

# **BHAGWANT UNIVERSITY**



SIKAR ROAD, AJMER - 305004  
RAJASTHAN (INDIA)

## **NEW SYLLABUS**

Scheme of Examination and  
Course of Study  
**B.Ed.**

(Two Year Course)

**DEPARTMENT OF EDUCATION**

## TEACHING SCHEME & CONTACT HOURS B.Ed.-I Year

Course Code	Nomenclature of the Course	Instructional time in periods		S' f? &	g <sup>l</sup> a i	Total	Duration of Exam (Hrs.)
01BED101	Childhood and Growing up Learner	6	168	80	20	100	3
01BED102	Education in Contemporary India	6	168	80	20	100	3
01BED103	Learning and Teaching	6	168	80	20	100	3
01BED104	Gender Issues in Education	6	168	80	20	100	3
01BED105	Understanding a Discipline	6	168	80	20	100	3
Course Code 01 BED 106 to 01 BED 124 (any two of the following): A candidate has to opt for two pedagogy courses							
<b>Pedagogy of school subject Part-I</b>							
01BED106	Hindi	6	168	80	20	100	3
01BED107	Sanskrit						
01BED108	English						
01BED109	Urdu						
01BED116	Business Organization						
01BED119	General Science						
01BED110	Social Science						
01BED115	Accountancy						
01BED117	Mathematics						
01BED121	Biology						
01BED111	Civics	6	168	80	20	100	3
CUBED112	History						
01BED118	Home Science						
Q1BED122	Physics						
Q1BED113	Economics						
01BED114	Geography						
01BED12Q	Chemistry						
01BED123	Drawing and Painting						
01BED124	Music						
01BED125	<b>Drama and Art in Education</b>						
01BED126	<b>Reading and Reflection on Texts</b>	2	84	30	20	50	2
01BED201	<b>School Pre- Internship &amp; Criticism</b> <b>(4 weeks) Pre-Internship Activities-</b> <b>(1) One Week School Observation</b>				10 20+ 20= 40 5+5 5	100	
01BED202	<b>(2) School Internship (Three weeks) For Pedagogy Course - I &amp; Pedagogy Course - II</b>						
01BED203	<b>(10 lessons In each subject)</b>						
01BED204	<b>(3) Criticism Lesson</b>						
Q1BED301	<b>(4) Action Research/Survey/Case study</b>						
Q1BED205	<b>Other Activities (Any one) -</b> <b>(1) Co-curricular Activities</b>						
01BED206	<b>(2) Open Air Session Two Days</b> <b>(3) Student-teacher's Multi-dimensional Appraisal</b>						
Total		46	1344	620	280	900	

**Instructional period 28 weeks per year and Pre-internship for 4 weeks. Enhancing Professional Competencies (EPC)- 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 and classroom teaching of the student-teachers. There will be two criticism lessons (one in each pedagogy subject) for the progressive assessment of the student-teacher..**

## TEACHING SCHEME & CONTACT HOURS B.Ed.-H Year

Courses	Nomenclature of the Course	Instructional time in periods		W * 1	E.	Total	Duration of Exam (Hrs.)
02BED101	Assessment for Learning	8	128	80	20	100	3
02BED102	Knowledge and Curriculum	8	128	80	20	100	3
<b>02BED103</b>	<b>Schooling, Socialization and Identity</b>	8	<b>128</b>	<b>80</b>	<b>20</b>	100	<b>3</b>
02BED104	Creating an Inclusive School	8	128	80	20	100	3
02BED105	Critical understanding of ICT	2	32	30	20	50	2
02BED106	Understanding the self	2	32	30	20	50	2
<b>Optional Courses (any one of the following)</b>							
02BED	Open and Distance Learning	4	64	30	20	50	2
02BED	Guidance and Counselling						
02BED	Physical Education and Yoga for Holistic						
<b>02BED107.4</b>	<b>Value Education</b>						
<b>02BED107.</b>	<b>Environmental Studies</b>						
<b>Pedagogy of school subject Part-II (any two of the following : same as part-I)</b>							
02BED108.1	Hindi	4	64	30	20	50	2
02BED	Sanskrit						
02BED108.3	English						
02BED108.4	Urdu						
<b>02BED108.5</b>	<b>Business Organization</b>						
G2BED1G8.	General Science	4	64	30	20	50	2
02BED	Social Science						
C2BED109.	Accountancy						
02BED109.3	Mathematics						
02BED109.4	Biology						
02BED	Civics						
02BED110.2	History						
02BED	Home Science						
02BED111.1	Physics						
02BED111.2	Economics						
02BED111.3	Geography						
02BED111.4	Chemistry						
02BED111.5	Drawing anti Painting						
02BED111.6	Music						
02BED201.1	School internship (16 weeks) Pedagogy Course-T & Pedagogy Course-II (70						
02BED201.2	I.A Project Report on the various aspects of school where internship was performed				40		
02BED201.3	ICT Based lessons (At least Sin each subject)				10		
02BED201.4	Co-curricular Activities(m School)				10		
Other Activities							
C2BED201.	Co-curricular Activities (in College)				10		
02BED201.6	Individual Appraisal				20		
02BED201.7	Final Lesson			100			
Total		48	768	570	330	900	
Grand Total of B.Ed. 1st and IInd year 900+900				1800			

**Instructional period 16 weeks per year and internship for 16 weeks. In second year, the total internship programme will be spread in duration of 16 weeks. This rigorous internship in surrounding schools will enable the student-teacher to perform better as a teacher.**

# **B.Ed -1 Year Syllabus (01BED101) Childhood and Growing up Learner**

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

## **Learning Outcomes:**

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

- Understand children of different ages by interacting & observing them in diversified social, economic and cultural context rather than through an exclusive focus on psychological theories of child development.
- 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 traits of learners.
- Become health aware & sensitize about mental and physical health.
- Understand the role of the family and the school in the child 's development.

## **UNIT -1: Childhood and Child Development**

**Childhood:** Meaning, concept and characteristics. Physical & intellectual development of child. Social and emotional development of child (with special reference to diverse social, economics and cultural backgrounds). Development of concept formation, logical reasoning, problemsolving and creative thinking & language development. Effect of family, schools, neighborhoods and community on social and emotional development of child.

## **UNIT - II: Adolescent Development**

**Adolescent:** Meaning, concept and characteristics. Physical, Cognitive, Social, Emotional and Moral Development patterns and characteristics of adolescent's learner. Social and emotional construction of adolescence, various social-cultural and political dimension associate with its positioning and development in society. Impact of urbanization and economic change on adolescent. Issues of marginalization of difference and diversity and stereotyping.

## **UNIT - III: Learning:**

**Learning:** Meaning, concept and Nature of learning, factors influencing learning. Process and outcomes of learning. Domains of learning, cognitive, Affective and psychomotor. Maturation and learning. Learning skills, E-Learning & use of ICT in self-learning.

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

**Physical and Mental health & Hygiene:** Meaning, Concept and Factors affecting Physical mental Health & Hygiene. Development of Good Physical mental Health, characteristics of a Physical and mentally healthy teacher, to improve mental health of teachers. Personal and environmental hygiene, Family and school health/prevention of accident, Health information, disease prevention and health information.

## UNIT - V Implications for teachers & learners:

Childhood and child Development implication in teaching and learning. Physical & Mental Hygiene implication for teachers. Adolescent Development implication for teachers, teaching and learning. Learning implication for teachers

### Practicum/Field Work (any two of the following)

1. Project on your experiences to be had with adolescence of diverse contexts such as orphan, backward class and street children, interact with them (special reference to their physical, mental and emotional development)
2. Seminar or workshop for student teacher to observe, interact with and study adolescents of different ages in and outside the school, in diverse social-economic, cultural, linguistic and regional contexts.
3. Observing learners, in natural setting to study play patterns and write a report on their domain of learning, the report present class in the presence of teacher education.
4. To study children of diverse economic and societal & cultural context for understanding learners ' thinking and learning and prepare a report.
5. Examine the physical hygiene of school, and any social place in order to make critical appreciation.
6. Conduct an awareness program in school by the pupil teacher on physical and mental health after getting training on prayer, yoga and meditation.
7. Organize creative activities for children of diverse socio- cultural background with aim to learn to communicate and relate with them.
8. Create child based new activity to learn to listen to children with attention and empathy.
9. Apply any five Psychological tests on upper primary to senior secondary students (any one) and on the basis of the conclusion, make a comprehensive profile, (at least ten students for each test).

### 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 Relah Onship, Research Publication, Jaipur.
3. Mangal Dr. S .K, Mangal Shubhra, 2005, Child Development, Arya Book Depot New Delhi.
4. Sharma, Ri, 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, Modem Experimental Psychology and Teshing, Shri Vinod Pustak Handir, Agra.
7. Mathur, Dr.s.s. 2007-08, Development of learner and Teaching learning process, Agrawal publication, Agra.
8. Mishra. R.c. 2010, child psychoplogy. A.P.Hpublishing corporation, New Delhi.
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. Saraswathi T. S. (1999) adult-child continuity in India: in adolescence a myth or an emerging relity? In T.S. Saraswathi 9Ed) culture, socialization and human development: theory research and applications in India. New Delhi Sage.
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# GIBED 102

## Education in Contemporary India

Max. Marks: 100  
Internal:20 External:  
80

### Learning Outcomes:

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.

### UNIT -1: Diversity in Society & Education:

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

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

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

### UNIT - III School in Social Context

Understanding the nature and processes of socialization At home: Family as a social institution; parenting styles and their impact; transmission of parental expectations and values. Socialisation and the community: Neighbourhood, extended family, religious group and their socialisation functions. At school: Impact of entry to school; school as a social institution; value- formation in the context of schooling. Various dimensions of self and the impact of socialisation on development of self. Understanding interface between home, community and school; inter-linkages within wider socio-cultural contexts. Paradigm Shift in Pedagogical Concept with reference to social context.

## UNIT- IV Emerging Indian Concerns and their educational implications:

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

## UNIT -V Contemporary Issues and Policies:

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

## PRACTICUM/FIELD WORK (Any two of 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

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# 01BED103

## Learning and Teaching

### Learning Outcomes:

- 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.

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

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

### Unit -2 Effective Teaching:

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). Teaching for culturally diverse students, theory of culturally relevant pedagogy. Creative Teaching: Meaning, concept and ways of teaching creatively. Unlearning to learn.

### Unit -3 Learning:

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. Principles of learning, Quality of learning. 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) Colearner, concept mapping. Classroom Instruction Strategies(General Introduction) Role of motivation in learning - Concept, Motivational Strategies to be used in classroom teaching.

### Unit -4 Learning Style:

Diversity among learners and learning needs (with reference to special needs). Multilingual background: Concept, Multilingual background of children and its classroom implications. Learning Style: - concept, Types and importance in Teaching -Learning process, factors affecting learning style. Introduction of teaching Models : Concept attitude, advance organization and inquiry model.



## Unit -5 Teaching style:

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

### PR ACTTCUM/ETELD WORK (Any two of 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 face 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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2. Concept Publishing Company Private Ltd, Mahan Garden, New Delhi.
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17. Bhatnagar, Dr. A.B, Bhatnagar, Dr. Meehakshi, Bhatnagar Anurag, 2008, Development of learner

# 01 BED 104

## Gender Issues in Education

### Learning Outcomes:

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

- develop basic understanding and familiarity with key concepts - gender, gender perspective, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism
- understand the gradual paradigm shift from women studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, culture, religion and region
- understand how Gender, Power and Sexuality relate to education (in terms of access, curriculum and pedagogy)

### Unit I: Gender Issues: Key Concepts

Gender, Social construction of Gender. Gender Socialization, Gender Roles. Gender discrimination.

### Unit II: Structures of Gender

Inequality Patterns of Gender inequality in terms of caste, class Culture and religion. Patterns of violence against women, Female foeticide, Female Infanticide. Child marriage, Dowry, Widowhood, commercial sex workers, Domestic violence.

### Unit III: Gender and Education

Gender Identities and Socialization Practices in: Family, Schools, Other Formal and Informal Organization. Gender bias in curriculum, drop out, Sex Ratio, Literacy. Recent trends in Women 's Education.

### Unit IV: Issues related to marginalized Women

Issues related to marginalized Women: ST/SC/Minorities Physically challenged women, victims of violence.

### UnitV: Gender Jurisprudence (in Indian Context)

The Pre-natal diagnostic Techniques Act, 1994; The Draft sexual Assault Law Reforms, India, 2000, Domestic violence Act2005, Reservation for Women, Child marriage Act

### **Practicum/Field work: (Any two of the following)**

1. Write a paper on efforts of the Central and State governments for Gender Jurisprudences.
2. Prepare on any one topic from any one unit with the support of Teacher Educator and present in the classroom.
3. Review one recent article on Gender Issues in Education.
4. Prepare a report on recent trends in Educational development of girl child in India.
5. Conduct an opinion survey for Gender Issues in Education.

### **Suggested Readings:**

- Radha Kumar (1993). *The History of Doing*. Zubaan.
- Sharma, Kumud, (1989). *Shared Aspirations, Fragmented Realities, Contemporary Women's Movement in India, Its Dialectics and Dilemmas*. New Delhi. Occasional Paper No.12, CWDS.
- Maithreyi Krishna Raj, (1986). *Women Studies in India - Some Perspectives*. Bombay. Popular Prakasham.
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- Bonnie G. Smith, (2013). *Women's Studies: the Basics*. Routledge.
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- Singh, Indu Prakash, (1991). *Indian Women: The Power Trapped*. New Delhi. Galaxy Pub.
- Mohanty, Manoranjan, (2004). (eds), *Class, Caste, Gender*. New Delhi. Sage.
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- Ahuja, Ram (1993/2002). *Indian Social System*. Jaipur. Rawat.
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- NCERT (2005). *National Curriculum Framework*. New Delhi. NCERT.
- NCERT (2006). *Gender Issues in Education, Position Paper*. New Delhi. NCERT.
- Bhasin, Kamla (2000). *Understanding Gender*. New Delhi: Kali for Women.
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- Chakravarti, Uma (2003). *Gendering Caste Through a Feminist Lens*, Mandira Sen for Stree, an imprint. Calcutta. Bhatkal and Sen.
- Chanana, Karuna (1985). "The Social Context of Women's Education in India 1921-81, 'in *New Frontiers of Education*, July-September. New Delhi: 15 (3):1-36.

# 01BED105

## Understanding a Discipline

### Learning outcomes:

The Student teacher will be able to:

- Understand chronological evolution of knowledge.
- Understand theory related to human needs change with time.
- Reflect on the nature and role of disciplinary knowledge in the school curriculum and the paradigm shifts in the nature of disciplines with some discussion on the history of teaching of subject areas in schools.
- Historically review on sea change in disciplinary areas, especially social science, natural science and linguistics.
- Understand methods of study and validation of knowledge in changing scenario.
- Understand how the content was selected, framed in the syllabus, and how it can be transformed so that learners construct their own knowledge through it.
- Examine govt, policies on teaching of subjects after independence and its impact.

### Unit-I Disciplinary knowledge:-

Knowledge : - definition, its genesis and general growth from the remote past to 21st Century. Nature and role of disciplinary knowledge in the school curriculum, the paradigm shifts in the nature of discipline.

### Unit-II Disciplinary areas: -

Redefinition and reformulation of disciplines and school subjects over the last two centuries (in particular social, political and intellectual contexts), The role of such disciplinary areas like language, maths, social science, science in the overall scheme of the School curriculum (from philosophical point of view John Dewey), Sea change in disciplinary areas (especially social science, natural science and linguistic).

### Unit-III Content of disciplines:-

Selection criteria of content in the syllabus. Transformation of content for construction of learners own knowledge through it, Criteria of inclusion or exclusion of a subject area from the school curriculum.

### Unit-IV Development in disciplines:-

Recent developments in science, maths and philosophy in school level curriculum. Post independence era govt policies on teaching of science, math and social science. Modes of thinking: meaning, concept and factors effecting it. Positivistic, speculative and authority centered modes of thinking: their impact on pure & applied sciences, social sciences and humanities.

### **Unit-V Designing of disciplines:-**

Differentiate among curriculum, syllabus and text books. Designing of curriculum, syllabus and text books. Criteria of selection good text books, magazine and journal.

#### **Practicum/Field Work(Any two of the following)**

1. Assign tasks to students to collect information from their grandparents about change in life style, then with the help of student analyse the reason of these changes. (Due to advancement in science and technology) and present the report in assembly.
2. Conduct a play on advances of knowledge in teaching/education from 15th century to 21st Century.
3. Select any appropriate topic of your subject at school level and organize a play in which - community, student and teachers will have actively evolved.
4. Critical review of post independence era govt, policies and its implementation on teaching of science/maths/social science/ language.
5. Draft a report after deep study on recent developments in science/maths/philosophy in school curriculum.
6. Analyse the Periodicals like news paper, Magazine, Journals etc. in the light of social needs of science/social science/maths etc.
7. Workshop on —writing a paper for book, magazine and journal. —
8. Workshop on transformation of content for construction of learners own knowledge according to present need.
9. Debate on criteria of inclusion or exclusion of a subject area from school curriculum.
10. Critical review of a text literature of your subject area.
11. Make a project related to farming, horticulture or hospitality by which student may acquire knowledge of multidisciplines.
12. Write about a book, which is the best, with logic and justification.
13. Conduct an activity from school subject which is essential for further life at upper primary to senior secondary level.
14. Conduct a play on life history of eminent persons, so that students can follow or accept as role model.
15. Seminar on scheme of school curriculum.

#### **Reference**

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# 01BED106

## Pedagogy of Hindi

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5^(3)

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(ग) नाटक शिक्षण (वाचिका एवं अभिनयात्मक रूप में)  
 (घ) कहानी शिक्षण (औपचारिक एवं व्यावहारिक शिक्षण के ■^r^r)

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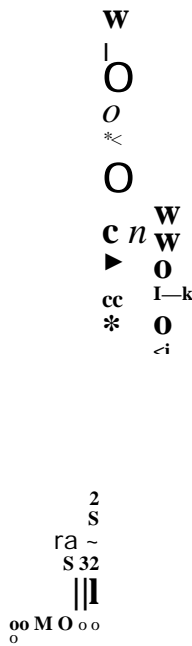
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- Mi^E|. ;gf. gfcLEPRT (2010) "f^41 RISiR—3TRRef SiRTPT" fcRET VfrRft 4378,  
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- ?Rf, ^f. 3RRTEtt (2012) "«PT ftfTM cTSTT RH^M," fERd REift MpddRH 3RTTft EPS,  
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- ^RTT, ^T. TRT (2012) ET ftfEjET ifEiR(|," ETIf^RT 114>RH, 3TNW @TMR, 3TfTETI
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- TRTK THTR (2007) "% ^T RtSRT",-^SrTFTR 958 ETTRRfr REfe E^t Ejfel ERcTT, vf<T^ I  
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- TRTR, ^T. iRTERfr (2002) "TTRRrEp ETR ER f^T fl|«RT", ^Mid 3TT4 fEp  
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- RTPfT, ^f.TR.T.E^ (2008) "fl^t fm\ flIETr," anJETTR #WMI, 28/115 «EtfcT Edfcp, WJ M  
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**उद्देश्य :**

छात्राध्यापक –

- 1 भाषा कौशल एवं तृतीय भाषा शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों को जान सकेंगे।
- 2 संस्कृत भाषा के विभिन्न कौशलों का पश्चक एवं समन्वित शिक्षण कर सकेंगे।
- 3 विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों एवं उपकरणों का प्रयोग कर सकेंगे।
- 4 संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं प्रयोग कर सकेंगे।
- 5 संस्कृत शिक्षण में मूल्यांकन हेतु प्रश्न पत्र निर्माण कर कौशलधारित परीक्षण कर सकेंगे।
- 6 छात्रों की अशुद्धियों का कौशलानुसार निदान एवं उपचार अध्यापन कर सकेंगे।

**इकाई (1)**

- (1) तृतीय भाषा शिक्षण के सिद्धान्त – महत्त्व प्रकार मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धान्त
- (2) (अ) भाषायी कौशल –
  - (1) अवबोध कौशल
  - (2) अभिव्यक्ति कौशल
  - (ब) उपकौशल एवं उनका महत्त्व
- (3) तृतीय भाषा के रूप में संस्कृत शिक्षण के उद्देश्य –
  - (1) माध्यमिक स्तर पर
  - (2) उच्च माध्यमिक स्तर पर
  - (4) एन.सी.एफ. 2005

**इकाई (2)**

- (1) भाषायी कौशल शिक्षण : सम्प्रत्यय, महत्त्व, विधि, प्रविधि।
- (2) श्रवण कौशल – स्वर व्यंजन, बलाघात, स्वाराघात, आरोह, अवरोह, लय इत्यादि।
- (3) कथन कौशल – स्वर, व्यंजन, बलाघात, स्वाराघात, आरोह/अवरोह लय इत्यादि एवं मौखिक अभिव्यक्ति
- (4) पठन कौशल – अभिव्यक्ति कौशल, लेखन तकनीक के तत्व चारों कौशलों में सह-सम्बन्ध एवं समन्वयान्तरक शिक्षण

**इकाई (3)**

1 तृतीय भाषा के रूप में संस्कृत शिक्षण की विधियों एवं प्रविधियों के सम्प्रत्यय, महत्त्व, अर्थ, विशेषताएँ एवं कर्मियाँ :-

- (1) प्रत्यक्ष विधि (Direct Method)
  - (2) संरचनात्मक उपपान (Structural Approach)
  - (3) सम्प्रेषण उपपान (Communicative Approach)
  - (4) समग्र उपपान (Eclectic Approach)
- 2 उपर्युक्त विधियों का निर्माकित दृष्टि से अध्ययन एवं प्रयोग :-
- (1) तृतीय भाषा अधिगम मनोविज्ञान
  - (2) संस्कृत भाषा की प्रकृति
  - (3) कक्षा-कक्ष वातावरण और परिस्थितियाँ
  - (4) भाषा का व्यवहार में प्रयोग
  - (5) भाषा शिक्षण के उद्देश्य
  - (6) मातृभाषा की भूमिका
  - (7) शिक्षक, छात्र, पाठ्य पुस्तक तथा दृश्य-श्रव्य सहायक सामग्री की भूमिका
  - (8) उचितियों एवं उपचारान्तरक कार्य
  - (9) परीक्षण एवं मूल्यांकन

**इकाई (4)**

- (1) तृतीय भाषा (संस्कृत) शिक्षण में दृश्य-श्रव्य सामग्री
  - (1) सम्प्रत्यय, महत्त्व एवं सावधानिनियाँ
  - (2) निर्माकित का चयन, निर्माण एवं इनके प्रयोग के सिद्धान्त
- (अ) श्यामपट्ट, चित्र, चार्ट, शब्द चित्र, पल्लेनल बोर्ड, रेडियो कम्प्यूटर, इन्टरनेट एवं ओ.एच.पी
- (ब) अश्लिनय, युग्म कार्य एवं समूह कार्य
- (2) संस्कृत पाठ्य सामग्री का शिक्षण : निर्माकित का सम्प्रत्यय, महत्त्व प्रयोग, विधि, प्रविधि, शिक्षण

**सामग्री एवं गुण दोष :-**

- |                    |                        |
|--------------------|------------------------|
| (1) व्याकरण शिक्षण | (2) गद्य शिक्षण        |
| (3) नाटक शिक्षण    | (4) कहानी विकास शिक्षण |
| (5) संवाद शिक्षण   | (6) पद्य शिक्षण        |
| (7) रचना शिक्षण    | (8) अनुवाद शिक्षण      |

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### Practicum/activities/Field work (Any two of the following)

1. Take a few passages from Sanskrit textbooks of Classes VI to VII and analyse:

- How the different forms of language have been introduced?
- Does the language clearly convey the meaning of the topic being discussed?
- Is the language learner-friendly?
- Is the language too technical?
- Does it help in language learning?

Now write an analysis based on the above issues.

- 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 Sanskrit. The survey may be based on introduction level of subject school resources support teaching strategies, learning hurdles, psychological & socio cultural aspects etc. Prepare the findings in report form.
- Collect interesting folk tales in Sanskrit and tell half story to the students & leave the half to imaginatively anticipate it. Find the interesting conclusions & write down your class experiences.
- Keeping in view the needs of the children with special needs prepare two activities for Sanskrit teaching.
- 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.

- <0^\*1 WC-S ; ^jqiq<f) — JRTTC, ST f^FTM, (1968) ""TWT" Rcvfl—7 sPle'l ^Tg viTc|lg^R |
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# 01 BED! 08

## PEDAGOGY OF ENGLISH

### Learning Outcomes:

To enable the student teacher to:

- Develop a good understanding of the basic concepts in second language teaching.
- Teach basic language skills as listening, speaking, reading and writing and integrate them for communicative purpose.
- Critically review and use appropriately different approaches to and methods of teaching English as second language.
- Prepare lesson plans on different and prescribed aspects of English as second language.
- Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English.
- Use various techniques of testing English as second language and develop remedial and conduct teaching.

### Unit -1: Basic concepts, objectives, and methods of teaching English as a second language.

#### (a) BASIC CONCEPTS:

- i) Mother-tongue
- ii) Second language
- iii) Difference between teaching and language teaching
- iv) Principles of second language teaching
- v) Forms of English - Formal, Informal, Written, Spoken, Global English.
- vi) English as a second language (ESL), English as a foreign language (EFL), English for specific purpose (ESP)

#### (b) OBJECTIVES:

Objectives of teaching English as a second language.

- i) Skill based (LSRW)
- ii) Competence based : Linguistic Competence (LC) and Communicative Competence (CC) in reference to LSRW skills.

#### (c) METHODS AND APPROACHES:

Introduction to methods of and approaches to teaching of English as a second language.

- (1) i) Directmethod.
  - ii) Structural - Situational approach
  - iii) Audio-lingual method
  - iv) Bilingual method
  - v) Communicative-Language teaching (CLT)
- (2) Role of Computer and Internet in Second language teaching - Computer Assisted Language Learning (CALL) Computer assisted language teaching (CALT)

- (3) Eclectic Approach to Second Language Teaching. Study of the above methods and approaches in the light of:
- Psychology of second language learning.
  - Nature of the English language.
  - Classroom environment and conditions.
  - Language functions.
  - Aims of language teaching, role of mother tongue, role of teacher learners, text books and A. V. aids language skills testing, errors and remedial work.
- (4) NCF-2005

## **Unit - 2 Teaching of listening and speaking skills.**

### **LISTENING:**

**Concept of listening in second language:**

**The phonemic elements involved in listening at the receptive level (Monotones, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm); Listening skills and their sub skills; Authentic listening vs Graded listening; Techniques of teaching listening; Role of teaching aids in teaching listening skills; Note - taking.**

### **SPEAKING:**

**Concept of speaking in second language; The phonemic element involved in speaking at the productive level (monotones, diphthongs, consonants, pause, juncture, stress, accent, heat, intonation, rhythm):**

**The stress system - Weak forms and schwa; use of pronouncing dictionary; Phonemic transcription; Techniques of teaching speaking skills and pronunciation - Pronunciation practice and drills - Ear training, repetition, dialogues and conversation; Role of A.V. aids in teaching speaking skills.**

## **Unit - 3 Teaching reading and writing skills:**

### **READING SKILLS:**

**Concept of reading in second language; Mechanics of reading (Eye span, pause, fixations, regressions):**

**Types of reading : Skimming, scanning, silent reading, reading aloud, Intensive reading, Extensive reading: Local and Global comprehension.**

**Role of speed and pace; Relating teaching of reading to listening and speaking skills; Teaching silent reading, intensive reading, extensive reading and genuine reading comprehension in terms of inference prediction critical reading, interpretation judgement summarizing, central idea, etc. Role of course reader and rapid reader, Cloze procedure, Maza method, dictionary in teaching reading skills.**

### **WRITING SKILLS:**

**Concept of writing in first language and the second language. Types of composition - oral, written, controlled, guided, conceptualized and integrated composition; Teaching the following items keeping in view their style, ingredients, and mechanics: Letters (Formal and informal), Essays, Report, Telegram, E-mail, Notices, Precis, Paragraph, Developing stories, Note making.**

## **Unit - 4 Resources and Planning for English language teaching**

### **(a) RESOURCES FOR ENGLISH LANGUAGE TEACHING:**

The Blackboard and the white board, Blackboard drawings and sketches, The overhead Projector (OHP), Flash cards, Posters and Flip Charts, Songs, raps and chants, Video clips, Pictures, photos, postcards, and advertisements, Newspapers, magazines and brochures, Mind maps, Radio, Tape-recorder, T.V., Language laboratory, Regalia, Stories and anecdotes.

### **(b) PLANNING FOR ENGLISH LANGUAGE TEACHING AS A SECOND LANGUAGE**

#### **1 PROSE LESSONS:**

##### **(a) Content Analysis:**

- i) Planning a Unit (Based on a lesson in the Course Reader (textbook)
- ii) Identifying and listing language material to be taught (New lexical and structural items, their usage and uses)

##### **(b) Planning for teaching the content and skills in the following order:**

- i) New lexical items (Vocabulary)
- ii) New structural items
- iii) Reading comprehension
- iv) Textual exercise
- v) Writing/Composition
- vi) Unit test

#### **2 POETRY LESSONS:**

##### **Components of Poetry**

Concept, aims and objectives of teaching poetry in second language

Steps of teaching poetry at the secondary stage

## **Unit - 5: Testing and evaluation in English**

- i) Concept and Importance of CCE in English teaching;
- ii) Difference in Testing in content- subjects and skills subjects;
- iii) Testing language skills (LSRW), lexical and structural items, and poetry;
- iv) Type of test (Achievement test, Proficiency test, Diagnostic test, prognostic test, Formative and summative tests);
- v) Preparation of unit test and examination paper - their blue-print and answer key;
- vi) Types and preparation of test-items;
- vii) Error analysis;
- viii) Concept and need of remedial teaching and remedial work.

### **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:
  - a. How the different forms of language have been introduced?
  - b. Does the language clearly convey the meaning of the topic being discussed?
  - c. Is the language learner-friendly?

- d. Is the language too technical?
- e. Does it help in language learning?

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, Ironic, 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.

#### References

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- BrightandMcGregor: Teaching English as Second Language, Longman.
- BrumfitC.J. (1984): Communicative Methodology in Language Teaching. Cambridge :C.U.P.
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- Hornby A.S. (1968): A Guide to patterns and usage in English. Oxford: OUP
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- Quirk Randolph and Greenbaum, (1973): A Unversity Grammar of English London.
- Richards, J.C. and Rodgers, T.S. : Approaches and Methods in language Teaching Cambridge C.U.P.
- Roach, Peter (1991) English Phonetics and Phonology. Cambridge C.U.P.
- Thomson, A. J. and Martinet (1998) A Practical Grammar ELB S, O.U.P.
- Sharma, Jain-Teaching of English
- Venkateshwaran, S (1995) Principles of Teaching English Delhi: Vikas Publishing House Pvt. ltd.
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- Woodward, Tessa (2001) Planning Lessons and Courses. Cambridge: CUP

# 01BED109

## PEDAGOGY OF URDU

Max. Marks: 100

Internal: 20

External: 80

### Learning Outcomes:

To enable student teacher to:

- Understand the basic concepts in and functions of Language with special reference to Urdu.
- Acquire a knowledge of objectives of teaching Urdu at the Secondary stage.
- Acquire a knowledge of different methods of teaching Urdu at the Secondary stage.
- Teach grammar, prose, composition and poetry lessons in Urdu.
- Prepare lesson and Unit plans and to analyse the subject content in terms of language skills and teaching objectives.
- Knowledge of evaluation system in Urdu and to methodically prepare Exams and test papers in Urdu.
- Conduct remedial teaching in Urdu.

### Unit -1 Language: Importance and functions with special reference to the Urdu language.

Language skills, Listening and Art of Listening Speaking - Pronunciation, Recitation and Punctuation Reading - Aloud, Silent, Intensive and Extensive Writing - Knowledge of Urdu script Khat-e-Naskh, Khat-e-Nastaliq, Khat-e-Shikast Place of Urdu language in the present educational system as prevalent in the State of Rajasthan. Suggestions for a better place of Urdu in the syllabi. Relation of Urdu with other Indian languages.

### Unit - 2: Aims and Objectives

Aims and Objectives of teaching Urdu at secondary stages of education. Problems of teaching and learning Urdu and their solutions. Value outcomes of teaching Urdu at different levels of education. NCF-2005

### Unit - 3 Teaching of various forms of Urdu literature I) Prose, ii) Composition, iii) Grammar iv) Poetry: Ghazal, Nazam and Drama.

Support system of teaching Urdu : Visual aids : Verbal, pictorial (non projected two and three dimensional) Projected still and motion audio and audio visual aids. Co-curricular activities, Language laboratory. Methods of teaching Urdu (i) Direct method, (ii) Structural method, (iii) Grammar Method (iv) Translation Method, (v) Bilingual method.

### Unit - 4 Planning for teaching Urdu: Need and importance of planning.

Content Analysis Yearly Plan, unit plan and daily lesson plan.

### Unit - 5 Concept, objective and Importance of CCE in Urdu

Techniques of evaluation, Teacher made test, examination Paper design and blue print, various types of questions and their uses for evaluation.



### **Practicum / activities / Field work (Any two of the following)**

1. Assign a task to the students to collect at least 15 Motivational "Urdu Shayaries" of renowned "Shayar" and prepare a report of the same for presenting it in class.
2. Imaginatively draft some Urdu based dialogues of some historical character & Present them in class and take written feedback from peers.
3. Do a survey of five schools in your neighbourhood to find out:
  - i) Level of introduction of Urdu
  - ii) Materials (Textbooks) used in the classroom
4. Select a purely Hindi speaking child studying in classes (6 to 8) & ask him/her at least 10 general questions to find out that how Urdu is understood around.
5. Analyse the question papers of Urdu language (Previous 3 Years)-Classes X and XU (any board) in the light of new approach of assessment

### **References**

- Muenuddin Hum Urdu kaise Padhen National Council for Promotion of Urdu Language, West Block, RK Puram, New Delhi
- Muenuddin Urdu Zaban Ki Tadrees National Council for Promotion of Urdu Language, West Block, RK Puram, New Delhi
- Inamullah Sharwani Tadrees-e-Zaban-e-Urdu Usmania Book Depot 1.25, Rabindra Saraud Cal.73
- Rasheed Hasan Khan Hum Urdu kaise Likhaen Maktaba Jamia Limited, Jamia Nagar, New Delhi
- Rasheed Hasan Khan Urdu Imla Maktaba Jamia Limited, Jamia Nagar, New Delhi.
- Maulvi Abdul Haq Quaid-e-Urdu Anjuman Taraqqi Urdu (Hind), New Delhi
- Afazal Hussain Fun-e-Ataleem aur Tarbeet Markazi Maktaba Island, Delhi
- Akhtar Ansari Ghazal and Dars-e- Ghazal
- Khalilur Rahman Usool-e-Taleem aur Amal- National Council for Promotion of Saifi Premi. e-Taleem Urdu Language, West Block, RK Puram, New Delhi.

Max. Marks: 100

Internal:20

External: 80

### **Learning Outcomes:**

To enable the student teacher to -

- Define and differentiate the concept of social studies and explain its relative position in the syllabus.
- Understand the aims and objectives of teaching Social Science.
- Prepare Unit plans and lesson plans for different classes.
- Critically evaluate the existing school syllabus of social science.
- To enable the pupil teacher to review the text book of social science (Secondary level)
- Apply appropriate methods and techniques of teaching to particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Evaluate his pupils in social science.
- Clarify particular concepts trends, principles, methods etc. with the help of co-relation to similar content or situation.

### **Unit -1 Nature, Scope and Objectives**

- 1 Nature, scope and concept of social science
- 2 Importance of social science
- 3 Aims and objectives of teaching social science at different levels
- 4 Co-relation of social science with other school subjects.

### **Unit - 2 Teacher and Planning.**

- i Qualities, role and professional growth of a teacher of social science, NCF-2005.
- ii Critical appraisal of social science syllabus at secondary level.
- iii Concept and objective of lesson planning.
- iv Planning of daily lesson plan, unit plan and yearly lesson plan.
- v Social science textbooks
- vi Content analysis.

### **Unit - 3 Instructional strategies, Methods and Approaches.**

1. Various methods of teaching social science (Lecture, Socialized recitation, Story Telling, Project, Problem Solving Methods)
2. Field trips
3. Other innovative practices (Brain storming, role playing)

## Unit - 4 Teaching Learning Material

Classification, importance of teaching learning material, use of:

1. Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc.
2. Projected aids - Transparencies, slides, projectors, computers
3. Improvised apparatus and low cost teaching material.
4. Planning of social studies lab and its use.
5. Use of mass media and Computers in social science teaching.
6. Resource material - use of local resources in teaching social science.

## Unit - 5 Evaluation of teaching Social studies.

- A) Concept, objectives and Importance of CCE
- B) Tools and techniques of evaluation in social science teaching.
- C) preparation of achievements test
- D) Different types of questions
- E) Blue print-Meaning and preparation
- F) Preparation of question papers or unit test
- G) Diagnostic testing and Remedial teaching

## 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. II
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).
2. Choose any one area of social science (History, Geography, Economics & Civics) & prepare a portfolio of any one eminent personality of that subject

## References

- Bining and Bining: Teaching of Social Studies.
- Brantom. F.K.: The teaching of social studies in a changing world.
- Dray nd David Jordon: A Hand book of social studies.
- Hamming, James: The teaching of social studies in secondary school.
- Wesley Edger Brose: Social studies for schools.
- Taneja, V.R.: Teaching of social studies.
- Horn E.E.: Methods of instruction in the social studies.
- Kochhar, S .K. in Hindi Edition: Teaching of social studies.
- Bhu wnes war Prasad: Social studies teaching in Indian Schools
- Sharma M.B.: Method of social science teaching
- Jain Ameerchand: Social Science teaching
- ftfF ^f. W Wi itier'T

## **Learning Outcomes:**

To enable the student teachers to-

- Refresh the knowledge of student teacher regarding the meaning and importance of civics.
- Establish co-relation of civics with other school subjects.
- Apply appropriate methods in teaching particular topics at different level.
- Select and use relevant teaching aids.
- Imbibe and develop basic teaching skills.
- Clarify particular concepts, trends, principles, methods etc. with the help of correlation to similar content or situation.
- Prepare yearly, unit and daily lesson plans.
- Prepare achievement and diagnostic test on scientific basis.
- Develop skills and abilities for organizing school activities related to the subject

## **Unit -1 Nature, Scope and Objectives.**

- Concept, nature and scope of Civics.
- Contemporary importance of Civics.
- Aims and objectives of teaching Civics at different level (Upper Primary, Secondary and Senior Secondary)
- Correlation of Civics to other subjects.
- Role of Civics in promoting International Understanding.

## **Unit - 2 Teacher and Planning**

- i Role of teacher in teaching civics and developing creativity among students.
- ii Quality and Responsibility of Civics Teachers
- iii Critical appraisal of the existing syllabus
- iv Lesson Plan - Annual Plan, Unit plan and daily lesson plan of teaching civics v- Content analysis.

## **Unit - 3 Methods and approaches of Civics teaching**

- a) Various methods of teaching civics (Project, Problem solving, supervised study, Lecture, Discussion and Brain Storming)
- b) Innovative practices in Civics teaching
- c) Field trip
- d) Mock session

## Unit - 4 Teaching Learning Material

Classification, importance of teaching learning material, use of:

1. Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc.
2. Projected aids - Transparencies, slides, projectors, computers
3. Improvised apparatus and low cost teaching material.
4. Use of mass media and Computers in civics teaching.
3. Resource material - use of local resources in teaching civics.

## Unit - 5 Evaluation of Civics teaching

- i Concept, objectives and Importance of CCE
- ii Objectives based evaluation
- iii Preparation of achievement test
- iv Various types of question
- v Blueprint
- vi Preparation of question paper.
- vii Diagnostic testing and remedial teaching

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

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.

## References

- Bining and Billing : Teaching of social studies in secondary schools. New York, McGraw Hill Book Co 1952
- Harlikar: Teaching of Civics in India, Bombay, Padma Publication Ltd.
- Cray Ryland W: Education for Democratic citizenship.
- Michaelies: Social studies for children in a Democracy, New York Prentice Hall Inc. 1956.
- Bourne, H.E.: Teaching of History and Civics, Bombay Longmans 1972.
- Tyagi G.S.D.: Nagrik Shastra ka Shikshan, Agra, Vinod Pustak Mandir.
- Prescribed books of Board of Secondary Education for Higher Secondary Classes.
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## **Learning Outcomes:**

To enable the student teachers to: -

- Understand the concept, nature and scope of History
- Understand the nature of history as continuous process of development and change.
- understand the aims objectives of teaching history at different levels of the secondary stage.
- Prepare unit plans, lesson plan and its related teaching aids.
- Develop the syllabus for teaching history for different classes and its critically evaluate it.
- Review the text book of history at the secondary level.
- Understand the spirit and applying different methods and techniques of teaching history at the secondary stage.
- Evaluate his pupils methodically at the different levels of secondary stage.

## **Unit -1 Nature and scope of the subject.**

Meaning, nature and scope of History, Importance of teaching History, Aims and objectives of teaching History at different levels, Importance of studying local history national History and world History in the context of national integration and international brotherhood and global citizenship. Co-relation of History with other school subjects.

## **Unit - 2 Teacher and Planning.**

- i - Role of teacher in teaching history and developing creativity among students.
- ii- Quality and Responsibility of History Teachers
- iii- Lesson plan - Annual plan, unit plan and daily lesson plan of teaching History, qualities and professional growth of History teacher, his role in future prospective.
- iv- Content analysis.

## **Unit - 3 Methods and approaches**

- 1- Various methods of teaching History (Story telling, biographical, dramatization time sense, source project and supervised study method)
- 2- Resource material.

## **Unit - 4 Teaching Learning Material**

- a. Classification, importance of teaching learning material, use of:
- b. Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc.
- c. Projected aids - Transparencies, slides, projectors, computers,
- d. Improvised apparatus and low cost teaching material. Use of mass media and Computers in history teaching.

## **Unit - 5 Evaluation**

### **i - Concept, objectives and Importance of CCE**

- Objectives based evaluation.
- Tools and techniques of evaluation in History teaching
- Various types of question.
- Blueprint preparation
- Diagnostic testing and Remedial teaching

### **Practicum /Field Work (Any two of the following)**

1. Watch a T.V. program based on historical events & mark out its deviations from authentic books of renowned writers.
2. Analyse two different writer's interpretation of Battle of Haldi Ghati & mark out different findings of theirs.
3. Prepare a survey based report on the primary sources available in your village/town/city & also throw light on their historical importance.
4. Find out the similarities in development of river valley civilisations of India & civilisations abroad.
5. Prepare a time-scale diagram of any historical topic on a chart & put it in a school classroom & keep a note of it with you.

### **References**

- Ghosh K.D.: Creative teaching of History OUP1951
- Ghate V.D.: Suggestions for the Teaching of history in India.
- Hill C.P.: Suggestions on the Teaching of History
- Johanson H: Teaching of History in Elementary and Secondary schools Macmillan.
- Verjeshwary, R.: Handbook for History teacher in India.
- NCERT: Handbook of History Teachers.
- Choudhary, K.P.: Effective teaching of history in India, NCERT
- Tyagi: History Teaching, Vinod Publication, Agra.
- Baghela, Dixit: History Teaching Raj. Hindi Granth, Akadami Jaipur.
- B .D. Ghate: History Teaching, Hariyana Granth Akadami Chandigarh.

## **Learning Outcomes:**

To enable student Teacher to:

- Refresh the knowledge about the meaning, Importance, nature, scope and aims of Economics.
- Acquaint with the aims, objectives and value-outcomes through teaching of Economics.
- Develop ability to plan for suitable instructions in Economics.
- Organize group-activities and project and to use various instructional strategies and methods for effective teaching of the subject.
- Establish correlation of Economics with other school-subjects.
- Develop necessary skills to use various teaching aids, (Particularly locally available material aids).
- Develop skill to successfully use various evaluation techniques and to interpret the results.
- Develop appropriate attitude towards the subjects and country's economy.

## **Unit -1 Nature, scope and objectives.**

Meaning, nature, scope of Economics. Importance of Economics in school curriculum. Aims and objectives of teaching Economics at different level. Correlations of Economics with other school subjects.

## **Unit - 2 Teacher and Planning**

i. Role of teacher in teaching history and developing creativity among students, ii- Quality and Responsibility of History Teachers Critical appraisal of the existing syllabus. Lesson plan - Annual Plan, unit plan and daily Lesson plan of teaching Economics. Planning Outdoor activities.

## **Unit - 3 Methods and approaches to teaching Economics.**

Various methods of teaching Economics - Project, Problem solving, Discussion, Analytic - Synthetic and Lecture method. Innovative practices in Economics teaching - Brain Storming, workshop.

## **Unit - 4 Teaching Learning Material**

Classification, importance of teaching learning material, use of:

Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc. Projected aids - Transparencies, slides, projectors, computers, Improvised apparatus and low cost teaching material. Use of mass media and Computers in economics teaching. Resource material - use of local resources in teaching economics.



## **Unit - 5 Evaluation of teaching Economics.**

Concept, objectives and Importance of CCE Objective of based evaluation. Preparation of achievement test Various types of question. Blue print Preparation of question paper. Diagnostic Testing and remedial teaching

### **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 affected. 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.

### **References:**

- Teaching of Social Studies in Secondary Schools :Bining and Bining
- Teacher's Manual in : Dr. N. Hasen Published law, Economics Regional College of Edu. Ajmer.

Max. Marks: 100

Internal: 20

External: 80

### **Learning Outcomes :-**

To enable the student teachers to: -

- Understand the modern concept of Geography
- Understand the aims and objectives of teaching Geography
- Prepare yearly plan, unit plan, and lesson plan for different classes.
- Prepare maps and charts to illustrate the contents of different classes and use them effectively.
- Critically evaluate the existing school syllabus and review the text- book of Geography.
- Apply appropriate methods and techniques of teachings of particular topics at different levels.
- Arrange field trips and local surveys.
- Prepare achievement test and diagnostic test, administration of the test, analysis of results and make suggestion for remedial teaching.

### **Unit -1: Nature, scope and objectives**

Changing concept of Geography. Its place, utility, importance and scope Aims and objectives of Geography teaching at secondary level, its role in developing international understanding. Correlation of Geography with social sciences, economics, Civics, Natural Sciences, Environmental Sciences.

### **Unit - 2 Teacher and planning**

Role of teacher in teaching geography and developing creativity among students. Quality and Responsibility of Geography Teachers Content analysis a unit of teaching and daily lessons. Critical Review of text books in Geography. Qualities, role & professional growth of Geography teacher

### **Unit - 3 Methods and Approaches**

Demonstration method, Inductive, Deductive, Project, Comparative, observation method. Field trips, and local Geography, Geography club, Geography lab and planning practical activities.

### **Unit - 4 Teaching Learning Material**

Classification, importance of teaching learning material, use of: Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc. Projected aids - Transparencies, slides, projectors, computers, Improvised apparatus and low cost teaching material. Use of mass media and Computers in economics teaching. Resource material - use of local resources in teaching economics vi- Geography room/laboratory & museums. Resource material and use of local resources in teaching Geography, viii- Utilizing local resources

## **Unit - 5 Evaluation**

**Concept, objectives and Importance of CCE in Geography Tools and techniques of evaluation in Geography. Construction of Achievement test Different types of questions. Preparing a design and Blue print of a unit test. Diagnostic testing & remedial teaching in Geography**

### **Practicum / Field Work (Any two of the following)**

1. Make a detailed sketch of the Nile river & describe how it flows through different countries.
2. Conduct a survey of the people of different social strata residing in different Geographical locations and compile it in report form.
3. Plan your own teaching strategy on any topic of your choice based on geography.
4. Watch any programme of Bear gryll's Man Vs Wild Series on Discovery channel and write your experiences about the flora & fauna aspects.
5. Prepare a sketch of the main Geographical features of India with descriptions.

### **References**

- Source Book for teaching of Geography, UNESCO Publication
- Singh L.R.: Practical Geography, Allied Publications, Allahabad
- Monk House F. J.: Maps and Diagrams.
- Verma, J.P.: Bhugol Shikshan, Vinod Pustak Mandir, Agra
- Sharma, C.R.: Bhugol Shikshan, Modem Publishers, Vinod Pustak Mandir, Agra
- H.N. Singh: Bhugol Shikshan, Vinod Pustak Mandir, Agra
- Arora K.L.: Bhugol Shikshan, Prakash Bros. Ludhiana
- Barnard, H.C. : Principles and Practice of Geography Teaching, London University, Tutorial Press, 1953
- Kual, A.K.: Why and How of Geography Teaching Ambanu Publication, Srinagar 1983
- Macnee: Teaching of Geography, Oxford University Press, Bombay
- Mishra A.N.: Bhugol Shikshan Padhati, Kanpur 1959
- Verma, O.P. and Vedanayagam E.G.: Geography Teaching, Sterling Publishers. New Delhi 3rd Ed. 1987.
- Simpson, C.A.: The study of Local Geography, Methuen.
- Gopsil, G.H.: The teaching of Geography Macmillan & Co. Ltd., London 1958.

# 01BED115

## PEDAGOGY OF ACCOUNTANCY

Max. Marks: **100**

Internal: 20

External: 80

### Learning Outcomes-

To enable the student teachers to-

- Acquire the basic understanding of teaching of Book Keeping.
- Develop the ability to plan curriculum and instruction in Book-Keeping at Sr. Sec. level.
- Develop the ability to critically evaluate the existing school curriculum of Accountancy.
- Impart knowledge of the methods and devices of teaching Accountancy and to develop the skill of using the same.
- Apply appropriate methods and devices of teaching particular topics for Accountancy
- Prepare achievement and diagnostic tests.
- Develop necessary skills in preparation of using various teaching aids.

### UNIT-I Nature, scope and objectives

Meaning and scope of Accountancy, its value and importance in social life. Aims and objectives of teaching Accountancy at senior secondary level. NCF-2005

### UNIT-II Teacher and planning

Role of teacher in teaching accountancy and developing creativity among students. Quality and Responsibility of accountancy Teachers Content analysis a unit of teaching and daily lessons. Critical Review of text books in accountancy. Qualities, role & professional growth of accountancy teacher

### UNIT-III Methods and Approaches

Teaching approaches of Accountancy, Journal approach, Ledger approach, Cash Book approach, Equation approach, Various methods of teaching Accountancy with special reference to modern methods of teaching, Project, Problem Solving, Lecture-cum-demonstration and Discussion methods. Techniques and devices of teaching Accountancy.

### Unit - 4 Teaching Learning Material

Classification, importance of teaching learning material, use of : Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc. Projected aids - Transparencies, slides, projectors, computers, Improvised apparatus and low cost teaching material. Use of mass media and Computers in accountancy teaching. Resource material - use of local resources in teaching accountancy vi- Resource material and use of local resources in teaching accountancy.

## UNIT-V Evaluation

Concept, objectives and Importance of CCE in accountancy Tools and techniques of evaluation in accountancy. Construction of Achievement test Different types of questions. Preparing a design and Blue print of a unit test. Diagnostic testing & remedial teaching in accountancy

### 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 software/module. Interview the students & the centre / organization owner about the trends and practices in the field.
2. Search on internet about prevalent financial accounting practices of any country in the world other than India & compile the findings
3. Collect all the news (From any renowned newspaper) related to financial issues in a particular month and put them on school/college bulletin Board and keep a file record with you.
4. Organize a talk of any expert of financial issues with the help of teacher educators and compile a report of a pre-planned question answer session therein.
5. Give a financial accounting based same question to five students and after getting written answers if on them analyze the common mistakes committed.

### References

- Vermain A Musselma and J. Mershall Hanna: Teaching Book-Keeping and Accountancy, Gregg Pub., Div., Me Graw Hill Book Co. Inc. New York.
- Williams: Principles of Teaching applied in Book-Keeping and Accounts, Sir Isaac Pitman, London.
- Selby: The teaching of Book-keeping
- Tonne, Pohem and Freeman : Method of teaching Business Subject, Gregg Pub. Dir., McGraw Hill Book Co., Inc., New York.
- Harvey: Ways to teach Bookkeeping and Accounting
- Boynton Lewis D. : Methods of teaching Book-keeping, south Western publication Co. Cincinnati, Ohio.
- Aggarwal, J.C.: Teaching of Commerce.
- Gupta and Gupta: Intermediate Book-keeping and Accounts, Agra Book Store, Agra (Hindi and English Version)
- J.N. Vaish: Book-keeping and Accounts, Part I and II (Hindi and English version).
- Parikh, Dr. A.K.M.: Lesson Planning in Indian Schools, Subda Sanchar, Ajmer.
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- trhf, cfr. tfl : c|f&|-eq f^ispit

Max. Marks: 100  
Internal: 20  
External: 80

### **Learning Outcomes:**

The Student- teacher will be able to:

- Help the students to acquire the basic understanding in the field of Business Organization.
- Develop the ability to plan curriculum and instructions in Business Organization at School Level.
- Develop the ability to critically evaluate existing school syllabus and textbook.
- Impart knowledge about the methods and devices of teaching Business Organization and to develop the skill of using the same.
- Develop the ability of preparing an achievement test.
- Develop Business Organization efficiency among students.

### **UNIT-I Nature, scope and objectives**

Meaning, nature and scope of Business Organization. Aims, objectives and values of teaching Business Organization at Senior Secondary Level. The place of Business Organization in Education. NCF-2005

### **UNIT-II Teacher and planning**

Role of teacher in teaching Business Organization and developing creativity among students. Quality and Responsibility of Business Organization Teachers Content analysis a unit of teaching and daily lessons. Critical Review of text books in Business Organization. Qualities, role & professional growth of Business Organization teacher.

### **UNIT-III Methods and Approaches**

Modern methods of teaching Business Organization. Devices of teaching Business Organization. A critical estimate of the present syllabus in Business Organization at Senior secondary level.

### **UNIT-IV Teaching Learning Material**

Classification, importance of teaching learning material, use of : Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc. Projected aids - Transparencies, slides, projectors, computers, Improvised apparatus and low cost teaching material. Use of mass media and Computers in Business Organization teaching. Resource material - use of local resources in teaching Business Organization vi- Resource material and use of local resources in teaching Business Organization.

## **UNIT-V Evaluation**

**Concept, objectives and Importance of CCE in Business Organization, type of tests-essay, short answer and objective type. Tools and techniques of evaluation in Business Organization. Construction of Achievement test Different types of questions. Preparing a design and Blue print of a unit test. Diagnostic testing and remedial teaching in Business Organization**

### **Practicum / Field Work (Any two of the following)**

1. Conduct a Mock-Interview session with the help of teacher Educators and take a feedback from them & share the written experience.
2. Study on internet all aspects a business House included in Fortune magazine and prepare a company profile.
3. Organize a group visit to any Industry and Prepare a visit summary.
4. Invite some entrepreneur for delivering a talk in college and note down the prime contents of his speech & analyze them
5. Write a logically explanatory note about your purchase behavior of all the personal articles/belongings you purchase. List all the daily use/routine use articles/goods/belongings and ascribe the reasons why you prefer a particular brand from particular Shop/Mall only.

### **References**

- Roo, Seema: Teaching of Commerce, Anmol Publication Pvt. Ltd., 1995.
- Jain KCS: Vanyjaya Shikhan (Hindi) General Academy, Jaipur, 1986.
- Gortside, L. : Teaching Business subjects, The Modern Approach made and printed in Great Britain by the Garden Press Ltd., Letehworth, Hert Fordshire, year 1970.
- Neeb, W.B.: Modern Business Practice, The Ryerson Press, Toronto, 1965.
- Khan, M.S.: The Teaching of Commerce, Sterling Publishers (P) Ltd., Jullundar-3
- Singh. LB.: Vanijaya Ka Adhyayan, Laxmi Narayan Agarwal, Agra, 1968.
- Bhorali Devasdas : Commerce Education in India, D.K. Publishers Distributors (P) Ltd., New Delhi, 1988.
- Rai. B.C.: Method of Teaching Commerce, Prakashan Kendra, Lucknow, 1986.
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Max. Marks: 100  
Internal: 20  
External: 80

### **Learning Outcomes: -**

To enable the pupil teacher to:

- 1) Understand and appreciate the uses and significance of Mathematics in daily life.
- 2) Learn various approaches of teaching Mathematics and to use them judiciously.
- 3) Learn the methods of providing instruction for the classroom.
- 4) Organize curricular activities.
- 5) Appreciate activities to develop aesthetics of Mathematics.
- 6) Update their knowledge of content in mathematics.
- 7) Develop competence in teaching different topics.

### **Unit -1: Nature, scope and objectives**

Meaning, scope, objectives and nature of Mathematics, History of Mathematics and contribution of Indian and western mathematician with reference to Bhaskaracharya, Aryabhata, Ramanujan Euclid, Pythagorus etc. Mathematics for gifted and retarded children.

### **Unit - 2: Teacher and planning**

Role of teacher in teaching Mathematic and developing creativity among students. Quality and Responsibility of Mathematic Teachers Content analysis a unit of teaching and daily lessons. Critical Review of text books in Mathematic. Qualities, role & professional growth of Mathematic teacher

### **Unit - 3: Methods and Approaches**

Modern methods of teaching Mathematic. Devices of teaching Mathematic. A critical estimate of the present syllabus in Mathematic at secondary level.

### **Unit - 4: Teaching Learning Material**

Classification, importance of teaching learning material, use of:

Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc. Projected aids - Transparencies, slides, projectors, computers, Improvised apparatus and low cost teaching material. Use of mass media and Computers in Mathematic teaching. Resource material - use of local resources in teaching Mathematic vi- Resource material and use of local resources in teaching Mathematic, vii- Mathematics lab



## Unit - 5: Evaluation

Text book in mathematics - qualities of a good text book, process of obtaining feed back, Concept, objectives and Importance of CCE .evaluation in mathematics in terms of cognitive, affective and psychomotor development. Preparation and use of tests for evaluation such as achievement test & diagnostic test. Remedial and enrichment programmes with respect to syllabus at upper primary, and Secondary stages.

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

1. Prepare a Concept map related to any theme of Mathematics and Explain how it facilitates teaching and learning.
2. Prepare a project related to Mathematics and report your steps.
3. Prepare a power point presentation on brief history and contribution of two mathematicians.
4. Conduct a group activity on any topic of mathematics and report your Experiences.
5. Observation of Mathematics class-room teaching in any secondary school and prepare a list of errors committed by students.

### References

- Aggarwal S.M.: Teaching of Modern mathematics, Dhanpat Rai and Sons Delhi.
- Aiyangar and Kuppaswami, N. A teaching of mathematics in the new education universal publication.
- Butler and Wren: The teaching of Secondary mathematics, Mc Graw Hill Book Company.
- Jagadguru Swami : Sri Bharti Krishna Tirthji Vedic mathematics, Moti Lai Banarsids Publisher Delhi.
- Kapur, J.N. : Modern mathematics for teachers, Arya Book Depot New Delhi.
- Mangal S.K. : Teaching of mathematics Prakash Brothers Ludhiana
- Sidhu K.S.: Teaching of mathematics sterling Pub. Pvt. Ltd. New Delhi.
- Shanti Narayan: Modern Abstract Algebra, S. Chand & Co. New Delhi.
- Kapoor and Saxena: Mathematical statistic, S.Chand & Co. New Delhi.

Max. Marks: 100

Internal: 20

External: 80

### **Learning Outcomes:**

To enable the pupil - teacher to:

- Understand the nature and importance of Home Science and its correlation with other subjects
- Understand aims and objectives of the subject.
- Realise the essential unity between laboratory work and theoretical background of the subject.
- Analyse school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.
- Utilize effectively the instructional material in teaching Home Science.
- Construct test items to measure objectives belonging to various cognitive levels.
- Identify specific learning difficulties in Home Science and to provide suitable remedial individual instruction to them.

### **Unit -1 Nature and Scope of the subject**

Nature and meaning of Home Science, Values and importance of Home Science for students of higher secondary stage. Correlation of Home Science with other subjects. Aims and objectives of Home - science (Bloom's approach to specify the outcomes)

### **Unit - 2 Teacher and Planning**

Qualities of a good Home Science teacher Role of Home - Science teacher. Concept of planning for Home Science Teaching Various steps of planning - unit and lesson planning. Importance and advantage of planning of unit and lesson plan NCF 2005

### **Unit - 3 Methods and Approaches**

Problem solving method, Demonstration method, Experimental method, Project method, Lecture-Cum-demonstration method, Question-answer-techniques, Text book method, Dramatization and field trips.

### **Unit - 4 - Teaching Learning Material**

Classification, importance of teaching learning material, use of:

Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc.  
Projected aids - Transparencies, slides, projectors, computers, Improvised apparatus and low

cost teaching material. Use of mass media and Computers in Home Science teaching. Resource material - use of local resources in teaching Home Science, Resource material and use of local resources in teaching Home Science.

### Unit - 5 Evaluation

Concept, principles, basis and measures to improve a syllabus NCF-2005, Curriculum in Home - Science for different stages of school instruction, Concept of measurement and evaluation Concept, objectives and Importance of CCE, Criteria of good evaluation, Merits and limitation of evaluation, Preparation of Blue - prints of Unit test. Diagnostic testing and Remedial Teaching.

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

1. Prepare a Flip Card on various Scopes of home Science.
2. Prepare a Power point Presentation on correlation of Home Science with other subjects with proper pictures and examples.
3. Presentation of drama on any current social or family issue and draft a report on this.(Group Activity)
4. Make 5 samples of knitting and embroidery and prepare a report on its theoretical aspect.
5. Prepare a Performance based record of five Students on the basis of your observation.

### References:

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- Dass R.R. and Ray, Binita, Teaching of Home Science, Sterling Publisher pvt. Ltd, New Delhi.
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- 3MCIC1 eieit-IKKI'JI, felsil'1 44 31^444 I

Max. Marks: 100

Internal: 20

External: 80

### **Learning Outcomes:**

To enable the student teacher to:

- Understand the nature, scope values and objectives of teaching science at Secondary level.
- Develop competence in teaching different topics of Science effectively.
- Develop scientific temper & provide teaching in scientific method to their student.
- Use various methods with appropriateness of content, level and classroom situations to make pupil's learning meaningful.
- Utilize the instructional materials effectively in the teaching of Science.
- Organize Co-curricular activities & practical work in Science.
- Use method most appropriate to assess the progress & achievement of the pupil & thus prepare appropriate tests for the purpose.
- Diagnose the gaps and misconception in learning science & evolve remedial measures.

### **Unit -1: NATURE, SCOPE AND OBJECTIVES**

Definition and concept of Science, Nature and scope of Gen. Science Place of Science in School Curriculum. Values of teaching Science at School level (Secondary). Correlation of General Science with other subjects. General and specific Objectives of teaching sciences at Secondary level, Bloom's taxonomy writing objectives in behavioural terms

### **Unit - 2: TEACHER AND PLANNING**

Role of teacher in training students in Scientific method and developing scientific temper and creativity among students. Qualities and responsibilities of Science teacher. Content analysis Unit Plan and lesson Plan.

### **Unit - 3: METHODS AND APPROACHES**

Lecture method, Demonstration, Lab. Method, problem solving, Heuristics, Project method and Inductive & deductive method. Inquiry approach, programmed Instruction, Panel discussion, Team teaching and workshop.

### **Unit - 4 TEACHING LEARNING MATERIAL**

Classification, importance of teaching learning material, use of:

Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc. Projected aids - Transparencies, slides, projectors, computers, Improvised apparatus and low cost teaching material. Planning of general science lab and its use. Use of mass media and Computers in general science teaching.

Resource material - use of local resources in teaching general science.

## **Unit - 5: EVALUATION:**

Concept, objectives and Importance of CCE, Type of test items - objective type, Short answer type & Essay type. Planning objective based test items of different types. Preparation of blue print and construction of Achievement test. Diagnostic and remedial teaching. Evaluation of practical work in Science.

### **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.

### **References:**

- Soodl.K. 1987 Teaching Life sciences, Kohli Publishers, Chandigarh
- SharmaL.M. 1977Teachingofscience&lifesciencesDhanpatRai&SonsDelhi.
- Kulsherstha, S.P. 1988 Teaching of Biology, Loyal Book Depot, Meerut
- Yadav K1993 Teaching of life sciences Anmol Publishers, Daryagaj, Delhi.
- Yadav M.S. 2000 Modem methods of teachding sciences, Anmol Publisher, Delhi.
- Singh U.K. & 2003 Science Education Common wealth publishers Nayab A.K. Daryanganj, New Dlh.
- Venkataih, S. 2001 ScienceEducationin21stCentury, Anmol Publishers, Delhi.
- Yadav,M.S. (Ed.)2000TeachingscienceatHighlevel, AnmolPublishers, Delhi.
- Edger, Marlow & 2003 Teaching Science successfully, Discovery Rao, D.B. Publishing House, New Delhi.
- MangalS.K. 1996TeachingofScience,AryaBookDepot,NewDelhi.
- Dave, R.H. 1969 Taxonomy of Educational Objectives & Achievement testing London University press London.
- Sood, J.K. 1989NewDirectioninScienceTeachingKohliPublishersChandigarh.

Max. Marks: 100

Internal: 20

External: 80

### **Learning Outcomes:**

To Enable the student teacher to -

- Understand the nature, place, values and objectives of teaching Chemistry at Secondary/Senior Secondary level.
- Establish its correlation with other subjects.
- Evaluate critically the existing syllabus of Chemistry prescribed for Secondary/Senior Secondary level in the State of Rajasthan.
- Develop yearly plan, unit plan and lesson plan for Secondary/Senior Secondary classes.
- Provide training in Scientific method and develop Scientific temper among their students.
- Use various methods and approaches of teaching Chemistry.
- Acquire the ability to develop instructional support system.
- Plan and organize chemistry practical work in the Laboratory.
- Organize Co-curricular activities and utilize community resources for promoting science learning.
- Use method most appropriate to assess the progress and achievements of the pupil & thus prepare appropriate tests for the purpose (both theoretical & practical)

### **Unit ■ 1: NATURE SCOPE AND OBJECTIVES**

Nature of Science with special reference to Chemistry. History of chemistry with special reference to India. Place & value of teaching Chemistry at Secondary/Senior secondary level. Correlation of Chemistry with other subjects. Objectives of teaching chemistry at Secondary/Senior Secondary level.

### **Unit ■ 2: TEACHER AND PLANNING**

Qualities & responsibilities of Chemistry teacher. Teacher's role in training students in Scientific method and in developing creativity and scientific temper among learners. Critical appraisal of Chemistry syllabus at Secondary/Senior Secondary level prescribed by Board of Secondary Education, Rajasthan. Planning Daily lesson plan, unitplan & yearly plan.

### **Unit - 3: METHODS AND APPROACHES**

Lecture method, Demonstration method, Lab. based methods, Inductive & deductive method, problem solving, heuristic & Project method. Inquiry approach, programmed instruction, Group discussion, self study, Team teaching, CAL, Seminars & Workshops.

#### **Unit - 4: TEACHING LEARNING MATERIAL**

Multi sensory aids: Charts, models Flannel board, Transparencies, OHP, Radio, T. V. Computer. Co-curricular Activities : Organization of science club science fair and visits to places of scientific interest. Chemistry Lab : Layout Plans, equipments, furniture, maintenance of records, repair, are and improvisation of apparatus, safety measures in Lab. organization of Practical work. Role of State & National Level Institutions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemical Companies like Hindustan Zinc Ltd. Characteristics of a good chemistry textbook and evaluation of a Chemistry Text Book.

#### **Unit - 5: EVALUATION IN CHEMISTRY**

Concept , objectives and Importance of CCE . Type of test items and their construction. Preparation of Blue Print & Achievement Test. Diagnostic Testing & Remedial teaching Evaluation of practical 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 and report 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:**

- Yadav.M.S. 1995 Teaching of Chemistry, Anmol Publication, New Delhi.
- Negi, J.S. & Negi, Rajita 2001 Teaching of Chemistry.
- Yadav, M.S. 2000 Teaching Science at Higher Level, Anmol Publications, New Delhi.
- Misra D.C. Chemistry Teaching SahityaPrakashan, Agra
- Kherwadkal, Anjali 2003 Teaching of Chemistry by Modern Method, Samp & Sons. New Delhi.
- Das R.C. 1985 Science Teaching in Schools, Sterling Publishers Pvt. Ltd. New Delhi.
- Venkataih, S 2001 Science Education in 21st Century, Anmol Publishers, New Delhi.
- Rao, D.B. 2001 World Conference on Science Education, Discovery Publishing House, New Delhi.
- Singh U.K. & Nayak A.K. 2003 Science Education, Common Wealth publishers, Daryanganj, New Delhi.

Max. Marks: 100

Internal: 20

External: 80

### **Learning Outcomes:**

To enable the student teachers to:

- Understand the nature, place, values and objective of teaching Biology at Senior Secondary level.
- Establish its correlation with other subjects.
- Evaluate critically the existing syllabus of Biology prescribed for Secondary/Senior Secondary level in the state of Rajasthan.
- Develop yearly plan, unit plan and lesson for Senior Secondary classes.
- Provide training in Scientific method and develop Scientific temper among their students.
- Use various methods and approaches of teaching Biology.
- Acquire the ability to develop instructional support system.
- Plan and organize Biological practical in the Laboratory.
- Organise co-curricular activities and utilize community resources for promoting Science learning.
- Use method most appropriate to assess the progress and achievement of the pupil that prepare appropriate tests for the purpose (both theoretical and practical)

### **Unit -1: NATURE, SCOPE AND OBJECTIVES**

- 1) Nature of Science with special reference to Biology.
- 2) Main discoveries and developments in Biology.
- 3) Place and values of teaching Biology at Secondary/Senior Secondary level.
- 4) Correlation of Biology with other subjects.
- 5) Objectives of Teaching Biology at Secondary/Senior Secondary level.

### **Unit - 2: TEACHER AND PLANNING**

Qualities and responsibilities of Biology teacher. Teachers role in training students in Scientific method and in developing creativity and scientific temper among students. Critical appraisal of Biology syllabus at Secondary/Senior Secondary level prescribed by Board of Secondary Education, Rajasthan. Planning lesson plan, Unit plan and yearly plan.

### **Unit - 3: METHODS & APPROACHES**

Lecture method, Demonstration method, Lab method, Inductive & deductive method, problem solving, heuristic and project method. Inquiry approach, programmed instruction, Group - discussion, self study, team teaching, computer assisted learning, seminars and workshops.



#### **Unit - 4: TEACHING LEARNING MATERIAL**

Classification, importance of teaching learning material, use of: -

Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc. Projected aids - Transparencies, slides, projectors, computers, Improvised apparatus and low cost teaching material. Planning of biology lab and its use. Use of mass media and Computers in biology teaching. Resource material - use of local resources in teaching biology.

#### **Unit - 5: EVALUATION IN BIOLOGY**

- a) Concept, objectives and Importance of CCE.
- b) Type of test items & their construction.
- c) Preparation of blue print & achievement test.
- d) Evaluation of practical work in Biology.

#### **Practicum / Field Work (Any two of the following)**

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

#### **References:**

- Sood J.K. 1987 Teaching Life Sciences, Kohli Publishers, Chandigarh
- Sharma, L.M. 1977 Teaching of Science & Life Sciences, Dhanpat Rai & Sons, Delhi.
- Kulshrestha, S.P. 1988 Teaching of Biology, Loyal Book Depot.
- Yadav K 1993 Teaching of Life sciences, Anmol Publishers Daryaganj, Delhi.
- Yadav, M.S. 2000 Modern Method of Teaching sciences, Anmol Publisher, Delhi.
- Singh, U.K. & Nayak A.K. 2003 Science Education Common wealth Publishers Daryaganj, New Delhi.
- Venkatesh, S. 2001 Science Education in 21st Century, Anmol Publishers, Delhi.
- Yadav, M.S. (Ed.) 2000 Teaching Science at Higher Level, Anmol Publisher, Delhi.
- Edger, Marlow & Rao, D.B. 2003 Teaching science successfully discovery Publishing House, New Delhi.
- Mangal.S.K. 1996 Teaching of Science Arya Book Depot, New Delhi.
- Dave, R.H. 1969 Taxonomy of Educational Objectives & Achievement Testing, London University press London.
- Sood J.K. 1989 New Direction in Science Teaching, Kohli Publishers, Chandigarh.

Max. Marks: 100  
Internal: 20  
External: 80

### **Learning Outcomes:**

To enable the student - teachers to

- Understand the modern concept of physics
- Understand aims and objectives of teaching physics.
- Appreciate the contribution of eminent physicists in connection with the development of physics.
- Plan curriculum at Secondary and Senior Secondary level.
- Analyse the syllabus of the subject in relation to its applicability to practical situations.
- Develop scientific attitude and provide training in scientific method to their students.
- Write the objectives in behavioural terms, analyze the content and be skilled in concept mapping.
- Develop unit and lesson plan.
- Use various methods and teaching aids with appropriateness of content, level and classroom situation.
- Plan and organize physics practical in the laboratory
- Organize co-curricular activities related to physics
- Use methods most appropriate to assess the progress and achievement of the pupils using variety of tools and techniques for physics theory and practical.
- Diagnose the gaps and misconception in learning physics and take remedial measures.

### **Unit - 1: Nature, Scope and Objectives.**

Nature of science, Physics as a fundamental science. Major milestones in the development of physics. Contribution of Indian Physicists, C.V. Raman, M.N. Saha, K.S. Krishnan, Narlekar, J.C. Bose, S.N. Bose, H.J. Bhabha and S.Chandra Shekhar. Objectives and values of Teaching Physics at Senior Secondary Level.

### **Unit - 2: Teacher and Planning**

Qualities and responsibilities of Physics teacher. Teachers role in training students in Scientific method and in developing creativity and scientific temper among students. Critical appraisal of Physics syllabus at Secondary/Senior Secondary level prescribed by Board of Secondary Education, Rajasthan. Planning lesson plan, Unit plan and yearly plan.

### **Unit - 3: Methods and approaches**

Demonstration method, laboratory method, project method, problem solving method and assignment method. Heuristic approach, inductive deductive approach. Out of class activities like science club, science fairs and field trips.

## Unit - 4: TEACHING LEARNING MATERIAL

Classification, importance of teaching learning material, use of:

- i) Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc.
- ii) Projected aids - Transparencies, slides, projectors, computers.
- iii) Improvised apparatus and low cost teaching material.
- iv) Planning of physics lab and its use.
- v) Use of mass media and Computers in physics teaching.
- vi) Resource material - use of local resources in teaching physics.

## Unit - 5: Evaluations

Concept , objectives and Importance of CCE ,Type of test items and their construction. Preparation of blue print and achievement test. Diagnostic testing and remedial teaching in physics. Evaluation of practical work.

### 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:

- Heiss,obum and Hoffman: Modem Science—The mac millan company", New York, 1961.
- Thurber W. and A Collette : Teaching Science in Today's Secondary Schools, Boston AllynandBaconInc.NewYork, 1959.
- TOI : ftsiM ftrenr 3r4 J4? f^fr, n? 1996
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- Rao Aman: Teaching of Physics, Anmol Publications, New Delhi 1993
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- Prasad Janardan : —Practical aspects in Teaching of Science", Kanishka publisher, New Delhi 1999.
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- NandaV.K.: —Science Education today" Anmol Publications Pvt. ltd. New Delhi. 1997.
- Kumar Amit: —Teaching of Physical Science" Anmol Publications, New Delhi, 1997.
- vfl.tRT. cT ^ff RfeRTT : ^ fcl^l RIitFT, 3TFRT 1999

Max. Marks: 100

Internal:20

External: 80

### **Learning Outcomes:**

To enable the student teacher to:

- Understand the Principles and important concepts of Drawing and Painting as an Art.
- Understand the place of Art in general education.
- Acquaint with the strategies of classroom teaching of art education.
- Understand the importance and educational values of Art-room, Art-Museums, Art-exhibitions and Art-Galleries.
- Understand the role of Art in National Integration, Human Values and international understanding.
- Prepare suitable teaching aids and use them classroom effectively.
- Understand the creative aspect of the teaching of art.

### **UNIT-1 Art and Education**

meaning of Art. The changing status of education and the place of Art in General education. Systematic study in Art Education with reference to national integration, human values and international understanding. The Educational Values of Art and its relation with other school subjects.

### **UNIT-2 Basic Principle of Art Teaching**

Art teaching and creativity. Importance of creative activities at various stages of School Education from nursery to secondary level NCF-2005. Emotions, observation and imagination as abasis for creation of Art. Free Expression.

### **UNIT-3 Teaching of Art**

Methods of Art Teaching, method of free expression, Methods of assigned topic, Dictated method, Copy Method, Visual aids in teaching of Arts, Black board, Art Objects, Reproductions, Photographs and other Teaching Aids.

### **UNIT-4 Art Room and Art Teacher**

The Art Teacher, Role of Art Teacher in Classroom Teaching, Qualities of an Art Teacher, Importance of Art Room in School, Educational values of-Art Exhibition, Art-Museum and Art-Galleries.

## **UNIT- V Planning in Art Teaching**

- i) The syllabus of Art Teaching at Secondary level.
- ii) Objectives of Art Teaching.
- iii) Concept, objectives and Importance of CCE in Art Teaching.
- iv) Lesson Plan and Unit Plan in Art Teaching.

### **Practicum / Field work: (Any two of the following)**

1. Organize an exhibition on Hand made things.
2. Organize funfair on products related to Art and draft a report with pictures.
3. Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modeling, paper cutting and folding, etc.
4. Field trip/ Educational Tour, Art committee, fair and Exhibition Art galleries and Museum.
5. Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, folk performances in the community.

### **References**

- Jefferson, B. (1559): "Teaching Art to Children" Allyn & Bacon Inc. Boston
- Jeswani, KK.: "Teaching and Appreciation of Art" Atma Ram & Sons
- Lowenfeld, V (1957): Creative and Mental Growth The Macmillan Comp. New York
- McDonald, R: Art as Education, "Henry Holt & Company New York
- Read, Herbert (1942): "Education through Art" Faber & Faber, London.
- Whitford, WG (1929): "An Introduction to Art-Education" D. Appleton & Co.

Max. Marks: 100

Internal:20

External: 80

### **Learning Outcomes:**

On completion of the course the pupil teacher will be able to:

- Understand the important concepts used in the discipline.
- To prepare unit plan, lesson plan and yearly plan for different classes.
- Prepare achievement test and diagnostic tests, administer them and analyses the results.
- Prepare suitable teaching aids and use them in the classroom effectively.

### **UNIT I Nature, Scope and concept of music**

Its field, utility and importance. Correlation of music with other school subjects, with society and environment Comparison of Hindustani and Kamatak music, Ragas and their importance.

### **UNIT II Instructional objectives of teaching music**

General and specific objectives. Value outcomes through teaching of Music, Various methods of teaching Music. Preparation for community singing.

### **UNIT III Teaching Learning Material**

Resource material classroom its management and organization, teaching aids, textbook, teacher, co-curricular activities for teaching Music, Dances Kathak Ghumar, NCF-2005.

### **UNIT IV Innovative practice in teaching of Music**

Team teaching, Micro teaching, Program instruction Field trips, Community Resources, Computers, T.V., Museum, subjects lab. Music competition, Music conference.

### **UNITV Evaluation**

Concept, objectives and Importance of CCE .Planning and evaluation of teaching, teacher made tests, type of question, blue print, paper construction. Content analysis, daily lesson plan, unit plan, and yearly plan of teaching Music.

### **Practicum / Field Work (Any two of the following)**

1. Make five different teaching materials using different type of teaching aids (chart, Model, PowerPoint, O.H.P. transparencies of Art subject.

2. Make a pictorial presentation of local musical instruments with its historical and cultural significance.
3. Viewing/listening to live and recorded performances of Classical and Regional Art forms & compile your personal feelings on it.
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](http://www.kavitakosh.org) and pick some Nazm & Gazal of Urdu writers & differentiate the composition form

## References

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- Sangeet Ratnakar (Sanskrit)
- Bhatkhande: Hindustani Sangeet Paddhati
- Basu,S.N.: Sangeet Praesika
- Thakur, Onkamath: SangeetAnjali
- Music in Education (UNESCO)
- Set of Records in Bhakhande: Teaching Music
- Utter Bhartiya Sangeet Kaltihas

# 01BED125

## Drama and Art in Education

Max. Marks: 50

Internal: 20

External: 30

### Learning Outcomes:

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

### Unit -1 Methods and Techniques of Art and Creative Teaching,

- 1) Indian Folk art
- 2) Creative Art
- 3) Contribution of Art Teaching
- 4) Importance, Aims and Objective of Art Teaching.
- 5) Co-relation with other Subject.
- 6) Lecture cum demonstration.
- 7) Question-answer techniques.
- 8) Textbook.
- 9) Dramatization.

### Unit-2 Teaching-learning resources and planning of Art Education.

Types of primary and secondary resources: data from field, textual material, journals, magazines, newspaper. Teaching Aids- Meaning, Importance and types of teaching Aids, Art laboratory (its need, organization, equipments) Knowledge of Indian Craft Traditions and its relevance in education knowledge of Indian Contemporary Arts and Artists; Visual Arts.



### **Unit - 3: Continuous & comprehensive evaluation of Music Dance & Drama**

Qualities of a good Art Teacher. Continuous and Comprehensive Evaluation (CCE) in art education. Characteristics of Assessment in art education: Types of questions best suited for examining/assessing/ aspect of art education; Questions for testing quantitative skills, Questions for testing qualitative skill; Open-ended questions. Blue print: Meaning, concept, need and construction. Open-book tests: Strengths and limitations Developing & Appreciating Aesthetic Values Music, Dance and Drama.

#### **Practicum/Field work:-((Any two of the following)**

1. Viewing/listening to live and recorded performances of Classical and Regional Art forms & compile your personal feelings on it.
2. Local field trip for understanding working process of any art work or Art gallery/art form & mention experiences.
3. Organize an exhibition on Hand made things
4. Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, folk performances in the community.
5. Planning and establishment of an art gallery in school.
6. Make five different teaching materials using different type of teaching aids (chart,
7. Individual appraisal through aesthetic portfolio.
8. While you were in internship if you found any student worth evaluating on any of the aesthetic arts (Music, Dance, Drama) make an individual port folio & submit it in college.
9. Draw Caricatures of three renowned Historical personalities.
10. Pick out art based articles and paintings from famous newspapers and compile the collected information.

#### **References:**

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- Ary a I aides: Kala Ke Adhy apana, VinodPustak Mandi, Agra.
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# 01 BED 126

## READING AND REFLECTING ON TEXTS

Max. Marks: 50  
Internal: 20  
External: 30

### Learning outcomes:

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

- develop metacognitive awareness to become conscious of their own thinking processes and they grapple with diverse texts.
- enhance their capacities as readers and writers by becoming participants in the process of reading.
- engage themselves with the readings interactively - individually and in small groups.
- Avail opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of other's ideas.

### Unit 1: - Reading and Reflection of Texts

Concept and meaning of reading and reflection of text. Need and importance of reading and reflection on text for Pupil-Teacher. Reading of empirical, conceptual, historical and policy documents. Reflection on text through examination, observation and group discussion. Skill and Strategies of reading & written work: Model reading, drilling, pronunciation, silent reading, etc. Narrative texts, expository texts, autobiographical narratives, field notes and ethno graphics readings.

### Unit 2: Observation & Discussion

Discussion and creative on empirical, conceptual and historical work, policy documents, and studies about schools, teaching and learning and about different people's experiences. Pupil teachers' observation, peer observation, group observation. Motivating pupil teachers to think and regulate one's own thinking in the learning process.

### Unit 3: Evaluation & Reflection

Developing reflective journal for trapping experience, observation and views of different stakeholders. Critical analysis of entire activities on the basis of reflective journal. Learning, monitoring, comprehension and self reflection.

**Practicum/Field work (Any two of the following): -**

1. Preparing a report on empirical, conceptual and historical work, policy documents, and studies about schools, teaching and learning and about different people's experiences.
2. Preparing a conceptual chart on one's own thinking process required for text reading.
3. Preparing a conceptual chart on one's own thinking process required for reflection on text.
4. Submit leading reflection report after completing reading assignment by summarizing the important concept of the reading and describing what was interesting, surprising or confusing to him/her.

**Reference:**

- **Literacy and Learning: Reflections on Writing, Reading, and Society.** Deborah Brandt. Wiley Publishers.
- **Reflecting on Literacy in Education.** Peter Hannon. Routledge Publication.
- **Reflective Practice: Writing and Professional Development.** Gillie Bolton. Sage Publication.
- **Fostering Reflection and Providing Feedback: Helping Others Learn from.** By Jane Westberg PhD, Hilliard Jason MD, EdD. Springer Publication.
- **Research and Reflection: Teachers Take Action for Literacy Development.** Andrea Izzo. Information age Publication.
- **Reading to Learn in the Content Areas.** Judy Richardson, Raymond Morgan, Charlene Fleener. Cengage Learning.
- **Write to be Read Teacher's Manual: Reading, Reflection, and Writing.** William R. Smalzer. Cambridge University Press.

# **SECOND YEAR**

# 02BED101

## Assessment for Learning

Max. Marks: 100

Internal :20

External: 80

### Learning Outcomes:

The student teacher will be able to:

- To understand assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum.
- To provide broad outlook to go beyond the limited context of syllabus-based achievement testing, achievement scores in a subject linked with the child's overall development
- To introduce student teachers to the history of evaluation and current practices.
- Understand the different dimensions of learning and related assessment procedures, tools and techniques. Analyse, Manage and interpret assessment data.
- Understanding the policy perspectives on examination and evaluation and their implementation practices. Assessment for culturally responsive in diverse classroom.
- Develop critical understanding of issues in assessment and explore, realistic, comprehensive and dynamic assessment process which are culturally responsive for use in the classroom.
- Develop enabling processes which lead to better learning and more confident and creative learners.
- Understand the critical role of assessment in enhancing learning Critiques the traditional purpose of assessment (as a mechanism to filter learners as per their abilities or potentials and thus reducing learning to a limited set of expertise that can be displayed on papers, assessment as a selective and competitive act and achievement as an outcome of individual 's innate factors.)

## Course Content

### Unit 1 Concept of Assessment:-

Meaning & concept of assessment, Measurement, and Evaluation and Their Interrelationship, Purpose of Assessment ( Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Diagnosing).Principles of Assessment, and Perspectives.

### Unit 2 Type of assessment

Classification of assessment: Base on purpose (Prognostic, Formative, Summative and Diagnostic), Scope (Teacher made Standardized) Attribute measured (Achievement, Aptitude, Attitude, etc), Nature of information gathered (Qualitative, Quantitative) Mode of response (Oral and written, Nature of interpretation (norm referenced, criteria referenced).

Assessment of cognitive learning : Types and levels of Cognitive learning, understanding and application, thinking skills - convergent, divergent, critical, problem solving and decision making, items and procedures for their assessment.

### Unit 3 Continuous and Comprehensive Evaluation (CCE)

Continuous and Comprehensive Evaluation: Concept, Need and Process.

Assessment of affective learning: Attitude, values, interest, self - concept; procedures for their assessment. Grading: Concept, types and Application, Indicators for grading Psycho-Social dimensions of assessment. Individual appraisal through portfolio.

### Unit 4 Assessment Devices:-

Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices. Assessment of Group Processes - Cooperative Learning and Social Skills. Self, Peer and Teacher Assessment. Participatory assessment and community monitoring critical analysis of prevalent practices of assessment. 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. Limitations of assessment- lock sided assessment, overemphasis on rote assessment, stress on rote memorization, and overemphasis on competition. Commercialization of assessment

### Unit 5 Assessment practices:-

Construction and Selection of items, Guidelines for administration and scoring procedure (Manual and electronic), Construction of achievement test, e-assessment. Analysis and interpretation of student's performance; calculation of percentage, measure of central tendency, percentile & percentile rank .graphical representations. Relationship of assessment with self esteem; motivation and identity as learner, assessment of fixed and growth mind sets. Nondetention policy in RTE act (2009) its merits & demerits relationship with curriculum, pedagogy and teachers.

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

1. Prepare a diagnostic test of any subject from upper primary to secondary level, give suggestions for improvement.
2. Presentation of papers on examination and evaluation policies.
3. Individual appraisal of a school student through portfolio.
4. Prepare an annual plan for continuous and comprehensive evaluation at upper primary to senior secondary level any subject.
5. Construction, administration and interpretation of self made achievement text.

### Reference:

- 1- 3R5TFTT, fqftpT (2009) \*ft)fcl5IFI  
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- 7- East, Ioma M. Assessment as learning sage pub. 2010
- 8- Ecclestone, Kathryn. Transforming formative assessment in life long learning.
- 9- McGrauH, ll.Eng.2010

# 02BED102

## KNOWLEDGE AND CURRICULUM

Max. Marks: 100

Internal: 20

External: 80

### Learning outcomes:

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

- Conceptualize the meaning and different perspectives of curriculum.
- Understand the epistemological, sociological and the psychological bases of curriculum development.
- Understand the different types of curriculum with respect to their main orientation and approaches.
- Compare and analyze the NCF over the years with respect to their foundation, Considerations, concerns, priorities and goals.
- Understand linkage among curriculum framework and critical issues, which directly and indirectly are related with learning.
- Analyse curriculum framework, in the light of learners ' need, and understanding in the light of characteristic

### Unit I-Introduction to Curriculum

Meaning of curriculum, four perspectives of curriculum - Traditionalist

1. Conceptual - Empiricist, Re-conceptualists, Social Constructivists.
2. Concept of Core curriculum, Hidden curriculum, Spiral curriculum, in legal led curriculum and their relevance.
3. Analyze the influence of school, community and state on the content and curriculum of primary to secondary (Any one level) and draft a report of work.

### Unit 11- Curriculum transaction:

Nature of learner and learning process: developmental characteristics of learners: developmental tasks; behavioristic, cognitivist and social learning (and their relevance to curriculum development.) learning approaches. Teacher as knowledge manager

### Unit III - Epistemological & Sociological bases of curriculum -

Epistemological basis of curriculum: Epistemology: Meaning, concept-and forms of knowledge, structure of a discipline, characteristics of disciplines and levels of understanding. Sociological basis, societal needs and aspirations, culture and values, social changes, knowledge explosion /national concerns and goals, global -

### Unit IV- Contemporary bases of Curriculum -

Globalization localization and privatization, political ideology and technological inferences, economic necessities in reference to curriculum.

(Cultural context of students: multi-cultural, multilingual aspects/critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.)

## **Unit V-Features of curriculum framework-**

The salient features of national curriculum framework 2005 and NCFTE 2010. Analyze these documents with respect to various aspects of foundations, concerns and the changes made with important considerations. Nuffield, BSCS, PSCS, NSES, SMSG, with respect to their priorities, concerns and goals towards school education.

### **Practicum/Field Work (Any two of the following)**

1. Organize a workshop related to curriculum development
2. Analyse the influence of school, community and state on the content and curriculum of primary to secondary (Any one level)
3. On the basis of any textbooks (VI to XII), prepare a list of topics and activities given on: (i) Language and gender (ii) Language and peace and write a report on their reflection in the textbooks.
4. Organize a workshop related to curriculum Structure/framework.
5. Case study of school students to understand Nature of learner and learning process.
6. Critically evaluate or assess the text book of secondary level of your subject.
7. Play a drama on good discipline in school.
8. Content Analysis of any subject school level book in the light of gender issues/values.
9. Organize tree plantation program with the involvement of community members and school.
10. Organize awareness campaign for cleanliness in nearby school and at home.
11. To organize street theater / play on environment awareness. 2. Organize a seminar on type of Curriculum.
12. Comparative Analysis of curriculum of school at any one level in the light of NCF 2005.
13. Prepare Project on NCF 2005.
14. Organize an orientation program for school teachers on NCF 2005 and NCF TE 2010.

### **Reference**

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- Hirst, Paul, H. Knowledge and the curriculum. Routledge publication.
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Max. Marks: 50  
Internal: 20  
External: 30

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Max. Marks: 50

Internal: 20

External: 30

### **Learning Outcomes:**

1. To understand the role and importance of Sanskrit and its cultural background.
2. To be able to develop creativity among learners.
3. To be able to know the place of Sanskrit in curriculum.
4. To understand the use of language in context, such as grammar and vocabulary in context.
5. To be able to practice the language teaching skills.
6. To understand and prepare various kinds of lesson plans.
7. To understand the relationship between curriculum, syllabus and textbooks in Sanskrit.
8. To appreciate the use of audio, audio-visual aids and ICT (Internet and Computer Technology).

### **UNIT 1: LANGUAGE, LITERATURE AND AESTHETIC DEVELOPMENT OF A TEACHER**

Different Creative forms of Sanskrit Language Understanding different forms of literature, Literature in the school curriculum: Need, objectives and relevance Role and relevance of media in school curriculum Translation: Importance and need, Translation as a creative activity: through examples of translated texts into Sanskrit from different Indian languages. Teaching of Different Forms of Sanskrit Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in Sanskrit; Developing tasks and materials for study skills in Sanskrit literary forms; The study of trends of contemporary Indian literature; Lesson planning in prose, poetry and drama at various school levels.

#### **UNIT-H: Sanskrit Curriculum at Secondary & Senior Secondary level**

- i) Understanding the relationship between curriculum, syllabus and textbook
- ii) Selection of materials; Development of activities and tasks
- iii) Connecting learning to the world outside
- iv) Moving away from rote-learning to constructivism
- v) An overview of the textbook contents of Senior Secondary Level
- vi) An overview of the textbook contents of Secondary Level

#### **UNIT -III : Professional Development of Sanskrit Teacher**

- a) Qualities of a good Sanskrit Teacher
- b) Development of good Communication Skills
- c) Teacher as a thinker
- d) Teaching values through organizational setup & teachers' behavior
- e) Teacher as a Researcher.

- g) Developing competencies to prepare a lesson plan based on the following concepts
- h) Teaching with Creativity
- i) Teaching with ICT support
- j) Teaching with Spiritual Practices
- k) Teaching through Dialogue and Brainstorming

### Suggested Activities/Practicum/Field Work (Any two of the following)

1. Select any text book of Sanskrit subject and analyse it from the point that how it is developing cultural, social, ethical & aesthetic values.
2. Search on internet some major Classical/Mythological book selling centres of India and list them with some small descriptions on them
3. Collect 20 Need Slokas of Sanskrit and distribute/recite them among the students & keep a filed record of the same with you.

### References

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Max. Marks: 50

Internal:20

External: 30

### **Learning Outcomes:**

- To understand the role and importance of English and its cultural background.
- To be able to develop creativity among learners.
- To be able to know the place of English in curriculum.
- To understand the use of language in context, such as grammar and vocabulary in context.
- To be able to practice the language teaching skills.
- To understand and prepare various kinds of lesson plans.
- To understand the relationship between curriculum, syllabus and textbooks in English
- To appreciate the use of audio, audio-visual aids and ICT (Internet and Computer Technology)
- Understand and develop the professional competencies & skills

### **UNIT 1: LANGUAGE, LITERATURE AND AESTHETIC DEVELOPMENT OF A TEACHER**

- Different Creative forms of English Language
- Understanding different forms of literature
- Literature in the school curriculum: Need, objectives and relevance
- Role and relevance of media in school curriculum
- Translation: Importance and need, Translation as a creative activity: through examples of translated texts into English from different Indian languages.
- Teaching of Different Forms of English Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in English; Developing tasks and materials for study skills in English literary forms; The study of trends of contemporary Indian, Asian and European literature; Lesson planning in prose, poetry and drama at various school levels.
- Professional Development of English Teacher.

### **UNIT 2: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS**

- Understanding the relationship between curriculum, syllabus and textbook
- Selection of materials; Development of activities and tasks
- Connecting learning to the world outside
- Moving away from rote-learning to constructivism (using constructivist approach in the teaching of English).
- Teacher as a researcher.

### **Unit: 3 Professional Development of English Teacher**

- Importance of in-service programmes for English teacher.
- Role of English teachers' association.
- Development of professional competencies of English teacher.
- Professional ethics of English teacher. Research in teaching and learning of English.

### **Suggested Activities/Practicum/Field work (Any two of the following)**

1. List 10 idioms & 25 proverbs and discuss in classroom to test how many of the students already know. Draft the experience.
2. After a good internship experience list some of the common errors students commit & suggest a Remedial plan
3. Do an analytical English book review of Secondary level.
4. Preparing a programmed learning programme on any grammar point

### **References:**

- 1 Bansal, R.K. and Harrison, J.B. (1972): Spoken English for India. Madras : Orient Longman Ltd.
- 2 Baruah, T.C. (1985): The English Teachers' Handbook, New Delhi: Sterling Publishing Pvt. Ltd.
- 3 Bright and McGregor: Teaching English as Second Language, Longman.
- 4 Brumfit, C.J. (1984): Communicative Methodology in Language Teaching. Cambridge: C.U.P.
- 5 Collins Cobuild English Grammar (2000) Harper Collins Publisher, India.
- 6 Doff, A. (1988): Teach English: Cambridge: CUP.
- 7 Freeman, Diane-Larsen (2000): Techniques and Principles in Language Teaching. Oxford: OUP
- 8 Gimson A.C. (1980): An Introduction to the Pronunciation of English. London: Edward Arnold.
- 9 Homby, A..S.(1968): A Guide to Patterns and Usage in English. Oxford: OUP.
- 10 Leech, Geoffrey and Svartvik, (2000) Communicative Grammar of English Cambridge C.U.P.
- 11 Paliwal, A.K. (1998): English Language Teaching, Jaipur: Surbhi Publication.
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- 13 Quirk, Randolph and Greenbaum, (1973): A University Grammar of English, London.
- 14 Roach, Peter, (1991): English Phonetics and Phonology. Cambridge, C.U.P. 17- Thomson, A.J. and Martinet(1998) A Practical English Grammar, ELBS, O.U.P.

Max. Marks: SO

Internal:20

External: 30

### **Learning Outcomes:**

- Understand the relation between literature and language;
- Understand and appreciate different forms of language;
- To be able to develop creativity among learners;
- Understand the use of language in context, such as grammar and vocabulary;
- To be able to develop activities and tasks for learners;
- Understand about the teaching of poetry, prose and drama;
- Develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- Develop and use teaching aids in the classroom both print and audiovisual material, and ICT (Internet and Computer Technology)
- Familiarize 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;
- Understand need and function of language lab

### **UNIT-1: LANGUAGE, LITERATURE AND AESTHETIC DEVELOPMENT OF TEACHER**

- Different Creative Forms of Urdu Language: Understanding different forms of literature; Literature in the school curriculum: Needs, objectives and relevance
- Translation: Importance and need
- Teaching of Different Forms of Urdu Literature—Poetry, Prose, Drama Introduction of various literary forms of Urdu language, Classical Urdu
- literature and modern Urdu literature,
- Main literary movements of Urdu literature-Aligarh Movement, Progressive Movement
- Main Schools of Urdu Poetry-Dabistan-e-Lucknow; Dabistan-e-Delhi
- Various forms of Urdu literature :Prose-Novel, Afsana, Drama, Inshaiya: Poetry-Ghazal, Nazm, Qasida, Marsiya and Masnavi
- Qualities of a good Urdu Teacher
- Research areas in Teaching and learning of Urdu

## UNIT-n: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

Understanding the relationship between curriculum, syllabus and textbook; Connecting learning to the world outside; Moving away from rote-learning to constructivism; A surface introduction to the curriculum at secondary & Senior Secondary Level.

### Unit; III Professional Development of urdu Teacher

- Importance of in-service programmes for urdu teacher.
- Role of urdu teachers association.
- Development of professional competencies of urdu teacher.
- Professional ethics of urdu teacher. Research in teaching and learning of urdu.

### Suggested Practicum/Activities/Field work(Any two of the following)

1. Organise a workshop/seminar/conference on the topic "Language of Children" or any other similar related topic & prepare a report
2. Prepare a list of 10 idioms (using them in sentences) and 10 proverbs (explaining them) in Urdu.
3. Select any Urdu Shayar's work on the website [www.kavita-kosh.org](http://www.kavita-kosh.org) and critically evaluate the same.

### References

- Hum Urdu Kaise Padhen: Muinuddin
- UrduZaban Ki Tadress: Moenuddin
- Tadars-e-Zaban-e-Urdu: Inamullah Sharwani
- Hum Urdu Kaise Likhaan: Rasheed Hasan Khan
- Urdu Imla; Rasheed Hasan Khan
- Quwaid-e-Urdu: Maluvi Abdul Haq
- Fun-e-Taleem - Tarbal: Fazal Hussain
- Ghazal and Dars-e-Ghazal: Akhtar Ansari
- Zaban, Zindgi aur Taleem; Khwaja Gulamus Syeden



# 02BED109.1

## PEDAGOGY OF SOCIAL SCIENCES (PART II)

Max. Marks: 50

Internal: 20

External: 30

### Learning Outcomes:

The Student-teachers will be able to-

- i) Develop an understanding of the Curriculum of Social sciences at secondary level
- ii) Develop ability to do the content analysis
- iii) Develop various teaching learning resources for efficient teaching & learning
- iv) Develop professional skills to become a proficient teacher
- v) Develop an aptitude professional commitment & conviction

### Unit 1: Social Science curriculum at secondary level

1. Principles and approaches of curriculum construction.
2. New trends in social science curriculum.
3. A critical appraisal of existing social science curriculum at secondary stage prescribed by board of secondary education Rajasthan.
4. Enrichment in social science teaching for multidimensional aspects of knowledge.
5. Content analysis of social science in following perspective -
  - (a) Indigenous nature
  - (b) Socio-cultural, economics & political issues
  - (c) Relevancy to modern society

### Unit 2: Learning resources in Social Science

- Learning resources social science club, exhibition, projects, quiz, social survey, social science laboratory, text books and other reference materials (online & offline). Museum
- Projected and non-projected teaching aids
- Use of ICT: Video clips, Power point presentations, films etc

### Unit 3: Professional Development of Teachers

- Professional competencies of subject teacher
- Professional development programmes for teachers; planning, organization & evaluation.
- Reflective & Innovative practices in professional development of teachers.
- Professional ethics of Social sciences teachers.

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

1. Prepare and present a lesson through power point presentation on any topic of your choice.
2. Mark any one student with less than 60% marks in social science, diagnose their difficulties and give appropriate remedial measure.
3. Read a book related to professional development of teacher and prepare an abstract.
4. Prepare a programmed learning programme on any topic.

### References

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# 02BED110.1

## PEDAGOGY OF CIVICS

### (PART II)

Max. Marks: 50  
Internal: 20  
External: 30

#### **Learning Outcomes:**

The contents will enable the student teacher to

- Develop an understanding of the contents of secondary and senior secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

#### **Unit 1: Civics Curriculum at Secondary Level**

- Principles and approaches of curriculum construction.
- New trends in Civics curriculum
- A critical appraisal of New trends in Civics curriculum at Secondary & Senior Secondary Stage prescribed by State board.
- Knowledge building through multiple reading
  - Content analysis of Civics in the following perspective -
    - (a) Constitutional aspects
    - (b) International contents
    - (c) Current Burning issues
    - (d) Contents in local context

#### **Unit 2: Learning resources in Civics**

- Learning resources - Exhibition, Projects, Quiz, Civics Room, Text Books and other reference materials (online & offline), Museum
- Projected and Non-Projected teaching aids
- Use of ICT: Video clips, Power points presentations, films etc

#### **Unit 3: Professional Development of Teachers**

- Professional competencies of Civics teacher.
- Professional development programmes for Civics teachers, planning, organization & evaluation.
- Reflective & Innovative practices in professional development of teachers.
- Enriching knowledge of contents through e-learning.

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

1. Visit any Institution under Panchayati Raj and collect its institutional profile through structured/unstructured interview.
2. Do the content analysis of any book of Civics from the state board & find out the obsolete/irrelevant/repeated contents
3. Collect the details of various pressure groups operating in local politics & mention how they affect the political on-goings

### References

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- Boume H.E.: Teaching of History and Civics, Bombay, Longmans 1972.
- Harlikar: Teaching of Civics in India, Bombay, Padma Publications Ltd.
- Kochhar, S.K.: Teaching of Social Science. Sterling Publishers Pvt. Ltd., New Delhi.
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# PEDAGOGY OF HISTORY

## (PART II)

Max. Marks: 50

Internal:20

External: 30

### Learning Outcomes

The Student-teachers will be able to-

- Develop an understanding of the Curriculum of History at Senior secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

### Unit 1: History curriculum at Secondary Level

- Principles and approaches of curriculum construction.
- New trends in history curriculum.
- A critical appraisal of existing history curriculum at secondary stage prescribed by State board.
- Knowledge building through multiple reading.
- Content analysis of history in following perspective -
- Indigenous nature (b) International happenings and impact on our nation
- History of various civilizations (d) History of colonial India.

### Unit 2: Learning resources in history

- Learning resources - exhibition, projects, quiz, history room, text books and other reference materials (online & offline), Museum
- Projected and non-projected teaching aids
- Use of ICT: Video clips, Powerpoint presentations, films etc

### Unit 3: Professional Development of Teachers

- Professional competencies of subject teacher.
- Professional development programmes for history teachers, planning, organization & evaluation.
- Reflective & Innovative practices in professional development of teachers.
- Enriching knowledge of content through e-learning.

### **Practicum/Field Work (Any two of the following)**

1. Pick any event from the history of colonial India & State how that event is still having its impact on the present day happenings.
2. Prepare a power point presentation on any historical fort.
3. Write a note on any eminent historical writer of medieval era.

### **References**

- Aggrawal, J.C. Teaching of History (A practical Approach), Vikas Publishing House Pvt. Ltd., New Delhi.
- Choudhary. K.P.; Effective teaching of History in India, NCERT.
- Ghate. V.D.; Suggestions for the teaching of History in India.
- Ghose, K.D.; Creative teaching of History OUP
- Hill, C.P.: Suggestions on the teaching of History.
- Kochhar, S.K.: Teaching of History, Sterling Publishers Private Limited, New Delhi.
- Veijeshwary, R.: Hand Book for History teacher in India.

### **In Hindi Edition:**

- Dixit, Upender Nath and Baghela, Het Singh: History teaching, Raj .Hindi Granth, Akadami, Jaipur
- Ghate, B.D.; History teaching, Hariyana
- Tyagi, Gurusharan: History teaching, Vinod Publication, Agra.

# PEDAGOGY OF ECONOMICS (PARX II)

Max. Marks: 50

Internal:20

External: 30

## **Learning Outcomes**

The contents will enable the student teacher to

- Develop an understanding of the content of secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

## **Unit 1: Economics Curriculum at Secondary Level**

- Principles and approaches of curriculum construction.
- New trends in Economics Curriculum
- A critical appraisal of New trends in Economics curriculum at Secondary Stage prescribed by State board.
- Knowledge building through multiple reading
- Content analysis of Economics in the following perspective -
- Contents of Macro Economics
- Contents of Micro economics
- Contents in local context
- Contents of International Importance

## **Unit 2: Learning resources in Economics**

- Learning resources - Exhibition, Projects, Quiz, Economics Room, Text Books and other reference materials (online & offline), Museum, Financial Institutions.
- Projected and Non-Projected teaching aids
- Use of ICT: Video clips, Powerpointpresentations, films etc
- Community resources

## **Unit 3: Professional Development of Teachers**

- 1 Professional Competencies of Economics Teacher.
- 2 Professional development Programmes for Economics teachers, planning, organization & evaluation.

- 3 Reflective & Innovative practices in Professional development of teachers.
- 4 Enriching knowledge of contents through e-learning.
- 3 Professional ethics of economics teachers.

### **Practicum/Field Work (Any two of the following)**

1. Make a complete profile of a Business House of India including the inception, set up, product range, product mix and the revenue output
2. Prepare a report on any Monopolistic or Oligopolistic market situation of state.
3. Prepare two articles from the "Economic Times" news paper which must be related to some issue of international crisis

### **References**

- Kanwar.B.S.: Teaching of Economics, PrakashBros,Ludhiyana, 1973.
- Rai.B.C.: Methods ofTeaching Economics, Publication Centre, Lucknow, 1986.
- Siddiqi, M.H.: Teaching of Economics, AshishPublishing House, New Delhi 1993.
- Bawa, Dr. M.S.(ed): Teaching ofEconomics: Contemporary Methods and Strategies for Secondary and Senior Secondary levels, Teachers' Hand-book; Institute of Advanced Studies in Education, Department of Education, University of Delhi, 1995.
- Tyagi,G.D., Arthashastra Shikshan, Vinod Pustak Mandir, Agra-2005.



# PEDAGOGY OF CHEMISTRY

## (PART H)

Max. Marks: 50  
Internal: 20  
External: 30

### **Learning Outcomes-Student-teachers will be able to:-**

- Understand the approaches of curriculum construction.
- Explore new trends in Chemistry curriculum.
- Explore different ways of creating learning situations for different concepts of Chemistry.
- Facilitate development of scientific attitudes in learners.
- Select appropriate learning resources and teaching -learning material
- Develop ability to use Chemistry concepts for life skills.
- Develop competencies for teaching, learning of Chemistry through different measures.
- To introduce with Professional development programmes of teachers.

### **Unit 1: Chemistry curriculum at secondary level**

- Principles and approaches of curriculum construction.
- New trends in Chemistry curriculum.
- A critical appraisal of existing Chemistry curriculum at senior secondary stage prescribed by board of secondary education Rajasthan.
- Enrichment in Chemistry teaching for developing scientific creativity.
- Chemistry Curriculum- Vision, Main goals of teaching Chemistry, Core areas of curricular choices at different stages of school Chemistry education.

### **Unit 2: Learning resources in Chemistry**

- Learning resources science club, Science fair, exhibition, projects, quiz, Models, Puzzles, Poster Making
- Developing science kit and chemistry laboratory: Designing Chemistry laboratory. Planning and organizing field observation; audio-visual materials, multimedia-selection and designing. Use of ICT. Using community resources in science. Pooling of learning resources in school complex/ block/district level.
- Chemistry Text books and reference materials- news- letters, Encyclopedia, Reference books and other online resources.

### **Unit 3: Professional Development of Teachers**

- Professional competencies of subject teacher
- Professional development programmes for teachers; planning, organization& evaluation.

- Professional Ethics of Chemistry teacher.
- Reflective & Innovative practices in professional development of teachers.

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

1. Write a reflective journal on Developing Scientific Creativity
2. Prepare ICT based lesson plan in Chemistry and Execute it.
3. Read any Article /book on Professional Development of teachers and prepare a abstract.

### **References-**

- Yadav, M.S. 1995, Teaching of Chemistry, Anmol Publication, New Delhi.
- Megi, J.S. & Negi, Rasuita, 2001, Teaching of Chemistry.
- Yadav, M.S. 2000: Teaching Science at Higher level, Anmol Publications, New Delhi.
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- Venkataih, S., 2001: Science Education in 21st Century, Anmol Publishers, New Delhi.
- Rao, D.B., 2001: World conference on Science Education Discovery publishing work, New Delhi.
- Singh, U.K. & Nayab, A.K. : 2003 : Science Education, Commonwealth Publishers, Daryaganj, New Delhi.
- Singh, Y.K. & Sharma Archnessh, 2003 : Modern Methods of Teaching Chemistry A.P.H. Publishing corporation, Daryaganj, New Delhi.

# PEDAGOGY OF BIOLOGY

## (PART II)

Max. Marks: SO  
Internal:20

### **Learning Outcomes: - Student-teachers will be able to:-**

- Understand the approaches of curriculum construction.
- Explore new trends in Biological Science curriculum.
- Explore different ways of creating learning situations for different concepts of biological science.
- Facilitate development of scientific attitudes in learners.
- Select appropriate learning resources and teaching -learning material
- Develop ability to use biological science concepts for life skills.
- Develop competencies for teaching, learning of biological science through different measures.
- To introduce with Professional development programmes of teachers.

### **Unit 1: Biological Science curriculum**

- Principles and approaches of curriculum construction.
- New trends in Biological science curriculum.
- A critical appraisal of existing Biological science curriculum at Seniorsecondary stage prescribed by board of secondary education Rajasthan.
- Enrichment in Biological science teaching for developing scientific attitude.
- Biological Science Curriculum- Vision, Main goals of teaching Biological Science, curricular choices at different stages of school Biological Science education.

### **Unit 2: Learning resources in Biological Science**

- Learning resources science club, Science fair, exhibition, projects, quiz, Models Puzzles, Poster Making
- Developing science kit and biological science laboratory; Designing biology laboratory. Planning and organizing field observation; audio-visual materials, multimedia-selection and designing. Use of ICT. Using community resources in science. Pooling of learning resources in school complex/ block/district level.
- Biological Science Text books and reference materials- news- letters, Encyclopedia, and other online resources.

### **Unit 3: Professional Development of Teachers**

- Professional competencies of subject teacher
- Professional development programs for teachers; planning, organization & evaluation.
- Professional Ethics of Biological Science teacher.
- Reflective & Innovative practices in professional development of teachers.

### **Practicum/Field Work (Any two of the following)**

1. Being a Biology teacher how you will remove superstitions from the Society. Report your Strategic planning.
2. Plan and Organize a Quiz Competition in a school, on the themes of Biology. Report entire activity
3. Group Discussion on Professional Ethics of Biological Science teacher'. Write your conclusions.

### **References-**

- Sood, J.K., 1987: Teaching Life Sciences, Kohali Publisher, Chandigarh.
- Sharma, L.M., 1977: Teaching of Science & Life Science, Dhanpat Rai & Sons, Delhi
- Kulshrestha, S.P., 1988: Teaching of Biology, Loyal Book Depot, Meerut
- Yadav, K., 1993: Teaching of Life Science, Anmol Publisher, Daryaganj, Delhi.
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- Dave, R.H., 1969: Taxonomy of Educational Objectives & Achievement Testing, London University Press, London.
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## (PART II)

Max. Marks: 50  
Internal: 20  
External: 30

### **Learning Outcomes: - Student-teachers will be able to:-**

- Understand the approaches of curriculum construction.
- Explore new trends in General Science curriculum.
- Explore different ways of creating learning situations for different concepts of General science.
- Facilitate development of scientific attitudes in learners.
- Select appropriate learning resources and teaching -learning material
- Develop ability to use General science concepts for life skills.
- Develop competencies for teaching, learning of General science through different measures.
- To introduce with Professional development programmes of teachers.
- To plan organization and report on various programmes of Professional development of teachers.

### **Unit 1: General Science curriculum at secondary level**

- Principles and approaches of curriculum construction.
- New trends in General science curriculum.
- A critical appraisal of existing General science curriculum at secondary stage prescribed by board of secondary education Rajasthan.
- Enrichment in General science teaching for developing scientific creativity.
- General Science Curriculum- Vision, Main goals of teaching General Science, Core areas of concerns in General science, curricular choices at different stages of school General Science education.

### **Unit 2: Learning resources in General Science**

- Learning resources science club, exhibition, projects, quiz, Models Science fair, Puzzles.
- General science laboratory- Set up and importance
- General Science Text books and reference materials- news- letters, Encyclopedia, Reference books and other online resources.
- Identification and use of learning resources in general science exploring alternative sources; Developing science kit and laboratory; Planning and organizing field observation; audio-visual materials, multimedia-selection. Use of ICT. Using community resources in science. Pooling of learning resources in school complex/block/district level.

### Unit 3: Professional Development of Teachers

#### ■ Professional competencies of subject teacher

- Professional development programmes for teachers; planning, organization & evaluation.
- Professional Ethics of general Science teacher.
- Reflective & Innovative practices in professional development of teachers.

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

1. Analyse General Science Curriculum of upper primary classes (VI-VIII) and Give your Suggestions keeping in mind the recommendations of NCF 2005.
2. Arrange an activity for the students where they will Face a problem to be solved Creatively like- make paper planes(Hawai jahaj) and fly it to maximum Distance, move/ let it fall an empty bottle kept in a shut room( without touching it)etc. Report your Observations and Interesting Findings
3. Organise a group discussion on \_Reflective & Innovative practices in professional development of teachers ‘ and summarize your conclusions.
4. Visit Ayurveda college/ science labs to address lauding their working process and draft a report on their contribution to prosperity.
5. Prepare a concept map on any theme of General Science and explain its importance for Teaching and learning.
6. Collect Information about Indian Cultural traditions and find out the scientific basis or hidden concern for life and preservation of environment.
7. Being a Science teacher how you will remove superstitions from the Society. Report your Strategic planning.
8. Prepare a diagnostic test and apply it in school, after discussion with concerning teacher and give remedial measures.

#### References

- Sood, J.K. (1987): Teaching Life Sciences, Kohli Publishers, Chandigarh.
- Sharma, L.M. (1977): Teaching of Science and Life Sciences, Dhanpat Rai & Sons, Delhi.
- Kulshreshtha, S.P. (1988): Teaching of Biology, Loyal Book Depot, Merrut
- Yadav, K. (1993): Teaching of Life Science Anmol Publishers, Daryaganj, Delhi.
- Yadav, M.S. (2000): Modern Methods of Teaching Sciences, Anmol Publishers, Delhi
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- Dave, R.H.: (1969): Taxonomy of Educational Objectives and Achievement Testing, London University Press, London.
- Sood. J.K. (1989): New Directions in Science Teaching, Kohli Publishers, Chandigarh.

Max. Marks: 50

Internal:20

External: 30

### **Learning Outcomes:**

#### **The Student- teacher will be able:**

- To help the students to acquire the basic understanding in the field of Accountancy.
- To develop the ability to plan curriculum and instructions in Accountancy 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 Accountancy and to develop the skill of using the same.
- To develop the ability of preparing an achievement test.
- To develop commercial efficiency among students

#### **UNIT -1: Accountancy Curriculum at Senior Secondary level**

- Aims & Objectives of teaching Accountancy at Senior Secondary level.
- A critical appraisal of existing Accountancy Curriculum of 11 & 12 Class prescribed by board of Secondary Education Rajasthan
- New trends in Accountancy

#### **UNIT - II: Resources in Accountancy**

- Teaching Learning Resources: Books, Journals, Newspapers, Self-explanatory & User-friendly Software, Internet, Encyclopedias, Customized Teaching Modules
- Teaching Accountancy with the help of Digital Boards: Process, Benefits & Limitations, Teaching through Traditional support: Blackboard, charts etc.
- Computer Assisted Accounting: Meaning, Process, Benefits, Limitations
- Learning Accountancy through apprenticeship
- Sources of knowing latest accounting standards & norms.
- Efficient indigenous ways of accounting

#### **UNIT - III: Professional Development of Accountancy Teacher**

- Knowledge Building: Knowing Latest Accounting standards, Introduction to Indian Stock Market, Understanding Modern ways of money transaction: E-Banking, Mobile Banking, Global Trends.
- Understanding the Professional Ethics of Accountancy.
- Learning to teach Accountancy through Innovative Practices.
- Efficient Management of the Conventional & Computer based data of Accountancy.

- **Career & growth prospects in Accounting field: An introduction to Chartered Accountants, Cost & Works Accountants, Company Secretaries.**

**Practicum/ Field work (Any two of the following)**

1. **Classify the contents and the sub-contents at 11 th and 12th level according to their nature and give suggestions to add something in them or remove something.**
2. **Interview any person who does the organizational accounting & find out the difficulties faced by him/her.**
3. **Describing all functions of ATM machine as a money transaction device, mention its limitations & your personal experience with ATM's.**

**References:**

- **Rao, Seema: Teaching of Commerce, Anmol Publication Pvt.Ltd.1995.**
- **Jain, K.C.S.:VanijayaShikshan (Hindi) General Academy, Jaipur, 1986.**
- **Gortside, L: Teaching Business subjects. The Modern Approach made and printed in Great Britain by the Garen Press Ltd. Letehworth, Hest Fordshire, 1970.**
- **Neeb.W.B. : Modern Business Practice, The Ryerson Press, Toronto, 1965.**
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- **Singh, J.B.: Vanijaya Ka Adhyayan, Laxmi Narayan Agarwal, Agra, 1968.**
- **Bhoral, Devadas : Commerce Education in India, D.K. Publishers Distributors (P) Ltd, New Delhi 1988.**
- **Rai, B.C.: Method of Teaching Commerce, Prakashan Kendra Lucknow, 1986**



Max. Marks: 50  
Internal: 20  
External: 30

### **Learning Outcomes:**

**The Student- teacher will be able:**

- To know the meaning, concept and scope of Business Organization.
- To know the aims and objectives of teaching Business Organization.
- To know the place of Business Organization 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 organization and its critical appraisal.
- To know about the evaluation process in the Business Organization.

### **UNIT -1: Business Organization Curriculum at Sr. Secondary level**

1. Aims & Objectives of teaching Business Organization at Sr. Secondary level.
2. A critical appraisal of existing Business Organization Curriculum at Sr. Secondary level prescribed by board of Secondary Education Rajasthan
3. New trends in Business Studies.

### **UNIT - II: Resources in Business Studies**

- Teaching Learning Resources: Books, Journals, Newspapers, Self-explanatory & User-friendly Software, Internet, Encyclopedias, Customized Teaching Modules
- Teaching Business Organization with the help of Digital Boards: Process, Benefits & Limitations, Teaching through Traditional support: Blackboard, charts etc.
- Computer Assisted Accounting: Meaning, Process, Benefits, Limitations
- Learning Business Organization through apprenticeship
- Sources of knowing latest business trends

### **UNIT - III: Professional Development of Business Organization Teacher**

- Knowledge Building: Understanding of: Business Communication skills, General Business competencies.
- Understanding the Professional Ethics of Business Organization.
- Learning to teach Business Organization through Innovative Practices.
- Efficient Management of with modern devices/computers/apparatuses

- Career & growth prospects in Business field
- Understanding world scenario through famous magazines such as "Fortune" etc

**Practicum/ Field work (Any two of the following)**

1. Classify the contents and the sub-contents at 11th and 12th level according to their nature and give suggestions to add something in them or remove something.
2. Interview any person who does the management of some moderately good size business & find out the difficulties faced by him/her.
3. Conduct a SWOT (Strength, weakness, opportunities, threats) analysis of the prime character of any movie related to business affairs.

**References:**

- Tonne, Pohani, Freeman: Methods of Teaching Business Subject, Greogg Publishing Co., NewYork.
- Khan, M.S.: The Teaching of Commerce, Sterling Publisher Pvt. Ltd., New Delhi.
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- Bhorali Devadas: Commerce Education in India, D.K. Publishers Distribution(P) Ltd., New Delhi, 1988.
- RaiB.C.: Method of Teaching Commerce, Prakashan Kendra, Lucknow 1986

## (PART II)

Max. Marks: 50  
Internal:20  
External: 30

### **Learning Outcomes:**

#### **Students-teachers will be able to-**

- Identify difficulties in learning concepts and generalization, and provide suitable remedial measures.
- Develop ability to teach proof of theorems and develop mathematical skills to solve problems.
- Develop understanding of the strategies for teaching exceptional student in mathematics.
- Develop capacity to evaluate and use instructional materials in mathematics education.
- Develop skills to be a successful mathematics teacher.
- Construct appropriate assessment tools for evaluating mathematics learning.
- Familiarize with the development of curriculum in mathematics.
- Understand and use of learning resources in Mathematics.

### **Unit: 1 Mathematics curriculum at Secondary Level**

- Principles and approaches of curriculum construction.
- New trends in mathematics curriculum.
- A critical appraisal of existing mathematics curriculum at secondary stage prescribed by Board of Secondary Education Rajasthan and Central Board of Secondary Education
- Enrichment in mathematics teaching for developing creativity.
- Some highlights of curriculum like vision of school mathematics, main goals of mathematics education, core areas of concerns in school mathematics, curricular choices at different stages of school mathematics education.

### **Unit: 2 Learning resources in mathematics**

- Recreational Activities
- Mathematics club
- Mathematics Fairs
- Mathematical Games
- Mathematical Quiz
- Mathematical Puzzles
- Mathematical Project
- Mathematical Model

- Importance and setting up of Mathematics Laboratory.
- Importance of Support Material: On-line and off-line Resources.
- Teacher Hand book
- Using community resources for mathematical teaching e.g. interviewing local persons to know the indigenous knowledge of Mathematics etc.

### Unit: 3 Professional Development of Mathematics Teacher

- Importance of in-service programmes for mathematics teacher.
- Role of mathematics teachers\* association.
- Development of professional competencies of mathematics teacher.
- Professional ethics of mathematics teacher. Research in teaching and learning of mathematics.

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

1. Critical appraisal of existing Mathematics Syllabus of secondary classes as prescribed by State Board.
2. Organise any mathematical Game in the class (VI-X any one) and write your Experiences.
3. Write a reflective Journal on "Professional Ethics of Mathematics Teacher".
4. Two action research to be undertaken.
5. Organization of mathematics exhibition.

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- 8- Siddiqui, Musibul Haseen (2009) —Teaching of Mathematics A.P.H. publishing corporation New Delhi
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02BED111.3  
**PEDAGOGY OF GEOGRAPHY**  
**(PART II)**

Max. Marks: 50  
Internal: 20  
External: 30

**Learning Outcomes:**

**The contents will enable the student teacher to**

- Develop an understanding of the contents of secondary and senior secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

**Unit 1: Geography Curriculum at Secondary Level**

- Principles and approaches of curriculum construction.
- New trends in Geography curriculum
- A critical appraisal of Geography curriculum at Secondary & Senior Secondary Stage prescribed by State board.

**Unit 2: Learning resources in Geography**

- Learning resources - Exhibition, Projects, Quiz, Civics Room, Text Books and other reference materials (online & offline), Museum, Geography Lab, Models Aquarium etc
- Projected and Non-Projected teaching aids
- Use of ICT: Video clips, Power points presentations, films etc

**Unit 3: Professional Development of Teachers**

- Professional competencies of Geography teacher.
- Professional development programmes for Geography teachers, planning, organization & evaluation.
- Reflective & Innovative practices in professional development of teachers.
- Enriching knowledge of contents through e-learning.

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

1. Prepare a Teaching Model as a teaching aid for teaching Geography at secondary level.
2. Make a detailed pictorial Project on any topic of Geography students can refer it for extensive learning
3. Preparation a powerpoint presentation on any topic of Physical geography.

## References

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- **B arnald, H.C.: Principles and Practice of Geography Teaching, London University, Tutorial press, 1953.**
- **Kaiil, A.K.:WhyandHowofGeography Teaching, Ambanu Publications, Srinagar, 1983.**
- **Verma, O.P. and Vedanayagam E.G.::Geography Teaching, Sterling Publishers, New Delhi, 1987.**
- **Gopsil,G.H.: The Teaching of Geography, Macmillan KCo.Ltd, London, 1958.**
- **Macnee: Teaching of Geography, Oxford University Press, and Bombay.**
- **Source B ook for Teaching of Geography, UNESCO Publishing.**

# **02BED 110.3**

## **PEDAGOGY OF HOME SCIENCE**

### **(PART II)**

Max. Marks: 50

Internal: 20

External: 30

**Learning Outcomes: - Student-teachers will be able to:-**

Understand the approaches of curriculum construction.

- Explore new trends in Home Science curriculum.
- Explore different ways of creating learning situations for different concepts of Home science.
- Select appropriate learning resources and teaching -learning material
- Develop ability to use Home science concepts for life skills.
- Develop competencies for teaching, learning of Home science through different measures.
- To introduce with Professional development programs of teachers.
- To plan organization and report on various programs of Professional development of teachers.

#### **Unit 1: Home Science curriculum**

- Principles and approaches of curriculum construction.
- New trends in Home science curriculum.
- A critical appraisal of existing Home science curriculum at Seniorsecondary stage prescribed by board of secondary education Rajasthan.
- Enrichment in Home science teaching for developing Home Managerial Skills.
- Home Science Curriculum- Vision, Main goals of teaching Home Science, Core areas of concerns in Home science, curricular choices at different stages of school.

#### **Unit 2: Learning resources in Home Science**

- Learning resources science club, exhibition, projects, quiz, Models Science fair, Puzzles, Posters.
- Home science laboratory- Set up and importance
- Home Science Text books and reference materials- news- letters, Encyclopedia, Reference books and other online resources.
- Identification and use of learning resources in Home science exploring alternative sources; Home Science laboratory; Planning and organizing, field observation; audio-visual materials, multimedia-selection. Use of ICT. Using community resources in science. Pooling of learning resources in school complex/ block/district level.

### **Unit 3: Professional Development of Teachers**

- Professional competencies of subject teacher
- Professional development programs for teachers; planning, organization & evaluation.
- Professional Ethics of Home Science teacher.
  
- Reflective & Innovative practices in professional development of teachers.

### **Practicum/Field Work (Any two of the following)**

1. Write a reflective Journal on Use of ICT in achieving goals of home science teaching ‘
2. Critical Appraisal of Home Science laboratory of any senior secondary school.
3. Group Discussion on Professional Ethics of Home Science teacher\* .Write your Conclusions.

### **References**

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- Asthana, S.R.: Griha Vigyan ka Addhy apan, LaxmiNarain Agarwal, Agra, 1968
- SarlaSharil: Banana Seekho, Atmaram & Sons, Delhi, 1962
- Dass, R.R. and Ray, Binita : Teaching of Home Science, Sterling Publishers Pvt, New Delhi, 1984
- Sukhiya, S.P. and Mehrotra : Grah Vigyan Shikshan, Haryana Sahitya Akademy, Chandigarh, 1984
- Agarwal, Laxminarayan, Teaching of Home Science.
- Shenoy, G.P.: Home Management



# 02BED111.1

## PEDAGOGY OF PHYSICS

### (PART II)

Max. Marks: 50  
Internal: 20  
External: 30

#### Learning Outcomes-

Student-teachers will be able to: -

- Understand the approaches of curriculum construction.
- Explore new trends in Physical Science curriculum.
- Explore different ways of creating learning situations for different concepts of Physical science.
- Facilitate development of scientific attitudes in learners.
- Select appropriate learning resources and teaching-learning
- Develop ability to use Physical science concepts for life skills.
- Develop competencies for teaching, learning of Physical science through different measures.
  - To introduce with Professional development programmes of teachers

#### Unit 1: Physical Sciences curriculum

- Principles and approaches of curriculum construction.
- New trends in Physics curriculum.
- A critical appraisal of existing Physical Science curriculum at senior secondary stage prescribed by board of secondary education Rajasthan.
- Enrichment in Physics teaching for developing scientific creativity.
- Physics Curriculum- Vision, Main goals of teaching Physics, Core areas of curricular choices at different stages of school in Physics education.

#### Unit 2: Learning resources in Physical Sciences

- Learning resources science club, Science fair, exhibition, projects, quiz, Models, Puzzles, Scrap Book, Field Trips.
- Developing science kit and Physical science laboratory: Designing Physics laboratory. Planning and organizing field observation; audio-visual materials, multimedia-selection and designing. Use of ICT
- Physics text books and reference materials- news- letters, Encyclopedia, Reference books and other online resources.

### Unit 3: Professional Development of Teachers

- Professional competencies of subject teacher
- Professional development programs for teachers; planning, organization\* evaluation,
- Professional Ethics of Physical Science teacher.
- Reflective & Innovative practices in professional development of teachers.

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

1. Preparation of Scrap book containing original Scientific Cartoons/Stories/Latest articles/play etc. useful for physics teaching.
2. Analyse physical science textbooks (Senior secondary Level) in the light of the syllabus and from the perspective of the child.
3. List out few Qualities of good Physics Teacher.

### References-

- Heiss, Obum and Hoffman: Modern Science, the Macmillan Company, New York 1961.
- Thurber W. and A. Collette: Teaching Science in Today's Secondary schools, Boston Allyn and Bacon Inc., New York, 1959.
- Vaidya, N. "The Impact of Science Teaching", Oxford and IBH Publishing Company, New Delhi, 1971.
- Richardson, S.: "Science Teaching in Secondary Schools", Prentice Hall, USA, 1957.
- Sharma, R.C. and Sukla: "Modern Science Teaching" Dhanpat Rai and Sons, Delhi, 2002.
- Ravi Kumar S.K., "Teaching of Science", Mangaldeep Publications 2000.
- Rao Aman: Teaching of Physics, Anmol Publications, New Delhi, 1993.
- Wadhwa Shalini: Modern Methods of Teaching Physics, Sarup and Sons, New Delhi, 2001.
- Gupta S.K.: Teaching Physics Sciences in Secondary Schools, Sterling Publishers (P) Ltd., New Delhi, 1989
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# 02BED111.5

## PEDAGOGY OF DRAWING AND PAINTINGS

Max. Marks: SO Internal: 20 External: 30

### Learning outcome:

After completion of the course, student-teachers 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

### Unit -1 Nature and Scope of Art

- Meaning, Nature and Scope of art, aesthetics and Art teaching at secondary level of school education
- The place of art in general education.
- Education Values of Art and its relationship with other school subjects.
- Role of Art in Indian culture and values.
- Art and Society 1) Indian Folk art 2) Creative Art
- Contribution of Art Teaching
- Importance Aims and Objective of Art Teaching.
- Co-relation with other Subject.

### Unit - 2 Resources in Art Teaching

- Aims and objectives of Art Teaching (Bloom's approach to specify the outcomes).
- Approaches and Methods of teaching Art.

- Problem solving method, Demonstration method, Experimental method, Project, method. Lecture cum demonstration, Question-answer techniques, Text book, Dramatization.
- Discussion, Group work and Assignments. 5. Use of ICT in art teaching.
- Curriculum in Art for school instruction. Mughal art style, Rajasthani art style, pahari art style. People as resource: the significance of oral data.
- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc. Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.

### **Unit 3: Professional Development of Teachers**

- Professional Competencies of art teacher.
- Professional development Programmes for art teachers, planning, organization & evaluation.
- Reflective & Innovative practices in Professional development of art teachers.
- Enriching knowledge of contents through e-learning of art teacher.
- Professional ethics of art teachers.

### **Practicum/Field work: (Any two of the following)**

1. Planning and establishment of an Art gallery in school.
2. Develop and maintain a display board in school.
3. Make a file of essential equipments of Art lab /galleries and its Management.
4. Make five different teaching materials using different type of teaching aids
5. Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of sketches etc. and environmental concerns.
6. Model, PowerPoint, O.H.P. transparencies of Art subject.
7. Prepare a report and analyse how the artists design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns.
8. Organise a workshop on drawing, and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, toy making,.
9. Make 3 tie dye samples using different techniques. 4. Make 3 samples using block printing.
10. Group work to decorate a room (Kitchen, dining room, bedroom, children room, puja room, guestroom,)
11. Document and arrange opportunities of marketing of the local artistic product, produced by specific local families, which is used in day to day life
12. Construction, administration and interpretation of an achievement test of any standard of school.
13. Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.
14. Mark the student with less than 60% marks in art education, diagnose their difficulties and give appropriate remedial measure.

15. Viewing/listening to live and recorded performances of Classical and Regional Art forms
16. Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach.
17. Local field trip for understanding working process of any art work or Art gallery.

### **References:**

- George Conard : The process of Art education in the elementary school Practice Hall, inc. England, Cllets No. 1,1964.
- RuthDunneth: Art and child personality , Methuen and Co. Ltd. London 1945.
- AryaJaides: Kala Ke Adhyapana, VinodPustakMandi, Agra.
- Kiya Shikshak : Vol. No. 4 April, 1966, Special Number, Art Education, Published by Department of Education, Rajasthan, Bikaner.
- AAMS: Memorandum on the teaching of Art London.

# **02BED111.6**

## **PEDAGOGY OF MUSIC**

### **(PART II)**

**Max. Marks: 50**  
Internal: 20  
External: 30

#### **Learning Outcomes:**

The Student- teacher will be able to:

- Understand the contents of Music at senior secondary level.
- Understand the nature of contents at school level.
- To know the learning resources of music
- Grow professionally

#### **UNIT I- Music curriculum at Senior Secondary level**

- Understanding the contents of Music at senior secondary level
- Balance of Instrumental & vocal part of music
- Practical lab work assigned in book
- Various Music labs

#### **UNIT II Learning resources in Music**

- Music House Trips
- Community resources,
- Music conference
- Music competition
- E-resources
- Formal & Informal Institutions

#### **UNIT III Professional Development of a Music Teacher**

- The Aesthetic and personal qualities of a Music teacher
- Understanding the changing trends in the Music
- Best Utilization of talent of Music in teaching
- Understanding the local folks prevalent in the local community
- Utilizing the instrumental knowledge in carrying out the co-curricular and Extra-curricular activities.

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

1. Organize a Music competition in college in the presence of expert musicians. Compile a report of the event.
2. Make a pictorial & descriptive biography of a renowned singer of India or abroad and file it for assessment.
3. Interview a musician about how they got inclined towards music & evolved a career out of it. Prepare a summary

**Reference:**

- Thakur Onkamath: Pranava Bharti
- Swaruy,B" Theory of Indian Music.
- Digamber. Vishnu: SangeetBodh (5 parts)
- Sangeet Darpan (Sanskrit).
- Sangeet Ratnakar (Sanskrit).
- Bhatkhande: Hindustani Sangeet Paddhati
- Basu.S.N.:SangeetPraesika.

# **02BED103**

## **SCHOOLING, SOCIALIZATION AND IDENTITY**

Max. Marks: 100  
Internal :20 External: 80

### **Learning Outcomes:**

The student teacher will be able to:

- **Become aware of the processes of socialization at home and school that act as shaping factors in identity formation of the school-going child (in Indian contexts);**
- **Reflect critically on factors that shape identity formation and influence sense of self of the growing 'student' as well as 'teacher' in school as well as in out of school situations;**
- **Begin to understand the processes that have shaped/continue to shape one's own sense of identity as 'student' and as 'person' located in multiple social contexts and roles;**
- **Begin to become critically aware of 'self and 'identity' and 'free' oneself through selfunderstanding, from tendencies that lead to crystallizing and limiting of one's identity as a teacher and a human being; and**
- **Reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.**

### **UNIT 1: SOCIALIZATION**

- **Understanding the nature and processes of socialization**
- **At home: family as a social institution; parenting styles and their impact; transmission of parental expectations and values;**
- **Socialization and the community: neighborhood, extended family, religious group and their socialization functions; and**
- **At school: impact of entry to school; school as a social institution; value-formation in the context of schooling.**

### **UNIT 2: EMERGENCE OF 'PERSON' AND IDENTITY'**

- **Aspirations: Meaning, positive & negative aspirations, realistic & unrealistic aspiration**
- **Factors that influence aspirations: intelligence, sex, interests, values, family pressures, group expectations, cultural traditions, competition with others, past experiences, the Mass Media, personal characteristics.**
- **Self Concept: Meaning, Self concept in reference to parents expectation, Attitude towards members of the family, physical state of the child, Biological**



- Maturation( Early-average-late), Impact of radio & television etc, school opportunities, school demands, religious affiliations, opinion of peers, family economic problems, family personal problems, attitude towards peers.
- The influence of technology and globalisation on identity formation.

### **UNIT 3: SCHOOLING AND IDENTITY FORMATION:**

- Schooling as a process of identity formation: ascribed, acquired and evolving.
- Factors influencing teacher-student relationship, Early school experiences in identity formation
- Factors influencing attitudes toward Education: sex, child training methods, home influence, social class, religion, ethnic group, peers, personal adjustment.
- Role of the school in developing national, secular and humanistic Identities.

### **UNIT-4: COPING WITH SOCIAL COMPLEXITIES: ROLE OF EDUCATION**

Expanding human activities and relations; increasing complexity, homogenization of culture versus preservation of distinctive identities; competition, uncertainty and insecurities and the resultant identity conflicts.

### **UNIT 5: EVOLVING AN 'IDENTITY' AS A TEACHER**

- The impact of one's own socialization processes; awareness of one's own shifting identities as 'student', 'adult' and 'student-teacher' and influences that have acted/continue to act on oneself.
- Reflections on one's own aspirations and efforts in becoming a 'teacher'.
- Social image of the teacher in present context.
- Teacher appraisal

### **Practicum/Field Work (Any two of the following)**

1. Understanding the "self concept" prepare a reflective journal mentioning how the school teachers formed your self concept.
2. Recall your childhood experiences about your social surroundings & recollect the persons who played an imposing role in forming your self & identity.
3. Organise a Brain-storming session on the topic values can't be taught they are caught. Mention who were the prominent speakers & contributors.
4. Recall a situation where you find yourself ill treated write your experiences.
5. What did you think of teaching profession before joining this B.Ed. Program & what you think now after experiencing internship program. Prepare a note focusing on your weaknesses & strengths.

## **Reference**

- **Hart J W teachers and Teaching, Macmillan, New York**
- **Medley, D M (1982), 'Teacher Effectiveness' in Encyclopaedia of Education**
- **Research, 5th edn, Vol IV, 1894-1903**
- **Elizabeth B .Hurlock, Personality Development, (1976) McGraw Hill, Inc, New York**
- **Pradhan, Ramchandra (1984), Education for Peace and Human Rights: Search for an Indian perspective, Gandhi Marg, Special issues on Peace Education (1984), (Editor: R R Diwakar), Vol. VI(Nos. 4 & 5) Gandhi peace foundation, New Delhi, pp270-87**
- **Das Gupta, S N (1969), History of Indian Philosophy, KitabMAhal, Allahbad**
- **Chopra, R K (1993) Status of Teachers in India, NCERT, New Delhi**
- **Saidain, K G (1997), Problems of Educational Reconstruction, Doaba Publishing House, Delhi**

# **02BED104**

## **CREATING AN INCLUSIVE SCHOOL**

Max. Marks: 100

Internal: 20

External: 80

Learning outcome: -

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

1. Understand concept, meaning and significance of inclusive education
2. Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.
3. Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
4. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education; understand the nature of difficulties encountered by children.
5. Prepare teachers for inclusive schools.
6. Analyze special education, integrated education, mainstream and inclusive education practices.
7. Identify and utilize existing resources for promoting inclusive practice.
8. Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.
9. Prepare a conducive teaching learning environment in varied school settings. 10. Develop the ability to conduct and supervise action research activities.

### **Unit I: Introduction, Issues & perspectives of Inclusive Education**

- Definitions, concept and importance of inclusion and disability.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for education for all children in the context of right to education.
- N.C.F 2005 and adaptation of teaching learning material for inclusive education.

### **Unit II: Concept & Policy Perspective**

- Meaning, Concept and need for inclusive school
- Recommendations of the Indian Education Commission (1964-66).
- National Curriculum Framework, 2005 NCER
- The Convention on the Rights of the Child (specific articles related to inclusive education).

- The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990) Promoting Inclusion Preventing Exclusion.
- UNESCO Conventions, declaration and recommendations related to Rights of persons with Disabilities.

### **UNIT III: Diversity in the classroom**

- Diversity-Meaning and definition.
- Disability - psychological construction of disability identity, discrimination.
- Models of disabilities & Barriers to learning and participation.
- Concept, Nature, and Characteristics of Multiple Disabilities, classroom management for inclusive education
- MDGs ( Millennium development goals) and EPA goal of UNESCO

### **UNIT IV: Curriculum & Pedagogy in Inclusive School**

- Inclusive curriculum- Meaning and characteristics.
- Teaching and learning environment with special reference to inclusive school
- Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education, yoga, heritage, arts, theatre, drama etc in inclusive settings.

### **UnitV: Assessment in Inclusive School**

- Review existing educational programmes offered at secondary school level (general and special education).
- Utilization of records/ case profiles for identification, assessment and intervention for inclusive classrooms.
- Evaluation and follow-up programmes for improvement of teacher preparation programmes in inclusive education.

### **Practicum/Field Work (Any two of the following)**

1. Observe inclusive teaching strategies in an inclusive classroom and discuss with teacher for further planning.
2. To investigate the opinion of primary teachers on the integration of students with disability in normal schools.
3. To study the conceptions of teachers about the need of inclusive education in primary schools, then Method: collect views of teachers and heads of school.
4. Analyse and interpret results in the light of inclusive education and write a report. 3. Workshop/ presentations on child right:
5. Explain the main constitutional provisions on inclusive education.
6. Problem: to study the educational resources for persons with disability (POD) in local secondary schools, two primary schools of your choice, result may be discussed in school in the present context of teacher education.

7. Conduct an awareness program on millennium goal of UNESCO.
8. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
9. Conduct a survey on the type of supportive service needed for inclusion of children with any disability and share the findings in the class.
10. Planning and conducting multi level teaching in the persons with disabilities (two classes).
11. To study the barriers/problems in relation to development of positive policy regarding inclusive teaching-learning practices in local private schools/schools in slums/rural areas, method may be: collection of the views of managing committee s/heads/teachers on development of positive policy regarding inclusive teachers-learning facilities.
12. Write a report on entire activity and present it in classroom presentation, (among peer group)
13. Discussion, group work and presentation by students on uses of internet in inclusive setting:
14. Prepare an action plan for implementation of policies of inclusive education in school setting.

### References

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# 02BED107.1

## OPEN AND DISTANCE LEARNING

Max. Marks: 50  
Internal:30  
External: 20

### **Learning outcomes:**

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

- Understand the concept, nature and scope of Distance Education
- Understand the nature of Distance Education as continuous process of Development and change.
- Understand the aims, objectives of teaching Distance Education at different levels.
- Learn the techniques and methods of distance Education.
- Understand the open system, correspondence education.
- Understand communication strategies of Distance Education.

### **Unit-I- Concept, Nature, Planning & Institution of ODL:**

- Concept of ODL.
- Mode of transaction in ODL.
- Perspective & Future perspective of ODL.
- Institutional Planning: at school level & at university level.
- National and State Universities and agencies (IGNOU, KOU, etc.)
- DEC: Role and responsibilities

### **Unit-II- Methods, Approaches and Instructional Support System:**

- Communication Strategies
  - Teaching Strategies of Distance Education & Educational broadcast.
  - Educational Telecast.
- ICT, Self learning material, E-learning, Blended learning.
- Resource Centers of Distance Education
  - Instructional Procedure
  - Evaluation Process of Distance Teaching
  - Role of Regional and Study Centers
  - Role of Counsellor and distance learner.

### **Unit -III Evaluation:**

- Concept of evaluation in distance education.
- Need for continuous evaluation. On-line and on demand examination.
- Nature and type of Evaluation processes in ODL

### **Practicum/Field Work (Any two of the following)**

1. Measure the level of awareness among people on distance education or courses and conduct them through distance mode.
2. Debate on merits & demerits of distance education.
3. Prepare a chart related to differences between Distance Education and traditional education teaching approaches.
4. Listing the various ODL courses, which are conducted or available in your district/village/town at Institutional level and give proper information about the courses in choupal or meeting with local people specially girls and women and prepare a report on the programme.
3. Interact with distance learners and list out their practical problems like availability of material, contact classes, periodic journals & commutation problems etc. All the information will be compiled and the report must be sent to national and state universities (related to distance education)
6. Write a report on maintaining the record of attendance of students in contact sessions, by study centers.
7. Visit a study center and draft a report on their function, role and organization.
8. Study anyone aspect of study center/regional center related to Distance Education.
9. Collect newspaper cuttings related to Distance Education. And write a report on qualitative and quantitative improvement of distance learning.
10. Prepare a report on Visit an any institution which is related to Distance Education.
11. Review any five researches in distance education.
12. Examine the information, advice and Counselling process and effectiveness of distance educational institute.
13. Find at least two dropout students in your area and enrol them in any distance education agency.
14. Visit any distance learning center for reporting on useful telecast programmes for their distance learners to revitalize their innovative learning and to increase their skills and knowledge.
15. Prepare teaching materials using C.W/Video tapes as teaching aid for distance learner.
16. Prepare a radio script or TV program script.
17. Content Analyse and preparation of instructional material related to any unit of subject related to Distance Education.

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# 02BED107.2

## GUIDANCE & COUNSELING

Max. Marks: 50  
Internal: 20  
External: 30

### Learning outcomes:

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

- To develop an understanding of the concepts of guidance and counseling.
- To develop an understanding of educational, vocational and personal guidance.
- To acquaint the students with the testing devices and techniques of guidance.
- To develop an understanding of collection and dissemination of occupational guidance.
- To sensitize student-teachers to the problems faced by students in the contemporary world.
- To create an awareness of the working of guidance centers.
- To provide guidance & counseling for school level students.

### UNIT -1 Concept of Guidance and Counseling

1. Meaning, Nature & Functions of Guidance.
2. Principles of Guidance.
3. Need of Guidance at various stages of life.
4. Types of Guidance:
  - Educational Guidance- Meaning and need at Secondary level.
  - Vocational Guidance- Meaning and need at Secondary level.
  - Personal Guidance -Meaning and need at Secondary level.
5. Concept of Counseling.
6. Theories of Counseling:
  - a. Theory of Self (Rogers)
  - b. Rational Emotive Behavioral Therapy (Albert Ellis).
7. Types of Counseling: Directive, Non directive, Eclectic.
8. Process of Counseling (Initial disclosure, in depth exploration and commitment to action).

### UNIT - II Testing and Non- testing devices for the study of an Individual:-

1. Tests: Aptitude, Attitude, Interest, Achievement, personality, IQ and Emotional, Mental ability, Intelligence etc.
2. Techniques used in guidance: Questionnaire, Interview schedule, Case study, Diary and Autobiography.
3. Professional efficacy and interest.

### UNIT - III Contemporary issues and Skills in Guidance & Counselling:-

1. Dealing with depression and academic stress (with regard to their identification and intervention). Guidance Implication in (Current Indian scenerio, Education and Guidance: Democraey and Guidance, Individual Differences and Guidance, planning of Guidance cell in school.

2. Skills in Counselling (Listening, Questioning, Responding, Communicating.)
3. Role of Teacher as a counselor and professional ethics associated with it.
4. Career Counselling and Dissemination of Occupational Information.

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

1. Organise a workshop in school on guidance for secondary level students.
2. Group discussion among pupil teachers on types of guidance.
3. Pupil Teacher should guide at least one school student in any area of guidance and prepare a report to this effect.
4. Organize an orientation program for student teacher on skills in Counselling (listening, questioning, communicating etc.)
3. Organize a Counseling program for the student who is guided by teacher student in the area/type of Guidance.
6. Student teacher would practice on Counseling skill (at least three Time duration with 5-7 Minute per skill)
7. Apply Professional Interest test on secondary student on the basis of interpretation, and give professional guidance to the students.
8. Prepare a case study of one student with special needs at school level and give suggestions for remedial measure, too.
9. Make a flow chart on Job Analyze opportunities and present it in school among secondary students.
10. Organize a program on occupational detail Information (like area, agencies and future etc.) for school level.
11. Prepare a plan and establish a guidance and Counseling cell in school.
12. Make a stress releasing strategy for school students and find out its effectiveness.

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# 02BED107.3

## Physical Education and Yoga for Holistic Health

Max. Marks: SO

Internal: 20

External: 30

### Learning Outcomes:

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.
- Sensitize, 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 yoga asanas 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.

### Unit-I Health and Body Functioning

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- Understanding of the body system-skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common health problems and diseases-its causes, prevention and cure, immunization and first aid
- 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 Globalization, 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-II Physical fitness Safety & Security**

- Physical fitness and motor components. Speed, strength, endurance, agility and coordinative ability, flexibility its definition and ways to develop these components.
- Health and its hazards, School Health Programme, Personal Hygiene, School environment, Health services
- Role of physical education in Holistic health. Personal awareness, social responsibility, promotion of Physical Education activity in day to day living.
- 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.

### **Unit-III: Yoga for Holistic Health:-**

- The meaning and definition of yoga.
- Needs, importance and scope of yoga education.
- Yoga as a way of healthy and integrated living.
- Yoga as a way of socio-moral upliftment of man.
- Ashtangyoga or Pantajali.
- Characteristics of a yoga practitioner, Different Asanas and Pranayam to promote a sound Physical and mental health.
- Kriya and Pranayam.

### **Practicum/Field Work (Any two of the following)**

1. Conduct a BMT( Body Mass Index) Test of the class & maintain the record.
2. Prepare a chart of the common diseases, their causes & cure. Explain it to students.
3. 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.
4. Organise a session of Yogasanas & Kriyas and after the completion of the session, mention how it felt to you.
5. Conduct a 12 minute run/walk test to deliver i.... in light of cardiovascular endocrine.
6. Prepare a PPT a performance of a leading player of Indigo
7. Prepare a presentation on emphasis of physical workout in our day to day living.
8. Test the agility of self and record it on a weekly basis.
9. Organise a speed development schedule for self and start marking accordingly.

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# 02BED 107.4

## VALUE EDUCATION

Max. Marks: 50  
Internal :20  
External: 30

### **Learning outcome:**

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

- To develop insight of understanding of concept of Indian values according to time, space and situation.
- To scientifically analyze values in Indian culture and tradition.
- To develop positive attitude about Indian human values.
- To understand the Indian values according to Shradhha and logic.
- To understand the co-ordination with Indian values and life style.
- To analyze the ethical, artistic and pleasant values.
- To analyze absolute values in globalization and universalization.
- To develop the teaching learning method for adaptation and assimilation in life value.
- Explain fundamental aims and values that provide the intellectual basis of contemporary education policy and practice.
- Engage with issues in a manner that make them sensitive to promote certain educational values while marginalizing others.
- Explore the meaning of Ethics and values.
- Understand the process of value education.

### **UNIT -1 Nature and sources of values, Classification of values**

1. Meaning, concept need and importance of values and ethics.
2. Philosophical and sociological probing into morality and values.
3. Nature and sources of values, biological, psychological, social, cultural, science of living and ecological determinants of values.
4. Philosophical, psychological and sociological perspective of value education.
5. Classification of values, eternal, material, social, environmental, psychological, economical, political, cultural, moral, and spiritual, science of living, status of values, How can these be realized through education Values of individual in traditional life style.
6. Universal values, Identification and Analyse of emerging issues involving value conflicts.

### **UNIT - II Values in religious scriptures:-**

- Bhagwadgita- Nishkam karma, swadharma, laksagrah & stithpragya.
- Bible - Concept of truth, compassion, forgiveness
- Dharnipada-Astangmarg, Aryastya & Madhyamarg

- Gurugranth Sahib- Concept of Kirath, Sungat, Pangat & Jivanmukti
- Quam - Concept of spiritual & moral values (adal, raham & theory of justice) & social responsibilities.

### UNIT - III Methods & Evaluation of Value Education

- Traditional Methods: Story Telling, Ramelela, Tamasha, street play & folk songs.
- Practical Methods: Survey, role play, value clarification, Intellectual discussions.
- Causes of value crisis: material, social, economic, religious evils and their peaceful solution.
- Role of school every teacher as teacher of values, school curriculum as value laden.
- Moral Dilemma (Dharmasankat) and one's duty towards self and society

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

1. Practise general etiquette (like wish to colleagues, polite way of talking etc.) through out session.
2. Prepare areport on scientific Analysis of Traditional life style.
3. Promote harmonious living in ancient social life, prepare/ a report and present it in the assembly to assimilate the values in the personality of students.
4. Organise a Poster making competition in schoolbasedon the classification of values.
5. Analyse morning assembly programme of a school from the point of view of sarv dharm prarthna and give suggestions.
6. Organise a play or stage show on values in religious scriptures of various religions, in which students will demonstrate religiosity and common influencing factors of various religions.
7. Make a critical analysis of any value according to any religious book
8. Analyse a cocurricular activity of school from the point of view of values inculcation and give appropriate suggestions.
9. Debate on causes of value crisis and their possible resolution.
10. Identify analogical values in various religious scriptures, organize any activities to nurture it in students, and then prepare a report to this effect.

### Reference:

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**02BED107.5**  
**ENVIRONMENTAL STUDIES**  
**(EVS)**

Max. Marks: 50

Internal: 20

External: 30

**Learning outcome: -**

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

- To understand philosophical and epistemological basis of EVS as a composite area of study that draws upon the science, social science and environmental education.
- Helping student teacher develop the ability to plan comprehensive units for holistic view. Analyze, intellectual discourse and essential projects.
- Understanding about the issues of conservation and environmental regeneration have been infused at appropriate places in all the textbooks.
- 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.

**Unit -1: Introduction to Environmental Studies**

- Environmental studies: Historical background, concept and philosophical and epistemological basis of environmental studies.
- Natural and social environment: concept, its components, and relationship,
- Man & Environment, man on environment, Nature scope and areas of EVS.
- Disciplinary and Multi disciplinary approach of EVS role of media and eco tourism in creating environmental awareness.

**UNIT - II: Environmental conservation:-**

- Meaning, concept, scope and need of environmental conservation and regeneration.
- Role of individual in conservation of natural resources: water, energy and food.
- Equitable uses of resources for sustainable livelihood.
- Role of women in conservation.
- Medicinal Plants.

**Unit-III Management and Sustainable development:-**

- Meaning, concept and importance of environmental management.
- Biomedical waste management.
- Deforestation.
- Role of local bodies in environmental management.
- Consumerism and waste generation and its management.
- Agricultural / urban waste: their impact and management.
- Meaning concept need and importance of sustainable development.
- Economic growth and sustainable consumption.

- Organic farming
- Changing Patterns of energy and water consumption.
- Biological control for sustainable agriculture
- Sustainable use of forest produces.
- Bio diversity: - Meaning, concept and .types
- Need and important of bio diversity at global/national/local level.
- JanJagratiSwachhtaAbhiyan.

### **Practicum work (Any two of the following)**

1. Visit a natural or man made site (park/forest/zoo/KVK/forest department etc) then discuss with students about their perception on natural environment and its relation with social environment.
2. Conduct a play in school on man and environmental relationship for awareness about environmental protection among students, teachers and local people.
3. Conduct awareness campaigning for plantation of Tulsi, Neem, and Khejri etc.
4. 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
3. Make a bulletin board material on —role of individual in conservation of natural resources and analyze its impact on students and teachers of schools.
6. Plan and organize an eco-friendly club in schools.
7. Draft a report after analyze the scientific basis of Environment related to Indian traditional days present this report in class. (Basant Panchmi, hariyali amavasya etc.)
8. Conduct an activity in school, in which ask students to get opinion of their grandparents in changing life style and their merits and demerits/or collect their ideas on local products which can be helpful in healthy life style the pupil teacher will compile their experiences and draft a report then present it in class.
9. Conduct a seminar in your village/ district /town in which invite local people of various socio-economic / socio cultural background to present their experiences on sustainable agriculture.
10. Conduct two days ‘ orientation programme in rural / urban school on waste management.
11. Organize a planned Visit a hospital to study on biomedical waste , after visiting it present your report in local community to create awareness for resolution of the problem.
12. Tap the knowledge of local or tribal people on medicinal use of plants and organic way of fanning and present your report among peer group and teacher education.
13. Analyze the direct or indirect message of Traditional Culture/folk songs of your area for social or natural environment enhancement
14. Plant at least one tree and cultivate it through out the years.
15. Present the report of entire work in chopal / assembly/ of your school.

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# 02BED105

## CRITICAL UNDERSTANDING OF ICT

Max. Marks: 50

Internal: 20

External: 30

### Learning Outcomes:

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

- Make an effective use of technology in Education.
- Acquaint with the challenges and opportunities emerging in integrating new technology in Educational process.
- Familiar with new trends, techniques in education along with learning.
- Know about the basic elements of computers and their uses.
- Know about the hardware and software and their applications.
- Know about the historical evolution of computer and its hardware, software components.
- Know about aims and objectives of teaching computer science in secondary and Sr. Secondary schools and help them to plan learning activities according to those objectives.
- Acquire skills relating to planning lessons and presenting them effectively.
- Acquire the Basic Commands in DOS & Windows.
- Work with various MS Office Applications like Word, Excel and PowerPoint
- Understand and apply the M.S Office applications in School Management.
- Prepare Technology Integrated Lessons.
- Familiarize with the various methods that can be employed for the teaching of Computer science.

### Unit-I Fundamentals of ICT

- Concept, Nature & Scope of ICT.
- Concept of Hardware and Software
- Classification of Computer
- Parts of computer: input unit, processing unit, out put unit

### Unit- 2 Teaching-learning Resources in Computer Science

- Concept of Network, Network Type and Topology, Internet and Intranet, Network Protocol
- Web Browsers: Internet explorer, MozillaFirefox, Chrome, Opera
- Search Engines: Google, Yahoo, Meta Search Engine
- Concept of online, offline, hardcopy, softcopy
- MS Office

### **Unit -3ICT Application in Teaching and Learning**

- Computer aided/assisted learning, computer based training.
- Preparing lesson plans.
- Managing Subject related content
  - Preparing results and reports
  - School Brochure and Magazine
  - E-learning, E-Book, E-Commerce
- Virtual classrooms, web-based teaching materials, Interactive whiteboards.

### **Practicum/ Field Work (Any two of the following)**

1. Participating in a program on understanding the functions of interactive White Boards/Multi-Media projector, Laptop, Desktop.
2. Surfing the internet with use of Search Engine to access primary and secondary educational materials.
3. Preparing different types of teaching-learning material using power point presentation.
4. Preparing a report on any of the topic mentioned in above units using Microsoft office.
5. Preparing progress report card of students using Microsoft excel.
6. Creating an email id.

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# 02BED106

## UNDERSTANDING THE SELF

Max. Marks: 50

Internal: 20

External: 30

### **Learning Outcomes:**

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

- develop understanding of student- teachers about themselves- the development of the self as a person and as a teacher, through a workshop mode by more than one resource persons.
- address aspects of development of the inner self and the professional identity of a teacher.
- develop sensibilities, dispositions and skills that will later help them in facilitating the personal growth of their own students while they teach.
- develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
- develop a holistic and integrated understanding of the human self and personality to build resilience within one self to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.
- make awareness in student teacher of their identities and the political, historical and social forces that shape them.
- help explore one's dreams, aspiration, concerns, through varied forms of self - expression, including poetry and humour, creative movement, aesthete representations etc.
- introduce yoga to enhance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one's surrounding.

### **Unit I - Consciousness development and values**

- Concept and meaning of consciousness development and its relation with values.
- Nature and scope of consciousness development and its need in education.
- different identities- gender, religion, culture and its importance to address one's implicit beliefs, stereotypes and prejudices resulting from these identities.

### **Unit- II Body mind and concentration**

- Narration of life stories and group interactions for body, mind and concentration.
- Steps to prepare Report on different circumstances affecting body, mind and concentration.
- Steps to prepare Cumulative record of students for body, mind and concentration.

### **Unit III- Self and identity crises**

- different circumstances affecting sense of self and identity formation.
- one's experiences, observations and
- Issues of identity crises and its resolution.

## Practical/field work (Any two of the following)

1. Conduct seven days\* workshop in school for personality development on Chetna Vikas Mulya Shiksha, after attending seven days 'shivir of CVMS.
2. Organise an orientation program to address one's different identities- gender, religion, culture - and it is important to address one's implicit beliefs, stereotypes and prejudices resulting from these identities.
3. Prepare a report after analyzing the effect of the program on body, mind and concentration.
4. Make arecord of students through the narration of their life stories and group interactions.
3. Case studies/ biographies/ stories/watching movie/documentary of different children, who are raised in different circumstances and how their circumstances affected their sense of self and identity formation.
6. Prepare and maintain a reflective journal by trainees in which he/she records one's experiences, observations and reflections of overall work done in the aforementioned four activities.

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