

SYLLABUS
SCHEME OF EXAMINATION
AND
COURSE OF STUDY

FACULTY OF EDUCATION

B.ED TWO YEAR
Session – 2020-22



महाराजा गंगा सिंह विश्वविद्यालय बीकानेर

Maharaja Ganga Singh University, Bikaner

**B.Ed. Two year Syllabus
2020-22**

Instructions for B.Ed. (two year course) Examination

During the course of the years every student–teacher will delivered at least 40 lessons (20 Lessons of one pedagogy of school subject in 1st year 20 Lessons of other pedagogy of school subject in 2nd year) in a recognized school, not more than 10 student- teacher in a school, under the supervision of the staff of the college.

Notes :-

- (i) Pedagogy of school subject means a subject offered by the candidate at his Bachelor's/ Shastri or Master's Degree Examination either as a compulsory subject or as an optional subject or as a subsidiary subject provided that the candidate studied it for at least two years and also took University Examination each year but shall not include such subjects as were studied by him only for a part of the Bachelor's Degree Course. In case the honours graduates, besides the honours subject the subsidiary subject would also be taken into account provided the candidate studies the same for at least two academic sessions and also took University Examination each year.
 - (ii) Only such candidate shall be allowed to offer Social Studies as a pedagogy of school subject for the B.Ed. Examination as have taken their Bachelor's Degree with any two subjects out of History, Political Science, Public Administration, Economics, Geography, Sociology, Philosophy and Psychology.
 - (iii) A candidate having Bachelor's Degree in Agriculture will be allowed to offer General Science and Biology for the B.Ed. Examination. General Science may also be allowed to be offered by a candidate possessing the degree of B.Sc. (Home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) Any one subject of life Science, i.e. Biology or Botany or Zoology, General Science may also be allowed to be offered by a candidate possessing the degree of B.sc. Exam in any one subject of life science i.e. Biology, Botany, or Zoology.
 - (iv) A candidate who has offered Political Science or Public Administration at his Bachelor's or the Master's Degree Examination shall be deemed eligible to offer Civics as pedagogy of school subject in the B.Ed. Examination.
 - (v) The additional optional subject of Bachelors Degree Examination in which a candidate passes in one year with all the papers prescribed for the Three Year course after obtaining the Bachelor's Degree may also be treated as "pedagogy of school subject ". Further, if a candidate desires to pass the additional optional subject after obtaining the Bachelor's Degree to be taken into consideration for permitting him to offer the subject, under course 7_a and course 7_b for the B.Ed. course. The marks obtained by him in the additional optional subject may also be taken into account in addition to the marks obtained by him at the Bachelor's Degree for determining his eligibility for admission to B.Ed. Course.
 - vi No candidate shall be allowed to appear in the B.Ed 2nd year examination unless he/she has attended (80% for all course work & practicum, and 90% for school internship)
 - vii Candidates who fail in B.Ed examination in 1st year the theory of education may present themselves for re-examination there in at a subsequent examination without attending a further course at an affiliated training college.
- Provided** that a candidate who fails in any one of the theory papers and secures at least 48% marks in the aggregate of the remaining theory papers may be allowed to reappear in the examination in the immediately following year in the paper in which he fails only. He/she shall be declared to have passed if he secures minimum passing marks prescribed for the paper in which he appeared and shall be deemed to have secured minimum passing only prescribed for the paper (irrespective of the marks actually obtained by him) for the purpose of determining his division in accordance with the scheme of examination. The candidate shall have to repeat the whole examination in subsequent year in case he fails to clear the paper in which he failed.
- viii Candidates who fail in the B.Ed. 1st or 2nd year examination, only in the practical of teaching internship may appear in the practical examination in the subsequent year provided that they keep regular terms for four calendar months per year and give at-least 40 (20 in 1st & 20 in 2nd year) supervised lessons.
 - ix A candidate who complete a regular course of study in accordance with the provision laid down in the MGS university, at an affiliated teacher's training college for two academic year but for good reasons fails to appear at the B.Ed. examination may be admitted to a subsequent examination as an Ex-student.

- x No candidate shall be permitted to appear as an Ex-student at more than one subsequent examination. The B.Ed programme shall be of duration of two academic years, which can be completed in a maximum of three years from the date of admission to the B.Ed.
- xi A candidate who passed B.Ed. examination of this University or B.Ed examination of another University recognized by the Syndicate may be permitted to take a special course in a subject if he did not offer a course in the year which he passed the examination or in case he passed with a special course other than the one offered by him for the examination provided that in each case:
- (a) He/she studies at a college of education affiliated for the purpose to the University for at-least three months ; and
- (b) He/she completes the theoretical and practical work as laid down in the courses of study for course 7_a & 7_b.
- xii A candidate who has already passed B.Ed. examination of the University or B.Ed. examination of some another University recognized for the purpose by the Syndicate may be permitted to take any one paper of pedagogy of school subject and other teaching subject which he had not offered at his B.Ed. Examination provided that:
- (a) He/she is eligible to offer that teaching subject under provision of university rules.
- (b) He/she studies at a college of education affiliated for the purpose to the University for at-least three months in B.Ed 2nd year; and
- (C) He/she completes the theoretical and practical work, as laid down in the scheme of examination for that paper from time to time and also delivers at-least 20 lessons in a recognized school under the supervision of the staff of the college.

Evaluation of Papers B.Ed. 1st year & 2nd year Exam-

1. Theory Papers 01, to 11 will carry 100 marks, out of which 80 marks will be of theory paper and 20 marks to be assessed internally. Out of 20 marks, 10 marks shall be for assessing the sessional work and 10 marks for the mid-term test.
2. EPC-1 to EPC-4 will carry 50 Marks, out of which 40 marks will be of theory paper and 10 marks to be assessed internally.
3. Theory paper 12 Computer Education (marks not included in aggregate) of two hours carrying 50 marks, out of which 35 marks will be of theory paper and 15 marks to be assessed internally of practical.
4. School internship of 20 weeks (10 weeks each at B.Ed part I & II) and Practical work: - The Teaching Practice will carry 300 marks comprising of:
 - (i) Internal Assessment (B.Ed 1st & 2nd year)75+75=150 marks
 - (ii) External Examination (B.Ed 1st & 2nd year)75+75=150 marks Each candidate will be examined by the Board of examiner. Board will consist of two external examiners and the principal or his/her nominee will be the internal examiner in each year. The name of internal examiner may be proposed by the principal.

Internal Assessment Scheme (Internship)

The distribution of 75 marks of internal assessment shall be as follows: (For each year)

Marks: 75+75=150

- | | |
|---|-------------------|
| 1. Micro Teaching 5 skill | 10 Marks per year |
| 2. Regular Practice Teaching
(Lesson 20 per year) | 20 Marks per year |
| 3. Criticism lesson | 15 Marks per year |
| 4. Observation
Ordinary Lesson
Demonstration Lesson
Criticism Lesson | 05 Marks per year |
| 5. Teaching aids (5 per year) | 05 Marks per year |
| 6. Attendance /Seminar/ Workshop | 05 Marks per year |
| 7. Open air session and community | |

- Games, Cultural and Literary activities
& Beautification and Sharmdan 10 Marks per year
8. Report of any feature of school / 05 Marks per year

Case study/ Action Research

Organization evaluation of practice teaching:

1. Every candidate will teach at-least 40 lessons (20 in 1st year & 20 in 2nd year) during practice teaching session. At least ten lessons in each subject should be supervised.
2. 40 (20+20) lessons as desired in the syllabus should be completed as full period class room lesson. Micro teaching lesson to be used in addition to those 40 lessons for developing certain teaching skills.
3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.
4. By and large, the evaluation of the performance in the practical teaching will be based on the last ten lessons in the subject when the student has acquired some competence and skills of teaching.
5. The internal assessment in practice of teaching will be finalized by the principal with the help of subject teacher of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
6. In B.Ed 1st year each candidate should be prepared to teach one lessons at the final practice examination. In B.Ed 2nd year exam candidate should be prepared to teach two lessons (one in each subject).The external examiners may pickup at-least 10% of the candidates to deliver two lessons in B.Ed 2nd year.
7. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson and a minimum of 10% in two lessons (one in each of the two subjects).
8. The board of Examination will consist of:
 - (a) The principal of the college concerned.
 - (b) A head master or a experienced member of the teaching staff of concerned school,
 - (c) Two external examiners from outside the MGS University, Bikaner or a senior member of the teaching staff of an affiliated Education college.(appointed by the MGS University, Bikaner)
 - (d) The board as far as possible will represent Social science, language and science.
9. Approximately 50 lessons will be examined by the board each day.

EXAMINATION SCHEME

Paper divided into three sections

Section-A

Answer All ten questions .Answer limit 50 words. Each Questions carries two marks
(10x2=20 marks)

Section –B

Answer All Five Questions. Answer limit 200 words. Each question has internal choice. Each question carries 6 Marks
(6x5=30 Marks)

Section-C

Answer any two questions out of four. Answer Limit 500 words. Each questions Ten Marks. (2x15=30 Marks)

Working out the result and awarding the division:

- (1) A candidate in order to be declared successful at the B.Ed. 1st & 2nd year Examination shall be required to pass separately in Theory and Practice of Teaching.
- (2) For a pass in Theory a candidate shall be required to obtain at-least (a) 36 percent marks in each 100 marks theory paper and sessional (29 marks out of 80 and 7 marks out of 20); (b) 36% marks in each 50 marks theory paper and sessional (13 marks out of 35 & 5 marks out of 15)

- (3) For a pass in school internship Practice of Teaching a candidate shall be required to obtain separately at least:
1. 40 percent marks in the external examination.
 - a. 40 percent marks in internal assessment.
- (4) The successful candidates in B.Ed 1st & 2nd year obtaining total marks will be classified in three divisions and shall be assigned separately in theory and school internship Practice of teaching as follows:

Division	Theory	Practice of Teaching
I	60%	60%
II	48%	48%
Pass	36%	40%

The practical work record shall be properly maintained by the college and may be made available for work satisfaction of external examiner in school internship (practice teaching), those are expected to submit a report regarding this separately.

ANNUAL DISTRIBUTION OF THE COURSES

The syllabi of B.Ed. course to be covered in two year as follows:

B.Ed.-1st year

Evaluation in every year will be external as well as internal. Each theory paper will be of three hours duration except computer education which will be of 2 hours.

PAPER	Title of the Paper	External	Internal	Total
Course-1	Childhood and Growing up	80	20	100 Marks
Course-2	Contemporary India and Education	80	20	100 Marks
Course-3	Learning and Teaching	80	20	100 Marks
Course-4	Language across the Curriculum	80	20	100 Marks
Course-5	Understanding disciplines and Subjects	80	20	100 Marks
Course-7a	Pedagogy of School Subject – Part I	80	20	100 Marks
	School Internship (10 weeks)	75	75	150 Marks
Course EPC ₁	Reading and Reflecting on Text	00	50	50 Marks
Course EPC ₂	Drama and Art in Education	00	50	50 Marks

Total = 850 Marks

Engagement with the Field :

Task and Assignments for course 1, 2, 3, 4, 5, & 7a **B.Ed. 2nd year**

PAPER	Title of the Paper	External	Internal	Total
Course-6	Gender, school and Society	80	20	100 Marks
Course-7b	Pedagogy of School Subject – Part II	80	20	100 Marks
Course-8	Knowledge and curriculum	80	20	100 Marks
Course-9	Assessment of Learning Creating an Inclusive	80	20	100 Marks
Course-10	Education	80	20	100 Marks
Course-11	Optional Course**	80	20	100 Marks
Course-12	Computer Education*	35	15	50 Marks

(Marks not include in aggregate			
School Internship (10 weeks)	75	75	150 Marks
Course EPC ₃ Critical Understanding of ICT	00	50	50 Marks
Course EPC ₄ Understanding of Self	00	50	50 Marks
Total = 850 Marks (Marks of Computer Edu. not included)			

Engagement with the Field :

Task and Assignments for course 6, 7b, 8, 9, 10, 11&12 Course-12* Candidate have to pass Computer Education paper but marks not include in aggregate.

Note: Student- teacher will opt one paper as Course 7a Pedagogy of a School Subject – in B.Ed. 1st year and as Course 7b Pedagogy of a School Subject – B.Ed. 2nd year of their secondary school or senior secondary school subject passed in UG or PG level as one of the subject.

***List of the Pedagogy of a School Subjects:-**

1. Hindi
2. Sanskrit
3. English
4. Urdu
5. Social Studies
6. Civics
7. History
8. Economics
9. Geography
10. Financial Accountancy
11. Business Organisation
12. Mathematics
13. Home Science
14. General science
15. Chemistry
16. Biology
17. Physics
18. Art
19. Music
20. Punjabi

Optional Course**

Note: Students will opt one Optional Course among the Followings in B.Ed. 2nd year–

1. Distance Education
2. School Library Organization
3. Educational and Vocational Guidance
4. Environmental Education
5. Population Education
6. Elementary Education
7. Health and Physical Education
8. Guidance and Counseling

DETAILED COURSE
B.Ed. (First Year)
Course-1
CHILDHOOD AND GROWING UP

Time Allowed: 3.00 Hours
(External Theory: 80, Continuous Internal Assessment: 20)

Maximum Marks: 100

Course Objectives:

1. To develop an understanding of the basic concepts, methods and principles of Psychology and of Educational Psychology with reference to learning and teaching.
2. To develop an understanding of growth and development in various stages.
3. To develop an understanding about the various factors that affect learner like personality, intelligence, creativity and motivation.
4. To develop an understanding of the impact of social and psychological factors responsible for a balance development of personality of the learners.
5. To develop effective teaching skills in the teacher in the making.

Course Content

Unit - 1

(a) Educational Psychology: its meaning, methods, scope, functions and applications.

(b) Psychology of adolescents: Growth and Development of the

Learner: Growth and Development - Meaning, Principles (Physical, social, mental and Emotional Development) and their Implications for learning.

(c) Heredity and Environment:

Unit - 2

(a) Personality: meaning, types, factors responsible for shaping it, objective and Projective techniques of personality assessment.

(b) Intelligence: meaning, Theories, measurement and role in learning.

(c) Creativity: meaning, process, development and measurement.

Unit - 3

(a) Concept of adjustment, adjustment as achievement, adjustment as process.

(b) Frustration and conflict. Causes of maladjustment, role of teacher in minimizing maladjustment of learner.

(c) Adjustment Mechanism: some common adjustment Mechanism,

Unit - 4

(a) Individual differences: meaning, causes and their educational implications.

(b) Education for exceptional children: Gifted children, delinquent children, socially deprived children.

(c) Remedial measure and Learning material used for exceptional children.

Unit - 5

(a) Mental hygiene: mental hygiene concept and characteristics, factor effecting mental health.

(b) Methods of development of good mental health. How to improve mental health of teacher?

(c) Psychotherapy: aims of psychotherapy, types of psychotherapy.

Term Test. 10 Marks Sessional Work: 10 Marks Any one of the following:

- i Case-study of special child.
- ii Administration of a psychological test and presentation of the result.
- iii Observing the behaviour of an adolescent boy/girl and listing his/her characteristics and problem.
- iv Sociometry-preparation and interpretation.

Reference Books:

1. Agarwal, J.C. Essentials of Educational Psychology Vikas Publishing House, Pvt. Ltd. 1995.
2. Bhatnagar, R.P. Educational Psychology, Meenakshi Publication, Kanpur
3. Chauhan, S.S. (2002), Advanced Educational Psychology, New Delhi: Vikas Publishing House. (Hindi & English)
4. Kakkar, S.B. (2001), Educational Psychology, New Delhi, Prentice Hall of India.
5. Lindgren, H.C. Educational Psychology in the classroom Macmillan, N.Y. 1956
6. Mangal, S.K. (2002), Advanced Educational Psychology, New Delhi : Prentice Hall of India. (Hindi & English)
7. Sharma, R.A. Fundamentals of Educational Psychology Lal Book Depot, Meerut, 1996
8. Skinner, B.F. Essentials of Educational Psychology Asia Publishing House, Bombay 1960 (Hindi & English)
9. Uday Shander, Advanced Educational Psychology, Sterling Publishers Pvt. Ltd. New Delhi. 1984

**COURSE – 2
CONTEMPORARY INDIA AND EDUCATION**

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

Course Objectives:

To enable student Teacher to -

1. Acquire knowledge of the concept of Educational Administration and Management.
2. Understand the role of center, state and local agencies in managing education.
3. Acquire knowledge of administration and supervision of education in Rajasthan.
4. Develop an understanding of the principles and practices of school organization.
5. Develop an understanding of the main issues related to Indian educational system.

Unit 1

- (a) Concept, need, characteristics, principles of Educational Administration and Educational management.
- (b) Concept of authority, delegation of power, centralization and decentralization, direction, communication, unity of command, TQM.
- (c) Constitutional provision of education, Fundamental rights and duties,

Unit 2

- (a) Universalization of education.
- (b) Equality of opportunities in education.
- (c) , directive principals of State Policies.

- (d) Relationship between education and democracy.
- (e) Role of education in developing Socialistic patterns and national integration.

Unit 3

- (a) Education as a sub system:
- (b) Education as an agent of social change, social change influencing the trend of education and social disparities
- (c) Social Mobility, Cultural Lag, Gender Disparities
- (d) Regional disparities.
- (e) The role of educational institution for creating new social orders.

Unit - 4

A brief survey of growth and development of education in India.

- (a) Pre - Independence era -
 - i Education during vedic, Buddhist and Medieval period.
 - ii Development during British period - Macaulay's minutes, woods dispatch 1854.
 - iii Naye Taleem
- (b) Post independence era.
 - i Salient features of secondary education commission 1952-53, ii Education Commission 1964 (Major recommendations)
 - iii National Policy on Education 1986 (NEP 1986 for educational administration)
 - iv Mid day meal to insure nutrition and public space (irrespective of caste, religion, class and gender)
 - v RTE-2009

Unit - 5

- (a) Role of central and state agencies of education.
MHRD, NCTE, NCERT, CBSE, CAGE (Central Advisory Board of Education), NIEPA State Dept. of Education, RBSE, SIERT, IASE, CTE, DIET

Sessional Work: 10 Marks**Any one of the followings**

- i Preparing a project report concerning any aspect of school Management.
- ii Construction of time-table and maintenance of attendance register.
- iii Preparation of an outline of an institutional planning on any aspect of school organization.
- iv A case study of a secondary school with reference to the leadership role of school Headmaster.

Books Suggested:

- 1- Agarwal J. C. (1972): School Administration, Arya Book Depot Karol Bagh, New Delhi
- 2- Baquer, A. & Sharma, A. (1997) Disability: Challenges Vs. responses. Can Publishing
- 3- Dash, B.N., School Organisation Administration & Management, Neel Kamal Publications Pvt. Ltd., 1996.
- 4- Mathur, S.S. Educational Administration, Krishana Brothers Jullundur. 1969
- 5- Mathur, S.S., Educational Administration and Management, Ambala Cantt: The Indian Press, 1990
- 6- Sharma, R.A., School Management, Surya Publications, Meerut, 2005.
- 7- National Curriculum Framework, (2005) www.ncert.nic.in
- 8- National Curriculum Framework for Teacher Education (2009)

www.ncte-india.org

COURSE – 3**LEARNING AND TEACHING**

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

.Course Objectives:

1. To develop a knowledge of learning and teaching.
2. To develop an understanding of teaching profession and teacher effectiveness.
3. To develop an understanding about the various factors responsible for learning.

4. To develop an understanding of theories of learning.
5. To develop an understanding of learner.

Unit 1

- (a) Concept Learning: Meaning, nature, types. Maturation of learning, Theories of learning (Trial and error (Thorndike's connectionism), operant conditioning and insight theory)
- (b) Factor effecting learning, laws of learning, learning curves, learning skill.
- (c) Transfer of learning: forms of transfer, theories of transfer, transfer and role of teacher.

Unit 2

- (a) Concept of teaching: its nature and characteristics, process of teaching.
- (b) Variables of teaching, analyzing teaching in diverse classroom, relationship between Learning & Teaching
- (c) Teaching as a profession, Professional ethics.

Unit 3

- (a) Motivation: concept, functions (importance) of motivation.
- (b) Achievement motivation, Maslow's theory of self-actualization.
- (c) Techniques of enhancing learner's motivation.

Unit 4

- (a) Development – Concept, stages, dimensions, methods of study, developmental tasks
- (b) Factors influencing development – genetic, biological environmental and physical.
- (c) Theories of development - Cognitive development theory of Piaget and Bruner.

Unit 5

- (a) Learner: Need of learner, identifying need and satisfying need.
- (b) Learning in school and outside school.
- (c) Dimensions of learning: knowledge, skill, value attitude and habits.
- (d) Interpersonal relationship: teacher- learner, learner and learner. How to strengthen interpersonal relation?

Term Test= 10 Marks**Assignment: 10 Marks****Any one assignment related to the Unit I to Unit V:****Books Recommended**

1. Anastasi, Anne and Urbina, Susana (2008). *Psychological Testing*. New Delhi: Prentice Hall.
2. Chand, Jagdish (2010). *Psychological Foundations of Education*. New Delhi: Anshah Publishing.
3. Claridge, Gordon & Davis, Caroline (2003). *Personality and Psychological Disorders*. New Delhi: Atlantic Publishers.
4. Deaux, Kay & Snyder, Mark (2012). *The Oxford Handbook of Personality and Social Psychology*. New York: Oxford University Press.
5. Garrison, Carl C. & Gray, Stanley J. (2011). *Educational Psychology*. New Delhi: Sarup Book Publishers Pvt. Ltd.
6. Loewenthal, Kate Mirian (2001). *An Introduction to Psychological Tests and Scales*. UK: Psychology Press.
7. Mangal, S.K. (2007). *Essentials of Educational Psychology*. New Delhi: PHI Learning Pvt. Ltd.
8. Shrivastav, Neelu (2006). *Educational psychology*. New Delhi: Pragun Publications.
9. Singh, Agya Jit (2012). *Development of the Learner and Teaching-Learning Process*. Patiala: Twenty First Century Publications.
10. Tomar, Monika & Kumari, Sarita (2005). *Educational Psychology*. New Delhi: Shree Publishers and Distributors.
11. Virk, Jaswant K. (2012). *Understanding the Learner and Learning Process*. Patiala: Twenty First Century Publications.
12. Virk, Jaswant K. & Sahu, P.K. (2008). *Psychology of Teaching and Learning*. Patiala: Twenty First Century Publications.
13. Welton, J. (2004). *Psychology of Education*. New Delhi: Sangeeta Publication.

COURSE – 4**LANGUAGE ACROSS THE CURRICULUM**

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

Course Objectives:

To enable student Teacher to -

1. To understand the nature and use of language.
2. To create the sense of language and its flavor.
3. To develop the idea of multilingualism in class room teaching.
4. To inculcate language skill among pupils teachers.
5. To develop idea of composition and art of writing letter, paragraph etc.

Course Content:**Unit – I Language acquisition and development:**

- (a) Language: Concept, meaning and nature. Language uses : Oral and written.
- (b) Three language policy: (mother tongues and regional languages, national pride and unity (Hindi), and administrative efficiency and technological progress (English). Merits and Demerits of the Three-language Formula
- (c) Speech and Writing Language and Society Language and Identity

Unit – II Use of language:

- (a) Language is a means of communication.
- (b) Language development: from childhood to adult stage.
- (c) Reading: silent reading v/s rapid reading, news paper, journal, books

Unit – III Multilingualism and Scholastic Achievement:

- (a) India as a Multilingual Country
- (b) Bilingualism and Scholastic Achievement
- (c) Need to Promote Multilingualism

Unit – IV Language and class room interaction:

- (a) Expression: Public speech, lecture and debating.
- (b) Error and correction of language in class.
- (c) Disciplinary language: (Social science, general science, math and research).

Unit – V Language problem and its remedies:

- (a) Language phonemes and identification of sound error.
- (b) Organ of speech and sound production system.
- (c) Pronunciation and remedies of error of sound articulation.

Term Test: 10 Marks**Sessional Work: 10 Marks Any one of the followings:**

1. Prepare chart with related language.
2. Collection of news papers cutting related with horticulture and hospitality.
3. Life sketch and contribution of any two Indian scientists and socialistic.
4. Preparation of 5 word card, 5 picture card and cross word puzzles (Language)

Freeman Diane-Larsen (2000) Techniques and principles in language teaching.

David Corson ,Oral Language Across the Curriculum

Littlewood, W. 1981. Communicative Language Teaching. Cambridge: Cambridge University Press.

Mohanty, Ajit K. 1994. Bilingualism in a Multilingual Society: Psycho–social and Pedagogical Implications.Mysore: CIIL

Narasimha Rao, K.V.V.L. and K.P. Acharya . 1992. A Bibliography of Language Teaching Arts: StudiesDone in Indian Universities and Research Institutions.Mysore: CIIL

Nunan, D. 1989. Understanding Language Classrooms.Prentice Hall.

Nunan, D. 1991. Language Teaching Methodology. London: Prentice Hall

Steve Bell & Sallie Harkness Promoting Language Across the Curriculum Published by UKLA Publications ISBN-13: 978-1-897638-74-3

COURSE – 5**UNDERSTANDING DISCIPLINES AND SUBJECTS**

Time Allowed: 3.00 Hours Maximum Marks:100

(External Theory: 80, Internal Assessment: 20) questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

To enable student Teacher to -

1. To understand the different discipline and subjects.
2. To understand the changing concept and need of discipline.
3. To develop the idea of sources of different discipline and subjects.
4. To inculcate the ability to construct the content and frame curricula.
5. Understand chronological evolution of knowledge.

Unit 1

- (a) Understand chronological evolution of knowledge
- (b) Understand theory related to human needs change with time.
- (c) Nature and role of disciplinary knowledge in the school curriculum,

Unit 2

- (a) Changing concept of discipline and subjects.
- (b) Sources of discipline and subject.
- (c) Nature and role of disciplinary knowledge in the school curriculum,

Unit 3

- (a) Disciplinary areas in school.
- (b) Inter-disciplinary approach.
- (c) Impact of social, political and intellectual context on discipline and school subject.

Unit 4

- (a) Sources of discipline and subject.
- (b) Redefining and re structuring the discipline and school subjects.
- (c) Criteria for selecting content

Unit 5

- (a) Learner oriented discipline.
- (b) Discipline and subject for national building.
- (c) School subjects for social reconstruction, practical knowledge, community knowledge and intuitive knowledge.

Term Test: 10 Marks Sessional Work: 10 Marks
Any on assignment related to the Unit I to Unit V:

Reference Books:

1. Carr, D.(2005). Making sense of education: An introduction to the philosophy and theory of education and teaching. Routledge.
2. Charkavarti, U. (1998). Rewriting history: The life and Times of Pandita Ramabai. Zubaan.
3. Deplit, L.D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. Harvard Educational Review, 58(3), 280-299.
4. 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.
5. Ghosh, S.C. (2007). History of education in India. Rawat publications.
6. GOI. (1992, 1998), National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf

7. Goodson, I.F. & Marsh, C.J. (2005). Studying school subjects: A guide. Routedge.
8. Hodson, D, (1987). Science curriculum change in Victorian England: A case study of the science of common things. In I. Goodson (Ed.), International perspectives in curriculum history. Croom helm.
9. Ladson-Billings. G. (1995). Toward a theory of culturally relevant pedagogy. American Educational research journal. 32(3), 465-491.
10. Montuschi, E. (2003). Objects of social science. London: continuum press.
11. Naik. J.P. & Nurullah, S. (1974) a student's history of education in India (1800-1973). Macmilla
12. Plato (2009) Reason and persuasion Three dialogues (chapter ^) in J. Holbo (Ed) meno: reason, persuasion and virtue. Person.
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(Course 7a & 7b)

Pedagogy of School Subject (Part – I & II)

(Any One each in B.Ed. 1st year and 2nd year from studied in Sec/Sen Sec. School, Graduate or Post Graduate class)

- 1 हिन्दी शिक्षण का विज्ञान

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

उद्देश्य –

1. भाषा संरचना में हिन्दी भाषा तत्वों का ज्ञान देना।
2. श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
3. इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्व से अवगत कराना व निर्माण का ज्ञान देना।
4. हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।
5. हिन्दी की विधाओं एवं उनके व्यावहारिक शिक्षक की संस्थितियों का ज्ञान देना।
6. हिन्दी भाषा शिक्षण में दृश्य-श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
7. हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विद्याओं का ज्ञान देना।
8. निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरूप महत्व एवं उपयोग का ज्ञान देना।
9. मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत कराना।

इकाई (1)

1. भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, भाब्द विचार एवं वाक्य विचार की दृष्टि से)
2. भाषायी कौशलों के विकास हेतु निर्माकित पक्षों के स्वरूप का शिक्षण:-
(क) श्रवण (ख) उच्चारण (ग) वर्तनी (घ) वाचन (सस्वर एवं मौन)

(ड) अभिव्यक्ति (मौखिक एवं लिखित)

3. मातृभाषा / राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति ।
4. पुस्तकालय एवं वाचनालय का हिन्दी भाषायी विकास में उपयोग ।
5. मातृभाषा का अन्य विषयों के साथ समन्वय ।

इकाई (2)

1. मातृभाषा और उसका महत्व
2. मातृभाषा शिक्षण के उद्देश्य
- 3.
- 4.

मातृभाषा के सिद्धान्त

कक्षा-शिक्षण के सिद्धान्त

इकाई (3)

1. हिन्दी की विभिन्न विधाओं का शिक्षण :
(क) गद्य शिक्षण (व्यापक एवं गहन पाठ रूप में एवं द्रुत पाठ रूप में)

- (ख) पद्य शिक्षण (रस पाठ एवं बोध पाठ रूप में)
 (ग) नाटक शिक्षण (वाचिका एवं अभिनयात्मक रूप में)
 (घ) कहानी शिक्षण (औपचारिक एवं व्यावहारिक शिक्षण के रूप में)
 (ङ) रचना शिक्षण (निबन्ध रचना एवं कहानी रचना)
 (च) व्याकरण शिक्षण
 हिन्दी शिक्षण में दृभय उपकरणों का महत्व एवं उपयोग ।
 हिन्दी भाषा शिक्षण में पाठ्यपुस्तक का महत्व ।

इकाई**(4)**

हिन्दी शिक्षण में निम्नलिखित विधियों का ज्ञान एवं उपयोग तथा प्रथम तीन के

- | | | |
|---------------|--------------------------|-----------------------------|
| पाठ प्रारूप : | (क) प्रायोजना विधि | (ख) पर्यवेक्षित अध्ययन विधि |
| | (ग) अभिक्रमित अनुदेान(घ) | क्षेत्रीय भ्रमण |
| | (ङ) सामुदायिक संसाधन (च) | कम्प्यूटर |
| | (छ) दूरदर्शन | (ज) भाषा प्रयोग ाला |

इकाई**(5)**

हिन्दी शिक्षण में मूल्यांकन
 मूल्यांकन का अर्थ एवं विशेषतायें
 पाठान्तर्गत, पाठोपरान्त मूल्यांकन
 प्र न पत्र निर्माण एवं नील पत्र
 प्र नों के विभिन्न प्रकार एवं रचना
 (क) भाषा शिक्षण संबंधी विषय वस्तु का वि लेषण
 (ख) पाठ योजना निर्माण एवं प्रकार – दैनिक पाठ योजना एवं इकाई योजना

सत्रीय	परीक्षा	10 अंक	
सत्रीय कार्य		10 अंक	
(निम्नांकित में)	से		कोई एक)

किन्हीं दो शिक्षण कौशलों के लिए सूक्ष्म पाठ निर्माण करना ।
 व्याकरण के किसी एक विषय पर श्रृंखला अभिक्रम का निर्माण करना ।
 इकाई या वार्षिक प्रश्न पत्र का निर्माण
 एक पुस्तक की समीक्षा
 सहायक सामग्री के रूप में दो ट्रान्सपेरेसीज तैयार करना
 व्याकरण शिक्षण से सम्बन्धित दो चार्ट तैयार करना

सन्दर्भ**पुस्तकें**

1. खन्ना, ज्योति 2009, हिन्दी शिक्षण, धनपतराय एण्ड कम्पनी, नई दिल्ली ।
2. रमन बिहारी लाल 1996-97, हिन्दी शिक्षण, रस्तोगी एण्ड कम्पनी, मेरठ ।
3. शर्मा, डी. एल. 1992, हिन्दी शिक्षण, प्रशिक्षण, देव नागर प्रकाशन, जयपुर ।
4. सिन्हा प्रसाद शत्रुघ्न 1964, हिन्दी भाषा की शिक्षण विधि, दिल्ली पुस्तक सदन, पटना ।
5. प्रसाद केशव 1976, हिन्दी शिक्षण, धनपतराय एण्ड सन्स, दिल्ली ।
6. सिंह सावित्री 1997, हिन्दी शिक्षण, लायल बुक डिपो, मेरठ ।
7. जयए जसवन्त सिंह 1975, आधुनिक हिन्दी शिक्षण, न्यू बुक कम्पनी, जालन्धर
8. सिंह, निरंजन कुमार : माध्यमिक विद्यालयों में हिन्दी शिक्षण
9. तिवारी, भोलेनाथ तथा भाटिया, कैलाशचंद : हिन्दी भाषा शिक्षण
10. श्रीवास्तव, रवीन्द्रनाथ : भाषा शिक्षण

11. पांडेय, डॉ. रमनलाल : हिन्दी शिक्षण
12. प्रसाद , भगवती : हिन्दी उच्चारण एवं वर्तनी
13. सुखिया , के.के. : हिन्दी ध्वनियां और उनका शिक्षण
14. सफाया , रघुनाथ: हिन्दी शिक्षण, पाल पब्लिशर्स, जालन्धर

2 संस्कृत शिक्षण का विज्ञान

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

उद्देश्य :

छात्राध्यापक –

1. भाषा कौशल एवं तृतीय भाषा शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों को जान सकेंगे।
2. संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण कर सकेंगे।
3. विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों एवं उपागमों का प्रयोग कर सकेंगे।
4. संस्कृत भाषा शिक्षण में दृभय-श्रव्य सामग्री का निर्माण एवं प्रयोग कर सकेंगे।
5. संस्कृत शिक्षण में मूल्यांकन हेतु प्रश्न पत्र निर्माण कर कौशलाधारित परीक्षण कर सकेंगे।
6. छात्रों की अशुद्धियों का कौशलानुसार निदान एवं उपचार अध्यापन कर सकेंगे।

इकाई (1)

तृतीय भाषा शिक्षण के सिद्धान्त – महत्व प्रकार मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धान्त

1. (अ) भाषायी कौशल –
 - (1) अवबोध कौशल
 - (2) अभिव्यक्ति कौशल
- (ब) उपकौशल एवं उनका महत्व
2. तृतीय भाषा के रूप में संस्कृत शिक्षण के उद्देश्य –
 - (1) माध्यमिक स्तर पर
 - (2) उच्च माध्यमिक स्तर पर

इकाई (2)

भाषायी कौशल शिक्षण : सम्प्रत्यय, महत्व, विधि, प्रविधि ।

- (1) श्रवण कौशल – स्वर व्यंजन, बलाघात, स्वाराघात, आरोह, अवरोह, लय इत्यादि ।
- (2) कथन कौशल – स्वर, व्यंजन, बलाघात, स्वाराघात, आरोहावरोह लय इत्यादि एवं मौखिक अभिव्यक्ति
- (3) पठन कौशल – अभिव्यक्ति कौशल, लेखन तकनीक के तत्व – (Mechanics of Writing) चारों कौशलों में सह-सम्बन्ध एवं समन्वयात्मक शिक्षण

इकाई (3)

1. तृतीय भाषा के रूप में संस्कृत शिक्षण की विधियों एवं प्रविधियों के सम्प्रत्यय, महत्व, प्रक्रिया, विशेषताएं एवं कमियां –
 - (1) प्रत्यक्ष विधि (Direct Method)
 - (2) संग्रन्थन उपागम (Structural Approach)
 - (3) सम्प्रेषण उपागम (Communicative Approach)
 - (4) समग्र उपागम (Eclectic Approach)

2. उपर्युक्त विधियों का निम्नांकित दृष्टि से अध्ययन एवं प्रयोग :-

- | | |
|---|-----------------------------|
| (1) तृतीय भाषा अधिगम मनोविज्ञान | (2) संस्कृत भाषा की प्रकृति |
| (3) कक्षा-कक्ष वातावरण और परिस्थितियां | (4) भाषा व्यवहार में प्रयोग |
| (5) भाषा शिक्षण के उद्देश्य | (6) मातृभाषा की भूमिका |
| (7) शिक्षक, छात्र, पाठ्य पुस्तक तथा दृभय-श्रव्य सहायक सामग्री की भूमिका | |
| (8) त्रुटियां एवं उपचारात्मक कार्य | (9) परीक्षण एवं मूल्यांकन |

इकाई (4)

1. तृतीय भाषा (संस्कृत) शिक्षण में दृभय-श्रव्य सामग्री

- (क) सम्प्रत्यय, महत्व एवं सावधानियां
(ख) निम्नांकित का चयन, निर्माण एवं इनके प्रयोग के सिद्धान्त
अ. श्यामपट्ट, चित्र, चार्ट, भाब् चित्र, फ्लैनल बोर्ड, रेडियो, कम्प्यूटर, इन्टरनेट एवं ओ.एच.पी.

ब. अभिनय, युग्म कार्य, समूह कार्य

2. संस्कृत पाठ्य सामग्री का शिक्षण : निम्नांकित का सम्प्रत्यय, महत्व प्रयोग, विधि,

प्रविधि, शिक्षण सामग्री एवं गुण दोष :-

- | | |
|----------------|------------------------|
| व्याकरण शिक्षण | (2) गद्य शिक्षण |
| नाटक शिक्षण | (4) कहानी विकास शिक्षण |
| संवाद शिक्षण | (6) पद्य शिक्षण |
| रचना शिक्षण | (8) अनुवाद शिक्षण |

इकाई (5)

मूल्यांकन

भाषा में मूल्यांकन का सम्प्रत्यय, अर्थ, महत्व ।

तृतीय भाषा में मूल्यांकन का सम्प्रत्यय, व्याकरण, अनुवाद एवं भाषा कौशलों का मूल्यांकन

तृतीय भाषा के रूप में संस्कृत में मूल्यांकन - अर्थ, सम्प्रत्यय एवं महत्व

प्रश्न पत्र निर्माण (ब्लू प्रिन्ट)

निदानात्मक एवं उपचारात्मक शिक्षण : सम्प्रत्यय, महत्व, शिक्षण एवं सामग्री निर्माण के सिद्धान्त ।

संस्कृत में निम्नांकित का निदानात्मक एवं उपचारात्मक शिक्षण :-

- | | |
|----------------|-------------------|
| श्रवण सम्बन्धी | (2) कथन सम्बन्धी |
| पठन सम्बन्धी | (4) लेखन सम्बन्धी |

व्याकरण सम्बन्धी

सत्रीय परीक्षा 10 अंक

सत्रीय कार्य 10 अंक

(निम्नांकित में से कोई एक)

माध्यमिक स्तर की किसी एक संस्कृत पाठ्य पुस्तक की समीक्षा ।

पाठ्य पुस्तक में सम्मिलित भाषागत अभ्यास कार्य की सूची बनाना एवं उनकी समीक्षा ।

संग्रन्थन उपागम पर आधारित अभ्यास कार्य की पांच तालिकाएं बनाना ।

विभिन्न कौशलों पर आधारित 20 प्रश्नों का निर्माण करना ।

रचनापाठ के लिए पांच चित्रों का निर्माण तथा उच्चारण सुधार हेतु पांच

अभ्यासिकाएं बनाना ।

व्याकरण शिक्षण हेतु चित्र एवं अधिगम सामग्री का निर्माण (5 पृष्ठ)

पत्र शिक्षण हेतु अभ्यास सामग्री का निर्माण (5 पृष्ठ)

कहानी शिक्षण हेतु पांच चित्र एवं अधिगम सामग्री का निर्माण । (5 पृष्ठ)

संवाद शिक्षण हेतु पांच चित्र एवं अधिगम सामग्री का निर्माण । (5 पृष्ठ)

सम्प्रेषण उपागम आधारित शिक्षण सामग्री का निर्माण करना । (5 पृष्ठ)

आगमन-निगमन उपागम पर आधारित व्याकरण शिक्षण सामग्री का निर्माण (5 पृष्ठ)

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7. Plamer, H.L. (1964-65) : "The Principles of Languages Study" London O.U.P.
8. Paliwal, Dr. A.K. (2002), "Communicative Language Teaching", Jaipur Surbhi Publication.
9. सफाया आर.एन. (1990) "संस्कृत शिक्षण" चण्डीगढ़ हरियाणा साहित्य अकादमी।
10. Sharma Bela Rani, (2002) "Modern Methods of Teaching Sanskrit", New Delhi 110088, Vedonuse Books (P) Ltd. Vardhman, Charve Plaza – IV, Building 9, K.P. Block Pitampura.
11. शर्मा डॉ. रामविलास (2001) "ऐतिहासिक भाषा विज्ञान और हिन्दी भाषा" नई दिल्ली, राजकमल प्रकाशन 1 – बी, नेताजी सुभाष मार्ग।
12. भास्त्री डॉ. सूर्यदेव (1973) "मनोभाषिकी, पटना बिहार हिन्दी ग्रंथ अकादमी।
13. तिवारी, भोलानाथ एवं श्रीवास्तव रवीन्द्रनाथ (1971) "भाषिकी", दिल्ली नेशनल पब्लिसिंग हाऊस।
14. त्रिपाठी रामसुरेश, (1972) "संस्कृत व्याकरण दर्शन", दिल्ली 6 राजकमल प्रकाशन प्रा.लि. 8 फ़ैज बाजार।

3. PEDAGOGY OF ENGLISH

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

.Course Objectives: To enable the student teacher to:

1. Develop a good understanding of the basic concept in second language teaching.
2. Teach basic language skills as listening, speaking, reading and writing and integrate them for communication purpose.
3. Critically review and use appropriately different approaches to and methods of teaching English as second language.
Prepare lesson plans on different and prescribed aspects of English as second language.
5. Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English.
6. Use various techniques of testing English as second language and develop remedial and conduct teaching.
7. Course Content

Unit 1

- (a) Basic Concepts, objectives and Methods of Teaching English as a second language.

- (i) Mother – tongue
- (ii) Second Language
- (iii) Difference between teaching and language teaching.
- (iv) Principles of Second Language Teaching.
- (v) Forms of English – Formal, Informal, Written, Spoken, Global English.
- (vi) English as a Second Language (ESL), English as a Foreign Language (EFL), English for specific purpose (ESP).

(b) Methods and Approaches :

(c) Objectives :

Objectives of Teaching English as a second language.

- (i) Skill based (LSRW)
- (ii) Competence based: Linguistic Competence (LC) and Communicative Competence (CC) in reference to LSRW skills.

(d) Introduction to Methods of and Approaches to Teaching of English as a second language.

- (i) Direct Method.
- (ii) Structural – Situational Approach
- (iii) Audio – Lingual Method
- (iv) Bilingual Method
- (v) Communicative – Language Teaching (CLT).

1. Role of Computer and Internet in Second Language Teaching Computer Assisted Language Learning (CALL) Computer Assisted Language Teaching (CALT).

2. Eclectic Approach to Second Language Teaching

3. Study of the above methods and approaches in the light of :

- (e) Psychology of second language learning.
- (f) Nature of English Language.
- (g) Classroom environment and conditions.
- (h) Language functions.
- (i) Aims of language teaching, role of mother tongue, role of teacher learners, text books and A.V. aids language skills testing, errors and remedial work.

Unit – 2 Teaching of listening and speaking skills.

(A) Listening:

- i. Concept of listening in second language :

- ii. The Phonemic elements involved in listening at the receptive level (Monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm).
 - iii. Listening skills and their sub skills.
 - iv. Authentic listening v/s Graded listening.
 - v. Techniques of teaching listening.
 - VI. Role of teaching aids in teaching listening skills.
 - vi. Note – taking
- (B) Speaking:
- i. Concept of speaking in second language;
 - ii. The phonemic element involved in speaking at the productive level (monotones, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm) :
 - iii. The stress system – Weak forms and schwa.
 - iv. Use of pronouncing dictionary.
 - v. Phonemic transcription.
 - vi. Techniques of teaching speaking skills and pronunciation practice and drills – Ear training, repetition, dialogues and conversation.
 - vii. Role of A.V. aids in teaching speaking skills.

Unit – 3 Teaching Reading and Writing skills:

Reading Skills:

- (i) Concept of reading in second language;
 - (ii) Mechanics of Reading (Eye span, Pause, Fixations, Regressions) :
 - (iii) Types of Reading: Skimming, scanning, silent reading, Reading Aloud. Intensive Reading, Extensive reading: Local and Global Comprehension.
 - (iv) Role of speed and pace.
 - (v) Relating teaching of Reading to listening and speaking skills.
 - (vi) Teaching silent reading, intensive reading, extensive reading and genuine reading comprehension in terms of inference prediction critical reading, interpretation judgment summarizing, central idea, etc.
 - (vii) Role of course reader and rapid reader, cloze procedure, Maza method, dictionary in teaching reading skills.
- ii. Concept of writing in first language and the second language.
 - iii. Types of composition – oral, written, controlled, guided, contextualized and integrated composition.
 - iv. Teaching the following items keeping in view their style, ingredients, and mechanics.

- v. Letter (Formal and informal), Essay, Report, Telegram, E-mail, Notices, Précis, Paragraph, Developing Stories, Note Making.

Unit –4 Resources and Planning for English Language Teaching:

(a) Resources for English Language Teaching :

- i. The Blackboard and the white board.
- ii. Blackboard drawings and sketches.
- iii. The overhead projector (OHP).
- iv. Flashcards, Poster and Flip Charts.
- v. Songs, Raps and Charts.
- vi. Video Clips.
- vii. Pictures, Photos, Postcards and Advertisements.
- viii. Newspapers, Magazines and Brochures.
- ix. Mind Maps
- x. Radio, Tape – Recorder, T.V.
- xi. Language Laboratory
- xii. Stories and Anecdotes

(B) Planning for English Language teaching as a second Language B – Prose Lessons:

- a. Planning a Unit (Based on a lesson in the Course Reader (Text Book)
 - b. Identifying and listing language material to be taught (New Lexical and structural items, their usage and uses).
- (ii) Planning for teaching the content and skills in the following order :
- a. New Lexical items (Vocabulary).
 - b. New Structural items
 - c. Reading Comprehension
 - d. Textual excises
 - e. Writing / Composition
 - f. Unit Test

Unit 5 Testing and Evaluation in English

- (i) Components of Poetry
- (ii) Concept, aims and objectives of teaching poetry in Second Language

- (iii) Steps of teaching Poetry at the Secondary stage.
 - a) Concept of testing and evaluation in English as a second language.
 - b) Difference in testing in content – subjects and skills subjects.
 - c) Testing language skills (LSRW), lexical and structural items, and poetry.
- d) Type of test Achievement test, Proficiency test, Diagnostic test, prognostic test, Formative and summative tests).
- e) Preparation of unit test and examination paper – their blue – print and answer key.
- f) Types and preparation of test-items.
- g) Error analysis.
- h) Concept and need of remedial teaching and remedial work.
Terminal test = 10 Marks
Sessional Work= 10 Marks

The student will be required to do any one of the following:

1. Review of a text book.
2. Preparation of a list of structural items included in the test-book at the Secondary stage and its critical analysis.
3. Preparation of five (5) word-cards, five (5) picture cards and five (5) cross word puzzles.
4. Preparation of twenty (20) test items in listening / composition exercise.
5. Preparation of five (5) OHT for teaching structures/composition exercise.
6. Preparation of CALL material (Five (5) pages).
7. Preparation of CALT material (Five (5) pages).
8. Preparation of Language Lab. Material on Listening/Speaking/ Reading/Writing skill (Five (5) pages).
9. Collection of Newspaper and Magazine advertisements for teaching lexical and structural items and preparing language exercises based on them.

Reference Books-

- Bansal, R.K. and Harrison, J.B., (1972): Spoken English for India, Mardras : orient longman Ltd.
 Baruah, T.C. (1985): The English Teacher's Handbook, New Delhi : Sterling Publishing Pvt. Ltd.
 Bright and McGregor: Teaching English as second Language, Longman.
 Brumfit C.J. (1984): Communicative Methodology in Language Teaching, Cambridge : CUP.
 Freeman, Diane – Larsen (2000): Techniques and Principles in language Teaching, Oxford: OUP.
 Gimson A.C. (1980): An Introduction to the Pronunciation of English London : Edward Arnold.
 Lado Robert (1971): Language Teaching, New Delhi : Tata McGraw Hill Publishing House Co. Ltd.
 Leech, Geoffrey and Svartvik, Jan. (2000) Communicative Grammer of English Cambridge CUP.
 Paliwal, A.K. (1988): English Language Teaching Jaipur : Surbhi Publication.

9. Richards, J.C. and Rodgers, T.S.: Approaches and Methods in language Teaching Cambridge CUP.
10. Roach, Peter (1991) English Phonetics and Phonology. Cambridge CUP.
11. Venkateshwaran, S (1995) Principles of Teaching English Delhi. Vikash Publishing House Pvt. Ltd.

4. PEDAGOGY OF URDU

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

Course Objectives: To enable student teacher to:

1. Understand the basic concepts in and functions of Language with special reference to Urdu.
2. Acquire knowledge of objectives of teaching Urdu at the Secondary stage.
3. Acquire knowledge of different methods of teaching Urdu at the Secondary stage.
4. Teach grammar, prose and composition and poetry lessons in Urdu.
5. Prepare lesson and Unit plans and to analyse the subject content in terms of language skills and teaching objectives.
6. Knowledge of evaluation system in Urdu and to methodically prepare Exams. And test papers in Urdu.

Unit – 1

- a) Language: Importance and functions with special reference to the Urdu Language.
- b) Language skills, Listening and Art of Listening Speaking-Pronunciation, Recitation and Punctuation Reading- Aloud,

Silent, Intensive and Extensive Writing-Knowledge of Urdu Script

- i] Khat – e- Naskh
- ii] Khat – e – Nastaliq
- iii] Khat – e – Shikash

- b) Place of Urdu Language in the present educational system as prevalent in the State of Rajasthan.
- c) Suggestions for a better place of Urdu in the Syllabi.

d) Relation of Urdu with other Indian Languages.

Unit – 2

- a) Objectives of teaching Urdu at Secondary stages of Education.
- b) Problems of teaching and learning Urdu and their solutions.
- c) Value outcomes of teaching Urdu at different levels of education.

- d) Methods of teaching Urdu I] Direct Method. ii] Structural Method, ii] Grammer Method iv] Translation Method.

Unit – 3

- a) Teaching of various forms of Urdu Literature – I) Prose, ii) Composition, iii) Grammer, iv) Poetry: Ghazal, Nazam and Drama.
- b) Support system of teaching Urdu: Visual aids: Verbal, Pictorial (non projected two and three dimensional) Projected still and motion audion and audio visual aids.
- c) Co-curricular activities, Language Laboratory.

Unit – 4

1. Planning for teaching Urdu: Need and Importance of Planning.
2. Content Analysis
3. Yearly Plan, Unit Plan and Daily Lesson Plan

Unit – 5

- a) Purpose of concept of Evaluation in Urdu
- b) Techniques of evaluation, Teacher made test, Examination Paer Design and blue print, various types of questions and their uses for Evaluation.

Terminal Test = 10 Marks

Sessional Work = 10 Marks

1. Preparation of One achievement test.
2. Analysis of one text book prescribed at the Secondary stage.
3. Writing knowledge, understanding and skill objectives of teaching prose and poetry with specifications (5 for each area).
4. Preparation of two teaching aids useful for Urdu teaching.
5. Preparation of a lesson plan for remedial teaching.

Refernce Books-

1. Muenuddin, Hum Urdu Kaise, Padhen, National Council for Promotion of Urdu Language, West Block, R.K. Puram, New Delhi
2. Muenuddin, Urdu Zaban Ki Tadrees, National Council for Promotion of Urdu Language, West Block, R.K. Puram, New Delhi.
3. Inamullah Sharwani, Tadres-e-Zaban-c-Urdu, Usmania Book Depot 125, Rabindra Saraud Cal. 73.
4. Rasheed Hasan Khan, Humurdu Kaise Likhaen, Maktaba Jamia Limited, Jamia Nagar, New Delhi
6. Rasheed Hasan Khan, Urdu Imla Maktaba Jamia Limited, Jamia Nagar, New Delhi.
7. Maulvi Abdul Haq, Quwaid-e-Urdu, Anjuman Taraqqi Urdu, (Hindi), New Delhi
8. Afazal Hussain, Fun-e-Ataleem aur Tarbeeat, Markazi Maktaba Islami, Delhi
9. Akhtar Ansari, Ghazal and Dars-e-Ghazal,

10. Khalilur Rahman Saifi Premi, Usool-e-Taleem aur Amal-e-Taleem,

National Council for Promotion of Urdu language, West Block, R.K. Puram, New Delhi.

5. PEDAGOGY OF SOCIAL STUDIES

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

Course Objectives: To enable the student teacher to –

- 1 Define and differentiate the concept of social studies and explain its relative position in the syllabus.
- 2 Understand the aims and objectives of teaching Social Studies.
- 3 Prepare Unit Plans and Lesson Plans for different classes.
- 4 Critically evaluate the existing school syllabus of social studies.
- 5 To enable the pupil teacher to review the text book of social studies (Secondary level).
- 6 Apply appropriate methods and techniques of teaching to particular topics at different levels.
- 7 Prepare; select and utilize different teaching aids.
- 8 Evaluate his pupils in social studies.
- 9 Clarify particular concepts trends, principles, methods etc. with the help of co-relation to similar content or situation.

Course Contents:

Unit – I : Nature, Scope and objectives

- a) Nature scope and concept of social studies.
- b) Importance
- c) Aims and objectives of teaching social studies at different levels.
- d) Co-relation of social studies with other school subjects.
- e) Concept and Objectives of curriculum
- f) Characteristics of good social studies curriculum.
- g) Critical appraisal of social studies syllabus at secondary level.
- h) Concept and objectives of lesson planning.
- i) Planning of daily lesson plan, unit plan and yearly lesson plan.
- j) Social studies text books.
- k) Qualities, role and professional growth of a teacher of social studies.

Unit – 3: Instructional Strategies, Methods and Approaches.

4. Various methods of teaching social studies (Lecture, Socialized recitation story Telling, Project, Problem Solving Methods).
5. Field trips
6. Other innovative practices (Brain storming, role playing).
- d) Planning of social studies lab and its use.
- e) Use of mass media and Computers in Social Studies Teaching.
- f) Resource material – use of local resources in teaching social studies.

Unit – 5: Evaluation of Teaching Social Studies

- a) Concept and Objectives of evaluation
- b) Tools and techniques of evaluation in social studies teaching.
- c) Preparation of achievement test.
 - (i) Different types of question.
 - (ii) Blue Print
 - (iii) Preparation of question papers.

Terminal Test = 10 Marks

Sessional Work = 10 Marks

- 1 Content analysis and preparation of instructional material related to any unit of subject related to social studies.
- 2 Preparation of TV/Radio Script.
- 3 Study of anyone aspect of social issue and prepare report.
- 4 Collection of newspaper cutting related to Social Study”s issues.
- 5 Construction of different objective types test items.

Books Suggested:

1. Aggarwal, J.C., Teaching of Social Studies, New Delhi: Vikas Pub. 1982.
2. Bining, Arthur C., Teaching of Social Studies in Secondary School, McGraw Hill, Book Co.Kochhar , S.K., Teaching of Social Studies, New Delhi : Sterling Publications, 1983.
3. Bining and Bining: Teaching of Social Studies, New York, McGraw Hill Book Co. 1952.
4. Brantom. F.K.: The teaching of social studies in secondary school.
5. Dash, B.N., Content-cum-Method of Teaching of Social Studies, Kalyani Pub. New Delhi
6. Dray nd David Jordon: A hand book of social studies.
7. Hamming, James: The teaching of social studies in secondary school.
8. Horn E.E.: Methods of instruction in the social studies.
9. Kohli, A.S., Teaching of Social Studies, New Delhi : Anmol Pub.,1996.
10. Kochhar, S.K. in Hindi Ed. Teaching of social studies.
11. Mottart, Maurice P., Elementary Social Studies Instructions,
12. Mittal, H.C., Teaching of Social Studies, New Delhi: Dhanpat Rai & Chandna R.N. Sons.
13. Preston, Ralph C., Handbook of Social Studies, Rhinehart and Company, 1955.

6. PEDAGOGY OF CIVICS

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

Course Objectives: To enable the student teachers to –

1. Refresh the knowledge of student teacher about the meaning and importance of civics.
2. Establish co-relation of civics with other school subjects.
3. Apply appropriate methods in teaching particular topics at different level.
4. Select and use relevant teaching aids.
5. Imbibe and develop basic teaching skills.
6. Clarify particular concepts, trends, principles, methods etc. with the help of correlation to similar content or situation.
7. Prepare Yearly, unit and daily lesson plans.
8. Prepare achievement and diagnostic test on scientific basis.
9. Develop skills and abilities for organizing school activities related to the subject.

Unit – 1 Nature, Scope and Objectives

- a) Concept, Nature and scope of Civics.
- b) Contemporary Importance of Civics.
- c) Aims and Objectives of teaching Civics at different level (Elementary, Upper Primary, Secondary and Senior Secondary).
- d) Correlation of Civics to other subjects.
- e) Role of Civics in promoting International Understanding.

Unit – 2 Curriculum and planning

- a) Meaning and concept of curriculum
- b) Fundamental principles of formulation of curriculum in civics.
- c) Critical appraisal of the existing syllabus.
- d) Lesson Plan – Annual Plan, Unit plan and Daily lesson plan of teaching Civics.

Unit – 3: Methods and Approaches of Civics Teaching

- i. Various methods of teaching civics (Project, Problem Solving, Supervised Study, Lecture, Discussion and Brain Storming).
- ii. Innovative Practices in Civics Teaching
- iii. Field Trip
- iv. Mock Session

Unit – 4 Instructional support system

- i. Community resources
- ii. Teaching aid in Civics Teaching
- iii. Use of Print & Electronic Media
- iv. Techniques of interviewing

Unit – 5 Evaluation of Civics Teaching

- A Purpose and concept of evaluation
- b. Objectives based evaluation
- c. Preparation of achievement test –
 - i] Various types of question
 - ii] Blue Print
 - iii] Preparation of question paper.

Terminal Test = 10 Marks**Sessional Work = 10 Marks**

1. Content analysis and preparation of instructional material related to any unit of subject related to civics.
2. Preparation of TV/Radio Script.
3. Study of anyone aspect of Indian Political issues.
4. Visit any local bodies as Panchayat, Municipality, Municipal Corporation and Nagar Nigam and Prepare report about the functions of local bodies.
5. Prepare a plan of civics class room.
6. Preparation a plan for equipping a civics lab.
7. Prepare five slides related to civics teaching contents at Secondary level.
8. Collection of news paper cutting to civics issues.

Books suggested:

1. Bining and Bining: Teaching of social studies in secondary schools. New York, McGraw Hill Book Co. 1952.
2. Harlikar : Teaching of Civics in India, Bombay, Padma Publication Ltd.
3. Cray Ryland W : Education for Democratic citizenship.
4. Michaelies: Social studies for children in a Democracy, New York Prentice Hall Inc. 1956.
5. Bourne, H.E.: Teaching of History and Civics, Bombay Longmans 1972.
6. बघेला एवं व्यास : नागरिक शास्त्र शिक्षण, राज. हिन्दी ग्रन्थ अकादमी, जयपुर
7. Tyagi G.S.D.: Nagrik Shastra Ka Shikshan, Agra, Vinod Pustak Mandir.
8. Prescribed books of Board of Secondary Education for Higher Secondary Classes.

7. PEDAGOGY OF HISTORY

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

Course Objectives: To enable the student teachers to:-

- 1 Understand the concept, nature and scope of History.

- 2 Understand the nature of history as continuous process of development and change.
- 3 Understand the aims objectives of teaching history at different levels of the secondary stage.
- 4 Prepare unit plans, lesson plan and its related teaching aids.
- 5 Develop the syllabus for teaching history for different classes and its critical calculation.
- 6 Review the text book of history at the secondary level.
9. Understand the spirit and applying different methods and techniques of teaching history at the secondary stage.
10. Evaluate his pupils methodically at the different levels of secondary stage.

Unit – 1

- i. Meaning, nature and scope of history.
- ii. Importance of teaching history.
- iii. Aims and objective of teaching history at different levels,
- iv. Importance of studying local history national History and world history in the context of national integration and international brotherhood and global citizenship.
- v. Co-relation of History with other school subjects.

Unit – 2

- a) Meaning and Concept of curriculum
- b) Fundamental principles of formulating curriculum in History and critical appraisals of the existing syllabus.
- c) Lesson Plan – Annual plan, Unit plan and Daily lesson plan of teaching History, qualities and professional growth of History teacher, his role in future prospective.

Unit – 3:

- a) Various methods of teaching History (Story Telling Biographical Dramatization time sense, source Project and Supervised study method)
- b) Resource Material.

Unit – 4

- a. Audio – Visual aids in teaching history.
- b. Text book, teacher, co-curricular activities.
- c. Community Resource : Computer, T.V. History room
- d. Planning of historical excursion.
- e. Co-Curricular activities.

Unit – 5

- a. Concept and purpose of evaluation b Objectives based evaluation.
- c Tools and techniques of evaluation in History teaching.
 - (i) Various types of question
 - (ii) Blue Print

(iii) Content analysis.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

Any one of the following:-

- i. Content analysis and preparation of instructional material related to any unit of subject related to history.
- ii. Study of anyone aspect of Historical issue and preparation of a report.
- iii. Visit to any historical place and preparation of report.
- iv. Collection of news paper cutting related to History's issues.
- v. Developing a lesson plan based on new methods/technique in history.

Books Suggested-

1. Baghela, Dixit: History Teaching Raj. Hindi Granth, Akadami Jaipur
2. B.D. Ghate: History Teaching, Hariyana Granth Akadami Chandigarh.
3. Choudhary, K.P.: Effective teaching of history in India, NCERT
4. Ghosh K.D.: Creative teaching of History OUP 1951.
5. Ghate V.D.: Suggestions for the Teaching of history in India.
6. Hill C.P.: Suggestions on the Teaching of History.
7. Johanson H.: Teaching of History in Elementary and Secondary Schools Macmillian.
8. NCERT : Handbook for History Teachers.
9. Tyagi : History Teaching, Vinod Publication, Agra
10. Verjeshwary, R. : Handbook for History Teacher in India.

8. PEDAGOGY OF ECONOMICS

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

Course Objectives – To enable student teacher to:

- 1 Refresh the knowledge about the meaning. Importance, nature, scope and aims of Economics.
Acquaint with the aims, objectives and value-outcomes through teaching of Economics.
- 3 Develop ability to plan for suitable instruction in Economics.
- 4 Organize group-activities and project and to use various instructional strategies and methods the effective teaching of the subject.
- 5 Establish correlation of Economics with other school-subjects. 6 Develop necessary skills to use various teaching aids,

(Particularly locally available material aids).

7 Develop skill to successfully use various evaluation techniques and to interpret the results.

8 Develop appropriate attitude towards the subjects and country's economy.

Course Content

Unit – 1: Nature, Scope and objectives.

1. Meaning, Nature, Scope of Economics.
2. Importance of Economics in School Curriculum.
3. Aims and Objectives of teaching Economics at different level.
4. Correlations of Economics with school Subject.

Unit – 2 Curriculum and planning

1. Concept and objectives of curriculum.
2. Fundamental Principles of formulation of curriculum in Economics.
3. Critical Appraisal of the existing syllabus.
4. Lesson Plan – Annual Plan, Unit and Daily Lesson Plan of teaching Economics.
5. Planning Outdoor activities.

Unit – 3: Methods and Approaches to Teaching Economics.

1. Various methods of teaching Economics – Project, Problem solving, Discussion, Analytic – Synthetic and Lecture Method.
2. Innovative Practices in Economics Teaching – Brain Storming, work shop.

Unit –4: Instructional Support System

1. Use of teaching aids in Economics.
2. Print and Non Print media, community resources, Lab. And Museum.
3. Economics teacher and his qualities.
4. Critical appraisal of Economics Text Book.

Unit-5 Evaluation of teaching Economics

1. Purpose and concept of evaluation.
2. Objective of base evaluation.
3. Preparation of achievement test –
 - i Various Types of Question
 - ii Blue Print
 - iii Preparation of question paper
 - iv Sessional works
 - v Bibliography

Terminal Test= 10 Marks

Sessional Work= 10 Marks

1. Preparation of Map. Charts and Models for Teaching Economics.
2. Construction of anytype of test item.
3. Critical appraisal of Economics syllabus at Sr. Secondary Level.

Books Suggested:

1. Aggarwal, J.C., Teaching of Economics – A Practical Approach, Vinod Pustak Mandir, Agra, 2005.
2. Dr. N. Husen, Teacher’s Manual in Economics, Regional College of Education, Ajmer.
3. Mukherjee, Sandhya, Teaching of Economics, Prakashan Kendra. Lucknow
4. Sharma, Seema, Modern Teaching Economics, Anmol Publication Pvt. Ltd., New Delhi-2004.
5. Sexena, N.R., Mishra, B.K., Mohanty, R.K., Teaching of Economics, R. Lall Book Depot, Meerut, 2004.
6. Singh, Yogesh, Aratha Shaster Sikshan, Ashish Publication, New Delhi, 2005.
7. Yadav, Amita, Teaching of Economics, New Delhi: Anmol Pub., 2005.
- 8- हरनारायण सिंह एवं राजेन्द्रपाल सिंह, अर्थशास्त्र शिक्षण, लक्ष्मीनारायण अग्रवाल, आगरा।
9. श्री शुक्ल, अर्थशास्त्र शिक्षण, नन्दकिशोर एण्ड ब्रदर्स, बनारस
10. गुरुसरनदास त्यागी, अर्थशास्त्र शिक्षण, विनोद पुस्तक मंदिर, आगरा
11. डॉ. आर. पी. कथूरिया, अर्थशास्त्र शिक्षण, विकास प्रकाशन, भोपाल

9. PEDAGOGY OF GEOGRAPHY

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

Course Objectives:

To enable the student teachers to:-

1. Understand the modern concept of Geography.
2. Understand the aims and objectives of teaching Geography.
3. Prepare yearly plan, unit plan and lesson plan for different classes.
4. Prepare maps and charts to illustrate the contents of different classes and use them effectively.
5. Critically evaluate the exiting school syllabus and review the text-book of Geography.
6. Apply appropriate methods and techniques of teachings of particular topics at different levels.
7. Arrange field trips and local surveys.

8. Prepare achievement test and diagnostic test, Administration of the test, analysis of Result & make suggest for remedial teaching.

Unit – 1

- a) Changing concept of Geography – Practical Geography.
- b) Its place and scope (importance).
- c) Aims and objectives of Geography teaching at secondary level, its role in developing international understanding.
- d) Correlation of Geography with social sciences, economics, civies, Natural Science, Environmental Science.

Unit – 2

- (a) Characteristics of a good Geography Curriculum
- (b) Critical Appraisal of Geography Syllabus.
- (c) Planning Daily Lesson Plan & Unit Plan.
- (d) Geography Text Book.
- (e) Qualities, role & Professional growth of Geography Teacher

Unit – 3:

- (i) Regional method, Demonstration, Inductive, Deductive, Project, Comparative, Lab. Method. Field trips, local & Regional Geography. Other Innovative Practices – Programmed Learning, Computer, Geography Club, Geography Lab.

Unit – 4 :

- (b) Teaching aids and lab equipment
- (c) Geography Room/Laboratory & Museums.
- (d) Resource material and use of local resources in teaching Geography.
- (e) Co-Curricular activities.

Unit – 5

- (a) Tools Techniques of Evaluation in Geography.
- (b) Achievement Test
- 1. Different Types of Questions.
- 2. Blue Print.
- 3. Preparation of Question Paper.
- 4. Diagnostic & Remedial Teaching in Geography.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

(Any one of the following)

1. Preparation of maps, charts and models for physical Geography.
2. Develop two lesson plan based on new methods and approaches.
3. Critical appraisal of geography syllabus at secondary level.
4. Construction of objective types test items.
5. Collection of news paper cuttings related to Geographical issues.
6. Preparation of a report on visit cuttings related to Geographical Interest.

Book Suggested-

1. Source Book for teaching of Geography, UNESCO Publication.
2. Singh L.R.: Practical Geography, Allied Publications, Allahabad.
3. Monk House F.J.: Maps and Diagrams.
4. Verma, J.P. : Bhugol Shikshan, Vinod Pustak Mandir, Agra
5. Sharma, C.R. : Bhugol Shikshan, Modern Publishers, Vinod Pustak Mandir, Agra
6. H.N. Singh : Bhugol Shikshan, Vinod Pustak Mandir, Agra
7. Arora K.L.: Bhugol Shikshan, Prakash Bros. Ludhiyana.
8. Barnard, H.C.: Principles and Practice of Geography Teaching, London University, Tutorial Press, 1953.
9. Kual, A.K.: Why and How of Geography Teaching Ambanu Publication, Srinagar 1983.
10. Macnee: Teaching of Geography, Oxford University Press, Bombay.
11. Verma, O.P. and Vedanayagam E.G.: Geography Teaching, Sterling Publishers, New Delhi 3rd Ed. 1987.
12. Gopsil, G.H.: The Teaching of Geography macmillan & Co. Ltd., London 1958.

Pedagogy of Financial Accounting

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

OBJECTIVES:

Pupil teacher will be able

- To help the students to acquire the basic understanding in the field of Financial Accounting education.
- To develop the ability to plan curriculum and instructions in Financial Accounting at school level.
- To develop the ability to critically evaluate existing school syllabus and text book.
- To impart knowledge about the methods and devices of teaching Financial Accounting and to develop the skill of using the same.
- To develop the ability of fair & comprehensive evaluation.
- To develop commercial efficiency among students

COURSE CONTENT

UNIT - I: Nature of Financial Accounting as a Discipline

- (a) Meaning, Nature & Significance of Financial Accounting as a Discipline.

- (b) Aims & objectives of teaching Financial Accounting at Senior Secondary Level.
- (c) Historical Development of Financial Accounting.
- (d) Nature of contents at Senior Secondary in CBSE & RBSE Boards.
- (e) Interrelatedness of the contents.
- (f) Role of accounting in business conduction.
- (g) Increasing complexities in Accounting

UNIT - II: Financial Accounting as a School Subject

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

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

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

UNIT- IV: Pedagogical Analysis and Mode of Learning Engagement

Pedagogical analysis of contents

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

Modes of Learning Engagement & Instructional Design

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

UNIT- V: Assessment & Evaluation in Financial Accounting

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

Practicum/Field Activities (Any two of the following)

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

References:

1. Rao, Seema : Teaching of Commerce, Anmol Publication Pvt.Ltd.1995.

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

11. Pedagogy of Business Studies

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

OBJECTIVES:

Pupil teacher will be able :

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

COURSE CONTENT

UNIT - I: Nature of Business Studies as a Discipline

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

UNIT - II: Business Studies as a School Subject

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

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

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

UNIT- IV: Pedagogical Analysis and Mode of Learning Engagement

- (a) Pedagogical analysis of contents
 - a. Interview: Types, Do's & Don't's
 - b. Preparing a Job Profile
 - c. Individual Appraisal

- d. Role of Motivational Practices in Managing people
 - e. Strategies to understand the consumer.
 - f. Understanding the steps to make an Instructional Design for the subject
- (b) Modes of Learning Engagement & Instructional Design
- a. Individual Power point presentation
 - b. Task assignment
 - c. Proceeding through textbook help
 - d. Understanding concepts in group
 - e. Preparing lesson plans & Unit plans
 - f. Logical arrangement of Subject Matter in Instructional Design.

UNIT- V: Assessment & Evaluation in Business Studies

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

Practicum/Field Work (Any two of the following)

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

References

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

12. PEDAGOGY OF MATHEMATICS

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

- .Understand and appreciate the uses and significance of Mathematics in daily life.
1. Learn various approaches of teaching Mathematics and to use them judiciously.
 2. Learn the methods of providing instruction for the classroom.
 3. Organize curricular activities.
 4. Appreciate activities to develop aesthetics of mathematics.

5. Update their knowledge of content in mathematics.
6. Develop competence in teaching different topics.

Unit 1

- a) Meaning and nature of Mathematics, History of Mathematics and contribution of Indian and Western Mathematician with reference to Bhaskaracharya, Arybhata, Ramanujan, Euclid, Pythagoras etc.
- b) Mathematics for gifted and retarded children. Journal and reference books in mathematics

Unit 2

- a) Objectives of teaching mathematics in terms of Instruction and behaviour, approaches to teaching of mathematics – analytic, synthetic, inductive-deductive heuristic, project and laboratory; using various techniques of teaching mathematics viz, oral, written, drill, assignment, supervised study and programmed learning.
- b) Arousing and maintaining interest in learning of mathematics.

Unit – 3

- a) Meaning and importance of planning. Preparing lesson plan, meaning and purpose of a unit plan, yearly plan, short lesson plan, preparing low cost improvised teaching aids, Audio Visual aids in mathematics.
- b) Transfer of mathematics learning to various school subjects, among its different branches and in actual life situation.

Unit 4

- a) Principles and rationale of curriculum Development for the Secondary and Sr. Secondary level. Recent trends in mathematics curriculum. Critical evaluation of existing mathematics curriculum prescribed by Rajasthan Board of Secondary Education and CBSE at different levels.
- b) Mathematics laboratory (Planning and Equipment). The mathematics teacher academic & professional preparation.

Unit 5

- a) Text Book in mathematics – qualities of a good text book, process of obtaining feed back and evaluation in mathematics in terms of cognitive, affective and psychomotor development. Preparation and use of tests for evaluation such as achievement test & diagnostic test.
- b) Diagnostic, Remedial and Enrichment programmes with respect to syllabus at upper primary, Secondary and Sr. Secondary stages in the state.

Terminal Test= 10 Marks**Sessional Work= 10 Marks**

1. Preparation of detailed plan about
2. (i) Development of Mathematics lab Or (ii) Mathematics Club.
3. Preparation of an article related to any mathematical topic (student should select those types of topic which may be useful for creating mathematical interest such as mathematical Puzzles, magic, Square, Vedic mathematics etc.).
4. Preparation of a Brief History and contributions of two mathematicians.
5. Presentation of a case study of slow learner in mathematics.

6. Presentation of case study of gifted child in mathematics.
7. Observation of mathematics class room teaching in any Secondary School and preparation of a list of errors committed by student.
8. Preparation of a diagnostic test on any unit.
9. Prepare a term paper on any aspect of mathematics Education.

Books Suggested:

1. Aggarwal S.M.: Teaching of Modern Mathematics, Dhanpat Rai and Sons Delhi.
2. Aiyangar and Kuppaswami, N.A. Teaching of Mathematics, in the New Education Universal Publication.
3. Arora, S.K., How to Teach Mathematics, New Delhi; Sterling Publishers Pvt. Ltd., 2000.
4. Butler and Wren: The Teaching of Secondary Mathematics, Mc Graw Hill Book Company.
5. Gakhar, S.C. & Jaidka, M.L. Teaching of Mathematics, Panipat: M/s N.M. Publishers, 2003.
6. Jagadguru Swami, Sri Bharti Krishna Tirthji; Vedic Mathematics,
7. Kapoor and Saxena: Mathematical statistic, S. Chand & Co.
New Delhi. Kapoor and Saxena: Mathematical statistic, S. Chand & Co. New Delhi.
8. Kapur, J.N.: Modern Mathematics for Teachers, Arya Book Depot New Delhi.
9. Kumar, Sudhir/Ratan, P.N., Teaching of Mathematics, New Delhi: Anmol Publication Pvt. Ltd.
10. Mangal, S.K., Teaching of Mathematics, Ludhiana: Tandon Publications, 2003.
11. Sidhu, K.S., Teaching of Mathematics, New Delhi: Sterling Publication Pvt. Ltd., 1998.
12. Sidhu K.S.: Teaching of Mathematics sterling Pub. Pvt. Ltd. New Delhi.
13. Solanki, Tarun Kumar: Aadhunik Ganit Shikshan, Rajasthan Hindi

13. PEDAGOGY OF HOME SCIENCE

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

Course Objectives:

To enable the pupil – teacher to:

- i) Understand the nature and importance of Home Science and its correlation with other subjects.
- ii) Understand aims and objectives of the subject.
- iii) Realize the essential unity between laboratory work and theoretical background of the subject.
- iv) Analyze school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.
- v) Utilize effectively the instructional material in teaching Home Science.

- vi) Construct test items to measure objectives belonging to various cognitive levels.
- viii) Identify specific learning difficulties in Home Science and to provide suitable remedial individual instruction to them.

Unit 1

- 1. Nature and meaning of Home Science.
- 2. Values and importance of Home Science for students of higher secondary stage.
- 3. Correlation of Home Science with other subjects.
- 4. Aims and objectives of Home – science (Bloom’s approach to specify the outcomes).

Unit 2

- 1. Problem solving Method
- 2. Demonstration Method
- 3. Experimental Method
- 4. Project Method
- 5. Lecture – Cum – Demonstration Method
- 6. Question – Answer – Techniques
- 7. Text Book
- 8. Dramatization and Field Trips

Unit 3

- 1. Concept of Planning for Home Science Teaching.
- 2. Various steps of Planning – Unit and Lesson Planning.
- 3. Importance and advantage for planning of unit and lesson plan.
- 4. Qualities of a good Home Science Teacher.
- 5. Role of Home – Science Teacher.

Unit – 4

- 1. Specific use of the following: Audio Visual aids in teaching of Home Science.
- 2. Laboratory
- 3. Charts
- 4. Diagrams
- 5. Black Board
- 6. Reference Books
- 7. Graphs
- 8. Radio
- 9. T.V.
- 10. Magazines

11. Computer.

12. Co-curricular Activities

Unit 5

1. Concept, Principles, Basis and Measures to improve a syllabus.
2. Curriculum in Home – Science for different stages of school instruction.
3. Concept of measurement and evaluation.
4. Criteria of good evaluation.
5. Merits and limitation of evaluation.
6. Preparation of Blue – Prints of Unit Test.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

1. Writing of any Essay on any topic based on the contents of the above units.
2. Preparation of Visual-aid for solving community nutrition problem.

Book Suggested

1. Begum, Fahmeeda (2006): Modern Teaching of Home Science, Anmol Publications, New Delhi.
2. Bhargava, Priya (2004): Teaching of Home Science/ Commonwealth Publishers, New Delhi.
3. Chandra, Arvinda; Shah, Anupama and Joshi, Uma (1995): Fundamentals of Teaching of Home Science, Sterling Publisher, New Delhi.
4. Dass, R.R. and Ray, Binita (1985): Teaching of Home Science, Sterling Publishers, New Delhi.
5. Devdas (1955): Teaching of Home Science in Secondary School, All India Council for Secondary Education, New Delhi.
6. Kapoor, Ritu (1994): Teaching of Home Science, Parkash Book Depot, Ludhiana.
7. Siddiqui, Mujibul Hasan (2007): Teaching of Home Science, A.P.H. Publishing Corporation, New Delhi.
8. Yadav, Seema (1994): Teaching of Home Science, Anmol Publications, New Delhi.
- 9- भौरी जी.पी. एवं सरन डी.पी., गृह विज्ञान शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
10. अस्थाना, एस.आर., गृह विज्ञान का अध्यापन, लक्ष्मीनारायण अग्रवाल, आगरा।
11. सुखिया एस.पी. एवं महरोत्रा गृह विज्ञान शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़।
12. अग्रवाल लक्ष्मीनारायण, गृह विज्ञान का अध्ययन।

14. PEDAGOGY OF GENERAL SCIENCE

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

.Course Objective: To enable the student teacher to:

1. Understand the nature, scope, values and objectives of teaching science at Secondary Level.
2. Develop competence in teaching different topics of Science effectively.
3. Develop scientific temper & provide teaching in scientific method to their student.
4. Use various methods with appropriateness of content, level and classroom situations to make pupils learning meaningful
5. Utilize the instructional materials effectively in the teaching of Science

6. Organize Co-curricular activities & practical work in Science
7. Use method most appropriate to assess the progress & achievement of the pupil & thus prepare appropriate tests for the purpose
8. Diagnose the gaps and misconception in learning science, evolve Remedial measures.

Unit 1

- a) Definition and concept of Science.
- b) Place of Science in School Curriculum.
- c) Values of teaching Science at School Level.
- d) Correlation of Science with other subjects.
- e) Objectives of teaching sciences at Secondary Level.

Unit – 2:

- a) Principles of developing Science Curriculum at Secondary Level.
- b) Factors affecting the selection and organization of Science Curriculum.
- c) Unit Plan and Lesson Plan.
- d) Qualities and responsibilities of Science Teacher.
- e) Role of teacher in training students in Scientific method and developing creativity among students.

Unit 3

- A. Lecture method, Demonstration, Lab. Method Problem solving, Heuristics, Project Method, Inductive & deductive method.
- B. Inquiry approach programmed Instruction, Panel discussion, Team teaching & Workshop.
- b. Multi sensory aids – Charts, models, Bulletin Board, Flannel Board, Transparencies, Overhead Projector, Radio, T.V. Computer.
- c. Co-curricular activities – organization of science club, science fair and excursions, use of community resources.
- d. Science Lab Planning & equipping Science Lab. Guidelines for organizing practical work care and maintenance of equipment, safety precautions for work in Science Lab.

Unit 4

- a. Evaluation: Concept, types and purposes.
- b. Type of test items – Objective type, S.A. & Essay type.
- c. Planning objective based test items of different types.
- d. Preparation of Blue Print and construction of Achievement test.
- e. Evaluation of practical work in Science.

Unit 5

1. Case study of Science club
2. Report of Science fair or excursion.
3. Development of Blue Print

Terminal Test=10 Marks**Sessional Work= 10 Marks**

1. Sood J.K., Teaching Life Sciences, Kohli Publishers, Chandigarh 1987.
2. Sharma L.M., Teaching of Science & Life Sciences Dhanpat Rai & Sons Delhi 1977.
3. Kulshertha, S.P., Teaching of Biology, Loyal Book Depot, Meerut 1988.
4. Yadav K., Teaching of Life Sciences, Anmol Publishers, Daryagaj, Delhi, 1993.
5. Yadav M.S., Modern methods of teaching sciences, Anmol Publisher, Delhi 2000.
6. Singh U.K. & Nayab A.K., Science Education, Common Wealth Publishers, Daryanganj, Delhi 2001.
7. Venkataih, S., Science Education in 21st Century, Anmol Publishers, Delhi 2001
8. Yadav, M.S. (Ed.), Teaching Science at High Level, Anmol Publishers, Delhi 2000
9. Edger, Marlow & Rao, D.B., Teaching Science successfully, Discovery Publishing House, New Delhi 2003.
10. Mangal S.K., Teaching of Science, Arya Book Depot, New Delhi 1996.
11. Dave, R.H., Taxonomy of Educational Objectives & Achievement testing, London University Press London 1969.
12. Sood, J.K., New Direction in Science Teaching, Kohli Publishers Chandigarh 1989.

15. PEDAGOGY OF CHEMISTRY

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

Course Objectives: To Enable the student teacher to:

1. Understand the nature, place, values and objectives of teaching Chemistry at Secondary/Senior Secondary Level.
2. Establish its correlation with other subjects.
3. Evaluate critically the existing syllabus of Chemistry prescribed for Secondary/Senior Secondary level in the State of Rajasthan.
4. Develop yearly plan, unit plan and lesson plan for Secondary/ Senior Secondary Classes.
5. Provide training in Scientific method and develop scientific temper among their students.
6. Use various methods and approaches of teaching Chemistry.
7. Acquire the ability to develop instructional support system.
8. Plan and organize chemistry practical work in the Laboratory.
9. Organize Co-curricular activities and utilize community resources for promoting science learning
10. Use method most appropriate to assess the progress and achievements of the pupil & thus prepare appropriate tests for the purpose (both theoretical & practical)

Course Content:**Unit – 1: Nature Scope and Objectives**

- a) Nature of Science with special reference to Chemistry.
- b). History of chemistry with special reference to India.
- c) Place & value of teaching chemistry at Secondary/Senior Secondary level.
- d). Correlation of Chemistry with other subjects.
- f) Objectives of teaching chemistry at Secondary/Senior Secondary level

Unit – 2 : Curriculum and Planning

- a) Principles of developing Chemistry Curriculum at Secondary/ Senior Secondary level.
- b) Modern trends in Chemistry Curriculum CBA, Chemistry Study, NUFFIELD – O & A level.
- c) Critical appraisal of Chemistry syllabus at Secondary/Senior Secondary level prescribed by Board of Secondary Education, Rajasthan.
- d) Planning Daily lesson plan, unit plan & yearly plan.
- e) Qualities & responsibilities of Chemistry teacher.
- f) Teacher's role in training students in Scientific method and in developing creativity and scientific temper among learners.

Unit – 3: Methods and Approaches

- a) Lecture method, Demonstration method, Lab. Based methods, Inductive & deductive method, problem solving, heuristic & Project method.
- b) Inquiry approach, programmed instruction, Group discussion, self study, Team teaching, CAL, Seminars & Workshops.

Unit – 4: Instructional Support System

- a) Multisensory aids: Charts, models Flannel Board, Transparencies, OHP, Radio, T.V. Computer.
- b) Co-curricular Activities: Organization of science club, science fair and visits to places of scientific interest.
- c) Chemistry Lab: Layout Plans, equipments, furniture, and maintenance of records, repair, care and improvisation of apparatus, safety measures in Lab. Organization of Practical work.
- d) Role of State & National Level Institutions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemical Companies like Hindustan Zinc Ltd.
- e) Characteristics of a good text book and evaluation of a Text Book.

Unit 5 Evaluation in Chemistry

- a) Evaluation: Concept, Types and purposes.
- b) Type of test items and their construction.
- c) Preparation of Blue Print & Achievement Test. d Diagnostic Testing & Remedial teaching.
- e Evaluation of practical work in Chemistry.

Terminal Test= 10 Marks**Sessional Work= 10 Marks**

Any two of the following:-

1. Life sketch & contribution of any one prominent Indian Chemist.
2. Preparation of scrap book containing original Sciencetoon (Scientific cartoon) Stories/articles/features/plays/Interview report useful for teaching of Chemistry.
3. Planning an out of class activity to use local environment to teach chemistry.
4. Conducting & reporting two experiments useful at Secondary/ Senior Secondary level (other than those in syllabus).
5. Description & design of any improvised apparatus.
6. A critical study of any one Senior Secondary Lab. of Chemistry.

Books Suggested:

1. Yadav, M.S. Teaching of Chemistry, Anmol Publication, New Delhi, 1995
2. Negi, J.S. & Negi, Rajita, Teaching of Chemistry, 2001
3. Yadav, M.S., Teaching Science at Higher Level, Anmol Publication, New Delhi, 2000
4. Mishra D.C., Chemistry Teaching Sahitya Prakashan, Agra,
5. Kherwadkar Anjali, Teaching of Chemistry by Modern Method, Sarup & Sons. New Delhi, 2003
6. Das R.C., Science Teaching in Schools, Sterling Publishers Pvt. Ltd. New Delhi, 1985
7. Venkataiah, S., Science Education in 21st Century, Anmol Publishers, New Delhi, 2001
8. Rao, D.B., World Conference on Science Education, Discovery Publishing House, New Delhi, 2001
9. Singh U.K. & Nayak A.K., Science Education, Common Wealth

16. PEDAGOGY OF BIOLOGY

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

To enable the student teachers to –

1. Understand the nature, place, values and objective of teaching Biology at Senior Secondary level.
2. Establish its correlation with other subjects.
3. Evaluate critically the existing syllabus of Biology prescribed for Secondary/Senior Secondary level in the state of Rajasthan.
4. Develop yearly plan, unit plan and lesson for Senior Secondary Classes.
5. Provide training in Scientific method and develop scientific temper among their students.
6. Use various methods and approaches of teaching Biology.
7. Acquire the ability to develop instructional support system.
8. Plan and organize Biological practical in the Laboratory.
9. Organize co-curricular activities and utilize community resources for promoting Science learning.
10. Use method most appropriate to assess the progress and achievement of the pupil that prepare appropriate tests for the purpose (both theoretical and practical).

Unit 1

- (i) Nature of Science with special reference to Biology.
- (ii) Main discoveries and developments in Biology.

- (iii) Place and values of teaching Biology at Secondary/Senior Secondary Level.
- (iv) Correlation of Biology with other subjects.
- (v) Objectives of Teaching Biology at Secondary/Senior Secondary

Unit 2

- (i) Principles of constructing Biology curriculum at Senior Secondary level.
- (ii) Modern trends in Biology curriculum: BSCS, Nuffield Biology – O & A level.
- (iii) Critical appraisal of Biology syllabus at Secondary/Senior Secondary level prescribed by Board of Secondary Education, Rajasthan.
- (iv) Planning Lesson plan, Unit plan and yearly plan.
- (v) Qualities and responsibilities of Biology teacher. Teachers role in training students in Scientific method and in developing creativity and scientific temper among students.

Unit 3

- (i) Lecture method, Demonstration method, Lab Method, Inductive & deductive method, Problem solving, Heuristic and project method.
- (ii) Inquiry approach, programmed instruction, Group – Discussion, self study, Team Teaching, Computer Assisted Learning, Seminars and Workshops.

Unit – 4 :

- (i) Multi sensory aids – charts, models, specimen, bulletin-boards, Flannel Board, Transparencies, slides, slides projector, OHP, Computer, T.V. Radio etc.
- (ii) Co-curricular Activities: Organization of Science club, Science fair, field trips and use of community resources.
- (iii) Biology Laboratory: Organization of Biology Laboratory, Arrangement of Apparatus, Care & Maintenance of equipment
 & specimen, organization of practical work in Biology.
- (iv) Role of State & National level Institutions & Laboratory, Research Centers in Botany, Zoology & Agriculture.
- (v) Characteristic of a good Text Book & Evaluation of Text Book.

Unit – 5:

- (i) Evaluation: Concept, types and purposes.
- (ii) Type of test items & their construction.
- (iii) Preparation of Blue Print & Achievement test.
- (iv) Evaluation of Practical work in Biology.

Term Test: 10 Marks**Sessional Work: 10 Marks**

1. Life sketch & contribution of any one prominent Indian Biologist.
2. Preparation of Herbarium (Scrap book).
3. Prepare any one of the following related to environment education.(i) Poster (miniature) (ii) Article (iii) Story (iv) Play

4. Designation & description of any two low cost teaching models.
5. Prepare a Radio or T.V. Script.
6. Make a list of local (resources useful in teaching Biology and prepare a lesson plan using some of them.
7. A case study of any one Senior Secondary lab. of Biology.
8. Preparation of 10 frames of Linear & Branching type programmes on any topic of Biology.
9. Construction and administration of Diagnostic test on any one unit of Biology.

Books suggested:

1. Sood J.K., Teaching Life Sciences, Kohil Publishers, Chandigarh, 1987
2. Sharma, L.M. Teaching of Science & Life Sciences, Dhanpat Rai & Sons. Delhi, 1977
3. Kulshrestha, S.P., Teaching of Biology, Loyal Book Depot, 1988
4. Yadav K., Teaching of Life Sciences, Anmol Publishers, Daryaganj, Delhi, 1993
5. Yadav, M.S., Modern Method of Teaching Sciences, Anmol Publisher, Delhi, 2000
6. Singh, U.K. & Nayak A.K., Science Education Common Wealth Publishers Daryaganj, New Delhi, 2003
7. Venkataih, S., Science Education in 21st Century, Anmol Publishers, Delhi, 2001
8. Yadav, M.S. (Ed.), Teaching Science at Higher Level, Anmol Publisher, Delhi, 2000
9. Edger, marlow & Rao, D.B., Teaching Science successfully discovery Publishing House, New Delhi, 2003
10. Edger, Marlow & Rao, D.B., Teaching of Science Arya Book Depot, New Delhi, 1996
11. Dave, R.H., Taxonomy of Educational Objectives & Achievement Testing, London University Press, London, 1969
12. Sood J.K., New Direction in Science Teaching, Kohli Publishers,

17. PEDAGOGY OF PHYSICS

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

1. Understand the modern concept of physics.
2. Understand aims and objectives of teaching physics.
3. Appreciate the contribution of eminent physicists in connection with the development of physics.
4. Plan curriculum at Secondary and Senior Secondary level.
5. Analyze the syllabus of the subject in relation to its applicability to practical situations.
6. Develop scientific attitude and provide training in scientific method to their students.
7. Write the objectives in behavioural terms analyze the content and be skilled in concept mapping.
8. Develop unit and lesson plan.
9. Use various methods and teaching aids with appropriateness of content, level and classroom situation.
10. Plan and organize physics practical in the laboratory.
11. Organize co-curricular activities related to physics.

12. Use methods most appropriate to assess the progress and achievement of the pupils using variety of tools and techniques for physics theory and practical.
13. Diagnose the gaps and misconception in learning physics and take remedial measures.

Unit 1

- a) Nature of science, physics as a fundamental science.
- b) Major milestones in the development of physics.
- c) Contribution of India Physicists, C.V. Raman, M.N. Saha K.S. Krishnan, Narlekar, J.C. Bose, S.N. Bose H.J. Bhabha and S.Chandra Shekhar, Dr. A.P.J. A. Kalam .
- d) Objectives and values of Teaching Physics at Senior Secondary Level.

Unit 2

- a) Principles of selection and organization of course content and experiences for senior secondary level physics curriculum and characteristics of good physics curriculum.
- b) Correlation of physics with other school subjects and its role in daily life.
- c) Writing of objectives in behavioural terms, content analysis, developing yearly unit and daily lesson plan and concept mapping.
- d) Teachers in planning for developing scientific attitude and creativity among students and for training them in scientific method.

Unit 3

- a) Demonstration method, laboratory method, project method, problem solving method and assignment method.
- b) Heuristic approach, inductive deductive approach.
- c) Out of class activities like science club, science fairs and field trips.

Unit 4

- a) Physics Laboratory – Planning, equipping and organizing practical work.
- b) State and national level institutes and laboratories (DST, NPT, ISRO, CEERI, RAPS and BARD).
- c) Community resources like science centers/museums, planetarium and solar observatory.
- d) Multisensory aids: Chart, models, over-head projector, computer and Internet, Improved apparatus.
- e) Textbooks – Characteristics of a good text book and evaluation of text book.

Unit 5

- a) Type of test items and their construction.
- b) Preparation of blue print and achievement test.
- c) Diagnostic testing and remedial teaching in physics.
- d) Evaluation of practical work.

Terminal Test= 10 Marks**Sessional Work= 10 Marks**

1. Case study of one senior secondary lab of physics.
2. Description of design of any two improvised apparatus.
3. Planning an out of class activity to use local resources to teach physics.
4. Life sketch and contribution of one physicist.
5. Preparation of scrap book containing original Scientific cartoon/ Stories/Latest Articles/Feature/ Play Interview report useful for teaching physics.

Book Suggested

1. Vaidya, N. "The impact of science teaching", Oxford and IBH Publishing Company, New Delhi, 1971.
2. Richardson, S: "Science Teaching in Secondary Schools", Prentice Hall, USA 1957.
3. Sharma R.C. and Sukla: "Modern Science Teaching" Dhanpat Rai and Sons, Delhi, 2002.
4. Kumar Amit : "Teaching of Physical Science" Anmol Publications, New Delhi 1997
5. Nanda V.K.: "Science Education today" Anmol Publications Pvt. Ltd. New Delhi 1999
6. Ravi Kumar S.K. "Teaching of Science" Mangal Deep publications, 2000
7. Rao Aman : Teaching of Physics, Anmol Publications, New Delhi 1993
8. Wadhwa Shalin : "Modern Methods of Teaching Physics" Sarup and Sons, New Delhi 2001
9. भटनागर ए.बी. : भौतिक विज्ञान शिक्षण, आर.लाल. बुक डिपो मेरठ 2000
10. नेगी, जे.एस. व नेगी रक्षिता : भौतिकी शिक्षण, विनोद पुस्तक मन्दिर आगरा 1999
11. मंगल एस.के. : साधारण विज्ञान शिक्षण, आर्य बुक डिपो, नई दिल्ली, 1996
12. निगम डी.एस. : विज्ञान शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़ 1990
13. त्यागी एस.के. : भौतिक विज्ञान शिक्षण, साहित्य प्रकाशन, आगरा – 2000
14. त्यागी एस.के. : भौतिक विज्ञान शिक्षण, साहित्य प्रकाशन, आगरा – 2000

18. PEDAGOGY OF ART

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

Course Objectives:

To enable the student – teachers to:

1. Understand the importance concept used in the discipline.
2. To prepare unit plans, lesson plans for different classes.
3. Critically evaluate existing school syllabus and text book.
4. Prepare achievement test and diagnostic tests, administer them and analyses the results.
5. Prepare suitable teaching aids and use them in the class-room effectively.

Unit 1

- (i) Structure and rationale of the subject and its place in school curriculum, Art and Society, Art and International Under Standing, The Place of Art in General Education.
- (ii) The Educational Values of Art and relationship with other school subjects. Role of Art in Indian culture and value, development of international understanding.
- (iii) Contribution of Indian Artists.

Unit 2

- (i) The aims and values of teaching art.
- (ii) Teaching of art at different stages.
- (iii) General and Specific objectives of teaching art.

- (iv) Development of values and national Integration through art.

Unit – 3

- (i) Principals of classroom teaching.
 (ii) Visual aids in teaching art, Role of the black board, art object and reproduction photograph and other aids in teaching art.
 (iii) Qualities of Art Teacher.

Unit 4

- (i) Methods of teaching art- Project, Demonstration, Exhibitions.
 (ii) Content analysis
 (iii) Year Plan, Unit Plan & Daily Lesson Plan.

Unit 5

- (i) Objectives, process based evaluation.
 (ii) Development of test items & Blue Print.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

Any two of the following:

1. Planning an out of class activity to use local resources to teach Art.
2. Life sketch and contribution of one Artist.
3. Preparation of 5 OHP slides.

Book Suggested

1. George Conard: The Process of Art Education in the Elementary School, Prentice Hall, Inc. England Cliffs, N. I. 1964.
2. Ruth Dunneth: Art and Child Personality, Methuen and Co. Ltd., London, 1945.
3. Arya Jaideo: Kala Ka Adhyapan, Vinod Pustak Mandir, Agra.
4. Naya Shikshak – Vol. No. 4 April 1966 Special Number, Art Education Published By Department of Education Rajasthan, Bikaner.
5. Kleinschmidt, H.E.: How to turn ideas into pictures. National Publicity Council, New York, 1950
6. William, J. Harole, Graphics Methods in Education, Houghton Mifflin Company, Boston.

19. PEDAGOGY OF MUSIC

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

1. Understand the importance concept used in the discipline.
2. To prepare unit plans, lesson plans for different classes.
3. Critically evaluate existing school syllabus and text book.
4. Prepare achievement test and diagnostic tests, administer them and analyses the results.
5. Prepare suitable teaching aids and use them in the class-room effectively.

Unit 1

- (i) Music as a typical representation of Indian culture. Origin of music, its relation to religion. Rejuvenation of Indian Classic Music. Similarities between Eastern and Western music.
 (ii) Contribution of great Indian musicians
 (iii) Relationship of music with dancing and poetry and other school subjects.
 (iv) Role of music in Indian culture and values, development of international understanding.

Unit –2:

- (i) The aims and values of teaching music.
 (ii) Teaching of music at different stages.
 (iii) General and Specific objectives of teaching music.
 (iv) Development of values and national Integration through music.

Unit – 3:

- (i) Methods and Techniques of Teaching Music.
 (ii) Teaching aids in teaching Music, Equipment and site of the Music room.
 (iii) Singing without reading notations, spontaneity of expression.

Unit – 4:

- (i) Qualities of Music Teacher.
 (ii) Content analysis
 (iii) Year Plan, Unit Plan & Daily Lesson Plan.

Unit – 5:

- (i) Objectives, process based evaluation.
 (ii) Development of test items & Blue Print.

Terminal Test= 10 Marks**Sessional Work= 10 Marks**

Any two of the following:

1. Write the qualities of any one Music Instrument.
2. Preparation of Music room.
3. Life sketch and contribution of popular Musicians.

Books Suggested:

1. Awasthi, S.S.A., Critique of Hindustani Music and Music Education, Jalandhar: Adhunik Printer, 1964.
2. Bhatkanda, V.N., Karmik Pustak Malika Laxme Narayan Garg, Sangeet Karyalaya, Hathras.
3. Bhatnagar, S., Teaching of Music, Shimla: Monika Prakashan, 1988.
4. Gary Spruce, Teaching music in Secondary School, RoulledgeFalmer, Great Britain, 2002.
5. Michael R. Rogers, teaching Approaches in Music theory, Illinois University Press, 1984
6. Nelson B Henry, Basic Concept in Music education, The University of Chicago Press, 1958
7. Singh, Bharpur, Punjab School Education Board, Sahibjada Ajit Singh Nagar.
- 8- कैलासचन्द्रदेव बृहस्पति, 'भरत का संगीत सिद्धान्त', प्रकाशन शाखा, सूचना विभाग, उत्तरप्रदेश, 1959
- 9- भगवतशरण भार्मा, हिन्दुस्तानी संगीत शास्त्र, संगीत मंदिर, खुरजा – 203131 1985
10. लक्ष्मीनारायण गर्ग, संगीत निबन्धावली, संगीत कार्यालय, हाथरस – उप्र, 1959

20. **Pedagogy Of Punjabi**

Time Allowed: 3.00 Hours Maximum Marks: 100
(External Theory: 80, Internal Assessment: 20)

OBJECTIVES:

Pupil – teachers would be able to –

1. Develop awareness about basic concept related of Punjabi at the secondary level.
2. Impart Training in various skill e.g. language skill, use of teaching of evaluation, teaching skills (micro-teaching skill) etc.
3. Enable pupil teachers to use current method of teaching Punjabi.

Unit – I

- i The Nature And Importance Of language –its origin and development
- ii Origin and development of Punjabi language and there script
- iii Roll of Punjabi as mother tongue in the education of child
- iv Aims and objectives of teaching of Punjabi at School Levels
- v General principles and maxims of teaching of Punjabi

Unit –II

- i. Development of language skill in Students of various school classes
- ii listening skill
- iii Speaking skill
- iv reading skill
- v Writing skill

Development of micro & Macro lesson based of skill of questioning, explanting, illustration and stimulus variation.

Construction of curriculum of Punjabi language Critical appraisal of Punjabi curriculum at secondary school level Role And Qualities of Teacher of Punjabi Language.

Unit – III

1. Roll of language activities (Debates, Recitation, Story Telling, and Symposium)

Methods of teaching:

2. Prose
3. poetry
4. composition
5. Grammar
6. Meaning, nature, types of lesson plans for each of the above aspects of Punjabi language as
7. Herbert Method
8. Morison Method

Unit – IV

1. Methodology Of Various Teaching Methods As

(2) Project Methods

(3) Play way Method

Discussion Methods

(4) Correlation Method

(5) Observation Method

Audio-visual aids -Meaning, Types, Role & Importance

Construction & Importance of Punjabi text books

Unit – V

1. Concept of Evaluation
2. Modern Concept of evaluation in language
3. Different type of techniques and Questions in evaluation of Punjabi
4. Construction of
 - Oral type tests
 - short answer type tests
 - Objective - type tests
 - Essay - type test
 - Diagnostic test
 - Blue Print

Phase-I Internship (10 weeks)

Internal marks= 75

External marks=75

Total 150 marks

Course EPC-1 Reading and Reflecting on Texts**Internal Marks:50****Learning outcomes:** After completion of the course, student-teachers will be able to:-

- Develop metacognitive awareness to become conscious of their own thinking processes and they grapple with diverse texts.
- Enhance their capacities as readers and writers by becoming participants in the process of reading.
- Engage themselves with the readings interactively – individually and in small groups.

Avail 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's ideas.

Unit 1: - Reading and Reflection of Texts

1. Concept and meaning of reading and reflection of text.
2. Need and importance of reading and reflection on text for Pupil-Teacher. Reading of empirical, conceptual, historical and policy documents.
3. Reflection on text through examination, observation and group discussion.
4. Skill and Strategies of reading & written work: Model reading, drilling, pronunciation, silent reading, etc. Narrative texts, expository texts, autobiographical narratives, field notes and ethno graphics readings.

Unit2: Observation & Discussion

1. Discussion and creative on empirical, conceptual and historical work, policy documents, and studies about schools, teaching and learning and about different people's experiences.
2. Pupil teachers' observation, peer observation, group observation.
3. Motivating pupil teachers to think and regulate one's own thinking in the learning process.

Unit 3: Evaluation & Reflection

1. Developing reflective journal for trapping experience, observation and views of different stakeholders.
2. Critical analysis of entire activities on the basis of reflective journal.
3. Learning, monitoring, comprehension and self reflection.

Practicum/Field work (Any two of the following): -

4. Preparing a report on empirical, conceptual and historical work, policy documents, and studies about schools, teaching and learning and about different people's experiences.
5. Preparing a conceptual chart on one's own thinking process required for text reading.
6. Preparing a conceptual chart on one's own thinking process required for reflection on text.
7. Submit reading reflection report after completing reading assignment by summarizing the important concept of the reading and describing what was interesting, surprising or confusing to him/her.

Reference:

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

PAPER – EPC₂
DRAMA AND ART IN EDUCATION
 Maximum Marks: 50 Internal Assessments: 50

Learning Outcomes:

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 Contents:**Unit I : Art and Education**

- Meaning and importance of Art and aesthetics at secondary level of school education Folk art, contemporary art and creative Art.
- Development of aesthetic values through Music, Dance, Drama, Visual Art and Craft.
- Importance of Art exhibitions, galleries live concerns etc. in developing aesthetic sense.

Unit II : Visual Art and Craft and teaching learning

- Brief knowledge of techniques of visual Art – Sketching, copying, collage and Mosaic work, stenciling and Block, Memory drawing, paper folding, cutting and pasting, cartoon, and other craft.
- Different materials of visual art pencil, charcoal, crayons, water, poster and acrylic colours, pen and ink, Rangoli, alpna, mandna material, wire, thread, coloured papers, clay and metal scraps etc.
- Creative expression through different visual art techniques in teaching.

Unit III : Performing Art and teaching, learning

- Basic knowledge of
 - (a) Dramatization – concept, types and elements (Gati, Mudra, bhaav, Samvad)
 - (b) Music – Hindustani and Karnataka sangeet, classical and folk Music, vocal and instrumental.
 - (c) Dance - concept, classical and folk dance.
 - (d) Place of performing Art in Indian society.

Improvising and recreating the various characteristics from society and use in teaching

Practicum/Field work :- (Any two 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, Drama) make an individual port folio & submit it in college.
8. Draw Caricatures of three renowned Historical personalities.
Pick out art based articles and paintings from famous newspapers and compile the collected information.

References:

1. Gearge Conard: The process of Art education in the elementary school Practice Hall, inc. England, Cliets No.1,1964.
2. Ruth Dunneth : ‘_Art and child personality’, Methuen and Co. Ltd. London 1945.
3. Arya Jaides : Kala Ke Adhyapana, Vinod Pustak Mandi, Agra.
4. Kiya Shikshak : Vol. No. 4 April, 1966, Special Number, Art Education, Published by Department of Education, Rajasthan, Bikaner.
5. AAMS: Memorandum on the teaching of Art London.
6. Jeswani K K (1950) Teaching and appreciation arts in schools, Atma Ram and sons Delhi
7. Krishnamurty J(1973) Education & Significance of life, B I Publications Bombay.
8. Kala Shikshan, BSTC, Rajasthan Pathya Pustak Mandal, Jaipur.
9. Veer Ram Avtaar, Bhartiya Sangeet ka Itihaash,(2001) Radha Publication, Delhi
10. Singh Chitra Lekha, Arts Education, Vinod Pustal Mandir, Agra

B.Ed. 2nd year

PAPER	Title of the Paper	External	Internal	Total
Course-6	Gender, school and Society	80	20	100 Marks
Course-7b	Pedagogy of School Subject – Part II	80	20	100 Marks
Course-8	Knowledge and curriculum	80	20	100 Marks
Course-9	Assessment of Learning Creating an Inclusive	80	20	100 Marks
Course-10	Education	80	20	100 Marks
Course-11	Optional Course**	80	20	100 Marks
Course-12	Computer Education*	35	15	50 Marks
				(Marks not include in aggregate)
	School Internship(10 weeks)	75	75	150 Marks
Course EPC ₃	Critical Understanding of ICT	10	40	50 Marks
Course EPC ₄	Understanding of Self	10	40	50 Marks

Total = 850 Marks (Marks of Computer Edu. not included)

Engagement with the Field :

Task and Assignments for course 6, 7b, 8, 9, 10, 11&12

Course-12* Candidate have to pass Computer Education paper but marks not include in aggregate.

Course – 6 GENDER, SCHOOL AND SOCIETY

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Continuous Internal Assessment: 20)

Course Objectives:

1. Develop basic understanding of gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, Patriarchy and feminism.
2. Understand the problem of girl child education in our society.
3. Awareness of factors that shape gendered roles in Indian society.
4. To develop an understanding of feminist approaches to the social and cultural construction of gender.
5. Understand how gender, power and sexuality are related to education (in terms of access, curriculum and pedagogy).
6. Student to construct critically the impact of policies programmes and scheme for promotion of gender equality and empowerment.
7. Apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.
8. Understand how gender relates to education and schooling.

Course Contents:

UNIT – 1

1. Concepts of Gender, sex, sexuality, patriarchy, masculinity and feminism.
2. Gender bias, gender role, stereotyping and its consequences. Kanya-Bharun hatya.
3. Gender and other form of inequality in relation with (caste, class, ethnicity, disability).

Unit-2

1. Role of women in developing country, School cultures & issues of society.

2. RTI (Right to Education) , Equal opportunity in women education
3. Schooling of Girls, dropout rate, completion rate, Feminization of teaching profession.

Unit 3

1. Rights for gender equality and their implication for social change.
2. Reason, why girls feel uncomfortable in schools? Girls school v/s co education school.
3. Gender bias in curriculum, text books, analysis of hidden curriculum

UNIT – 4

1. Gender, culture and institution: Intersection of class, caste, religion and region
2. Construction of gender in curriculum framework since Independence, Gender and the hidden curriculum
3. Relationships within the school: child-child, teacher-child, and teacher-peer group relationships from the perspective of gender.

UNIT – 5

1. Understanding sexuality (sexual orientation and sexual identity – third gender) Legal (sexual and reproductive) rights of women.
2. Violence against women, Sexual harassment in family, neighborhood and other formal and informal institutions.
3. Reproductive rights and sexual rights. Institutions redressing sexual harassment and abuse

Term Test: 10 Marks**Sessional Work: 10 Marks****Any one assignment related to the Unit I to Unit V:****Books Suggested:**

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. Jefferey, P. and R. Jefferey Killing My Hear's Desire: EDUCATION AND Female Autonomy in Ruarl India, in Nita Kumar (ed.) Women as Subjects South Asian Histories. New Delhi.
4. Geetha, V. (2007) Gender, Stree: Calcutta
5. GOI. (1966). Report of the education commission: Education and national development. New Delhi: ministry of education.
6. GOI (1986). National policy of Education. GOI.
7. GOI. (1992, 1998), National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/ Files/NPE86-mod92.pdf
8. Learning, livelihoods, and Soial mobility: Valuing Girls' Education in Central India, Peggy Froever, btunnel University, Anthropolgy and
9. Menon, N (2012) seeing like a feminist. India: Penguin.
10. Nirantar. (2010) textbook regimes: A feminist critique of nation and identity. New delhi
11. A. banon. Robent (2010) social psychology, pearson education New Delhi

Course - 7b
PEDAGOGY OF SCHOOL SUBJECT (Part II)

Student –teacher will opt second pedagogy of school subject in B.Ed.
2nd year as have taken in their Bachelor/Master Degree subjects, other than opted in
B.Ed. First Year

From the list given in B. Ed. First Year courses of study

Course-8
KNOWLEDGE AND CURRICULUM

Time Allowed: 3.00 Hours Maximum Marks: 100
(External Theory: 80, Continuous Internal Assessment: 20)

.Course Objectives:

1. To critically analyse various samples of textbook
2. To identify various dimensions of the curriculum and their relationship with the aims of Education.
3. To examine the epistemological basis of education.
4. To discuss the basics of modern child centered education.
5. To identify relationship between the curriculum framework and syllabus.
6. To understand the relationship between power, ideology and the curriculum.

Course Content:

Unit I

1. Concept, Meaning & nature of knowledge
2. Distinction between Data, knowledge, Information and skill Teaching and Training, Knowledge and information, reason and belief.
& Process of Knowledge generation: Local window, Sharing, practice Creation.

Unit 2

1. Curriculum: meaning, concept, nature and its basis..
2. Type of curriculum. Syllabus, curriculum & co-curriculum
3. Knowledge as the bases of curriculum, various structures of society

and knowledge and their linkage and relationship

Unit 3

1. Factors affecting curriculum change: Social factors, Pressure groups, Writers and publishers.
2. Role of teacher as a curriculum maker
3. Concept of curriculum development and other curricular fields (curriculum design and curriculum engineering)

Unit 4

1. Meaning & Concept of nationalism, universalism and secularism and their interrelationship with Education.
2. Concept of National curriculum, curriculum reform in India.
3. Review of present curriculum (school subjects)

Unit 5

1. The salient features of national curriculum framework 2005 and NCFTE 2010 Analyze of these documents with respect to various aspects of foundations, concerns and the changes made with important considerations.
2. Nuffield, BSCS, PSCS, NSES. SMSG, with respect to their priorities, concerns and goals towards school education

Term Test:10 Marks

Sessional Work: 10 Marks

Any on assignment related to the Unit I to Unit V: (10 Marks)

Books Suggested:

1. Audrey & Howard Nocholls(1978) : “Developing Curriculum”, A practical guide- George Allen & Unwin, Boston, Sydney, London.
2. Davies,Iron, K. (1976) : “Objectives in Curriculum Design”, Mcgraw Hill Book Company Limited, England.
3. Denis Lawton(1986) : “School curriculum planning “.Hodder & Stoughton, London, Sydney.
4. Edward, A.Krug(1960) : The Secondary School Curriculum”, Harper
- 5 .Erickson, H.Lynn(1998) : Concept-baVernon,E. Anderson(1962) :
“Principles and Procedures of Curriculum Improvement”.
6. Edward, A.Krug(1960) : The Secondary School Curriculum”, Harper and Row Publishers, New York & Evauston.
7. Erickson, H.Lynn(1998) : Concept-based curriculum and instruction, Corwin Press,Inc.
8. Gakhar, S.C.(2009): Curriculum Development, Panipat, N.M. Publications
- 9.Goodson, Iror.F.(1994) :”Studying Curriculum”, OpenUniversity Press, Buckingham Zais,
R.S.(1976) : “Curriculum Principles and Foundations”, Harper Row Pub., London.

COURSE – 9
ASSESSMENT FOR LEARNING

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Continuous Internal Assessment: 20)

Course Objectives:

1. To enable assessing children’s progress,
2. Understand the different dimensions of learning and related Evaluation procedures,
3. To enable to differentiate measurement, evaluation and assessment.
4. To enable to use wide range of assessment tools and techniques.
5. To realize the importance of CCE

Course Content**Unit - I**

- (a) Concept of measurement, evaluation and assessment.
- (b) Types need and purpose of evaluation. Principal of Assessment and evaluation.
- (c) Monitoring of Learning, Observation of learning processes by self, by peer and by teacher, self-assessment and peer assessment.

Unit 2

- (a) Construction of test: subjective test and objective test.
- (b) Characteristic of a good test. Standardized and teacher made test.

- (c) Nature of information gathered (Qualitative, Quantitative) Mode of response (Oral and written,

Unit 3

- (a) Classification of assessment: Base on purpose (Prognostic, Formative, Diagnostic and Summative), Scope (Teacher made, Standardized) Attribute measured (Achievement, Aptitude, Attitude
- (b) Providing Feedback, types of feedback (written comment, oral), peer feedback.

Unit – 4

- (a) Continuous and Comprehensive Evaluation: Meaning, concept and characteristics of CCE, Need and Process.
- (b) Grading: Concept, types and Application, Indicators for grading Psycho-Social and Political dimensions of assessment. Marking system and grading system.
- (c) Assessment of affective learning: attitude and values, interest,

Unit – 5

- Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices.
- Commercialization of assessment. Teacher assessment by student, institutional evaluation.
- Participatory assessment and community monitoring critical analysis of prevalent practices of assessment.

Term Test: 10 Marks**Sessional Work: 10 Marks****Any on assignment related to the Unit I to Unit V:****Recommended Books;**

- अस्थाना, विपिन (2009) मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, अग्रवाल प्रकाशन, आगरा।
- पाल, हसराम एवं शर्मा, मंजूलता (2009), मापन आकलन एवं मूल्यांकन शिक्षा प्रकाशन, जयपुर।
- अनिल कुमार शिक्षा में मापन एवं मूल्यांकन रजत प्रकाशन, दिल्ली।
- पाण्डेय, भीष्म (2010), शिक्षा में मापन मूल्यांकन, भवदीय प्रकाशन, कैजावाद।
- शर्मा ज्योति (2009) ,शैक्षिक मापन एवं मूल्यांकन, अग्रवाल प्रकाशन, आगरा।
- Paul, Black (2012). Assessment for learning McGraw.
- East, Lorna M. Assessment as learning sage pub. 2010
- Ecclestone, Kathryn. Transforming formative assessment in life long learning. Mc Grau H,II. Eng.2010

Course – 10**CREATING AN INCLUSIVE EDUCATION**

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Continuous Internal Assessment: 20)

Course Objectives:

- Understand concept, meaning and significance of inclusive education
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- 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.
- Prepare teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.
- Develop the ability to conduct and supervise action research activities.

Course Contents:**Unit 1**

- Definitions, concept and importance of inclusive education. Principal and model of inclusive education.
- Inclusion and disability. Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for education for all children in the context of right to education.

Unit 2

- Recommendations of the Indian Education Commission (1964-66). National Curriculum Framework, 2005 NCERT
- The Convention on the Rights of the Child (specific articles related to inclusive education).
- UNESCO Conventions, declaration and recommendations related to Rights of persons with Disabilities, role of UNICEF, RTE-2009 in inclusive education.

Unit 3

- Diversity: Meaning and definition.
- Disability: psychological construction of disability identity, discrimination.

3. Concept, Nature, and Characteristics of Multiple Disabilities, Classroom management for inclusive education.

Unit 4

1. Inclusive curriculum- Meaning and characteristics. Teaching and learning environment with special reference to inclusive school.
2. Special education. Special school building, co-curriculum activities.
3. Individual differences, children with disabilities: Hearing Impairment, visual impairment, voice impairment, orthopedic.

UNIT – 5

1. Review existing educational programmes offered in secondary school (general and special education).
2. Utilization of records/ case profiles for identification, assessment and intervention for inclusive classrooms.
3. Evaluation and follow-up programmes for improvement of teacher preparation programmes in inclusive education.

Term Test: 10 Marks

Sessional Work: 10 Marks

Any on assignment related to the Unit I to Unit V: (10 Marks)

Reference Books:

1. Maitra, Krishna (2008): INCLUSION ISSUES AND PERSPECTIVES (For Teachers, Teachers' Educators and Parents): Kanishka Publishers, Distributors New Delhi-110002
2. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: 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, Heinemann Educational 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. Mysore
7. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa 9pp. 3-&). Heinemann Educational Books.
8. T., Ainscow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). Index for inclusion: Developing learning and participation in schools. Centre for Studies on Inclusive Education.
9. 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.
10. Delpit, L.D. (2012) Multiplication is for white people: raising expectations for other people's children, the new press.

OPTIONAL COURSE (Any one of the followings)

Course-11

DISTANCE EDUCATION

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

Course Objectives:-

To enable student to:-

1. Understand the concept, nature and scope of Distance Education.
2. Understand the nature of Distance Education as continuous process of development and change.
3. Understand the aims, objectives of teaching Distance Education at different levels.

4. Learn the techniques and methods of distance Education.
5. Understand the open system, correspondence education.
6. Understand communication strategies of Distance Education.

Course Content:

Unit – II *Nature, Scope and Objectives*

1. Concept of Distance Education.
2. History of Distance Education.
3. Distance Education as a Discipline.
4. Theories of Distance Education.

Unit – II *Curriculum and Planning*

1. Open Education
2. Correspondence Education
3. National and State Universities

Unit – III *Methods and Approaches*

1. Communication Strategies
2. Teaching Strategies of Distance Education
3. Educational Broadcast
4. Educational Telecast
5. The Computer, Videodiscs, C.D. and Video tapes
6. Resource Centers of Distance Education.

Unit – IV: *Instructional Support System*

1. Instructional Procedure
2. Support System of distance Education
3. Evaluation Process of Distances Teaching
4. Role of Regional and Study Centers
5. Role of Counselor and distance learner

Unit – V: *Evaluation*

1. Concept of evaluation in distance education.
2. Need for continuous evaluation
3. An Analysis of Distance Education.
4. Research in Distance Education.

Term Test: 10 Marks

1. Content analysis and preparation of instructional material related to any unit of subject related to Distance Education.

Sessional Work: 10 Marks

2. Study of any one aspect study center/regional center related of Distance Education.
3. Collection of newspaper cutting related to Distance Education.
4. Prepare a report on visit to any institution which is related to Distance Education.
5. Prepare a radio script or T.V. program script.
6. Prepare a chart, related to differentiate between Distance Education and traditional education teaching approaches.

Books Suggested:

1. Aitchison, J., 1987 Text Design in Distance Education print and facilitating adult learning, paper 7 : 1-29 Pretorai University of South Africa.
2. Andrews, J and Strain, J., 1985 Computer assisted distance education off-line and on-line American experiences, Distance Education 6, 2:143-57.
3. Anand, Satyapal, 1979 University without Walls Delhi Viaksh Publishing House Pvt. Ltd.,
4. Baath, J.A., 1979 Correspondence Education in the light of a number of contemporary teaching models, Malmoe, Liber Hermods.
5. Bate, A.W. (Ed.), 1984 The role of technology in Destance Education” London : Croom Helm.,
6. Elton, Lewis, 1981 “Training Teachers of Distance Education” Paper presented Regional Symposium on Distance Learning in Asia, Penang 4-7 May 1981.
7. Ferguson, J., 1975 The Open University from within London University Press.
8. Rumble, G., 1975 “Distance Education in Latin America : Models for 1980”s, Distance Educational, 2:248-55.
9. Sewart, L.S., 1986 “Distance of of a correspondence course Adult Education 10:161-16.

Course-11**OPTIONAL COURSE****2. SCHOOL LIBRARY ORGANISATION**

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

.Course Objectives:

To enable the student teacher to:-

1. Know and understand the basic concepts in school Library Organization.
2. Know and understand the aim and objectives of School Library Organization.
3. Know, Understand and use the principles and methods of School Library Organization.
4. Know, Understand and use techniques of classification.
5. To know and use the catalogue systems and reference services.

Course Content:**Unit – 1**

- (i) Five Laws of Library Science
- (ii) Library in Education
- (iii) Library Equipment
- (iv) Library Furniture

Unit – 2

- (i) Aims and objects of School Library.
- (ii) Planning of Library Building.
- (iii) Class Library and Subject Library.

Unit 3

- (i) Organization and Administration of School Library.
- (ii) Issue Methods:
 - a Brown Charging System
 - b Newark Charging System
 - c Book Selection

Unit – 4

- (i) Classification: Meaning, Aims and Need of Classification
- (ii) Library Rules
- (iii) Stock Verification

Unit 5

- (i) Catalogue: Meaning, Aims and Functions of Catalogue.
- (ii) Types of Catalogue: Physical Form.
- (iii) Accession Register
- (iv) Reference Service: Meaning, Need and functions of Reference Service.
- (v) Types of Reference Service.

Term Test: 10 Marks

Sessional Work: 10 Marks

1. One Essay
2. Survey of School Library and preparation of a report.
3. Classification of 25 Books by Dewey-Decimal classification Scheme of 18th Edition.
4. Simple cataloging of Five Books by Ranganathan "Classified catalogue code.

Books Suggested:

1. Ranganathan, S.R. : Pustakalaya Vigan Ke Panch Sutra Rajasthan, Hindi, Granth Academy, Jaipur 1980
2. Shukla, Lalita, S : Basic Foundation of Library Science, Metropolitan Book Co. Delhi.
3. Ranganathan S.R. : Library Manual Asia Publishing House, Bombay, 1960.
4. Fargo, L.F. : School Pustakalaya Ke Vividh Roop, Atama Ram and Sons, Delhi 1966
5. Shastri, D.T.: Pustakalaya, Vargikaran, Sahitya Bhawan, 1974.
6. Triopathi, S.M.: Adhunik Granthalaya Vargikaran, Sri Ram Mehra & Co. Agra, 1976.
7. Bhargava, G.D.: Granthalaya Vargikaran, Madhya Pradesh Hindi Granth Academy, Bhopal, 1971.
8. Agarwal, S.S.: Catalogue Entries and Procedure, Lakshmi Book Store New Delhi, 1971.
9. Giraj Kumar and Kumar, C: Suchikaran Ke Siddhant, Vikash Publishing House, New Delhi, 1976.
10. Pandey S.K. Cataloguing Theory, Ere Ers Publications, New Delhi, 1986.
11. Ramganathan, S.R.: Library Administration, Asia Publishing House, Bombay.
12. Mittal, R.L.: Library Administration Theory and practice Metropolitan Book Co., Delhi-6, 1973.
13. Banarjee, P.R.: Pustakalaya, Vyasvasthan, Madhya Pradesh Hindi Granth Academy, Bhopal.

14. Shrivastav and Verma: Pustakalaya Sangathan Avam Sanchalan, Rajasthan Hindi Granth Academy, Jaipur.

Course-11

OPTIONAL COURSE

3. EDUCATIONAL AND VOCATIONAL GUIDANCE

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

Course Objectives:

To enable the student teachers to –

1. Understand the basic concept, nature and scope of educational vocational guidance.
2. Understand the aims and objectives of educational and vocational guidance.
3. Understand the importance of educational and vocational guidance in the present national scenario.
4. Understand the nature types of guidance services with reference to school education.

Course Content:

Unit – I: Concept, Nature and Scope of Guidance

Importance of guidance in the lives of individuals, meaning of guidance: Distinction between guidance and counseling.

Unit – 2 Importance of Guidance

Philosophy and aims of guidance, Importance of guidance in schools, for individuals and for society.

Unit 3 Areas of Guidance

Areas of Guidance, Educational Guidance, Vocational Guidance, Personal Guidance, Development Guidance, Psychology of Careers, concept of Vocational Development and Careers Patterns.

Unit –4 Guidance in Present Context

Guidance implications in the current Indian Scenario, Educational and Guidance: Democracy and Guidance, Individual Difference and Guidance.

Unit 5 Guidance Services

Introduction to Guidance Services : Individual Inventory Service Cumulative Record, Information Service, Follow up service, Group Guidance Service, Guidance in the school Programme Role & Responsibilities of Guidance worker in schools.

Term Test: 10 Marks

Sessional Work: 10 Marks

- (i) Evaluation an Educational Programme Guidance and Curriculum Approach.
- (ii) Write one essay and two abstracts.

Books Suggested:

- 1 Chada, Satish.: Educational Vocational Guidance and Counselling,
- 2 Ericko, Cliffor E.: A Basic Tent for Guidance Workers N.Y. Prentice,
- 3 Forclich Clifird P. guidance services in smaller schools New York Mc Graw Hill Book Co. 1950.
- 4 Hoppock: Group Guidance, Principles, Techniques and Evaluation.
- 5 Strang, Ruth: The Role of Teacher in Personnel work, New York Teachers College, Columbia University, 1933.
- 6 Rawat, Asha.: Career Information & Career Guidance, R. Lall Book Depot, Meerut.
- 7 Sharma, R.A.: Fundamental of Guidance and Counselling, R. Lall Book Depot, Meerut.
- 8 Super Donald: Appraising Vocational Fitness New York, Harper and Brothers, 1947.

Course-11

OPTIONAL COURSE

4. ENVIRONMENTAL EDUCATION

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

Course Objectives:

To enable the pupil teacher to:

1. Understand the concept of Environment and the problems concerning Environment through multidisciplinary approach.
2. Develop environmental consciousness in their students.
3. Develop the skills of planning and organizing Ecological activities in the School so that the children can be equipped to play their role on protection and enrichment of environment.

4. Use Different techniques and material for the effective dissemination of Environmental information.
5. Conduct local surveys, arranges field trips, and Environmental games and related activities.

Course Content:**Unit 1**

1. Concept of Environment.
2. Concept of Ecology, Ecosystem, Components of Ecosystem and interdependence.
3. Relationship of man and Environment.
4. Personal & family responsibility about the Environment.

Unit – 2

1. Population explosion.
2. Pollution – Air, Water, Noise, Waste and Cultural.
3. Depletion of Natural resources: Causes and measures for conservation of forests and wild life.
4. Water, energy and soil management.

Unit – 3

1. Meaning, objectives, importance and philosophy of Environmental Education.
2. Scope of environmental education – Multi – disciplinary approach correlation with other schools subjects.
3. Environment Education as a subject, its curriculum at different levels.

Unit – 4

1. Methods and Approaches: Group discussion, Project, Problem Solving, Observation, Field –Trips excursion, Activity Method, Games and Simulation, Puppet, lecture-demonstration, Ecology-club, Ecology-laboratory, Library and publications.
2. Role of Mass-media films and Audio –Visual material in Environmental

Unit 5

1. Role of different agencies: UNEP, W.W.F., Friends of trees, N.G.O."S and Government organizations.
2. The need for global outlook to solve Environmental problems.

Term Test: 10 Marks**Sessional Work: 10 Marks**

1. Prepare a scrap-book of an environmental articles and news.
2. Preparation of maps or charts or models or Transparencies related to Environmental issues.
3. Study any Environment problem and write a report of the same.
4. Prepare an article on Concept of Eco-system and Interdependency.
5. Prepare an article on Green-house effect Global warming.
6. Prepare an article on Depletion of Ozone Layer and Acid rain.
7. Prepare an article on Acts related to conservation of Environment.

Books Suggested:

1. Dani, H.M., Environmental Education, Chandigarh: Panjab University Publication Bureau, 1996.
2. Deshbandhu and G. Berberet: "Environmental Society, New Delhi
3. Dubey and S. Singh: "Environmental Management", Geograph Deptt. Allahabad University.
4. Garg, R.K. & Tatair Prakash, "Paryavaran Shiksha", Community Centre.
5. Holliman, J: "Consumer"s Guide to the Protection of the Environment", Ballanine London.
6. Parakh, B. S., Population Education Inception to Institutionalisation, New Delhi: NCERT, 1985.
7. Rao, D.G., Population Education: A Guide to Curriculum and Teacher Education, New Delhi, : Sterling Publishers, Pvt. Ltd., 1974.
8. Sharma, R. C., Population Resources, Environment and Quality of Life: Hand Book on Population Education, New Delhi : Rai & Sons, 1988.
9. Sharma H.S. & Singh H.P.: "Environment Education Teaching" (Hindi). Radha Prakashan Mandir, Agra.
10. Sharma R.A.: "Educational Environment", R. Lall Book Depot, Meerut.
11. Trivedi, P.R., Encyclopedia of Environmental Pollution, Planning and Conservation (Vol. I –VI), New Delhi , A.P.H. Co., 2000.
12. Vyas Harish Chandra: "Paryavaran Shiksha", Vidya Vihar, New Delhi
- 13- परिस्थिति एवं पर्यावरण – पंचशील प्रकाशन, चौड़ा रास्ता, जयपुर-15

Course-11
OPTIONAL COURSE
5. POPULATION EDUCATION

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

.Course Objectives:

Student will be able to:

- Understand the meaning, scope and importance of population education.
- Understand the meaning, factors and impact of standard of life.
- Understand the need and means of population control.
- Understand the role of different agencies in the population education.

Course Content:

Unit – 1

1. Population Education: Meaning and definition: Scope, need and importance of population education, Role and purpose of population education as an integral of education.
2. Population of India a world perspective: Concept of population; Theories of population, Under Population, Growth, Distribution and density of population, over population with demographic data in world perspective.

Unit – 2

1. Standard of Living and the Quality of Lives : Food and nutrition, health-hygiene, Sanitation, Housing, Clothing, Education Travel, leisure,
2. Employment, Income, Consumption Level's, Efficiency and output Social culture and spiritual enlightenment, Ethics and aesthetics. Different aspects and their inter relationship with example and illustration from India and abroad;
3. Population and Indian's Development Endeavor, population growth and production with special reference to Nature Income; The impact of development of family life society, culture and personality.

Unit 3

- 1 Population Control and Planning: India's Population Policy :
- 2 The role of society and the formation of Public opinion favorable for Population Control, Role and responsibility of family and individual;
- 3 A small unit for healthier happier and better homes, improved standard of living; better quality of life.
- 4 Population equilibrium: Emergency and Long measures role of Population Education.

Unit 4

1. Emergence of population Education: Action taken for Population Education (Historical Background),
2. Introduction of Population Education in school; Colleges and teacher education institution;
3. Role of Different Agencies and Organization, Home, School, Community; Government (Population policies and programmed voluntary Agencies, Mass media).

Unit 5

1. Teacher of Population Education: His preparation, qualities,
2. Role of teacher education. Education Activities for Population Education:
3. Extension lectures, Debates, Survey, Games, Exhibitions, Dramas, Meeting with parents; Preparation of aids, etc.

Term Test: 10 Marks

Sessional Work: 10 Marks

- a. Population Survey of a Community.
- b. Preparation of two charts regarding population of a District.
- c. Preparing of graphical presentation of population of a District.
- d. Preparing a report of an exhibition concerning population education.
- e. An essay on the role of Mass – Media in population control.

Books Suggested:

1. Mehta, T.S. & Pathak B.S.: Population Education for Teachers NCERT Publication.
2. Mehta, T.S. and Chandrar: Population Education: Selected Reading NCERT Publication.
3. Mehta, T.S. Saxena, R.C. & Mukharjee: Reading in population in Education NCERT Publication.
4. Wadia, A.B.: Population Education for young on the Nature and Methodolog of Population Education FPAT, Mumbai. FPAL, Mumbai.
5. UNESCO: Reading on the Nature and Methodology of Population Education Bangkok, 1982. Bangkok, 1982.
6. Vyas & Vyas : Population : Problem and Solution, Asha Prakashan Grah 30, Naiwala, Karol Bag, New Delhi-5

**Course-11
OPTIONAL COURSE**

6. ELEMENTARY EDUCATION

Time Allowed: 3.00 Hours Maximum Marks: 100
(External Theory: 80, Internal Assessment: 20)

Course Objectives:

Student – Teachers will be able:

1. To understand the concept, scope and objective of elementary education.
2. To recall the constitutional provision and understand the efforts made by different agencies for the expansion of elementary education.
3. To understand the ideology and experiments of Mahatma Gandhi and Giju Bhai in the field of elementary education.
4. To understand the child and development of school-community relationship.
5. To use the teaching methods in the elementary schools classrooms.
6. To prepare and use teaching-learning material in the classrooms.
7. To understand and use techniques of evaluation.
8. To understand and analyse the significant problems related to elementary education.

Unit 1

- i Elementary Education: Concept, Scope and Objective.
- ii Constitutional provisions and efforts made after independence.

Unit – 2

- (i) Status of UEE (Universalisation of elementary education) in Rajasthan.
- (ii) Role of state, local bodies and NGOs in the expansion of UEE.
- (iii) Experiments and Schemes (DPEP, Gurumitra, Lok Jumbish, Shiksha Karni, Sarwati Yojna, Sarva Shiksha Abhiyan, Rajeev Gandhi Pathshala, Para Teachers etc.).

Unit 3

- (i) Experiments in elementary education by Mahatma Gandhi and Giju Bhai.
- (ii) Training, Service conditions and responsibilities of elementary school teachers.
- (iii) Role of elementary school teacher in developing school – community relationship.

Unit 4

- (i) Objectives and methods of teaching of language, environmental studies, Mathematics and SUPW.

(ii) Methods of Teaching :

(a) Story Telling

(b) Activity

(c) Play – Way

(d) Multi – Subject Teaching

(e) Continuous and Comprehensive Evaluation.

Unit 5

(i) Problems in Elementary Education (Status, Causes and Suggestions)

(a) Quality V/S Qualities

(b) Drop outs

(c) Disparity in enrolment of girls and groups based on socio-economic states and categorize (ST/SC/OBC/ Other categories).

(d) Administration and supervision of elementary schools.

Term Test: 10 Marks

Sessional Work: 10 Marks

- Prepare a report of implementation of any one method in elementary class.
- Collect the data of children (6-14 age group) in the concern region about education
- Prepare an article on the role of Govt. & NGO's in Encouragement of Elementary Education.
- Planning, organization and reporting of own play-way class.

Books Suggested:

- Mohanty, J. & Mohanty B. Early Childhood care and Education, Deep & Deep Publication, New Delhi, 1964
- Rawat, D.S. & Others, Universalisations of Elementary Education :NCERT, New Delhi, 1981
- Mohanty, Jamohan, "Primary and Elementary Educations" Deep & Deep Publications Pvt. Ltd. F-159, Rajouri Garden New Delhi-110027 Published in 2002
- कुलपति, निर्मला, बाल शिक्षण की आदर्श विधियां, जनवाणी प्रकाशन प्रा.लि.दिल्ली-110032 संस्करण – 2003
- Rao, R.K. "Primary Educations", Kalpur Publications Delhi-110052, Published in 2000
- Grewal, J.S. (Dr.) "Early Childhood Education" National Psychological Corporation. 4/230, Kacheri, Ghat, Agra – 282004 (U.P.) India Printed in 1995
- बधेका गिजुभाई, प्राथमिक विद्यालय की शिक्षा पद्धतियां संस्कृति साहित्य, दिल्ली-110032 प्रकाशन वर्ष 2000
- चौहान आर.एस. – "बाल विकास के मनोवैज्ञानिक आधार" प्रकाशन, आगरा साहित्यिक, 2002
- बधेका, गिजुभाई ग्रन्थमाला मोन्टेसरी बाल शिक्षण समिति, राजलदेसर (चूरु) प्रकाशन वर्ष 1998
- National Policy of on Education 1986 (with modification of Action
- National Policy of Education 1986, Programme of Action 1992 (New Delhi: MHRD) (1992b).
- Report of the Committee of State Education Ministers on Implication of proposal or make Elementary Educations a Fundamental Right (New Delhi : Department of Education) (1987)
- Sinha, Amarjeet, Primary Schooling in India, New Delhi : Vikas, 1998
- Shukla, Chaya – "Teaching of social studies in Elementary School"s Mohit National Publication – 2002

Course-11

OPTIONAL COURSE

7. Health and Physical Education

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

.Course Objectives:-

- To understand the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health;
- To develop positive attitude towards health as individual and be collectively responsible to achieve it;
- To know their health status, identify health problems and be informed for taking remedial measures;

4. To generate awareness about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries;
5. To learn and to form right habits about exercise, games and sports, sleep, rest and relaxation;
6. To sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development;
7. To 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;
8. 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;
9. To understand various policies and programmes related to health, physical education and *yoga*; and
10. To understand the process of assessment of health and physical fitness.

Unit 1

1. Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children.
2. Physical Education- Meaning, concept and importance
3. Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

Unit 2

1. The body system-skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases-its causes, prevention and cure, immunization and first aid
2. Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to preserve food, shift in food practices and its globalization, practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention.

Unit - 3

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

Unit 4

1. Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health.
2. Fundamental skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sports-personship

Unit 5

1. *Yogic* practices — importance of *yoga*, *yogasanas*, *kriyas* and *pranayams*
2. Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media.

Term Test: 10 Marks

1. Organization of inter school games and sports tournaments in your district/village/town.
2. Orientation program on Fundamental Sports Skills : Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. Relay) Gymnastics.

Sessional Work: 10 Marks

3. Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or individual game.
4. Organization of inter school games and sports tournaments in your district/village/town.

Books Suggested:

1. National Plan of Physical Education and Recreation (Ministry of Education Govt. of India)
2. Thomas, J.P : Organization of Physical Education Madras Y.M.C.A.
3. Williams J.F. Principles of Education.
4. Sharma, J .R. Principles of Physical Education.
5. Tirunarayan, O. and Harisharan S. Methods in Physical Education (A.C.P.E. Karakaikudi-4) ,
6. Rice E.A., A Brief History of Physical Education.
7. Weight Training in Throwing Events - Vidya Sagar Sharma (NIS Edition)
8. Dr. R.L. Anand: Playing Field Manual (NIS Edition)
9. Syllabus of Exercise for Primary, Upper Primary and Secondary Schools, Education Department, Govt. of Rajasthan.
10. Y.M.C.A. Chennai, : Rules of Games and Sports.
11. B.D. Bhatt and S.R. Sharma: Teaching of Physical and Health Education Kanishka Publishing House, 9/2325, Street No.12, Kailash Nagar, Delhi - 110031.
12. लायल : भारीरिक् शिक्ख (शकुंतल प्रकशन, लखनऊ)
13. मोहन, व्ही.एम.ए. : भारीरिक् शिक्ख के सिधान्त एवं तत्व ज्ञान (केट्रोपोलिटन कम्पनी, दिल्ली)
14. हरिक्किशन शर्मा : विद्यालयी भारीरिक् शिक्ख एवं खेल : संचालन, प्रशासन एवं पर्यवेक्षण, पण्डित प्रकशन, 1333 वैरवाड़ा, नई सड़क दिल्ली-6
15. डा. जी.पी. भौरी, स्वास्थ्य शिक्ख, विनोद पुस्तक मन्दिर, आगरा।

COURSE-11

OPTIONAL COURSE

7. Guidance & Counseling

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

Course Objectives:-

1. To develop an understanding of the concepts of guidance and Counseling.
2. To develop an understanding of educational, vocational and personal guidance.
3. To acquaint the students with the testing devices and techniques of guidance.
4. To create an awareness of the working of guidance centers.
5. To provide guidance & Counseling for school level students.

Unit 1

- 1 . Meaning, Nature & functions of Guidance.
2. Principles of Guidance.
3. Need of Guidance at various stages of life.
4. Types of Guidance:,
 - (i) Educational Guidance (ii) Vocational Guidance (iii) Personal Guidance

UNIT – 2

1. Concept of Counseling.
2. Theories of Counseling:
 - (i) Theory of Self (Rogers)
 - (ii) Rational Emotive Behavioral Therapy (Albert Ellis).
3. Types of Counseling: Directive, Non directive, Eclectic.
2. Process of Counseling (Initial disclosure, in depth exploration and Commitment to action).

UNIT – 3

1. Tests: Aptitude, Attitude, Interest, Achievement, personality, IQ and Emotional, Mental ability, Intelligence etc.
2. Techniques used in guidance: Questionnaire, Interview schedule, Case study, Diary and Autobiography.
3. Professional efficacy and interest.

Unit 4

1. Skills in Counseling (Listening, Questioning, Responding, Communicating.)
2. Role of Teacher as a counselor and professional ethics associated with it.

- Career Counseling and Dissemination of Occupational Information.

Unit – 5

- Dealing with depression and academic stress (with regard to their identification and intervention). Guidance Implication in (Current Indian & scenario, Education and Guidance: Democracy and Guidance, Individual Difference and Guidance, planning of Guidance cell in school.

Term Test: 10 Marks

Sessional Work: 10 Marks

- Prepare a plan and establish a guidance and Counseling cell in school.
- Make a stress releasing strategy for school students and find out its effectiveness.
- Pupil Teacher should guide at least one school student in any area of guidance and prepare a report to this effect.
- Organize a workshop in school on guidance of secondary to senior secondary level students.
- Prepare a case study of one student with special needs at school level and give suggestions for remedial measure,

Books Suggested:

- Sharma, Shati Prabha. Career Guidance and Counseling: principles and techniques. Kanihka publisher. 2005
- Sharma, RN & Sharma, rachana. Guidance and Counselling in India. Atlantic Pub. & Distributors, New Delhi, 2004
- Singh, Y.K. Guidance and Career Counselling. APH Publishing New Delhi. 2007
- Nayak, AK. Guidance & Career Counselling. APH Publishing corp. 2007
- Abraham, Jessy. Guidance & Counselling for Teacher Education. Sarup & sons. New Delhi. 2003
- अस्थाना, विपिन, परामर्श एवं निर्देशन. अग्रवाल प्रकाशन, 2014
- अस्थाना, विपिन एवं अस्थाना निधि निर्देशन और उपबोधन, अग्रवाल प्रकाशन, 2013-14
- भटनागर, सुरेश एवं वर्मा, रामपाल. वृतिक सूचना एवं वृतिक निर्देशन, अग्रवाल प्रकाशन 2012
- जयसवाल, सीताराम शिक्षा में निर्देशन एवं परामर्श अग्रवाल प्रकाशन 2014
- उपाध्याय, राम वल्लभ एवं जयसवाल,सीताराम शिक्षा में निर्देशन एवं परामर्श की भूमिका अग्रवाल प्रकाशन 2014

Course-12

Computer Education

Time Allowed: 2.00 Hours

Maximum Marks: 50

(External Theory: 35, Internal Assessmet (Practical): 15)

Objectives:

- The student teachers will have understanding of Computer System and its working.
- The student teachers will be able to understand and operate "Window".
- The student will develop skill in using word processing, spread sheet & presentation and its application
- The student will be able to understand the Educational Applications of Computer
- The student will develop positive attitude towards handling of computers.
- The student will develop skill the use of Internet.

Unit 1

- Introduction to computer
 - Generations of Computer.
 - Block diagram of Computer.
 - Classification & Historical Development of Computer
- Concept of hardware and software.
- Input/output devises: Keyboard, Mouse, Monitor, Printer, touh screen, light pen, scanning device, optical scanning & bar code scanning.
- Storage devices: Hard disk, Floppy disk, optical disk, internet hard drives, CD, DVD.
- Computer memory and its units – RAM, ROM, microprocessor, expansion slots and cards.

Unit 2

- Basic features of Windows 98, xp & vista
- "Windows" and its accessories & applets eg. Explorer, file manager, Notepad, Wordpad, Calculator, Point etc.
- Basic features of Linux

Unit 3

- MS-Word : Text Management

2. MS-EXCEL: To support spread sheet and graphics.
3. POWER POINT: Preparation of presentation.

Unit – 4

1. Basic of communication.
2. Wireless revolution: wireless connection, infrared, microwave, satellite
3. Types of networking
4. Server, Modem, E-Mail, Internet surfing for educational purpose, Websites, Search Engines.
5. Concept of Multimedia and its educational uses.
6. Basic concept of HTML

Unit – 5

1. Computer as teaching machine :
 - (a) Computer Aided Instruction (CAI) : concept and modes.
 - (b) Concept of other terms like CMI (Computer Managed Instruction,
2. Information Technology and Computer (concept, role, impact on education system).
3. Role of Computers in Education System. (e.g. library management, Educational Management of Research. School Management, (i) (ii)Evaluation distance education, Education of special Children etc.).

Details of Practical Exercises:- Student teacher done at least five practical exercises of practical. The exercises bases on following groups:-

- | | |
|-----------------------------------|-----------------------|
| (i) M.S. Windows – 98 / XP/ vista | (ii) M.S. Word |
| (ii) M.S. Excel | (iv) M.S. Power Point |

(b) Sessional work (any two)

1. Preparation of Mark-sheet and Question Bank. (Consist objective type – 20, Short Answer Type – 20 & Essay type – 10 questions)
2. Preparation of instructional material course work based on content to be used as at least one transparencies/charts using MS-Word/ Power Point.
3. Preparations of marks register of a class and its statistical analysis and graphical presentation. (M.S. Excel).

Books Suggested:

1. Balamurali, Savitha (1996) : “An introduction to Computer Science”, Vikas Publishing House Pvt. Ltd. New Delhi.
2. Osborne A. (1982) “An Introduction to Micro Computers Galgolia Book source” New Delhi.
3. Payal Lotia and Pradeep Nair: “Computer an introduction”, BPB Publication, New Delhi- 110001.
4. Rajaraman, Fundamental of Computers, New Delhi, Prentice Hall of India Pvt. Ltd.
5. Sinha, P. K., Computer Fundamentals, New Delhi, BPB, 1992.
6. Reghavan S.S. (1986) “Micro Computer in Science and Language teaching” Mysore R.C.E.
7. कौर, हरजीत : (1996) “कम्प्यूटर” आत्माराम एण्ड संस, नई दिल्ली वेकटाबगल, एस. “कम्प्यूटर एक परिचय” पीताम्बर पब्लिशिंग कम्पनी, प्रा. लि. नई दिल्ली

Teaching Internship (10 weeks)

Internal marks= 75

External marks=75

Total 150 marks

EPC-3 Critical Understanding of ICT

(Part II)

Max.Marks:50

Internal:50

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

1. Make an effective use of technology in Education.
2. Acquaint with the challenges and opportunities emerging in integrating new technology in Educational process.

3. Familiar with new trends, techniques in education along with learning.
4. Know about the basic elements of computers and their uses.
5. Know about the hardware and software and their applications.
6. Know about on historical evolution of computer and its hardware, software component
7. Know about aims and objectives of teaching computer science in secondary and Sr. Secondary schools and help them to plan learning activities according to those objectives.
8. Acquire skills relating to planning lessons and presenting them effectively.
9. Acquire the Basic Commands in DOS & Windows.
10. Work with various MS Office Applications like Word, Excel and PowerPoint
11. Understand and apply the M.S Office applications in School Management.
12. Prepare Technology Integrated Lessons.
13. Familiarize with the various methods that can be employed for the teaching of Computer science.

Unit-I Fundamentals of ICT

1. Concept, Nature & Scope of ICT.
2. Concept of Hardware and Software
3. Classification of Computer
4. Parts of computer: input unit, processing unit, out put unit

Unit- 2 Teaching-learning Resources in Computer Science

1. Concept of Network, Network Type and Topology, Internet and Intranet, Network Protocol
2. Web Browsers: Internet explorer, Mozilla Firefox, Chrome, Opera
3. Search Engines: Google, Yahoo, Meta Search Engine
4. Concept of online, offline, hardcopy, softcopy
5. MS Office

Unit -3 ICT Application in Teaching and Learning

1. Computer aided/assisted learning, computer based training.
2. Preparing lesson plans.
3. Managing Subject related content
4. Preparing results and reports
5. School Brochure and Magazine
6. E-learning, E-Book, E-Commerce
7. Virtual classrooms, web-based teaching materials, Interactive white boards.

Practicum/ Field Work (Any two of the following)

- Participating in a program on understanding the functions of interactive White Boards/Multi-Media projector, Laptop, Desktop.
- Surfing the internet with use of Search Engine to access primary and secondary educational materials.
- Preparing different types of teaching-learning material using power point presentation.
- Preparing a report on any of the topic mentioned in above units using Microsoft office.
- Preparing progress report card of students using Microsoft excel.
- Creating an email id.

References:

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

Course EPC: 4 Understanding the self

Max.Marks:50

Internal:50

Learning Outcomes:

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

1. develop understanding of student- teachers about themselves- the development of the self as a person and as a teacher, through a workshop mode by more than one resource persons.
2. address aspects of development of the inner self and the professional identity of a teacher.
3. develop sensibilities, dispositions and skills that will later help them in facilitating the personal growth of their own students while they teach.
4. develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
5. develop a holistic and integrated understanding of the human self and personality to build resilience within one self to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.
6. make awareness in student teacher of their identities and the political, historical and social forces that shape them.
7. help explore one's dreams, aspiration, concerns, through varied forms of self – expression, including poetry and humour, creative movement, aesthete representations, etc.
8. introduce yoga to enhance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one's surrounding.

Unit I – Consciousness development and values

1. Concept and meaning of consciousness development and its relation with values.
2. Nature and scope of consciousness development and its need in education.
3. different identities- gender, religion, culture and its importance to address one's implicit beliefs, stereotypes and prejudices resulting from these identities.

Unit II – Body mind and concentration

1. Narration of life stories and group interactions for body, mind and concentration.
2. Steps to prepare Report on different circumstances affecting body, mind and concentration.
3. Steps to prepare Cumulative record of students for body, mind and concentration.

Unit III– Self and identity crises

1. different circumstances affecting sense of self and identity formation.
2. one's experiences, observations and

Practical/field work (Any two of the following)

- 1- Conduct seven days' workshop in school for personality development on Chetna Vikas Mulya Shiksha, after attending seven days' shivir of CVMS.
- 2- Organise an orientation program to address one's different identities- gender, religion, culture – and it is important to address one's implicit beliefs, stereotypes and prejudices resulting from these identities.
- 3- Prepare a report after analyzing the effect of the program on body, mind and concentration.
- 4- Make a record of students through the narration of their life stories and group interactions.
- 5- Case studies/ biographies/ stories/watching movie/documentary of different children, who are raised in different circumstances and how their circumstances affected their sense of self and identity formation.
- 6- Prepare and maintain a reflective journal by trainees in which he/she records one's experiences, observations and reflections of overall work done in the aforementioned four activities.