

S Y L L A B U S
BACHELOR OF EDUCATION
(Two Year's Course)
B.Ed Examination, 2017-19

JAI NARAIN VYAS UNIVERSITY

JODHPUR

(Accredited with 'B' Grade by NAAC)

Rules for Admission in B.Ed. (Two Years Course)

Admission rules for the B.Ed. course shall be the same as decided by the NCTE/Government of Rajasthan from time to time. Reservation of seats for SC/ST/OBC/SBC/Specially-abled and others shall be as per existing Rajasthan Govt. /Central Govt. /University rules

A. Admission Procedure for B.Ed.

Admission shall be made on the basis of marks obtained in the qualifying Examination or through the entrance examination or any other selection process or as per policy decided by the State Government and the University time to time.

B. Duration and Working Days

Duration

The B.Ed. Programme shall be of duration of Two Academic Years, which must be completed in a Maximum of Three Years from the date of the admission to the programme.

Working Days (For Both Years)

There shall be at least Two Hundred Working Days each year exclusive of the period of examination and admission.

Institution shall work for a minimum of thirty six hours a week, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

The minimum attendance of student-teachers shall be 80% for all course work and practicum, and 90% for school internship.

Candidates falling short in above stated attendance criteria will not be allowed to appear in the final examinations conducted by the university.

There will be six days week system.

Candidates remaining absent from college for 15 or more days without any justifiable reason or without any valid information, their names will be struck off the college roll list. Such candidates will have to seek readmission from a fresh end.

Criteria for Awarding Division

Successful candidates will be placed in three divisions both in theory and practice of teaching examination separately.

- **I Division:** Candidates obtaining 60% or more of aggregate marks
- **II Division:** Candidates obtaining 48% or more but less than 60% of the aggregate marks.
- **III Division:** Candidate obtaining 40% or more but less than 48% of the aggregate marks.

Evaluation Plan for B.Ed First Year (2017-18)

S.N	Paper	Name of the Paper	External	Internal	Total
1	First	Childhood and Growing up	70	30	100
2	Second	Fundamentals of Contemporary Indian Education	70	30	100
3	Third	Teaching and Learning	70	30	100
4	Fourth	Basics in Education and Communication	70	30	100
5	Fifth	Language Across the Curriculum	70	30	100
6	Sixth	Pedagogy Course I (Part I)	70	30	100
7	Seventh	Pedagogy Course II (Part I)	70	30	100
8	Eighth	Art and Aesthetics in Education Part –I	0	50	50
9	Ninth	Health and Physical Education Part-I	0	50	50
10	Tenth	Conservation and Environmental Regeneration	70	30	100
	Total		560	340	900
		<p><u>Pre Internship-</u></p> <p>1- Micro Teaching -05marks</p> <p>2- First pedagogy – 10 lessons =10 marks</p> <p>3- Second Pedagogy – 10 lessons =10 marks</p> <p>4- Criticism lesson</p> <p>a. First pedagogy = 2.5 marks</p> <p>b. Second Pedagogy =2. 5 marks</p> <p><u>School Internship - Four Weeks</u></p> <p>In government schools and submission of project report =10 marks (See Rule No.5)</p> <p><u>Final Lesson = 60 Marks</u> (See rule no. 6 & 7)</p>		<p>05</p> <p>10</p> <p>10</p> <p>05</p> <p>10</p>	<p>100</p>
	Grand Total		620	380	1000

1. Micro Teaching – 5 Skills (Fluency in questioning, probing , illustration with examples, reinforcement, black board writing).
2. In pre-internship lessons will be delivered in any nearby school (Private/Govt.) located around the institution. The purpose of pre-internship is to acquaint the student to classroom teaching for effective internship.
3. In first year, School internship will be of four weeks. Out of which, initial six days will be for general observation of the ongoing school activities & classroom teaching of the host teachers. It is expected that the students play the participative role in all school activities, including teaching and take necessary responsibilities as and when required, as per instruction of head of the institution.

4. After completion of internship, each student must submit the attendance-cum internship completion certificate duly authorised by head of institution, where internship was performed.
5. The students teacher have to prepare a project report based on the experiences of teaching facilities, Infrastructure , Curricular and Co-Curricular activities, School record documentation, Projects / Plan run in school, Community services, RTI and RTE compliances, Parent-teachers Meeting, Teacher and student diary, School Management Committee.This project report will be assessed at college level.
6. Each candidate must prepare two lessons (One in each pedagogy) for final Practical Examination. However, the candidate will deliver one lesson (in the pedagogy for their choice). The external examiner may pick up at least 10% of the candidate to deliver two lessons (if required),
7. Final Lessons to be assessed by the Board of Examination (By University) consisting of:
 - (a) One external examiner from any discipline.
 - (b) Principal/HOD of the college.
 - (c) One internal examiner from any discipline.

Evaluation Plan B.Ed Second Year

S.N	Paper	Name of the Paper	External	Internal	Total
1	First	Knowledge and Curriculum	70	30	100
2	Second	Gender Issues in Education	70	30	100
3	Third	Understanding Inclusive Education	70	30	100
4	Fourth	Assessment for Learning	70	30	100
5	Fifth	Schooling socialization and Identity	70	30	100
6	Sixth	Pedagogy Course I (Part II)	35	15	50
7	Seventh	Pedagogy Course II (Part II)	35	15	50
8	Eighth	Arts and Aesthetics in Education Part –II	0	50	50
9	Ninth	Health and Physical Education Part –II	0	50	50
10	Tenth	Learning Enrichment through Information and Communication Technology	0	50	50
	Total		420	330	750
		Other Activities & Internship			
		Other Activities		30	
		1..Co-curricular Activities (30 Marks)			
		2.Individual Appraisal (40 Marks)		40	
		3.Open Air Session (30 Marks)		30	250
		Internship (16 Weeks)			
		In government schools			
		1.A Project Report on the various aspects of school where internship was performed.(50Marks) (See rule no. 6)		50	
		2.Viva Voce on project report = 100marks (See rule no.7)	100		
	Total		520	480	1000

- Co-curricular & Extra-curricular activities, in college; must be spread all through the year which should also include special days' celebration.
- Individual appraisal of the student-teachers will be done on some set criterion (discipline, attitude, interest, values, sensitivity towards national programmes and issues) through portfolio by the college.
- To understand the local resources, people & community, an open-air session of two days' will be conducted.
- During internship it is expected that the students play the participative role in all school activities, including teaching and take necessary responsibilities as and when required, as per instruction from head of the institution.
- After completion of internship, each student must submit the attendance-cum internship completion certificate duly authorised by head of institution, where internship was performed.
- A project report will be prepared based on the following dimensions of school and performed internship. This project report will be assessed at college level.
 - Reflections on ones teaching.
 - Innovative teaching practices adopted .
 - ICT based teaching.
 - Assessment and assignment practices.
 - Problems faced.
 - Suggestion for betterment of teaching-learning.
 - Preparing a portfolio of any one exceptional student (gifted, slow learners, differently abled).
- Viva-voce will be based on project report prepared by the student. Viva-voce board (By University) consists of:-
 - Principal / HOD
 - One Senior Member of the faculty by rotation.
 - One external examiner.

The internal assessment criteria in B.Ed I year (2017-18) will be as follows

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

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

S.N	Name of the paper	Summative Assessment- I (10 Marks)	Summative Assessment- II (10 Marks)	Continuous/formative Assessment (Activity/Practicum/Field work)
1	Knowledge and Curriculum	10	10	Participation (5Marks) Documentation (5Marks)
2	Gender Issues in Education	10	10	Participation (5Marks) Documentation (5Marks)
3	Understanding Inclusive Education	10	10	Participation (5Marks) Documentation (5Marks)
4	Assessment for Learning	10	10	Participation (5Marks) Documentation (5Marks)
5	Schooling socialization and Identity	10	10	Participation (5Marks) Documentation (5Marks)
6	Pedagogy Course I (Part II)		10	Participation (2.5Marks) Documentation (2.5Marks)
7	Pedagogy Course II (Part II)		10	Participation (2.5Marks) Documentation (2.5Marks)
8	Arts and Aesthetics in Education Part –II	10	10	Participation (15Marks) Documentation (15Marks)
9	Health and Physical Education Part –II	10	10	Participation (15Marks) Documentation (15Marks)
10	Learning Enrichment through Information and Communication Technology	10	10	Participation (15Marks) Documentation (15Marks)
	Total	80	100	150

TEACHING SCHEME & CONTACT HOURS
B.Ed-I Year

	Contact Hours Per Week	Marks Theory	Sessionals	Duration of Exam
Paper I	4.5 hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper II	4.5 hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper III	4.5 hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper IV	4.5 hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper V	4.5 hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper VI (Pedagogy)	2.25 hrs (45 Minutes 3 Periods)	70	30	3 hrs.
Paper VII (Pedagogy)	2.25 hrs (45 Minutes 3 Periods)	70	30	3 hrs.
Paper VIII	2.25 hrs (45 Minutes 3 Periods)	0	50	Internal
Paper IX	2.25 hrs (45 Minutes 3 Periods)	0	50	Internal
Paper X	4.5 hrs (45 minutes 6 periods)	70	30	3 hrs.
Pre-internship Micro Teaching	05 days			
First Pedagogy Lessons	11 days			
Second Pedagogy Lessons	11 days			
School Internship	4 Weeks(24 Working days)			

TEACHING SCHEME & CONTACT HOURS
B.Ed-II Year

Paper	Contact Hours Per Week	Marks Theory	Sessionals	Duration of Exam
Paper I	4.5 hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper II	4.5 hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper III	4.5 hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper IV	4.5 hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper V	4.5 hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper VI (Pedagogy)	2.25 hrs (45 minutes 3 periods)	35	15	2 hrs.
Paper VII (Pedagogy)	2.25 hrs (45 minutes 3 periods)	35	15	2 hrs.
Paper VIII	3 hrs.(45 minutes 4 periods)	0	50	Internal
Paper IX	3 hrs.(45 minutes 4 periods)	0	50	Internal
Paper X	3 hrs.(45 minutes 4 periods)	0	50	Internal
School Internship	16 Weeks(96 Working days)			
Open Air Session	2 Days			

Rules: Examinations & Results for First Year

1. There will be 10 papers in first year. The university will conduct the examinations for 8 papers of three hours' duration.
2. There will be two papers with an internal weight age of 50 marks. The assessment of both the papers will be done internally at the college level.
3. In pre-internship lessons will be delivered in any nearby school (Private/Govt.) located around the institution. The purpose of pre-internship is to acquaint the student to classroom teaching for effective internship. Without attending this pre-internship programme the student will not be eligible for internship.
4. It is mandatory for any student to attain 90% attendance in internship programme, failing which they will be declared fail in first year.
5. After completion of internship, each student must submit the attendance-cum internship completion certificate duly authorised by head of institution, where internship was performed.
6. Candidates will have to obtain 40% marks in theory & practicum separately. In the papers carrying 70 marks, candidates will have to obtain minimum 28 marks for a pass.
7. There shall be two summative tests of 10 marks each & candidates will conduct/prepare a report of 1 activity in each paper carrying 5 marks for activity & 5 marks for documentation. Out of 30 internal marks a candidate will have to get a minimum of 12 marks for a pass. If a candidate fails in practicum of two or less than two papers, they will be promoted to II year but it will be compulsory for them to reappear in the practicum of the same paper next year.
8. Candidates failing in more than two practicum or / and external papers will be declared fail & they will have to reappear in next year in all the theory papers. However, their internal marks can be carry-forwarded.
9. Candidates failing in two or less than two papers in external examination will be allowed a promotion in second year, provided that they reappear in them at later stages. However, any candidate can get this benefit of promotion in a maximum of two papers internals & externals combined together.
10. If any candidate doesn't obtain minimum 20 marks in two internal papers of 50 marks in that case, they will be promoted in II year but in due course they will have to reappear in test/activities to pass that paper.
11. Only those Candidates who have completed their internship activities successfully are eligible for final lessons /examination.
12. A candidate will have to obtain 40% marks separately in the final lesson. Candidates failing in the final lesson will be declared fail in first year. However, as an Ex-student, they can carry-forward their all other marks.

Rules: Examinations & Results for Second Year

1. There will be 10 papers in second year. The university will conduct the examinations for 5 papers of three hours duration while the pedagogy paper will be of 2 hours duration.
2. There will be two pedagogy papers with an internal weightage of 15 marks. The External Assessment of both the papers will be done at the university level for 35 marks. For a pass in pedagogy papers candidate will have to obtain 6 marks in internal & 14 marks in external.
3. Internship activities in Second year will include teaching and a project report on the various aspects of school where internship is to be performed. Internship and Project report submission will be compulsory for students. Failing to submit the report of internship shall result into a failure in Second year.
4. It is mandatory for any student to attain 90% attendance in internship programme, failing which; they will be declared fail in Second year.
5. After completion of internship, each student must submit the attendance-cum internship completion certificate duly authorised by head of institution, where internship was performed.
6. Candidates will have to obtain 40% marks in theory & practicum separately. In the papers carrying 70 marks, candidates will have to obtain minimum 28 marks for a pass.
7. There shall be two Summative tests of 10 marks each & candidates will conduct/prepare a report of 1 activity in each paper carrying 5 marks for activity & 5 marks for documentation. Out of 30 internal marks a candidate will have to get a minimum of 12 marks for a pass. Candidates failing to obtain 12 marks out of 30 in the above-said activities shall be eligible to become an Ex-student.
8. Candidates failing in practicum or external examination in two or less than two papers will be entitled to become an ex student and have to appear in the practicum and external examination of the same paper. Any candidate can get this benefit in a maximum of two papers internals/ practicum & externals combined together. However, their internal marks can be carry-forwarded.
9. If any candidate doesn't obtain minimum 20 marks in three internal papers separately out of 50 marks in each paper. In that case, they will have to reappear in those papers next year as an Ex-student and the marks of the other papers and activities will be carry forwarded.
10. Candidates failing in practicum or / and external examination in more than two papers will be declared fail and they have to reappear in all the papers next year as an Ex-student.
11. A candidate will have to obtain 40% marks separately in the Project Report and Viva-voce. Candidates failing in the Project Report and/or Viva-voce will be declared fail in second year. However, as an Ex-student, they have to appear in internship next year. However they can carry-forward their other internal marks.
12. Candidates have to complete their course within three years from the date of admission.

General Rules

1. Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for B.Ed. degree. Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.
2. Pedagogy Subject /Teaching Subjects means a subject offered by a candidate at his Bachelor's or Master's Degree examination either as a compulsory subject or as an optional subject or a subsidiary subject provided that the candidate studied it for at least two years and took university examination each year but shall not include such subject as were studied by him only for a part of Bachelor's degree course.
3. Only such candidate shall be allowed to offer Social Studies for B.Ed. Examination as have taken their Bachelor's Degree with any two subjects of History, Political Science, Public Administration, Economics, Geography, Sociology, Psychology and Philosophy.
4. A person having Bachelor's degree in Agriculture will be allowed to offer General Science and Biology for B.Ed. Examination, General Science may be allowed to be offered by a candidate possessing a degree of B.Sc. (Home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) any one subject of Life Sciences i.e. Biology or Botany or Zoology.
5. A candidate who has offered Political Science or Public Administration at his Bachelors' or Masters' Degree examination shall be deemed eligible to offer Civics as a teaching subjects in the B.Ed. Examination.
6. Time allocation : If institutes opt for five-days-week, each period will be of one hour(or as suits to time table) and the classroom engagement will be spread across 9:00am to 5:15pm with a break of 10 minutes each in the morning and afternoon sessions and 50 minutes for lunch. If institutes opt for Six-days-week, each period will be of one hour(or as suits to time table) and the classroom engagement will be spread across 10:15am to 5:15pm with a break of 10 minutes each in the morning and afternoon sessions and 50 minutes for lunch.

Scheme of Examination

The examination for the degree of Bachelor of Education shall be held in Theory and practice of teaching.

Paper-wise scheme of examination: Theory

Papers with External weight-age of 70 Marks (3 hours duration)

1. One essay type question will be set from each unit carrying 14 marks. There will be an internal choice of attempting two questions of short answer type (with a word limit of 200 words) from the same unit. Each short answer type question will carry 7 marks.

Papers with External weight-age of 35 Marks will be divided in two parts A & B (2 hours duration)

Part-A

In part -A Three short answer type questions (Answer limit 150 words) will be set; one question from each unit. Candidate will attempt 2 questions out of three. Each question will carry 4 marks.

Part-B

There will be three essay type questions, one from each unit with an alternative choice. Each question will carry 9 marks.

Paper I to VIII First Year & Second Year B.Ed

Internal weightage of 30 marks will be divided as under:

Assessment in the papers with internal weight-age of 30 marks will be divided in 4 parts.

Summative test I (10 Marks) on completion of 50 percent course.

Summative test II (10 Marks) on completion of 90 percent course.

There will be a provision of Sessional work in each paper with 10 marks weight age. Out of the suggested Practicum/field work, it will be compulsory to attempt atleast one activity. Students have to maintain a record/portfolio etc. as per the nature of related activity. 10 Marks will be bifurcated - 50 percent for conducted activities and 50 percent for documentation of conducted activity.

Assessment in the papers with internal weight-age of 15 marks (Pedagogy Courses) will be divided in 2 parts.

Only one summative test will be conducted for 10 marks & the rest 5 marks will be awarded for participating & documentation of the practicum activities suggested after each unit.

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

Objectives:

The student teacher will be able to:

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

COURSE CONTENT

UNIT – I: Childhood and child Development

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

UNIT – II: Adolescent Development

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

UNIT – III: Intelligence & Creativity

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

UNIT – IV Physical & Mental Hygiene:

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

UNIT – V Personality

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

PRACTICUM/FIELD WORK (Any one from the following)

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

References

1. Shrivashra D.N, Verma Preeti 2007, Child Psychology: Child Development Vinod Pustak Mandir, Agra.
2. Pareek Prof Matworeshwar, 2002, Child Development and Family Relah Onship, Research Publication, Jaipur.
3. Mangal Dr. S.K, Mangal Shubhra, 2005, Child Development, Arya Book Depot New Delhi.
4. Sharma, R.k, Sharma, H.S, Tiwari, Aryana, 2006, Psychological Foundation of Child development, Rodha Prakashan Mandir, Agra.
5. Singh. Dr. D.p, talang. Amritanshy, prakash ved. 2002 psycho- social basis of learning and development, research publication, jaipur.
6. Shrivasha. D.N. Verma, Verma, Dr.Preeti 2010, Modern Experimental Psychology and 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.H publishing 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.
12. Saraswathi T. S. (1999) adult-child continuity in india: in adolescence a myth or an emerging relity? in T.S. Saraswathi 9Ed) culture, socialization and human development : theory research and applications in india. New Delhi Sage.

Paper-II

Fundamentals of Contemporary Indian Education

Objectives:

The student teacher will be able to:

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

COURSE CONTENT

UNIT – I: Diversity in Society & Education:

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

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

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

UNIT – III School in Social Context

Understanding the nature and processes of socialisation

- (i) At home: family as a social institution; parenting styles and their impact; transmission of parental expectations and values.
- (ii) Socialisation and the community: neighbourhood, extended family, religious group and their socialisation functions.
- (iii) At school: impact of entry to school; school as a social institution; value-formation in the context of schooling.
- (iv) Understanding interface between home, community and school; inter-linkages within wider socio-cultural contexts.

UNIT– IV Emerging Indian Concerns and their educational implications:

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

UNIT – V Contemporary Issues and Policies:

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

PRACTICUM/FIELD WORK (Any one from the following)

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

Reference

- 1 flag] Mkw- ,e-ds- ¼2009½ßf{k{kk ds nk'kZfud o lkekftd vk/kkj}baVjus'kuy ifCyf'kax gkÅl] esjBA
- 2 :gsyk] izks- ,l-ih-¼2009½ßf{k{kk ds nk'kZfud o lekt'kkL=h; vk/kkj}vxzoky ifCyds'kUI] vkxjKA
- 3 pkScs] Mkw- lj;wizlkn- ¼2009½ßf{k{kk ds nk'kZfud] ,sfrgkfld o lekt'kkL=h; vk/kkj] baVjus'kuy ifCyf'kax gkÅl] esjBA
- 4 lksuh] Mkw- jkexksiy ßmn;ksUeq[k Hkkjrh; lekt esa f'k{kdp] ,p-ih-HkkxZo cqd gkÅl] vkxjKA
- 5 ik.Ms;] Mkw- jke'kdy ¼2007½ßf{k{kk ds nk'kZfud o lekt'kkL=h; i''BHkwfe] vxzoky ifCyds'kUI] vkxjKA
- 6 ipkSjh] Mkw- fxjh'k]ipkSjh fjr, ¼2010½ßmHkjrs Hkkjrh; lekt eS f'k{kdh Hkwfedkp] vkj- yky- cqd fMiks] esjBA
- 7 IDIsuk] ,u-vkj-Lo:i ¼2010½ ßf{k{kk flnkUr} vkj- yky- cqd fMiks] esjBA
- 8 :gsyk] izks- ,l-ih- ¼2008½ßfodklksUeq[k Hkkjrh; lekt esa f'k{kdp vkSj f'k{kdp vxzoky ifCyds'kUI] vkxjKA
- 9 R;kxh] vksdak] flag] mnh;eku Hkkjrh; lekt] vkSj f'k{k} vjfgar izdk'ku] t;iqjA
- 10 Sexena, N.R.Swaroop, Principles of Education, International Publishing House, Merrut (U.P)
- 11 ikBd] ih-Mh- f'k{k{kk ds lkekU; fl}kUr] fouksn iqLrd efUnj] vkxjKA

Paper III Teaching and Learning

Objectives:

The student teacher will be able:

- To develop scientific attitude for the process of teaching & learning.

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

COURSE CONTENT

Unit -1 Psychological domains of Teaching & Learning:

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

Unit -2 Effective Teaching:

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

Unit -3 Learning:

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

Unit -4 Learning Style:

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

Unit -5 Teaching style:

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

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

1. Analysing the behaviour of your fellow student-teachers, find out how socio-cultural factors have influenced & shaped their learning.

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

References

- 1- PkSkcs ,l-ih] 2005]cky fodkl o euksfoKku ds ewy rRo
Concept Publishing Company Private Ltd, Mahan Garden, New Delhi.
Hkw" k.k 'kSysUnz] 2007&08] 'kSf{kd rduhdh]vxzoku ifCyds'ku] vkxjk&7
- 2- 'kekZ MkW- vkj,-] 2008] f'k{k{kk ds euksfoKku vk/kkj]baVjus'kuy ifCyf'kax gkml]esjBA
- 3- dqyJs" B ,l-ih-] 2007&08] 'kSf{kd rduhdh ds ewy vk/kkj] vxzoky ifCyds'ku] vkxjk
- 4- vkWosjKW; MkW- ,l- lh] 1999] f'k{k{kd rduhdh ds ewy rRo] vk;Z cqd fMiks] djksy cks] ubZ fnYyh
- 5- 'kekZ MkW- vkj,-] f'k{k.k vf/kue esa uohu izorZu 2005] vkj- yky cqd fMiks] esjBA
- 6- Shrama R.A., ARYA -2008, mega trends in instructional technology,(Programmed instruction E-learning, local book depot, Meerut (up)
- 7- 'kekZ] MkW- vkj,-,2005] f'k{k.k vf/kxe esa uohu izorZu] vkj-yky cqd fMiks] esjBA
- 8- Siddiqui, mujebul hasan, 2009, teachings of teaching (classroom teaching). APH publishing, New Delhi.
- 9- Mathur, Dr. S.S, Mathur, Dr. Anju.2007-2008 development of learner and teaching learning process, agrawal publication Agra.
- 10- Rao. V.K, reddy, R.s.1992, learning and teaching commonwealth publishers, New Delhi.
- 11- Bhatnagar, Dr. A.B, bhatnagar, Dr. Meehakshi, bhatnagar anurag, 2008, Development of learner and teaching learning process, R.lal book, depot, Meerut.

Paper IV

Basics in Education and Communication

Objectives:

The student teacher will be able:

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

COURSE CONTENT

Unit 1: Education, Nature & Purpose

1. Education: Meaning, Nature and purpose of Education according to Vivekanand, Tagore, Gandhi, Aurobindo, Rousseau & John Dewey.

2. Important National documents:Kothari Commission,National Education Policy 1986, Revised National Policy 1992 and NCF 2005.
3. Education as a Social Process.

Unit 2: Evolution and Management of Education

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

Unit 3: Educational Guidance & Counselling.

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

Unit 4: Values Education and Peace Education

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

Unit 5: Communication Skills for the Teachers.

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

Practicum/Field Work (Any one from the following)

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

Or

Analyse the contribution of any National or International personality in establishing peace.

- 5.Speak some fifty words & tell students to recall them back and note down who counts maximum.

Or

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

References

1. Chahel S K (1994), Environment & the Morality: Towards a new paradigm
2. Gandhi K L (2000), Naitik Moolya: Sankaleen Parivesh Mein, Frank brothers, Delhi

3. Sheshadri C, M.A Khader and G L Adhya(eds) (1992), Education in values: A Source book, NCERT, New Delhi
4. Pal Rajendra, Korlahalli J S, (2005), Essentials of Business Communication, Sultan Chand & Sons, New Delhi
5. Elizabeth B. Hurlock, Personality Development, Tata McGraw Hill Edition 1976, New Delhi
6. Giri A P(1991), School Broadcast programs: Problems & Prospects, Deep & Deep Publications New Delhi.
7. Verma R S and Upadhyaya: Shaikshik avam Vyavsayik Nirdeshan, Vinod Pustak Mandir, Agra.
8. Agrawal, J C: Educational & Vocational Guidance Doaba, Delhi.

Paper V

Language Across The Curriculum

Objectives

The student teacher will be able to:

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

COURSE CONTENT

Unit-I Language and Society:-

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

Unit- II Language development:-

1. Theories of language development (Vyogotsky, chomskey, Panini, Kamta Prasad) and its implementation in teaching.
2. Construction of Proverbs and Idioms, Diversity of language and religion.
3. Speech defects: - lispings, slurring and stammering, role of teacher in its resolution.
4. Physical, Environmental, Social and Psychological barriers to language learning.

Unit-III Language acquisition:-

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

Unit-IV Classroom and Language:-

1. Vocabulary building strategies in classroom.
2. Tools for learning: Dictionary, Discussion and Word puzzles .
3. Courteous expression: In written and spoken form, Professional implications for a teacher.
4. Function of language: In the classroom and outside the classroom.
5. Role of literature in language learning and understanding.

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

1. The development of reading & writing skills of secondary students through activities.
2. Nature of expository texts Vs narrative texts, transactional Vs reflective texts.
3. Effective ways of speaking for Effective Listening: Pronunciation, Enunciation, pause, intonation, articulation, Pitch Raising & Dropping.
4. Importance of 3 V's (Vocal, Visual & Verbal) in language communication

Practicum/Field Work (Any one from the following)

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

Reference

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa 9pp. 3-&). Heinemann Educational Books.
2. Anderson, R.C. (1984). Role of the Reader's Schema in comprehension, learning and memory. In R. C. Anderson, J. Osborn, & R.J. Tierney (Eds.), Learning to read in American Schools: Basad readers and Content texts. Psychology Press.
3. Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. The Reaing Teacher, 670-674.
4. Erlwanger, S. H. (1973). Benny's conception of rules and answers in IPI Mathematics. Journal of children's Mathematical Behavior, 1(2), 7-26
5. Grellet, f. (1981). Developing reading skills: A practical Gude to reading comprehension exercises. Cambridge University Press.
6. Ladson-Billings. G. (1995). Toward a Theory of Culturally Relevant Pedagogy. American Educational research journal. 32(3), 465-491.
7. NCERT. (2006d) Position Paper National Focus Group on teaching of Indian language (NCF-2005). New Delhi: NCERT.
8. Sankhla, Arjun Singh, (2013) Hindi Bhasha Shikshan aur Praveenta, Arihant Shiksha Prakashan Jaipur.
9. Thwaite, A. & Rivalland, J.(2009) How can analysis of classroom Taks help teachers reflect on their practices? Australian Journal of Language and Literacy, the 32(1) 38

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

lkkB;Øe ds mís';

- Hkk"kk dh vyx&vyx Hkwfedkvksa dks tkuuk
- Hkk"kk lh[kus dh l`tukRed izfØ;k dks tkuuk
- Hkk"kk ds Lo:i vkSj O;oLFkk dks le>uk
- Hkk"kk vkSj lkfgR; ds laca/k dks tkuuk
- fganH Hkk"kk ds fofo/k :iksa vkSj vfHkO;fDr;ksa dks tkuuk
- Hkkoksa vkSj fopkjksa dh Lora= vfHkO;fDr djuk
- Hkk"kk;h ckjhfd;ksa ds izfr laosnu'khy gksuk
- vuqokn ds egÙo vkSj Hkwfedk dks tkuuk
- fo|kfFkZ;ksa dh l`tukRed {kerk dks igpkuuk
- cPpksa dh Hkk"kk;h fodkl ds lkzfr le> cukuk vkSj mls leqUur djus ds fy, fo|ky; esa rjg&rjg ds ekSds tqVkuk
- Hkk"kk ds ewY;kadu dh lkzfr;k dks tkuuk
- lkfgR;d vkSj xSj lkfgR;d ekSfyd jpukvksa dh le> vkSj ljkguk
- Hkk"kk lh[kus&fl[kkus ds l`tukRed n`f"Vdks.k dks le>uk

fo'k;oLrq

bdkbZ & 1% fganH Hkk"kk dh izd`fr o fo'k;ijdrk

1½ lekt esa Hkk"kk &

- ¼v½ Hkk"kk vkSj fyax
- ¼c½ Hkk"kk vkSj vfLerk
- ¼l½ Hkk"kk vkSj oxZ

2½ fo|ky; esa Hkk"kk &

- ¼v½ ?kj dh Hkk"kk vkSj Ldwy dh Hkk"kk o fo'k;oLrq le>us esa mudh Hkwfedk
- ¼c½ Kku l`tu vkSj Hkk"kk
- ¼l½ fo'k; ds :lk esa Hkk"kk o ek;/e ds :i esa Hkk"kk & vUrj

3½ lafo/kku vkSj f'k{k lfefr;ksa dh fjiksVZ esa Hkk"kk rFkk Hkk"kkvksa dh fLFkfr

¼v½ /kkjk 343&351

¼c½ dksBkj deh'ku ¼1964&1966½]jk"V^aah; f'k{k uhfr &1986] ih-vks-,-&1992]

bdkbZ & 2% Ldwyh fo'k; ds #i esa fganH Hkk"kk

- 1- fganH Hkk"kk f"kk{k.k ds mís";A
- 2- Ldwyh fo'k; ds #i esa fganH Hkk"kk f"kk{k.k dh pqukSfr;ki
- 3- jkspdrk ds lkFk f"kk{k.k
4. Ldwyh Lrj ij Hkk'kk dks le`) o lgt cukus ds mik;

5 lkekU;ikB ;kstuk ds pj.k o ikBf''k{k.k ds lanHkZ esa mls''; ys[ku

bdkbZ & 3% fganH Hkk''kk dks lh[kus fl[kkus dh i]fr;kj@rjhds

Hkk''kk lh[kus fl[kkus dh fofHkUu n`f''V;kij &

- 1- Hkk''kk vtZu vkSj vf/kxe dk nk'kZfud] lkekftd vkSj euksoSKkfud vk/kkj
- 2- **Hkk''kk vtZu ds rjhds**
- 3- **Hkk''kk f'k{k.k dh izpfyr fof/k;kj@iz.kkfy;kj vkSj mudk fo'ys''k.k & O;kdj.k vuqokn iz.kkyh]izR;{k iz.kkyh]<kjpkxr iz.kkyh]izkd`frd iz.kkyh]vkxeu&fuxeu **iz.kkkyh****

bdkbZ & 4% fganH Hkk''kk ds vf/kxe vk/kkj o f''k{k''kkL=h; fo''ys''k.k

1- Hkk''kk;h n{krk,i& lquuk] cksyuk] Ik<+uk vkSj fy[kuk

• **lquuk vkSj cksyuk & IEizR;;] lquus vkSj cksyus ds dkS'ky fodkl ds lzksr vkSj lkexzh] jksy lys] dgkuh lquuk] laokn] eYVhehfM;k rFkk ekSfyd lkexzh dh lgk;rk ls laizs''k.kkRed okrkoj.k dk fuekZ.kA**

• **Ik<+uk & IEizR;;] ekSu vkSj eq[kj iBu] xgu&iBu] foLr`r iBu] Ik<+us ds dkS'ky fodkl es l`tukRed lkfgR; ¼dgkuh] dfork vkfn½]'kCndks'k vkSj bUIkbDyksihfM;k dk mi;ksxA**

fy[kuk & IEizR;;] fy[kus ds pj.k] ys[ku&izfØ;k] l`tukRed ys[ku] vkSipkfd vkSj vukSipkfd ys[ku ¼dgkuh] dfork] laokn] Mk;jh] Ik=] fjiksVZ] lekpkj vkfn½A

2- **Ldwyh fo'k; ds #i esa fganH Hkk''kk dh fuEufyf[kr fo'k;oLrq dk v/;;u dj mudks i<k;s tkus ds rjhdksa ij lkekU; foe''kZA**

fganH Hkk''kk% o.kZekyk] IfU/k] dky] iYyou] i= ys[ku] x] ,oa i] dh leh{kKA

bdkbZ & 5% fganH Hkk''kk esa ewY;kadu

1-ewY;kadu dk vFkZ ,oa fo'ks''krk,a A

2- **iz'uksa dk Lo:lk] iz'uksa ds vk/kkj fcanq & leL;k lek/ku laca/kh] l`tukRed fparu] lekykspukRed fparu] dYiuk'khyrk dks thfor djus okys] ifjos'kh; ltxrk]okys iz'uA**

3-**Hkk''kk fodkl dh izxfr dk vkdyu& lrr~ vkSj lez ewY;kadu] LoewY;kadu] vkilh ewY;kadu] lewg ewY;kadu] iksVZQksfy;ks]Cyw fizaVA**

4-QhMcSd ¼fo]kFkhZ] vfHkHkkod vkSj v/;kid½ vkSj fjiksVZA

xrfof/k@iksVZQksfy;ks@ifj;kstuk dk;Z ¼dksbZ ,d½

- 1- fganH esa fyf[kr fdLh Hkh ys[k ds fofHkUu i{kksa dk v/;;u dj mlh ''kSyh dk ,d vU; ys[k fdLh vU; Hkko ij dsfUnzr dj fy[ksaA
- 2- d{k dks nks nyksa esa ckjVdj ,d ''kCn ds vf/kdre lk;kZ;okph crkus dh izfr;ksfxrk dk vk;kstu djsa o fotsrk ny dh ?kks'k.kk djsa o ml ij fjiksVZ rS;kj djsaA
- 3- ckydksa dh ikfjokfd i''BHkwfe ds laEcU/k esa laokn LFkkfir djrs gq, muds Hkk'kk dkS''ky dks ifjos''kxr izHkko ds vk/kkj ij ijf[k,A
- 4- fdLh fo'k;oLrq ij fof/k iz''uksa dk lekos''k djrs gq, 25 vadks ds ,d ewY;kadu lkz''u i= dk fuekZ.k djukA
- 5- fgUnh o laLd`r dh o.kZekyk dk rgyukRed v/;;u dj nksuksa ds chp esa lekurkvksa o vlekurkvksa ij fVlif.k;kj fy[kksA

IanHkZ iqLrdsa %

- 1-fgUnh f'k{k.k jeu fcgkjhyky
- 2-fgUnh Hkk"kk f'k{k.k HkkbZ ;ksxsUnzthr
- 3-ek/;fed fo|ky;ksa esa fgUnh f'k{k.k fujatudqekj flag
- 4-fgUnh Hkk"kk f'k{k.k HkksykukFk frokjh rFkk dSyk'kpan HkkfV;k
- 5-Hkk"kk f'k{k.k jfoUnzukFk JhokLro
- 6-ekud fgUnh O;kdj.k vkpk;Z jkepUnz oekZ
- 7-Hkk"kk Cywe QhYM
- 8-'kq) fgUnh MkW0 HkkxhjFk feJ
- 9-fgUnh mPpkj.k ,oa orZuh Hkxorh izlkn 'kqDy
- 10-fgUnh dh /ofu;ksa vkSj mudk f'k{k.k ds-ds-lqf[k;k
- 11-vfHkO;fDr foKku & HkksykukFk frokjh rFkk d`.k nRr 'kekZ
- 12-O;kogkfjd fgUnh O;kdj.k & gjnso ckgjh
- 13-ukxjh fyfi vkSj fgUnh orZuh & vuUr pkS/kjh
- 14-'kCnkFkZ n'kZu & jkepUnz oekZ
- 15-Hkk"kk IEizkflr ewY;kadu & ds-th-jLrksxh
- 16-fgUnh 'kCnkuq'kklu & fd'kksjhnl oktis;h

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

Objectives

- Understand the Nature & Role of English language
- Understand the pronunciation patterns in English
- Understand the linguistic behaviour of the individual and the society
- Understand the different roles of language
- Understand the relation between literature and language
- To be able to develop creativity among learners
- To be able to examine authentic literary and non literary texts and develop insight and appreciation
- Understand the use of language in context, such as grammar and vocabulary
- To be able to develop activities and tasks for learners
- Understand the importance of home language and school language
- To be able to use multilingualism as a strategy in the classroom situation

- Understand about the teaching of Poetry, Prose and Drama
- Identify methods, approaches and materials for teaching English at different levels
- Understand constructive approach to language teaching and learning
- Understand the process of language assessment
- Familiarise students with our rich culture, heritage and aspects of our contemporary life

COURSE CONTENT

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

1. Nature of English language, English as a global language.
2. Objectives of Teaching English at Secondary and Senior Secondary.
3. Pronunciation—linguistic diversity, its impact on English Speech and writing, Understanding symbolical coding for pronunciation.
4. **LINGUISTIC SYSTEM**: The organisation of sounds; The structure of sentences; The concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, Syntax and semantics.
5. **LANGUAGE IN SCHOOL**: Home language and School language; Medium of understanding (child's own language); Language and construction of knowledge; Difference between language as a school- subject and language as a means of learning and communication; Critical review of Medium of Instruction.
6. **CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION**: Position of Languages in India; Articles 343-351; Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education).

UNIT 2: POSITION OF ENGLISH IN INDIA

ROLE OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT:

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

UNIT 3: AN OVERVIEW OF LANGUAGE TEACHING & METHODOLOGIES

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

Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; whole language approach; constructive approach.

2. LANGUAGE TEACHING METHODOLOGIES AND APPROACHES:

Grammar translation method, Direct method, Structural-situational method, Audio-lingual method, Natural method, Communicative approach, inductive and deductive approach;

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

GRAMMAR & VOCABULARY

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

INSTRUCTIONAL DESIGN

1. Steps for teaching a prose and poetry.

2. Unit Plan.

3. Daily Lesson Plan.

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

1. Listening and Speaking: Concept, Tasks, Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, speech, pictures, authentic materials and multimedia resources.
2. Reading: Concept, Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading.
3. Writing: Concept, Stages and Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, Reference skills.
4. Major barriers of Listening, Speaking, Reading & Writing.
5. Prevalent practices in Indian classrooms for developing Listening, Speaking, Reading & Writing skills & challenges.
6. Innovative practices in developing LSRW skills.

UNIT 5: Evaluation Strategies of English

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

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

1. Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse:
 - (i) How the different forms of language have been introduced?
 - (ii) Does the language clearly convey the meaning of the topic being discussed?
 - (iii) Is the language learner-friendly?
 - (iv) Is the language too technical?
 - (v) Does it help in language learning?Now write an analysis based on the above issues.
2. Do a survey of two schools (Secondary or Senior Secondary) in your neighbourhood to find out the challenges faced by the teachers and the learners in the teaching-learning process of English. The survey may be based on types of books introduced, family support in learning, school resources support, teaching strategies, learning hurdles etc. Prepare the findings in report form.
3. Find out some of the following labels/words used in your English text book: Approving, Disapproving, Figurative, Formal, Humorous, Informal, 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:

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. Hornby, A..S. (1968): A Guide to Patterns and Usage in English. Oxford: OUP.
10. Lado, Robert (1971) Language Teaching, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
11. Leech, Geoffrey and Svartvik,(2000)Communicative Grammar of English Cambridge C.U.P.
12. Paliwal, A.K. (1998): English Language Teaching, Jaipur: Surbhi Publication.
13. Palmer, H.L. (1964-65): The Principles of Language Study, London: O.U.P.
14. Quirk, Randolph and Greenbaum, (1973): A University Grammar of English, London.
15. Richards, J.C. and Rodgers,T.S.: Approaches and Methods in Language Teaching, Cambridge C.U.P.
16. 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.
18. Ur, P. 1996. A Course in Language Teaching. Cambridge: CUP.
19. Venkateshwaran, S (1995) Principles of Teaching English. Delhi: Vikas Publishing House Pvt. Ltd.

Paper-VI & VII

Pedagogy of Sanskrit

(Part I)

Objectives:

- Understand the different roles of language
- Understand the relation between literature and language
- To be able to develop creativity among learners
- To be able to examine authentic literary and non literary texts and develop insight and appreciation
- Understand the use of language in context, such as grammar and vocabulary
- To be able to develop activities and tasks for learners
- Understand the importance of home language and school language and role of mother tongue in education
- To be able to use multilingualism as a strategy in the classroom situation
- Understand about the teaching of poetry, prose and drama
- Identify methods, approaches and materials for teaching Sanskrit at different levels
- Understand constructive approach to language teaching and learning

- Understand the process of language assessment
- Familiarise students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation

COURSE CONTENT

UNIT 1: Nature & Role of Sanskrit as a Discipline

1. **SANSKRIT LANGUAGE:** Concept, Nature & Origin & Development
2. **LANGUAGE IN SCHOOL:**
 - a) Concept of home language and the school language
 - b) Language and construction of knowledge
 - c) Difference between language as a school-subject and language as a means of learning and communication
 - d. Objectives of teaching Sanskrit.
3. **CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION:**
 - 1) Position of languages in India
 - 2) Constitutional provisions and policies of language education (Articles 343, 351, 350A)
 - 3) Kothari Commission (1964-66); National Curriculum Framework-2005 (language education)

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

1. ROLE OF SANSKRIT LANGUAGE IN INDIA:

- a) Origin, development, Changing trends & goals in Sanskrit Language.
- b) Sanskrit language and Indian languages
- c) Socio-cultural importance of Sanskrit language.
- d) Importance and problem of teaching Sanskrit in India.
- e) Sanskrit at International level.

2. Instructional Design plan

1. Instructional Design of prose, poetry and grammar based lessons.

UNIT 3: AN OVERVIEW OF LANGUAGE TEACHING & METHODOLOGIES

1. Philosophical, social and psychological bases of approaches to Language, Acquisition and Language learning
2. **TEACHING METHODOLOGIES AND APPROACHES:**
Direct Method, Traditional Method, Textbook Method, Elective Method, Communicative Approach, Grammar Translation Method, Inductive and deductive approach.

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

1. GRAMMAR & VOCABULARY

- a. A surface discussion of the contents of grammar at Secondary & Senior Secondary level & the inter linkages of the topics.
- b. Ways of vocabulary enrichment
- c. Memorisation as a traditional Practice in Sanskrit.
- d. Understanding Panini ॥ikf.kuh½ approach of teaching grammar & seeing it in modern context.

2. ACQUISITION OF LANGUAGE SKILLS (In reference to Sanskrit) :

Listening, speaking, reading and writing.

- a. Listening and Speaking: Concept, Tasks, Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, speech, pictures, authentic materials and multimedia resources.
- b. Reading: Concept, Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading.
- c. Writing: Concept, Stages and Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, Reference skills.
- d. Major barriers of Listening, Speaking, Reading & Writing.
- e. Prevalent practices in Indian classrooms for developing Listening, Speaking, Reading & Writing skills & challenges.
- f. Innovative practices in developing LSRW skills.
- g. Psychological misconceptions for learning Sanskrit.

UNIT 5: Evaluation Strategies of Sanskrit

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

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

1. Take a few passages from Sanskrit textbooks of Classes VI to VII and analyse:
 - (i) How the different forms of language have been introduced?
 - (ii) Does the language clearly convey the meaning of the topic being discussed?
 - (iii) Is the language learner-friendly?
 - (iv) Is the language too technical?
 - (v) Does it help in language learning?Now write an analysis based on the above issues.
2. Do a survey of two schools (Secondary or Senior Secondary) in your neighbourhood to find out the challenges faced by the teachers and the learners in the teaching-learning process of 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.
3. Collect interesting folktales in Sanskrit and tell half story to the students & leave the another half to imaginatively anticipate it. Find the interesting conclusions & write down your class experiences.
4. Keeping in view the needs of the children with special needs prepare two activities for Sanskrit 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

1. Apte, D.G. and Dongre, P.K. Teaching of Sanskrit in Secondary School.
2. Cywe QhYM] vuqoknd&izlkn] MkW0 fo'oukFk] ;1968À*Hkk"kk*fnYyh&7 caxyks jksM tokgjuxj A
3. Bokil, V.P. and Parason, M.R.: A New Approach to Sanskrit, Lokasangrapa Press, Poona.
4. pkScs] ch-, u- laLd`r f'k{k.k
5. prqosZnh , l-vkj- laLd`r f'k{k.k

6. K.Verma Raja : Teaching of Sanskrit.
7. Kale, M.R. : The Higher Sanskrit Grammar.
8. Lado, Robert (1961). "Language Teaching". London : Longman.
9. feÛky] MkW- lUrks"k ¼1999&2000½] laaLÑr f'k{k.k] esjB] vkj yky fMiksa
- 10.ukjax] oS'uk ¼1996½] lEizs"k.kkRed Hkk"kk f'k{k.k] ubZ fnYyh izdk'ku laLFkku n;kuan ekxZA
- 11.lQk;k vkj-,u- ¼1990½] laLÑr f'k{k.k] p.Mhx<+] gfj;k.kk lkfgR; vdknehA
12. Sharma, Bela Rani, (2002) "Modern Methods of Teaching Sanskrit". New Delhi 110088.

Paper-VI & VII

Pedagogy of Rajasthani (Part I)

mís';

- Hkk"kk dh vyx&vyx Hkwfedkvksa dks tkuuk
- Hkk"kk lh[kus dh l`tukRed izfØ;k dks tkuuk
- Hkk"kk ds Lo:i vkSj O;oLFkk dks le>uk
- Ldwy dh Hkk"kk] cPpksa dh Hkk"kk vkSj le> ds chp ds laca/k dks tkuuk
- Hkk"kk vkSj lkfgR; ds laca/k dks tkuuk
- fganH Hkk"kk ds fofo/k :iksa vkSj vfHkO;fDr;ksa dks tkuuk
- Hkkoksa vkSj fopkjksa dh Lora= vfHkO;fDr djuk
- vuqokn ds egÙo vkSj Hkwfedk dks tkuuk
- fo|kfFkZ;ksa dh l`tukRed {kerk dks igpkuuk
- cPpksa dh Hkk"kk;h fodkl ds lkzfr le> cukuk vkSj mls leqUur djs ds fy, fo|ky; esa rjg&rjg ds ekSds tqVkuk
- Hkk"kk ds ewY;kadu dh lkzfr;k dks tkuuk
- lkfgR;d vkSj xSj lkfgR;d ekSfyd jpukvksa dh le> vkSj ljkguk

fo'k;oLrq

bdkbZ & 1% jktLFkkuH Hkk'kk dh izd`fr o fo'k;ijdrk

- 1 jktLFkkuH Hkk"kk % izd`fr] Hkk"kk vkSj lkekftd vfLerk] fgUnh ls lE;rk] vk/kqfud lanHkZ esa jktLFkkuH Hkk'kk dk dnA
- 2 jktLFkkuH Hkk'kk dh fo'k;ijdrk % laoS/kkfud fLFkfr] fofHkUu cksfy;kj o micksfy;kjA
- 3 jktLFkkuH Hkk'kk dk Øfed fodkl] "kCndks'k ,oa ekSfyd o lgt vfHkO;fDr esa jktLFkkuH Hkk'kk dh HkwfedkA

bdkbZ & 2% Ldwyh fo'k; ds #i esa jktLFkkuh Hkk'kk

1 jktLFkkuh Hkk'kk f'k{k.k ds mn~ns';A

2 jklks&dkO; xzUFkksa esa jktLFkkuh dk Lo#i ,oa jktLFkkuh dkO; esa jlkRedrk o vkyadkfjd rRoksa dk fun" kZu

3 jktLFkkuh Ik<+us&Ik<+kus dh pqukSfr;ki

4 mPp ek;/fed Lrj ij jktLFkkuh Hkk'kk ds ikB~;Øe es nk" kZfudrk rFkk Kkuijdrk ds rRo

5 mPp ek;/fed Lrj ij jktLFkkuh Hkk'kk ds ikB~;Øe es fofHkUUk lekt foKkuksa o bfrgkl dk izHkko

bdkbZ & 3% jktLFkkuh Hkk'kk dks lh[kus&fl[kkus dh i)fr;ki@rjhds

1 lkekftd vf/kxe o vkSipkfjd vf/kxe] O;fDrxr laokn fof/k]izR;{k fof/k] mls';ijd laizs" k.kkRed iz.kkyh

2-LFkkuh; lanHkksZa esa jktLFkkuh Hkk'kk lh[kus ds fy, mÙkjk;h dkjdxsa dk fo"ys'k.kkRed v/;;u

3-x| ,oa i| dh lkkB;kstuk ds lkekU; lksiku

bdkbZ & 4% jktLFkkuh Hkk"kk ds vf/kxe vk/kkj o f" k{k"kkL=h; fo"ys'k.k

1- Hkk"kk;h n{krk,i & lquuk] cksyuk] Ik<+uk vkSj fy[kuk

• lquuk vkSj cksyuk & lEizR;;] lquus vkSj cksyus ds dkS'ky fodkl ds lzksr vkSj lkexzh] jksy lys] dgkuh lquuk] laokn] eYVhehfM;k rFkk ekSfyd lkexzh dh lgk;rk ls laizs" k.kkRed okrkoj.k dk fuekZ.kA

• Ik<+uk & lEizR;;] ekSu vkSj eq[kj iBu] xgu&iBu] foLr`r iBu] Ik<+us ds dkS'ky fodkl es l`tukRed lkfgR; ¼dgkuh] dfork vkfn½]'kCndks'k dk mi;ksxA

fy[kuk & lEizR;;] fy[kus ds pj.k] ys[ku&izfØ;k] l`tUkkRed ys[ku] vkSipkfjd vkSj vukSipkfjd ys[ku ¼dgkuh] dfork] laokn] Mk;jh] lk=] fjiksVZ] lekpkj vkfn½A

2- Ldwyh fo'k; ds #i esa jktLFkkuh Hkk"kk dh fuEufyf[kr fo'k;oLrq dk v/;;u dj mudks i<k;s tkus ds rjhdksa ij lkekU; foekZA

jktLFkkuh Hkk"kk% iYyou] i= ys[ku] x| ,oa i| dh leh{kka

3-jktLFkkuh Hkk'kk dh izeq[k dkyt;h jpuk,i ,oa mudh leh{kka

bdkbZ & 5% jktLFkkuh Hkk'kk esa ewY;kadu

1. ewY;kadu dk vFkZ] egRo ,oa fo'ks"krk,i

2. fofHkUu izdkj ds ewY;kadu iz"u

3. Irr ,oa O;kid ewY;kadu dh vo/kkj.kk

4. ekSf[kd ewY;kadu dh egÙkk

5. iz"ui= fuekZ.k izfØ;k ,oa CY;w fizUV

xfrfof/k@iksVZQksfy;ks@ifj;kstuk dk;Z ¼dksbZ ,d½

jktLFkkuh Hkk'kk esa izpfyr mu dgkorksa dk ladyu dhft, ftuds izpyu ds ihNs dksbZ dgkuh ;k fdaonUrh izpyu esa gSA

d{k&f{k.k ds nkSjku cPpksa dks fgUnh Hkk'kk ds 20 "kCn nhft, rFkk lkewfgd #i
ls mldk jktLFkkuh Hkk'kk esa vuqokn djus ds fy, izsfjr dhft,A
jktLFkkuh dkO; esa jk'V^ah; ewY;ksa ls vksrizksr fdlh dfork dh lekykspuk dhft,A
fdlh fo'k;oLrq ij Hkk'k.k dk vk;kstu djuk rFkk lekiu ij fo|kfFkZ;ksa dks lqus x;s
va"ksa dks pj.kc) rjhds ls jktLFkkuh Hkk'kk esa fy[kus ds fy, dgukA
osclkbV www.kavitakosh.org ij fdlh ,d jktLFkkuh dkO;dkj dh jpukvksa dk lekykspukRed
fooj.k fyf[k,A

lanHkZ iqLrdsa %

- 1- jktLFkkuh Hkk"kk vkSj lkfgR; % MkW- eksrhyky esukfj;k
- 2- Hkk"kk foKku % HkksykukFk frokjh
- 3- jktLFkkuh Hkk"kk % MkW- lquhfr dqekj pkVqT;kZ
- 4- jktLFkku dk Hkk"kk losZ{k.k % tktZ ,- fxz;lZu
- 5- jktLFkkuh Hkk"kk % ujksÙke Lokesh
- 6- jktLFkkuh 'kCn dks"k % lhrkjke ykyl
- 7- jktLFkkuh O;kdj.k % ujksÙke Lokesh
- 8- ekr`Hkk"kk dk v;/kiu % Hkwnso 'kkL=h
- 9- fgUnh f'k{k.k % jeu fcgkj yky
- 10- fgUnh Hkk"kk f'k{k.k % ;ksxsUnz thr
- 11- ek;/fed fo|ky;ksa es fgUnh f'k{k.k % fujatu dqekj flag
- 12 -fgUnh f'k{k.k % jfoUnzukFk JhokLro
- 13- fgUnh f'k{k.k % ch-,u- 'kekZ
- 14- Hkk"kk lEizkflr % ewY;kadu] ds- th- jLrksxh
- 15- f'k{k.k esa ekiu vkSj ewY;kadu % jes'kpUnz xqIr

Paper-VI & VII

Pedagogy of Urdu

(Part I)

Objectives:

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

COURSE CONTENT

UNIT 1: Nature & Role of Urdu as a Discipline

1. **URDU LANGUAGE:** Concept, Nature & Origin & Development

2. **LANGUAGE IN SCHOOL:**

a) Concept of home language and the school language

b) Language and construction of knowledge

c) Difference between language as a school-subject and language as a means of learning and communication

d) Objectives of Teaching Urdu.

3. **CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION:**

1) Position of Urdu language in India.

2) Constitutional provisions and policies of language education (Articles 343, 351, 350A)

3) Kothari Commission (1964-66), National Curriculum Framework-2005 (language education).

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

1. Origin and development of Urdu Language .

2. Urdu as a language of knowledge.

3. Urdu at International level.

4. Challenges of teaching and learning Urdu.

5. *Changing trends & goals in reference to Urdu.*

UNIT 3: AN OVERVIEW OF LANGUAGE TEACHING & METHODOLOGIES

1. Philosophical, social and psychological bases of approaches to Language, Acquisition and Language learning
2. **TEACHING METHODOLOGIES AND APPROACHES:**
Direct Method, Traditional Method, Textbook Method, Elective Method, Communicative Approach, Grammar Translation Method, Inductive and deductive approach.

UNIT 4: SKILL ACQUISITION AND PEDAGOGICAL ANALYSIS

1. **ASPECTS OF LINGUISTIC BEHAVIOUR:** Pronunciation, linguistic diversity, its impact on Urdu pedagogical implication.
2. **LINGUISTIC SYSTEM:** The organisation of sounds; The structure of sentences; The concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.
3. **ACQUISITION OF LANGUAGE SKILLS (In reference to Urdu) :**
Listening, speaking, reading and writing.
 - a. **Listening and Speaking:** Concept, Tasks, Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, speech, pictures, authentic materials and multimedia resources.
 - b. **Reading:** Concept, Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading.
 - c. **Writing:** Concept, Stages and Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, elementary knowledge of Urdu Script (Khat-e-naskh, khat-e-nastaliq, khat-e-shikasta).

UNIT 5: Evaluation Strategies of Urdu

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

Practicum/activities/Field work (Any one 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 XII (any board) in the light of new approach of assessment.

References

1. Hum Urdu Kaise Padhen : Mucnuddin
2. Urdu Zaban Ki Tadress : Moenuddin
3. Taders-e-Zaban-e-Urdu : Inamullah Sharwani

- 4.Hum Urdu Kaise Likhaan : Rasheed Hasan Khan
- 5.Urdu Imla : Rasheed Hasan Khan
- 6.Quwaid-e-Urdu : Maluvi Abdul Haq
- 7.Fun-e-Taleem – Tarbal : Fazal Hussain
- 8.Ghazal and Dars-e-Ghazal : Akhtar Ansari
- 9.Zaban, Zindgi aur Taleem : Khwaja Gulamus Syeden

Paper-VI & VII

Pedagogy of Mathematics

(Part I)

OBJECTIVES:

The students will be able to-

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

COURSE CONTENTS

Unit: 1 Nature of Mathematics as a Discipline

1. Meaning and Nature of mathematics.
2. Historical development of mathematics as a discipline Contribution of Indian and western mathematicians like Ramanujan, Aryabhata, Bhaskaracharya, Pythagoras and Euclid.
3. Constructivist approach in learning mathematics.

Unit: 2 Mathematics as a School Subject

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

Unit: 3 Planning, Methods and Techniques

1. Unit Plan and Daily Lesson Plan.

2. Methods of teaching mathematics at secondary level –
Lecture cum demonstration, Inductive-Deductive, Problem Solving, Project, Heuristic, Analytic & Synthetic
3. Techniques of teaching mathematics: Oral work, written work, Drill work, Home assignment.

Unit: 4 Pedagogical analysis and mode of learning engagement

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

Unit: 5 Evaluation in Mathematics

1. Evaluation: Meaning and concept.
2. Continuous and compressive evaluation (CCE) in mathematics at secondary level
3. Diagnostic Testing, Remedial Teaching and enrichment programme for:
Gifted Learners, Slow Learners, Learners with Discalculia,
4. Difficulties Faced by the Teacher in Teaching of Mathematics and Suggestive Measure to overcome them.
5. Construction of achievement test/question paper blue print in mathematics.

Practicum/Field Work(Any one 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

1. Mangal, S.K. Sadharan Ganit Shikshan, Arya Book Depot, New Delhi.
2. Bhatnagar A.B. New Dimensions in the teaching of Maths, Modern Publishers, Meerut.
3. Jain S.L.: Ganit Shikshan Sansthan, Rajsthan Hindi Granth Academy, Jaipur.
4. Agrawal S.M. Teaching of Modern Mathematics Dhanpat Rai & Sons, Delhi.
5. Jagadguru Swami: Vedic Mathematics, Moti Lal Banarasidas Publisher, Delhi
6. Kapur J.N. Modern Mathematics for Teachers, Arya Book Depot, New Delhi

Paper-VI & VII

Pedagogy of Physical Sciences

(Part I)

Objectives-

Student-teachers will be able to:-

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

COURSE CONTENT

Unit 1: Nature of Physical Sciences as a Discipline

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

Unit 2: Physical Sciences as a school subject

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

Unit 3: Methodology of Physical Sciences-

1. Essential Skills to Develop Scientific attitude and temper.
2. Methods and approaches : - Lecture – cum Demonstration, Team teaching, project , problem solving , Group discussion, Programmed instruction, Inductive- Deductive, Investigatory approach, Concept mapping, Collaborative learning .

Unit 4: Pedagogical Analysis and Mode of Learning Engagement

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary and Senior secondary level i.e. planning for teaching following contents at different level -

Light, Electricity, Magnetism, Gravitation, Laws of Motion, Work and Energy, Sound.

2. Modes of learning engagement in Physical Science-

- a. Observations and experiments in Physical sciences: interdisciplinary linkages,
- b. Relating knowledge to students daily life situations.
- c. Providing opportunities for group activities and idea Sharing
- d. Designing different working Models for concept formation
- e. Teaching aids and activities in laboratory work

Unit 5: Assessment & Evaluation of Physical Sciences Learning

1. Evaluation : Meaning and Concept.

2. Meaning, concept and construction of Achievement test,

3. Blue print: Meaning, concept, need and construction.

4. Continuous and Comprehensive Evaluation (CCE).

5. Assessment of project work (both in the laboratory and in the field), experimental work in Physical Science.

6. Performance-based assessment; learner's record of observations, Oral presentation of learners work, portfolio.

Practicum/Field Work-Any one 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 any current issue related to physical science.
4. Planning an out of class activity to use local resources to teach Physics and report your experiences.
5. Prepare a plan to assess Students' Practical work in Physics.

References

1. Heiss, Oburn and Hoffman: Modern Science, the Macmillan Company, New York 1961.

2. Thurber W. and A. Collette : Teaching Science in Today's Secondary schools, Boston Allyn and Bacon Inc., New York, 1959.

3. Vaidya, N. "The Impact of Science Teaching", Oxford and IBH Publishing Company, New Delhi, 1971.

4. Richardson, S. : "Science Teaching in Secondary Schools", Prentice Hall, USA, 1957.

5. Sharma, R.C. and Sukla : "Modern Science Teaching" Dhanpat Rai and Sons, Delhi, 2002.

6. Ravi Kumar S.K., "Teaching of Science", Mangal deep Publications 2000.

7. Rao Aman : Teaching of Physics, Anmol Publications, New Delhi, 1993.

8. Wadhwa Shalini : Modern Methods of Teaching Physics, Sarup and Sons, New Delhi, 2001.

9. Gupta S.K. : Teaching Physics Sciences in Secondary Schools, Sterling Publishers (P) Ltd., New Delhi, 1989.

10. eaxy ,10ds0 % lk/kkj.k foKku f'k{k.k] vk; cq d fMiks ubZfnYyh 1996

11. R;kxh ,10ds0 % HkkSfrd foKku f'k{k.k] lkfgR; izdk'ku] vkxjk] 2000

Paper-VI & VII

Pedagogy of Chemistry

(Part I)

Objectives-

Student-teachers will be able to:-

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

COURSE CONTENT

Unit 1: Nature of Chemistry as a Discipline

1. Concept, Nature ,Needs and Scope of Chemistry.
2. Historical Background of Chemistry with special reference to India.
3. Correlation of Chemistry with other School Subjects

Unit 2: Chemistry as a school subject

1. Importance of Chemistry in school curriculum.
2. Aims & objectives of teaching Chemistry at school level. Writing objectives in behavioural terms. Bloom's taxonomy (revised).
3. Changing trends and goals of teaching Chemistry.
4. Unit Plan and Daily Lesson Plan.

Unit 3: Methodology of Chemistry

1. Essential Skills to Develop Scientific attitude and temper.
2. Methods and Approaches : Lecture – cum Demonstration, Team teaching, project , problem solving, Heuristic, Group discussion, programmed instruction, Inductive- Deductive, Constructivist approach, Concept mapping, Collaborative learning.

Unit 4: Pedagogical Analysis and Mode of Learning Engagement

1.Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary and Senior secondary level i.e. planning for teaching following contents at different level -

Solutions, colloids, chemical equilibrium, electrochemistry, mechanical and thermal properties of matter, chemical bonding and molecular structure, periodic table,Atom and molecules, Chemical Reactions, Acid ,Bases and Salt, Carbon and Its Compounds, metal and non-metalsetc.)

2. Modes of learning engagement in Chemistry-

- a. Observations and experiments in Chemistry: interdisciplinary linkages,
- b. Relating knowledge to students' daily life situations.
- c. Providing opportunities for group activities and idea Sharing
- d. Teaching aids and activities in laboratory work.

Unit 5: Assessment & Evaluation of Chemistry learning

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

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

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

References-

1. Yadav, M.S. 1995, Teaching of Chemistry, Anmol Publication, New Delhi.
2. Megi, J.S. & Negi, Rasuita, 2001, Teaching of Chemistry.
3. Yadav, M.S. 2000: Teaching Science at Higher level, Anmol Publications, New Delhi.
4. Misra, D.C. : Chemistry Teaching, Sahitya Preparation, Agra
5. Khirwadbar, Anjab 2003: Teaching of Chemistry by Modern Method, Sarup & Sons. New Delhi.
6. Das, R.C., 1985: Science Teaching in Schools, Sterling publishers Pvt. Limited. New Delhi
7. Venkataih, S., 2001: Science Education in 21st Century, Anmol Publishers, New Delhi.
- 8 Rao, D.B., 2001: World conference on Science Education Discovery publishing work, New Delhi.
9. Singh, U.K. & Nayab, A.K. : 2003 : Science Education, Commonwealth Publishers, Daryaganj, New Delhi.
10. Singh, Y.K. & Sharma Archnesh, 2003 : Modern Methods of Teaching Chemistry A.P.H. Publishing corporation, Daryaganj, New Delhi.

Paper-VI & VII

Pedagogy of Biological Science

(Part I)

Objectives-

Student-teachers will be able to:-

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

COURSE CONTENT

Unit 1: Nature of Biological Science as a Discipline

1. Meaning, Concept, Nature, Need and Scope of Biological science .
2. Historical development of Biological science as a discipline. Contribution of Indian and western Biologist like HargobindKhurana, Mohinder Singh Randhawa, Salim Ali, Mendel, Darwin, and Lamark in the field of Biology
3. Correlation of Biological Science with other School Subjects

Unit 2: Biological Science as a school subject

1. Importance of Biological science in school curriculum.
2. Aims & objectives of teaching Biological science at school level. Writing objectives in behavioural terms. Bloom's taxonomy (revised).
3. Changing trends and goals of teaching Biology
4. Unit Plan & Daily Lesson Plan.

Unit 3: Methodology of Biological science

1. Methods : Lecture–cum Demonstration, Team teaching, Project , Problem solving, Programmed instruction, Collaborative learning.
2. Approaches : Inquiry approach, Concept mapping, Constructivist approach.

Unit 4: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary and Senior Secondary level i.e. planning for teaching following contents at different level - Biological science for environment and health, peace, equity, origin of life and evolution, biodiversity, Photosynthesis, Life processes and factors affecting it.
2. Modes of learning engagement in Biological Science-

- a. Observations and experiments in biological sciences: interdisciplinary linkages,
- b. Providing opportunities for group activities
- c. Designing different working Models for concept formation.
- d. Teaching aids and activities in laboratory work

Unit 5: Assessment & Evaluation in Biological Sciences

1. Evaluation : Meaning and Concept.

2. Meaning, concept and construction of Blue print, test items and Achievement test.
3. Continuous and Comprehensive Evaluation (CCE)
4. Assessment of project work in biology (both in the laboratory and in the field), experimental work.
5. Performance based assessment: learners' record of observations, field diary, herbarium and collection of materials.

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

1. Preparation of Scrap book to show the Contribution of any two Biologist
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-

1. Sood, J.K., 1987: Teaching Life Sciences, Kohali Publisher, Chandigarh.
2. Sharma, L.M., 1977: Teaching of Science & Life Science, Dhanpat Rai & Sons, Delhi
3. Kulshrestha, S.P., 1988: Teaching of Biology, Loyal Book Depot, Meerut
4. Yadav K., 1993: Teaching of Life Science, Anmol Publisher, Daryaganj Delhi.
5. Yadav, M.S., 2000 : Modern Methods of Teaching Science, Anmol Publishers, Delhi.
6. Singh, U.K. & Nayab, A.K., 2003: Science Education Commonwealth Publishers, Daryaganj, New Delhi
7. Venkataih, S., 2001: Science education in 21st century Anmol Publishers, Delhi
8. Yadav, M.S. (Ed.), 2000 : Teaching Science at Higher Level, Anmol Publishers, Delhi
9. Ediger, Marlow & Rao, D.B., 2003 : Teaching Science Successfully Discovery Publishing House, New Delhi
10. Mangal, S.K., 1996: Teaching of Science, Arya Book Depot, New Delhi
11. Dave, R.H., 1969 : Taxonomy of Educational objectives & Achievement Testing, London University Press, London.
12. Sood, J.K., 1989 : New Directions in Science Teaching, Kohli Publishers, Chandigarh.

Paper-VI & VII

Pedagogy of General Sciences

(Part I)

Objectives-

Student-teachers will be able to-

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

COURSE CONTENT

Unit 1: Nature of General Science as a Discipline

1. Meaning, Nature ,Concept, Needs and scope of General science .
2. Science as a domain of enquiry, as a dynamic and expanding body of knowledge, science as a process of constructing knowledge. Science as an interdisciplinary area of learning , science for environment, health, peace & equity and society.
3. Correlation of General Science with other School Subjects.

Unit 2: General science as a school subject

1. Importance of General science in school curriculum.
2. Aims & Objectives of teaching General science at secondary level. Writing objectives in behavioural terms. Bloom's taxonomy(revised).
3. Changing trends and goals of teaching General Science with reference to N.C.F. 2005.
4. Unit Plan & Daily Lesson Plan.

Unit 3: Methodology of General Science

1. Methods : Lecture-cum Demonstration, Project, Problem solving,Heuristic and Laboratory.
2. Approaches : Constructivist, Concept mapping, Experiential Learning.

Unit 4: Pedagogical Analysis and Mode of Learning Engagement

1.Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level i.e. planning for teaching following contents at different level -

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

2. Modes of learning engagement in General Science-

- a. Providing opportunities for group activities and observations.

- b. Teaching aids and activities in laboratory work.

Unit 5: Evaluation of General Sciences

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

Practicum/Field Work- (Any one 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-

1. Sood, J.K. (1987): **Teaching Life Sciences, Kohli Publishers, Chandigarh.**
2. Sharma, L.M. (1977): **Teaching of Science and Life Sciences, DhanpatRai& Sons, Delhi.**
3. Kulshreshtha, S.P. (1988): **Teaching of Biology, Loyal Book Depot, Merrut**
4. Yadav, K. (1993): **Teaching of Life Science Anmol Publishers, Daryaganj, Delhi.**
5. Yadav, M.S. (2000): **Modern Methods of Teaching Sciences, Anmol Publishers, Delhi**
6. Singh, U.K. &Nayab, A.K. (2003) : **Science Education Commonwealth Publishers, Daryaganj, New Delhi**
7. Venkataih, S. (2001): **Science Education in 21st Century, Anmol Publishers, Delhi.**
8. Yadav, M.S. (Ed.) (2000): **Teaching Science at Higher Level, Anmol Publishers, Delhi.**
9. Edger, Marlow &Rao, D.B. (2003): **Teaching Science Successfully, Discovery Publishing House, New Delhi.**
10. Mangal, S.K. (1996): **Teaching of Science, Arya Book Depot, and New Delhi.**
11. Dave, R.H.: (1969): **Taxonomy of Educational Objectives and Achievement Testing, London University Press, London.**
12. Sood. J.K. (1989): **New Directions in Science Teaching, Kohli Publishers, Chandigarh.**

Paper-VI & VII

Pedagogy of Home Sciences

(Part I)

Objectives-

Student-teachers will be able to:-

- Understand the nature and importance of home science and its correlation with other subjects.
- Understand aims and objectives of the subject.
- Realize the essential unity between laboratory work and theoretical background of the subject.
- Analyze 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 instructions to them.

COURSE CONTENT

Unit 1: Nature of Home Science as a Discipline

1. Meaning, Concept and Needs of home science .
2. Nature and scope of Home science
3. Home Science teaching in the context of family, group and society.

Unit 2: Home science as a school subject

1. Importance of Home science in school curriculum.
2. Aims & objectives of teaching Homescience at secondary level. Writing objective in behavioural terms. Bloom's taxonomy (revised).
3. Correlation of Home Science with other School Subjects.
4. Unit Plan & Daily Lesson Plan.

Unit 3: Methodology of Home Science

1. Methods : Lecture-cum Demonstration, Experimental, Project, Problem solving, Dramatization, Discussion , Field Trips.
2. Techniques of teaching Home Science.

Unit 4: Pedagogical Analysis and Mode of Learning Engagement

Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at Senior secondary level i.e. planning for teaching following contents at different level -

Textile and clothing:- types of fabric yarn making and fabric construction, fabric finishing (specially dyeing and printing), construction of clothing etc. ;Home management – management of time energy, home decoration, floor decoration; Food and Nutrition,Diseases.

2. Modes of learning engagement in Home Science-
 - a. Providing opportunities for group activities and observations.
 - b. Teaching aids and activities in laboratory work

Unit 5: Assessment & Evaluation of Home Sciences learning

1. Evaluation : Meaning and Concept.
2. Construction of Blue Print and achievement test.
3. Performance-based assessment; learners' record of observations ;(field diary and collection of materials), practical / experimental work.

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

- 1 Sherry, G.P. and Saran, D.P :Grah Vigyan Shikshan, Vinod Pustak Mandir, Agra, 1969
2. Asthana, S.R. : Griha Vigyan ka Addhyapan, Laxmi Narain Agarwal, Agra, 1968
3. Sarla Sharil : Banana Seekho, Atmaram & Sons, Delhi, 1962
4. Dass, R.R. and Ray, Binita: Teaching of Home Science, Sterling Publishers Pvt.,New Delhi, 1984
5. Sukhiya, S.P. and Mehrotra :Grah Vigyan Shikshan, Haryana Sahitya Akademy, Chandigarh, 1984
6. Agarwal, Laxminarayan, Teaching of Home Science.
7. Sherry, G.P. : Home Management

Paper-VI & VII

Pedagogy of Social Sciences

(Part I)

OBJECTIVES

The student teacher will be able to:

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

COURSE CONTENT

Unit 1: Social Sciences as a Discipline

1. Meaning, Concept, Nature, Need and Scope of social sciences.
2. Historical development of social sciences as a discipline.
3. Correlation of Social Sciences with other School Subjects.

Unit 2: Social science as a school subject

1. Importance of social science in school curriculum.
2. Aims & objectives of teaching social science at secondary level. Writing objectives in behavioural terms.
3. Changing trends and goals of teaching social science with reference to N.C.F. 2005.
4. Unit Plan & Daily Lesson Plan.

Unit 3: Methodology of Social Sciences

1. Methods : Lecture, Project, Problem solving, Discussion, Questioning, Dramatization, Role Plays, Story-Telling, Excursion and team teaching.
2. Planning, Organizing and Conduction of small community survey.

Unit 4: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level i.e. planning for teaching following contents at different level -
Indian Culture, Values and Sanskar, Social Institutions – Family, School, Community, Discrimination, Fundamentals of democratised society, Local Custom and Traditions.
2. Modes of learning engagement in social studies -
 - a. Providing opportunities for group activities
 - b. Teaching aids and activities in laboratory work.

- c. Library survey
- d. Field trips.

Unit 5: Assessment & Evaluation of Social Sciences

1. Evaluation: Meaning and Concept.
2. Continuous and comprehensive evaluation (CCE) in social sciences at secondary level.
3. Construction of achievement test/question paper and blue print.
4. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.

Practicum/Field Work (Any one of the following)

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

References

1. O;kxh] xq:ljunkl]¼2007&08½] ßLkekftd v/;;u f'k{kd] Þiszeyrk fiz.VlZ] vkxjka
2. flM+kuk ,oa v'kksd]¼2007½] ßLkekftd v/;;u f'k{kd] Þ f'k{kk izdk'ku] t;iqjA
3. `kekZ] guqeku lgk;]¼2005½] ßLkekftd i;kZoj.k v/;;u f'k{kd] Þ jk/kk izdk'ku efUnj ij'kqjkiqjh] vkxjk 282002A
4. feJk] egsUnz dqekj]¼2008½] ßLkekftd v/;;u f'k{kd] Þ Dykfld dySD'ku] t;iqjA
5. `kSnk ch-Mh] `kSnk ,-ds] ßlkekftd v/;;u f'k{kd] Þ vk;Z cq d fMiks] djksy ckx ubZ fnYyh&11005A
6. ik.Ms;] lksguyky]¼2006½] ßlkekftd foKku f'k{kd] Þ `;ke izdk'ku] t;iqjA
7. rk;y ch-ch] ¼2002½] ßU;wdkslZ lkekftd foKku] Þ vk;Z ifCyds'ku] djksy ckx ubZ fnYyh&110005A
8. **xxZ] Hkojyky ¼1995½] ßlkekftd foKku f'k{kd] Þ fouksn iqLrd efUnj] vkxjka**
9. Bedi Yesh Pal, (1980), “social and preventive medicine”, Atma ram sons, karmese gate, Delhi
10. Gilby Thomas, (1953),” Between community and society” Longmans, Green and co. London, New York
11. Chitambar J.B, (1987), “Introductory Rural Sociology” Wiley Eastern Limited. New Bangalore
12. Ganguli B.N, (1977), Social Development” AB/9 Safdarjang Enclave, New Delhi
13. Reddy L. Venkateswara, (2005), “methods of Teaching Rural Sociology” Discovery Publishing House, 4831/24, Anrari Road, Prahlad street Darya Ganj, New Delhi

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

OBJECTIVES

Student-teachers will be able to:-

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

COURSE CONTENT

Unit 1: Civics as a Discipline

1. Meaning, Concept, Need, Nature and Scope of Civics.
2. Historical development of Civics as a discipline.
3. Importance of Studying Civics in the context of National Integration and International understanding.
4. Correlation of Civics with other School Subjects.

Unit 2: Civics as a School Subject

1. Place of Civics in school curriculum.
2. Aims & objectives of teaching Civics at secondary level. Writing objectives in behavioural terms.
3. Unit Plan & Daily Lesson Plan.

Unit 3: Methodology of Civics

1. Methods : Lecture, Project, Problem solving, Role plays, Discussion, Excursion, team teaching and supervised study method.
2. Techniques : Questioning & Interview.

Unit 4: Pedagogical Analysis and Mode of Learning Engagement

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level i.e. planning for teaching following contents at different level -
The Fundamental Rights, Duties & Directive Policies as mentioned in Indian constitution, The Evolution of Indian constitution, Secularism, Democracy & Socialism.
2. Modes of learning engagement in Civics-
 - a. Providing opportunities for group activities.
 - b. Teaching aids and activities in civics room.
 - c. Library survey.

Unit 5: Evaluation of Civics

1. Purpose and concept of evaluation in civics.
2. Continuous and comprehensive evaluation (CCE) in Civics
3. Evaluation with objectivity, Blue Print, achievement test/question paper in Civics.
4. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.

Practicum/Field Work (Any one 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

1. Bining and Bining: Teaching of Social Studies in Secondary Schools, New York.
2. Bourne H.E.: Teaching of History and Civics, Bombay, Longmans 1972.
3. Harlikar: Teaching of Civics in India, Bombay, Padma Publications Ltd.
4. Raic B.C.: Methods of Teaching Civics, Lucknow, 1985-86.
5. c?ksyk] gsrflag % ukxfjd 'kkL= f'k{k.k] jktLFkku fgUnh xzUFk vdkneh] t;iqj 1993
6. R;kxh] xqjljunkt % ukxfjd 'kkL= dk f'k{k.k] fouksn iqLrd efaUnj] vkxjka
7. feÛky] ,e0,y0 % ukxfjd 'kkL= dk f'k{k.k] yk;y cqd fMiks] esjB
8. dqnsfl;k] mes'k pUnz % ukxfjd 'kkL= f'k{k.k] fouksn iqLrd efaUnj] vkxjka
9. flag] jkeiky % ukxfjd 'kkL= f'k{k.k] vkj0yky0 cqd fMiks] esjBA
10. {kf=;} ds0 % ukxfjd 'kkL= f'k{k.k] yk;y cqd fMiks] esjB
11. Jherh la;/k eq[kthZ % ukxfjd 'kkL= f'k{k.k] izdk'ku dsUnz] y[kuÅ] 1985&86A

Paper-VI & VII

Pedagogy of Geography

(Part I)

OBJECTIVES

Student-teachers will be able to:-

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

COURSE CONTENT

Unit 1: Geography as a Discipline

1. Meaning, Concept, Need, Nature and scope of Geography .
2. Historical development of Geography as a discipline.
3. Correlation of Geography with other School Subjects
4. Changing trends in Geography

Unit 2: Geography as a school subject

1. Place of Geography in school curriculum.
2. Aims & objectives of teaching Geography at secondary level. Writing objectives in behavioural terms.
3. Unit Plan & Daily Lesson Plan.

Unit 3: Methodology of Teaching-learning of Geography

1. Methods : Lecture, Project, Problem solving, Excursion, Discussion, Field Trip, laboratory , Regional , Inductive & Deductive and Supervised Study Method.
2. Techniques : Questioning & Interview.

Unit 4: Pedagogical Analysis and Mode of Learning Engagement

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level i.e. planning for teaching following contents at different level -
 - a. Physical Features: Oceans, Mountain Ranges, Sea currents, Desserts, Plains.
 - b. Trade Winds, Natural Disasters., longitudes & latitudes , physical locations of the continents etc.
2. Modes of learning engagement in Geography -
 - a. Providing opportunities for group activities.
 - b. Teaching aids and activities in civics room.
 - c. Library survey.

Unit 5: Evaluation of Geography

1. Purpose and concept of evaluation in Geography.
2. Continuous and comprehensive evaluation (CCE) in Geography
3. Evaluation with objectivity, Blue Print, achievement test/question paper in Geography.
4. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.

Practicum/Field Work (Any one)

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 on TV and write your experiences about the flora & fauna aspects.
5. Prepare an sketch of the main Geographical features of India with descriptions.

References

1. oekZ] ts-ih- % Hkwksy f'k{k.k] fouksn iqLrd eafnj] vkxjk 1987A
2. 'kekZ] lh-vkj % Hkwksy f'k{k.k] ekWMZu ifCy'klZ] esjBA
3. flag] ,p-,u-% Hkwksy f'k{k.k] fouksn iqLrd eafnj] vkxjk 1987A
4. vjksM+k]ds-,y-% Hkwksy f'k{k.k] izdk'k cznlZ] yqf/k;kuk 1983
5. feJk] ,-,u- % Hkwksy f'k{k.k i)fr] f'k{k.k fudsru] dkuiqj 1959A
6. Singh, L.P.: Practical Geography, Allied publication, Allahabad.
7. Barnard, H.C.: Principles and Practice of Geography Teaching, London University, Tutorial press, 1953.
8. Kaul, A.K.: Why and How of Geography Teaching, Ambanu Publications, Srinagar, 1983.
9. Verma, O.P. and Vedanayagam E.G., Geography Teaching, Sterling Publishers, New Delhi, 1987.

10. Gopsil, G.H.: The Teaching of Geography, Macmillan K Co.Ltd, London, 1958.
11. Macnee: Teaching of Geography, Oxford University Press, and Bombay.
12. Source Book for Teaching of Geography, UNESCO Publishing.

Paper-VI & VII

Pedagogy of History

(Part I)

OBJECTIVES

The student teacher will be able to:

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

COURSE CONTENT

Unit 1: History as a Discipline

1. Meaning, Concept, Need, Nature and Scope of History.
2. Historical development of History.
3. Correlation of History with other School Subjects

Unit 2: History as a School Subject

1. Place of History in school curriculum.
2. Aims & objectives of teaching History at secondary level. Writing objectives in behavioural terms.
3. Changing trends and goals of teaching History with reference to N.C.F. 2005.
4. Unit Plan & Daily Lesson Plan.

Unit 3: Methodology of History

1. Methods : Lecture, Project, Chronological Method, Biographical Method, Source Method, Excursion, team teaching, dramatization, Role plays, Discussion, story-telling.
2. Techniques : Questioning & Interview.
3. Planning, organizing and conducting a trip to primary and secondary sources of knowing history.

Unit 4: Pedagogical Analysis and Mode of Learning Engagement

- 1 Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level i.e. planning for teaching following contents at different level - Battle of Panipat, Khanwa and Haldi Ghati, Revolution of 1857, Round Table Conferences, Quit India Movement, Indus Valley Civilizations, Maya Civilizations.

2. Modes of learning engagement in history -
 - a. Providing opportunities for group activities
 - b. Teaching aids and activities in history room
 - c. Library survey

Unit 5: Evaluation of History Learning

1. Purpose and concept of evaluation in History.
2. Continuous and comprehensive evaluation (CCE) in History
3. Evaluation with objectivity, Blue Print, achievement test/question paper in History.
4. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.

Practicum/Field Work (Any one 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

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

In Hindi Edition:

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

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

OBJECTIVES

The student teacher will be able to:

- Understand the aims and objectives of teaching Economics.
- Develop an understanding of the nature of Economics.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Economics and explain its relative position in the Syllabus.

- Evaluate the existing school syllabus of Economics.
- Review the Text-book of Economics (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in Economics at secondary level.
- Understand the concept of multiple assessment techniques.

COURSE CONTENT

Unit 1: Economics as a Discipline

1. Meaning, Concept, Need, Nature and Scope of Economics.
2. Historical development of Economics.
3. Correlation of Economics with other School Subjects.

Unit 2: Economics as a School Subject

1. Place of Economics in school curriculum.
2. Aims & objectives of teaching Economics at Secondary & Senior Secondary level. Writing objectives in behavioural terms.
3. Unit Plan & Daily Lesson Plan.

Unit 3: Methodology of Economics

1. Methods & Techniques: Lecture, Project, Questioning, Discussion, Workshop, Problem Solving, Field Trip and Interview.
2. Enriching Economics knowledge through General reference materials, reference books Journals & encyclopaedia & using them in classroom teaching.

Unit 4: Pedagogical Analysis and Mode of Learning Engagement

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level i.e. planning for teaching following contents at different level - Monetary & Fiscal policy of India, Economic Development, Agriculture, Industry and foreign Trade, Problems of Indian Economy, Population explosion, poverty and unemployment.
2. Modes of learning engagement in Economics -
 - a. Providing opportunities for group activities
 - b. Teaching aids and activities in Economics room
 - c. Library survey

Unit 5: Evaluation of Economics

1. Purpose and concept of evaluation in Economics.
2. Continuous and comprehensive evaluation (CCE) in Economics
3. Evaluation with objectivity, Blue Print, achievement test/question paper in Economics.
4. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.

Practicum/Field Work (Any one of the following)

1. Study a mismatch in Demand & Supply of agriculture based products (Onion, tomato etc) in local markets & analyse how the prices are effected. The sellers can be randomly interviewed.
2. Conduct a survey based study on economic condition of rural people of your area.

3. Prepare a report on how the rural area women earn money through different skill based products of cottage industries.
4. Do a small survey of Local/urban/metropolitan market & trace some shops & items where 'Consumer Surplus' dominates.
5. Collect some articles based on burning issues of Indian Economy from the Local/National newspapers to present them in classroom or bulletin Board and keep the record of the same.

References

1. Kanwar, B.S.: Teaching of Economics, Prakash Bros, Ludhiyana, 1973.
2. Rai, B.C. : Methods of Teaching Economics, Publication Centre, Lucknow, 1986.
3. Siddiqi, M.H.: Teaching of Economics, Ashish Publishing House, New Delhi 1993.
4. Bawa, Dr. M.S.(ed) : Teaching of Economics : 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.
5. Tyagi, G.D., Arthashastra Shikshan, Vinod Pustak Mandir, Agra-2005.

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

Objectives:

Pupil teacher will be able to:

To enable the students to understand the importance, aims, and objectives of teaching Indian Music.

To Provide knowledge of different Methods and techniques of teaching Music

To acquaint student teacher with latest trends of the art

To develop aesthetic sense of the students

COURSE CONTENT

UNIT I-Music as a Discipline

1. Nature, Scope and Concept of music.
2. Importance of Music in Developing Aesthetic Sense.
3. Correlation of music with other School subjects

UNIT II Music as a School Subject

1. Aims & objectives of teaching of Music at Senior Secondary Level
2. Nature of contents of Music at Senior Secondary Level
3. Traditional schools of Music & Modern Music Schools
4. Unit Plan & Daily Lesson Plan.

UNIT III Methodology of Music

Pathshala Method, Programmed Instruction ,Community Resources,Synchronization through computers ,T.V. & Radio as devices of learning Music,Individual Apprenticeship, Riyaj (Regular Drill), Auto Instrumental Learning.

UNIT IV Pedagogical Analysis and Mode of Learning Engagement

1.Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level i.e. planning for teaching following contents at different level -

Vocal & Instrumental Music, Local forms of Music, Difference between *Shruti & Swara*, Notation system, Types of *Ragas* & their Importance ,Basics of *Harmonium, Tabla, Sarangee & Sitar*, Difference between *Geet, Gazal and Nazm*.

2. Modes of learning engagement in Music-

- a. Observations and experiments in Music: interdisciplinary linkages,
- b. Providing opportunities for group activities and idea Sharing
- c. Teaching aids and activities in laboratory work

UNIT V Assesment and Evaluation of Music Learning

1. Evaluation: Meaning, concept.
2. Achievement test and Blue print: Meaning, concept, need and construction.
3. Continuous and Comprehensive Evaluation (CCE) .
4. Laboratory Assessment, Performance-based assessment.

Practicum/Field Work (Any one of the following)

1. Make five different teaching materials using different type of teaching aids (chart, Model, Power Point, 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 and pick some Nazm & Gazal of Urdu writers & differentiate the composition form

REFERENCE:

1. Thakur Onkarnath: Pranava Bharti
2. Swaruy, B.: Theory of Indian Music.
3. Digamber. Vishnu: Sangeet Bodh (5 parts)
4. Sangeet Darpan (Sanskrit).
5. Sangeet Ratnakar (Sanskrit).
6. Bhatkhande : Hindustani Sangeet Paddhati
7. Basu. S.N.: Sangeet Praesika.

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

OBJECTIVES:

Pupil teacher will be able:

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

COURSE CONTENT

UNIT - I: Business Studies as a Discipline

- (a) Meaning, Nature & Significance of Business Studies as a Discipline.
- (b) Aims & objectives of teaching Business Studies at Senior Secondary Level.
- (c) Historical Development of Business Studies.
- (d) Role of Business Studies in business conduction.

UNIT - II: Business Studies as a School Subject

- (a) Maxims of Teaching Business Studies
- (b) Co-relation with other subjects
- (c) Characteristic features of the subject Business Studies
- (d) Unit Plan & Daily Lesson Plan.

UNIT - III: Methodology of Business Studies

Conventional Method, Problem Solving Method, Explanation with Examples, ICT based Teaching, Assignment Technique, Internship, Project Method, Discussion Method, Questioning, SWOT Analysis Technique.

UNIT- IV: Pedagogical Analysis and Mode of Learning Engagement

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level i.e. planning for teaching following contents at different level -
Interview, Job Profile, Individual Appraisal, Motivational Practices ,Consumer.
2. Modes of Learning Engagement & Instructional Design
 - a. Individual Power point presentation
 - b. Task assignment
 - c. Understanding concepts in group

UNIT- V: Evaluation in Business Studies

- 1.Evaluation : Meaning, Concept and Importance.
2. Type of tests : Essay, Short answer and Objective type questions and Blue Print.
3. Process of skill based Continuous & Comprehensive Evaluation(CCE).
- 4.Diagnostic & Remedial Test
- 5.Personal competencies and skills of a good Evaluator

Practicum/Field Work (Any one of the following)

1. Conduct a Mock-Interview session with the help of teacher Educators & 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

1. Tonne, Pohani, Freeman: Methods of Teaching Business Subject, Greogg Publishing Co., New York.
2. Khan, M.S.: The Teaching of Commerce, Sterling Publisher Pvt. Ltd., New Delhi.
3. Kochar, S.K.: Methods and Techniques of Teaching, Sterling Publisher Pvt. Ltd., New Delhi 1986.
4. Sharma, R.A.: Technology of Teaching, Loyal Book Dept., Meerut.
5. Rao, Seema : Teaching of Commerce, Anmol Publication Pvt. Ltd., 1995.
6. Jain K.C.S. : Vanyjaya Shikshan (Hindi) Ganeral Academy, Jaipur, 1986
7. Singh, I.B. : Vanigaya Ka Adhyayan, Laxmi Narayan Agarwal, Agra, 1968.
8. Bhorali Devadas: Commerce Education in India, D.K. Publishers Distribution (P) Ltd., New Delhi, 1988.
9. Rai B.C.: Method of Teaching Commerce, Prakashan Kendra, Lucknow 1986

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

OBJECTIVES:

Pupil teacher will be able

- To help the students to acquire the basic understanding in the field of Financial Accounting education.
- To develop the ability to plan curriculum and instructions in Financial Accounting at school level.
- To develop the ability to critically evaluate existing school syllabus and text book.
- To impart knowledge about the methods and devices of teaching Financial Accounting and to develop the skill of using the same.
- To develop the ability of fair & comprehensive evaluation.
- To develop commercial efficiency among students

COURSE CONTENT

UNIT - I: Financial Accounting as a Discipline

- (a) Meaning, Nature & Significance of Financial Accounting as a Discipline.
- (b) Aims & objectives of teaching Financial Accounting at Senior Secondary Level.
- (c) Historical Development of Financial Accounting.

(d) Role of accounting in business conduction.

UNIT - II: Financial Accounting as a School Subject

- (a) Maxims of Teaching Financial Accounting.
- (b) Co-relation with other school subject.
- (c) Characteristic features of Modern Accounting Classroom
- (d) Unit Plan & Daily Lesson Plan.

UNIT- III: Methodology of Financial Accounting

Conventional Method, Problem Solving Method, Explanation with Examples, ICT based Teaching, Assignment Technique, Internship, Computer Modules/Accounting applications.

UNIT- IV: Pedagogical Analysis and Mode of Learning Engagement

Pedagogical Analysis of Contents

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level i.e. planning for teaching following contents at different level -Accounting Books, Trial Balance, Final accounts with adjustments, Partnerships Accounts ,Issue of shares
2. **Modes of Learning Engagement & Instructional Design**
 - a. Individual Power point presentation
 - b. Task assignment
 - c. Proceeding through textbook help

UNIT- V: Evaluation in Financial Accounting

- 1.Evaluation : Meaning, Concept and Importance.
2. Type of tests : Essay, Short answer and Objective type questions and Blue Print.
3. Process of skill based Continuous & Comprehensive Evaluation(CCE).
- 4.Diagnostic & Remedial Test
- 5.Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.

Practicum/Field Work (Any one 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 from them analyze the common mistakes committed.

References:

1. Rao, Seema : Teaching of Commerce, Anmol Publication Pvt.Ltd.1995.
2. Jain, K.C.S. : Vanijaya Shikshan (Hindi) General Academy, Jaipur, 1986.
3. Gortside, L: Teaching Business subjects. The Modern Approach made and printed in Great Britain by the Garen Press Ltd. Leteh worth, Hest Fordshgire, 1970.
4. Neeb, W.B. : Modern Business Practice, The Ryerson Press, Toronto, 1965.

5. Khan, M.S.: The Teaching of Commerce, Sterling Publishers (P) Ltd, Jullundar-3
6. Singh, J.B.: Vanijaya Ka Adhyayan, Laxmi Narayan Agarwal, Agra, 1968.
7. Bhorali, Devadas : Commerce Education in India, D.K. Publishers Distributors (P) Ltd, New Delhi 1988.
8. Rai, B.C.: Method of Teaching Commerce, Prakashan Kendra Lucknow, 1986.

Paper –VIII

Art and Aesthetics

(Part I)

Objectives:

The student teacher will be able to:

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

COURSE CONTENT

Unit – 1 Nature and Scope of Art Teaching

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

Unit – 2 Methods and Techniques of Art Teaching.

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

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

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

Unit-4 Historical Background of Music Dance & Drama.

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

Unit – 5 Understanding Music, Dance & Drama

1. Introduction to music: laxhr ifjp; % /ofu&Loj] llrd] vyadkj] y;&rky] ok|&rUrq] vou]]
lqf'kj] /ku] yksd laxhr] yksdxhr] yksd ok|A
2. yksd u`R;A
3. Introduction to drama: ukVd dh fofHkUu fo/kk,sa&eaph; ukVd] uqDdM ukVd],dkadh]
ewdkfHku; ukVd] ,dkfHku;] baizksokbts"ku ukVd ds va"k% eaph; va"k] usiF; va"k]
iqryh% ukVd dk ek/;] fuekZ.k izfdz;k] lapkyu izfdz;kA

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

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

References:

1. George Conard: The process of Art education in the elementary school Practice Hall, inc. England, Cliets No.1, 1964.
2. Ruth Dunneth : 'Art and child personality', Methuen and Co. Ltd. London 1945.
3. Arya Jaides : Kala Ke Adhyapana, Vinod Pustak Mandi, Agra.
4. Kiya Shikshak : Vol. No. 4 April, 1966, Special Number, Art Education, Published by Department of Education, Rajasthan, Bikaner.
5. AAMS: Memorandum on the teaching of Art London.
6. Jeswani K K (1950) Teaching and appreciation arts in schools, Atma Ram and sons Delhi
7. Krishnamurty J (1973) Education & Significance of life, B I Publications Bombay.
8. Kala Shikshan, BSTC, Rajasthan Pathya Pustak Mandal, Jaipur.
9. Veer Ram Avtaar, Bhartiya Sangeet ka Itihaash, (2001) Radha Publication, Delhi
10. Singh Chitra Lekha, Arts Education, Vinod Pustal Mandir, Agra

Paper IX

Health and Physical Education

(Part-I)

Objectives:

The student teacher will be able to:

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

COURSE CONTENT

Unit-I Health and Body Functioning

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

Unit-II Food and Nutrition

1. Food and Nutrition: Meaning , Types and Importance.
2. Food Habits: Based on timing ,season, age and Physical activities, Diet Plan.
3. Food Preservation: Meaning and Types.
4. Malnutrition : Meaning, Causes and Prevention.

Unit-III Physical fitness safety & Security

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

Unit-IV Sports & Health

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

Unit-V: Role of Institutions

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

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

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

References

1. Ministry of Education India: sharirk Shikshan aur ki Rashtriya Yojna New Delhi., 1960
2. Mondson Joseph Ed : Techniques Physical Education Gerge G Harrap London 1950
3. Wakhankar D.G.: Manual of Physical education G Bell London 1967
4. Randall M.W.: Objectives in Physical Education G.Bell, London,1967
5. Cowell Charles C., and Schwehn Hind M.: Modern Principles and Methods in High school Physical Education Allyn and Bacon Honstio,1962
6. Shepard, N.M. ;Foundation and Principles of Physical Education Rounald Press New York

Paper X

Conservation and Environmental Regeneration

Objectives:

The student teacher will be able:

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

COURSE CONTENT

Unit – I: Introduction to Environmental Studies

1. Natural Environment: Meaning and Concept.
2. Environment and It's Components : Biotic and Abiotic and inter-dependency.
3. Man & Environment: A symbiotic dependences.
4. Environmental Education : Meaning, Historical background, Aims, Nature, and Scope.

UNIT -II : Environmental Pollution

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

UNIT – III: Environmental Conservation & Regeneration :-

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

Unit-IV: Environmental Management and Sustainable Development:-

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

Unit-V: Environmental Awareness Through Education & Media:-

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

4. Role of media and innovative practices in creating environmental awareness.

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

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

Or

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

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

Reference

1. Bahuguna, Sundarlal(1996)Dharti ki Pukar, Radhakrishna Publication, Delhi, Pp. 111.
2. Kaushik,A. and Kaushik,C.P.(2004).Perspectives in Environmental studies,New Age International(P) Ltd. Publishers, New Delhi
3. Goel, M.K.(2006)Paryavaran Addhyayan, Vinod Pustak Mandir, Agra, Pp. 581.
4. Ramakrishnan,P.S.(2001)Ecology and Sustainable Development,N.B.T.,New Delhi, Pp.198.
5. Rathore,H.C.S.,Bhattacharya, G. C., Singh, S.K., Singh, M. and Gardia,A.(2008) Society and Environmental Ethics, Seema Press, Varanasi, Pp. 242.
6. Sharma,R.C.,Mahajan,B., Premi,K.K., Nuna, S.C., Menon,P.(1994). Source Book on environmental education For Elementary Teacher Educators, NIEPA, New Delhi.pp.278.
7. Sharma,P.D.(2001)Ecology And Environment, Rajson Printers,New Delhi,pp660.
8. Shukla, C.S.(2007) Paryavaran Shiksha, Alok Prakashan, Lucknow, Pp.311.
9. Singh,S.K.(2006)Environmental Education,Sapna Ashok Prakashan , Varanasi,Pp.176
10. Singh,S.K.(2008)Environmental Education and Ethics,Amrit Prakashan , Varanasi,Pp.114
11. Singh,S.K.(2010) Fundamentals of Environmental Education , Sharda Pustak Bhawan , Allahabad ,Pp.175
12. Srivastava, P.(2005)Paryavaran Shiksha, Madhya Pradesh Hindi Granth Academy, Bhopal, Pp.195.
13. NCERT (2004) Environmental Education in Schools, NCERT, New Delhi, Pp.112.
14. NCERT (2011) Teachers' Handbook on Environmental Education for the Higher Secondary Stage, DESM, NCERT, New Delhi, Pp.316.
15. Ram,P.S. and Singh,R.(2013). Paryawaran Shiksha ke ubharate aayam, Allahabad: Sharda Pustak Bhawan.