

S Y L L A B U S
BACHELOR OF EDUCATION
(Two Year's Course)
B.Ed Examination, 2015-17

JAI NARAIN VYAS UNIVERSITY
JODHPUR
(Accredited with 'B' Grade by NAAC)

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

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

A.Admission Procedure for B.Ed.

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

B.Duration and Working Days

Duration

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

Working Days (For Both Years)

- There shall be at least Two Hundred Working Days each year exclusive of the period of examination and admission.
- Institution shall work for a minimum of thirty six hours a week, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- The minimum attendance of student-teachers shall be 80% for all course work and practicum, and 90% for school internship.
- Candidates falling short in above stated attendance criteria will not be allowed to appear in the final examinations conducted by the university.
- There will be six days week system.
- Candidates remaining absent from college for 15 or more days without any justifiable reason or without any valid information, their names will be struck off the college roll list. Such candidates will have to seek readmission from a fresh end.

Criteria for Awarding Division

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

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

Evaluation Plan for B.Ed First Year

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

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

Evaluation Plan B.Ed Second Year

S.N	Paper	Name of the Paper	External	Internal	Total
1	First	Knowledge & Curriculum	70	30	100
2	Second	Gender Issues in Education	70	30	100
3	Third	Understanding Inclusive Education	70	30	100
4	Fourth	Assessment for Learning	70	30	100
5	Fifth	Schooling socialization & Identity	70	30	100
6	Sixth	Pedagogy Course I (Part II)	35	15	50
7	Seventh	Pedagogy Course II (Part II)	35	15	50
8	Eighth	Arts & Aesthetics in Education Part –II	0	50	50
9	Ninth	Health & Physical Education Part –II	0	50	50
10	Tenth	Learning Enrichment through Information & Communication Technology	0	50	50
		Marks for Activities 1..Co-curricular Activities(in College (10 Marks) 2.Individual Appraisal (20 Marks) 3.Final lesson (100 Marks)			
		School internship (16 weeks)(60 Marks) 1.A Project Report on the various aspects of school where internship was performed.(40 Marks) 2.ICT Based lessons (At least 5)(10 Marks) 3. Co-curricular Activities(in School) (10 Marks)			250
	Total		420	330	1000
	Grand Total				1000

- In second year, the total internship program will be spread in duration of 16 weeks. This rigorous internship in surrounding schools will enable the student-teacher to perform better as a teacher. Only 10 students will be allowed to deliver lessons in a school.
- During internship program the student-teacher will ensure that they get a teaching exposure of secondary and senior secondary level preferably.
- The student teacher will prepare a project report on the various aspects of the school on some set criteria where internship will be performed.
- The student teacher will deliver at least 5 ICT based lessons while doing the internship.
- Co-curricular & Extra-curricular activities (in college) must be spread all through the year which should also include special days' celebration.
- Co-curricular & Extra-curricular activities (in School) must be spread all through the internship program which should also include special days' celebration
- Individual appraisal of the student-teachers will be done on some set criteria about their year-long activities, individual attributes & personal qualities like discipline, honesty, dedication, commitment etc.
- Each candidate should be prepared to teach two lessons (One in each subject) at the final Practical Examination. However, the candidates will deliver one lesson (in the subject of their choice) for final practical out of prepared two lessons. The external examiner may pick up at least 10% of the candidate to deliver two lessons (if required), Lessons to be assessed by the Board of Examination consisting of:
 - one external examiner from any discipline.
 - Two internal examiners of whom one would be the Principal of the College and other would be a member of the faculty of the College any discipline and marks will be awarded out of 100.

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

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

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

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

TEACHING SCHEME & CONTACT HOURS
B.Ed-I Year

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

TEACHING SCHEME & CONTACT HOURS

B.Ed-II Year

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

Rules: Examinations & Results First Year

1. There will be 10 papers in first year. The university will conduct the examinations for 8 papers of three hours' duration.
2. There will be two papers with an internal weightage of 50 marks. The assessment of both the papers will be done internally at the college level
3. Internship activities in first year will include teaching of both the pedagogy subjects, one week observation, criticism lessons & Action Research/Survey/Case Study (Any one). All the above said activities will be compulsory for students. Failing to attend /perform anyone of the above-said activities shall result into a failure in first year.
4. It is mandatory for any student to attain 90% attendance in internship programme, failing which they will be declared fail in first year.
5. Candidates will have to obtain 40% marks in theory & practicum separately. In the papers carrying 70 marks, candidates will have to obtain minimum 28 marks for a pass.
6. There shall be two summative tests of 10 marks each & candidates will conduct/prepare a report of 2 activities in each paper carrying 5 marks for activities in each paper & carrying 5 marks for documentation. Out of 30 internal marks a candidate will have to get a minimum of 12 marks for a pass. If a candidate fails in two or less than two internal subjects, they will be promoted to II year but it will be compulsory for them to reappear in the internal activities & External Examination of the same paper next year.
7. Candidates failing in more than two external papers will be declared fail & they will have to reappear in next year in all the theory papers. However, their internal marks can be carry-forwarded.
8. Candidates failing in two or less than two papers of internal will be allowed a promotion in second year, provided that they reappear in them at later stages. However, any candidate can get this benefit of promotion in a maximum of two papers internals & externals combined together.
9. If any candidate doesn't obtain minimum 20 marks in two internal papers of 50 marks in that case, they will be promoted in II year but in due course they will have to reappear in test/activities to pass that paper.

Rules: Examinations & Results Second Year

1. There will be 10 papers in second year. The university will conduct the examinations for 5 papers of three hours duration while the pedagogy paper will be of 2 hours duration.
2. There will be two pedagogy papers with an internal weightage of 15 marks. The External Assessment of both the papers will be done externally at the university level for 35 marks. For a pass in pedagogy papers candidate will have to obtain 6 marks in internal & 14 marks in external.
3. Internship activities in Second year will include teaching of both the pedagogy subjects, a project report on the various aspects of school where internship is to be performed & ICT based 5 lessons. All the above said activities will be compulsory for students. Failing to attend /perform anyone of the above-said activities shall result into a failure in Second year.
4. It is mandatory for any student to attain 90% attendance in internship programme, failing which; they will be declared fail in Second year.
5. Candidates will have to obtain 40% marks in theory & practicum separately. In the papers carrying 70 marks, candidates will have to obtain minimum 28 marks for a pass.
6. There shall be two Summative tests of 10 marks each & candidates will conduct/prepare a report of 2 activities in each paper carrying 5 marks for activities in each paper carrying 5 marks for activities & 5 marks for documentation. Out of 30 internal marks a candidate will have to get a minimum of 12 marks for a pass. Candidates failing to obtain 12 marks out of 30 in the above-said activities Shall be eligible to become an Ex-student.
7. Candidates failing in two or less than two papers of internal will be entitled to become an ex student. Any candidate can get this benefit in a maximum of two papers internals & externals combined together. However, their internal marks can be carry-forwarded.
8. If any candidate doesn't obtain minimum 20 marks in three internal papers separately out of 50 marks in each paper. In that case, they will have to reappear in those papers next year as an Ex-student and the marks of the other papers and activities will be carrying forwarded.
9. A candidate will have to obtain 40% marks separately in the final lesson. Candidates failing in the final lesson will be declared fail in second year. However, as an Ex-student, they can carry-forward their all other marks.

General Rules

1. Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for B.Ed. degree. Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.
2. Teaching Subjects means a subject offered by a candidate at his Bachelor's or Master's Degree examination either as a compulsory subject or as an optional subject or a subsidiary subject provided that the candidate studied it for at least two

years and took university examination each year but shall not include such subject as were studied by him only for a part of Bachelor's degree course.

3. Only such candidate shall be allowed to offer Social Studies for B.Ed. Examination as have taken their Bachelor's Degree with any two subjects of History, Political Science, Public Administration, Economics, Geography, Sociology, Psychology and Philosophy.
4. A person having Bachelor's degree in Agriculture will be allowed to offer General Science and Biology for B.Ed. Examination, General Science may be allowed to be offered by a candidate possessing a degree of B.Ed. (Home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) any one subject of Life Sciences i.e. Biology or Botany or Zoology.
5. A candidate who has offered Political Science or Public Administration at his Bachelors' or Masters' Degree examination shall be deemed eligible to offer Civics as a teaching subjects in the B.Ed. Examination.
6. Time allocation : If institutes opt for five-days-week, each period will be of one hour(or as suits to time table) and the classroom engagement will be spread across 9:00am to 5:15pm with a break of 10 minutes each in the morning and afternoon sessions and 50 minutes for lunch.If institutes opt for Six-days-week, each period will be of one hour(or as suits to time table) and the classroom engagement will be spread across 10:15am to 5:15pm with a break of 10 minutes each in the morning and afternoon sessions and 50 minutes for lunch.

Scheme of Examination

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

Paper-wise scheme of examination: Theory

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

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

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

Part-A

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

Part-B

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

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

Internal weight-age of 30 will be divided as under:

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

- Summative test I (10 Marks) On completion of 50 percent course
- Summative test II (10 Marks) On completion of 90 percent course
- There will be a provision of Sessional work in each paper with 10 marks weight age. Out of the suggested Practicum/field work, it will be compulsory to attempt atleast two activities ensuring that a minimum of two units have been covered in the same. Students have to maintain a record/portfolio etc. as per the nature of related activity. 10 Marks will be bifurcated - 50 percent for conducted activities and 50 percent for documentation of conducted activities.
- Assessment in the papers with internal weight-age of 15 marks (Pedagogy Courses) will be divided in 2 parts.
- Only one summative test will be conducted for 10 marks & the rest 5 marks will be awarded for participating & documentation of the practicum activities suggested after each unit.

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

Objectives:

The student teacher will be able to:

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

COURSE CONTENT

UNIT – I: Childhood and child Development

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

UNIT – II: Adolescent Development

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

UNIT – III: Intelligence & Creativity

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

UNIT – IV Physical & Mental Hygiene:

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

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

UNIT – V Personality

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

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

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

References

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

Paper-II

Fundamentals of Contemporary Indian Education

Objectives:

The student teacher will be able to:

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

COURSE CONTENT

UNIT – I: Diversity in Society & Education:

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

UNIT–II: Issues of Cotemporary Indian Society & Constitutional

Provisions:

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

UNIT – III School in Social Context

Understanding the nature and processes of socialisation

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

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

UNIT– IV Emerging Indian Concerns and their educational implications:

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

UNIT – V Contemporary Issues and Policies:

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

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

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

Reference

- 1 flag] Mkw- ,e-ds- ¼2009½ßf'k{kk ds nk'kZfud o lkekftd vk/kkj]baVjus'kuy ifCyf'kax gkÅl] esjBA
- 2 :gsyk]izks-,l-ih-¼2009½ßf'k{kk ds nk'kZfud o lekt'kkL=h; vk/kkj] vxzoky ifCyds'kUl] vkxjka
- 3 pkScs] Mkw- lj;wizlkn- ¼2009½ßf'k{kk ds nk'kZfud] ,sfrgkfld o lekt'kkL=h; vk/kkj] baVjus'kuy ifCyf'kax gkÅl] esjBA
- 4 lksuh] Mkw- jkexksiy ßmn;ksUeq[k Hkkjrh; lekt esa f'k{kdp] ,p-ih-HkkxZo cqd gkÅl] vkxjka
- 5 ik.Ms;] Mkw- jke'kdy ¼2007½ßf'k{kk ds nk'kZfud o lekt'kkL=h; i`"BHkwfe] vxzoky ifCyds'kUl] vkxjka
- 6 ipkSjh] Mkw- fxjh'k]ipkSjh fjrq, ¼2010½ßmHkjrs Hkkjrh; lekt es f'k{kdh Hkwfedk] vkj- yky- cqd fMiks] esjBA

7 lDlsuk] ,u-vkj-Lo:i ¼2010½ ßf'k{kk flnkUrP vkj-
yky- cqđ fMiks] esjBA

8 :gsyk] izks- ,l-ih- ¼2008½ßfodklksUeq[k Hkkjrh;
lekt esa f'k{kd vkSj f'k{kkP vxzoky ifCyds'kUl]
vkxjka

9 R;kxh] vksdakj flag] mnh;eku Hkkjrh; lekt] vkSj
f'k{kk] vjfgar izdk'ku] t;iqjA

10 Sexena, N.R.Swaroop, Principles of Education, International Publishing House,
Merrut (U.P)

11 ikBd] ih-Mh- f'k{kk ds lkekU; fl}kUr] fouksn
iqLrd efUnj] vkxjka

Paper III

Teaching and Learning

Objectives:

The student teacher will be able:

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

COURSE CONTENT

Unit -1 Psychological domains of Teaching & Learning:

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

Unit -2 Effective Teaching:

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

Unit -3 Learning:

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

Unit -4 Learning Style:

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

Unit -5 Teaching style:

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

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

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

References

- 1- PkSkcs ,l-ih] 2005]cky fodkl o euksfoKku ds ewy rRo
Concept Publishing Company Private Ltd, Mahan Garden, New Delhi.
Hkw" k.k `kSysUnz] 2007&08] `kSf{k d rduhdh]vxzoku ifCyds'ku] vkxjk&7
- 2- `kekZ MkW- vkj-,-] 2008] f'k{k ds euksfoKku vk/kkj]baVjus'kuy ifCyf'kax gkml]esjBA
- 3- dqyJs"B ,l-ih-] 2007&08] `kSf{k d rduhdh ds ewy vk/kkj] vxzoky ifCyds'ku] vkxjk

- 4- vkWosjkw; Mkw- ,l- lh] 1999] f'k{k d rduhdh ds ewy rRo] vk;Z cq d fMiks] djksy cks] ubZ fnYyh
- 5- `kekZ Mkw- vkj-,-] f'k{k.k vf/kue esa uohu izorZu 2005] vkj- yky cq d fMiks] esjBA
- 6- Shrama R.A., ARYA -2008, mega trends in instructional technology,(Programmed instruction E-learning, local book depot, Meerut (up)
- 7- `kekZ] Mkw- vkj-,-2005] f'k{k.k vf/kxe esa uohu izorZu] vkj-yky cq d fMiks] esjBA
- 8- Siddiqui, mujebul hasan, 2009, teachings of teaching (classroom teaching). APH publishing, New Delhi.
- 9- Mathur, Dr. S.S, Mathur, Dr. Anju.2007-2008 development of learner and teaching learning process, agrawal publication Agra.
- 10- Rao. V.K, reddy, R.s.1992, learning and teaching commonwealth publishers, New Delhi.
- 11- Bhatnagar, Dr. A.B, bhatnagar, Dr. Meehakshi, bhatnagar anurag, 2008, Development of learner and teaching learning process, R.lal book, depot, Meerut.

Paper IV

Basics in Education & Communication

Objectives:

The student teacher will be able:

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

COURSE CONTENT

Unit 1: Education, Nature & Purpose

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

Unit 2: Evolution and Management of Education

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

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

Unit 3: Educational Guidance & Counselling.

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

Unit 4: Education for Values and Peace Education

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

Unit 5: Communication Skills for the Teachers.

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

Practicum/Field Work (Any two from the following)

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

Or

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

Or

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

References

1. Chahel S K (1994), Environment & the Morality: Towards a new paradigm
2. Gandhi K L (2000), Naitik Moolya: Sankaleen Parivesh Mein, Frank brothers, Delhi
3. Sheshadri C, M.A Khader and G L Adhya(eds) (1992), Education in values: A Source book, NCERT, New Delhi
4. Pal Rajendra, Korlahalli J S, (2005), Essentials of Business Communication, Sultan Chand & Sons, New Delhi
5. Elizabeth B. Hurlock, Personality Development, Tata McGraw Hill Edition 1976, New Delhi
6. Giri A P(1991), School Broadcast programs: Problems & Prospects, Deep & Deep Publications New Delhi.
7. Verma R S and Upadhyaya: Shaikshik avam Vyavsayik Nirdeshan, Vinod Pustak Mandir, Agra.
8. Agrawal, J C: Educational & Vocational Guidance Doaba, Delhi.

Paper V

Language Across The Curriculum

Objectives

The student teacher will be able to:

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

COURSE CONTENT

Unit-I Language and Society:-

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

Unit- II Language development:-

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

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

Unit-III Language acquisition:-

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

Unit-IV Classroom and Language:-

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

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

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

Practicum/Field Work (Any two from the following)

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

Reference

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa 9pp. 3-&). Heinemann Educational Books.
2. Anderson, R.C. (1984). Role of the Reader's Schema in comprehension, learning and memory. In R. C. Anderson, J. Osborn, & R.J. Tierney (Eds.), Learning to read in American Schools: Basad readers and Content texts. Psychology Press.
3. Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. The Reaing Teacher, 670-674.

4. Erlwanger, S. H. (1973). Benny's conception of rules and answers in IPI Mathematics. *Journal of children's Mathematical Behavior*, 1(2), 7-26
5. Grellet, f. (1981). *Developing reading skills: A practical Guide to reading comprehension exercises*. Cambridge University Press.
6. Ladson-Billings. G. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational research journal*. 32(3), 465-491.
7. NCERT. (2006d) Position Paper National Focus Group on teaching of Indian language (NCF- 2005). New Delhi: NCERT.
8. Sankhla, Arjun Singh, (2013) *Hindi Bhasha Shikshan aur Praveenta*, Arihant Shiksha Prakashan Jaipur.
9. Thwaite, A. & Rivalland, J.(2009) How can analysis of classroom Taks help teachers reflect on their practices? *Australian Journal of Language and Literacy*, the 32(1) 38

Paper-VI & VII

Pedagogy of Hindi

(Part I)

पाठ्यक्रम के उद्देश्य

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

विषयवस्तु

इकाई – 1: हिंदी भाषा की प्रकृति व विषयपरकता

- 1) **समाज में भाषा –**
 - (अ) भाषा और लिंग
 - (ब) भाषा और अस्मिता
 - (स) भाषा और वर्ग
- 2) **विद्यालय में भाषा –**
 - (अ) घर की भाषा और स्कूल की भाषा व विषयवस्तु समझने में उनकी भूमिका
 - (ब) ज्ञान सृजन और भाषा
 - (स) विषय के रूप में भाषा और माध्यम भाषा में अंतर
 - (द) बहुभाषिक कक्षा व शिक्षक की सृजनात्मक भूमिका
- 3) **संविधान और शिक्षा समितियों की रिपोर्ट में भाषा-भाषाओं की स्थिति**
 - (अ) धारा 343–351, 350
 - (ब) कोटारी कमीशन (64 से 66)
 - (स) राष्ट्रीय शिक्षा नीति — 1986, पी.ओ. ए-1992,

इकाई – 2: स्कूली विषय के रूप में हिंदी भाषा

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

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

इकाई – 3: हिंदी भाषा को सीखने सिखाने की पद्धतियाँ/तरीके

भाषा सीखने सिखाने की विभिन्न दृष्टियाँ –

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

भाषा शिक्षण की प्रचलित विधियाँ/प्रणालियाँ और उनका विश्लेषण –

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

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

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

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

भाषा का स्वरूप

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

इकाई –5: हिंदी भाषा में मूल्यांकन

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

गतिविधि/पोर्टफोलियो/परियोजना कार्य (कोई दो)

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

संदर्भ पुस्तकें :

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

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

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

Objectives

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

COURSE CONTENT

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

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

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

UNIT 2: POSITION OF ENGLISH IN INDIA

ROLE OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT:

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

UNIT 3: AN OVERVIEW OF LANGUAGE TEACHING & METHODOLOGIES

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

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

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

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

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

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

GRAMMAR & VOCABULARY

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

INSTRUCTIONAL DESIGN

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

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

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

UNIT 5: Evaluation Strategies of English

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

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

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

(v) Does it help in language learning?

Now write an analysis based on the above issues.

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

References:

1. Bansal, R.K. and Harrison, J.B.(1972):Spoken English for India. Madras: Orient Longman Ltd.
2. Baruah, T.C. (1985): The English Teachers' Handbook, New Delhi: Sterling Publishing Pvt. Ltd.
3. Bright and McGregor: Teaching English as Second Language, Longman.
4. Brumfit, C.J. (1984): Communicative Methodology in Language Teaching. Cambridge: C.U.P.
5. Collins Cobuild English Grammar (2000) Harper Collins Publisher, India.
6. Doff, A. (1988): Teach English: Cambridge: CUP.
7. Freeman, Diane-Larsen (2000): Techniques and Principles in Language Teaching. Oxford: OUP
8. Gimson A.C. (1980): An Introduction to the Pronunciation of English. London: Edward Arnold.
9. Hornby, A..S. (1968): A Guide to Patterns and Usage in English. Oxford: OUP.
10. Lado, Robert (1971) Language Teaching, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
11. Leech, Geoffrey and Svartvik,(2000)Communicative Grammar of English Cambridge C.U.P.
12. Paliwal, A.K. (1998): English Language Teaching, Jaipur: Surbhi Publication.
13. Palmer, H.L. (1964-65): The Principles of Language Study, London: O.U.P.
14. Quirk, Randolph and Greenbaum, (1973): A University Grammar of English, London.
15. Richards, J.C. and Rodgers,T.S.: Approaches and Methods in Language Teaching, Cambridge C.U.P.
16. Roach, Peter, (1991): English Phonetics and Phonology. Cambridge, C.U.P.
17. Thomson, A.J. and Martinet (1998) A Practical English Grammar, ELBS, O.U.P.
18. Ur, P. 1996. A Course in Language Teaching. Cambridge: CUP.
19. Venkateswaran, S (1995) Principles of Teaching English. Delhi: Vikas Publishing House Pvt. Ltd.

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

Objectives:

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

COURSE CONTENT

UNIT 1: Nature & Role of Sanskrit as a Discipline

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

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

3. LANGUAGE IN SCHOOL:

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

4. CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION:

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

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

ROLE OF SANSKRIT LANGUAGE IN INDIA:

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

Instructional Design plan

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

UNIT 3: AN OVERVIEW OF LANGUAGE TEACHING & METHODOLOGIES

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

Philosophical, social and psychological bases of approaches to Language

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

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

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

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

GRAMMAR & VOCABULARY

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

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

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

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

UNIT 5: Pedagogical Analysis & Evaluation Strategies of Sanskrit

ASSESSMENT STRATEGIES

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

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

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

(v) Does it help in language learning?

Now write an analysis based on the above issues.

2. Do a survey of two schools (Secondary or Senior Secondary) in your neighbourhood to find out the challenges faced by the teachers and the learners in the teaching-learning process of Sanskrit. The survey may be based on introduction level of subject, school resources support, teaching strategies, learning hurdles, psychological & socio-cultural aspects etc. Prepare the findings in report form.
3. Collect interesting folktales in Sanskrit and tell half story to the students & leave the another half to imaginatively anticipate it. Find the interesting conclusions & write down your class experiences.
4. Keeping in view the needs of the children with special needs prepare two activities for Sanskrit teaching.
5. Picking up a child from family/School Prepare a portfolio of any exceptional child/specially-abled/slow learner about his/her developmental aspects of language.

REFERENCES

1. Apte, D.G. and Dongre, P.K. Teaching of Sanskrit in Secondary School.
2. Cywe QhYM] vuqoknd&izlkn] MkW0
fo'oukFk] ;1968Å*Hkk"kk*fnYyh&7 caxyks jksM
tokgjuxj A
3. Bokil, V.P. and Parason, M.R.: A New Approach to Sanskrit, Lokasangrapa Press, Poona.
4. pkScs] ch-,u- laLd`r f'k{k.k
5. prqosZnh ,l-vkj- laLd`r f'k{k.k
6. K.Verma Raja : Teaching of Sanskrit.
7. Kale, M.R. : The Higher Sanskrit Grammar.
8. Lado, Robert (1961). "Language Teaching". London : Longman.
9. feÜky] MkW- lUrks"k ¼1999&2000½] laaLÑr f'k{k.k]
esjB] vkj yky fMiksA
10. ukjax] oS'uk ¼1996½] lEizs"k.kkRed Hkk"kk
f'k{k.k] ubZ fnYyh izdk'ku laLFkku n;kuan ekxZA
11. lQk;k vkj-,u- ¼1990½] laLÑr f'k{k.k] p.Mhx<+]
gfj;k.kk lkfgR; vdknehA
12. Sharma, Bela Rani, (2002) "Modern Methods of Teaching Sanskrit". New Delhi 110088.

Paper-VI & VII

Pedagogy of Rajasthani

(Part I)

उद्देश्य

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

विषयवस्तु

इकाई – 1: राजस्थानी भाषा की प्रकृति व विषयपरकता

- 1 राजस्थानी भाषा : प्रकृति, भाषा और सामाजिक अस्मिता, हिन्दी से साम्यता, आधुनिक संदर्भ में राजस्थानी भाषा का कद।
- 2 राजस्थानी भाषा की विषयपरकता : संवैधानिक स्थिति, विभिन्न बोलियाँ व उपबोलियाँ।
- 3 राजस्थानी भाषा का क्रमिक विकास।
- 4 राजस्थानी भाषा का शब्दकोष,
- 5 मौलिक व सहज अभिव्यक्ति में राजस्थानी भाषा की भूमिका

इकाई – 2: स्कूली विषय के रूप में राजस्थानी भाषा

- 1 रासो-काव्य ग्रन्थों में राजस्थानी का स्वरूप
- 2 राजस्थानी पढ़ने-पढ़ाने की चुनौतियाँ
- 3 राजस्थानी काव्य में रसात्मकता व आलंकारिक तत्वों का निदर्शन
- 4 उच्च माध्यमिक स्तर पर राजस्थानी भाषा के पाठ्यक्रम में दार्शनिकता के तत्व
- 5 उच्च माध्यमिक स्तर पर राजस्थानी भाषा के पाठ्यक्रम में ज्ञानपरकता
- 6 उच्च माध्यमिक स्तर पर राजस्थानी भाषा के पाठ्यक्रम में विभिन्न समाज विज्ञानों व इतिहास का प्रभाव
- 7 सीनीयर सैकण्डरी स्तर पर राजस्थानी भाषा के पाठ्यक्रम का एक संक्षिप्त परिचय

इकाई – 3: राजस्थानी भाषा को सीखने सिखाने की पद्धतियाँ/तरीके

- 1 सामाजिक अधिगम व औपचारिक अधिगम
- 2 सीखने सिखाने की व्यक्तिगत संवाद विधि
- 3 सीखने सिखाने की प्रत्यक्ष विधि
- 4 उद्देश्यपरक संप्रेषणात्मक प्रणाली
- 5 गद्य की पाठयोजना के सामान्य सोपान
- 6 पद्य की पाठयोजना के सामान्य सोपान
- 7 स्थानीय संदर्भों में राजस्थानी भाषा सीखने के लिए उत्तरदायी कारकों का विश्लेषणात्मक अध्ययन

इकाई – 4: राजस्थानी भाषा का शिक्षाशास्त्रीय विश्लेषण व अधिगम आधार

- 1 पाठ्यपुस्तक विश्लेषण के मूलभूत तत्व
- 2 उच्चारण व वर्तनी की समस्याओं का अध्ययन
- 3 गद्य शिक्षण, पद्य शिक्षण एवं व्याकरण शिक्षण : मूलभूत कौशलों के विकास को दृष्टिगत रखते हुए उपयुक्त सोपानों का निर्माण करना।
1. **भाषायी दक्षताएँ**— सुनना, बोलना, पढ़ना और लिखना
- सुनना और बोलना** – सुनने का कौशल, बोलने का लहजा— भाषाई विविधता व पढ़ने—पढ़ाने पर इसका प्रभाव, सुनने और बोलने के कौशल विकास के स्रोत और सामग्री, रोल प्ले, कहानी सुनाना, परिस्थिति के अनुसार संवाद, भाषा लैब, मल्टीमीडिया तथा मौलिक सामग्री की सहायता से संप्रेषणात्मक वातावरण का निर्माण
2. **पढ़ना** – पढ़ने के कौशल, पढ़ने के कौशल विकास में समझ का महत्व, मौन और मुखर पठन, गहन—पठन, विस्तृत पठन, आलोचनात्मक पठन,
3. **लिखना** – लिखने के चरण, लेखन—प्रक्रिया, सृजनात्मक लेखन, औपचारिक और
4. अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार आदि)
5. भाषा शिक्षण में गेयता, रागात्मकता का महत्व
6. राजस्थानी भाषा की प्रमुख कालजयी रचनाएँ
7. प्रमुख काव्यकारों की गद्य—पद्य लेखन की शैलियाँ

इकाई –5: राजस्थानी भाषा में मूल्यांकन

- 1 मूल्यांकन का अर्थ, महत्व एवं विशेषताएँ
1. विभिन्न प्रकार के मूल्यांकन प्रश्न
2. सतत एवं व्यापक मूल्यांकन की अवधारणा
3. मौखिक मूल्यांकन की महत्ता
4. प्रश्नपत्र निर्माण प्रक्रिया एवं ब्ल्यू प्रिन्ट

गतिविधि/पोर्टफोलियो/परियोजना कार्य (कोई दो)

- 1 राजस्थानी भाषा में प्रचलित उन कहावतों का संकलन कीजिए जिनके प्रचलन के पीछे कोई कहानी या किंवदन्ती प्रचलन में है।
- 2 कक्षा—शिक्षण के दौरान बच्चों को हिन्दी भाषा के 20 शब्द दीजिए तथा सामूहिक रूप से उसका राजस्थानी भाषा में अनुवाद करने के लिए प्रेरित कीजिए।
- 3 राजस्थानी काव्य में राष्ट्रीय मूल्यों से ओतप्रोत किसी कविता की समालोचना कीजिए।
- 4 किसी विषयवस्तु पर भाषण का आयोजन करना तथा समापन पर विद्यार्थियों को सुने गये अंशों को चरणबद्ध तरीके से राजस्थानी भाषा में लिखने के लिए कहना।
- 5 वेबसाइट www.kavitakosh.org पर किसी एक राजस्थानी काव्यकार की रचनाओं का समालोचनात्मक विवरण लिखिए।

संदर्भ पुस्तकें :

1. राजस्थानी भाषा और साहित्य : डॉ. मोतीलाल मेनारिया
2. भाषा विज्ञान : भोलानाथ तिवारी
3. राजस्थानी भाषा : डॉ. सुनीति कुमार चाटुर्ज्या
4. राजस्थान का भाषा सर्वेक्षण : जार्ज ए. ग्रियर्सन
5. राजस्थानी भाषा : नरोत्तम स्वामी
6. राजस्थानी शब्द कोष : सीताराम लालस
7. राजस्थानी व्याकरण : नरोत्तम स्वामी
8. मातृभाषा का अध्यापन : भूदेव शास्त्री
9. हिन्दी शिक्षण : रमन बिहारी लाल
10. हिन्दी भाषा शिक्षण : योगेन्द्र जीत
11. माध्यमिक विद्यालयों में हिन्दी शिक्षण : निरंजन कुमार सिंह
12. हिन्दी शिक्षण : रविन्द्रनाथ श्रीवास्तव
13. हिन्दी शिक्षण : बी.एन. शर्मा
14. भाषा सम्प्राप्ति : मूल्यांकन, के. जी. रस्तोगी
15. शिक्षा में मापन और मूल्यांकन : रमेशचन्द्र गुप्ता

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

Objectives:

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

COURSE CONTENT

UNIT 1: Nature & Role of Urdu as a Discipline

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

2. **LANGUAGE AND SOCIETY:**

- 1) Language and gender
- 2) Language and identity
- 3) Language and power
- 4) Language and class (society).

3. **LANGUAGE IN SCHOOL:**

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

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

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

5) Position of Urdu as first, second and third languages in India.

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

ROLE OF URDU LANGUAGE IN INDIA:

1. Origin and development of Urdu Language
2. Pre-and post-partition Different forms of Urdu
3. Urdu as a language of knowledge
4. Urdu at International level
5. Challenges of teaching and learning Urdu
6. Changing trends & goals in reference to Urdu

UNIT 3: AN OVERVIEW OF LANGUAGE TEACHING & METHODOLOGIES

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

Philosophical, social and psychological bases of approaches to Language

- 1) Acquisition and Language learning
- 2) Inductive and deductive approach

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

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

UNIT 4: Pedagogical Analysis & Evaluation Strategies of Urdu

1. **ASPECTS OF LINGUISTIC BEHAVIOUR:** Language as a rule-governed behaviour and linguistic variability; Pronunciation-linguistic diversity, its impact on Urdu pedagogical implication; Speech and writing.

2. **LINGUISTIC SYSTEM:** The organisation of sounds; The structure of sentences; The concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

3. ASSESSMENT STRATEGIES

1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation- oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation.

2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting–Problem solving, creative and critical-thinking; Enhancing imagination and environmental awareness.

3. Feedback to students, parents and teachers.

UNIT 5: ACQUISITION OF LANGUAGE SKILLS FOR URDU AS A SCHOOL SUBJECT

1. GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT.

2. ACQUISITION OF LANGUAGE SKILLS: Listening, speaking, reading and writing.

- Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.

- Reading: Sub skills of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.

- Writing: Stages of writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Higher order skills; elementary knowledge of Urdu Script(Khat-e-naskh, khat-e-nastaliq, khat-e-shikasta)

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

1. Assign a task to the students to collect at least 15 Motivational ‘Urdu Shayaries’ of renowned ‘Shayar’ and prepare a report of the same for presenting it in class.

2. Imaginatively draft some Urdu based dialogues of some historical character & Present them in class and take written feedback from peers.

3. Do a survey of five schools in your neighbourhood to find out:

(i) Level of introduction of Urdu

(ii) Materials (Textbooks) used in the classroom

4. Select a purely Hindi speaking child studying in classes (6 to 8) & ask him/her at least 10 general questions to find out that how Urdu is understood around.

5. Analyse the question papers of Urdu language (Previous 3 Years)-Classes X and XII (any board) in the light of new approach of assessment.

References

1. Hum Urdu Kaise Padhen : Mucnuddin
2. Urdu Zaban Ki Tadress : Moenuddin
3. Taders-e-Zaban-e-Urdu : Inamullah Sharwani
4. Hum Urdu Kaise Likhaan : Rasheed Hasan Khan
5. Urdu Imla : Rasheed Hasan Khan
6. Quwaid-e-Urdu : Maluvi Abdul Haq
7. Fun-e-Taleem – Tarbal : Fazal Hussain
8. Ghazal and Dars-e-Ghazal : Akhtar Ansari
9. Zaban, Zindgi aur Taleem : Khwaja Gulamus Syeden

Paper-VI & VII

Pedagogy of Mathematics

(Part I)

OBJECTIVES:

The students will be able to-

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

COURSE CONTENTS

Unit: 1 Nature of Mathematics as a Discipline

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

Unit: 2 Mathematics as a School Subject

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

Unit: 3 Mathematics as a School Subject

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

Unit: 4 Pedagogical analysis and mode of learning engagement

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

Unit: 5 Assessment & Evaluation of Mathematics learning

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

Practicum/Field Work-

Any two of the following-

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

REFERENCES

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

Paper-VI & VII

Pedagogy of Physical Sciences

(Part I)

Objectives-

Student-teachers will be able to:-

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

COURSE CONTENT

Unit 1: Nature of Physical Sciences as a Discipline

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

Unit 2: Physical Sciences as a school subject

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

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

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

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

Unit 4: Pedagogical Analysis and mode of learning Engagement

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

Unit 5: Assessment & Evaluation of Physical Sciences learning

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

Practicum/Field Work-

Any two of the following-

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

References

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

5. Sharma, R.C. and Sukla : "Modern Science Teaching" DhanpatRai and Sons, Delhi, 2002.
6. Ravi Kumar S.K., "Teaching of Science", Mangal deep Publications 2000.
7. RaoAman : Teaching of Physics, Anmol Publications, New Delhi, 1993.
8. WadhwaShalini : Modern Methods of Teaching Physics, Sarup and Sons, New Delhi, 2001.
9. Gupta S.K. : Teaching Physics Sciences in Secondary Schools, Sterling Publishers (P) ltd., New Delhi, 1989.
10. eaxy ,10ds0 % lk/kkj.k foKku f'k{k.k] vk; cqđ fMiks ubZfnYyh 1996
11. R;kxh ,10ds0 % HkkSfrđ foKku f'k{k.k] lkfgR; izdk'ku] vkxjk] 2000

Paper-VI & VII

Pedagogy of Chemistry

(Part I)

Objectives-

Student-teachers will be able to:-

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

COURSE CONTENT

Unit 1: Nature of Chemistry as a Discipline

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

Unit 2: Chemistry as a school subject

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

Unit 3: Methodology of Teaching and learning of Chemistry

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

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

Unit 4: Pedagogical Analysis and mode of learning Engagement

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

Unit 5: Assessment & Evaluation of Chemistry learning

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

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

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

References-

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

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

Paper-VI & VII

Pedagogy of Biological Science

(Part I)

Objectives-

Student-teachers will be able to:-

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

COURSE CONTENT

Unit 1: Nature of Biological Science as a Discipline

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

Unit 2: Biological Science as a school subject

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

Unit 3: Methodology of Teaching and learning of Biological science

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

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

Unit 4: Pedagogical Analysis and mode of learning Engagement

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

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

2. Modes of learning engagement in Biological Science-

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

Unit 5: Assessment & Evaluation in Biological Sciences

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

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

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

References-

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

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

Paper-VI & VII

Pedagogy of General Sciences

(Part I)

Objectives-

Student-teachers will be able to-

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

COURSE CONTENT

Unit 1: Nature of General Science as a Discipline

1. Meaning, Concept, Needs of General science teaching.
2. Nature and scope of General science teaching
3. Main discoveries and development of science (special reference to ancient India)
Science as a domain of enquiry, as a dynamic and expanding body of knowledge, science as a process of constructing knowledge. Science as an interdisciplinary area of learning (Physics, chemistry, biology etc.); science for environment, health, peace & equity, science and society. Fact, concept, principles, laws and theories- their characteristics in context of general science.
4. Constructivist approach in learning General Science.

Unit 2: General science as a school subject

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

Unit 3: Methodology of Teaching and learning of General science

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

2. Techniques of teaching General Science

Engagement Unit 4: Pedagogical Analysis and mode of learning

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
 - a. Physics –light, Electricity, magnetism, Gravitation, Work and Energy, Sound
 - b. Chemistry– Atom And molecules, Chemical Reactions, Acid ,Bases and Salt, Carbon and Its Compounds, metaland non-metals
 - c. Biology –Cell and its Structure, Life processes, Diversity in living organisms,
 - d. Environmental Science– Our Environment , natural resources and its management

2. Modes of learning engagement in General Science-

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

Unit 5: Assessment & Evaluation of General Sciences learning

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

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

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

References-

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

6. Singh, U.K. &Nayab, A.K. (2003) : Science Education Commonwealth Publishers, Daryaganj, New Delhi
7. Venkataih, S. (2001): Science Education in 21st Century, Anmol Publishers, Delhi.
8. Yadav, M.S. (Ed.) (2000): Teaching Science at Higher Level, Anmol Publishers, Delhi.
9. Edger, Marlow &Rao, D.B. (2003): Teaching Science Successfully, Discovery Publishing House, New Delhi.
10. Mangal, S.K. (1996): Teaching of Science, Arya Book Depot, and New Delhi.
11. Dave, R.H.: (1969): Taxonomy of Educational Objectives and Achievement Testing, London University Press, London.
12. Sood. J.K. (1989): New Directions in Science Teaching, Kohli Publishers, Chandigarh.

Paper-VI & VII

Pedagogy of Home Sciences

(Part I)

Objectives-

student-teachers will be able to:-

1. Understand the nature and importance of home science and its correlation with other subjects.
2. Understand aims and objectives of the subject.
3. Realize the essential unity between laboratory work and theoretical background of the subject.
4. Analyze school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.
5. Utilize effectively the instructional material in teaching home science.
6. Construct test items to measure objectives belonging to various cognitive levels.
7. Identify specific learning difficulties in home science and to provide suitable remedial individual instructions to them.

COURSE CONTENT

Unit 1: Nature of Home Science as a Discipline

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

Unit 2: Home science as a school subject

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

Unit 3: Methodology of Teaching and learning of Home science

1. Methods and devices of teaching **General science** at secondary level – Lecture-cum- Demonstration, Experimental Project, Problem solving, Dramatization, Discussion method, Field Trips.
2. Techniques of teaching Home Science

Unit 4: Pedagogical Analysis and mode of learning Engagement

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

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

2. Modes of learning engagement in Home Science-
 - a. Providing opportunities for group activities and observations.

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

Unit 5: Assessment & Evaluation of Home Sciences learning

1. Performance-based assessment; learners' record of observations ;(field diary and collection of materials).
2. Oral presentation of learners work.
3. Construction of test items and administration of tests; assessment of practical / experimental work.
4. Preparation of performance based assessment record of learners on the basis of activity observation (field diary, Practical diary, collection of materials, oral presentation)

Practicum/Field Work (Any two of the following)

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

References

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

Paper-VI & VII

Pedagogy of Social Sciences

(Part I)

OBJECTIVES

The student teacher will be able to:

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

COURSE CONTENT

Unit 1: Nature of Social Science as a Discipline

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

Unit 2: Social science as a school subject

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

Unit 3: Methodology of Teaching-learning of social science

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

Unit 4: Pedagogical Analysis and mode of learning Engagement

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

Unit 5: Assessment & Evaluation of Social Sciences learning

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

Practicum/Field Work (Any two of the following)

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

References

O;kxh]xq:ljunkl]¼2007&08½]βLkekftd v/;iu
f'k{kd]Piszeyrk fiz.VlZ] vkxjkA
flM+kuk ,oa v'kksd]¼2007½]βLkekftd v/;iu f'k{kd]P
f'k{kk izdk'ku] t;iqjA
'kekZ] guqeku lgk;]¼2005½]βLkekftd i;kZoj.k v/;iu
f'k{kd]P jk/kk izdk'ku efUnj ij'kqjkiqjh] vkxjk
282002A

feJk] egsUnz dqekj]¼2008½]ßLkekftd v/;iu
f'k{k d]ßDykfld dySD'ku] t;iqjA
'kSnk ch-Mh] 'kSnk , -ds]ßlkekftd v/;iu f'k{k d]ß
vk;Z cq d fMiks] djksy ckx ubZ fnYyh&11005A
ik.Ms;]lksguyky]¼2006½]ßlkekftd foKku f'k{k d]ß'ike
izdk'ku] t;iqjA
rk;y ch-ch] ¼2002½]ßU;wdkslZ lkekftd foKku]ß vk;Z
ifCyds'ku] djksy ckx ubZ fnYyh&110005A
**xxZ] Hkojyky ¼1995½]ßlkekftd foKku f'k{k d]ß fouksn
iqLrd efUnj] vkxjka**

Bedi Yesh Pal, (1980), "social and preventive medicine", Atma ram sons, karmese gate, Delhi

Gilby Thomas, (1953), "Between community and society" Longmans, Green and co. London, New York

Chitambar J.B, (1987), "Introductory Rural Sociology" Wiley Eastern Limited. New Bangalore

Ganguli B.N, (1977), "Social Development" AB/9 Safdarjang Enclave, New Delhi

Reddy L. Venkateswara, (2005), "methods of Teaching Rural Sociology" Discovery Publishing House, 4831/24, Anrari Road, Prahlad street Darya Ganj, New Delhi

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

OBJECTIVES

Student-teachers will be able to:-

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

COURSE CONTENT

Unit 1: Nature of Civics as a Discipline

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

Unit 2: Civics as a school subject

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

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

Unit 3: Methodology of Teaching-learning of Civics

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

Unit 4: Pedagogical Analysis and mode of learning Engagement

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

Unit 5: Assessment & Evaluation of Civics learning

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

Practicum/Field Work (Any two)

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

References

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

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

OBJECTIVES

Student-teachers will be able to:-

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

COURSE CONTENT

Unit 1: Nature of Geography as a Discipline

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

Unit 2: Geography as a school subject

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

Unit 3: Methodology of Teaching-learning of Geography

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

Unit 4: Pedagogical Analysis and mode of learning Engagement

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

Unit 5: Assessment & Evaluation of Geography learning

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

Practicum/Field Work (Any two)

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

References

1. oekZ] ts-ih- % Hkwksy f'k{k.k] fouksn iqLrd eafnj] vkxjk 1987A
2. 'kekZ] lh-vkj % Hkwksy f'k{k.k] ekWMZu ifCy'klZ] esjBA
3. flag] ,p-,u-% Hkwksy f'k{k.k] fouksn iqLrd eafnj] vkxjk 1987A
4. vjksM+k]ds-,y-% Hkwksy f'k{k.k] izdk'k cznlZ] yqf/k;kuk 1983
5. feJk] ,-,u- % Hkwksy f'k{k.k i)fr] f'k{k.k fudsru] dkuiqj 1959A
6. Singh, L.P.: Practical Geography, Allied publication, Allahabad.
7. Barnard, H.C.: Principles and Practice of Geography Teaching, London University, Tutorial press, 1953.
8. Kaul, A.K.: Why and How of Geography Teaching, Ambanu Publications, Srinagar, 1983.
9. Verma, O.P. and Vedanayagam E.G.,:Geography Teaching, Sterling Publishers, New Delhi, 1987.
10. Gopsil, G.H.: The Teaching of Geography, Macmillan K Co.Ltd, London, 1958.
11. Macnee: Teaching of Geography, Oxford University Press, and Bombay.
12. Source Book for Teaching of Geography, UNESCO Publishing.

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

OBJECTIVES

The student teacher will be able to:

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

COURSE CONTENT

Unit 1: Nature of History as a Discipline

1. Meaning, Concept, Needs of History teaching.

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

Unit 2: History as a school subject

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

Unit 3: Methodology of Teaching-learning of History

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

Unit 4: Pedagogical Analysis and mode of learning Engagement

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

Unit 5: Assessment & Evaluation of History learning

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

Practicum/Field Work

Any two of the following

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

References

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

In Hindi Edition:

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

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

OBJECTIVES

The student teacher will be able to:

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

COURSE CONTENT

Unit 1: Nature of Economics as a Discipline

1. Meaning, Concept, Needs of Economics teaching.

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

Unit 2: History as a school subject

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

Unit 3: Methodology of Teaching-learning of History

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

Unit 4: Pedagogical Analysis and mode of learning Engagement

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

Unit 5: Assessment & Evaluation of Economics learning

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

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

Practicum/Field Work (Any two of the following)

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

References

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

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

Objectives:

Pupil teacher will be able to:

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

To Provide knowledge of different Methods and techniques of teaching Music

To acquaint student teacher with latest trends of the art

To develop aesthetic sense of the students

COURSE CONTENT

UNIT I-Nature of Music as a Subject

- 1. Nature, Scope and Concept of music.**
- 2. Importance of Music in Developing Aesthetic Sense**
- 3. History of the evolution of Indian Music**
- 4. Global effects on Indian Music**
- 5. The classification of Vocal & Instrumental form of Music**

UNIT II Music as a school Subject

- 1. Aims & objectives of teaching of Music at Senior Secondary Level**
- 2. Nature of contents of Music at Senior Secondary Level**

3. Correlation of music with other School subjects
4. Music as a supplementary activity to curricular contents
5. Traditional schools of Music & Modern Music Schools
6. Singing as a non formal way of teaching community

UNIT III Methodology of teaching & learning of Music

1. Traditional Music Pathshala Method
2. Programmed Instruction
3. Community Resources
4. Synchronization through computers
5. T.V. & Radio as devices of learning Music
6. Individual Apprenticeship
7. Riyaj (Regular Drill)
8. Auto Instrumental Learning

UNIT IV Pedagogical analysis and mode of learning engagement

1. Categorization of the contents of Vocal & Instrumental Music.
2. Various Local forms of Music
3. Difference between *Shruti & Swara*
4. Notation system
5. Types of *Ragas* & their Importance
6. Basics of *Harmonium, Tabla, Sarangee & Sitar*
7. Difference between *Geet, Gazal and Nazm*
8. Preparation of an Instructional design to teach various aspects of instrumental & Vocal Music

Modes of learning engagement in Music-

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

UNIT V Assesment and Evaluation of Music Learning

1. Meaning, concept of Evaluation in Music
2. Blue print: Meaning, concept, need and construction.
4. Formative and Summative Assessment in Music
5. Continuous and Comprehensive Evaluation (CCE)
6. Laboratory Assessment
7. Performance-based assessment; learner's record of observations, Oral presentation of learners work, Portfolio;
8. Developing assessment framework in Music.

Practicum/Field Work (Any two of the following)

1. Make five different teaching materials using different type of teaching aids (chart, Model, Power Point, O.H.P. transparencies of Art subject.
2. Make a pictorial presentation of local musical instruments with its historical and cultural significance.
3. Viewing/listening to live and recorded performances of Classical and Regional Art forms & compile your personal feelings on it.

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

REFERENCE:

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

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

OBJECTIVES:

Pupil teacher will be able :

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

COURSE CONTENT

UNIT - I: Nature of Business Studies as a Discipline

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

UNIT - II: Business Studies as a School Subject

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

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

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

UNIT- IV: Pedagogical Analysis and Mode of Learning Engagement

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

UNIT- V: Assessment & Evaluation in Business Studies

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

Practicum/Field Work (Any two of the following)

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

References

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

Paper-VI & VII

Pedagogy of Financial Accounting

(Part I)

OBJECTIVES:

Pupil teacher will be able

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

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

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

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

To develop the ability of fair & comprehensive evaluation.

To develop commercial efficiency among students

COURSE CONTENT

UNIT - I: Nature of Financial Accounting as a Discipline

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

- (g) Increasing complexities in Accounting

UNIT - II: Financial Accounting as a School Subject

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

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

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

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

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

Modes of Learning Engagement & Instructional Design

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

UNIT- V: Assessment & Evaluation in Financial Accounting

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

Practicum/Field Activities (Any two of the following)

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

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

References:

1. Rao, Seema : Teaching of Commerce, Anmol Publication Pvt.Ltd.1995.
2. Jain, K.C.S. : Vanijaya Shikshan (Hindi) General Academy, Jaipur, 1986.
3. Gortside, L: Teaching Business subjects. The Modern Approach made and printed in Great Britain by the Garen Press Ltd. Leteh worth, Hest Fordshgire, 1970.
4. Neeb, W.B. : Modern Business Practice, The Ryerson Press, Toronto, 1965.
5. Khan, M.S.: The Teaching of Commerce, Sterling Publishers (P) Ltd, Jullundar-3
6. Singh, J.B.: Vanijaya Ka Adhyayan, Laxmi Narayan Agarwal, Agra, 1968.
7. Bhorali, Devadas : Commerce Education in India, D.K. Publishers Distributors (P) Ltd, New Delhi 1988.
8. Rai, B.C.: Method of Teaching Commerce, Prakashan Kendra Lucknow, 1986.

Paper –VIII

Art and Aesthetics

(Part I)

Objectives:

The student teacher will be able to:

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

COURSE CONTENT

Unit – 1 Nature and Scope of Art teaching

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

Unit – 2 Methods and Techniques of Art Teaching.

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

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

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

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

Unit-4 Historical Background of Music Dance & Drama.

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

Unit – 5 Understanding Music, Dance & Drama

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

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

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

References:

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

7. Krishnamurthy J(1973) Education & Significance of life, B I Publications Bombay.
8. Kala Shikshan, BSTC, Rajasthan Pathya Pustak Mandal, Jaipur.
9. Veer Ram Avtaar, Bhartiya Sangeet ka Itihaash,(2001) Radha Publication, Delhi
10. Singh Chitra Lekha, Arts Education, Vinod Pustak Mandir, Agra

Paper IX

Health And Physical Education

(Part-I)

Objectives:

The student teacher will be able to:

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

COURSE CONTENT

Unit-I Health and Body Functioning

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

Unit-II Food and Nutrition

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

Unit-III Physical fitness safety & Security

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

Unit-IV Sports & Health

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

Unit-V: Role of Institutions

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

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

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

References

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

Paper X

Conservation Environmental Regeneration

Objectives:

The student teacher will be able:

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

COURSE CONTENT

Unit – I: Introduction to Environmental Studies

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

UNIT – II: Environmental conservation:-

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

Unit-III Sustainable development:-

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

Unit – IV Environmental management:

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

Unit – V Biodiversity

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

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

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

Or

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

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

Reference

1. Bahuguna, Sundarlal(1996) Dharti ki Pukar, Radhakrishna Publication, Delhi, Pp. 111.
2. Kaushik, A. and Kaushik, C.P.(2004). Perspectives in Environmental studies, New Age International(P) Ltd. Publishers, New Delhi
3. Goel, M.K.(2006) Paryavaran Adhyayan, Vinod Pustak Mandir, Agra, Pp. 581.
4. Ramakrishnan, P.S.(2001) Ecology and Sustainable Development, N.B.T., New Delhi, Pp.198.
5. Rathore, H.C.S., Bhattacharya, G. C., Singh, S.K., Singh, M. and Gardia, A.(2008) Society and Environmental Ethics, Seema Press, Varanasi, Pp. 242.
6. Sharma, R.C., Mahajan, B., Premi, K.K., Nuna, S.C., Menon, P.(1994). Source Book on environmental education For Elementary Teacher Educators, NIEPA, New Delhi. pp.278.
7. Sharma, P.D.(2001) Ecology And Environment, Rajson Printers, New Delhi, pp660.
8. Shukla, C.S.(2007) Paryavaran Shiksha, Alok Prakashan, Lucknow, Pp.311.
9. Singh, S.K.(2006) Environmental Education, Sapna Ashok Prakashan , Varanasi, Pp.176
10. Singh, S.K.(2008) Environmental Education and Ethics, Amrit Prakashan , Varanasi, Pp.114
11. Singh, S.K.(2010) Fundamentals of Environmental Education , Sharda Pustak Bhawan , Allahabad , Pp.175
12. Srivastava, P.(2005) Paryavaran Shiksha, Madhya Pradesh Hindi Granth Academy,

Bhopal, Pp.195.

13. NCERT (2004) Environmental Education in Schools, NCERT, New Delhi, Pp.112.
14. NCERT (2011) Teachers' Handbook on Environmental Education for the Higher Secondary Stage, DESM, NCERT, New Delhi, Pp.316.
15. Ram,P.S. and Singh,R.(2013). Paryawaran Shiksha ke ubharate aayam, Allahabad: Sharda Pustak Bhawan.