plan

Unit V

Evaluation in civics

Purpose and concept of evaluation
Preparation of an achievement test in civics along with the blue print 'scoring key and marking scheme

Instructional design in teaching civics

Sessional work

- 1 –a survey of any institution of local self government
- Study of any aspect of civics issue [prepare a report
- 3preparation of two c.d related to civics teaching
- 4 political science to related two paper publish to collection

Reference book

Sexena s civics teaching sahitya prakashan Agra
Tyagi g.s.d civics teaching vinod pustak mandir Agra
Mittal m.l. civics teaching layal book dipot Meerut
Harolika I.b.civics padma publication I.t.d landan
Dr .MP singh tyagi civics teaching
Dr. B.I. Gargi and usha bhakshi civics teaching z

PEDAGOGY COURSE

PC: 8 Pedagogy of Geography

Marks :100
External: 80
Internal:20

Unit – I

Geography: meaning definition nature and development

- Meaning and definition of geography
- Nature and scope of geography
- Development of geography in ancient period, middle period and modern period

Unit –II

Curriculum of geography

- Meaning and definition of geography, principal of curriculum formation
- Curriculum of geography in school at primary level upper primary level secondary level and higher secondary level
- Need of geography in school curriculum
- Characteristics / qualities of a good curriculum

Unit –III

Objectives of geography teaching

- Objectives of geography pedagogy at primary secondary higher secondary
- Concept of objectives
- Behavioral and cultural objectives
- Broad/comprehensive objectives of geography pedagogy
- Difference between attainable objectives

Unit- IV

Principal and method of geography pedagogy and correlation with other subject

- Methods applied/use in geography traditional methods and modern methods
- Observation method discussion method project method and practical method
- Problem solving method survey method tour method regional method
- Question method unit method deductive method
- Principal of geography pedagogy maxims- from easy to difficult
- From macro to micro, from direct to indirect and from general to specialization
- Correlation of between language and geography. Correlation between history and geography
- correlation between political science and geography
- correlation of geography with other social science
- correlation between science and geography

Unit -V

Lesson plan in geography pedagogy and Evaluation

- team teaching, micro teaching perpendicular learning
- Meaning and need of daily lesson plan
- Benefits and use of daily lesson plan
- Preparation before daily lesson plan formation

- Formation of daily lesson plan characteristics qualities of good lesson plan
- Out line of unit lesson plan
- Importance of evaluation in geography pedagogy and tools of evaluation
- Method of evaluation- theory exam,practical,emotional test easy type exam,short type questions and demerits of objective test
- Blue print , difficulty of question language sequence of questions new concept of exam and division in unit

Sessional works-

- Development of geograahy in ancient period
- Utilites of geography pedagogy in modern teaching
- Human being and geography in ancient period

References book

- | | | |
|-------------------------|--------------------|---------------------------|
| 1 Geography of teaching | dr. jc bhattachara | vinod pustak mander agara |
| 2 Geography of teaching | Dr. Yogesh kumar | h.p.h publishing jaipur |
| 3 Geograohy of teaching | Dr. Harpal singh | radha publishing agara |
| 4 geography of teaching | Dr. JP varma | R.lal book depo mareth |

PEDAGOGY COURSE

PC 9 - Pedagogy of Social Science

Marks :100
External: 80
Internal:20

Unit –I

The concept of social science –

- Meaning and definition of social science.
- Nature and area of social science.
- The Importance and characteristics of social science.

Unit II

Major aims of social science teaching

- General aims at different level of social science teaching – Primary level, secondary level ,Higher sec. level .
- Specific aims of social science teaching.
- The need and importance of social science teaching.

Unit - III

Social science teaching - curriculum

- The concept of curriculum –Meaning and definition.
- Need and importance of curriculum in social science teaching.
- Principles of curriculum creation in social science teaching.
- Major precautions in the course of social science teaching curriculum.
- A quality of the curriculum in social science teaching.
- Concepts of text book - Meaning and definition.
- Needs and importance of text- book.
- Major precautions in text book creation of social science teaching.
- Characteristics of a good text- book.

Unit – IV

Major teaching method of social science teaching

- Concept of teaching methods – Meaning and definition.
- Importance of the teaching method in a social science teaching.
- Major teaching method of social science teaching- Story telling method, Field trips method, Dramatization, Search method, Socialized study method, Problem solution method

Unit –V

Planning in social science teaching and Evaluation in Social Science Teaching

- Concepts of a planning in the social science teaching –Meaning and definition.
- Needs and importance of planning in the social science teaching.
- Major resources of planning in the social science teaching –
(D) Lesson plan.
(E) Unit plan.
(F) Annual plan.
- Concepts of evaluation –Meaning and definition.
- Importance of the evaluation in a social science teaching.
- Major resources of the evaluation in a social science teaching –
(C) Examination.
(D) Question paper.

- Blue print in social science teaching.
- Concept of a blue print – Meaning and definition.
- Blue print construction and its formats.
- Therapeutic and Diagnostic tests.

Sessional work.

Any two of the following –

(G) Prepare a drama on any social issue

(H) Illustrative description of any social problem arising in the current Indian society.

(I) Role of a teacher in social Awareness.

(J) Role of social science in social awareness.

(K) Role of social science in protecting the environment.

(L) T.V. News paper contribution to social awareness.

References book

1. Social science teaching, Pro. M.P.tyagi Arihant shiksha prakashan jaipur
2. Social science teaching Smt. Rajkumari Sharma Radha prakashan aagara.
3. Social science teaching Dr. Bina Sharma Arihant shiksha prakashan jaipur.
4. Social science teaching Dr. Sadhana tyagi Arihant shiksha prakashan jaipur.
5. Social science teaching B.D. sheda aarya book dipo New Delhi.
6. Social science teaching, Amir chand Jain Rajasthan Hindi granth akadami, jaipur.
7. Social science teaching Pro. Hetshing baghela Research publication jaipur.

SIP 1

INTERNSHIP PROGRAMME

(School Intership Phase-I)

Marks :150

School Internship is designed to lead to the development of broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. During the internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.

Objectives –

After completion of the Internship the student - teachers will be able to –

1. Develop the understanding of the school and its management.
2. Develop the ability to plan and manage the class-room teaching.
3. Develop the sensibility towards diverse needs of learners in school.
4. Develop ability to discharge various responsibilities expected from a teacher.
5. Organize and conduct the co- curricular activities.
6. Get acquainted with various school records maintained by the school.
7. Maintain records expected from a teacher.
8. Develop skills of conducting community contact programmes.
9. Get acquainted with the functioning of SMC.

Execution of the Internship Programme

The internship programme shall be divided into 2 years. In the first year, 4 weeks will be allotted.

This will include one week of school observation and three weeks of practice - teaching during which each student - teacher has to teach 2 periods per day (one period each for 2 pedagogy subjects). Besides teaching, the student - teacher has to complete his/her tasks and assignments related to the courses mentioned in the first year. The three weeks practice teaching will also include the delivery of criticism lessons (one in each pedagogy subject) and also observation of 5 lessons of peers of each of the two subjects. This practice of teaching programme is adopted so as to give a proper training of teaching skills and thorough guidance to the student-teachers by the subject lecturer

Practice Teaching

S. No.	Activity	Marks
1.	Practice Teaching in both the pedagogy subjects in Schools (for three weeks) (At least 18 lessons in each subject)	50+50=100
2.	Peer Group Lesson Observation(ordinary+criticism-5 lesson in each round (5+5)	5+5=10
3.	Criticism Lessons (1-1 in both pedagogy subjects)	10+10=20
4.	Test (Blue print + question paper + Evaluation Key+Remedial Teaching)	10+10=20
	Total Marks	150

SIP 2 - EXTERNAL ASSESSMENT

ONE FINAL LESSON OF PEDAGOGY OF A SCHOOL SUBJECT

[III YEAR]

- The weightage of final lesson will be 100 marks. Final lesson will be conducted at the end of first academic year i.e. after the completion of 1st phase of internship.
- During the final practical examination each candidate will have to teach one Lesson in any one of the two teaching subjects. However, he shall have to prepare lesson plan in both the teaching subjects and should be prepared to deliver lesson in both the subjects if required.
- The Board of examiners for external examination will consist of:
 - a. The Principle of the college concerned.
 - b. One senior member of the college.
 - c. Two external examiners appointed by the university.

Note: - The selection of the faculty member and two examiners be such that, as far as possible, Board of Examiners represent all the three faculties- Humanities, Languages and Science

Cou.no.	EXTERNAL EVALUATION [III Year]	Marks
SIP 2	Final Lesson OF First Pedgogy Subject (Final Practical Exam)	100
	Total Marks (III Year)	100

FOURTH YEAR B.A. B.Ed.

COURSE	NOMENCLATURE
GC : 4	General Studies II
GC : 5	Environmental Studies
PEC:6	Educational Management & Creating an inclusive School

PEC:7	Gender, School and Society
PEC:8	Assesment For Learning
PEC:9	Understanding the self
PEC:10	Understaning ICT and its Application in Education
PEC:11	Drama & Art
SIP III	School Internship (Phase II, 16 Weeks) Internal Assessment Engagement with the field: Tasks and Assignment for Courses 1 & 9.
SIP IV	Viva-Voce For School Internship Subject
SIP V	II ND PEDAGOGY SUBJECT FINAL LESSON

चार वर्षीय बी.ए. बी.एड
चतुर्थ वर्ष सामान्य अध्ययन पाठ्यक्रम
सामान्य अध्ययन द्वितीय

- नोट : 1. उक्त पाठ्यक्रम में 4 इकाई होगी एवं प्रत्येक इकाई से 25 प्रश्न होंगे।
 2. प्रश्न पत्र में 100 प्रश्न होंगे, प्रत्येक प्रश्न 1 अंक का होगा, इस प्रकार प्रश्न पत्र 100 अंको का होगा।
 3. प्रश्न पत्र में प्रश्न वस्तुनिष्ठ प्रकार (ड्रमबजपअम जलचम) के होंगे।

इकाई 1	<ol style="list-style-type: none"> 1. <u>राजस्थान भूगोल</u>— <ul style="list-style-type: none"> ▪ जलवायु ▪ प्राकृतिक वनस्पति एवं वन्य जीव ▪ कृषि एवं पशुपालन ▪ जनगणना 2. <u>भारत की भूगोल</u> <ul style="list-style-type: none"> ▪ जलवायु ▪ भारत की प्रमुख अपवाह प्रणाली ▪ हरित क्रांति, कृषि एवं कृषि आधारित गतिविधियाँ
इकाई 2	<ol style="list-style-type: none"> 1. <u>राजस्थान अर्थव्यवस्था</u>— <ul style="list-style-type: none"> ▪ राजस्थान की अर्थव्यवस्था का वृहद् परिदृश्य ▪ राजस्थान सरकार की जनकल्याणकारी योजनाएं ▪ राजस्थान के प्रमुख पर्यटक स्थल 2. <u>भारत अर्थव्यवस्था</u>— <ul style="list-style-type: none"> ▪ भू – मडलीकरण एवं उसके प्रभाव ▪ ई – कामर्स ▪ मानव विकास सूचनांक – गरीबी एवं बेराजगारी अवधारणा प्रकार कारण एवं निदान ▪ सामुदायिक विकास की वर्तमान फ्लेगशिप योजनाएं
इकाई 3	<ol style="list-style-type: none"> 1. <u>राजस्थान की सांस्कृतिक परम्परा</u>— <ul style="list-style-type: none"> ▪ राजस्थान की स्थापत्य कला – महल, किले, स्मारक ▪ राजस्थान की चित्रकला, हस्तकला ▪ राजस्थान के मेले एवं त्यौहार ▪ लोक देवता, लोक देवियां एवं लोक संत ▪ लोकनृत्य एवं लोकसंगीत ▪ राजस्थानी साहित्य की महत्वपूर्ण कृतियां और क्षेत्रीय बोलियां 2. <u>राजस्थान में स्थानीय 'गासन व्यवस्था</u> <ul style="list-style-type: none"> ▪ पंचायतीराज व्यवस्था ▪ नगरीय 'गासन व्यवस्था
इकाई 4	<ol style="list-style-type: none"> 1. <u>विज्ञान एवं शिक्षा</u> <ul style="list-style-type: none"> ▪ दैनिक जीवन में विज्ञान का महत्व ▪ उपग्रह एवं अन्तरिक्ष प्रौद्योगिकी ▪ सूचना प्रौद्योगिकी ▪ हरित प्रभाव ▪ ग्लोबल वार्मिंग एवं जलवायु परिवर्तन ▪ राजस्थान में स्कूल शिक्षा ▪ राजस्थान में उच्च शिक्षा 2. <u>खेल और जीवन</u> <ul style="list-style-type: none"> ▪ जीवन दर्शन और खेल : एक परिचय

- | | |
|--|--|
| | <ul style="list-style-type: none"> ▪ खेल मूल्य:व्यक्तित्व का समग्र विकास ▪ प्रमुख रा"टोय एवं अन्तरा"टोय खेल ▪ रा"टोय एवं अन्तरा"टोय खिलाडी ▪ रा"टोय एवं अन्तरा"टोय खेल प्रतियोगिताएं |
|--|--|

सन्दर्भित पुस्तके:

राजस्थान भूगोल –LRभल्ला,

राजस्थान इतिहास– गोपीनाथ 'र्मा,

राजस्थान अर्थव्यवस्था– नाथुरामका,

राजस्थान संस्कृति– जय सिंह नीरज, राजस्थान सुजस और राजस्थान बोर्ड राजस्थान अध्ययन की 9–10 वीं की बुक्स।

भारत का भूगोल– महेश बर्नवाल, माजिद हुसैन (जडभ्द)

भारतीय अर्थव्यवस्था– लाल एंड लाल, रमेश सिंह (जडभ्द),

विज्ञान एवं प्रौद्योगिकी –छब्त् 7 से 10

आधुनिक भारत का इतिहास– बिपिन चन्द्रा, ग्रोवर।

भारतीय राजव्यवस्था ड लक्ष्मीकान्त (जडभ्द)

भारतीय संविधान क्व बसु,

संविधान एवं राजनीति – सुभाष कश्यप,।

भूगोल – माजिद हुसैन, महेश बर्नवाल, संविन्द्र सिंह (विश्व भूगोल)

इतिहास–र्मा, र् बाशम, सतीश चन्द्रा, बिपिन चन्द्रा, ग्रोवर यशपाल,

अर्थव्यवस्था – रमेश सिंह, टाटा मैकग्रा हिल।

संविधान एवं राजव्यवस्था–ठङ्गर्मा, लक्ष्मीकांत, सुभाष कश्यप।

स्पोर्ट्स ए वे ऑफ लाईफ – कनिष्क पाण्डेय, अनामिका प्रकाशन

Sports A way of Life – kanishka pandey, wiley India Pvt. ltd.

GENRIC COURSE

GC: 5

ENVIRONMENTAL STUDIES

Marks :100

Objective: To create awareness among students about environment protection.

Course Outcomes:

Based on this course, the Engineering graduate will understand / evaluate / develop technologies on the basis of ecological principles and environmental regulations which in

turn helps in sustainable development.

Course Content:

Unit I

Definition and Scope of environmental studies, multidisciplinary nature of environmental studies, Concept of sustainability & sustainable development.

Ecology and Environment: Concept of an Ecosystem-its structure and functions, Energy Flow in an Ecosystem, Food Chain, Food Web, Ecological Pyramid & Ecological succession, Study of following ecosystems: Forest Ecosystem, Grass land Ecosystem & Aquatic Ecosystem & Desert Ecosystem.

Unit II

Natural Resources: Renewable & Non-Renewable resources; Land resources and land use change; Land degradation, Soil erosion & desertification.

Deforestation: Causes & impacts due to mining, Dam building on forest biodiversity & tribal population. **Energy Resources:** Renewable & Non-Renewable resources, Energy scenario & use of alternate energy sources, Case studies.

Biodiversity: Hot Spots of Biodiversity in India and World, Conservation, Importance and Factors Responsible for Loss of Biodiversity, Biogeographical Classification of India

Unit III

Environmental Pollutions: Types, Causes, Effects & control; Air, Water, soil & noise pollution, Nuclear hazards & human health risks, Solid waste Management; Control measures of urban & industrial wastes, pollution case studies

Unit IV

Environmental policies & practices: Climate change & Global Warming (Greenhouse Effect), Ozone Layer -Its Depletion and Control Measures, Photochemical Smog, Acid Rain Environmental laws: Environment protection Act; air prevention & control of pollution act, Water Prevention & Control of Pollution Act, Wild Life Protection Act, Forest Conservation Acts, International Acts; Montreal & Kyoto Protocols & Convention on biological diversity, Nature reserves, tribal population & Rights & human wild life conflicts in Indian context

Unit V

Human Communities & Environment:

Human population growth; impacts on environment, human health & welfare, Resettlement & rehabilitation of projects affected person: A case study, Disaster Management; Earthquake, Floods & Droughts, Cyclones & Landslides, Environmental Movements; Chipko, Silent Valley, Role of Indian & other regions & culture in environmental conservation, Environmental communication & public awareness; Case studies.

Field Work:

1. Visit to an area to document environmental assets; river/forest/flora-fauna etc.
2. Visit to a local polluted site: urban/ rural/industrial/agricultural.
3. Study of common plants, insects, birds & basic principles of identification.
4. Study of simple ecosystem; pond, river etc.

Text Books:

1. "Environmental Chemistry", De, A. K., New Age Publishers Pvt.Ltd.
2. "Introduction to Environmental Engineering and Science", Masters, G. M., Prentice Hall India Pvt.Ltd.
3. "Fundamentals of Ecology", Odem, E. P., W. B. Saunders Co.

Reference Books:

1. "Biodiversity and Conservation", Bryant, P. J., Hypertext Book
2. "Textbook of Environment Studies", Tewari, Khulbe & Tewari, I.K. Publication

PROFESSIONAL EDUCATION COURSE
PEC: 6- EDUCATIONAL MANAGEMENT AND CREATING
INCLUSIVE SCHOOL

Marks :100
External :80
Internal :20

Objectives: After completing the course the student Teachers will be able to -

1. Develop understanding about concept and importance of Educational Management
2. Understand the educational Management structure at different levels.
3. Understand the role of Heads and Teachers in School Management.
4. Understand the importance of Management of different resources in school system

5. Develop an institutional plan for a secondary school
6. Understand the characteristics of inclusive school and appreciate diversity
7. Develop skills and practices for creating inclusive school so as to address the special needs of children with different backgrounds.

COURSE CONTENT

UNIT-1

Introduction to Educational Management

1. Concept, need, Functions & recent trends in Education Management
2. Characteristics of Effective Educational Management.
3. Management structure of education in India at different levels –Centre, State and Local.
4. Educational Management in the state of Rajasthan with special reference to School Education.

UNIT-2

Management of Resources

1. Leadership role of Principal –Characteristics & skills. Role in building the climate of a school.
2. Material resource Management.
3. Human Resource Management –Recruitment, Orientation and Professional development of Teachers.
4. Financial Management –Budgeting, Monitoring and Auditing.
5. School community Symbioses –Utilization of Community resources for school development, role of PTA and SMC.
6. Managing school supervision- Concept, need, principles, scope and techniques of supervision.

UNIT-3

Management of School Activities

1. Time Management –School Calendar, preparation of time table –concept, principles, types
2. Curricular & Co curricular activities- Their importance, Principles, planning and effective organization.
3. Institutional Planning, Concept, Areas and Steps

UNIT-4

Inclusive Education:

1. Meaning, Need and Importance of inclusive education
2. Historical overview of education of children with disabilities –from welfare to right
3. Policies related to inclusive education
4. Barriers of Learning and Participation
5. Challenges in Inclusive Education.

UNIT-5

Creating inclusive School

1. Characteristics of inclusive school
2. Understanding student needs.
3. Inclusive Practices –Collaboration, Team work peer strategies and innovative instructional practices.
4. Role of Teacher in inclusive education
5. Role of Principal in managing inclusive schools.
6. Role of Government for promoting inclusive education.

PRACTICUM(One from each of the following two sections)

Section -A

1. Study of an institutional plan of a school
2. A critical study of a secondary school time-table
3. Study the management of co-curricular activities of a school.
4. Study the leadership role of Headmaster of a Secondary School.

Section -B

1. Case-study of an inclusive school.
2. Case study of an individual with disability.
3. Study of inclusive practices of a secondary school.

REFERENCES

1. Agrawal, J.C. (2010) Shiksha Vyavastha Ka Adhar Tatha Prabandhan, Agra, Agrawal Publications.
2. Allen, L.A. (1995) –Management and Organization, McGraw-Hill Auckland.
3. Baquer, A & Sharma, A. (1997) Disability: Challenges VS Responses: CAN, New

Delhi.

4. Bhatnagar, Suresh (1996), Shaikshik Prabandh Avam Shiksha Ki Samasyaye, Meerut, Surya Publication.
5. Dave, Amritlal Avam Anya (2015), Bharat Me Shaikshik Vyavastha Avam Vidyalaya Prabandh, Meerut, R. Lall Book Depot.
6. Farrell, M. (2004) Special Educational Needs: A Resources for Practitioners, New Delhi, Sage Publications.
7. Hearty, S. & Alur, M. (eds.) (2002) Education and Children with Special Needs: From Segregation to Inclusion. New Delhi, Sage Publications.
8. Jaswant Singh (1959), How to be successful the school Headmaster, Jalandhar, University Publishers.
9. Khan, M.S. (1996) –Educational Administration, ES-362, Block-4, New Delhi.
10. Kochar, S.K. (1970, Secondary School Administration, New Delhi, Sterling Publishers.
11. Kochhar, S.K. (1994) –Secondary School Administration, Sterling Publishers, New Delhi.

Mahajan, Baldev (1996), Educational Administration in Rajasthan, New Delhi, Vikas Publishing House (Private) Limited.

PROFESSIONAL EDUCATION COURSE

PEC- 7GENDER, SCHOOL AND SOCIETY

Marks :100
External :80
Internal :20

Objectives

- To develop understanding of some key concepts and terms and relate them with their context in understanding the power relations with respect to Educating and Education
- To develop an understanding of the paradigm shift from Women studies to Gender Studies based on the historical backdrop.
- To reflect on different theories of Gender and Education and relate it to power relations.
- Changing Perspectives with Legal Provisions: Right to Inheritance etc

Unit I

- Gender, Sex, Sexuality
- Patriarchy, Masculinity and Feminism
- Gender bias, Gender Stereotyping, and Empowerment
- Equity and Equality in Education w.r.t. relation with caste, class, religion, ethnicity, disability and region with respect to Gender: Present status in India and prospects
- Polyandrous, Matrilineal and Matriarchal Societies in India :Relevance and Status of Education

Unit II

- Paradigm shift from Women's studies to Gender studies
- Historical backdrop: Some landmarks from social reform movements
- Theories on Gender and Education and their application in the Indian context
- Socialisation theory
- Gender difference
- Structural theory
- Deconstructive theory

Unit III

- Power Control in Patriarchal, Patrilineal, Matriarchal and Matrilineal Societies: Assessing affect on Education of Boys and Girls
- Gender Identities and Socialisation Practices in: Family, other formal and informal organisation.
- Schooling of Girls: Inequalities and Resistances (issues of Access, Retention and Exclusion).
- Collection of folklores reflecting socialisation processes.

Unit IV

- Changing Perspectives with Legal Provisions: Right to Inheritance etc
- Social Construction of Masculinity and Femininity
- Patriarchies in interaction with other social structures and identities

Unit V

- Reproducing Gender in School: Curriculum, Text-books, Classroom Processes and Student-Teacher interactions
- Overcoming Gender Stereotypes
- Working towards gender equality in the classroom: Need and Strategies
- Empowerment of Women: Strategies and Issues

PRACTICUM (any one)

- Prepare an analytical report on portrayal of women in print and electronic media
- Analysis of textual material from the perspective of gender bias and stereotyp
- Field visit to school to observe the schooling processes from a gender perspectives
- Critical analysis of any theme of the course content in about eight to ten pages

Suggested Readings:

- Ambasht, et al (1971). Developmental Needs of Tribal People, NCERT
- Bhattacharjee, Nandini (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. Sage: New Delhi.
- Frostig, M, and Maslow, P. (1973). Learning Problems in the Classroom: Prevention and Remediation. Grune & Stratton: New York.
- Geetha, V . (2007). Gender. Stree: Calcutta.
- Ghai, A. (2005). Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi &
- Ghai, Anita (2008). Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) Perspectives on education and development: Revising Education commission and after, National University of Educational Planning and

Administration: New Delhi

- Jeffery, P. and Jeffery, R. (1994). Killing My Heart's Desire: Education and Female
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PROFESSIONAL EDUCATION COURSE

PEC: 8 - ASSESSMENT FOR LEARNING

Marks :100

External: 80

Internal:20

Objectives:

- Understand the nature of assessment and evaluation and their role in teaching- learning process.
- Understand the importance of assessment in continuous and comprehensive manner
- Plan assessment tasks, techniques, strategies and tools to assess learner's competence and performance in curricular and co-curricular areas,
- Devise marking, scoring and grading procedures,
- Analyse, manage and interpret assessment data.
- Devise ways of reporting on student performance
- Develop the skills of reflecting-on and self-critiquing to improve performance.

Unit I

Introduction to Assessment & Evaluation:

- (a) Concept of test, measurement, Assessment, examination, appraisal and evaluation in education and them inter relationships.
- (b) Purpose and objectives of assessment/ Evaluation- for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.
- (c) Importance of assessment & evaluation for Quality Education –as a tool in Pedagogic decision making (writing instructional objectives, selection of content, teaching learning resources, methodology, strategies & assessment procedures followed).
- (d) Forms of assessment: -
 - (i) (Formative, Summative, diagnostic; prognostic, placement; Norm referenced; Criterion referenced based on purpose)
 - (ii) (Teacher made tests Standardized tests: based on nature & scope)
 - (iii) (Oral, written, performance: based on mode of response)
 - (iv) (Internal, External, self, peer, & teacher, group Vs individual- based on context)
 - (v) Based on nature of information gathered (Quantitative, Qualitative)
 - (vi) CCE, school based assessment; Standard Based- based on Approach
- (e) Recent trends in assessment and evaluations:
 - Assessment for learning, assessment of learning and assessment as learning; Relationship with formative and summative, Authentic assessment.
 - Achievement surveys- State, National and International; Online assessment; On demand assessment/ evaluation.
 - Focus on Assessment and Evaluation in Various Educational commissions and NCFs

Unit II

Developing Assessment Tools, Techniques and Strategies

- (b) Concept of Cognitive, Affective, Psychomotor domain of learning
- (c) Relationship between educational objectives, learning experiences and evaluation.
- (d) Revised taxonomy of objectives (2001) and its implications for assessment and stating the objectives-
 - Knowledge dimensions: - factual, conceptual, procedural and meta-cognition.
 - Cognitive, Affective, Psychomotor domains – Classification of objectives
- (e) Stating objectives as learning outcomes: General, Specific.
- (f) Construction of achievement tests- steps, procedure and uses (Teacher made test/Unit Tests)
 - Constructing table of specifications & writing different forms of questions –(VSA, SA, ET & objective type, situation based) with their merits and demerits; assembling the test, preparing instructions, scoring key and marking scheme; and question wise analysis
- (g) Construction of diagnostic test –Steps, uses & limitation; Remedial measures- need types and strategies
- (h) Quality assurance in tools – Reliability: Meaning & Different methods of estimating reliability (Test-retest; equivalent forms, split- half); Validity: Meaning & Different methods of estimating reliability (Face, content, construct), Objectivity and Practicability/ Usability
- (i) Inter dependence of validity, reliability and objectivity

Unit III

Continuous and Comprehensive Evaluation

- (a) Concept of CCE, need for CCE its importance; relationship with formative assessment and problems reported by teachers and students
- (b) Meaning & construction of process-oriented tools- Interview; Inventory; observation schedule; check-list; rating scale; anecdotal record;
- (c) Assessment of group Processes-Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; Criteria's for assessment of social skills in collaborative or cooperative learning situations.
- (d) Promoting Self-assessment and Peer assessment –concepts and criteria's
- (e) Portfolio assessment – meaning, scope & uses; developing & assessing portfolio; development of Rubrics

Unit IV

Trends in Assessment

- (a) Grading –Meaning, types, and its uses
- (b) Marking System Vs Grading System
- (c) Semester System (CBCS) Choice Based Credit System

Unit V

Analysis, Interpretation, Reporting and Communicating of student's Performance

- a) Interpreting student's performance
 - (i) Descriptive statistics (measures of central tendency & measures of variability, percentages, rank correlation)
 - (ii) Graphical representation (Histogram, Frequency Curves)
- (b) Norms –Meaning, types, and its uses
- (c) Reporting student's performance –Progress reports, cumulative records, profiles and their uses, Portfolios, Using descriptive Indicators in report cards
- (d) Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching – learning process; Identifying the strengths & weakness of learners.

Sessional Work:

1. Discussion on existing assessment practices in schools and submitting the report.
2. Constructing a table of specification on a specific topic (subject specific)
3. Constructing a unit test using table of specifications and administering it to target group and interpreting the result.
4. Construction of any one of the process oriented tools and administering it to group of students & interpreting it.
5. Analysis of question papers: teacher made and various Boards
6. Analysis of report cards - State and Central (CBSE)
7. Analysis of various education commission reports and NCFs for knowing various recommendations on Assessment and Evaluation

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18. Likert, R. (1932). *A Technique for the Measurement of Attitudes*, Archives Psychology, 40.
19. Mehrens, W. A. & Lehmann, I. J. (1991). *Measurement and Evaluation in Education and Psychology*, (8th ed.) Chapter 10: Describing Educational Data.
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**PROFESSIONAL EDUCATION COURSE
PEC- 9UNDERSTANDING THE SELF**

**Marks :100
External :50
Practical :50(internal)**

Objectives: After completion of the course, the pupil teachers will be able to:

1. Understand the development of self as a person and as a teacher.
2. Develop sensibilities, dispositions and skills to facilitate personal growth of their students in the classroom.
3. Know the development of self concept and the professional identity.
4. Develop social relational sensitivity.
5. Build resilience within to deal with conflicts.
6. Analyze self identity (one"s implicit beliefs, culture, assets and limitations of oneself).
7. Become aware of the impact of political, historical, and social forces on their identity formation.
8. Learn and practice effective communication skills.
9. Understand the philosophy of yoga.
10. Practice Yoga to enhance abilities of body and mind.

COURSE CONTENT

UNIT 1

Exploration Into Self

1. Meaning and Nature of Self and Self Concept. Role of Home, Neighborhood, Community, Peer Group, School in their development. Importance of Building social Relations.

(a) Pupil teachers are required to explore their own self, self concept and self esteem by Administering tests of self efficacy, Self concept, self esteem and self identity under the Supervision of facilitators and prepare their personality profile.

(b) Pupil Teachers will be required to administer above tests to five school students and prepare student profile. On the basis of this profile they are required to prepare a teaching strategy to Enrich self concept, classroom learning and enhance achievement of students

Note: Records of the above to be submitted for evaluation.

2. Self Esteem and Self Identity: Meaning and Nature; Development process: parenting practices, role of caste class, gender, age, religion, school, role models in the development of self esteem and self identity. Development of Teachers Personality: role of social, cultural, Political, academic, Psychological and organisational factors.

Pupil teachers are required to:

- (a) Write down biographies of the best teachers they have come across
- (b) Interview Successful teachers, professionals, businessmen and prepare a report of their interview.
- (c) Collect success stories of high achievers in the field of academics/ sports / athletes/ actors and analyse them to identify their unique personality factors contributing to their success.
- (d) Identify their own best contribution as a teacher, identify challenging situations they have come across during class room teaching.

Note : Reports of the above will be presented and discussed in the group situation and to be submitted for evaluation.

3. Motivation: Meaning and importance of achievement motivation for achieving excellence. Importance of Goal Determination and Goal Achievement. Achieving self actualisation in teaching Profession.

(Mode: Workshop in Small Groups)

Identify influences of motives in his/her achievement in schools, college/jobs/personal relations. Pupil

teachers will reflect on their own contribution to enrichment of their family, society and peer group.

UNIT –II

Communication

Meaning, nature, types; factors influencing communication: psychological, social, organisational. Mass Communication: its impact on personality development and classroom learning. Effective listening and its role in the classroom, Characteristics of effective communication (body language, listening behaviour, responding strategies), Mastering Effective Communication.

Workshop of Pupil Teachers to restructure personality through:

- (a) Analysis of one's strengths and weaknesses, professional commitment.
- (b) Developing effective listening and observation skills. Student teachers are required to develop in

the workshop their personal strategies to enrich inner self as a teacher and stipulate its impact on their students.

UNIT –III

Philosophy and use of Yoga

Philosophy of Yoga and its role in well being, use of yoga in different contexts; importance of Meditation; contribution to development of self.

(a) Practice of Yoga Exercises and Meditation

SESSIONAL WORK

1. Reports of the practicums of the above units.

NOTE: In this paper there will be no external examination. Internally college will conduct a written examination carrying a weightage of 10 marks and a practical examination carrying a weightage of 20 marks, Viva Voce carrying a weightage of 10 marks and 10 marks will be awarded for sessional work.

College will conduct Internally

Total Marks : 50	Internal Assessment : 50
Written Examination	10 Marks
Practical Examination	20 Marks
Viva –Voce	10 Marks
Practicum / Sessional work	10 Marks

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 15. Santrock,K.G.(2007)Child Development(11th Ed).McGrawHill,New York
 16. Success Stories A Reader"s Digest Selection
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PROFESSIONAL EDUCATION COURSE

PEC- 10 UNDERSTANDING OF ICT AND ITS APPLICATION IN EDUCATION

Marks :100
External :50
Practical :50(internal)

OBJECTIVES:-

On completion of the course the students will be able to:

- Appreciate the historical, current and future trends in ICT and its implications to education
- Explain the meaning of ICT and its application in Education
- Demonstrate an understanding of the computer hardware and software fundamentals
- Use various digital hardware and software for creating resources and providing learning experiences
- Use a word processor, spread sheet, drawing and presentation software skillfully and intelligently to produce various teaching learning resources for educational use
- Use internet technologies efficiently to access remote information, communicate and collaborate with others
- Model collaborative knowledge construction using various web 2.0 tools and technologies
- Design and develop technology integrated learning experiences using ICT tools
- Develop skills in using various e-learning and e-content tools and technologies
- Plan, develop, and use multimedia based learning content using open source authoring software
- Use ICT for designing learning experiences using innovative pedagogical approaches
- Explain the role of ICT in authentic and alternative assessment
- Understand the social, economic, security and ethical issues associated with the use of ICT
- Appreciate the scope of ICT for improving the personal productivity and professional competencies
- Appreciate the use ICT in improving educational administration
- Explain the emerging trends in information and communication technology

COURSE CONTENT

Unit I

ICT and Education

Information and Communication Technology: meaning and nature. Learning theories and its implications for ICT integration in education. National ICT policy, curriculum and schemes Historical account of the development of various educational media (audio, print, video, storage, display, projection)

Role of technology in emerging pedagogical practices. Visual literacy, media literacy, and

new media literacy

Computer hardware fundamentals, computer network-LAN, WAN and Internet. Software – meaning and types: proprietary software and open source software, System software and application software

Emerging Trends in ICT and its educational applications: Augmented reality, e-books and rhizomatic learning, learning analytics, ubiquitous computing and mobile learning, Game based learning, cloud computing and software as service, 3D printing, and marker space

Unit II

E-content and e-resources

Educational applications of word processing, spreadsheet, presentation, and drawing tools – diagrams, concept maps, timelines, flow charts.

Reusable Learning Objects (RLO), e-content standards, authoring tools- open source and proprietary alternatives

Multimedia: meaning and types, multimedia tools-audio editing, video editing, screen casting, graphic editing, basics of animation, and creating interactive media. Evaluation of multimedia resources.

Open Educational Resources –Meaning and importance, various OER initiatives, creative common licensing

Locating internet resources –browsing, navigating, searching, selecting, evaluating, saving and bookmarking

Use of digital still and video camera, digital sound recorder, scanner, printer, interactive white board, visualizer, and multimedia projector for creating and using multimedia resources

Unit III

ICT and Pedagogy

Techno pedagogical content knowledge (TPCK). Approaches to integrating ICT in teaching and learning

Web 2.0 tools for creating, sharing, collaborating, and networking: Social networking, social book marking, blog, wiki, instant messaging, online forums/discussion groups and chats, and media streaming.

E-learning: concept, types, characteristics, e-learning tools and technologies, Learning Management Systems (LMS)

Subject specific ICT tools for creating and facilitating learning. Designing technology integrated authentic learning designs and experiences

ICI integrated Unit plan –Web 2.0 for creating constructivist learning environment Technology for pedagogical innovations: web quest, PBL, virtual tours, MOOC, flipped classroom

Assistive technology for special needs and inclusion: tools and processes, ICT and Universal design for Learning (UDL)

Unit IV

ICT for Assessment, Management, and professional development

ICT and Assessment: e-portfolio, electronic rubrics, online and offline assessment tools – rubrics, survey tools, puzzle makers, test generators, reflective journal, and question bank. Use

of web 2.0 tools for assessment,

ICT for professional development - tools and opportunities: electronic teaching portfolio, web 2.0 technologies, technology and design based research, ICT for self-directed professional development, web conferencing, role of OER and MOOCs

ICT for personal management: email, task, events, diary, networking. ICT for educational administration: scheduling, record keeping, student information, electronic grade book, connecting with parents and community, school management systems.

Managing the ICT infrastructure: software installation, troubleshooting of hardware, seeking and providing help, storage and backup, updating and upgrading software

Computer security: privacy, hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices, fare use and piracy

Sessional Work

1. Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices
2. Using word processor, spread sheet, drawing and presentation software to produce various teaching learning resources and sharing it online
3. Locating internet resources –navigating, searching, selecting, saving, evaluating(use standard internet evaluation criteria), and bookmarking using social bookmarking
4. Creating digital concept maps, flow charts, timelines, and other graphics for a particular content
5. Creating screen cast video and podcast of a lesson
6. Shooting, editing, and sharing of videos segment on any educational topic
7. Creating account in YouTube/slide share and sharing the video/presentation. View and comment on others contributions
8. Creating account in wikispace/wikipedia/mediawiki and adding/editing content
9. Developing an educational blog in www.blogger.com, www.wordpress.com, or www.edublog.com
10. LMS experience- hands on various features of LMS –the ICT course may be provided through LMS

PROFESSIONAL EDUCATION COURSE PEC 11- DRAMA AND ART EDUCATION

Marks :50 (Internal Assesment)

Objectives :

The student teacher will be able to:

- Understand the efficacy of different art forms in education
- Understand the use of 'Drama' as a strategy
- Use 'Role play' technique in the teaching learning process.
- Understand the importance of dramatic way of presentation.
- Integrate singing method in teaching learning process.
- Understand various 'Dance forms' and their integration in educational practices.
- Use art of drawing and painting in teaching learning process.
- Develop creativity through different creative art forms.

COURSE CONTENT

Unit I : Drama and its Fundamentals

Creative writing –Drama writing, Drama as a tool of learning, Different Forms of Drama Role play and Simulation, Use of Drama for Educational and social change (Street play, Dramatization of a lesson), Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation

Unit II: Folklore Music (Vocal & Instrumental)

Sur, Taal and Laya (Sargam), Vocal - Folk songs, Poems, Prayers, Singing along with "Karaoke", Composition of Songs, Poems, Prayers, Integration of *Vocal & Instrumental* in Educational practices

Unit III: The Art of Dance

Various Dance Forms - Bharat Natyam, Kathakali, Kuchipudi, Yakshagana- Folk dance and various other dances; integrate movement and rhythm
Integration of Dance in educational practices
(Action songs, *Nritya Natika*)

Unit IV: Drawing and Painting

Colours, Strokes and Sketching- understanding of various means and perspectives, Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting, Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms, Model making –Clay modeling, Origami, Puppet making, Decorative –Rangoli, Ekebana, Wall painting (Mural), Kalameshuthu or any other local art

Transactional Strategies

Lecture cum Discussion for each Unit (Unit 1 to 4) followed by simulated/ authentic practices, Workshop schedule, Slide / Film show, Project work, Demonstration, Simulation, Group work and field trips involving meetings with folk singers and other skilled practitioners will especially form part of the transaction scheme. In addition to the above any one or more of the following:

Practicum

Suggestive List:

- a) Developing a script of any lesson in any subject of your choice to perform a Play / Drama.
- b) Developing a script for the street play focusing on "Girl's education and Women empowerment".

- c) Preparing a pictorial monograph on “Various folk dance of South India.
- d) Preparing a pictorial monograph on “Various Classical Dance forms in India”.
- e) Preparing a calendar chart on “Various Musical Instruments in India”.
- f) Develop an Audio CD based on newly composed Poems of any Indian language.
- g) Preparing some useful, productive and decorative models out of the waste materials.
- h) Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.
- i) Development a Review of a theatre programme if possible
- j) Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it.
- k) Organizing a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.

In addition, school and community based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.

Evaluation Strategies

Sessional, practicum, unit test project work related presentations.

Suggested Readings

1. **Natyashastra by Bharathamuni**
2. **Deva, B.C. (1981). An Introduction to Indian Music. Publication Division, Ministry of Information and Broadcasting, Government of India.**
3. **NCERT (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre**
4. **Theory of Drama by A. Nicoll**
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SIP : III SCHOOL INTERNSHIP (Phase : II)

Marks :150

COURSES OBJECTIVES

School Internship/ Field Attachment aims at engaging the students-teachers with field based situation and work in upper primary, secondary or senior secondary government/recognized private school and to provide an opportunity for reflection and writing on the same. This is to provide first-hand experience of the different kinds of works related to school education. This is also to facilitate a bridge between what students learn in classroom and observe in the field.

COURSE CONTENTS/ ACTIVITY

Internship work shall be carried out in an upper primary, secondary or senior secondary government/recognized private school for a minimum duration of **16** weeks.

For each student-teacher, internship should be conducted preferably in one school for the entire **16** weeks.

The Principal/Head of the Institution shall assign a Supervisor to each student for Internship work. Internship should not be reduced to the ‘delivery’ of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. During the Internship a student-teacher shall work as a regular teacher and participate in all the school activities, including Practice Teaching, and participation in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children under the direct guidance of his/her supervisor and shall submit a report manifesting his/her experiences concerning all the dimensions as well as his/her understanding of the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning, in two typed copies, within the time specified by the College/Department, which shall in no case be later than the first date announced for start of the Second Year Examination, along with a certificate duly signed by the supervisor that the work has been carried out under his/ her personal supervision and that it is not a copy of an earlier work of the same nature. The Internship Report should be typed in Times New Roman/Walkman Chanakya font with letter size **12** and line spacing **1.5**. The word limit for the Internship Report shall ideally be between 12,000 (nearly 60 pages) to 14,000 words (nearly 70 pages).

□ The candidate shall also submit separately the —Records of the Lessons taught at school (At least **60** Lesson Plans in the Pedagogical subject)||, —Record of Preparing Teaching-Learning Materials|| (**20** for school subject), and the ‘Records of the Observation of Peer Interns’ Lesson (at least **20** lessons of Peer Interns’ are to be observed).

Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

During Internship student-teacher has to organize different activities in the school such as co-curricular activities and do case studies on infrastructural facilities available or on any other issue of importance.

ACTIVITIES OF INTERNSHIP & THEIR WEIGHTAGE IN ASSESSMENT SL. NO.	ACTIVITIES/DIMENSIONS	MARKS
1	Internship Report	10
2	Records of the Lessons taught at school (At least 60 Lesson Plans in the Pedagogical subject)	70
3	Records of the Observation of Peer Interns' Lesson (at least 20 lessons of Peer Interns' are to be observed)	10
4	Record of Preparing Teaching-Learning Materials (20 for school subject)	05
5	Development of Achievement Test in the subject concerned, its application on the relevant class and preparation of result	05
6	Preparation of School Time Table	05
7	Preparation of Cumulative Records of 5 students	05
8	Case study: Meeting with parents of at least 2 students for total growth & development of their wards and preparation of report	05
9	Organization of 5 co-curricular activities and preparation of report	10
10	Maintenance of School records (related to Office)	10
11	Maintenance School Laboratories /Maintenance School Library	5
12	Organization of Sports/Games & preparing Reports	5
13	Regularity and Behaviour	5

TOTAL

150

SIP IV External Assessment

[IV YEAR]

Marks :100

The weightage of external evaluation (Viva-voce for 2nd phase) of internship will be 100 marks.

During the Viva voce, student will present all the records of the work done during the internship (2nd phase) programme viz. teaching in school, individual and group activities.

Power point presentation (Including Videos of various activities) of the work done by the students during the second phase of internship is desirable at the time of viva-voce.

EXTERNAL EVALUATION [IV Year]	
Viva-Voce for Internship Programme	Assessments
Total Marks: 100	
Written test based on internship	20 Marks
Presentation of work (Power point presentation and documentation of internship)	40 Marks
Practical examination of Internship work	20 Marks
Group Discussion	10 Marks
Viva Voce	10 Marks

The Board of examiners for Viva-voce will consist of:

The Principal of the college concerned.

One senior member of the college. (Preferably Internship Incharge)

ONE external members appointed by the university.

External Assessment SIP V

Cou.no.	EXTERNAL EVALUATION [IV Year]	Marks
SIP V	Final Lesson OF Second Pedgogy Subject (Final Practical Exam)	100
	Total Marks (IV Year)	100

The Board of examiners for Viva-voce will consist of:

The Principal of the college concerned.

One senior member of the college.

TWO external members appointed by the university.

Curriculum & Pedagogic Studies

PC- 1 PEDAGOGY OF BIOLOGICAL SCIENCE

Marks :50
External :40
Internal :10

Paper Objectives-

To enable the pupil teacher to

- Develop a broad understanding of the principles and procedures used in Biological Science & Developing their skills necessary for preparing Biological Science education in modern society.
- To construct different plans according to need.
- To devise the instructional Design of biological science properly.
- Appraise the biological paradigm in understanding of the subject.
- Use different methods to teach different concepts.

UNIT- I

BASICS OF BIOLOGICAL SCIENCE

- Nature of modern science, impact of science on society, globalization and science, Justification of including science as a school subject, socio cultural perspectives of biological science , worlds eminent scientists and their path tracking discoveries.
- Pedagogy of Biological Science – Integration of knowledge about the learner, The subject discipline, social context of learning, and researches related to different aspects of learning.
- Different branches of biological science , relation with other subjects ,
- Constructivism in teaching Biological Science, Vygotskiyan Perspective.

UNIT - II

AIMS AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE

- Taxonomy and approaches of educational objectives in biological science.
- Objectives in biological science- Blooms Taxonomy and revised Blooms taxonomy.
- Process and product outcomes.

- Concept of entering and terminal behavior.

UNIT- III

PLANNING FOR INSTRUCTION

- Unit plan, year plan and lesson plan
 - Ability to convert an unit plan into lesson plan
 - Use of teaching-learning material (Audio-Visual aids)
 - Improvised apparatus: significance and preparation
 - Use of LCD projector and power point presentation
7. Use of Bruner's models as concept attainment and advance organizer models in Teaching of Biological science.
8. Planning and Implementation of strategies in Teaching concept – Evaluation Approach

UNIT- IV

TEACHING OF BIOLOGICAL SCIENCE & CURRICULUM ORGANIZATION AND LEARNING RESOURCES

- Inductive-Deductive approach
- Edger Dale's con of experiences.
- Major models & methods for Science Instruction- formal & non-formal and co-curricular approaches Lecture cum demonstration, Heuristic, Discussion, Project, Problem Solving, laboratory and Experimental method.
- Innovative Teaching practices in Biological science.
- Principles and approaches for curriculum development, curricular framing according to local needs.
- Text Books, Science journals, handbooks, other resource materials for Teaching Biological science.
- Organization of Biology laboratory.

UNIT V

EVALUATION IN BIOLOGICAL SCIENCE & PROFESSIONAL DEVELOPMENT OF A BIOLOGY SCIENCE TEACHER

- Measurement and Evaluation- Importance and purpose.
 - Types of evaluation
 - Achievement Test construction, administration and scoring.
 - Characteristics of a good test
 - Measuring specific behavioral outcomes- Cognitive, Affective and psychomotor outcomes.
 - Diagnostic testing and remedial teaching.
- Professional development programmes for a bioscience teacher- Participation in seminar, conferences, online sharing membership of professional organizations, Collaboration of

school with colleges, universities and other institutions,

PC-2 PEDAGOGY OF MATHEMATICS

Marks :50
External :40
Internal :10

Objectives

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum understand nature, scope & importance of Mathematics at secondary level.
3. To acquaint and formulate aims and instructional objectives in teaching mathematics in Secondary school level as per revised taxonomy.
4. To apply different approaches and methods of teaching mathematics in classroom situations.
5. To set up mathematics club in the school and organize its activities.
6. To use a mathematics laboratory to develop in students an interest in mathematics.
7. To understand the professional competencies, commitments and expectations of mathematics teacher.
8. To develop knowledge of various values of teaching Mathematics
9. To appreciate the role of mathematics in day-to-day life
10. To understand that mathematics is more than formulas and mechanical procedures
11. To channelize, evaluate, explain and reconstruct students' thinking
12. To appreciate the importance of mathematics laboratory in learning mathematics

Unit 1

Basics of Academic Disciplines

- a) Meaning of academic disciplines, Relationship between academic disciplines and Mathematics
- b) Classification of academic disciplines: Belcher -Belgian typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.,
- c) Place of Mathematics in the present school curriculum

Unit 2

Introduction to the Teaching of Mathematics & Curriculum

- (a) Meaning, Nature & scope of Mathematics
- (b) Aims and Objectives of teaching Mathematics at Secondary and Higher Secondary Levels (NCF 2009)
- (c) Values of teaching Mathematics (d) Maxims of teaching ,From Known to Unknown ,From Simple to Complex , From Particular to General ,From Concrete to Abstract , From Whole to Part
- (e) Approaches of curriculum construction-Concentric and Topical & Text book .

(f) Pedagogical Analysis, Unit Planning & Lesson planning

Unit 3

Methods and Techniques of Teaching Mathematics

- a) Learner Centered methods --- Inductive Deductive (Teaching Generalizations), Analytical Synthetic (Teaching Proofs)
- b) Activity centered methods— Problem solving, Lecture cum Demonstration
- c) Techniques of teaching Mathematics --- Drill and Review, Assignment in Mathematics

Unit 4

Learning Resources

- a) Mathematic Laboratory & Mathematic club (objectives, significance)
- b) Textbook – Characteristics and Critical analysis
- c) Digital Resources for Teaching Mathematics- Geogebra & Virtual Manipulative (Meaning, Application, Advantages and Limitations)

Unit 5

Professional Development of Teacher

- a) Competencies of Mathematics teacher
- b) Need and Avenues of Continuous Professional Development
- c) Contribution of mathematicians- Aryabhata, Ramaujan, Euclid, Phythagoras
- d) Mathematics teacher merits & demerits, Characteristics & Maths teaching innovation :- team teaching, Program learning, peer group.

Suggested tasks: (Any One)

PRACTICUM :-

- a) Plan and implement lessons in mathematics using appropriate methods/approaches to teach :

Generalizations

Theorems/ Proofs

Problem Solving

Lecture cum Demonstration

Take up a problem in mathematics (from any area like number system, geometry etc.). Make a group of 3 or 4 students to discuss about the probable ways of solving

- b) Conduct one lesson in the math using manipulative- Physical/ virtual.
- c) Assignment: For any one selected topic, prepare Pedagogical Analysis Plan

- d) Critically appreciate any one textbook of mathematics.
- e) Conduct one lesson in the math using manipulative- Physical/ virtual.
- f) Prepare a diagnostic test in mathematics.
- g) Critically appreciate any one textbook of mathematics.
- h) Collect the names of Mathematicians and Prepare a report about their contribution to Mathematics .

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PC-3 Pedagogy of Physical Science

MARKS :100
EXTERNAL :80
INTERNAL : 20

Objectives

The course will enable the student teachers to -

- Gain insight on the meaning and nature of physical science for determining aims and strategies of teaching- learning
- Appreciate the fact that every child possess natural curiosity about her natural Surroundings
- Appreciate that science is a dynamic and expanding body of knowledge
- understand the process of science and role of laboratory in teaching- learning situation
- * appreciate various approaches of teaching-learning of physical science
- * use effectively different activities/ experiments / laboratory experiences for teaching- learning of physical science
- * identify the concepts of physical science that are alternatively conceptualized by teachers and students in general
- * explore different ways of creating learning situations considering learning needs and context of the learner and the relevant concept
- *integrate knowledge in physical science with the other school subject
- * facilitate development of scientific attitudes in learners
- *construct appropriate assessment tools for evaluating learning of physical science.
- * examine the different pedagogical issues in the content of learning physical science.

Unit 1

Nature of Science

□ Science as a domain of inquiry, as a dynamic and expanding body of knowledge, science as interdisciplinary area of learning (e.g. Thermodynamics, Biomolecular Surface Chemistry, etc.), Science is an international enterprise, tentative nature of science, science promotes skepticism and perseverance.

*Science as a process of constructing knowledge; Scientific methods: a critical view, How science works; Role of science teacher.

*Science and society- Physical science and society; physical science for environment, health, peace and equity.

* Contribution of eminent scientists- Isaac Newton, John Dalton, J.C. Bose, Albert Einstein Niels Bohr, C.V. Raman, De Bogle, Bimla Buti, V. Ramakrishan, etc.

Unit 2

Aims and Learning objectives of Physical Science

1. Knowledge and understanding through science ;Nurturing process skills of science , developing scientific attitude and scientific temper.
2. Nurturing curiosity, creativity and aesthetic sense in science (Secondary Stage)/ Physics and Chemistry (Higher Secondary stage).

3. Relating Science (Physics/ Chemistry) education to environment (natural environment, artifacts and people), technology and society and appreciating the issues at the interface of science, technology and society; Imbibing various values through teaching – learning of Science; Developing problem solving skills.

4. Learning objectives- Meaning; features of a well defined learning objective; Anderson and Krathwohl's taxonomy.

5. Identifying and writing learning objectives for different content areas in Science/ Physics/ Chemistry consistent with the cognitive development of learners (e.g Mechanics, Heat, Electricity, magnetism, Light, Acids, Bases and Salts, Thermodynamics, Metallurgy, Physical and Chemical changes, Nature and state of Matter, etc.); Learning objectives in constructivist perspective.

Unit 3

Pedagogical shift and Approaches and strategies of learning Physical Science

1. Pedagogical shift from science as a fixed body of knowledge to the process of constructing knowledge; Pedagogical shift in nature of science, knowledge, learners, learning and teachers, assessment, science curriculum and planning teaching -learning experiences (taking examples from science/ Physics/Chemistry, such as Solutions, Chemical Equilibrium, Electrochemistry, Mechanical and Thermal Properties of Matter, Reflection, Refractions, Waves optics, etc.)

2. Democratizing Science learning: Critical pedagogy

3. Need of inclusion in all aspects of teaching- learning of physical sciences – science curriculum, approaches, ICT and professional development of teachers.

4. Approaches and Strategies -- Historical background of learning Physical Science;

Essential components of all approaches and strategies, selecting appropriate approach and strategy.

5. Constructivist approach; Collaborative learning approach, Problem solving approach; Concept mapping; Experiential learning; Cognitive conflict; Inquiry approach, Analogy strategy.

6. Facilitating self- study; Communication in Science -- qualities of an effective Science communicator, developing communication skills in learners.

Unit 4

Learning Resources in Physical Science

1. Identification and use of learning resources from immediate environment (e.g Natural pH Indicators, Soaps and Detergents, Baking Soda, Washing Soda, Common Salts, Fruits, Fiber, Pulleys, Projectiles, Lenses and Mirrors, Propagation of Waves in solid, liquid and gas, etc.); Using community resources -- bringing community to the class and taking class to the community; Pooling of learning resources in school complex/ block /district level.

2. Improvisation of apparatus, identifying some inexpensive sources of chemicals, Science kits.

3. Using laboratory as a learning resource, approaches to laboratory work, planning and organizing laboratory work, safety in laboratories, Physics laboratory, Chemistry laboratory, handling hurdles in utilization of resources.

4. Print and ICT resources -- Textbooks, Journal and Magazines; Dale's cone of experiences ; Different forms of ICT and its applications in science education--audio -aids, video -aids, audio-video aids, educational T.V.; Use of computer for simulation, internet and open learning resources.

5. Factors affecting media selection ICT for inclusive education, skills to be developed in students for meaningful use of ICT.

6. Social networking sites and their use in Science education; Integrating ICT in teaching- learning process taking examples (e.g. Acid, Base, Salt, Dual Nature of Radiation, Radioactivity, etc.)

Unit 5

Planning for teaching- learning of Physical Science&Professional Development .

1. Need of planning teaching-learning experiences; Identification and organization of concepts – basic principles and factors need to be considered for it; Basic elements of a Physical Science lesson with examples from Science/Physics/Chemistry.
2. Facilitating formation of groups; Planning and organizing activities in Physical Science, planning laboratory work and ICT application in learning Science/ Physics/Chemistry.
3. Reflective planning; Unit plan; Developing lesson designs on different topics and through various approaches taking examples from Upper Primary, Secondary and Higher Secondary stage (Physical and Chemical Changes, Redox Reaction, Light, Magnetic Effect of Electric Current, etc.)
4. Professional development – Teaching as a profession, need for pre- service and in- service professional development programme, major shift in teacher education programme.
5. Various opportunities for in-service professional development – interaction with peer teachers, reading, attending training programme, membership of professional organisation, sharing through conferences, seminars and Journals, travel, cultivating science hobbies ,mentoring, teacher’s exchange programme, acquiring higher qualification, collaborating with universities and other schools etc.
6. Role of reflective practices in professional development – questionnaires, research and portfolio.

PRACTICUM :-

1. Actual experience of Science/Physics/Chemistry laboratory of practicing school (report submission)
2. Planning and conducting experiments for Science/Physics/Chemistry
 - *Managing records
 - * Setting-up of apparatus
 - Storage of chemicals and apparatus
 - *Safety measures being taken in the laboratories and steps taken by the student-teacher
 - * Design of laboratory – structure and physical facilities
 - *Designing laboratory experiences for using in teaching-learning process in classroom situation – two innovative activities and two improvised apparatus (artifacts).
- (3) Report of one Action Research carried out in the practicing school
- (4) Report on measures being taken for inclusive teaching-learning and gender issues in practicing school and involvement of the student-teacher
- (5) Presentation (s) used for teaching-learning in the class
- (6) Report on a case study on identifying and addressing issue of alternative concepts in Physical science
- (7) Critical review of a recently published research paper in Science/Physics/Chemistry Education Journal
- (8) Critical review of a Textbook of Science/Physics/Chemistry.

PC-4 PEDAGOGY OF GENERAL SCIENCE

Marks :100

External :80

Internal :20

- Develop insight on the meaning and nature of General science for determining aims and strategies of teaching- learning.
- Appreciate that science is a dynamic and expanding body of knowledge.
- Appreciate the fact that every child possesses curiosity about his/her natural
- Identify and relate everyday experiences with learning of science.
- Appreciate various approaches of teaching- learning of science.
- Explore the process skill in science and role of laboratory in teaching- learning.
- Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching-learning of science.
- Integrate the science knowledge with other school subjects.
- Analyze the contents of science with respect to parts, branches, process skills, knowledge organization and other critical issues.
- Develop process-oriented objectives based on the content themes/units.
- Identify the concepts of science that are alternatively conceptualized by teachers and students in general.

Unit-I

Nature and Scope of General Science

Concept, Nature, Need & Importance of Science & Science Teaching. Main discoveries and development of science (special reference to ancient India)

Science as a domain of enquiry, as a dynamic and expanding body of knowledge, science as a process of constructing knowledge. Science as interdisciplinary area of learning (Physics, chemistry, biology etc) science for environment, health, peace & equity, science and society., Fact, concept, principles, laws and theories-their characteristics in context of general science.

Unit-II

Teaching-learning of social science

Questioning; Collaborative strategies; games, simulations, dramatization, roleplays; Values clarification; problem-solving, Discussion, story-telling, project and decision-making, use of media and technology, concept mapping.

Methods: Interactive verbal learning; experiential learning through activities, experiments; Investigative field visits.

Planning, organizing and conducting of small community survey.

Unit-III

Teaching-learning of General Science

Principles of science and its applications consistent with the stages of cognitive development of learners.

Pedagogical shift from science as fixed body of knowledge to constructing knowledge, scientific method – observation, enquiry, hypothesis, experimentation, data collection, generalization (teacher-

educator will illustrate taking examples from different stage-specific content areas keeping in mind the variation, e.g. structure and function, molecular aspects, interaction between living and non-living, biodiversity, etc.): Communication in sciences. Questioning; Collaborative strategies; simulations, Demonstration, lab Method, Problem Solving, Heuristics Project Method, Inductive and deductive Method, Heuristic, use of media and technology, concept mapping Innovative methods of science teaching.

Unit-IV

ICT & Materials in Teaching-learning of General Science

Use of ICT: Video clips, Power points presentations, films etc.

Planning, preparation and presentation of Instructional Material.

Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working

lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Planning, Organization and activity of science club.

Unit-V

Teaching-learning Resources in General Science and Evaluation

People as resource: the significance of oral data.

Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.

Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.

Various teaching aids, Audio-visuals & online resources.

Meaning, concept and construction of Achievement test, diagnostic and remedial test.

Blue print: Meaning, concept, need and construction.

Open-book tests: Strengths and limitations, Continuous and Comprehensive Evaluation (CCE) in Sciences. Characteristics of Assessment in Sciences

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PC-5 PEDAGOGY OF Chemistry

Marks :100
External :80
Internal :20

Objectives:

Upon completion of the course, the student teacher will be able to:

- 1) Understand the nature, scope and importance of Physical science with special reference to secondary school content.
- 2) Understand the aims and objectives of teaching Physical science.
- 3) State the specific behavioral changes under each objective.
- 4) Understand and make use of different approaches & methods of teaching Physical science.
- 5) Prepare objective based lesson plans and use them in their internship.
- 6) Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.
- 7) Plan, use and maintain the physical science laboratory systematically.
- 8) Understand the principles of text-book construction.
- 9) Understand the importance of appropriate instructional materials (hardwares and softwares) in teaching Physical science and use them by preparing/selecting them in their practice teaching.
- 10) Understand the importance of principles of curriculum construction in the organisation of Physical science contact.
- 11) Get mastery in Physical science content and imbibe the special qualities of Physical Science teacher.
- 12) Prepare and use different tools of evaluation to assess the achievements of students in Physical Science.
- 13) Develop professionally by attending lectures of professional interest, reading journals, and magazines and enroll as members of professional organisation.
- 14) Organise co-curricular activities in science i.e. seminars, field trips, exhibitions, discussions etc through the science club.
- 15) Apply the knowledge of physical science to develop scientific thinking and scientific outlook.
- 16) Develop skills in analyzing the content in terms of concepts and in learning experiences.
- 17) Construct and administer unit test, conduct experiments improves teaching aids.

CONTENT

Unit 1

Meaning, Nature and Impact of Chemistry

Concept of science - Science as process and science as a product;

Nature and Scope of Science

Impact of Science and Technology on modern living.

Scientific Attitude - Meaning definition and importance.

Qualities of a person who possesses scientific attitude.

Scientific Method-Meaning, importance and steps involved (with an illustration).

Unit 2

Aims and Objectives of Teaching Physical Science

Aims of teaching Chemistry in Secondary school:

- 1 Personal development aim,
- 2 Learner's academic and process skills development aim,
- 3 Disciplinary aim and
- 4 Cultural aim.

Objectives of teaching Chemistry:

- 1 Bases for formulation of objectives
- 2 Objectives of teaching Chemistry at Secondary level; (To be Discussed keeping in view of the objectives of teaching Chemistry enunciated in the chemistry syllabi of secondary school of M.P.); Instructional objectives of teaching physical science and stating them in observable behavioral changes ; i) Knowledge ii) Understanding, iii) Application, iv) Skill, v) Attitude, vi) Interest, vii) Appreciation.

Unit 3

Approaches and Methods of Teaching Physical Science

Enquiry Approach -Meaning, Uses with Illustrations, Advantages and disadvantages.
Inductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
Deductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
Problem Solving Approach- Meaning, Uses with Illustrations, Steps, Advantages and disadvantages.
Demonstration Method- Meaning, uses, Advantages and disadvantages.
Lectures-Cum-Demonstration Method- Meaning, uses with Illustration, Advantages and disadvantages.
Laboratory Method- Meaning, uses with Illustration, Advantages and disadvantages.
Guided Discovery Method - Meaning, uses with Illustration, Advantages and disadvantages.
Biographical Method-Meaning, uses with Illustration, Advantages and disadvantages.
Individual Instruction Techniques and Active Learning Strategies.
Concept Mapping: Its use for summarizing a unit and evaluating students understanding

Unit 4

Instructional Design, Resources and Teaching Aid for teaching Physical Science:

Lesson Planning-Meaning, Steps, Importance and Format of Lesson Plan according to active learning strategies.
Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan
Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan
Audio-Visual Aids (Preparation and Use)
i Charts;
ii Models;
iii OHP transparencies;
iv Filmstrips;
v slides;
vi Video tapes;
vii Films;
viii Educational C.D.'s
Mass Media –

- i Television (T.V.);
- ii Radio - Meaning and importance. Community Resources and Self learning materials –
- iii Meaning and importance. Chemistry Laboratory-Planning, Equipments; Importance, Safety measures & organizing of Laboratory; Importance & organizing library; Choice of book for library.

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