

Curriculum

FACULTY OF EDUCATION

Bachelor of Education
Two Years Programme
Annual System
(Session – 2015-17)

Sri Dev Suman Uttarakhand University
Badshahithaul
Tehri Garhwal

Duration of the Programme: The B. Ed. Programme will be spread over two years duration i.e. minimum 200 working days in a year exclusive of the period of admission and examination which can be completed in a maximum of four years from the date of the admission to the programme. Institution shall work for a minimum of thirty six hours a week during which physical presence of all the teachers and student teachers in the institution is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed. Each period will be of 45 minutes and the classroom engagement will be of six hours with a break of 10 minutes each, in the morning and afternoon sessions and 30 minutes for lunch.

Eligibility for Admission:

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.

Reservation of seats – as per the Uttarakhand state rules.

Admission Procedure

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

Medium of Instruction: The medium of instruction and examination will be English and Hindi for all courses.

Attendance: A student shall be considered to have satisfactory attendance to appear the examination if he/she attends not less than 80% of the total working days for theory classes and attends 90 % school internship. 10% attendance in theory classes can be relaxed by the head for illness or medical condition after submitting the medical certificate in original countersigned by CMO.

A. Course Design:

Introduction: The programme is comprised of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. Transaction of the courses will be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments. The twelve courses are to be transacted in the two years period.

I: Perspectives in Education

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

II Curriculum and Pedagogic Studies

7. Course -4: Language across the curriculum.
8. Course -5: Understanding disciplines & subjects

9. Course -7: Pedagogy of School Subjects
10. Course - 9: Assessment for Learning
11. Course -11: Education for sustainable development
12. Optional Course

Student will have to select any one of the following

- i. Guidance & Counselling
- ii. Health & Physical Education
- iii. Education for peace
- iv. Education for Vocation/work experience
- v. Extension education

III Engagement with the Field – the Self, the Child, Community and School

- i. School Internship
- ii. Course on Enhancing Professional Capacities (EPC)
 - a. Course EPC1: Reading & Reflecting on Texts.
 - b. Course EPC2: Drama & Art in Education
 - c. Course EPC3: Understanding the self.
 - d. Course EPC4: Critical Understanding of ICT.

Year Wise Distribution of the Courses

Courses	Course code	Total Marks	Internal (Formative)	External (Summative)	Internal + External (Summative)
Year – I (July to June including exam)					
Course 1 : Childhood and Growing Up	101	100	15	70	15
Course 2 : Contemporary India and Education	102	100	15	70	15
Course 4 : Language across the Curriculum	103	100	15	70	15
Course 5 : Understanding Disciplines and Subjects	104	100	15	70	15
Course 7 : Pedagogy of two School Subjects		100	15 Each	70 Each	15 Each
1. Hindi	105	Each			
2. English	106				
3. Sanskrit	107				
4. Biological Science	108				
5. Physical Science	109				
6. Maths	110				
7. Computer Science	111				
8. Home Science	112				
9. Social Studies (SST)	113				
10. History	114				
11. Civics	115				
12. Geography	116				
13. Economics	117				
14. Commerce	118				
15. Art	119				
Course 8: Knowledge and Curriculum	120	100	15	70	15
Course 9 : Assessment for Learning	121	100	15	70	15

Courses	Course code	Total Marks	Internal (Formative)	External (Summative)	Internal + External (Summative)
Course <i>EPC 1</i> : Reading and Reflecting on Texts	122	50	35		15
Course <i>EPC 2</i> : Drama and Art in Education	123	50	35		15
School Internship I (Two to three weeks)	124	100	30		70
Total		1000	220	560	220
Six days should be allocated for practicum/field work.					
Year – 2 (July to June including exam)					
	Course code	Total Marks	Internal (Formative)	External (Summative)	Internal + External (Summative)
Course 3: Learning and Teaching	201	100	15	70	15
Course 6: Gender, School and Society	202	100	15	70	15
Course 10 : Creating an Inclusive School	203	100	15	70	15
Course 11 : Education for sustainable development	204	100	15	70	15
Course 12 : Optional Course		100	15	70	15
a) Education for Vocation/work experience	205				
b) Health and Physical Education	206				
c) Education for peace	207				
d) Guidance and Counselling	208				
e) Extension education	209				
Course <i>EPC 3</i> : Critical Understanding of ICT	210	50	35		15
Course <i>EPC 4</i> Understanding the Self	211	50	35		15
School Internship II	212	400	150		250
Total		1000	295	350	355
Tutorials, Seminar, Activities, community work, Educational Tour, scout guide camp and workshop/ Seminar for ESD etc will be the integral part of the curriculum.					

School Internship: The B.Ed. curriculum shall provide for sustained engagement with the Self, the Child, Community and School, at different levels and through establishing close connections between different curricular areas. School Internship is an integral component of B. Ed. Course. In the first year, there shall be work on the field amounting to a minimum of 4 weeks spread throughout the year. In the second year, there shall be a minimum of 16 weeks of engagement with the field for school internship. Thus, a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments and school internship in the field, under the broad curricular area Engagement with the Field. The weightage of internal assessment for internship shall be 50 %.

Examination pattern:

Assessment will include both internal and external. Internal assessment will be conducted on the basis of assignments, internal exam, reflective patterns, project reports, dairies, journals and students portfolios. The summative assessment will be conducted in the following manner.

- There shall be a university examination at the end of each year as per the details of the scheme of examination.
- The minimum pass marks in each year examination shall be 40% for each theory paper and practicum and 50% for internship in teaching separately. Candidates will have to pass each theory paper and practicum separately.

- A candidate who fails in maximum two courses in the first year of the course will be eligible to take the examination in that part of the subject (theory paper/practicum) as the case may be, in which he/she fails along with the next year.
- A candidate who fails in maximum two courses in second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent examination.
- In case a candidate fails in internship teaching, he/she will have to undergo internship as a regular student in the subsequent year.
- A candidate will be given a maximum of two chances to pass the examination in any year of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for B.Ed. degree.
- Candidates can apply for re-evaluation in any of the theory papers as per the rules stipulated by the University.
- Teaching Subjects means subjects offered by a candidate at his Bachelor's or Master's Degree examination either as a compulsory subject or as an optional subject.

The evaluation of the practicum and internship programme of the B.Ed. students will be performed by a board of examiners in the following manner:-

1. For the 1st year (02)

1. External Examiners (01) of the same university /other universities of the state.
2. Internal Examiner (01) - Head/Representative of the same institution.

2. For 2nd year

1. External Examiners (02) one from the same university/other universities of the state and one from the other universities.
2. Internal Examiner (01) - Head/Representative of the same institution.

Instead of declaring results of theory and practical separately, there will be only one result combining the two.

Distribution of Marks per course

Internal						
Course	Total Marks	Internal marks	Distribution		Internal + External Viva	
All Courses	100	20	Assignment	Internal Exams	15 Practicum (any two activities)	
			5	10 (two, 5+5)		
EPC, 1,2,3 & 4	50	40		Activities 30	15	
Internship I	100	50		Activities 30	70	
Internship II	400	200		Activities 120	280	
External						
Courses				Type of Question	To attempt	Marks each

Course 1 : Childhood and Growing Up Course 2 : Contemporary India and Education Course 3: Learning and Teaching Course 4 : Language across the Curriculum Course 5 : Understanding Disciplines & Subjects Course 6: Gender, School and Society Course 7: Pedagogy of School Subjects (two) Course 8: Knowledge and Curriculum Course 9 : Assessment for Learning Course 10 : Creating an Inclusive School Course 11 : Optional Courses	➤ Long Questions	Two out of four	15
	➤ Short Questions	Five out of eight	08

OBJECTIVES OF THE B. Ed PROGRAMME

The objectives of this programme are

- Prepare teachers from upper primary to middle level (Classes VI-VIII), Secondary Level (Classes IX-X) & Senior Secondary Level (Classes XI-XII).
- Understand various educational issues in the context of diverse socio- cultural & Multilingual Indian Society.
- Internalize the nature of education and pedagogic process through enriched experiences.
- Contribute to reduce the gap between theory and practice by dovetailing both appropriately.
- Use varied modes of learning engagement in accordance with the requirements.
- Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues.
- Describe teaching learning process in the classroom and various factors that influence it.
- Plan and organize classroom through learners' centered techniques of instruction and inclusive education.
- Organize effective whole classroom instruction and justify it.
- Conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.
- Use Information Communication Technology resources, for effective classroom teaching.
- Develop and select tests, evaluate and keep records of student's progress.
- Resolve classroom and school problems through action research.
- Foster skills and attitude for involving the Community as an educational partner and use Community resources in education.
- Become self-regulated learners; develop professional commitment and work as responsible professionals.

YEAR – I

Course 1: Childhood and Growing Up

Code: 101

Total Marks: 100

Learning Outcomes:

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

1. Explain Educational psychology.
2. Understand children of different ages by interacting and observing them in diverse social, economic and cultural context.
3. Explain childhood, child development and adolescence.
4. Describe theories of Child development.
5. Understand personality and its measurement.
6. Describe mental health & Hygiene and its importance in school.
7. Understand the role of the family and the school in the child's development.
8. Understand Personality, its theory and assessment.

UNIT – I

- Educational psychology : Meaning and importance
- Childhood: Concept and characteristics, Children from diverse social, economical and cultural backgrounds.
- Effect of family, schools, neighbourhoods and community on development of child or childhood.
- Role of teacher, media and NGOs in protecting childhood.

UNIT – II

- Meaning and Principles of Growth and development.
- Theories of Child development: Piaget's & Bruner's theory of Cognitive Development.
- Physical, Intellectual, Social and emotional development of child.
- Equity and equality: Meaning in child's perspective

UNIT – III

- Adolescence: Meaning and characteristics.
- Influence of social, economical and cultural settings on adolescence.
- Impact of urbanization and economic changes on adolescence.
- Need of guidance and counselling for adolescence.

UNIT – IV

- Mental health & Hygiene: Meaning and Factors affecting mental Health & Hygiene.
- Personal and environmental hygiene.
- Role of teacher and Importance of hygiene in school.
- Swakhta diwas, Role of media in disseminating the message of hygiene

UNIT – V

- Personality : its meaning and development
- Type and Trait Theories of Personality
- Assessment of Personality
- Factors affecting personality, Role of teacher in personality development.

Practicum/Field Work

1. Critically examine hygienic condition of school and prepare a report.
2. Organize creative activities for children and prepare a report.
3. Organize health check-up programme and prepare a report.
4. Psycho practical - Administration of a test in school and interpretation.

References

1. Mangal, S.K. and Mangal S., 2005, Child Development, Arya Book Depot, New Delhi.
2. Pareek M. (2002). Child Development and Family Relationship, Research Publication, Jaipur.
3. Sharma, R. K., Sharma, H.S, and Tiwari, A. (2006). Psychological Foundation of Child development, Radha Prakashan Mandir, Agra.
4. Shrivastawa D.N. and Verma P. (2007). Child Psychology: Child Development, Vinod Pustak Mandir, Agra.
5. Shrivastva D.N, Verma Preeti 2007, Child Psychology: Child Development Vinod Pustak Mandir, Agra.
6. Singh. D.P., talang. Amritanshy, prakash ved. 2002 psycho- social basis of learning and development, research publication, Jaipur.
7. Mathur, S.S. 2007-08, Development of learner and Teaching learning process, Agrawal publication, Agra.
8. Mishra. R.C. 2010, Child psychoplogy. A.P.H publishing corporation, New Delhi.

Course 2: Contemporary India and Education

Code: 102

Total Marks: 100

Learning Outcomes:

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

1. Contextualize contemporary India and education.
2. Evolve a deeper understanding of its purpose and its relationship with society and Humanity.
3. Understand the classroom as a social context.
4. Provide a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives of issues.
5. Critically analyse human and child rights.
6. Learn about policy debates overtime the implementation of policies and actual shaping of school education.

UNIT – I

- Education and society: relationship, Educational sociology.

- Social diversity: Individual, regions, languages, religions, castes, tribes, etc.
- Role of education in grooming children of diversified situations.
- Socialization of child, role of teacher

UNIT – II

- Constitutional Preamble, Fundamental Rights and Duties of Citizens.
- Directive Principles of State Policies in relation to educational aims.
- Constitutional provisions against Inequality, discrimination and marginalization.
- Universalization of education. Role of NCPCR (National Commission on Protection of Child Right).

UNIT – III

- School education in relation to various educational policies in pre independence period.
- Dialogue on Right to Education, Sarva Shiksha Abhiyan.
- The role of teachers in the context of universal and inclusive education.
- Policies related to secondary and higher education (Rastriya Madhyamik Shiksha Abhiyan, RMSA and Rastriya Uttcharat Shiksha Abhiyan RUSA).

UNIT – IV

- Modern education and education in post independence period.
- Education for weaker sections of society i.e. Women, SC and ST.
- Language policies- multilingual education and Three Language Formula.
- Mid Day Meal programme and its implementation.

UNIT – V

- Kothari Commission - recommendations and implementation in the context of planned Industrialization & Education.
- National Policy on Education 1986 in the context of Liberalization and Globalization of Indian economy.
- NCF 2005 and its salient features.
- Public Private Partnership (PPP) for primary and secondary education.

Practicum-

1. Organize stage show or play to demonstrate cultural diversity of India / Uttarakhand and prepare a report.
2. Observe and report on mid day meal of a school to assess its nutritive value and social values inculcating among the children from various socio-cultural background religion, caste etc.
3. Organise a quiz / debate on any of related issues in the school and prepare a report.
4. Conduct an awareness programme on Child Rights in the school and prepare report.

Reference

1. सिंह, एम.के. (2009) शिक्षा के दार्शनिक व सामाजिक आधार, इंटरनेशनल पब्लिशिंग हाऊस, मेरठ।

2. रूहेला, प्रो. एस.पी. (2009) शिक्षा के दार्शनिक व समाजशास्त्रीय आधार, अग्रवाल पब्लिकेशन्स, आगरा।
3. सोनी, रामगोपाल उदयोन्मुख भारतीय समाज में शिक्षक, एच.पी. भार्गव बुक हाऊस, आगरा।
4. पाण्डेय, रामसकल (2007) शिक्षा के दार्शनिक व समाजशास्त्रीय पृष्ठभूमि, अग्रवाल पब्लिकेशन्स, आगरा।
5. पचौरी, गिरीश, पचौरी रितु (2010) उभरते भारतीय समाज में शिक्षक की भूमिका, आर. लाल. बुक डिपो, मेरठ।
6. रूहेला, एस.पी. (2008) विकासोन्मुख भारतीय समाज में शिक्षक और शिक्षा, अग्रवाल पब्लिकेशन्स, आगरा।
7. सिंह, रामपाल, सिंह, श्रीमती उमा, (2008), शिक्षा तथा उदीयमान भारतीय समाज, विनोद पुस्तक मन्दिर, आगरा-2।
8. Sexena, N.R. Swaroop, Principles of Education, International Publishing House, Merrut (U.P)

Course 4
Language across the Curriculum
Code: 103

Total Marks: 100

Learning outcome:

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

1. Understand the language background of the students.
2. Create sensitivity to the language diversity 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 and writing in specific content areas.
5. Explain the Nature of expository texts and narrative texts.
6. Describe journals and Communication.
7. Understand writing with a sense of purpose, writing to learn and understand.
8. Understand function of language and how to use it as a tool.

Unit-I

- Language its component and significance
- Language background of students, multilingualism in classroom.
- The home language and school language and dialects.
- Use of first and second language in teaching the subject, creating sensitivity to the language diversity.

Unit- II

- Nature of classroom discourse- using oral language in the classroom.
- Learning process in the subject area, Language laboratory.
- Discussion as a medium for learning,
- Nature of questioning– types of questions and teacher control.

Unit-III

- Reading comprehension in the content areas- social sciences, science, mathematics.
- Nature of expository texts vs. narrative texts;
- Transactional vs. reflexive texts, examining content area of textbooks.
- Reading strategies for children – note-making and summarizing.

Unit-IV

- Writing with a sense of purpose
- Writing to learn and understand.
- Analyzing children’s writings to understand their conceptions
- Making reading-writing connections, process writing.

Unit-V

- Report writing, its significance and procedure
- Evaluation of textbook for content selection, Expository writing,
- Journal its meaning and writing. Importance for school/pupil teacher.
- Communication: meaning, types and importance.

Practicum-

1. Conduct a survey in secondary school to study academic achievement in overall or in specific subject of diverse linguistic students and present a report in the class.
2. Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a teaching strategy.
3. Prepare a report on Expository writing on any topic.
4. Conduction of a workshop on “writing an article for magazine, journal and book.

Reference

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa. Heinemann Educational Books.
2. Anderson, R.C. (1984). Role of the Reader’s Schema in comprehension, learning and memory. In R. C. Anderson, J. Osborn, & R.J. Tierney (Eds.), Learning to read in American Schools: Basad readers and Content texts. Psychology Press.
3. Eller, R.G. (1989). Johnny can’t talk, either: The perpetuation of the deficit theory in classrooms. The Reading Teacher, 670-674.
4. Grellet, F. (1981). Developing reading skills: A practical Guide to reading comprehension exercises. Cambridge University Press.
5. NCERT. (2006) Position Paper. National Focus Group on teaching of Indian language (NCF-2005). New Delhi: NCERT.
6. Thwaite, A. & Rivalland, J.(2009) How can analysis of classroom Talks help teachers reflect on their practices? Australian Journal of Language and Literacy, the 32(1) 38

Course-5

Understanding Disciplines & Subjects

Code: 104

Total marks: 100

Learning outcome:

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

1. Understand Notion, types and approaches of knowledge.

2. Understand emergence of discipline and subjects in social, political and intellectual contexts.
3. Understand theory related to human needs change with time.
4. Reflect on the nature and role of disciplinary knowledge and notion of knowledge.
5. Understand theory of subject content, selection of content, curriculum, syllabus and text books.
6. Comprehend learner oriented discipline/subject.
7. Describe role of ICT in Effective Curriculum Transaction

Unit-I

- Notion and approaches of knowledge
- objective, contextual, diverse, dialogical and subjective knowledge
- concept of disciplinary knowledge and subjects
- Scientific knowledge and traditional knowledge

Unit-II

- Nature and role of disciplinary knowledge
- Interdisciplinary nature of subjects
- Multidisciplinary nature of subject
- Importance of disciplinary knowledge to school students

Unit-III

- Emergence of discipline and subjects in social, political and intellectual contexts
- Selection of subject content
- Criteria of selection of good text books, magazines and journals
- Evaluation of curriculum for topic selection

Unit-IV

- Theoretical and practical knowledge, Intuitive or tacit knowledge
- Knowledge construction in present era
- Role of ICT in Effective Curriculum Transaction
- Various vocations related to subjects taught at school level

Unit-V

- Curriculum its meaning and significance.
- Curriculum and syllabus.
- Learner based curriculum, importance of co - curricular activities
- Curriculum construction, its principles

Practicum

1. Conduct a Seminar on scheme of school curriculum.
2. Construction of curriculum of any subject of any class.
3. Evaluation of a textbook.

Reference

1. Carr, D. (2005). Making sense of education: An introduction to the philosophy and theory of education and teaching. Routledge.
2. Shulman L. S. (1986). Those who understand: knowledge growth in teaching. Educational Researcher, 4-14
3. Poste, R. Pster, T. M, & Ross. D. (Eds) (2003) the Cambridge history of science: Volume 7 the modern social sciences. Cambridge University press.
4. Plato (2009) Reason and persuasion, Three dialogues. In J. Holbo (Ed) Meno: reason, persuasion and virtue. Person.
5. Goodson, I.F. & Marsh, C.J. (2005). Studying school subjects: A guide. Roulledge.
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7. Ghosh, S.C. (2007). History of education in India. Rawat Publications.
8. Deng, Z (2013) School subjects and academic disciplines. In A. Luke, A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.

Course 7: Pedagogy of two School Subjects

Pedagogy of Hindi ¼ हिन्दी भाषा का शिक्षण)

Course Code: 105

Total Marks:100

इस पाठ्यक्रम के उपरान्त छात्र अध्यापक समझ सकेंगे

1. भाषा कि विभिन्न भूमिकाओं को
2. हिन्दी भाषा की भूमिका, महत्व तथा इसकी सांस्कृतिक पृष्ठभूमि को
3. हिन्दी भाषा के वाक्य विन्यास, व्याकरण तथा उच्चारण की शुद्धता के महत्व को
4. स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध
5. भाषा सीखने के तरीके और प्रक्रिया को
6. हिन्दी भाषा के मूल्यांकन की प्रक्रिया को
7. हिन्दी भाषा के विभिन्न पाठ योजनाओं का महत्व को।
8. हिन्दी भाषा शिक्षण में क्रियात्मक अनुसंधान के महत्व को।
9. भावों और विचारों की स्वतंत्र अभिव्यक्ति को

इकाई- 1

- विद्यालयी पाठ्यक्रम में हिन्दी का महत्व। भाषा की परिभाषा एवं सृजनात्मक भाषा के विविध रूप, (हिन्दी की बोलियाँ- वाक् तथा लेखन), भाषा के रूप में हिंदी व भाषा पढ़ने-पढ़ाने की चुनौतियाँ।
- विभिन्न स्तरों में हिन्दी शिक्षण के लक्ष्य एवं उद्देश्य। भाषा शिक्षण के सामान्य सिद्धान्त।
- भाषायी दक्षताएँ- सुनना, बोलना, पढ़ना व लिखना। सुनने, बोलने, पढ़ने व लिखने का कौशल।
- लिखने के चरण, औपचारिक व अनौपचारिक लेखन (कहानी, कविता, डायरी, पत्र, समाचार व रिपोर्ट आदि)।

इकाई- 2

- भाषा साहित्य और सौंदर्य – साहित्यिक अभिव्यक्ति के विविध रूप-पद्य, गद्य एवं व्याकरण की विविध विधाओं को पढ़ना।

- भाषा शिक्षण की शिक्षण विधियों/प्रणालियाँ और उनका विश्लेषण व्याकरण अनुवाद प्रणाली, प्रत्यक्ष प्रणाली, ढांचागत प्रणाली, प्राकृतिक प्रणाली एवं संप्रेषणात्मक प्रणाली
- पाठ्यपुस्तकों की आवश्यकता एवं उनका महत्व। हिन्दी शिक्षण में भाषा प्रयोगशाला का स्थान एवं महत्व।
- गीत द्वारा शिक्षण, पहेलियों द्वारा शिक्षण, हिन्दी में शिक्षण भ्रमण का महत्व। एक अच्छे भाषा अध्यापक के गुण। हिन्दी शिक्षकों का व्यावसायिक विकास।

इकाई- 3

- हिन्दी शिक्षण में सहायक सामग्री। आई.सी.टी. दृश्य – श्रव्य सामग्री, रेडियो, टेलीविजन, फिल्में, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)
- पाठ्यक्रम एवं पाठ्यवस्तु में अन्तर एवं पाठ्यक्रम निर्माण के सिद्धान्त।
- सामान्य पाठ योजना के चरण व पाठ शिक्षण के संदर्भ में उद्देश्य लेखन।
- हिन्दी शिक्षण में पद्य, गद्य एवं व्याकरण की पाठ योजना का निर्माण।

इकाई- 4

- भाषा अर्जन और अधिगम की दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार
- भाषा सीखने सीखाने की बहुभाषिक दृष्टि – जॉन डुई, ब्रुनर, जे. प्याजे, एल. वायगात्स्की चॉम्स्की व भारतीय भाषाशास्त्रियों पाणिनी, कामता प्रसाद गुरु किशोरी दास वाजपेयी आदि के दृष्टिकोण में।
- संविधान और शिक्षा समितियों की रिपोर्ट में भाषा – भाषाओं की स्थिति (अ) धारा 343 – 351, 350।
- कोठारी कमीशन (64 से 66) एवं राष्ट्रीय शिक्षा नीति – 1986, पी.ओ.ए. – 1992

इकाई- 5

- हिन्दी शिक्षण में मूल्यांकन का अर्थ एवं उपयोगिता। उपलब्धि परिक्षण का अर्थ एवं निर्माण।
- हिन्दी शिक्षण में प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु-समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न।
- भाषा विकास की प्रगति का मूल्यांकन, सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, समूह मूल्यांकन।
- क्रियात्मक अनुसंधान की अवधारणा तथा हिन्दी शिक्षण में इसकी उपयोगिता।

परियोजनाकार्य

- 1^प सहायक सामग्री का निर्माण।
- 2^प क्रियात्मक अनुसंधान की रूपरेखा का निर्माण।
- 3^प उपलब्धि परिक्षण का निर्माण।
- 4^प हिन्दी के प्रसिद्ध व्यक्तियों में से किसी एक का जीवन परिचय, उपलब्धि व चित्रों का संकलन कर रिपोर्ट तैयार करना।

संदर्भ ग्रंथ सूची

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2. शर्मा, डॉ. अनुराधा (2012) "भाषाविज्ञान तथा सिद्धान्त," विश्वभारती पब्लिकेशन अंसारी रोड, दरियागंज नईदिल्ली।
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चमकंहवल वीं देतपज
बनतेम ब्यकमरु 106

ज्वजंस डंतोरु 100

इस पाठ्यक्रम के उपरान्त छात्र अध्यापक समझ सकेंगे

1. भाषा कि विभिन्न भूमिकाओं को
2. संस्कृत भाषा की भूमिका, महत्व तथा इसकी सांस्कृतिक पृष्ठभूमि को।
3. संस्कृत भाषा के वाक्य विन्यास, व्याकरण तथा उच्चारण की शुद्धता के महत्व को।
4. संस्कृत भाषा के मूल्यांकन की प्रक्रिया को
5. संस्कृत भाषा के विभिन्न पाठ योजनाओं का महत्व को।
6. संस्कृत भाषा शिक्षण में क्रियात्मक अनुसंधान के महत्व को।

इकाई – 1

- संस्कृत की ऐतिहासिक पृष्ठभूमि, संस्कृत की सांस्कृतिक, साहित्यिक एवं भाषा-विज्ञान सम्बन्धित महत्व। संस्कृत का आधुनिक भारतीय भाषाओं से तुलना।
- संस्कृत भाषा का विद्यालयी पाठ्यक्रम में स्थान। सृजनात्मक संस्कृत भाषा के विविध रूप, विद्यालयी पाठ्यक्रम में संस्कृत साहित्य का महत्व।
- संविधान और शिक्षा समितियों की रिपोर्ट में भाषा – भाषाओं की स्थिति (अ) धारा 343 – 351, 350। कोठारी कमीशन (64 से 66) एवं राष्ट्रीय शिक्षा नीति – 1986, पी.ओ.ए. – 1992।
- विभिन्न स्तरों में संस्कृत शिक्षण के लक्ष्य एवं उद्देश्य। भाषा शिक्षण के सामान्य सिद्धान्त।

इकाई- 2

- भाषा साहित्य और सौंदर्य –साहित्यिक अभिव्यक्ति के विविध रूप-पद्य, गद्य एवं व्याकरण की विविध विधाओं को पढ़ना-पढ़ाना।
- संस्कृत शिक्षण की विधियाँ, प्राचीन विधियों की नवीन विधियों से तुलना, व्याकरण विधि, विश्लेषणात्मक विधि, योजना विधि, प्रस्तुत विधियों की उपयोगिता एवं सीमाएँ
- गीत द्वारा शिक्षण, पहेलियों द्वारा शिक्षण, संस्कृत में शिक्षण भ्रमण का महत्व। पाठ्यपुस्तकों की आवश्यकता एवं उनका महत्व।
- अच्छे संस्कृत अध्यापक के गुण एवं संस्कृत के शिक्षक का भाषा की प्रगति में भूमिका। संस्कृत शिक्षकों का व्यावसायिक विकास।

इकाई- 3

- संस्कृत शिक्षण में आई.सी.टी. की महत्व एवं चुनौतियाँ।
- संस्कृत शिक्षण में ध्वनि का महत्व एवं शुद्धोच्चारण का महत्व।
- संस्कृत शिक्षण में भाषा प्रयोगशाला का स्थान एवं महत्व।
- संस्कृत शिक्षण में सहायक सामग्री। दृश्य – श्रव्य साधनों का प्रयोग एवं महत्व, रेडियो, टेलीविजन, फिल्मों, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)

इकाई- 4

- संस्कृत पाठ्यक्रम एवं पाठ्यवस्तु में अन्तर एवं पाठ्यक्रम निर्माण के सिद्धान्त ।
- संस्कृत शिक्षण में व्यक्तिगत पठन, मौन पठन, एवं सुलेख का महत्व ।
- सामान्य पाठ योजना के चरण व पाठ शिक्षण के संदर्भ में उद्देश्य लेखन ।
- संस्कृत शिक्षण में पद्य, गद्य, व्याकरण, अनुवाद एवं नाटक की पाठ योजना का निर्माण

इकाई- 5

- संस्कृत शिक्षण में मूल्यांकन का अर्थ, मूल्यांकन की समस्या एवं उपयोगिता । उपलब्धि परिक्षण का अर्थ एवं निर्माण ।
- संस्कृत शिक्षण में प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु-समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न ।
- भाषा विकास की प्रगति का मूल्यांकन-सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, समूह मूल्यांकन ।
- क्रियात्मक अनुसंधान की अवधारणा एवं विकास, संस्कृत शिक्षण में इसकी उपयोगिता ।

परियोजनाकार्य

1. सहायक सामग्री का निर्माण ।
2. क्रियात्मक अनुसंधान की रूपरेखा का निर्माण ।
3. उपलब्धि परिक्षण का निर्माण ।
4. संस्कृत के प्रसिद्ध व्यक्तियों में से किसी एक का जीवन परिचय, उपलब्धि व चित्रों का संकलन कर रिपोर्ट तैयार करना ।

संदर्भ ग्रंथ सूची

1. डॉ. कम्भम्पारि साम्बशिवमूर्ति : संस्कृत शिक्षणम्, दिपशिखा प्रकाशन, जयपुर ।
2. शर्मा, डॉ. श्यामाता प्रसाद : संस्कृत शिक्षणम् श्री कविता प्रकाशन, जयपुर ।
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5. वर्मा, डॉ. पूर्ण सिंह: संस्कृत शिक्षण, लक्ष्मी बुक डिपो, जयपुर ।
6. मितल, डॉ. सन्तोष : संस्कृत शिक्षण, आर. लाल बुक डिपो, मेरठ ।
7. नारंग, वैशना: "सम्प्रेषणात्मक भाषा शिक्षण", नई दिल्ली प्रकाशन सस्थान दयानन्द मार्ग ।
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9. सिंह, डॉ.एस.डी. संस्कृत शिक्षणम्, इण्टरनेशनल पब्लिशिंग हाऊस, जयपुर ।

Pedagogy of English Course Code: 107

Total Marks: 100

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

1. Explain nature and importance of the English as a school subject and its relation to other school subjects.
2. Understand about the teaching of poetry, prose and drama;
3. Identify methods, approaches and materials for teaching English at various levels in the Indian context.

4. The required skills and their inter-links per mastering English.
5. Develop and use teaching aids in the classroom both print and audio-visual material, and ICT (internet and computer technology).
6. Understand need and functions of language lab.
7. The techniques of obtaining feedback for self- evaluation and evaluation of students.
8. To teach and evaluate basic language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.
9. Comprehend Action research and its importance in English teaching.

UNIT-I

- Language –its nature and importance in human life, society and English language, English as a global language. Language & career opportunities.
- The nature and importance of English as a Language in School Subject, Co- relation of English with other school subjects.
- The aims and objectives of English Teaching at different stages of school.
- Pronunciation—linguistic diversity, its impact on English Speech and writing, Understanding symbolical coding for pronunciation.

UNIT-II

- Descriptive linguistics- language as a discipline, structure of a language.
- Objectives of English morphology, syntax and uses, kinds of sentences.
- Literature in the school curriculum and Relationship between curriculum, syllabus and textbooks.
- Principles of Curriculum construction of English Teaching at different stages of school, Selection of materials.

UNIT-III

- Methods and approaches of English Teaching- Inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen).
- Translation cum Grammar method, Direct Method, West’s New Method, Substitution method, Bilingual Method, Structural approach and Situational approach.
- The concept of Universal grammar, Importance of text books and its evaluative characteristics.
- Teaching aids in English teaching. Role of mother tongue in teaching English.

UNIT-IV

- Developing tasks and materials for study skills in English literary forms, Audio-visual aids in teaching English.
- Teaching of speaking, pronunciation, reading, writing vocabulary, spelling, prose, poetry, drama, Grammar, translation and composition at various school levels.
- Lesson planning, its importance, steps and writing of objectives in behavioural terms.
- Pedagogical approaches for the teaching of English (Prose, Poetry, Drama & Grammar) at different stages of school.

UNIT-V

- Measurement and evaluation in English teaching.
- Types of questions and its formulation (open-ended questions, MCQ). Achievement tests: its meaning and preparation.
- Continuous and Comprehensive Evaluation in Teaching English. Techniques of evaluation—oral, written, portfolio, Self evaluation; Peer evaluation; Group evaluation.
- Action Research in teaching English, its meaning, development and utility.

Practicum

1. Preparation of teaching learning material (TLM),
2. Preparation of Action Research plan.
3. Preparation of achievement test.
4. Preparation of five cards, five pictures cards and five cross word puzzles.

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4. Bright and McGregor: Teaching English as Second Language, Longman.
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7. Frisby, A.W. (1970) Teaching English: Notes and comments in teaching English.
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14. Gimson A.C. (1980): An Introduction to the Pronunciation of English London: Edward Arnold.
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16. Paliwal, A.K. (1988): English Language Teaching Jaipur: Surbhi Publication.
17. Richards, J.C. and Rodgers, T.S. Approaches and Methods in language teaching Cambridge C.U.P.
18. NCERT. (2006d) position paper national focus group on teaching of Indian language (NCF-2005). New Delhi: NCERT.

Pedagogy of Mathematics

Course Code: 108

Total Marks: 100

To enable the pupil teacher to-

- 1- Understand and appreciate the use and significance of Mathematics in daily life.
- 2- Learn various approaches of teaching Mathematics and to use them judiciously.
- 3- Know the methods of planning instruction for the classroom.
- 4- Canalize, evaluate, explain and reconstruct their thinking about mathematics.
- 5- Construct appropriate assessment tools for evaluating mathematics learning;
- 6- Focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes.
- 7- Conduct action research.

UNIT - I

- The nature and importance of Mathematics as a school subject. Relationship of Mathematics to disciplinary knowledge. Co- relation of Mathematics with other school subjects.
- The aims and objectives of Mathematics Teaching at different stages of school.
- Principles of Curriculum construction; types of mathematical problems, their place in curriculum, problem solving.
- Mathematics teacher-functions and qualities and Reflective & Innovative practices in professional development of Mathematics teachers.

UNIT-II

- Pedagogical approaches for the teaching of Mathematics at different stages of school, Viz- Inductive, Deductive, Analytical, Synthetic, Heuristic, Lecture and Question answer.
- Various techniques for teaching of Mathematics viz- Oral, written, drill, assignment, and self study. Writing objectives in behavioural terms.
- Meaning, steps and importance of lesson plan in Mathematics Teaching, Various approaches of lesson planning in Mathematics Teaching.
- Preparation of Lesson plan on various topics of Mathematics.

UNIT - III

- Text books in Mathematics- Importance and qualities of a good text book in Mathematics.
- Identifying learner's strengths and weaknesses; principles of diagnosis and remediation, Activities enriching mathematics learning, supplementary text material, mathematics club, contests and fairs.
- Needs and types of teaching Aids, how to use teaching aids in Mathematics Teaching, characteristics of good teaching aids.
- Importance and development of Mathematics laboratory for recreational Mathematics (games, puzzles and riddles in mathematics).

UNIT-IV

- Teaching of Arithmetic-Objectives, role of drill and constrictive play in primary Arithmetic and developing speed and accuracy in Mathematics.
- Teaching Algebra- Objectives and importance of Algebra

- Teaching Geometry – Objectives of Geometry teaching, Role of hypothesis, axioms, postulates and assumptions.
- Stages of Geometry teaching-experimental, analytical or deductive, systematising stages, kinds of proof in Geometry.

UNIT - V

- Measurement and evaluation in Mathematics – purpose of evaluation in Mathematics Teaching, type of test items; their merits and demerits, quality of a good mathematics test.
- Cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity. Preparation of achievement test in mathematics.
- Importance of Continuous and comprehensive evaluation in mathematics teaching.
- Concept of action research, its development and importance in mathematics teaching.

Practicum:

1. Preparation of teaching learning material (TLM),
2. Preparation of Action Research plan.
3. Preparation of achievement test.
4. Prepare games, puzzles and riddles in mathematics.

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15. कुलश्रेष्ठ, अरुण कुमार (2013) "गणित शिक्षण" आर.लाल.बुक डिपो, मेरठ:-001

Course Code: 109

Total Marks: 100

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

1. Understand the nature, scope values and objectives of teaching Physical science at secondary level.
2. Develop insight on the meaning and nature of Physical science for determining aims and strategies of teaching- learning and Integrate the science knowledge with other school subjects.
3. Identify and relate everyday experiences with learning of science.
4. Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching-learning of science.
5. Analyze the contents of science with respect to pots, branches, process skills, knowledge organization and other critical issues.
6. Understand the role and use of laboratory experiences for teaching-learning of Science
7. Use effectively different activities/learning resources for teaching-learning of Science
8. To use effectively the different approaches in teaching of Science.

UNIT –I

- Physical Science: Nature, scope and Importance, scientific literacy.
- Importance of Physical Sciences as a school subject. Co- relation of Physical Sciences with other school subjects.
- The aims and Objectives of Teaching Physical Sciences at different stages of school. Identification and writing teaching objectives in behavioural terms.
- Physical science curriculum- principles and approaches to curriculum organisation, critical analysis of the contents of Physical science subjects at various school levels

UNIT – II

- Pedagogical approaches for the teaching of Physical Sciences- Scientific methods / Strategies- Observation, experimentation, demonstration, heuristic, project, lecture, laboratory, problem-solving, investigatory approach/ Enquiry, concept mapping, Data Collection, Generalization etc. with Illustration in Physical Science.
- Non-Formal approaches in teaching of Science - Tutorials, independent self study, seminar/conferences, workshop, science clubs, science museums, science fairs and excursions.
- Meaning, steps and importance of lesson plan in Physical Sciences Teaching
- Preparation of Lesson plan on different topics.

UNIT-III

- Identification and use of learning resources in science from immediate environment, Science kit.
- Importance of Textbooks and other publications in physical science teaching.
- Audio-visual materials; Multimedia-selection and designing. Use of ICT and teaching - learning experiences in physical science –video clips, power point presentation etc.
- Organisation of an effective programme of teaching of Physical Sciences - organisation of teaching learning material at junior and senior stages.

UNIT – IV

- The Physical science laboratory- Objectives of laboratory, importance of science laboratory.
- Planning and organisation of science laboratory, safety measures in the Physical Sciences laboratory, Laboratory manuals.
- Rules for maintaining laboratory, requirements of apparatus and chemicals for development of Physical Sciences lab at secondary level. Practical work and record keeping in science lab.
- The Physical science teacher- qualification and characteristics, and his/her responsibilities. Reflective & Innovative practices in professional development of Physical science teachers.

UNIT – V

- Measurement and evaluation in Physical Sciences.
- Cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity. Preparation of achievement test in Physical sciences.
- Importance of Continuous and comprehensive evaluation in Physical science.
- Action research in Physical Sciences teaching; its meaning, development and utility.

Practicum:

1. Preparation of teaching learning material (TLM),
2. Preparation of Action Research plan.
3. Preparation of achievement test.
4. Preparation of Teaching material (PPT) on any topic.

References

- 1- Kulshrestha, S.P. : Teaching of Physical Science, R.Lal Book Depot, Meerut
- 2- Mangal, S.K (2005), Teaching of physical science‘ Arya book depot New Delhi-05
- 3- Sood, J.K.: Teaching of Physical Science, Agarwal Publication, Agra
- 4- Rawat, D.C. : Teaching of Science, Vinod Pustak, Agra
- 5- Singh, R. : Teaching methods in schools, Commonwealth Publication, Delhi.
- 6- Pathak, R.P. : Teaching skills, Pearson Publication, New Delhi
- 7- Chauhan S.S. : Innovation in teaching, Vikas Publication, New Delhi
- 8- Chandra, T. : Principles of teaching, Anmol Publication, New Delhi
- 9- Bloom, B.S.: Taxnomy of educational objectives, Mckay Co. New Delhi.
- 10- Joshi, S.R, (2008), Teaching of science‘ A.P.H publishing corporation New Delhi
- 11- Das, R.C, (2000), Science teaching in schools‘ sterling publishers private limited, New Delhi
- 12- Prasad Janardan: (1999) —Practical aspects in teaching of science. Kanishka publisher New Delhi
- 13- Nanda, V.K. (1997) —Science education today Anmol publications Pvt. Ltd. New Delhi

Pedagogy of Biological Sciences

Course Code: 110

Total Marks: 100

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

1. Develop insight on the meaning and nature of Biological sciences.
2. Determine aims and strategies of teaching Biological sciences.
3. Identify and relate everyday experiences with learning of Biological sciences.
4. Appreciate various approaches of teaching- learning of Biological sciences.
5. Develop competencies for teaching, learning of biological science.
6. Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching-learning of Biological science.
7. Formulate meaningful inquiry experiences, problem-solving situations, investigatory and discovery learning projects.
8. Construct appropriate assessment tools for evaluating learning of biological science.
9. Stimulate curiosity, inventiveness and creativity in biological science.

UNIT - I

- The nature, scope and importance of Biological Sciences as a school subject. Scientific literacy.
- Co- relation of Biological Sciences with other school subjects.
- The aims and Objectives of Teaching Biological Sciences at different stages of school. Identification and writing teaching objectives in behavioural terms.
- Biological science curriculum- development, principles and approaches to curriculum organisation, critical analysis of the contents of Biological sciences subjects at various school levels.

UNIT – II

- Pedagogical approaches for the teaching of Biological Sciences- Scientific methods / Strategies;— Observation, experimentation, demonstration, heuristic, project, lecture, laboratory, problem-solving, investigatory approach/ Enquiry, concept mapping, Data Collection, Generalization etc. with Illustration in Biological Science.
- Non-Formal approaches in teaching of Science - Tutorials, independent self study, seminar/conferences and workshops.
- Meaning, steps and importance of lesson plan in Biological Sciences Teaching.
- Preparation of Lesson plan on different topics.

UNIT – III

- Identification and use of learning resources in Biological sciences from immediate environment, Science kit.
- Importance of Textbooks and other publications in Biological science teaching.
- Audio-visual materials; Multimedia-selection and designing. Use of ICT and teaching - learning experiences in Biological science –video clips, power point presentation etc.
- Co curricular activities- science clubs, science museums, science fairs and excursions, maintenance of aquarium & herbarium

UNIT – IV

- The Biology science laboratory- Objectives of laboratory, importance of science laboratory.

- Planning and organisation of science laboratory, safety measures in the Biology Sciences laboratory, Laboratory manuals.
- Rules for maintaining laboratory, requirements of apparatus and chemicals for development of Biology Sciences lab at secondary level. Practical work and record keeping in science lab.
- The Biology science teacher- qualification and characteristics and his/her responsibilities. Reflective & Innovative practices in professional development of Biology science teachers.

UNIT - V

- Measurement and evaluation in Biological Sciences.
- Cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity. Preparation of achievement test in Biological sciences.
- Importance of Continuous and comprehensive evaluation in Biological sciences.
- Action research in Biological Sciences teaching; its meaning, development and utility.

Practicum:

1. Preparation of teaching learning material (TLM),
2. Preparation of Action Research plan.
3. Preparation of achievement test.
4. Report preparation on excursion of scientifically significant local area.

References

1. Agarwal, D.D (2004): Modern methods of Teaching Biology: saruk & sons.
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12. Yadav. K. (1993), Teaching of Life Sciences, Anmol Publishers, Daryaganj, Delhi.

Pedagogy of Computer Science **Course Code: 111**

Total Marks: 100

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

1. Know the historical evolution of computer and its hardware and software components.

2. Make an effective use of Computer in Education.
3. Know about the hardware and software and their applications.
4. Know about aims and objectives of teaching computer science in at different level of schools education.
5. Acquire skills relating to planning lessons.
6. Work with various MS Office Applications like Word, Excel and PowerPoint.
7. Understand and apply the M.S Office applications in School Management.
8. Prepare Technology Integrated Lessons and familiarize with the various methods that can be employed for the teaching of Computer science.

UNIT-I

- Concept, nature & scope of computer science. Classification and Part of computers. Nature and scope of computer teaching.
- History and Generations of Computers and their characteristics, Classification and Hard ware of computers, Input Output Devices.
- Significance of Computer Science in the modern time and the advancement in Computer Science Education. Web Browsers: Internet explorer, Mozilla Firefox, Chrome, Search Engines: Google, Yahoo etc.
- Aims and objectives of Computer Science teaching at different stages of school. Writing objectives in behavioural terms.

UNIT- II

- Need and importance of computer in education, principles of curriculum construction.
- Pedagogical approaches, Methods and devices of teaching Computer Science. Lecture, Project, Discussion and Supervised Study Method and laboratory Method.
- Basic Programming, Data Representation, Computer Organization, Operating Environment & Computer Network. Managing Subject related content Preparing results and reports.
- E-Education & E-learning, Virtual classrooms, web-based teaching materials, Interactive white boards.

UNIT- III

- Classification and Importance of audio visual aids, use of audio visual aids in teaching Computer Science at junior and senior stages.
- Use of ICT and teaching - learning experiences in Computer Science teaching –video clips, power point presentation etc. Role of Network.
- Computer Laboratory - need, importance and equipments. Organizing a computer Laboratory.
- Qualities, role and responsibilities of a good Computer Science teacher. Reflective & Innovative practices in professional development of Computer Science teachers.

UNIT- IV

- Importance of text books in teaching of Computer Science. Characteristics of good textbooks.
- Lesson planning in Computer Science teaching- meaning, need, steps and aims of lesson planning.
- Preparation of Lesson plan on different topics.

- Concept of action research, its development and importance in Computer Science teaching.

UNIT-V

- Measurement and evaluation in Computer Science, meaning, purpose and importance of evaluation.
- Types of questions for assessing Computer Science, Development of test items objective type, short answer type, essay type.
- Formative and Summative Evaluation in Computer Science, Continuous and Comprehensive Evaluation (CCE) in Computer Science teaching.
- Meaning, concept and construction of Achievement test. Blue print: Meaning, concept, need and construction.

Practicum:

1. Preparation of teaching learning material (TLM),
2. Preparation of Action Research plan.
3. Preparation of achievement test.
4. Prepare a ppt on any topic.

References:

1. Rajaraman, V., Fundamentals of Computer, Prentice Hall, India, 1999.
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19. Kumar, Khushvinder and Kumar, Sunil. Teaching of computer. Gurusar Sadhar: GBD Publications.

Pedagogy of Home Science

Course Code: 112

Total Marks: 100

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

1. Understand the aims and objectives of home science.
2. Understand the nature and importance of home science and its correlation with other subjects.
3. Analyze school syllabus in relation to its applicability to practical situation.
4. Utilize effectively the instructional material in teaching home science.
5. Construct test items to measure objectives belonging to various cognitive levels.
6. Identify specific learning difficulties in home science and to provide suitable remedial individual instructions.

UNIT-I

- Meaning, Concept, Needs of home science teaching. Nature and scope of Home science teaching.
- Home Science teaching in the context of family and group
- Significance of Home Science in the modern school curriculum; the modern concept of Home Science Education and correlation of Home Science with other subjects.
- Aims and objective of Home Science teaching at different stages of school. Writing objective in behavioural terms.

UNIT-II

- The syllabus of Home Science, its scope, adequacy and evaluation, principles of curriculum construction.
- Foods, Nutrition and Health, Child Care, Hygiene and sanitation, Principles of budget making.
- Pedagogical approaches, Methods and devices of teaching Home Science at secondary and senior secondary level - Lecture-cum Demonstration, Experimental, Project, Problem solving, Dramatization, Discussion method, Field Trips.
- Textile and clothing- types of fabric yarn making and fabric construction, fabric finishing (specially dyeing and printing), etc. Home management – management of time, home and floor decoration.

UNIT-III

- Classification and Importance of audio visual aids, use of audio visual aids in teaching home science. Development of low cost TLM and its use in classroom instruction.
- Use of ICT and teaching - learning experiences in home science teaching –video clips, power point presentation etc. and using community resources in Home Science.
- Home science Laboratory - need, importance and equipments. Identification and use of learning resources in home science exploring alternative sources; importance of home science kit.
- Qualities, role and responsibilities of a good Home science teacher. Reflective & Innovative practices in professional development of Home science teachers.

UNIT-IV

- Importance of text books in teaching of Home Science. Characteristics of good textbooks. Use of library.
- Lesson planning in Home Science teaching- meaning, need, steps and aims of lesson planning.
- Preparation of Lesson plan on different topics. Lesson plan for practical.
- Concept of action research, its development and importance in Home Science teaching.

UNIT-V

- Measurement and evaluation in Home Science, meaning, purpose, and importance of evaluation.
- Types of questions for assessing Home Science, Development of test items objective type, short answer type, essay type.
- Formative and Summative Evaluation in Home Science, Continuous and Comprehensive Evaluation (CCE) in Home Science teaching.
- Meaning, concept and construction of Achievement tests. Blue print: Meaning, concept, need and construction.

Practicum:

1. Preparation of teaching learning material (TLM),
2. Preparation of Action Research plan.
3. Preparation of achievement test.
4. Make a file of essential equipments of Home Science lab and Management of lab.

References

1. Dars, R.R. and Ray Binita (1979) —teaching of home Science, sterling publisher pvt. Itd, New Delhi.
- 2^o शैरी, डॉ. जी.पी. (2008) 'गृह विज्ञान शिक्षण' विनोद पुस्तक मंदिर आगरा-2
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- 4^o सुखिया, एस.पी. (2009) 'गृह विज्ञान शिक्षण' हरियाणा साहित्य अकादमी चण्डीगढ़.
- 5^o कुमारी, डॉ विमलेश (2007) 'गृह विज्ञान शिक्षण' डिस्कवरी पब्लिशिंग हाउस, नई दिल्ली
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Pedagogy of Social Study

Course Code: 113

Total Marks: 100

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

1. To develop an understanding of the nature of Social Study.
2. Understand matters of both content and pedagogy in the teaching of Social Study.
3. Define Social Study and explain its relative position in the Syllabus.
4. Understand the aims and objectives of teaching of Social Study.
5. Review the Text-book of Social Study.
7. Apply appropriate methods and techniques of teaching particular topics at different levels.
8. Prepare, select and utilize different teaching aids.
9. Acquire basic knowledge and skills to analyse and transact the curriculum effectively.
10. To sensitize and equip student teachers to handle Social issues.

UNIT- I

- Meaning, Concept, Needs of social science teaching. Nature and scope of social science teaching.
- Historical development of social science as a discipline. Social Study as a separate subject in school curriculum. Correlation of Social Science with other School Subjects – History, Geography, Economics, Civics & Environmental Sciences.
- Aims and objectives of Social Study teaching at different stages of school. Writing objectives in behavioural terms.
- Significance of Social Study in the modern school curriculum; Changing areas of social science as a subject, the modern concept of Social Study for national and international understanding.

UNIT- II

- Need for the planning of curriculum, construction of curriculum & general pattern of social studies curriculum.
- Pedagogical approaches for the teaching of Social Study at different stages of school. Lecture, Project, Problem solving, socialised recitation. Questioning; dramatization, role plays; Discussion, story-telling. Excursion and team teaching as a method.
- Teaching aids in the class room teaching of Social Study, need, principles for use of teaching aids, advantages and problems in the use of material aids.
- Use of ICT and teaching - learning experiences in Social studies teaching –video clips, power point presentation etc.

UNIT-III

- Lesson planning in Social studies teaching- meaning, need, steps and aims of lesson planning, different approaches of lesson planning.
- Preparation of Lesson plan on different topics.
- Text books of social study: Importance, value & characteristics of good text books.
- Qualities and responsibilities of a good social study teacher. Reflective & Innovative practices in professional development of social study teachers.

UNIT-IV

- Indian culture, issues related to genders equality, Dignity, Socialism, Secularism, Rights of SC, ST, Minorities, Women, Children and Disabled.
- Directive Principles of State Policy (with special reference to welfare of the people) and Fundamental Duties.
- Social studies library and laboratory: need, management and equipments.
- Concept of action research, its development and importance in social studies teaching.

UNIT-V

- Evaluation in Social Studies: meaning, purpose, objectives and criteria of good examination.
- Techniques of evaluation- oral, written, Essay, objective, steps of evaluation process.
- Formative and Summative Evaluation, Continuous and comprehensive evaluation in Social studies teaching.

- Meaning, concept and construction of Achievement test, diagnostic and remedial test. Blue print: Meaning, concept, need and construction.

Practicum:

1. Preparation of teaching learning material (TLM),
2. Preparation of Action Research plan.
3. Preparation of achievement test.
4. Compile articles from newspapers, magazines and the internet on social events and prepare a report.
5. Conduct survey based study on social condition of rural people and prepare a report.

References

1. व्यागी, गुरुसरनदास, (2007-08), "सामाजिक अध्ययन शिक्षक," प्रेमलता प्रिण्टर्स, आगरा।
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7. Gilby Thomas, (1953),|| Between community and society Longmans, Green and co. London, New York.
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Pedagogy of History

Course Code: 114

Total Marks: 100

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

1. Understand matters of both content and pedagogy in the teaching of History.
2. Define History and explain its relative position in the Syllabus.
3. Understand the aims and objectives of teaching of History.
4. Prepare Lesson plans for different classes.
5. Review the Text-book of History.
6. Apply appropriate methods and techniques of teaching particular topics at different levels.
7. Prepare, select and utilize different teaching aids.
8. Understand the concept of multiple assessment techniques.

UNIT- I

- Meaning, Concept, Needs of History teaching. Nature and scope of History teaching.
- Historical development of History as a discipline. Changing areas of History as a subject. Correlation of History with other School Subjects – Social Science Geography, Economics, Civics, Art & Literature.

- Aims and objective of History Teaching at different stages of school. Writing objectives in behavioural terms.
- Importance of History in school curriculum. Significance of Studying Local History, National History and World History in the context of National Integration and International understanding.

UNIT-II

- The Curriculum of History; its scope and adequacy and evaluation, construction of a syllabus for History.
- Pedagogical approaches (Lecture, Project, Chronological Method, Biographical Method, Source Method, Questioning, merits and demerits) and studying of chronology for the teaching of History at different stages of school.
- Dramatization, Role plays, Discussion, story-telling, Excursion and team teaching as a method.
- Planning, organizing and conducting a trip to primary and secondary sources of knowing history.

UNIT-III

- Classification and Importance of audio visual aids, use of audio visual aids in teaching history at junior and senior stages.
- Use of ICT and teaching - learning experiences in history teaching –video clips, power point presentation etc.
- Teaching-learning material - chief characteristics allied reading material, different types of supplementary materials - atlas, maps -world, Asia, media states, districts) globe, historical maps, models of Historical Monuments and Buildings, daily news paper, news magazine.
- Qualities, role and responsibilities of a good history teacher. Reflective & Innovative practices in professional development of history teachers.

UNIT-IV

- Importance of text books and best use of textbooks in teaching of History. Characteristics of good textbooks. Use of museums and library.
- Lesson planning in history teaching- meaning, need, steps and aims of lesson planning.
- Preparation of Lesson plan on different topics.
- Concept of action research, its development and importance in history teaching.

UNIT-V

- Measurement and evaluation in History: meaning, purpose, need and importance of evaluation in History Teaching
- Techniques of evaluation- oral, written, portfolio, self-evaluation; Peer evaluation; Group evaluation in History Teaching.
- Meaning, concept and construction of Achievement test, diagnostic and remedial test. Blue print: Meaning, concept, need and construction.
- Formative and Summative Evaluation, Comprehensive and Continuous Evaluation in History Teaching.

Practicum:

1. Preparation of teaching learning material (TLM),
2. Preparation of Action Research plan.
3. Preparation of achievement test.
4. Prepare a report on excursion to a local historical place.

References

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3. Choube, S.B. (2007) history of Indian Agrawal Publication, education Agra-2
4. Jain, M.S.(2004) concise history of modern Rajasthan wishwa prakaashan, New Delhi
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6. Sareen Tilakra, Indian revolutionary movement (1905-1921) sterling publishers Pvt. Ltd. New Delhi.
7. Singh, K.C. (1990). Ancient India, Arya Publishing House, (1990) Karol bagh, New Delhi 110005.
8. Sharma, R.K. (2006). Teaching of history Radha Prakashan Mandir Agra-2
9. Tyagi, G. (2007). Teaching of history Vinod Pustak Mandir, Agra-2
10. WWW. CBSE acadmic .in / curriculum s. html.

Pedagogy of Civics

Course Code: 115

Total Marks: 100

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

1. Understand matters of both content and pedagogy in the teaching of Civics.
2. Define Civics and explain its relative position in the Syllabus.
3. Understand the aims and objectives of teaching of Civics.
4. Prepare unit plans and Lesson plans for different classes.
5. Critically evaluate the existing school syllabus of Civics Teaching.
6. Review the Text-book of Civics.
7. Apply appropriate methods and techniques of teaching particular topics at different levels.
8. Prepare, select and utilize different teaching aids.

UNIT I:

- Meaning, Concept, Needs of Civics teaching. Nature and scope of Civics teaching.
- Historical development of Civics as a discipline. Importance of Civics in the context of National Integration and International understanding.
- Aims and objectives of Civics Teaching at different stages of school. Writing objectives in behavioural terms.
- Importance of Civics in school curriculum. Correlation of Civics with other School Subjects – Social Science Geography, Economics, History.

UNIT-II

- The Curriculum of Civics; its scope and adequacy and evaluation, principles of curriculum construction.
- Pedagogical approaches for Civics teaching at different stages of school, Lecture, Project, Problem solving, Role plays, Discussion and supervised study method.
- Techniques of questioning & Interview. Excursion and team teaching as a method.
- Developing civic sense: National Days' celebration, Constitutional vision of democratic India & Fundamental duties.

UNIT-III

- Classification and Importance of audio visual aids, use of audio visual aids in teaching Civics at junior and senior stages.
- Use of ICT and teaching - learning experiences in Civics teaching –video clips, power point presentation etc.
- Teaching-learning material - chief characteristics allied reading material, different types of supplementary materials - atlas, political maps (world, Asia, media states, districts) globe, daily news paper, news magazine proceedings of Parliament & Legislative Assembly.
- Qualities, role and responsibilities of a good Civics teacher. Reflective & Innovative practices in professional development of Civics teachers.

UNIT-IV

- Importance of text books and best use of textbooks in teaching of civics. Characteristics of good textbooks. Use of library.
- Lesson planning in civics teaching- meaning, need, steps and aims of lesson planning.
- Preparation of Lesson plan on different topics.
- Concept of action research, its development and importance in civics teaching.

UNIT-V

- Measurement and evaluation in Civics, construction of objective based items in civics.
- Characteristics of assessment in civics, types of questions best suited for examining/assessing aspect of civics, questions for testing quantitative skills, questions for testing qualitative Analyse ; open- ended questions
- Continuous and Comprehensive Evaluation (CCE) in Civics teaching.
- Meaning, concept and construction of Achievement test, diagnostic and remedial test. Blue print: Meaning, concept, need and construction.

Practicum:

1. Preparation of teaching learning material (TLM),
2. Preparation of Action Research plan.
3. Preparation of achievement test.
4. Prepare a report on Secularism, Democracy & Socialism with the help of news papers cutting.

References

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2. Chopra, J.K. (2005). Teaching of Political Science. Commonwealth Publishers, New Delhi, 2005.
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5. Shaida, B.D. (1962). Teaching of Political Science. Jalandhar: Panjab Kitab Ghar, 1962.
6. Syed, M.H. (2004): Modern Teaching of Civics/Political Science. New Delhi: Anmol Publications Pvt. Ltd.
7. सिंह, डॉ योगेश कुमार नागरिक शास्त्र शिक्षण : 2010 एस.एन. नागिया प्रकाशन
8. मिश्रा डॉ महेन्द्र 2008 नागरिक शास्त्र शिक्षण यूनिवर्सिटी बुक हाउस
9. बधलो हतेसिंह व्यास हरीशचन्द्र 2010 नागरिक शास्त्र शिक्षण एस.बी. नांगिया
10. सफाया, शुक्ला, भाटिया (2006) शिक्षार्थी का विकास एवम शिक्षण अधिगम प्रक्रिया धनपतराय पब्लिशिंग

Pedagogy of Geography

Course Code: 116

Total Marks: 100

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

1. Understand the nature of Geography.
2. Understand matters of both content and pedagogy in the teaching of Geography.
3. Define Geography and explain its relative position in the Syllabus.
4. Understand the aims and objectives of teaching of Geography.
5. Prepare Lesson plans for different classes.
6. Critically evaluate the existing school syllabus of Geography Teaching.
7. Review the Text-book of Geography.
8. Apply appropriate methods and techniques of teaching particular topics at different levels.
9. Prepare, select and utilize different Local resources as teaching aids.

UNIT- I

- Meaning, Concept, Needs of Geography teaching. Nature and scope of Geography teaching.
- Historical development of Geography as a discipline. Human geography and its importance. The modern concept of Geography for national and international understanding.
- Significance of Geography in the modern school curriculum; Correlation of Geography with other School Subjects – Social Science, Civics, Economics, History, Natural Sciences and Environmental sciences
- Aims and objectives of Geography Teaching at different stages of school. Writing objectives in behavioural terms.

UNIT-II

- The syllabus of Geography, its scope, adequacy and evaluation, principles of curriculum construction.
- Geography and social issues- Preservation of Environment, disaster management and saving fast depleting natural resources (Water, Minerals, Fossil fuels, Forest, & glaciers etc).
- Pedagogical approaches, Methods and devices of teaching Geography at secondary and senior secondary level - Lecture, Project, Problem solving, Discussion and Supervised Study Method. Techniques of Questioning & Interview, Field Trip, laboratory Method, Regional Method, Inductive & Deductive Method
- Excursion as a method. Developing an understanding of Local, National & International features of Geography.

UNIT-III

- Classification and Importance of audio visual aids, use of audio visual aids in teaching Geography at junior and senior stages.
- Use of ICT and teaching - learning experiences in Geography teaching –video clips, power point presentation etc.
- Geography Laboratory - need, importance and equipments. Resource materials and use of local resources in Geography Teaching.
- Qualities, role and responsibilities of a good Geography teacher. Reflective & Innovative practices in professional development of Geography teachers.

UNIT-IV

- Importance of text books in teaching of Geography. Characteristics of good textbooks. Use of library.
- Lesson planning in Geography teaching- meaning, need, steps and aims of lesson planning.
- Preparation of Lesson plan on different topics.
- Concept of action research, its development and importance in Geography teaching.

UNIT-V

- Measurement and evaluation in Geography, meaning, purpose, and importance of evaluation.
- Types of questions for assessing Geography, questions for testing quantitative skills, questions for testing qualitative aspects, open- ended questions. Construction of objective based items in Geography.
- Formative and Summative Evaluation in Geography, Continuous and Comprehensive Evaluation (CCE) in Geography teaching.
- Meaning, concept and construction of Achievement test, diagnostic and remedial test. Blue print: Meaning, concept, need and construction.

Practicum:

1. Preparation of teaching learning material (TLM),
2. Preparation of Action Research plan.
3. Preparation of achievement test.
4. Compile articles from newspapers, magazines, and internet on geographical natural events and prepare report.

References:

1. वर्मा, डॉ.एल.एन. (2009) 'भूगोल शिक्षण: सैद्धान्तिक एवं प्रायोगिक', राजस्थान हिन्दी ग्रन्थ अकादमी प्लॉट न. 1, झालाना सांस्थानिक क्षेत्र, जयपुर 302004
2. सिंह, डॉ. एच. एन. (2008) 'भूगोल शिक्षण: विनोद पुस्तक मंदिर डॉ. रागेय राधव मार्ग, आगरा – 2
3. वर्मा डॉ. जगदीश प्रसाद (2008–09), 'भूगोल अध्यापन', अग्रवाल पब्लिकेशन्स, 28/115, ज्याति ब्लॉक, संजय प्लेस आगरा –2
4. सिंह, डॉ. हरपाल (2008) 'भूगोल शिक्षण के आयाम', राधा प्रकाशन मन्दिर, दीनदयाल उपाध्यायपुरम, निकट केन्द्रीय कारागार, नगला अजीता, परशुरामपुरी, आगरा
5. यादव, प्रो. हीरालाल (2000) 'प्रयोगात्मक भूगोल के आधार' राधा पब्लिकेशन्स, 4378/4ठ अंसारी रोड , दरियागंज, नई दिल्ली
6. गोयल, मंजू (2007), 'भूगोल शिक्षण', विजय प्रकाशन मन्दिर सी.के. 15/53 सुड़िया, वाराणसी
7. Shaida, B.D. (2009), —Teaching of Geography|| Dhanpat Rai Publishing Company (P) Ltd. 4779/23, Ansari Road Dariya Ganj. New Delhi.
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9. G. Indira, A Jahitha Begum (2009) — Teaching of Geography, S.B. Nangia, A.P.H. Corporation 4435-36/7, Ansari road, Darya Ganj, New Delhi.
10. Barnard, H.C. Principles and praetice of Geography Teaching , London University, Tutorial press 1953 □ CBSE Books 6 to 12 Geography book (NCERT)
11. Kual, A.K.- Why and How of geography teaching, Am banu, publication, Srinagar 1983.
12. Machee, Teaching of Geography, oxford university, Press Bombay
13. Monk House F.J.- Maps and Diograms □ Source book for Teaching of Geography, UNESCO publication
14. Verma O.P. and Vedanayagan E.G. Geography teaching, sterling Publishers, New Delhi, 3rd Ed 1987

Pedagogy of Economics

Course Code: 117

Total Marks: 100

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

1. Understand the aims and objectives of teaching Economics.
2. Define Economics and explain its relative position in the Syllabus.
3. Develop an understanding of the nature of Economics.
4. Understand content and pedagogy in teaching of Economics.
5. Prepare Lesson plans for different classes in Economics.
6. Critically evaluate the existing school syllabus of Economics Teaching.
7. Review the Text-book of Economics.
8. Prepare, select and utilize different teaching aids.
9. Understand the concept of multiple assessment techniques.

UNIT- I

- Meaning, definition and needs of Economics teaching (Wealth, welfare, Security and Growth centred definitions), nature and scope of Economic Teaching.

- Historical development of Economics as a discipline. Understanding the Global Economy.
- Correlation of economics with other subjects, Significance of Economics in the modern school curriculum.
- Aims & objectives of Economic Teaching at different stages of school. Writing objectives in behavioural terms.

UNIT - II

- Curriculum of Economics - Principles of curriculum construction & methods of organisation of the subject matter in Economics.
- Pedagogical approaches (Text book method, lecture method, laboratory, project, Questioning, problem solving, inductive and deductive) for teaching of Economics at different stages of school.
- Socialized methods (Discussion, Workshop) for teaching of Economics at different stages of school.
- Techniques of Economics teaching- question–answer, illustration, observation, examination, assignments and drill.

UNIT - III

- Text books in Economics teaching - Importance of text books, basic principles of selection of text books.
- Teaching aids - Importance of teaching aids in Economics teaching, different kinds of teaching aids, audio, visual & audio-visual aids.
- Use of ICT and teaching - learning experiences in Economics teaching –video clips, power point presentation etc.
- Designing and importance of economic laboratory.

UNIT - IV

- Lesson planning in economics teaching- meaning, need, steps and aims of lesson planning, different approaches of lesson planning in economics teaching.
- Preparation of lesson plan on various topics.
- Characteristics, role and responsibilities of a good Economics teacher. Reflective & Innovative practices in professional development of Economics teachers.
- Concept of action research, its development and importance in economics teaching.

UNIT-V

- Measurement and evaluation in Economics- meaning, purpose and importance of evaluation.
- Techniques of evaluation- oral, written, Essay, objective, steps of evaluation process.
- Formative and Summative Evaluation, Continuous and comprehensive evaluation in Economics teaching.
- Meaning, concept and construction of Achievement test, diagnostic and remedial test. Blue print: Meaning, concept, need and construction.

Practicum:

1. Preparation of teaching learning material (TLM),
2. Preparation of Action Research plan.

3. Preparation of achievement test.
4. Compile articles from newspapers, magazines and the internet on demonetisation and prepare report.

References

1. टाक. प्रो. सुलेमान, करीम अब्दुल (2005) अर्थशास्त्र शिक्षण, जैन प्रकाशन मंदिर चौड़ा रास्ता जयपुर।
2. सिंह, योगेश कुमार (2008) अर्थशास्त्र शिक्षण ए.पी.एच. पब्लिशिंग कॉरपोरेशन दरियागंज न्यू दिल्ली
3. सिंह रामपाल (1999) अर्थशास्त्र शिक्षण आर.लाल.बुक डिपो मेरठ
4. त्यागी गुरसरनदास (2011) अर्थशास्त्र शिक्षण अग्रवाल पब्लिकेशन्स आगरा
5. महन्तो: एस.के. नवीनतम संस्करण अर्थशास्त्र शिक्षण के आधार राधा प्रकाशन मन्दिर आगरा
6. झा. कृष्णा नेन्द (2010) अर्थशास्त्र शिक्षण ए.पी.एच. पब्लिशिंग कारपोरेशन दरियागंज नई दिल्ली
- 7- Aggarwal J.C. (2007) Teaching of Economics; A Practical Approach, Vinod Pustak Mandir, Agra.
- 8- Gupta, Rainu, saxsena, R.G. (2003) Teaching of Economics Jagdamba Book Centra, New Delhi.

Pedagogy of Commerce

Course Code: 118

Total Marks: 100

Student-teachers will be able to:-

1. Develop an understanding of the nature of Commerce.
2. Understand matters of both content and pedagogy in the teaching of Commerce.
3. Define Commerce and explain its relative position in the Syllabus.
4. Understand the aims and objectives of teaching of Commerce.
5. Prepare Lesson plans for different classes.
6. Develop knowledge about the basic principles governing construction of Commerce Curriculum.
7. Critically evaluate the existing school syllabus of Commerce Teaching.
8. Review the Text-book of Commerce.
9. Apply appropriate methods and techniques of teaching particular topics at different levels.
10. Prepare, select and utilize different teaching aids.

UNIT- I

- Meaning, Concept, Needs of Commerce teaching. Nature and scope of Commerce teaching.
- Commerce as a separate subject in school curriculum and fundamental principles of Commerce course.
- Significance of Commerce in the modern school curriculum, modern approach towards the teaching of Commerce for economic and socio-economic development and international understanding in terms of Globalisation.
- Aims and objective of Commerce teaching at different stages of school. Writing objective in behavioural terms.

UNIT-II

- The syllabus of Commerce, its scope, adequacy and evaluation, principles of curriculum construction.

- Approaches of organizing commerce curriculum & Explanation of local resources in teaching of Commerce.
- Pedagogical approaches, Methods and devices of teaching Commerce at secondary and senior secondary level - Lecture-cum Demonstration, Project, Problem solving, Dramatization, Discussion method, Field Trips.
- Enrichment content -social responsibilities of business, consumer awareness, E-Commerce and E-Business. Teaching of current events in Commerce.

UNIT-III-

- Classification and Importance of audio visual aids, used in teaching Commerce. Commerce room- need, importance and equipments.
- Use of ICT and teaching - learning experiences in Commerce teaching –video clips, power point presentation etc.
- Organisation of an effective programme of teaching of Commerce - organisation of teaching learning material at junior and senior stages.
- Qualities, role and responsibilities of a good Commerce teacher. Reflective & Innovative practices in professional development of Commerce teachers.

UNIT-IV

- Importance of text books in teaching of Commerce. Characteristics of good textbooks. Use of library.
- Lesson planning in Commerce teaching- meaning, need, steps and aims of lesson planning.
- Preparation of Lesson plan on different topics.
- Concept of action research, its development and importance in Commerce teaching.

UNIT-V

- Measurement and evaluation in Commerce, meaning, purpose, and importance of evaluation. Types of questions for assessing Commerce, Development of test items objective type, short answer type, essay type.
- Techniques of evaluation- oral, written, portfolio; Cloze test, self-evaluation; Peer evaluation; Group evaluation in Commerce Teaching
- Formative and Summative Evaluation in Commerce, Continuous and Comprehensive Evaluation (CCE) in Commerce teaching.
- Meaning, concept and construction of Achievement tests. Blue print: Meaning, concept, need and construction.

Practicum:

1. Preparation of teaching learning material (TLM),
2. Preparation of Action Research plan.
3. Preparation of achievement test.
4. Prepare a report on financial sources of rural women.

References

1. Aggarwal, J. C. : Teaching of Commerce.

2. Parikh, Dr. A. K.M.: Lesson Planning in Indian Schools, Subha Sanchar, Ajmer
3. Roo, Seema: Teaching of commerce, Anmol publication Pvt.Ltd.,1995
4. Singh, I.B.: Vanijaya Ka Adhyayan, Laxmi Narayan Agarwal, Agra, 1968.
5. Bhorali Devadas: Commerce Education in India. D.K. Publishers Distributors (P) Ltd., New Delhi, 1988.
6. सिंह, राम पाल (2005), वाणिज्य शिक्षण, अग्रवाल पब्लिकेशन मेरठ।
7. शर्मा, बी.एल, (2006), वाणिज्य शिक्षक, आर.एल बुक डिपो मरेठ।
8. मितल, डी.डी जैन आर सी(1995), वाणिज्य के मूल तत्व आर्य बुक डिपो नई दिल्ली।
9. गुप्ता, ब्रज किशोर (1983), वाणिज्य की आधुनिक रूपरेखा आर्य बुक डिपो- नई दिल्ली।
10. शर्मा, योगेश कुमार (2010), बही खाता शिक्षक अग्रवाल पब्लिकेशन आगरा।
11. चौपड़ा, आर.एल अग्रवाल, ए.एम, (2014), वाणिज्य शिक्षण स्वाति पब्लिकेशन, जयपुर।

Pedagogy of Arts

Course Code: 119

Total Marks: 100

Student-teachers will be able to:-

1. Understand the nature of Art as a discipline.
2. Understanding basics of different Art forms.
3. Understand matters of both content and pedagogy in the teaching of Art.
4. Enhance artistic and aesthetic sensibility among learners.
5. Define Art and explain its relative position in the Syllabus.
6. Understand the aims and objectives of teaching of Arts
7. Prepare Lesson plans for different classes.
8. Critically evaluate the existing school syllabus of Art Teaching.
9. Review the Text-books and other materials of Art.
10. Apply appropriate methods and techniques of teaching particular topics at different levels.
11. Prepare, select and utilize different teaching aids.

UNIT-I

- Meaning, Concept, Needs of Art teaching.
- Nature and scope of Art teaching. Significance of Art in the modern school curriculum.
- Indian contemporary art and artists and visual art for national and international understanding).
Classifications of art Visual, Performing and Literary arts, Classical, Traditional and Folk art.
- Aims and objective of Art teaching at different stages of school. Writing objective in behavioural terms.

UNIT-II

- The syllabus of art, its scope, adequacy and evaluation, principles of curriculum construction.
- Meaning and Etymology of word Art (Indian and Western context) various forms of Visual Art: Art of Painting; Sculpture; and Architecture; Concept of Art or Aesthetics (Indian and Western context). The modern concept of Art (Indian Craft Tradition).
- Pedagogical approaches, Methods and devices of teaching art at secondary and senior secondary level - Traditional method of teaching Art : Copy and Dictated, Method of Free-Expression, Method of Assigned topic, Demonstration method, Media Method.

- Principles of classroom teaching of Art. Innovative Practices in Teaching Art, Constructivist Approach and Group Teaching

UNIT-III

- Classification and Importance of audio visual aids, use of audio visual aids in teaching Art.
- Use of ICT and teaching - learning experiences in Art teaching –video clips, power point presentation, etc. and using natural resources, multimedia-selection in Art.
- Art room - need, importance and equipments, Identification and use of learning resources in Art exploring alternative sources.
- Qualities, role and responsibilities of a good Art teacher. Reflective & Innovative practices in professional development of Art teachers.

UNIT-IV

- Importance of text books in teaching of Art. Characteristics of good textbooks. Use of library.
- Lesson planning in Art teaching- meaning, need, steps and aims of lesson planning.
- Preparation of Lesson plan on different topics.
- Concept of action research, its development and importance in Art teaching.

UNIT-V

- Measurement and evaluation in Art, meaning, purpose, and importance of evaluation. Types of questions for assessing Art, Development of test items objective type, short answer type, essay type.
- Progress assessment of development of art activities through Self evaluation, Peer assessment, Group evaluation, Criteria-based checklist, Self-reflection, Respond to the work of others, Portfolio. Evidence of learning art works, performances, presentations, photographs, videos etc.
- Formative and Summative Evaluation in art, Continuous and Comprehensive Evaluation (CCE) in art teaching.
- Meaning, concept and construction of Achievement tests. Blue print: Meaning, concept, need and construction.

Practicum:

1. Preparation of teaching learning material (TLM),
2. Preparation of Action Research plan.
3. Preparation of achievement test.
4. Prepare a portfolio.

References

1. Gearge Conard: The process of Art education in the elementary school Practice Hall, inc. England, Cliets No. 1, 1964.
2. Ruth Dunneith: Art and child personality', Methuen and Co. Ltd. London 1945.
3. Arya Jaides: Kala Ke Adhyapana, Vinod Pustak Mandi, Agra.
4. Kiya Shikshak: Vol. No. 4 April, 1966, Special Number, Art Education, Published by Department of Education, Rajasthan, Bikaner.
5. AAMS: Memorandum on the teaching of Art London.

6. जय देव आर्य : कला अध्यापन, लक्ष्मी नारायण अग्रवाल, आगरा-3।
7. यशवन्ती गौड़ : कला शिक्षा शिक्षण।
8. कुसुम शर्मा : कला शिक्षा।
9. राम चन्द्रांशुक्ल: कला का दर्शन; कॉरोना आर्ट पब्लिशर्स, जीमखानाए मेरठ उ.प्र.
10. राम चन्द्रांशुक्ल: 'नवीन भारतीय चित्रकला शिक्षण; किताब महल प.।. लि. इलाहबाद
11. राय कृष्णदास: 'भारत की चित्रकला'; भारती भण्डार, लीडर प्रेस, इलाहबाद
12. डॉ. अविनाश बहादुर वर्मा: भारतीय चित्रकला का इतिहास; प्रकाशन बुक डिपो, बरेली
13. ई. कुमारिल स्वामी: 'भारतीय चित्रकला और कलाकार'; प्रकाशन विभाग, सूचना और प्रसारण मंत्रालय भारत सरकार, पटियाला हयाला हाउस, नई दिल्ली
14. डॉ. शिवकुमार शर्मा एवं डॉ. रामावतार अग्रवाल: 'रूपप्रद कला के मूलाधार' लायल बुक डिपो, निकट गवर्नमेण्ट कॉलेज मेरठ, उ.प्र.
15. 'भारतीय चित्रकला का आलोचनात्मक इतिहास' ललित कला प्रकाशन 27-ए, साकेत कॉलानी, अलीगढ़

Course 8: Knowledge and Curriculum

Code: 120

Total Marks: 100

Learning Outcomes:

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

1. Examine the epistemological basis of education.
2. Discuss the basics of modern child centered education.
3. Know Gandhi and Tagore, Dewey, Plato and Buber in relation to Activity, discovery and dialogue.
4. Describe Social bases of education and Impact of industrialisation.
5. Discuss Curriculum as process and practice and curriculum evaluation
6. Understand education in relation to modern values Human Resource Development.
7. Describe Man making Education in reference to Swami Vivekanand.
8. Explain role of teacher to inculcate the spirit of secularism, nationalism and universalism

Unit I

- Epistemological basis of education - distinctions between 'knowledge' and 'skill',
- 'Teaching' and 'training': Concept and difference.
- 'Knowledge' and 'information': Concept and difference.
- Distinction between 'reason' and 'belief'.

Unit II

- Education and Human Resource Development, Man making Education in reference to Swami Vivekanand.
- Modern child-centered education: Activity, discovery and dialogue with reference to Gandhi and Tagore.
- Activity, discovery and dialogue with reference to Dewey, Plato and Buber.
- Impact of industrialisation, Democracy and individual autonomy on education.

Unit III

- Education in relation to modern values like equity, equality and individual opportunity.
- Social justice and dignity with special reference to Ambedkar.
- Concepts of secularism, nationalism and universalism and their relationship with education in views of Krishnamurti and Tagore.
- Role of teacher to inculcate the spirit of secularism, nationalism and universalism.

Unit IV

- Social basis of education - society, culture and modernity.
- Education as an agent of social change, social mobility.
- Learning in Critical multiculturalism, Integral Education of Shri Aurobindo.
- Learning and democratic education in classroom and school.

Unit V

- Dimensions of the curriculum and their relationship with the aims of education.
- Curriculum as process and practice, Criteria and process of curriculum evaluation.
- Principles of curriculum construction. Relationship between the curriculum framework and syllabus.
- Selecting and organizing learning situations. Content selection and Writing of textbooks.

Practicum-

1. Visit to library and prepare a report on the available resources on any three; Gandhi, Tagore, Shri Aurobindo, Ambedkar, Swami Vivekanand and Buber.
2. Write a chapter on any topic.
3. Prepare a report on Impact of industrialisation, Democracy and individual autonomy.
4. Critically evaluate B.Ed curriculum and prepare a report.

Reference

1. Schilvest, W.H. (2012). Curriculum: prospective paradigm and possibility. Mac MLLAN Publications.
2. Hirst, Paul, H. Knowledge and the curriculum. Routledge Publications.
3. Tagore, R. (2003). Civilization and progress. In crisis in civilization and other essays. New Delhi: Rupa & co.
4. Pathak, A. (2013). Social implications of schooling: knowledge pedagogy and consciousness. Aakar books.
5. Letha Ram Mohan (2009). Curriculum construction and evaluation. Agarwal Publications, Agra.
6. Scolt, Dand (2003). Curriculum studies: curriculum knowledge. Routledge Falmes.
7. Kelly, AV. (2009). The curriculum: theory and practice, Sage Publication, Singapore.
8. श्रीवास्तव, एच.एस. एवं चतुर्वेदी, एम. जी (2010). पाठ्यचर्या और शिक्षण विधियाँ, शिक्षा प्रकाशन, जयपुर।
9. यादव, शियाराम, 2011, पाठ्यक्रम विकास,अग्रवाल प्रकाशन आगरा।

Course 9: Assessment for Learning

Code: 121

Total Marks: 100

Learning Outcomes:

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

1. Understand meaning and purpose of assessment and its role.
2. Discuss assessment, evaluation, test, examination, measurement, continuous and comprehensive assessment and grading.
3. Comprehend the process of assessment and its tools and techniques.
4. Describe the quantitative and qualitative aspects of assessment.
5. Understand the purposes of reporting, teacher competencies in assessment tools, data analysis, feedback and reporting.
6. Psycho-social and political dimensions of assessment and dynamic assessment processes.
7. Understand the critical role of assessment for more confident and creative learners and in enhancing learning.

Unit I

- Assessment –Meaning and purpose. Assessment and evaluation
- Approaches of assessment: traditional, constructive, formative and summative, CCE
- Traditional purpose of assessment as a selective, competitive and achievement.
- 'Assessment of Learning' and 'Assessment for Learning'

Unit II

- Process of assessment, assessment for further learning
- Recording and reporting in assessment, Types of teacher feedback (written comments, oral), use of feedback.
- Purposes of reporting, how to communicate. Enhancement of learning for all students.
- Continuous and comprehensive assessment and grading: Need, importance and process.

Unit III

- Methods, tools and techniques of assessing learning,
- Characteristics of a good evaluation tool- validity , reliability, objectivity and practicability
- Types of items-Objective type, Short answer type and Essay type,
- Teacher made and Standardized Achievement tests. Preparation of achievement test.

Unit IV

- Quantitative and qualitative aspects of assessment.
- Kinds of tasks: projects, assignments, performance based, Observation, worksheets, practical work, seminars and reports, Interview, Self reporting
- Kinds of tests, checklist, rating scale, cumulative record, questionnaire, inventory, schedule, anecdotal record- concept, merits and demerits
- Organising and planning for student portfolios and developing rubrics for portfolio assessment.

Unit V

- Role and importance of statistics in analyzing assessment data

- Measure of central tendency and variability
- Measures of Variability and Correlation (Rank order method).
- Graphical representation of data.

Practicum-

1. Construction of Achievement test and blueprint
2. Report on experiences of other countries.
3. Report on measurement of qualitative aspects.
4. Preparation of annual plan for CCE at any stage in a subject

Reference

1. अस्थाना, विपिन (2009) मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, अग्रवाल प्रकाशन, आगरा।
2. पाल, हसराम एवं शर्मा, मंजूलता (2009), मापन आकलन एवं मूल्यांकन शिक्षा प्रकाशन, जयपुर।
3. पाण्डेय, श्रीधर (2010), शिक्षा में मापन मूल्यांकन, भवदीय प्रकाशन, फैजाबाद।
4. शर्मा ज्योति (2009), शैक्षिक मापन एवं मूल्यांकन, अग्रवाल प्रकाशन, आगरा।
- 5- East, Lorna M. 2010. Assessment as learning. Sage Publications.
- 6- Ecclestone, Kathryn. 2010. Transforming formative assessment in lifelong learning. McGraw Hall. England.
- 7- Paul, Black (2012). Assessment for learning. McGraw.

Course EPC-1

Reading and Reflecting on Texts

Code:122

Total Marks: 50

Learning outcomes:

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

1. Read a wide variety of texts
2. Write efficiently with a sense of purpose and field notes
3. Respond to a text
4. Combine reading and writing skills and Content analysis,
5. Develop reflective skills

Activities

- Pupil teacher will read and discuss on a wide variety of texts (empirical, conceptual and historical work, policy documents, studies about schools, teaching, learning and about different people's experiences of all of these). Narrative texts, expository texts from diverse sources, including autobiographies, narratives, field notes, ethnographies, etc. Pupil teachers will also observe and reflect on the activities of peer group.
- Writing efficiently, Writing with a sense of purpose and audience, responding to a text with one's own opinions or writing within the context of others' ideas.
- Combining reading and writing skills, reflective skills, Content analysis, writing field notes.

Practicum

Review of the text, select key words and rewrite the content.

S.N.	Types of Text	Marks
1.	Empirical text	5
2.	Policy documents	5
3.	Autobiographical narratives	5
4.	Text concerned with teaching and learning process/ Studies about schools	5
5.	Historical Work/Ethnographic texts	5
6.	Field notes	5
7.	Writing of Summery/ autobiography /field notes	5
8.	Evaluation of Reports and Viva - voce	15

Reference:

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

Course EPC 2: Drama and Art in Education

Code: 123

Total Marks: 50

Learning Outcomes:

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

1. Learn role of Drama in Education and experience collectively.
2. Feel empathy and relate with the other.
3. Perform drama for social change.
4. Understand self and as a form of self expression for enhancing creativity.
5. Develop aesthetic sensibility and use of art in teaching-learning.
6. Organize Cultural festivals for aesthetic sensibilities.

Activities

- Performing Drama to enhance awareness through multiple perspectives, to look at reality through fantasy and to predict everyday situations in order to cope with unpredictable unsettling experiences. Drama in Education should not be merely doing theatrics or 'acting' in a superficial manner, but should perform for creating the 'dramatic pressure' or tension, where

the student would arrive at a problem or an understanding in a new way. Drama as ‘critical pedagogy’ should move beyond the classroom, to invoke the collective consciousness and involve the community to participate in educational and social change.

- Experiencing different kinds of street theatre that engage with life, through folk and contemporary traditions, improvising and critiquing, while mobilising for transformative action based on experience, emotion and interpretation. It should help in understanding the self and as a form of self-expression for enhancing creativity.
- Visit to places of art, exhibitions and cultural festivals. Encouragement needs to be given to understand local culture and art forms and interpret art works, movies and other Media. Experiences on expanding perceiving art world, their artistic processes, sense of understanding and ways of assessing the work. Activities can be used to build trust and cooperation, the sense of responsibility, pursuing tasks collectively and exploring varied perspectives.

Practicum

S.N.	Types of Activities	Marks
1.	Visit to the places of local culture and art and prepare report	5
2.	Write a report on creativity among the students	5
3.	Watch movies or other media of educational significance and prepare report	5
4.	Write a Script /dialogue	5
5.	Organise a Drama for educational purpose	5
6.	Report of cultural festivals	5
7.	Organization of fete in the institution and prepare report	5
8.	Evaluation of report and viva – voce	15

School Internship I (Two to three weeks)

Code: 124

Total Marks: 100

This should include an initial phase of two weeks for observing a regular classroom with a regular teacher and would also include teacher observations. 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. A scout guide camp can be organized in the institution or cub bulbul programme in the school by the pupil teachers.

S.N.	Activities	Marks	
		Internal	External
1.	Micro teaching	5+5	
2.	Preparation of Lesson plan	5 + 5	10 + 10
3.	TLM	5 + 5	5 + 5
4.	Observation of subject teacher		5 + 5
5.	Report on school plant		5
6.	Reports on school records		5

	(admission, attendance & progress report)		
7.	Reports on schemes of Govt. Implemented in the school		10
8.	Organization of scout guide camp/exhibition/fete		10
	Total	30	70
