

SYLLABUS
BACHELOR OF EDUCATION
(Two Year's Course)
B.Ed Examination, 2015-17

JAI NARAIN VYAS UNIVERSITY

JODHPUR

(Accredited with 'B' Grade by NAAC)

Evaluation Plan for B.Ed First Year

S.N	Paper	Name of the Paper	External	Internal	Total
1	First	Childhood and Growing up <i>Ch</i>	70	30	100
2	Second	Fundamentals of Contemporary Indian Education <i>Ind</i>	70	30	100
3	Third	Teaching & Learning <i>OR</i>	70	30	100
4	Fourth	Basics in Education & Communication <i>Kel</i>	70	30	100
5	Fifth	Language Across the Curriculum	70	30	100
6	Sixth	Pedagogy Course I (Part I)	70	30	100
7	Seventh	Pedagogy Course II (Part I)	70	30	100
8	Eighth	Art & Aesthetics in Education Part -I	0	50	50
9	Ninth	Health & Physical Education Part-I	0	50	50
10	Tenth	Conservation & Environmental Regeneration	70	30	100
	Total		560	340	900
		Other Activities <i>35</i> (1) Co-curricular Activities (10 Marks) (2) Open Air Session Two Days (10 Marks) (3) Student-teacher's Multi-dimensional Appraisal (15 Marks)			100
		Internship Activities (1) One Week School Observation (10 Marks) <i>5</i> (2) School Internship (Three Weeks) For Pedagogy Part- I & Pedagogy Part- II (20+20=40 Marks) (3) Criticism Lesson (5+5=10 Marks) (4) Action Research/Survey/Case study (Any one) (5 Marks)			
	Grand Total				1000

1. In first year, School internship will be of four weeks. Out of which, initial six days will be for general observation of the ongoing school activities & classroom teaching of the host teachers. The students will ensure that they deliver at least 10 lessons of each pedagogy paper. It is expected that the students play the participative role in all school activities and take necessary responsibilities as and when required. If required they can take all vacant and required classes.
2. There will be two criticism lessons (one in each pedagogy subject) for the progressive assessment of the student-teacher.
3. The student-teacher will have to do an Action Research or Survey or a Case Study (Any one) as assigned by the concerned supervisor and will submit the report.
4. To understand the local resources, people & community, an open air session of two days' will be conducted.
5. Co-curricular & Extra-curricular activities must be spread all through the year which should also include special days' celebration.
6. Individual appraisal of the student-teachers will be done by the supervisor through a portfolio on some set criteria about their year-long activities, individual attributes & personal qualities like discipline, honesty, dedication, commitment etc.

The internal assessment criteria in B.Ed I year will be as follows

S.N	Name of the paper	Summative Assessment I(10Marks)	Summative Assessment II(10Marks)	Continuous/ formative Assessment (Activity / Practicum/ Field work)
1	Childhood and Growing up	10	10	Participation(5Marks) Documentation (5Marks)
2	Fundamentals of Contemporary Indian Education	10	10	Participation(5Marks) Documentation (5Marks)
3	Teaching & Learning	10	10	Participation(5Marks) Documentation (5Marks)
4	Basics in Education & Communication	10	10	Participation(5Marks) Documentation (5Marks)
5	Language Across the Curriculum	10	10	Participation(5Marks) Documentation (5Marks)
6	Pedagogy Course I(Part I)	10	10	Participation(5Marks) Documentation (5Marks)
7	Pedagogy Course II (Part I)	10	10	Participation(5Marks) Documentation (5Marks)
8	Art & Aesthetics in Education Part –I	10	10	Participation(15Marks) Documentation (15Marks)
9	Health & Physical Education Part-I	10	10	Participation (15Marks) Documentation (15Marks)
10	Conservation & Environmental Regeneration	10	10	Participation(5Marks) Documentation (5Marks)
	Total	100	100	140

TEACHING SCHEME & CONTACT HOURS
B.Ed-I Year

Paper	Contact Hours Per Week	Marks Theory	Sessionals	Duration of Exam
Paper I	4.5 hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper II	4.5 hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper III	4.5 hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper IV	4.5 hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper V	4.5 hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper VI (Pedagogy)	2.25 hrs (45 Minutes 3 Periods)	70	30	3 hrs.
Paper VII (Pedagogy)	2.25 hrs (45 Minutes 3 Periods)	70	30	3 hrs.
Paper VIII	2.25 hrs (45 Minutes 3 Periods)	0	50	Internal
Paper IX	2.25 hrs (45 Minutes 3 Periods)	0	50	Internal
Paper X	4.5 hrs (45 minutes 6 periods)	70	30	3 hrs.
School Internship & Criticism	4Week			
Open Air Session	Two Days			

B.Ed - I Year Syllabus
Paper I
Childhood and Growing up

Objectives:

The student teacher will be able to:

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

COURSE CONTENT

UNIT – I: Childhood and child Development

1. Childhood: Meaning, concept and characteristics.
2. Development of the child with reference to diverse social, economic and cultural background.
3. Physical, social, emotional & intellectual development of child.
4. Development of concept formation, logical reasoning, problem-solving, creative thinking & language development. (Piaget's Contribution)
5. Effects of family, schools, neighbourhood and community on development of a child.

UNIT – II: Adolescent Development

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

UNIT – III: Intelligence & Creativity

1. Intelligence: Concept & Measurement
2. Creativity : Concept & Measurement

UNIT – IV Physical & Mental Hygiene:

1. Mental health & Hygiene: Meaning, Concept and Factors affecting mental Health & Hygiene.
2. Development of Good mental Health, characteristics of mentally healthy teacher, to improve mental health of teachers.

3. Personal and environmental hygiene, Family and school health/prevention of accident, Health information, disease prevention and health information.

UNIT – V Personality

Concept (Indian and Western), Measurement, factors affecting personality Development.

PRACTICUM/FIELD WORK (Any two from the following) :

1. Assign a task to a student to speak 10 sentences about himself/herself and analyse them linguistically & psychologically
2. Organise a debate on the issue 'Social Media as a time-thief of the youth. Note down the main point spoken for and against.
3. Administration and Interpretation of any one psychological test -
(a) Intelligence (b) Creativity (c) Personality
4. Examine the physical hygiene of a school or any social place in order to make critical appreciation.
5. Prepare a report on some existing social taboos and interpret it logically and scientifically.

References

1. Shrivashra D.N, Verma Preeti 2007, Child Psychology: Child Development Vinod Pustak Mandir, Agra.
2. Pareek Prof Matworeshwar, 2002, Child Development and Family Relationship, Research Publication, Jaipur.
3. Mangal Dr. S.K, Mangal Shubhra, 2005, Child Development, Arya Book Depot New Delhi.
4. Sharma, R.k, Sharma, H.S, Tiwari, Aryana, 2006, Psychological Foundation of Child development, Rodha Prakashan Mandir, Agra.
5. Singh. Dr. D.p, talang. Amritanshy, prakash ved. 2002 psycho- social basis of learning and development, research publication, jaipur.
6. Shrivasha. D.N. Verma, Verma, Dr.Preeti 2010, Modern Experimental Psychology and Testing, Shri Vinod Pustak Handir, Agra.
7. Mathur, Dr.s.s. 2007-08, Development of learner and Teaching learning process, Agrawal publication, Agra.
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9. Dweck, C. (2006). Mindset: The new psychology of success. Random House LLC.
10. Piaget, J. (1997) development and learning. in M gauvarin & M. Cole (Eds.) readings on the development of children. New York. WH freeman & company
11. Plato (2009) Reason and persuasion Three dialogues in J. Holbo (Ed) meno: reason, persuasion and virtue. person.
12. Saraswathi T. S. (1999) adult-child continuity in india: in adolescence a myth or an emerging reality? in T.S. Saraswathi (Ed) culture, socialization and human development : theory research and applications in india. New Delhi Sage.

Paper-II

Fundamentals of Contemporary Indian Education

Objectives:

The student teacher will be able to:

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

COURSE CONTENT

UNIT – I: Diversity in Society & Education:

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

UNIT–II: Issues of Cotemporary Indian Society & Constitutional

Provisions:

1. Meaning & concept of: Pluralistic and Egalitarian culture identity, gender equality, poverty and Gender sensitization and their relation with education.
2. Concept of inequality, discrimination, marginalization and their impact on education and society.
3. Preamble, Fundamental rights & duties of citizens & directive principles of National policies.
4. Constitutional provisions on human & child right, and values.
5. Role of NCPCR (National commission on Protection of Child Right)
6. National integration and National security.

UNIT – III School in Social Context

Understanding the nature and processes of socialisation

- (i) At home: family as a social institution; parenting styles and their impact; transmission of parental expectations and values.
- (ii) Socialisation and the community: neighbourhood, extended family, religious group and their socialisation functions.

- (iii) At school: impact of entry to school; school as a social institution; value-formation in the context of schooling.
- (iv) Various dimensions of self and the impact of socialisation on development of self.
- (v) Understanding interface between home, community and school; inter-linkages within wider socio-cultural contexts.
- (vi) Paradigm Shift in Pedagogical Concept with reference to social context.

UNIT- IV . Emerging Indian Concerns' and their educational implications:

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

UNIT – V Contemporary Issues and Policies:

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

PRACTICUM/FIELD WORK (Any two from the following) :

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

Reference

- 1 flag] MkW- ,e-ds- ¼2009¼Bf'k{kk ds nk'kZfud o lkekftd vk/kkj]baVjus'kuy ifCyf'kax gkÅl] esjBA
- 2 :gsyk]izks-,l-ih-¼2009¼Bf'k{kk ds nk'kZfud o lekt'kkL=h; vk/kkj] vxzoky ifCyds'kU1] vkxjKA
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Paper III

Teaching and Learning

Objectives:

The student teacher will be able:

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

COURSE CONTENT

Unit -1 Psychological domains of Teaching & Learning:

1. Meaning and principles of development, relationship between development and learning.
2. Meaning of cognition & its role in learning, socio-cultural factors influencing cognition and learning.
3. Social development – Meaning, Importance, Social process and its effect on Teaching & Learning, theory of social construction(Bruner)
4. Emotional development: - Meaning, Process, Need to Study its effect on Teaching and Learning Process.

Unit -2 Effective Teaching:

1. Effective Teaching: Meaning, Component and Parameters of Effective Teaching, Identification of Teaching Skills, Principles of Teaching, Classroom instruction strategies, Teacher as a Learner, Modernising the classroom, Teacher behaviour and classroom climate (Flanders' interaction analysis system).
2. Teaching for culturally diverse students, theory of culturally relevant pedagogy.
3. Creative Teaching: Meaning, concept and ways of teaching creatively.
4. Unlearning to learn

Unit -3 Learning:

1. Learning – Meaning, and characteristics, factors influencing learning, Types of learning (Insight, Constructivist and Social), Tradition and changes in view of the learning process a shift from teaching to learning.
2. Principles of learning, Quality of learning.
3. Role of teacher in teaching-learning situations: (a) Transmitter of knowledge (b) Teacher as a Role Model (c) Facilitator for Encouraging Children to Construct knowledge (Constructivist Approach)(d) Co-learner.
4. Classroom Instruction Strategies(General Introduction)
5. Role of motivation in learning – Concept, Motivational Strategies to be used in classroom teaching.

Unit -4 Learning Style:

1. Diversity among learners and learning needs (with reference to special needs).
2. Multilingual background: Concept, Multilingual background of children and its classroom implications.
3. Learning Style: - concept, Types and importance in Teaching –Learning process, factors affecting learning style.

Unit -5 Teaching style:

1. Teaching Style: - Concept, Types and effect on learners' learning process, factor affecting teaching Style.
2. Teacher behaviour, effect of Verbal and Non-Verbal behaviour of Teacher on students' learning.
3. Use of out of class experiences of children in classroom teaching, Organisational climate and teaching.

PRACTICUM/FIELD WORK (Any two from the following):

1. Analysing the behaviour of your fellow student-teachers, find out how socio-cultural factors have influenced & shaped their learning.
2. Write a report about some best teachers in your past experiences & write some special features of their ways of teaching.
3. Conduct a case study of an individual (Educationally exceptional – Differently-abled).
4. Conduct an interview of 02 students of multilingual background and list the problems faced by them in classroom conditions.
5. Trace out some of the odd Non-Verbal behaviour of any 05 fellow student teachers.

References

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- 10- Rao. V.K, reddy, R.s.1992, learning and teaching commonwealth publishers, New Delhi.
- 11- Bhatnagar, Dr. A.B, bhatnagar, Dr. Meehakshi, bhatnagar anurag, 2008, Development of learner and teaching learning process, R.lal book, depot, Meerut.

Paper IV

Basics in Education & Communication

Objectives:

The student teacher will be able:

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

COURSE CONTENT

Unit 1: Education, Nature & Purpose

1. Education: Meaning, Nature and purpose of Education according to
 - a) Eminent Educationist: Vivekanand, Tagore, Gandhi, Aurobindo, Rousseau & John Dewey.
 - b) Important National documents: Kothari Commission, Education Policy 1986 and NCF 2005.
2. Educational Determinants Shaping the Personality: Teacher, School, Subjects, Peers and Co-Curricular Activities, Co-education, Media.
3. Education as a process: Planned Process, Social Process.

Unit 2: Evolution and Management of Education

1. Ancient Indian Education System: Vedic Era, Teacher, Student, Methods, Contents
2. A brief introduction of Buddhist Era, Muslim Era & British Era Education.

3. Educational development in post independent era.
4. Education in modern competitive society.
5. Modern Educational means: Educational Radio, Educational Television, Edu-Sat, Digital Boards and Films.
6. Educational Management: Meaning, Basic Principles, Role and Responsibility of the Head Master, Effective supervision practices.

Unit 3: Educational Guidance & Counselling.

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

Unit 4: Education for Values and Peace Education

1. Values: Meaning, Types: Values enshrined in Indian Constitution, Aesthetic values, Spiritual Values, Universal Values, Moral and ethical values etc. Transformation of Values in Society
2. Value Education: Recommendations of Committees, Commissions and Policy Directives.
3. Major issues related to value Education, Methods of Value Orientation and Evaluation of value learning, Role of the teacher & School in Value Orientation.
4. Education for Peace
 - (a) Issues of National and International conflicts, social injustice, Communal conflict
 - (b) Individual alienation: A Critical understanding
 - (c) Role of School, Social organisations (UNESCO) and Individuals in promoting peace.

Unit 5: Communication Skills for the Teachers.

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

Practicum/Field Work (Any two from the following)

1. Interview a less educated or uneducated person about a social issue & conclude the findings in present context.
2. "Are Modern Educational ways Effective in comparison to traditional ways of teaching" Organise a debate for or against and report the outcomes.
3. How students choose their career. Discuss with the Headmaster/Principal, Parents/Students & prepare a report on it.
4. Write a small reflective note on how you found yourself under a value conflict situation in recent past

Or

- Analyse the contribution of any National or International personality in establishing peace.
5. Speak some fifty words & tell students to recall them back and note down who counts maximum.

Or

- Draft two notices for the conduction of some activity in school.

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1. Chahel S K (1994), Environment & the Morality: Towards a new paradigm
2. Gandhi K L (2000), Naitik Moolya: Sankaleen Parivesh Mein, Frank brothers, Delhi
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4. Pal Rajendra, Korlahalli J S, (2005), Essentials of Business Communication, Sultan Chand & Sons, New Delhi
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7. Verma R S and Upadhyaya: Shaikshik avam Vyavsayik Nirdeshan, Vinod Pustak Mandir, Agra.
8. Agrawal, J C: Educational & Vocational Guidance Doaba, Delhi.

Paper V Language Across The Curriculum

Objectives

The student teacher will be able to:

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

COURSE CONTENT

Unit-I Language and Society:-

1. Rule governed system: Meaning, Concept and use in language.
2. Relationship of language and society: Identification, power and discrimination.
3. Nature of multilingualism: Managing multilingualism in classroom
4. Constitutional status of languages: Hindi, English, Regional languages
5. Language policy in Education

Unit- II Language development:-

1. Theories of language development and its implementation in teaching, psychological basis of language.

2. Social stimulation: gestures, emotional facial expression, posture and movements, articulate speech, physiognomy of language development in different ages
3. Speech defects: - lisp, slurring, stuttering and stammering and role of teacher in its resolution.
4. Physical, Environmental, Social and Psychological barriers to language learning.

Unit-III Language acquisition:-

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

Unit-IV Classroom and Language:-

1. Vocabulary building strategies in classroom.
2. Tools for learning: Dictionary, Discussion, Natural exposition, Word puzzles
3. Courteous expressions in and outside classroom, Sublime aspect of language.
4. Function of language: In the classroom and outside the classroom.
5. Classroom set up as a Language laboratory
6. Role of literature in language learning, learners' role on understanding literature.

Unit-V LSWR (Listening, Speaking, Reading, Writing) as basic skills for languages.

1. The development of reading & writing skills of secondary students through activities.
2. Nature of expository texts Vs narrative texts, transactional Vs reflective texts.
3. Effective ways of speaking for Effective Listening: Pronunciation, Enunciation, pause, intonation, articulation, Pitch Raising & Dropping.
4. Importance of 3 V's (Vocal, Visual & Verbal) in language communication
5. Textbooks: reading strategies for children -note making, summarizing; reading and writing connection, Process writing: Analyse children's writing to understand their conception; writing with a sense of purpose, writing to learn and understand.

Practicum/Field Work (Any two from the following)

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

Reference

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9. Thwaite, A. & Rivalland, J.(2009) How can analysis of classroom Taks help teachers reflect on their practices? Australian Journal of Language and Literacy, the 32(1) 38

Paper-VI & VII Pedagogy of Hindi (Part I)

पाठ्यक्रम के उद्देश्य

- भाषा की अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्त्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों की भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

विषयवस्तु

इकाई — 1: हिंदी भाषा की प्रकृति व विषयपरकता

1) समाज में भाषा —

- (अ) भाषा और लिंग
- (ब) भाषा और अस्मिता
- (स) भाषा और वर्ग

2) विद्यालय में भाषा —

- (अ) घर की भाषा और स्कूल की भाषा व विषयवस्तु समझने में उनकी भूमिका
- (ब) ज्ञान सृजन और भाषा
- (स) विषय के रूप में भाषा और माध्यम भाषा में अंतर
- (द) बहुभाषिक कक्षा व शिक्षक की सृजनात्मक भूमिका

3) संविधान और शिक्षा समितियों की रिपोर्ट में भाषा-भाषाओं की स्थिति

- (अ) धारा 343-351, 350
- (ब) कोठारी कमीशन (64 से 66)
- (स) राष्ट्रीय शिक्षा नीति — 1986, पी.ओ. ए-1992,

इकाई — 2: स्कूली विषय के रूप में हिंदी भाषा

स्कूली विषय के रूप में हिंदी भाषा की निम्नलिखित विषयवस्तु का अध्ययन कर उनको पढ़ाये जाने के तरीकों पर सामान्य विमर्श।

1. हिंदी भाषा: वर्णमाला, स्वरसन्धि, समास, काल विभाजन, पल्लवन, पत्र लेखन, पद्य समीक्षा इत्यादि।
2. स्कूली विषय के रूप में हिंदी भाषा शिक्षण की चुनौतियाँ
3. रोचकता के साथ शिक्षण
4. स्कूली स्तर पर भाषा को समृद्ध व सहज बनाने के उपाय
5. सामान्यपाठ योजना के चरण व पाठशिक्षण के संदर्भ में उद्देश्य लेखन

इकाई — 3: हिंदी भाषा को सीखने सिखाने की पद्धतियाँ/तरीके
भाषा सीखने सिखाने की विभिन्न दृष्टियाँ —

1. भाषा अर्जन और अधिगम का दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार
2. भाषा सीखने-सीखाने की बहुभाषिक दृष्टि : जॉन डुई, ब्रूनर, जे. प्याजे, एल. वायगात्स्की, चॉम्स्की व भारतीय भाषाशास्त्रियों पाणिनी, कामता प्रसाद गुरु, किशोरी दास वाजपेयी आदि के दृष्टिकोण में।
3. भाषा अर्जन के आधुनिक तरीके

भाषा शिक्षण की प्रचलित विधियाँ/प्रणालियाँ और उनका विश्लेषण —

1. व्याकरण अनुवाद प्रणाली
2. प्रत्यक्ष प्रणाली
3. ढाँचागत प्रणाली
4. प्राकृतिक प्रणाली
5. संप्रेषणात्मक प्रणाली

इकाई — 4: हिंदी भाषा का शिक्षाशास्त्रीय विश्लेषण व अधिगम आधार

1. संदर्भ में भाषा — संदर्भ में व्याकरण और संदर्भ में शब्द
2. भाषायी दक्षताएँ— सुनना, बोलना, पढ़ना और लिखना
 - सुनना और बोलना — सुनने का कौशल, बोलने का लहजा— भाषाई विविधता और हिंदी पर इसका प्रभाव, पढ़ने-पढ़ाने पर इसका प्रभाव, सुनने और बोलने के कौशल विकास के स्रोत और सामग्री, रोल प्ले, कहानी सुनाना, परिस्थिति के अनुसार संवाद, भाषा लैब, मल्टीमीडिया तथा मौलिक सामग्री की सहायता से संप्रेषणात्मक वातावरण का निर्माण।

• **पढ़ना** — पढ़ने के कौशल, पढ़ने के कौशल विकास में समझ का महत्व, मौन और मुखर पठन, गहन-पठन, विस्तृत पठन, आलोचनात्मक पठन, पढ़ने के कौशल विकास में सृजनात्मक साहित्य (कहानी, कविता आदि) सहायक, थिसॉरस, शब्दकोश और इन्साइक्लोपीडिया का उपयोग/महत्व।
लिखना — लिखने के चरण, लेखन-प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार आदि)

भाषा का स्वरूप

1. **भाषायी व्यवहार के विविध पक्ष**— नियमबद्ध व्यवस्था के रूप में भाषा, भाषायी परिवर्तनशीलता (उच्चारण के संदर्भ में) हिंदी की बोलियाँ,
2. **भाषायी व्यवस्थाएँ** — सार्वभौमिक व्याकरण की संकल्पना, अर्थ की प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थ विज्ञान की मूलभूत संकल्पनाएँ।

इकाई -5: हिंदी भाषा में मूल्यांकन

1. **भाषा विकास की प्रगति का आकलन**— सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो
2. **प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु** — समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पी प्रश्न)
3. **फीडबैक** (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

गतिविधि/पोर्टफोलियो/परियोजना कार्य (कोई दो)

1. हिंदी में लिखित किसी भी लेख के विभिन्न पक्षों का अध्ययन कर उसी शैली का एक अन्य लेख किसी अन्य भाव पर केन्द्रित कर लिखें।
2. कक्षा को दो दलों में बाँटकर एक शब्द के अधिकतम पर्यायवाची बताने की प्रतियोगिता का आयोजन करें व विजेता दल की घोषणा करें व उस पर रिपोर्ट तैयार करें।
3. बालकों की पारिवारिक पृष्ठभूमि के सम्बन्ध में संवाद स्थापित करते हुए उनके भाषा कौशल को परिवेशगत प्रभाव के आधार पर परखिए।
4. किसी विषयवस्तु पर विविध प्रश्नों का समावेश करते हुए 25 अंको के एक मूल्यांकन प्रश्न पत्र का निर्माण करना।
5. हिन्दी व संस्कृत की वर्णमाला का तुलनात्मक अध्ययन कर दोनों के बीच में समानताओं व असमानताओं पर टिप्पणियाँ लिखो।

संदर्भ पुस्तकें :

1. हिन्दी शिक्षण रमन बिहारीलाल
2. हिन्दी भाषा शिक्षण भाई योगेन्द्रजीत
3. माध्यमिक विद्यालयों में हिन्दी शिक्षण निरंजनकुमार सिंह
4. हिन्दी भाषा शिक्षण भोलानाथ तिवारी तथा कैलाशचंद भाटिया
5. भाषा शिक्षण रविन्द्रनाथ श्रीवास्तव
6. मानक हिन्दी व्याकरण आचार्य रामचन्द्र वर्मा
7. भाषा ब्लूम फील्ड
8. शुद्ध हिन्दी डॉ० भागीरथ मिश्र
9. हिन्दी उच्चारण एवं वर्तनी भगवती प्रसाद शुक्ल
10. हिन्दी की ध्वनियों और उनका शिक्षण के.के.सुखिया
11. अभिव्यक्ति विज्ञान — भोलानाथ तिवारी तथा कृष्ण दत्त शर्मा
12. व्यावहारिक हिन्दी व्याकरण — हरदेव बाहरी
13. नागरी लिपि और हिन्दी वर्तनी — अनन्त चौधरी

14. शब्दार्थ दर्शन – रामचन्द्र वर्मा
15. भाषा सम्प्राप्ति मूल्यांकन – के.जी. रस्तोगी
16. हिन्दी शब्दानुशासन – किशोरीदास वाजपेयी

Paper-VI & VII, Pedagogy of English (Part I)

Objectives

- Understand the Nature & Role of English language
- Understand the pronunciation patterns in English
- Understand the linguistic behaviour of the individual and the society
- Understand the different roles of language
- Understand the relation between literature and language
- To be able to develop creativity among learners
- To be able to examine authentic literary and non literary texts and develop insight and appreciation
- Understand the use of language in context, such as grammar and vocabulary
- To be able to develop activities and tasks for learners
- Understand the importance of home language and school language
- To be able to use multilingualism as a strategy in the classroom situation
- Understand about the teaching of Poetry, Prose and Drama
- Identify methods, approaches and materials for teaching English at different levels
- Understand constructive approach to language teaching and learning
- Understand the process of language assessment
- Familiarise students with our rich culture, heritage and aspects of our contemporary life

COURSE CONTENT

UNIT 1: Nature & Role of English Language as a discipline

1. Nature of English language
2. English as a global language

3. ASPECTS OF LINGUISTIC BEHAVIOUR: Language as a rule-governed behaviour
4. Pronunciation—linguistic diversity, its impact on English Speech and writing, Understanding symbolical coding for pronunciation.
5. LINGUISTIC SYSTEM: The organisation of sounds; The structure of sentences; The concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, Syntax and semantics.
6. ENGLISH LANGUAGE AND SOCIETY: Gender Biasness in use of language; Language and Identity; Language and Power; Language & career opportunities,
7. LANGUAGE IN SCHOOL: Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; Language and construction of knowledge; Difference between language as a school- subject and language as a means of learning and communication; Critical review of Medium of Instruction; multilingual classrooms; Multicultural awareness and language teaching.
8. CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION: Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education).

UNIT 2: POSITION OF ENGLISH IN INDIA

ROLE OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT:

1. English as a colonial language.
2. English in Post-colonial times
3. Position of English as second language in India
4. English and Indian languages
5. Challenges of teaching and learning English
6. Formal & informal learning of English
7. Understanding the following labels used in the dictionaries in Indian context
Approving, Disapproving, Figurative, Formal, Humorous, Informal, Ironic, Literary, Offensive, Rare Slang, Spoken, Technical, Written, Taboo, Old fashioned, Old use, AmE, BrE, Dialect.

UNIT 3: AN OVERVIEW OF LANGUAGE TEACHING & MEDHODOLOGIES

1. DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT&SL)

Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching. (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.).

2. A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES:

1. Grammar translation method
2. Direct method
3. Structural-situational method
4. Audio-lingual method
5. Natural method
6. Communicative approach

7. Total Physical Response
8. Thematic Approach (inter-disciplinary).

UNIT 4: ACQUISITION OF LANGUAGE SKILLS FOR ENGLISH AS A SCHOOL SUBJECT

GRAMMAR & VOCABULARY

1. A surface discussion of the contents of grammar at Secondary & Senior Secondary level & the inter linkages of the topics.
2. Ways of Building Vocabulary.
3. Dictionary as a formal source of vocabulary building

INSTRUCTIONAL DESIGN

1. Logical arrangement of Instructional Design for teaching any topic
2. Steps for teaching a prose lesson
3. Steps for teaching a poetry lesson

ACQUISITION OF LANGUAGE SKILLS (In reference to English):: Listening, speaking, reading and writing.

1. Listening and Speaking: Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources
2. Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.
3. Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher order skills.
4. Major barriers of Listening, Speaking, Reading & Writing
5. Prevalent practices in Indian classrooms for developing Listening, Speaking, Reading & Writing skills & challenges.
6. Innovative practices in developing LSRW skills.

UNIT 5: Evaluation Strategies of English

1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation.
2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting—Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.

Activities/Practicum/Fieldwork (Any two of the following)

1. Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse:
 - (i) How the different forms of language have been introduced?
 - (ii) Does the language clearly convey the meaning of the topic being discussed?
 - (iii) Is the language learner-friendly?
 - (iv) Is the language too technical?

(v) Does it help in language learning?

Now write an analysis based on the above issues.

2. Do a survey of two schools (Secondary or Senior Secondary) in your neighbourhood to find out the challenges faced by the teachers and the learners in the teaching-learning process of English. The survey may be based on types of books introduced, family support in learning, school resources support, teaching strategies, learning hurdles etc. Prepare the findings in report form.
3. Find out some of the following labels/words used in your English text book: Approving, Disapproving, Figurative, Formal, Humorous, Informal, Ironical, Literary, Offensive, Rare Slang, Spoken, Technical, Written, Taboo, Old fashioned, Old use, AmE, BrE, Dialect. Analyse them in your local understanding & context.
4. Keeping in view the needs of the children with special needs prepare two activities for English teaching.
5. Picking up a child from family/School Prepare a portfolio of any exceptional child/specially-abled/slow learner about his/her developmental aspects of language.

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Paper-VI & VII Pedagogy of Sanskrit (Part I)

Objectives:

- Understand the different roles of language
 - Understand the relation between literature and language
 - To be able to develop creativity among learners
 - To be able to examine authentic literary and non literary texts and develop insight and appreciation
 - Understand the use of language in context, such as grammar and vocabulary
 - To be able to develop activities and tasks for learners
 - Understand the importance of home language and school language and role of mother tongue in education
 - To be able to use multilingualism as a strategy in the classroom situation
 - Understand about the teaching of poetry, prose and drama
 - Identify methods, approaches and materials for teaching Sanskrit at different levels
 - Understand constructive approach to language teaching and learning
 - Understand the process of language assessment
 - Familiarise students with our rich culture, heritage and aspects of our contemporary life.
- Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation

COURSE CONTENT

UNIT 1: Nature & Role of Sanskrit as a Discipline

1. SANSKRIT LANGUAGE: Concept, Nature & Origin & Development
2. LANGUAGE AND SOCIETY IN REFERENCE TO SANSKRIT:
 - a) Language and gender

- b) Language and identity
- c) Language and power
- d) Language and class (society).

3. LANGUAGE IN SCHOOL:

- a) Concept of home language and the school language
- b) Language and construction of knowledge
- c) Difference between language as a school-subject and language as a means of learning and communication
- 4) Multilingual classrooms

4. CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION:

- 1) Position of languages in India
- 2) Constitutional provisions and policies of language education (Articles 343, 351, 350A)
- 3) Kothari Commission (1964-66);
- 4) National Curriculum Framework-2005 (language education)
- 5) Position of Sanskrit Language in India

UNIT 2: POSITION OF Sanskrit LANGUAGE AS A SCHOOL SUBJECT IN INDIA

ROLE OF Sanskrit LANGUAGE IN INDIA:

- a) Origin and development of Sanskrit Language
- b) Changing trends & goals in reference to Sanskrit
- c) Sanskrit language and Indian languages
- d) Socio-cultural importance of Sanskrit language
- e) Importance of teaching Sanskrit in India
- f) Problems related to Sanskrit teaching at school level
- g) Sanskrit at International level

Instructional Design plan

- 1. Understanding the logical order of instructional design to teach:
Sandhi ¼l fU/k½, Samas ¼lekl½, Karak ¼dkjd½ Upsarg ¼milxZ½
Pratyaya ¼i zR; ;½, Anuvad ¼vuqokn½, Tenses ¼dky½
- 2. Instructional Design of any prose lesson
- 3. Instructional design of any poetry lesson

UNIT 3: AN OVERVIEW OF LANGUAGE TEACHING & METHODOLOGIES

1. DIFFERENT APPROACHES/THEORIES/ TO LANGUAGE LEARNING AND TEACHING

Philosophical, social and psychological bases of approaches to Language

- (i) Acquisition and Language learning
- (ii) Inductive and deductive approach.

2. A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES:

- a) Direct Method
- b) Traditional Method
- c) Textbook Method
- d) Elective Method
- e) Communicative Approach
- f) Grammar Translation Method

UNIT 4: ACQUISITION OF LANGUAGE SKILLS FOR SANSKRIT AS A SCHOOL SUBJECT

GRAMMAR & VOCABULARY

1. A surface discussion of the contents of grammar at Secondary & Senior Secondary level & the inter linkages of the topics.
2. Ways of vocabulary enrichment
3. Literature as a formal source of vocabulary building
4. Memorisation as a traditional Practice in Sanskrit.
5. Understanding Panini ¼ikf.kuh½ approach of teaching grammar & seeing it in modern context.

ACQUISITION OF LANGUAGE SKILLS (In reference to Sanskrit) : Listening, speaking, reading and writing.

1. Listening and Speaking: Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources
2. Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.
3. Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher order skills.
4. Major barriers of Listening, Speaking, Reading & Writing
5. Prevalent practices in Indian classrooms for developing Listening, Speaking, Reading & Writing skills & challenges.
6. Innovative practices in developing LSRW skills.
7. Psychological misconceptions/barriers for learning Sanskrit.

CO-CURRICULAR ACTIVITIES IN DEVELOPING LANGUAGE SKILLS IN SANSKRIT: Debate, Elocution, competition, *antyakshari*, language game, essay writing, seminar, story writing, *samasyapoorti*, singing, jokes, Storytelling, exhibition, quiz and school magazine

UNIT 5: Pedagogical Analysis & Evaluation Strategies of Sanskrit ASSESSMENT STRATEGIES

1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation- Oral, Written, Portfolio; Cloze test, Self evaluation; Peer evaluation; Group Evaluation. Diagnostic tests.
2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting-Problem solving, creative and critical-thinking, Appreciatory
3. Feedback to students, parents and teachers.

Practicum/activities/Field work (Any Two of the following)

1. Take a few passages from Sanskrit textbooks of Classes VI to VII and analyse:
 - (i) How the different forms of language have been introduced?
 - (ii) Does the language clearly convey the meaning of the topic being discussed?
 - (iii) Is the language learner-friendly?
 - (iv) Is the language too technical?

Paper-VI & VII

Pedagogy of Social Sciences

(Part I)

OBJECTIVES

The student teacher will be able to:

- Understand the aims and objectives of teaching Social Science.
- Develop an understanding of the nature of social sciences, as an individual and integrated disciplines.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Social Science and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Social Science.
- Review the Text-book of Social Science (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in social science at secondary level.
- Understand the concept of multiple assessment techniques.

COURSE CONTENT

Unit 1: Nature of Social Science as a Discipline

1. Meaning, Concept, Needs of social science teaching.
2. Nature and scope of social science teaching.
3. Historical development of social science as a discipline.
4. Changing areas of social science as a subject.

Unit 2: Social science as a school subject

1. Importance of social science in school curriculum.
2. Aims & objectives of teaching social science at secondary level. Writing objectives in behavioural terms.
3. Correlation of Social Science with other School Subjects – History, Geography, Economics, Civics & Environmental Sciences.
4. Changing trends and goals of teaching social science with reference to N.C.F. 2005.

Unit 3: Methodology of Teaching-learning of social science

1. Methods and devices of teaching social science at secondary level - Lecture, Project, Problem solving, socialised recitation. Questioning; dramatization, role plays; Discussion, story-telling.
2. Excursion and team teaching as a method.
3. Planning, organizing and conducting of small community survey.

Unit 4: Pedagogical Analysis and mode of learning Engagement

3. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
 - e. History – Chronological events and their inter relatedness, epoch-making events.
 - f. Geography – Flora & Fauna, Important Physical features of geography Local, National and International context.
 - g. Civics – Fundamentals of democratised society and developing good citizenship.
 - h. Economics – Fundamentals of economics and different market patterns, globalizations and Indian economy.
2. Modes of learning engagement in social studies -
 - a. Providing opportunities for group activities
 - b. Group/Individual Presentation
 - c. Providing opportunities for sharing ideas
 - d. Teaching aids and activities in laboratory work
 - e. Reflective written assignments
 - f. Library survey
 - g. Field trips

Unit 5: Assessment & Evaluation of Social Sciences learning

1. Assessment of social thinking, logical reasoning and to discourage mechanical manipulation and rote learning-
 - a. Planning of evaluation in social sciences
 - b. Formative and summative evaluation in social sciences
 - c. Continuous and comprehensive evaluation (CCE) in social sciences at secondary level
 - d. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.
2. Construction of achievement test/question paper in social sciences.

Practicum/Field Work (Any two of the following)

1. Identify and interpret news related to positive social changes or initiation.
2. A Panel discussion “good social environment for good ecological environment.”
3. Conduct a community survey on some existing social problem and find out the reasons of the problem.
4. Write a reflective journal on the effect of globalisation in villages (specified village).
5. Choose any one area of social science (History, Geography, Economics & Civics) & prepare a portfolio of any one eminent personality of that subject.

References

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Paper-VI & VII Pedagogy of Civics (Part I)

OBJECTIVES

Student-teachers will be able to:-

- Understand the aims and objectives of teaching Civics.
- Develop an understanding of the nature of Civics.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Civics and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Civics.
- Review the Text-book of Civics (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in Civics at secondary level.
- Understand the concept of multiple assessment techniques.

COURSE CONTENT

Unit 1: Nature of Civics as a Discipline

1. Meaning, Concept, Needs of Civics teaching.
2. Nature and scope of Civics teaching.
3. Historical development of Civics as a discipline.
4. Civics vis-à-vis Political Science.
5. Importance of Studying Civics in the context of National Integration and International understanding.

Unit 2: Civics as a school subject

1. Importance of Civics in school curriculum.
2. Aims & objectives of teaching Civics at secondary level. Writing objectives in behavioural terms.
3. Correlation of Civics with other School Subjects – Social Science Geography, Economics, History.

4. Civics in developing local, national and international understanding of political scenario.

Unit 3: Methodology of Teaching-learning of Civics

1. Methods and devices of teaching civics at secondary and senior secondary level - Lecture, Project, Problem solving, Role plays, Discussion and supervised study method. Techniques of questioning & Interview.
2. Excursion and team teaching as a method.
3. Developing civic sense: National Days' celebration, Prompting for intensive reading, Respecting the legendary Personalities & Value inculcation through activities.

Unit 4: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
 - (a) Understanding the fundamental rights, duties & directive principles as mentioned in Indian constitution.
 - (b) Understanding the evolution of Indian constitution
 - (c) Understanding the Secularism, Democracy & Socialism
 - (d) An overview of the eminent Political Thinkers
2. Modes of learning engagement in Civics-
 - a. Providing opportunities for group activities.
 - b. Group/Individual Presentation
 - c. Providing opportunities for sharing ideas
 - d. Teaching aids and activities in civics room
 - e. Reflective written assignments
 - f. Library survey

Unit 5: Assessment & Evaluation of Civics learning

1. Purpose and concept of evaluation in civics.
2. Objective & Process Based Evaluation
 - a. Planning of evaluation in Civics
 - b. Formative and summative evaluation in Civics
 - c. Continuous and comprehensive evaluation (CCE) in Civics
 - d. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.
2. Evaluation and objectivity, Blue Print, achievement test/question paper in Civics.

Practicum/Field Work (Any two)

1. Make biography of any emerging political party of India discuss its impact on local politics.
2. Arrange a discussion session in classroom about the directive principle of nation and lead the discussion that how people breach it.
3. Collect some photography from magazines, newspaper etc of some burning political issue and prepare an album.
4. Prepare and execute a team-teaching plan based on Civics.
5. Construct an achievement test based on civics.

Paper-VI & VII Pedagogy of Geography (Part I)

OBJECTIVES

Student-teachers will be able to:-

- Understand the aims and objectives of teaching Geography.
- Develop an understanding of the nature of Geography.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Geography and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Geography.
- Review the Text-book of Geography (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in Geography at secondary level.
- Understand the concept of multiple assessment techniques.

COURSE CONTENT

Unit 1: Nature of Geography as a Discipline

1. Meaning, Concept, Needs of Geography teaching.
2. Nature and scope of Geography teaching.
3. Historical development of Geography as a discipline.
4. Role of Geography in developing international understanding.
5. Changing trends in Geography

Unit 2: Geography as a school subject

1. Importance of Geography in school curriculum.
2. Aims & Objectives of teaching Geography at secondary level. Writing objectives in behavioural terms.
3. Correlation of Geography with other School Subjects – Social Science, Civics, Economics, History, Natural Sciences and Environmental sciences

Unit 3: Methodology of Teaching-learning of Geography

1. Methods and devices of teaching Geography at secondary and senior secondary level - Lecture, Project, Problem solving, Discussion and Supervised Study Method. Techniques of Questioning & Interview, Field Trip, laboratory Method, Regional Method, Inductive & Deductive Method
2. Excursion as a method.
3. Developing an understanding of Local, National & International features of Geography.

Unit 4: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
 - a. Understanding: Physical Features, Oceans, Mountain Ranges, Sea currents, Deserts, Plains, Trade Winds.
 - b. Understanding: Natural Disasters.
 - c. Understanding the longitudes & latitudes
 - d. Understanding the physical locations of the continents, Peninsulas, Canals, Bays etc
2. Modes of learning engagement in Geography -
 - a. Providing opportunities for group activities
 - b. Group/Individual Presentation
 - c. Providing opportunities for sharing ideas
 - d. Teaching aids and activities in civics room
 - e. Reflective written assignments
 - f. Library survey

Unit 5: Assessment & Evaluation of Geography learning

1. Purpose and Concept of Evaluation in Geography.
2. Objective & Process Based Evaluation
 - a. Planning of Evaluation in Geography
 - b. Formative and Summative Evaluation in Geography
 - c. Continuous and Comprehensive Evaluation (CCE) in Geography
 - d. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.
2. Evaluation and objectivity, Blue Print, achievement test/question paper in Geography.

Practicum/Field Work (Any two)

Paper-VI & VII Pedagogy of History (Part I)

OBJECTIVES

The student teacher will be able to:

- Understand the aims and objectives of teaching History.
- Develop an understanding of the nature of History.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of History and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of History.
- Review the Text-book of History (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in History at secondary level.
- Understand the concept of multiple assessment techniques.

COURSE CONTENT

Unit 1: Nature of History as a Discipline

1. Meaning, Concept, Needs of History teaching.

2. Nature and scope of History teaching.
3. Historical development of History as a discipline.
4. Changing areas of History as a subject.
5. Importance of Studying Local History, National History and World History in the context of National Integration and International understanding.

Unit 2: History as a school subject

1. Importance of History in school curriculum.
2. Aims & objectives of teaching History at secondary level. Writing objectives in behavioural terms.
3. Correlation of History with other School Subjects – Social Science Geography, Economics, Civics, Art & Literature.
4. Changing trends and goals of teaching History with reference to N.C.F. 2005.

Unit 3: Methodology of Teaching-learning of History

1. Methods and devices of teaching history at secondary and senior secondary level - Lecture, Project, Chronological Method, Biographical Method, Source Method. Questioning, dramatization, Role plays, Discussion, story-telling.
2. Excursion and team teaching as a method.
3. Planning, organizing and conducting a trip to primary and secondary sources of knowing history.

Unit 4: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
2. Chronological events and their inter relatedness, epoch-making events.
3. Understanding ancient, medieval and modern history in reference to emergence of different civilizations.
4. Understanding international history.
5. Modes of learning engagement in history -
 - a. Providing opportunities for group activities.
 - b. Group/Individual Presentation
 - c. Providing opportunities for sharing ideas
 - d. Teaching aids and activities in history room
 - e. Reflective written assignments
 - f. Library survey
 - g. Field trips to sources of history

Unit 5: Assessment & Evaluation of History learning

1. Assessment of chronological knowledge and understanding it in contemporary context and logical reasoning -
 - a. Planning of evaluation in history
 - b. Formative and summative evaluation in history
 - c. Continuous and comprehensive evaluation (CCE) in history
 - d. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.
2. Evaluation and objectivity, Blue Print, achievement test/question paper in history.

Paper-VI & VII Pedagogy of Economics (Part I)

OBJECTIVES

The student teacher will be able to:

- Understand the aims and objectives of teaching Economics.
- Develop an understanding of the nature of Economics.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Economics and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Economics.
- Review the Text-book of Economics (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in Economics at secondary level.
- Understand the concept of multiple assessment techniques.

COURSE CONTENT

Unit 1: Nature of Economics as a Discipline

1. Meaning, Concept, Needs of Economics teaching.

2. Nature and scope of Economics teaching.
3. Historical development of Economics as a discipline.
4. Understanding the nature & scope of Micro and Macro Economics

Unit 2: History as a school subject

1. Importance of Economics in school curriculum.
2. Aims & objectives of teaching Economics at Secondary & Senior Secondary level.
Writing objectives in behavioural terms.
3. Correlation of Economics with other School Subjects – Social Science Geography, Civics, History.
4. Understanding the Global Economy.

Unit 3: Methodology of Teaching-learning of History

1. Methods and devices of teaching Economics at secondary and senior secondary level - Lecture, Project, Questioning, Discussion, Workshop, Problem Solving
2. Enriching Economics knowledge through General reference materials, reference books Journals & encyclopaedia & using them in classroom teaching.
3. Planning, organizing and conducting a trip to places of Economic importance.

Unit 4: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
2. Understanding the Monetary & Fiscal policy of India.
3. Economic Development-Meaning, Factors, Role of Agriculture, Industry and foreign Trade in Economic Development.
4. Problems of Indian Economy-Major factors of controlling population explosion, poverty and unemployment.
5. Understanding demand and supply, types of markets
6. Modes of learning engagement in Economics -
 - a. Providing opportunities for group activities
 - b. Group/Individual Presentation
 - c. Providing opportunities for sharing ideas
 - d. Teaching aids and activities in Economics room
 - e. Reflective written assignments
 - f. Library survey
 - g. Field trips to sources of Economics

Unit 5: Assessment & Evaluation of Economics learning

1. Assessment of chronological knowledge and understanding it in contemporary context and logical reasoning -
 - a. Planning of evaluation in Economics
 - b. Formative and Summative Evaluation in Economics
 - c. Continuous and Comprehensive Evaluation (CCE) in Economics

- d. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.
2. Evaluation and objectivity, Blue Print, achievement test/question paper in Economics.

Practicum/Field Work (Any two of the following)

1. Study a mismatch in Demand & Supply of agriculture based products (Onion, tomato etc) in local markets & analyse how the prices are effected. The sellers can be randomly interviewed.
2. Conduct a survey based study on economic condition of rural people of your area.
3. Prepare a report on how the rural area women earn money through different skill based products of cottage industries.
4. Do a small survey of Local/urban/metropolitan market & trace some shops & items where 'Consumer Surplus' dominates.
5. Collect some articles based on burning issues of Indian Economy from the Local/National newspapers to present them in classroom or bulletin Board and keep the record of the same.

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3. Siddiqi, M.H.: Teaching of Economics, Ashish Publishing House, New Delhi 1993.
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5. Tyagi, G.D., Arthashastra Shikshan, Vinod Pustak Mandir, Agra-2005.

4. While you were in internship if you found any student worth evaluating on any of the aesthetic arts (Music, Dance, and Drama) make an individual port folio & submit it in college.
5. Visit the website www.kavitakosh.org and pick some Nazm & Gazal of Urdu writers & differentiate the composition form

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Paper-VI & VII Pedagogy of Business Studies (Part I)

OBJECTIVES:

Pupil teacher will be able :

- To know the meaning, concept and scope of Business Studies
- To know the aims and objectives of teaching Business Studies.
- To know the place of Business Studies in the school curriculum.
- To prepare unit and lesson plans.
- To know about the audio-visual aids and importance of text-book.
- To know the various methods and techniques of teaching.
- To know the principles of curriculum organisation and its critical appraisal.
- To know about the evaluation process in the Business Studies.

COURSE CONTENT

UNIT - I: Nature of Business Studies as a Discipline

- (a) Meaning, Nature & Significance of Business Studies as a Discipline.
- (b) Aims & objectives of teaching Business Studies at Senior Secondary Level.
- (c) Historical Development of Business Studies.
- (d) Nature of contents at Senior Secondary in CBSE & RBSE Boards.
- (e) Interrelatedness of the contents.
- (f) Role of Business Studies in business conduction.
- (g) Increasing complexities in Business Studies

UNIT - II: Business Studies as a School Subject

- (a) Maxims of Teaching Business Studies
- (b) Co-relation with other subjects
- (c) Characteristic features of the subject Business Studies
- (d) A brief Introduction to Human Resource management.
- (e) A brief introduction to Marketing Management
- (f) A brief introduction to e-business.

UNIT - III: Methods & Techniques of Teaching & Learning of Business Studies

- (a) Conventional Method
- (b) Problem Solving Method
- (c) Explanation with Examples
- (d) ICT based Teaching
- (e) Assignment Technique
- (f) Internship
- (g) Text Book Method.
- (h) Project Method
- (i) Discussion Method.
- (j) Questioning
- (k) Illustration
- (l) SWOT Analysis Technique

UNIT- IV: Pedagogical Analysis and Mode of Learning Engagement

- (a) Pedagogical analysis of contents
 - a. Interview: Types, Do's & Don't's
 - b. Preparing a Job Profile
 - c. Individual Appraisal
 - d. Role of Motivational Practices in Managing people
 - e. Strategies to understand the consumer.
 - f. Understanding the steps to make an Instructional Design for the subject
- (b) Modes of Learning Engagement & Instructional Design
 - a. Individual Power point presentation
 - b. Task assignment
 - c. Proceeding through textbook help
 - d. Understanding concepts in group
 - e. Preparing lesson plans & Unit plans
 - f. Logical arrangement of Subject Matter in Instructional Design.

UNIT- V: Assessment & Evaluation in Business Studies

- (a) Process of skill based Continuous & Comprehensive Evaluation
- (b) Evaluation in Business Studies- Importance, Type of tests- Essay, short answer and objective type questions and Blue Print of a test.
- (c) Diagnostic & Remedial Test
- (d) Personal competencies and skills of a good Evaluator

Paper-VI & VII Pedagogy of Financial Accounting (Part I)

OBJECTIVES:

Pupil teacher will be able

To help the students to acquire the basic understanding in the field of Financial Accounting education.

To develop the ability to plan curriculum and instructions in Financial Accounting at school level.

To develop the ability to critically evaluate existing school syllabus and text book.

To impart knowledge about the methods and devices of teaching Financial Accounting and to develop the skill of using the same.

To develop the ability of fair & comprehensive evaluation.

To develop commercial efficiency among students

COURSE CONTENT

UNIT - I: Nature of Financial Accounting as a Discipline

- (a) Meaning, Nature & Significance of Financial Accounting as a Discipline.
- (b) Aims & objectives of teaching Financial Accounting at Senior Secondary Level.
- (c) Historical Development of Financial Accounting.
- (d) Nature of contents at Senior Secondary in CBSE & RBSE Boards.
- (e) Interrelatedness of the contents.
- (f) Role of accounting in business conduction.

- (g) Increasing complexities in Accounting

UNIT - II: Financial Accounting as a School Subject

- (a) Maxims of Teaching Financial Accounting.
- (b) Co-relation with other forms of account.
- (c) Characteristic features of Modern Accounting Classroom
- (d) A brief introduction to company & its financial flow through Accounting
- (e) A brief introduction to management & cost accountancy.
- (f) A brief introduction of the steps to prepare the final accounts.

UNIT- III: Methods & Techniques of Teaching & Learning of Financial Accounting

- (a) Conventional Method
- (b) Problem Solving Method
- (c) Explanation with Examples
- (d) ICT based Teaching
- (e) Assignment Technique
- (f) Internship
- (g) Computer Modules/Accounting applications

UNIT- IV: Pedagogical Analysis and Mode of Learning Engagement **Pedagogical analysis of contents**

- (a) Teaching about various types of Books
- (b) Trial Balance
- (c) Final accounts with adjustments
- (d) Partnerships: Introduction, Admission, Retirement and Death & Dissolution
- (e) Issue of shares
- (f) Understanding the steps to make an Instructional Design

Modes of Learning Engagement & Instructional Design

- a. Individual Power point presentation
- b. Task assignment
- c. Proceeding through textbook help
- d. Understanding concepts in group
- e. Preparing lesson plans & Unit plans
- f. Logical arrangement of Subject Matter in Instructional Design.

UNIT- V: Assessment & Evaluation in Financial Accounting

- (a) Process of Continuous & Comprehensive Evaluation
- (b) Evaluation in Financial Accounting- Importance, Type of tests- Essay, short answer and objective type questions and Blue Print of a test.
- (c) Diagnostic & Remedial Test

Practicum/Field Activities (Any two of the following)

1. Visit any Institute/centre where students are trained for accounting through computer based modules & application software and find out the list of such

Paper-VI & VII

Pedagogy of Mathematics

(Part I)

OBJECTIVES:

The students will be able to-

1. Gain insight into the meaning, nature, scope and objectives of mathematics education.
2. Appreciate mathematics as a tool to engage the mind of every student.
3. Understand the process of developing the concepts related to Mathematics.
4. Appreciate the role of mathematics in day to day life.
5. Learn important mathematics: mathematics more than formulas and mechanical procedures.
6. Pose and solve meaningful problems.
7. Construct appropriate assessment tools for evaluation mathematics learning.
8. Understand methods and techniques of teaching mathematics.
9. Perform pedagogical analysis of various Topics in mathematics at secondary level.
10. Understand and use I.C.T. in teaching of mathematics.
11. Understand and use continuous and comprehensive evaluation, diagnostic testing and remedial teaching in Mathematics.

COURSE CONTENTS

Unit: 1 Nature of Mathematics as a Discipline

1. Mathematics is not merely subject of computations skill, it is much more, it has a logical structure.
2. Nature of mathematics – building blocks of mathematics (Concept, objectives, variables, function & relation, symbolization)
3. Important processes of mathematics-estimation, approximation, understanding or visualizing pattern representation, reasoning & proof, making connections, mathematical communication.
4. Historical development of mathematics as a discipline Contribution of Indian and western mathematicians like Ramanujan, Aryabhata, Bhaskaracharya, Pythagoras and Euclid.
5. Constructivist approach in learning mathematics.

Unit: 2 Mathematics as a School Subject

1. Importance of mathematics in school curriculum.
2. Aims and objectives of teaching mathematics at secondary level. Writing objectives in behavioral terms. Bloom's taxonomy (revised)
3. Correlation of mathematics with other school subjects.
4. Changing trends and goals of teaching mathematics with reference of NCF 2005
5. Concept mapping of themes related to mathematics.

Unit: 3 Mathematics as a School Subject

1. Nature of concept, concept formation and concept assimilation.
2. Methods of teaching mathematics at secondary level –
 - (a) Lecture cum demonstration
 - (b) Inductive-Deductive
 - (c) Problem Solving
 - (d) Project
 - (e) Heuristic
 - (f) Analytic & Synthetic
2. Techniques of teaching mathematics
 - (a) Oral work
 - (b) Written work
 - (c) Drill work
 - (d) Home assignment

Unit: 4 Pedagogical analysis and mode of learning engagement

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
 - (a) Number system
 - (b) Measures of central tendency
 - (c) Congruency and similarity
 - (d) Trigonometrical ratios and identities
 - (e) Area and Volume
 - (f) Profit, loss and partnership
 - (g) Compound interest
 - (h) Graphical representation data
2. Modes of learning engagement in mathematics
 - (a) Providing opportunities for group activities
 - (b) Group/Individual Presentation
 - (c) Providing opportunities for sharing ideas
 - (d) Designing different Working Models for concept formation
 - (e) Teaching aids and activities in laboratory work
 - (f) Reflective written assignments

Unit: 5 Assessment & Evaluation of Mathematics learning

1. Assessment of critical thinking, logical reasoning and to discourage mechanical manipulation and rote learning-
 - a) Planning of evaluation mathematics
 - b) Formative, Summative and predictive evaluation in mathematics
 - c) Continuous and compressive evaluation (CCE) in mathematics at secondary level
 - d) Diagnostic Testing, Remedial Teaching and enrichment programme for:
 - i. Gifted Learners
 - ii. Slow Learners
 - iii. Learners with Dyslexia
 - iv. Difficulties Faced by the Teacher in Teaching of Mathematics and Suggestive Measure to overcome them.
2. Construction of achievement test/question paper in mathematics

Paper-VI & VII

Pedagogy of Physical Sciences

(Part I)

Objectives-

Student-teachers will be able to:-

1. Gain insight on the meaning, nature and scope of physical science for determining aims and strategies of teaching-learning.
2. Appreciate that science is a dynamic and expanding body of knowledge;
3. Trace historical background of Physical sciences.
4. Identify and relate everyday experiences with learning physical science;
5. Appreciate various approaches of teaching-learning of physical science;
6. Perform Pedagogical analysis of various topics in Physical Sciences.
7. Analyze the contents of Physical science with respect to Content, process, skills, knowledge organization and other critical issues.
8. Use effectively different activities/demonstrations/laboratory experiences for teaching-learning of physical science;
9. Integrate physical science knowledge with other school subjects.
10. To understand meaning, concept and various types of assessment.

COURSE CONTENT

Unit 1: Nature of Physical Sciences as a Discipline

1. Concept, Nature and Needs of Physical Sciences and Physics teaching.
2. Scope of Physics teaching.
3. Historical Background Physical Sciences with special reference to India. Contribution of C.V. Raman, M.N. Saha, K.S. Krishnan, J.C. Bose, H.J. Bhabha, S. Chandra Shekhar and A.P.J. Abdul Kalam in the field of Physics.
4. Science as a domain of enquiry, as a dynamic and expanding body of knowledge; Science as a process of constructing knowledge; Physical Science as interdisciplinary area of learning.

Unit 2: Physical Sciences as a school subject

1. Importance of Physics in school curriculum.
2. Aims & objectives of teaching Physics at school level. Writing objectives in behavioural terms. Bloom's taxonomy (revised).
3. Correlation of Physical Sciences with other School Subjects

Unit 3: Methodology of Teaching and learning of Physical Sciences-

1. Scientific attitude and scientific temper: essential skills, methods and process that lead to exploration: Generalization and validation of scientific knowledge in Physical science.
2. Lecture -cum -Demonstration, Team teaching, project method, problem solving method, Group discussion, Programmed instruction, Inductive- Deductive, Investigatory

approach, Concept mapping, Collaborative learning, and Experiential learning in Physics: Facilitating learners for self-study.

Unit 4: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary and Senior secondary level-
light, Electricity, magnetism, Gravitation, Laws of motion, Work and Energy, Sound
2. Modes of learning engagement in Physical Science-
 - a. Observations and experiments in Physical sciences: interdisciplinary linkages,
 - b. Relating knowledge to students daily life situations.
 - c. Providing opportunities for group activities and idea Sharing
 - d. Group/Individual Presentation
 - e. Designing different working Models for concept formation
 - f. Teaching aids and activities in laboratory work
 - g. Reflective written assignment

Unit 5: Assessment & Evaluation of Physical Sciences learning

1. Meaning, concept and construction of Achievement test,
2. Blue print: Meaning, concept, need and construction.
3. Open-book tests: Strengths and limitations.
4. Formative and Summative Assessment in Biology.
5. Continuous and Comprehensive Evaluation (CCE)
6. Assessment of project work in Physics (both in the laboratory and in the field)
7. Performance-based assessment; learner's record of observations, Oral presentation of learners work, portfolio;
8. Developing assessment framework in Physics; assessment of experimental work in Physics.

Practicum/Field Work-

Any two of the following-

1. Prepare a concept map on any topic and explain how it Facilitates Students' Learning.
2. Description and Design of an Improvised Apparatus
3. Write a reflective journal on 'Radiations and Human Health'.
4. Planning an out of class activity to use local resources to teach Physics and report your experiences.
5. Prepare a plan to assess Students' Practical work in Physics.

References

1. Heiss, Oburn and Hoffman: Modern Science, the Macmillan Company, New York 1961.
2. Thurber W. and A. Collette : Teaching Science in Today's Secondary schools, Boston Allyn and Bacon Inc., New York, 1959.
3. Vaidya, N. "The Impact of Science Teaching", Oxford and IBH Publishing Company, New Delhi, 1971.
4. Richardson, S. : "Science Teaching in Secondary Schools", Prentice Hall, USA, 1957.

Paper-VI & VII

Pedagogy of Chemistry

(Part I)

Objectives-

Student-teachers will be able to:-

1. Gain insight on the meaning and nature of chemistry for determining aims and strategies of teaching-learning.
2. Appreciate that science is a dynamic and expanding body of knowledge.
3. Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
4. Identify and relate everyday experiences with learning chemistry.
5. trace historical background of Chemistry..
6. Appreciate various approaches of teaching-learning of chemistry.
7. Analyze the contents of Chemistry with respect to Content, process, skills, knowledge organization and other critical issues.
8. Perform Pedagogical analysis of various topics in Chemistry.
9. Use effectively different activities/ demonstration/laboratory experiences for teaching-learning of chemistry.
10. Integrate chemistry knowledge with other school subjects.
11. To understand meaning, concept and various types of assessment.

COURSE CONTENT

Unit 1: Nature of Chemistry as a Discipline

1. Concept, Nature and Needs of Chemistry and Chemistry teaching.
2. Scope of Chemistry teaching.
3. Historical Background of Chemistry with special reference to India.
4. Constructivist approach in learning Chemistry.

Unit 2: Chemistry as a school subject

1. Importance of Chemistry in school curriculum.
2. Aims & objectives of teaching Chemistry at school level. Writing objectives in behavioural terms. Bloom's taxonomy (revised).
3. Correlation of Chemistry with other School Subjects
4. Changing trends and goals of teaching Chemistry.

Unit 3: Methodology of Teaching and learning of Chemistry

1. Scientific attitude and scientific temper: Nurture the natural curiosity, aesthetic senses and creativity in Chemistry: essential skills, methods and process that lead to exploration: Generalization and validation of scientific knowledge in Chemistry.
2. Lecture -cum Demonstration, Team teaching, project method, problem solving method, Heuristic method, Group discussion, programmed instruction, Inductive-

Deductive, investigatory approach, Concept mapping, Collaborative learning, and Experiential learning in chemistry: Facilitating learners for self-study.

Unit 4: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary and Senior secondary level-Solutions, colloids, chemical equilibrium, electrochemistry, mechanical and thermal properties of matter, chemical bonding and molecular structure, periodic table, Atom and molecules, Chemical Reactions, Acid, Bases and Salt, Carbon and Its Compounds, metal and non-metal etc.)
2. Modes of learning engagement in Chemistry-
 - a. Observations and experiments in Chemistry: interdisciplinary linkages,
 - b. Relating knowledge to students' daily life situations.
 - c. Providing opportunities for group activities and idea Sharing
 - d. Group/Individual Presentation
 - e. Teaching aids and activities in laboratory work
 - f. Reflective written assignment

Unit 5: Assessment & Evaluation of Chemistry learning

1. Meaning, concept and construction of Achievement test, Diagnostic testing and remedial teaching.
2. Blue print: Meaning, concept, need and construction.
3. Open-book tests: Strengths and limitations
4. Continuous and Comprehensive Evaluation (CCE) in Sciences.
5. Assessment of project work in work in Chemistry(both in the laboratory and in the field)
6. Performance-based assessment; learner's record of observations, field diary,. Oral presentation of learners work, portfolio;
7. Developing assessment framework in Chemistry; assessment of experimental work in Chemistry.

Practicum/Field Work-(Any two of the following)

1. Perform Some Simple Experiment to clarify any Concept in Chemistry and to develop Observation Skills. Prepare a report of entire activity.
2. Organization of exploratory activities to develop scientific attitude and temper. Report your Experiences
3. Plan an innovation method of teaching chemistry so as to facilitate the correlation of content with other subjects/ day to day life. Teach that lesson in class and report complete activity with your experiences.
4. Write a reflective journal on some innovative trends in Chemistry teaching and their importance in Achieving aims of teaching chemistry at different level.
5. Prepare a diagnostic test and apply it in school, after discussion with concerning teacher and give remedial measures.

References-

1. Yadav, M.S. 1995, Teaching of Chemistry, Anmol Publication, New Delhi.
2. Megi, J.S. & Negi, Rasuita, 2001, Teaching of Chemistry.

Paper-VI & VII

Pedagogy of Biological Science

(Part I)

Objectives-

Student-teachers will be able to:-

1. Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching- learning.
2. Appreciate that science is a dynamic and expanding body of knowledge.
3. Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
4. Identify and relate everyday experiences with learning of biological science.
5. Appreciate various approaches of teaching- learning of biological science.
6. Explore the process, skill in science and role of laboratory in teaching- learning.
7. Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching-learning of biological science.
8. Integrate the biological science knowledge with other school subjects.
9. Analyze the contents of biological science with respect to Content, process, skills, knowledge organization and other critical issues.
10. Perform Pedagogical analysis of various topics in Physical Sciences.
11. Develop process-oriented objectives based on the content themes/units.
12. To understand meaning, concept and various types of assessment.

COURSE CONTENT

Unit 1: Nature of Biological Science as a Discipline

1. Meaning, Concept, Nature and Need of Biological science and Biology teaching.
2. Scope of Biological science teaching
3. Historical development of Biological science as a discipline. Contribution of Indian and western Biologist like HargobindKhurana, Mohinder Singh Randhawa, Salim Ali, Mendel, Darwin, and Lamark in the field of Biology
4. Constructivist approach in learning Biological Science.

Unit 2: Biological Science as a school subject

1. Importance of Biological science in school curriculum.
2. Aims & objectives of teaching Biological science at school level. Writing objectives in behavioural terms. Bloom's taxonomy (revised).
3. Correlation of Biological Science with other School Subjects
4. Changing trends and goals of teaching Biology

Unit 3: Methodology of Teaching and learning of Biological science

1. Scientific attitude and scientific temper: Nurture the natural curiosity, aesthetic senses and creativity in biology: essential skills, methods and process that lead to exploration, Generalization and validation of scientific knowledge in biological science.

2. Lecture -cum Demonstration, Team teaching, Project method, Problem solving method, Inquiry approach, Programmed instruction, Investigatory approach, Concept mapping, Collaborative learning, and Experiential learning in biological science: Facilitating learners for self-study.

Unit 4: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary and Senior Secondary level-

Biological science for environment and health, peace, equity, origin of life and evolution, biodiversity, Photosynthesis, Life processes and factors affecting it.

2. Modes of learning engagement in Biological Science-

- Observations and experiments in biological sciences: interdisciplinary linkages,
- Providing opportunities for group activities
- Group/Individual Presentation
- Providing opportunities for sharing ideas
- Designing different working Models for concept formation.
- Teaching aids and activities in laboratory work
- Reflective written assignment

Unit 5: Assessment & Evaluation in Biological Sciences

- Meaning, concept and construction of Achievement test
- Blue print: Meaning, concept, need and construction.
- Construction of test items (open-ended and structured) in biological science and administration of tests.
- Open-book tests: Strengths and limitations
- Formative and Summative Assessment in Biology.
- Continuous and Comprehensive Evaluation (CCE)
- Assessment of project work in biology (both in the laboratory and in the field)
- Performance based assessment: learners' record of observations, field diary, herbarium and collection of materials.
- Oral presentation of learners' work in biological science, portfolio;
- Developing assessment framework in biological science; assessment of experimental work in biological science.

Practicum/Field Work (Any Two of the following)-

- Preparation of Scrap book to show the Contribution of any two Biologist
- Conduct any activity among students for linking child's natural curiosity with natural phenomena like weather, flora and fauna; contexts. Report your Observations.
- Preparation/ designing programmed instruction material on any topic of Biology to facilitate learners for self-study.
- Prepare a low cost or waste material based experiment for secondary/ senior secondary schools.
- Prepare a plan to assess Students' Practical work in Biology.

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- Sood, J.K., 1987: Teaching Life Sciences, Kohali Publisher, Chandigarh.
- Sharma, L.M., 1977: Teaching of Science & Life Science, Dhanpat Rai & Sons, Delhi

Paper-VI & VII

Pedagogy of General Sciences

(Part I)

Objectives-

Student-teachers will be able to-

1. Understand General Science as an interdisciplinary area of learning.
2. Understands aims and objectives of teaching General Science at different levels.
3. Explore different ways of creating learning situations for different concepts of science:
4. Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary stages.
5. Facilitate development of scientific attitudes in learners.
6. Examine different pedagogical issues in learning science.
6. Stimulate curiosity, inventiveness and creativity in science.
7. Develop ability to use science concepts for life skills.
8. Develop competencies for teaching, learning of science through different measures.
9. Construct appropriate assessment tools for evaluating learning of science.
10. Understands the CCE pattern of Evaluation.

COURSE CONTENT

Unit 1: Nature of General Science as a Discipline

1. Meaning, Concept, Needs of General science teaching.
2. Nature and scope of General science teaching
3. 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 an 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.
4. Constructivist approach in learning General Science.

Unit 2: General science as a school subject

1. Importance of General science in school curriculum.
2. Aims & objectives of teaching General science at secondary level. Writing objectives in behavioural terms. Bloom's taxonomy (revised).
3. Correlation of General Science with other School Subjects
4. Changing trends and goals of teaching General Science with reference to N.C.F. 2005.
5. Concept mapping of themes related to General Science.

Unit 3: Methodology of Teaching and learning of General science

1. Methods and devices of teaching General science at secondary level – Lecture-cum-Demonstration, Project, Problem solving, Heuristic, Laboratory method.

2. Techniques of teaching General Science

Engagement Unit 4: Pedagogical Analysis and mode of learning

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-

- a. Physics –light, Electricity, magnetism, Gravitation, Work and Energy, Sound
- b. Chemistry– Atom And molecules, Chemical Reactions, Acid ,Bases and Salt, Carbon and Its Compounds, metaland non-metals
- c. Biology –Cell and its Structure, Life processes, Diversity in living organisms,
- d. Environmental Science– Our Environment , natural resources and its management

2. Modes of learning engagement in General Science-

- a. Providing opportunities for group activities and observations..
- b. Group/Individual Presentation
- c. Providing opportunities for sharing ideas
- d. Teaching aids and activities in laboratory work
- e. Reflective written assignment

Unit 5: Assessment & Evaluation of General Sciences learning

1. Meaning, concept and construction of Achievement test, diagnostic test and remedial teaching.
2. Blue print: Meaning, concept, need and construction.
3. Open-book tests: Strengths and limitations
4. Continuous and Comprehensive Evaluation (CCE) in Sciences.
5. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.

Practicum/Field Work- (Any two of the following)

1. Visit Ayurveda college/ science labs to address lauding their working process and draft a report on their contribution to prosperity.
2. Prepare a concept map on any theme of General Science and explain its importance for Teaching and learning.
3. Collect Information about Indian Cultural traditions and find out the scientific basis or hidden concern for life and preservation of environment.
4. Being a Science teacher how you will remove superstitions from the Society. Report your Strategic planning.
5. Prepare a diagnostic test and apply it in school, after discussion with concerning teacher and give remedial measures.

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1. Sood, J.K. (1987): Teaching Life Sciences, Kohli Publishers, Chandigarh.
2. Sharma, L.M. (1977): Teaching of Science and Life Sciences, Dhanpat Rai & Sons, Delhi.
3. Kulshreshtha, S.P. (1988): Teaching of Biology, Loyal Book Depot, Merrut
4. Yadav, K. (1993): Teaching of Life Science Anmol Publishers, Daryaganj, Delhi.
5. Yadav, M.S. (2000): Modern Methods of Teaching Sciences, Anmol Publishers, Delhi

Paper –VIII

Art and Aesthetics

(Part I)

Objectives:

The student teacher will be able to:

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

COURSE CONTENT

Unit – 1 Nature and Scope of Art teaching

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

Unit – 2 Methods and Techniques of Art Teaching.

1. Aims and objectives of Art Teaching (Bloom's approach to specify the outcomes).
2. Approaches and Methods of teaching Art.
3. Demonstration method.
4. Experimental method.
5. Project method.

Unit – 3 Teaching-learning resources & Planning of Art Education

1. People as resource; the significance of oral data.
2. Meaning, Concept, need and preparation of lesson plan, unit plan and annual plan.

3. Curriculum in Art for school instruction. Mugal art style, Rajasthani art style, pahari art style

Unit-4 Historical Background of Music Dance & Drama.

1. The History of music in Indian context
2. The History of Drama in Indian context
3. The History of Dance in Indian context

Unit – 5 Understanding Music, Dance & Drama

1. Introduction to music: संगीत परिचय : ध्वनि-स्वर, सप्तक, अलंकार, लय-ताल] वाद्य-तन्तु, अवनद्ध, सुषिर, धन लोक संगीत, लोकगीत, लोक वाद्य।
2. Introduction to dance: नृत्य कला का इतिहास, लोक नृत्य।
3. Introduction to drama: नाटक की विभिन्न विधाएँ-मंचीय नाटक, नुक्कड़ नाटक] एकांकी] मूकाभिनय नाटक, एकाभिनय, इंप्रोवाइजेशन नाटक के अंश-मंचीय अंश, नेपथ्य अंश, पुतली-नाटक का माध्य, निर्माण प्रक्रिया, संचालन प्रक्रिया।

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

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

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1. George Conard: The process of Art education in the elementary school Practice Hall, inc. England, Cliets No.1, 1964.
2. Ruth Dunneth : 'Art and child personality', Methuen and Co. Ltd. London 1945.
3. Arya Jaides : Kala Ke Adhyapana, Vinod Pustak Mandi, Agra.
4. Kiya Shikshak : Vol. No. 4 April, 1966, Special Number, Art Education, Published by Department of Education, Rajasthan, Bikaner.
5. AAMS: Memorandum on the teaching of Art London.
6. Jeswani K K (1950) Teaching and appreciation arts in schools, Atma Ram and sons Delhi

Paper IX

Health And Physical Education

(Part-I)

Objectives:

The student teacher will be able to:

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

COURSE CONTENT

Unit-I Health and Body Functioning

1. Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
2. Understanding of the body system—skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases—its causes, prevention and cure, immunisation and first aid

Unit-II Food and Nutrition

1. Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to preserve food, shift in food practices and its Globalisation, practices related to food hygiene, Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sports-personship; Need for diet planning; malnutrition and deficiency diseases with prevention measures.

Unit-III Physical fitness safety & Security

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

Unit-IV Sports & Health

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

Unit-V: Role of Institutions

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

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

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

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2. Mondson Joseph Ed : *Techniques Physical Education* Gerge G Harrap London 1950
3. Wakhankar D.G.: *Manual of Physical education* G Bell London 1967
4. Randall M.W.: *Objectives in Physical Education* G.Bell, London, 1967
5. Cowell Charles C., and Schwehn Hind M.: *Modern Principles and Methods in High school Physical Education* Allyn and Bacon Honstio, 1962
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Paper X

Conservation Environmental Regeneration

Objectives:

The student teacher will be able:

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

COURSE CONTENT

Unit – I: Introduction to Environmental Studies

1. Environmental Studies: Historical background, concept and philosophical and epistemological basis of environmental studies.
2. Natural and social environment: concept, its components, and relationship,
3. Man & Environment: A symbiotic dependence.
4. Nature, scope and areas of EVS.
5. Disciplinary and Multidisciplinary approach of EVS, Role of media and ecotourism in creating environmental awareness.

UNIT – II: Environmental conservation:-

1. Meaning, concept, scope and need of environmental conservation and regeneration.
2. Role of individual in conservation of natural resources: water, energy and food.
3. Role of society in conservation.

Unit-III Sustainable development:-

1. Meaning, concept, need and importance of sustainable development.
2. Economic growth and sustainable consumption.
3. Organic farming
4. Changing Patterns of energy and water consumption.
5. Biological control for sustainable agriculture
6. Sustainable use of forest produces.

Unit – IV. Environmental management:-

1. Meaning, concept and importance of environmental management.
2. Waste, Garbage and sewage management.
3. Management of nuclear and biomedical waste.
4. Deforestation and measures for afforestation.
5. Consumerism and waste generation and its management.

Unit – V Biodiversity

1. Biodiversity :- Meaning, concept and ,types
1. Need and important of biodiversity at global/national/local level.
2. Biodiversity conservation: need and methods.
3. Traditional knowledge and biodiversity conservation.
4. Genetically- modified crops and food security.

Practicum/Activity work (Any two from the following):-

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

Or

- Draft a report after analysing the scientific base of Environment related days of traditional Indian culture and present this report in class.(Basant Panchmi, Hariyali Amavasya etc.)
3. Conduct an activity in school and ask students to get opinion of their grandparents about changing life style and their merits and demerits and collect their ideas on domestic products which can be helpful in healthy life style. The pupil teacher will compile their experiences and draft a report to present it in class.
 4. Organize a planned Visit to a hospital to study on biomedical waste , after visiting it present your report in class.
 5. Analyse the direct or indirect message of Traditional Culture/folk songs of your area for social or natural environment enhancement.

Reference

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2. Kaushik, A. and Kaushik, C.P.(2004). Perspectives in Environmental studies, New Age International(P) Ltd. Publishers, New Delhi
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