

SYLLABUS
Department of Education
FACULTY OF EDUCATION
MOHAN LAL SUKHADIA UNIVERSITY, UDAIPUR

SCHEME OF EXAMINATION AND COURSE OF STUDIES



BACHELOR OF EDUCATION (B.Ed.)

TWO- YEARS PROGRAMME
YEAR 2017-18, 2018-19,

Department of Education
FACULTY OF EDUCATION
MOHAN LAL SUKHADIA UNIVERSITY, UDAIPUR

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Department of Education
FACULTY OF EDUCATION
MOHAN LAL SUKHADIA UNIVERSITY, UDAIPUR

Scheme of Examination and Course Of Studies

BACHELOR OF EDUCATION (B.Ed.)

(B.Ed. Programme Is a Full Time, Two Academic Session Programme; Each Session will Be of 200 Days Duration)

1. INTRODUCTION

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

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

Now, finally the NCTE has recommended that the B.Ed. course should be of two years duration and has prepared a Curriculum Framework for Two year B.Ed. Programme. Mohanlal Sukhadiya University also decided to introduce Two Year B.Ed. programme and has prepared a detailed course of study and Scheme of Examination for two years B.Ed. course on the basis of guideline given in the curriculum framework. The two year B.Ed. course will come in to force from the session commencing in 2015.

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

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

2. PROVISIONS FOR ADMISSION TO B.ED. COURSE

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and / or in the entrance examination or any other selection process as per policy of the State Government/ and the University.

Duration

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 the admission to the programme.

Working Days

1. There shall be at least Two Hundred (200) Working Days each year exclusive of the period of examination and admission.
2. Institution shall work for a minimum of thirty six hours a week, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
3. The minimum attendance of student-teachers shall have to be 75% for all course work and practicum, and 90% for school internship.

Eligibility

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

3. OBJECTIVES OF THE COURSE

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

1. To develop competence to teach subjects of their specialization on the basis of an adequate theory of learning and a sound knowledge of the subjects.
2. To develop interest, attitude and knowledge which will enable them (i) to foster the all-round growth and development of children under their care and (ii) to provide guidance to individual pupils?
3. To develop an understanding of the aims and objectives of education in the Indian background and to promote an awareness of the role of the school and the teacher in realizing these aims and ideals.
4. To develop an understanding of the close relationship between societies and the school, between life and school work.
5. To become self-regulated learners; develop professional commitment and work as responsible professionals.
6. To make them comfortable with content and pedagogical effective use and utilization of ICT.
7. To enable them to critically analyse the various evaluation tools to serve CCE.
8. To reflect on teacher practices and interface with societal resources
9. To build up professional consciousness.

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

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

1. Be conscious of a sense of values and need for their inculcation in children through all available means including ones own personal life.
2. Posses a high sense of professional responsibility.
3. Develop resourcefulness so as to make the best use of the situation available.

4. Appreciate and respect each child's individuality and treat him as an independent and integrated personality.
5. Arouse their curiosity and interest and secure their active participation in the education process.
6. Develop capacity for thinking and working independently and guide them to that end.
7. Organize and manage the class for teaching learning.
8. Appreciate the dynamic nature of the classroom situation and teaching techniques.
9. Define objectives of particular lessons and plan for achievement.
10. Organize the prescribed subject matter in relation to the needs, interest and abilities of the pupils.
11. Use appropriate teaching methods and techniques.
12. Prepare and use appropriate teaching aids, use of the black board and other apparatus and materials properly.
13. Convey ideas in clear and concise language and in a logical manner for effective learning.
14. Undertake action research.
15. Give proper opportunity to the gifted pupils and take proper care of the pupils with special need.
16. Correlate knowledge of the subjects being taught with other subjects and with real life situations as and when possible.
17. Prepare and use assignment.
18. Evaluate pupil's progress.
19. Plan and organize co-curricular activities and participate in them.
20. Co-operate with the school teachers and administrators and learn to maintain school records and registers.

Learning Outcomes

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

1. Competence to teach effectively two school subjects at the secondary/senior secondary level.
2. Ability to translate broad objectives of secondary/senior secondary education in terms of specific programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to foster growth and development.
4. Ability to use (a) individualized instruction and (b) dynamic methods in large classes.
5. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
6. Use of Equipment for diagnosing pupil's difficulties and deficiencies in achievement and dealing with them through remedial work.
7. Readiness to spot talented and gifted children and capacity to meet their needs.
8. Ability to cater to the need of children with special needs.
9. Ability to organize various school programmes, activities for pupils.
10. Ability to provide guidance in educational, personal and vocational matters.
11. Ability to assess the all round development of pupils and to maintain a cumulative record.
12. Development of certain practical skills such as:
 - (a) Black board work
 - (b) Preparing improvised apparatus
 - (c) Preparing teaching aids
13. Developing professional competence.
14. Readiness to participate in activities of professional organizations.

4. MODES OF LEARNING ENGAGEMENT

Overall Intention of Modes of Learning Engagement

1. The Curriculum is so designed that the student-teachers internalise the nature of education and pedagogic process through enriched experiences.

2. The kinds of learning engagement suggested will contribute to reduction of the gap between theory and practice by dovetailing both appropriately.
3. The Curriculum emphasises the use of varied modes of learning engagement in accordance with the requirements.
4. Interactive processes wherein group reflection, critical thinking and meaning making will be encouraged.
5. In this respect, critical theory, critical pedagogy and critical thinking become very crucial theoretical inputs and are embedded implicitly in various courses.
6. While visualising modes of learning engagement, the nature of student teachers who are adults has been kept in mind. Instead of continuous teacher monitoring greater autonomy to learners has been recommended which is more relevant and in accordance with the andragogic principles of learning.
7. Multiple learning engagements visualised being more active/interactive, the course work is clearly not meant to be burdensome and 'memorybased', but challenging and engaging.

Some Specific Modes of Learning Engagement Envisaged

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

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

Enhancement of Learning through School-based Experiences

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

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

5. COMPONENTS OF THE B.Ed. PROGRAMME

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

I. Perspectives in Education

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

Course 1 Childhood and Growing Up

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

Course 3 Learning and Teaching

Course 13 Knowledge and Curriculum

Course 15 Educational Management and Creating an Inclusive School

The course on 'Childhood and Growing up' shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on 'Teaching and Learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning. 'Knowledge and Curriculum' shall address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning. The course on 'Creating an Inclusive School' shall develop an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school.

II. Curriculum and Pedagogic Studies

Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in two subject areas, at secondary level of school. The courses under the curricular area of 'Curriculum and Pedagogic Studies' for the two year period include:

Course 4 Language across the Curriculum (Including Reading and Reflecting on Texts)

Course 5 Pedagogy of a School Subject (Including Understanding Disciplines and Subjects First)–Part I

Course 6 Pedagogy of a School Subject(Including Understanding Disciplines and Subjects Second)–Part I

Course 11 Pedagogy of a School Subject (First) - Part II

Course 12 Pedagogy of a School Subject (Second) - Part II

Course 14 Assessment for Learning

Course 17 Optional Course

I. Vocational/Work Education

II. Health and Physical Education

III. Peace Education

IV. Guidance and Counseling

V. Innovations and Action research

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

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

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

The pedagogy of a school subject:

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

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

This curricular area would have three components –

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

2. School Internship

3. Courses on Enhancing Professional Capacities (EPC- Internal assessment)

- | | |
|------------|-------------------------------|
| Course 7: | Drama and Art in Education |
| Course 8: | Critical Understanding of ICT |
| Course 9: | Open Air Session / SUPW Camp |
| Course 16: | Understanding the Self |

6. INTERNSHIP

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

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

Internship may also be utilized for completing the application based assignment of the theory papers.

Having gained some experience with the child, the community and schools in Year 1, the second year would offer intensive engagement with the school in the form of School Internship. During the first year,

to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc.

During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organisation and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning.

School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. They should be provided opportunities to teach in government/private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 16 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

For each student-teacher, internship should be conducted in one school for the entire 16 weeks.

7. THE CURRICULAR DETAILS FOR TWO YEARS

ANNUAL DISTRIBUTION OF THE COURSES

I-Year

Course No.	Paper Code	Nomenclature	Scheme
Course 1	9101	Childhood and Growing Up	100 marks (80+20)
Course 2	9102	Contemporary India and Education (Including Gender, School and Society)	100 marks (80+20)
Course 3	9103	Learning and Teaching	100 marks (80+20)
Course 4	9104	Language across the Curriculum (Including Reading and Reflecting on Texts)	100 marks (80+20)
Course 5	9105-9127	Pedagogy of a School Subject (Including Understanding Disciplines and Subjects First) –Part I	100 Marks (80+20)
Course 6	9105-9127	Pedagogy of a School Subject (Including Understanding Disciplines and Subjects Second) –Part I	100 Marks (80+20)
Course 7	9128	Drama and Art in Education <i>Internal assessment</i>	50 marks
Course 8	9129	Critical Understanding of ICT <i>Internal assessment</i>	100 marks
Course 9	9130	Open Air Session / SUPW Camp <i>Internal assessment</i>	50 marks

Course 10	9131	School Internship (Phase-I, 4 Weeks) <i>Internal assessment</i> Engagement with the Field: Tasks and Assignments for Courses 5 & 6	200 marks
Course 11	9132	<i>External Assessment</i> One Lesson Of Pedagogy of a School Subject	100 marks
		Total	1100 marks

II-Year

Course No.	Paper Code	Nomenclature	Scheme
Course 12	9201-9223	Pedagogy of a School Subject (First) – Part II	50 marks (40+10)
Course 13	9201-9223	Pedagogy of a School Subject (Second) – Part II	50 marks (40+10)
Course 14	9224	Knowledge and Curriculum	100 marks (80+20)
Course 15	9225	Assessment for Learning	100 marks (80+20)
Course 16	9226	Educational Management and Creating an Inclusive School	100 marks (80+20)
Course 17	9227	Understanding the Self <i>Internal assessment</i>	50 marks
Course 18	9228	Optional Course* (Any one) I. Vocational/Work Education II. Health and Physical Education III. Peace Education IV. Guidance and Counseling V. Innovations and Action research	50 marks (40+10)
Course 19	9229	School Internship (Phase-II, 16 Weeks) <i>Internal assessment</i> Engagement with the Field: Tasks and Assignments for Courses 12 & 13	250 marks
Course 20	9230	<i>External Assessment</i> Viva-Voce for School Internship Subject	150 marks
		Total	900 Marks

8. MLSU PAPER CODE (THE CURRICULAR DETAILS FOR TWO YEARS)

I-Year

Course No.	Paper Code	Nomenclature	Scheme
Course 1	9101	Childhood and Growing Up	100 marks (80+20)
Course 2	9102	Contemporary India and Education (Including Gender, School and Society)	100 marks (80+20)
Course 3	9103	Learning and Teaching	100 marks (80+20)
Course 4	9104	Language across the Curriculum (Including Reading and Reflecting on Texts)	100 marks (80+20)
Course 5	9105-9127	Pedagogy of a School Subject (Including Understanding Disciplines and Subjects First) –Part I	100 Marks (80+20)
Course 6	9105-9127	Pedagogy of a School Subject (Including Understanding Disciplines and Subjects Second) –Part I	100 Marks (80+20)
Course 5 & 6	9105	1- Pedagogy of Hindi	
	9106	2- Pedagogy of English	
	9107	3- Pedagogy of Sanskrit	

	9108	4- Pedagogy of Urdu	
	9109	5- Pedagogy of Rajasthani	
	9110	6- Pedagogy of Mathematics	
	9111	7- Pedagogy of General Science	
	9112	8- Pedagogy of Physics	
	9113	9- Pedagogy of Chemistry	
	9114	10- Pedagogy of Biology	
	9115	11- Pedagogy of Home Science	
	9116	12- Pedagogy of Computer Science	
	9117	13- Pedagogy of Social Science	
	9118	14- Pedagogy of Sociology	
	9119	15- Pedagogy of Psychology	
	9120	16- Pedagogy of History	
	9121	17- Pedagogy of Political Science	
	9122	18- Pedagogy of Economics	
	9123	19- Pedagogy of Geography	
	9124	20- Pedagogy of Art	
	9125	21- Pedagogy of Music	
	9126	22- Pedagogy of Business Studies	
	9127	23- Pedagogy of Financial Accounting	
Course 7	9128	Drama and Art in Education <i>Internal assessment</i>	50 marks
Course 8	9129	Critical Understanding of ICT <i>Internal, External assessment</i>	100 marks (50 Internal & 50 External)
Course 9	9130	Open Air Session / SUPW Camp <i>Internal assessment</i>	50 marks
Course 10	9131	School Internship (Phase-I, 4 Weeks) <i>Internal assessment</i> <i>(Pre-Practice Teaching, Practice Teaching)</i> Engagement with the Field: Tasks and Assignments for Courses 5 & 6	200 marks
Course 11	9132	<i>External Assessment</i> One Lesson Of Pedagogy of a School Subject	100 marks
		Total	1100 marks

II-Year

Course No.	Paper Code	Nomenclature	Scheme
Course 12	9201-9223	Pedagogy of a School Subject (First) – Part II	50 marks (40+10)

Course 13	9201-9223	Pedagogy of a School Subject (Second) – Part II	50 marks (40+10)
Course 12 &13	9201	1- Pedagogy of Hindi	
	9202	2- Pedagogy of English	
	9203	3- Pedagogy of Sanskrit	
	9204	4- Pedagogy of Urdu	
	9205	5- Pedagogy of Rajasthani	
	9206	6- Pedagogy of Mathematics	
	9207	7- Pedagogy of General Science	
	9208	8- Pedagogy of Physics	
	9209	9- Pedagogy of Chemistry	
	9210	10- Pedagogy of Biology	
	9211	11- Pedagogy of Home Science	
	9212	12- Pedagogy of Computer Science	
	9213	13- Pedagogy of Social Science	
	9214	14- Pedagogy of Sociology	
	9215	15- Pedagogy of Psychology	
	9216	16- Pedagogy of History	
	9217	17- Pedagogy of Political Science	
	9218	18- Pedagogy of Economics	
	9219	19- Pedagogy of Geography	
	9220	20- Pedagogy of Art	
	9221	21- Pedagogy of Music	
	9222	22- Pedagogy of Business Studies	
	9223	23- Pedagogy of Financial Accounting	
Course 14	9224	Knowledge and Curriculum	100 marks (80+20)
Course 15	9225	Assessment for Learning	100 marks (80+20)
Course 16	9226	Educational Management and Creating an Inclusive School	100 marks (80+20)
Course 17	9227	Understanding the Self <i>Internal assessment</i>	50 marks
Course 18	9228	Optional Course* (Any one) I. Vocational/Work Education II. Health and Physical Education III. Peace Education IV. Guidance and Counseling V. Innovations and Action research	50 marks (40+10)

Course 19	9229	School Internship (Phase-II, 16 Weeks) <i>Internal assessment</i> Engagement with the Field: Tasks and Assignments for Courses 11 & 12	250 marks
Course 20	9230	<i>External Assessment</i> Viva-Voce for School Internship	150 marks
		Total	900 marks

9. EVALUATION

EVALUATION OF THEORY PAPERS

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

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

- Each question paper (80 MARKS) will have three sections- **Section A** will contain 10 very short answer type questions and the candidate will be required to attempt the entire ten questions. Each question will carry two marks. **Section-B** will contain 10 short answer type questions out of which a candidate is required to attempt any 5 questions (one question per unit to be attempted out of two questions per unit). Each question will carry 6 marks. **Section-C** will have 5 questions and a candidate will be required to attempt any three questions. There will be 10 marks for each question.
- Each question paper (40 MARKS) will have three sections- **Section A** will contain 4 very short answer type questions and the candidate will be required to attempt all four questions. Each question will carry 2 marks. **Section-B** will contain 3 short answer type questions out of which a candidate is required to attempt any 2 questions. Each question will carry 6 marks. **Section-C** will have 3 questions with a choice of attempting any 2 questions. Essay type questions will carry 10 marks each.
- Very short answer type questions would aim at testing of critical thinking, knowledge of concepts, facts, definitions, laws, principles, generalization etc. and also understanding of principles and concepts.
- Short answer type questions would aim at testing knowledge, definitions, laws, generalization etc. and also understanding of concepts.
- Essay type questions are to aim at testing the abilities of critical thinking and application of principles taught in theory.

Format of Eighty (80) marks question paper

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

Format of Forty (40) marks question paper

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

EVALUATION FOR INTERNSHIP PROGRAMME

Evaluation for internship programme will consist of two parts – Internal Evaluation & External Evaluation, the details of which are as follows:

Practical Work in B.Ed. 1st Year

I- Pre-Practice Teaching

a) Practicing Teaching Skill (Minimum 05)	20
b) T.L.M. Workshop in Each Subject (5+5)	10
c) Simulated Teaching (5 Lesson in each subject) (5+5)	10
d) Blue Print & Test Preparation in Both Subject (5+5)	10
Total :	50

II. Practice Teaching

(A) Peer group lesson observation	10
Ordinary + Criticism – 5 lesson in each round (5+5)	
(B) Practice Teaching two round one in each subject	
In each subject 13 lesson + 1 test + 1 criticism	
Lessons- (50 + 50)	= 100
Test - (10 + 10)	= 20
Criticism- (10 + 10)	= 20
Total	= 150

III. External Practical Exam

Presentation in one subject	-	100 Marks
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Grand Total

= 300 Marks

INTERNAL EVALUATION (Course-19)		
[II Year]		
1.	Teaching in Schools (Record of date and period wise teaching plan to be maintained for it.	100
2.	Individual Activities and File Record	80
3.	Group Activities and File Record	30
4.	Teaching Aid (4)	20
5.	Community Engagement and Report writing	20
Total Marks		250
EXTERNAL EVALUATION		
[II Year]		
1.	Course -20 Viva-Voce for Internship Programme	150
Total Marks		400

EXTERNAL EVALUATION
[I YEAR]

1. The weightage of final lesson will be 50 marks. Final lesson will be conducted at the end of first academic year i.e. after the completion of 1st phase of internship.
2. During the final practical examination each candidate will have to teach one Lesson in any one of the two teaching subjects. However, he shall have to prepare lesson plan in both the teaching subjects and should be prepared to deliver lesson in both the subjects if required.
3. The Board of examiners for external examination will consist of:
 - a) The Principle of the college concerned.
 - b) One senior member of the college.
 - c) Two external examiners appointed by the university.

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

EXTERNAL EVALUATION
[II YEAR]

1. The weightage of external evaluation (Viva-voce for 2nd phase) of internship will be 150 marks.
2. During the Viva voce, student will present all the records of the work done during the internship (2nd phase) programme viz. teaching in school, individual and group activities.
3. Power point presentation (Including Videos of various activities) of the work done by the students during the second phase of internship is desirable at the time of viva-voce.
4. The Board of examiners for Viva-voce will consist of:
 - a) The Principle of the college concerned.
 - b) One senior member of the college (Preferably Internship Incharge)
 - c) One external examiner appointed by the university.

Evaluation of Open Air/SUPW Camp
(Internal Evaluation)

S. No.	Activity	Marks
1.	Participation in preparation of Camp	5
2.	Presentation of report of survey/ creative work	20
3.	Participation in Community Awareness Programme	15
4.	Participation in organizational process/community living/cultural and aesthetic activities	10
	Total Marks	50

10. WORKING OUT THE RESULT FOR AWARDDING DIVISION

1. A candidate in order to be declared successful at the B.Ed. examination shall be required to pass separately in Theory and Practice of teaching.
2. For a pass in Theory a candidate shall be required to obtain at least-(a) 30% marks in each theory paper the (b) 36% marks in the aggregate of all the theory papers.
3. For a pass in Practice of Teaching a candidate shall be required to pass separately in the internal & external examinations and obtain at least 40 marks in each.
4. University theory examination will be conducted at the end of each academic year and the final division will be awarded on the basis of aggregate marks of the two academic years.
5. Practical examination (Final lesson) will be conducted at the end of the second academic session.
6. The successful candidates will be classified in three divisions and shall be assigned divisions separately in theory and practice of teaching as follows:

Division	Theory	Practice of teaching
I	60%	60%
II	48%	48%
III	36%	36%

11. PROPOSED SCHEME OF DISTRIBUTION OF TIME FOR THEORY & PRACTICE TEACHING

DAYS DISTRIBUTION

FIRST YEAR

THEORY	- 165 DAYS
PRACTICALS	- 35 DAYS
1. SCHOOL BASED OBSERVATION AND ENGAGEMENT WITH FIELD	- 6 DAYS
2. SCHOOL INTERNSHIP (Phase-I, 4 Weeks) (12- LESSON IN EACH SUB.)	-24 DAYS
3. OPEN AIR SESSION/ SUPW CAMP	-5 DAYS

SECOND YEAR

THEORY	- 104 DAYS
PRACTICALS	- 96 DAYS
1. SCHOOL OBSERVATION	- 6 DAYS
2. SCHOOL INTERNSHIP (Phase-II, 16 Weeks)	-90 DAYS

EXAMINATION SHEDULE

FIRST YAER	-	THEORY EXAM EXTERNAL ASSESMEN (One Lesson of Pedagogy of a School Subject)
SECOND YEAR	-	THEORY EXAM EXTERNAL ASSESMEN (Viva – Voce for Internship Programme)

TIME-SCHEDULE OF A WORKING DAY

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

12. DISTRIBUTION OF PERIODS FOR THEORY PROGRAMME

FIRST YAER

(1) Per day – 7 period, Total days (165)

(2) Total periods- $165 \times 7 = 1155$ period

1. Foundation Courses (Having 100 Marks)	-	5 periods per week for each
Total Weeks	-	27
Total Periods	-	$4 \times 6 \times 27 = 648$ Periods
(Having 50 Marks)	-	3 periods per week for each
Total Weeks	-	27
Total Periods	-	$2 \times 3 \times 27 = 162$ Periods
2. Pedagogy Courses (Two Sub.)	-	4 Periods per week for each paper
Total Weeks	-	27
Total Periods	-	$2 \times 4 \times 27 = 216$
3. Library Periods 1 Periods per week	-	$1 \times 27 = 27$
4. Tutorials & Society /House meetings one Periods per week 2 Periods per week	-	$2 \times 27 = 54$
5. Cultural Activities 2 Periods per week	-	$1 \times 27 = 27$
6. Community, Yoga & Other Activities	-	21
Total Periods	=	1155

SECOND YEAR

(1) Per day – 7 period, Total days (104)

(2) Total periods- $104 \times 7 = 728$ period

1. Foundation Courses (Having 100 Marks)	-	6 periods per week for each paper
Total Weeks	-	17
Total Periods	-	$3 \times 6 \times 17 = 306$
2. Pedagogy Courses & Foundation Courses (Having 50 Marks)	-	4 Periods per week for each paper
Total Weeks	-	17
Total Periods	-	$4 \times 4 \times 17 = 272$
3. Library Periods 2 Periods per week	-	$2 \times 17 = 34$
4. Tutorials 2 Periods per week	-	$2 \times 17 = 34$
5. Cultural Activities 2 Periods per week	-	$2 \times 17 = 34$
6. Society /House meetings one Periods per week	-	$1 \times 17 = 17$
7. Community & Yoga	-	31
Total Periods	=	728

SYLLABUS

FIRST YEAR

<i>Course 1</i>	<i>Childhood and Growing Up</i>
<i>Course 2</i>	<i>Contemporary India and Education (including Gender, School and Society)</i>
<i>Course 3</i>	<i>Learning and Teaching</i>
<i>Course 4</i>	<i>Language across the Curriculum (including Reading and Reflecting on Texts)</i>
<i>Course 5</i>	<i>Pedagogy of a School Subject (First) –Part I (including Understanding Disciplines and Subjects)</i>
<i>Course 6</i>	<i>Pedagogy of a School Subject (Second) –Part I (including Understanding Disciplines and Subjects)</i>
<i>Course 7</i>	<i>Drama and Art in Education Internal assessment</i>
<i>Course 8</i>	<i>Critical Understanding of ICT Internal assessment</i>
<i>Course 9</i>	<i>Open Air Session / SUPW Camp Internal assessment</i>
<i>Course 10</i>	<i>School Internship (phase – 1, 4 Weeks) Internal assessment Engagement with the Field: Tasks and Assignments for Courses 5 & 6</i>
<i>Course 11</i>	<i>External Assessment One Lesson Of Pedagogy of a School Subject</i>

Course 1 - CHILDHOOD & GROWING UP

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

1. Understand the Developmental characteristics of Childhood and adolescence.
2. Learn the Theories of development.
3. Understand Educational provisions of children at different stages of development.
4. Understand the Concepts and Components of Personality.
5. Know the Techniques of Personality Assessment.
6. Understand the Psycho-Analytic Theory of personality.
7. Understand the Concept and Importance of Mental Health and role of Teacher in Promoting Mental Health.
8. Acquire the Concept of Individual Variation and their Classroom Implications.
9. Understand nature and Characteristics of Intelligence.
10. Understand the Theories of Intelligence.
11. Acquire the skill of Measurement of Intelligence.
12. Understand concept and assessment of creativity and ways of fostering it.

COURSE CONTENT

UNIT- I Basic Concepts of Child Development

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

UNIT- II Childhood

1. Characteristics of Childhood
2. Physical, Cognitive, social, Emotional and Moral development during childhood.
3. Factors affecting various developments during childhood.
4. Nature of Education during Childhood.
5. Theories of development – Piaget (cognitive), Erikson (Psychosocial).

UNIT- III Adolescence

1. Characteristics of adolescence development- Physical, Cognitive, Social and Emotional.
2. Impact of Urbanization, Economic, Social and Political changes on adolescence.
3. issues in adolescence and role of teacher -
 - Identity crisis and conflicts
 - Idealism and Hero worship
 - sexual abuse and harassment
 - Child Labour
 - Changing Family Structures
 - Peer Pressures
 - Pressure of Competition
 - Juvenile Delinquency
4. Guidance and Counseling of adolescents.

UNIT- IV Personality and Mental Health

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

UNIT - V Individual Variations

1. Concept of Variation and Classroom, Implication with reference to Intelligence, Aptitude, Creativity.
2. Intelligence, Nature and Characteristics
3. Theories of Intelligence
 - a) J.P. Guilford Structure of Intellect
 - b) Howard Gardener's Theory of Multiple Intelligence.
 - c) Daniel Goleman's Model of Emotional Intelligence.
4. Measurement of Intelligence and Types of Intelligence Tests.
5. Creativity: Concept, assessment and role of teacher in fostering creativity.

SESSIONAL WORK

Attempt any two (One from each section)

Section -A

1. Administration, Scoring, Interpretation of any one Intelligence test.
2. Administration, Scoring, Interpretation of any one Personality test.
3. Administration, Scoring, Interpretation of any one Test of Creativity.

Section -B

1. Preparation of case history of a child of any age group (Childhood to adolescence) from different Socio economic and cultural background in the context of family, school, neighborhood and community.
2. Study of any one psychosocial issues related to adolescence (Child labour, Juvenile Delinquency, Pressure of Competition).
3. Study of any one issue represented and highlighted by media (Sexual abuse and harassment, child labour etc).

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**Course 2- CONTEMPORARY INDIA & EDUCATION
(Including Gender, School & Society)**

Objectives: Student teachers will be able to :-

1. Understand the diversified nature of Indian Society.
2. Understand the Marginalization and Inequality present in Indian Society.
3. Understand the Challenges and implications of Social diversity and inequality in school education.
4. Understand the role of Education in grooming children with respect to diversity.
5. Understand the Constitutional promises of freedom Social justice, equality and fraternity.
6. Critically examine the reflection of constitutional values in educational system.
7. Understand the policies related to education in pre and post independent india.
8. Critically examine the implementation of policies on education.
9. Understand the implications of Globalization, Privatization and Liberalization in education. 10 develop gender sensitivity and understand the gender discrimination in family, school and society.

COURSE CONTENT

UNIT- I Indian Society & Education

1. Meaning, Nature & purpose of Education:
According to different thinkers i.e, Gandhi, Tagore, Aurobindo, Vivekananda, Rousseau and Dewey.
2. Concept of Social diversity, inequity and Marginalisation and role of Education to cope up with these issues.
3. Universalization of Education.

UNIT- II Education in India

1. Education in Pre Independence Period- Vedic Period, Buddhist Period, British Period.
2. Education in Post Independence Period- Education Commission (1966), NPE (1986), NCF (2005), Learning without burden (Yashpal Committee report) NCFTE (2009), Dellors Commission report-relevance to Indian conditions.

UNIT- III – Challenges in Education

1. Language policy **Mutli lungal approach**
2. Enhancement of quality in Education and role of SSA and RAMSA in this.
3. Increasing enrollment at different stages
4. Globalization, Liberalization, and Privatization and their implications in Education.

UNIT- IV Gender, School and Society

1. Gender Sensitivity and its importance for society.
2. Gender discrimination in Family, Society, and Schools.
3. Role of Education, Family, Media and legislation in developing gender parity.
4. Obstacles to and measures for Gender Sensitization.

UNIT – V - Values in Education –

1. Values: concept and classification, unity of all life and being); tolerance; Values in modern Indian context with the reference to the Indian Constitution. Rights and Duties of a citizen as stated in constitution.

2. Value Education and role of school. Human rights & danger to Social Security, Role of Education in safe guarding human rights. Activities helpful in Inculcation of values.
3. Environmental Education- Role of teacher in Promoting Conservation of Environment.
4. Education for peaceful and cooperative living.

SESSIONAL WORK

Attempt any two-(One each from following sections)

Section A

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

Section B

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

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Course 3 - LEARNING AND TEACHING

Objectives:- After completing this course, the student-teachers will be able to :

1. Understand the process of learning and different approaches to the teaching learning process.
2. Apply psychological principles in the teaching learning process.
3. Understand the concept of motivation and strategies to develop motivation and use the motivational devices during teaching learning process.
4. Apply transfer of learning to foster maximum positive transfer.
5. Identify and cater to the educational needs of children with learning difficulties.
6. Develop an understanding of cognitive processes.
7. Understand various factors that influence learning.
8. Understand the concept, principles of teaching and models of teaching.
9. Develop an understanding of various approaches of teaching.
10. Understand the management of teaching.
11. Understand the role of professional organizations in professional development of teachers.

COURSE CONTENT

UNIT-I Learning and Motivation

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

UNIT- II Individual Differences and Cognitive Processes

1. Individual differences – Nature, Types, Causes, Accommodating individual differences in classroom.
2. Understanding differences based on cognitive abilities in children with learning difficulties (for instance, slow learner, dyslexic).
3. (a) Cognitive Process-Concept and Processes such as Sensation, Perception, Attention, Memory, Concept formation and Problem Solving in Learning.
(b) Educational Implications of the above cognitive processes.

UNIT- III Teaching and Teaching Process

A. Teaching

1. Concept, Nature and Principles of Teaching.
2. Relationship between Teaching and Learning.
3. Levels, Phases and Components of Teaching (Teacher, Student, Teaching-Learning material and Classroom climate).
4. Interrelatedness of objectives, teaching learning experiences and evaluations.
5. Content analysis and Task analysis.

B. Teaching Process:

1. Teaching Technology: Concept, Assumptions, Characteristics and Components – Planning, Organisation and Evaluation.
2. Criterion of effective teaching, Methods of assessment of teaching (Classroom observation, Peer assessment, Self reporting and Evaluation by a supervisor).
3. Teacher behaviour during Teaching: Flander’s Interaction Analysis System.

UNIT- IV Models and Approaches of Teaching

1. Concept of models of teaching.
2. Elements of Models of Teaching.
3. Families of Models of Teaching.
4. Types of Models of Teaching - Richard Suchman’s Inquiry Training Model, Glaser’s Basic Teaching Model, Information Processing Model and Concept Attainment Model.
5. Approaches to teaching- Participatory, Child Centered, Constructivist and Investigatory - Their meaning, characteristics and use in teaching.

UNIT-V Teaching as a Profession

1. Definition and characteristics of a profession.
2. Characteristics of teaching profession .
3. Professional Ethics for Teachers.
4. Strengthening Teaching Profession
 - a) Role of Educational Organizations in the professional development of teachers (UGC, NCTE, NCERT, Universities and SIERT)
 - b) Role of Teacher Education Institution in the professional development of teachers.
 - c) Role of School and Community in enriching Teaching Profession
5. Balancing personal aspirations and professional obligations by teachers.

SESSIONAL WORK

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

I –Section-A

1. Preparing a teaching plan based on constructivist approach / child centered approach / activity based learning.
2. Case study of a child with learning difficulties.

II-Section-B:

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

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3. jktxsfj;k] v:.k dqekj] vjksM+k izhfr ¼2007½] vf/kxedrkZ dk fodkl ,oa f"kk{k.k vf/kxe izfØ;k] t;iqj % dfork izdk"ku
4. dqyJs"B] ,l-ih- ¼1988½ % 'kSf{kd rduhdh ds ewy vk/kkj] fouksn iqLrd eafnj] vkxjk
5. IDISuk ,oa vkscsjk; ¼1995½ % f'k{kd dh rduhdh] fo; j[kstk] lw;Z ifCyds'ku] esjB
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**Course 4- LANGUAGE ACROSS THE CURRICULUM
(Including reading and reflecting on text)**

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

1. Understand the language background of students as the first or second language users.
2. Create sensitivity to the language diversity that exists in the classroom.
3. Understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
4. Understand the nature of reading comprehension in the content area & writing in specific content areas.
5. Understand interplay of language and society.
6. Understand function of language and how to use it as a tool.
7. Understand language and speech disorders and make remedial measure, too.

COURSE CONTENT

UNIT –I Language and society

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

UNIT- II Language development

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

UNIT- III Classroom and language

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

UNIT- IV Reading and writing

1. Reading skills- purpose and methods.
2. Reading in the content areas- science, social science and Mathematics.
3. Writing with a sense of purpose, writing to learn and understand.

A. Preparation of press note and meeting minutes.

B. Reporting of conference and workshop

UNIT –V Reading and Reflecting on text

1. Nature of texts- expository v/s narrative texts, transactional v/s reflective texts
2. Scheme theory- text structures and examining content area.
3. Reading reflections :
 - a. Characteristics and Precautions of summary writing.
 - b. Measures and Precautions to be taken for organizing discussions based on reading of a document.
 - c. Steps of expressing views on an editorial of newspaper.

SESSIONAL WORK

Any two of the following:

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

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Course – 5 & 6
PEDAGOGY OF A SCHOOL SUBJECT
(Including Understanding Disciplines and Subjects)
Part I

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

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

Course 5 & 6 - fgUnh dk f'k{k.k "kkL=

mn~ns";& izf'k{k.kkFkhZ bl ikB~;Øe dks i<+us ds mijkUr&

- 1- Hkk"kk ds Lo:i dks tku ldsaxsA
- 2- Hkk"kk dh vyx&vyx Hkwfedkvksa dks tku ldsaxsA
- 3- Hkk"kk lh[kus ds rjhds ,oa izfØ;k dks tku ldsaxsA
- 4- Hkk"kk;h vfHkO;fDr ds izdkjksa dks tku ldsaxsA
- 5- vuqokn ds egRo ,oa Hkwfedk dks le>uk ldsaxsA
- 6- fo|kfFkZ;ksa dh Hkk"kk;h l`tukRed {kerk dks igpkuuk ldsaxs rFkk fodflr dj ldsaxsA
- 7- lkfgR; o Hkk"kk ds IEcU/k dks le> ldsaxsA
- 8- fgUnh f'k{k.k ds mís';ksa dks tku ldsaxs ,oa mi;ksx esa ys ldsaxsA
- 9- fgUnh f'k{k.k ds egRo dks le> ldsaxsA
- 10- fo|ky; esa fgUnh Hkk"kk IEcU/kh xfrfof/k;ksa ds lapkyu dh ;ksX;rk fodflr dj ldsaxsA
- 11- fgUnh f'k{k.k esa vuqHkwr leL;kvksa ds fujkdj.k gsrq y?kq izk;kstuk,;j] fØ;kRed vuqLa/kku vkfn mik;ksa dks dke esa ysus dh izfØ;k dks tku ldsaxsA
- 12- fgUnh f'k{k.k esa n`';&J`O; lkexzh rFkk Hkk"kk iz;ksx'kkyk dk mi;ksx tku ldsaxsA

ikB~;Øe&fo"k;oLrq

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¼1½ Hkk"kk dk vFkZ] egRo rFkk ekr`Hkk"kk ,oa ekud Hkk"kk dh le>A

¼2½ lafo/kku vkSj f'k{k.k lfeFr;ksa ds izfrosnuksa esa Hkk"kk dh fLFkfrA

¼3½ Hkkjr dh Hkkf"kd leL;k] f=Hkk"kk lw= rFkk xk;/kh th }kjk Hkk"kk ds IEcU/k esa O;Dr fd;s fopkjA

¼4½ Hkk"kk f'k{k.k ds mís'; ,oa O;ogkjr ifjorZuA

¼5½ cky lkfgR; dk vFkZ ,oa fo/kk,; rFkk ikB~;Øe esa lkfgR; dks i<+uk] i<+kuk ,oa vuqokn djukA

bdkbZ&II Hkk"kk dk oSKkfud Lo:i rFkk Hkk"kk;h O;ogkj ds fofok igyw

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bdkbZ&III fgUnh f'k{k.k ds vk/kkjHkwr dkS'ky] lw= rFkk vU; fo"k;ksa ls IEcU/k

¼1½ fgUnh ds vk/kkjHkwr dkS'ky& lquuk] cksyuk] i<+uk o fy[kuk ,oa Hkk"kk
 ds ek;/e ls l`tukRedrk dk fodkl
 ¼2½ fgUnh f'k{k.k ds lw= ,oa fl)kUr
 ¼3½ fgUnh Hkk"kk dk vU; fo"k;ksa ls IEcU/k
 ¼4½ fgUnh f'k{k.k esa pqukSfr;kj

bdkbZ& IV fgUnh f'k{k.k dh fofHkUu fo/kk,i

¼1½ x| f'k{k.k&mís';] fof/k;kj ,oa ikB ;kstukA
 ¼2½ il f'k{k.k& cks/k ikB] jl ikB ,oa mi;kstuk ikBA ¼cks/k ikB o jl ikB dk fefJr
 :i½
 ¼3½ ukVd ,oa ,dkadh f'k{k.k&vfHku;kRed ikB&eaph; fof/kA
 ¼4½ O;kdj.k ,oa jpuk f'k{k.kA
 ¼5½ bdkbZ ,oa okf"kZd bdkbZ] nSfud f'k{k.k ;kstuk] bdkbZ tkWp i= rFkk uhy
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bdkbZ& V fgUnh f'k{k.k esa lgk;d lkexzh ,oa uokpkj

¼1½ n`';&J`O; lkexzh ¼jsfM;ks] Vsyhfotu] vks-,p-ih-] fyXok Qksu] fp=dFkk]
 VsifjdkWMZj vkfnA
 ¼2½ Hkk"kk iz;ksx'kkykA
 ¼3½ Hkk"kk f'k{k.k esa uokpkj ¼vfHku;hdj.k] leL;k iwfrZ] dkYifud ys[k vkfn½
 ¼4½ funkukRed ijh{k.k ,oa mipkjkRed f'k{k.kA

l=h; dk;Z

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- 1- fo|ky; dh fdlh ,d lkfgfR;d xfrfof/k dh ;kstuk fuekZ.k] fØ;kfUofr djuk rFkk izfrosnu rS;kj djukA
- 2- Hkk"kk;h dkS'kyksa ¼lquuk] cksyuk] i<+uk] fy[kuk½ ds lh[kus IEcfU/kr pkj&pkj xfrfof/k;kj rS;kj dj izfrosnu izLrqr djukA
- 3- fgUnh Hkk"kk esa iz;qDr vU; Hkk"kkvksa ds 'kCnksa dk ladyu] v/;;u ,oa O;kdj.k dh izd`fr ds vuqlkj oxhZdj.kA
- 4- Hkk"kk f'k{k.k ds nkSjku vkus okyh leL;kvksa ij fØ;kRed vuqla/kku dk fØ;kUo;u dj izfrosnu rS;kj djukA%&

lanHkZ iqLrdsa

- 1- 'kekZ] ch-,u- ¼1997½ ^fgUnh f'k{k.k** lkfgR; izdk'kuA
- 2- frokjh] mn;ukjk;.k ¼1999½ ^Hkk"kk f'k{k.k**&fouksn iqLrd eafnjj] vxjkA

- 3- ukxnk] Hkaojyky ¼2000½ ^fgUnh Hkk"kk esa orZuh ,oa mPpkj.k IEcU/kh =qfV;ka ,oa mipkj**] Dykfldy ifCyf'kax daiuh] ubZ fnYyhA
- 4- ik.Ms; jke'kdy ¼2004½ ^uwru fgUnh f'k{k.k**] fouksn iqLrd eafnj] vkxjA
- 5- flag] fujatu dqekj ¼2006½ ^ek;/fed fo|ky;ksa esa fgUnh f'k{k.k**] jktLFkkuh fgUnh xzaFk vdkneh t;iqjA
- 6- cD'kh] ,u-,l- ¼2007½ ^fgUnh f'k{k.k**] izsj.kk izdk'ku lsDVj 14] jksfg.kh] ubZ fnYyhA
- 7- 'kekZ ,oa xqlrk ¼2007½ ^fgUnh f'k{k.k**] lkfgR; xkj] t;iqjA
- 8- ukxnk] Hkaojyky ¼2007½ ^f'k{kk ds uwru vk;ke** vadqj izdk'ku] mn;iqjA
- 9- HkkbZ ;ksxsUnzthr ¼2008½ ^fgUnh Hkk"kk f'k{k.k**] fouksn iqLrd eafnj] vkxjA
- 10-'kekZ ,oa 'kekZ ¼2008½ ^fgUnh Hkk"kk rRo ,oa mipkjRed dk;Z** Jqfr ifCyds'ku] t;iqj&6A
- 11-'kekZ ,e-Mh- ^fgUnh ekr` Hkk"kk f'k{k.k**] vxzlsu f'k{kk izdk'ku] t;iqjA
- 12-tks'kh vkse izdk'k ¼2008½ ^fgUnh Hkk"kk lkfgR; f'k{k.k**] jkW;y ifCyds'ku] t;iqjA
- 13-ik.Ms;] jke'kdyk ¼2008½ **fgUnh f'k{k.k**] fouksn iqLrd eafnj] vkxjA
- 14-xq:] dkerk izlkn ¼2009½ ^fgUnh O;kdj.k** lkfgR; xkj] t;iqjA
- 15-xq: dkerk izlkn ¼2009½ ^o`gn fgUnh O;kdj.k**] lkfgR; xkj] t;iqjA
- 16-ukxnk] Hkaojyky ¼2011½ ^fgUnh Hkk"kk =qfV;ka ,oa mipkj**] Dykfldy ifCyf'kax dEiuh] ubZ fnYyhA
- 17-ukxnk] Hkaojyky ukxnk] MkW- }kfjdk izlkn ¼2015½ ^fØ;kRed vuqla/kku ,oa lkaf[;dh**] vadqj izdk'ku] mn;iqjA

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Course 5 & 6 - PEDAGOGY OF ENGLISH

I Year

PEDAGOGY OF TEACHING ENGLISH

OBJECTIVES:

1. To enable the student -teachers to know and understand the basic concepts related to the nature of English , language teaching , objectives of ELT (English Language Teaching), approaches and methods.
2. To enable the student -teachers to apply the knowledge and understanding of the basic concepts of ELT in the actual classroom conditions .
3. To enable the student-teachers to grow as teachers of ELT .

Course Content:

UNIT -1	NATURE OF ENGLISH: Basic knowledge and understanding of the origin of the English Language :
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	<p>Old English, Contemporary English /Modern English , Difference between Oral and Written English, Difference between Formal and Informal English .</p> <p>Aspects of English: Phonological aspects(including vowel and consonant sounds, beats, pause, juncture, accent ,stress, intonation and rhythm),morphological , syntactic, grammatical, lexical ,semantic and orthographic aspects of English .</p>
UNIT -2	<p>LANGUAGE TEACHING :</p> <p>Basic Concepts: (MT)Mother Tongue /L₁ (First Language)/ , L₂ (Second Language), TL (Third Language) and FL (Foreign Language) .</p> <p>Language Content: Basic concept, types including the phonological content (sounds, etc .), lexical content (words) ,syntactic (grammar) and structural content ,and orthographic content (script ,style ,size and shape of script) and their implications for teaching .</p> <p>Basic Language Skills:</p> <ol style="list-style-type: none"> i. Listening :Essential Components and sub-skills ,difference between hearing and listening, role of note taking. ii. Speaking : Essential Components and sub-skills. iii. Reading : Mechanics, Types of reading: skimming, scanning, silent reading, reading aloud, intensive reading and extensive reading. iv. Writing : Types of composition: oral, written, controlled, guided, contextualized and integrated composition. <p>Principles of Language Teaching</p>
UNIT -3	<p>OBJECTIVES OF ENGLISH LANGUAGE TEACHING (ELT); General and Specific Objectives , Skills based Objectives , Competence based Objectives (linguistic and communicative competence), TEMT(Teaching English as Mother Tongue) , TESL (Teaching English as Second Language), TEFL (Teaching English as Foreign Language).</p>
UNIT -4	<p>APPROACHES AND METHODS :</p> <p>Basic philosophy , basic principles, basic aims/ focus , procedure, merits and demerits of Structural Situational Approach ,Communicative Approach , Grammar Translation Method, Direct Method ,Bilingual Method, CALT (Computer Assisted Language Teaching) ,Eclectic Approach.</p>
UNIT -5	<p>PLANNING FOR TEACHING :Annual plan, Unit -plan, Lesson -plan , Techniques of teaching of lexical and structural items , teaching of grammar, teaching of comprehension skills (listening and reading), use of Cloze procedure and Maze method, use of dictionary in teaching and reading skill, phonetic- transcription, teaching of expression skills (speaking and writing), composition (letters, essay, report, e-mail, notice, précis/summary, paragraph, developing stories, note making), teaching of poetry .</p>

Sessional work

Any two of the following :

1. A detailed critical essay on the status of ELT in India or Rajasthan.
2. A detailed essay on the contribution of any one of the following linguists /applied linguists /grammarians :- Ferdinand de Saussure ,H.E.Palmer,Otto Jespersen, Samuel Johnson , C.J.Dodson, A.S.Hornby, Noam Chomsky, David Crystal, A.C.Gimson, and Daniel Jones .
3. Preparation of a scrap book containing 5 flash cards, 5 substitution tables, and 5 basic dialogues.
4. Preparation of any **three** of the following: one Cloze test, one Maze test, one speaking test, one listening test, one communicative skills test , and one grammar test.
5. A report (based on the interviews with teachers) on the problems of ELT in the elementary schools or secondary schools.

A List of Suggested Readings:

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3. Bright, J. A. and McGregor, G. P. (1970). **Teaching English as Second Language**. London: Longman.
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5. Brumfit, C.J. (1984). **Communicative Methodology in Language Teaching**. Cambridge: Cambridge University Press.
6. Crystal ,David (2003). **The Cambridge Encyclopedia of the English Language**. Cambridge : C.U.P.
7. Doff, A. (1988). **Teaching English**. Cambridge: Cambridge University Press.
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9. Gimson, A.C. (1980). **An Introduction to the Pronunciation of English**. London: Edward Arnold.
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11. Hornby, A.S. (1968). **A Guide to Patterns and Usage in English**. Oxford: Oxford University Press.
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24. Venkateshwaran, S. (1995) .**The Principles of Teaching English**. Vikas Publishing House :New Delhi .
25. Yadav, Saryug. (2014). **Challenges of Teaching English Language and Literature in the Age of Globalization**. New Delhi: Lakshi Publishers.

PAPER CODE-9107

Course 5 & 6 - laLd`r dk f`k{k.k `kkL=

mn~ns";& izf`k{k.kkFkhZ bl ikB~;Øe dks i<+us ds mijkUr&

1. Hkk'kk dh fofHkUu Hkwfedkvksa dks le> ldsaxsA
2. Hkkjr esa laLd`r Hkk'kk dh fLFkfr ,oa egRo dks le> ldsaxsA
3. laLd`r Hkk'kk ds rRoksa dk izR;kLej.k dj ldsaxs vkSj mudk lgh iz;ksx dj ldsaxsA
4. laLd`r f`k{k.k ds fl;kUr] lw=] lkekU; ,oa fof`k'V m)s";ksa dks le> ldsaxsA
5. ewyHkwr Hkk'kk dkS"kyksa] tSls& Jo.k] Hkk'k.k] okpu ,oa ys[ku ds lEizR;;] egRo ,oa fodkl dks le> ldsaxsA
6. laLd`r f`k{k.k dh fofHkUu fof/k;ksa ,ao mikseksa dk izR;kLej.k dj ldsaxs vkSj budk leqfpr iz;ksx dj ldsaxsA

7. laLd`r lkfgR; dh fo/kk,W]tSls& x] ij] dFkk] ukVd vkfn dk IEizR;;] egÙo] f`k{k.k iz.kkfy;ksa o lksikuksa dks le> ldsaxs vkSj buesa bdkbZ ;kstukvksa ,oa ikB;kstukvksa dk fuekZ.k dj ldsaxsA
8. laLd`r f`k{k.k dks jkspd ,oa izHkkoh cukus ds fy, mfpr f`k{k.k lgk;d lkezsh ,oa lk/kuksa dk p;u fuekZ.k ,oa mi;ksx dj ldsaxsA
9. laLd`r f`k{k.k esa fofHkUu izdkj ds iz`uksa dh jpuk dj ldsaxsA
10. ek;/fed f`k{k.k cksMZ] jktLFkku ds uewus ¼isVuZ½ ds vk/kkj ij laLd`r ikB~;iqLrd ij iz`u i= rS;kj dj ldsaxsA
11. laLd`r ds iz`ui=ksa dk fo`ys`k.k dj ldsaxsA

ikB~;dze

bdkbZ & I Hkk'kk dh Hkwfedk] laLd`r Hkk'kk dh fLFkfr] egÙo ,oa rRo

- 1- Hkk'kk dh Hkwfedk] Hkk'kk ,oa lekt] Hkk'kk ,oa fyax] Hkk'kk ,oa igpku ¼vfLerk½] Hkk'kk ,oa "kfDrA
- 2- ?kj dh Hkk'kk ,oa fo|ky; dh Hkk'kk] vf/kxe esa laLd`r dh dsfUnzrrk
- 3- Hkkjr esa laLd`r Hkk'kk dh fLFkfr
 - a) Hkk'kk f`k{k.k IEcU/kh laoS/kkfud izko/kku ¼/kkj 343&351]350 v½
 - b) laLd`r Hkk'kk lac/kh uhfr;ka & laLd`r vk;ksx ¼1956&57½]dksBkjh vk;ksx ¼1964&66½
 - jk`Vªh; f`k{k.k uhfr ¼NPE)- 1986, fdz;kUo;u dk;Zdze ¼POA)- 1992
 - jk`Vªh; ikB~;p;kZ :ijs[kk&2005¼Hkk'kk f`k{k.k½ & laLd`r dh fLFkfr
- 4- laLd`r Hkk'kk dk egÙo] laLd`r Hkk'kk ,oa lkfgR;] laLd`r Hkk'kk ,oa Hkkjrh; Hkk'kk,a] laLd`r Hkk'kk dk lajpukRed] laLd`r ,oa lkekftd egÙo] vk/kqfud Hkkjrh; Hkk'kk ds :i esa laLd`r dk egÙo] fo|ky; Lrj ij laLd`r f`k{k.k ls IEcfU/kr vuqHkwr leL;k,a
- 5- laLd`r Hkk'kk ds rRo "kCn:i] fyM~x&Kku] /kkqrq :i ¼n" k ydkj½] loZuke :i] fo`ks`k.k :i] vO;;] milxZ] izR;;] IfU/k] lekl] foHkfDr ¼dkj½] okD; lajpuk ,oa okP; ifjorZu dk Kku ,oa iz;ksx

bdkbZ & II laLd`r Hkk'kk f`k{k.k ds fl)kUr] lw= ,oa mn~ns";

- 1- laLd`r Hkk'kk f`k{k.k ds fl)kUr] d{k f`k{k.k ds lkekU; fl)kUr] cksyus o fy[kus esa vuq;irk dk fl)kUr] vH;kl dk fl)kUr vkfn A
- 2- laLd`r Hkk'kk f`k{k.k ds lw=
- 3- laLd`r f`k{k.k ds mn~ns";
 - a) lkekU; ,oa fof`k`V mn~ns";ksa esa vUrj
 - b) fofHkUu Lrj ij laLd`r f`k{k.k ds mn~ns"; ¼mPPk izkFkfed] ek;/fed ,oa mPp ek;/fed½

b) fofHkUu rkfydkvksa lfgr uhyi= dk fuekZ.k] iz"ui= dk fuekZ.k] mÜkj ,oa
vad;kstuk] in
fo"ys'k.k

I=h; dk;Z

fuEukfdr esaa ls fdUgh nks xrfkof/k;ksa dk p;u dj izfrosnu rS;kj djukA

- 1- jk-ek-f"k-cksMZ }kjk d{kk 10 ds laLd`r Nk=ksa ds fy, fufeZr iz"ui= dk fof"k'V
mn~ns"; ,oa Hkk'kk
"kq}rk dks /;ku esa j[kdj fo"ys'k.k djukA
- 2- d{kk 8 ds laLd`r Nk=ksa ds fy, fofHkUu rkfydkvksa lfgr uhyi= cukdj ,d
vkn"kZ iz"ui= laLd`r
esa rS;kj djukA
- 3- ek;/fed Lrj dh laLd`r ikB~;iqLrd eas iz;qDr fdlh ,d ij&vO;;] milxZ] izR;;]
foHkfDr] IfU/k]
lekl] ydkj vkSj okD; esa ls d{kk f"k{k.k laO;wgu rS;kj djukA
- 4- f"k{k.k izn"kZu dh ppkZ dj vkSj mi;qZDr lq>ko nsdj ,d izfrosnu rS;kj djukA
- 5- laLd`r dh fdlh dFkk ls lacf/kr fp=ksa dh ikjn"khZ vFkok Lykb~M~l rS;kj
djukA

IUnHkZ iqLrdsa

- 1- vkIVs]oh-,l-¼2008½ laLd`r fgUnh dks"k] t;iqj] jpuk izdk"ku
- 2- Hkalkyh] vk"kk ¼2004½ laLd`r f"k{k.k ds u;s vk;ke] tks/kiqj] jktLFkkuxzUFkkxkj
- 3- nos] ve`ryky ,oa "kekZ] MkW-fu:iek ¼2012½lw{e f"k{k.k ds fl}kUr ,oa vH;kl]
vkxjk]jk/kk izdk"ku efUnj izk-
fy-
- 4- nos] ve`ryky] ikVuh] m'kk ,oa ukxnk] mn;yky ¼2013½ laLd`r dk f"k{k.k "kkL=]
vkxjk] jk/kk izdk"ku efUnj izk-fyfeVsM
- 5- f]osnh] dfiy nso ¼2008½ jpukuqokndkSeqnzh] t;iqj fo"fo|ky; izdk"ku
- 6- xks;y] izhfrizHkk ¼2000½ laLd`r O;kdj.k] tks/kiqj] jktLFkku xzUFkkxkj
- 7- tks"kh] eksrhyky ,oa "kekZ] eatq ¼2002½ laLd`r f"k{k.k] p.Mhx<+] nsoukjk;.k
izdk"ku
- 8- d.kZflag ¼1997) laLd`r f"k{k.k] y[kheiqj&[khjh] xksfoUn izdk"ku
- 9- feJ] izHkk"kad] ¼1984½ laLd`r f"k{k.k] p.Mhx<+] gfj;k.kk xzaFk vdkneh
- 10- feÜky] larks'k ¼2007½ laLd`r f"k{k.k] esjB] vkj-yky] cqd fMiks
- 11- ik.Ms;] jke"ky ¼1995½] laLd`r f"k{k.k] vkxjk] fouksn iqLrd efUnj
- 12- IQk;k] vkj-,u-¼1990½ laLd`r f"k{k.k] tkyA/kj fdrkc ?kj
- 13- IkEcf"koewfrZ] dEcEikVh ¼2006½ laLd`r f"k{k.k] t;iqj]] nhif"kk] izdk"ku
- 14- IR;nso flag ,oa "kekZ] "kf"kyk ¼2014½ laLd`r f"k{k.k] vkxjk] vxzoky ifCyds"kuI
- 15- Ikrosydj] Jhikn] nkeksnj ¼2004½ Lo;a&f"k{k.k] fnYyh] jktiky ,.M IUl
- 16- "kekZ] eqjyh/kj ¼2003½ laLd`r f"k{k.k] leL;k] fr:ifr] jk'V^ah; laLd`r laLFkku

- 17- “kekZ] ,u-ds- ¼2008½ laLd`r f”k{k.k] ubZ fnYyh] ds-,l-ds ifCy”klZ ,oa fMfLV^aC;wVIZ
- 18- “kkL=h] oklqns ¼1996½ fdz;kRed laLd`r f”k{k.k] uonsgyh] jk’V^ah; laLd`r laLFkku
- 19- f=ikBh] czākuUn ¼2003½ vuqoknpfUnzdk] okjk.klh] pkS[kEck lqjHkkjrh izdk”ku
- 20- f=ikBh] jekdkUr ¼2002½ vuqokn jRukdkj] okjk.klh] pkS[kEck fo|kHkou
- 21- f=ikBh] jkeukjk;.k ¼1970½ laLd`r v;/kiu fof/k] vkxjk y{ehukjk;.k vxzoky
- 22- mik;/k;] cynso ¼1982½ laLd`r lkfgR; dk bfrgkl] okjk.klh] “kkjnk fudsru
- 23- fo”okl ¼2004½ dkS”kycksf/kuh] ubZ fnYyh] laLd`r Hkkjrh
- 24- O;kl] Hkksyk”kadj ¼1999½ laLd`r Hkk’kk] fnYyh] pkS[kEck fo|kHkou
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PAPER CODE-9108

Course 5&6 - PEDAGOGY OF URDU

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

1. understand the importance and different roles of language;
2. understand the basic concept and the elements of Urdu language;
3. understand the importance of home language and school language and role of mother tongue in education;
4. understand the importance and role of Urdu language in our country;
5. develop an understanding of the nature of Urdu language system;
6. develop an understanding of various approach of Urdu Language;
7. develop linguistic skills of Urdu language and different teaching skills associated with teaching of Urdu;
8. understand and use teaching strategies of grammar, composition, poetry, prose and drama in Urdu;
9. use methods, approaches and materials for teaching Urdu at different levels;
10. develop an understanding and use of purpose, concept and various techniques of evaluation in teaching of Urdu Language;

COURSE CONTENT

UNIT - I: Role and Nature of Language

1. Role of Language in Society: Importance of Language; Language and gender; Language and identity; Language and power; Language and class (society); Language in School: Medium of instruction in

school and language spoken at home; Centrality of language as means of learning and communication.

2. Nature of Language

- a) Aspect of Linguistic Behaviour: Language as a rule governed behaviour and linguistic variability; Pronunciation, linguistic diversity and its impact on Urdu pedagogical implication; Speech and Writing.
- b) Linguistic System: The organization of sound; The structure of sentences; The concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

UNIT – II Nature, Development and Position of Urdu Language

1. Nature and Development of Urdu Language:

The nature of the subject Urdu and Urdu Education- Urdu as a language of knowledge; Urdu as first, second and third language; Urdu as mother tongue; Urdu as communicative language; Urdu as Media language

2. Origin and development of Urdu Language
3. Importance and functions of Urdu Language
4. Relation of Urdu language with other Indian Languages.
5. Role of Urdu language in promoting national integration.
6. Role of Urdu language in Indian Independence movement

2. Position of Urdu Language in India:

1. Position of Urdu in Pre-and post-partition of India.
2. Present position of Urdu in our country.
3. Position of Urdu language in the present educational system as prevalent in the state of Rajasthan.
4. Suggestions for a better place of Urdu language in syllabi.
5. Different forms of Urdu.
6. Urdu at International level;
7. Challenges of teaching and learning Urdu

UNIT –III An overview of Language Teaching with Reference to Urdu Language

1. Different Approaches to Language Learning and Teaching:
2. Philosophical, social and psychological bases of approaches to Language acquisition and Learning; Inductive and deductive approach to language learning; Whole language approach; Constructive approach; Multilingual approach to Language Teaching
3. Indian thought on language teaching.

2. Approaches of Teaching Urdu Language:

1. Basic concept and elements of Urdu Language :
Phonetic structure, Morphological structure and Syntactic structure.
2. Linguistic skills of Urdu language and different teaching skills associated with teaching of Urdu:
 1. Listening – Art of Listening;
 2. Speaking – Pronunciation, Recitation and Punctuation;
 3. Reading – Concept, meaning and importance of reading;
 4. Writing – Defects of writing skills and their improvement;
 5. Sub skills of listening and speaking - Task Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
6. Sub skills of reading:
 - a) Importance of development of reading skills;
 - b) Aloud and silent reading;
 - c) Extensive and intensive reading;

d) Study skills, including using thesauruses, dictionary and encyclopedia, etc.

7. Writing:

- a) Stages of writing;
- b) Process of writing;
- c) Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement;
- d) Defects of writing skills and their improvement
- e) Knowledge of Urdu script such as Khat-e-Naskh, Khat-e-Nastaliq, Khat-e-Shikast;
- f) Reference skills;
- g) Higher order skills.

UNIT – IV Strategies of Teaching Urdu

1. Basis of Teaching Urdu:

- a) Objectives of teaching Urdu at Secondary level;
- b) Behavioural objectives : Meaning and Importance of behavioural objectives; Essentials of behavioural objectives; Determination and Writing behavioural objectives for teaching Urdu;
- c) Problems of teaching and learning Urdu and their solution;
- d) Value outcomes of teaching Urdu at different levels of education;
- e) Various methods of teaching Urdu: Direct Method; Translation Method; Structural Method; Play way Method; Grammar Method; Bi-lingual Method

2. Teaching strategies of Urdu:

1. Planning of teaching Urdu:

- a) Need and Importance of Planning
- b) Content Analysis
- c) Yearly, Unit and Daily Lesson Plan

2. Teaching of various forms of Urdu:

- a) Prose,
- b) Poetry – Ghazal, Nazam and other forms of Urdu Poetry,
- c) Drama,
- d) Composition, and
- e) Grammar

3. Support System of teaching Urdu:

- a) Teacher – Qualities and Characteristics of a good Urdu Teacher,
- b) Teaching Aids – Verbal aids, Visual aids - Pictorial aids (non-projected, two or three dimensional aids), Projected aids (still and motion), Audio and Audio – Visual aids etc.;

UNIT – V Evaluation In Teaching Of Urdu

1. Purpose and Concept of Evaluation in Teaching Urdu.

2. Continuous and Comprehensive Evaluation

3. Techniques of Evaluation:

4. Teacher made test

5. Designing examination paper and Blue – Print

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

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

8. Diagnostic testing and remedial Teaching in Urdu.

9. Progress and assessment of development of language;

10. Cloze test, Self evaluation;

11. Peer evaluation;

12. Group evaluation.

Activities

1. Group discussions among student teachers may be arranged on the following topics:

- a) Role and importance of Urdu language in promoting national integration.
- b) Urdu language and poetry and Indian Independence movement;

- c) Challenges of teaching and learning Urdu
 - d) Difference between Home and the School Language.
 - e) Difference between spoken and written language'
 - f) Mother Tongue and Other Tongue'
 - g) Centrality of language as means of learning and communication
2. If possible some Panel discussion or lecture of experts from field may arrange on following topics:
- a) Origin and development of Urdu Language
 - b) Multilingualism as a Resource
 - c) 'War begins when words fail'
 - d) Indian thought on language teaching.
 - e) Urdu as a language of knowledge;

SESSIONAL WORK

Any two of the following:

1. Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE-1986 and POA-1992
2. Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
3. Prepare a report on the challenges of Urdu as a medium of instruction.
4. Prepare a report on the challenges of teaching-learning process
5. Keeping in view the topics given in the Unit, prepare a questionnaire. Interview ten people from community and write a report on 'Position of Urdu language in India'
6. Analysis of advertisements aired on Radio/Television on the basis of language and gender.
7. Take a few passages from science/ social science/ maths textbooks of Classes VI to VIII and analyse on the following points:
 - a) How the different registers of language have been introduced?
 - b) Does the language clearly convey the meaning of the topic being discussed?
 - c) Is the language learner-friendly?
 - d) Is the language too technical?
 - e) Does it help in language learning?

Now write a report based on the analysis of above issues.

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12. Rasheed Hasan Hum Urdu Kaise Likhaen Maktaba Jamia Limited Jamia Nagar, New Delhi
13. Rasheed Hasan Urdu Imla Maktaba Jamia Limited Jamia Nagar ,New Delhi

PAPER CODE-9109

Course 5&6 - jktLFkkuh dk f'k{k.k 'kkL=

mn~ns”;%& izf'k{k.kkFkhZ bl ikB~;Øe dks i<+us ds mijkUr&

1. jktLFkkuh Hkk"kk ds Lo:i dks tku ldsaxsA
2. jktLFkkuh Hkk"kk dh vyx&vyx Hkwfedkvksa dks tku ldsaxsA
3. jktLFkkuh lh[kus ds rjhds ,oa izfØ;k dks tku ldsaxsA
4. Hkk"kk;h vfHkO;fDr ds izdkjksa dks tku ldsaxsA
5. vuqokn ds egRo ,oa Hkwfedk dks le>uk ldsaxsA
6. fo|kfFkZ;ksa dh Hkk"kk;h l`tukRed {kerk dks igpkuuk ldsaxs rFkk fodflr dj ldsaxsA
7. lkfgR; o Hkk"kk ds IEcU/k dks le> ldsaxsA
8. jktLFkkuh f'k{k.k ds mís';ksa dks tku ldsaxs ,oa mi;ksx esa ys ldsaxsA
9. jktLFkkuh f'k{k.k ds egRo dks le> ldsaxsA
10. fo|ky; esa jktLFkkuh Hkk"kk IEcU/kh xfrfof/k;ksa ds lapkyu dh ;ksX;rk fodflr dj ldsaxsA

11. jktLFkkuh f'k{k.k esa vuqHkwr leL;kvksa ds fujkdj.k gsrq y?kq izk;kstuk, j] fØ;kRed vuqla/kku vkfn mik;ksa dks dke esa ysus dh izfØ;k dks tku ldsaxsA
12. jktLFkkuh f'k{k.k esa n`';&J`O; lkexzh rFkk Hkk"kk iz;ksx'kkyk dk mi;ksx tku ldsaxsA

ikB~;Øe&fo" k;oLrq

I bdkbZ izFke&jktLFkkuh dk vFkZ] egRo] Hkkf"kd leL;k rFkk f'k{k.k mís';

- ¼1½ jktLFkkuh dk vFkZ] egRo rFkk ekr`Hkk"kk ,oa ekud Hkk"kk dh le>A
- ¼2½ lafo/kku vkSj f'k{k.k lfeFr;ksa ds izfrosnuksa esa Hkk"kk dh fLFkfrA
- ¼3½ Hkkjr dh Hkkf"kd leL;k] f=Hkk"kk lw= rFkk xk;/kh th }kjk Hkk"kk ds IEcU/k esa O;Dr fd;s fopkjA
- ¼4½ jktLFkkuh f'k{k.k ds mís'; ,oa O;ogkjxr ifjorZuA
- ¼5½ jktLFkkuh lkfgR; dk IEizR;; ,oa fo/kk,i rFkk ikB~;Øe esa lkfgR; dks i<+uk] i<+kuk ,oa vuqokn djukA
- ¼6½ ikB~;Øe esa ehfM;k dh Hkwfedk] egRo] mís'; ,oa izklafxdrkA

II bdkbZ nks&jktLFkkuh Hkk"kk dk oSKkfud Lo:i rFkk Hkk"kk;h O;ogkj ds fofo/k igyw

- ¼1½ jktLFkkuh Hkk"kk dk oSKkfud Lo:i ¼o.kZ fopkj] 'kCn fopkj ,oa okD; fopkj dh n`f"V ls½
- ¼2½ jktLFkkuh Hkk"kk dkS'kyksa ds fodkl gsrq ekSf[kd] fyf[kr ,oa l`tukRed vfHkO;fDr dk fodkl
- ¼3½ jktLFkkuh Hkk"kk vtZu ,oa vf/kxe dk nk'kZfud] lkekftd rFkk eukSoSKkfud vk/kkj
- ¼4½ jktLFkkuh Hkk"kk lh[kus&fl[kkus dh cgqHkkf"kd n`f"VA
- ¼5½ Hkk"kk;h O;ogkj ds fofo/k igyw ¼fofHkUu cksfy;ka] {ks=h; Hkk"kk ,oa ekud Hkk"kk½

III bdkbZ r`rh;&jktLFkkuh f'k{k.k ds vk/kkjHkwr dkS'ky] lw= rFkk vU; fo" k;ksa ls IEcU/k

- ¼1½ jktLFkkuh f'k{k.k ds vk/kkjHkwr dkS'ky& lquuk] cksyuk] i<+uk o fy[kuk ,oa Hkk"kk ds ek;/e ls l`tukRedrk dk fodkl
- ¼2½ jktLFkkuh f'k{k.k ds lw= ,oa fl)kUr
- ¼3½ jktLFkkuh Hkk"kk dk vU; fo" k;ksa ls IEcU/k
- ¼4½ jktLFkkuh f'k{k.k esa pqusSfr;kj

IV bdkbZ pkj&jktLFkkuh f'k{k.k dh fofHkUu fo/kk,i

¼1½ x| f'k{k.k&mís';] fof/k;kj ,oa ikB ;kstukA

¼2½ il f'k{k.k& cks/k ikB] jl ikB ,oa mi;kstuk ikBA ¼cks/k ikB o jl ikB dk fefJr
:i½

¼3½ ukVd ,oa ,dkadh f'k{k.k&vfHku;kRed ikB&eaph; fof/kA

¼4½ O;kdj.k ,oa jpuk f'k{k.kA

¼5½ bdkbZ ,oa okf"kZd bdkbZ] nSfud f'k{k.k ;kstuk] bdkbZ tkWp i= rFkk uhy
i= dk fuekZ.kA

V bdkbZ ikjp& jktLFkkuh f'k{k.k esa lgk;d lkexzh ,oa uokpkj

¼1½ n`';&J`O; lkexzh ¼jsfM;ks] Vsyhfotu] vks-,p-ih-] fyXok Qksu] fp=dFkk]
VsifjdkWMZj vkfnA

¼2½ Hkk"kk iz;ksx'kkykA

¼3½ lg&laKkRed xfrfof/k;ksa dh :ijs[kk ¼ppkZ] okn&fookn] vUR;k{kjh]
fucU/k] ukVd] ,dkadh] lewg dk;Z½

¼4½ jktLFkkuh f'k{k.k esa uokpkj ¼vfHku;hdj.k] leL;k iwfrZ] dkYifud ys[k
vkfn½

¼5½ funkukRed ijh{k.k ,oa mipkjkRed f'k{k.kA

I=h; dk;Z&fuEukafdr esa ls& ¼dksbZ nks½

1- fo|ky; dh fdlh ,d lkfgR;d xfrfof/k dh ;kstuk fuekZ.k] fØ;kfUofr djuk rFkk
izfrosnu rS;kj djukA

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3- jktLFkkuh Hkk"kk esa iz;qDr vU; Hkk"kkvksa ds 'kCnksa dk ladyu] v/;;u
,oa O;kdj.k dh izd`fr ds vuqlkj oxhZdj.kA

4- jktLFkkuh f'k{k.k ds nkSjku vkus okyh leL;kvksa ij fØ;kRed vuqla/kku dk
fØ;kUo;u dj izfrosnu rS;kj djukA

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¼1½ esukfj;k] MkW- eksrhyky ^jktLFkkuh Hkk"kk ,oa lkfgR;]** jktLFkkuh
xzaFkkxkj] tks/kiqjA

¼2½ ukxnk] Hkaojyky] ^f'k{k.k ds uwru vk;ke**] vadqj izdk'ku] mn;iqjA

¼3½ dqekj lqfufR] ^jktLFkkuh Hkk"kk** dkWyst cqd fMiks] t;iqjA

¼4½ 'kekZ] jktdqekj] ^jktLFkkuh Hkk"kk vkSj lkfgR;]** dkWyst cqd fMiks]
t;iqjA

¼5½ Lokeh ujksÙke] ^jktLFkkuh Hkk"kk** jktLFkkuh xzaFkkxkj] tks/kiqjA

¼6½ yky lhrkjk] ^jktLFkkuh 'kCn dks"k**] jktLFkkuh xzaFkkxkj] tks/kiqjA

¼7½ Lokeh ujksÙke] ^jktLFkkuh O;kdj.k** jktLFkkuh xzaFkkxkj] tks/kiqjA
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PAPER CODE-9110

Course 5 & 6 - PEDAGOGY OF MATHEMATICS

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

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

COURSE CONTENTS

UNIT-I Nature of Mathematics as a Discipline

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

UNIT-II Mathematics as a School Subject

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

UNIT-III Methodology of Teaching and Learning of Mathematics

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

UNIT-IV Pedagogical analysis and mode of learning engagement

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

UNIT-V Assessment & Evaluation of Mathematics learning

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

SESSIONAL WORK

Any two of the following:

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

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2. Mathematics Teaching in the Middle School(MTMS), NCTM, USA
3. Journal of Mathematics Teacher Education, Springer Netherlands

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PAPER CODE-9111

Course 5&6 - PEDAGOGY OF GENERAL SCIENCE

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

1. Develop understanding of the nature of science.
2. Develop understanding of the concept of General Science, its importance and its correlation with other subjects.
3. Appreciate the contribution of Indian and foreign scientists in development of Science.
4. Develop scientific attitude and scientific creativity among students.
5. Develop an understanding of aims and objectives of General Science.
6. Develop an ability of preparing annual plan, unit plan and daily teaching plan.
7. Develop ability to use various methods and approaches of teaching General Science.
8. Develop an ability to construct an achievement test
9. Use continuous and comprehensive evaluation.

COURSE CONTENT

UNIT – I Nature of Discipline

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

UNIT –II General Science as a Subject in School Curriculum

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

UNIT – III Pedagogy of General Science

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

- d. Heredity and Evolution
- e. Force and Principles of motion

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

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

UNIT – V Assessment and evaluation in General Science

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

SESSIONAL WORK

Any two of the following:-

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

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Course 5&6 - PEDAGOGY OF PHYSICS

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

1. Understand the nature of Science as discipline and Physics as a branch of Science
2. Appreciate the contribution of Indian and Foreign Physicists in the development of Physics.
3. Acquire the understanding of the methods and processes of science that lead to exploration, generation and validation of knowledge in science/physics.
4. Appreciate the issues at the interface of science, technology and society
5. Develop the skill of planning teaching learning activities.
6. Develop competencies in
 - (a) Selection and use of teaching methods, approaches and devices.
 - (b) Selection, preparation and use of cost effective teaching aids.
 - (c) Inculcation of scientific attitude, scientific temper and science related values.
7. Understand role and limitations of language in physics
8. Organise interactive child centered teaching learning by understanding of the learner
9. Conduct pedagogical analysis for planning of instruction
10. Prepare teaching plan using process skills.
11. Prepare, administer and analyze achievement tests for evaluation of learning outcomes of Physics

COURSE CONTENT

UNIT -I Nature of Science as Discipline

1. Nature of Science
2. Developmental perspectives of science.
3. Scientific attitude and Scientific Literacy,
4. Impact of Science on Society and Vice Versa
5. Contribution of eminent Indian and Foreign Scientists viz C.V.Raman, Vikram Sarabhai, Homi Jehangir Bhabha, A.P.J.Abdul Kalam , Albert Einstein, Issac Newton

UNIT-II Physics as a Subject in school Curriculum

1. Essential Characteristic of Physics as a subject
2. Importance of Physics in School Curriculum
3. Correlation of Physics with other subjects
4. Physics in daily life.
5. Changing trends and goals of teaching physics with references to NCF 2005 (position paper)

UNIT-III Pedagogy of Physics

1. Aims and Objectives of Teaching learning Physics

2. Content cum Pedagogical analysis of following topics of Physics- Sound, Light, Force , Laws of Motion, Gravitation, Thermodynamics.

UNIT- IV Planning and Strategies of Teaching Learning Physics

1. Preparation of Annual Plan, Unit plan, Daily Teaching Plan.
2. Methods of Teaching Physics
Lecture cum demonstration method; Inductive – deductive method; Heuristic method; Panel discussion; Project method; Problem solving method ; Brain storming;
3. Constructivist approach, Investigatory approach, Computer Aided Instruction

UNIT-V Assessment and Evaluation

1. Concept of continuous and comprehensive evaluation, Formative and Summative Evaluation
2. Different types of questions, Blue print and construction of Achievement Test.
3. Home Assignment-Planning & evaluation
4. Diagnostic and Remedial measures
5. Assessment of practical work in Physics

SESSIONAL WORK

Any two of the following:

1. Prepare list of famous Physicists in chronological order from all over the world, starting from Galileo and write major contributions of any one these physicists.
2. Life history and contribution in Physics of one noble prize winner in Physics
3. Report of an experimental project to be completed.
4. Collection of current issues related to science from news papers with comments.
5. Identify weak students in Physics of any one class and prepare a diagnostic test of physics and plan for remedial teaching
6. Construction, administration, scoring and item analyses of examination Paper of Physics set on Board Pattern.

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Course 5 & 6 - PEDAGOGY OF CHEMISTRY

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

1. Develop an understanding of the Nature of Science.
2. Develop an understanding of the nature of Chemistry and its correlation with other subjects.
3. Develop scientific attitude and scientific Literacy
4. Develop an understanding of Pedagogy of Chemistry
5. Appreciate recent achievement of chemistry and the contribution of Indian and Foreign Scientists in development of Science.
6. Develop an understanding of aims and objectives of Chemistry teaching.
7. Develop an ability of preparing annuals plan, unit plan and lesson plan.
8. Develop an ability to plan and conduct innovative projects in chemistry.
9. Develop an ability to construct and use an achievement test, diagnostic test and remedial measures in Chemistry.
10. Use continuous and comprehensive evaluation.

COURSE CONTENT

UNIT-I Nature of Discipline

1. Nature of Science
2. Developmental perspectives of science.
3. Scientific attitude and Scientific Literacy,
4. Impact of Science on Society and Vice Versa
5. Contribution of eminent Indian and Foreign Scientists viz Neel Bohr, Marry Curie, C.V. Raman, Khurana, Rutherford.

UNIT-II Chemistry as a Subject in school Curriculum

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

UNIT-III Pedagogy of Chemistry

1. Aims and Objectives of Teaching learning chemistry
2. Content cum Pedagogical analysis of following topics of Chemistry

Atomic Structure; Radioactivity ; Chemical Bonding; Periodic Table; Hard and Soft water; Aromatic Compounds

UNIT- IV Planning and Strategies of Teaching Learning Chemistry

1. Preparation of Annual Plan, Unit plan, Daily Teaching Plan.
2. Methods of Teaching Chemistry
Lecture cum demonstration method; Inductive – deductive method; Heuristic method; Panel discussion; Project method; Problem solving method ; Brain storming;
3. Constructivist approach, Investigatory approach, Computer Aided Instruction

UNIT-V Assessment and Evaluation

1. Concept of continuous and comprehensive evaluation, Formative and Summative Evaluation
2. Different types of questions, Blue print and construction of Achievement Test.
3. Home Assignment-Planning & evaluation
4. Diagnostic and Remedial measures
5. Assessment of practical work in Chemistry

SESSIONAL WORK

Any Two from following –

Practicum No. 1 is compulsory for all

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

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Course 5&6 - PEDAGOGY OF BIOLOGY

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

1. Develop understanding of the nature of science.
2. Develop understanding of the concept of Biology, its importance and its correlation with other subjects.
3. Appreciate the contribution of Indian and foreign Biologists in development of Biology
4. Develop scientific attitude and scientific creativity among students.
5. Develop an understanding of aims and objectives of Biology.
6. Develop an ability of preparing annual plan, unit plan and daily teaching plan.
7. Develop ability to use various methods and approaches of teaching Biology.
8. Develop an ability to construct an achievement test
9. Use continuous and comprehensive evaluation.

COURSE CONTENT

UNIT – I Nature of Discipline

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

UNIT –II Biology as a Subject in School Curriculum

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

UNIT – III Pedagogy of Biology

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

UNIT – IV Planning and Strategies of teaching-learning Biology-

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

UNIT –V Assessment and evaluation in Biology

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

SESSIONAL WORK

Any two of the following:-

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

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Course 5&6 - PEDAGOGY OF HOME SCIENCE

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

1. Develop an understanding of the Nature of Science and Home Science.
2. Develop an understanding of the importance of Home Science and its correlation with other subjects.
3. Develop scientific attitude and creativity among students.
4. Develop an understanding of aims and objectives of teaching Home Science.
5. Develop an understanding of pedagogy of Home Science.
6. Develop an ability of preparing annual plan, unit plan and daily teaching plan.
7. Develop an understanding of various methods and approaches of teaching Home Science at Senior Secondary level.
8. Develop an understanding of continuous and comprehensive evaluation.
9. Develop an ability to construct an achievement test, diagnostic test and remedial measures.

COURSE CONTENT

UNIT-I Nature of Discipline

1. Nature of Science.
2. Concept, Nature, and Scope of Home Science.
3. Developmental perspective of Home Science.
4. Development of Scientific attitude and Fostering Creativity through Home Science.
5. Contribution of Eminent Indian Home Scientists – Dr. Rajammal P. Devadas, Dr. Hansa ben J. Mehta, Dr. Durga bai Deulkar and Dr. S. Ananda Lakshmy.

UNIT –II Home Science as a Subject in School Curriculum

1. Essential Characteristics of Home Science as a subject.
2. Importance of Home Science in school curriculum.
3. Correlation of Home Science with other subjects.
4. Changing goals in teaching home science.

UNIT-III Pedagogy of Home Science

1. Aims and objectives of teaching Home Science.
2. Content cum Pedagogical analysis of the following topics of Home Science-
 - (a) Meal planning
 - (b) Food adulteration.
 - (c) Common childhood diseases
 - (d) Consumer Problems
 - (e) Fibres and its Classification.

UNIT-IV Planning and Strategies

1. Annual plan, unit plan, daily teaching plan, Concept and Importance.
2. Methods of teaching Home Science: Lecture cum demonstration method, Laboratory method, Project method, Panel discussion, Problem solving, , Role play, Brain storming.
3. Constructivist approach, Investigatory approach, Computer assisted instruction.

UNIT-V Assessment and Evaluation

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

SESSIONAL WORK

Any two of the following –

1. Life sketch of an eminent Home Scientist.
2. Abstract of two published papers related to Home Science in reputed Journals.
3. Any hand made preparation of stitching / embroidery, painting, tie and dye and batik etc.
4. Identify weak students of Home Science and plan a diagnostic and remedial programme for them
5. Prepare a scrap book on current issues highlighted by media related to Home Science.
6. Any one Best out of waste' preparation and submission.

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Course 5&6 - PEDAGOGY OF COMPUTER SCIENCE

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

1. Gain insight into the nature and scope of Computer Science education.
2. Understand Computer as a tool to engage the mind of the student.
3. Understand the concepts related to Computer science.
4. Explain the role of computer science in day to day life.
5. Develop an understanding of the importance of Computer Science and its correlation with other subjects.
6. Develop an understanding of aims and objectives of teaching computer science learning.
7. Develop an understanding of pedagogical computer science at school level.
8. Develop an understanding of methods and techniques of teaching computer science.
9. Develop an ability of preparing annual plan, unit plan and daily teaching plan.
10. Understand continuous and comprehensive evaluation in Computer science.
11. Develop an ability to construct an achievement test, diagnostic test and remedial measures.

COURSE CONTENT

UNIT –I Nature of Discipline and subjects

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

UNIT –II Computer Science as a Subject in School Curriculum

1. NCF, 2005 position paper of computer science.
2. Importance of Computer Science in school curriculum.
3. Correlation of Computer Science with other school subjects
4. Social needs of computer education.

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

1. Aims and objectives of teaching computer science at school level

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

UNIT –IV Planning and strategies of Teaching Computer Science

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

UNIT- V Evaluation in computer science

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

SESSIONAL WORK

Any two of the following-

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

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Course 5&6 - PEDAGOGY OF SOCIAL SCIENCE

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

1. Develop an understanding of the Nature of Social Science.
2. Develop an understanding of the importance of Social Science and its correlation with other subjects.
3. Understand the origin and development of Social Science.
4. Develop an understanding of aims and objectives of teaching Social Science.
5. Develop an understanding of pedagogy of Social Science.
6. Develop an ability of preparing annual plan, unit plan and daily teaching plan.
7. Develop an understanding of various methods and approaches of teaching Social Science at Secondary level.
8. Develop an understanding of continuous and comprehensive evaluation.
9. Develop an ability to construct an achievement test, diagnostic test and remedial teaching.

COURSE CONTENT

UNIT-I Nature of Discipline-

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

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

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

UNIT-III Pedagogy of Social Science –

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

UNIT-IV Planning and Strategies –

1. Annual plan, unit plan, daily teaching plan, Concept and Features.

2. Social Survey, Observation, Case Study.
3. Methods of teaching Social Science: Lecture cum demonstration method, Project method, Story Telling, Role Playing, Supervised Study, Source Method, Discovery and Socialized Recitation Method, Dramatization, Field Trips.
4. Constructivist approach, Investigatory approach, Computer assisted instruction,

UNIT-V Assessment and Evaluation –

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

SESSIONAL WORK

Any two of the following –

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

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Course 5&6 - PEDAGOGY OF SOCIOLOGY

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

1. Develop an understanding of the nature of the discipline of social science.
2. Develop a conceptual understanding of sociology.
3. Develop an understanding of the relationship of sociology with other subjects.
4. Understand the origin and development of Sociology.
5. Understand Need and importance of Sociology in School Curriculum.
6. Understand and use different strategies of teaching sociology
7. Develop Skills for preparation of different types of planning.
8. Understand and analyse the current Social Problems concerns and Issues.
9. Measure the Students Social Behavior.
10. Understand evaluation techniques and Examination Reforms
11. Develop the concept and skills needed for Diagnostic and Remedial Teaching

COURSE CONTENT

UNIT –I Nature of Discipline

1. Nature of Social Science, National curriculum Framework 2005, Position paper on Social Science.
2. Social concerns and current issues.
3. Concept, Nature and Scope of Sociology, Sociological Perspective.
4. Origin and Development of Sociology with reference to pioneers of Sociology-
5. Foreign- Auguste Comte, Emile Durkheim, Max Weber, Karl Marx, Giddens.
6. Indian- G.S. Ghurye, D.P. Mukherji, A.R. Desai, M.N. Shrinivas
7. Development of Scientific View- Positivism (Auguste Comte), Social Fact (Emile Durkheim), Ideal Type (Max Weber)
8. Sociology as a base to understand Social relations.

UNIT-II Sociology as a Subject in School Curriculum

Sociology as a subject in School Curriculum: Need and Importance.

Correlation of Sociology with other Subjects viz. History, Political Science, Economics, Geography, Statistics, Anthropology and psychology etc.

Scope of Sociology..... Social institutions.... social relations... social structure.... social change....

UNIT-III Pedagogy of Sociology.

1. Aims and Objectives of Teaching Sociology.
2. Pedagogical Analysis of the following topics –
 - a. Gender issues

- b. Child Labour
- c. Population
- d. Role of Media in Society

UNIT- IV Planning and Strategies

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

UNIT -V Evaluation in Teaching Sociology

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

SESSIONAL WORK

Any Two of the following:-

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

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Course 5&6 - PEDAGOGY OF PSYCHOLOGY

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

1. Develop an understanding of the Nature of Psychology.
2. Knows the place, aims and objectives of teaching psychology.
3. Acquires the knowledge of current higher secondary school syllabus of psychology.
4. Develop an understanding of the importance of Psychology in daily life and its correlation with other subjects.
5. Understand the Historical perspective and development of Psychology.
6. Gets acquainted him with different methods and approaches of teaching psychology at the higher secondary level.
7. Develop an ability of preparing annual plan, unit plan and daily teaching plan.
8. Develop an understanding of continuous and comprehensive evaluation in psychology Teaching.
9. Applies the valuation procedures to assess the achievements of the pupils in psychology.
10. Develops various skills for the use of different audiovisual aids, administration, scoring and interpretation of teaching the subject.
11. Identifies the weaknesses of pupils by using various tests and takes remedial measures.

COURSE CONTENT

UNIT-I Nature of Discipline

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

UNIT – II Psychology as a Subject in School Curriculum-

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

UNIT-III Pedagogy of Psychology

1. Aims and objectives of teaching Psychology.
2. Pedagogical analysis of the following topics of Psychology-
 - a) Intelligence

- b) Ego and Personality
- c) Mental Disorder
- d) Sensation and Perception
- e) Motivation and Emotion
- f) Memory Process

UNIT-IV Planning and Strategies –

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

UNIT-V Assessment and Evaluation –

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

SESSIONAL WORK

Any two of the following –

1. Abstract of two published papers related to Psychology in NPC Journals.

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

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Course 5&6 - PEDAGOGY OF HISTORY

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

1. Develop an understanding of the Nature of Social Science and History.
2. Develop an understanding of the importance of History and its correlation with other subjects.
3. Develop an understanding of aims and objectives of teaching History.
4. Develop an understanding of pedagogy of History.
5. Develop an ability of preparing annual plan, unit plan and daily teaching plan.
6. Develop an understanding of various methods and approaches of teaching History at Senior Secondary level.
7. Develop an understanding of continuous and comprehensive evaluation.
8. Develop an ability to construct an achievement test, diagnostic test and remedial teaching.

COURSE CONTENT

UNIT-I Nature of Discipline-

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

UNIT – II History as a Subject in School Curriculum-

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

UNIT-III Pedagogy of History –

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

UNIT-IV Planning and Strategies –

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

UNIT-V Assessment and Evaluation –

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

SESSIONAL WORK

Any two of the following –

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

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PAPER CODE-9121

Course 5&6 - PEDAGOGY OF POLITICAL SCIENCE

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

1. Understand the nature of the discipline of Social Science.
2. Understand the nature, need and importance of Political Science in School curriculum.
3. Develop an understanding of relationship of Political Science with other school subjects.
4. Develop an understanding of aims and objectives of Political Science teaching.
5. Understand and adopt proper methods and techniques of teaching various topics of Political Science.
6. Understand the contributions of Indian and western Political Thinkers such as Kautilya, Mahatma Gandhi, Bhimrao Ramjee Ambedkar, Plato, Aristotle, Rousseau, Marx.
7. Prepare Annual Plan, Unit plan and daily teaching plan in Political Science.
8. Conduct Pedagogical analysis of content for teaching in the classroom.
9. Develop the concept and skill needed for Diagnostic and Remedial Teaching.

COURSE CONTENT

UNIT- I Nature of Social Science as a Discipline –

1. Nature of Social Science as a discipline, NCF (2005) position paper of Social Science.
2. Importance of political science in school curriculum.
3. Developmental Perspectives of Political Science.
4. Contribution of eminent Political Thinkers-
 - a) Indian –Kautilya, Mahatma Gandhi, Bhimrao Ramjee Ambedkar
 - b) Western-Plato, Aristotle, Rousseau and Carl marx.

UNIT-II Political Science as a School subject –

2. Nature and scope of political science.
3. Aims and objectives of teaching of Political Science.
4. Co-relation of Political Science with other School Subjects.

UNIT –III Planning and strategies -

1. Annual plan, Unit plan, Daily Teaching Plan- Concepts and features.
 1. Methods of Teaching Political Science
 - a) Lecture –cum demonstration method.
 - b) Project Method.
 - c) Problem Solving method.
 - d) Socialized Recitation method.

- e) Discussion method.
- 2. Techniques and Devices of teaching Political Science.
 - a) Questioning Technique.
 - b) Interview Technique.
 - c) Illustration with example.
 - d) Role Playing Technique.

UNIT-IV Pedagogical Analysis and mode of Learning engagement –

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at Secondary and Sr. Secondary level.
 - a) Liberty
 - b) Equality
 - c) Social Justice
 - d) Rights
 - e) Secularism
 - f) Nationalism
 - g) Citizenship
 - h) Peace

UNIT-V Assessment and evaluation in Political Science.

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

SESSIONAL WORK

Any two of the following:-

1. Make a Scrap Book on any National Political issue.
2. Construction of an achievement test with Blue Print, content analysis, marking scheme and scoring key, its administration and interpretation.
3. A Power Point presentation related to any topic of Political Science.
4. Abstracts of two published papers related to Political issue.

5. To present a report of functioning of the institutions like municipal council/ gram panchayat/ cooperative society.
6. Life sketch and contribution of any one prominent Indian Political Thinker.

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Course 5&6 - PEDAGOGY OF ECONOMICS

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

1. Understand the nature of the discipline of Social Science and Economics.
2. Understand Origin and Development of Economics.
3. Understand the contributions of western and Indian Economists such as Marshal, Pigou, Robinson, Chanakay, Amartaya Sen.
4. Understand Need and importance of Economic in School Curriculum.
5. Develop an understanding of the relationship of Economics with other subjects.
6. Develop an understanding of aims and objectives of Economics.
7. Develop an understanding of Pedagogy of Economics.
8. Develop ability to preparing Annual Plan, Unit Plan and Daily Teaching plan in Economics.
9. Understand and use different strategies for teaching Economics.
10. Develop an ability to construct an achievement test, Diagnostic and Remedial measures.

COURSE CONTENT

UNIT -I Nature of Discipline

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

UNIT–II Economics as a Subject in School Curriculum.

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

UNIT- III Pedagogy of Economics.

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

UNIT -IV Planning and Strategies

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

UNIT -V Evaluation in Economics

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

SESSIONAL WORK

Any Two of the following:

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

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- 26- lkk.Ms;] dkerk izlkn % vFkZ"kkL= f"k{k.k] esjB
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INTERNET RESOURCES

Online! A Reference Guide to Using Internet Resources.

Wikipedia – online encyclopedia website - <http://www.wikipedia.org/>

E learning India Website - <http://elearning-india.com/>

Constructive approach -

http://en.wikipedia.org/w/index.php?title=Constructivist_teaching_methods&oldid=436907250

PAPER CODE-9123

Course 5 & 6 - PEDAGOGY OF GEOGRAPHY

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

1. Develop understanding about social science as discipline
2. Understand the contribution of different schools of geography
3. Understand the characteristics of geography as a discipline.
4. Develop understanding about meaning, nature, scope and objectives of geography education.
5. Understand basic concepts of geography.
6. Understand the importance of geography education in schools.
7. Develop skills in planning and involving learner in inside and outside classroom activities.
8. Employ various techniques of 'Transaction of Geography'
9. Construct appropriate tools for evaluating geography teaching
10. Develop skills in organizing practical activities in geography.

COURSE CONTENT

UNIT-I Nature of Social science as a discipline

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

UNIT-II Geography as a subject in schools

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

UNIT-III Pedagogy of geography

1. Basic concepts of geography
 - a. Geosphere
 - b. Physical, human and regional geography
2. Pedagogical analysis of the following
 - a. Temperature zones of the earth
 - b. Weather, climate and season
 - c. Maps as tools in geography learning
 - d. Latitude and longitudes

UNIT-IV Planning for Teaching Geography

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

UNIT-V Assessment in Geography

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

SESSIONAL WORK

Any two out of the following

1. Preparation of a plan to study local geography
2. Construction of an achievement test in geography
3. Preparing a project report/field visit report related to geography.

4. Preparing a scrapbook related to some geographical issue.
5. Preparation of PPP slides on a topic of geography
6. Geographical interpretation of a toposheet.
7. Study of the activities of a geography club of a school.
8. Critical Analysis of RBSE Question Paper of Geography of Senior Secondary Examination.

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PAPER CODE-9124

Course 5&6 - PEDAGOGY OF ART

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

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

12. Understand the strategies of developing ability to appreciate the inherent rhythm, beauty and harmony in visual art forms: specifically regional, traditional and classical art forms among the students.

COURSE CONTENT

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

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

UNIT-II Meaning and Nature of Visual Arts:

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

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

1. Art and Creativity :
 - a) Concept and importance of creativity in human life
 - b) Art and creativity
 - c) Developing Self Expression through Creative art activities;
 - d) Role of Art in developing the child's creative personality;
 - e) Importance of creative art activities at various stages of school education.
 - f) Characteristics of the Child Art.
 - g) The Child as creative Artist.
 - h) Different developmental stages of child's creative expression:
 - i) The Scribbling Stage (Beginning of Self-Expression)
 - j) The Pre-Schematic Stage (The stage of first representational attempts).
 - k) The Schematic Stage (The stage of achievement of form concept).
 - l) The stage of Dawning Realism (The Gang age).
 - m) The Pseudo-realistic stage. (The stage of Adolescent)
 - n) The stage of reasoning. (The Final stage of decision making).
2. Art and Aesthetics:
 - a) Concept and importance of Aesthetic Sensibility in human life.
 - b) Art and Aesthetics (Indian and Western context).

- c) Developing Aesthetic values and Aesthetic Sensibilities through Art Teaching.
- d) Developing harmonious personality of child through teaching of Art;

UNIT – IV Planning and Instructional Support System in Art:

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

UNIT – V Evaluation in Teaching of Art:

1. Purpose and Concept of Evaluation in Teaching of art.
2. Continuous and Comprehensive Evaluation
3. Techniques of Evaluation:
 - a) Teacher made test
 - b) Designing examination paper and Blue – Print
 - c) Development of test items- Various types of test questions (Essay, short answer, and objective types) and their uses.
 - d) Progress assessment of development of art activities through:
 - e) Self evaluation;
 - f) Peer assessment;
 - g) Group evaluation.
 - h) Criteria-based checklist.
 - i) Self-reflection
 - j) Respond to the work of others
 - k) Portfolio
 - l) Evidence of learning: art works, performances, presentations, photographs, videos etc.
 - m) Preparation of achievement test - its administration, analysis and reporting.

SESSIONAL WORK

Any two of the following:

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

6. A critical review of any school of art (Indian or Western classical/ traditional/folk art schools).

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PAPER CODE-9125

Course 5&6 - PEDAGOGY OF MUSIC

The student teacher will be able to –

1. Develop an understanding of the nature of the discipline of Music.
2. Get acquainted with the meaning, basic concept importance and origin of Indian music Education.
3. Understand the importance of music in individual and social life.
4. Develop appreciation for Indian classical music.
5. Use music in stress management and development of aesthetic sense.
6. Develop an understanding of the relationship of music with other subjects.
7. Develop skills in singing different ragas of Indian classical music.
8. Develop skill in evaluating music teaching and prepare diagnostic and remedial programme.
9. Encourage students to participate in music activities.
10. Develop skills for preparation of different types of teaching plans.
11. Understand evaluation techniques and Examination Reforms.

COURSE CONTENT

UNIT-I Nature of Discipline

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

UNIT-II Music as a subject in school curriculum

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

UNIT-III Pedagogy of Music

Pedagogical analysis of the following topics of music -

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

UNIT-IV Planning and Strategies

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

UNIT-V Concept of Evaluation in Music

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

SESSIONAL WORK

Any two out of the following-

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

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3. A Historical study of Indian music by Swami Pragnanandan

4. Evaluation of Rag and Tal in Indian music by M.R. Gautam
5. Fundamentals of Indian music by Swatavitra Sharma
6. Music its form, Function and Value by Swami Pragnanandan
7. Music Education New Horizons by Manorma Sharma
8. Music Perception & Cognition by Padma Iyer
9. Psychology of music by R.C. Mehta
10. Voice culture by S.A.K. Durga
11. Indian Theatre by C.B. Gupta
12. Music Research by R.C. Mehta
13. Music in Indian Art by M. Hariharam
14. Indian Aesthetics & musicology by Prof. Prem Lata Sharma
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PAPER CODE-9126

Course 5&6 - PEDAGOGY OF BUSINESS STUDIES

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

1. Understand concept, nature, and scope of Business Studies.
2. Know about the aims and objectives of teaching Business Studies.
3. Understand future perspectives of Business Studies.
4. Prepare annual plan, unit plan and daily teaching plan.
5. Acquire knowledge of the methods and devices of teaching Business Studies.
6. Understand and use I.C.T in teaching of Business Studies.
7. Perform pedagogical analysis of various topics in Business Studies.
8. Develop and ability to construct and use an Achievement test, Diagnostic test and remedial teaching in Business Studies.
9. Understand and use continuous and comprehensive assessment in Business Studies teaching.

COURSE CONTENT

UNIT– I Nature of Business as a Discipline:

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

UNIT-II Business Studies as a school subject:

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

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

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

UNIT–IV Pedagogical analysis and mode of learning.

Pedagogical analysis with reference to:

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

Of the following topics at senior secondary RBSE/CBSE

1. Nature and Purpose of Business
2. Forms of Business Organisations
3. Public, Private and Global
4. Emerging Modes of Business
5. Sources of Business Finance
6. Internal Trade

UNIT-V Evaluation and Assessment of student performance in Business Studies.

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

SESSIONAL WORK

Any Two of the following-

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

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PAPER CODE-9127

Course 5&6 - PEDAGOGY OF FINANCIAL ACCOUNTING

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

1. Understand concept, nature, and scope of Financial Accounting.
2. Know about the aims and objectives of teaching Financial Accounting.
3. Understand future perspectives of Financial Accounting teaching.
4. Prepare annual plan, unit plan and daily teaching plan.
5. Develop the skills of preparing practice sets in Accountancy with the help of vouchers and business documents.
6. Acquire knowledge of the approaches, methods and techniques of teaching Financial Accounting.
7. Understand and use I.C.T in teaching of Financial Accounting.
8. Perform pedagogical analysis of various topics in Financial Accounting.
9. Develop an ability to construct and use an Achievement test, Diagnostic Test and remedial measures in Financial Accounting.

10. Understand and use continuous and comprehensive assessment in Financial Accounting teaching.

COURSE CONTENT

UNIT – I Nature of Financial Accounting as a Discipline.

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

UNIT-II Financial Accounting as a School subject

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

UNIT-III Approaches and Methodology of teaching Financial Accounting

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

UNIT-IV Pedagogical Analysis and Mode of Learning in Financial Accounting.

1. Pedagogical analysis with reference to:
 - a) Identification of concepts involved
 - b) Learning behavioral outcomes

c) Teaching Learning experiences

d) Evaluation techniques

Of the following topics of senior secondary course prescribed by RBSE/CBSE-

a) Introduction to Accounting

b) Theory Base of Accounting

c) Recording of Business Transactions

d) Trial Balance and Rectification off Errors

e) Accounting for Bills of Exchange Transactions

f) Accounting for Not-for- Profit Organization's

2. Modes of learning in Financial Accounting

a) Providing opportunities for group activities for preparation of Practice Set including business document vouchers

b) Group / Individual Presentation

c) Providing opportunities for sharing ideas

d) Knowledge and use of different Subsidiary Books of Accountancy.

e) Teaching aid and activity in laboratory work

f) Reflective written assignments

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

1. Importance and concept of evaluation.

2. Various devices of testing and their need.

3. Preparation of Achievement test along with blue print, content analysis, scoring key and marking scheme.

4. Qualities of good test.

5. Diagnostic Test and remedial programs

6. Continuous and comprehensive evaluation.

SESSIONAL WORK

Any two of the following:

1. Preparation of Unit Test along with blue print, content analysis, scoring key and marking scheme.

2. Prepare practice sets on any one of the unit with solutions.

3. One Project related to any financial topic.

4. Study of a balance sheet of any business organization.

5. Report of a visit to a business organization with a view to study its financial system.

Assessment and Evaluation

1. Concept of continuous and comprehensive evaluation, Formative and Summative Evaluation

2. Different types of questions, Blue print and construction of Achievement Test.

3. Diagnostic and Remedial measures

4. Self Evaluation, Peer Group Evaluation and Teacher Evaluation

5. Assessment Indicators of practical examination in Chemistry Such as Handling of Apparatus, following Systematic Approach, Correct Conclusion, Understanding Cause Effect Relationship of given Experiment, Viva-Voce and Reporting.

PRACTICUM/SESSIONAL

Any Two from following -

Practicum No. 1 is compulsory for all

1. Preparation of kit for Demonstration of five experiments on any Topic related to chemistry covered in the syllabus of class VI to X.

2. Preparation of a low cost apparatus/Improvised apparatus. (Other than submitted during internship)

3. Analysis of a given Salt – Identifying Acid and Basic Radicals

4. Identification of Protein, Carbohydrate, Fat in a given substance.

5. Identification of Adulteration in some food article such as Ghee, Oil, Milk, Red Chilli powder, Turmeric powder and Pulses etc.

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Course 7 - DRAMA AND ART IN EDUCATION (Internal Assessment)

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

1. Understand the role of fine arts in enhancing the creative potentials of an individual;
2. Understand the concept and basics of different art forms (all the visual and performing arts);
3. Understand the significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities through genuine exploration, experience and free expression;
4. Respond to the beauty in different Art forms;
5. Develop ability to appreciate the inherent rhythm, beauty and harmony in visual and performing art forms (specifically regional, traditional and classical art forms)
6. Enhance skills for integrating different Art forms across school curriculum at secondary level ;
7. Develop skill to create artistic pieces through waste materials;
8. Develop awareness regarding the rich cultural and artistic heritage of India and the specific regions;
9. Develop awareness regarding the role of arts and crafts in the society and day-to-day life situation;
10. Get acquainted with the life and work of the local artists/artistes;
11. Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist;
12. Develop the ability to use drama and other visual and performing art processes to generate new knowledge, understanding and perception of the world;
13. Get acquainted with the vast range of the regional and traditional art forms in the light of National Integration.
14. Gets an opportunity for self expression resulting in emotional harmony.
15. Communicate important social issues through drama.

COURSE CONTENT

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

UNIT - I: Visual Arts and Crafts

Experiencing visual and plastic resources and means of creative expression:

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

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

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

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

3. Viewing/listening to live and recorded performances of Classical, Traditional and Folk Performing Art forms.
4. Participation and performance in any one of the Regional forms Music/ Dance.

1. Drama: Creative drama

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

1. Exploration and Experimentation with terms used in drama like – Movement (Gati), Gestures (Mudra), Mime (Mukabhinaya), Mono-acting, Improvisation, Acting (Abhinaya) : (Angika, Vachika Aharya and Satwika Abhinaya), Emotions (Bhava), Dialogue (samvad), Play (Nataka), One-act play (Ekanki), Drama-script (Natyalekha), Characterization (Charita chitran), Stage setting (Manch sajja), Stage props (Manch samagri), Costume (Vaish bhusha), Stage lighting (Manchiya prakash) and related elements.
2. Explore and Experiment with observing, Improvising and re-creating the various characters from society by participating in group workshop.
3. Listening/viewing and exploring Regional theatrical and puppetry forms through live and recorded performances.
4. Viewing/listening to live and recorded performances of Modern and Folk drama through live and recorded performances.
5. Participate in live performance in any one of the stage performance of drama prepared during the work shop conducted or for staging on annual function or any cultural event of the institute.
6. Planning stage-setting, costumes designing, make-up and light designing for a performance/presentation prepared by the student-teacher during the work shop or staging on annual function or any cultural event of the institute.

UNIT - III: APPRECIATION OF ARTS

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

FOLLOWING WORKSHOPS WILL BE CONDUCTED:

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

SESSIONAL WORK

Any one of the following:

1. Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms;
2. Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises;
3. Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. on the basis of –
 1. how the artist design their products;
 2. manage their resources, including raw materials;
 3. marketing, problems they face; and
 4. how make them aware of these aspects of historical, social, economic, scientific and environmental concerns;
5. Student-teacher should prepare at least two lesson plans in their respective streams of subjects (Science/ Maths / Social Sciences/ Languages etc.) while integrating different art forms.
6. To prepare a scrap-book on the great artists, musicians, dancers theatricians and craftsman with a write-up on their introduction and art work with all types of photographs and illustrations of their paintings, sculptures, musical concerts, musical instruments, performances and artifacts.

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

College will conduct Internally

Total Marks: 50	Internal Assessments: 50
Written examination	10 Marks
Practical examination(VISUAL ARTS AND CRAFTS PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY APPRECIATION OF ARTS)	20 Marks
Viva Voce	10 Marks
PRACTICUM/SESSIONAL WORK	10 Marks

SUGGESTED RESOURCES FOR CONDUCTING THIS COURSE

- Gradually a Resource Centre for Arts and Crafts should be developed in institution, where materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals must be displayed for the purpose of reference and continuous motivation. For this institutions can take help from Internet and other art education centers like SIERT, CCRT, RIEs, State Lalit Kala, Sangeet Natak and Sahitya Academies etc.

SUGGESTED REFERENCES:

(N.C.E.R.T.) Publications

1. Creative Drama at the Primary Level, Virmani J.D.; NCERT Publication
2. A Curriculum in Arts, A conceptual Framework, Virmani J.D.; Dept. of Education in Social Sciences and Humanities, NCERT Publication
3. Teacher handbook of Art Education: Class VI: NCERT Publication
4. Let us Sing Together, vkvks feydj xk,a ; 1999 Education: NCERT Publication
5. Sangeet ka Laharata Sagar ; Vishnu Digam Paluskar (Hindi): NCERT Publication
6. Hindustani Shastriya Sangeet ke pramukh Kanth Sangeetagya.: NCERT Publication
7. Uttar Bhartiya Shastriya Kanth Sangeet : Ek Adhyayan.: NCERT Publication
8. Raja Ravi Verma (Hindi): NCERT Publication
9. Kala Shiksha ki Shikshak Sndarshika (Class V): NCERT Publication
10. Fun with Art and Crafts : NCERT Publication

Central Inst. Of Educational Technology (CIET) Publication

11. Audio-Visual Materials on visual and performing arts.

Center for Cultural Resources and Training (CCRT) Publication

Audio-Visual Materials:

12. Oddisi dance Part – 1 & 2
13. Bharat Natyam Dance – 1 & 2
14. Rass Manipuri Dance
15. Khajuraho (World Heritage)
16. Mahabalipuram (World Heritage)

Audio Cassettes:

17. Azadi ke geet (song of freedom movement)
18. My pledge to freedom
19. Regional songs Part – 1 & 2

Colour Slides:

20. Slides on Performing Arts
21. Slides on Plastic Arts
22. Forts, Palaces and Havelies of Rajasthan
23. Traditional toys
24. Art of Puppetry
25. Musiacal Instruments of India Part – 1 & 2
26. Traditional Theatre forms of India Part – 1 & 2

Publication:

27. Indian Classical Dance ; Kapila Vatsayan
28. Living Dolls: Story of Indian Puppets ; Jiwan Pani
29. The Language of Music ; V. K.Narayan Menon

National Book Trust of India Publication:

30. Indian Folk arts and crafts: Jasleen Dhamija
31. Indian Painting ; Srinivasan Murti
32. Art : The basis of Education ; Devi Prasad
33. Performance Tradition of India; Suresh Awasthi
34. Creative Drama and Puppetry in Education; R. Contractor
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**Course: 8 CRITICAL UNDERSTANDING OF ICT
(Internal Assessment)**

Objectives The student teacher will be able to :-

1. Understand the use of ICT in education.
2. Use computer for enhancing teaching learning process.
3. Have access to information and plan teaching learning according.
4. Effectively use ICT tools, software applications and digital resources.
5. Integrate ICT into teaching-learning and evaluation.
6. Acquire, organize and create digital resources.
7. Use ICT for making classroom process more inclusive and to address multiple learning abilities.
8. Use internet to communicate and collaborate with others.
9. Get acquainted with the new trends in ICT.
10. Use ICT for joyful and participatory learning.

COURSE CONTENT

UNIT- I ICT in Education

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

UNIT -II ICT based Resources

Concept, Use, Functioning of the Following ICT resources

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

Unit III: Use of ICT in School

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

Practical

1. Use of internet for educational content-(a) Use of search engines (b) Searching of e- content-tutorials, PPT, Articles etc.
2. Word Processor-(a) Working with Notepad, WordPad and Paint (b) Working with files and folders: creating, copying, remaining deleting etc.(c) Creating a document in Word, saving remaining, deleting,

Cut, Copy ,Paste (d) Applying basic formatting on to a word document, Alignment, Fonts, Borders and Shadings ,Headers and Footers, Print settings and Previewing (e) Inserting Tables and Chart (f)Mail Merge (g) Creating a Biodata, Letter Head, Newspaper Advertisement (h) Creating Interview Call Letters using Mail Merge

3. Excel (spreadsheet)-(a) Creating a worksheet, entering data in a work sheet (b) Inserting formula and functions using Formula (c) Inserting graphs and charts into a worksheet (d) Sorting and subtotals (e) Creating a mark sheet
4. PowerPoint presentation-(a) creating a new slide show, opening an existing slide show, running a slide show (b) Changing slide design and layout, inserting custom animation (c) Inserting pictures, Diagrams, Movies and sounds, Chart, Table.

SESSIONAL WORK

Activity Based Sessional (Any One)

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

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

College will conduct Internally

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

External Assessments	Total Marks 50
Theory External Examination	50 Marks

Total External + Internal **100 Marks**

REFERENCES

1. Abbott Chris, Falmer Routledge (2001). ICT: Changing Education
2. Arora Bansal. Computer Fundamentals.
3. Dyne, Nand kishore. Information Technology.

4. Kishore, Chavan. Information and Communication.
5. Kozma B. Robert (2003). Technology, Innovation and Educational Change: A Global Perspective : a Report of the Second Information Technology in Education Study, Module 2.
6. Mohanty, Laxman and Vohra, Niharika. ICT Strategies for schools, SAGE.
7. Rajasekar, S. Computer Education and Educational Computing. Neelkamal Publications. Hyderabad.
8. S.Sangman(2001).Microsoft Office 2000 for Windows,Pearson Education
9. Sinha, P.K. (1992). Computer Fundamentals. New Delhi: BPB.
10. Subramanian, N (1988). Introduction to Computers. New Delhi: Tata Mc Graw Hill
11. Sudhak, V, Varanasi and Mrunalini. Computer Education. Neelkamal Publications. Hyderabad.
- 12- Ckxqy lqjs”kpUnz] lwpuk izkS|ksfxdh ,oa usVodZ iz.kkyhA jkor izdk”kuA
- 13- gjiky “kekZ] dEI;wVj dkWlsZIA caly fizUVIZ] vyojA

Journals:-

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

Web Links

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

Course 9- OPEN AIR SESSION / SUPW CAMP

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

Performance of students will be evaluated internally.

Objectives of the camp will be as follows:-

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

Suggested activities for Open Air Session/SUPW Camp

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

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

Guideline for assessment

Max Marks 50

S. No.	Activity	Marks
1.	Participation in preparation of Camp	5
2.	Presentation of report of survey/ creative work	20
3.	Participation in Community Awareness Programme	15
4.	Participation in organizational process/community living/cultural and aesthetic activities	10
	Total Marks	50

Course : 10 INTERNSHIP PROGRAMME (School Intership Phase-I)

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

Objectives –

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

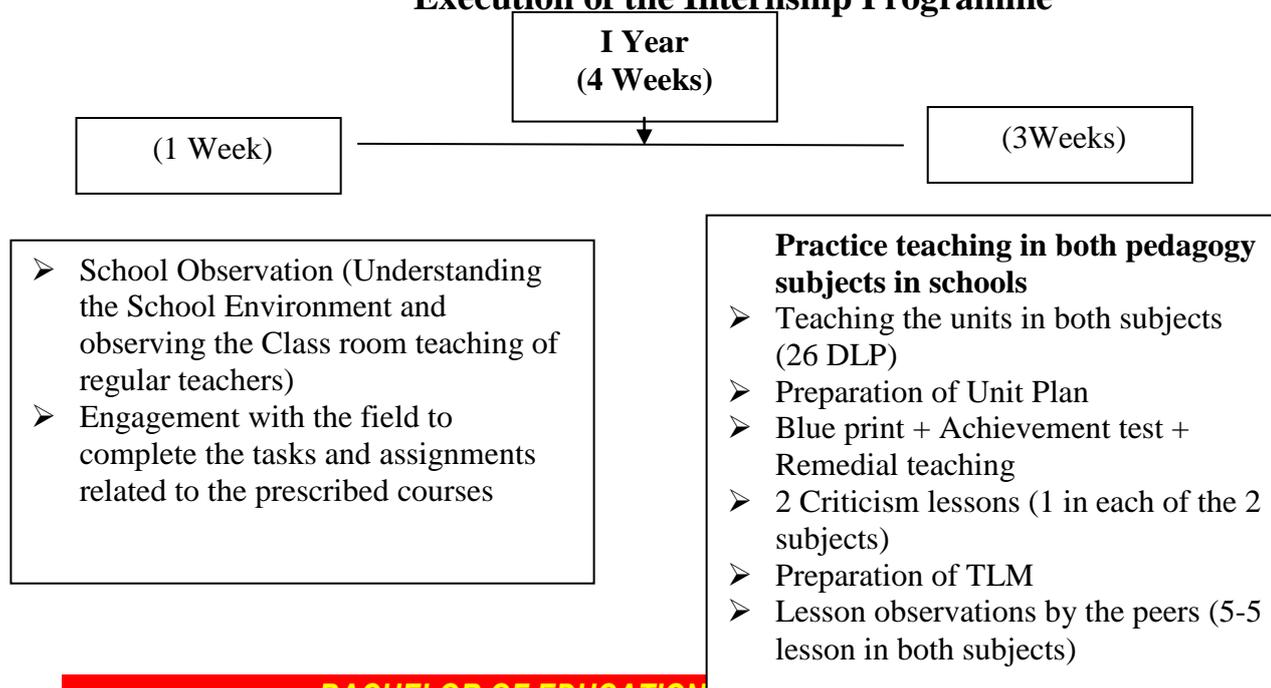
1. Develop the understanding of the school and its management.
2. Develop the ability to plan and manage the class-room teaching.
3. Develop the sensibility towards diverse needs of learners in school.
4. Develop ability to discharge various responsibilities expected from a teacher.
5. Organize and conduct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

Execution of the Internship Programme

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

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

Execution of the Internship Programme



Marks Distribution for Internship Programme (Phase-I)
INTERNAL EVALUATION
[I YEAR]

Pre Practice Teaching

S. No.	Activity	Marks
1.	Practising Teaching Skill(Minimum 05)	20
2.	T.L.M. Workshop in Each Subject(5+5)	10
3.	Simulated Teaching (5 Lesson in each subject) (5+5)	10
4.	Blue Print & Test Preparation in Both Subject (5+5)	10
	Total Marks	50

Practice Teaching

S. No.	Activity	Marks
1.	Practice Teaching in both the pedagogy subjects in Schools (for three weeks) (At least 13 lessons in each subject)	50+50=100
2.	Peer Group Lesson Observation(ordinary+criticism-5 lesson in each round (5+5)	5+5=10
3.	Criticism Lessons (1-1 in both pedagogy subjects)	10+10=20
4.	Test (Blue print + question paper + Evaluation Key+Remedial Teaching)	10+10=20
	Total Marks	150

S. No.	EXTERNAL EVALUATION [I Year]	Marks
1.	Course 11- Final Lesson (Final Practical Exam)	100
	Total Marks (I Year)	100

Course: 11 EXTERNAL ASSESSMENT

**ONE FINAL LESSON OF PEDAGOGY OF A SCHOOL SUBJECT
[I YEAR]**

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

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

SECOND YEAR

<i>Course 12</i>	<i>Pedagogy of a School Subject One – Part II</i>
<i>Course 13</i>	<i>Pedagogy of a School Subject Two – Part II</i>
<i>Course 14</i>	<i>Knowledge and Curriculum</i>
<i>Course 15</i>	<i>Assessment for Learning</i>
<i>Course 16</i>	<i>Educational Management and Creating an Inclusive School</i>
<i>Course 17</i>	<i>Understanding the Self</i> <i>Internal assessment</i>
<i>Course 18</i>	<i>Optional Course*</i> 1. <i>Vocational/Work Education</i> 2. <i>Health and Physical Education</i> 3. <i>Peace Education</i> 4. <i>Guidance and Counseling</i> 5. <i>Innovations and Action Research</i>
<i>Course 19</i>	<i>School Internship 16 Weeks</i> <i>Internal assessment</i> <i>Engagement with the Field: Tasks and Assignments</i> <i>for Course 12 & 13</i>

Course – 12 & 13

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

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

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- 5- nks o"khZ; izf'k{k.k dky ds nkSjku tks lh[kk@xzg.k fd;k mldks /;ku esa j[krs gq, izfrosnu rS;kj djukA

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- 3- ukxnk] Hkaojyky ¼2000½ ^fgUnh Hkk"kk esa orZuh ,oa mPpkj.k IEcU/kh =qfV;ka ,oa mipkj**] Dykfldy ifCyf'kax daiuh] ubZ fnYyhA
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- 9- HkkbZ ;ksxsUnzthr ¼2008½ ^fgUnh Hkk"kk f'k{k.k**] fouksn iqLrd eafnj] vkxjkA
- 10- 'kekZ ,oa 'kekZ ¼2008½ ^fgUnh Hkk"kk rRo ,oa mipkjkRed dk;Z** Jqfr ifCyds'ku] t;iqj&6A
- 11- 'kekZ ,e-Mh- ^fgUnh ekr` Hkk"kk f'k{k.k**] vxzlsu f'k{kk izdk'ku] t;iqjA
- 12- tks'kh vkse izdk'k ¼2008½ ^fgUnh Hkk"kk lkfgR; f'k{k.k**] jkW;y ifCyds'ku] t;iqjA
- 13- ik.Ms;] jke'kdyk ¼2008½ **fgUnh f'k{k.k**] fouksn iqLrd eafnj] vkxjkA
- 14- xq:] dkerk izlkn ¼2009½ ^fgUnh O;kdj.k** lkfgR;xkj] t;iqjA
- 15- xq: dkerk izlkn ¼2009½ ^o`gn fgUnh O;kdj.k**] lkfgR;xkj] t;iqjA
- 16- ukxnk] Hkaojyky ¼2011½ ^fgUnh Hkk"kk =qfV;ka ,oa mipkj**] Dykfldy ifCyf'kax dEiuh] ubZ fnYyhA
- 17- ukxnk] Hkaojyky ukxnk] MkW- }kfjdk izlkn ¼2015½ ^fØ;kRed vuqla/kku ,oa lkaf[;dh**] vadqj izdk'ku] mn;iqjA

PAPER CODE-9202

Course 12 & 13 - PEDAGOGY OF ENGLISH

PEDAGOGY OF TEACHING ENGLISH

OBJECTIVES:

4. To enable the student -teachers to know and understand the basic concepts related to the resources for ELT , status ,issues , problems and challenges of ELT (English Language Teaching) , assessment and evaluation , and remedial work .
5. To enable the student -teachers to apply the knowledge and understanding of the basic concepts of ELT in the actual classroom conditions .
6. To enable the student-teachers to grow as teachers of ELT .

Course Content:

UNIT -1	<p>RESOURCES : Audio Aids: radio, tape recorder, lingua-phone, language lab</p> <p>Visual Aids: pictures, word cards, flash cards, charts, picture strips, models, textbooks, workbooks, flannel board, blackboard, objects, projectors, newspapers, 'realia' , advertisements, and dictionary.</p> <p>A.V Aids: computer, T.V. mobile phone, and websites for ELT.</p> <p>Multilingualism as a resource : basic concept, scope , need , basic procedure/process of using multilingualism in the classroom, precautions , merits and demerits.</p>
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UNIT -2	STATUS, ISSUES, PROBLEMS AND CHALLENGES : Status of ELT in the curriculum at the elementary school stage and secondary school stage , policy related issues, actual problems in the field and strategies for dealing with the present and future challenges.
UNIT -3	ASSESSMENT AND EVALUATION : Basic concept , types , need , scope, difference between assessment and evaluation, approaches to assessment and evaluation , methods ,techniques and strategies for assessment and evaluation at the elementary and secondary stage, testing of language content and language skills, and Unit -test . Remedial Work : Basic concept, types ,need ,scope and strategies.

Sessional work

Any **one** of the following:

1. A critical analysis of any **one** of the English Textbooks prescribed at the elementary stage or secondary stage or senior secondary stage .
2. A critical analysis of the previous two years Question papers of English used at the elementary stage or secondary stage or senior secondary stage in Rajasthan .
3. Submission of **three** recently published articles on ELT and their abstracts.

A List of Suggested Readings:

1. Baruah, T.C. (1985). **The English Teacher's Handbook**. New Delhi: Sterling Publishing Pvt. Ltd.
2. Bright, J. A. and McGregor, G. P. (1970). **Teaching English as Second Language**. London: Longman.
3. Brumfit, C.J. (1984). **Communicative Methodology in Language Teaching**. Cambridge: Cambridge University Press.
4. Crystal ,David (2003). **The Cambridge Encyclopedia of the English Language**. Cambridge : C.U.P.
5. Doff, A. (1988). **Teaching English**. Cambridge: Cambridge University Press.
- 6.. Freeman, Diane-Larsen. (2000). **Techniques and Principles in language Teaching**. Oxford: Oxford University Press.
7. Krishnaswamy, N. and Krishnaswamy, Lalitha. (2005). **Methods of Teaching English**. New Delhi: Macmillan.
8. Krishnaswamy, N. and Krishnaswamy, Lalitha. (2005). **Teaching English: Approaches, Methods and Techniques**. New Delhi: Macmillan.
9. Lado, R. (1971). **Language Teaching**. New Delhi: Tata McGraw Hill Publishing.
10. **NCF 2005** .New Delhi: NCERT .
11. Paliwal, A.K. (2012). **Methodology of Teaching English as a Second Language**. Jaipur: Kalpana Publications.

12. Raimes, Ann. (2010). **Techniques in Teaching Writing**. Oxford: Oxford University Press.

13. Richards, J.C. and Rodgers, T.S. (2014). **Approaches and Methods in Language Teaching**. Cambridge: Cambridge University Press.

14. Venkateshwaran, S. (1995). **The Principles of Teaching**. English. Vikas Publishing House :New Delhi .

15. Yadav, Saryug. (2014). **Challenges of Teaching English Language and Literature in the Age of Globalization**. New Delhi: Lakshi Publishers.

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PAPER CODE-9203

Course 12 & 13 - laLd`r dk f`k{k.k `kkL=

mn~ns"; & ikB~;dze iw.kZrk ds i`pkr izf`k{k.kkFkhZ %&

1- laLd`r dh /ofu;ksa] "kCnksa] OkkD;ksa dk oxhZdj.k dj iz;ksx dj ldsaxsA

2- laLd`r ds fo}kuksa] laLFkkvksa dk ifjp; izklr dj izsj.kk xzg.k dj ldsaxsA

3- laLd`r dh if=dkvksa dh leh{kk dj ldsaxsA

4- laLd`r f`k{k{kd ds xq.kksa ,oa nkf;Roksa dks le> ldsaxs

5- laLd`r f`k{k{kd dh O;olkf;d n{krk ds dk;Zdzeksa esa IgHkkxkh cu ldsaxsA

6- laLd`r f`k{k{kd dh ewY;&lanfHkZr tokcnsgh dks le> ldsaxsA

7- laLd`r d{k dh vko";drk o lkt&ITtk dks le> ldsaxsA

8- laLd`r ikB~;dzeksa dh leh{kk dj ldsaxsA

9- ikB~;iqLrdkas dh leh{kk dj ldsaxsA

10- Nk=ksa dh laLÑr IEcU/kh mPpkj.k] orZuh vFkok okD; jpuk IEcU/kh =qfV;ksa

dk

fujkdj.k

djus

gsrq

mipkjkRed f`k{k.k ;kstuk fuekZ.k dj ldsaxsA

11- laLd`r f`k{k.k ds vuqHkwr leL;kvksa ds fujkdj.k gsrq fdz;kRed vuqla/kku
(Action Research) ds vkdYi
dk fuekZ.k dj ldsaxsA

fo`k;oLrq

bdkbZ & I laLd`r ikB~;dze ,oa ikB~;iqLrd

- 1- ikB~;p;kZ ,oa ikB~;dze dk lEcU/k] ikB~;dze dk lEizR;;] ek;/fed] mPp ek;/fed
d{kkvksa ds laLÑr
ikB~;Øe dh leh{kk ¼jk-ek-f`k-cksMZ }kjk izLrkfor½
- 2- vPNh laLd`r ikB~;iqLrd dh fo`ks`krk,a] ek;/fed] mPp ek;/fed d{kkvksa ds laLÑr
ikB~; iqLrd dh leh{kk ¼jk-ek-f`k- cksMZ }kjk izLrkfor½

bdkbZ& II laLÑr f`k{k.k gsrq f`k{k.k&vf/kxe lkexzh &

- 1- lgg;d lkexzh & nz";] JO; lkexzh] ,ylhMh]ihihVh] laisz`k.k rdudh fuekZ.k ,oa
iz;ksxA
- 2- iqLrdky;] i=if=dk,a] Kku dks`k] "kCn dks`k vkfnA
- 3- Hkk`kk iz;ksx"kkkyk
- 4- lkeqnf;d lalk/ku

bdkbZ & III laLd`r f`k{k.kd

- 1- laLÑr f`k{k.kd dh fo`ks`krk,a
- 2- laLÑr f`k{k.kd dh O;kolkf;d uSfrdrk
- 3- laLÑr f`k{k.kd ds O;kolkf;d mUu;u gsrq mikxe& lsokjr izf`k{k.k dk;ZØe]
laxks`Bh]isuy ppkZ] dk;Z"kkkyk] vkfn esa lgHkkfyrk] O;kolkf;d laxBuksa dh lnL;rk]
egkfo|ky; esa ifjppkZ] vkWu ykbZu oSpkfjd vknku&iznkuA
- 4- laLd`r Hkk`kk ifj`kn] laLd`r laHkk`k.k lewg] laLd`r &vfHku;hdj.k]l`tukRed ys[ku
Dyc vkfnA

l=h; dk;Z

fuEukfdr esaa ls fdlh ,d xfrfof/k dk p;u dj izfrosnu rS;kj djukA

- 1- laLÑr dh fdlh ,d iqLrd dh leh{kkA
- 2- laLd`r f`k{k.kk ls lEcU/kr ,d vuqHkwr leL;k ds fujkdj.k gsrq fdz;kRed ;kstuk rS;kj
djukA
- 3- laLd`r dh ekud (Standard) if=dk ls fdUgha nks ys[kksa dk lkjka"r laLd`r esa rS;kj
djukA
- 4- jktLFkku ds fdlh ,d laLd`r fo}ku@laLFkku dk ifjp; ,oa ;ksxnku ij lk{kRk~dkj
vk/kkfjr izfrosnu
rS;kj djukA

IUnHkZ iqLrdsa

- 1- vkiVs]oh-,l-¼2008½ laLd`r fgUnh dks”k] t;iqj] jpuk izdk”ku
- 2- Hkalkyh] vk”kk ¼2004½ laLd`r f”k{k.k ds u;s vk;ke] tks/kiqj] jktLFkkuxzUFkkxkj
- 3- nos] ve`ryky ,oa “kekZ] MkW-fu:iek ¼2012½lw{e f”k{k.k ds fl}kUr ,oa vH;kI] vkxjk]jk/kk izdk”ku efUnj izk-
- 4- nos] ve`ryky] ikVuh] m”kk ,oa ukxnk] mn;yky ¼2013½ laLd`r dk f”k{k.k “kkL=] vkxjk] jk/kk izdk”ku efUnj izk-fyfeVsM
- 5- f]osnh] dfiy nso ¼2008½ jpukuqokndkSeqnzh] t;iqj fo”ofokly; izdk”ku
- 6- xks;y] izhfrizHkk ¼2000½ laLd`r O;kdj.k] tks/kiqj] jktLFkku xzUFkkxkj
- 7- tks”kh] eksrhyky ,oa “kekZ] eatq ¼2002½ laLd`r f”k{k.k] p.Mhx<+] nsoukjk;.k izdk”ku
- 8- d.kZflag ¼1997) laLd`r f”k{k.k] y[kheiqj&[khjh] xksfoUn izdk”ku
- 9- feJ] izHkk”kadj ¼1984½ laLd`r f”k{k.k] p.Mhx<+] gfj;k.kk xzaFk vdkneh
- 10- feUky] larks’k ¼2007½ laLd`r f”k{k.k] esjB] vkj-yky] cqd fMiks
- 11- ik.Ms;] jke”kdy ¼1995½] laLd`r f”k{k.k] vkxjk] fouksn iqLrd efUnj
- 12- IQk;k] vkj-,u-¼1990½ laLd`r f”k{k.k] tkya/kj fdrkc ?kj
- 13- IkEc”koewfrZ] dEcEikVh ¼2006½ laLd`r f”k{k.k] t;iqj] nhif”k[kk izdk”ku
- 14- IR;nso flag ,oa “kekZ] “kf”kdyk ¼2014½ laLd`r f”k{k.k vkxjk] vxzoky ifCyds”kUI
- 15- Ikrosydj] Jhikn] nkeksnj ¼2004½ Lo;a&f”k{k] fnYyh] jktiky ,.M IUl
- 16- “kekZ] eqjyh/kj ¼2003½ laLd`r f”k{k.k leL;k] fr:ifr] jk’V”ah; laLd`r laLFkku
- 17- “kekZ] ,u-ds- ¼2008½ laLd`r f”k{k.k] ubZ fnYyh] ds-,l-ds ifCy”kIZ ,oa fMfLV”aC;wVIZ
- 18- “kkL=h] oklqns ¼1996½ fdz;kRed laLd`r f”k{k.k] uonsgyh] jk’V”ah; laLd`r laLFkku
- 19- f=ikBh] czãkuUn ¼2003½ vuqoknpfUnzdk] okjk.klh] pkS[kEck lqjHkkjrh izdk”ku
- 20- f=ikBh] jekdkUr ¼2002½ vuqokn jRukdkj] okjk.klh] pkS[kEck fo|kHkou
- 21- f=ikBh] jkeukjk;.k ¼1970½ laLd`r v/;kiu fof/k] vkxjk y{ehukjk;.k vxzoky
- 22- mik;/k;] cynso ¼1982½ laLd`r lkfgR; dk bfrgkl] okjk.klh] “kkjnk fudsru
- 23- fo”okl ¼2004½ dkS”kycksf/kuh] ubZ fnYyh] laLd`r Hkkjrh
- 24- O;kI] Hkksyk”kadj ¼1999½ laLd`r Hkk’kk] fnYyh] pkS[kEck fo|kHkou
25. Apte, D.G and Dongre, P.K (1960), Teaching of Sanskrit in Secondary School, Baroda, Acharya Book Depot.
26. Huparikar () Problems of Sanskrit Teaching
27. Kumar, Krishna (1998) The Child’s Language and the Teacher-A handbook, New Delhi, National Book Trust
28. Mishra, K.K (1997) Sanskrit Studies in India, New Delhi, Rashtriya Sanskrit Sansthan
29. National Curriculum Framework, 2005, Position Paper on Teaching of Indian Language, NCERT, New Delhi
30. Report of Sanskrit Commission (1958) Govt of India, New Delhi
31. Report of Official Language Commission (1958) Govt of India, New Delhi.

Course 12 & 13 - PEDAGOGY OF URDU

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

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

COURSE CONTENTS

UNIT - I Curriculum and Text Book in Urdu language

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

UNIT –II Learning Resources in Urdu language.

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

UNIT–III Professional development of English language Teacher:

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

SESSIONAL WORK

Any one of the following:

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

REFERENCES

1. Afzal Hussain : Fun-e-Taleem aur Tarbeeat; Makazi Maktab Islam, Delhi
2. Afazal Hyssain Fun-e-Ataleem aur Tarbeet Makazi Maktaba Islam Delhi.
3. Ansari Akhtar Ghazai and Dara-e National Council for Promotion of Urdu Language, West Block R.K. Puram, New Delhi.
4. Ansari Akhtar: Ghazal Aur Ghazal ki Taleem; New Delhi. Taraqqi-e-Urdu Board
5. Ansari Akhtar(1950); Studies in Language and Language Teaching, Aligarh, Friends Book House
6. Husain, Aijaz (1975) : Mukhtasar Tareekh-e-Urdu, Urdu Kitab Ghar Delhi
7. Inamullah Sharwani Tadrees-e-Zaban-e-Urdu Usmania Book Depot 1, 25, RabindraSaraud Kolkatta.73
8. Maulvi Abdul Quwaid-e-Urdu Anjuman Taraqqi Urdu (Hindi) New Delhi.
9. Moulvi Saleem : Urdu Kaise Padhaen , Chaman Book Depot, Delhi
10. Muenuddin Hum Urdu Kaise Padhen National Council for Promotion of Urdu Language West Block, RK Puram, New Delhi.
11. Muenuddin Urdu Zaban Ki Tadrees National Council for Promotion of Urdu Language, West Block, RK Puram, New Delhi.
12. Rasheed Hasan Hum Urdu Kaise Likhaen Maktaba Jamia Limited Jamia Nagar, New Delhi
13. Rasheed Hasan Urdu Imla Maktaba Jamia Limited Jamia Nagar ,New Delhi

Course 12 & 13 - jktLFkkuh dk f'k{k.k 'kkL=

izf'k{k.kkFkhZ bl ikB~;Øe dks i<+us ds mijkUr&

- 1- jktLFkkuh ikB~;p;kZ fuekZ.k ds fl)kar tku ldsaxsA
- 2- jktLFkkuh ikB~;p;kZ ,oa ikB~;iqLrd dks tku ldsaxsA
- 3- jktLFkkuh Hkk"kk ds ewY;kadu dh izfØ;k dks tku ldsaxsA
- 4- ek;/fed f'k{k kksMZ }kjk izLrkfor ikB~;p;kZ dk lekykspukRed fo'ys"k.k dj ldsaxsA
- 5- ,d vPNh jktLFkkuh dh ikB~; iqLrd dh fo'ks"krk tku ldsaxsA
- 6- jktLFkkuh f'k{k dh fo'ks"krk tku ldsaxsA
- 7- jktLFkkuh iz'uksa ds vk/kkj fcUnq tku ldsaxsA
- 8- jktLFkkuh iz'u i= fuekZ.k ,oa vadu izfØ;k dks tku ldsaxsA
- 9- jktLFkkuh Hkk"kk f'k{k dh O;olkf;d ,oa uSfrd ftEesnkfj;ksa dk fuoZgu dj ldsaxsA
- 10- jktLFkkuh Hkk"kk f'k{k ds 'kSf{k mUu;u gsrq fofo/k mikxeksa dh tkudkjh izklr dj ldsaxsA

ikB~;Øe&fo"k;oLrq

bdkbZ izFke&jktLFkkuh f'k{k.k esa ewY;kadu

- 1- ewY;kadu dk vFkZ] egRo ,oa fo'ks"krk,i
- 2- ewY;kadu dh fof/k;kj] fyf[kr] ekSf[kd o l`tukRed ¼ikBkUrxZr ,oa ikBksijkUr½ lrr~ ,oa O;kid ewY;kadu] iqucZyu] ikjLifjd lewg] bdkbZ okj] oLrqfu"B] vfr y?kwÙkjRed] y?kwÙkjRed o fucU/kkRedA
- 3- iz'uksa ds vk/kkj fcUnq& leL;k lek/kku iz'u] l`tukRed fpUru okys iz'u] dkYifud] fopkjksaÙkstd] ifjos'kh; ltxrk okys iz'u rFkk xfrfof/k vk/kkfjr iz'uA iz'u i= fuekZ.k] uhy i=] fo"k; oLrq dk fo'ys"k.k] iz'u i=] vadu] ;kstuk ,oa mÙkj dqathA

bdkbZ f}rh;&jktLFkkuh dh ikB~;p;kZ ,oa ikB~;iqLrd

- 1- jktLFkkuh ikB~;p;kZ fuekZ.k ds fl)karA
- 2- jktLFkku f'k{k kksMZ }kjk izLrkfor ek;/fed@mPp ek;/fed d{kksksa dh ikB~;p;kZ dk lekykspukRed fo'ys"k.kA
- 3- ,d vPNh jktLFkkuh Hkk"kk dh ikB~;iqLrd dh fo'ks"krk,iA
- 4- jktLFkku ek;/fed f'k{k kksMZ }kjk izLrkfor ek;/fed@mPp ek;/fed d{kksksa dh jktLFkkuh ikB~;iqLrd dh lekykspukA
- 5- {ks=h; jktLFkkuh lkfgR;dkjksa dh thoh] O;fDrRo ,oa d`frRoA

bdkbZ r`rh;&jktLFkkuh Hkk"kk f'k{k kd

- 1- jktLFkkuh Hkk"kk f'k{k dh fo'ks"krk,aA
- 2- jktLFkkuh f'k{k dh O;olkf;d ,oa uSfrd ftEesnkfj;kaA
- 3- jktLFkkuh f'k{k ds 'kSf{k mUu;u gsrq mikxe&

- Isokjr izf'k{k.k dk;ZØe
- laxsf"B;ka ,oa dk;Z'kkyk,sa
- O;olkf;d laxBuksa dh lnL;rk ,oa lgHkkfxrk
- egkfo|ky; esa ifjppkZ
- iqLrdky; ,oa okpuky; dk mi;ksx
- vkWu ykbZu oSpkfjd vknku iznku

l=h; dk;Z fuEukafdr esa ls ¼dksbZ ,d½

- 1- fdlh ,d fgUnh nSfud lekpkj i=& lekpkj i=ksa ds fofHkUu LrEHkksa dh leh{kk djrs gq, 'kSf{k d mikns;rk dks /;ku esa j[kdj izfrosnu rS;kj djukA
- 2- fdlh ,d cky fQYe@cky lkfgR; dk leh{kkRed v/;;uA
- 3- {ks=h; fdlh ,d jktLFkkuh lkfgR;dkj ds O;fDrRo ,oa d`frRo ij ys[k fyf[k;s ¼lekt laLd`fr] 'kkafr f'k{kk} ukjh f'k{kk esa ;ksxnku½
- 4- jktLFkkuh f'k{k.k ds nkSjku vkus okyh leL;k ij fØ;kRed vuqla/kku dk fØ;kUo;u dj izfrosnu rS;kj djukA

lanHkZ iqLrdsa

- ¼1½ esukfj;k] MkW- eksrhyky ^jktLFkkuh Hkk"kk ,oa lkfgR;**] jktLFkkuh xzaFkkxkj] tks/kiqjA
- ¼2½ ukxnk] Hkaojyky] ^f'k{k ds uwru vk;ke**] vadqj izdk'ku] mn;iqjA
- ¼3½ dqekj lqfuf] ^jktLFkkuh Hkk"kk** dkWyst cq d fMiks] t;iqjA
- ¼4½ 'kekZ] jktdqekj] ^jktLFkkuh Hkk"kk vkSj lkfgR;** dkWyst cq d fMiks] t;iqjA
- ¼5½ Lokeh ujksÙke] ^jktLFkkuh Hkk"kk** jktLFkkuh xzaFkkxkj] tks/kiqjA
- ¼6½ yky lhrkjke] ^jktLFkkuh 'kCn dks"k**] jktLFkkuh xzaFkkxkj] tks/kiqjA
- ¼7½ Lokeh ujksÙke] ^jktLFkkuh O;kdj.k** jktLFkkuh xzaFkkxkj] tks/kiqjA
- ¼8½ pq.M+kor] y{eh dqekjh] ^ dSpspdok ckr** jktLFkkuh xzaFkkxkj] tks/kiqjA
- ¼9½ frokjh] HkksysukFk] ^Hkk"kk foKku** fdrkc egy] bykgkcknA
- ¼10½ ukxnk] Hkaojyky ¼2011½ ^fgUnh Hkk"kk =qfV;ka ,oa mipkj**] Dykfldy ifCyf'kax dEiuh] ubZ fnYyhA
- ¼11½ ukxnk] Hkaojyky ukxnk] MkW- }kfjdk izlkn ¼2015½ ^fØ;kRed vuqla/kku ,oa lkaf[;dh**] vadqj izdk'ku] mn;iqjA

Course 12 & 13 - PEDAGOGY OF MATHEMATICS

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

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

COURSE CONTENTS

UNIT-I Mathematics curriculum at Secondary Level

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

UNIT-II Learning resources in mathematics

3. Recreational Activities
 - a. Mathematics Club:
 - b. Mathematics Fairs
 - c. Mathematical Games
 - d. Mathematical Quiz
 - e. Mathematical Puzzles
 - f. Mathematical Project

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

UNIT-III Professional Development of Mathematics Teacher

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

SESSIONAL WORK

Any one of the following

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

SUGGESTED READINGS

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- 58- Mathematics for Class VII, 2007, NCERT, New Delhi
- 59- Mathematics for Class VI, 2006, NCERT, New Delhi
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- 61- Position Paper of NFG on Teaching Mathematics-2005, NCERT
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- 63- Position Paper of NFG on Examination Reforms-2005, NCERT
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- 65- Position Paper of NFG on Gender Issues in Education-2005, NCERT
- 66- Position Paper of NFG on Education and Peacs-2005, NCERT

Journals:

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2. Mathematics Teaching in the Middle School(MTMS), NCTM, USA
3. Journal of Mathematics Teacher Education, Springer Netherlands

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PAPER CODE-9207

Course 12 & 13 - PEDAGOGY OF GENERAL SCIENCE

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

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

COURSE CONTENT

UNIT – I Curriculum and text books of General Science

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

UNIT – II Learning resources in General Science

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

UNIT –III Professional development of General Science Teacher

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

SESSIONAL WORK

Any one of the following

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

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25	Venkataih S.	2001	Science Education in 21 st Century, Anmol Publishers, Delhi

PAPER CODE-9208

Course 12 & 13 - PEDAGOGY OF PHYSICS

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

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

COURSE CONTENT

UNIT – I Curriculum and text books of Physics

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

UNIT – II Learning resources in Physics

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

UNIT –III Professional development of Physics Teacher

1. Physics teacher – Qualities, responsibilities and professional ethics of Physics teacher
2. Professional development programs for Physics teacher, In service education programmes, Participation in seminars, conferences, on line sharing, membership and participation in activities of professional organization, In house discussion on current issues related to Physics teaching

SESSIONAL WORK

Any one of the following:

1. Case study of any one Senior Secondary School Laboratory of Physics.
2. Planning , conducting and reporting an innovative project in Physics
3. Critical review of a book on physics.
4. Conducting one experiment prescribed by RBSE for senior secondary classes and preparing a report.

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PAPER CODE-9209

Course 12 & 13 - PEDAGOGY OF CHEMISTRY TEACHING

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

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

COURSE CONTENT

UNIT – I Curriculum and text books of Chemistry

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

4. Review of a text book of Chemistry prescribed by RBSE/CBSE.

UNIT – II Learning resources in Chemistry

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

UNIT –III Professional development of Chemistry Teacher

1. Chemistry teacher – Qualities, responsibilities and professional ethics of Chemistry teacher
2. Professional development programs for Chemistry teacher, In service education programmes, Participation in seminars, conferences, on line sharing, membership and participation in activities of professional organization, In house discussion on current issues related to chemistry teaching

SESSIONAL WORK

1. Organization and reporting of any one activities -
Science exhibition, Science quiz, Science Fair and Field Trip
2. Review a standard book of Chemistry.
3. Power-Point Presentation of any topic of Chemistry.

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PAPER CODE-9210

Course 12 & 13 - PEDAGOGY OF BIOLOGY

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

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

COURSE CONTENT

UNIT – I Curriculum and text books of Biology

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

UNIT – II Learning resources in Biology

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

UNIT –III Professional development of Biology Teacher

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

SESSIONAL WORK

Any one of the following

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

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PAPER CODE-9211

Course 12 & 13 - PEDAGOGY OF HOME SCIENCE

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

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

COURSE CONTENT

UNIT –I Curriculum and Text Book –

1. Principles and steps of Curriculum Development.
2. Critical appraisal of Home Science Curriculum at Senior Secondary level prescribed by RBSE/CBSE.

3. Text book- Importance and qualities of a good textbook of Home Science.
4. Review of Home Science Textbook at Senior Secondary Level prescribed by RBSE/CBSE.

UNIT-II Teaching and Learning Resources –

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

UNIT-III Professional Development of Home Science Teacher-

1. Home Science teacher: Qualities, responsibilities and professional ethics of Home Science teacher.
2. Professional development of Home Science teacher (In service education programmes, In house discussions, participation in Seminar, conferences, workshop, online sharing, membership of and participation in activities of professional organization - Home Science Association of India (HSAI)

SESSIONAL WORK

Any one of the following –

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

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PAPER CODE-9212

Course 12 & 13 - PEDAGOGY OF COMPUTER SCIENCE

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

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

COURSE CONTENT

UNIT -I Curriculum and Text book -

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

UNIT –II Teaching and Learning Resources in computer science

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

UNIT -III Professional Development of Computer Science Teacher

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

SESSIONAL WORK

Any one of the following –

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

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PAPER CODE-9213

Course 12 & 13 - PEDAGOGY OF SOCIAL SCIENCE

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

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

COURSE CONTENT

UNIT – I Curriculum and Text Book –

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

UNIT-II Teaching and Learning Resources –

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

UNIT-III Professional Development of Social ScienceTeacher-

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

SESSIONAL WORK

Any one of the following –

1. Write a report on functioning of any one Local NGO/local body.

2. Critical review of a book on Social Science.
3. Write a script for drama on any one Social Issue.
4. Write a term paper on education and social change.

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PAPER CODE-9214

Course 12 & 13 - PEDAGOGY OF SOCIOLOGY

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

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

COURSE CONTENT

UNIT- I Curriculum and Text Book

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

UNIT -II Teaching and Learning Resources

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

UNIT- III Professional Development of Sociology Teacher

1. Qualities of Sociology Teacher
2. Ethics of Sociology Teacher
3. Professional development of Sociology teacher.
4. In-service Education Programmes, In House discussions, e-Sharing of Ideas, use of Journals, Encyclopedia etc.
5. Involvement with Professional organization or agencies such as -India Sociological Association, Rajasthan Sociological Association, Indian Council of Social Science Research , Manikyalal Varma Tribal Research Institute, Anthropological Survey of India.

SESSIONAL WORK

Any one of the following

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

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PAPER CODE-9215

Course 12 & 13 - PEDAGOGY OF PSYCHOLOGY

BACHELOR OF EDUCATION (B.Ed.), TWO- YEARS PROGRAMME

- 145 -

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

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

COURSE CONTENT

UNIT – I Curriculum and Text Book –

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

UNIT-II Teaching and Learning Resources –

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

UNIT-III Professional Development of Psychology Teacher-

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

SESSIONAL WORK

Any one of the following –

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

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PAPER CODE-9216

Course 12 & 13 - PEDAGOGY OF HISTORY

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

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

COURSE CONTENT

UNIT – I Curriculum and Text Book –

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

UNIT-II Teaching and Learning Resources –

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

UNIT-III Professional Development of History Teacher-

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

SESSIONAL WORK

Any one of the following –

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

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Course 12 & 13 - PEDAGOGY OF POLITICAL SCIENCE

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

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

COURSE CONTENT

UNIT-I Curriculum and Text Book –

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

UNIT – II Learning Resources in Political Science –

1. Use of Library Resources : Text book, News papers, Journals, Books and References, Magazines, Encyclopedia.
2. Organization of Tours and Exhibition
3. Use of Audio-Visual Aids and ICT including multi-media in Teaching Political Science-OHP, Computer, LCD Projector etc.

UNIT-III Professional development of Political Science –

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

SESSIONAL WORK

Any one of the following –

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

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Course 12 & 13 - PEDAGOGY OF ECONOMICS

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

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

COURSE CONTENT

UNIT- I Curriculum and Text Book of Economics

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

UNIT -II Teaching and Learning Resources

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

UNIT- III Professional Development of Economics Teacher

1. Qualities of Economics Teacher
2. Ethics of Economics Teacher
3. Professional development of Economics teacher.
In-service Education Programmes, In House discussions, e-Sharing of Ideas, use of Journals, Encyclopedia etc.
4. Involvement with Professional organization or agencies such as Institute of Economic Growth, Centre for Policy Research , Policy Commission, Indian Economical Association, Rajasthan Economical Association, Indian Council of Social Science Research, Manikyalal Varma Tribal Research Institute, Economical Survey of India.

SESSIONAL WORK

Any one of the following

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

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Internet Resources:

Online! A Reference Guide to Using Internet Resources.

Wikipedia – online encyclopedia website - <http://www.wikipedia.org/>

E learning India Website - <http://elearning-india.com/>

Constructive approach -

http://en.wikipedia.org/w/index.php?title=Constructivist_teaching_methods&oldid=436907250

PAPER CODE-9219

Course 12 & 13 - PEDAGOGY OF GEOGRAPHY

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

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

COURSE CONTENT

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

Critical appraisal of geography curriculum at Secondary and Senior Secondary stage in Rajasthan.

Geography text books and work books – Review of existing text books and workbook prescribed by RBSE at Senior Secondary level.

UNIT-II Learning Resource in Geography

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

UNIT-III Professional development of Geography Teachers

1. Development of Professional competence in Geography Teachers.
2. Professional Commitment and ethics of geography Teacher
3. Agencies of professional development of Teachers.

4. Importance of in-service education programme participation in Seminar/workshop membership in professional organization, in-home discussion.
5. Importance of Journals, professional organizations.

SESSIONAL WORK

Any one out of the following

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

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- 11- Boardman David (1964) :Graphicacy and geography Teaching, CROOM HELM, London, Sydney, Wolfeboro, New Hampshire
- 12- Douglas Jackson W.A. (1956) :The shaping of our world-A human and cultural geography Jon Wiley & Sons, New York.
- 13- Fairgrieve J. (1937) : Geography in school, University Tutorial Press, London.
- 14- Jha P.K. (2007) : Modern Methods of Teaching Geography, Rajat Publications, New Delhi.
- 15- Macnee EA (1937) : Suggestion for the Teaching of Geogrpahy in India, Oxford University Press, London.

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17- Source Book for Teaching Geography (1970) : Paris, UNESCO

PAPER CODE-9220

Course 12 & 13 - PEDAGOGY OF ART

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

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

COURSE CONTENT

UNIT –I Curriculum Construction and Textbook

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

UNIT –II Support System of teaching Art

5. The Art-Teacher:
 - a. Specific qualities of an Art-Teacher
 - b. Role of Art-Teacher in classes of creative art activities.
 - c. Development of Professional competencies in Art Teachers.
 - d. Professional Commitment and ethics of Art Teachers.
 - e. Importance of in-service education programme for Art Teachers: Participation in Seminar/Workshop/Art Exhibitions; membership in professional Artists organizations; in-house discussions.
6. Learning Resources in teaching of art:

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

UNIT –III Educational Values of Art

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

SESSIONAL WORK

Any one of the following:

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

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PAPER CODE-9221

Course 12 & 13 - PEDAGOGY OF MUSIC

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

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

COURSE CONTENT

UNIT-I Curriculum and Text book

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

UNIT-II Teaching and Learning Resources

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

UNIT-III Professional Development of Music Teacher

1. Qualities of music teacher , their professional and ethical responsibilities.
2. Role models of Indian classical music and their contribution in Indian classical music (listing the performances of role model)
 - (a) Pt. Vishnu Digambar Paluskar (b) Pt. V.N. Bhatkhande (c) Pt. Bhimsen Joshi
 - (d) Pt. Jasraj (e) Dr. Kishori Amonkar (f) Dr. Prabha Atrey
3. Role of professional organization in promoting music education
 - (a) Prayag Sangeet Samitee (b) Gandharva Mahavidhyalaya

4. Modes of professional development of music teacher (in service education programmes, in house discussion, participation in Seminar, conferences, Workshop, online sharing, membership of and participation in professional organization, attending musical concerts / conferences.

SESSIONAL WORK

Any one of the following -

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

REFERENCES

1. Sangeet Shikshah, Dr. Shobhana Shah
2. Sangeet Vishay by vasant, Hathras Prakashan
3. High School Sangeet Shastra by Bhagwat Sharan Sharma
4. Bhartiya Sangeet Ka Itihas by Bhagwat Sharan Sharma
5. Sangeet Pariksha Ank Patrika Ad. Dr. Lakshmi Narayan Garg
6. Sangeet Shiksha Ank Patrika Ad. Dr. Lakshmi Narayan Garg
7. Bhartiya Sangeet Shikshan Pranali or Uska Vartman Star Dr. Madhubala Saxena
8. Hkhelsu tks'kh] O;fäRo vkSj laxhr % eksgu ukMd.khZ
9. Bhat Khande's contribution to music : S. Nayar
10. Music Education New Horizons : Manorma Sharma
11. Music Education by Dinesh Swaroop

PAPER CODE-9222

Course 12 & 13 - PEDAGOGY OF BUSINESS STUDIES

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

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

COURSE CONTENTS

UNIT-I Curriculum and Text Book in Business Studies:

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

UNIT II Learning Resources in Business Studies:-

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

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

UNIT III Professional development of Business Studies Teacher.

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

SESSIONAL WORK

Any one of the following:

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

REFERENCES

1. Sharma B.L. (2007) Vanijyashikshan R.L. book Depot, Meerut.
2. Dr. Jain K.C.S.(2008) Vanijyashikshan, Rajasthan Hindi Academy, Jaipur.
3. ParsarAshish Ashok (2007) VanijyashikshanRadhaPrakashan, Agra
4. Singh I.B.(1968) Vanijyakaadhyayan, Laxmi Narayan, Agra .
5. Asubel D.P.(1963) “The Psychology of Meaningful Verbal Learning” N.V. Grune and Stratton.
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PAPER CODE-9223

Course 12 & 13 - PEDAGOGY OF FINANCIAL ACCOUNTING

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

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

COURSE CONTENTS

UNIT-I Curriculum and Text Book in Financial Accounting

1. Cognitive Map of Concepts and Curricular elements in Teaching of Financial Accounting.
2. Principles of developing curriculum in Financial Accounting.
 1. Selection of subject matter-subjective and objective approach.
 2. Organization of subject matter.

3. Critical appraisal / evaluation of present syllabus of Financial Accounting prescribed by RBSE/ CBSE.
4. Characteristics and selection criteria of a text book of Financial Accounting.
5. A Critical review of a text book of financial accounting prescribed by RBSE/CBSE for senior secondary classes

UNIT –II Learning Resources in Financial Accounting.

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

UNIT–III Professional development of Financial Accounting Teacher

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

SESSIONAL WORK

Any one of the following:

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

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PAPER CODE-9224

Course 14 - KNOWLEDGE AND CURRICULUM

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

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

COURSE CONTENT

UNIT- I Epistemology, Knowledge and Knowing

1. Epistemology: Meaning; Philosophical basis of Knowledge according to Western and Indian Philosophy.
2. Distinction between : Knowledge and Belief; Knowledge and Information ; Knowledge and Skill; Knowledge and Reason; Knowledge and Education; knowledge and Training
3. Facets of Knowledge Such as Local and Universal ; Concrete and Abstract ; Theoretical and Practical; Contextual and Textual; School and out of School.

4. Process of Knowing Process of Construction of Knowledge; Factors involved in construction of Knowledge; The role of Knower and Known in Construction and Transmission of Knowledge; The role of Culture in Knowing

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

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

UNIT- III Educational Thinkers and Child Centered Education

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

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

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

UNIT- IV Principles of Curriculum construction

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

UNIT –V Curriculum Development and its Implementation

1. Different approaches of curriculum development: Subject centered: Environmentalist (incorporating local concerns) Behaviorist ; Competency based, Learner centered and Constructivist
2. Role of external agencies in providing curriculum and pedagogic supports to teachers within schools; teacher's role in transacting, developing and researching curriculum.

3. Operationalisation of curriculum into learning situations; selection and development of learning resources i.e. text books, teaching – learning materials and resources outside the school- local environment, community and media.
4. Process of Curriculum evaluation; Evolving assessment modes, need of model of Continuous Comprehensive Evaluation; Feedback from learners, teachers, community and administrators.

SESSIONAL WORK

Attempt any two of the following.

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

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PAPER CODE-9225

Course 15 - ASSESSMENT FOR LEARNING

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

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

COURSE CONTENT

UNIT- I Overview concept of assessment

1. Concept and purpose of assessment
2. Distinction between terms-
 - a) Assessment for learning

- b) Assessment as learning
- c) Assessment of learning
- 3. principles of assessment for learning
- 4. Critical review of current evaluation practices and their assumption about learning and development.

UNIT- II Assessment of Subject based learning

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

UNIT- III Context of assessment and evaluation

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

UNIT- IV reforms in Assessment and Feedback

- 1. Importance and use of educational statistics.
- 2. Statistical tools-frequency distribution, normal distribution, graphical representation, percentile, central tendency, deviation, rank difference and product moment coefficient of correlation and their interpretation.

UNIT V Reforms in assessment for learning

- 1. Critical analysis of prevalent practices of assessment.
- 2. Innovation in assessment practices.
- 3. Meaning and purpose of feed back in teaching learning process.
- 4. Types of teacher feedback (written, comments, oral, peer feed back)
- 5. Reporting on a learner profile in consolidated form.
- 6. Use of assessment for feedback and taking pedagogic decision.

SESSIONAL WORK

(Any two of following)

- 1. A critical analysis of a question paper in any subject of RBSE/CBSE.

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

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Websites link

- http://www.aahe.org/assessment/assess_links.htm
A hefty site updated by the American Association of Higher Education. Has many links to assessment articles, sites and listserves.
- <http://www.duq.edu/~tomei/tomei/advancedsites.html>
Another hefty site that includes many links to articles and sites on assessment, Bloom’s taxonomy, learning styles, etc.
- <http://www.snow.utoronto.ca/Learn2/introll.html>
Learning to Learn, a thinking and learning skills site, is for learners, teachers, and researchers to learn about the value of self-awareness as a critical part of learning. It was created for educators developing their assessment and instructional design skills.
- <http://www.ldcommunity.org/thesystem.html>
Learning Disabilities Resource Community (LDRC) site that focuses on teaching and assessment including the Intelligent Tutoring and Assessment System that plans to focus on the navigational tools available to users, including perceptual modes.
- http://www.sbctc.ctc.edu/Board/Educ/Outcomes/outcom_wag.htm
Washington State Assessment Newsletter
- <http://www.wvu.edu/~assess/airlinks.htm>
A site generated by Western Washington University that includes resources, articles and links to assessment sites.
- <http://trgmcbcr.haygroup.com/Products/learning/lsius.htm>
An online version of David Kolb’s Learning-Style Inventory. Material is not printable, but one can opt to pay for it, take it online or order copies for class use.

- <http://www.keirsey.com/>
Links to Meyers Briggs information sites
- http://pss.uvm.edu/pss162/learning_styles.html
- <http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/>
- <http://www.snow.utoronto.ca/Learn 2/mod3/tchstyle.html> for a Multiple Intelligence Inventory, Thinking Styles Inventory, Teaching Styles Inventory, Learning Styles Inventories and Tests on the Web, and Learning Styles Links.

PAPER CODE-9226

Course 16 - EDUCATIONAL MANAGEMENT AND CREATING INCLUSIVE SCHOOL

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

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

COURSE CONTENT

UNIT-1 Introduction to Educational Management

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

UNIT-2 Management of Resources

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

5. School community Symbioses – Utilization of Community resources for school development, role of PTA and SMC.
6. Managing school supervision- Concept, need, principles, scope and techniques of supervision.

UNIT-3 Management of School Activities

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

UNIT-4 Inclusive Education:

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

UNIT-5 Creating inclusive School

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

SESSIONAL WORK

(One from each of the following two sections)

Section -A

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

Section -B

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

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PAPER CODE-9227

Course 17 - UNDERSTANDING THE SELF

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

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

10. Practice Yoga to enhance abilities of body and mind.

COURSE CONTENT

UNIT 1: Exploration Into Self

1. Meaning and Nature of Self and Self Concept. Role of Home, Neighbourhood, Community, Peer Group, School in their development. Importance of Building social Relations.

- (a) Pupil teachers are required to explore their own self, self concept and self esteem by administering tests of self efficacy, Self concept, self esteem and self identity under the supervision of facilitators and prepare their personality profile.
- (b) Pupil Teachers will be required to administer above tests to five school students and prepare student profile. On the basis of this profile they are required to prepare a teaching strategy to enrich self concept, classroom learning and enhance achievement of students

Note: Records of the above to be submitted for evaluation

2. Self Esteem and Self Identity: Meaning and Nature; Development process: parenting practices, role of caste class, gender, age, religion, school, role models in the development of self esteem and self identity. Development of Teachers Personality: role of social, cultural, Political, academic, Psychological and organisational factors.

Pupil teachers are required to:

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

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

3. Motivation: Meaning and importance of achievement motivation for achieving excellence. Importance of Goal Determination and Goal Achievement. Achieving self actualisation in teaching Profession.

(Mode: Workshop in Small Groups)

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

UNIT – II Communication

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

Workshop of Pupil Teachers to restructure personality through:

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

UNIT – III Philosophy and use of Yoga

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

- (a) Practice of Yoga Exercises and Meditation

SESSIONAL WORK

1. Reports of the practicums of the above units.

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

College will conduct Internally

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

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PAPER CODE-9228

Course 18 - OPTIONAL COURSE
1. VOCATIONAL / WORK EDUCATION

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

1. Respect, and regard for manual work and dignity of labor.
2. Socially desirable values such as self reliance, Sahyog, team work, tolerance.
3. Work habits and values such as regularity, punctuality, discipline, honesty.
4. Self esteem and confidence through achievement in productive work and services.
5. a deeper concern for environment and a sense of belonging, responsibility and commitment to the society.
6. awareness of socio-economic problems of the society
7. Manual work and vocational skills.
8. Appreciation for manual productive work.

COURSE CONTENTS

UNIT –I Work Education

1. Concept, need and objectives of Work Education according to Gandhian thoughts.

2. Historical Perspective and current initiatives of Work Education with special reference to National and international documents such as Policy of National Education Conference (-Wardha, 1937), Zakir Hussain Committee Report,1938, Acharya Narendra Dev Committee Report on Primary and Secondary Education, Secondary Education Commission (1952-53), Education Commission (1964-66), National Policy of Education(1986), National Knowledge Commission, NCF-2005 Position paper on Work and Education, CBSE- Work Education in schools, National Policy on skill development, UNESCO International Commission On Education.
3. Correlation–Concepts, Types, Characteristics, Integrating Work education in classroom activities, Relation between Work and Knowledge.

UNIT- II Vocational Education

1. Concept, need and objectives of Vocational Education.
2. Historical Perspective and current initiatives of Vocational Education with special reference to National and International documents such as Policy of National Education Conference (-Wardha, 1937), Zakir Hussain Committee Report,1938, Acharya Narendra Dev Committee Report on Primary and Secondary Education, Secondary Education Commission (1952-53), Education Commission (1964-66), National Policy of Education(1986), National Knowledge Commission, NCF-2005 Position paper on Work and Education, CBSE- Work Education in schools, National Policy on Skill Development, UNESCO International Commission on Education.

UNIT-III Planning For Work and Vocational Education

1. Planning of Work and Vocational Education Activities-Meaning and types (Annual, Half yearly, Quarterly, Monthly and Weekly.)
2. Exploring and identifying local resources for work and vocation, Steps of the planning (Objective, resources, activity, experience, progress, evaluation and reporting.)
3. Difference between Work and Vocational Education and its need in society

Suggested Work activities- (Any Two)

Cleaning the campus; Agriculture; Gardening; Campus beautification and making the environment eco-friendly; Crafts (Food Processing, Wood work, Paper articles); Book binding; Tie-n-dye; Tailoring; Suggested Vocational activities- (Any Two)

Computer hardware repairing,

- a) Domestic equipment repairing,
- b) Electrical wiring and repairing,
- c) Organic farming.

SESSIONAL WORK

Apart from the above suggestive activities other activities may be conducted depending upon the availability of local resources.

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PAPER CODE-9228

Course 18 - OPTIONAL COURSE
2. HEALTH AND PHYSICAL EDUCATION

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

1. Develop Physical fitness.

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

COURSE CONTENTS

UNIT-I Health Education

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

UNIT-II Physical Education

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

UNIT-III Management & organization of different physical education activities.

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

SESSIONAL WORK

Any one of the following:

1. Organize games / sports / health activities during OAS/SUPW Camp

2. Conduct awareness programme on issue of social health
3. Prepare an exhibition / awareness rally/poster competition on health awareness in nearby schools.
4. Organize a programme on health & hygiene.
5. Organize intramurals.

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Course 18 - OPTIONAL COURSE 3. PEACE EDUCATION

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

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

COURSE CONTENT

UNIT-I Understanding peace as a dynamic Social reality

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

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

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

UNIT-III Empowerment of Self

Awareness of the influence of Social milieu on self

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

SESSIONAL WORK

Any one of the following:-

1. Visits to organizations connected with peace and inter cultural harmony and aesthetic appreciation to experience peace as reality submission of reports on experiences.

2. Analysis of morning assembly programme of a school from the point of peace.
3. Preparation of a report on school programmes for promoting to Peace.
4. Case study of a child suffering from bad habit.
5. Developing an action plan for Peace in school and local community.

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Kreidler Willam, I, (1991) Creative Conflict Resolution more than 200 activities for keeping pace in the classroom, Foreman, Scott, Glenview.

Learning the way of Peace, A Teachers Guide to Peace Education (2001) United Nations Educational Scientific and Cultural Organization, New Delhi.

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Course 18 - OPTIONAL COURSE 4. GUIDANCE AND COUNSELLING

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

1. Understand the meaning, nature and scope of guidance.
2. Understand various types of guidance.

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

COURSE CONTENTS

UNIT-1 Introduction to Guidance and Counselling

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

UNIT-2 Guidance Programme, Services and Procedures

1. Individual and group procedure of guidance and counselling.
2. Characteristic of good guidance programme.
3. Group guidance Techniques, Class-talks, Career Talks, Career Conference, Group discussion, Career exhibitions, Audio-Visuals Techniques.
4. Role of various community Agencies in school guidance programme.
5. Out line of minimum guidance programme at secondary on senior secondary level.
6. Meaning of Nature of Counselling and Role of Teachers as a Counsellor

UNIT-3 Guidance for special learner and Tools and Techniques

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

SESSIONAL WORK

Any one of the following:-

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

SUGGESTED READING

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15. NCERT (2008): Counselling Process and Strategies (Module-2) New Delhi: NCERT
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Course 18- OPTIONAL COURSE

5. Innovations and Action Research

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

1. Understand the meaning, nature and process of innovation.
2. Understand the need and importance of innovations in education.
3. Appreciate common innovations related to the field of education.
4. Develop skills in planning and conducting action research in school.

COURSE CONTENT

UNIT-1 Innovation

Meaning, Nature and process of innovation

Managing innovations in schools, major barriers in making schools innovative

Role of Principal and teachers in making school innovative

UNIT-2 Innovation and Experiments in Education

Need of innovations and experimentation in education

Current innovative practices and education SSA, RMSA, Open Education, Virtual education.

Innovations in teaching-learning-process – cooperative-learning, joyful learning, experiential learning, web-based learning.

Innovations in evaluation – CCA, Peer evaluation, self-evaluation.

UNIT-3 Action Research

Concept, need and importance of action research

Process of action research

Data analysis, Tabulation, graphical interpretation, Report writing

Developing an action research plan in school context.

SESSIONAL WORK

Any one out of the following practicum

1. Study the details of any important innovation in school.
2. Study the characteristics of an innovation in school / institution.
3. Study the implementation programme CCA of in a school.
4. Prepare an action research plan related to any problem of school.

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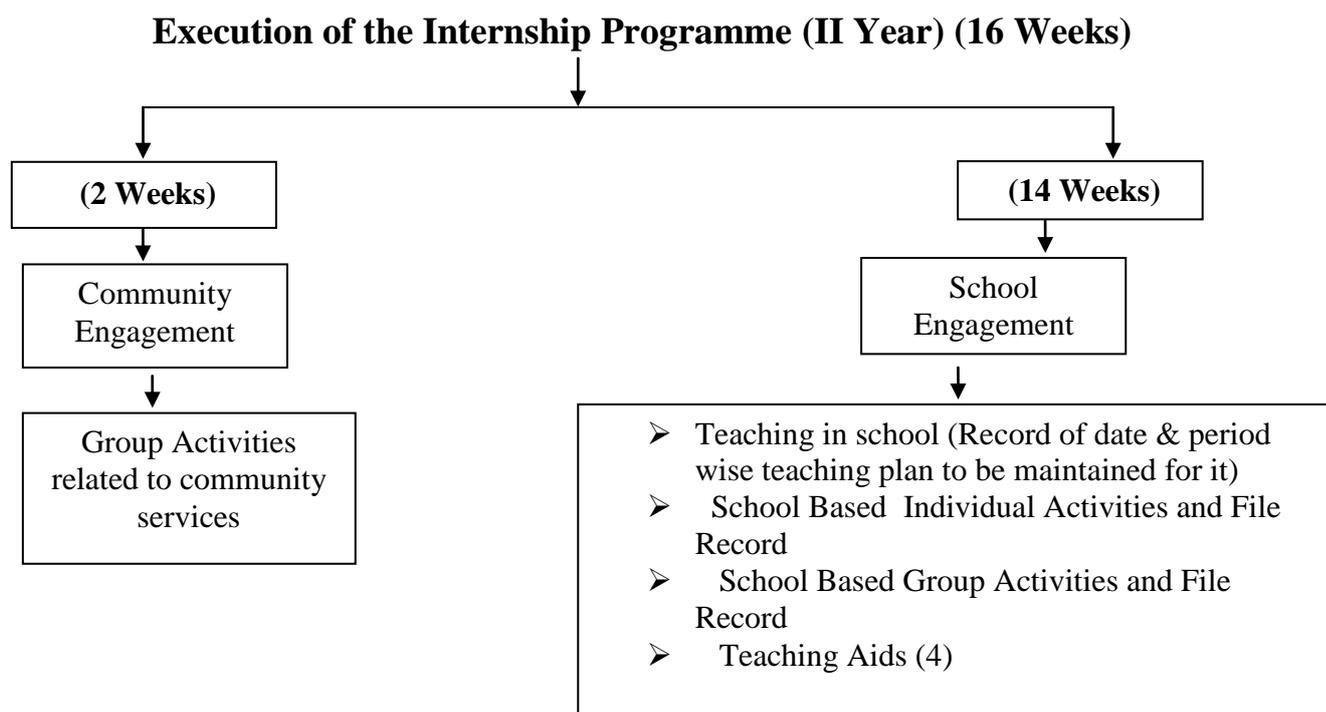
Course 19 - INTERNSHIP PROGRAMME (School Internship Phase-II)

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

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

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

As per the School Internship: Framework and Guidelines (Jan., 2016) of the NCTE Regulations, 2014, following revised plan of the School Internship is proposed for the consideration of the committee.



During the 14 weeks period of internship in schools, the student-teachers will perform the under mentioned tasks:-

- 1) Interact with Headmaster and mentor teachers of the school about the two teaching Subjects he/she has offered.
- 2) They will teach at least 3-4 periods per day (Minimum of 200 lessons).
- 3) They will have to discharge the duties of a class- teacher of any class.
- 4) They will have to participate in the following activities individually as well as in group. The suggested individual and the group activities are as follows:-

A) Individual Activity

1. Preparation of time table of the school other than that in force.
2. Maintaining students' attendance and preparing a monthly record of students' attendance.
3. Maintaining Teacher's diary.
4. Case study of a special child.
5. A critical study and report of Institutional plan of the school.
6. Preparation of a progress report of a student of the class of which he /she is the Class teacher.
7. Analysis of school syllabus and textbooks of their pedagogy subjects.
8. Undertaking of Action Research Project on at least one problem area of Schooling.

B) Group Activity

1. Organising Morning Assembly
2. Organising Literary and Cultural Activities
3. Organising Games and Sports Activities
4. Participation in Parent's-Teacher Meeting and Meeting of School Management Committee (SMC)
5. Observing and participating in Mid-day Meal Programme
6. Organising Science Club or other Club Activities
7. Maintaining discipline in the school.
8. Participating in Community Contact Programmes like- Rallies, awareness Campaigns, community health campaigns, cleanliness campaigns and so on.

NOTE: - From group activities (1) to (7), each student- teacher has to participate in at least 5 of the activities and activity no. (8) Is compulsory for all student-teachers

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

NOTE: - Each student - teacher has to submit a file in which detailed reports of all the activities and tasks observed and discharged by him/her are to be mentioned along with

reflective thinking. A viva- voce will be conducted after the internship programme. The file record, the viva-voce and the lesson plan diary will form the basis of assessment of the internship programme. The student-teachers performance shall be assessed jointly by the TEI Principal and faculty (The grade recommended for a particular student by the Principal and mentor teachers of internship school must also be considered.)

Evaluation for Internship Programme

Evaluation for internship programme will consist of two parts – Internal Evaluation & External Evaluation, the details of which are as follows:

INTERNAL EVALUATION (Course-19) [II Year]		
1	Teaching in Schools (Record of date and period wise teaching plan to be maintained for it.	100
2	Individual Activities and File Record	80
3	Group Activities and File Record	30
4	Teaching Aid (4)	20
5	Community Engagement and Report writing	20
Total Marks		250
EXTERNAL EVALUATION (Course -20) [II Year]		
1.	Viva-Voce for Internship Programme (50 marks) Written test based on internship (50 marks) Power point presentation and documentation of internship (50 marks)	150
Total Marks		400

Note:-

1. The grand total for the internship programme of both the years is 550 marks (150+400)
2. The weightage of external evaluation (Viva-voce for II Year) of internship will be 150 marks.
3. During the viva- voce, student will present all the records of the work done during the internship (II Year) programme viz. teaching in school, individual and group activities.
4. Power point presentation (including videos of various activities) of the work done by the students during the second year of internship is desirable at the time of viva-voce.

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

- a) The Principal of the college concerned.
- b) One senior member of the college. (Preferably Internship Incharge)
- c) Two external members appointed by the university.

Course 20 - External Assessment

[II YEAR]

1. The weightage of external evaluation (Viva-voce for 2nd phase) of internship will be 100 marks.
2. During the Viva voce, student will present all the records of the work done during the internship (2nd phase) programme viz. teaching in school, individual and group activities.
3. Power point presentation (Including Videos of various activities) of the work done by the students during the second phase of internship is desirable at the time of viva-voce.

EXTERNAL EVALUATION [II Year]	
Viva-Voce for Internship Programme	Assessments
Total Marks: 150	
Written test based on internship	20 Marks
Presentation of work (Power point presentation and documentation of internship)	40 Marks
Practical examination of Internship work	30 Marks
Group Discussion	20 Marks
Viva Voce	40 Marks

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

- a) The Principal of the college concerned.
- b) One senior member of the college. (Preferably Internship Incharge)
- c) Two external members appointed by the university.