UNIVERSITY OF KOTA, KOTA

SYLLABUS

FACULTY OF EDUCATION

SCHEME OF EXAMINATION AND COURSES OF STUDIES

BACHELOR OF EDUCATION (B.Ed.)

Two Years Programme

(Session 2016-17)

University of Kota, Kota

UNIVERSITY OF KOTA, KOTA

Scheme of Examination and Course of Studies

BACHELOR OF EDUCATION (B.Ed.)

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 theState 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 willhave to seek readmission from a fresh end.

Eligibility : Candidates with at least 50% marks either in Bachelor Degree/or in Master Degree in Science/Social Science/Humanities/Commerce – Bachelor of Engineering of Technology with specialization in science and mathematics with 55 % marks or any other qualification equivalent thereto, Relaxation in case pf reservation categories will be as per state government guidelines.

Objectives of B.Ed. : The objectives of this programme is to prepare teachers from upper primary to middle level (Classess VI-VII), Secondary level (Classess IX-X) & Senior Secondary level (Classes XI-XI) Pre –service teacher education programme are to enable the prospective teacher.

- Understand nature of education and pedagogic processes through enriched experiences.

- Interactive processes where in group reflection, critical thinking and meaning making will be encouraged.
- Describe teaching learning process in the classroom and various factors that influence it.
- Understand various level learners, their needs and interest and peculiar problems and motivate them for learning.
- Plan and organize classroom through learner's centred techniques of instruction for inclusive education & effective whole classroom instruction.
- Conduct pedagogical content analysis in subject areas and use it for facilitating learning the classroom.
- Foster skills and attitude for involving the community as an educational partner and use society resources in education.
- To critical analyse the various evaluation tool to serve CCE.
- Reflective teacher practice and interface with societal resources.
- Become aware about human values and gender, school and society.

C) Course Design : The syllabus of two year B.Ed course comprises of the following:

a) Perspectives in Education

1. Course 1 - Childhood and Growing up
2. Course 2 - Contemporary India and Education
3. Course 3 - Learning and Teaching
4. Course 4 - Gender, School and Society (1/2)
5. Course 8 - Knowledge and Curriculum
6. Course 10 - Creating an Inclusive School (1/2)

b) Curriculum and Pedagogic Studies

7. Course 4 - Language across the curriculum (1/2)
8. Course 5 - Understanding Disciplines and Subjects (1/2)
9. Course 7 (a&b) - Pedagogy of School Subject
10. Course 9 - Assessment for learning
11. Course 11 – Optional Course (1/2)

Optional course will be offered in areas such as given below or an additional pedagogy course (in another subject at the Secondary level on the same subject at the higher secondary level)

- Vocational /Work Education
- Health and Physical Education
- Peace Education
- Guidance and Counselling

D) Engagement with the field the self, the child, community and school.

This curricular area would have three components-

- Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus.
- School Internship
- Courses on enhancing professional capacities (EPC)

Course EPC 1	- Reading and reflecting on texts (1/2)
Course EPC 2	- Drama and Art in Education (1/2)
Course EPC 3	- Critical understanding of ICT (1/2)
Course EPC 4	- Understanding the self (1/2)

General Rules

a) Teaching subject means a subject offered by the candidate at his bachelor's or Master's Degree Examination either as a compulsory subject or as an optional subject or as a subsidiary subject provided that candidate studied it for at least two years and also 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.

Thus, the qualifying subjects like General English, General Hindi, General Education, History of Indian Civilization and Culture, Elementary Mathematics etc. Prescribed for the First year T.D.C. Course of the University or a subject dropped by the candidates at the part I stage of the degree course shall not be treated as teaching subject. In case of Honours Graduates, besides the honours subjects the subsidiary subject would also be taken into account provided the candidate studied the same for at least two academic years and also took University Examination each year.

b) Only such candidates shall be allowed to offer Social Studies for the B.Ed. Examination as have taken their Bachelor's Degree with any one subjects out of History, Political Science, Public Administration. Economics, Geography, Sociology, Psychology, Education, Music D&P, Home Science, Computer, Office Management and Secretariat Practice, Product & Export and Leather, Indian Music, Musicology, Archival Science.

A Candidate who has offered Political Science on Public Administration at his Bachelor's or masters' Degree examination shall be deemed eligible to offer Civics as a teaching subjects in B.Ed. Examination

Rules : Examination & Result

B.Ed I Year

1. Candidates passed in total 50% of theory and internal papers separately (Out of 8 theory paper and 3 EPC) will be promoted to second year. Provided that they reappear in them at later stages.
2. Candidates failing in more than 50% of theory papers will be declared fail and they will have to reappear in next year in all the theory papers, however their internal marks can be forwarded.
3. It is mandatory for student teacher to have 90% attendance in internship program. (4 weeks)

B.Ed. II Year

1. It is mandatory for student teacher to have 90% attendance in internship programme (16 weeks) failing which; they will be declared fail in second year.
2. Candidates failing in 50% of theory and internal papers will be entitled to become an ex student. However, their internal marks can be carry forwarded.

3. A Candidate will have to obtain 40% marks separately in the final lesson. Candidate 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.

School Internship

As the title suggests, in this component of the programme, the student-teacher are actually placed in a school for a duration of four and sixteen week, in two time slots. Initially, they will be attached to particular school for four weeks as 'school attachment'.
A time gap after this school attachment will provide opportunity to student teacher to share experiences, reflect, clarify several things with teacher educators and internalize them.
After about four weeks, they will go for 'school placement' of sixteen weeks. During this period, their role in the school is something like an 'apprentice' and its specific contours need to be worked out by course faculty.
They will be engaged in the school functioning in all its aspects.

Main Objectives

- Student teacher will be enable to reflect on their practice, and learn to adapt and modify their visualization/implementation towards betterment of student learning involve in various school activities and processes in order to gain a 'feel' of the multiple roles of a teacher.
- Develop understanding of the 'school culture' and learn to reflect upon, consolidate and share their school experiences; and to recognize one's own development as a teacher.
- To developing capacities to think with educational theories and applying concept in concrete – learning situations, managing classroom learning, evaluation learners and providing feedback, learning to work with colleagues, reflecting on one's own professional practice are drawn upon to provide appropriate learning experiences for the student teacher that is critical to the education of teachers.
- To undertake responsibility for planning and implementation of learning situations for specific units of study, in the context of their school.

COURSE OF STUDY AND SCHEME OF EVALUATION

B.ED I YEAR

Paper No.	Paper Name	Paper Code	Max Marks		
			Ext.	Int.	Total
Course 1	Childhood and Growing up	BED-01	80	20	100
Course 2	Contemporary India and Education	BED-02	80	20	100
Course 3	Learning and Teaching	BED-03	80	20	100
Course 4	Language across the curriculum (1/2)	BED-04	40	10	50
Course 5	Understanding Disciplines and Subjects (1/2)	BED-05	40	10	50
Course 6	Gender, School and Society (1/2)	BED-06	40	10	50
Course 7 a & b	Pedagogy of School Subject First Subject Part – I Pedagogy of School Subject Second Subject Part – I	BED-07 (a&b)	40 40	10 10	50 50
Course 8 EPC 1	Reading and reflecting on texts (1/2) Internal assessment	BED-08	-	50	50
Course 9 EPC 2	Drama and Art in Education (1/2) Internal assessment	BED-09	-	50	50
Course 10 EPC 3	Critical understanding of ICT Internal assessment	BED-10	-	50	50
* School Internship (Phase I, 4 week) Internal Assessment			(50 marks) to be included in second year total		
Total			700		

*** Note : Engagement with the field. Task and Assignment of Courses 1,2,3,4,5,6,7 a & b (Part I)**

Course 7 a & b
Pedagogy of School Subject
First Subject Part – I
Pedagogy of School Subject
Second Subject Part – I

- *Pedagogy of Hindi*
- *Pedagogy of English*
- *Pedagogy of Sanskrit*
- *Pedagogy of Urdu*
- *Pedagogy of Social Science*
- *Pedagogy of Civics*
- *Pedagogy of Economics*
- *Pedagogy of Geography*
- *Pedagogy of History*
- *Pedagogy of Art*
- *Pedagogy of Home Science*
- *Pedagogy of General Science*
- *Pedagogy of Biology*
- *Pedagogy of Chemistry*
- *Pedagogy of Mathematics*
- *Pedagogy of Physics*
- *Pedagogy of Business Organization*
- *Pedagogy of Financial Accounting*

COURSE OF STUDY AND SCHEME OF EVALUATION

B.ED II YEAR

Paper No.	Paper Name	Paper Code	Max Marks		
			Ext.	Int.	Total
Course 11 (a) & (b)	Pedagogy of School subject Part II (Subject First) Pedagogy of School subject Part II (Subject Second)	BED 11 a & b	40 40	10 10	50 50
Course 12	Knowledge and Curriculum	BED 12	80	20	100
Course 13	Assessment for learning	BED 13	80	20	100
Course 14	Creating of Inclusive School	BED 14	40	10	50
Course 15	*Optional Courses (Any one from the following A) Vocational/Work Education B) Health and Physical Education C) Peace Education D) Guidance and Counselling	BED 15	40	10	50
Course 16 EPC-4	Understanding the self Internal assessment	BED 16	-	50	50
Course 17	* School Internship (Phase II, 16 weeks) Internal assessment	BED 17	100 marks+50 marks of first year to be included. Total = 150		
Course 18	*External Assessment* One Final Lesson of Pedagogy of a School Subject	BED 18	100 marks		
Total			700 marks		

Note: 1. Engagement with the field tasks and Assignment of courses 11(a,b) 12, 13, 14, 15

2.*Optional Courses can be from among the following – vocational/work education, health and physical education, peace education, guidance and counseling etc. and can also be an additional pedagogy course (for a school subject other than that chosen for course 7 (a & b) at the secondary level or the same school subject at the higher secondary level.)

SECOND YEAR

Paper No.	Paper Name
Course 11 (a) & (b)	**Pedagogy of School subject Part II (Subject First)** **Pedagogy of School subject Part II (Subject Second)** • *Pedagogy of Hindi* • *Pedagogy of English* • *Pedagogy of Sanskrit* • *Pedagogy of Urdu* • *Pedagogy of Social Science* • *Pedagogy of Civics* • *Pedagogy of Economics* • *Pedagogy of Geography* • *Pedagogy of History* • *Pedagogy of Art* • *Pedagogy of Home Science* • *Pedagogy of General Science* • *Pedagogy of Biology* • *Pedagogy of Chemistry* • *Pedagogy of Mathematics* • *Pedagogy of Physics* • *Pedagogy of Business Organization* *Pedagogy of Financial Accounting*

EVALUATION

EVALUATION OF THEORY PAPERS

Some theory papers will carry a weightage of 100 marks, out of which 80 marks will be for external University Examination and 20 marks will be for internal assessment. Out of 20 marks - 10 marks will be for sessional and 10 marks will be for mid-term test. In same of the papers carrying a weightage of 50 marks. 40 marks will be for external University Examination and 10 marks will be for internal assessment work. Out of 10 marks - 5 marks will be for sessional and 5 marks will be for mid-term test.
Some papers carrying an internal weightage of 50 marks. The assessment of papers will be done internally at the college level.
The final University examination paper for 80 marks will be of three hour's duration and the paper for 40 marks will be of two hour's duration.

The details of the question paper pattern is as follows.

1. Each question paper (80 MARKS) will have two sections- Section A will contain 10 short answer type questions and the candidate will be required to attempt any 5 questions. Each question will carry 7 marks. Section -B will contain 3 essay type questions with an internal choice for each question. Essay type question will carry 15 marks each.

2. Each question paper (40 MARKS) will have two sections- Section A will contain six short answer type questions and the candidate will be required to attempt any four questions. Each question will carry 5 marks. Section-B will contain 2 essay type questions with an internal choice for each question. Essay type question will carry 10 marks each.

3. Short answer type questions would aim at testing of critical thinking, knowledge of concepts, facts, definitions, laws, principles, generalization etc. and also understanding of principles and concepts.

4. Essay type questions would aim at testing knowledge, definitions, laws, generalization etc. and also understanding of concepts. Essay type questions me to aim at testing the abilities of critical thinking and application of principles taught in theory.

EVALUATION FOR INTERNSHIP PROGRAMME
INTERNAL ASSESSMENT
B.ED I YEAR

Internship Programme Phase I (4 Weeks)

S.No.	Assessment is based on the following activities	Marks : 50
1.	School observation and Engage with filed (One week)	5
2.	Creating and Maintaing teaching learning material for the school. (Which can become valuable resource for the regular teachers of the school)	5
3.	Practice teaching in both the pedagogy subjects in schools (7+7)	15
4.	Lesson observations of the peers (3-3 lesson in both pedagogy subjects)	5
5.	Criticism lessons)1-1 on both pedagogy subjects)	10
6.	Participation in preparation of camp/Co-curricular activities in 3 days open air session	10
Grand Total		50

Note – The total marks for the internship proramme of I year will be forwarded to the university in the II year out of a total of 150 marks.

EVALUATION FOR INTERNSHIP PROGRAMME
INTERNAL ASSESSMENT
B.ED II YEAR

Internship Programme Phase II (16 Weeks)

S.No.	Assessment is based on the following activities	Marks : 100
1	**Interaction Report** Interaction with school teachers, children and community members (one week)	**5**
2	**Observation Report** Description of village/community with special reference to socio-physical economic cultural background (one week)	**5**
3	**Observation Report of school** Description and evaluation of school with special reference to geographical, socio-cultural environment , physical infrastructure, human resource, philosophy, aims, organization and management (one week)	**5**
4	**Participation in Administrative work of school with report making.** 1. Planning of classes 2. Record keeping and file maintenance 3. Mid day meal planning 4. Budget making 5. Participation in school management committee/equivalent (Two week)	**10**
5	**Participation in co-scholastic work of school with report making.** 1. Organizing morning Assembly 2. Planning and participation in community Awareness programme (Rallies, Awareness campaign, community health campaign and cleanliness campaign)	**10**

	3. Planning and participation in games and sport programme 4. Planning and participation in literary and cultural activities (Drama/Art/Debate/Quiz/scout and guide camp/others) (Two week)	
6	**Observation Report of classroom** (i) Preparation of time table of the class. (ii) Maintaining student's attendance and preparing a monthly record of student's attendance. (iii)Class wise learner's socio economic – cultural education profile with special reference to needs of the physical, mental emotional development of children, aspects of curriculum and its transaction: quality, transaction and assessment of teaching learning. (one week)	**10**
7	• Assessment of teaching • Assessment of learning in scholastic area. • Assessment of learning in co-scholastic area (one week)	**5**
8	• Organizing science fair, exhibition, science club, nature study. • Evaluation report of teaching of (students teacher intern) by peer groups & teachers (one week)	**10**
9	**First Block teaching** Teaching of selected pedagogy subject in upper primary classes with constructivist approach by student teacher/intern (Three week)	**10**
10	**Second Block Teaching** Teaching of selected pedagogy subject in secondary classes with constructivist approach by student teacher/intern (Two week)	**10**
11.	• Preparing a suggested comprehensive plan of action of some aspect of school improvement • Portfolio, including detailing of teaching – learning plans, resources used, assessment tools, student observations and records. • Reflective journal by student teacher in which he/she records	**10**

	one's experiences, observation and reflection. • Preparation and maintenances of feedback dairy. • Viva-voce (Based on the files submitted) (one week)	**10**
Grand Total (I and II Year)		**100 marks+ 50 Marks of I year to be included 150**
*** Final Lesson of one pedagogy of school subject (External assessment)**		**100**
Total		**250**

Note : Each student – teacher has to maintain file in which detailed reports of all the activities and tasks discharged by him/her are to be described. A Viva-voce will be conducted ofter the internship programme. The file record, the viva voce and the lesson plan dairy will form the basis of assessment of the internship programme.

The viva-voce will be conducted by a committee consisting of the following members:-

Princepal /HOD, Internship Incharge, One senior member by rotation.

EXTERNAL EVALUATION (FINAL LESSON)

- The external practical examination will be conducted at the end of second year.
- The weightage of final lesson will be 100 marks.
- The internal assessment in practice of teaching internship programme will befinalized by the principal with the help of the member of teaching staff and the same will be communicated to the university before the commencement of the practical examination (Final lesson) each year.
- During the final practical examination each candidate will have to teach one lesson in any one of two teaching subjects. However, he/shall have to prepare lesson in both the teaching subjects and should be prepared to deliver lesson in both the subjects if required.
- The Board of examiners for external examination will consist of.
  (a) The principal of the college concerned.
  (b) One senior member of the college.
  (c) Two external members from any discipline appointed by the university.

Total weightage of internship (Internal & External Evaluation) is 250 marks.

WORKING OUT THE RESULT FOR AWARDING DIVISION

1. A candidate in order to be declared successful at the B.Ed. examination shall be required to pass separately in Theory and Practice of teaching. (Internship Programme)

2. For a pass in Practice of teaching a candidate shall be required to pass in separately in the internal & external examinations and obtain at least 40 % marks in each.

3. For a pass in theory a candidate shall be required to pass separately in the internal assessment and external examination.

4. University theory examination will be conducted at the end of each academic year and the final division will be awarded on the basis of aggregrate marks of the two academic years.

5. Practical examination (Final lesson) will be conducted at the end of the second academic session.
6. The successful candidates will be classified in three divisions and shall be assigned divisions separately in theory and practice of teaching as follows:

Division	Theory	Practice of Teaching
I	**60%**	**60%**
II	**48%**	**48%**
III	**40%**	**40%**

PROPOSED SCHEME OF DISTRIBUTION OF TIME FOR THEORY & PRACTICE TEACHING

FIRST YEAR

Theory	**170 Days**
Practicals	**30 Days**
1. School Based Observation and Engagement with Field	6 Days
2. School Internship (Phase-I, 4 Weeks)	24 Days
Practice Teaching & Open Session	

SECOND YEAR

Theory	**104 Days**
Practicals	**96 Days**
1. School Observation -	6 Days
2. School Internship (Phase-II, 16 Weeks)	90 Days

EXAMINATION SHEDULE

First Year	-	Theory Exams
Second Year	-	Theory Exams
		EXTERNAL FINAL LESSON (one of the two pedagogy school subject)

TIME-SCHEDULE OF A WORKING DAY

Total Allocation per day	-	6 Hours
Prayer	-	15 Minutes
Lunch	-	30 Minutes
Periods 7X45 Minutes	-	315 Minutes
Total	-	360 Minutes (6) Hours

SYLLABUS

B.ED I YEAR

Paper No.	Paper Name	Paper Code
Course 1	Childhood and Growing up	BED-01
Course 2	Contemporary India and Education	BED-02
Course 3	Learning and Teaching	BED-03
Course 4	Language across the curriculum (1/2)	BED-04
Course 5	Understanding Disciplines and Subjects (1/2)	BED-05
Course 6	Gender, School and Society (1/2)	BED-06
Course 7 a & b	Pedagogy of School Subject First Subject Part – I Pedagogy of School Subject Second Subject Part – I	BED-07 (a&b)
Course 8 EPC 1	Reading and reflecting on texts (1/2) Internal assessment	BED-08
Course 9 EPC 2	Drama and Art in Education (1/2) Internal assessment	BED-09
Course 10 EPC 3	Critical understanding of ICT Internal assessment	BED-10
	* School Internship (Phase I, 4 weeks) Internal assessment	

Course - 1
CHILDHOOD AND GROWING UP

Objectives:

The student teacher will be able:

- To study and get the introduction of childhood, child development and adolescence.
- To develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds.
- To arrive at an understanding of how different sociopolitical realities construct different childhoods, within children's lived contents: family, schools, neighborhoods and community.
- To understand learning as divergent process.
- To read about theories of child development, childhoods and adolescence as constructed in different social economic and cultural settings.
- To focus on the issues of marginalization of difference and diversity, and stereotyping.
- To understand the role of the family, and the school in the child's development,

Unit - I: Childhood and child Development

1. Childhood: Introduction, children of different age groups, children from diverse socio-economics and culture back grounds.
2. Construct of childhood: Understanding the construct of different socio-political realties, different childhoods within children's lived contexts: Family, schools, neighbourhoods and community.
3. Physical, social, emotional & intellectual development of child.

Unit - II: Theories of Child development

1. Thories of child development (from cross cultural psychology, sociology and anthoropology), crucial aspects from the construct of chilhood in regands to political, social and cultural dimensions.
2. Theories of child development (Psychology) Jean plaget's theory of cognitive development, Behaviouristic theory.
3. Childhood and adolesence as constructed in different social – economic and cultural setting.
4. Issues of Marginalization, Children's lived experiences – living in an urban, slum, growing up as a girl and growing up in a dalit housechold and like other adverse situation.

Unit - III: Adolescent Development

1. Adolescent: Meaning, Concept & Characteristics
2. Cognitive, Physical, Social, Emotional and moral Development.
3. Experience of adolescence of children across different cultures and situations.
4. The Impact of urbanization and economic change on construction and experience of adolescence of children.

Unit -IV: Role of Media, family & Community

1. Role of media in representations of gender, class and poverty to understand lived realities of children.
2. Work and childhood children, in difficult circumstances and understanding of them, role of media in critical deconstruction of significant events in regards to child labour and other.
3. Role of community, family, creche and child correction home in protecting childhood in india.
4. Chilhood and changing trends in family strucrture, employment status of parents, and technological exposures, (Cartoons, video games, mobile phone, internet, social networking sites and toys.)

Unit -V: Role of NGo's National and International agencies.

1. Role of NGos in protecting childhood.
2. National (MWC, NIPCCD etc.) and Internationl agencies (UNICEF, WHO, Red cross ets.) working for Children.

Practicum/Field Work :

1. Organize creative activities for children of diverse socio- cultural back ground with aim to learn to communicate and relate with them .
2. Observing children in national setting to study play pattern and write a report on their domain of learning.
3. Study of any one issue represented and highlighted by media (sexual abruse and harasement poverty. Child labour etc.
4. Workshop or seminar for student teacher to observe interact with and study adolescents of different social ages in and outside the school, in diverge social economic, cultural, linguistic and regional contescts.
5. Apply any three psychological tests on upper primary to senior secondary students (any one) and on the basis of the conclusion make a comprehensive profile (at least five students for each test.)

Evaluation Procedure	*100 Marks*
Any two practicum & one test	*10+10 = 20 Marks*
(Covering Unit I to V)	
External Evaluation	*80 Marks*

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Course - 2
CONTEMPORARY INDIA AND EDUCATION

Objectives:

The student teacher will be able:

- To acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.
- To understand the diversity, inequality and marginalisation in society and the implications for education.
- In provide a setting for interaction, generation of dialogue and the opportunity to appreciable diverse perspectives of issues.
- To understand the classroom in social context
- To provide a setting for interaction, generation of dialogue and the opportunity of appreciate diverse perspectives of issues/
- To understand the concept of policy frameworks for public education in India.
- To understand critically the policy perspectives of education.
- To understand the prominent social determinants.

Unit -I : Equity and Equality in Education

1. Issues in Education : Equity and equality in education, concept of diversity at the level of individual in regards to regions, languages, religions, castes, tribes etc. Diverse communities and individuals and expectation from education.
2. Role of education in grooming children in diversified situation, role of education for collective living and tools for conflict resolution.
3. Approach to attain equality of educational opportunity, provision for equality of educational opportunity, causes of inequality, and attainment of ideals of equality in education.

Unit - II: Universalization of Education

1. Educational as Human Rights, Child Rights and Protective discrimination.
2. Concept of Universalization of Education.
3. Strategies for achieving universalization of education.
4. Qualitative and quantitative aspects of universalization of Education.
5. Obstacles in universalization of education in relation to access (Physical and social) enrolment, retention and quality.
6. Problems, issues and remedies for education of marginalized section of community (Gender, regions, languages, religions, class, castes, tribes, etc.)

Unit - III : Indian Constitutional Provisions, Related to Education

1. An introduction to the constitution of India (especially the preamble, Fundamental Rights and Duties of citizens and the Directive principles of state policies) with regards to "Constitutional values' and aims of education.
2. Amendments in the constitution of India pertaining to education (Elementary Education, religious minority and linguistic minority, rights against discrimination, medium of instruction and right to equality.)
3. Constitution direction for issues & Problems in education.

Unit - IV : Emerging Indian Concerns and their educational implications:

1. Meaning, Concept and Impact on education of Liberalisation Globalization and Privatization.
2. Stratification of Education: concept and process.
3. Critique of colonial Vs. Indigenous education in India an overview of experiments and alternatives in Education for marginalized group like women, dalit and tribal people.

Unit -V : Contemporary Issues and Policies:

1. National policy on education and its programme of action. (1986/1992) Major suggestions and their implication.
2. Learning without Burden. (Yashpal committee Report (1992-93)
3. Right to Education and Challenges in implementation, Sarva Shiksha Abhyan, Nayeetaleem.
4. Kothari commission recommendation and their implementation in the context of planned industriazations and education.

PRACTICUM/FIELD WORK:

- Prepare a report in class about the education of marginalized group.
- Conduct an awareness programmes on child rights with students, parents and community.
- Arrange a discussion session in class how cultural diversity in school benefits the students.
- Train students in any five handicrafts on the basis of the nayee taleem (Such as paper meshi, Handloom etc.) and other related to cattage industries, prepare a report.
- Examine policy & constitutional provision on equality and right to education.

Evaluation Procedure	*100 Marks*
Any two practicum & one test	*10+10 = 20 Marks*
(Covering Unit I to V)	
External Evaluation	*80 Marks*

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Course - 3
LEARNING AND TEACHING

Objectives:

The student teacher will be able:

- To develop understanding of concept of teaching and learning from socio- cultural and cognitive processes.
- To develop scientific attitude for the process of teaching & Learning.
- To compare the views of behaviorist, cognitive and humanist about teaching and learning.
- To explain the relationship among variable in teaching learning process.
- To reflect on their own implicit understanding of the nature and kinds of learning.
- To explore the possibilities of an understanding of processes in human cognition and meaning making them as basis for designing learning environments and experiences at school.
- To appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teacher's
- To plan teaching learning based on learner centered approaches.

Unit -I : Learning and understanding learning process.

1. Learning – concept, nature, characteristics, types, and factors affecting it.
2. Learning Process : Behaviourist, cognitive, information processing, humanist, biological, constructivist and socio – cultural perspectives of learning process. Processes that facilitate "construction of knowledge."

   (i) Experiential learning and reflection
   (ii) Social mediation
   (iii) Cognitive negotiability
   (iv) Situated learning and cognitive apprenticeship
   (v) Meta cognition.

3. Development of learner and learning process, meaning and principles of development, relationship between development and learning. Dimensions of individual development : Physical, cognitive, language, affective, socio-cultural and moral their interrelationship implications for teachers (relevant ideas of piaget, Bruner, Erikson and Kohlberg.)

Unit -II : Developing creative thinking and learning Environment

1. Meaning and nature of creativity, factors of creativity, Development of cretivity through use of brain storming (Special focus on Osborn, De Bono and Gordan) Teaching for minimizing negative transfer and maximizing positive transfer of learning.

2. Physical facilities in the school and school organizational climate, socio- cultural environment of school, text book, curriculum, technological interventions and learning process.
3. Ways of teaching and learning (Small, Large group' individualized and collaborative teaching and learning), Distinction between learning as 'Construction of Knowledge' and learning as, "transmission and reception of knowledge."

Unit -III Effective teaching

1. Concept, nature charactertics of teaching.
2. Functions of teaching, Principles of teaching, phases of teaching, classroom instruction strategies, Teacher as a leaner,
3. Teaching for culturally diverse students, Theory of culturally relevant pedagogy.
4. Values & personal relationship between Teachers and learners, relationship among learners, self esteem and freedom experienced by learner.
5. Teaching models & factors effecting teaching and learning.

Unit -IV Learning style

1. Diversty among learners and learning needs (with reference to special needs) multilingual background concept and philosophy of inclusive education. Learning style – concepts Types and importance in teaching learning process, factors effecting on learning style, concept of thinking style and its relationship with learning style. Role of ICT in learning enhancement.

Unit -V : Teaching Style

1. Teaching style – Concept types and effect on learner's learning process, factors effecting on teaching style.
2. Teaching as a profession, impact of beliefs and practices on teaching, multiple responsibilities located in an institutionalized setting, and the need and opportunities for professional growth.
3. Use of technology in small group teaching, peer tutoring, co-operative learning, group discussion, group projects, simulations and games.
4. Use of technology in large group teaching, collaborative teaching, questioning, demonstrations.

Practicum/Field Work

1. Analysis of record on teaching and learning by video recording of your own lesson.
2. A survey based report on an effective teacher behaviours or classroom instruction strategies of effective teacher.

3. Write a report about some best teachers in your past experiences & write some special features of their ways of teaching.
4. Conduct an interview of 5 students of multilingual background and list the problems face by them in classroom conditions
5. Indentify learning style of at least 5 students at primary to secondary level. (Any one)

Evaluation Procedure	*100 Marks*
Any two practicum & one test	*10+10 = 20 Marks*
(Covering Unit I to V)	
External Evaluation	*80 Marks*

Reference

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Course - 4
LANGUAGE ACROSS THE CURRICULUM

Objectives:

The student teacher will be able:

- To understand children's language background for effective teaching and learning.
- To create sensitivity to the language diversity that exists in the classroom
- To be familiar with theoretical issues, and to develop competence in analyzing current school practices and coming up with appropriate alternatives.
- To enhance the theoretical understanding of multigualism in the classroom.
- To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.
- To understand the nature of reading comprehension in the content area and writing in specific content areas.
- To understands interplay of language and society.
- To understand function of language and how to use it as a tool.
- To understand language and speech disorder and make remedial measures too.

Unit-I : Language and Society:-

1. Language – Introduction, types, components, linguistic skills and interrelationship between language and literacy.
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. The home language and school language and teaching learning process, the power dynamics of the standard language as the school language Vs. home language on dilects.
3. Deficit theory and discontinuity theory of language and teaching – learning process.

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. Understanding the nature of classroom, discourse, strategies for using and language in the classroom to promote learning in the subject area.
2. Tools for learning: Dictionary, Discussion, Natural exposition, Word puzzles
3. The nature of questioning in the classroom, Types of questions and teacher control.

Unit-V : Development of Reading and writing

1. Nature of reading comprehension in the content area (Informational reading), nature of expository texts vs. narrative texts, transactional texts vs reflective texts.
2. Scheme theory, text structures , know how of examining content area of texts books.
3. Strategies for reading text book, children, note making, summarizing, making reading writing connections.
4. Process writing: Analyse children's writing to understand their conception, writing with a sense of purpose, writing to learn and understand.

Practicum/Field Work

1. Narrate your first experience of first day for internship programme.
2. Collect a literary style poem of any language and critically analyse it diagnoses speech defects of primary level student and make a remedial strategy.
3. Prepare a list of at least 10 proverb of any language and interpret their cultural significance.
4. Collect a titerary style poem of any language and analyse it.

Evaluation Procedure	*50 Marks*
Any two practicum & one test	*5+5 = 10 Marks*
(Covering Unit I to V)	
External Evaluation	*40 Marks*

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Course - 5
UNDERSTANDING DISCIPLINES AND SUBJECTS

Objectives:

The student's teacher will be able

- To reflect on the nature and role of disciplinary knowledge inthe school curriculum.
- To know the pardigm shifts in the nature of disciplines.
- To study the methods of study and validation of knowledge inchanging scenario.
- To know a school subject and how the context was selected, framed in the syllabus and how it can be transformed so that the learner construct their own knowledge throgh it.

Unit - I : Disicplinary Knowledge

1. Knowledge – definition, its genesis and general growth from the remote past to 21st century.
2. The Notion of knowledge: as being firm and objective, impersonal and with a coherent structure in social and political contexts, the notion of knowledge in divers, dialogical subjective, fluid and porous frame.

Unit - II : Disiciplinary areas

1. Introduction to disciplinary areas, especially social science, natural science and linguistics.
2. Nature of discipline: Positive, Normative and speculative, disciplinary, interdisciplinary multi disciplinary, and trans disciplinary.
3. Displine and its basic question, the methods of study and validation of knowledge.

Unit – III : Content of discipline

1. Theory of content – the basis of content selection, framing in syllabus.
2. Transformation of content for construction of learners own knowledge through it.
3. Social history for the basis of inclusion or exclusion of a subject area from the school curriculum, criteria of inclusion or exclusion of a subject area from the school curriculum.

Unit – IV : Development in Discipline

1. Notion of the ‚disciplinarity doctrine', school subjects – displine – oriented vs learner orientad, school subject as the tool for social change and national development.
2. Changes in school subjects in pre independence and post independence India.

Unit - V : Designing of disciplines

1. Differentiats among curriculum, syllabus and text books.
2. Designing of curriclum, syllabus and text book.
3. Criteria of selcetion good text books, magazine and journal.

Practicum/Field Work

1. Conduct an activity from school subject which is essential for further life at upper primary to senior secondary level.
2. Workshop on Writing a paper for book, magazine and journal.
3. Analyse the periodicals like newspaper magazine journals etc. in the light of social needs of science /social science/maths etc.
4. Make a project related to framing horticulture or hospitality by which student may acquire knowledge of multidisciplines

Evaluation Procedure	*50 Marks*
Any two practicum & one test	*5+5 = 10 Marks*
(Covering Unit I to V)	
External Evaluation	*40 Marks*

References :

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Course - 6
GENDER, SCHOOL AND SOCIETY

Objectives:

The student teacher will be able:

- To know the difference between gender and sex.
- To develop basic understanding and familiarity with key concepts – gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
- To know the learning and challenges of gendered roles in society.
- To study various aspects of gendered roles, relationship and ideas in textbooks and curricula.
- To study the overview of girl education in India.
- To acquaint with gender just education and ways & means to promote.
- To know the process of gender sanitization in teaching learning process.

Unit I : Gender Issues : Key Concepts

1. Gender and sex : Meaning of gender and sex, meaning and experience of being boy or a girl across different social groups, regions and time period.
2. Gender bias, gender stereotyping and empowerment.
3. Equity and equality in relation with caste class, caste, religion, ethnicity disability, and region.

Unit II : Gender Identities and socialization practices in

1. Process of socialization, gender identity construction (at home, school, peers, teachers curriculum and text books etc.) and influenced by media and popular culture (films, advertisements , songs etc.) formulation of positive notion of sexuality.
2. Learning and challenges of gendered roles in society through a variety of institutions (like family, caste, religion, culture, the media and popular culture (films, advertisement songs, etc.) law and the state.

Unit - III : Schooling of girls

1. Overview of girl education in India with special reference to Rajasthan. (Historical perspective to current status)
2. Role of schools, peers, teachers, curriculum and textbooks, etc in challenging gender inequalities or reinforcing gender parity.
3. Concept of gender just education, access of education and factors affecting it, factors affecting unequal access of education to girls.

Unit - IV : Gender sensitive teaching learning process

1. Gender sensitization in teaching learning process, formulation of curriculum (with gender perspective), gender sensitization in teaching training institutions, current trends towards gender sensitization issues and challenges in regards to working towards gender equality in the classroom. Strategies to prepare pedagogic material to promote gender just education.

Unit – V : Gender, sexuality, sexual Harassment and abuse.

1. Women at work place, sites of conflict : Social and emotional, Development of sexuality, including primary influences in the lives of children (Such as gender, body image, role models)
2. Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions.
3. Agencies perpetuating violence : Family, school, workplace and media (Print and electronic)
4. Importance of life skill courses in school to deal with the issues of gender identity roles.

Practicum/Field Work

1. Analysis to textual materials from the perspective of gender bias and stereotype.
2. Debates and discussions on violation of rights of girls and women.
3. Case study on how students perceive role models in their own lives, Debate must be conducted in school among adolescence.
4. Prepare an analytical report on portrayal of women in print and electronic media.

Evaluation Procedure	*50 Marks*
Any two practicum & one test	*5+5 = 10 Marks*
(Covering Unit I to V)	
External Evaluation	*40 Marks*

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Course 7 a & b
Pedagogy of School Subject
First Subject Part – I
Pedagogy of School Subject
Second Subject Part – I

- *Pedagogy of Hindi*
- *Pedagogy of English*
- *Pedagogy of Sanskrit*
- *Pedagogy of Urdu*
- *Pedagogy of Social Science*
- *Pedagogy of Civics*
- *Pedagogy of Economics*
- *Pedagogy of Geography*
- *Pedagogy of History*
- *Pedagogy of Art*
- *Pedagogy of Home Science*
- *Pedagogy of General Science*
- *Pedagogy of Biology*
- *Pedagogy of Chemistry*
- *Pedagogy of Mathematics*
- *Pedagogy of Physics*
- *Pedagogy of Business Organization*
- *Pedagogy of Financial Accounting*

Course – 7 a & b
PEDAGOGY OF HINDI
Part I

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
- हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनषील होना
- अनुवाद के महत्त्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों की भाशायी विकास के प्रति समझ बताना और उसे सुमुन्नत 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 दृश्टिकोण को समझना

विषय वस्तु

इकाई 1 हिन्दी 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 में विषयवस्तु समझने में उनकी भूमिका
   (ब) ज्ञान सृजन और भाषा
   (स) विषय के रूप में भाषा और माध्यम भाषा में अतंर
   (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) कोठारी कमीशन (64 से 66)
   (स) राष्ट्रीय शिक्षा नीति – 1986, पी.ओ.ए. – 1992

इकाई – 2 स्कूली विषय के रूप में हिन्दी भाशा

स्कूली विषय के रूप में हिन्दी भाषा की निम्नलिखित विशयवस्तु का अध्ययन कर उनको पढ़ाये जाने के तरीकों पर सामान्य विमर्श

1. हिन्दी भाशाः वर्णमाला स्वरसंधि, समास, काल, विभाजन, पल्लवन, पत्र लेखन, पद्य समीक्षा इत्यादि।
2. स्कूली विशय के रूप में हिन्दी भाषा शिक्षण की चुनौतियाँ
3. रोचकता के साथ शिक्षण
4. स्कूली स्तर पर भाषा को समृद्ध व सहज बनाने के उपाय
5. सामान्य पाठ योजना के चरण व पाठ शिक्षण के संदर्भ में उद्देष्य लेखन

इकाई 3 हिन्दी भाषा को सीखने – सिखाने की पद्धतियों/तरीके भाषा सीखने सिखाने की विभिन्न दृष्टियाँ

1. भाषा अर्जन और अधिगम की दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार
2. भाषा सीखने सीखाने की बहुभाषिक दृष्टि – जॉन डुई, ब्रुनर, जे. प्याजे, एल. वायगात्स्की चॉम्स्की व भारतीय भाषाशास्त्रियों पाणिनी, कामता प्रसाद गुरू 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. संप्रेशणात्मक प्रणाली

इकाई 4 हिन्दी भाषा का शिक्षाषास्त्रीय 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 हिन्दी 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 सहासता से संप्रेषणात्मक वातावरण का निर्माण
   पढना – पढ़ने के कौशल, पढ़ने के कौशल विकास में समझ का महत्त्व, मौन और मुखर पठन, गहन–पठन, विस्तृत पठन, आलोचनात्मक पठन, पढ़ने के कौशल विकास में सृजनात्मक साहित्य (कहानी, कविता आदि) सहायक, थियॉरस, शब्दकोष और इन्साइक्लोपीडिया का उपयोग/महत्त्व।
   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) हिन्दी की बोलियाँ,

2. भाषायी व्यवस्थाएँ – सार्वभौमिक व्याकरण की संकल्पना, अर्थ की प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थ विज्ञान की मूलभूत संकल्पनाए।

इकाई 5 हिन्दी 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 बिन्दु – 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. भाषायी कौशलों (सुनना, बोलना, पढ़ना, लिखना) के सीखने सम्बन्धित चार चार गतिविधियाँ तैयार कर प्रतिवेदन प्रस्तुत करना।
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।

Evaluation Procedure	*50 Marks*
Any two practicum & one test	*5+5 = 10 Marks*
(Covering Unit I to V)	
External Evaluation	*40 Marks*

संदर्भ पुस्तकें :

1. हिन्दी शिक्षण रमन बिहारीलाल
2. हन्दी 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 डॉ0 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

Course – 7 a & b
PEDAGOGY OF ENGLISH
Part I

Objectives

The student teacher will be able to:

- 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
- Develop creativity among learners
- 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 -I: 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.

Unit -II : POSITION OF ENGLISH IN INDIA

Role of English Language In The Indian Context:

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

Unit – III : AN OVERVIEW OF LANGUAGE TEACHING & MEDHODOLOGIES

1. Different Approaches/Theories To Language Learning And Teaching (Mt&Sl)

1. 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. *Communicative approach*

Unit - IV: 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

- Logical arrangement of Instructional Design for teaching any topic
- Steps for teaching a prose lesson
- Steps for teaching a poetry lesson

Acquisition of Language Skills (In Reference To English):: Listening, Speaking, Reading And Writing.

- 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
- 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.
- 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.
- Major barriers of Listening, Speaking, Reading & Writing Prevalent practices in Indian classrooms for developing Listening, Speaking, Reading Writing skills & challenges.
- Innovative practices in developing LSRW skills.

UNIT – V : 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)

- 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.
- 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.
- Preparation of five cards, five pictures cards and five cross word puzzles.

- Keeping in view the needs of the children with special needs prepare two activities for English teaching.
- Picking up a child from family/School Prepare a portfolio of any exceptional child/specially-abled/slow learner about his/her developmental aspects of language.

Evaluation Procedure	*50 Marks*
Any two practicum & one test	*5+5 = 10 Marks*
(Covering Unit I to V)	
External Evaluation	*40 Marks*

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Course – 7 a & b
संस्कृत का शिक्षण शास्त्र
Part - I

उद्देश्य

प्रशिक्षणार्थी इस पाठ्यक्रम को पढ़ने के उपरान्त–

- भाषा की विभिन्न भूमिकाओं को समझ सकेंगे।
- भारत में संस्कृत भाषा की स्थिति एवं महत्व को समझ सकेंगे।
- संस्कृत भाषा के तत्वों का प्रत्यास्मरण कर सकेंगे और उनका सही प्रयोग कर सकेंगे।
- संस्कृत शिक्षण के सिद्वान्त, सूत्र, सामान्य एवं विशिष्ट उद्देश्यों को समझ सकेंगे।
- मूलभूत भाषा कौशलों, जैसे–श्रवण, भाषण, वाचन एवं लेखन के सम्प्रत्यय, महत्व एवं विकास को समझ सकेंगे।
- संस्कृत शिक्षण की विभिन्न विधियों एंव उपागमों का प्रत्यास्मरण कर सकेंगे और इनका समुचित प्रयोग कर सकेंगे
- संस्कृत साहित्य की विधाएँ,जैसे– गद्य, पद्य, कथा, नाटक आदि का सम्प्रत्यय, महत्त्व, शिक्षण प्रणालियों व सोपानों को समझ सकेंगे और इनमें इकाई योजनाओं एवं पाठयोजनाओं का निर्माण कर सकेंगे।
- संस्कृत शिक्षण को रोचक एवं प्रभावी बनाने के लिए उचित शिक्षण सहायक साम्रगी एवं साधनों का चयन निर्माण एवं उपयोग कर सकेंगे।
- संस्कृत शिक्षण में विभिन्न प्रकार के प्रश्नों की रचना कर सकेंगे।
- माध्यमिक शिक्षा बोर्ड, राजस्थान के नमूने (पेटर्न) के आधार पर संस्कृत पाठ्यपुस्तक पर प्रश्न पत्र तैयार कर सकेंग
- संस्कृत के प्रश्नपत्रों का विश्लेषण कर सकेंगे।

पाठ्यक्रम

इकाई –1 भाषा की भूमिका, संस्कृत भाषा की स्थिति, महत्त्व एवं तत्व

1. भाषा की भूमिका, भाषा एवं समाज, भाषा एवं लिंग, भाषा एवं पहचान (अस्मिता), भाषा एवं शक्ति।
2. घर की भाषा एवं विद्यालय की भाषा, अधिगम में संस्कृत की केन्द्रितता
3. भारत में संस्कृत भाषा की स्थिति
   1 भाषा शिक्षा सम्बन्धी संवैधानिक प्रावधान (धारा 343–351,350 अ)
   2 संस्कृत भाषा संबधी नीतियां –संस्कृत आयोग (1956–57),कोठारी आयोग (1964–66) राष्ट्रीय शिक्षा नीति (NPE)- 1986ए क्रियान्वयन कार्यक्रम (POA)- 1992
   राष्ट्रीय पाठ्यचर्या रूपरेखा–2005(भाषा शिक्षा) – संस्कृत की स्थिति

4. संस्कृत भाषा का महत्त्व, संस्कृत भाषा एवं साहित्य, संस्कृत भाषा एवं भारतीय भाषाएं, संस्कृत भाषा का संरचनात्मक, सांस्कृतिक एवं सामाजिक महत्त्व, आधुनिक भारतीय भाषा के रूप में संस्कृत का महत्त्व, विद्यालय स्तर पर संस्कृत शिक्षण से सम्बन्धित अनुभूत समस्याएं

5. संस्कृत भाषा के तत्व शब्दरूप, लिङ्ग–ज्ञान, धातु रूप (दश लकार), सर्वनाम रूप, विशेषण रूप, अव्यय, उपसर्ग, प्रत्यय, सन्धि, समास, विभक्ति (कारक), वाक्य संरचना एवं वाच्य परिवर्तन का ज्ञान एवं प्रयोग

इकाई –2 संस्कृत भाषा शिक्षण के सिद्वान्त, सूत्र एवं उद्देश्य

1. संस्कृत भाषा शिक्षण के सिद्धान्त, कक्षा शिक्षण के सामान्य सिद्धान्त, बोलने व लिखने में अनुरूपता का सिद्धान्त, अभ्यास का सिद्धान्त आदि ।

2. संस्कृत भाषा शिक्षण के सूत्र

3. संस्कृत शिक्षण के उद्देश्य

   1 सामान्य एवं विशिष्ट उद्देश्यों में अन्तर

   2 विभिन्न स्तर पर संस्कृत शिक्षण के उद्देश्य (उच्च प्राथमिक, माध्यमिक एवं उच्च माध्यमिक)

   3 विशिष्ट उद्देश्यों का व्यवहारगत शब्दावली में निर्धारण

इकाई –3 संस्कृत भाषा शिक्षण कौशल, विधियां एवं उपागम

1. संस्कृत भाषा शिक्षण कौशल श्रवण, भाषण, वाचन एवं लेखन कौशलों का सम्प्रत्यय, महत्त्व एवं विकास, भाषायी शिक्षण कौशलों को विकसित करने की पाठ्यसहगामी गतिविधियां श्लोकपाठ, संस्कृत गीत पाठ, अनुच्छेद लेखन, कथा लेखन, पत्र लेखन, कक्षा पत्रिका, भित्ति पत्रिका, विद्यालय पत्रिका, अन्त्याक्षरी, कवि दरबार, समस्यापूर्ति, प्रश्नोतरी, सृजनात्मक लेखन, भाषायी खेल।

2. संस्कृत भाषा शिक्षण की विधियां, पाठशाला विधि, पाठ्यपुस्तक विधि, व्याकरण–अनुवाद विधि,प्रत्यक्ष विधि, द्विभाषाविधि।

3. संस्कृत भाषा शिक्षण के उपागम, मौखिक उपागम, संग्रन्थन उपागम एवं सम्प्रेक्षण उपागम।

इकाई –4 संस्कृत साहित्य की विभिन्न विधाएं, पाठ नियोजन, शिक्षण एवं अधिगम सामग्री

1. संस्कृत साहित्य की विभिन्न विधाएं जैसे – गद्य, पद्य, कथा, नाटक, व्याकरण एवं रचना के सम्प्रत्यय, महत्त्व, शिक्षण प्रणालियां एवं सोपान

2. इकाई योजना एवं पाठ योजना का नियोजन।

   इकाई योजना का सम्प्रत्यय, महत्त्व एवं सोपान।

पाठयोजना का सम्प्रत्यय, महत्त्व एवं सोपान।
इकाई योजना एवं पाठयोजनाओं का निर्माण एवं शिक्षण।

3. शिक्षण एवं अधिगम सामग्री और साधन

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

दृश्य–श्रव्य साधन जैसे–वस्तु, चित्र, रेखाचित्र, मानचित्र, प्रतिकृति, श्याम पट्ट, फ्लेश कार्ड, टेप रिकार्डर,पारदर्शी, रेडियो, कम्प्यूटर एवं सीड़ी इत्यादि।

इकाई–5 संस्कृत में आकलन

संस्कृत में विभिन्न प्रकार के प्रश्नों का निर्माण –

1 वस्तुनिष्ठ प्रश्न – रिक्त स्थान पूर्ति प्रश्न, बहु विकल्पीप्रश्न, सुमेलन पद प्रश्न, सत्य– असत्य प्रश्न,

2 अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न,

3 निबंधात्मक प्रश्न, समस्या–समाधान, सृजनात्मक, आलोचनात्मक सोच को विकसित करने वाले, कल्पना को जीवित करने वाले एवं परिवेशीय सजगता के प्रश्न।

1 भाषा विकास की प्रगति का आकलन सतत् एवं समग्र आकलन की तकनीक, मौखिक, लिखित,स्व आकलन, शलाका आकलन, सहपाठी आकलन एवं समूह आकलन

2 विभिन्न तालिकाओं सहित नीलपत्र का निर्माण, प्रश्नपत्र का निर्माण,उत्तर एवं अंकयोजना, पद विश्लेषण

सत्रीय कार्य

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

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

Evaluation Procedure	*50 Marks*
Any two practicum & one test	*5+5 = 10 Marks*
(Covering Unit I to V)	
External Evaluation	*40 Marks*

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Course – 7 a & b
PEDAGOGY OF URDU
Part I

Objectives:

The student teacher will be able to :-

- Understand the different roles of language;
- Understand the relation between literature and language;
- Understand and appreciate different registers of language;
- Develop creativity among learners;
- 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;
- 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 – I : 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 - II: 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 – III : 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 - IV: Pedagogical Analysis &Evaluation Strategies of Urdu

1. **Aspects of Linguistic Behaviour**: Language as a rule-governed behaviour and linguistic variability; Pronounciation-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 V: 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; Higherorder 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.

Evaluation Procedure	*50 Marks*
Any two practicum & one test	*5+5 = 10 Marks*
(Covering Unit I to V)	
External Evaluation	*40 Marks*

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5. Quwaid-e-Urdu : Maluvi Abdul Haq
6. Fun-e-Taleem – Tarbal : Fazal Hussain
7. Ghazal and Dars-e-Ghazal : Akhtar Ansari
8. Zaban, Zindgi aur Taleem : Khwaja Gulamus Syeden

Course -7 a & b
PEDAGOGY OF SOCIAL SCIENCE
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 - I: 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 – II : 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 III: 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.Excursion and team teaching as a method.
2. Planning, organizing and conducting of small community survey.
3.

Unit IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
   a. History – Chronological events and their inter relatedness, epoch-making events.
   b. Geography – Flora & Fauna, Important Physical features of geography Local, National and International context.
   c. Civics – Fundamentals of democratise society and developing good citizenship.
   d. 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 V: Assessment & Evaluation of Social Science learning

1. Assessment of social thinking, logical reasoning and to discourage mechanical manipulation and rote learning-
   a. Planning of evaluation in social science
   b. Formative and summative evaluation in social science
   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 science.

Practicum/Field Work (Any two of the following)

1. Identify and interprete 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.

Evaluation Procedure	*50 Marks*
Any two practicum & one test	*5+5 = 10 Marks*
(Covering Unit I to V)	
External Evaluation	*40 Marks*

References

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Course -7 a & b
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/political 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 Civics/political science at secondary level.
- Understand the concept of multiple assessment techniques.

Course Content

Unit - I: Nature of Civics/political science as a Discipline

1. Meaning, Concept, Needs of Civics/political science 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 – II : Civics as a school subject

1. Importance of Civics in school curriculum.
2. Aims & objectives of teaching Civics/political science 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 - III: Methodology of Teaching-learning of Civics/political science

1. Methods and devices of teaching civics/political science 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,
4. Respecting the legendary Personalities & Value inculcation through activities.

Unit IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
    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 - V: 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.
3. 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.

Evaluation Procedure	*50 Marks*
Any two practicum & one test	*5+5 = 10 Marks*
(Covering Unit I to V)	
External Evaluation	*40 Marks*

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. बघेला, हेतसिंह :नागरिक शास्त्र शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर 1993
6. त्यागी, गुरसरनदास : नागरिक शास्त्र का शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
7. मित्तल, एम0एल0 : नागरिक शास्त्र का शिक्षण, लायल बुक डिपो, मेरठ
8. कुदेसिया, उमेश चन्द्र : नागरिक शास्त्र शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
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10. क्षत्रिय, के0 : नागरिक शास्त्र शिक्षण, लायल बुक डिपो, मेरठ
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Course – 7 a & b
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 I : 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 II: 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 III: 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 IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
   a. Understanding the Monetary & Fiscal policy of India.
   b. Economic Development-Meaning, Factors, Role of Agriculture, Industry and foreign Trade in Economic Development.
   c. Problems of Indian Economy-Major factors of controlling population explosion, poverty and unemployment.
   d. Understanding demand and supply, types of markets
2. 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 V: 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.

Evaluation Procedure	50 Marks
Any two practicum & one test	5+5 = 10 Marks
(Covering Unit I to V)	
External Evaluation	40 Marks

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.
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Course – 7 a & b
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 I: 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 - II: 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 - III: 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 - IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
   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 - V: 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.
3. 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.

Evaluation Procedure	50 Marks
Any two practicum & one test	5+5 = 10 Marks
(Covering Unit I to V)	
External Evaluation	40 Marks

References

1. वर्मा, जे.पी. : भूगोल शिक्षण, विनोद पुस्तक मंदिर, आगरा 1987।
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8. Kaul, A.K.: Why and How of Geography Teaching, Ambanu Publications, Srinagar, 1983.
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12. Source Book for Teaching of Geography, UNESCO Publishing.

Paper-7 a & b
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 - I : 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 II: 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 III: 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 IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
    a. Chronological events and their inter relatedness, epoch-making events.
    b. Understanding ancient, medieval and modern history in reference to emergence of different civilizations.
    c. Understanding international history.
2. 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 - V: 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 an school classroom & keep a note of it with you.

Evaluation Procedure	50 Marks
Any two practicum & one test	5+5 = 10 Marks
(Covering Unit I to V)	
External Evaluation	40 Marks

References

1. Aggrawal, J.C. Teaching of History (A practical Approach),Vikas Publishing House
2. Pvt. Ltd., New Delhi.
3. Choudhary. K.P. ; Effective teaching of History in India, NCERT.
4. Ghate, V.D. ; Suggestions for the teaching of History in India.
5. Ghose, K.D.; Creative teaching of History OUP
6. Hill, C.P. : Suggestions on the teaching of History.
7. Kochhar, S.K.: Teaching of History, Sterling Publishers Private Limited,New Delhi.
8. 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.

Course – 7 a & b
PEDAGOGY OF ART
Part - I

Objectives:

The student teacher will be able to:

- Understand the nature of Art as a discipline.
- Get acquainted with the origin and evolution of various Forms of Art.
- Understand the place of Art in general education.
- Understand the concept and basics of different art forms (visual and performing arts);
- Develop the ability to use visual art processes to generate new knowledge, understanding and perception of the world;
- Understand the significant implications of art to nurture children's creativity and aesthetic sensibilities through genuine exploration, experience and free expression;
- Get acquainted with the strategies of classroom teaching of art.
- Prepare Yearly plan, Unit-plan and teaching-plan for teaching art.
- Prepare and use suitable teaching aids in the classroom effectively.
- Understand the creative aspect of the Teaching of child art.
- Understand the strategies of developing appreciation of beauty of nature and the basic elements of art forms among the students;
- Understand the strategies of developing ability to appreciate the inherent rhythm, beauty and harmony in visual art forms: specifically regional, traditional and classical art forms among the students.

COURSE CONTENT

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

1. Meaning and Etymology of word 'Art' (Indian and Western context)
2. Various forms of Visual Art: Art of Painting; Sculpture; and Architecture;
3. Concept of Art or Aesthetics (Indian and Western context)
4. Classifications of art:
   a) Visual, Performing and Literary arts;
   b) Classical, Traditional and Folk arts.
5. Appreciation of Art.
   a) Elements of Art (Shadang ("kM+kax) - 6 elements of Indian Painting)
   b) Principles of Aesthetic Order (Principles used in composing art work)
   c) Language of Art (Special reference to Indian Art)

6. Art and Education:

a) Modern concept of Integrated Art or Aesthetic Education

b) The Changing status of art in general Education

c) Systematic study in Art-education.

d) Educational values of art and its relations with other school subjects.

7. Aims and objectives of teaching Art at secondary/senior secondary level.

UNIT-II Meaning and Nature of Visual Arts:

1. Meaning and concept of Visual Arts.
2. Evolution of various forms of Visual Arts.
3. Nature of Visual Arts:

I. Two dimensional Techniques of Visual Arts:

a. Drawing and Painting: Water colour, Oil colour and other mediums.

b. Collage, Mosaics, Print arts (Stencils, Lino-cut, Wood-cut, Colograph and Etching etc.).

c. Rajasthani Folk and Traditional Visual Arts – Mandana, Alpana, Rangoli, Phad and Kawad Paintings,

Murals, Rajasthani miniature and Pichwai Paintings etc

II. Three dimensional Techniques of Visual Arts:

a. Clay work, Paper mashie work, Creation with waste material, Mask making, Puppet making etc.

b. Rajasthani Kathputli, Terracotta sculptures (Molela)

UNIT-III Nurturing Creative Expression and Aesthetic Sensibilities of Child through Art activities:

1. Art and Creativity:

a) Concept and importance of creativity in human life

b) Art and creativity

c) Developing Self Expression through Creative art activities;

d) Role of Art in developing the child's creative personality;

e) Importance of creative art activities at various stages of school education.

f) Characteristics of the Child Art.

g) The Child as creative Artist.

h) Different developmental stages of child's creative expression:

i) The Scribbling Stage (Beginning of Self-Expression)

j) The Pre-Schematic Stage (The stage of first representational attempts).

k) The Schematic Stage (The stage of achievement of form concept).

l) The stage of Dawning Realism (The Gang age).

m) The Pseudo-realistic stage. (The stage of Adolescent)

n) The stage of reasoning. (The Final stage of decision making).

2. Art and Aesthetics:

a) Concept and importance of Aesthetic Sensibility in human life.

b) Art and Aesthetics (Indian and Western context).

c) Developing Aesthetic values and Aesthetic Sensibilities through Art Teaching.

d) Developing harmonious personality of child through teaching of Art;

UNIT – IV Planning and Instructional Support System in Art:

1. Principles of classroom teaching of Art.
2. Planning of teaching Art:

a) Need and Importance of Planning in Teaching Art activity

b) Analysis and organization of Creative Art Activities.

c) Planning of Yearly, Unit and Daily teaching Plan in Teaching of various Creative Art activities.

3. Classroom, its management and organization.
4. The methods of teaching in art:

a) Traditional method of teaching Art : Copy and Dictated method

b) Method of Free-Expression

c) Method of Assigned topic

d) Demonstration method.

e) Media Method

5. Innovative Practices in Teaching Art

a) Constructivist Approach

b) Group Teaching

6. Life history of eminent artists and their contribution-

UNIT – V Evaluation in Teaching of Art:

1. Purpose and Concept of Evaluation in Teaching of art.
2. Continuous and Comprehensive Evaluation
3. Techniques of Evaluation:

a) Teacher made test

b) Designing examination paper and Blue – Print

c) Development of test items- Various types of test questions (Essay, short answer, and objective types) and their uses.

d) Progress assessment of development of art activities through:

e) Self evaluation;

f) Peer assessment;

g) Group evaluation.

h) Criteria-based checklist.

i) Self-reflection

j) Respond to the work of others

k) Portfolio

l) Evidence of learning: art works, performances, presentations, photographs, videos etc.

m) Preparation of achievement test - its administration, analysis and reporting.

Practicum/Field Work

Any two of the following:

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

Evaluation Procedure	50 Marks
Any two practicum & one test	5+5 = 10 Marks
(Covering Unit I to V)	
External Evaluation	40 Marks

References

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2. Jefferson, B. (1959) : "Teaching Art to Children." Allan & Bacon Inc. Boston.
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5. Road, H., Education through Art, Faber and Faber London;
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16. यशवन्ती गौड़ : कला शिक्षा शिक्षण।
17. कुसुम शर्मा : कला शिक्षा।
18. राम चन्द्र शुक्लः कला का दर्शन; कॉरोना आर्ट पब्लिशर्स, जीमखानाए मेरठ उ.प्र.
19. राम चन्द्र शुक्लः 'नवीन भारतीय चित्रकला शिक्षण; किताब महल प्रा. लि. इलाहबाद
20. राय कृष्णदासः 'भारत की चित्रकला'; भारती भण्डार, लीडर प्रेस, इलाहबाद
21. डॉ. अविनाश बहादुर वर्माः भारतीय चित्रकला का इतिहास; प्रकाश बुक डिपो, बरेली
22. ई. कुमारिल स्वामीः 'भारतीय चित्रकला और कलाकार'; प्रकाशन विभाग, सूचना और प्रसारण मंत्रालय भारत सरकार, पटियाला हयाला हाउस, नई दिल्ली
23. डॉ. शिवकुमार शर्मा एवं डॉ. रामावतार अग्रवालः 'रुपप्रद कला के मूलाधार' लायल बुक डिपो, निकट गवर्नमेण्ट कॉलेज मेरठ, उ.प्र.
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Course - 7 a & b
PEDAGOGY OF HOME SCIENCE
Part - I

Objectives-

Student-teachers will be able to:-

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

Course Content

Unit I: 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 II : Home science as a school subject

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

Unit III : Methodology of Teaching and learning of Home science

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

Unit IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes,

activities and learning experiences and evaluation techniques of following content at 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 V: 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 drafta report on this.

(Group Activity)

4. Make 5 samples of knitting and embroidery and prepare a report on its theoretical aspect.Prepare a Performance based record of five Students on the basis of your observation.

Evaluation Procedure	50 Marks
Any two practicum & one test	5+5 = 10 Marks
(Covering Unit I to V)	
External Evaluation	40 Marks

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

Course - 7 a & b
PEDAGOGY OF GENERAL SCIENCE
Part - I

Objectives-

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

Unit IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
   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 V: Assessment & Evaluation of General Science 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.

Evaluation Procedure	50 Marks
Any two practicum & one test	5+5 = 10 Marks
(Covering Unit I to V)	
External Evaluation	40 Marks

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.
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12. Testing, London University Press, London.
13. Sood. J.K. (1989): New Directions in Science Teaching, Kohli Publishers, Chandigarh.

Course - 7 a & b
PEDAGOGY OF BIOLOGY
Part - I

Objectives-

Student-teachers will be able to:-

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

Course Content

Unit I: Nature of Biology as a Discipline

1. Meaning, Concept, Nature and Need of Biology and Biology teaching.
2. Scope of Biology teaching
3. Historical development of Biology 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 Biology.

Unit II: Biology as a school subject

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

Unit III: Methodology of Teaching and learning of Biology

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 Biology.
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 Biology: Facilitating learners for self-study.

Unit IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary and Senior Secondary level- Biology 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 Biology-
   a. Observations and experiments in Biologys: 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 V: Assessment & Evaluation in Biologys

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 Biology 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,
9. herbarium and collection of materials.
10. Oral presentation of learners' work in Biology, portfolio;
11. Developing assessment framework in Biology; assessment of experimental work in Biology.

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
5. schools.
6. Prepare a plan to assess Students' Practical work in Biology.

Evaluation Procedure	50 Marks
Any two practicum & one test	5+5 = 10 Marks
(Covering Unit I to V)	
External Evaluation	40 Marks

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
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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.

Course – 7 a & b
PEDAGOGY OF CHEMISTRY
Part - I

Objectives-

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

Course Content

Unit I : 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 II : 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 III : 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 IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary and 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-metalsetc.)
2. Modes of learning engagement in Chemistry-
   a. Observations and experiments in Chemistry: interdisciplinary linkages,
   b. Relating knowledge to students' daily life situations.
   c. Providing opportUnities for group activities and idea Sharing
   d. Group/Individual Presentation
   e. Teaching aids and activities in laboratory work
   f. Reflective written assignment

Unit V: 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 inChemistry; 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 methodof 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.

Evaluation Procedure	50 Marks
Any two practicum & one test (Covering Unit I to V)	5+5 = 10 Marks
External Evaluation	40 Marks

References

1. adav, 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.

Course – 7 a & b
PEDAGOGY OF MATHEMATICS
Part - I

Objectives:

The students will be able to-

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

Course Contents

Unit: I - 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, Aryabhatt, Bhaskarcharya, Pythogorous and Euclid.
5. Constructivist approach in learning mathematics.

Unit: II - 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 Concept mapping of themes related to mathematics.

Unit: III 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
3. Techniques of teaching mathematics
   (a) Oral work
   (b) Written work
   (c) Drill work
   (d) Home assignment

Unit: IV - Pedagogical analysis and mode of learning engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning 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: V Assessment & Evaluation of Mathematics learning

1. Assessment of critical thinking, logical reasoning and to discourage mechanical manipulation and rote learning-

   a) Planning of evaluation mathematics

   b) Formative, Summative and predictive evaluation in mathematics

   c) Continuous and compressive evaluation (CCE) in mathematics at secondary level

   d) Diagnostic Testing, Remedial Teaching and enrichment programme for:
      i. Gifted Learners
      ii. Slow Learners
      iii. Learners with Dyslaxica
      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. Observation of Mathematics class-room teaching in any secondary school and prepare a list of errors committed by students.

Evaluation Procedure	50 Marks
Any two practicum & one test	5+5 = 10 Marks
(Covering Unit I to V)	
External Evaluation	40 Marks

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

Course – 7 a & b
PEDAGOGY OF PHYSICS
Part - I

Objectives-

Student-teachers will be able to:-

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

Course Content

Unit I: Nature of physics as a Discipline

1. Concept, Nature and Needs of Physics teaching.
2. Scope of Physics teaching.
3. Historical Background physics with special reference to India.

   Contribution of C.V. Raman, M.N. Saha, K.S.Krishnan, J.C. Bose, H.JBhabha, 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; physics as interdisciplinary area of learning

Unit II: Physics 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 Physics with other School Subjects

Unit III: Methodology of Teaching and learning of Physics -

1. Scientific attitude and scientific temper: essential skills, methods and process that lead to exploration: Generalization and validation of scientific knowledge in Physics.
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 IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary and Senior secondary level-light, Electricity, magnetism, Gravitation, Laws of motion, Work and Energy, Sound
2. Modes of learning engagement in Physics -
   a. Observations and experiments in Physics: 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 V: Assessment & Evaluation of Physics 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 physics.
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'.

   Planning an out of class activity to use local resources to teach Physics and report your experiences.
4. Prepare a plan to assess Students' Practical work in Physics.

Evaluation Procedure	50 Marks
Any two practicum & one test	5+5 = 10 Marks
(Covering Unit I to V)	
External Evaluation	40 Marks

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 Allyan 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. मंगल एस0के0 : साधारण विज्ञान शिक्षण, आय बुक डिपो नईदिल्ली 1996
11. त्यागी एस0के0 : भौतिक विज्ञान शिक्षण, साहित्यप्रकाशन, आगरा, 2000

Course – 7 a & b
PEDAGOGY OF BUSINESS ORGANISATION
Part - I

Objectives:

Pupil teacher will be able :

- To know the meaning, concept and scope of Business Organisation
- To know the aims and objectives of teaching Business Organisation.
- To know the place of Business Organisation 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 Organisation.

Course Content

Unit - I: Nature of Business Organisation as a Discipline

1. Meaning, Nature & Significance of Business Organisation as a Discipline.
2. Aims & objectives of teaching Business Organisation at Senior Secondary Level.
3. Historical Development of Business Organisation.
4. Nature of contents at Senior Secondary in CBSE & RBSE Boards.
5. Interrelatedness of the contents.
6. Role of Business Organisation in business conduction.
7. Increasing complexities in Business Organisation

UNIT - II: Business Organisation as a School Subject

1. Maxims of Teaching Business Organisation
2. Co-relation with other subjects
3. Characteristic features of the subject Business Organisation
4. A brief Introduction to Human Resource management.
5. A brief introduction to Marketing Management
6. A brief introduction to e-business.

Unit - III: Methods & Techniques of Teaching & Learning of Business Organisation

1. Conventional Method
2. Problem Solving Method

3. Explanation with Examples
4. ICT based Teaching
5. Assignment Technique
6. Internship
7. Text Book Method.
8. Project Method
9. Discussion Method.
10. Questioning
11. Illustration
12. SWOT Analysis Technique

Unit- IV: Pedagogical Analysis and Mode of Learning Engagement

1. 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
2. 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 Organisation

1. Process of skill based Continuous & Comprehensive Evaluation
2. Evaluation in Business Organisation- Importance, Type of tests- Essay, short answer and objective type questions and Blue Print of a test.
3. Diagnostic & Remedial Test
4. 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.

Evaluation Procedure	50 Marks
Any two practicum & one test	5+5 = 10 Marks
(Covering Unit I to V)	
External Evaluation	40 Marks

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

Course – 7 a & b
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

1. Meaning, Nature & Significance of Financial Accounting as a Discipline.
2. Aims & objectives of teaching Financial Accounting at Senior Secondary Level.
3. Historical Development of Financial Accounting.
4. Nature of contents at Senior Secondary in CBSE & RBSE Boards.
5. Interrelatedness of the contents.
6. Role of accounting in business conduction.
7. Increasing complexities in Accounting

Unit - II: Financial Accounting as a School Subject

1. Maxims of Teaching Financial Accounting.
2. Co-relation with other forms of account.
3. Characteristic features of Modern Accounting Classroom
4. A brief introduction to company & its financial flow through Accounting
5. A brief introduction to management & cost accountancy.
6. A brief introduction of the steps to prepare the final accounts.

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

1. Conventional Method
2. Problem Solving Method
3. Explanation with Examples

4. ICT based Teaching
5. Assignment Technique
6. Internship
7. Computer Modules/Accounting applications

Unit- IV: Pedagogical Analysis and Mode of Learning Engagement

1. Teaching about various types of Books
2. Trial Balance
3. Final accounts with adjustments
4. Partnerships: Introduction, Admission, Retirement and Death & Dissolution
5. Issue of shares
6. Understanding the steps to make an Instructional Design

Modes of Learning Engagement & Instructional Design

1. Individual Power point presentation
2. Task assignment
3. Proceeding through textbook help
4. Understanding concepts in group
5. Preparing lesson plans & Unit plans
6. Logical arrangement of Subject Matter in Instructional Design.

Unit - V: Assessment & Evaluation in Financial Accounting

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

Practicum/Field Work

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.

Evaluation Procedure	50 Marks
Any two practicum & one test	5+5 = 10 Marks
(Covering Unit I to V)	
External Evaluation	40 Marks

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.

Course – 8
EPC - 1
Reading and Reflecting on Texts

Marks 50 Internal assessment

This course will serve as a foundation to enable B.Ed students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purpose of reading.

Objective

- The student teacher will be able –
- To develop meta cognitive awareness to become conscious of their own thinking processes as they grapple with diverse texts.
- To enhance their capacities through course as readers and writers by becoming participants in the process of reading.
- To engage students with the reading interactively – individually and in small group.
- To get opportunities to write with a sense of purpose and audience, through tasks such as responding to a text with one's own opinions or writing within the context of other ideas.

Course Content

S.No.	Types of Text	No. of Text	Per text reflection Makrs	Total Marks
1.	Empirical text	02	02	04
2.	Conceptual text	02	02	04
3.	Historical Work	02	02	04
4.	Policy documents	02	02	04
5.	Studies about schools	**02**	02	04
6.	Text concerned with teaching and learning process	02	02	04
7.	Expository texts from diverse source	02	02	04
8.	Autobiographical narratives	02	02	04
9.	Field notes	02	02	04
10.	Ethnographic texts	02	02	04
	Evaluation of Reports and Viva - voce			10
Grand Total				50

Note : Pupil teacher will draft a report on entire activities

Evaluation Procedure –

Internal Assessment = 50 marks

Reference

1. Reflecting on Literacy in Education. Peter Hannon, Routledge Publication
2. Reflective Practice: Writing and Professional Development. Gillie Bolton. Sage Publication
3. Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William R. Smalzer. Cambridge University Press.
4. Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers
5. Fostering Reflection and Providing Feedback: Helping Others Learn from. By Jane Westberg PhD, Hilliard Jason MD, EdD. Springer Publication
6. Research and Reflection: Teachers Take Action for Literacy Development. Andrea lzzo.

Information age Publication.

7. Reading to Learn in the Content Areas. Judy Richardson, Raymond Morgan, Charlene Fleener. Cinage Learning

Course – 9
EPC - 2
Drama and Art in Education

Marks 50 Internal assessment

Objectives

The student teacher will be able

- To nurture their creativity and aesthetic sensibilities.
- To create a whole experience of being fully present and working with all of one's faculties and being in relationship with other and nature.
- To extend their awareness, through multiple perspectives
- To shape their consciousness through introspection and imagined collective experience.
- To develop ability to appreciate the inherent rhythm, beauty and harmony in forms, relations and character.
- To critique the current trends in art education and develop a possible scenario for art for change.
- To develop feeling of empathy for and relate with the other can be nurtured through drama based on experience emotion and interpretation.
- To give opportunities for learner to recognize their agency, for transformational action.

S.No.	Types of Activities	No. of Activities	Per Activities and their reporting marks	Total marks
1.	Organise Drama in school	02	04	08
2.	Visit place of art and exhibition	02	04	08
3.	Visit place of cultural festival	02	04	08
4.	Visit of local culture and art forms and interpret art works, movies and other media	02	04	08
5.	Watch movies and other media of educational significance and their interpretation	02	04	08
	Evaluation of report and viva – voce			10
	Grand Total			50

Course – 10
EPC 03
Critical Understanding of ICT

Marks 50 Internal assessment

Objectives

The students teacher will be able.

- To interpret and adapt ICTs in line with educational aims and principles.
- To learn integrating technology tools for teaching learning.
- To explore use of ICTs to simplify record keeping, information management in education administration.
- To reflect critically and act responsibly to present how ICTs are used to support centralization and proprietisation of larger.

Activities I

1. Organize a workshop on information technology in construction of knowledge
2. construction of lesson plan by use of audio visual media and computers.

Activities I

1. Deliver at least 10 lessons in school by audio – visual media and computers.
2. Assess the impact and prepare a report on the entire work.

Activities III

1. Explain and give practical instruction on meaning, planning and organizing on video conferencing in education.
2. Manage, organize and conduct any five conferencing programme for school student by pupil teacher.

Activities IV

1. Practical knowledge of operating computers on /off, word processing, use of power point, excel and computer as a learning tool.
2. Pupil teacher will make power point presentation on any 2 topics and present them before students.
3. Use of available software on CD's with LCD projection for subject learning interaction.

Activities V

1. Effective browsing of the internet for discerning and selecting relevant information.
2. Survey of educational sites based in India and downloading, relevant material.
3. Pupil teacher will have interactive use of ICT: Participation in Yahoo groups, creation of blogs etc.

Note : Student teacher will draft a report on entire Activities. Internally college will conduct a practical examination and viva-voce.

Evaluation Procedure –

Internal Assessment = 50 marks

EVALUATION FOR INTERNSHIP PROGRAMME

INTERNAL ASSESSMENT

B.ED I YEAR

Internship Programme Phase I (4 Weeks)

S.No.	Assessment is based on the following activities	Marks : 50
1.	School observation and Engage with filed (One week)	5
2.	Creating and Maintaing teaching learning material for the school. (Which can become valuable resource for the regular teachers of the school)	5
3.	Practice teaching in both the pedagogy subjects in schools (7+7)	15
4.	Lesson observations of the peers (3-3 lesson in both pedagogy subjects)	5
5.	Criticism lessons) 1-1 on both pedagogy subjects)	10
6.	Participation in preparation of camp/Co-curricular activities in 3 days open air session	10
Grand Total		50

Note – The total marks for the internship proramme of I year will be forwarded to the university on the II year out of a total of 150 marks.

SECOND YEAR

Paper No.	Paper Name
Course 11 (a) & (b)	**Pedagogy of School subject Part II (Subject First)** **Pedagogy of School subject Part II (Subject Second)** • *Pedagogy of Hindi* • *Pedagogy of English* • *Pedagogy of Sanskrit* • *Pedagogy of Urdu* • *Pedagogy of Social Science* • *Pedagogy of Civics* • *Pedagogy of Economics* • *Pedagogy of Geography* • *Pedagogy of History* • *Pedagogy of Art* • *Pedagogy of Home Science* • *Pedagogy of General Science* • *Pedagogy of Biology* • *Pedagogy of Chemistry* • *Pedagogy of Mathematics* • *Pedagogy of Physics* • *Pedagogy of Business Organization* *Pedagogy of Financial Accounting*
Course 12	**Knowledge and Curriculum**
Course 13	**Assessment for learning**
Course 14	**Creating of Inclusive School**

Course 15	***Optional Courses** **(Any one from the following** **A) Vocational/Work Education** **B) Health and Physical Education** **C) Peace Education** **D) Guidance and Counselling**
Course 16 EPC-4	**Understanding the self** **Internal assessment**
Course 17	*** School Internship (Phase II, 16 weeks)** **Internal assessment**
Course 18	**One Final Lesson of Pedagogy of a School Subject** ***External Assessment***

Course -11 a & b
हिन्दी का शिक्षण शास्त्र
Part - II

उद्देश्य

प्रशिक्षणार्थी इस पाठ्यक्रम को पढ़ने के उपरान्त–

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

पाठ्यक्रम–विषयवस्तु

इकाई– I हिन्दी की पाठ्यचर्या एवं पाठ्यपुस्तक

1. हिन्दी पाठ्यचर्या निर्माण के सिद्धांत।
2. राजस्थान शिक्षा बोर्ड द्वारा प्रस्तावित माध्यमिक/उच्च माध्यमिक कक्षाओं की पाठ्यचर्या का समालोचनात्मक विश्लेषण।
3. एक अच्छी हिन्दी भाषा की पाठ्यपुस्तक की विशेषताएँ।
4. राजस्थान माध्यमिक शिक्षा बोर्ड द्वारा प्रस्तावित माध्यमिक/उच्च माध्यमिक कक्षाओं की हिन्दी पाठ्यपुस्तक की समालोचना।
5. क्षेत्रीय साहित्यकारों की जीवनी, व्यक्तित्व एवं कृतित्व।

इकाई–II हिन्दी शिक्षण में मूल्यांकन

1. मूल्यांकन का अर्थ, महत्व एवं विशेषताएँ
2. मूल्यांकन की विधियाँ, लिखित, मौखिक व सृजनात्मक (पाठान्तर्गत एवं पाठोपरान्त) सतत् एवं व्यापक मूल्यांकन, पुनर्बलन, पारस्परिक समूह, इकाई वार, वस्तुनिष्ठ, अति लघूत्तरात्मक, लघूत्तरात्मक व निबन्धात्मक।

3. प्रश्नों के आधार बिन्दु– समस्या समाधान प्रश्न, सृजनात्मक चिन्तन वाले प्रश्न, काल्पनिक, विचारोंत्तेजक, परिवेशीय सजगता वाले प्रश्न तथा गतिविधि आधारित प्रश्न। प्रश्न पत्र निर्माण, नील पत्र, विषय वस्तु का विश्लेषण, प्रश्न पत्र, अंकन, योजना एवं उत्तर कुंजी।

इकाई– III हिन्दी भाषा शिक्षक

1. हिन्दी भाषा शिक्षक की विशेषताएं।
2. भाषा शिक्षक की व्यवसायिक एवं नैतिक जिम्मेदारियां।
3. हिन्दी शिक्षक के शैक्षिक उन्नयन हेतु उपागम–
    - सेवारत प्रशिक्षण कार्यक्रम
    - संगोष्ठियां एवं कार्यशालाऐं
    - व्यवसायिक संगठनों की सदस्यता एवं सहभागिता
    - महाविद्यालय में परिचर्चा
    - पुस्तकालय एवं वाचनालय का उपयोग
    - ऑन लाईन वैचारिक आदान प्रदान

सत्रीय कार्य

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

Evaluation Procedure	*50 Marks*
Any two practicum & one test	*5+5 = 10 Marks*
(Covering Unit I to III)	
External Evaluation	*40 Marks*

संदर्भ पुस्तकें

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Course -11 a & b
PEDAGOGY OF ENGLISH
Part - II

Objectives:-

The student teacher will be able to:

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

COURSE CONTENT

UNIT-I Curriculum and Text Book in English language

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

UNIT–II Learning Resources in English language.

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

UNIT–III Professional development of English language Teacher:

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

Practicum/Field Work

Any one of the following:

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

Evaluation Procedure	*50 Marks*
Any two practicum & one test	*5+5 = 10 Marks*
(Covering Unit I to III)	
External Evaluation	*40 Marks*

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Course – 11 a & b
संस्कृत का शिक्षण शास्त्र
Part - II

उद्देश्य

पाठ्यक्रम पूर्णता के पश्चात प्रशिक्षणार्थी :–

- संस्कृत की ध्वनियों, शब्दों, वाक्यों का वर्गीकरण कर प्रयोग कर सकेंगे।
- संस्कृत के विद्वानों, संस्थाओं का परिचय प्राप्त कर प्रेरणा ग्रहण कर सकेंगे।
- संस्कृत की पत्रिकाओं की समीक्षा कर सकेंगे।
- संस्कृत शिक्षक के गुणों एवं दायित्वों को समझ सकेंगे
- संस्कृत शिक्षक की व्यवसायिक दक्षता के कार्यक्रमों में सहभागी बन सकेंगे।
- संस्कृत शिक्षक की मूल्य–संदर्भित जवाबदेही को समझ सकेंगे।
- संस्कृत कक्ष की आवश्यकता व साज–सज्जा को समझ सकेंगे।
- संस्कृत पाठ्यक्रमों की समीक्षा कर सकेगे।
- पाठ्यपुस्तकों की समीक्षा कर सकेंगे।
- छात्रों की संस्कृत सम्बन्धी उच्चारण, वर्तनी अथवा वाक्य रचना सम्बन्धी त्रुटियों का निराकरण करने हेतु उपचारात्मक शिक्षण योजना निर्माण कर सकेंगे।
- संस्कृत शिक्षण के अनुभूत समस्याओं के निराकरण हेतु क्रियात्मक अनुसंधान ;।बजपवद त्मेमंतबीद्ध के आकल्प का निर्माण कर सकेंगे।

विषयवस्तु

इकाई– I संस्कृत पाठ्यक्रम एवं पाठ्यपुस्तक

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

इकाई– II संस्कृत शिक्षण हेतु शिक्षण–अधिगम सामग्री –

1. सहायक सामग्री – द्रश्य, श्रव्य सामग्री, एलसीडी,पीपीटी, संप्रेषण तकनीकी निर्माण एवं प्रयोग।
2. पुस्तकालय, पत्रपत्रिकाएं, ज्ञान कोष, शब्द कोष आदि।
3. भाषा प्रयोगशाला

4. सामुदायिक संसाधन

इकाई – III संस्कृत शिक्षक

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

सत्रीय कार्य

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

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

Evaluation Procedure	*50 Marks*
Any two practicum & one test	*5+5 = 10 Marks*
(Covering Unit I to III)	
External Evaluation	*40 Marks*

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Course – 11 a & b
PEDAGOGY OF URDU
Part - II

Objectives:

The student-teachers will be able to:

- understand the relation of language and literature;
- understand role and importance of translation;
- develop insight and appreciation through examining authentic literary and non literary texts in Urdu literature;
- develop and use teaching aids in the classroom both print and audiovisual material, and ICT (Internet and Computer Technology);
- acquire knowledge of the process of Language assessment: concept of continuous evaluation system, its various techniques, diagnostic testing and Remedial measures;
- develop an insight into the symbiotic relationship of curriculum, syllabus and textbooks;
- understand need and function of language lab;
- understand the nature and mechanism of Urdu Language;

COURSE CONTENTS

UNIT - I Curriculum and Text Book in Urdu language

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

UNIT –II Learning Resources in Urdu language.

1. Media and media integration: - use of audio –visual aid, ICT including multimedia, OHP,Computer interaction board,LCD Projector, Internet, E-learning, social media, networking etc.in Urdu language teaching.

2. Using community resources for Urdu language, teaching-Interaction with persons of Urdu language profession.
3. Library resources and dictionary
4. Concept and design of Urdu language Laboratory.
5. Recreational Activities through language Club related to Urdu language teaching-Exhibition; Fair; Models; Games; Field –Trip.

UNIT–III Professional development of Urdu Teacher:

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

Practicum/Field WORK

1. Prepare a short deewan on collection of work of classical or modern poets/ story writers of your choice with a brief introduction and biography of the selected artists.
2. Take any two pieces of creative writing from any other language. Read these pieces carefully and then translate these pieces in Urdu.
3. Develop the instructional materials for teaching Urdu language to Non-Urdu students.
4. Study and write a detail report on the qualities and aesthetic values of Urdu Drama of pre and post independence period of India.
5. Do a comparative study of one textbook of Urdu from any class (VI to VII) developed by any two states.
6. Write a report on the contribution of Urdu poetry in independence movement of India with appropriate examples.
7. Analyse the question papers of Urdu language (Previous 3 Years) of Classes X and XII (of any board) in the light of new approach of assessment.

Evaluation Procedure	*50 Marks*
Any two practicum & one test	*5+5 = 10 Marks*
(Covering Unit I to III)	
External Evaluation	*40 Marks*

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11. Muenuddin Urdu Zaban Ki Tadrees National Council for Promotion of Urdu Language,West Block, RK Puram, New Delhi.
12. Rasheed Hasan Hum Urdu Kaise Likhaen Maktaba Jamia Limited Jamia Nagar, New Delhi
13. Rasheed Hasan Urdu Imla Maktaba Jamia Limited Jamia Nagar ,New Delhi

Course – 11 a & b
PEDAGOGY OF SOCIAL SCIENCE
Part II

Objectives:

The student teachers will be able to –

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

COURSE CONTENT

UNIT – I Curriculum and Text Book –

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

UNIT-II Teaching and Learning Resources –

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

UNIT-III Professional Development of Social ScienceTeacher-

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

Practicum/ Field Work

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

Evaluation Procedure	*50 Marks*
Any two practicum & one test	*5+5 = 10 Marks*
(Covering Unit I to III)	
External Evaluation	*40 Marks*

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Course – 11 a & b
PEDAGOGY OF CIVICS
Part - II

Objectives:

The student teachers will be able to –

- Develop an understanding of curriculum construction.
- Develop ability to evaluate the existing curriculum in Civics/political science at the Sr. Secondary level.
- Use ICT and community resources in teaching of Civics.
- Organize Co-curricular activities related to Civics teaching.
- Develop an ability to construct and use instructional/ learning material.
- Develop professional understanding required as Civics teacher.
- Develop an understanding of modes of professional development of Civics teacher.

COURSE CONTENT

UNIT-I Curriculum and Text Book

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

UNIT – II Learning Resources in Civics/Political Science

1. Use of Library Resources : Text book, News papers, Journals, Books and References, Magazines, Encyclopedia.
2. Organization of Tours and Exhibition
3. E-Learning – Social Media and Networking.
4. Use of Audio-Visual Aids and ICT including multi-media in Teaching Civics -OHP, Computer, Interactive Board, LCD Projector etc.

UNIT-III Professional development of Civics

1. Civics teacher-Qualities, responsibilities and professional ethics of Civics teacher.

2. In Service Education Programmes, In house discussion, e-sharing of ideas, Use of Journals, Encyclopedia.
3. Professional development programme for Civics teacher, Participation in Seminar, conferences, membership of professional organization.

Practicum/Field WORK

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

Evaluation Procedure	*50 Marks*
Any two practicum & one test	*5+5 = 10 Marks*
(Covering Unit I to III)	
External Evaluation	*40 Marks*

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Course – 11 a & b
PEDAGOGY OF ECONOMICS
Part - II

Objectives:

The student teachers will be able to -

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

COURSE CONTENT

UNIT- I Curriculum and Text Book of Economics

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

UNIT -II Teaching and Learning Resources

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

UNIT- III Professional Development of Economics Teacher

1. Qualities of Economics Teacher
2. Ethics of Economics Teacher

3. Professional development of Economics teacher.

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

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

Practicum/Field Work

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

Evaluation Procedure	*50 Marks*
Any two practicum & one test	*5+5 = 10 Marks*
(Covering Unit I to III)	
External Evaluation	*40 Marks*

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Course – 11 a &b
PEDAGOGY OF GEOGRAPHY
Part - II

Objective:

The student teacher will be able to:

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

COURSE CONTENT

UNIT-I Geography curriculum and Text books of Geography

1. Principles of Curriculum construction.
2. Critical appraisal of geography curriculum at Secondary and Senior Secondary stage in Rajasthan. Geography text books and work books – Review of existing text books and workbook prescribed by RBSE at Senior Secondary level.

UNIT-II Teaching & Learning Resource in Geography

1. Use of Audio-visual aids and ICT
2. Use of maps and map interpretation
3. Geography laboratory and equipment
4. Local and Regional geogrpahy
5. Ecology & Ecosystem

UNIT-III Professional development of Geography Teachers

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

Practicum/Field Work

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

Evaluation procedure			50 marks
Any One practicum work and one test including (Unit I to III)	5+5	=	10 marks
External Evaluation			40 marks

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Course – 11 a & b
PEDAGOGY OF HISTORY
Part - II

Objectives :

The student teachers will be able to –

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

COURSE CONTENT

UNIT – I Curriculum and Text Book

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

UNIT-II Teaching and Learning Resources

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

UNIT-III Professional Development of History Teacher-

1. History teacher: Qualities, responsibilities and professional ethics of History teacher.

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

Practicum/ Field Work

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

Evaluation procedure			50 marks
Any One practicum work and one test including (Unit I to III)	5+5	=	10 marks
External Evaluation			40 marks

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Course – 11 a &b
PEDAGOGY OF ART
Part - II

Objectives:

The student-teachers will be able to:

- Develop understanding about Principles of Curriculum Construction in Art.
- Develop Skill in constructing and analyzing Art curriculum.
- Understands importance of Professional development of Art Teachers
- Develop skill to be a successful Art Teacher.
- Understand the significant role and Educational values of Art Room; Art Museums, Art Exhibitions and Art Galleries.
- Understand the role of Art in society, culture and international understanding.
- Develop awareness regarding the rich cultural and artistic heritage of India and the specific regions;

COURSE CONTENT

UNIT –I Curriculum Construction and Textbook

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

UNIT –II Support System of teaching Art

1. The Art-Teacher:
   a. Specific qualities of an Art-Teacher
   b. Role of Art-Teacher in classes of creative art activities.
   c. Development of Professional competencies in Art Teachers.
   d. Professional Commitment and ethics of Art Teachers.

e. Importance of in-service education programme for Art Teachers: Participation in Seminar/Workshop/Art Exhibitions; membership in professional Artists organizations; in-house discussions.

2. Learning Resources in teaching of art:
   a. Use of Audio-visual aids and ICT;
   b. Use of Art museums/Art exhibitions/Art galleries
   c. Use of Art Objects;
   d. Use of Exhibits;
   e. Use of Reproductions, Photographs and Other Visual aids.
3. Art Room:
   a. Importance and necessity of a separate Art Room in Schools;
   b. The equipments needed for an Art Room.

UNIT –III Educational Values of Art

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

Practicum/Field Work

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

Evaluation procedure			50 marks
Any One practicum work and one test including (Unit I to III)	5+5	=	10 marks
External Evaluation			40 marks

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Course - 11 a & b
PEDAGOGY OF HOME SCIENCE
Part - II

Objectives :

The student teachers will be able to –

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

COURSE CONTENT

UNIT –I Curriculum and Text Book –

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

UNIT-II Teaching and Learning Resources –

1. Use of Library Resources: Textbook, Newspapers, Journals, Books and references, Magazines, Encyclopedia and Home Science Dictionary (glossary).
2. Community resources: Organization and importance of Home Science Club, Home Science Fair, Home Science Exhibition and Field trips.
3. Use of audio visual aids-charts, models, bulletin boards, flannel board, overhead projector, radio, interactive board, television, computer and e-learning.
4. Organizing and managing Home Science Laboratory and safety measures.

UNIT-III Professional Development of Home Science Teacher-

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

Practicum/ Field Work

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

Evaluation procedure			50 marks
Any One practicum work and one test including (Unit I to III)	5+5	=	10 marks
External Evaluation			40 marks

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Course - 11 a & b
PEDAGOGY OF GENERAL SCIENCE
Part - II

Objectives

The student teachers will be able to :-

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

COURSE CONTENT

UNIT – I Curriculum and text books of General Science

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

UNIT – II Learning resources in General Science

1. Text book, community resources, organization and importance of – Science club, Science Fair, Science Exhibition, field trips and science quiz.
2. Teaching Learning Resources- Chart, models, Specimen, Bulletin Boards, flannel Board, Slide Projector, O.H.P., L.C.D., Transparencies, slide, Computer and Internet.
3. Organization and Managing of General Science laboratory, Precautions and safety measures in laboratory.
4. Conducting practical work in General Science

UNIT –III Professional development of General Science Teacher

1. General Science teacher – Qualities, responsibilities and professional ethics of General Science teacher

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

Practicum / Practicum/Field Work

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

Evaluation procedure			50 marks
Any One practicum work and one test including (Unit I to III)	5+5	=	10 marks
External Evaluation			40 marks

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Course - 11 a & b
PEDAGOGY OF BIOLOGY
Part - II

Objectives The student teachers will be able to :-

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

COURSE CONTENT

UNIT – I Curriculum and text books of Biology

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

UNIT – II Learning resources in Biology

1. Text book, community resources, organization and importance of – Science club, Science Fair, Science Exhibition, field trips and science quiz.
2. Teaching Learning Resources- Chart, models, Specimen, Bulletin Boards, flannel Board, Slide Projector, O.H.P., L.C.D., Transparencies, slide, Computer and Internet.
3. Organization and Managing of Biology laboratory, Precautions and safety measures in laboratory.
4. Conducting practical work in Biology

UNIT –III Professional development of Biology Teacher

1. Biology teacher – Qualities, responsibilities and professional ethics of Biology teacher
2. Professional development programs for Biology teacher, In service education programmes,

Participation in seminars, conferences, on line sharing, membership and participation in activities of professional organization, in house discussions.

Practicum / Field Work

1. Preparation of a plan of field trip / Science Fair.
2. Preparation of a Science puzzle.
3. Power point presentation of any topic of Biology.
4. Participation in health related national compaign such as Pulse Polio campa.

Evaluation procedure			50 marks
Any One practicum work and one test including (Unit I to III)	5+5	=	10 marks
External Evaluation			40 marks

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Course - 11 a & b
PEDAGOGY OF CHEMISTRY
Part - II

Objectives:

The student teacher will be able to-

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

COURSE CONTENT

UNIT – I Curriculum and text books of Chemistry

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

UNIT – II Learning resources in Chemistry

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

UNIT –III Professional development of Chemistry Teacher

1. Chemistry teacher – Qualities, responsibilities and professional ethics of Chemistry teacher
2. Professional development programs for Chemistry teacher, In service education programmes,

Participation in seminars, conferences, on line sharing, membership and participation in activities of professional organization, In house discussion on current issues related to chemistry teaching

3. Use of Professional journals of chemistry/ science, Popular science magazines, Encyclopedia of Science.

Practicum/Field Work

Organization and reporting of any one activities

1. science exhibition
2. Science quiz
3. awareness program for community
4. Make a project based on survey of 10 families nearby/their house of using various types of fuels.
5. Prepare any one of the following related to environment (1) Poster (2) article (3) story

Evaluation procedure			50 marks
Any One practicum work and one test including (Unit I to III)	5+5	=	10 marks
External Evaluation			40 marks

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Course - 11 a & b
PEDAGOGY OF MATHEMATICS
Part - II

Objectives:

The student teachers will be able to-

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

COURSE CONTENTS

UNIT-I Mathematics curriculum at Secondary Level

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

UNIT-II Learning resources in mathematics

3. Recreational Activities
   a. Mathematics Club:
   b. Mathematics Fairs
   c. MathematicalGames
   d. Mathematical Quiz
   e. Mathematical Puzzles

f. Mathematical Project

g. Mathematical Model

4. Importance and Setting up of Mathematics Laboratory.
5. Importance of Support Material: On-line and off-line Resources.
   a) Text books of Mathematics.
   b) Reference Material -Journals ,Reference books, Encyclopedia, News Letters and on line resources
   c) Using community resources for mathematical teaching e.g. interviewing local persons to know the indigenous knowledge of Mathematics etc.

UNIT-III Professional Development of Mathematics Teacher

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

Practicum/Field Work

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

Evaluation procedure			50 marks
Any One practicum work and one test including (Unit I to III)	5+5	=	10 marks
External Evaluation			40 marks

Reference

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44 Mathematics, Part I and II Textbook for Class X, 2007, NCERT, New Delhi

45 Mathematics, Part I and II Textbook for Class IX, 2006, NCERT, New Delhi

46 Secondary School Curriculum, 2006, CBSE, New Delhi

47 Mathematics Laboratory in school- towards joyful learning, 2006 CBSE, New Delhi Guidelines for Mathematics Laboratory in school for class IX, 2006 CBSE, New Delhi

48 Guidelines for Mathematics Laboratory in school for class X, 2006 CBSE, New Delhi

49 Mathematics for Class VIII, 2008, NCERT, New Delhi

50 Mathematics for Class VII, 2007, NCERT, New Delhi

51 Mathematics for Class VI, 2006, NCERT, New Delhi

52 National Curriculum Framework- 2005, NCERT

Course - 11 a & b
PEDAGOGY OF PHYSICS
Part - II

Objectives:

The student teacher will be able to :

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

COURSE CONTENT

UNIT I Physics Curriculum and Text Book

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

UNIT- II Instructional support system and Learning Resources

1. Multi sensory aids: Significance, Psychological Principles and skill of using Teaching Aids. Use of multi media, charts, models, overhead projectors, computers, internet, and improvised apparatus
2. Environment as a rich learning site to construct meanings and concepts related to Physics through observational and exploratory activities.

3. Planning and organization of visits to Museum, Science Park and community as a resource site for learning of Physics.
4. Planning and Organization of Science Clubs and Science Fairs
5. Planning of Physics Laboratory: facilities, equipments, materials and manuals, records. Maintenance and management of Physics lab. Organization of practical work in Physics.
6. Selecting and guiding Projects in Physics
7. Self-learning materials – worksheets. websites on physics content, interactive websites, online learning
8. Local learning resources- interview of local physics experts, visit to local physics labs/meteorological stations/ solar observatory.

UNIT-III Professional Develoment of Physics Teacher

1. Need for professional development ,qualifications, responsibilities and professional ethics of Physics Teacher
2. Professional development at individual, organizational and government level c.Professional competencies of Physics teachers.
3. Need for updating content and pedagogical science competencies; Participation in planning of science fairs, exhibitions and activities; planning contextual activities (celebration of Science Day, birthdays of great physicists);participation in seminars, conferences, in service teacher training programs; online sharing and distance learning
4. Membership of Professional Organisations and Publications in Science Education journals and magazines
5. Role of national bodies like HBCSE(Homi Bhabha Center for Science Education), IAPT (Indian Association of Physics Teachers)etc.

Praticum /Field Work

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

Evaluation procedure			50 marks
Any One practicum work and one test including (Unit I to III)	5+5	=	10 marks
External Evaluation			40 marks

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Course – 11 a & b
PEDAGOGY OF BUSINESS ORGANISATION
Part - II

Objectives:

The student teacher will be able to:

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

COURSE CONTENTS

UNIT-I Curriculum and Text Book in Business Organisation:

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

UNIT II Learning Resources in Business Organisation:-

1. Media Integration in Business Organisation teaching :-Use of Audio – Visual aids and ICT including Multi Media in teaching Business Organisation OHP, Computer interactions boards, LCD Projector , Internet.
2. Use of Community Resources e.g. Interaction with Business personalities of Business houses.

3. Research articles from journals on Business Organisation education.
4. Concept and Design of Business Organisation Laboratory.
5. Recreational Activities through Business Organisation Club:
   a. Commerce Exhibition
   b. Commerce Fair
   c. Business Games
   d. Business Organisation Model
   e. Field Trip
   f. E-Learning, Social Media, T.V. channels (Business channels) & Networking.

UNIT III Professional development of Business Organisation Teacher.

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

Practicum / Practicum/Field Work

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

Evaluation procedure			50 marks
Any One practicum work and one test including (Unit I to III)	5+5	=	10 marks
External Evaluation			40 marks

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1. Sharma B.L. (2007) Vanijyashikshan R.L. book Depot, Meerut.
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Course – 11 a & b
PEDAGOGY OF FINANCIAL ACCOUNTING
Part - II

Objectives:-

The student teacher will be able to:

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

COURSE CONTENTS

UNIT-I Curriculum and Text Book in Financial Accounting

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

UNIT –II Learning Resources in Financial Accounting.

1. Media and media integration: - use of audio –visual aid, ICT including multimedia, OHP,Computerinteraction board,LCD Projector, Internet, E-learning, social media, networking etc.in Financial Accounting teaching.
2. Using community resources for Financial Accounting teaching-Interaction with persons of accounting profession.

3. Library resources.
4. Concept and design of Financial Accounting Laboratory.
5. Recreational Activities through Commerce Club related to Financial Accounting teaching-
   a) Commerce Exhibition
   b) Commerce Fair
   c) Financial Accounting Models
   d) Games
   e) Field –Trip.

UNIT–III Professional development of Financial Accounting Teacher

1. Qualities and responsibilities of a Financial Accounting teacher.
2. Role and functions of a Financial Accounting teacher.
3. Ethics of a financial accounting teacher.
4. Professional growth of a Financial Accounting teacher- In-service Education Programs, In-house discussions, Use of library resources and studying subject based new papers and magazines, contribution in professional Journals, membership and participation in professional organization.
5. Developing and use of Action Research Plan.

Practicum / Practicum/Field Work

Any one of the following:

1. One project related to any Financial Accounting topic.
2. To prepare an Action Research Plan.
3. Review of any one Research article from Journals on Financial Accounting Education.
4. Prepare a report on how rural area women earn money through different skill based products of cottage industry.

Evaluation procedure			50 marks
Any One practicum work and one test including (Unit I to III)	5+5	=	10 marks
External Evaluation			40 marks

References

1. Sharma B.L. (2007) Vanijyashikshan R.L. book Depot, Meerut.
2. Dr. Jain K.C.S.(2008) Vanijyashikshan, Rajasthan Hindi Academy, Jaipur.
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Course -12

KNOWLEDGE AND CURRICULUM

Objectives

The student teacher will be able

- To know the perspectives in education.
- To focus on epistemological base of education between knowledge and skill teaching and training – 'Knowledge and information and reason and belief to engage with the enterprise of education.
- To discuss the basis of modern child centered education.
- To identify relationship between the curriculum framework and syllabus.
- To help prospective teachers to take decision about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual underpinning that inform it.
- To focus on social base of education.
- To help prospective teachers to understand the process of curriculum development.

Unit – I : Knowledge and Education

1. Concept, meaning & nature of knowledge
2. Epistemological basis of education, distinctions between 'knowledge' and 'skill', 'teaching' and training' 'knowledge and information and reason and belief
3. Upanished and Bhagvat gita with special reference to the enterprise of education epistemology and educational & pedagogic practice.

Unit – Ii _ Modern child centered Education

1. Modern centered education – Activity, discovery and dialogue, with reference to Gandhi, Gijubhai Badheka & Tagore.
2. Modern child centered education- Activity, discovery and dialogue with reference to Dewey, Plato, Buber and Freire.

Unit – III : Concept & Types of Curriculum

1. Meaning & Concept of curriculum, four perspectives of curriculum, Traditionalist, conceptual Empiricist, Reconceptualists, social constructivists, Types of curriculum, concept of syllabus, relationship between the curriculum framework and syllabus, socio – political bases of curriculum framework.
2. Curriculum as an agent of social change.

Unit IV : National Issues

1. Meaning & Concept of nationalism, universalism and secularism and their interrelationship with Education (with special reference to Tagore (2003) and krishnamurti (1992)
2. Social basis of education in the context of society in relation to democracy, Industrialization and Ideas of Individual Autonomy Equality and social Justice.

Unit – V : Cotemporary bases of curriculum

1. Globalization, Localization and Privatization, political ideology and technological inferences economics necessities in reference to curriculum.
2. Cultural context of students – multicultural, multilingual aspects/critical issues.
3. Environmental concerns, gender differences inclusiveness, value concerns and issues, social sensitivity.

Practicum/Field work

1. Orgainse a workshop related to curriculum development.
2. Analyse the influence of school, community and state on the content and curriculum of primary to secondary (any one level) and draft a report of work.
3. Play a drama on good discipline in school.
4. Organize tree plantation program with the involvement of community members and school.
5. Prepare project on NCF 2005.
6. Analysis of social myths in the light of scientific values and culture, life skills etc.
7. Organize a stage play or drama on educational thought of mahatma Gandhi/Ravindra Nath Tagore.
8. Organize child centered activity of children education and values based on Gandhian/Tagore.

Evaluation procedure		100 marks
Any two practicum work and one test including (Unit I to V)	10+10 =	20 marks
External Evaluation		80 marks

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Course - 13
Assessment for Learning

The student teacher will be able –

- To understand assessing children's progress, both in term of their psychological development and the criteria provided by the curriculum.
- To know the critical role of assessment in enhancing learning.
- To know the constructivist paradigm of learning and assessment.
- To acquaint with the importance of feedback in the process of assessment.
- To know the practicality of learning centred assessment.
- To prepare prospective teachers to critically look at the prevalent practices of assessment.
- To prepare students teachers to facilitate better learning and prepare more confident and creative learner.
- To understand the policy prospective on examinations and evaluation and their implementation practices.

Unit – I : Basic Concept of Assessment

1. Basic concept and scope : Measurement Assessment, Testing, Examination and Evaluation, overview of revised Bloom's Taxonomy and its implication for assessment and types of assessment. Principles of assessment and evaluation.

Unit – II : Critique of Present Assessment and Evaluation

1. Assessment of learning product vs Assessment of learning process, summative assessment vs formative assessment, and dimensional assessment vs multi dimensional comprehensive assessment.
2. Right assessment vs flexible assessment, culture based assessment vs. culture fair assessment, knowledge oriented assessment vs. learner oriented assessment and mechanical assessment vs growth oriented assessment.

Unit – III : Classification of Assessment

1. Classification of assessment: Base on purpose (Prognostic, formative, diagnostic and summative) scope (Teacher made, standardized), Attribute measured (achievement, aptitude, attitude etc.) nature of information gathered (qualitative, quantitative) mode of response (Oral and written, selection and supply) Nature of interpretation (Norm referenced, criteria referenced.)
2. Assessment of cognitive learning – types and levels of cognitive learning, understanding and application; thinking skills – convergent, divergent, critical, problem solving and decision making; items and their procedures for their assessment.

Unit IV : Latest Trends in Assessment

1. Meaning concept and characteristics of comprehensive and continuous evaluation (CCE) Grading system, Question Bank, Assignment, Project – creative expression, inclusive evaluation, participatory assessment and community monitoring with higher autonomy to teachers.
2. Concept of Assessment and Evaluation as per Yash Pal committee (Learning without Burden 1993). National curriculum framework for school education (NCFSE, 2005) CBSE, Right to Education (2009)

Unit – V : Statistics in Assessment

1. Importance of statistics in assessment scales of measurement (Nominal, ordinal, interval and Ratio) and Graphical representation of data.
2. Measures of central tendency (Mean, Median and Mode) and measures of variability (Range, quartile, Deviation , Mean Deviation and standard Deviation)
3. Measures of correlation (Rank order and Product Moment) Percentile and Percentile Rank Normal Probability curve and its applications.
4. Action Research : Introduction, scope and implication of action research in assessment process.

Practicum /Field Work

1. Presentation of papers on examination and evaluation policies.
2. Organise a group activity (like competition story telling/reading/writing) and get it assessed by self, peer and teacher.
3. Prepare an annual plan for continuous and comprehensive evaluation at upper primary and to senior secondary level any subject.
4. Construction administration and interpretation of self made achievement test.
5. A critical analysis of a question paper in any subject of RBSE/CBSE.

Evaluation procedure		100 marks
Any two practicum work and one test including (Unit I to V)	10+10 =	20
External Evaluation		80

Reference:

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Course – 14
Creating an Inclusive School

Objectives

The Student teacher will be able –

- To understand concept, meaning and significance of inclusive education.
- To bring about an understanding of the 'cultures' policies and practices that need to be addressed inorder to create in inclusive school.
- To learn the definition of disability and inclusion within an educational framework so as to identify the dominating threads that contribute to the psychological construct of disability and identity.
- To appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- To screen out and identify special needs of children for developing a broder plan to foster the need of the diverse inclusive class.
- To develop critical understanding of international acts, policies and educational provision for children with special needs.
- To develop the ability to conduct and supervise action research activities.

Unit I : Introduction, Issues & Perspectives of inclusive Education.

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

Unit – II : Policy level intervention in addressing special educational need of children (National & International Perspectives)

1. Kothari Commissions recommendation on special need children, IEDE (Integrated Education of Disabled children, 1974) National policy on education, 1986, Mental Health act, 1987, National Trust Act, 1999. National policy on right of PWD's 2006, Right to Education and children with disabilities (RTE 2006)
2. Declaration on the rights of mentally Retarded persons, 1971, Declaration on the rights of disabled persons, International organizations for children with disabilities, UNICEF, UNESCO, UNCRC : UN convection on the Rights of the child, UNCRPD – united Nations conversion on the rights of persons with disability, Salamanca statement and the framework for Action on special needs education, adopted by the UNESCO, 1994. MDG (Millennium Development Goals), EFA (Education for All) IYDP International day of persons with disabilities.

Unit – III : Addressing Challenges towards creating an inclusive school

1. Zero rejection, Barrier free environment ease of access of infrastructure, assistive devices, teaching learning materials as per the need of students, adaptation, resources Rooms, social and community leaders.
2. Psycho-social issues of inclusion like child bullying, peer discrimination, ranging etc.

   Involving parents in education of their children with special needs, parent – teacher collaboration, promoting collaborative learning within classroom.
3. Utilization of records /case profiles for identification. Assessment and intervention for inclusive classroom.
4. Evaluation and follow up programme for improvement of teacher perparation programmes in inclusive education.

Practicum /Field work

1. Observe inclusive teaching strategies in an inclusive classroom and discuss with teacher for further planning.
2. Conduct an awareness programme on millennium goal of UNESCO Prepare a report.
3. Conduct a survey on the type of supportive service needed for inclusion of children with any disability and share the finding in the class.
4. Workshop/presentation on child right.
5. Prepare an action plan for implementation of policies of inclusive education in school setting

Evaluation procedure			50 marks
Any One practicum work and one test including (Unit I to III)	5+5	=	10 marks
External Evaluation			40 marks

References

1. Maitra,Krishna(2008): INCLUSION ISSUES AND PERSPECTIVES (ForTeachers,Teachers' Educators and Parents): Kanishka Publishers, Distributors New Delhi-110002
2. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning BasedApproach: National Publishing house 23 Daryaganj, New Delhi 110002.
3. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped,Gurgaon, Old Subjimandi, Academic Press.
4. Jha. M.(2002) Inclusive Education for All: Schools Without Walls, HeinemannEducational publishers, Multivista Global Ltd, Chennai, 600042, India.
5. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C.E R T Publication.
6. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. MysoreAgnihotri, 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.
7. T., Ainswcow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). Index for inclusion: Developing learning and participation in schools. Centre for Studies on Inclusive Education.

8. Carini, P.F. (2001). Valuing the immeasurable. In starting strong: A different look at children, schools, and standards (pp. 165-181). New York: Teachers College Press.
9. Delpit, L.D. (2012) Multiplication is for white people: raising experctations for other people's children, the new press.
10. UNESCO. (2009) Policy guidelines on inclusion in education UNESCO

Optional Courses
Course - 15
(A) Vocational/Work Education

Objectives

The student teacher will be able –

- To know about vocational/work Education.
- To study about the importance of vocational/work education.
- To study philosophical aspects vocational/work education.
- To develop manual work and vocational skills.
- To Study the ways and means of integrating vocational/work education into the curriculum.

Unit – I : Vocational Education

1. Vocational Education : Nature, Meaning, Need and Importance.
2. History of vocational Education in India, Policies related to vocational education.
3. Industry Associations of international bodies ILO, World Bank, FICCI.

Unit – II : Work Education

1. Concept, need and Importance of work education according at Gandhian thoughts
2. Education and work, work and knowledge, Globalization, Gender and Disability related issues.
3. Work and curriculum, typology of work in education, learning from field experiences, community work and social engagement.

Unit – III : Personality Development

1. Personality : Meaning, concept, characteristics interest, needs, adjustment, anxiety, self – concept, their nature and the measurement and implications for work.
2. Fundamental of management, personal management and time management.

Practicum /Field Work

1. Survey of guidance needs of a group of students.
2. Case study of one student who need help in different areas.
3. Organize an exhibition on hand made things. Prepare report with photograohs.
4. Conduct a survey bases study on economic condition of rural people of your area.
5. Prepare a report on how the rural areas women earn money through different skill based products of cottage industries.

Evaluation procedure			50 marks
Any One practicum work and one test including (Unit I to III)	5+5	=	10 marks
External Evaluation			40 marks

Reference

1. Aachraya Narendra Deo Committee Report on Primary and Secondary Education.
2. Bhatia, H C :Craft in Education
3. Buniyadi Shikshan – Shayam Sunder Sankhyadhar
4. Buniyadi Shiksha-(Sidhanth & manovigyan) Hanuman Shing Vardiya & Laxminarayan Joshi.
5. CBSE Work Education in Schools, 2004
6. Handbook for Basic School Teachers. (Ministry of Education, Government of India.)
7. MHRD 1990, Towards an Enlightened Human Society, New Delhi: Department of Education.
8. Nagda,B.L.2008,Career Chune,Ankur Prakashan,Udaipur
9. National Policy on Education (1986), Govt. of India, Ministry of Human Resource Development.
10. New Delhi.
11. National Council of Teacher Education, 1998, Gandhi on Education, New Delhi: NCTE.
12. NCERT, 1964-66, Educational and National Development: Report of the Education Commission,
13. New Delhi,
14. Report of the Zakir Hussain Committee of Basic National Education.
15. Rob, M.K.: Hasthakala Parichaya (Hindi) Allahbad, (Kitab Mahal)
16. Rybrun -Creative Education.
17. Strang, Ruth: 1933 The role of Teacher in Personnel Work, New York, Teachers College, Columbia
18. University.
19. Super Donald: 1947 Appraising Vocational Fitness, New York, Harper and Brothers.
20. The Report of Secondary Education 1952-53. Govt. of India, Ministry f Education.
21. Varkey: The Wardha Scheme of Education.

Course -15
(B) Health and Physical Education

Objectives:

The student teacher will be able to:

- Help them to understand the concept of holistic health, its various dimensions anddeterminants 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,
3. 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 persevere food, shift in foodpractices 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.
3. 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.
4. *Yogic* practices — importance of *yoga*, *yogasanas*, *kriyas* and *pranayams*
5. 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

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 session of Yogasanas & Kriyas & and after the completion of the session, mention how it felt to you.
6. Paste some sports related newspaper/magazine cuttings in your file and share the contents in a session organised in the class.
7. 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.
8. Organize a programme on health and hygiene.

Evaluation procedure			50 marks
Any One practicum work and one test including (Unit I to III)	5+5	=	10 marks
External Evaluation			40 marks

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

7. Krishna Puri & Dr Soti Shivendra Chandra : "Health Education and Physical Education, Surjeet Publication 7-K Kolhepur Road, Kamla Nagar, New Delhi.

Course 15
(C) Peace Education

Objectives

The student teacher will be able –

- To explain and know about peace education, their relevance and connection to inner harmony as well as harmony in social relationships.
- To study about Human Rights and peace Education.
- To study and understand the views of different philosophies about peace.
- To know how peace education in helpful in conflict resolution.
- To study the ways of integration peace into the curriculum
- To study how teacher can be as peace builder
- To use pedagogical skills and strategies in and out of classroom for promoting peace.
- To understand and resolve conflicts within self and in society.

Unit I : Understanding peace : As a Dynamic Social Reality

1. Peace Education – meaning, nature & scope, Need and importance of peace education.
2. Human Rights and peace Education.
3. Peace Education and conflict resolution in school.
4. Frontiers of Education for peace _ Personality formation, living together in Harmony, Responsible citizenship, National Integration, Education for peace as a life style movement.

Unit – II : Orienting Education for Peace Building

1. Education for Peace – Values and Skills
2. Designing Programmes – Ways of Integrating peace into the curriculum, Practice that make school a place of peace, teacher as peace builders, pedagogical skills and strategies, integrating peace concerns in classroom transaction.
3. Inspiring movements for health, yoga, effective parenting communication skill building, mediating conflicts in and out around school.

Unit – III : Role of Various Philosopher & Thinkers of Peace

1. Concept of peace according to – Gandhi, Krishanamurthy, Aurobindo, Vivekanand, Rabinranath Tagore, Mother Teressa, Nalson Mandela Initiatives at National and International levels.
2. Agencies contributing to peace – UNESCO, Gandhi Peace foundation etc.

Practicum/Field Work

1. Analysis of morning assembly programme of a school/college from the point of peace.
2. Preparation of collages from newspapers magazines etc. to highlight issues and challenges to peace or positive response to them.
3. Developing an action plan for peace in school and local community.
4. Organize a poster making competition in school based on the classification of peace values.

5. Case study of a child suffering form stress & tension or bad habits.

Evaluation procedure			50 marks
Any One practicum work and one test including (Unit I to III)	5+5	=	10 marks
External Evaluation			40 marks

Reference

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

Course - 15
(D) GUIDANCE AND COUNSELLING

Objectives

The student teacher will be able –

- To develop an understanding of the concepts of guidance and counseling.
- To develop an understanding of educational, vocational and personal guidance.
- To know the various types of guidance and counseling programme.
- To study the essential guidance and counseling services.
- To acquaint the students with the testing devices and techniques of guidance.
- To know the recent trends, issues and challenges in guidance and counseling.

Unit I : Concept & Nature of guidance

1. Meaning, concept & Nature of Guidance
2. Airm & Objectives, importance and scope of guidance at primary, secondary & College level.
3. Need of guidance at various stages of life.
4. Types of guidance : Educational guidance, vocational guidance & individual guidance.
5. Essential of guidance process, steps in the guidance process, Role of the teacher in the process of guidance, Role of professional workers, problems in the guidance process.

Unit II : Counselling

1. Concept & Nature and scope of counseling.
2. Types of counseling – Directive, Non directive and eclective.
3. Group and individual counseling
4. Essential guidance & Counselling services.
5. Role of teacher as a counsellor.

Unit III : Testing and Non testing devices for the study of an individual

1. Principles of testing in guidance & counseling
2. Tests : Aptitude, Attitude, Interest, Achievement, personality, mental ability, intelligence etc.
3. Techniques used in guidance : Questionnaire, Interview schedule, case study, Diary and Autobiography.
4. Professional efficacy and interest.

Practicum/Field Work

1. Organise a workshop in school on guidance of secondary to senior secondary level students.
2. Pupil teacher should guide at least one school student in any area of guidance and prepare a report to this effect.
3. Identification of students with behavior problems and preparing plan for helping them.
4. Prepare a case study of one student with special needs at school level and give suggestions for remedial measure too.
5. Celebration of career day ensuring participation of all.
6. Survey of Guidance needs of adolescent.

Evaluation procedure			50 marks
Any One practicum work and one test including (Unit I to III)	5+5	=	10 marks
External Evaluation			40 marks

Reference

1. Sharma, Shati prabha, Career guidance and counseling: principles and techniques kanihka publisher, 2005
2. Sharma RN & Sharma, rachna, guidance and counseling in India, Altantic pub. & Distributors, New Delhi, 2004
3. Singh, Y.K. Guidance and Career Counselling, APH Publishing new delhi, 2007
4. Nayak, AK. Guidance Career Counselling. APH Publishing new delhi, 2007
5. Abraham jessy, Guidance and counselling for teacher education, sarup & sons, new delhi-2003
6. अस्थाना, विपिन, परामर्श एवं निर्देशन, अग्रवाल प्रकाषन 2014
7. अस्थाना, विपिन एवं अस्थाना निधि निदर्श्न और उपबोधन, अग्रवाल प्रकाशन 2013–14
8. भटनागर, सुरेश एवं वर्मा, रामपाल, वृतिक सूचना एवं वृतिक निर्देशन, अग्रवाल प्रकाषन 2012
9. जयसवाल, सीताराम शिक्षा में निर्देषन एवं परामर्श अग्रवाल प्रकाशन 2014
10. उपाध्याय, राम वल्लभ एवं जयसवाल, सीताराम शिक्षा में निर्देशन एवं परामर्श की भूमिका अग्रवाल प्रकाशन, 2014

Course -16
EPC -4
UNDERSTANDING THE SELF

Objectives

The student teacher will be able –

- To develop understanding about themselves the development of the self as a person and a teacher
- To develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
- To develop a holistic and integrated understanding of the human self and personality.
- To build resilence within to deal with conflicts at different level and learn to create terms to draw upon collective strength.
- To help explore one's dreams, aspiration, concerns through varied forms of self expression, including poetry and humour.
- To introduce yoga to enchance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one's surrounding.

Course outline

Internal Assessment

S.No.	Types of activites to be carried out	No. of Activities	Per activities and their reporting marks	Total Marks.
1.	Attending workshop /Organize orientation programme	02	02	04
2.	Movie/documentary watching and its review	02	02	04
3.	Organizing Discussion Forum	02	02	04
4.	Self disclouser through art, dance and story writing	02	02	04
5.	Meeting people (within community)	02	02	04
6.	Participate or lead in real life intervention (within families/college or community) through guidance and counseling	02	03	06
7.	Review of personal narratives, life stories and group interaction	02	02	04
8.	Organizing Yoga Camp	02	02	04
9.	Revisiting one's childhood experiences and childhood experiences of one's peers	02	03	06
	Evaluation of Report and Viva voce			10
	Total			50

Course -17

INTERNAL ASSESSMENT

B.ED II YEAR

Internship Programme Paase II (16 Weeks)

S.No.	Assessment is based on the following activities	Marks : 100
1	**Interaction Report** Interaction with school teachers, children and community members (one week)	**5**
2	**Observation Report** Description of village/community with special reference to socio-physical economic cultural background (one week)	**5**
3	**Observation Report of school** Description and evaluation of school with special reference to geographical, socio-cultural environment , physical infrastructure, human resource, philosophy, aims, organization and management (one week)	**5**
4	**Participation in Administrative work of school with report making.** 6. Planning of classes 7. Record keeping and file maintenance 8. Mid day meal planning 9. Budget making 10. Participation in school management committee/equivalent (Two week)	**10**
5	**Participation in co-scholastic work of school with report making.** 5. Organizing morning Assembly 6. Planning and participation in community Awareness programme (Rallies, Awareness campaign, community health campaign and cleanliness campaign) 7. Planning and participation in games and sport programme 8. Planning and participation in literary and cultural activities (Drama/Art/Debate/Quiz/scout and guide camp/others) (Two week)	**10**
6	**Observation Report of classroom** (iv) Preparation of time table of the class. (v) Maintaining student's attendance and preparing a monthly record of student's attendance. (vi) Class wise learner's socio economic – cultural education profile with special reference to needs of the physical, mental emotional development of children, aspects of curriculum and its transaction: quality, transaction and assessment of teaching learning. (one week)	**10**

7	• Assessment of teaching • Assessment of learning in scholastic area. • Assessment of learning in co-scholastic area (one week)	**5**
8	• Organizing science fair, exhibition, science club, nature study. • Evaluation report of teaching of (students teacher intern) by peer groups & teachers (one week)	**10**
9	**First Block teaching** Teaching of selected pedagogy subject in upper primary classes with constructivist approach by student teacher/intern (Three week)	**10**
10	**Second Block Teaching** Teaching of selected pedagogy subject in secondary classes with constructivist approach by student teacher/intern (Two week)	**10**
11.	• Preparing a suggested comprehensive plan of action of some aspect of school improvement • Portfolio, including detailing of teaching – learning plans, resources used, assessment tools, student observations and records. • Reflective journal by student teacher in which he/she records one's experiences, observation and reflection. • Preparation and maintenances of feedback dairy. • Viva-voce (Based on the files submitted) (one week)	**10** **10**
Grand Total (I and II Year)		**100 marks+ 50 Marks of I year to be included 150**
*** Final Lesson of one pedagogy of school subject (External assessment)**		**100**
Total		**250**

Note : Each student – teacher has to maintain file in which detailed reports of all the activities and tasks discharged by him/her are to be described. A Viva-voce will be conducted often the internship programme. The file record, the viva voce and the lesson plan dairy will form the basis of assessment of the internship programme.

- The weightage of final lesson will be 100 marks
- The external practical examination will be conducted at the end of second year.
- The internal assessment in practice of teaching internship programme will be finalized by the principal with the help of the member of teaching staff and the same will be communicated to the university before the commencement of the practical examination (Final lesson) each year.

- During the final practical examination each candidate will have to teach one lesson in any one of two teaching subjects. However, he/shall have to prepare lesson in both the teaching subjects and should be prepared to deliver lesson in both the subjects if required.
- The Board of examiners for external examination will consist of.

  (d) The principal of the college concerned.

  (e) One senior member of the college.

  (f) Two external Members from any discipline appointed by the university.

Total weightage of internship (Internal & External Evaluation) is 250 marks.