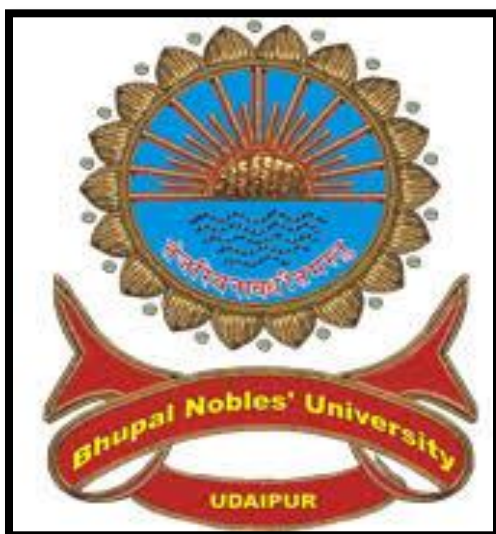


BHUPAL NOBLES' UNIVERSITY, UDAIPUR



Scheme of Examination and Course of Studies

FACULTY OF EDUCATION

SYLLABUS (Semester I)

BACHELOR OF EDUCATION (B.Ed.)

DEPARTMENT OF EDUCATION , BHUPAL NOBLES' UNIVERSITY
OLD STATION ROAD, NEAR SEVASHRAM CIRCLE, UDAIPUR-313002

INDEX FIRST YEAR (I SEMESTER , II SEMESTER)

S. No.	PARTICULARS
1	Introduction
2	Provisions for admission to B.Ed. Course
3	Objectives of the Course
4	Modes of Learning Engagement
5	Components For the B.Ed. Programme
6	Internship
7	The Curricular Details For Two Years
8	Paper Code (The Curricular Details For Two Years)
9	Evaluation
10	Working out the Result for awarding division
SEMESTER- I	
S.No.	SUBJECT
1	Course 1 – Childhood & Growing Up
2	Course 2 – Contemporary India and Education (INCLUDING GENDER, SCHOOL AND SOCIETY)
3	Course 3– Drama and Art in Education (Internal Assessment)
4	Course 4 – Critical Understanding of ICT (Internal Assessment)
5	Course 5 – Open Air Session / SUPW Camp (Internal Assessment)
SEMESTER- II	
S.No.	SUBJECT
1	Course 6– Learning and Teaching
2	Course 7 – Language Across the Curriculum (INCLUDING READING AND REFLECTING ON TEXTS)
3	Course 8 &9 – Pedagogy of a School Subject (FIRST SUBJECT & SECOND SUBJECT) PART I
4	Pedagogy of Art
5	Pedagogy of English
6	Pedagogy of Economics
7	Pedagogy of Geography
8	Pedagogy of Hindi

9	Pedagogy of History
10	Pedagogy of Home Science
11	Pedagogy of Music
12	Pedagogy of Political Science
13	Pedagogy of Psychology
14	Pedagogy of Rajasthani
15	Pedagogy of Sanskrit
16	Pedagogy of Social Science
17	Pedagogy of Sociology
18	Pedagogy of Biology
19	Pedagogy of Chemistry
20	Pedagogy of Computer Science
21	Pedagogy of General Science
22	Pedagogy of Mathematics
23	Pedagogy of Physics
24	Pedagogy of Business Studies
25	Pedagogy of Financial Accounting
26	Course 10 – School Internship (PHASE – 1, 4 WEEKS) (Internal Assessment)
27	Course : 11 External Assessment

Department of Education
FACULTY OF EDUCATION
BHUPAL NOBLES' UNIVERSITY, UDAIPUR

Scheme of Examination and Course of Studies

BACHELOR OF EDUCATION (B.Ed.)

(B.Ed. Programme is a Full Time, Four Semester in two Academic Session Programme;
Each Session will Be of 100 Days Duration)

1. INTRODUCTION

Destiny of a nation is shaped in its classrooms and teacher is the architect who shapes the destiny. Enlightened, emancipated and empowered teachers lead communities and nations towards better and higher quality of life. Teachers are expected to create soul cohesion, national integration and a learning society. They disseminate knowledge and generate new knowledge. It is therefore essential for nation to have a sound and effective programme of teacher preparation. The teacher education programme needs to be upgraded and updated periodically.

A perusal of the reports of various commissions and committees indicate the preference for longer duration of B.Ed. programme . It was also endorsed by the Hon'ble Supreme Court of India in its judgement on 15 June 1993. "The Teachers Training Institutes are meant to teach children of impressionable age and we cannot let loose on the innocent and unwary children the teachers who have not received proper and adequate training. True, they will be required to pass the examination but that may not be enough. Training for a certain minimum period in a properly organized training institute is essential before a teacher may be duly launched." The NCTE (2009) recommended a two year B.Ed. programme. Earlier too in 1998 NCTE had recommended two year B.Ed. programme in its earlier curriculum framework. The NCERT had prepared two year B.Ed. curriculum and launched it in the Regional Institutes of Education in 1999.

Now, finally the NCTE has recommended that the B.Ed. course should be of two years duration and has prepared a Curriculum Framework for Two year B.Ed. Programme. Bhopal Nobles' University also decided to introduce Two Year B.Ed. programme and has prepared a detailed course of study and Scheme of Examination for two years B.Ed. Course on the basis of guideline given in the curriculum framework. The two year B.Ed. course will come in to force from the session commencing in 2016.

The two-year B.Ed. course aims at a complete development of the student-teacher; particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning. This course is divided into two parts. It aims at developing understanding of and competence to render disciplinary knowledge into forms relevant to stage specific understanding of teaching-learning situation apprehended through intensive study of conceptual explanations, observation and analysis of live classroom situations as well as hand –on experiences and longer duration of field experience Interactive processes, i.e. group reflection, critical thinking and meaning-making have been encouraged. The maturity of student-teachers has been kept in mind while visualizing modes of learning engagements; instead of continuous teacher monitoring, greater autonomy to learners has been given in accordance with andragogic principles of learning. The syllabus retains the essence of student-teachers being active participants in the learning process and prepares the student-teachers for facing the emerging challenges resulting out of globalization and its consequences.

Therefore it becomes essential for any nation to give necessary professional inputs to its teachers. Bhopal Nobles' University pursues the following curriculum for its pre-service teacher training programme. The curriculum also aims at developing language proficiency of the pupil teacher by providing him opportunities through different activities and course content.

2.PROVISIONS FOR ADMISSION TO B.Ed. COURSE

Admission shall be made on the merit basis through PTET which is conducted by nodal agency of State Government.

Duration

The B.Ed. Programme shall be of duration of Four semester with Two Academic Years, Which can be completed in a Maximum of Three Years from the date of the admission to the programme.

Working Days

1. There shall be at least Two Hundred (200) Working Days in year which is each semester 100 days exclusive of the period of examination and admission.
2. 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 when needed.
3. The minimum attendance of student-teachers shall have to be 75% for all course work and practicum, and 90% for school internship.

Eligibility

Candidates with a least 50% Marks either in Bachelor Degree and / or in Master Degree in Science / Social Sciences / Humanities / Commerce / Bachelor in Engineering of Technology with specialization in Science and Mathematics with 55% Marks or any other Qualification equivalent there to, are eligible for admission to the programme. Relaxation in case of reservation categories will be as per state government guidelines.

3. OBJECTIVES OF THE COURSE

The objectives of theory course prescribed for the B.Ed. Course are as follows:

1. To develop competence to teach subjects of their specialization on the basis of an adequate theory of learning and sound knowledge of the subjects.
2. To develop interest, attitude and knowledge which will enable them (i) to foster the all-round growth and development of children under their care and (ii) to provide guidance to individual pupils.

3. To develop an understanding of the aims and objectives of education in the Indian background and to promote an awareness of the role of the school and the teacher in realizing these aims and ideals.
4. To develop an understanding of the close relationship between societies and the school, between life and school work.
5. To become self-regulated learners; develop professional commitment and work as responsible professionals.
6. To make them comfortable with content and pedagogical effective use and utilization of ICT.
7. To enable them to critically analyse the various evaluation tools to serve CCE.
8. To reflect on teacher practices and interface with societal resources
9. To build up professional consciousness.

The objectives of practical work prescribed for the B.Ed. course are as follows:

To develop the ability and self-confidence of pupil teachers to-

1. Be conscious of a sense of values and need for their inculcation in children through all available means including ones own personal life.
2. Posses a high sense of professional responsibility.
3. Develop resourcefulness so as to make the best use of the situation available.
4. Appreciate and respect each child's individuality and treat him as an independent and integrated personality.
5. Arouse their curiosity and interest and secure their active participation in the education process.
6. Develop capacity of thinking and working independently and guide them to that end.
7. Organize and manage the class for teaching learning.
8. Appreciate the dynamic nature of the classroom situation ant teaching techniques.
9. Define objectives of particular lessons and plan for achievement.
10. Organize the prescribed subject matter in relation to the needs, interest and abilities of the pupils.
11. Use appropriate teaching methods and techniques.
12. Prepare and use appropriate teaching aids, use of the black board and other apparatus and materials

13. Convey ideas in clear and concise language and in a logical manner for effective learning.
14. Undertake action research.
15. Give proper opportunity to the gifted pupils and take proper care of the pupils with special need.
16. Correlate knowledge of the subjects being taught with other subjects and with real life situations as and when possible.
17. Prepare and use assignment.
18. Evaluate pupil's progress.
19. Plan and organize co-curricular activities and participate in them.
20. Co-operate with the school teachers and administrators and learn to maintain school records and registers

Learning Outcomes

After the completion of the course the student teacher is expected to attain the following learning outcomes:

1. Competence to teach effectively two school subjects at the secondary/senior secondary level.
2. Ability to translate broad objectives of secondary/senior secondary education in terms of specific programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to foster growth and development.
4. Ability to use (a) individualized instruction and (b) dynamic methods in large classes.
5. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
6. Use of Equipment for diagnosing pupil's difficulties and deficiencies in achievement and dealing with them through remedial work.
7. Readiness to spot talented and gifted children and capacity to meet their needs.
8. Ability to cater to the need of children with special needs.
9. Ability to organize various school programmes, activities for pupils.

10. Ability to provide guidance in educational, personal and vocational matters.
11. Ability to assess the all round development of pupils and to maintain a cumulative record.
12. Development of certain practical skill such as:
 - (a) Black board work
 - (b) Preparing improvised apparatus
 - (c) Preparing teaching aids
13. Developing professional competence.
14. Readiness to participate in activities of professional organizations.

4. MODES OF LEARNING ENGAGEMENT

Overall Intention of Modes of Learning Engagement

1. The Curriculum is so designed that the student-teachers internalize the nature of education and pedagogic process through enriched experiences
2. The kinds of learning engagement suggested will contribute to reduction of the gap between theory and practice by dovetailing both appropriately.
3. The Curriculum emphasizes the use of varied modes of learning engagement in accordance with the requirement.
4. Interactive processes where in group reflection, critical thinking and meaning making will be encouraged.
5. In this respect, critical theory, critical pedagogy and critical thinking become very crucial theoretical inputs and are embedded implicitly in various courses.
6. While visualizing modes of learning engagement, the nature of student teachers who are adults has been kept in mind. Instead of continuous teacher monitoring greater autonomy to learners has been recommended which is more relevant and in accordance with the andragogic principles of learning.
7. Multiple learning engagements visualized being more active / interactive, the course work is clearly not meant to be burdensome and 'memory based', but challenging and engaging.

Some Specific Modes of Learning Engagement Envisaged

1. Overarching lectures-cum-discussion
2. Use of narratives based on research and documentation
3. Project reviews
4. Case studies
5. Use of video-clips and transcripts of classroom teaching
6. Success stories/innovations
7. Observation in schools and other field sites
8. Recording of observations and experiences
9. Interviews with school personnel
10. Panel of group discussion on issues
11. Individual Projects
12. Journal writing
13. Using library and ICT resources.

These are suggestive modes of learning engagement. Teacher educators will have to create, design and evolve different modes of learning engagement based on the course and suited to the needs of student teachers.

Enhancement of Learning through School-based Experiences

Most Courses require school experience for various purposes. Some significant aspects of these experiences are outlined:

1. School visits and observations spread over the years, including
 - a) Observation visits
 - b) School attachment
 - c) Longer duration attachment, along with mentoring
2. School as a site for practical learning linked with theory
3. Single school visit for carrying out tasks related to more than one course
4. Exposure to variety of schools in order to understand larger systemic issues
5. School-based experience to learn not only classroom pedagogy, but also learning to function as a teacher in the school environment.

5. COMPONENTS OF THE B.Ed. PROGRAMME

The programme shall comprise three curricular areas – Perspectives in Education, Curriculum and Pedagogic Studies and Engagement with the Field. The courses under each of these areas are as follow:

1. Perspectives in Education

Perspectives in Education include courses in the study of childhood, child development and adolescence, contemporary India and education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The following are the five courses to be transacted in the two year period, under the curricular area of Perspectives in Education:

Course 1 Childhood and Growing Up

Course 2 Contemporary India and Education (Including Gender, School and Society)

Course 4: Critical Understanding of ICT

Course 6 Learning and Teaching

Course 12 Knowledge and Curriculum

Course 16 Educational Management and Creating an Inclusive School

The Course on 'Childhood and Growing up' 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 for education, with analyses of significant policy debates in Indian education. The course on 'Teaching and Learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning. 'Knowledge and curriculum' shall address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning. The course on 'Creating an Inclusive School' shall develop an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school.

II. Curriculum and Pedagogic Studies

Curriculum and Pedagogic Studies offers a study of the nature of disciplines, 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 two subject areas, at secondary level of school. The courses under the curricular area of 'Curriculum and Pedagogic Studies' for the two year period include:

Course 7 Language across the Curriculum (Including Reading and Reflecting on Texts)

Course 8 Pedagogy of a School Subject (Including Understanding Disciplines and Subjects First)-Part I

Course 9 Pedagogy of as School Subject (Including Understanding Disciplines and Subjects Second) –Part I

Course 14 Pedagogy of a School Subject (First) – Part II

Course 15 Pedagogy of a School Subject (Second) – Part II

Course 13 Assessment for Learning

Course 18 Optional Course

I. Vocational / Work Education

II. Health and Physical Education

III. Peace Education

IV. Guidance and Counseling

V. Innovations and Action research

These courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects, that link with curricular area III given below, shall be included to reconstruct concepts form subject knowledge though appropriate pedagogic processes that communicates meaningfully with children.

Optional courses will be offered in areas such as Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling.

To opt for the pedagogy of a school subject, the student teacher shall have to offer any two teaching subjects out of the following papers, which he/she has studied at Graduation /P.G. level for at least two years:

1. Pedagogy of Hindi.
2. Pedagogy of English.
3. Pedagogy of Sanskrit.
4. Pedagogy of Urdu.
5. Pedagogy of Rajasthani.
6. Pedagogy of Mathematics.
7. Pedagogy of General Science.
8. Pedagogy of Physics.
9. Pedagogy of Chemistry.
10. Pedagogy of Biology.
11. Pedagogy of Home Science.
12. Pedagogy of Computer Science.
13. Pedagogy of Social Science.
14. Pedagogy of Sociology.
15. Pedagogy of Psychology.
16. Pedagogy of History.
17. Pedagogy of Political Science.
18. Pedagogy of Economics.
19. Pedagogy of Geography.
20. Pedagogy of Art.
21. Pedagogy of Music.
22. Pedagogy of Business Studies
23. Pedagogy of Financial Accounting

III. Engagement with the Field – (the Self, the Child, Community and school)

This Curricular area would have three components –

(1) Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus

(2) School Internship

(3) Course on Enhancing Professional Capacities (EPC – Internal assessment)

Course 3: Drama and Art in Education

Course 5: Open Air Session / SUPW Camp

Course :17 Understanding the Self.

6. INTERNSHIP

Apart from teaching practice experience in school, the student – teacher should function as a regular teacher in a school (i.e. taking attendance, organizing and participating in all the school activities, like assembly, games, Balsabha, cultural and literacy programmes, examination papers, maintenance of school record etc.)

The trainee-teacher should prepare a report about the school experience with specific reference to their chosen areas of specialization.

Internship may also be utilized for completing the application based assignment of the theory papers. Having gained some experience with the child, the community and schools in year 1, the second year would offer intensive engagement with the school in the form of School Internship. During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes educational resource centres, etc.

During the internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning. School internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. They should be provided opportunities to teach in government/private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 16 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include

peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship. For each student-teacher, internship should be conducted in one school for the entire .

7. THE CURRICULAR DETAILS FOR FIRST YEAR (I , II SEMESTER)

DISTRIBUTION OF THE COURSES

Marking Scheme- I Semester

COURSE No.	Paper Code	Nomenclature	Scheme
COURSE-1	BED1101	Childhood and Growing Up	100 Marks (80+20)
COURSE-2	BED1102	Contemporary India and Education (Including Gender, School and Society)	100 Marks (80+20)
COURSE-3	BED1103	Drama and Art in Education Internal Assessment (Internal)	50 Marks
COURSE-4	BED1104	Critical Understand of ICT	100 Marks (80+20)
COURSE-5	BED1105	Open Air Session / SUPW Camp Internal Assessment	50 Marks
		TOTAL	400

Marking Scheme- II Semester

Course No.	Paper Code	Nomenclature	Scheme
COURSE-6	BED1201	Learning and Teaching	100 Marks (80+20)
COURSE-7	BED1202	Language across the Curricular (Including Reading and Reflecting on Texts)	100 Marks (80+20)
COURSE-8	BED 1203-1223	Pedagogy of a School Subject (Including Understanding Disciplines and Subject First)-Part I	100 Marks (80+20)
COURSE-9	BED 1203-1223	Pedagogy of a School Subject (Including Understanding Discipline and Subject Second)-Part II	100 Marks (80+20)
COURSE-10	BED1224	School Internship (Phase-1, (4 Weeks) Internal Assessment Engagement with the Field: Tasks and Assignments for Course 8&9	150 Marks
COURSE-11	BED1225	External Assessment ONE lesson of Pedagogy of a School Subject	100Marks
		Total	650Marks

8. EVALUATION EVALUTATION OF THEORY PAPERS

Some theory papers will carry a weightage of 100 marks out of which 80 marks will be for external University Examination and 20 marks will be for internal sessional work. Out of 20 marks - 10 marks will be for sessional and 10 marks will be for mid - term test. In some of the papers carrying a weightage of 50 marks, 40 marks will be external University Examination and 10 marks will be for internal sessional work. Out of 10 marks – 5 marks will be for sessional and 5 marks will be for mid – term test.

The final external examination paper for 80 marks will be of three hour's duration and The paper for 40 marks will be of two hour's duration

1. Each question paper (80 marks) will have three sections – **Section A** will contain 10 very short answer type question and the candidate will be required to attempt the entire ten questions. Each question will carry two marks. **Section B** Will contain 10 short answer type question out of which a candidate is required to attempt any 5 question (one question per unit to be attempted out of two questions per unit). Each question will carry 6 marks. **Section – C** will have 5 question and a candidate will be required to attempt any three question. There will be 10 marks for each question.
2. Each question paper (40 marks) will have three section – **Section A** will contain 4 very short answer type question and the candidate will be required to attempt all four questions. Each question will carry 2 marks. **Section B** will contain 3 short answer type question out of which a candidate is required to attempt any 2 questions. Each question will carry 6 marks. **Section – C** will have 3 question with a choice of attempting any 2 questions. Essay type question will carry 10 marks each.
3. Very short answer type questions would aim at testing critical thinking. Knowledge of Concepts. Facts, Definitions, Laws, Principles, Generalization etc. and also understanding of principal and concepts.
4. Short answer type question would aim at testing knowledge, definitions, laws generalization etc. and also understanding of concepts.

5. Essay type question are to aim at testing the abilities of critical thinking and application of principles taught in theory.

Format of Eighty (80) marks question paper

Question type	No. of Question per Unit	Total No. of Question	No. of Question to be Attempted	Total Marks
Very short Question type	2 per unit	10	10	10x2=20
Short question type	2 per unit	10	5 (one question per unit to be attempted)	5x6=30
Long question type	1 per unit	5	3	3x10=30

Format of Fourty (40) marks question paper

Question type	No. of Question per unit	Total No. of Question	No. of Question to be Attempted	Total Marks
Very short question type	1/2 per unit	4	4	4x2=8
Short question type	1 per unit	3	2	2x6=12
Long question type	1 per unit	3	2	2x10=20

EVALUATION FOR INTERNSHIP PROGRAMME

Evaluation Internship programme will consist of two parts - Internal evaluation & external evaluation the details of which are as follows:

INTERNAL EVALUATION

(II Semester)

Sr. No.	Activity	Marks
1.	School Observation and Engage with fields	20
2.	Practice Teaching in both the pedagogy subjects in Schools (for three weeks) (At least 10 lessons in each subject)	20+20=40
3.	Lesson Observations of the Peer.(Simulated Teaching) (5-5 lessons in both pedagogy subjects)	10+10=20
4.	Criticism lessons (1-1in both pedagogy subjects)	20+20=40
5.	Preparation of one Teaching Learning Material (Teaching aid) in both the subjects	10+10=20
6.	Test (Blue print + question + Evaluation Key)	5+3+2=10
	Total Marks	150
EXTERNAL EVALUATION (II Semester)		
Presentation in one subject		100 Marks

10. WORKING OUT THE RESULT FOR AWARDING DIVISION

1. A candidate in order to be declared successful at the B.Ed. examination shall be required to pass separately in Theory and Practice of teaching.
2. For a pass in Theory a candidate shall be required to obtain 40% marks in the aggregate of all the theory papers.
3. For a pass in Practice of Teaching a candidate shall be required to pass separately in the internal & external examination and obtain at least 40 marks in each.
4. University theory examination will be conducted at the end of each semester and the final division will be awarded on the basis of aggregate marks of the two academic years.
5. Practical examination will be conducted at the end of each semester.
6. The successful candidates will be classified in three divisions and shall be assigned divisions separately in theory and practice of teaching as follows.

Division	Theory	Practice of teaching
I	60%	60%
II	48%	48%
III	40%	40%

B.Ed.
I SEMESTER
SYLLABUS

B.Ed FIRST SEMESTER COURSE STRUCTURE (2023-24)

COURSE NO.	COURSE CODE	PAPER NAME	CREDITS		MID TERM	PR.	END TERM	MAX MARKS
			T	P				
COURSE-1	BED1101	Childhood & Growing up	6	-	20	-	80	100
COURSE-2	BED1102	Contemporary India and Education	6	-	20	-	80	100
COURSE-3	BED1103	Drama and Art Education	-	4		50	-	50
COURSE-4	BED1104	Critical Understand of ICT	6	-	20	-	80	100
COURSE-5	BED1105	Open Air Session/SUPW Camp		4		50	-	50
TOTAL CREDITS AND MARKS			26					400

Course 1 - Childhood & Growing up
COURSE CONTENT

UNIT-I Basic Concepts of Child Development

1. Meaning, Scope and importance of studying Child Development.
2. Methods of study of Children- Case Study. Observation and Field Studies.
3. Basic Concepts in Child Development- Growth V/S Development, Maturation V/S Learning, heredity vs. Environment (Family, Neighborhood, School and Community)
4. Principles of Growth and Development.
5. Stages of Development.

UNIT-II Childhood

1. Development characteristics of Childhood with reference to Physical, Cognitive, Motor, Social, Emotional and Moral aspects.
2. Theories of Development- Piaget (cognitive), Erikson (Psychosocial)
3. Education Implications of Development during Childhood.

UNIT- III Adolescence

1. Characteristic of adolescence development. Physical, Cognitive, Social and Emotional.
2. Difficulties during transition period – Difficulties in Social Transition, Conflicts, Social Attitude and Behavior, Influence of Peers, Conformity and Self assertiveness and Personality Integration.
3. Impact of Urbanization, Economic, Social and Political change on the construction and experience of adolescence.
4. Issue and adolescence –
 - a. Identity crisis
 - b. Idealism and Hero worship
 - c. Gender Issue
 - d. Child Labor
 - e. Changing Family Structures
 - f. Peer Pressures
 - g. Pressure of Competition
 - h. Juvenile Delinquency
5. Critical analysis of significant events e.g. Sexual abuse, Harassment, Gender and Poverty.
6. Guidance and Counseling of adolescent.

UNIT – IV Personality and Mental Health

1. Personality Concept, types and Components of Personality.
2. Psychoanalytic theory of Personality by Freud.
3. Factors affecting Personality development.
4. Assessment of Personality – Projective and Non- Projective Techniques.
5. Mental Health-
 - a. Concept and Importance
 - b. Types of Conflicts and Defense Mechanisms.
 - c. Role of Teacher in Promoting Mental Health

UNIT – V Individual Variation

1. Concepts of Variation and Classroom, Implication with reference to on Intelligence, Aptitude, Creativity, Emotional Stability, Social Adjustment, Self and Interest.

2. Introduction to Socially disadvantaged children who are marginalized on account of class, caste, language ethnicity or gender, first class generation learners.
(Focus should be to understand how different socio political realities construct different childhoods within children's lived contexts: Family, School, Neighborhood and Community through close observation and interaction with children of different socio-economic and cultural backgrounds)
Intelligence, Nature and Characteristics
3. Theories of Intelligence.
 - a. J.P Guilford Structure of Intelligence.
 - b. Howard Garden's Theory of Multiple Intelligence.
 - c. Danial Golemen's Model of Emotional Intelligence.
4. Measurement of Intelligence Types of Intelligence Tests – Verbal, Non –Verbal and Performance Tests.

SESSIONAL/ PRACTICUM

Any Two from the Following:

Practicum no. 1 is compulsory for all.

1. Administration, Scoring, Interpretation and Reporting of one Mental Ability Test and one Personality Test. Any one from the following:
2. Preparation of case history of children from early childhood to adolescence taken from different socioeconomic and cultural background in the context of family, school, neighborhood and community.
3. Study of any one psychosocial issue related to adolescence (Child labour, juvenile Delinquency, pressure of Competition, Gender issue)
4. Study of any one issue represented and highlighted by media (sexual abuse and harassment, poverty, gender, child labour etc.)

**Course 2 - Contemporary India & Education
(Including Gender, school & Society)**

COURSE CONTENT

UNIT-I Indian Society & Education

1. Meaning, Nature & purpose of Education:
 - a. According to different thinkers i.e, Gandhi, Tagore , Aurobindo, J.Krishnamurti,Swami Vivekanand, Rousseau and Dewey.
2. Globalization, Liberalization, and Privatization and their implications in Education.

UNIT- II Education in India

1. Education in pre Independence Period/ Macaulay's Minutes/ and major educational policies during pre Independence British Period.
2. Education in Post independence period-
 - a. Policies regarding Education in post independence Period Specially NPE(1986), RTE (2009)
 - b. Important national documents on Education commission (1966), NCF (2005), Learning without burden (Yashpal committee report), NCFTE (2009)
 - c. Dellore commission report – relevance to Indian Conditions

UNIT-III Challenges in Education

1. Language policy
2. Enhancement of quality in Education and role of SSA and RAMSA in this.
3. Increasing enrollment at different stages.
4. Universalization of Education/ RTE(2009) & its Challenges

UNIT –IV Gender, School and Society

1. Gender Sensitivity and its importance for society.
 - a. Gender Sensitivity and its importance for society.
 - b. Gender discrimination in family
 - c. Gender discrimination in society
 - d. Gender discrimination in school
2. Role of Education, Family, media and legislation in developing gender parity.

UNIT- V Values in education-

1. **Values:** concept and classification, unity of all life and being); tolerance; Values in modern Indian context with the reference to the Indian Constitution. Rights and Duties of a citizen as stated in constitution.
2. Value Education and role of school. Human rights and danger to social security, role of education in safeguarding human rights. Activities helpful in inculcation in values.
3. Environmental Education- role of teacher in promoting conservation of Environment.
4. Education for peaceful and cooperative living.

Practicum/ Sessional work

Attempt any two- (One each from following sections)

Section A

1. Term paper on any one Topic/issues related to Education
2. Two abstraction of any Two articles related to Education

Section B

1. Prepare a report on Co-curricular Activities of a school supporting Environment protection.
2. Case study of any one institution with reference to gender sensitivity.
3. Prepare a report of a group discussion conducted on language Policy/ Constitutional values/ Globalization/ Liberalization/ Privatization.

Course 3 – Drama & Art in Education
(Internal Assessment)
COURSE CONTENT

Note: The entire course will be based on practical oriented.

UNIT – I Visual Arts and Crafts

Experiencing visual and plastic resources and means of creative expression:

1. Exploration and Experimentation with different ‘materials’ of two dimensional and three dimensional Visual Arts- such as lines, strokes, colours, shades, tones, textures etc. by rendering through pencil, charcoal, cryon and pastel, pen and ink, water, poster and acrylic colours, rangoli, alpana, and mandana materials, clay and metal scraps wire, thread, coloured papers, printed materials from magazines and news paper, cardboards and other available throw away materials.
2. Exploration, experimentation and expressing with different techniques of Visual Arts like Sketching; Drawing; Painting; Poster making; chart making; Block and Stencil printing; collage and Mosaic work with a variety of coloured papers and coloured printed picture/photographs from magazines and news paper; Clay modeling; Hanging mobiles and Stables; Paper cutting and folding, and other local crafts work etc.
3. Framing and displaying of Art work.

UNIT – II Performing Arts: Dance, Music, Theatre and Puppetry Performing arts: Music and Dance

Experiencing Rhythmic and kinetic resources and means of creative expression through:

1. Exploration and Experimentation with the terms used in Music and Dance like-Nada, Swara (Shudha, Komal, Tivra), Saptak, Sargham, Mandra, Madhyama, Tar, Arohi Avarohi, Raga, Ragini, Laya, Maatra, Tal, Avartal, Mishra Sam Tal, Gati, Padghat, Classical, Regional and Folk forms of Music and Dance and other related elements.
2. Listening / viewing and exploring Regional Art forms of music and dance through live and recorded performances.
3. Viewing/listening to live and recorded performances of Classical, Traditional and Folk Performing Art forms.
4. Participation and performance in any one of the Regional forms Music/Dance.

(1) Drama : Creative drama

Experiencing all the visual, plastic, Rhythmic, Kinetic and Verbal resources and means of Creative expression through:

1. Exploration and Experimentation with terms used in drama like – Movement (Gati), Gestures (Mudra), Mime (Mukabhinaya) Mono-acting, Improvisation, Acting (Abhinaya) : (Angika, Vachika Aharya and Satwika Abhinaya), Emotions (Bhava), Dialogue (samvad), Play (Nataka), One-act play (Ekanki), Drama-script (Natyalekha), Characterization (Charita chitran), Stage setting (Manch sajja), Stage props (Manch samagri), Costume (Vaish bhusha), Stage lighting (Manchiya prakash) and related elements.
2. Explore and Experiment with observing, Improvising and re-creating the various characters from society by participating in group work whop.
3. Listening/viewing and exploring Regional theatrical and puppetry forms through live and recorded performances.

4. Viewing/listening to live and recorded performances of Modern and Folk drama through live and recorded performances.
5. Participate in live performance in any one of the stage performance of drama prepared during the work shop conducted or for staging on annual function or any cultural event of the institute.
6. Planning stage-setting, costumes designing, make-up and light designing for a performance / presentation prepared by the student-teacher during the work shop or staging on annual function or any cultural event of the institute.

UNIT – III APPRECIATION OF ARTS

1. Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education (based on group discussion and expert's lectures).
2. Difference between Education in Arts and Arts in Education (based on group discussion and expert's lectures).
3. Heritage of Indian visual and performing arts (based on discussion in the group with the help of the sets of slides, selected for the purpose).
4. Identification of different performing Art forms and Artists; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose and watching live performances of these forms in while performed in your region).
5. Knowledge of Indian Craft Traditions and its relevance in day-to-day life an education (based on a set of slides, selected for the purpose and visiting the local craft bazaars).
6. Knowledge of Indian Contemporary Arts and Artists; Visual (based on a set of slides, selected for the purpose).
7. Indian and Regional festivals and its artistic significance (based on group or panel discussion in classroom).

FOLLOWING WORKSHOPS WILL BE CONDUCTED:

One for visual arts and one for Performing arts and drama, conducted of half a day each, of one week duration, for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Art forms learnt during the course should be relevant to the student teachers in their profession. Activities, such as drawing, and painting, rangoli, clay modeling, pottery, mixed collage, woodcraft, toy making, drama, puppetry, dance, music etc. specifically regional forms should be given more emphasis for making arts learner-centered. The focus of the workshops should be on how art forms can be used as tool/method of teaching-learning of Language, Social Sciences, Mathematics and Sciences

PRACTICUM / SESSIONAL WORK

Any one of the following:

1. Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and crafts forms;
2. Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises;
3. Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. on the basis of –
 1. How the artist design their products.
 2. Manage their resources, including raw materials;
 3. Marketing, problems they face; and
 4. How make them aware of these aspects of historical, social, economics, scientific and environmental concerns;

5. Student-teacher should prepare at least two lesson plans in their respective streams of subjects (Science/Maths/Social Sciences/Languages etc.) While integrating different art forms.
6. To prepare a scrap-book on the great artists, musicians, dancers that ricians and craftsman with a write-up on their introduction and art work with all types of photographs and illustrations of their paintings, sculptures, musical concerts, musical instruments, performances and artifacts.

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

College will Conduct Internally

Total Marks: 50	Internal Assessments: 50
Written examination	10 Marks
Practical Examination	20 Marks
Viva Voce	10 Marks
Practicum/sessional work	10 Marks

Course 4 – Critical Understanding of ICT
COURSE CONTENT

UNIT – I ICT in Education

1. Concept of ICT.
2. Need and importance of ICT in Education and E-Learning.
3. Scope of ICT: Teaching learning Process, Academic Support, Evaluation, Research and Administration, Publication.
4. Role of ICT in following areas :
 - a) Curriculum Development
 - b) Curriculum Transaction
 - c) Classroom Environment
 - d) Education Management
 - e) Evaluation

UNIT – II ICT based Resources

Concept, Use, Functioning of the Following ICT resources

1. Computer- Block Diagram, Generation, Characteristics and Uses of Computer, Peripheral Devices, Function and Types of Operating System, Computer Care: - Viruses, Security, Maintenance and PC's and its Brief Specifications as per current Technologies.
2. Radio, TV, News Papers, Overhead Projector, LCD Projector, Slide Projector, Visualiser, Smart Board, Smart Phones, Tablets.
3. Introduction of Networking and Wi-Fi Zone.
4. Recent Developments in ICT.

UNIT - III Use of ICT in School

1. Using Word Processor, PowerPoint and Excel, Using open Source Software.
2. Computer as a Teaching Machine – CAI, CBI, CMI, CALT.
3. Internet :- Introduction, Internet Surfing, Search Engine, Web Browsers, Educational Websites, Social Networking, Cloud Computing, E-Mail, Server, Virtual Classroom, Video Conferencing, Teleconferencing, E-Governance.
4. Challenges in Integrating ICT in School Education.

Unit-IV Introduction of MS-Excel

Worksheet- MS-Excel : Worksheet basics, creating worksheet, entering into worksheet, heading information, data, text, dates, alphanumeric values, saving worksheet, Opening and moving around in an existing worksheet, Toolbars and Menus, Keyboard shortcuts, working with formulae & Autosum, Copying formulae, Worksheet with ranges, formatting of worksheet, Previewing & Printing worksheet, Graphs and charts, Sort & Filter.

Unit-V Knowledge of E-Commerce

E-commerce: Introduction and growth of e-commerce, electronic payment system, e-payment modes- Banking Cards, Unstructured Supplementary Service Data(USSD), Aadhaar Enabled Payment System(AEPS), UPI, Mobile Wallets, Banks Pre-Paid cards, Point of Sale(POS), Internet Banking, Mobile Banking, Micro ATMs, Virtual meeting tools- Zoom, Go To Meeting, WebEx, Google Hangouts, Slack, Google Meet, Google Drive, Face Time, Free Conference Call. Networking, LAN, WAN, MAN, Internet & Applications.

Practical

1. Use of internet for educational content-(a) Use of search engines (b) Searching of e- content tutorials, PPT, Articles etc.
2. Word Processor-(a) Working with Notepad, WordPad and Paint (b) Working with files and folders: creating, copying, remaining deleting etc. (c) Creating a document in Word, saving remaining, deleting, Cut, Coy, Pate (d) Applying basic formatting on to a word document, Alignment, Fonts, Borders and Shadings, Headers and Footers, Print Settings and Previewing (e) Inserting Tables and Chart (f) Mail Merge (g) Creating a Biodata, Letter Head, Newspaper Advertisement (h) Creating Interview Call Letters Using Mail Merge
3. Excel (spreadsheet)-(a) Creating a worksheet, entering data in a work sheet (b) Inserting formula and functions using Formula (c) Inserting graphs and charts into a worksheet (d) Sorting and Subtotals (e) Creating a mark sheet
4. Power Point presentation-(a) creating a new slide show, opening an existing slide show, running a slide show (b) Changing slide design and layout, inserting custom animation (c) Inserting pictures, Diagrams, Movies and sounds, Chart, Table.

Activity Based Sessional (Any One)

1. Prepare an E-Learning Lesson using Internet educational resources in nay teaching subject.
2. Prepare mark-sheet and marks register of a class and its statistical analysis and graphical presentation.
3. Prepare a Bio data and a calendar and time able of a school.

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

College will Conduct Internally

Total Marks: 50	Internal Assessments: 50
Written examination	10 Marks
Practical Examination	20 Marks
Viva Voce	10 Marks
PRACTICUM/SESSIONAL WORK	10 Marks

REFERENCES

1. Abbott Chris, Falmer Routledge (2001). ICT; Changing Education
2. Arora Bansal. Computer Fundamentals.
3. Dyne, Nand Kishore. Information Technology.
4. Kishore, Chavan, Information Technology.
5. Kozma B. Robert (2003). Technology, Innovation and Educational Change: A Global Perspective : a Report of the Second Information Technology in Education Study, Module 2.
6. Mohanty, Laxman and Vohra, Niharika, ICT Strategies for Schools, SAGE.

7. Rajasekar, S. Computer Education and Educational Computing. Neelkamal Publications. Hyderabad.
8. S. Sangman (2001). Microsoft Office 200 for Windows, Pearson Education
9. Sinha, P.K. (1992). Computer Fundamentals. New Delhi: BPB.
10. Subramanian, N (1988). Introduction to Computer. New Delhi: Tata Mc Graw Hill
11. Sudhak, V, Varanasi and Mrunalini. Computer Education. Neelkamal Publications. Hyderabad.
12. बगुल सुरेशचन्द्र, सूचना प्रौद्योगिकी एवं नेटवर्क प्रणाली। रावत प्रकाशन।
13. हरपाल शर्मा, कम्प्यूटर कॉर्सेस। बंसल प्रिन्टर्स, अलवर।

Journals:-

- Educational Technology and Society, Vol. 13, No.2, April 2010. Rodriguez, Patricio; Nussbaum, Misguel; Lopez, Ximena; Sepulveda, Marcos. A Monitoring and Evaluation Scheme for an ICT – Supported Education Program in Schools.
- International Journal of Education and development using Information and Communication Technology, Vol.9, No.1, April 1, 2013. Fu, Jo Shan. ICT in Education: A critical Literature Review and its Implications.

Web Links

- www.learn-ict.org.uk
- www.elmoglobal.com
- www.teachersofindia.org
- www.teach.ict.com
- www.adobe.com

Course 5- Open Air Session / SUPW Camp

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

Performance of students will be evaluated internally.

Objectives of the camp will be as follows:-

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

Suggested activities for Open Air Session / SUPW Camp

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

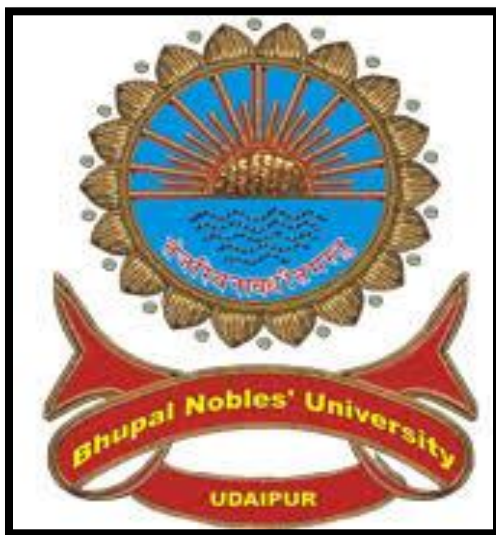
Note : Student teachers will participate in the above mentioned activities in collaborative manner (to develop the feeling of working and living together)

Guideline for assessment

Max Marks 50

S. No.	Activity	Marks
1.	Participation in preparation of Camp	05
2.	Presentation of report of Survey/Creative work	20
3.	Participation in Community Awareness Programme	15
4.	Participation in organizational process/community living / cultural and aesthetic activities	10
	Total Marks	50

BHUPAL NOBLES' UNIVERSITY, UDAIPUR



Scheme of Examination and Course of Studies

FACULTY OF EDUCATION

SYLLABUS (Semester II)

BACHELOR OF EDUCATION (B.Ed.)

DEPARTMENT OF EDUCATION , BHUPAL NOBLES' UNIVERSITY
OLD STATION ROAD, NEAR SEVASHRAM CIRCLE, UDAIPUR-313002

B.Ed.
I I SEMESTER
SYLLABUS

B.Ed. SECOND SEMESTER COURSE STRUCTURE (2023-24)

COURSE NO.	COURSE CODE	PAPER NAME	CREDITS		MID TERM	PR.	END TERM	MAX MARKS
			T	P				
COURSE-6	BED1201	Learning and Teaching	6	-	20	-	80	100
COURSE-7	BED1202	Language across the curriculum	6	-	20	-	80	100
COURSE-8	BED1203-BED1223	Pedagogy Paper-I	6	-	20	-	80	100
COURSE-9	BED1203-BED1223	Pedagogy Paper-II	6	-	20	-	80	100
COURSE-10	BED1224	Internship Programme (School Internship Phase-I)	-	6	-	100	-	100
COURSE-11	BED1225	One Final Lesson of Pedagogy of a School Subject(External Assessment)	-	4	-	100	-	100
TOTAL CREDITS AND MARKS			34					600

Course 6- Learning And Teaching
COURSE CONTANT

UNIT- I Learning and Motivation

1. Learning - Concept and Factors Affecting Learning.
2. Approaches to Learning:
 - a. Approaches to Learning:
Cognitive: Gestalt (Wearthimier, Kofka, Kohler)
Behaviorist: (Pavlov, Thorndike, Skinner)
Social Cognitive: Bandura
 - b. Relevance and the application of the above approaches to learning.
3. Transfer of Learning – Meaning, Types of Transfer and Teaching for Transfer.
4. Motivation – Concept and Significance, Types of Motivation (Intrinsic and Extrinsic), Maslow’s Hierarchy of Needs and Motivational Devices for Classroom Teaching.

UNIT- II Individual Differences and Cognitive processes

1. Individual difference – nature, Types, Causes, Accommodating individual differences in classroom.
2. Understanding differences based on cognitive abilities in children with learning difficulties (for instance, slow learner, dyslexic).
3. Cognitive Processes- Sensation, Perception, Attention, Memory, Concept formation and problem Solving in Learning.

UNIT –III Teaching and Teaching Process

1. **Teaching:**
 1. Concept and Nature of Teaching.
 2. Relationship between Teaching and Learning.
 3. Principles of Teaching.
 4. Levels and phases of teaching.
 5. **Components of Teaching:** Teacher, Student, Teaching- Learning material and Classroom climate.
 6. Interrelatedness of objectives, teaching learning experiences and evaluations.
 7. Content analysis and Task analysis.
2. **Teaching Process:**
 1. Teaching Technology: Concept, Assumption, Characteristic and Components- Planning, organization and Evaluation.
 2. Approaches to teaching – Participatory, Child Centered, Constructivist and Investigatory – Their meaning, characteristics and use in teaching.
 3. Criterion of effective teaching, Methods of assessment of teaching (Classroom observation, Peer assessment, Self reporting and Evaluation by a supervisor).
 4. Teacher behaviour during Teaching: Flander’s Interaction Analysis System.

UNIT - IV Models of Teaching

1. Concept of models of teaching.
2. Element of Models of Teaching.
3. Families of Models of Teaching.
4. Types of Models of Teaching – Richard Suchman’s Inquiry Training Model, Glaser’s Basic Teaching Model, Information Processing Model and Concept Attainment Model.

UNIT - V Teaching as a Profession

1. Definition and characteristics of a profession.
2. Teaching as Profession: why and how.
3. Professional Ethics for Teachers.
4. Strengthening Teaching Profession
 - a. Role of Teachers Organizations at state and national level
 - b. Role of Educational organization in the professional development of teachers (UGC, NCTE, NCERT, Universities and SIERT)
 - c. Role of Teacher Education Institution in the professional development of teachers.
 - d. Role of School and Community in enriching Teaching Profession
5. Balancing personal aspiration and professional obligations by teachers.

SESSIONAL WORK

The student teachers shall undertake any two of the following activities (one from each section)-

I- Section –A

1. Preparing a teaching plan based on constructivist approach / child centered approach / activity based learning.
2. Case study of child with learning difficulties.
3. A comparative study of learning if children belonging to different socio-cultural background.

II- Section – B

1. Study and report on pressures on school teachers.
2. Observation of one student- teacher's behavior during one teaching period (using Flander's Interaction Analysis System).
3. Collection of few success stories of teachers.
4. A case study of professional organization of teachers.

Course 7 - Language across the Curriculum

(Including reading and reflecting on text)

COURSE CONTENT

UNIT – I Language and society

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

UNIT – II Language development

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

UNIT - III Classroom and language

1. Classroom discourse – nature, meaning and medium.
2. Questioning in the classroom- type of questions, why and how of asking of questions, teachers role and control during questioning, encouraging questioning by students.
3. Function of language within and outside the classroom.
4. Classroom as language lab.
5. Role of literature in language learning.

UNIT - IV Reading and writing

1. Reading skills- purpose and methods.
2. Reading in the content areas- science, social science and Mathematics.
3. Reading strategies- note making summarizing.
4. **Process writing** – analysis of children's writing to understand their conception and personality, writing with a sense of purpose, writing to learn and understand.

UNIT – V Reading and Reflecting on text

1. Nature of texts- expository v/s narrative texts, transactional v/s reflective texts
2. Scheme theory- text structure and examining content area.
3. Kinds if text- Textbooks, narratives, autobiographies, field notes, ethnographies.
4. Some practical activities to be conducted in a class-.....
 - a. Read a text and prepare a summery
 - b. Read a document and organize a discussion on it
 - c. Expressing views on editorial of a news paper

SESSINAL WORK

Any two the following:

- 1.** Find out the different languages spoken by the students and prepare a plan to use multilingualism as a teaching strategy.
- 2.** Identify speech defects of a student and make a remedial strategy.
- 3.** Organize an activity based game to motivate students for creative questioning and present its report.
- 4.** Read any empirical, conceptual, historical work or a policy document or studies about schools, teaching, learning or different people's experiences and submit reading reflections.
- 5.** Plan a participatory transaction strategy for language acquisition.
- 6.** Prepare abstracts of any two articles published in reputed journal.

Course 8 & 9 – Pedagogy of Art
COURSE CONTENT

UNIT – I Concept, Nature, and Scope of art as a Discipline:

1. Meaning and Etymology of word 'Art' (Indian and Western context).
2. Various forms of Visual Art; Art of Painting; Sculpture; and Architecture;
3. Concept of Arts or Aesthetics (Indian and Western context).
4. Classifications of art:
 - a. Visual, Performing and Literary arts;
 - b. Classical, Traditional and Folk arts
5. Appreciation of Art.
 - a. Element of Art(Shading)- 6 elements of Indian Painting)
 - b. Principles of Aesthetic order (Principles used in composing art work)
 - c. Language of Arts (Special reference to Indian Art)
6. Arts and Education:
 - a. Modern concept of Integrated Art or Aesthetic Education
 - b. The Changing status of art in general Education
 - c. Systematic study in Art-education.
 - d. Educational values of art and its relations with other school subjects.
7. Aims and objectives of teaching Art at secondary/senior secondary level.

UNIT – II Meaning and Nature of Visual Arts

1. Meaning concept of Visual Arts.
2. Evolution of various forms of Visual Arts:
3. Nature of Visual Arts:
 - I. Two dimensional Techniques of Visual Arts.
 - a. Drawing and Painting: Water colour, Oil colour and other mediums.
 - b. Collage, Mosaics, Print arts (Stencil Lino-cut, Wood-cut, Colograph and Etching etc.)
 - c. Rajasthani Folk and Traditional Visual arts- Manadana, Alpana, Rangoli and kawad Paintings, Murals, Rajasthani miniature and Pichwai Painting etc.
 - II. Three dimensional Techniques of Visual Arts:
 - a. Clay work, Paper mashie work, Creation with waste material. Mask making, Puppet making etc.
 - b. Rajasthani Kathputli, Terracotta sculptures (Molela)

UNIT – III Nature Creative Expression and Aesthetic Sensibilities of Child through Art activities:

1. **Art and Creativity:**
 - a. Concept and importance of creativity in human life
 - b. Art and creativity
 - c. Developing Self Expression through creative art activities;
 - d. Role of arts in developing the child's creative art activities;
 - e. Importance of creative art activities in various stage of school education.
 - f. Characteristics of the child Arts.
 - g. The Child as creative Artist.

- h. Different developmental stages of child's creative expression:
 - i. The Scribbling Stage (Beginning of Self-Expression)
 - j. The Pre-Schematic Stage (The stage of first representational attempts)
- k. The Schematic Stage (The stage of achievement of form concept).
 - l. The stage of Dawning Realism (The Gang age).
- m. The Pseudo-realistic stage (The stage of Adolescent)
- n. The stage of reasoning.(Final stage of decision making).

2. Arts and Aesthetics

- a. Concept and importance of Aesthetic Sensibility in human life.
- b. Art and Aesthetics (Indian and Western Context)
- c. Developing Aesthetic values and Aesthetic Sensibilities through Art Teaching.
- d. Developing harmonious personality of child through teaching of Arts;

UNIT – IV Planning and Instructional Support System in Art:

- 1. Principles of classroom teaching of Arts.
- 2. Planning of teaching Art:
 - a. Need and Importance of Planning in Teaching Art activity.
 - b. Analysis and organization of Creative Art Activity.
 - c. Planning of Yearly, Unit and Daily teaching plan in Teaching of various Creative Art activities.
- 3. Classroom, its management and organization.
- 4. The methods of teaching in art:
 - a. Traditional method of teaching Art: Copy and Dictated method
 - b. Method of Free-Expression
 - c. Method of Assigned topic
 - d. Demonstration method.
 - e. Media Method
- 5. **Innovative Practices in Teaching Art**
 - a. Constructivist Approach
 - b. Group Teaching
- 6. Life history of eminent artists and their contribution-

UNIT – V Evaluation in teaching of arts:

- 1. Purpose and Concept of Evaluation in Teaching of art.
- 2. Continuous and comprehensive Evaluation.
- 3. Techniques of Evaluation:
 - a. Teacher made test
 - b. Designing examination paper and Blue- Print
 - c. Development of test items – various types of test question (Essay, short answer, and objective types) and their uses.
 - d. Progress assessment of development of art activities through:
 - e. Self evaluation;
 - f. Peer assessment;
 - g. Group evaluation;
 - h. Criteria-based checklist.
 - i. Group evaluation

- j. Criteria- based checklist
- k. Self –reflection
- l. Respond to the work of others
- m. Portfolio
- n. Evidence of learning: art works performances, presentations, photographs, videos etc.
- o. Preparation of achievement test-its administration, analysis and reporting.

SESSIONAL WORK

Any two of the following:

1. Prepare at least two innovative activity plans in either Collage; Mosaics or Print Media.
2. Documentation of the processes of any one Visual Arts form with the pedagogical basis such as Oil, Panting, Murals, Collage, Mosaics and Print making etc.
3. Prepare a scrap-book on the one of the great Tradition of Indian Painting, Sculptures and Architectures with a write-up on its introduction, location and art works of the period with all types of photographs and illustrations of the paintings, sculpture, and architectural monuments.
4. Life and contribution of any one eminent artist/Sculptor.
5. Submission of any two self prepared art works by the student teacher.
6. A critical review of any school of art (Indian or Western classical/ traditional/folk as schools).

Course 8 & 9 – Pedagogy of English
COURSE CONTENT

UNIT – I Nature of language as a Discipline

1. Nature of language as a discipline.
2. Importance of studying English as a subject as a subject in the context of changing global scenario.
3. Nature and Concept of English as a language.
4. Development of English in India.
5. Constitutional provisions and policies of language education: Position of languages in India; Articles 345-35, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992; NCF -2005.
6. Aspect of Linguistic Behavior: language as a role governed behavior and linguistic variability; Pronunciation, linguistic diversity and its impact on Urdu pedagogical implication; Speech and Writing.
7. Linguistic System: The organization of sound: The structure of sentences: The concept of universal grammar; Nature and structure of meaning: Basic concept in phonology, morphology, syntax and semantics; Discourse

UNIT - II English as a School subject

1. Aims and objectives of teaching English at secondary and senior secondary level.
2. English as a language of knowledge; English as first, second and third language; English as mother tongue; English as communicative language; English as Media language.
3. Importance and function of English Language.
4. Role of English language in promoting national integration.
5. Role of English language in India Independence movement.
6. Position of English in Pre-and post-partition of India.
7. Present position of English in our country.
8. Position of English language in the present educational system as prevalent in the state of Rajasthan.
9. Suggestions for a better place of English language in syllabi.
10. Different forms of English (Formal, Informal, Written and Spoken)
11. Correlation of English with other school subjects.
12. Difference between language as a school- subject and language as a means of learning and communication
13. Multilingual classroom; multicultural awareness and language teaching.

UNIT - III Teaching of English language skills

(a) Listening:

1. Concept of listening in second language
2. The phonetic element involved in listening at the receptive level (Monophthongs, diphthong, consonants, pause, juncture, stress, accent, beat, intonation, rhythm)
3. Listening skills and their sub-skills.
4. Techniques of teaching listening.
5. Role of teaching aids in teaching listening skills
6. Difference between hearing and listening
7. Note - taking.

(b) Speaking:

1. Concept of speaking in English as a second language.
2. Phonetic transcription
3. The stress system
4. Use of pronouncing dictionary.
5. The phonetic elements involved in speaking at the receptive level
6. Technique of teaching speaking skills and pronunciation practice and
7. Drills – Ear Training, Repetition, Dialogues and conversation
8. Role of A.V. aids in teaching speaking skills

(c) Reading skills:

1. Concept of reading in second language
2. Mechanics of reading (Eye, span, pause, Fixations, Regression and speed)
3. Types of reading: Skimming, Scanning Silent reading, reading aloud, Intensive reading, Extensive reading, genuine reading comprehension.
4. Relating teaching of reading to listening and speaking skills
5. Role of text book
6. Cloze procedure, Maza method use of dictionary in teaching reading skills.

(d) Writing Skills;

1. Concept of writing in first language and the second language
2. Types of composition- oral, written, controlled guided, contextualized and integrated composition.
3. Teaching the following items keeping in view their style, ingredients and mechanics; Letters (Formal and informal), essay, report, telegram, e-mail, notice, précis, paragraph, developing stories, note making.
4. Correction of Written Work.

UNIT – IV Pedagogical analysis and mode of learning in English

(a) Approaches, methods and techniques

1. Maxims and principles of teaching English.
2. Difference between approach, method and techniques.
3. Study the approaches & methods below in the light of – Psychological factors affecting second language learning, nature of English language, Classroom environment and condition and Language functions;
4. Whole language approach, Structural- Situational approach, communicative approach, task based approach, eclectic approach
5. Direct methods, Bilingual Method, PPP (Prestation, Practice, Production) method, ESA (Engage, Study, Activate) method, audio-lingual method.
6. CALL (computer assisted language learning) and CALT (Computer assisted language teaching)
7. Role play, simulation, group work and drill technique.

(b) Planning of English language teaching-Pedagogical analysis (with reference to Identification of concepts involved , Learning behavioral outcomes, Teaching

(c) **learning experience, Evaluation techniques) of the following topic of senior secondary course prescribed by RBSE.CBSE**

1. Preparing Annual plan, unit plan and daily lesson plan
2. Prose lessons- Content analysis; Planning for teaching the content and skills in the following order:- New lexical items; new structure items; Reading comprehension; Textual exercise; Composition
3. Poetry lessons- Component of poetry; The place of poetry teaching in school curriculum; Concept, aims and objectives of teaching poetry in second language; Difference between prose and poetry teaching(in the light of their aims , objectives, content and teaching procedure) Steps of preparing a lesson plan on poetry.

UNIT-V Evaluation & Assessment of Student Performance in English:

1. Importance and concept of evaluation.
2. Various devices of testing and their need.
3. Preparation of Achievement test along with blue print, content analysis, scoring key and marking scheme.
4. Qualities of good test.
5. Diagnostic Test and remedial programs.
6. Continuous and comprehensive evaluation.
7. Testing language skills, lexical and structural item, prose and poetry.

PRACTICUM/ SESSIONAL WORK

ANY TWO OF THE FOLLOWING;

1. Take a few passages from science, Social Science and Maths textbooks of class textbooks of classes VI to XII and analysis:
 - a) How have the different registers of language been introduced?
 - b) Does the language clearly convey the meaning of the topic being discussed?
 - c) Is the language learner-friendly?
 - d) Is the language too technical?
 - e) Does it help in language learning?
2. Prepare a report on the status of language given in the constitution of India and language policies given in the Kothari commission, NPE-1986, POA-1992 and NCF-2005.
3. On the basis of the English Textbooks (VI to XII) prepare a list of topic and activities given on:
 - a) Language and Gender
 - b) Language and peace. Write a report on their reflection in the textbooks.
4. Prepare a questionnaire. Interview ten people and write a report on “English Language in India”.
5. An action research report on comparison of effectiveness of two teaching plan on different methods.
6. Analysis of advertisement in media, with reference to language and gender.
7. Life sketch of any eminent literary figure of English Language.

Course 8& 9 – Pedagogy of Economics
COURSE CONTENT

UNIT – I Nature of Discipline

1. Nature of Social Science, NCF 2005 position paper of Social science.
2. Meaning, Nature, Scope and importance of Economics
3. Origin and Development.
4. Methods of study in economics-Economics Survey, Observation, Case Study and interview.
5. Contribution of eminent economists.
 - a. Western –Thomas /Malthus, Alfred Marshall, Adam Smith.
 - b. Indian- Chanakay, Amartaya Sen,
6. Human Values and Economics.

UNIT – II Economics as a Subject in School curriculum

1. Need and importance of Economics at secondary level.
2. Correlation of Economics with other subject: Commerce, Geography, Mathematics, Statistics, history, Civics etc.
3. Scope of Economics – Economic institution such as Banking, Small Industry etc. Economic relation- local, national and international level, Economical structure of a financial sector.

UNIT – III Pedagogy of Economics

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

UNIT – IV Planning and Strategies

1. Annual Plan, Units Plan, Daily Teaching Plan – Concepts and features.
2. General principles and maxims of economics teaching.
3. Methods of teaching Economics-
 - a. Inductive and Deductive method
 - b. Problem solving method
 - c. Project method
 - d. Discussion method
 - e. Constructivism
4. Selection of appropriate techniques at secondary level in Economics Teaching
 - a. Illustration with examples
 - b. Questioning Technique
 - c. Data Representation and Interpretation
 - d. Computer Assisted Instruction (CAI)

UNIT – V Evaluation in Economics

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

PRACTICUM/SESSIONAL WORK

Any Two of the following:

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

Course 8 & 9 – Pedagogy of Geography**COURSE CONTENT****UNIT – I Nature of Social science as a discipline**

Nature of Social Science as a discipline. Position of Geography in social sciences, correlation of geography with other disciplines, salient's features of NCF (2005) Position Paper on Social Science.

UNIT - II Geography as a subject in schools

1. Meaning and Nature of Geography, Modern concept and main branches, Contribution of different schools in development of geography-determinist, Possibility & neo determinist, Place o geography in school curriculum, Importance of geography in daily life. Correlation of geography with other school subjects.
2. Aims and Objectives of Teaching geography at Secondary and Senior Secondary Level. Role of geography teaching in developing international understanding. Geography teaching in the light of sustainable future.

UNIT – III Pedagogy of geography

1. Basic concept of geography
 - a. Geosphere
 - b. Physical, human and regional geography
 - c. Culture appraisal of the earth
 - d. Spatial distribution and interaction
2. Pedagogical analysis of the following
 - a. Temperature zones of the earth
 - b. Weather, climate and season
 - c. Maps as tools in geography learning
 - d. Indian Monsoon
 - e. Latitude and longitudes

UNIT – IV Planning for Teaching Geography

1. Analysis and organization of subject matter.
2. Planning fir teaching and learning –annual plan, unit plan and daily plans.
3. Important skills for classroom teaching – Lecture and narration questioning, discussion, dialogue, demonstration.
4. Interactive, constructivist, critical pedagogies in geography.
5. Development of different skills- Observation, oral, practical and cartographical.
6. Planning outdoor activities and geographical excursion.
7. Study of Local geography
8. Geography club

UNIT – V Assessment in Geography

1. Evaluation in Geography – Need and importance.
2. Continues and comprehensive evaluation in Geography.
3. Construction of Blue Print and achievement Test, Essay, Short Answer and objective type test.
4. Diagnoses of Learning difficulties and Organization of remedial teaching in geography.

SESSIONAL WORK/PRACTICUM**Any two out of the following**

1. Preparation of a plan to study local geography
2. Construction of an achievement test in geography
3. Preparing a project report/field visit report related to geography
4. Preparing a scrapbook related to some geographical issue.
5. Preparation of PPP slides on a topic of geography
6. Geographical interpretation of a toposheet.
7. Study of the activities of a geography club of a school.
8. Critical Analysis of RBSE Question Paper of Geography of Senior Secondary Examination.

Course 8& 9 - हिन्दी का शिक्षण शास्त्र
पाठ्यक्रम –विषयवस्तु

इकाई – I भाषा का अर्थ, महत्व, भाषिक समस्या तथा शिक्षण उद्देश्य।

1. भाषा का अर्थ, महत्व तथा मातृभाषा एवं मानक भाषा की समझ।
2. संविधान और शिक्षा समितियों के प्रतिवेदनों में भाषा की स्थिति।
3. भारत की भाषिक समस्या, त्रिभाषा सूत्र तथा गाँधी जी द्वारा भाषा के सम्बन्ध में व्यक्त किये विचार।
4. भाषा शिक्षण के उद्देश्य एवं व्यवहार गत परिवर्तन।
5. बाल साहित्य का अर्थ एवं विधाएँ तथा पाठ्यक्रम में साहित्य को पढ़ना, पढ़ाना एवं अनुवाद करना।
6. पाठ्यक्रम में मीडिया की भूमिका, महत्व, उद्देश्य एवं प्रासंगिकता।

इकाई – II भाषा का वैज्ञानिक स्वरूप तथा भाषायी व्यवहार के विविध पहलू

1. भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से)
2. भाषा कौशलों के विकास हेतु मौखिक, लिखित एवं सृजनात्मक अभिव्यक्ति का विकास।
3. भाषा अर्जन एवं अधिगम का दार्शनिक, सामाजिक तथा मनावैज्ञानिक आधार
4. भाषा सीखने-सिखाने की बहुभाषिक दृष्टि।
5. भाषायी व्यवहार के विविध पहलू (विभिन्न बोलियाँ, क्षेत्रीय भाषा एवं मानक भाषा)

इकाई –III हिन्दी शिक्षण के आधारभूत कौशल, सूत्र तथा अन्य विषयों से सम्बन्ध

1. हिन्दी भाषा के आधारभूत कौशल— सुनना, बोलना, पढ़ना व लिखना एवं भाषा के माध्यम से सृजनात्मकता का विकास
2. हिन्दी भाषा शिक्षण के सूत्र एवं सिद्धान्त
3. हिन्दी भाषा का अन्य विषयों से सहसम्बन्ध
4. हिन्दी शिक्षण में चुनौतियाँ

इकाई – IV हिन्दी शिक्षण की विभिन्न विधाएँ

1. गद्य शिक्षण – उद्देश्य, विधियाँ एवं पाठ योजना।
2. पद्य शिक्षण बोध पाठ, रस पाठ एवं उपयोजना पाठ। (बोध पाठ व रस पाठ का मिश्रित रूप)
3. नाटक एवं एकांकी शिक्षण – अभिनयात्मक पाठ— मचीय विधि।
4. व्याकरण एवं रचना शिक्षण।
5. इकाई एवं वार्षिक इकाई, दैनिक शिक्षण योजना, इकाई जाँच पत्र तथा नील पत्र का निर्माण।

इकाई— V हिन्दी शिक्षण में सहासक सामग्री एवं नवाचार

1. दृश्य-श्रव्य सामग्री (रेडियो, टेलिविजन, ओ.एच.पी., लिगवाफोन, चित्रकथा, टेपरिकॉर्डर आदि)
2. भाषा प्रयोगशाला।
3. सह-संज्ञात्मक गतिविधियों की रूपरेखा (चर्चा, वाद-विवाद, अन्त्याक्षरी, निबन्ध, नाटक, एकांकी, समुह कार्य)
4. भाषा शिक्षण में नवाचार (अभिनयीकरण, समस्या पूर्ति, काल्पनिक लेख आदि)
5. निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण।

सत्रीय कार्य

निम्नांकित में से कोई दो

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

Course 8 & 9 Pedagogy of History
COURSE CONTENT

UNIT – I Nature of Discipline

1. Nature of Social Science, NCF 2005 position paper of Social Science.
2. Concept, Nature, Philosophy, Scope, Importance of History and Historical development of History as a discipline.
3. Contribution of Eminent Historians- Herodotus, Rake, Croche, Collingwood, Coltood Bipin Chandra, Satish Chandra, Sardesai, P.K. Basu, R.C /majumdar, Jadugar Sarkar

UNIT – II History as a Subject on School Curriculum –

1. Need and Importance of History at Senior Secondary level.
2. Correlation of History with other subject- Geography, Political Science, Economics, Social Science, Art & literature , Mathematics.
3. Scope of History- Development of human civilization, History of development of- Society, Cities and Urban Centers.
4. Renaissance
5. Industrial Revolution.

UNIT – III Pedagogy of History-

1. Aims and objectives of the following topic of History.
2. Pedagogical analysis of the following topics of History.
 - a. Changing cultural traditions.
 - b. Confrontation of cultures.
 - c. Paths to modernization.
 - d. The industrial revolution.
 - e. Issue in Social History: Caste, Class, Kinship and Gender.

UNIT – III Planning and Strategies-

1. Annual plan, unit plan, daily teaching plan, Concept and Feature.
2. Historical Survey, Observation, Case Study.
3. Methods of teaching History: Lecture cum demonstration method, project method, Story Telling, Role Playing, Supervised Study, Source Method, Discovery and Socialized Recitation Method.
4. Constructivist approach, Investigatory approach, Computer assisted instruction.
5. Field Trips
6. Historical Sources (primary and secondary) and their critical Evaluation.

UNIT – IV Assessment and Evaluation-

1. Concept of Evaluation.
2. Concept and advantages of Continuous and Comprehensive Evaluation.
3. Different types of questions, Blue print and Construction of Achievement Test.
4. Importance and construction of Diagnostic test and Remedial teaching.
5. Different Evaluation tools and techniques – Observation, Written Test, Open Book Test.

PRACTICUM/SESSIONAL WORK

Any Two of the following-

- 1.** Abstract of two published papers related to History in reputed Journals.
- 2.** Identify the student with less than 60% marks in History, diagnose their difficulties and suggest appropriate remedial measures.
- 3.** Preparation of a scrap book related to the current issues of History.
- 4.** A Study of any one aspect of current Historical issue and preparation of report.
- 5.** Life sketch of a prominent historian.
- 6.** Preparation of an report on local heritage.

Course 8 & 9– Pedagogy of Home Science
COURSE CONTENT

UNIT – I Nature of Discipline

1. Nature of Science, NCF 2005 position paper of Science.
2. Concept, Nature, and Scope of Home Science.
3. Developmental perspective of Home Science.
4. Process skills in Home Science such as :- Observation, Demonstration, Experimentation, Handling appliances used in Home Science Laboratory etc.
5. Development of Scientific attitude, Scientific Temper, and Fostering Creativity through Home Science.
6. Contribution of Eminent Indian Home Scientists – Dr. Rajammal P. Devadas, Dr. Hansa ben j. Mehta, Dr. Durga bai Deulkar, Dr. Anupa Siddu and Dr. S. Ananda Lakshmy.

UNIT – II Home Science as a Subject in School Curriculum

1. Essential Characteristics of Home Science as a subject.
2. Importance of Home Science in school curriculum.
3. Correlation of Home Science with other subject.
4. Home Science teaching in the context of family and community.

UNIT - III Pedagogy of Home Science

1. Aims and objectives of teaching Home Science.
2. Content cum Pedagogical analysis of the following topics of Home Science–
 - a. Fabric finishing (Dyeing and Printing)
 - b. Cleaning material and Stain removal.
 - c. Problems of adolescence and its Management.
 - d. Common childhood diseases and immunization.
 - e. Consumer problems and consumer protection.
 - f. Saving and investment.
 - g. Food groups, Balanced diet and Malnutrition.
 - h. Food preservation.
3. **Methods of cooking.**

UNIT – IV Planning and Strategies

1. Annual plan, unit plan, daily teaching plan, Concept and Features.
2. Methods of teaching home Science: Lecture cum demonstration method, Laboratory method, Project method, Panel discussion, Problem solving, Role play, brain storing.
3. Constructivist approach, Investigatory approach, Computer assisted instruction, Collaborative learning.

UNIT – V Assessment and Evaluation

1. Concept of Evaluation
2. Concept and advantage of Continuous and Comprehensive Evaluation.
3. Different types of question, Blue print and Construction of Achievement Test.
4. Importance and construction of Diagnostic test and Remedial measures.
5. Evaluation of practical work in Home Science.
6. Home assignment- Planning and Evaluation.

PRACTICUM/SESSIONAL WORK

Any two of the following –

1. Life sketch of an eminent Home Scientist.
2. Abstract of two published papers related to Home Science in reputed Journals.
3. Any hand made preparation of stitching / embroidery, panting. Tie and dye and batik etc.
4. Identify weak students of Home Science and plan a diagnostic and remedial program for them.
5. Staging a short play (drama) on any current social of family issue and drafting a reports. (The student teachers shall have to submit the script of the short play)
6. Prepare a scrap book on current issue highlighted by media related to Home Science.
7. Any two Best out of waste' preparation and submission.

Course 8 & 9 – Pedagogy of Music

COURSE CONTENT

UNIT – I Nature of Discipline

1. Origin and development of Indian classical music from saved to present time as a discipline.
2. Relationship of music with other discipline such as art, dance, Theater and literature.
3. Muslim influence on Indian music.
4. Rejuvenation of Indian classical music & critical appraisal of the means adopred for the rejuvenation.
5. Role of music in developing social Harmony.

UNIT – II Music as a subject in school curriculum

1. Nature, scope and importance of music at school stage.
2. Correlation of music with other school subjects.
3. Characteristics of Indian classical music, main feature of Hindustani and South Indian styles f music.
4. Aims and values of teaching music at secondary and senior secondary school.
5. Music and Aesthetic development.
6. Role of music on stress management.
7. Therapeutic values of music.

UNIT – III Pedagogy of Music

Pedagogical analysis of the following topics of music-

1. Raga
2. That
3. Taal
4. Swar

UNIT – IV Planning and Strategies-

1. Principles of reaching music.
2. Developing Annual Plan, Unit plan and daily reaching plan.
3. Methods and techniques of reaching of music-
 - i. Demonstration, explanation, questioning, & dramatization
 - ii. Methods of teaching Indian classical music and folk music.
4. Voice training , Ear training, mind training and aesthetic appreciation.

UNIT – V Concept of Evaluation in Music

1. Evaluation tools and technique in music
 - a. Written test
 - b. Practical tests
2. Preparation of an achievement test: Blue print, Types of question and Scoring.
3. Diagnostic and remedial teaching of music.
4. Discovering musical talents and aptitude and their measurement.

Any two out of the following-

1. Survey of activities of any music institution.
2. Collection of patriotic songs /CD(Five)
- 3.
4. Developing a Remedial Programme in Music
5. Administration & Reporting of Musical aptitude test
6. Case study of musical talent
7. Collection of five Indian classical songs and writing their notations.

Course 8 & 9 – Pedagogy of Political Science
COURSE CONTENT

UNIT – I Nature of Political Science as a Discipline-

1. Nature and scope of political science.
2. Importance of Political Science in school curriculum.

UNIT – II Political Science as a School subject-

1. Nature and scope of political science.
2. Importance of political science in school curriculum.
3. Developmental Perspectives of Political Science.
4. Contribution of eminent Political Thinkers.
 - a. Indian- Kautilya, Mahatma Gandhi, Bhimrao Ramjee Ambedkar
 - b. Western- Plato, Aristotle, Rousseau.
5. Aims and objectives of teaching of Political Science.
6. Co- relation of Political Science with other School Subject.

UNIT – III Planning and strategies-

1. Annual plan, Unit plan, Daily Teaching Plan-Concepts and features.
2. Methods of Teaching Political Science
 - a. Lecture –cum demonstration method.
 - b. Project Method.
 - c. Problem Solving method.
 - d. Socialized Recitation method.
 - e. Discussion method.
3. Techniques and Devices of teaching Political Science.
 - a. Questioning Technique.
 - b. Interview Technique.
 - c. Illustration with example.
 - d. Role Playing 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 and Sr. Secondary level.
 - a. Liberty
 - b. Equality
 - c. Social Justice
 - d. Rights
 - e. Secularism
 - f. Nationalism
 - g. Citizenship
 - h. Peace

UNIT – V Assessment and evaluation in Political Science-

1. Purpose and concept of evaluation.
2. Preparation of an achievement test in Political Science along with Blue Print, Content analysis, Scoring key and marking scheme.
3. Diagnostic testing and Remedial Programme.
4. Concept and advantages of continuous and comprehensive evaluation (CCE).

SESSIONAL WORK

Any Two of the following:-

- 1.** Make a Scrap Book on any National Political issue.
- 2.** Construction of an achievement test with Blue Print, content analysis, marking scheme and scoring key, its administration and interpretation.
- 3.** A Power Point presentation related to any topic of Political Science.
- 4.** Abstracts of two published papers related to Political issue.
- 5.** To present a report of functioning of the institutions like municipal council/ gram panchayat/ cooperative society.
- 6.** Life sketch and contribution of any one prominent Indian Political Thinker.

Course 8 & 9 - Pedagogy of Psychology
COURSE CONTENT

UNIT – I Nature of Discipline

1. Concept, Nature, Branches and Importance of psychology.
2. Subject matter of Psychology.
3. Historical perspective of psychology.
4. Place of Psychology in modern life (a brief and general account)
5. Contribution of Psychology in the various personal, familial social, educational, occupational and clinical aspects of human life.
6. Eminent Psychologist: B.F Skinner Sigmund Freud, Albert Bandura, Jean Piaget, Carl Rogers, William James, Erik Erikson, Ivan Pavlov, Kurt Lewin.

UNIT – II Psychology as a Subject in School Curriculum-

1. Need and importance of Psychology in the school curriculum – its unique nature and place in human life, its importance in developing understanding about self and other people.
2. Relation of Psychology with Education, Sociology, Physiology and other biological science, Anthropology, Management, Mathematics, Media sciences and Cybernetics (general)
3. Scope and utility of psychology in various human fields.

UNIT – III Pedagogy of Psychology

1. Aims and objectives of teaching Psychology.
2. Pedagogical analysis of the following topics of Psychology.
 - a. Intelligence
 - b. Ego and Personality
 - c. Mental Disorder
 - d. Sensation and Perception
 - e. Motivation and Emotion
 - f. Memory Process

UNIT – IV Planning and Strategies.

1. Annual plan, unit plan, daily teaching plan- Concept, Need and current Features.
2. Basic Teaching strategies.
3. Class –room based experimental studies.
4. Laboratory based-experimental studies.
5. Field based – survey, project, field visit of various forms.
6. Observation.
7. Clinical –case study.
8. Methods of teaching Psychology:
 - a. Lecture cum demonstration method,
 - b. Inductive-Deductive Methods
 - c. Project method,
 - d. Story Telling,
 - e. Role Playing
 - f. Source Method,
 - g. Dramatization
9. Various Approaches to teach Psychology-

- a. Constructivist approach
- b. Investigatory of inquiry approach
- c. Computer assisted instruction,

UNIT – V Assessment and Evaluation

1. Concept of Evaluation.
2. Concept and advantage of Continuous and Comprehensive Evaluation.
3. Different types of questions, Blue print and Construction of Achievement Test.
4. Importance and construction of Diagnostic test and Remedial teaching
5. Different Evaluation tools and techniques- Observation, Written Test, Open Book Test.

PRACTICUM/SESSIONAL WORK

Any Two of the following-

1. Abstract of two published papers related to Psychology in NCP Journals.
2. Identify the Special Needy student Psychology diagnose their difficulties and suggest appropriate remedial measures.
3. Preparation of a scrap book related to the Psychological Disorder.
4. Term paper on any one Topic/ Issues related to Psychological Problem in Adolescent.
5. Preparing presentation related Psychological issue at Se. Secondary level.

Course 8 &9 – संस्कृत का शिक्षण शास्त्र पाठ्यक्रम

इकाई – I भाषा की भूमिका, संस्कृत भाषा की स्थिति, महत्व एवं तत्व

- 1- भाषा की भूमिका, भाषा एवं समाज, भाषा एवं लिंग, भाषा एवं पहचान (अस्मिता), भाषा एवं शक्ति।
- 2- घर की भाषा एवं विद्यालय की भाषा, अधिगम में संस्कृत की केन्द्रिता।
- 3- भारत में संस्कृत भाषा की स्थिति—
 - a. भाषा शिक्षा सम्बन्धी संवैधानिक प्रावधान (धारा 343 - 351ए 350 अ)
 - b. संस्कृत भाषा संबंधी नीतियाँ— संस्कृत आयोग (1956-57), कोठारी आयोग (1964-66)
 - c. राष्ट्रीय शिक्षा नीति (NPE)-1986, क्रियान्वयन कार्यक्रम (POA)-1992
 - d. राष्ट्रीय पाठ्यचर्या रूपरेखा— 2005 (भाषा शिक्षा)—संस्कृत की स्थिति
- 4- संस्कृत भाषा का महत्व, संस्कृत भाषा एवं साहित्य, संस्कृत भाषा एवं भारतीय भाषाएं, संस्कृत भाषा का संरचनात्मक, सांस्कृतिक एवं सामाजिक महत्व, आधुनिक भारतीय भाषा के रूप में संस्कृत का महत्व, विद्यालय स्तर पर संस्कृत शिक्षण से सम्बन्धित अनुभूत समस्याएँ।
- 5- संस्कृत भाषा के तत्व शब्दरूप, लिङ्ग-ज्ञान, धातु रूप (दश लकार), सर्वनाम रूप, विशेषण रूप, अव्यय, उपसर्ग, प्रत्यय, सन्धि, समास, विभक्ति (कारक), वाक्य परिवर्तन का ज्ञान एवं प्रयोग

इकाई – II संस्कृत भाषा शिक्षण के सिद्धान्त, सूत्र एवं उद्देश्य

- 1- संस्कृत भाषा शिक्षण के सिद्धान्त, कक्षा शिक्षण के सामान्य सिद्धान्त, बोलने व लिखने में अनुरूपता का सिद्धान्त अभ्यास का सिद्धान्त आदि।
- 2- संस्कृत भाषा सिद्धान्त के सूत्र
- 3- संस्कृत शिक्षण के उद्देश्य
 - a. सामान्य एवं विशिष्ट उद्देश्यों में अन्तर
 - b. विभिन्न स्तर पर संस्कृत शिक्षण के उद्देश्य (उच्च प्राथमिक, माध्यमिक एवं उच्च माध्यमिक)
 - c. विशिष्ट उद्देश्यों का व्यवहारगत शब्दावली में निर्धारण

इकाई – III संस्कृत भाषा शिक्षण कौशल, विधियाँ एवं उपागम

- 1- संस्कृत भाषा शिक्षण कौशल श्रवण, भाषण, वाचन एवं लेखन कौशलों का सम्प्रम्यय, महत्व एवं विकास, भाषायी शिक्षण कौशलों को विकास करने की पाठ्यसहगामी गतिविधियाँ श्लोकपाठ, संस्कृत गीत पाठ, अनुच्छेद लेखन, कथा लेखन, पत्र लेखन, कक्षा पत्रिका भित्ति पत्रिका, विद्यालय पत्रिका, अन्त्याक्षरी, कवि दरबार, समस्यापूर्ति, प्रश्नोत्तरी, सृजनात्मक लेखन, भाषायी खेल।
- 2- संस्कृत भाषा शिक्षण की विधियाँ, पाठशाला विधि, पाठ्यपुस्तक विधि, व्याकरण-अनुवाद विधि, प्रत्यक्ष विधि, द्विभाषा विधि।
- 3- संस्कृत भाषा शिक्षण के उपागम, मौखिक उपागम, संग्रन्थन उपागम एवं सम्प्रेक्षण उपागम।

इकाई –IV संस्कृत साहित्य की विभिन्न विधाएं, पाठ नियोजन, शिक्षण एवं अधिगम सामग्री

- 1- संस्कृत साहित्य की विभिन्न विधाएं जैसे – गद्य, पद्य कथा, नाटक, व्याकरण एवं रचना के सम्प्रत्यय, महत्व, शिक्षण प्रणालियां एवं सोपान।
- 2- इकाई योजना एवं पाठ योजना का नियोजन।
- 3- इकाई योजना का सम्प्रत्यय, महत्व एवं सोपान।
- 4- पाठ्ययोजना का सम्प्रत्यय, महत्व एवं सोपान।
- 5- इकाई योजना एवं पाठ योजनाओं का निर्माण एवं शिक्षण।
- 6- शिक्षण एवं अधिगम सामग्री और साधन

प्रिन्ट मीडिया व अन्य वाचन – सामग्री जैसे – अधिगमकों द्वारा चयनित पुस्तकें, पत्रिकाएं, समाचार पत्र, कक्षा पुस्तकालय आदि।

दृश्य- श्रव्य साधन जैसे –वस्तु, चित्र, रेखाचित्र,, मानचित्र, प्रतिकृति, श्यामपट्ट, फ्लेश कार्ड, टेप रिकार्डर, पारदर्शी, रेडियो, कम्प्यूटर एवं सीडी इत्यादि।

इकाई – V संस्कृत में आकलन

संस्कृत में विभिन्न प्रकार के प्रश्नों का निर्माण –

- 1- वस्तुनिष्ठ प्रश्न – रिक्तस्थान पूर्ति प्रश्न, बहु विकल्पीप्रश्न, सुमेलन पद प्रश्न, सत्य – असत्य प्रश्न,
- 2- अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न
- 3- निबंधात्मक प्रश्न, समस्या-समाधान, सृजनात्मक,
- 4- आलोचनात्मक सोच को विकसित करने वाले, कल्पना को जीवित करने वाले एवं परिवेशीय सजगता के प्रश्न।
 - a. भाषा विकास की प्रगति का आकलन सतत् एवं समग्र आकलन की तकनीक, मौखिक, लिखित, स्व-आंकलन, श्लोका आकलन, सहपाठी आकलन एवं समुह आंकलन।
 - b. विभिन्न तालिकाओं सहित नीलपत्र का निर्माण, प्रश्नपत्र का निर्माण, उत्तर एवं अंक योजना, पद विश्लेषण।

सत्रीय कार्य

निम्नांकित में से किन्ही दो गतिविधियों का चयन कर प्रतिवेदन तैयार करना।

- 1- रा.मा.शि.बोर्ड द्वारा कक्षा 10 के संस्कृत छात्रों के लिए निर्मित प्रश्नपत्र का विशिष्ट उद्देश्य एवं भाषा शुद्धता को ध्यान में रखकर विश्लेषण करना।
- 2- कक्षा 8 के संस्कृत छात्रों के लिए विभिन्न तालिकाओं सहित नीलपत्र बनाकर एक आदर्श प्रश्नपत्र संस्कृत में तैयार करना।
- 3- माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक में प्रयुक्त किसी एक पर –अव्यय, उपसर्ग, प्रत्यय, विभक्ति, सन्धि, समास, लकार और वाक्य में से कक्षा शिक्षण संव्यूहन तैयार करना।
- 4- शिक्षण प्रदर्शन की चर्चा कर और उपर्युक्त सुझाव देकर एक प्रतिवेदन तैयार करना।
- 5- संस्कृत की किसी कथा से संबंधित चित्रों की पारदर्शी अथवा स्लाइड्स तैयार करना।

Course 8 & 9 - Pedagogy of Social Science
COURSE CONTENT

UNIT – I Nature of Discipline

1. Nature of Social Science, NCF (2005.) position paper of social science.
2. Concept, Nature, Scope and Importance of Social Science.
3. Developmental perspective of Social Science.
4. Eminent Social reformists: Raja Ram Mohan Rai, Swami Dayanan Saraswati, Vinoba Bhawe, Abraham Linkon and Nelson Mandela.

UNIT – II Social Science as a Subject in School Curriculum-

1. Need and importance of Social Science at secondary level.
2. Correlation of Social Science with other subjects- History, Geography, Political science, economics, Art, Literature, Science and Mathematics.
3. Scope of Social Science- social Culture, Social Identity, Resource and Development.

UNIT – III Pedagogy of Social Science –

1. Aims and objectives of teaching Social Science-
2. Pedagogical analysis of the following topic off Social Science-
 - a. World war and Liberation Struggle.
 - b. Khilafat and Non-Cooperation Movement.
 - c. Movements of peasants, workers and tribals.
 - d. Patterns of Urbanization.
 - e. Migration and the growth of town.
 - f. Social change and urban life

UNIT – IV Planning and Strategies-

1. Annual plan, unit plan, daily teaching plan, Concept and Feature.
2. Social Survey, Observation, Case study.
3. Methods of teaching Social Science: Lecture cum demonstration method, Project method, Story Method, Dramatization, Field Trips.
4. Constructivist approach, Investigatory approach, Computer assisted instruction,

UNIT – V Assessment and Evaluation

1. Concept of Evaluation.
2. Concept and advantages of Continuous and Comprehensive Evaluation.
3. Different types if question, Blue print and Construction of Achievement Test.
4. Importance and construction of diagnostic test and Remedial teaching.
5. Different Evaluation tolls and techniques – Observation, Written Test, open Book Test.

PARCTICUM/ SESSIONAL WORK

Any two of the following –

1. Abstract of two published papers related to Social Science in reputed Journals.
2. Identify the student with less than 60% marks in Social Science, diagnose their difficulties and suggest appropriate remedial measures.
3. Preparation of a scrap book related to the current issue of Social Science.
4. Term paper on any one Topic/ Issues related to Social Science.
5. Preparing a Radio or TV script related to current Social Science issue.

Course 8 & 9 - Pedagogy of Sociology

COURSE CONTENT

UNIT – I Nature of Discipline

1. Nature of Sociology, National curriculum Framework 2005, Position paper on social Science.
2. Social concerns and current issues.
3. Concepts, nature and Scope of Sociological Perspective.
4. Origin and development of Sociology with reference to pioneers of Sociology.
5. Foreign-August comte, Emile Durkhiem, Max Weber, Kari marks Giddens.
6. Indian- G.s Ghuriye, D.P Mukhrji, A.R.Desai, M.N.Shrinivas.
7. Development of Scientific view-positivism (August Comte), Social Fact (Emile Durkhiem), Ideal Types (Max Weber)
8. Sociology as base to understand Social relation.

UNIT – II Sociology as Subject in School Curriculum

1. Sociology as a subject in School Curriculum: Need and Importance.
2. Correlation of Sociology with other Subject viz. History, Political Science, Economics, Geography, Statistic, Anthropology and psychology etc.
3. Scope of Sociology.....Social institutions.....social relationssocial structuresocial change.....

UNIT – III Pedagogy of Sociology

1. Aims and Objective of Teaching Sociology.
2. Pedagogical Analysis of the following topics –
 - a. Gender issue
 - b. Child Labour
 - c. Population
 - d. Role of Media in Society

UNIT – IV Planning and Strategies

1. Annual Plan, unit Plan, Daly Teaching Plan.
2. Social Survey, Observation, Case study.
3. Use of Songs Analysis, Stories, Socialized, recitation, Dramatization, Role play, Lecture, Problem solving, Project Field trip, Group Quiz and panel discussions as strategies of teaching.

UNIT – V Evaluation in Teaching Sociology

1. Concept of Evaluation
2. Different Evaluation tools and techniques – Observation, Written Test, Open Book Test, Sociometric measuring devices, Rating Scale.
3. Preparation of Achievement Test-Blue Print, different type of question, Marking scheme, scoring scheme.
4. Diagnostic testing and Remedial Teaching.
5. Continues and comprehensive Evaluation.

PRACTICUM/SESSIONAL WORK

Any Two of the following:-

1. Social Survey of any Social Institution viz, family, caste, school etc.
2. Prepare Scrape Book on any one Social Issue.
3. Collection of Socio- Culture Material and Prepare a report.
4. Case Study of an NGO working in the field of Education or an institution related to social science.
5. Collection and analysis of Local Folk song / Folklore / Festivals with reference to cultural aspects.
6. Prepare a script of drama on Social Problems.

Course 8 & 9 Pedagogy of Biology
COURSE CONTENT

UNIT – I Nature of Discipline

1. Science as a domain of enquiry and characteristics of a scientific enquiry. Observation, Steps in scientific method.
2. Science as a dynamic body of knowledge.
3. Values developed through Science.
4. Contribution of Eminent Indian and western Biologists. – Jagish Chandra Bose, Dr. Hargobind Khorana, Birbal Sahani, Salim Ali, Darwin, Mendel and Watson & Crick.

UNIT – II Biology as a Subject in School Curriculum

1. Place and importance of Biology in school curriculum.
2. Correlation of Biology with other subjects.
3. Changing trends and goals of teaching Biology with reference to NCF-2005 (position paper).

UNIT – III Pedagogy of Biology

1. Aims and objectives of teaching Biology.
2. Writing objectives in behavioral terms.
3. Developing science attitude, scientific temper and creativity through teaching of Biology.
4. Content cum Pedagogical analysis of following topics of Biology.
 - a. Diversity of living organism
 - b. Biological classification
 - c. Genetics and Evolution
 - d. Ecology and Environment

UNIT – IV Planning and Strategies of Teaching – Learning Biology-

1. Preparation of annual plan, unit plan and daily teaching plan.
2. Inquiry approach, constructivist approach, investigatory approach, Computer assisted learning, concept mapping, collaborative learning.
3. Lecture cum demonstration methods, Laboratory method, Heuristic method, Project method, problem solving method, Inductive- deductive, Panel discussion.

UNIT – V Assessment and evaluation in Biology

1. Concept of Evaluation
2. Types of items.
3. Construction of achievement test.
4. Home assignment- Planning and evaluation.
5. Importance and construction of diagnostic test, remedial program.
6. Concept and advantages of – Continuous and Comprehensive Evaluation (CCE)

PRACTICUM/ SESSIONAL WORK

Any two of the following:-

1. Life sketch and contribution of any one prominent biological Scientist.
2. Make a scrap Book on any Environmental issue.
3. Planning, conducting and reporting of an investigatory project.
4. Abstract of two papers related to Biology published in reputed journals.
5. Identify the difficulties of student in conducting biology practicals.
6. Identify weak student of biology and plan a diagnostic and remedial program for them.

Course 8 & 9 – Pedagogy of Chemistry

COURSE CONTENT

UNIT – I Nature of Discipline

1. Nature of Science
2. Developmental perspectives of science.
3. Process skills in Science such as Observation, Demonstration, Experimentation, Handling Scientific Apparatuses etc.
4. Scientific attitude, Scientific Literacy, role of Science in removing ignorance and superstitions.
5. Impact of Science on Society and Vice Versa
6. Contribution of eminent Indian and Foreign Scientific viz Neel Bohr, Marry Curie, C.V. Raman, S.S. Bhatnagar, J.C. Bose, Newton, Einstein, Hargovind Khurana

UNIT – II Chemistry as a Subject in school Curriculum

1. Essential Characteristic of Chemistry as a subject
2. Aims and Objectives of Teaching learning chemistry
3. Importance of Chemistry in School Curriculum
4. Correlation of Chemistry with other subjects
5. Recent Scientific achievements in Chemistry (God Particle Boson, New elements in periodic table, Fuel form Bio-waste, Liquid air as a fuel)
6. Chemistry in daily life.

UNIT – III Pedagogy of Chemistry

1. Content cum Pedagogical analysis of following topics of Chemistry
Atomic Structure; Nuclear Chemistry; Chemical Bonding; Periodic Table; Hard and Soft water, Aromatic Compounds
2. Important skills for classroom teaching – Listening the child, bringing previous knowledge gained through parents, peer group in learning process and interaction, Generating discussion, Encouraging questions of students and dialogue amongst peer group.
3. Methods of Teaching Chemistry
Lecture cum demonstration method; Inductive – deductive method; Heuristic method; Scientific method; Project method; Computer Aided Instruction; Constructivist approach; Brain storming; elaborative learning
(3) Projects in Chemistry

UNIT – IV Learning Resources

1. Science Lab. – Structure and design of Chemistry laboratory.
2. Low cost apparatus, use of local resources.
3. Alternative resources for challenged learners.
4. Teaching – Learning material viz charts, models, flannel board, OHP, Computer, Projector.

UNIT – V Assessment and Evaluation

1. Concept of continuous and comprehensive evaluation, Formative and Summative Evaluation
2. Different types of questions, Blue print and construction of Achievement Test.

3. Diagnostic and Remedial measures
4. Self Evaluation, Peer Group Evaluation and Teacher Evaluation
5. Assessment Indicators of practical examination in Chemistry Such as Handling of Apparatus, following Systematic Approach, Correct Conclusion, Understanding Cause Effect Relationship of given Experiment, Viva-Voce and Reporting.

PRACTICUM/SESSIONAL

Any Two from following –

Practicum No. 1 is compulsory for all

1. Preparation of kit for Demonstration of five experiments on any Topic related to chemistry covered in the syllabus of class VI to X.
2. Preparation of a low cost apparatus/Improvised apparatus. (Other than submitted during internship)
3. Analysis of a given Salt – Identifying Acid and Basic Radicals.
4. Identification of Protein, Carbohydrate, Fat in a given substance.
5. Identification of Adulteration in some food article such as Ghee, Oil, Milk, Red Chilli powder, Turmeric powder and pulses etc.

Course 5 & 6 - Pedagogy of Computer Science

COURSE CONTENT

UNIT – I Nature of Discipline and subject

1. Nature of Science, NCF (2005) position paper on science
2. Nature of Computer science as a subject.
 - a. Concept and scope of computer science
 - b. Generation, Characteristics and User of computer
 - c. Classification of Computer.
 - d. Development of scientific attitude and fostering creativity and logical thinking through computer science.
 - e. Contribution of eminent scientist and IT personalities – Charles Babbage, Jean Bartik, Hal Abelson, Larry Page and Sergey brin, Mark Zuckerberg, Tim Berners-Lee etc.

UNIT – II Pedagogical analysis and mode of learning engagement of the following topic-

1. Aims and objective of teaching computer science at school level
2. Pedagogical analysis of the following content with reference to concepts, learning outcomes, activities and learning experience and evaluation –
 - a. Computer System
 - b. Measures of Memory
 - c. Binary Number system
 - d. Processor
 - e. Windows Operating System
 - f. Application software
3. Modes of learning engagement in Computer Science
 - a. Providing opportunities group activities through networking
 - b. Group/ Individual Presentation through networking
 - c. Providing opportunities for sharing ideas using internet.
 - d. Teaching aids and activities in laboratory work
 - e. Reflective written assignments.

UNIT - III Computer Science as a Subject in School Curriculum

1. NCF 2005 Position Paper of Computer Science.
2. Importance of Computer Science in School Curriculum.
3. Correlation of Computer Science with other School Subjects.
4. Social needs of Computer Education.

UNIT – IV Planning and strategies of Teaching Computer Science

1. Methods- Inductive and Deductive, Lecture cum Demonstration, Problem Solving, Project, Laboratory, Searching and surfing- E-Learning.
2. Techniques and approaches of teaching computer science- CAI, Inquiry approach, Investigatory approach
3. Team Teaching, panel discussion, seminar and workshop.
4. Annual Plan, Unit Plan, Daily Teaching Plan: concepts and features.
5. Digital teaching Planning: Meaning Process and Importance

UNIT – V Evaluation in Computer Science

1. Concept and evaluation
2. Concept and Advantages of Continuous and comprehensive evaluation (CCE).
3. Achievement test (Oral, Written and Practical) and attributes of good achievement test and construction of achievement test.
4. Importance and Construction of Diagnostic test and conducting remedial program.
5. Home assignment- Planning and evaluation.
6. Online testing

PRACTICUM/SESSIONAL WORK

Any two of the following –

1. Life sketch of an eminent scientist/ IT personalities.
2. Access and reporting an E-learning content internet educational resources.
3. Developing Digital teaching plan.
4. Abstract of two published paper related to computer Science in Reputed journals.
5. A term paper on a topic related to computer science.
6. Analysis of difficulties of students in practical work of computer science.
7. Identify weak students in computer science and diagnose their difficulties.

Course 8 & 9– Pedagogy of General Science

COURSE CONTENT

UNIT – I Nature of Discipline

1. Science as a domain of enquiry and characteristics of a scientific enquiry
Observation, steps in scientific method.
2. Science as a dynamic body of knowledge
3. Values developed through Science
4. Contribution of Eminent Indian and western Scientists. – Jagdish Chandra Bose, Dr. Hargobind Khorana, Birbal Sahani, Salim Ali, Darwin, Mendel Watson & Crick and Alfred Noble,

UNIT – II General Science as a Subject in School Curriculum

1. Place and importance of General Science in school curriculum.
2. Correlation of General Science with other subjects.
3. Changing trends and goals of teaching General Science with references to NCF-2005 (position paper)

UNIT – III Pedagogy of General science

1. Aims and objective of teaching General Science.
2. Writing objective in behavioral terms.
3. Developing scientific attitude, scientific temper and creativity through teaching of General Science.
4. Content cum Pedagogical analysis of following topics of General Science.
5. Matter in our surrounding; Natural resources; Our environment; Natural disasters

UNIT – IV Planning and Strategies of Teaching- learning General Science-

1. Preparation of annual plan, unit plan and daily teaching plan.
2. Inquiry approach, constructivist approach, investigatory approach, Computer assisted learning, concept mapping, collaborative learning.
3. Lecture cum demonstration method laboratory method, Heuristic method, Project method, problem solving method, inductive method, Panel discussion.

UNIT - V Assessment and evaluation in General Science

1. Concept of Evaluation.
2. Types of items.
3. Construction of achievement test.
4. Home assignment – Planning and evaluation.
5. Importance and construction of diagnostic test, remedial program.
6. Concept and advantages of – Continuous and Comprehensive Evaluation (CCE)

PRACTICUM/SESSIONAL WORK

Any two of the following:-

1. Life sketch and contribution of any one prominent biological Scientist.
2. Make a scrap Book on any Environment issue.
3. Planning, conducting and reporting of an investigatory project.
4. Abstract of two papers related to General Science published in reputed journals.
5. Identify the difficulties of students in conducting General Science practical.
Identify weak students of General Science and plan a diagnostic and remedial program for them.

Course 8 & 9 – Pedagogy of Mathematics
COURSE CONTENTS

UNIT – I Nature of Mathematics as a Discipline

1. A Mathematics is not merely subject of computation skill, it is much more, it has a logical structure.
2. Nature of mathematics building blocks of mathematics (Concept, objective, variable, function & relation, symbolization)
3. Important process of mathematics-estimation, approximation, understanding or visualizing pattern representation, reasoning & proof, making connection, mathematical communication.
4. Historical development of mathematics as a discipline Contribution of western and Indian mathematicians like Ramanujan, Aryabhatt, Bhaskarcharya, Pythagorous and Euclid.
5. Concept mapping of themes related to mathematics.

UNIT – II Methodology of Teaching and Learning of Mathematics

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

UNIT – III Methodology of Teaching and Learning of Mathematics

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

UNIT – IV Pedagogical analysis and mode of learning engagement

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experience and evaluation techniques of following content at secondary level-
 - a. Number system
 - b. Measures of central tendency
 - c. Congruency and similarity
 - d. Trigonometrical ratios and identities

- e. Area and partnership
- f. Profit, loss and partnership
- g. Compound interest
- h. Graphical representation of data

2. Modes of learning engagement in mathematics

- a. Providing opportunities for group activities
- b. Group/individual presentation
- c. Providing opportunities for sharing ideas
- d. Designing different Working models for concept formation
- e. Teaching aids and activities in laboratory work
- f. Reflective written assignment

UNIT – V Assessment & Evaluation of Mathematics, learning

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

SESSIONALS / PRACTICUM

Any two of the following:

1. Preparing a Diagnostic or Achievement Test.
2. Preparing one innovative lesson plan.
3. Conduct at least one Experiment on any topic of mathematics
4. Prepare instructional Material for teaching one topic in mathematic.
5. A term paper on a brief History of one mathematician.
6. Preparing a working model.
7. A project report on any project related to mathematics.

Course 8 &9 – Pedagogy of Physics
COURSE CONTENT

UNIT – I Nature of Science as Discipline

1. Nature of Science: as domain of enquiry, as a dynamic and expanding body of knowledge, as a process of constructing knowledge.
2. Pedagogical shift from science as a fixed body of knowledge to process of constructing knowledge.
3. Scientific Literacy as universal goal of science education: meaning, function.
4. Objectives of teaching science as given by AAAS, NCF-2005, NCERT.
5. Relationship of Science, Technology and Society.
6. Teacher's role in training students in scientific method, critical thinking and developing scientific attitude, scientific temper and using these for solving problems of everyday life, nurturing natural curiosity and creativity in science.
7. Application of the knowledge of physics for human welfare.
8. Values and ethics of science as discipline.

UNIT – II Nature and Objectives Teaching Learning Physics

1. Nature of Physics as a branch of science.
2. Facts, Concepts, Principles, laws and Theories- their characteristics in context of Physics (citing example for each).
3. Place and importance of Physics in school curriculum.
4. Development of Science Process Skills through learning of Physics (Teacher Educator will illustrate each taking examples from specific content of Physics).
5. Interdisciplinary fields of Physics, Geophysics, Metro physics, Psychophysics etc.
6. Major milestones in the history of development of physics as a branch of science.
7. Contribution of Eminent Physics: C.V. Raman, Vikram Sarabhai, Homi Jehangir Bhabha, A.P.J Abdul kalam, Albert Einstein, Issac Newton, Stephen Hawkins.
8. Impact of physics on modern Indian society with reference to issue related with Environment, Globalization, Industrialization, Information Technology and Peace.
9. Taxonomy of educational objective meaning and use of classification, aims and objectives of teaching physics.
10. Developing Feeling and Values (Affective aspect of science) through teaching of Physics.

UNIT – III Exploring Learner

Motivating learner to bring his/her previous knowledge gained in physics through classroom/environment/parents and peer group; Cultivating in teacher-learner the habit of listening to child; Generating discussion, involving learners in teaching-learning process; Encouraging learners to raise questions, appreciating dialogue amongst peer group; helping learner to develop the attitude of rational, problem solver Encouraging learners to collect materials from local resources, and to develop/ fabricate suitable activities in Physics(individual or group work)

Children's conceptualization of scientific phenomenon with focus physics at upper primary and secondary levels with linkages to primary level

Role of language and its contribution towards expression, articulation and understanding of Physics.

UNIT – IV Approaches and Strategies of Learning Physics:

1. Concept approach – meaning of concept, concept formation reference to J. Bruner and Hilda Taba.
2. Process approach – teaching science as a process, scientific method, problem solving method.
3. Cooperative learning approach.
4. Activity based approach – investigatory approach, project method, laboratory method
5. Individualized instruction, computer assisted instruction
6. Demonstration-cum- discussion method
7. Presentation (Lecture) method by using advance organizers.
8. Constructivist approach
9. Use of different approaches to develop scientific attitude and important values through teaching of Physics

UNIT - V Pedagogical Analysis, Planning for Instruction and evaluation.

1. Pedagogical Analysis:

- a) Content Analysis: Identification of units, themes, concepts, generalizations, problems or issues, knowledge organization in CBSE/RBSE Text books of upper primary and secondary levels.
- b) Identification of concepts and teaching points, themes or issue through which scientific attitude or important values can be developed. Concept Mapping of the lessons unit or theme to be taught.
- c) Pedagogical Analyses of the following units:
Mechanics, Sound, Electricity, Heat and Light with content analyses, expected learning outcomes (Specific Objectives in behavioral Terms), Teaching-Learning experience and activities to be conducted, evaluation techniques.
2. Developing yearly Plan, Unit Plan and daily teaching Plans of different approaches.
3. Evaluation of learning of Physics:
 - a) Meaning and significance of formative, summative, continuous and comprehensive evaluation. Continuous assessment – developing learner profiles and portfolios; participatory and peer assessment.
 - b) Construction of test items of different types to assess factual knowledge, higher order mental processes, critical thinking and creativity.
 - c) Preparation of blue print and achievement test, administration and item analysis.
 - d) Diagnostic testing and remedial teaching in physics.
 - e) Using assessment feedback to improve teaching of and learning of and learning of Physics.
 - f) analyses of question papers of Physics set of State/CBSE boards.

SESSIONAL WORK

Any two of the following:

1. Prepare list of famous Physicist in chronological order from all over the world, starting from Galileo and write major contribution of any one these physicists.
2. Life history and contribution in Physics of one noble prize winner in Physics
3. An essay on impact of Physics on modern Indian society with reference to issues related with Environment, Globalization, Industgalization, Information Technology and Peace.
4. Report of an experimental project to completed.
5. Collection of current issues related to science from news papers with comments.
6. Identify weak student in Physics of any one class and prepare a diagnostic test of physics and plan for remedial teaching.
7. Construction, administration, scoring and item analyses of examination Paper of Physics ser on Board Pattern.

Course 8 & 9 - Pedagogy of Business Studies
COURSE CONTENT

UNIT – I Nature of Business as a Discipline:

1. Nature and concept of Business.
2. Importance of studying commerce as a subject in the context of changing global scenario.
3. Scope of commerce education in developed and developing country like India.
4. Integrating values in Commerce education.
5. Contribution of Eminent Indian and Western business Personalities; Ghansyam Dasirla, Jamset ji Tata, Dherubhai Ambani, Alan Michael Sugar, An Wang, A. Alfered Tanbmam, Anduer Willian Mello, Bill Gates.

UNIT – II Business Studies as a school Subject:

1. Nature, Concept and Scope of Business Studies Teaching.
2. Importance and essential characteristics of Business Studies.
3. Correlation with other subjects viz. Economics, Accountancy, Sociology, Psychology, Geography, Statistics, an Science etc.
4. Aims of Business studies.
5. Aims an objectives of teaching business Studies at senior secondary level.

UNIT – III Methodology and techniques of teaching of Business Studies:

1. Maxims of teaching and general principles of teaching Business studies.
2. Concept, importance, and characteristics of Annual Plan.
3. Concept, importance, and various step of Unit plan
4. Concept, importance, characteristics and essential point of daily teaching plan.
5. Methods for teaching Business Studies :
 - a) Lecture-cum – Demonstration Method
 - b) Project Method
 - c) Discussion Method
 - d) Problem Solving Method
6. Techniques of teaching Business Studies :-
 - a) Questioning technique
 - b) Drill technique
 - c) Illustration technique
 - d) Role-playing technique
 - e) Assignment technique

UNIT – IV Pedagogical analysis and mode of learning

Pedagogical analysis with reference to:

1. Identification of concept involve
2. Learning behavioral outcomes
3. Teaching learning experiences
4. Evaluation techniques

Of the following topics at senior secondary RBSE/CBSE

1. Nature and Purpose of Business
2. Forms of Business Organisations
3. Public, private and Global

4. Emerging Modes of Business
5. Sources of Business Finance
6. Internal Trade

UNIT – V Evaluation and Assessment of student performance in Business Studies

1. Nature, Concept, Aims, Importance, and Functions of evaluation.
2. Various Tools, Devices and Techniques of evaluation.
3. Characteristics of Good Questions and Qualities of Good test.
4. Preparation of Achievement test along with blue print, content analysis, scoring key and marking scheme.
5. Diagnostic test and remedial programs
6. Continuous and comprehensive evaluation (CCE)

PRACTICUM/SESSIONAL WORK

Any two of the following-

- 1) Preparation of Unit Test along with blue print, content analysis, scoring key and marking scheme.
- 2) Developing a set of transparencies on any one unit related to subject.
- 3) Study of reaction of consumers about the services surrounding the malls.
- 4) Study of the Structure and functioning of a commercial activities/Institution.
- 5) Pedagogical analysis of any one topic/content.
- 6) A life sketch of leading Businessmen.

Course 8& 9 - Pedagogy of Financial Accounting
COURSE CONTENT

UNIT - I Nature of Financial Accounting as a Discipline

1. Nature and types of Accounting as a discipline with reference to Commerce.
2. Importance of studying Accounting as a subject in the context of changing global scenario.
3. Nature and Concept of Financial Accounting.
4. Development of financial Accounting Education in India with reference to sr. secondary level.
5. Contribution of Important Institution for developing in Accountancy-
 - a) The Institute of Chartered Accountants of India (ICAI).
 - b) Institution of Chartered Financial Analysis of India (ICFAI).
 - c) Institute of Cost Accountants of India (ICAI).
 - d) The Institute of Company secretaries of India(ICSI).
 - e) American Institute of Certified Public Accounts (AICPA).

UNIT – II Financial Accounting as a School subject

1. Nature, Concept and Importance of Financial Accounting in school curriculum.
2. Essential characteristics of Financial Accounting as a subject.
3. Aims and objectives of Financial Accounting at senior secondary level.
4. Correlation of financial subject with other subjects viz. Business Studies, Banking, Economics, Mathematics and Statistics.
5. Basic conceptual scheme & future perspectives of Financial Accounting.

UNIT - III Approaches and Methodology of teaching Financial Accounting

1. Various Approaches of teaching Financial Accounting:-
 - a) Equation Approach
 - b) Journal Approach
 - c) Ledger Approach
 - d) Cash Book Approach
 - e) 'Why and How Approach'
2. Methods of teaching Financial Accounting:-
 - a) Lecture-cum Demonstration method
 - b) Discussion method
 - c) Problem Solving Method
 - d) Project Method
 - e) Modern Method of teaching (ICT)
 - f) Teaching through practice sets
3. Techniques and devices of teaching financial Accounting-
 - a) Questioning technique
 - b) Drill technique
 - c) Illustration technique
 - d) Role-playing technique
 - e) Assignment technique
4. Maxims of teaching and principle of teaching Financial Accounting.
5. Planning for teaching Annual Plan, Unit plan and Daily Teaching Plan.
6. Difference between approach, method, technique and maxims.

UNIT – IV Pedagogical Analysis and Mode of Learning in Financial Accounting

1. Pedagogical analysis with reference to
 - a) Identification of concepts involved
 - b) Learning behavioral outcomes
 - c) Teaching Learning experiences
 - d) Evaluation techniques
2. Of the following topics of senior secondary course prescribed by RBSE/CBSE-
 - a) Introduction to Accounting
 - b) Theory Base of Accounting
 - c) Recordings of Business Transactions
 - d) Trial Balance and Rectification off Errors
 - e) Accounting for Bills of Exchange Transactions
 - f) Accounting for Not-for-Profit Organization's
3. Modes of learning in Financial Accounting
 - a) Providing opportunities for group activities for preparation of Practice Set including business document vouchers
 - b) Group/Individual Presentation
 - c) Providing opportunities for sharing ideas
 - d) Knowledge and use of different Subsidiary Books of Accountancy.
 - e) Teaching aid and activity in laboratory work
 - f) Reflective written assignments

UNIT – V Evaluation & Assessment of student performance in Financial Accounting:

1. Importance and concept of evaluation
2. Various devices of testing and their need.
3. Preparation of Achievement test along with blue print, content analysis, scoring key and marking scheme.
4. Qualities of good test.
5. Diagnostic Test and remedial programs
6. Continuous and comprehensive evolution.

PRACTICUM / SESSIONAL WORK

Any two of the following:

1. Preparation of Unit Test along with blue print, content analysis, scoring key and marking scheme.
2. Prepare practice sets on any one of the unit with solutions.
3. One Project related to any financial topic.
4. Study of a balance sheet of any business organization.
5. Report of a visit to a business organization with a view to study its financial system.

Assessment and Evaluation

1. Concept of continuous and comprehensive evaluation, Formative and Summative Evaluation
2. Different types of questions, Blue print and construction of Achievement Test.
3. Diagnostic and Remedial measures
4. Self Evaluation, Peer Group Evaluation and Teacher Evaluation
5. Assessment Indicators of practical examination in chemistry Such as Handling of Apparatus, following Systematic Approach, Correct Conclusion, Understanding Cause Effect Relationship of given Experiment, Viva-Voce and Reporting.

PRACTICUM / SESSIONAL

Any Two from following -

Practicum No.1 is compulsory for all

1. Preparation of kit for demonstration of five experiments on any Topic related to chemistry covered in the syllabus of class VI to X.
2. Preparations of a low cost apparatus / Improvised apparatus. (Other than submitted during internship)
3. Analysis of a given Salt – Identifying Acid and Basic Radicals
4. Identification of Protein, Carbohydrate, Fat in a given substance.
5. Identification of Adulteration in some food article such as Ghee, Oil, Milk, Red Chilli powder, Turmeric powder, and pulses etc.

Course 10 - Internship Programme (School Internship Phase-I)

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

Objectives -

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

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

Execution of the Internship Programme

The Internship programme shall be divided into 2 years. In the first year, 4 weeks will be allotted. This will include one week of school observation and three weeks of practice – teaching during which each student – teacher has to teach 2 periods per day (one period each for 2 pedagogy subjects). Besides teaching, the student – teacher has to complete his/her tasks and assignments related to the courses mentioned in the first year. The three weeks practice teaching will also include the delivery of criticism lessons (one in each pedagogy subject) and also observation of 5 lessons of peers of each of the two subjects.

This practice of teaching programme is adopted so as to give a proper training of teaching skills and thorough guidance to the student-teachers by the subject lecturer.

Marks Distribution for Internship Programme

INTERNAL EVALUATION

[I YEAR]

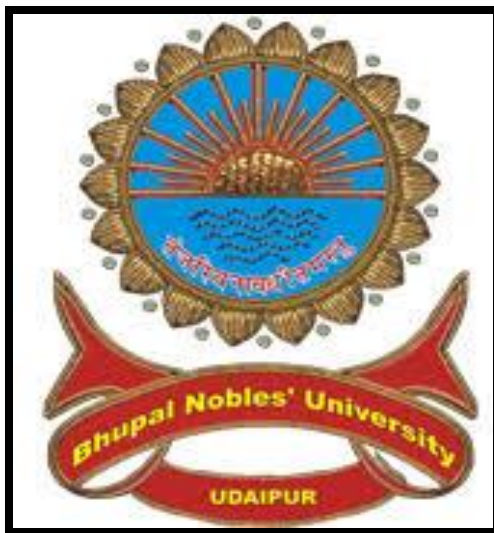
S. No.	Activity	Marks
1.	School observation and Engage with fields	10
2.	Practice Teaching in both the pedagogy subjects in schools (for three weeks) (At least 10 lessons in each subject)	20+20=40
3.	Lesson Observations of the Peers (5-5 lessons in both pedagogy subjects)	05+05=10
4.	Criticism Lessons (1-1 in both pedagogy subjects)	10+10=20
5.	Preparation of one Teaching Learning Material (Teaching aid) in both the subjects	05+05=10
6.	Test (Blue print + question paper + Evaluation Key)	5+3+2=10
	Total Marks	100

Course 11 - External Assessment
ONE FINAL LESSON OF PEDAGOGY OF A SCHOOL SUBJECT
[I YEAR]

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

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

BHUPAL NOBLES' UNIVERSITY, UDAIPUR



Scheme of Examination and Course of Studies

FACULTY OF EDUCATION

SYLLABUS (Semester III)

BACHELOR OF EDUCATION (B.Ed.)

DEPARTMENT OF EDUCATION , BHUPAL NOBLES' UNIVERSITY
OLD STATION ROAD, NEAR SEVASHRAM CIRCLE, UDAIPUR-313002

B.Ed.
III SEMESTER
SYLLABUS

INDEX (III SEMESTER)

S. No.	Course code	Course code	Nomenclature
1	Course 12	BED 2301	Knowledge and Curriculum
2	Course 13	BED 2302	Assessment for Learning
3	Course 14	BED 2303	Education Technology and Classroom management
4	Course 15 &16	BED2304-2325	Pedagogy of a School Subject (First subject & Second subject) part II
5	Course 15 &16	BED 2304	Pedagogy of Art
6	Course 15 &16	BED 2305	Pedagogy of English
7	Course 15 &16	BED 2306	Pedagogy of Economics
8	Course 15 &16	BED 2307	Pedagogy of Geography
9	Course 15 &16	BED 2308	Pedagogy of Hindi
10	Course 15 &16	BED 2309	Pedagogy of History
11	Course 15 &16	BED 2310	Pedagogy of Home Science
12	Course 15 &16	BED 2311	Pedagogy of Music
13	Course 15 &16	BED 2312	Pedagogy of Political Science
14	Course 15 &16	BED 2313	Pedagogy of Psychology
15	Course 15 &16	BED 2314	Pedagogy of Rajasthani
16	Course 15 &16	BED 2315	Pedagogy of Sanskrit
17	Course 15 &16	BED 2316	Pedagogy of Social Science
18	Course 15 &16	BED 2317	Pedagogy of Sociology
19	Course 15 &16	BED 2318	Pedagogy of Biology
20	Course 15 &16	BED 2319	Pedagogy of Chemistry
21	Course 15 &16	BED 2320	Pedagogy of Computer Science
22	Course 15 &16	BED 2321	Pedagogy of General Science
23	Course 15 &16	BED 2322	Pedagogy of Mathematics
24	Course 15 &16	BED 2323	Pedagogy of Physics
25	Course 15 &16	BED 2324	Pedagogy of Business Studies
24	Course 15 &16	BED 2325	Pedagogy of Financial Accounting

B.Ed. THIRD SEMESTER COURSE STRUCTURE (2023-24)

COURSE NO.	COURSE CODE	PAPER NAME	CREDITS		MID TERM	PR	END TERM	MAX MARKS
			T	P				
COURSE-12	BED2301	Knowledge and Curriculum	6	-	20	-	80	100
COURSE-13	BED2302	Assessment for Learning	6	-	20	-	80	100
COURSE-14	BED2303	Education Technology and Classroom management	6	-	20	-	80	100
COURSE-15	BED2304-2325	Pedagogy Subject –I	6	-	10	-	40	50
COURSE-16	BED2304-2325	Pedagogy Subject-II	6	-	10	-	40	50
Total credits and marks			30					400

Course 12 – KNOWLEDGE AND CURRICULUM

Objectives: On completion the course the student teacher will be able to:

1. Develop understanding of meaning philosophical basis and sources of knowledge.
2. Develop understanding of the relationship between knowledge and curriculum.
3. Develop understanding of Activity, Discovery and Dialogue related to modern child centered education with reference to Gandhi, Tagore, Dewey, Plato and Freire.
4. Understand the concept of Nationalism, Secularism and Universalisation with special reference to Tagore and J. Krishna Murthi.
5. Understand the changes brought about by Industrialization,
6. Implications of Democracy, Individual autonomy, Equality, Social justice for education.
7. Understand the difference between Curriculum framework, Curriculum, Syllabus and textbook.
8. Understand the Principles of Curriculum Construction.
9. Understand the assessment modes of Curriculum Evaluation.

COURSE CONTENT

UNIT – I Epistemology, Knowledge and Knowing

1. Epistemology: Meaning; Philosophical basis of Knowledge according to Western and Indian Philosophy.
2. Distinction between : Knowledge and Belief; Knowledge and Information ; Knowledge and Skill; Knowledge and Reason; Knowledge and Education; knowledge and Training
3. Facets of Knowledge Such as Local and Universal; Concrete and Abstract; Theoretical and Practical; Contextual and Textual; School and out of School.
4. Process of Knowing Process of Construction of Knowledge; Factors involved in construction of Knowledge; The role of Knower and Known in Construction and Transmission of Knowledge; The role of Culture in Knowing

UNIT - II Forms of Knowledge and Its Organization in Schools.

1. Categorization of Knowledge; Basis of Categorization;
2. The essential forms of Knowledge.
3. Basis of selection of categories of Knowledge in School Education.
4. The responsibility of Selection Legitimacy of inclusion of knowledge in School curriculum.

UNIT - III Educational Thinkers and Child Centered Education

Basis of Child Centered Education in relation to Activity, Discovery and Dialogue with reference to Gandhi, Tagore, Dewey, Plato and Freire.

Social basis of Education in the context of society in relation to Democracy, Industrialization and Ideas of Individual Autonomy Equality and Social- justice.

1. Concepts of Nationalism, Universalization and Secularism and their interrelationship with education.
2. Critical Multiculturalism and Democratic education as the basis of analyzing concepts of learning rooted in school practices.

UNIT – IV Principles of Curriculum construction

1. Meaning and need of Curriculum.
2. Principles of Curriculum Construction
3. Differentiation between curriculum framework, Curriculum and Syllabus.
4. Determinates of Curriculum
5. Social-Political-cultural-economic diversity.
6. Socio-Political aspirations including ideologies.
7. Economics necessities and Technological possibilities.
8. National priorities and International contexts.
9. Considerations in curriculum making.
10. Relevance and specificity of educational objectives for concerned level.
11. Critical issues: Environmental concerns, Gender differences, Values and Social sensitivity.

UNIT – V Curriculum Development and its Implementation

1. Different approaches of curriculum development: Subject centered: Environmentalist (incorporating local concerns) Behaviorist ; Competency based, Learner centered and Constructivist
2. Role of external agencies in providing curriculum and pedagogic supports to teachers within schools; teacher's role in transacting, developing and researching curriculum.
3. Operationalisation of curriculum into learning situations; selection and development of learning resources i.e. text books, teaching – learning materials and resources outside the school – local environment, community and media.
4. Process of curriculum evaluation; Evolving assessment modes, need of model of Continuous Comprehensive Evaluation; Feedback from learners, teachers, community and administrators.

PRACTICUMS

Attempt any two of the following.

1. Report on analysis of operationalisation of Curriculum into learning situations in school and outside school in any one school.
2. Conduct a survey on feedback of curriculum from learners/ Teachers/ community and prepare a report.
3. Prepare a report of a group discussion conducted on 'democratic education'/ 'multiculturalism' as the basis of analyzing school practices.
4. Prepare three activities to develop awareness about environment concerns, Gender sensitivity and Social Sensitivity (one on each issue).

REFERENCE

1. Schilvest, W.H. (2012), Curriculum: prospective paradigm and possiilty. M.C. Millan 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.
6. श्रीवास्तव, एच. एस. एवं चतुर्वेदी, एम. जी (2010). पाठ्यचर्या और शिक्षण विधियाँ, शिक्षा प्रकाशन, जयपुर
7. यादव, सियाराम, 2011 पाठ्यक्रम विकास अग्रवाल प्रकाशन.
8. Shulman L. S. (1986) those who understand: knowledge growth in teaching educational researcher.
9. Sinha, S. (2000) Acquiring literacy in schools, seminar.
10. Strnberg, R.J. (2013). Intelligence, competence, and expertise, in A.J. Elliot & C.S. Dweck (Eds), handbook of competence, and motivation.
11. Tagore, R. (2003) Civilization and progress in crisis in civilization and other essays.: rupa & co. New Delhi.
12. Pathak, A (2013) Social implications of schooling: knowledge pedagogyand consciousness. Aakar books, New Delhi.

Course 13 – ASSESSMENT FOR LEARNING

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

1. Understand the historical aspect and current practices of Assessment.
2. Understand assessing children's progress in terms of psychological development and the criteria provided by the curriculum.
3. Explain cognizant of key concept related to assessment such as measurement, evaluation, assessment, Examination, Test, Formative and Summative evaluation etc.
4. Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole students in view.
5. Explore the use of wide range of assessment tool their selection and appropriate construction.
6. Develop critical understanding of issues in assessment for learning (from constructivist paradigm)
7. Use statistical techniques for interpretation of assessment data.
8. Understanding the critical role of assessment in enhancing learning.
9. Design, integrate and evaluate appropriate assessment tools as part of the learning process.
10. Develop assessment linked to student learning outcomes.
11. Understand and use assessment for improvement of teaching and learning.

COURSE CONTENT

UNIT - I Overview concept of assessment

1. Concept and purpose of assessment
2. Perspective on assessment and evaluation for learning in a constructivist paradigm.
3. Clarification of the terms-
 - a) Assessment, evaluation, test, examination, measurement
 - b) Formative and summative assessment
 - c) Continuous and comprehensive assessment

- d) Grading
- 4. Distinction between terms-
 - a) Assessment for learning
 - b) Assessment as learning
 - c) Assessment of learning
- 5. Principles of assessment for learning
- 6. Critical review of current evaluation practices and their assumption about learning and development.

UNIT – II Assessment of Subject based learning

- 1. Enlarging notions of subject based learning in a constructivist perspective.
- 2. Assessment tools
 - a) Kinds of task: project, assignments & performance
 - b) Observation of learning process by-
 - c) Self
 - d) Peers
 - e) Teachers
 - f) Self and peer assessment
- 3. Assessment technique: Oral Practical test, CAA(Computer Aided Assessment), Test, Exercise, Portfolio, Assignment, MCQ, Short Answer, Notes, Summary, Observing , interviewing and writing comprehensive profile of a student.

UNIT - III Context of assessment and evaluation

- 1. Context of assessment: subject related, person related.
- 2. Steps in pedagogical analysis of content matter.
- 3. Preparation of test items, development of blue print.
- 4. Checking of answer script: subjective and objective.
- 5. Classification of assessment based on-
 - a) Purpose: prognostic, diagnostic, formative, summative
 - b) Scope: teacher made, standardized
 - c) Attribute: achievement, attitude, aptitude, interest, personality, intelligence,
 - d) Creativity.

- e) Information: qualitative, quantitative
- f) Response: oral, written

UNIT - IV Data analysis & feedback

1. Importance and use of educational statistics.
2. Statistical tools-frequency distribution, normal distribution, graphical representation, percentile, central tendency, deviation, rank difference and product moment coefficient of correlation and their interpretation.
3. Meaning and purpose of feed back in teaching learning process.
4. Types of teacher feedback (written, comments, oral, peer feed back)
5. Reporting on a learner profile in consolidated form.
6. Use of assessment for feedback and taking pedagogic decision.

UNIT - V Reforms in assessment for learning

1. Critical analysis of prevalent practices of assessment.
2. Commercialization of assessment i.e. tuition, coaching, study center etc.
3. Assessment for social selection and placement.
4. NCF-2005 & NCFTE-2009 on assessment reforms.
5. Improving quality and range of question in examination paper.
6. Role of ICT in Assessment.
7. De linking of school based assessment from examination: some possibilities and alternative practices.
8. Innovation in assessment practices.

SESSIONAL WORK

(Any Two of Following)

1. A critical analysis of a question paper in any subject of RBSE/CBSE.
2. Prepare a diagnostic test and remedial programme of any subject at secondary level.
3. Organize a group activity (like: competition, story telling, reading, writing), evolve criteria for assessing the activity and present an assessment report of the activity.
4. School visits followed by presentation of a report on evaluation practices in school.
5. Construction, administration and interpretation of self made achievement test.

REFERENCES

1. A.J. (2001). Educational Assessment for Student (3rd Ed.) Upper saddle River, NJ: Prentice Hall.
2. Agarwal, Y.P., (1990) Statistical Method: Concept, Application and Computation, sterling Publisher Pvt. Ltd. New Delhi.
3. Angelo, Thomas A. and Patricia Cross, (1993). Classroom Assessment Techniques: A Handbook for Collage Teachers. (2nd edition). San Francisco: Jossey-Bass.
4. Banta, Trudy W. et al. (1996) Assessment in Practice: Putting Principles to Work on College Campuses. San Francisco: Jossey-Bass.
5. Battersby, Mark. (1999) "So what is a learning Outcome Anyway?" Vancouver, B.C.: Learning Outcomes network: Centre for Curriculum, Transfer and Technology.
6. Becker, H.J., & Reil, M.M. (2000), Teacher professional engagement and engagement and constructivist compatible computer use (Report No. 7). Irvine, CA: Center for Research on information Technology and organization.
7. Black, P. & Wiliam, D (1998). Assessment and classroom Learning. Assessment in Education 5(1) PP. 7-71.
8. Black, P., Harrison, C., Lee, C., Marshall, B. & Wiliam, D. (2003) Assessment for learning: putting it into practice (Maidenhead, Open University Press).
9. Black, P.J. & Wiliam, D. (1998) Inside the Black Box: Raising standards through classroom assessment. King's College, London.
10. Bransford, J., Brown, A.I., & Cocking, R.R. (Eds.), (2000): How People Learn: Brain, Mind, Experience and School, Washington, DC: National Academy Press.

Course14

Educational Technology and Classroom Management

Objectives.

1. To acquaint pupil teacher with the concept area and main approaches of educational technology.
2. To acquaint pupil teachers with process of teaching learning and role education technology.
3. To develop ability of using information and communication techniques in teaching and vocational training.
4. To Make Education as a tool to empower.
5. To Promote the professional competencies of the novice teachers.

Course Content

1. Educational Technology

- i. Concept of educational technology and its role in educational practices.
- ii. Approaches of educational technology-Hardware, software and systems approach.
- iii. Types of educational technology, instructional technology and behavioral technology.
- iv. Hardware Technology-Cone of experience, Audio visual tools and projection tools.
- v. Information and communication technology T.V., Radio, Video tape and preparation of their scripts, teleconferencing, Computer as an instructional aid, virtual class and web based education.

2. Managing Classroom Teaching

- i. Nature of teaching.
- ii. Concept of teaching, training and instruction.
- iii. Levels of teaching.
- iv. Content analysis.
- v. Classification and specification of instructional behavior.

3. Organization of Teaching

- i. Approaches of teaching- Herbertian, Morrison's, Hunts, Kilpatric and Dewey approach.
- ii. Strategies of teaching at secondary level (Concept, Organization, Merit and limitation) Group discussion, Panel discussion, Brain storming, Problem solving, Supervised study, Peer group learning, Team teaching, Programmed Instruction, Computer Assisted Instruction (CAI).

4. Communication and Communication Technology

- i. Concept, types, process and functions of communication.
- ii Role of verbal and non-verbal communication, communication skills, problems of communication.

5. Developing teaching Effectiveness and Evaluating Learning

- i. Teaching skills, pre-active skills, Interactive skills, post active skills, Micro teaching, Interaction analysis (FIACS), Action Research.
- ii. Concept of evaluation and measurement, purpose of evaluation.
- ii. Tools and techniques of evaluation.
- iii. Reliability, validity and objectivity of a test.

SUGGESTED READING:

1. Ahuja, M. (2007) : Mastery learning a practical approach Vivek Publishers, Meerut.
2. Bhushan, A. & Ahuja, M. (2003) : Education technology, Bawa Publishers, Patiala.
3. Bloom, B.S. (1972) : Taxonomy of educational objectives. A handbook-I (Cognitive domain), New York : David Mokeay Campo.
4. Chauhan, S.S> (1978) : A textbook of programmed instruction, New Delhi, Sterling Publisher.
5. Das, R.C. (1993) : Educational Technology : A Basic Text, New Delhi, Sterling Publishers.

Course 15 & 16 – PEDAGOGY OF ART

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

1. Develop understanding about Principles of Curriculum Construction in Art.
2. Develop skill in constructing and analyzing Art curriculum.
3. Understands importance of Professional development of Art Teachers
4. Develop skill to be a successful Art Teacher.
5. Understand the significant role and Educational values of Art Room: Art Museums, Art Exhibitions and Art Galleries.
6. Understand the role of art in Society, culture and international understanding.
7. Develop awareness regarding the rich cultural and artistic heritage of India and the specific regions;

COURSE CONTENT

UNIT – I Curriculum Construction and Textbook

1. Concept and Relationship of Curriculum, Syllabus and Text materials;
2. Principles of Curriculum Construction in Teaching of Art.
3. Components of Art curriculum: Art Production; Art History; Art Criticism and Aesthetic values.
4. Criteria for Art curriculum at Primary, Secondary and Senior Secondary level (in view of various developmental stages of creative expression).
5. Critical appraisal of Art Curriculum at Secondary and Senior Secondary stages prescribed by R.B.S.C.
6. Characteristics of a good text-book of Art education;
7. Selection of materials for a good text-book of Art teaching at Senior Secondary level;
8. Review of existing textbook prescribed by RBSE/CBSE

UNIT – II Support System of teaching Art

1. The Art-Teacher:
 - a. Specific qualities of an Art-Teacher
 - b. Role of Art-Teacher in classes of creative art activities.

- c. Development of Professional competencies in Art Teacher.
 - d. Professional Commitment and ethics of Art Teachers.
 - e. Importance of in-service education programme for Art Teachers: Participation in Seminar/Workshop/Art Exhibitions; membership in professional Artists organizations; in-house discussions.
2. Learning Resources in teaching of art:
- a. Use of Audio-visual aids and ICT;
 - b. Use of Art museums/ Art exhibitions/ Art galleries
 - c. Use of Art Objects;
 - d. Use of Exhibits;
 - e. Use of Reproductions, Photographs and other Visual aids.
3. Art Room:
- a. Importance and necessity of a separate Art Room in Schools;
 - b. The equipments needed for an Art Room.

UNIT – III Educational Values of Art

1. Educational values of :
- a. Art-Exhibition;
 - b. Art-Museum
 - c. Art-Galleries.
2. Art and Community:
- a. Art and society;
 - b. Art and culture;
 - c. Art and National integration
 - d. Art and international understanding

SESSIONAL WORK

Any one of the following:

1. Prepare a report on the critical appraisal on the rich artistic heritage of India.
2. Review the process, technique and specific features of Ajanta/ Mughal miniature paintings/ Rajasthani Paintings with suitable illustrations.
3. Visit any Art Exhibition/ Art museum / Art gallery and prepare a report on the educational importance of these institutions.
4. Critically examine the role of Art in Society/culture/promoting National integration/promoting International understanding with suitable illustrations.
5. Write a detail Essay on the various stages of Child's Creative Expression.

REFERENCES

1. Collingwood, R.G.; "The principles of Art, Oxford University Press, USA
2. Jefferson, B. (1959): "Teaching Art to Children." Allyan & Bacon Inc. Boston.
3. Jeswani, K.K. : Art in Education of Art, Atma Ram & Sons Kashmiri Gate, Delhi-6;
4. Jeswani, K.K.: Appreciation of Art, Atma Ram and Sons, Kashmiri Gate, Delhi-6.
5. Road, H., Education, through Art, Faber and Faber London;
6. Lowenfeld, V. : Creative and mental Growth, Macmillan Co., New York;
7. Tolstoy: What is Art? An essay on Art, Oxford University Press, New York;
8. जय देव आर्य : कला अध्यापन, लक्ष्मी नारायण अग्रवाल, आगरा-3।
9. यशवन्ती गौड़ : कला शिक्षा शिक्षण।
10. कुसुम शर्मा : कला शिक्षा।
11. राम चन्द्र शुक्ल: कला का दर्शन: कॉरोना आर्ट पब्लिशर्स, जीमखानाए मेरठ उ.प्र.
12. राम चन्द्र शुक्ल: 'नवीन भारतीय चित्रकला शिक्षण: किताब महल प्रा. लि. इलाहाबाद
13. राय कृष्णदास: 'भारत की चित्रकला': भारती भण्डार, लीडर प्रेस, इलाहाबाद
14. डॉ. अविनाश बहादुर वर्मा: भारतीय चित्रकला का इतिहास : प्रकाश बुक डिपो, बरेली

Course 15 & 16 – PEDAGOGY OF ENGLISH

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

1. Develop an understanding and use concept mapping and curricular elements in English language teaching.
2. Develop the ability to plan Curriculum in English language at senior secondary level.
3. Undertake Critical appraisal of existing English language curriculum at secondary/ senior secondary stage prescribed by RBSE / CBSE.
4. Know the qualities of text book of English language.
5. Develop necessary skills to prepare and use various instructional / learning material.
6. Develop the ethics & Professional growth of a English language teacher.
7. Develop an Understanding and use learning resources in English language.
8. Organize various activities related to English language subject viz. Field trip, Exhibition, Fair, language Games.

COURSE CONTENT

UNIT - I Curriculum and Text Book in English language

1. Cognitive Map of Concepts and Curricular elements in Teaching of English language.
2. Principles of developing curriculum in English language.
3. Selection of subject matter-subjective and objective approach.
4. Organization of subject matter.
5. Critical appraisal / evaluation of present syllabus of English language prescribed by RBSE/ CBSE.
6. Characteristics and selection criteria of a text book of English language.
7. A Critical review of a text book of English language prescribed by RBSE/CBSE for secondary/ senior secondary classes.

UNIT - II Learning Resources in English language

1. Media and media integration: - use of audio -visual aid, ICT including multimedia, OHP. Computer interaction board, LCD Projector, Internet, E-learning, social media, networking etc. in English language teaching.
2. Using community resources for English language, teaching-Interaction with persons of English language profession.
3. Library resources and dictionary
4. Concept and design of English language Laboratory.
5. Recreational Activities through language Club related to English language teaching- Exhibition; Fair; Models; Games; Field -Trip.

UNIT - III Professional development of English language Teacher:

1. Qualities, responsibilities and ethics of a English language teacher.
2. Role and functions of a English language teacher.
3. Developing competencies of a English language teacher.
4. Professional growth of a English language teacher- Inservice Education Programmes, Inhouse discussions, study of library resources, contribution in professional Journals, membership and participation in professional organization, Use of library resources, newspapers etc.
5. Developing and use of Action Research Plan.

PRACTICUM / SESSIONAL WORK

Any one of the following:

1. One project related to any English language topic.
2. To prepare an Action Research Plan.
3. Review of any one Research article from Journals on English language Education.
4. Review of a book in English.

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 school: Bases readers and content texts. Psychology Press.
3. Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classroom: 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. 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.

Course 15 & 16 — PEDAGOGY OF ECONOMICS

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

1. Develop the ability to evaluate the present curriculum in economics at the Secondary and Senior Secondary level.
2. Use Learning Resources in teaching learning process.
3. Develop professional understanding required as economic teacher.
4. Develop an understanding of modes of Professional development of Economic Teacher.
5. Develop awareness about recent advancements in teaching of Economics.

COURSE CONTENT

UNIT - 1 Curriculum and Text Book of Economics

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

UNIT - II Teaching and Learning Resources

1. Use of Library Resources: Text Book, News Paper, Journals, Books and References, Magazines, Encyclopedia and Economics Dictionary (Glossary).
2. Community Resources- Post Office, Bank, Cottage industries, Community library etc.
3. Organization of Tours and Exhibition
4. E-Learning -Social Media and networking
5. Use of Audio Visual Aids and ICT including multi-media in Teaching Economics - OHP, Computer, Interactive Board, LCD Projector, etc.

UNIT - III Professional Development of Economics Teacher

1. Qualities of Economics Teacher
2. Ethics of Economics Teacher
3. Professional development of Economics teacher.

In-service Education Programmes, In House discussions, e-Sharing of Ideas, use of Journals, Encyclopedia etc.

4. Involvement with Professional organization or agencies such as Institute of Economic Growth, Centre for Policy Research , Policy Commission, Indian Economical Association, Rajasthan Economical Association, Indian Council of Social Science Research, Manikyalal Varma Tribal Research Institute Economical Survey of India.

PRACTICUM/ SESSIONAL WORK

Any one of the following

1. Review of any standard book on economics.
2. Report of a study of an in service education program organized by an I.A.S.E./ C.T.E./S.I.E.R.T.
3. A study of training needs of economics teachers.
4. Report of a study of a program organized by MGNREGA/Sampoorna Grameen Rozgar Yojanan (SGRY)/ Pradhan Mantri Gramodaya Yojana.

REFERENCES

1. Aggrawal, J.C., Teaching of Economics- A Practical Appraoch, Vinod Pustak Mandir, Agra, 2005.
2. Bloom, B.S. et al., (1967) Taxonomy of Educational Objective Handbook I, Cognitive Domain, Handbook 2, Affective Domain, London: Longman.
3. Bloom, B.S. Englehart, M.D., Furst, E. J., Hill, W. H. and Khrathwohl, D. R. (1964). Taxonomy of Educational Objectives Handbook, 2, Affective Domain, Longman London.

4. Edited by Kadamari (2006): Teaching of Economics of Economics? A Tripat Tuteja Commonwealth Publishers.
5. Burner, j. (1966). Toward a Theory of Instruction. Cambridge, MA: Harvard University Press.
6. Dale Edgar (1961) Audio-visual Methods in Teaching, New York: Holt Rinehart and Winston.
7. Dwivedi, D.N. (2002) Principles of Economics, New Delhi, Vikas Publishing.
8. सक्सेना निर्मल (2008) : अर्थशास्त्र शिक्षण राजस्थान हिन्दु ग्रन्थ अकादमी, जयपुर
9. नागर, दिव्या (2006) : अर्थशास्त्र शिक्षण, राजस्थान प्रकाशन, जयपुर
10. महतो, एस. के, अर्थशास्त्र शिक्षण के आधार (2006) : राधा प्रकाशन मन्दिर प्रा. लि., आगरा
11. अग्निहोत्री कृष्ण कुमार (2006) : अर्थशास्त्र शिक्षण, प्रकाशन – गोयल पब्लिकेशन, जयपुर
12. राव, जी. कामेश (2005) : अर्थशास्त्र शिक्षण, राधा प्रकाशन मन्दिर, आगरा-2
13. वार्ष्णेय राजीव कुमार (2005) : अर्थशास्त्र शिक्षण, साहित्य प्रकाशन, आगरा

Course 15 & 16 — PEDAGOGY OF GEOGRAPHY

Objective: After completing the course the student teacher will be able to:

1. Develop understanding about Principles of Curriculum construction in geography.
2. Develop skill in constructing & analyzing geography curriculum
3. Develop skills in using different resource for teaching geography
4. Understands importance of Professional development of geography teachers
5. Develop skills to be a successful geography teacher

COURSE CONTENT

UNIT - I Geography curriculum and Text books Principles of Curriculum construction, criteria for Analysis of geography curriculum.

Critical appraisal of geography curriculum at Secondary and Senior Secondary stage in Rajasthan. Geography text books and work books - Review of existing text books and workbook prescribed by RBSE at Senior Secondary level.

UNIT - II Learning Resource in Geography

1. Use of Audio-visual aids and ICT
2. Use of maps and map interpretation
3. Geography laboratory and equipment
4. Practical work in Geography

UNIT - III Professional development of Geography Teachers

1. Development of Professional competence in Geography Teachers.
2. Professional Commitment and ethics of geography Teacher
3. Agencies of professional development of Teachers.
4. Importance of in-service education programme participation in Seminar/workshop membership in professional organization, in-home discussion.
5. Importance of Journals, professional organizations.

SESSIONAL WORK

Any one out of the following

1. Conduct survey of organization of geography Lab in a school
2. Review of a standard book on geography.
3. Abstracts of any two papers on geography published in reputed journals.
4. Identification of learning difficulties in geography.

REFERENCES

1. दुबे, एस. के. (2005) : उच्चतर भूगोल शिक्षण, बुक एनक्लेव, जयपुर।
2. कौशिक ए.डी., शर्मा ए.के. (1995) : भौगोलिक विचारधाराएं एवं विधि-तंत्र, रस्तोगी पब्लिकेशन, मेरठ, यू.पी.।
3. सिंह, एच. एन. (1995) : भूगोल शिक्षण, विनोद पुस्तक मंदिर, आगरा।
4. श्रीवास्तव कांति मोहन (2008) : भूगोल शिक्षण-एक व्यावहारिक दृष्टि, साहित्य प्रकाशन, आगरा।
5. समाजिक विज्ञान शिक्षण : आधार पत्र (2005) : साहित्य प्रकाशन, आगरा।
6. वर्मा, एल.एन. (2009) : भूगोल शिक्षण : सैद्धांतिक एवं प्रायोगिक राजस्थान हिन्दी ग्रंथ, अकादमी, जयपुर।
7. वर्मा, जे. पी. (2005) : भूगोल शिक्षण, हिमांशु, पब्लिकेशन, उदयपुर, दिल्ली।
8. वर्मा, जे. पी. (1995) : भूगोल शिक्षण, हिमांशु पब्लिकेशन, उदयपुर, दिल्ली।
9. A Hand book for georaphy Teachers-Scarefe, II-V, (1995): London Methurn & Co.
10. Bhattacharya A.N. (2000): Humam geography of Mewar, Himanshu Publication, Udaipur, Delhi.
11. Boardman David (1964) : Graphicacy and geography Teaching, CROOM HELM, London, Sydney, Wolfeboro, New Hampshire
12. Douglas Jackson W.A. (1956): The Shaping of our world- A human and gultural geography Jon Wiley & Sons, New York.

Course 15 & 16 – हिन्दी का शिक्षण शास्त्र

प्रशिनार्थी इस पाठ्यक्रम को पढ़ने के उपरान्त—

- 1- हिन्दी पाठ्यचर्या निर्माण के सिद्धांत जान सकेंगे।
- 2- हिन्दी पाठ्यचर्या एवं पाठ्यपुस्तक को जान सकेंगे।
- 3- हिन्दी भाषा के मूल्यांकन की प्रक्रिया को जान सकेंगे।
- 4- माध्यमिक शिक्षा बोर्ड द्वारा प्रस्तावित पाठ्यचर्या का समालोचनात्मक विश्लेषण कर सकेंगे।
- 5- एक अच्छी हिन्दी की पाठ्य पुस्तक की विशेषता जान सकेंगे।
- 6- हिन्दी भाषा शिक्षक की विशेषता जान सकेंगे।
- 7- हिन्दी प्रश्नों के आधार बिन्दु जान सकेंगे।
- 8- हिन्दी प्रश्न पत्र निर्माण एवं अंकन प्रक्रिया को जान सकेंगे।
- 9- हिन्दी भाषा शिक्षक की व्यवसायिक एवं नैतिक जिम्मेदारियों का निर्वहन कर सकेंगे।
- 10- हिन्दी भाषा शिक्षक के शैक्षिक उन्नयन हेतु विविध उपागमों की जानकारी प्राप्त सकेंगे।

पाठ्यक्रम—विषयवस्तु

इकाई – I हिन्दी शिक्षण में मूल्यांकन

- 1- मूल्यांकन का अर्थ, महत्व एवं विशेषताएँ
- 2- मूल्यांकन की विधियाँ, लिखित, मौखिक व सृजनात्मक (पाठान्तर्गत एवं पाठोपरान्त) सतत् एवं व्यापक मूल्यांकन, पुनर्बलन, पारस्परिक समूह, इकाई वार, वस्तुनिष्ठ, अति लघूत्तरात्मक, लघूत्तरात्मक व निबन्धात्मक।
- 3- प्रश्नों के आधार बिन्दु—समस्या समाधान प्रश्न, सृजनात्मक चिन्तन वाले प्रश्न, काल्पनिक, विचारोंतेजक, परिवेशीय सजगता वाले प्रश्न तथा गतिविधि आधारित प्रश्न। प्रश्न पत्र निर्माण, नील पत्र, विषय वस्तु का विश्लेषण, प्रश्न पत्र, अंकन, योजना एवं उत्तर कुंजी।

इकाई –II हिन्दी की पाठ्यचर्या एवं पाठ्यपुस्तक

- 1- हिन्दी पाठ्यचर्या निर्माण के सिद्धांत।
- 2- राजस्थान शिक्षा बोर्ड द्वारा प्रस्तावित माध्यमिक/उच्च माध्यमिक कक्षाओं की पाठ्यचर्या का समालोचनात्मक विश्लेषण।
- 3- एक अच्छी हिन्दी भाषा की पाठ्यपुस्तक की विशेषताएँ।
- 4- राजस्थान माध्यमिक शिक्षा बोर्ड द्वारा प्रस्तावित माध्यमिक/उच्च माध्यमिक कक्षाओं की हिन्दी पाठ्यपुस्तक की समालोचना।

5- क्षेत्रीय साहित्यकारों की जीवनी, व्यक्तित्व एवं कृतित्व।

इकाई – III हिन्दी भाषा शिक्षक

- 1- हिन्दी भाषा शिक्षक की विशेषताएं।
- 2- भाषा शिक्षक की व्यावसायिक एवं नैतिक जिम्मेदारियाँ।
- 3- हिन्दी शिक्षक के शैक्षिक उन्नयन हेतु उपागम—
 - सेवारस्त प्रशिक्षण कार्यक्रम
 - संगोष्ठियां एवं कार्यशालाएँ
 - व्यवसायिक संगठनों की सदस्यता एवं सहभागिता।
 - महाविद्यालय में परिचर्चा
 - पुस्तकालय एवं वाचनालय का उपयोग
 - ऑन लाईन वैचारिक आदान प्रदान

सत्रीय कार्य निम्नांकित में से (कोई एक)

- 1- किसी एक हिन्दी दैनिक समाचार पत्र— समाचार पत्रों के विभिन्न स्तम्भों की समीक्षा करते हुए शैक्षिक उपादेयता को ध्यान में रखकर प्रतिवेदन तैयार करना।
- 2- किसी एक बाल फिल्म / बाल साहित्य का समीक्षात्मक अध्ययन।
- 3- क्षेत्रीय किसी एक साहित्यकार के व्यक्तित्व एवं कृतित्व पर लेख लिखिये (समाज संस्कृति, शांति शिक्षा, नारी शिक्षा में योगदान)
- 4- भाषा शिक्षण के दौरान आने वाली समस्या पर क्रियात्मक अनुसंधान का क्रियान्वयन कर प्रतिवेदन तैयार करना।
- 5- दो वर्षीय प्रशिक्षण काल के दौरान जो सोखा / ग्रहण किया उसको ध्यान में रखते हुए प्रतिवेदन तैयार करना।

संदर्भ पुस्तकें

- 1- शर्मा, बी. एन. (1997) 'हिन्दी शिक्षण' साहित्य प्रकाशन।
- 2- तिवारी, उदयनारायण (1999) "भाषा शिक्षण"— विनोद पुस्तक मंदिर, आगरा।
- 3- नागदा, भंवरलाल (2000) "हिन्दी भाषा में वर्तनील एवं उच्चारण सम्बन्धी त्रुटियां एवं उपचार", क्लासिकल पब्लिसिंग कंपनी, नई दिल्ली।
- 4- पाण्डेय रामशकल (2004) "नूतन हिन्दी शिक्षण", विनोद पुस्तक मंदिर, आगरा।
- 5- सिंह, निरंजन कुमार (2006) "माध्यमिक विद्यालयों में हिन्दी शिक्षण", राजस्थानी हिन्दी ग्रंथ अकादमी जयपुर।
- 6- बक्शी, एन. एस. (2007) "हिन्दी शिक्षण", प्रेरणा प्रकाशन सेक्टर 14, रोहिणी, नई दिल्ली।
- 7- शर्मा एवं गुप्ता (2007) "हिन्दी शिक्षण", साहित्यगार, जयपुर।
- 8- नगदा, भंवरलाल (2007) "शिक्षा के नूतन आयाम" अंकुर प्रकाशन, उदयपुर।
- 9- भाई योगेन्द्रजीत (2008) "हिन्दी भाषा शिक्षण", विनोद पुस्तक मंदिर, आगरा।
- 10- शर्मा एवं शर्मा (2008) "हिन्दी भाषा तत्व एवं उपचारात्मक कार्य" श्रुति पब्लिकेशन, जयपुर-6।

Course 15 & 16 –PEDAGOGY OF HISTORY

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

1. Develop an understanding of principles of development of curriculum of history.
2. Develop an ability to evaluate the existing curriculum of History.
3. Construct and use Instructional/ Learning material.
4. Develop an ability to use community resources in teaching of History.
5. Use audio visual aids and ICT in teaching of History.
6. Develop an understanding of responsibilities and professional ethics of History teacher.
7. Develop an understanding of modes of professional development of History teacher.

COURSE CONTENT

UNIT – I Curriculum and Text Book -

1. Principles and steps of Curriculum Development.
2. Different Approaches to organize the curriculum of History: Chronological, Biographical, Topical and Concentric.
3. Critical appraisal of History Curriculum at Senior Secondary level prescribed by RBSE/CBSE.
4. Characteristics of Good Text Book of History.
5. Critical Analysis of Text book of History prescribed by Board of RBSE/CBSE.

UNIT - II Teaching and Learning Resources -

1. Use of Library Resources: Textbook, Newspapers, Journals, Books and references, Magazines, Encyclopedia and History Dictionary.
2. Community Resources: Organization and importance.
3. History room, Club.
4. Visits of Historical Sites and Museums.
5. Use of audio visual aids-charts, models, bulletin boards, flannel board, overhead projector, radio, timeline, Maps, Models, Film Strips, Battle Plans, Documentaries Films, Coins, Puppets and Black Board.

UNIT - III Professional Development of History Teacher-

1. History teacher: Qualities, responsibilities and professional ethics of History teacher.
2. Professional development of History Teacher.
3. In service education programmes, in house discussions, e-sharing of Ideas, Use of Journals, Encyclopedia.
4. Involvement with professional organization or agencies such as Indian History Associations, Rajasthan History Association, Indian Council of Social Science Research, Participation in Seminar, Conference etc.

PRACTICUM / SESSIONAL WORK

Any one of the following –

1. Review of any standard book of History.
2. Report of any study of an in service education program organized by an IASE/CTE/SIERT for history teacher.
3. Visit to any one historical site/ museum and prepare a report of the visit.
4. A study of training needs of History teachers.
5. A study of a historical development of a village / community /town.

REFERENCES

1. दिक्षित, उपेन्द्रनाथ और बघेला, हेत सिंह, (1982) इतिहास शिक्षण, जयपुर, राजस्थान ग्रन्थ अकादमी
2. घाटे, वी. डी. (1981) : इतिहास शिक्षण, हरियाणा, साहित्य अकादमी चण्डीगढ़.
3. शर्मा आर. ए. (1994) : इतिहास शिक्षण, मेरठ, लॉयल बुक डिपों
4. त्यागी, गुरुशरण, (2010) : इतिहास शिक्षण, आगरा, अग्रवाल पब्लिकेशन्स.
5. Aggrawal, J.C.; Teaching of History, New Delhi: (A practical Approach), Vikas Publishing House Pvt. Ltd.
6. Choudhary, K.P.; Effective teaching of history in India, NCERT.
7. Ghatge, V.D.; Suffestions for the teaching of History in India.
8. Ghose, K.D.; (1951) Creative Teaching of History. PUP,
9. Kochhar, S.K.; (1979) Teaching of History. New Delhi: Sterling Publishers Pvt.
10. Pathak, S.P.; (2005) Teaching of History. New Delhi: Kanishka Publisher.
11. Singh, Y.K; (2004) Teaching of History, New Delhi. APH, Publishing Corporation.
12. Shaiba B.D.; Singh Sahab, (2005) Teaching History. New Delhi: Dhan Pat Rai Publishing Co. Pvt. Ltd, X.
13. Verjeshwary, R.; Hand Book for History teacher in India.

Course 15 & 16 — PEDAGOGY OF HOME SCIENCE

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

1. Develop an understanding of Home Science curriculum development
2. Develop an ability to evaluate the existing curriculum of Home Science.
3. Construct and use Instructional/ Learning material.
4. Develop an ability to use community resources in teaching of Home Science.
5. Organize various activities related to Home Science viz Field Trip, Home Science Fair, Exhibitions and Home Science Club.
6. Use audio visual aids and ICT in teaching of Home Science.
7. Develop abilities to equip and manage Home Science laboratory and organize practical work in Home Science.
8. Develop an understanding of responsibilities and professional ethics of Home Science teacher.
9. Develop an understanding of modes of professional development of Home Science teacher.

COURSE CONTENT

UNIT –I Curriculum and Text Book -

1. Principles and steps of Curriculum Development.
2. Critical appraisal of Home Science Curriculum at Senior Secondary level prescribed by RBSE/CBSE.
3. Recent trends in Home Science curriculum.
4. Text book- Importance and qualities of a good textbook of Home Science.
5. Review of Home Science Textbook at Senior Secondary Level prescribed by RBSE/CBSE.

UNIT-II Teaching and Learning Resources -

1. Use of Library Resources: Textbook, Newspapers, Journals, Books and references, Magazines, Encyclopedia and Home Science Dictionary (glossary).

2. Community resources: Organization and importance of Home Science Club, Home Science Fair, Home Science Exhibition and Field trips.
3. Use of audio visual aids-charts, models, bulletin boards, flannel board, overhead projector, radio, interactive board, television, computer and e-learning.
4. Organizing and managing Home Science Laboratory and safety measures.

UNIT - III Professional Development of Home Science Teacher-

1. Home Science teacher: Qualities, responsibilities and professional ethics of Home Science teacher.
2. Professional development of Home Science teacher (In service education programmes, In house discussions, participation in Seminar, conferences, workshop, online sharing, membership of and participation in activities of professional organizations viz Home Science Association of India (HSAI), Indian Association of Pre School Education (IAPE), Association for Early Childhood Education and Development (AECED), Nutrition Society of India (NSI) etc.

PRACTICUM / SESSIONAL WORK

Anyone one of the following –

1. Review of any standard book on Home Science.
2. Report of any study of an in- service education program organized by an IASE/CTE/SIERT related to Home Science.
3. A study of training needs of a Home Science teacher.
4. Organize an exhibition on hand made articles and reporting.
5. Power point presentation/ Slide/ Film presentation on any topic of Home Science.
6. Visit to any one institution related to Home Science and report submission (Anganwadi Centre, School of Special Children, Orphanage Centre, Nutrition and Diet Counseling Centre, Food Preservation Centre, NGO's working for child welfare etc.)

REFERENCES

- 1- शर्मा रमा. (2006) : गृह विज्ञान शिक्षण, जयपुर, गोयल पब्लिकेशन्स।
- 2- शर्मा आर. सी. (2005) : विज्ञान शिक्षण, नई दिल्ली, धनपतराय प्रकाशन कम्पनी प्रा.लि.।
- 3- शर्मा आर. ए. (1994) : पाठ्यक्रम विकास, मेरठ, ईगल बुक्स इन्टरनेशनल।
- 4- शर्मा रमा एवं मिश्रा एम. के., (2009) गृह विज्ञान शिक्षण, नई दिल्ली, अर्जुन पब्लिशिंग हाउस।
- 5- शर्मा शकुन्तला (2007) : गृह विज्ञान शिक्षण, जयपुर, अपोलो प्रकाशन।
- 6- शैरी जी. पी. एवं सरन डी. पी. (1991) : गृह विज्ञान शिक्षण, आगरा, विनोद पुस्तक मन्दिर।
- 7- सुखिया एस. पी. एवं महरोत्रा पी.वी. (1976), : गृह विज्ञान शिक्षण, चंडीगढ़, हरियाणा हिन्दी ग्रन्थ अकादमी।
- 8- शर्मा राजकुमारी एवं शर्मा, निरूपमा (2014) गृह विज्ञान का शिक्षण शास्त्र, आगरा, राधा प्रकाशन मन्दिर प्रा. लि.।
- 9- अस्थाना, एस. आर. (2007) 'गृह विज्ञान का अध्यापन', आगरा, लक्ष्मीनारायण अग्रवाल प्रकाशन ।
- 10- कुमारी, डॉ. विमलेश (2007) 'गृह विज्ञान शिक्षण', नई दिल्ली, डिस्कवरी पब्लिशिंग हाउस,।

Course 15 & 16 — PEDAGOGY OF MUSIC

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

1. Develop understanding of principles of curriculum development of music.
2. Develop ability in preparing and critically reviewing the curriculum of music.
3. Develop skill in organizing music room and related resources.
4. Appreciate the contribution of role models in music.
5. Understand different models of professional development of music teachers.

COURSE CONTENT

UNIT – I Curriculum and Text book

1. Principles of curriculum development in Music.
2. Critical appraisal of music curriculum at Sr. Secondary level prescribed RBSE.
3. Characteristics of good text book
4. Review of music text book at Sr. Secondary level prescribed RBSE.

UNIT – II Teaching and learning Resources

1. Use of Audio Visual Aids in teaching music
2. Music room and equipments
3. Important instruments of Indian music Harmonium, Tabla, Tanpura etc.
4. Use of folk song and local resources.
5. Handling and maintenance of musical instruments.

UNIT – III Professional Development of Music Teacher

1. Qualities of music teacher, their professional and ethical responsibilities.
2. Role models of Indian classical music and their contribution in Indian classical music (listing the performances of role model)
 - a. Pt. Vishnu Digambar Paluskar
 - b. Pt. V.N. Bhattachande
 - c. Pt. Bhimsen Joshi

- d. Pt. Jasraj
 - e. Dr. Kishori Amonkar
 - f. Dr. Prabha Atrey
3. Role of professional organization in promoting music education
 - a. Prayag sangeet samitee
 - b. Gandharva Mahavidhyalaya
 4. Modes of professional development of music teacher in service education programmes, in house discussion, participation in Seminar, conferences, Workshop, online sharing, membership of and participation in professional organization, attending musical concerts / conferences.

SESSIONAL WORK/ PRACTICUM

Any one of the following –

1. Life sketch of any two role model of Indian classical music.
2. Analysis of learning difficulties of music students.
3. Writing a report and collection of local folk song/dance.
4. Participation and report of a classical music concert

REFERENCES

1. Sangeet Shikshan, Dr. Shobhana Shah
2. Sangeet Visharad by vasant, Hathras Prakashan
3. High school Sangeet Shastra by Bhagwat Sharan Sharma
4. Bhartiya Sangeet Ka Itihas by Bhagwat Sharan Sharma
5. Sangeet Pariksha Ank Patrika Ad. Dr. Lakshmi Narayan Garg
6. Sangeet Shiksha Ank Patrika Ad. Dr. Lakshmi Narayan Garg
7. Bhartiya sangeet Shikshan Pranali or Uska Vartman Star Dr. Madhubala Saxena
8. भीमसेन जोशी, व्यक्तित्व और संगीत : मोहन नाडकर्णी
9. Bhat Khande's Contribution to music : S. Nayar
10. Music Education New Horizons : Manorma Sharma
11. Music Education by Dinesh Swaroop

Course 15 & 16 — PEDAGOGY OF POLITICAL SCIENCE

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

1. Develop an understanding of curriculum construction.
2. Develop ability to evaluate the existing curriculum in Political Science at the Sr. Secondary level.
3. Use ICT and community resources in teaching of Political Science.
4. Organize Co-curricular activities related to Political Science teaching.
5. Develop an ability to construct and use instructional/ learning material.
6. Develop professional understanding required as Political Science teacher.
7. Develop an understanding of modes of professional development of Political Science teacher.

COURSE CONTENT

UNIT - I Curriculum and Text Book -

1. Principles of curriculum construction in Political Science.
2. Critical appraisal of Political Science curriculum at Secondary and Sr. Secondary Level prescribed by RBSE/CBSE.
3. New trends in Political Science curriculum.
4. Text book-importance and qualities of a good text book of Political Science.
5. Review of Political Science text book at Secondary and Sr. Secondary Level prescribed by RBSE/CBSE.

UNIT - II Learning Resources in Political Science -

1. Use of Library Resources: Text book, News papers, Journals, Books and References, Magazines, Encyclopedia.
2. Organization of Tours and Exhibition
3. E-Learning - Social Media and Networking.

4. Use of Audio-Visual Aids and ICT including multi-media in Teaching Political Science-OHP, Computer, Interactive Board, LCD Projector etc.

UNIT-III Professional development of Political Science -

1. Political Science teacher-Qualities, responsibilities and professional ethics of Political Science teacher.
2. In Service Education Programmes, In house discussion, e-sharing of ideas, Use of Journals, Encyclopedia.
3. Professional development programme, the Political Science teacher, Participation in Seminar, conferences, membership of professional organization.

SESSIONAL WORK

Any one of the following –

1. Review of any standard book on Political Science.
2. Report of a study of an in service education programme organized by an I.A.S.E. / C.T.E./ S.I.E.R.T. in political science.
3. A study of training needs of Political Science teachers.

REFERENCES

1. बघेला, हेत सिंह, व्यास हरिशचन्द्र (1985) नागरिक शास्त्र शिक्षण, जयपुर राजस्थान हिन्दी ग्रंथ अकादमी।
2. भटनागर, गीता (2007), नागरिकशास्त्र शिक्षण, जयपुर, इण्डियन पब्लिशिंग हाउस
3. गर्ग भंवरलाल बक्शी उशा (2008), नागरिक शास्त्र का शिक्षण, आगरा, राधा प्रकाशन मंदिर।
4. कुदेसिया, उमेशचन्द्र (2004), नागरिक शास्त्र शिक्षण, आगरा, विनोद पुस्तक मन्दिर।
5. क्षत्रियों के (2004), नागरिकशास्त्र का शिक्षण, मेरठ, आर.लाल.बुक डिपो।
6. मित्तल एम.एल. (1993) नागरिक शास्त्र शिक्षण मेरठ, लोयल बुक डिपो।
7. त्यागी, गुरुसरणदास (2010), नागरिक शास्त्र शिक्षण, आगरा, विनोद पुस्तक मन्दिर।
8. Bloom B.S.: Taxonomy of Educational Objectives-Cognitive Domain schools, New York.
9. Bining and Bining- (1951) Teaching of Social studies in Secondary Schools, New York.
10. Bourne H.E. (1972) Teaching of history and Civics, Bombay. Longmans 1972.
11. Higher G. (1951) The art of Teaching, Methuen & Co. Ltd. London.
12. Harlikar – (1982) - Teaching civics in India, Bombay, Padma Publication Ltd.
13. Landon Joseph (1912) The principles and practice of teaching and class management. Mickiejohn and Sons London.
14. Kochhar, S.K. (2004) Teaching of Social Science, Sterling Publishers Pvt. Ltd. New Delhi.
15. Pandey, B.N. Khosla, D.N. (1974) student teaching evaluation NCERT.
16. White E. M. (1981) The teaching of modern civics George G. Harrald & Co. Ltd. London.

Course 15 & 16 — PEDAGOGY OF PSYCHOLOGY

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

1. Develop and understanding of Principles of psychology curriculum development.
2. Develop an ability to evaluate the existing curriculum of psychology.
3. Develops various skills for the use and construct of different audiovisual aids and Instructional/ Learning material.
4. Develop an ability to use community resources in teaching of psychology
5. Use audio visual aids and ICT in teaching of psychology.
6. Develop an understanding of humanity and professional ethics of psychology teacher.
7. Develop and understanding of modes of professional development of psychology teacher.

COURSE CONTENT

UNIT – I Curriculum and text Book –

1. Principles and steps of Curriculum Development.
2. Critical Review of Existing curriculum of Psychology at Senior Secondary level.
3. Characteristics of Good Text Book of Psychology.
4. Review of Text Book of Psychology prescribed by RBSE.

UNIT – II Teaching and Learning Resources –

1. Used of Library Resources: Textbook, Newspapers, Journals, Books and references, Magazines, Encyclopedia and Dictionary.
2. Psychology Room / Lab
3. Psychology Club-Concept, Importance and activities
4. Teaching Aids : Visual (OHP, Slide Projector, Charts, Models), Audio (Radio, Tape Recorder), & Audio Visual (TV, LCD, Film Projector), Importance and Limitation of each aid

UNIT – III Professional Development of Psychology Teacher –

1. Psychology teacher: Educational Qualifications, Proficiency, Efficiency and professional ethics.
2. Necessary Skills to be a successful psychologist.
3. Teaching psychology to eliminate social evils like prejudice, social conflicts, unhealthy life style, injustice etc.
4. Teaching Psychology for the development of egalitarianism, democratic spirits, healthy interpersonal relationship, group and community living and familial and social adjustment
5. Professional development of Psychology Teacher-
 - a) In service education programs- workshop, symposium etc.
 - b) in house discussions,
 - c) e-sharing of Ideas,
 - d) Use of e-library resources
 - e) Involvement with professional organization or agencies such as Indian School Psychology Association, Society of Indian Psychologists, Indian Association of Positive Psychology (IAPP), National Academy of Psychology (NAOP), Indian Association of Clinical Psychology (IACP), National Positive psychology Association.
6. Participation in International and National Seminar, Conference etc.

PRACTICUM/SESSIONAL WORK

Any one of the following –

1. Write a report of functioning of any one Local NGO/local body work as clinical psychology.
2. Critical review of a book on psychology at Sr. Secondary level.
3. Attend a national or international seminar of psychology and present a paper.
4. To observe human behavior in everyday life and interpret from psychological points of view
5. To help people solve everyday problems with their psychological knowledge at various spheres of life.

REFERENCE

1. Anastadi, A., (1982). Psychological Testing, New York; Macmillan
2. Cox Tom, (1978). Strees London, The McMillan Press Ltd.
3. Hilgard, E.R. (1978). Introduction of Psychology (6th Edition), New York: Harcourt Brac and Co.
4. Milard, Atkinson and Atkinson, (1979). Introduction to Psychology, New York; Harcourt Brace Hovanoboich Inc.
5. Kendle, H.H. (1963). Basic Psychology Application, Century, Crofts
6. Lazarus P.S. (1969). Patterns of Adjustment and Human Effectiveness, New York; McGraw Hill Book Co.
7. Lindgren, Fyrne and Petrinovich, (1966). Psychology – An Introduction to a Behavioural Science, (4th Edition), New York; John Wiley & Sons Inc.
8. Morgan, C.T., (1975). A Brief Introduction to Psychology, New York; John Wiley Publication
9. Sahakin, W.S. (1975). History and Systems of Psychology, New York; John Wiley and Sons
10. <http://www.iapp.org.in/>
11. <http://www.aiansip.org>.
12. <http://www.naopindia.org/>
13. <http://www.iacp.in/2012/01/past-office-bearers.html>
14. <http://nppassociation.org>

Course 15 & 16 — संस्कृत का शिक्षण शास्त्र

उद्देश्य – पाठ्यक्रम पूर्णता के पश्चात् प्रशिक्षणार्थी :-

- 1- संस्कृत की ध्वनियाँ, शब्दों, वाक्यों का वर्गीकरण कर प्रयोग का सकेंगे।
- 2- संस्कृत की विद्वानों, संस्थाओं का परिचय प्राप्त कर प्रेरणा ग्रहण कर सकेंगे।
- 3- संस्कृत की पत्रिकाओं की समीक्षा कर सकेंगे।
- 4- संस्कृत शिक्षक के गुणों एवं दायित्वों को समझ सकेंगे।
- 5- संस्कृत शिक्षक की व्यवसायिक दक्षता के कार्यक्रमों में सहभागिता बन सकेंगे।
- 6- संस्कृत शिक्षक की मूल्य-संदर्भित जवाबदेही को समझ सकेंगे।
- 7- संस्कृत कक्ष की आवश्यकता व साज-सज्जा को समझ सकेंगे।
- 8- संस्कृत पाठ्यक्रमों की समीक्षा कर सकेंगे।
- 9- पाठ्यपुस्तकों की समीक्षा कर सकेंगे।
- 10- छात्रों की संस्कृत सम्बन्धी उच्चारण, वर्तनी अथवा वाक्य रचना सम्बन्धी त्रुटियों का निराकरण करने हेतु उपचारात्मक शिक्षण योजना निर्माण कर सकेंगे।
- 11- संस्कृत शिक्षण के अनुभूत समस्याओं के निराकरण हेतु क्रियात्मक अनुसंधान (Action Research) के आकल्प का निर्माण कर सकेंगे।

विषयवस्तु

इकाई – I संस्कृत पाठ्यक्रम एवं पाठ्यपुस्तक

- 1- पाठ्यचर्या एवं पाठ्यक्रम का सम्बन्ध, पाठ्यक्रम का सम्प्रत्यय, माध्यमिक, उच्च माध्यमिक कक्षाओं के संस्कृत पाठ्यक्रम की समीक्षा (रा.मा.शि.बोर्ड द्वारा प्रस्तावित)
- 2- अच्छी संस्कृत पाठ्यपुस्तक की विशेषताएं, माध्यमिक, उच्च माध्यमिक कक्षाओं के संस्कृत पाठ्यपुस्तक की समीक्षा (रा.मा.शि.बोर्ड द्वारा प्रस्तावित)

इकाई – II संस्कृत शिक्षण हेतु शिक्षण-अधिगम सामग्री-

- 1- सहायक सामग्री – द्रश्य, श्रव्य, सामग्री, एलसीडी, पीपीटी, संप्रेशण तकनीकी निर्माण एवं प्रयोग।
- 2- पुस्तकालय, पत्रपत्रिकाएं, ज्ञान कोश, शाब्द कोष आदि।
- 3- भाषा प्रयोगशाला
- 4- सामुदायिक संसाधन

इकाई – III संस्कृत शिक्षक

- 1- संस्कृत शिक्षक की विशेषताएं
- 2- संस्कृत शिक्षक की व्यावसायिक नैतिकता
- 3- संस्कृत शिक्षक के व्यावसायिक उन्नयन हेतु उपागम – सेवारत प्रशिक्षण कार्यक्रम, संगोष्ठी, पेनल चर्चा, कार्यशाला, आदि में सहभागिता, व्यावसायिक संगठनों की सदस्यता, महाविद्यालय में परिचर्या, ऑन लाईन वैचारिक आदान-प्रदान।
- 4- संस्कृत भाषा परिषद्, संस्कृत समूह, संस्कृत-अभिनयीकरण, सृजनात्मक लेखन क्लब आदि।

सत्रीय कार्य

निम्नांकित में से किसी एक गतिविधि का चयन कर प्रतिवेदन तैयार करना।

- 1- संस्कृत की किसी एक पुस्तक की समीक्षा।
- 2- संस्कृत शिक्षा से सम्बन्धित एक अनुभूत समस्या के निराकरण हेतु क्रियात्मक योजना तैयार करना।
- 3- संस्कृत की मानक (Standard) पत्रिका से किन्हीं दो लेखों का सारांश संस्कृत में तैयार करना।
- 4- राजस्थान के किसी एक संस्कृत विज्ञान / संस्थान का परिचय एवं योगदान पर साक्षात्कार आधारित प्रतिवेदन तैयार करना।

सन्दर्भ पुस्तकें

- 1- आप्टे. वी. एस. (2008) संस्कृत हिन्दी कोश, जयपुर, रचना प्रकाशन
- 2- भंसाली, आशा (2004) संस्कृत शिक्षण के नये आयाम, जोधपुर, राजस्थान ग्रन्थागार
- 3- दत्ते, अमृतलाल एवं शर्मा, डॉ. निरूपमा (2012) सूक्ष्म शिक्षण एवं अभ्यास, आगरा, राधा प्रकाशन मन्दिर प्रा.
- 4- दवे, अमृतलाल, पाटनी, उषा एवं नागदा, उदयलाल (2013) संस्कृत का शिक्षण शास्त्र, आगरा, राधा प्रकाशन मन्दिर प्रा. लिमिटेड
- 5- द्विवेदी, कपिल देव (2008) रचनानुवादकौमुदी, जयपुर विश्वविद्यालय प्रकाशन
- 6- गोयल, प्रीतिप्रभा (2000) संस्कृत व्याकरण, जोधपुर राजस्थान ग्रन्थागार
- 7- जोशी, मोतीलाल एवं शर्मा, मंजु (2002) संस्कृत शिक्षण, चण्डीगढ़ देवनारायण प्रकाशन
- 8- कर्णसिंह (1997) संस्कृत शिक्षण, लखीमपुर—खीरी, गोविन्द प्रकाशन
- 9- मिश्र, प्रभाशंकर (1984) संस्कृत शिक्षण, चण्डीगढ़, हरियाणा ग्रंथ अकादमी
- 10- मित्तल, संतोष (2007) संस्कृत शिक्षण, मेरठ, आर. लाल, बुक डिपो
- 11- पाण्डेय, रामशकल (1995) संस्कृत शिक्षण, आगरा, विनोद पुस्तक मन्दिर
- 12- सफाया, आर. एन. (1990) संस्कृत शिक्षण, जालंधर किताब घर
- 13- साम्बशिवमूर्ति, कम्बम्पाटी (2006) संस्कृत शिक्षण, जयपुर, दीपशिखा प्रकाशन
- 14- सत्यदेव सिंह एवं शर्मा, शशिकला (2014) संस्कृत शिक्षण आगरा, अग्रवाल पब्लिकेशन्स
- 15- सातवेलकर, श्रीपाद, दामोदर (2004) स्वयं—शिक्षक, दिल्ली, राजपाल एण्ड सन्स
- 16- Apte,D.G and Dongre,P.K.(1960),Teaching of Sanskrit inSecondary School,Baroda,Acharya Book Depot.
- 17- Huparikar ()Problems of Sanskrit Teaching.
- 18- Report of Sanskrit Commission (1958).Govt of India,New Delhi
- 19- Report of Official Language Commission(1958)Govt of India,New Dehli.

Course 15 & 16 — PEDAGOGY OF SOCIAL SCIENCE

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

1. Develop an understanding of Principles of Social Science curriculum development.
2. Develop an ability to evaluate the existing curriculum of Social Science.
3. Construct and use Instructional/ Learning material.
4. Develop an ability to use community resources in teaching of Social Science.
5. Use audio visual aids and ICT in teaching of Social Science.
6. Develop an understanding of responsibilities and professional ethics of Social Science teacher.
7. Develop an understanding of modes of professional development of Social Science teacher.

COURSE CONTENT

UNIT – I Curriculum and Text Book-

1. Principles and steps of Curriculum Development.
2. Critical appraisal of Social Science Curriculum at Secondary level prescribed by RBSE/CBSE.
3. Characteristics of Good Text Book of Social Science.
4. Review of Text Book of Social Science prescribed by RBSE/CBSE.

UNIT - II Teaching and Learning Resources -

1. Use of Library Resources: Textbook, Newspapers, Journals, Books and references, Magazines, ' Encyclopedia and Dictionary.
2. Community Resources: Use of local diversity and contents (Gram Sabha, Gram Panchayat, Municipal Corporation), Community Library and Museum.
3. Organization of tours and exhibition of a social issue.
4. Use of audio visual aids-charts, models, bulletin boards, flannel board, overhead projector, radio, Maps, Models, Film Strips, Documentaries Films, Black Board, OHP, Computer, LCD Projector etc.

UNIT – III Professional Development of Social Science Teacher-

1. Social Science teacher: Qualities, responsibilities and professional ethics of Social Science teacher.
2. Professional development of Social Science Teacher-
 - a. In service education programs-
 - b. In house discussions,
 - c. E -sharing of Ideas,
 - d. Use of Ideas,
 - e. Involvement with professional organization or agencies such as Indian Social Science Associations, Rajasthan Social Science Association, Indian Council of Social Science Research,
 - f. Participation in Seminar, Conference etc.

PRACTICUM / SESSIONAL WORK

Any one of the following –

1. Write a report on functioning of any one Local NGO/local body.
2. Critical review of a book on Social Science.
3. Write a script for drama on any one Social Issue.
4. Write a term paper on education and social change.

REFERENCES

1. जैन, अमीचन्द (1983) : सामाजिकज्ञान शिक्षण, जयपुर राजस्थान हिन्दी ग्रन्थ अकादमी।
2. शर्मा, बी. एल. माहेश्वरी (2003) : सामाजिकज्ञान शिक्षण, मेरठ आर. लाल बुक डिपो।
3. शर्मा, आर. ए. (2003) : सामाजिकज्ञान शिक्षण, मेरठ आर. लाल बुक डिपो।
4. सिंहकर्ण (2004) : सामाजिकविज्ञान शिक्षण, खिमपुर गोवीन्दप्रकाशन।
5. त्यागी, गुरुशरणदास (1985) : सामाजिकविज्ञान शिक्षण, आगरा, विनोद पुस्तक मन्दिर।
6. Aggrawal, J.C. (1994): Teaching of Social study, New Delhi: Vikas Publishing House Pvt. Ltd.

7. Aggrawal, J.C. (1989): Teaching of Social Study, New Delhi: (A Practical Approach) Vikas Publishing House Pvt. Ltd.
8. Bening & Bening (1952): teaching the social Studies in Secondary Schools, Bombay, Tata Mekgra hills Publishing Company.
9. Bhattaharya, S. and D.R. Darji (1966): Teaching of Social Studies in Indian Schools. Baroda: Acharya Book Depo.
10. Hemming, James: The Teaching of Social Studies in Secondary School. New York: London Longmans Green and co.
11. Jarolimek, John: (1977) Social Studies High School Education. New York: Mc. Millan Co.
12. Kochhar, S.L.; The Teaching of Social Studies. New Delhi: Sterling publishers Ltd. -16.
13. Moffat, M.P. (2004). Social Studies Instruction New York: Prentice – Hall Inc.

Course 15 & 16 — PEDAGOGY OF SOCIOLOGY

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

1. Develop a conceptual understanding about curriculum development with special reference to Teaching of Sociology.
2. Use Learning Resources in teaching learning process.
3. Develop professional understanding required as sociology teacher
4. Develop an understanding of modes of Professional development of Sociology Teacher.

COURSE CONTECT

UNIT – I Curriculum and Text Book

1. Principles of Curriculum Development
2. Critical Appraisal of Sociology Curriculum prescribed by RBSE
3. Characteristics of a good text book
4. Critical Appraisal of Sociology Text book prescribed by RBSE

UNIT – II Teaching and Learning Resources

1. Use of Library Resources: News Paper, Journals, Books and References and Magazines and encyclopedia.
2. Community Resources-use of local diversity and content, Community library, Museums, Organization of Tours and Exhibition of a Social Issue
3. E-Learning-Social Media and networking
Use of Audio Visual Aids and ICT in Teaching Sociology – OHP, Computer, Visualizer, Interactive Board, LCD Projector etc.

UNIT – III Professional Development of Sociology Teacher

1. Qualities of Sociology Teacher
2. Ethics of Sociology Teacher
3. Professional development of Sociological teacher.

4. In-service Education Programmes. In House discussions, E-Sharing of Ideas, use of Journals, Encyclopedia etc.
5. Involvement with Professional organization or agencies such as –India Sociological Association, Rajasthan Sociological Association, Indian Council of Social Science Research, Manikyalal Varma Tribal Research Institute, Anthropological Survey of India.

PRACTICUM/ SESSIONAL WORK

Any one of the following

1. Prepare Abstracts of two recent Articles published in reputed Sociological Journals.
2. Prepare a Power Point Presentation of teaching a topic of sociology prescribed in senior secondary syllabus.
3. Critical review of a book on sociology

REFERENCES

- Agrawal, J.C. (1994), Teaching Social Studies, Vikas Publication House Pvt. Ltd. New Delhi.
- Bening, A.C. and Bening Devid H. (1952), Teaching the Social Studies in Secondary School, Tata, Makgra Hill Publishing, Bombay.
- Comte, Auguste (1855). The Positive Philosophy of Auguste Comte (Translated, H, Marineau), New York.
- Goode, William, Hatt, Paul (1952), Methods in Social Research, Mc Graw Hill, New York.
- Hamming, James, Teaching of Social Studies in Secondary Schools, Longmans green and Co., New Yourk.
- Inkels, Alex (1965), What is Sociology, Prentice Hall, New Delhi.

- Jain, Amir Chand (1983), Samajik Gyan Shikshan, Rajasthan Hindi Granth Akadmi, Jaipur.
- Johnson, H.M. (1963), Sociology-A systematic Introduction, Routledge and Kegan paul, Landon.
- Kochhar, S.L., Teaching Social Studies, Sterling Publishers Ltd., New Delhi.
- Muffat, M.P. (2004), Social Studies instruction, Prentice Hall Inc., New York.
- NCERT Sociology Book of Class XI and XII.
- NCERT, National Curriculum Framework-2005
- NCERT, Position Paper of NCF on Teaching of Social Science-2005.
- Ram, Ahuja (). Samajik Samasyaye, Rawat Publication, New Delhi and Jaipur.
- Rawat, Harikrishna ().Samajshashtriya Sabdkosh, Rawat Publication, New Delhi and Jaipur.
- Rawat, Harikrishna (2001), Samajshashtriya Chintak avm Siddhankar, Rawat Publication, New Delhi and Jaipur.
- Sharma, R.A. (2003), Samajik Vigyan Shikshan, R.Lal Book Depot, Merauth.
- Sharma, Virendra Prakash (2005), Samajshastriya Chinten ke Muladhar, Panchasheel Prakashan, Jaipur.
- Sharma, D.D., Gupta, M.L. (), Samajik Samasyaye, Sathitya Bhawan Publications, Agra.
- Sharma, D.D., Gupta, M.L. (2012), Samajik Vicharak, Sahitya Bhawan Publications, Agra.
- Sharma, D.D., Gupta, M.L. (2012), Samajshash, Sahitya Bhawan Publications, Agra.
- Singi, N.K., Goswami, V. (2002), Samajshastra Vivechan, Rajasthan Hindi Granth Akadmi, Jaipur.
- Tyagi, Gursaran Das (1985), Samajik Vigyan Shikshan, Vinod Pustak mandir, Agra.
- Vidyabhushan, Sachdeva, D.R. (1997), Samajshastra ke Siddhant, Century Printers, Allahabad.
- Weber, Max (1947), Theory of Social and Economic Organisation (Translated by Handerson and Parsons), New York, Oxford University Press.

Course 15 & 16 — PEDAGOGY OF BIOLOGY

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

1. Develop ability to evaluate the existing syllabus of Biology.
2. Develop an understanding of curriculum construction.
3. Use audio-visual aids, community resources and ICT in teaching-learning of Biology.
4. Organize co-curricular activities related to Biology teaching.
5. Develop abilities to equip and manage biology laboratory and organize practical work in Biology.
6. Construct and use instructional / learning materials.
7. Understand responsibilities, qualities and professional ethics of biology teacher.
8. Understand the modes of professional development of Biology Teacher

COURSE CONTENT

UNIT – I Curriculum and text books of Biology

1. Principles and steps of curriculum construction.
2. Trends in Biology curriculum such as BSCS, Nuffield Science Project.
3. Critical appraisal of Biology curriculum at Sr. Secondary level prescribed by RBSE/CBSE.
4. Criteria of a good biology text book.
5. Review of a text book of Biology prescribed by RBSE/CBSE.

UNIT - II Learning resources in Biology

1. Text book, community resources, organization and importance of - Science club, Science Fair, Science Exhibition, field trips and science quiz.
2. Teaching Learning Resources- Chart, models, Specimen, Bulletin Boards, flannel Board, Slide Projector, O.H.P., L.C.D., Transparencies, slide, Computer and Internet.

3. Organization and Managing of Biology laboratory, Precautions and safety measures in laboratory.
4. Conducting practical work in Biology

UNIT – III Professional development of Biology Teacher

1. Biology teacher - Qualities, responsibilities and professional ethics of Biology teacher
2. Professional development programs for Biology teacher, In service education programmes, Participation in seminars, conferences, on line sharing, membership and participation in activities of professional organization, in house discussions.

PRACTICUM / SESSIONAL WORK

Any one of the following

1. Preparation of a plan of field trip/ Science Fair.
2. Preparation of a Science puzzle.
3. Power Point presentation of any topic of Biology.
4. Review of a standard book on science.
5. Preparation of a herbarium.

REFERENCE

- | | | |
|----------------------|------|---|
| 1. कुलश्रेष्ठ एस.पी. | 2010 | शैक्षिक तकनीकी के मूलआधार,
विनोद पुस्तक भण्डार, आगरा |
| Kulshrasth S.P. | 2010 | Shakshik Teachining ka MulAadhar,
Vinod Pustak Bhandar, Agra |
| 2. मंगल एस. के | 1996 | विज्ञान शिक्षण, आर्य बुक डिपो, नई दिल्ली |
| Mangal S.K. | 1996 | Vigyan Shikshan, Arya Book Depo,
New Delhi |
| 3. शर्मा आर. ए. | 2003 | शिक्षा के तकनीकी आधार, आरलाल बुक डिपो,
मेरठ |
| Sharma R.A. | 2003 | Siksha Ka TachnigiAadhar, R.L. Book
Depo Meeruth |
| 4. शर्मा आर.सी. | 2005 | विज्ञान शिक्षण, धनपतराय प्रकाशन कम्पनी प्रा.
लि. नई दिल्ली |

- | | | | |
|-----|-------------------------------|------|--|
| | Sharma R.C. | 2005 | Vigyan Sikshan, Dhanpat Roa
Prakashan Company Pvt. Ltd. New
Delhi |
| 5. | वाजपेयी, गोलवलकर
Vijhayee | 2007 | विज्ञान शिक्षण, शारदा पुस्तक भण्डार, ईलाहाबाद
एवं अन्य
Golwalkar Vigyan Sikshan Pustak
Bhandar, Allahabad and other |
| 6. | Aggrawal J.C. | 1990 | Curriculum Reforms in India, Dasba
House, Delhi |
| 7. | Bloom, Benjamin
and others | 1965 | Taxonomy of Educational objectives.
The classification of Educational goals,
Handbook 1- |
| 8. | Broudy, Harry and | 1966 | Examples of Teaching method, Palmer, John R.
Chicago, Second Printing, Rand
McNally & Co. |
| 9. | Chauhan S.S. | 1985 | Innovation in teaching learning
process, Delhi, Vikas Publishing
House |
| 10. | Dale Edgar | 1962 | Audio Visual Methods in Teaching,
New York, Revised edition Hold,
Rivehart and Winston. |
| 11. | Dani D.N. | 1989 | “Scientific Attitude and Cognitive
Style”, Northern Book Centre, New
Delhi. |
| 12. | Dave, R.H. | 1969 | Taxonomy of Educational objectives
& Achievement, testing London
University Press London. |

Course 15 & 16 — PEDAGOGY OF CHEMISTRY

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

1. Understand qualities and ethics of Chemistry Teacher.
2. Foster creativity through Teaching of Chemistry.
3. Relate chemistry to conservation of environment
4. Review a chemistry text book.
5. Organize various activities related to chemistry viz field trip, Science Fair, Science Club, Science Quiz.
6. Create Awareness in community through various programmes about the issues such as Food Adulteration, Superstitions, Hazards from Chemical substances and Chemical Industries etc.

COURSE CONTENT

UNIT – I Curriculum and text books of Chemistry

1. Principles and steps of curriculum construction.
2. Critical appraisal of Chemistry curriculum at Sr. Secondary level prescribed by RBSE/CBSE.
3. Criteria of a good chemistry text book.
4. Review of a text book of Chemistry prescribed by RBSE/CBSE.

UNIT – II Learning resources in Chemistry

1. Text book, community resources, organization and importance of- Science Club, Science Fair, Science Exhibition, Field trips and science quiz, Activities to aware local community.
2. Teaching learning Resources- Chart models, Bulletin Boards, Flannel Board, Slide Projector, O.H.P., L.C.D., Transparencies, slide, Computer and Internet.
3. Organization and Managing of Chemistry laboratory, Precautions and safety measures in laboratory.
4. Conducting practical work in Chemistry.

UNIT – III Professional development of Chemistry Teacher

1. Chemistry teacher – Qualities, responsibilities and professional ethics of chemistry teacher
2. Professional development programs for chemistry teacher, in service education programmes, Participation in seminars, conferences, on line sharing, membership and participation in activities of chemistry teaching.
3. Use of professional Journals of Chemistry/ science, Popular science magazines, Encyclopedia of Science.

PRACTICUM- ANY ONE

Organization and reporting of any one activities

1. Science exhibition
2. Science quiz
3. Awareness program for community
4. Science Fair
5. Visit

REFERENCES

- Aggrawal J.C. (1990), Curriculum Reforms in India, Dasba House Delhi.
- Carleton, R.h. – Chemistry for new age
- Chauhan S.S. (1985), Innovation in teaching learning Process, Delhi, Vikas Publishing House.
- Dani D.N. (1989), “Scientific Attitude and Cognitive Style”, Northern Book Centre, New Delhi.
- Das R.C. (1985), Science Teacing in School, Sterling Publishers Pvt. Ltd., New Delhi.
- Das R.C., Passi B.K. & Singh, L.C. (1975) Effectiveness of Microteaching in training of Teachers, NCERT, Delhi
- Geoffrey, Neuss, Chemistry course companion.
- Gupta, S.K. (1983). Technology of Science Education Vikas Publishing House Pvt. Ltd., New Delhi.

- Jenkins, E.w. (2000), Innovation in science and Technology Education Vol. VII, UNESCO, Parco
- Mangal, S.K. (1995), Teaching of Phsyical and Life Science, AVG Book Depot, KarolBagh
- Mishra, D.C. (2008), Teaching of Chemistry, Sahitya Prakashan Agra.
- Mittal, Arun (2004), Teaching of Chemistry, Efficient Off set Pvt.
- Morrison & Boyd – Organic Chemistry VI Edition
- Natrajan, C. (Ed.) (1997), Activity based foundation course on Science Technology and Society Homi Bhatia Centre for science Education, Mumbai.
- NCERT, National Curriculum Farmework- 2005
- NCERT, Position Paper of NCF on Teaching of Science- 2005.

Course 15 & 16 — PEDAGOGY OF COMPUTER SCIENCE

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

1. Develop an understanding of Computer Science curriculum development.
2. Develop an ability to evaluate the existing curriculum and text books of computer science.
3. Develop an ability to use community resources in teaching computer science.
4. Develop an ability to use computer based resources in teaching computer science.
5. Develop abilities to equip and manage Computer Science laboratory and organize practical work in Computer Science.
6. Understand the responsibilities and professional ethics of Computer Science teacher.
7. Develop an understanding of mode of professional development of computer science Computer Science.

COURSE CONTENT

UNIT - I Curriculum and Text book -

1. Concept, Principles and steps of development of computer science curriculum.
2. Recent trends in Computer Science curriculum.
3. A critical appraisal of existing computer science curriculum at secondary/senior secondary level prescribed by RBSE/CBSE.
4. Text book-criteria of a good text book of computer science, critical review of the text book of computer science prescribed by RBSE/CBSE.

UNIT - II Teaching and Learning Resources in computer science

1. Library resources- Text Books, Journals, Magazines, Self Instructional Material, and computer assisted instructional material and e-learning.
2. Community Resource - Importance of IT fair and exhibition.
3. Laboratory- Organizing and managing computer science laboratory and safety measures.
4. Computer based resources -
 - a. Networking and Multimedia as a Teaching-Learning Support System.
 - b. Social networking: Advantages and Disadvantages.
 - c. Internet: tutorial, web based instructions, You tubes, smart classes

UNIT - III Professional Development of Computer Science Teacher

- 1.** Qualities, Responsibilities and Professional ethics of computer science teacher.
- 2.** Professional development of computer science teacher (In service Education Programs, Participation in Seminar, Conferences, Workshop, in house discussion membership of and participation in activities of professional organization and on-line sharing).
- 3.** Researches in teaching and learning of computer science.

PRACTICUM / SESSIONAL WORK

Any one of the following –

- 1.** Prepare program instruction material with the help of hyperlink.
- 2.** Power point presentation on any topic of Computer science.
- 3.** Review of any standard book on Computer Science.

REFERENCE

- 1.** Apter, Michael, J. (1968). The New Technology of Education. London: MacMillan
- 2.** Hunt, R. and Shelley, J. (1988): “Computers and Common Sense”, PHI Publication, Delhi.
- 3.** J. C. Aggarwal, (2004) Principles, Methods & Techniques of teaching, Vikas Pub House PVT LTD
- 4.** Mehra, Vandana (2000) Educational Technology, New Delhi: S S Publishers
- 5.** Mukhopadhaya (2005) Education Technology Knowledge Assessment, New Delhi: Shipra Publications
- 6.** Romesh Verma; Suresh Sharma, (1998) Modern trends in Teaching Technology, Anmol Publications New Delhi.
- 7.** Sharma, L. (2000) Computer Education. Ferozpur CanttL: Wintech Publications
- 8.** Singh, Arjinder (2009). Modern Approach to Computer Education. Jalandhar: Modern Publisher
- 9.** Singh, Tarsem (2009). Basic Computer Education. Ludhiana: Tondon Brothers
- 10.** Sinh, P.K. (1990): “Computer Fundamentals”, New Delhi: BPB Publications.
- 11.** Subramaniam. N. (1988): “Introduction to computer, New Delhi: Tata McGraw Hill.
- 12.** Yashpal (2004) Methods of Teaching, Sanjay Prakashan. New Delhi

Course 15 & 16 — PEDAGOGY OF GENERAL SCIENCE

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

1. Develop ability to evaluate the existing syllabus of General Science.
2. Develop an understanding of curriculum construction.
3. Use audio-visual aids, community resources and ICT in teaching-learning of General Science.
4. Organize co-curricular activities related to General Science teaching.
5. Develop abilities to equip and manage General Science laboratory and organize practical work in General Science.
6. Construct and use instructional / learning materials.
7. Understand responsibilities, qualities and professional ethics of General Science teacher.
8. Understand the modes of professional development of General Science Teacher

COURSE CONTENT

UNIT - 1 Curriculum and text books of General Science

1. Principles and steps of curriculum construction.
2. Trends in General Science curriculum
3. Critical appraisal of General Science curriculum at Sr. Secondary level prescribed by RBSE/CBSE.
4. Criteria of a good General Science text book.
5. Review of a text book of General Science prescribed by RBSE/CBSE.

UNIT - II Learning resources in General Science

1. Text book, community resources, organization and importance of - Science club, Science Fair, Science Exhibition, field trips and science quiz.

2. Teaching Learning Resources- Chart, models, Specimen, Bulletin Boards, flannel Board, Slide Projector, O.H.P., L.C.D., Transparencies, slide, Computer and Internet.
3. Organization and Managing of General Science laboratory, Precautions and safety measures in laboratory.
4. Conducting practical work in General Science

UNIT - III Professional development of General Science Teacher

1. General Science teacher - Qualities, responsibilities and professional ethics of General Science teacher
2. Professional development programs for General Science teacher, In service education programs, Participation in seminars, conferences, on line sharing, membership and participation in activities of professional organization, in house discussions.

PRACTICUM / SESSIONAL WORK

Any one of the following

1. Preparation of a plan of field trip / Science Fair.
2. Preparation of a Science puzzle.
3. Power point presentation of any topic of General Science.
4. Review of a standard book on science.
5. Preparation of a herbarium.

REFERENCE

1. कुलश्रेष्ठ एस.पी. 2010 शैक्षिकतकनीकी के मूलआधार,
विनोदपुस्तकभण्डार, आगरा
Kulshrasth S.P. 2010 Shakshik Teachining ka MulAadhar,
Vinod Pustak Bhandar, Agra
2. मंगल एस. के. 1996 विज्ञान शिक्षण, आर्यबुकडिपो, नई दिल्ली
Mangal S.K. 1996 Vigyan Shikshan, Arya Book Depo,
New Delhi
3. शर्मा आर. ए. 2003 शिक्षा के तकनीकीआधार, आरलालबुकडिपो,
मेरठ
Sharma R.A. 2003 Siksha Ka TachnigiAadhar, R.L. Book
Depo Meeruth
4. शर्मा आर.सी. 2005 विज्ञान शिक्षण, धनपतराय प्रकाशन कम्पनी प्रा.लि.
नई दिल्ली
Sharma R.C. 2005 Vigyan Sikshan, Dhanpat Roa
Prakashan Company Pvt. Ltd. New
Delhi
5. वाजपेयी, गोलवलकर 2007 विज्ञान शिक्षण, शारदापुस्तकभण्डार, ईलाहाबाद एवं
अन्य
Vijhayee 2007 Golwalkar Vigyan Sikshan Pustak
Bhandar, Allahabad and other
6. Aggrawal J.C. 1990 Curriculum Reforms in India, Dasba
House, Delhi
7. Bloom, Benjamin 1965 Taxonomy of Educational objectives.
and others The classification of Educational goals,
Handbook 1-
8. Broudy, Harry and 1966 Examples of Teaching method, Palmer, John
R. Chicago, Second Printing, Rand
Mc Nally & Co.
9. Chauhan S.S. 1985 Innovation in teaching learning
process, Delhi, Vikas Publishing
House
10. Dale Edgar 1962 Audio Visual Methods in Teaching,
New York, Revised edition Hold,
Rivehart and Winston.
11. Dani D.N. 1989 "Scientific Attitude and Cognitive
Style", Northern Book Centre, New
Delhi.

Course 15 & 16 — PEDAGOGY OF MATHEMATICS

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

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

COURSE CONTENTS

UNIT – I Mathematics curriculum at Secondary Level

1. Principles and approaches of curriculum construction.
2. New trends in mathematics curriculum.
3. A critical appraisal of existing mathematics curriculum at secondary stage prescribed by board of secondary education Rajasthan.
4. Enrichment in mathematics teaching for developing creativity.
5. Some highlights of curriculum like vision of school mathematics, main goals of mathematics education, core areas of concerns in school mathematics, curricular choices at different stages of school mathematics education

UNIT - II Learning resources in mathematics

1. Recreational Activities
 - a. Mathematics Club:

- b. Mathematics Fairs
 - c. Mathematical Games
 - d. Mathematical Quiz
 - e. Mathematical Puzzles
 - f. Mathematical Project
 - g. Mathematical Model
2. Importance and Setting up of Mathematics Laboratory.
 3. Importance of Support Material: On-line and off-line Resources.
 - a) Text books of Mathematics.
 - b) Reference Material -Journals ,Reference books, Encyclopedia, News Letters and on line resources
 - c) Using community resources for mathematical teaching e.g. interviewing local persons to know the indigenous knowledge of Mathematics etc.

UNIT - III Professional Development of Mathematics Teacher

1. Importance of in-service programmes for mathematics teacher.
2. Role of mathematics teacher 's association.
3. Development of professional competencies of mathematics teacher.
4. Professional ethics of mathematics teacher.
5. Research in teaching and learning of mathematics.

SESSIONAL WORK

Any one of the following

1. Identification of learning difficulties experienced by students in a unit.
2. Preparing a report of a remedial teaching programme.
3. Preparing as Action research project proposal related to Mathematics teaching.
4. A case study of slow/ gifted learner in mathematics.
5. Preparing a working model related to mathematics.
6. A project report on any Topic at Sec. Level.

SUGGESTED READINGS

1. कृष्ण कन्हैयालाल सक्सेना, (2007) गणित शिक्षण, यूनिवर्सिटी बुक हाऊस, जयपुर
2. मंगल : गणित शिक्षण, आर्य बुक डिपो, नई दिल्ली
3. सीधु : गणित शिक्षण, विनोद पुस्तक भण्डार, आगरा
4. हेतसिंह बघेला, (2005), पुनीत प्रकाशन, जयपुर
5. एम.एस. रावत, (2009) विनोद पुस्तक भण्डार, आगरा
6. विजेन्द्र कुमार माहेश्वरी, (1997), लोयल बुक डिपो, मेरठ
7. जे.एस. नेगी, (2005), गणित शिक्षण, विनोद पुस्तक भण्डार, आगरा
8. Aggarwal S. M. : (2005), Teaching of Modern Mathematics, Dhanpat Rai and Sons, Delhi.
9. Aiyangar and Kuppaswami, (1999), N. : A teaching of mathematics in the new education universal publication.
10. Butler and Wren : (2000) , The teaching of Secondary Mathematics, MC Graw Hill Book Company.
11. Cooney, Thomas J. and Others (1975), Dynamics of Teaching Secondary School Mathematics, Boston : Houghton Mifflin.
12. Grouws, D.A. (ed) (1992) Handbook of Research on Mathematics Teaching and Learning.
13. Jagdguru Swami : (2000), Sri Bharti Krisna Tirthji Vedic mathematics, Moti Lal Banarsids Publisher Delhi.
14. Kapur, J.N. : (1997), Modern mathematics for teachers, Arya Book Depot., New Delhi.
15. Lester, F.K. (Ed.) (2007). Second Handbook of Research on Mathematics Teaching and Learning, Charlotte, NC: NCTM & Information Age Publishing.
16. Maeger, Robert (1962) Preparing instructional objectives. Palo Alto, CA: Fearon.

Course 15 & 16 — PEDAGOGY OF PHYSICS

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

1. Critically appraise Physics curriculum at senior secondary level.
2. Study science laboratory in schools, facilities and materials available in class that facilitate learning of Physics.
3. Plan, manage physics laboratory and organize physics practical work
4. Analyse the text book with reference to the content, its organization, learning experiences and other characteristics
5. Select and effectively make use of multi media and other learning resources in classroom teaching
6. Conduct Physics related activities through science clubs, science fairs, science exhibitions during school attachment
7. Conduct physics practicals prescribed by RBSE
8. Become aware of various professional organizations and professional development programs for Physics Teacher.
9. Identify themes in Physical Science for which community can be used as a learning resource

COURSE CONTENT

UNIT - I Physics Curriculum and Text Book

1. Trends in Science Curriculum Reform: considerations in developing learner centered curriculum in Physics, major suggestions of Physical Science Study Committee (PSSC), Nuffield Foundation Science Teaching Project, National Curriculum Framework for School Education-2005
2. Meaning and Principles of curriculum organization
3. Critical appraisal of prescribed syllabus of CBSE/RBSE at Senior Secondary level.
4. Criteria of selecting a text book and Critical analyses of Physics text books at secondary /Senior Secondary level
5. Enrichment program for gifted students.

UNIT - II Instructional support system and Learning Resources

1. Multi sensory aids: Significance, Psychological Principles and skill of using Teaching Aids. Use of multi media, charts, models, overhead projectors, computers, internet, and improvised apparatus
2. Environment as a rich learning site to construct meanings and concepts related to Physics through observational and exploratory activities.
3. Planning and organization of visits to Museum, Science Park and community as a resource site for learning of Physics.
4. Planning and Organization of Science Clubs and Science Fairs
5. Planning of Physics Laboratory: facilities, equipments, materials and manuals, records. Maintenance and management of Physics lab. Organization of practical work in Physics. Evaluation of Practical Work
6. Selecting and guiding Projects in Physics
7. Self-learning materials - worksheets, websites on physics content, interactive websites, online learning
8. Local learning resources- interview of local physics experts, visit to local physics labs/meteorological stations/ solar observatory.

UNIT - III Professional Development of Physics Teacher

1. Need for professional development, qualifications, responsibilities and professional ethics of Physics Teacher
2. b. Professional development at individual, organizational and government level c. Professional competencies of Physics teachers.
3. d. Need for updating content and pedagogical science competencies; Participation in planning of science fairs, exhibitions and activities; planning contextual activities (celebration of science Day, birthdays of great physicists); participation in seminars, conferences, in service teacher training programs; online sharing and distance learning.
4. Membership of Professional Organisations and Publications in Science Education journals and magazines

5. Role of national bodies like HBCSE (Homi Bhabha Center for Science Education), IAPT (Indian Association of Physics Teachers) etc.

SESSIONAL WORK

Any one of the following:

1. Case study of any one Senior Secondary School Laboratory of Physics.
2. Planning, conducting and reporting an innovative project in Physics
3. Critical review of a book on physics.
4. Conducting one experiment prescribed by RBSE for senior secondary classes and preparing a report.
5. Report of a visit to local physics labs / meteorological stations / solar observatory.

REFERENCE

- Aicken, Frederick (1984). The Nature of Science, London: Heinemann Educational books.
- Anderson R.D. (1970). Developing Children's Thinking Through Science, New Delhi: Prentice Hall.
- Chauhan, S.S. (2000). Innovation in Teaching Learning Process New Delhi: Vikas Publishing House Pvt. Ltd.
- Das, R.C. (1985). Science Teaching in Schools New Delhi: Sterling Publishers Pvt. Ltd.
- Dave, R.H. (). Taxonomy of Educational Objectives and Achievement Testing, London: London University Press.
- Edigar M. and Rao D.B. (1996). Science Curriculum, New Delhi: Discovery Publishing House.
- Gronlund, Norman, E (1968). Constructing Achievement Tests, New York: Prentice Hall Inc.
- Gupta, N.k. (1997). Research in Teaching of Science, New Delhi: APH Publishing Corporation.

- Kochar, S.K. (1997). Methods and Techniques of Teaching, New Delhi: Sterling Publishers Pvt. Ltd.
- Maitre, K. (1991). Teaching of Physics, New Delhi: Discovery Publishing House.
- Mukale, J.C. (1998). Creative Approaches to Classroom Teaching, New Delhi: Discovery Publishing House.
- Prakash, R. and Rath, T.N. (1996). Emerging Trends in Teaching of Physics, New Delhi: Kanisha Publishers.
- Radha Mohan (2003). Innovative Science Teaching for physical Science Teachers, New Delhi: Prentice Hall Pvt. Ltd.

Course 15 & 16 — PEDAGOGY OF BUSINESS STUDIES

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

1. Understand and use of concept mapping and curricular elements in Business Studies teaching.
2. Develop the ability to plan Curriculum in Business Studies at senior secondary level.
3. Undertake a critical appraisal of existing Business Studies curriculum at sr. secondary stage prescribed by RBSE/CBSE.
4. Know the qualities of text book of Business Studies.
5. Understand and use I.C.T. in Business Studies Teaching.
6. Develop the ethics & Professional growth of a Business Studies teacher.
7. Organize various activities related to Commerce viz. Field trip, Commerce club, Commerce Exhibition, Commerce Fair.
8. Understand and use learning resources in Business Studies.

COURSE CONTENTS

UNIT - I Curriculum and Text Book in Business Studies:

1. Cognitive Map of Concepts and Curricular elements in Teaching of Business Studies
2. Principles of developing curriculum in Business Studies.
3. Selection of subject matter-subjective and objective approach.
4. Organization of subject matter.
5. Critical appraisal/Evaluation of present syllabus of Business Studies prescribed by RBSE/CBSE.
6. Characteristics and selection criteria of a good text book of Business Studies.
7. Review a critical appraisal of the text book prescribed by RBSE/CBSE for senior secondary classes.

UNIT - II Learning Resources in Business Studies:-

1. Media Integration in Business Studies teaching :-Use of Audio - Visual aids and ICT including Multi Media in teaching Business Studies OHP, Computer interactions boards, LCD Projector, Internet.
2. Use of Community Resources e.g. Interaction with Business personalities of Business houses.
3. Research articles from journals on Business Studies education.
4. Concept and Design of Business Studies Laboratory.
5. Recreational Activities through Business Studies Club:
 - a. Commerce Exhibition
 - b. Commerce Fair
 - c. Business Games
 - d. Business Studies Model
 - e. Field Trip
 - f. E-Learning, Social Media, T.V. channels (Business channels) & Networking.

UNIT - III Professional development of Business Studies Teacher

1. Qualities and responsibilities of a Business Studies Teacher.
2. Role and functions of a Business Studies teacher.
3. Ethics of a Business Studies teacher.
4. Importance and participation of in-service programs for Business Studies teacher.
5. Professional growth of a Business Studies teacher- In- service Education programs, In- house discussions, Use of library resources and studying subject based new papers and magazines, contribution in professional Journals, membership and participation in professional organizations.

PRACTICUM / SESSIONAL WORK

Any one of the following:

1. Action plan for Commerce lab / Commerce exhibition / Commerce fair.
2. Preparing Scrap book related to business activities.
3. Planning, organization and reporting of Panel discussion on any current issue related to Business.

REFERENCES

1. Sharma B.L. (2007) Vanijyashikshan R.I. book Depot, Meerut.
2. Dr. Jain K.C.S. (2008) Vanijyashikshan, Rajasthan Hindi Academy, Jaipur.
3. Parsar Ashish Ashok (2007) Vanijyashikshan Radha Prakashan, Agra
4. Singh I.B. (1968) Vanijyakaadhyayan, Laxmi Narayan, Agra.
5. Asubel D. P. (1963) “The Psychology of Meaningful Verbal Learning” N.V. Grune and Stration.
6. Agarwal J.C. (2003) – Teaching of Commerce, Vikas publication, New Delhi.
7. Saxena, Udaiveer : Vanijyashikshan
8. Baghela, Het Singh : Vanijyashikshan
9. RaoSema – Teaching of Commerce, Anmol Publicationhn Pvt. Ltd. 1995.
10. Jain, K.C.S. (1989). Work Shop Report (13 Feb. to 18 Feb.)

Course 15 & 16 — PEDAGOGY OF FINANCIAL ACCOUNTING

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

1. Develop an understanding and use concept mapping and curricular elements in Financial Accounting teaching.
2. Develop the ability to plan Curriculum in Financial Accounting at senior secondary level.
3. Undertake Critical appraisal of existing Financial Accounting curriculum at senior secondary stage prescribed by RBSE / CBSE.
4. Know the qualities of text book of Financial Accountancy.
5. Develop necessary skills to prepare and use various instructional/learning methods and Media Integration.
6. Develop the ethics & Professional growth of a Financial Accounting teacher.
7. Develop an Understanding and use learning resources in Financial Accounting.
8. Organize various activities related to Financial Accounting subject viz. Field trip, Exhibition, Fair, Financial Games.

COURSE CONTENTS

UNIT – I Curriculum and Text Book in Financial Accounting

1. Cognitive Map of Concepts and Curricular elements in Teaching of Financial Accounting.
2. Principles of developing curriculum in Financial Accounting.
3. Selection of subject matter-subjective and objective approach.
4. Organization of subject matter.
5. Critical appraisal / evaluation of present syllabus of Financial Accounting prescribed by RBSE/ CBSE.
6. Characteristics and selection criteria of a text book of Financial Accounting.
7. A Critical review of a text book of financial accounting prescribed by RBSE/CBSE for senior secondary classes

UNIT - II Learning Resources in Financial Accounting

1. Media and media integration: - use of audio -visual aid, ICT including multimedia, OHP. Computer interaction board.LCD Projector, Internet, E-learning, social media, networking etc. in Financial Accounting teaching.
2. Using community resources for Financial Accounting teaching-Interaction with persons of accounting Profession.
3. Library resources.
4. Concept and design of Financial Accounting Laboratory.
5. Recreational Activities through Commerce Club related to Financial Accounting teaching
 - a) Commerce Exhibition
 - b) Commerce Fair
 - c) Financial Accounting Models
 - d) Games
 - e) Field-Trip.

UNIT – III Professional development of Financial Accounting Teacher

1. Qualities and responsibilities of a Financial Accounting teacher.
2. Role and functions of a Financial Accounting teacher.
3. Ethics of a financial accounting teacher.
4. Professional growth of a Financial Accounting teacher- In-service Education Programme, In-house discussion, Use of library Journals, membership and participation in professional organization.
5. Developing and use of Action Research Plan.

PRACTICUM / SESSIONAL WORK

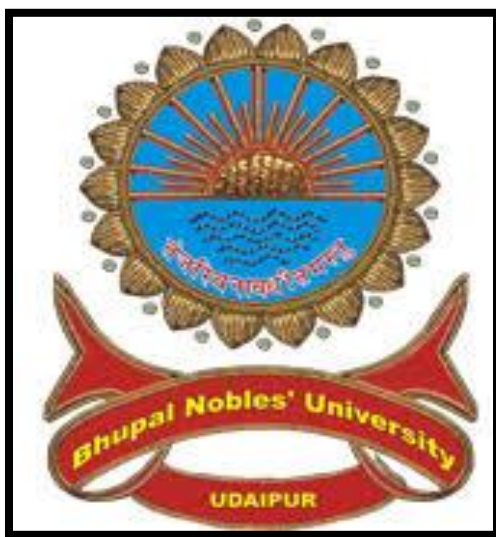
Any one of the following:

1. One project related to any Financial Accounting topic.
2. To prepare an Action Research Plan.
3. Review of any one Research article Journals on Financial Accounting Education.

REFERENCES

1. Sharma B. L. (2007) Vanijyashikshan R.L. Book Depot, Meerut.
2. Dr. Jain K.C.S. (2008) Vanijyashikshan, Rajasthan Hindi Academy, Jaipur.
3. Parsar Ashish Ashok (2007) Vanijyashikshan RadhaPrakashan, Agra
4. Singh I.B. (1968) Vanijyakaadhyayan, Laxmi Narayan, Agra.
5. Asubel D.P. (1963) “The Psychology of Meaningful Verbal Learning” N.V. Grune and Stration.
6. Agarwal J.C. (2003) – Teaching of Commerce, Vikas Publication, New Delhi.
7. Choudhary, Anil (2007)- Fundamental Accounting and Financial Analysis for UPTU person education Delhi.
8. Parshar & Updhaya (2010) – Teaching of Commerce, Book keeping and Accountancy, RadhaPrakashan, Agra.
9. RaoSema – Teaching of Commerce, Anmol Publication Pvt. Ltd. 1995.
10. Jain, K.C.S. (1989). Work Shop Report (13 feb. to 18 feb.)
11. Practice sets in financial accounting, dr. K.c.s. Jain Programme Co-ordinator
12. Regional Institute of Education (National Council of Education Research & Training)

BHUPAL NOBLES' UNIVERSITY, UDAIPUR



Scheme of Examination and Course of Studies

FACULTY OF EDUCATION

SYLLABUS (Semester IV)

BACHELOR OF EDUCATION (B.Ed.)

**DEPARTMENT OF EDUCATION , BHUPAL NOBLES' UNIVERSITY
OLD STATION ROAD, NEAR SEVASHRAM CIRCLE, UDAIPUR-313002**

B.Ed.
IV SEMESTER
SYLLABUS

INDEX (IV SEMESTER)

S.No	Course No.	Course Code	Nomenclature
1	Course 17	BED2401	Educational Management and Creating an Inclusive School
2	Course 18	BED2402	Understanding the Self(Internal Assessment)
3	Course 19		Optional Course* (any one)
		BED2403	1.Health and Physical Education
		BED2404	2.Peace Education
		BED2405	3.Guidance and counselling
4	Course 20	BED2406	School Internship 16 Weeks (Internal Assessment)
5	Course 21	BED2407	External Assessment (Viva voce)

B.Ed. FOURTH SEMESTER COURSE STRUCTURE (2023-24)

COURSE NO.	COURSE CODE	PAPER NAME	CREDITS		MID TERM	PR	END TERM	MAX MARKS
			T	P				
COURSE-17	BED2401	Educational Management and Creating an Inclusive School	6	-	20	-	80	100
COURSE-18	BED2402	Understanding the Self	-	6	-	100	-	100
COURSE-19	BED2403A	Optional Course- 1.Health and Physical Educational 2.Peace Education 3.Guidance and Counseling	4	-	20	-	80	100
	BED2403B							
	BED2403C							
COURSE-20	BED2404	School Internship 16 Weeks (Internal Assessment)	-	6	-	100	-	100
COURSE-21	BED2405	External Assessment (Viva Voce)	-	4	-	200	-	200
TOTAL CREDITS AND MARKS			26					600

COURSE 17

EDUCATIONAL MANAGEMENT AND CREATING INCLUSIVE SCHOOL

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

1. Develop understanding about concept and importance of Educational Management
2. Understand the educational Management structure at different levels.
3. Understand the role of Heads and Teachers in School Management.
4. Understand the importance of Management of different resources in school system
5. Develop an institutional plan for a secondary school
6. Understand the characteristics of inclusive school and appreciate diversity
7. Develop skills and practices for creating inclusive school so as to address the special needs of children with different backgrounds.

COURSE CONTENT

UNIT - I Introduction to Educational Management

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

UNIT - II Management of Resources

1. Leadership role of Principal - Characteristics & skills. Role in building the climate of a school.
2. Material resource Management.
3. Human Resource Management - Recruitment, Orientation and Professional development of Teachers.

4. Financial Management -Budgeting, Monitoring and Auditing.
5. School community Symbioses - Utilization of Community resources for school development, role of PTA and SMC.
6. Managing school supervision- Concept, need, principles, scope and techniques of supervision.

UNIT - III Management of School Activities

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

UNIT - IV Inclusive Education:

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

UNIT - V Creating inclusive School

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

PRACTICUM / SESSIONAL WORK

(One from each of the following two sections)

Section –A

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

Section – B

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

REFERENCES

1. Agrawal, J.C. (2010) Shiksha Vyavashta Ka Adhar Tatha Prabandhan, Agra, Agrawal Publications.
2. Allen, L. A. (1995) – Management and Organization, McGraw- Hill Auckland.
3. Baquer, A & Sharma, A. (1997) Disability: Challenges VS Responses: CAN, New Delhi.
4. Bhatnagar, Suresh (1996), Shaikshik Prabandh Avam Shiksha Ki Samasyaye, Meerut, Surya Publication.
5. Dave, Amritlal Avam Anya (2015), Bhart Me Shaikshik Vyavastha Avam Vidyalaya Prabandh, Meerut, R. Lall Book Depot.
6. Farrell, M. (2004) Special Educational Needs: A Resources for Practitioners, New Delhi, Sage Publications.
7. Hearty, S. & Alur, M. (eds.) (2002) Education and Children with Special Needs: From Segregation to Inclusion. New Delhi.
8. Jaswant singh (1959), How to be successful the school Headmaster, Jalandhar, University Publishers.
9. Khan, M. S. (1996) – Educational Administration, ES-362, Block-4, New Delhi.
10. Kochar, S.K. (1970), Sceondary School Administration, New Delhi, sterling Publishers.

COURSE 18

UNDERSTANDING THE SELF (INTERNAL ASSESSMENTS)

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

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

COURSE CONTENT

UNIT - I Exploration into Self

1. Meaning and Nature of Self and Self Concept. Role of Home, Neighborhood, Community, Peer Group, School in their development Importance of Building social Relations.
2. **Self Esteem and Self Identity:** Meaning and Nature; Development process: parenting practices, role of caste class, gender, age, religion, school, role models in the development of self esteem and self identity. Development of Teachers Personality: role of social, cultural, Political, academic, Psychological and organizational factors.
3. **Motivation:** Meaning and importance of achievement motivation for achieving excellence. Importance of Goal Determination and Goal Achievement. Achieving self actualization in teaching Profession.

(Mode: Workshop in Small Groups)

Identify influences of motives in his/her achievements in schools, collage/jobs/personal relations. Pupil teachers will reflect on their own contribution to enrichment of their family, society and peer group.

UNIT - II Communication

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

UNIT - III Philosophy and use of Yoga

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

Practicum

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

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

Note: Records of the above to be submitted for evaluation

(c) Pupil teachers are required to:

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

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

(d) Workshop of Pupil Teachers to restructure personality through:

- i) Analysis of one's strengths and weaknesses, beliefs, prejudices, time management, life goals, professional commitment.
- ii) Developing effective listening and observation skills. Student teachers are required to develop in the workshop their personal strategies to enrich inner self as a teacher and stipulate its impact on their students.

(e) Practice of Yoga Exercises and Meditation

SESSIONAL WORK

1. Reports of the practicums of the above units.

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

College will conduct Internally

Internal Assessments	Total Marks: 100
Written examination	40 Marks
Practical examination	40 Marks
Viva Voce	20 Marks
PRACTICUM/SESSIONAL WORK	100 Marks

REFERENCES

1. Besant, A. (2005) An Introduction to Yoga. Cosmo, New Delhi.
2. Bhatnagar, Nitin (2012) Effective Communication and Soft Skills. Pearson Education India
3. Covey, Stephen R. (2008) The Leader in ME. Free Press. New York
4. 4, Craver, C.S & Scheier, M.F (1992) Perspective on Personality. (Second edit.) Alyn & Bacon. Boston.
5. Eriikson, E.H. (1963) Childhood and Society. (Second Edit.) Norton. New York
6. Gilmer, B. Von Haller (1970) Psychology. Harper and Row Publishers, New York, Chapter 9
7. Harishchander Shrivastav, Diwvedi, K (1975) Samaj Manovigyan. Uttar Pradesh Hindi Sansthan, Lukhnow.
8. Kamla Cagnesh & Usha Thakkar (edit.) (2005). Culture and Making of Indentity in India. Sage Publications, New Delhi
9. Khera, Shiv (2005) YOU CAN WIN. Chapters 6 &7. Macmillan India Ltd. New Delhi.
10. Louis L.Hay (1994) The Power in Within You. Hay House, Inc.
11. Norman Vincent. You Can If You Think You Can. Prentice Hall in. London
12. Pathak, Avijit (2002) Social Implications of Schooling. Rainbow publishers, Delhi.

COURSE 19– OPTIONAL COURSE

1. HEALTH AND PHYSICAL EDUCATION

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

1. Develop Physical fitness.
2. Understand the concept, aims & objectives of Health & physical education.
3. Understand various communicable diseases
4. Understand and practice good posture, Balance diet, first aid
5. Understand the characteristics of hygienic environment along with contributing factors and its importance.
6. Understand the rules & regulations and develop skill of organizing different physical education activities.
7. Develop competencies in games & athletic events
8. Conduct tournaments, competitions & Athletic Meets.

COURSE CONTENTS

UNIT - I Health Education

1. Meaning, Concept, Aims & Objectives, School Health Programme. Nutrition & Balanced Diet Components of balanced diet, major sources & mal nutrition.
2. Posture Concept & values Postural deformities and their management.
3. Communicable diseases Mode, Control & Prevention Physical fitness & first aid
Physical fitness meaning, elements & importance. First aid in the following-
Wounds, cuts, Hammaerage, dislocation, fracture, bites of insects, sprain & strain.

UNIT - II Physical Education

1. Concept, definition, aims, objectives and importance. Its place in school programme. A suggestive physical education programme in an Indian school.

UNIT - III Management & organization of different physical education activities

1. Rules of important major games and sports. Methods of marking a standard track (400 m), Connected areas & their rules.
2. Organization, Management & administration of tournaments, intramurals, play day, health day, play centers and other similar activities. Organizing Indigenous
3. games like Kho-Kho, Kabbadi, Malkham etc. Indian street games-Satoliya, Gilli-Danda, and Rimal Jhapatta etc.
4. Officiating, Coaching, fundamental skills & ground marking of any two major games.

SESSIONAL WORK

Any one of the following:

1. Organize games / sports / health activities during OAS/SUPW Camp
2. Conduct awareness programme on issue of social health
3. Prepare an exhibition / awareness rally/poster competition on health awareness in nearby schools.
4. Organize a programme on health & hygiene.
5. Organize intramurals.

REFERENCES

1. Educational Dimensions of Physical Education- V.KRISHANA MURTHY AND N. PRAMESHWARA RAM: Sterling Publishers Pvt. Ltd., New Delhi.
2. Rules of Games and sports – YMCA PUBLISHING HOUSE, Jai Singh Road, New Delhi-1
3. Physical Educational and Health – Dr. A.K. Uppal, Dr. G.P. Gautam, Friends Publications, New Delhi.
4. Physical activities for Secondary School (T.I.P.E. Kandivali Bombay-Sub.)
5. Syllabus of Exercise for Primary and Middle Schools, Education Department, Govt. of Rajasthan.
6. Loyal : Sharirik Shiksha (Shakuntala Prakashan, Lucknow)
7. Health Education & Physical Education (2003) – Krishana Puri & Dr. Soti Shivendra Chandra, Surjeet Publication; 7-K Kolhapur Road, Kamla Nagar, Delhi- 110007.
8. Health Education and Physical Education Teaching, Dr. Veena Sharma & Onkar singh Tyagi, Arihant Shiksha Prakashan 50, Pratap Nagar-II, Tonk Phatak, Jaipur.

COURSE 19 – OPTIONAL COURSE

2. PEACE EDUCATION

Objectives: On completion of this course the student will be able to-

1. Explain about peace and peace education, their relevance and connection to inner harmony as well as harmony in social relationships.
2. Understand the views of different philosophies about peace.
3. Understand importance of Peace and factors responsible for disturbing peace.
4. Understand and resolve conflicts within self and in society.
5. Use pedagogical skills and strategies in and out of classroom for promoting peace.

COURSE CONTENT

UNIT – I Understanding peace as a dynamic Social reality

1. Concept, Need and importance of peace education.
2. Peace values vis-a-vis constitutional values : Importance of the attitudes, beliefs and values of peace viz compassion, cooperation, love etc. that foster inner peace and constitutional values of justice, equality, freedom, respect for differences and ecological resources that ensure peace in society.
3. Challenges to peace by increasing stresses, conflicts crimes, terrorism, violence and wars resulting in poor equality of life.
4. Nature and causes of conflicts.
5. Conflicts at different levels in society: With himself, interpersonal, intrapersonal, organizational, inter state and global.
6. Role of Social and Ecological condition and processes that sustain conflict: limited resources, poverty, political interest, economic interest, socio-cultural and ecological conditions, environmental resources viz. water, mineral, forests, energy etc.

UNIT - II Role of various thinkers and agencies in promoting peace

1. Concept of Peace according to the following thinkers - Gandhi, Krishnamurthy, Aurbindo, Vivekananda, Rabindranath Tagore, Gijubhai Badheko, Mother Teresa initiatives at National and International levels.
2. Agencies contributing to peace - UNESCO, Gandhi Peace Foundation etc.

UNIT - III Empowerment of Self

Awareness of the influence of Social milieu on self

1. Understanding adequate self as a product of positive experiences of caring, warmth and appreciation in the family, school, neighborhood, etc. which promote healthy discipline, shunning violence.
2. Negative experiences generate stress, anger, aggressor
3. Yoga, meditation, anger/stress management, as practices that restore positive physical healthy and attitudes.
4. Role of different subjects in inculcation of PEACE.
5. Suggested Activities in schools for promoting peace.
 - a. Celebration of Festivals of different religions/ important days
 - b. Exposure to personalities working or fostering peace in society.
 - c. Practice of Yoga & Meditation.
 - d. Peace Rallies
6. Intervention in resolution of societal conflicts.

PRACTICUM/SESSIONAL

Any one of the following: -

1. Visits to organizations connected with peace and inter cultural harmony and aesthetic appreciation to experience peace as reality submission of reports on experiences.
2. Analysis of morning assembly programme of a school from the point of peace.
3. Preparation of a report on school programmes for promoting to peace.
4. Case study of a child suffering from bad habit.
5. Developing an action plan for Peace in school and local community.

REFERENCES

- Balasovriya, A.S. (1994) Teaching pace to Children, National Institute of Education Maharagama, Sri Lanka.
- Balasovriya, A.S. (2000) World Peace through School National Institute of Education, Maharagama.
- Canfeid, Jack (1975) 101 Ways to enhance self concept in the classroom, Prentice Hall, Engle Cliffs.
- Fountain, Suan (1988) Learning together – Global education, Stanley Thrones Publishers, Ltd. York University.
- Graham and David Seiby (1993) Global Teacher – Global learner, Hobber and Stoughton Ltd., London
- Kreidler Willam, I, (1991) Creative Conflict Resolution more than 200 activities for keeping pace in the classroom, Foreman, Scott, Glenview.
- Learning the way of Peace, A Teachers Guide to Peace Education (2001) United Nations Educational Scientific and Cultural Organization, New Delhi.

COURSE 19 – OPTIONAL COURSE
3. GUIDANCE AND COUNSELLING

Objectives: On completion of this course the student will be able to:-

1. Understand the meaning, nature and scope of guidance.
2. Understand various types of guidance.
3. Develop skills in administering and interpreting testing and non testing tools of data collection
4. Know and use the information and methods of guidance programme of special learners.
5. Understand with the meaning, nature and techniques of counselling.
6. Develop/learn the skills to organize guidance programme in the secondary schools.

COURSE CONTENTS

UNIT – I Introduction to Guidance and Counselling

1. Meaning, Purpose, Scope, Nature and Functions of Guidance.
2. Need of Guidance at various stages
3. Principles of Guidance
4. Types of Guidance: Educational, Vocational and Personal guidance (Their Meaning, Objectives, needs and Importance)
5. Guidance services: Need and Importance
6. Types of Guidance Service, Individual inventory service, Information Service, Counselling Service, Follow up service.

UNIT - II Guidance Programme, Services and Procedures

1. Individual and group procedure of guidance and counselling.
2. Characteristic of good guidance programme.
3. Group guidance Techniques, Class-talks, Career Talks, Career Conference, Group discussion, Career exhibitions, Audio-Visuals Techniques.

4. Role of various community Agencies in school guidance programme.
5. Out line of minimum guidance programme at secondary on senior secondary level.
6. Meaning of Nature of Counselling and Role of Teachers as a Counsellor

UNIT - III Guidance for special learner and Tools and Techniques

1. Concept of special learner Guidance needs of special learner
2. Guidance methods for
3. Special learner
4. Case study method
5. Remedial measures
6. Tools and Techniques
7. Types of tools
8. Standardized and self made tools
9. Techniques; Interview; Observation; Rating Scale & Check List
10. Sources of Collecting data
11. Cumulative record card
12. Anecdotal record card
13. Autobiography

PRACTICUM/SESSIONAL WORK

Any one of the following: -

1. Group Guidance – One career talk
2. Critical study of guidance programme in any senior secondary school.
3. Survey of Guidance needs of Adolescents
4. Celebration of Career day ensuring participation of all

SUGGESTED READING

1. Aggrawal, J.C. (2004). Educational Vocational Guidance and Counselling, Delhi: Daaba House
2. Asch, M. (2000). Principles of Guidance and Counselling, New Delhi: Sarup and Sons
3. Bhatia K. K. (2002). Principles of Guidance and Counselling, Ludhiana: Kalyan Publishers.
4. चितौड़ा शशि, (2014), निर्देशन एवं परामर्श, अग्रवाल प्रकाशन, आगरा
5. दवे इन्दु, फाटक अरविन्द – निर्देशन के मूल तत्व, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 1982
6. Erickson, Clifford E: A Basic Text for Guidance workers, N.Y. Prentice Hall Inc.
7. गणपतराय शर्मा, शैक्षिक एवं व्यासायिक निर्देशन
8. Gupta, V.K. (2004). Educational Guidance and Counselling. Ludhiana: Ankur Publications
9. जायसवाल सीताराम (1992) शिक्षा में निर्देशन और परामर्श आगरा, विनोद पुस्तक मंदिर
10. Jones, J.A. (1970) : Principles of Guidance, Tata Mcgraw Hill, Bombay
11. Kocher, S.K. (2007). Educational Guidance and Counselling, New Delhi: Sterling
12. Myres, (2005). Principles and Techniques of Vocatioal Guidance, New York: McGraw Hill
13. NCERT (2005) National Curriculum FrameWork- 2005 NCERT, New Delhi.
14. NCERT (2008). Assessment and Appraisal of Guidance –I, Module-VI, DEPF, NCERT, New Delhi.
15. NCERT (2008): Counselling Process and Strategies (Module-2) New Delhi: NCERT

COURSE 20– INTERNSHIP PROGRAMME (School Internship Phase-II)

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

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

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

Execution of the Internship Programme

The internship programme shall be divided into 2 years. In the first year, 4 weeks will be allotted. This will include one week of school observation and three weeks of practice – teaching during which each student – teacher has to complete his/her tasks and assignments related to the courses mentioned in the first year. The three weeks practice teaching will also include the delivery of criticism lessons (one in each pedagogy subject) and also observation of 5 lessons of peers of each of the two subjects.

This practice of teaching programme is adopted so as to give a proper training of teaching skills and thorough guidance to the student – teachers by the subject lecturer.

In the second year, there will be 16 weeks of engagement with field, out of which 15 weeks will be for school internship and 1 week will be for other field

engagements whereby the student-teachers shall complete the sessional work prescribed in different papers in second year. During the 15 weeks period of internship in schools, the student – teachers will perform the under mentioned tasks: -

1. Interact with Headmaster and teachers of the school in the two teaching subjects he/she has offered.
2. They will teach at least 3-4 periods per day.
3. They will have to discharge the duties of a class – teacher of any class.
4. They will have to participate in the following activities individually as well as in group. The suggested individual and the group activities are as follows:-

A. Individual Activity

1. Preparation of time table of the school other than that in force.
2. Maintaining students' attendance and preparing a monthly record of students' attendance.
3. Maintaining Teacher's Diary.
4. Maintaining examination record.
5. Preparation of Institutional plan of the school.
6. Preparation of a progress report of a student of the class of which he/she is the class teacher.

B. Group Activity

1. Organising Morning Assembly
2. Organising Literary and Cultural Activities
3. Organizing Games and Sports Activities
4. Participation in Parent's – Teacher Meeting / Meeting of school Management Committee (SMC)
5. Maintaining discipline in the school.
6. Participating in Community Contact programmes like-
 - a. Rallies
 - b. Awareness campaigns
 - c. Community health campaigns
 - d. Cleanliness campaigns

NOTE:- From group activities (i) to (v), each student – teacher has to participate in at least 2 of the activities and activity no. (vi) is compulsory for all student-teachers

Study of various records maintained by the school (for instance, stock register, service book, letter receipt & dispatch register, Library book accession & issue register, scholar register, leave account, T.A. bill etc.)

NOTE:- Each student- teacher has to maintain a file in which detailed reports of all the activities and tasks discharged by him/ her are to be described. A viva voce and the lesson plan diary will form the basis of assessment of the internship programme.

Marks Distribution for Internship Programme

S.No.	Acitvity	Marks
1.	Teaching in schools (Record of date & period wise teaching plan to be maintained for it)	100
2.	Individual Activities and File Record	50
3.	Group Activities and File Record	30
4.	Teaching Aid (4)	20
	Total Marks	200

NOTE:-

1. The Viva-Voce will be conducted by a committee consisting of the following members –
 - a) Principal / HOD (Chairperson)
 - b) Internship Incharge
 - c) One Senior Faculty Member by rotation

COURSE 21 – EXTERNAL ASSESSMENT

(Practical)

- The weightage of external evaluation (Viva-voce for 2nd phase) of internship will be 200 marks .
- During the Viva voce, student will present all the records of the work done during the internship (2nd Phase) programme viz. teaching in school, individual and group activities.
- Power point presentation (Including Videos of Various activities) of the work done by the students during the second phase of internship is desirable at the time of viva-voce.

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

- The principle of the college concerned.
- One senior member of the college (preferably Internship Incharge)
- One external examiner appointed by the university

