

# B.Ed SECOND YEAR

## Paper I Knowledge and Curriculum

### Objectives:

#### The student teacher will be able:

- To understand the way in which the curriculum is driven by assessment.
- To critically analyse various samples of textbook
- To identify various dimensions of the curriculum and their relationship with the aims of Education.
- To examine the epistemological basis of education.
- To discuss the basics of modern child centered education.
- To identify relationship between the curriculum framework and syllabus.
- To understand the relationship between power, ideology and the curriculum.
- To help prospective teachers to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual under pinnings that inform it,
- To discuss the basis of modern child-centered education
- To understand education in relation to modern values like equity and equality, individual opportunity and social justice and dignity.

## COURSE CONTENT

### **Unit –I Knowledge Generation:-**

1. Epistemology-Meaning, philosophical basis of knowledge according to Indian & Western philosophy.
2. Distinction between (a) knowledge and skill (b) Teaching and Training (c) Knowledge and wisdom (d) Reason and belief.
3. Chronological review on Knowledge generation, myth based faith and logical based knowledge.

### **Unit –II Child- Centered education:-**

1. Modern Child-Centered Education, : Meaning, Concept and its basis.
2. Educational Thoughts on child centered Education – Shri Aurbindo, Giju Bhai, Maria Montessori, Frobel.

### **Unit – III Process of knowing and forms of knowledge:-**

1. Process of construction of knowledge, factors involved in construction of knowledge, role of knower & known in construction and transmission of knowledge, the role of culture in knowing
2. Categorisation of knowledge; basis of categorisation, the essential forms of knowledge, basis of selection of categories of knowledge in school education.

### **Unit –IV Curriculum & Its Determinants:-**

1. Meaning & need of curriculum, differentiations between curriculum framework, curriculum , syllabus and text books; facets of core curriculum in Indian context.

2. Determinants of curriculum: (a) Social-political-cultural-economic diversity (b) socio-political aspirations including ideologies (c) Economic necessities & technological possibilities. (d) National priorities and international Context

### **Unit V Curriculum Development & Textbooks:-**

1. Different approaches of curriculum development: Subject centered: learner centred and constructivist
2. Role of external agencies in providing curriculum and pedagogic supports to teachers within schools; teachers' role in transacting, developing and researching curriculum.
3. Operationalization of curriculum into learning situations: Selection & development of learning resources i.e. textbooks, teaching learning materials and resources outside the school-local environment, community & media.

### **Practicum/Field Work (Any one from the following)**

1. Analysis of social myths in the light of scientific values and culture.
2. Plan a child centered activity for enhancement of children education and values based on Shri Aurbindo or Giju Bhai thoughts.
3. Conduct a survey on feedback of curriculum from learners and teachers. Prepare a report.
4. Critical review of a text book in reference to gender issues social sensitivity and the local contexts/references included in the book.
5. Critical review or analysis of the text book at upper primary and senior secondary level.

### **References**

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7. यादव, शियाराम, पाठ्यक्रम विकास अग्रवाल प्रकाशन.2011
8. Shulman L. S. (1986) those who understand: knowledge growth in teaching. educational researcher, 4-14
9. Sinha, S. (2000) Acquiring literacy in schools, seminar, 38-42
10. Sternberg, R.J. (2013). intelligence, competence, and expertise, in A.J. Elliot & C.S. Dweck (Eds), handbook of competence and motivation (pp
11. Tagore, R. (2003) Civilization and progress. in crisis in civilization and other essays. New Delhi: rupa &co.
12. Pathak, A (2013) Social implications of schooling: knowledge pedagogy and consciousness. Aakar books

## Paper II

# Gender Issues in Education

### Objectives:

#### The student teacher will be able:

- To develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
- To understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
- To learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region.
- To understand how gender, power and sexuality are related to education (in terms of access, curriculum and pedagogy).
- To develop an understanding of the paradigm shift from women studies to gender studies, based on the historical backdrop.
- To student to construct critically the impact of policies, programmes and scheme for promotion of gender equality and empowerment.
- To apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.
- To develop an understanding of different theories on gender and education and relate it to power relations. The institutions involved in socialisation processes would be analysed to see how socialisation practices impact power relations and identity formation.
- To understand how gender relates to education and schooling. The students will be able to understand on how school as an institution addresses gender concerns in curriculum, textual materials and pedagogy. It will enable the student to draw linkages between life skills and sexuality.

## COURSE CONTENT

### **Unit 1: Gender Issues: Key Concepts**

1. Concepts and terms - Relate them with their context in understanding the power relations: Gender, Sex, Sexuality, Patriarchy, Masculinity and Feminism
2. Gender Bias, Gender Stereo typing and empowerment.
3. Equity and equality in relation with caste, class, religion, ethnicity, disability and regional disparity.

### **Unit 2: Gender Studies: Paradigm Shifts**

1. Paradigm shift from women's studies to gender studies.
2. Historical background: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education.
3. Contemporary period: Recommendations of policy initiatives, commissions and committees, schemes, programmes and plans.

### **Unit 3: Gender And Education**

1. Theories on Gender and Education: Socialisation, Gender difference, Structural and Deconstructive.
2. Gender Identities and Socialisation Practices in: Family, Schools and Society.
3. Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).

### **Unit 4: Gender Issues In Curriculum**

1. Gender, Culture and Institution: Intersection of class, caste, religion and region.
2. Gender stereotypes in curriculum framework & Text-Books.
3. Role of Teacher in the context of gender sensitivity.

### **Unit 5: Gender, Sexuality, Sexual Harassment and Abuse**

1. 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, work place and media (print and electronic), Institutions redressing sexual harassment and abuse.

### **Practicum/Field Work(Any one from the following)**

1. Observe a co-educational class room and pick out the gender biased behaviour/situation/comments and conclude the report.
2. List some examples of gender discrimination in the prevalent society.
3. Conduct an interview of a girl student facing inequality and resistances in family and society and also mention how it affects her aspirations.
4. Debate on women role models in various fields with emphasis on women in unconventional roles.
5. Prepare a biography a women role model of yours and also mention how she phased out her life struggle.

### **References**

1. Delpit, L.D. (2012) Multiplication is for white people: raising expectations for other people's children, the new press.
2. Deng, Z (2013) School subjects and academic disciplines. In A. Luke, A. Woods & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.
3. GOI. (1966).Report of the education commission: Education and national development. New Delhi: ministry of education.
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14. Malik,C.D,(2008)social and political thought Dr. B.R. ambedkar,arise publishers and distriba, New Delhi
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16. Runela satypal,(2009), sociogy of the Indian education, Rajasthan Hindi Granth Akadmi, Jaipur

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2. [www.gender.com.ac.uk](http://www.gender.com.ac.uk)
3. [www.genderstuddies.org](http://www.genderstuddies.org).
4. [www.gendeparddigm.com/publiscation/html](http://www.gendeparddigm.com/publiscation/html).
5. [www.sparknotes.com/sociology/socialization/section4/rhtml](http://www.sparknotes.com/sociology/socialization/section4/rhtml).
6. [www.unicef.org/sower96/ngirls.html](http://www.unicef.org/sower96/ngirls.html).
7. [www.jaipurrugs.org./about/our-story](http://www.jaipurrugs.org./about/our-story).

## **Paper III**

### **Understanding Inclusive Education**

#### **Objectives:**

##### **The student teacher will be able:**

- To understand concept, meaning and significance of inclusive education
- To bring about an understanding of the culture, policies and practices that needs to be addressed in order to create an inclusive school.
- To appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- To develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education, understand the nature of difficulties encountered by children.
- To prepare teachers for inclusive schools.
- To analyze special education, integrated education, mainstream and inclusive education practices.
- To identify and utilize existing resources for promoting inclusive practice.
- To develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.
- To prepare a conducive teaching learning environment in varied school settings.
- To develop the ability to conduct and supervise action research activities.

### **COURSE CONTENT**

#### **Unit I: Introduction, Issues & perspectives of Inclusive Education**

1. Definitions, concept and importance of inclusion and disability.
2. Historical perspectives of inclusive education for children with diverse needs.
3. Difference between special education, integrated education and inclusive education.
4. Advantages of inclusive education for education for all children in the context of RTE.

#### **Unit II: Policy Perspective**

1. Recommendations of the Indian Education Commission (1964-66), NPE (1986-92), NCF (2005).
2. The Convention on the Rights of the Child (specific reference to inclusive education).
3. UNESCO Conventions, declaration and recommendations related to Rights of persons with Disabilities.

#### **UNIT III: Diversity in The Classroom**

1. Diversity- Meaning and definition.
2. Disability – psychological construction of disability identity, discrimination.
3. Concept, Nature, and Characteristics of Multiple Disabilities.

#### **UNIT IV: Curriculum, Pedagogy and Assessment in Inclusive School**

1. Inclusive curriculum- Meaning and characteristics.
2. Teaching and learning environment with special reference to inclusive school

3. Utilization of records/ case profiles for identification, assessment and intervention for inclusive classrooms.
4. Techniques and methods used for adaptation of infrastructure, laboratory skills and play material in inclusive classroom.

### **Unit V: Teacher Preparation and Inclusive Education**

1. Review of existing educational programmes offered in secondary school (general and special education).
2. N.C.F 2005 and curriculum for teacher preparation and transaction modes in inclusive setting.
3. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.

### **Practicum/Field Work(Any one from the following)**

1. Observe inclusive teaching strategies in an inclusive classroom and report your observations.
2. With the help of teacher educators, conduct an extension/expert lecture on emerging issues on inclusive education and prepare a report on it.
3. To study the educational resources for persons with disability (POD) in local schools and report your observations.
4. Prepare an instructional design for your pedagogy subject basing it on inclusive learners.
5. Find out the facts about inclusive education in existing scenario with reference to our Nation through internet search compile a summarized report.

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- 15. Parekh, B.C. (2000). Rethinking multiculturalism: Cultural diversity and political theory (pp 213-230) Palgrave.**
- 16. UNESCO. (1989) UN convention on the rights of the child. UNESCO.**
- 17. UNESCO. (2006). United Nations convention on the rights of persons with disabilities.**
- 18. UNESCO. (2009) Policy guidelines on inclusion in education UNESCO**

## **Paper IV**

### **Assessment for Learning**

#### **Objectives:**

##### **The student teacher will be able:**

- To understand assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum.
- To provide broad outlook to go beyond the limited context of syllabus-based achievement testing, achievement scores in a subject linked with the child's overall development.
- To introduce student teachers to the history of evaluation and current practices.
- To understand the different dimensions of learning and related assessment procedures, tools and techniques. Analyse, Manage and interpret assessment data.
- To understanding the policy perspectives on examination and evaluation and their implementation practices. Assessment for culturally responsive in diverse classroom.
- To develop critical understanding of issues in assessment and explore, realistic, comprehensive and dynamic assessment process which are culturally responsive for use in the classroom.
- To develop enabling processes which lead to better learning and more confident and creative learners.
- To understand the critical role of assessment in enhancing learning Critiques the traditional purpose of assessment (as a mechanism to filter learners as per their abilities or potentials and thus reducing learning to a limited set of expertise that can be displayed on papers, assessment as a selective and competitive act and achievement as an outcome of individual's innate factors.)

## **COURSE CONTENT**

### **Unit 1 Concept of Assessment:-**

1. **Assessment, Measurement and Evaluation: Meaning, Concept and Their Interrelationship.**
2. **Assessment: Purpose, Principles and Perspectives.**

### **Unit 2 Classification of Assessment**

1. **Classification of assessment: Based on purpose, Scope, Attribute measured, Nature of information gathered, and Mode of response and Nature of interpretation.**
2. **Assessment of Cognitive Learning: Types and levels, understanding and application.**
3. **Thinking Skills – convergent, divergent, critical, problem solving and decision making.**

### **Unit 3 Continuous and Comprehensive Evaluation (CCE).**

1. **CCE: Concept, Need and Process.**
2. **Assessment of affective learning: Attitude, values, interest, self – concept; Procedures for their assessment.**
3. **Grading: Concept, types and Application, Indicators for grading Psycho-Social dimensions of assessment.**
4. **Individual appraisal through portfolio.**

#### **Unit 4 Assessment Devices:-**

1. Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices.
2. Assessment of Group Processes – Cooperative Learning and Social Skills.
3. Self, Peer and Teacher Assessment.

#### **Unit 5 Assessment practices:-**

1. Analysis and interpretation of student's performance; calculation of percentage, measure of central tendency, percentile & percentile rank.
2. Relationship of assessment with self esteem; motivation and identity as learner.

#### **Practicum/Field Work(Any one from the following)**

1. Prepare a diagnostic test of any subject from upper primary to senior secondary level, give suggestions for improvement.
2. Presentation of papers on examination and evaluation policies.
3. Individual appraisal of a school student through portfolio.
4. Prepare an annual plan for continuous and comprehensive evaluation at upper primary to senior secondary level any subject.
5. Construction, administration and interpretation of self made achievement text.

#### **Reference:**

1. अस्थाना, विपिन (2009) मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, अग्रवान प्रकाशन, आगरा।
2. पाल, हसराज एवं शर्मा, मंजूलता (2009), मापन आकलन एवं मूल्यांकन शिक्षा प्रकाशन, जयपुर।
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6. Paul, Black (2012). Assessment for learning McGraw.
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8. Ecclestone, Kathryn. Transforming formative assessment in life long learning. Mc Grau H,ll. Eng.2010

# Paper V

## Schooling, Socialisation and Identity

### Objectives:

#### The student teacher will be able:

- To become aware of the processes of socialisation at home and school that act as shaping factors in identity formation of the school-going child (in Indian contexts);
- To reflect critically on factors that shape identity formation and influence sense of self of the growing 'student' as well as 'teacher' in school as well as in out of school situations;
- To begin to understand the processes that have shaped/continue to shape one's own sense of identity as 'student' and a 'person' located in multiple social contexts and roles;
- To begin to become critically aware of 'self' and 'identity' and 'free' oneself through self-understanding, from tendencies that lead to crystallising and limiting of one's identity as a teacher and a human being; and
- To reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.

## COURSE CONTENT

### **UNIT 1: SOCIALISATION**

#### **1. Socialisation: Meaning, Nature and Processes.**

- (i) At home: family as a social institution; parenting styles and their impact; transmission of parental expectations and values.**
- (ii) At school: School as a social institution, value-formation.**
- (iii) In Society: Neighbourhood and Community.**

### **UNIT 2: EMERGENCE OF 'PERSON' AND 'IDENTITY'**

- 1. Aspirations: Meaning, positive & negative aspirations, realistic & unrealistic aspiration, Factors influencing aspirations.**
- 2. Self Concept: Meaning and Factors Affecting Self concept of Child.**
- 3. Identity Formation: Meaning, Influence of technology and globalisation.**

### **UNIT 3: SCHOOLING AND IDENTITY FORMATION:**

- 1. Schooling as a process of identity formation: ascribed, acquired and evolving.**
- 2. Factors influencing teacher-student relationship, early school experiences in Identity formation**
- 3. Role of the school in developing national, secular and humanistic Identities.**

### **UNIT-4: SOCIAL COMPLEXITIES & EDUCATION**

- 1. Social Complexities: Meaning, Concept and Causes.**
- 2. Role of teacher in coping with Social Complexities.**

### **UNIT 5: EVOLVING AN 'IDENTITY' AS A TEACHER**

- 1. The impact of one's own socialisation processes; awareness of one's own shifting identities as 'student', 'adult' and 'student-teacher' and influences that have acted/continue to act on oneself.**

2. Reflections on one's own aspirations and efforts in becoming a 'teacher'.

**Practicum/Field Work(Any one from the following)**

1. Prepare a reflective journal mentioning how the school teachers formed yourself concept.
2. Recall your childhood experiences about your social surroundings & recollect the persons who played an imposing role in forming yourself & identity.
3. Organise a Brain-storming session on the topic values can't be taught they are caught mention who was the prominent speakers & contributors.
4. Recall a situation where you find yourself ill treated write your experiences.
5. What you thought of teaching profession before joining this B.Ed. Program & what you think now after experiencing internship program. Prepare a note focusing on your weaknesses & strengths.

**Reference**

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## Paper-VI & VII Pedagogy of Hindi (Part II)

### पाठ्यक्रम के विशेष उद्देश्य

- भाषा की अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्त्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

### विषयवस्तु

#### इकाई – 1: सैकण्डरी व सीनीयर सैकण्डरी स्तर पर हिंदी भाषा का पाठ्यक्रम

1. सैकण्डरी व सीनीयर सैकण्डरी स्तर पर हिंदी भाषा के पाठ्यक्रम की पाठ्यवस्तु का परिचय
2. एनसीएफ 2005 एवं एनसीएफटीई 2009 के प्रावधानों में हिंदी भाषा को दिया गया महत्त्व
3. हिंदी भाषा पाठ्यक्रम की पाठ्यवस्तु की प्रकृति, विशेषताओं व विभिन्नताओं का अध्ययन
4. पाठ्यक्रम में सम्मिलित विभिन्न विधाओं का महत्त्व
5. हिंदी भाषा के पाठ्यक्रम में बदलती हुई प्रवृत्तियाँ

## इकाई – 2: हिंदी भाषा के शिक्षक में व्यावसायिक व सौन्दर्यात्मक मूल्यों का विकास

### सृजनात्मक भाषा के विविध रूप –

1. साहित्य के विविध रूप
2. स्कूली पाठ्यक्रम में साहित्य के स्तर व तदनुसार पढ़ने-पढ़ाने की चुनौतियाँ
3. अनुवाद कला और सौंदर्य में भाषा के चमत्कार के प्रसंगों को समझाना
4. स्कूली पाठ्यचर्या में मीडिया की भूमिका व प्रासंगिकता

### साहित्यिक अभिव्यक्ति के विविध रूप –

1. कविता को पढ़ने-पढ़ाने की कला व चुनौतियाँ
2. गद्य की विविध विधाओं को पढ़ने-पढ़ाने के विभिन्न चरण
3. नाटक को पढ़ने-पढ़ाने के नवीन तरीके
4. हिंदी के विविध विधाओं के आधार पर गतिविधियों का निर्माण
- 5.

## इकाई – 3: हिंदी भाषा के अधिगम स्रोत व पाठ्य-सामग्री का निर्माण

1. दृश्य – श्रव्य सामग्री, रेडियो, टेलीविज़न फिल्में, भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)
2. शब्दकोष उपयोग की महत्ता

## गतिविधि/पोर्टफोलियो/परियोजना कार्य (कोई एक)

1. हिंदी साहित्य में उल्लिखित किसी भी लेख या कविता के उन 10 अंशों/कविता पंक्ति का उल्लेख करो जो आपको अत्यन्त मार्मिक लगी। यह भी उल्लेख करें कि वह आपके अन्तःकरण को क्यों छू गई।
2. किसी प्राकृतिक तत्व/उपादान यथा (चन्द्रमा, रात्री, उषा, वर्षा, पेड़) पर आधारित करते हुए काव्यात्मक/भावमय लेख या कविता लिखें तथा उस पर अपने महाविद्यालय शिक्षकों/साथियों से समीक्षात्मक टिप्पणी लें।
3. हिंदी भाषा में लिखित अत्यन्त छोटी कविताओं ( लगभग 2 से 6 पंक्ति) का संग्रह कर उनका रिकार्ड संधारण करें तथा उन्हें कंठस्थ करें।

## संदर्भ पुस्तकें :

- 1.हिन्दी शिक्षण रमन बिहारीलाल
- 2.हिन्दी भाषा शिक्षण भाई योगेन्द्रजीत
- 3.माध्यमिक विद्यालयों में हिन्दी शिक्षण निरंजनकुमार सिंह
- 4.हिन्दी भाषा शिक्षण भोलानाथ तिवारी तथा कैलाशचंद भाटिया
- 5.भाषा शिक्षण रविन्द्रनाथ श्रीवास्तव

- 6.मानक हिन्दी व्याकरण आचार्य रामचन्द्र वर्मा
- 7.भाषा ब्लूम फील्ड
- 8.शुद्ध हिन्दी डॉ० भागीरथ मिश्र
- 9.हिन्दी उच्चारण एवं वर्तनी भगवती प्रसाद शुक्ल
- 10.हिन्दी की ध्वनियों और उनका शिक्षण के.के.सुखिया
- 11.अभिव्यक्ति विज्ञान – भोलानाथ तिवारी तथा कृष्ण दत्त शर्मा
- 12.व्यावहारिक हिन्दी व्याकरण – हरदेव बाहरी
- 13.नागरी लिपि और हिन्दी वर्तनी – अनन्त चौधरी
- 14.शब्दार्थ दर्शन – रामचन्द्र वर्मा
- 15.भाषा सम्प्राप्ति मूल्यांकन – के.जी.रस्तोगी
- 16.हिन्दी शब्दानुशासन – किशोरीदास वाजपेयी

# **Paper-VI & VII**

## **Pedagogy of English**

### **(Part II)**

#### **Objectives**

**The student teacher will be able:**

To understand the role and importance of English and its cultural background.

To be able to develop creativity among learners.

To be able to know the place of English in curriculum.

To understand the use of language in context, such as grammar and vocabulary in context.

To be able to practice the language teaching skills.

To understand and prepare various kinds of lesson plans.

To understand the relationship between curriculum, syllabus and textbooks in English

To appreciate the use of audio, audio-visual aids and ICT (Internet and Computer Technology)

Understand and develop the professional competencies & skills

## **COURSE CONTENT**

### **UNIT 1: LANGUAGE, LITERATURE AND AESTHETIC DEVELOPMENT OF A TEACHER**

- 1. Literature in the school curriculum: Needs, objectives and relevance**
- 2. Translation: Importance and need**
- 3. Teaching of Different Forms of English Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in English;**
- 4. Professional Development of English Teacher.**

### **UNIT 2: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS**

- 1. Understanding the relationship between curriculum, syllabus and textbook**
- 2. Selection of materials; Development of activities and tasks**
- 3. Connecting learning to the world outside**
- 4. Moving away from rote-learning to constructivism**
- 5. Teacher as a researcher.**

### **UNIT 3: TEACHING-LEARNING MATERIALS AND AIDS**

1. Print media-Magazines, News papers
2. Class libraries, audio-visual aids including CALL programmes; Radio, T.V., Films
3. Planning co-curricular activities (discussion, debates, workshops, seminar etc.);
4. Importance of Language labs

#### **Suggested Activities/Practicum/Field work (Any one)**

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

#### **References:**

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

# Paper-VI & VII

## Pedagogy of Sanskrit

### (Part II)

#### Objectives:

##### The student teacher will be able:

- To understand the role and importance of Sanskrit and its cultural background.
- To be able to develop creativity among learners.
- To be able to know the place of Sanskrit in curriculum.
- To understand the use of language in context, such as grammar and vocabulary in context.
- To be able to practice the language teaching skills.
- To understand and prepare various kinds of lesson plans.
- To understand the relationship between curriculum, syllabus and textbooks in Sanskrit.
- To appreciate the use of audio, audio-visual aids and ICT (Internet and Computer Technology).

## COURSE CONTENT

### **UNIT-I: Sanskrit Curriculum**

1. Understanding the relationship between curriculum, syllabus and textbook .
2. Selection of materials; Development of activities and tasks.
3. Connecting learning to the world outside.
4. Moving away from rote-learning to constructivism.
5. An overview of the textbook contents of Secondary & Senior Secondary Level.

### **UNIT -II: Learning Resources in Sanskrit**

1. Print media, Internet, Books from Most famous Books Centres of India
2. Other reading materials, such as learner-chosen texts, magazines, newspapers, class libraries, etc.
3. ICT, audio, video and audiovisual aids, films, language labs etc;

### **UNIT -III Professional Development of Sanskrit Teacher**

1. Qualities of a good Sanskrit Teacher.
  2. Teaching values through organisational setup & teachers' behaviour.
- Developing competencies to prepare a LESSON PLAN BASED ON THE FOLLOWING CONCEPTS

- a. Teaching with Creativity.
- b. Teaching with ICT support.
- c. Teaching with Spiritual Practices.
- d. Teaching through Dialogue and Brainstorming.

e.

**Suggested Activities/Practicum/Field Work (Any one of the following)**

Select any text book of Sanskrit subject and analyse it from the point that how it is developing cultural, social, ethical & aesthetic values.

Search on internet some major Classical/Mythological book selling centres of India and list them with some small descriptions on them

Collect 20 Neeti Slokas of Sanskrit and distribute/recite them among the students & keep a filed record of the same with you.

**REFERENCES**

1. Apte, D.G.and Dongre, P.K. Teaching of Sanskrit in Secondary School.
2. ब्लूम फील्ड, अनुवादक-प्रसाद, डॉ० विश्वनाथ,{1968}'भाषा'दिल्ली-7 बंगलो रोड जवाहरनगर ।
3. Bokil, V.P. and Parason, M.R.: A New Approach to Sanskrit, Lokasangrapa Press, Poona.
4. चौबे, बी.एन. संस्कृत शिक्षण
5. चतुर्वेदी एस.आर. संस्कृत शिक्षण
6. K.Verma Raja : Teaching of Sanskrit.
7. Kale, M.R. : The Higher Sanskrit Grammar.
8. Lado, Robert (1961). "Language Teaching". London : Longman.
9. मित्तल, डॉ. सन्तोष (1999-2000), संस्कृत शिक्षण, मेरठ, आर लाल डिपो ।
10. नारंग, वैशना (1996), सम्प्रेषणात्मक भाषा शिक्षण, नई दिल्ली प्रकाशन संस्थान दयानंद मार्ग ।
11. सफाया आर.एन. (1990), संस्कृत शिक्षण, चण्डीगढ़, हरियाणा साहित्य अकादमी ।
12. Sharma, Bela Rani, (2002) "Modern Methods of Teaching Sanskrit". New Delhi 110088.

## Paper-VI& VII Pedagogy of Rajasthani (Part II)

### उद्देश्य

- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्त्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों की भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह अधिगम स्रोत जुटाना
- राजस्थानी भाषा के शिक्षक का व्यावसायिक विकास करना

### विषयवस्तु

#### इकाई – 1: सीनीयर सैकण्डरी स्तर पर राजस्थानी भाषा का पाठ्यक्रम

1. सीनीयर सैकण्डरी स्तर पर राजस्थानी भाषा के पाठ्यक्रम की पाठ्यवस्तु का परिचय
2. एनसीएफ 2005 एवं एनसीएफटीई 2009 के प्रावधानों में स्थानीय परिवेश व भाषाओं को दिया गया महत्व
3. राजस्थानी भाषा पाठ्यक्रम की पाठ्यवस्तु की प्रकृति, स्वरूप व विभिन्नताओं का अध्ययन

#### इकाई – 2: राजस्थानी भाषा के अधिगम स्रोत

1. अनौपचारिक: परिवार, चौपाल, सामाजिक आयोजन, त्योहार,
2. औपचारिक: शब्दकोष, रेडियो, अखबार, कम्प्यूटर, संग्रहालय, विभिन्न दस्तावेज
3. शिक्षण में अच्छी परम्परागत सहायक सामग्रियाँ व उनकी विशेषताएँ

### इकाई – 3: राजस्थानी भाषा के शिक्षक का विकास

1. राजस्थानी भाषा के शिक्षक के ज्ञान पक्षों का विकास: राजस्थानी भाषा के प्रमुख रचनाकारों व कृतियों की जानकारी, प्रचलित प्रमुख लोकोक्तियाँ व मुहावरों की जानकारी व उक्त जानकारी विकसित करने के तरीकों पर चर्चा।
2. राजस्थानी भाषा के शिक्षक के सामाजिक पक्षों का विकास: स्थानीय परिवेश व संस्कृति की जानकारी, परम्पराओं की जानकारी, लोकगीतों व लोककथाओं व सांस्कृतिक मेलों की जानकारी उक्त जानकारी विकसित करने के तरीकों पर चर्चा।
3. राजस्थानी भाषा के शिक्षक के व्यावसायिक पक्षों का विकास: विभिन्न प्रकार की वांछित शिक्षण व सम्प्रेषण दक्षताओं का विकास।

### गतिविधि / पोर्टफोलियो / परियोजना कार्य (कोई एक)

1. कक्षा 11 वीं या 12 वीं स्तर की राजस्थानी विषय की पाठ्यपुस्तक की समीक्षा कीजिए।
2. राजस्थानी काव्य में राष्ट्रीय मूल्यों से ओतप्रोत किन्ही दो कविताओं की समालोचना कीजिए।
3. राजस्थानी भाषा के लोक गीतों में भाषा के अलग-अलग स्वरूपों का संकलन कीजिए।

### संदर्भ पुस्तकें :

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

# Paper-VI & VII

## Pedagogy of Urdu

### (Part II)

#### Objectives:

##### **The student teacher will be able:**

- To understand the relation between literature and language;
- To Understand and appreciate different forms of language;
- To be able to develop creativity among learners;
- To understand the use of language in context, such as grammar and vocabulary;
- To be able to develop activities and tasks for learners;
- To understand about the teaching of poetry, prose and drama;
- To develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- To develop and use teaching aids in the classroom both print and audiovisual material, and ICT (Internet and Computer Technology)
- To 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;
- To understand need and function of language lab

## COURSE CONTENT

### **UNIT-I: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS**

1. Understanding the relationship between curriculum, syllabus and textbook
2. Moving away from rote-learning to constructivism
3. A surface introduction to the curriculum at secondary & Senior Secondary Level.

### **UNIT II: Learning Resources in Urdu**

1. Print media- magazines, news-papers
2. Audio-visual aids, Radio, T.V. Films;
3. Planning co-curricular activities (discussion, debates, workshops, seminar, Musayra); Language labs, etc.

## **UNIT-III: LANGUAGE, LITERATURE AND AESTHETIC DEVELOPMENT OF TEACHER**

1. Literature in the school curriculum: Needs, objectives and relevance
2. Translation: Importance and need Main literary movements of Urdu literature- Aligarh Movement, Progressive Movement
3. Main Schools of Urdu Poetry-Dabistan-eLukhnow; Dabistan-e-Delhi
4. Various forms of Urdu literature :Prose-Novel, Afsana, Drama, Inshaiya: Poetry- Ghazal, Nazm, Qasida, Marsiya and Masnavi
5. Qualities of a good Urdu Teacher

### **Suggested Practicum/Activities/Field work(Any one)**

1. Organise a workshop/seminar/conference on the topic ‘Language of Children’ or any other similar related topic & prepare a report
2. Prepare a list of 10 idioms (using them in sentences) and 10 proverbs (explaining them) in Urdu.
3. Select any Urdu Shayar’s work on the website [www.kavita-kosh.org](http://www.kavita-kosh.org) and critically evaluate the same.

### **References**

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

# Paper-VI& VII

## Pedagogy of Mathematics

### (Part II)

#### **OBJECTIVES:**

##### **Students-teachers will be able-**

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

### **COURSE CONTENTS**

#### **Unit: 1 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.

#### **Unit: 2 Learning resources in mathematics**

1. Recreational Activities: Mathematics Club, Fairs, Games, Quiz, Puzzles, Project.
2. Importance and setting up of Mathematics Laboratory.
3. Support Material: Text books of Mathematics, Reference Material, Community resources.

#### **Unit: 3 Professional Development of Mathematics Teacher**

1. Importance of in-service programmes for mathematics teacher.
2. Development of professional competencies of mathematics teacher.
3. Professional ethics of mathematics teacher.

#### **Practicum/Field Work- Any one of the following-**

1. Critical appraisal of existing Mathematics Syllabus of secondary classes as prescribed by State Board.
2. Organise any mathematical Game in the class (VI-X any one) and write your Experiences.
3. Write a reflective Journal on 'Professional Ethics of Mathematics Teacher'.

## **Reference**

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2. मंगल, एस.के. (2005) "गणित शिक्षण" आर्य बुक डिपो, नई दिल्ली
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# **Paper-VI & VII**

## **Pedagogy of Physical Science**

### **(Part II)**

#### **Objectives-**

##### **Student-teachers will be able:-**

- To understand the approaches of curriculum construction.
- To explore new trends in Physical Science curriculum.
- To explore different ways of creating learning situations for different concepts of Physical science.
- To facilitate development of scientific attitudes in learners.
- To select appropriate learning resources and teaching –learning
- To Develop ability to use Physical science concepts for life skills.
- To Develop competencies for teaching, learning of Physical science through different measures.
- To introduce with Professional development programmes of teachers

## **COURSE CONTENT**

### **Unit 1: Physical Sciences curriculum**

1. Principles and approaches of curriculum construction.
2. New trends in Physical curriculum.
3. A critical appraisal of existing Physical Science curriculum at senior secondary stage.

### **Unit 2: Learning Resources in Physical Sciences**

1. Learning resources : Science club, fair, exhibition, projects, quiz, Puzzles, Scrap Book.
2. Developing science kit and Physical science laboratory, Use of ICT.
3. Physics text books and reference materials.

### **Unit 3: Professional Development of Teacher**

1. Professional development programs for teachers; planning, organization & evaluation.
2. Professional Ethics of Physical Science teacher.
3. Reflective & Innovative practices in professional development of teacher.

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

1. Preparation of Scrap book containing original Scientific Cartoons/Stories/Latest articles/play etc. useful for physics teaching.
2. Analyse physical science textbooks (Senior secondary Level) in the light of the syllabus and from the perspective of the child.
3. List out few Qualities of good Physics Teacher.

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# Paper-VI & VII

## Pedagogy of Chemistry

### (Part II)

#### Objectives-

##### Student-teachers will be able:-

- To understand the approaches of curriculum construction.
- To explore new trends in Chemistry curriculum.
- To explore different ways of creating learning situations for different concepts of Chemistry.
- To facilitate development of scientific attitudes in learners.
- To select appropriate learning resources and teaching –learning material
- To develop ability to use Chemistry concepts for life skills.
- To develop competencies for teaching, learning of Chemistry through different measures.
- To introduce with Professional development programmes of teachers.

## COURSE CONTENT

### Unit 1: Chemistry Curriculum

1. Principles and approaches of curriculum construction.
2. New trends in Chemistry curriculum.
3. A critical appraisal of existing Chemistry curriculum at senior secondary stage.

### Unit 2: Learning Resources in Chemistry

1. Learning resources: Science club, fair, exhibition, projects, quiz, Puzzles, Scrap Book.
2. Developing science kit and Chemistry laboratory, Use of ICT.
3. Chemistry text books and reference materials.
- 4.

### Unit 3: Professional Development of Teacher

1. Professional development programmes for teachers; planning, organization & evaluation.
2. Professional Ethics of Chemistry teacher.
3. Reflective & Innovative practices in professional development of teacher.

### Practicum/Field Work – (Any one of the following)

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

### References-

1. Yadav, M.S. 1995, Teaching of Chemistry, Anmol Publication, New Delhi.
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3. Yadav, M.S. 2000: Teaching Science at Higher level, Anmol Publications, New Delhi.
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# Paper-VI & VII

## Pedagogy of Biological Science

### (Part II)

#### **Objectives: -**

#### **Student-teachers will be able to:-**

- To understand the approaches of curriculum construction.
- To explore new trends in Biological Science curriculum.
- To explore different ways of creating learning situations for different concepts of biological science.
- To facilitate development of scientific attitudes in learners.
- To Select appropriate learning resources and teaching –learning material
- To develop ability to use biological science concepts for life skills.
- To develop competencies for teaching, learning of biological science through different measures.
- To introduce with Professional development programmes of teachers.

## COURSE CONTENT

### **Unit 1: Biological Science Curriculum**

1. Principles and approaches of curriculum construction.
2. New trends in Biological science curriculum.
3. A critical appraisal of existing Biological science curriculum at Senior secondary stage

### **Unit 2: Learning Resources in Biological Science**

1. Learning resources: science club, fair, exhibition, projects, quiz, Puzzles, Poster Making.
2. Developing science kit and biological science laboratory, Use of ICT.
3. Text books and reference materials.

### **Unit 3: Professional Development of Teacher**

1. Professional development programs for teacher; planning, organization& evaluation.
2. Professional Ethics of Biological Science teacher.
3. Reflective & Innovative practices in professional development of teacher.

### **Practicum/Field Work (Any one of the following)**

1. Being a Biology teacher how you will remove superstitions from the Society. Report your Strategic planning.
2. Plan and Organize a Quiz Competition in a school, on the themes of Biology. Report entire activity
3. Group Discussion on ‘Professional Ethics of Biological Science teacher’ . Write your conclusions.

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2. Sharma, L.M., 1977: Teaching of Science & Life Science, DhanpatRai&Sons,Delhi
3. Kulshrestha, S.P., 1988: Teaching of Biology,Loyal Book Depot ,Meerut

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9. Ediger,Marlow&Rao, D.B., 2003 : Teaching Science Successfully Discovery Publishing House, New Delhi
10. Mangal, S.K., 1996: Teaching of Science, Arya Book Depot, New Delhi
11. Dave,R.H., 1969 : Taxonomy of Educational objectives & Achievement Testing, London University Press, London.
12. Sood,J.K., 1989 : New Directions in Science Teaching, Kohli Publishers, Chandigarh.

# Paper-VI & VII

## Pedagogy of General Science

### (Part II)

#### **Objectives: -**

#### **Student-teachers will be able:-**

- To understand the approaches of curriculum construction.
- To explore new trends in General Science curriculum.
- To explore different ways of creating learning situations for different concepts of General science.
- To facilitate development of scientific attitudes in learners.
- To Select appropriate learning resources and teaching –learning material
- To develop ability to use General science concepts for life skills.
- To develop competencies for teaching, learning of General science through different measures.
- To introduce with Professional development programmes of teachers.
- To plan organization and report on various programmes of Professional development of teachers.

## COURSE CONTENT

### **Unit 1: General Science curriculum at secondary level**

1. Principles and approaches of curriculum construction.
2. New trends in General science curriculum.
3. A critical appraisal of existing General science curriculum at secondary stage.
4. Enrichment in General science teaching for developing scientific creativity.

### **Unit 2: Learning Resources General Science**

1. Learning resources : club, exhibition, projects, quiz, fair, Puzzles .
2. General science laboratory- Set up and importance.
3. Text books and reference materials.

### **Unit 3: Professional Development of Teacher**

1. Professional development programmes for teacher; planning, organization & evaluation.
2. Professional Ethics of general Science teacher.
3. Reflective & Innovative practices in professional development of teacher.

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

1. Analyse General Science Curriculum of upper primary classes(VI-VIII) and Give your Suggestions keeping in mind the recommendations of NCF 2005.
2. Arrange an activity for the students where they will Face a problem to be solved Creatively like- make paper planes(*Hawai jahaj*) and fly it to maximum Distance, move/ let it fall an empty bottle kept in a shut room( without touching it)etc. Report your Observations and Interesting Findings
3. Organise a group discussion on ‘Reflective & Innovative practices in professional development of teachers’ and summarize your conclusions.

## References

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2. Sharma, L.M. (1977): Teaching of Science and Life Sciences, DhanpatRai& Sons, Delhi.
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# Paper-VI & VII

## Pedagogy of Home Science

### (Part II)

#### **Objectives: -**

#### **Student-teachers will be able:-**

- To understand the approaches of curriculum construction.
- To explore new trends in Home Science curriculum.
- To explore different ways of creating learning situations for different concepts of Home science.
- To select appropriate learning resources and teaching –learning material
- To develop ability to use Home science concepts for life skills.
- To develop competencies for teaching, learning of Home science through different measures.
- To introduce with Professional development programs of teachers.
- To plan organization and report on various programs of Professional development of teachers.

## COURSE CONTENT

### **Unit 1: Home Science Curriculum**

1. Principles and approaches of curriculum construction.
2. New trends in Home science curriculum.
3. A critical appraisal of existing Home science curriculum at Senior secondary stage.

### **Unit 2: Learning Resources in Home Science**

1. Learning resources : Exhibition, projects, quiz, Puzzles , Posters.
2. Home science laboratory, Use of ICT.
3. Text books and reference materials.

### **Unit 3: Professional Development of Teacher**

1. Professional development programs for teacher; planning, organization& evaluation.
2. Professional Ethics of Home Science teacher.
3. Reflective & Innovative practices in professional development of teachers.

### **Practicum/Field Work (Any one of the following)**

1. Write a reflective Journal on ‘Use of ICT in achieving goals of home science teaching’
2. Critical Appraisal of Home Science laboratory of any senior secondary school.
3. Group Discussion on ‘Professional Ethics of Home Science teacher’ .Write your Conclusions.

### **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
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# Paper-VI & VII

## Pedagogy of Social Sciences

### (Part II)

#### Objectives

The Student-teachers will be able-

- To develop an understanding of the Curriculum of Social sciences at secondary level
- To develop ability to do the content analysis
- To develop various teaching learning resources for efficient teaching & learning
- To develop professional skills to become a proficient teacher
- To develop an aptitude professional commitment & conviction

## COURSE CONTENT

#### Unit 1: Social Science Curriculum

1. Principles approaches of curriculum construction.
2. New trends in social science curriculum.
3. A critical appraisal of existing social science curriculum at secondary stage.

#### Unit 2: Learning Resources in Social Science

1. Learning resources: club, exhibition, projects, quiz, social survey, social science laboratory, text books and other reference materials, Museum.
2. Use of ICT.

#### Unit 3: Professional Development of Teacher

1. Professional competencies of subject teacher.
2. Professional development programmes for teachers.
3. Reflective & Innovative practices in professional development of teachers.

#### Practicum/Field Work (Any one)

1. Prepare and present a lesson through power point presentation on any topic of your choice.
2. Mark any one student with less than 60% marks in social science, diagnose their difficulties and give appropriate remedial measure.
3. Read a book related to professional development of teacher and prepare an abstract.

#### References

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# Paper-VI & VII

## Pedagogy of Civics

### (Part II)

#### Objectives

The contents will enable the student teacher to

- Develop an understanding of the contents of secondary and senior secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

## COURSE CONTENT

### Unit 1: Civics Curriculum

1. Principles and approaches of curriculum construction.
2. New trends in Civics curriculum.
3. A critical appraisal of New trends in Civics curriculum at Secondary & Senior Secondary Stage.

### Unit 2: Learning Resources in Civics

1. Learning resources - Exhibition, Projects, Quiz, Civics Room, Text Books and other reference materials.
2. Use of ICT.

### Unit 3: Professional Development of Teacher

1. Professional competencies of Civics teacher.
2. Professional development programmes.
3. Reflective & Innovative practices in professional development of teacher.

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

1. Visit any Institution under Panchayati Raj and collect its institutional profile through structured/unstructured interview.
2. Do the content analysis of any book of Civics from the state board & find out the obsolete/irrelevant/repeated contents
3. Collect the details of various pressure groups operating in local politics & mention how they affect the political on-goings

### References

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श्रीमती संध्या मुखर्जी : नागरिक शास्त्र शिक्षण, प्रकाशन केन्द्र, लखनऊ, 1985-86।

## **Paper-VI & VII**

### **Pedagogy of Geography**

#### **(Part II)**

#### **Objectives**

**The contents will enable the student teacher to**

Develop an understanding of the contents of secondary and senior secondary level

Develop ability to do the content analysis

Develop various teaching learning resources for efficient teaching & learning

Develop professional skills to become a proficient teacher

Develop an aptitude professional commitment & conviction

### **COURSE CONTENT**

#### **Unit 1: Geography Curriculum**

- 1. Principles and approaches of curriculum construction.**
- 2. New trends in Geography curriculum.**
- 3. A critical appraisal of New trends in Geography curriculum at Secondary & Senior Secondary Stage.**

#### **Unit 2: Learning Resources in Geography**

- 1. Learning resources: Exhibition, Projects, Quiz, Text Books and other reference materials.**
- 2. Geography Lab, Use of ICT.**

#### **Unit 3: Professional Development of Teacher**

- 1. Professional competencies of Geography teacher.**
- 2. Professional development programmes.**
- 3. Reflective & Innovative practices in professional development of teachers.**

#### **Practicum/Field Work (Any one)**

- 1. Prepare a Teaching Model as a teaching aid for teaching Geography at secondary level .**
- 2. Make a detailed pictorial Project on the ‘Great Barrier Reef’ Prepare it in such a way that students can refer it for extensive learning**
- 3. Ask the people of community about the Moon Eclipse & Sun Eclipse & their superstitious & mythical thoughts associated with the concept. Compile the interesting facts and present them in class.**

#### **References**

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- 7. Barnard, H.C.: Principles and Practice of Geography Teaching, London University, Tutorial press, 1953.**
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- 10. Gopsil, G.H.: The Teaching of Geography, Macmillan K Co.Ltd, London, 1958.**
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# Paper-VI & VII

## Pedagogy of History

### (Part II)

#### Objectives

The Student-teachers will be able-

- To develop an understanding of the Curriculum of History at Senior secondary level
- To develop ability to do the content analysis
- To develop various teaching learning resources for efficient teaching & learning
- To develop professional skills to become a proficient teacher
- To develop an aptitude professional commitment & conviction

## COURSE CONTENT

#### Unit 1: History Curriculum

1. Principles and approaches of curriculum construction.
2. New trends in history curriculum.
3. A critical appraisal of existing history curriculum at senior secondary stage.

#### Unit 2: Learning Resources in History

1. Learning resources: Exhibition, projects, quiz, history room, text books and other reference materials, Museum.
2. Use of ICT.

#### Unit 3: Professional Development of Teacher

1. Professional competencies of subject teacher.
2. Professional development programmes.
3. Reflective & Innovative practices in professional development of teacher.

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

1. Pick any event from the history of colonial India & State how that event is still having its impact on the present days happenings.
2. Prepare a power point presentation on any historical fort.
3. Write a note on any eminent historical writer of medieval era.

#### References

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

## **Pedagogy of Economics**

### **(Part II)**

#### **Objectives**

**The contents will enable the student teacher to**

Develop an understanding of the contents of secondary and senior secondary level

Develop ability to do the content analysis

Develop various teaching learning resources for efficient teaching & learning

Develop professional skills to become a proficient teacher

Develop an aptitude professional commitment & conviction

## **COURSE CONTENT**

#### **Unit 1: Economics Curriculum**

1. Principles and approaches of curriculum construction.
2. New trends in Economics Curriculum
3. A critical appraisal of New trends in Economics curriculum at Secondary & Senior Secondary Stage.

#### **Unit 2: Learning Resources in Economics**

1. Learning resources: Exhibition, Projects, Quiz, Economics Room, Text Books and other reference materials, Financial Institutions.
2. Use of ICT.

#### **Unit 3: Professional Development of Teacher**

1. Professional Competencies of economics Teacher.
2. Professional development Programmes.
3. Reflective & Innovative practices in Professional development of teacher.

#### **Practicum/Field Work (Any one of the following)**

1. Make a complete profile of a Business House of India including the inception, set up, product range, product mix and the revenue output
2. Prepare a report on any Monopolistic or Oligopolistic market situation of state.
3. Prepare two articles from the 'Economic Times' news paper which must be related to some issue of international crisis

#### **References**

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

## **Paper-VI & VII**

### **Pedagogy of Music**

#### **(Part II)**

#### **Objectives:**

##### **The Student- teacher will be able:**

- To understand the contents of Music at senior secondary level.
- To understand the nature of contents at school level.
- To know the learning resources of music
- To grow professionally

## **COURSE CONTENT**

### **UNIT I- Music Curriculum**

1. Understanding the contents of Music at senior secondary level.
2. Balance of Instrumental & vocal part of music.
3. Practical lab work assigned in book.

### **UNIT II Learning Resources in Music**

1. Music House Trips, Community resources, Music conference, Music competition, Formal & Informal Institutions.
2. Various Music labs and E-resources.

### **UNIT III Professional Development of a Music Teacher**

1. The Aesthetic and personal qualities of a Music teacher.
2. Changing trends in the Music.
3. Best Utilization of Music talent in teaching.
4. Use of Local folks prevalent in the local community.

### **Practicum/Field Work (Any one of the following)**

- 1 Organize a Music competition in college in the presence of expert musicians. Compile a report of the event.
- 2 Make a pictorial & descriptive biography of a renowned singer of India or abroad and file it for assessment.
- 3 Interview a musician about how they got inclined towards music & evolved a career out of it. Prepare a summary.

### **REFERENCE:**

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

# **Paper-VI & VII**

## **Pedagogy of Business Studies**

### **(Part II)**

#### **OBJECTIVES:**

**The Student- teacher will be able :**

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

## **COURSE CONTENT**

### **UNIT - I: Business Studies Curriculum**

1. Principles and approaches of curriculum construction.
2. A critical appraisal of existing Business Studies Curriculum at Senior Secondary stage .
3. New trends in Business Studies.

### **UNIT - II: Learning Resources in Business Studies**

1. Learning Resources: Books, Journals, Newspapers, Self-explanatory & User-friendly Software, Internet, Encyclopedia, Customized Teaching Modules.
2. Teaching with the help of Digital Boards and Traditional support.
3. E- Business: Meaning, Process, Benefits, Limitations.

### **UNIT - III: Professional Development of Business Studies Teacher**

1. Knowledge Building: Understanding of: Business Communication skills, General Business competencies.
2. Professional Ethics of Business Studies teacher.
3. Learning to teach Business Studies through Innovative Practices.
4. Career & growth prospects in Business field.

### **Practicum/ Field work (Any one of the following)**

1. Classify the contents and the sub-contents at 11<sup>th</sup> and 12<sup>th</sup> level according to their nature and give suggestions to add something in them or remove something.
2. Interview any person who does the management of some moderately good size business & find out the difficulties faced by him/her.
3. Conduct a SWOT (Strength, weakness, opportunities, threats) analysis of the prime character of any movie related to business affairs.

## **References:**

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

# **Paper-VI & VII**

## **Pedagogy of Financial Accounting**

### **(Part II)**

#### **OBJECTIVES:**

##### **The Student- 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 preparing an achievement test.

To develop commercial efficiency among students

## **COURSE CONTENT**

### **UNIT - I: Financial Accounting Curriculum**

1. Principles and approaches of curriculum construction.
2. A critical appraisal of existing Financial Accounting Curriculum at Senior Secondary stage.
3. New trends in Financial Accounting.

### **UNIT - II: Learning Resources in Financial Accounting**

1. Learning Resources through ICT.
2. Teaching Financial Accounting with the help of Digital Boards and Traditional support.
3. E-Accounting: Meaning, Process, Benefits, Limitations.

### **UNIT - III: Professional Development of Financial Accounting Teacher**

1. Knowledge Building: Knowing Latest Accounting standards, Introduction to Indian Stock Market, Understanding Modern ways of money transaction: E-Banking, Mobile Banking, global Trends.
2. Professional Ethics of F.A. Teacher.
3. Learning to teach Financial Accounting through Innovative Practices.

### **Practicum/ Field work (Any one of the following)**

1. Classify the contents and the sub-contents at 11<sup>th</sup> and 12<sup>th</sup> level according to their nature and give suggestions to add something in them or remove something.
2. Interview any person who does the organizational accounting & find out the difficulties faced by him/her.
3. Describing all functions of ATM machine as a money transaction device, mention its limitations & your personal experience with ATM's.

## **References:**

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

# Paper –VIII

## Art And Aesthetics

### Part II

#### **Objectives:**

**The student teacher will be able to:**

Understand the important concepts and Prepare unit plan, Lesson plan and yearly plan for different classes.

Critically evaluate existing school syllabuses and textbooks.

Prepare suitable teaching aids and use them in the classroom effectively.

Fulfilment of an individual's potentials through fine art.

Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.

Appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange.

Experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content.

Understanding basics of different Art forms - impact of Art forms on the human mind.

Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.

Enhance skills for integrating different Art forms across school curriculum at secondary level

## COURSE CONTENT

### **Unit – I Art and Creative Teaching**

1. Indian Folk art and Creative Art.
2. Contribution of Art Teaching.
3. Co-relation with other Subject.

### **Unit – 2: Methods and Techniques of Art Teaching.**

1. Lecture cum demonstration, Question-answer techniques.
2. Discussion, Group work and Assignments.
3. Use of ICT in art teaching.

### **Unit – 3: Learning Resources of Art Education.**

1. Types of primary and secondary resources: data from field, textual material, journals, magazines, newspaper.
2. Teaching Aids- Meaning, Importance and types of teaching Aids.
3. Art laboratory.

### **Unit – 4: Developing Aesthetic Values**

1. Arts in the classroom, Music in the classroom, Drama as a teaching technique.
2. Developing Aesthetic Values through Music, Dance and Drama.

## **Unit – 5: Continuous & Comprehensive Evaluation of Music Dance & Drama**

1. Continuous and Comprehensive Evaluation (CCE) in art education.
2. Characteristics of Assessment in art education: Types of questions for testing quantitative and qualitative skill.
3. Qualities of a good Art Teacher.

### **Practicum/Field work :- ( Any Five of the following)**

1. Viewing/listening to live and recorded performances of Classical and Regional Art forms & compile your personal feelings on it.
1. Local field trip for understanding working process of any art work or Art gallery/art form & mention experiences.
2. Organize an exhibition on Hand made things
3. Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, folk performances in the community.
4. Planning and establishment of an art gallery in school.
5. Make five different teaching materials using different type of teaching aids (chart,
6. Individual appraisal through aesthetic portfolio.
7. While you were in internship if you found any student worth evaluating on any of the aesthetic arts (Music, Dance, and Drama) make an individual port folio & submit it in college.
8. Draw Caricatures of three renowned Historical personalities.
9. Pick out art based articles and paintings from famous newspapers and compile the collected information.

### **References:**

George Conard : The process of Art education in the elementary school Practice Hall, inc. England, Cliets No. 1, 1964.

Ruth Dunneth : ‘Art and child personality’, Methuen and Co. Ltd. London 1945.

Arya Jaides : Kala Ke Adhyapana, Vinod Pustak Mandi, Agra.

Kiya Shikshak : Vol. No. 4 April, 1966, Special Number, Art Education, Published by Department of Education, Rajasthan, Bikaner.

AAMS : Memorandum on the teaching of Art London.

Jeswani K K (1950) Teaching and appreciation arts in schools, Atma Ram and sons Delhi

Krishnamurty J(1973) Education & Significance of life, B I Publications Bombay.

Kala Shikshan, BSTC, rajasthan Pathya Pustak Mandal, Jaipur.

Veer Ram Avtaar, Bhartiya Sangeet ka Itihaash,(2001) Radha Publication, Delhi

Singh Chitra Lekha, Arts Education, Vinod Pustal Mandir, Agra

# Paper IX

## Health and Physical Education

### Part II

#### **Objectives:**

##### **The student teacher will be able:**

- To help the students to understand the complexities with growth and development.
- To enable the students to understand & manage stress and strain.
- To develop a positive self concept & keep a healthy relationship with family members & peers.
- To develop healthy sports-man-ship & responsible sexual behaviour.
- To be able to understand the causes of pollution & measures to prevent them.
- To be able to prevent occupational Health Hazards.
- To develop physical fitness and gaming skills.
- To develop health practices and help them in understanding the interdisciplinary nature of Health & Physical Education.

## COURSE CONTENT

### **Unit –I Growth and Development**

1. Growth and development of children at different ages, their needs.
2. Psycho-Social Development; Physical, emotional and mental changes during adolescence.
3. Parent-peer-adolescent relationship; Myths and misconceptions regarding growing-up.

### **Unit – II Diseases**

1. Communicable and Non-communicable diseases : Meaning, Causes, Types and Preventive Measures.
2. Reproductive and sexual health, hygiene, Harmful effects of self-medication and patient's rights.

### **Unit –III: Health Hazards**

1. Occupational health hazards and its prevention.
2. Types of Intoxicants and Prevention.
3. Anti-mosquito and anti-rodent measures.
4. Health Hazard due to modern life style and its effect on biological clock.

### **Unit –IV Fundamentals of Games and Sports**

1. Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sports-personship
2. Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports

### **Unit –V Health Practices and its Interdisciplinary Nature**

1. Health and physical Education and its relationship with other school subjects.
2. Management of stress and strain and life skills.

### **Practicum/Field Work (Any Five of the following)**

1. List out some Myths and misconceptions regarding growing-up.
2. Arrange doctors talks either in a school/college with the help of teacher educators & mention how it benefited the attendants.
3. Generally there are many trends of self-medication by home-prepared prescriptions. List such prescriptions & experiences associated with it prepare.
4. It prepares a dietary plan for a child of pre-adolescent age with the help of doctor/expert & displays it in school & prepares it as a document.
5. Prepare a survey report of any area find out the cases of pollution & suggest some remedies.
6. Visit any industry to find out the health hazards for the workers there.
7. Organise a recreational sport in group & share how it was recreational.
8. Demonstrate some fitness exercises to students/peers & mention how it helps in developing physique & mental health.
9. Perform atleast 10 yogasanas in group and share your experiences.
10. Organize an exhibition on the theme – Importance of yoga.

### **References**

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

# **Paper X**

## **Learning Enrichment through Information And Communication Technology**

### **Objectives:**

**The student teacher will be able to:**

- Understand the concept of Educational Technology and Information Technology and its role in construction of knowledge
- Prepare teachers for ICT class room
- Develop the abilities and the skills to use computer as a learning device.
- Develop the professional skills related to ICT
- Develop an spirit of appreciation towards ICT
- Develop the professional ethics in uses of ICT
- Develop the competencies for generating information through internet

## **COURSE CONTENT**

### **UNIT 1: RELEVANCE OF ICT IN EDUCATION**

1. Role of Information technology in 'construction of knowledge'
2. Concept of Educational technology
3. Computer assisted Learning, online education, Virtual classroom

### **UNIT 2: VISUALISING LEARNING SITUATIONS USING AUDIO-VISUAL AND OTHER MEDIA**

1. Use of audio Medias in Education.
2. Use of television and video in education.
3. Use of newspaper in education.

### **UNIT 3: USE OF COMPUTERS IN SCHOOLS**

1. Functional knowledge of operating computers–on/off, word processing, use of power point, excel, Computer as a learning tool.
2. Effective browsing of the internet for discerning and selecting relevant information, Survey of educational sites based in India, Downloading relevant material.

### **UNIT 4: VISUALISING TECHNOLOGY-SUPPORTED LEARNING SITUATIONS**

1. Interactive use of audio-visual programme, Use of available software or CDs with LCD projection for subject learning interactions.
2. Collaborative learning tasks: Participation in Yahoo groups, creation of 'blogs', etc.
3. Engaging in professional self-development through ICT.

## **UNIT 5: TECHNOLOGICAL ADVANCEMENTS IN EDUCATION**

1. Innovative usage of technology: Use of technology integration in resource-plenty as well as resource-scarce situations.
2. Critical issues in 'internet usage' – authenticity of information, addiction, demerits of social networking group.
3. Cyber Crime: Types and legal issues.

### **Practicum/Field Work (Any Five of the following)**

1. Organise a symposium about 'construction of knowledge' and prepare the minutes.
2. Prepare a power point presentation on any 2 general topics and present them before peers.
3. Prepare a five minutes programme of teaching with a video recording of self and put the content on CD and submit it for appraisal.
4. Watch a programme broadcast on television on educational topics & prepare an interpretational report.
5. Collect & analyse news matter related to educational issues in local context (At least 7 days news).
6. Conduct an extempore session about various issues of social media & draft summaries in the form of report.
7. Through an intensive search on internet find out some Educational apps and mention their utilities.
8. Conduct an informative session with the help of the Teacher Educator on the topic, 'how to use search engines efficiently and precisely'. List the outcomes (session to be conducted in the presence of expert)
9. How a mobile as a device can be used as teaching tool write a note on it on your self experiences.
10. Search at least four free educational e-books and write them on CD and submit it.

### **References:**

1. Srinivasan, T. M. (2002). Use of computers and multimedia in education. Jaipur: Aavisakar Publication.
2. Alexis, M. L. (2001). Computer for every one. Leon: Vikas Publishing house Ltd: New Delhi.
3. Norton, P. (1998). Introduction to computers. New Delhi: Tata McGraw Hill Publishing Co 104
4. Peter Norton's Introduction to Computers (2000), Tata McGraw-Hill Publications, New Delhi
5. Schwatz & Schitz (2000), Office 2000, BPB Publications, New Delhi.
6. Smha P.K. (1992), Computer Fundamentals, BPB Publications, New Delhi.
7. Merrill, P.P., et al (1985), Computers in Education, Second Edition, Allyn and Bacon, New York,
8. Goel, Hemant Kumar. Computer Vigyan Shikshan. R Lal Book Depot(Hindi and English)