



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

SYLLABUS

**B. Ed.
(BACHELOR OF EDUCATION)**

YEAR – 2017

DURATION – 2 YEARS (4 SEMESTERS)

**SYLLABUS FOR:
I – II SEMESTER**

FACULTY OF EDUCATION & METHODOLOGY

www.jvwu.ac.in

Jayoti Vidhyapeeth Women's University, Jaipur

REGULATION

In exercise of power conferred by Section 31 of the Jayoti Vidhyapeeth Women's University, Jaipur Act 2008 (17 of 2008), hereby makes the following Regulation, namely:-

CONDUCT AND EVALUATION OF EXAMINATIONS FOR THE PROGRAMME 'BACHELOR OF EDUCATION' (B.Ed.)

1.0 Programme and Duration:

The Bachelor of Education programme, generally known as B.ED, is a professional course that prepare teachers for upper primary or middle level (Classes VI-VIII), secondary level (Classes IX-X) and senior secondary level (Classes XI-XII). The B.Ed. programme shall be of a duration of two academic years (4 Semesters), which can be completed in maximum of three years from the date of admission to the programme.

2.0 Eligibility for admission to B.Ed.:

- a) Candidate with at least fifty percent marks either in the bachelor's degree and/ or in the Master's degree in Science/ Social Science/ Humanity, Bachelors in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the central government/ state government, whichever is applicable.

2.1 Admission shall be made on merit on the basis of marks obtained in qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government/U.T Administration and the University.

3.0 Curriculum

The B.Ed. curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise three broad curricular areas: perspectives in education, curriculum and pedagogic studies and Engagement with the field.

The courses under each of these curricular areas will be based on close reading of original writings, seminars/term paper presentations and continuous engagement with the field. Transaction of the course shall be done using a variety of approaches, such as, case studies, discussion on reflective journals, observation of children, and interactions with the community in multiple socio-cultural environments.

Information and communication technology (ICT), gender, yoga education, and disability/ inclusive education shall form an integral part of the B.Ed. curriculum.

(i) Theory course

(a) Perspectives in education

Perspectives in education should include courses in the study of childhood, child development and adolescence, contemporary India and education, philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The course in childhood studies shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications of education with analyses of significant policy debates in Indian education. The course on 'knowledge and curriculum' will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and context, and the relationship between curriculum, policy and learning. The course on teaching and learning will focus on aspects of social and emotional development, self and identity and cognition and learning.

(b) Curriculum and Pedagogic studies

Courses in Curriculum and Pedagogic studies shall include aspects of language across the curriculum and communication, understanding of a discipline, social history of a school subject and its pedagogical foundations, with a focus on the learner and a course on the theoretical perspectives on assessment for learning.

Curriculum and pedagogic studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one disciplinary area, viz, Social Science, Science, Mathematics, Languages and a subject area from the same discipline, at one/ two levels of school. The courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative project shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

(ii) Engagement with the field/ Practicum

The B.Ed. programme shall provide for sustained engagement with self, the child, community and school at different levels and through establishing close connection between different curricular areas. This curricular area would serve as an important link between the above two broad curricular areas through its three components:

- a) Task and assignments that run through all the courses.

b) School Internship

c) Courses on Enhancing Professional Capacities.

The curricular area of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different task and projects with the community, the school and the child in school and out-of-school. These task and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, establishing study circles/forums for professional development of in-service school teachers, or dialoguing, with the school management committee, etc. community-based engagement may also include oral history projects with a community of artisans as a part of 'Contemporary India and Education' or 'Pedagogy of Social Science/ History'. Likewise, the pedagogy course on science may include environment- based projects to address concerns of a particular village/ city or a community.

Several specialized courses shall be offered to enhance professional capacities of student-teacher such as courses on language and communication, drama and art, self development and ICT. A course on critical understanding of ICTs shall be offered as an important curricular resource, according primacy to the role of the teacher, ensuring public ownership of digital resources, and promoting constructivist approaches that privilege anticipation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music and drama. These courses shall offer opportunities to study issues of identity, interpersonal relations, adult-child gaps, personal and social constructs, schools as sites for struggle and social change, understanding and practicing yoga education, developing social sensitivity and the capacity to listen and emphasize.

(iii) School Internship

School Internship would be part of the broad curricular area of 'Engagement with the Field' and shall be designed to lead to development of broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with schools in the neighborhood throughout the year. Student- teachers shall be equipped to cater to diverse needs of learner in schools. These activities shall be organized for 4 week in the first year of the course.

Students are to be actively engaged in teaching for 16 week in the final year of the course. They shall be engaged at two levels, namely upper primary (classes VI-VIII) and secondary (classes IX-X) or senior secondary (classes XI-XII), with at least 16 weeks in secondary/ senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Internship in school will be for minimum duration of 20 weeks for a two- year programme (4 weeks in the first year, and 16 weeks in the second year as noted above). This should also include, besides practice teaching, and initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observation, teacher observation and faculty observation of practice lessons.

4.0- Scheme of Instruction:

Details of courses scheme of study, duration etc, are provided in Table 1.

Courses of Study are organized into three categories:

- a) Perspectives in Education Courses
- b) Curriculum and Pedagogic studies
- c) Engagement with the field/Practicum

4.1 Perspectives in Education Courses

Comprises of courses that are mandatory for all students:

- a) Study of childhood, child development and adolescence, contemporary India & Education.
- b) Theoretical foundations of knowledge and curriculum, teaching and learning.
- c) Gender in the context of school and society and inclusive education.

4.2 Curriculum and Pedagogic studies

Courses in relation to aspects of language across the curriculum and communication, understanding of a discipline, social history of a school subject and its pedagogical foundations, with a focus on the learner; and a course on the theoretical perspectives on assessment for learning.

4.3 Engagement with the field/ Practicum

This curricular area would serve as an important link between the above two broad curricular areas through three components:

- a) Tasks and assignments that run through all the courses.
- b) School Internship
- c) Courses on Enhancing Professional Capacities

4.4 Specialized Courses- Courses on language and communication, drama and art, self development and ICT

5.0 Attendance:

Every student has to attend a minimum of 80% of the classes conducted in each course. If a candidate has failed to put in a minimum of 80% attendance in a course, she/he is deemed to have dropped the course and is not allowed to write the semester and examination of that course. She has to attend the classes of that course in the subsequent years whenever it is offered after registration for the same course.

(The Regulation were approved in the 4th Meeting of the Board of Studies in Humanities, Science and Education on January 11, 2015 (Item no 5 of 4th meeting) and the Academic Council on January 18, 2015 (Item no 14 of 8th meeting) & The Board of Management approved in its 17th Meeting on March, 29, 2015 (Item no 2 of 17th meeting).

THE COURSE STRUCTURE OF FOUR SEMESTER (B.Ed)

S.No.	Course	NO. OF CREDITS IN EACH SEMESTER				Total No. of Credits
		I	II	III	IV	
	PRESPECTIVES IN EDUCATION:	C+T+P/SW+D+PS	C+T+P/SW+D+PS	C+T+P/SW+D+PS	C+T+P/SW+D+PS	
1	Childhood and Growing up	9+3+1+1				14
2	Contemporary India and Education	9+3+1+1				14
3	Learning & Teaching		8+3+1+1			13
4	Assessment for Learning		8+2+1+1			12
5	Gender, School & Society				4+2+1+1	8
	CURRICULUM AND PEDAGOGIC STUDIES :					
6	Languages across the Curriculum	9+3+1+1				14
7	Understanding Disciplines and School Subjects	5+3+0.5+0.5				9
8	Pedagogy of a School Subject			4+2+1+1		8
9	Knowledge and Curriculum		4+2+0.5+0.5			7
	Pedagogy of a School Subject 1		4+2+0.5+0.5			7
10	Pedagogy of a School Subject 2		4+2+0.5+0.5			7
11	Knowledge and Curriculum-2				4+2+1+1	8
12	Creating an Inclusive School				4+2+1+1	8
13	Internship			0+44+0+0		44
	ENGAGEMENT with the FIELD PRACTICUM:					
14	Reading and Reflecting on Texts	3+5+0.5+0.5				9
15	Understanding the Self				2+4+1+1	8
16	Field-Work		0+7+0+0	0+8+0+0		15
	SPECIALIZED COURSES:					
17	Drama & Art in Education		2+4+0.5+0.5			7
18	Critical Understanding of ICT				4+2+1+1	8
19	Environmental Education (Optional)				5+3+1+1	10
20	Health & physical Education (Optional)				5+3+1+1	10
	Total credits	60	60	60	60	240

B.Ed. Detailed Syllabus

I-IV sem

I-Semester

Nature of Course	Name of Course	C	T	P/sw	D&T	P.S.
Perspectives in Education	Childhood and Growing up	14	9	3	1	1
Perspectives in Education	Contemporary India and Education	14	9	3	1	1
Curriculum & Pedagogic Studies	Languages across the Curriculum	14	9	3	1	1
Curriculum & Pedagogic Studies	Understanding Disciplines and School Subjects	9	5	3	0.5	0.5
Engagement with field practicum	Reading and Reflecting on Texts	9	3	5	0.5	0.5
University Compulsory Course	English Communication	2	2	-	-	-
	Curriculum Training & Exposure	1	-	1	-	-
	CDA	1	-	1	-	-
	Total Credits	60+4	35+2	17+2	4	4

Note:

- C represents number of credit per course
- T represents number of theory credit per course
- P represents number of practicum and Sessional work per course
- D&T represents Demonstration/Tutorial in the lecture hall
- P.S. represents Practice Session

I Semester					
Nature of Course	Course name	C	T	P/sw	D&T
Perspectives in Education	Childhood and Growing up I : Understanding Educational Psychology and Child Psychology	5	3	1.5	0.5
	Childhood and Growing up II : Growth and Development	4	3	0.75	0.25
	Childhood and Growing up III : Understanding the Child's Social Growth	4	3	0.75	0.25
	Practice sessions of group discussion & Seminar	1	0	0	10 Sessions
Perspectives in Education	Contemporary India and Education I : Unity in Social Diversity & Values in Indian Constitution	5	3	1.5	0.5
	Contemporary India and Education II : Policy formations for Public Education in India	4	3	0.75	0.25
	Contemporary India and Education III : Policy Formation and Contemporary Trends	4	3	0.75	0.25
	Practice sessions of group discussion & Seminar	1	0	0	10 Sessions
Curriculum & Pedagogic Studies	Languages across the Curriculum I : Language and Nature of Language	5	3	1.5	0.5
	Languages across the Curriculum II : Mother Tongue and its importance	4	3	0.75	0.25
	Languages across the Curriculum III : Communication and Language Culture	4	3	0.75	0.25
	Practice sessions of group discussion & Seminar	1	0	0	10 Sessions
Curriculum & Pedagogic Studies	Understanding Disciplines and School Subjects I : Multiple Concept of School Subjects	3	2	0.75	0.25
	Understanding Disciplines and School Subjects II : Contexts of Curriculum	3	2	0.75	0.25
	Understanding Disciplines and School Subjects III : Contexts of syllabus	2.5	1	1.5	0
	Practice sessions of group discussion & Seminar	0.5	0	0	05 Sessions
	Reading and Reflecting on Texts I : Reading Skills	3	0.75	2	0.25
	Reading and Reflecting on Texts II : Reading with comprehension	3	0.75	2	0.25

	Reading and Reflecting on Texts III: Types of text	2.5	1.5	1	0
Engagement with					
field practicum	<i>Practice sessions of group discussion & Seminar</i>	0.5	0	0	05 Sessions
	English Communication	2	2	-	-
	Curriculum Training & Exposure	1	-	1	-
University Compulsory Course	CDA	1	-	1	-
	Total Credit	60+4	35+2	17+2	4

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II-Semester						
Nature of Course	Name of Course	C	T	P/sw	D&T	P.S.
Perspectives in Education	Learning & Teaching	13	8	3	1	1
Curriculum & Pedagogic Studies	Assessment of learning	12	8	2	1	1
Curriculum & Pedagogic Studies	Knowledge and Curriculum	7	4	2	0.5	0.5
Perspectives in Education	Pedagogy of School Subject-I	7	4	2	0.5	0.5
	Pedagogy of School Subject-II	7	4	2	0.5	0.5
Specialized Courses	Drama & Art in Education	7	2	4	0.5	0.5
Engagement with field practicum	PSE(4 weeks)	7	0	7	0	0
University Compulsory Course	Curriculum Training & Exposure	1	-	1	-	-
	CDA	1	-	1	-	-
	Total Credits	60+2	30	22+2	4	4

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- ☐ D&T represents Demonstration/Tutorial in the lecture hall
- ☐ P.S. represents Practice Session

II Semester

Nature of Course	Course name	C	T	P/sw	D&T
Perspectives in Education	Learning & Teaching I: Learning & Teaching	4	3	0.75	0.25
	Learning & Teaching II: New Trends of Teaching Learning	4	3	0.75	0.25
	Learning & Teaching III: Methods of Teaching - Learning (Nature - Importance -Limitations)	4	2	1.5	0.5
	<i>Practice sessions of group discussion & Seminar</i>	1	0	0	10 Sessions
Curriculum & Pedagogic Studies	Pedagogy of a School Subject I: Unit I	2	1	0.75	0.25
	Pedagogy of a School Subject I: Unit II	2	1.	0.75	0.25
	Pedagogy of a School Subject I: Unit III	2.5	2	0.5	0
	<i>Practice sessions of group discussion & Seminar</i>	0.5	0	0	05 Sessions
	Pedagogy of a School Subject II: Unit I	2	1	0.75	0.25
	Pedagogy of a School Subject II: Unit II	2	1	0.75	0.25
	Pedagogy of a School Subject II: Unit III	2.5	2	0.5	0
	<i>Practice sessions of group discussion & Seminar</i>	0.5	0	0	05 Sessions
Curriculum & Pedagogic Studies	Knowledge and Curriculum I: Epistemological Basis of Education	2	1	0.75	0.25
	Knowledge and Curriculum II: Historical Changes of Education	2	1	0.75	0.25

	Knowledge and Curriculum II: Social Basis of Education	2.5	2	0.5	0
	Practice sessions of group discussion & Seminar	0.5	0	0	05 Sessions
Perspectives in Education	Assessment for Learning I: Basics of Assessment for Learning	4	3	0.75	0.25
	Assessment for Learning II: Tools and Techniques of Assessment for Learning	4	3	0.75	0.25
	Assessment for Learning III: Innovative Trends & Measurement of Learning	3	2	0.5	0.5
	Practice sessions of group discussion & Seminar	1	0	0	10 Sessions
Specialized Courses	Drama & Art in Education I: DIE, TIE & Arts as Expression & Experience	2	0.75	1	0.25
	Drama & Art in Education II: Self & Family	2	0.75	1	0.25
	Drama & Art in Education III: Self & Education	2.5	0.5	2	0
	Practice sessions of group discussion & Seminar	0.5	0	0	05 Sessions
Engagement with field practicum	PSE (4 Weeks)	7	0	7	0
University Compulsory Course	Curriculum Training & Exposure	1	-	1	-
	CDA	1	-	1	-
	Total Credit	60+2	30	22+2	4

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II-Semester (Pedagogy of school Subjects should be optional)

Nature of Course	Name of Course	C	T	P/sw	D&T	P.S.
Curriculum & Pedagogic Studies	Pedagogy of a School Subject: English	7	4	2	0.5	0.5
	Pedagogy of School Subject: Hindi	7	4	2	0.5	0.5
	Pedagogy of School Subject: History	7	4	2	0.5	0.5
	Pedagogy of School Subject: Civics	7	4	2	0.5	0.5
	Pedagogy of School Subject: Geography	7	4	2	0.5	0.5
	Pedagogy of School Subject: Social Sciences	7	4	2	0.5	0.5
	Pedagogy of School Subject: General Sciences	7	4	2	0.5	0.5
	Pedagogy of School Subject: Physical Sciences	7	4	2	0.5	0.5
	Pedagogy of School Subject: Mathematics	7	4	2	0.5	0.5
	Pedagogy of School Subject: Chemistry	7	4	2	0.5	0.5
Pedagogy of a School Subject: Biological Science	7	4	2	0.5	0.5	

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☐ P.S. represents Practice Session

II Semester

Nature of Course	Course name	C	T	P/sw	D&T
	Pedagogy of a School Subject: English				
	English I: English & Communicative Approach	2	1	0.75	0.25
	English II: Language Skill Development	2	1	0.75	0.25
	English III: Language in Skill reading development	2.5	2	0.5	0
	Practice sessions of group discussion & Seminar	0.5	0	0	05 Sessions
	Pedagogy of School Subject: Hindi				
	Hindi I: Perspectives of Hindi Language, Aims and Objectives of Teaching Hindi	2	1	0.75	0.25
	Hindi II: Language Skills	2	1	0.75	0.25
	Hindi III: Curriculum Design	2.5	2	0.5	0
	Practice sessions of group discussion & Seminar	0.5	0	0	05 Sessions
	Pedagogy of School Subject: History				
	History I: Meaning, Nature and Significance of History	2	1	0.75	0.25
	History II: Objectives Based Teaching and Pedagogical Analysis Objective based Teaching of History	2	1	0.75	0.25
	History III: Approaches and Instructional Media Learner centered and Activity Based Approach & Evaluation	2.5	2	0.5	0
	Practice sessions of group discussion & Seminar	0.5	0	0	05 Sessions
	Pedagogy of School Subject: Civics				
	Civics I: Nature and Scope of Civics	2	1	0.75	0.25
	Civics II: Aims and Objectives of Teaching Civics	2	1	0.75	0.25
	Civics III: Instructional design, methods, techniques, and instructional materials in teaching civics	2.5	2	0.5	0
	Practice sessions of group discussion & Seminar	0.5	0	0	05

					Sessions
	Pedagogy of School Subject: Geography				
	Geography I: Meaning, Nature and Scope of Geography	2	1	0.75	0.25
	Geography II: Aims and Objectives of teaching Geography	2	1	0.75	0.25
	Geography III: Instructional Design Methods of teaching Geography	2.5	2	0.5	0
	<i>Practice sessions of group discussion & Seminar</i>	0.5	0	0	05 Sessions
	Pedagogy of School Subject: Social Sciences				
	Social Sciences I: Methods of Social Science, Scope and lesson Planing	2	1	0.75	0.25
	Social Sciences II: Methods of Teaching Social Science, Teaching Aid, Characteristics of Text Book	2	1	0.75	0.25
	Social Sciences III: Techniques of Teaching Social Science	2.5	2	0.5	0
	<i>Practice sessions of group discussion & Seminar</i>	0.5	0	0	05 Sessions
Curriculum & Pedagogic Studies	Pedagogy of School Subject: General Sciences				
	General Sciences I: NATURE, SCOPE AND OBJECTIVES	2	1	0.75	0.25
	General Sciences II: TEACHER AND PLANNING & METHODS AND APPROACHES	2	1	0.75	0.25
	General Sciences III: TEACHING LEARNING MATERIAL & EVALUATION	2.5	2	0.5	0
	<i>Practice sessions of group discussion & Seminar</i>	0.5	0	0	05 Sessions
	Pedagogy of School Subject: Physical Sciences				
	Physical Sciences I: Meaning, Nature and Impact of Physical Science	2	1	0.75	0.25
	Physical Sciences II: Aims and Objectives & Approaches and Methods of Teaching Physical Science	2	1	0.75	0.25

	Physical Sciences III: Instructional Design, Resources and Teaching Aid for teaching Physical Science	2.5	2	0.5	0
	<i>Practice sessions of group discussion & Seminar</i>	0.5	0	0	05 Sessions
	Pedagogy of School Subject: Mathematics				
	Mathematics I: Meaning, Nature and Scope of Mathematics	2	1	0.75	0.25
	Mathematics II: Aims and Objectives of Teaching Mathematics	2	1	0.75	0.25
	Mathematics III: Instructional Design in Mathematics and CO-curricular Activities & Methods in Mathematics	2.5	2	0.5	0
	<i>Practice sessions of group discussion & Seminar</i>	0.5	0	0	05 Sessions
	Pedagogy of School Subject: Chemistry				
	Chemistry I: Nature and Significance of teaching chemistry	2	1	0.75	0.25
	Chemistry II: Planning a lesson	2	1	0.75	0.25
	Chemistry III: Role of Information Technology and Audio Visual Aids & Evaluation	2.5	2	0.5	0
	<i>Practice sessions of group discussion & Seminar</i>	0.5	0	0	05 Sessions
	Pedagogy of a School Subject: Biological Science				
	Biological Science I: Introduction to Teaching Biological Science	2	1	0.75	0.25
	Biological Science II: Aims and Objectives	2	1	0.75	0.25
	Biological Science III: Approaches, Methods and Models of Teaching Biology	2.5	2	0.5	0
	<i>Practice sessions of group discussion & Seminar</i>	0.5	0	0	05 Sessions
	Pedagogy of a School Subject: Commerce				

	Commerce I: Meaning, nature, scope and concept of Commerce	2	1	0.75	0.25
	Commerce II: Methods of teaching commerce	2	1	0.75	0.25
	Commerce III: Analysis and Discussion on skills of teaching Commerce & evaluation	2.5	2	0.5	0
	Practice sessions of group discussion & Seminar	0.5	0	0	05 Sessions
	Pedagogy of a School Subject: Elements of Accountancy				
	Elements of Accountancy I: Regarding Accountancy	2	1	0.75	0.25
	Elements of Accountancy II: Lesson Planning and unit planning in Accountancy	2	1	0.75	0.25
	Elements of Accountancy III: Evaluations in Accountancy Education	2.5	2	0.5	0
	Practice sessions of group discussion & Seminar	0.5	0	0	05 Sessions
	Pedagogy of a School Subject: Biology				
	Biology I: Nature and Scope, Objectives of Teaching, Curriculum Biology	2	1	0.75	0.25
	Biology II: Methods & Teaching Aids of Teaching Biology	2	1	0.75	0.25
	Biology III: Unit and Lesson Planning, Evaluation in Biology	2.5	2	0.5	0
	Practice sessions of group discussion & Seminar	0.5	0	0	05 Sessions

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Semester-1

Childhood and Growing up

Credit-14(9+3+1+1)

D&T-(1)

Practice Session-(1)

Unit: 1 Understanding Educational Psychology and Child Psychology (Credit-3)

Educational Psychology : Meaning, Concept and Nature .Child Psychology : Meaning, Concept and Nature. Educational Psychology and Child Psychology : Importance and Scope. Schools of Psychology : Behaviourism and Gestalt Theory .

Unit: 2 Growth and Development (Credit-3)

Growth and Development : Concept, Stages - Pregnancy, Pre-childhood-(Infancy) Childhood, Pre-Adolescence, Adolescence, Adolescence : Concept and Characteristics, Understanding Adolescents and their Needs, Adolescents : Challenges, Problems and Teacher's Role Counseling Adolescents for their Career and personal Problems Difference between Growth and Development and Effect of Heredity and Environment on Growth and Development

Unit: 3 Understanding the Child's Social Growth (Credit-3)

Individual Differences : Meaning, Concept, Scope and its Educational Implications
Factors affecting the various Stages of Child Development : Caste, Class, Gender and Culture Thinking process at different stages of Child Development : Logical, Problem-solving, Creativity and Language
Socialization : Concept and Process Factors affecting Socialization of the child Understanding Social Change and its effects on a child Problems of the Marginalized sections of the society and the Remedies

Practicum/Sessional work:- (Credit-3)

1. Try-out of a Psychological Test.
2. Case- study of a special child.
3. Gijubhai Badeka: Study of Child psychology.
4. Find out the video clips regarding the behavioural problems of learners and interpret them.
5. Nand House: Study of a pre-school/Aganwadi.
6. Observation of a group of Adolescents and note their characteristics and problems. (Adolescents from Urban, Rural, Slum Area etc.)
7. Understand the factors affecting Socialization of a child.

Suggested readings:-

- Aggarwal, J. C. (2001). Principles, Methods and Techniques of Teaching. Vikas Publishing House Pvt. Ltd. 2nd Edition, ISBN: 978 - 81259-1056-5.
- Aggarwal, J. C. Teacher and Education in Developing Society (Fourth Ed.) Vikas

- Publishing House Pvt Ltd., New Delhi.
- Aggarwal, J. C. (2004). Essential of Educational Psychology. Vikas publishing House Pvt Ltd, New Delhi.
- Bhatia & Bhatia (2006). A Textbook of Educational Psychology, Doaba House, Delhi
- Bhatnagar, S. & Saxena A. (2004). Advanced Educational Psychology. Third Edition Surya Publications, Meerut.
- Kundu, C. L. & Tutoo, D. N. (2011), Educational Psychology. Sterling Publishers Private Limited, New Delhi.

Contemporary India and Education

Credit-14(9+3+1+1)

D&T-(1)

Practice Session-(1)

Unit: 1 Unity in Social Diversity & Values in Indian Constitution (Credit-3)

Concept and Meaning of Unity
 Scientific studies of costumes of language, Religion and tribe
 Meaning and characteristics of Collective living in multi facet society and stages for its formation
 Importance of Peace and Justice for unity in Diversity
 Study of preamble of constitution - study of values in the constitution: Freedom, Equality, Brotherhood and justice.
 Fundamental Rights and Duties of citizens according to constitution.
 Study of guiding Principles in the Constitution for formulating the state policy.
 Factors resisting Democratization of Education- Study of Inequality, Discriminations and Marginalization (In the context of constitutional Values) and the role of teacher in removing them.

Unit: 2 Policy formations for Public Education in India (Credit-3)

Factors affecting on formation of Education Policies of Government (In context of Right to Education Act & Sarvashiksha Abhiyan)
 Causes of child not attending & leaving the school. Steps to them - Role of teacher in taking these steps.
 Relation between labour and Education along with involvement of society (Principles of Nai Talim be taken as guidelines)
 Contribution of various social institutions in spreading modern Education in Independent India.
 Study of efforts for Education: Women, Dalits & Tribes.

Unit: 3 Policy Formation and Contemporary Trends (Credit-3)

Evaluation of Three Language formula and its Constitutional Provision. Study of National Educational Policy - 1986 with amendments till now.
 Evaluation of Mid-Day Meal scheme in context of removal of discrimination and child labour along with nutritional food (on the basis of Supreme Court Judgment)
 Evaluation of Globalization, Privatization and Class-Division which have entered education and in this context evaluation of the provision of 25% reservation for poor in Right to Education Act as a solution.

Practicum/Sessional work:- (Credit-3)

1. Group discussion on concept of social Diversity & writing a report on it.
2. Survey regarding the traditions of religions by scientific way (Any five)
3. Analyzing the information of deprived groups i.e. women or Dalits who have done study till std.- 12- of last 5 years.
4. Small projects regarding various people living in streets or villages who are following various religions.
5. Study of advantages taken by deprived groups of any one area.
6. Study of reasons of quarrel and how to remove them of any one area from last twenty years.
7. Study the admission of deprived groups who taken admissions through Right Education Act during last two years in any five Schools.

8. Study the effectiveness of Naya-Talim of Buniyadi Shala.
9. Study the effectiveness of "Tribhasi yojana" and Discussion & writing a report on it.
10. Survey/ project on Evaluation of Mid day Meal Programme of any three schools.
11. Provisions of Sarwashiksha Abhyan & its real implementation.
12. Group Discussion on Privatization in Education & Preparing a report on it.
13. Discussion / Dialogue regarding class diversion due to privatization of education.
14. Dialogues with responsible authorities regarding the plans for the upliftment of women, deprived, dalits and its implementations and preparing a report on it.

Suggested readings:-

- Anand, C. L. et al.: Teacher and Education in Emerging India, NCERT, New Delhi, 2000.
- Mani, R. S.: Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
- Mohanty Jagannath: Indian Education in Emerging Society, Sterling Publication, New Delhi, 2002.
- Naik, J.P.: Equality, Quality and Quantity: The Elusive Triangle of Indian Education. Bombay: Allied Publishers, 1975.
- Panday Shyam Swaroop : Shiksha Ki Darshnik Ewam Samajik Prushi Bhoomi, Vinod Pustak Mandir, Agra.
- UNESCO: Thinking Ahead: UNESCO and the Challenges of Today and Tomorrow. Paris: UNESCO, 1977.
- Badheka, G. (2006). Divasvapna. National Book Trust. Retrieved from
-

Languages across the Curriculum

Credit-14(9+3+1+1)

D&T-(1)

Practice Session-(1)

Unit 1: Language and Nature of Language

(Credit-3)

Language: Meaning, Concept, Importance. Language and Dialect: Difference, Effect of Regional pronunciation and Remedies to remove them. Place of Articulation, organ of speech and understanding of alphabet with reference to pronunciation. Audio, Visual and touchable / physical forms. Expression: Written, (writing), Reading, and oral speech.

Unit: 2 Mother Tongue and its importance

(Credit-3)

Mother tongue: Meaning, Importance

Proper use of mother Tongue through Education and Remedial Work.

Unit:3 Communication and Language Culture:

(Credit-3)

Concept of Communication Role of Language in Communication Communication as a Process, Media of Communication and Characteristics of Good Communication and Importance. Language Diversity Language Culture: Strong medium for Preservation and Cultivation

Practicum/Sessional work:-

(Credit-3)

- (1) To arrange group discussion on the importance of Language.
- (2) To arrange the language games for Pronunciation.
- (3) To arrange the activities for Creative Writing.
- (4) To arrange the activities of Oral Skill.
- (5) To prepare the report of experiences during Communication.
- (6) To introduce different language through listening experience.
- (7) To conduct drama activities in rural area by organizing really for the cultural expression.
- (8) To celebrate Mother Tongue day.

Suggested Readings :

- 1.Braner, J. S., (1975), Language as an Instruments of Thought. In Davies, Alam (ed) problems of language and learning condone. Heileman.
- 2.Corson, D. (1990), Language Across the curriculum (LAC) In corson Devid (ed.) Language policy. Across the Curriculum clevendon Muthliguel Matters, 72-140.
- 3.Cummins J. (1979) Linguistic interdependence and the educational development of bilingual children Review of educational Reseach 49, 222-251.

Understanding Disciplines and School Subjects

Credit-9(5+3+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Unit: 1 Multiple Concept of School Subjects (Credit-2)

Various subjects : Concept, Definition and Nature
Usefulness and role of various subjects
Approaches and objectives of Teaching Subjects
Co-relations of Various Subjects.

Unit: 2 Contexts of Curriculum (Credit-2)

Difference between syllabus and curriculum
Principle of the Construction of Curriculum

Unit: 3 Contexts of Syllabus (Credit-1)

Inclusion of production based subjects in school syllabus and their need. (Horticulture, Animal husbandry, Tour and Hotel Management)
Problems and Remedies of teaching - learning of various subjects.

Practicum/Sessional work:- (Credit-3)

1. A critical study of various school curriculums.
2. A critical study of Literary work with reference to Language Teaching
3. A case study of Poet, Writer, Scientist, an Economist, a Sociologist and the study of their creation & work.
4. Interview of subject experts and report writing.
5. Visit to the institutions / person
6. Study of the attitudes of student - teacher regarding subjects being taught at school level
Weakness / Limitations of students related to Language Teaching and their reasons, remedies and Diagnostic work.
7. Practical work of Science and Technology related to day to day life.
8. Experiments regarding pronunciation of student teacher in language lab.
9. Case study of mathematics lab.
10. Mathematical puzzles, Experiments of Science, Construction of teaching aids and their effectiveness, appreciation of poem, elaboration of meanings of the given lines and a book review.

Suggested readings:

- Zastoupil, L. & Moir, M. (1999) the great Indian education debate: Documents Relating to the orientalist-anglicis controversy, 1781-1843, Psychology press.
- UNESCO, (2009) Policy guidelines on inclusion in education UNESCO.
- Valerian rodrigues, (2002) democracy. In the essential writings of B.R. Ambedkar (pp60-64) New Delhi: oxford University press.
- Shulman L. S. (1986) those who understand: knowledge growth in teaching. Educational researcher, 4-14
- Scrase, T. J. (2002). Globalisation and the cultural politics of educational change: the controversy over teaching on English in west Bengal. International review of education 48(5), 361-375
- Naik. J.P. & Nurullah, S. (1974) a student's history of education in India (1800-1973). Macmillan

Reading and Reflecting on Texts

Credit-9(5+3+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

UNIT 1-Reading Skills

(Credit-0.75)

- Creating environment for reading – reading clubs, class libraries
- Reading aloud and silent reading
- Scaffolding: concept and activities
- Reading different texts types like stories, poems, riddles, jokes, and instructions for games

UNIT 2- Reading with comprehension

(Credit-0.75)

- Reading for global and local comprehension
- Inferences, analysis and extrapolation
- Reading strategies including word-attack strategies
- Discourse analysis
- Using reading as a tool for reference skills i.e. use of dictionary, encyclopedia and internet
- Using ideas of critical literacy to analyse chapters from textbooks .
- Acquisition of Reading Skills

UNIT 3- Types of text

(Credit-1.5)

- Narrative text
- Expository
- Autobiographical Narratives
- Field Notes
- Ethnographies
- Addressing different types of skills and strategies

Sessional work:-

(Credit-5)

• Participating in tasks and activities to improve proficiency in the receptive and productive skills of English.

• Text analysis of school textbooks to improve skills in critical literacy.

Suggested readings:-

- Ross D. Bondy, E. & Kyle D. (1993) Reflective teaching for student empowerment : Elementary curriculum and methods New York : Macmullan.

- Schon, D. A. (1983) *The reflective practitioner : How professionals think in action*. New York : Basic Books.
- Zeichener, K & O. Listion (1987) *Teaching student teachers to reflect*, HER, 57 1, pp 22-48
- Dewey, J. (1933) *How we think*. Boston L.D.C. Health.

English Communication-Level A

(Theory 2 credits)

Objective: To enable students to develop Four major skills Reading, Writing, Speaking and Listening in relevance to English culture according to time and venue.

Unit 1: Reading and Listening

- Types of passages, purpose of reading, reading strategies, vocabulary building, antonyms and synonyms and one-word substitution etc.
- Role of Listening, Barriers of Listening, Remedies to remove the barriers. Listening to Narratives, Listening to specific information or data, listening to Conversational contexts etc.

Unit 2: Writing and Speaking

- Subject- Verb Concord, Sentence Pattern (SVOCA), Time and Tenses. Different Letter Writing Formats: Application, Cover Letter, Notice, Report etc. Resume Building.
- Introduction to the sounds of English-Vowels, Diphthongs and Consonants phonetic sounds, Introduction to Stress and Intonation, Situational Dialogues / Role Play 'Just a minute' Sessions (JAM), action verbs (play way method), Describing Objects/ Situations/ People (personality), Debates (current topics), Turn Coat, Telephonic Conversation.

Recommended Books:

- Phonetics by Peter Roach, Oxford University Press 2004.
- Better English Pronunciation by J.D.O'Connor, OUP 2010.
- Accents of English by J.C.Wells, Cambridge University Press.
- English Grammar Today with CD: An A-Z of Spoken and Written
- Grammar by Ronald Carter, Michael Mac Carthy, Geraldine Mark
- Anne O'Keeffe, Cambridge University Press, 2009.
- Alred, Gerald J. . The Business Writers Handbook. 9th ed. Boston:
- Bedford/St. Martins, 2009.
- Geeta Jajivan, Kiranmai: Course Listening and Speaking Skills part 1. Foundation Books Pvt Ltd.
- Lorven: Enrich Your Communication in English

Semester- II

Learning & Teaching

Credit-13(8+3+1+1)

D&T-(1)

Practice Session-(1)

Unit: 1 Learning & Teaching (Credit-3)

Learning : Concept (in the context of social and cultural)

Factors affected to the learning

Principles of learning (Pavlov, Thorndike, Kohler) and their educational implications Motivation in learning: Concept and educational implications Abraham Maslow's Motivational Theory.

Teaching : concept, Mayims of teaching Factors affected to teaching process Teaching as a profession. Analysis of classroom interaction

Units: 2 New Trends of Teaching Learning (Credit-3)

Use of ICT in teaching - learning

E- learning: Meaning, Definition, concept

Student - centered Approach : Meaning and importance

Teacher of 21st Century : With reference to ICT, Research, professional values

Units: 3 Methods of Teaching - Learning (Nature - Importance -Limitations) (Credit-2)

Peer Group Learning Brain

Storming Seminar

Inductive - Deductive Model

Practicum/Sessional work:- (Credit-3)

1. To analyze any one teacher's classroom interaction
2. To do brain storming on any one problem.
3. To apply achievement motivation test.
4. To Organize and implement Seminar on any one Subject.
5. To develop and apply Inductive - Deductive Model.

Suggested Readings:-

- Aggarwal, J.C. *Essential of Educational Psychology*, Vikas Publishers, Delhi, 1998 □
- □ Aggarwal, J.C. *Essential of Educational Psychology*, Vikas Publishing House, New Delhi, 1994. □
- Bhargava, Mahesh, *Introduction of Exceptional Children*, Sterling Publishers, New Delhi, 1994. □
- □ Bhatia, H.R., *A Text Book of Educational Psychology*, Delhi: McMillan Co., New Delhi, 1977 □
- Bhatia, K.K. *Educational Psychology and Techniques for Teaching*, Kalyani Publishers, Ludhiana, 1994.

Knowledge and Curriculum

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Unit: 1 Epistemological Basis of Education

(Credit-1)

Knowledge and Skill (Concept and Difference), Teaching and training (Concept and Difference), Knowledge and information (Concept and Differences), Rational and Belief (Concept and Difference), Modern child centered education with Following Reference: Activity - Concept, Type and Importance (with reference to Rabindranath Tagore), Discovery - Concept and Importance (with reference to Dewey), Dialogue - Concept and Importance (with reference to Plato)

Unit: 2 Historical Changes in Education

(Credit-1)

Historical change in education happened because of industrialization, Democracy, idea of individual autonomy in the context of society

Unit: 3 Social Basis of Education

(Credit-2)

Culture and modernization: Education in relation to modern values (Equality, Individual Opportunity, and Social Justice) with special reference to Ambedkar, Conventional school activities and daily routine of school class room with reference to multiculturalism, Nationalism, Universalism, Secularism and their interrelation with Education

Practicum/Sessional work:-

(Credit-2)

1. Find out the various activities related to teaching and training and understand their nature. (A critical study of ITI college and any other special type of school)
2. Conduct an experiment on the possibilities that information can be converted in to the knowledge and prepare a report on it.
3. List the behavior based on the prevalent beliefs and evaluate the rationale / logic and psychology for these beliefs.
4. Conduct a research study on the behavior of creative children.
5. Conduct a study on post-basic (Buniyadi) Education system and study on how it differs from the traditional education system.

Suggested Readings:-

1. Schilvest, W.H. (2012), curriculum: prospective paradigm and possiilty.M.C. MLLAN publication.
2. Hirst, Paul, H. Knowledge and the curriculum. Routledge publication.
3. Letha ram mohan (2009). Curriculum instrchon and evaluation. Agerwal publication, Agra.
4. Scolt, dand (2003). Curriculum studies: curriculum knowledge. Routledge falmes, m.y. 5. Kelly, AV. (2009). The curriculum: theory and practice sage publication Singapore.
- 5_Acharya, P. (1996). Indigenous Education and Brahminical Hegemony in Bengal, and Shahidullah, Kazi „The Purpose and Impact of Government Policy on Pathshala: Gurumohashays in Nineteenth Century Bengal'. In Nigel6-Crook (ed.) *The Transmission of Knowledge in South Asia: Essays on Education*,

Religion, History and Politics. New Delhi: Oxford University Press, 98-118.Σ Badheka, G. (2001). *Ball Shiksham aur Shikshak* Bikaner: Vaagdevi Prakashan.7- Dewey, J. (2009). *School aur Samaj*. Delhi: Aakar.

Chapter 2: School aur Bachche ka Jeevan (Also available in English Dewey (2007, 1899) *The School and Society* Cosimo: New York).

8-Krishnamurti, J. (2006). *Krishnamurti on Education*. Part I: Talks to Students:

Assessment for Learning

Credit-12(8+2+1+1)

D&T-(1)

Practice Session-(1)

Unit: 1 Basics of Assessment for Learning

(Credits -3)

Measurement Assessment & Evaluation: Meaning, Concept, Objectives; Types of Assessment: Formative and summative Assessment: concept, importance and examples; Continuous comprehensive Evaluation and Assessment for Learning; An Introduction of Constructivist Approach of Assessment for Learning

Unit: 2 Tools and Techniques of Assessment for Learning

(Credits -3)

Tools & Techniques for Assessment: Rubric, portfolio, written reports, presentations, Anecdotes, Questionnaire; Triarchical Theory of Sternberg : self - Assessment and peer group Assessment; Continuous professional development of a teacher : Meaning, Importance and strategies; Role of Feedback to enhance the learning process : Parents' & Teachers Feedback

Unit: 3 Innovative Trends & Measurement in Assessment for Learning

(Credits -2)

Measures of central tendency (with illustrations), Measures of Deviation (with illustrations) Percentile, percentile rank and normal distribution, Interpretation of result and Graphical Representation.

Alternative Assessment : concept, objectives, Advantages & Limitation; Online exam and open book exams : Meaning, objectives, advantages, limitations; Commercialization of Assessment : challenges and Threats; Relevance of provisions of RTE Act (2009) with reference to Assessment for learning

Practicum/Sessional work:-

(Credits -2)

1. Apply continuous comprehensive evaluation in any school.
2. Apply formative and summative Assessment in a school, focusing on any one subject
3. Teach and evaluate according to constructivist theory of learning
4. Apply tools of Assessment in classroom: Rubric, portfolio presentation, written Report etc.
5. Do the self - Assessment and peer group assessment based on the theory of Sternberg.
6. Self improvement with the help of peer feedback
7. Communicate with parents to gain feedback for learning enhancement
8. Arrange and organize a parent teacher meeting and discuss about student's learning and evaluation.
9. Apply statistical Techniques and graphical presentation for the results of any one subject of a class.
10. Organize online Assessment
11. Organize and manage the open book assessment
12. Survey about the relevance of RTE Act (2009) provisions

Suggested readings:-

1. Curriculum framework, Two year B.Ed. programme National Council for Teacher Education
2. Sheppard L.A. (2000) The role of assessment in a learning culture educational Research, 4-14
3. Statistics in Psychology and Education by: Henry E. Greett. International library of Education, cosmo publication
4. Sternberg R. J. (2013) Intelligence competence and expertise. In A. J. Elliot & C. S. Dweck (Eds.), Handbook of competence and motivation (PP-15-30) Guilford publications.
5. Stiggins R. (2005) from formative assessment to assessment for learning: A path to success in standards - based schools - phi. Delta Kappan, 325 328.

Drama & Art in Education

Credit-7(2+4+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Unit: 1 DIE, TIE & Arts as Expression & Experience

(Credits -0.75)

- Performing Arts: Music, Dance, Drama
- Fine Arts: Drawing & Painting, Sculpting
- Literary Arts: Poetry & Prose

Classroom Drama & Drama in Education (DiE), Theatre Art & Theatre in Education (TiE) (Mode: Workshop: Rhythm, Ice-Breaking Exercise & Games, Image Making, Action Reaction, Improvisation & Assignment)

Physical self, Mental Self & Social Self

Thinking & Ideology

Nature

Behaviour

Personality

(Mode Workshop: Rhythm, Exploratory Exercises, Literary Arts Techniques, Fine Arts Techniques, Expression & Exhibition, Interaction, Improvisation, Skits etc.)

Unit: 2 Self, Family & Society

(Credits -0.75)

- Roots, History, Heredity & Environment
- Types of Family
- Family Tree
- Family Keepsake/s
- Family Get - together
- Relationships & Words

(Mode: Workshop: Exercises & Games story Telling, improvisation & Interaction, Fine Arts, Expression, Exhibition etc.)

- Society : Composition
- Social Classes & their Characteristics
- Indian Society : Characteristics
- Indian Society : SWOC Analysis
- Indian Culture

(Mode: Workshop: Field Visit, Interview, Exhibition, Demonstration & Discussion Improvisation, Skits etc.)

Unit: 3 Self & Education

(Credits -0.5)

- Education : Real & Pseudo
- Types of Education
- How do we learn?
- School, Teacher, Principal
- Education of Tomorrow

(Mode: Workshop, Exercise & Games, Interaction & Discussion, Improvisation, Skits)

Practicum/Sessional Work :-

(Credits -4)

1. **BODY MOVEMENT-** Different theatre games, Exercises, Martial Arts, Folk Dances.
2. **MEDITATION-** Focus, Concentration.
3. **SCRIPT WRITING-** characterization, dialogue, time and space, beginning, middle, end.
4. **POETRY RECITATION-** Rigved Mantras, Vaachik Abhinay.
5. **SELECTION OF PLAY FOR CHILDREN.**

6. CASTING.

7. BUILDING OF A CHARACTER.

8. PARTS OF SPEECH- Volume, Pitch, Speed, clarity, Audibility, Diction, Intonation, Feel and Toner Quality, Projection.

9. DESIGN OF A PRODUCTION.

10. PRODUCTION- Poster Making, Audience, Execution of Different Aspects of Production, Analysis of Increase in Understanding of Children through Drama

Suggested readings :-

1. Gearge 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

Pedagogy of a School Subject: English

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Unit: 1 English & Communicative Approach (Credit-1)

EFL, ESL, Functional English & ELT

- Language Functions & their Structural Grammar Points

Communicative Approach & Direct Method to teach English

- Meaning, Principles, Activities, Materials, Evaluation, Benefits & Limitations

Teaching-Learning Design & Lesson Plan

- Stage wise Learning: Small Talk, Pre-Task, Main Task, Post Task, Do it At Home Activity

- Skill based Lesson Plan

Unit Planning

- Prose: Language Function, Vocabulary, Reading Piece, Writing (Composition)

- Poetry: Recitation & Rhythm, Vocabulary, Appreciation & Meaning, Composition

Unit 2: Language Skill Development (Credit-1)

- Comprehension & Expression Skills

- Listening: Components of Listening, Activities to Develop and Evaluate Listening, Speaking: Components of Speaking, Activities to Develop and Evaluate Speaking

- Phonetics: Pronunciation, Intonation (With Transcription)

- Conversation, Speech (Oral Composition), and Interaction

Unit 3:-Language in Skill reading development (Credit-2)

- Reading: Components of Reading, Activities to Develop Skimming & Scanning and Evaluate them

- Intensive & Extensive Reading, Supplementary Reading,

- Writing: Components of Writing, Activities to Develop and Evaluate Writing

- Composition Writing: Guided, Semi guided & Free Writing, Formal & Informal Writing

- Web World to master the Language Skills

Practicum/Sessional work:- (Credit-2)

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

Suggested readings:-

- Teach English : a Training Course for Teachers, Adrian Doff - Cambridge ; New. York : Cambridge University Press , 1989.
- Methods Of Teaching English, Lalitha Krishnaswamy & N Krishnaswamy , Macmillan India Limited,
- Teaching of English, Y.K. Singh, APH Publishing Corporation, New Delhi, 2005
- Approaches and Methods in Language Teaching, By Jack C. Richards & Theodore S. Rodgers, Cambridge University Press, 2001
- Teaching Foreign-Language Skills, Wilga M. Rivers, The University of Chicago Press Books, USA, 1981
- English Language teaching; Approaches, Methods, and Techniques, Geetha Nagaraj, Orient Longman Pvt. Ltd., Hyderabad, 2005
- <https://aguswuryanto.files.wordpress.com/2008/09/approaches-and-methods-in-language-teaching.pdf>
- www.britishcouncil.org
- <http://www.splendid-speaking.com>

Pedagogy of School Subject:-Hindi

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Unit 1: Perspectives of Hindi Language, Aims and Objectives of Teaching Hindi (Credit-1)

Meaning and concept of language. -Nature and importance of language Three language formula and Hindi

Place of Hindi in the Secondary School Curriculum of M.P. -Present position of Hindi in India

- a. In the constitution
- b. In the life of Indian people

Aims of teaching Hindi as a second / third language. -Functional aims of Hindi Teaching.

Cultural Aims of Hindi Teaching. National and International Aims of Hindi Teaching.

Instructional objectives with practical - Theoretical background Writing of instructional objectives of Hindi Teaching

Modification of Objectives in terms of behavioural changes.

Planning of prose, poetry and Grammar lessons, Processing of lesson notes and micro lesson plans, Meaning and importance of a Unit plan and administration, Resource Units – Use and implications, Plan and process of lessons in Practice teaching.

Unit 2: Language Skills (Credit-1)

Development of language skills-listening objectives and importance – activities for its development

Speaking – Objectives – activities for its development – role of learning by heart, role-play, extempore and prepared speeches, debates, languages games, substitution table need for correct pronunciation – Remedial Measures

Reading – Objectives – Types of reading silent and loud, intensive – methods of teaching reading

Writing – Objectives – Characteristics of handwriting – dictation

Composition – Objectives – Types - Oral, written and picture composition – Free and guided composition,

Translation – Objectives- Importance's – Characteristics of good translation

Unit 3 : Curriculum Design (Credit-2)

Principles of Curriculum construction of Hindi

Curriculum Design in Hindi - Subject centered – Learner Centered – Problem centered. Transaction of curriculum / Co-curricular , Extra curricular activities pertaining to teaching and learning.

Curriculum of prose – poetry and composition. Prose – Ancient / Medieval /

Modern prose versions. Poetry – Bhakti period – Ritti period – Modern period. Composition

Exercises , Assignments and remedial teaching activities and -Grammar –

Translations

Curriculum development and evaluation.

Practicum/Sessional work:-

(Credit-2)

1. Preparing scheme of assessment, A study of an author / poet, Developing Linguistics Skills, System our examination, Importance of teaching materials for effective teaching.
2. Solving grammar exercise of 8th and 9th Standard Text books of second language Hindi/Third Language. Hindi
3. Preparing crossword puzzles on technical terms, difficult terms of prescribed Hindi Text Books.
4. Construction of substitution – tables on the concerned texts
5. Report on constitutional provisions – provided to Hindi and the implication.
(Note: Records should be maintained).

Suggested readings:-

- Bhai.Y (1978) *Hindi Bhasashikshan*. Vinod Pustak Mandir Agra.
- *Bhasa Vishesshank Patrick* (1980) Department of Education, Rajasthan , Bikaner
- Chaturvedi, V.S. (1999) *Adhapan Kala*. Varanasi: Ggopinath Bhargav Nand Kishor and Sons.
- Jha, L. (1940) *Bhasha Shikshan Paddhbat*. Allahabad: N.G. Saigal. U.P Press.
- John, D. (1953) *The Study of Language*. Harward University Press.
- Keshav Prasad (1984) *Hindi Shikshan*. Delhi; Dhanapatrai and Sons
- *Kothari Commission Report* (1968) Govt. of India, New Delhi
- Narang and Bhatia (1987) – *Hindi – Shikshan Vidhi*. Ludhiana : Prakash Brothers.

Pedagogy of School Subject:-History

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Unit-I: Meaning, Nature and Significance of History (Credit-2)

Meaning and nature of History

The place of history in secondary school curriculum Curriculum development in History

Integration of History with other subjects

Unit-II: Objectives Based Teaching and Pedagogical Analysis Objective based Teaching of (Credit-2)

Aims and objectives of teaching with particular reference to Indian History.

Types of objectives

Statement of objectives in behavioral terms.

Pedagogical analysis of the Subject

Identification of concepts from a unit/chapter Pedagogical analysis of a unit/chapter Listing behavioral outcomes

Practical: Evaluation of History Curriculum

Unit-III: Approaches and Instructional Media

Learner centered and Activity Based Approach & Evaluation (Credit-2.5)

Teaching of history through monuments

Discussion method

Question answer method

Source method

Symposium

Role play

Comprehensive and continuous evaluation

Evaluation devices: written, open book examination, oral, observation, record. Remedial Teaching.

Teaching Aids and Co-Curricular Activities in History

Text Book

Low cost teaching aids

Maps

Site visits

Radio, films and television

Practicum/Sessional work:- (Credit-2)

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.

Suggested readings:-

- Agarwal J.C. (2002) *Essential of Educational technology: Teaching, Learning, Innovations in Education*, Prakash Publishing house Pvt. Ltd. New Delhi.
- Arora R.L. (1990) *Teaching of History* , Prakash Brother Ltd.
- Bhattacharya S. (1966) *Teaching of Social Studies in Indian Schools*. Acharya Books Depot, Baroda.
- Bruce Joyce and Marshal Weill (1990) *Models of Teaching*. Third Edition –Prentice – Hall of India Pvt. Ltd. New Delhi.
- Kochhar S.K. (1989) *Teaching of Social Studies*. Sterling Publisher New Delhi
- N.C.E.R.T. (1970) *Effective Teaching of History in India* .A Handbook for History Teachers.

- Taneja U.R. (1910) *Fundamentals of Teaching Social Sciences*. Mahendra Capital Publishers. Chandigadh.
- Vajreswari R (1973) *A Hand Book for History Teachers*. Allied Publisher's New Delhi.

Pedagogy of a School Subject:-Civics

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Unit:-I Nature and Scope of Civics

(Credit-2)

Meaning, Nature, and scope of civics
Civics - an art or Science
Meaning and scope of civics
Man as a social animal and as a citizen

Unit:-II Aims and Objectives of Teaching Civics

(Credit-2)

Meaning and Importance of teaching civics in Secondary Schools Aims of teaching Civics
Political conciseness, understanding of current events, democratic citizenship, understanding of Union and the State Govt.
Functional awareness of Rights and Duties of citizens. Instructional objectives and values of Teaching civics
Knowledge, understanding, critical thinking, skills, Attitude, Interests, Application - Analysis of these objectives in terms of specific behaviours of learners.
Spelling out Instructional objectives and learning outcomes Civics based hobby clubs, societies
Correlation of Civics with other School Subject Meaning and Importance of correlation
Types of correlation. Correlation of Civics with Geography, Economics, Literature Co curricular /Activities in Civics
Importance of organization of field trips, visits.

Unit:-III Instructional design, methods, techniques, and instructional materials in teaching civics (Credit-2.5)

Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments, and plan according to active learning strategies.
Resource Unit
Unit Plan
Meaning and need of methods
Methods of teaching Civics - Survey observation, comparative and demonstration, Active Learning Strategies.
Instructional Materials in civics :
Collateral Reading – Importance, Reading materials, Historical Novels
Auto biographic, Magazines, News papers Drams, Journals Audio-Aids-Radio, Tape recorder, Visual-Aids-Maps-Importance.
Types, procedure of using maps, pictures, charts, models, film strips, diagrams, Audio-Visual Aids-Films, TV Computers, multimedia packages and Internet as an Instructional aid.

Practicum/Sessional Work:-

(Credit-2)

1. Critical evaluate History civics content of 8th 9th 10th Standard.
2. Conducting quiz Competition in History/civics.
3. Survey of the locality and collection of information about places or institutions of historical interests.
4. Organizing short field trip to a place of historical / political interests
5. Preparing resource unit on a topic of your choice in History and Civics.
6. Preparation of materials for a History room or museum

Student is also allowed to do his own interested practical work pertaining to the syllabus

Suggested readings:-

1. Asirbatham: Political Theory, Upper Indian Publishing House Ltd., Lucknow.
2. Balkrishna: Principles of Civics Kitab Mahal, Allahabad.
3. Bhartiya shashan Aur Rajneeti. Delhi: Delhi University, 1986
4. Gupte, R. N.: Indian Constitution and Civic Life, Kitab Mahal, Allahabad.
5. Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
6. Kochhar, S.K.: Teaching of Political Science. New Delhi: Sterling Publishers, 1970.

Pedagogy of a School Subject:-Geography

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Unit 1: Meaning, Nature and Scope of Geography (Credit-2)

Meaning, Nature, Scope and importance of Geography
Branches of Geography and their importance- physical, economic, human and political.
International relations and study of Geography.

Unit 2: Aims and Objectives of teaching Geography (Credit-2)

Aims/Values of teaching Geography, Intellectual aims, Cultural aims, Environmental aims, Utilitarian aims, Aesthetic aims

Taxonomy and objectives of teaching Geography -Knowledge

-Understanding -Application -Attitude and interest

-National Integration. International Understanding.

Co-relation of Geography and Economics with History, Science, Mathematics and languages Trends in Geography Education

Importance and Organization of Field trips, Visits 2.6 Geography based hobby clubs / societies (National geography specials)

Unit 3: Instructional Design Methods of teaching Geography (Credit-2.5)

Meaning, importance and format of lesson plan

Principles of lesson planning

Characteristics of a lesson plan

Prepare Lesson Plan according to Active Learning Strategies Unit plan

Resource Unit

Meaning and importance of methods of teaching Geography Different Methods of teaching Geography

-Lecture Method -Laboratory Method -Observation Method -Excursion Method -Project Method -Discussion Method

-Active Learning Strategies

Practicum/Sessional Work:- (Credit-2)

Se

1. Preparation of charts, globe and models of Geography.
2. Preparation of transparencies about- section of volcanoes, seabed, plains etc.
3. Interpretation of weather maps.
4. Drawing of geographical maps.
5. Preparation of resource unit in Geography
6. Visit to an observatory, planetarium or Geography museum
7. Collection of specimens
Preparation of a project report – based on local geographical survey.

Suggested Readings:- Brock, Jan O.M., (1965), *Geography, Its Scope and Spirit*, Ohio, Charles E. Merrill

Charley, R.J. and P. Haggett (Eds) (1967), *Frontier in Geographical Teaching*, Methuen Educational Ltd.

Cons, G.J. (1957) *Handbook for Geography Teacher*, London, Methuen Educational Ltd

Gabler, Robert, et al, (1945), *Introduction to Physical Geography*. San Francisco, Holt, Rinehart and Winston

Garnett Ohio, (1965), *Fundamental in School Geography*, London, Harrap and Co.

Gospil, G.H. (1965), *The Teaching of Geography*, London, Macmillan and Co. Graves, N.J. (1971), *Geography in Secondary Education*, London, Geography Association

Graves, N.J. (1972), *New Movement in the Study and Teaching of Geography*, Australia, F.W. Cheshire Publishing Printing Ltd.

Haggett, P., (1972) *Geography: A Modern Synthesis*, New York, Harper and Row

Pedagogy of a School Subject: Social Science

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Unit - 1 Methods of Social Science, Scope and lesson Planning (Credit-2)

Social Science : Meaning, Concept, Scope, Importance

Social Science : Objectives - General & Specific

Co-ralation of Social Science Meaning and Importance

- Social Science with Psychology

- Social Science with Science & Technology

Lesson Planning in Teaching of Social Science: Meaning and Nature Merits & Demerits.

- Evaluation in Teaching of Social Science

- Blue Print & Ideal Question Paper

- Characteristics of Ideal Question Paper

- Diagnostic and Remedial Work

Unit - 2 Methods of Teaching Social Science, Teaching Aid, Characteristics of Text Book (Credit-2)

Methods of Teaching in social science

Meaning, Concept, Advantages, Disadvantages and Implementation in Classroom -

Project, Group Discussion Techniques, Interview, Survey, Dramatization & Tern Tools for Teaching of Social - Science:

Unit - 3 Techniques of Teaching Social Science (Credit-2.5)

Concept, Advantages, Disadvantages and Implementation in Classroom -Maps, Chart, Pictures, Globe, News Papers, Magazines, Bulletin Board, Radio, Computer, Internet, Smart Board, Characteristics of a ideal Social Science Teacher & Suggestions to Improve Professional Competency of the Teacher.

Evaluation of Ideal Characteristics of Present Text Book of std: 8th , 9th - Social science Room : Concept, Importance

Social Science Club : Construction, Planning & Activities

Practicum/Sessional Work:- (Credit-2)

1. Study the contribution of sociologists.
 2. Visit, study & report writing of historical plase
 3. Visit to industrial & geographical places: Dairy, Bank, co-operative institues, Hospitals, Museum.
 4. Understand, Visit & write report on various religious places & varicus religius symbols.
 5. Agriculture related - Agriculture, land, interview of a farmer & report - writing
 6. Arrange an exhibition: Various religions, Castes, dressing, culture, language, life style, etc.
- Awareness programs to remove the prevalent

Suggested Readings:-

1. Bining and Bining : Teaching of Social Studies.
2. Brantom. F.K. : The teaching of social studies in a changing world.
3. Dray nd David Jordon : A Hand book of social studies.
4. Hamming, James : The teaching of social studies in secondary school.
5. Wesley Edger Brose : Social studies for schools.
6. Taneja, V.R. : Teaching of social studies.
7. Horn E.E. : Methods of instruction in the social studies.

Pedagogy of a School Subject :General Science

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Unit - 1 : NATURE, SCOPE AND OBJECTIVES (Credit-2)

Definition and concept of Science, Nature and scope of Gen. Science

Place of Science in School Curriculum.

Values of teaching Science at School level (Secondary).

Correlation of General Science with other subjects.

General and specific Objectives of teaching sciences at Secondary level, Bloom's taxonomy writing objectives in behavioural terms.

Unit -2 : TEACHER AND PLANNING & METHODS AND APPROACHES (Credit-2)

Role of teacher in training students in Scientific method and developing scientific temper and creativity among students.

Qualities and responsibilities of Science teacher.

Content analysis

Unit Plan and lesson Plan Lecture method, Demonstration, Lab. Method, problem solving, Heuristics, Project method and Inductive & deductive method.

Inquiry approach, programmed Instruction, Panel discussion, Team teaching and workshop.

Unit – 3 :- TEACHING LEARNING MATERIAL & EVALUATION (Credit-2.5)

Classification, importance of teaching learning material, use of : Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc. Projected aids - Transparencies, slides, projectors, computers, Improvised apparatus and low cost teaching material. Planning of general science lab and its use. Use of mass media and Computers in general science teaching. Resource material - use of local resources in teaching general science. Concept, objectives and Importance of CCE Type of test items - objective type, Short answer type & Essay type. Planning objective based test items of different types. Preparation of blue print and construction of Achievement test. Diagnostic and remedial teaching. Evaluation of practical work in Science.

Practicum/Sessional work:- (Credit-2)

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.

Suggested Readings:-

1. Sood J.K. 1987 Teaching Life sciences, Kohli Publishers, Chandigarh
2. Sharma L.M. 1977 Teaching of science & life sciences Dhanpat Rai & Sons Delhi.
3. Kulsherstha, S.P. 1988 Teaching of Biology, Loyal Book Depot, Meerut

4. Yadav K 1993 Teaching of life sciences Anmol Publishers, Daryaganj, Delhi.
5. Yadav M.S. 2000 Modern methods of teaching sciences, Anmol Publisher, Delhi.
6. Singh U.K. & 2003 Science Education Common wealth publishers Nayab A.K. Daryaganj, New Delhi.
7. Venkataih, S. 2001 Science Education in 21st Century, Anmol Publishers, Delhi.

Pedagogy of a School Subject : Physical Science

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Unit 1: Meaning, Nature and Impact of Physical Science

(Credit-2)

- Concept of science - Science as process and science as a product;
- Nature and Scope of Physical Science
- Impact of Science and Technology on modern living.
- Scientific Attitude - Meaning definition and importance.
- Qualities of a person who possesses scientific attitude.
- Scientific Method-Meaning, importance and steps involved (with an illustration).

Unit 2: Aims and Objectives & Approaches and Methods of Teaching Physical Science (Credit-2)

- Aims of teaching Physical science in Secondary school:
- Personal development aim,
- Learner's academic and process skills development aim,
- Disciplinary aim and
- Cultural aim.
- Objectives of teaching physical science:
- Bases for formulation of objectives
- Enquiry Approach -Meaning, Uses with Illustrations, Advantages and disadvantages.
- Inductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
- Deductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
- Problem Solving Approach- Meaning, Uses with Illustrations, Steps, Advantages and disadvantages.
- Demonstration Method- Meaning, uses, Advantages and disadvantages.
- Lectures-Cum-Demonstration Method- Meaning, uses with Illustration, Advantages and disadvantages.
- Laboratory Method- Meaning, uses with Illustration, Advantages and disadvantages.
- Guided Discovery Method - Meaning, uses with Illustration, Advantages and disadvantages.
- Biographical Method-Meaning, uses with Illustration, Advantages and disadvantages.
- Individual Instruction Techniques and Active Learning Strategies.
- Concept Mapping: Its use for summarizing a unit and evaluating students understanding

Unit 3: Instructional Design, Resources and Teaching Aid for teaching Physical Science (Credit-2.5)

Lesson Planning-Meaning, Steps, Importance and Format of Lesson Plan according to active learning strategies.

Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan

Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan

Audio-Visual Aids (Preparation and Use):-

1. Charts
2. Models
3. OHP transparencies
4. Filmstrips
5. slides

6. Video tapes
7. Films
8. Educational C.D.'s

Mass Media :-

1. Television (T.V.);
2. Radio - Meaning and importance.

Community Resources and Self learning materials –

1. Meaning and importance.
2. Physical Science Library;
3. Importance & organizing of physical science library;
4. Sections of science library;
5. Choice of book for science library.

Practicum/Sessional work:-

(Credit-2)

- Develop their skills necessary for preparing international accessories.
- Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs for lesson.
- Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives

Suggested Readings:-Ahmed, Shaikti R. (1983) *Management of Laboratory Science Programme: Report of Orientation Programme in Educational Planning and Administration*, New Delhi; NIEPA Mimeo.

Bhandula & Chand (1986) *Teaching of Science*, Prakash Brothers, Ludhiana

Bose, A. H. Sood, J.K. and Vaidya, N. (1970), *Strategies in Science Education*. Regional Institute of Education, Ajmer.

Carin/Sund *Teaching Science Through Discovery*; C.E. Merrill Publishing Co. London.

Cleaveland J. M. (1964) *Physical Science* C.E. Merrill Publishing Co., Ohio.

Craig (1958) *Science for the Elementary School Teacher*; Ginn & Co., New York

Pedagogy of a School Subject:- Mathematics

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Unit 1: Meaning, Nature and Scope of Mathematics

(Credit-2)

Meaning of Mathematics, As a Science of Number, As a Science of Quantity, As a Science of Measurement, As a Science of Logical reasoning, Nature of Mathematics, Scope of Mathematics

Place of Mathematics in day to day life activities
Mathematics use in day to day life activities Relation
with School subjects

Relation with other Disciplines – Engineering, Agriculture, Medicine

Unit 2: Aims and Objectives of Teaching Mathematics

(Credit-2)

Aims/Values of Teaching Mathematics

Meaning of Aim/Values, Utilitarian Aim/Values, Disciplinary Aim/Values, Cultural Aim/Values

Intellectual Aim/Values, Aesthetic and Recreational Aim/Values, Instructional objectives of Teaching Mathematics

Meaning of Instructional Objectives

Instructional Objectives and their specifications of teaching mathematics

-Knowledge -Understanding -Application -Skill

-Attitude -Appreciation -Interest

-Formulation and Statement of objectives in behavioural terms

Unit 3: Instructional Design in Mathematics and Co-curricular Activities & Methods in Mathematics

(Credit-2.5)

Lesson Planning: Meaning, Steps, Importance and Format of Lesson Plan

Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan Resource

Unit-Meaning, Steps, Importance and Format of Lesson Plan

Yearly Planning-Meaning, Principles and Format

Mathematics Club : Objectives of Maths club, organisation and activities

Mathematics Olympiads : objectives and importance

Mathematics Quiz : Organisation and importance Mathematics Museum :

Organisation and importance

Mathematics Fair : Organisation and importance 3.10 Mathematics

Laboratory : Objective, importance and uses

Recreational activities in mathematics : Games, Puzzles, Riddles, etc., 3.12 Ethno Mathematics

Inductive method and Deductive method

Analytical method and Synthetic method

Practicum/Sessional work:-

(Credit-2)

-Guided discovery method and Problem Solving Method

-Project Method and Discovery Learning Method -
Active Learning Strategies

-CAI in Teaching Mathematics

Concept Mapping-Meaning, Advantages and Disadvantages

Techniques of teaching Mathematics

Supervised study, Oral work and written work, Drill and Review: Assignment in Maths, Home work

Suggested Readings:-

1. Aggarwal S.M. : Teaching of Modern mathematics, Dhanpat Rai and Sons Delhi.
2. Aiyangar and Kuppaswami, N. A teaching of mathematics in the new education universal publication.
3. Butler and Wren : The teaching of Secondary mathematics, Mc Graw Hill Book Company.
4. Jagadguru Swami : Sri Bharti Krishna Tirthji Vedic mathematics, Moti Lal Banarsids Publisher Delhi.

Pedagogy of School Subject:- Chemistry

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Unit:-I Nature and Significance of teaching chemistry (Credit-2)

- Meaning, nature and scope of chemistry.
- Significance of chemistry in daily life. Aims and Objectives of teaching chemistry
- Relevance, meaning and need of Objective Based Teaching.
- General and specific aims of teaching chemistry at senior secondary level.
- Specific objectives in behavioral terms in chemistry.

Unit:-II Planning a lesson (Credit-2)

- Unit Planning.
- Lesson Planning. Instructional Strategies
- Lecture cum Demonstration Method.
- Scientific Method.
- Laboratory Method.
- Heuristic Method.
- Problem Solving Method.
- Project Method.

Unit:-III Role of Information Technology and Audio Visual Aids & Evaluation (Credit-2.5)

- Use of Audio Visual aids in Chemistry.
- Computer Assisted Learning in Chemistry.
- Programmed Instructions. Curriculum
- Place of Chemistry in School Curriculum.
- Chemistry as a component of Integrated Science upto Secondary Level.
- Textbooks in Chemistry: Analysis, Evaluation of textbooks in chemistry.
- Concept of evaluation.
- Preparation and administration of an achievement test in Chemistry.
- Criteria of a good achievement test in Chemistry.

The Professional Growth of a Chemistry Teacher

- Competencies associated with laboratory techniques.
- Organization of co-curricular activities in chemistry.
- Maintenance of Chemistry Lab.: Safety, security and preventive measures.

Practicum/Sessional work:- (Credit-2)

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

Suggested Readings:-

1. Yadav, M.S. 1995 Teaching of Chemistry, Anmol Publication, New Delhi.
2. Negi, J.S. & Negi, Rajita 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 Prakashan, Agra
5. Kherwadkal, Anjali 2003 Teaching of Chemistry by Modern Method, Sarup & Sons. New Delhi.
6. Das R.C. 1985 Science Teaching in Schools, Sterling Publishers Pvt. Ltd. New Delhi.
7. Venkataih, S 2001 Science Education in 21st Century, Anmol Publishers, New Delhi.

Pedagogy of School Subject:-Biological Science

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Unit 1 Introduction to Teaching Biological Science

(Credit-2)

Biological Science: Meaning, Nature and Scope Relationship between Biology & human welfare Latest developments in the field of Biology

Co-curricular Activities and Resources in Teaching Biological Science

Bio Science laboratory - Need and importance, equipping, Bio-lab, Organizing the practical Work Project Activities: Aquarium, Viverium, Terrariums, Museum, School garden,

Preservation of specimen through plastination-Meaning, Importance and Steps.

Meaning, importance and Organization of Co-Curricular Activities Bio-Science Club – organisation & its activities Bio Science Exhibition Field trips Bio-Science Quiz Nature Study Bird watching Collection & Preservation of Specimens-Plants and Animals

Unit 2: Aims and Objectives

(Credit-2)

Utilitarian, Cultural and Disciplinary Aims Scientific Attitude and Training in Scientific Method

Instructional Objectives: Bio - Science in Secondary schools: As per NCERT Curriculum Framework-2000 As per NCTE Curriculum Framework As per National Curriculum Framework-2009 Behavior Specifications of Instructional Objectives: Knowledge Understanding Application Skill

Unit 3: Approaches, Methods and Models of Teaching Biology

(Credit-2.5)

Approaches: Structure and function Approach Types specimen Approach Inductive and Deductive Approach Methods of Teaching Guided Discovery Method Models of Teaching:

Biological Science Enquiry Model (Joseph Schwab) Memory Model (J. Lucas)

Pedagogical Analysis: Analysis of 8th, 9th and 10th Standard Biology Text book of Karnataka State Lesson Planning- Meaning, Importance and format according to active learning strategies.

Unit Plan - Meaning, importance and steps

Resource Unit - Meaning, importance and components.

Practicum/Sessional work:-

(Credit-2)

1. Preparing power point slides for any selected unit in VIII or IX class Biology.
2. Preparing a set of (OHP) transparencies
3. Slides for a selected Unit in 10th Std. Biology.
4. Writing of Instructional objectives & behavioral specifications on a selected Unit.
5. Preparing improvised apparatus in Biology
6. Preparing a lesson Plan on any topic in Biology using any innovative Method / Model of Teaching

Suggested Readings:-

- Buffaloe, N.D. Throneberry (1969) - *Principles of Biology*, Prentice Hall of India, New Delhi.
- Chikkara & Sharma (1989) *Teaching of Biology*, Prakash Bros. Ludhiyana.
- Green T.L. (1965) - *Teaching of Biology in Tropical Secondary Schools*, Oxford University Press, London.
- Guddalli NM (1993) - *Vignana Bhodane*, Bharat Book Dept. Dharwad.
- Mangal S.K., (1997) *Teaching of Physical & Life Sciences* Avg. Book Depot. New Delhi.
- Miller & Blaydes (1962) - *Methods & Materials for teaching of Biological Science*, Tata Mc.Grahill Pub. Co - New Delhi.

Pedagogy of School Subject:-Commerce

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

UNIT-1 Meaning, nature, scope and concept of Commerce (Credit-2)

Meaning, nature, scope and concept of Commerce.

Place of commerce in secondary school curriculum and its critical appraisal.

Commerce and its relationship with other Social Sciences.

UNIT - II Methods of teaching commerce (Credit-2)

Different methods of teaching commerce, uses and critical analysis.

- a. Lecture Method
- b. Discussion Method
- c. Problem-Solving Method
- d. Project Method
- e. Survey Method
- f. Demonstration Method

Commerce Text-books and Supplementary Materials.

Techniques of teaching commerce subject: Questioning - Answering, Assignment, Observation, Explanation and Illustration.

UNIT - III Analysis and Discussion on skills of teaching Commerce & evaluation (Credit-2.5)

Analysis and Discussion on skills of teaching Commerce (practice for developing atleast 5 micro skills).

- a. Skill of introducing the lesson
- b. Skill of questioning
- c. Skill of explanation
- d. Skill of stimulus variation
- e. Skill of black board writing

Lesson planning in commerce, Meaning, need and importance, construction of composite lesson plan. Lesson Plan according to Active Learning Strategies.

Development and utilization of teaching aids(projects, Non-projected and performing arts) required for commerce programme.

Qualification, Qualities and Professional growth of Commerce Teacher.

Role of Co-curricular activities in commerce.

Types and Techniques of evaluation.

Practicum/Sessional work:- (Credit-2)

- Evaluation of a commerce text-book at Secondary level.
- Writing objectives and specifications on any one topic from commerce and discussions amongst the group regarding decision making while selecting objectives and difficulties faced.

Suggested Readings:-

- Agarwal J.C (2004) Teaching of Commerce; A Practical approach New-Delhi, Vikas Public House. Nataraj S. (2006) Learning to teach, V.V. Nagar CVM
- Tewari S.A (2005) Commerce Education in the Global era Delhi, Delhi Adhyan Publication.
- Tomar S. (2005) Teaching of Commerce Agra, Vinod Pustak Mandir.
- Venkat E.T. (2004) method of Teaching of Commerce, New-Delhi, Discovery Public House.

Pedagogy of School Subject:- Elements of Accountancy

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Unit: 1 Regarding Accountancy

(Credit-2)

Meaning, Characteristics, History, Understanding developed by the students coming from different social strata regarding Accountancy Education. Objectives of Accountancy Education at Higher Secondary Level

Correlation: Definition, Importance, Intra-correlation of Accountancy. Correlation with other Subjects:

(1) Economics (2) Business Administration.

Unit: 2 Lesson Planning and unit planning in Accountancy

(Credit-2)

Lesson Planning and unit planning in Accountancy Education: Definition, Importance, steps of each planning.

Following methods in Context with Accountancy Education and its application in classroom, Definition, Advantages and Limitations

- Inductive Deductive Method

- Supervisor study method

- Analytic-synthetic method

Tools: Definition, Importance & application of

- Charts

-Scrap Book

-Smart Board

-Computer

Unit: 3 Evaluations in Accountancy Education

(Credit-2.5)

An Ideal Teacher of Accountancy (Required Qualities & Professional Capabilities) Importance of Text book of Elements of Accountancy Evaluation of present text book of std XI

Evaluation:

-Written, oral and Experimental Evaluation

- Ideal Question paper of Accountancy (Blue print) Characteristics

- Accountancy Education Improvement techniques: Revision, Diagnosis. Remedial work Application of Specific techniques in Accountancy Education and their Evaluation.

- Exhibition - Survey - Case Study.

Practicum/Sessional work:-

(Credit-2)

References: Reference Books, News papers, E-Journal.

Suggested Readings:-

1. Vermain A Musselma and J. Marshall Hanna : Teaching Book-Keeping and Accountancy, Gregg Pub., Div., Mc Graw Hill Book Co. Inc. New York.
2. Williams : Principles of Teaching applied in Book-Keeping and Accounts, Sir Isaac Pitman, London.
3. Selby : The teaching of Book-keeping
4. Tonne, Pohem and Freeman : Method of teaching Business Subject, Gregg Pub. Dir., McGraw Hill Book Co., Inc., New York.
5. Harvey : Ways to teach Book keeping and Accounting
6. Boynton Lewis D. : Methods of teaching Book-keeping, south Western publication Co. Cincinnati, Ohio.
7. Aggarwal, J.C. : Teaching of Commerce.
8. Gupta and Gupta : Intermediate Book-keeping and Accounts, Agra Book Store, Agra (Hindi and English Version)
9. J.N. Vaish : Book-keeping and Accounts, Part I and II (Hindi and English version).
10. Parikh, Dr. A.K.M. : Lesson Planning in Indian Schools, Subda Sanchar, Ajmer.

Pedagogy of School Subject:-Biology

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Unit - I: Nature and Scope, Objectives of Teaching, Curriculum Biology (Credit-2)

Meaning and Definition of Science, Scientific Method, Science – Process and Product, Place of Biology in School Curriculum and its relationship with other subjects, importance of learning Biology
Objective of Biology Teaching, Taxonomy of Educational Objectives, Writing Objectives in behavioural terms
Principles of planning Biology curriculum at school level, Process of Biology Curriculum Construction, Trends in curriculum construction, Modern Trends in Biology Curriculum, Characteristics of Progressive Curriculum

Unit - II: Methods & Teaching Aids of Teaching Biology (Credit-2)

Lecture Method, Demonstration Method, Discussion Method, Seminar Method, Project Method, Problem Solving Method, Field Trip Method, Panel Discussion, Role Playing, Concept Attainment Model, Inquiry Training Model, Jerk Technology
Biological Laboratory: Its Design, Maintenance of Equipment, Laboratory Management and Purchase of Equipment, Improvisation of Teaching Aids and Apparatus, Froggery
Zoological and Botanical Museum and Botanical garden, Use of Resources for Biology Teaching - Excursion, Field Trip, Lecture, Radio Broadcast, Educational Television, Organization of Science Club, Science Fair, Use of Audio - Visual Aids, Charts, Models, Film strip, Film Projector.

Unit - III: Unit and Lesson Planning, Evaluation in Biology (Credit-2.5)

Necessity of planning of instruction in Biology, Unit Planning, Basic Elements of Lesson Planning, Preparation of Lesson Plan for teaching Biology
Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Biology

Practicum/Sessional work:- (Credit-2)

- 1.Preparation of model and charts.
- 2.Herbarium
- 3.Preservation of Animals
- 4.Gardening
- 5.Improvisation, maintenance and repair of Biological Equipment.
- 6.Establishment of Biological Museum
- 7.Preparation of experiments
- 8.Visit to places of Biological Interest & their reporting by the student
- 9.Review of Biology Science Curriculum
10. Development of self-instructional material on any one topic of Biology

Suggested Readings:-

1. Bhat, B.D. and Sharma, S.R.: Methods of Science Teaching. New Delhi: Kanishka Publishing House, 1993.
2. Das, R.C.: Science in Schools. New Delhi: Sterling Publishers, 1985.
3. Gupta, S.K.: Teaching of Science Education. New Delhi: Vikas Publishers, 1983.
4. Gupta, S.K.: Teaching Physical Science in Secondary. New Delhi: Sterling Publishers, 1985.
5. Gupta, V.K.: Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd., 1995.
6. Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.