

BANASTHALI VIDYAPITH

Bachelor of Education



Curriculum Structure

First Semester Examination, December, 2020
Second Semester Examination, April/May, 2021
Third Semester Examination, December, 2021
Fourth Semester Examination, April/May, 2022

BANASTHALI VIDYAPITH
P.O. BANASTHALI VIDYAPITH
(Rajasthan)-304022

July, 2020

39

No. F. 9-6/81-U.3

Government of India

Ministry of Education and Culture

(Department of Education)

New Delhi, the 25th October, 1983

NOTIFICATION

In exercise of the powers conferred by Section 3 of the University Grants Commission Act, 1956 (3 of 1956) the Central Government, on the advice of the Commission, hereby declare that Banasthali Vidyapith, P. O. Banasthali Vidyapith, (Rajasthan) shall be deemed to be a University for the purpose of the aforesaid Act.

Sd/-

(M. R. Kolhatkar)

Joint Secretary of the Government of India

NOTICE

Changes in Bye-laws/Syllabi and Books may from time to time be made by amendment or remaking, and a Candidate shall, except in so far as the Vidyapith determines otherwise, comply with any change that applies to years she has not completed at the time of change.

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Programme Educational Objectives

Department of Education aims to develop human resource in terms of effective School Teachers, Educational Researchers, Teacher Educators and Educational Leaders so as to achieve the excellence in teaching, research and innovation with Indian ethos.

Teacher Education program at Banasthali Vidyapith intends to develop knowledge of Teaching Learning Process, competencies to transfer the knowledge, development of skills, organization and management of school system as well as to develop subject content and curriculum and maintain professional ethics and attitude towards Teaching as a 'noble profession'.

Department of Education purports to provide comprehensive inputs which are aimed;

- * To study the education as a discipline.
- * To prepare competent and enlightened teachers for different levels of education in India.
- * To develop responsive, reflective and responsible teachers, educational administrators, researchers and academicians who will be able to work in collaboration with parents and community.
- * To develop an understanding of focal concerns of education such as language diversity, inclusive education, gender-neutral attitude and education for sustainable development and global citizenship.
- * To prepare teachers having an understanding of interact and instruct in class in the context of school organization and school education system at local and global level.
- * Develop a sensitivity and appreciation amongst professionals about the larger societal context in which school education operates, the linkages, mutual pressure and influences of other sub systems.
- * To provide a deep understanding of educational research and be competent to carry out independent need based quality field researches.
- * To create digital competency amongst professionals in order to enhance their teaching, research, innovation and administration.
- * To prepare effective teachers by integrating the academic studies with professional understanding, competencies and reflective visions.
- * To nurture a temperament in the professionals to work toward self-driven performance goals, entrepreneurship and academic leadership for a noble mission 'Teaching'.
- * To increase the sensitivity of professional ethics, code of conduct, social cultural values, human dignity and humanness.

Programme Outcomes

At the end of B.Ed. Programme student teachers will be able to

- PO-1:** apply their knowledge of core content and pedagogy to set goals and objectives for learning based on Curriculum, and design instruction that engages students in meaningful learning activities.
- PO-2:** appreciate the diversity of learners and create appropriate learning environment to assure a focus on learning of all students.
- PO-3:** deliver meaningful learning experiences for all students by integrating their knowledge and applying a variety of communication, instructional, and assessment strategies in their teaching.
- PO-4:** demonstrate their commitment for continuous self-improvement by engaging in professional development activities and collaborative and reflective practices to improve teaching and learning that contribute to the revitalization of the teaching profession.
- PO-5:** demonstrate leadership qualities by participating in the curriculum initiatives, student support and school management systems.
- PO-6:** demonstrate their associations with school, family and community to foster student and community progression.
- PO-7:** integrate ICT in teaching-learning and assessment process to enrich professional practice.
- PO-8:** engage in value based and culturally responsive teaching practices.
- PO-9:** use effective and appropriate verbal, nonverbal, written, and media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.
- PO-10:** demonstrate professional ethics and responsibilities as an educational practitioner.
- PO-11:** recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of knowledge explosion and technological change.

Curriculum Structure Bachelor of Education

First Year

Semester - I

Course Code	Course Name	L	T	P	C*
EDU 401	Childhood and Growing Up	5	0	0	5
EDU 402	Creating an Inclusive School	4	0	0	4
EDU 413	Knowledge and Curriculum	5	0	0	5
EDU 414	Language Across the Curriculum	4	0	0	4
EDU 415	Learning and Teaching	5	0	0	5
	Discipline Elective (Main Pedagogy)-I	4	0	0	4
	Discipline Elective (Subsidiary Pedagogy)	4	0	0	4
Semester Total:		31	0	0	31

Semester - II

Course Code	Course Name	L	T	P	C*
EDU 460L	Critical Understanding of ICT	0	0	6	3
EDU 454P	Internship - I A: Teaching Practice	0	0	20	10
EDU 455P	Internship – I B: Teaching Practice	0	0	16	8
EDU 301L	Reading and Reflecting on Texts	0	0	6	3
	Discipline Elective (Main Pedagogy)-II	4	0	0	4
Semester Total:		4	0	48	28

Second Year

Semester - III

Course Code	Course Name	L	T	P	C*
EDU 475P	Internship-II*	0	0	48	24
	Reading Elective	0	0	4	2
Semester Total:		0	0	52	26

Semester - IV

Course Code	Course Name	L	T	P	C*
EDU 459L	Aesthetic Appreciation through Art and Drama	0	0	6	3
EDU 502	Assessment for Learning	5	0	0	5
EDU 503	Contemporary Indian Education	5	0	0	5
EDU 504	Gender, School and Society	4	0	0	4
EDU 508	Understanding Disciplines and Subjects	4	0	0	4
EDU 467L	Understanding the Self and Yoga	0	0	6	3
Semester Total:		18	0	12	24

List of Reading Elective

Course Code	Course Name	L	T	P	C*
EDU 461R	Disaster Management Education	0	0	4	2
EDU 468R	Women Education	0	0	4	2
EDU 462R	Environmental Education	0	0	4	2

List of Discipline Elective (Main Pedagogy)

Course Code	Course Name	L	T	P	C*
EDU 436	Pedagogy of English - I	4	0	0	4
EDU 437	Pedagogy of English - II	4	0	0	4
EDU 438	Pedagogy of General Science - I	4	0	0	4
EDU 439	Pedagogy of General Science - II	4	0	0	4
EDU 440	Pedagogy of Hindi - I	4	0	0	4
EDU 441	Pedagogy of Hindi - II	4	0	0	4
EDU 442	Pedagogy of Mathematics - I	4	0	0	4
EDU 443	Pedagogy of Mathematics - II	4	0	0	4
EDU 444	Pedagogy of Sanskrit - I	4	0	0	4
EDU 445	Pedagogy of Sanskrit - II	4	0	0	4
EDU 446	Pedagogy of Social Science - I	4	0	0	4
EDU 447	Pedagogy of Social Science - II	4	0	0	4

List of Discipline Elective (Subsidiary Pedagogy)

Course Code	Course Name	L	T	P	C
EDU 416	Pedagogy of Biology	4	0	0	4
EDU 417	Pedagogy of Chemistry	4	0	0	4
EDU 418	Pedagogy of Commerce	4	0	0	4
EDU 419	Pedagogy of Computer Science	4	0	0	4
EDU 420	Pedagogy of Drawing and Painting	4	0	0	4
EDU 421	Pedagogy of Economics	4	0	0	4
EDU 422	Pedagogy of English	4	0	0	4
EDU 423	Pedagogy of Geography	4	0	0	4
EDU 425	Pedagogy of Hindi	4	0	0	4
EDU 426	Pedagogy of History	4	0	0	4

EDU 427	Pedagogy of Home Science	4	0	0	4
EDU 428	Pedagogy of Mathematics	4	0	0	4
EDU 429	Pedagogy of Music	4	0	0	4
EDU 431	Pedagogy of Physics	4	0	0	4
EDU 432	Pedagogy of Political Science	4	0	0	4
EDU 433	Pedagogy of Sanskrit	4	0	0	4

1. Student can opt for at most 2 additional Open (Generic) audit/credit Elective from other disciplines opting at most 1 per semester from Semesters III onwards with prior permission of respective heads and time table permitting.
2. Every Student shall also opt for:
 Five Fold Education: Physical Education I, Physical Education II,
 Five Fold Education: Aesthetic Education I, Aesthetic Education II
 Five Fold Education: Practical Education I, Practical Education II
 one each semester

* **L - Lecture hrs/week ; T - Tutorial hrs/week;**

P - Project/Practical/Lab/All other non-classroom academic activities, etc. hrs/week; C- Credit Points of the Course

Five Fold Activities

Aesthetic Education I/II		Physical Education I/II	
BVFF 101	Classical Dance (Bharatnatyam)	BVFF 201	Aerobics
BVFF 102	Classical Dance (Kathak)	BVFF 202	Archery
BVFF 103	Classical Dance (Manipuri)	BVFF 203	Athletics
BVFF 104	Creative Art	BVFF 204	Badminton
BVFF 105	Folk Dance	BVFF 205	Basketball
BVFF 106	Music-Instrumental (Guitar)	BVFF 206	Cricket
BVFF 107	Music-Instrumental (Orchestra)	BVFF 207	Equestrian
BVFF 108	Music-Instrumental (Sarod)	BVFF 208	Flying - Flight Radio Telephone Operator's Licence (Restricted)
BVFF 109	Music-Instrumental (Sitar)	BVFF 209	Flying - Student Pilot's Licence
BVFF 110	Music-Instrumental (Tabla)	BVFF 229	Aeromodelling
BVFF 111	Music-Instrumental (Violin)	BVFF 210	Football
BVFF 112	Music-Vocal	BVFF 211	Gymnastics
BVFF 113	Theatre	BVFF 212	Handball
Practical Education I/II		BVFF 213	Hockey
BVFF 301	Banasthali Sewa Dal	BVFF 214	Judo
BVFF 302	Extension Programs for Women Empowerment	BVFF 215	Kabaddi
BVFF 303	FM Radio	BVFF 216	Karate - Do
BVFF 304	Informal Education	BVFF 217	Kho-Kho
BVFF 305	National Service Scheme	BVFF 218	Net Ball
BVFF 306	National Cadet Corps	BVFF 219	Rope Mallakhamb
		BVFF 220	Shooting
		BVFF 221	Soft Ball
		BVFF 222	Swimming
		BVFF 223	Table Tennis
		BVFF 224	Tennis
		BVFF 225	Throwball
		BVFF 226	Volleyball
		BVFF 227	Weight Training
		BVFF 228	Yoga

Every Student shall also opt for:

Five Fold Education: Physical Education I, Physical Education II,

Five Fold Education: Aesthetic Education I, Aesthetic Education II,

Five Fold Education: Practical Education I, Practical Education II

one each semester

Evaluation Scheme and Grading System

Continuous Assessment (CA)					End-Semester Assessment (ESA)	Grand Total (Max. Marks)
(Max. Marks)						
Assignment		Periodical Test		Total (CA)		
I	II	I	II			
10	10	10	10	40	60	100

In all theory, laboratory and other non classroom activities (project, dissertation, seminar, etc.), the Continuous and End-semester assessment will be of 40 and 60 marks respectively. However, for Reading Elective, only End semester exam of 100 marks will be held. Wherever desired, the detailed breakup of continuous assessment marks (40), for project, practical, dissertation, seminar, etc shall be announced by respective departments in respective student handouts.

Based on the cumulative performance in the continuous and end-semester assessments, the grade obtained by the student in each course shall be awarded. The classification of grades is as under:

Letter Grade	Grade Point	Narration
O	10	Outstanding
A+	9	Excellent
A	8	Very Good
B+	7	Good
B	6	Above Average
C+	5	Average
C	4	Below Average
D	3	Marginal
E	2	Exposed
NC	0	Not Cleared

Based on the obtained grades, the Semester Grade Point Average shall be computed as under:

$$SGPA = \frac{CC_1 * GP_1 + CC_2 * GP_2 + CC_3 * GP_3 + \dots + CC_n * GP_n}{CC_1 + CC_2 + CC_3 + \dots + CC_n} = \frac{\sum_{i=1}^n CC_i * GP_i}{\sum_{i=1}^n CC_i}$$

Where n is the number of courses (with letter grading) registered in the semester, CC_i are the course credits attached to the i^{th} course with letter grading and GP_i is the letter grade point obtained in the i^{th} course. The courses which are given Non-Letter Grades are not considered in the calculation of SGPA.

The Cumulative Grade Point Average (CGPA) at the end of each semester shall be computed as under:

$$CGPA = \frac{CC_1 * GP_1 + CC_2 * GP_2 + CC_3 * GP_3 + \dots + CC_n * GP_n}{CC_1 + CC_2 + CC_3 + \dots + CC_n} = \frac{\sum_{i=1}^n CC_i * GP_i}{\sum_{i=1}^n CC_i}$$

Where n is the number of all the courses (with letter grading) that a student has taken up to the previous semester.

Student shall be required to maintain a minimum of 4.00 CGPA at the end of each semester. If a student's CGPA remains below 4.00 in two consecutive semesters, then the student will be placed under probation and the case will be referred to Academic Performance Review Committee (APRC) which will decide the course load of the student for successive semester till the student comes out of the probationary clause.

To clear a course of a degree program, a student should obtain letter grade C and above. However, D/E grade in two/one of the courses throughout the UG/PG degree program respectively shall be deemed to have cleared the respective course(s). The excess of two/one D/E course(s) in UG/PG degree program shall become the backlog course(s) and the student will be required to repeat and clear them in successive semester(s) by obtaining grade C or above.

After successfully clearing all the courses of the degree program, the student shall be awarded division as per following table.

Division	CGPA
Distinction	7.50 and above
First Division	6.00 to 7.49
Second Division	5.00 to 5.99
Pass	4.00 to 4.99

CGPA to % Conversion Formula: % of Marks Obtained = CGPA * 10

Internship:

Internship component comprise **Internship-I**

Internship-I: Comprise Internship-I A and Internship-IB

Internship-I A: This component will comprise:

- Skill based Teaching (SBT) practice of atleast 10 skills based lessons. Evaluation of two lessons of integrated skills will be done for duration of 30 minutes.
- Observation and participation in different school activities such as classroom observation, conduction of Examination, day's celebration, co-curricular activities etc.
- Atleast one week engagement in real class room teaching.
- One criticism lesson related to pedagogy of a school subject.

Internship-I B Atleast three days engagement in real class room teaching. One final Test lesson will be given by each candidate.

In Internship-I A, continuous assessment of each student teacher will include participation & performance on components in respect of:

- The clarity and depth of understanding of pedagogy reflected by the lesson plans prepared.
- The perceptiveness and discernment of school based activities and effectiveness reflected in observation and peer observations.

In Internship-IA, semester assessment will be done by the board in consultation with the Head of Department.

In Internship-IB, The Final Test Lesson of each candidate will be assessed as follows:

1. One lesson in a pedagogical school subject by a board of Examiners.
2. The Board will be constituted by the Vice-Chancellor comprising-
 - Two external experts each from the broad subject specialization viz. –Science education, Social Science education and Language education, so that at least one expert is from student's subject specialization.
 - Head of Department.
3. Final lesson will be assessed of 60 Marks. The marks will be finalized by the Head of the Department in Consultation with other members of the Board.

Project Evaluation Scheme

Duration	Course Code	Course Name	L	T	P	C
1 Semester (5 months) 1 Jul - 30 Nov	EDU 475P	Internship-II	0	0	48	24

Continuous Assessment (40 Marks)

1. Joining report, brief project outlay - 10 Marks
 2. Synopsis - 10 Marks
 3. Mid-term evaluation by Supervisor - 10 Marks
 4. Further evaluation by Supervisor - 10 Marks
- Total - 40 Marks**

End Semester Assessment (60 Marks)

1. Project Report - 20 marks
 2. Presentation - 20 Marks
 3. Viva-voce - 20 Marks
- Total - 60 Marks**

*** Internship-II**

School Internship: This 16 weeks programme will comprise the following components:

- I. One-week observation of regular classroom and school activities with regular school-teachers.
 - II. At least 30 lessons in respective teaching subjects at upper primary level to Secondary/Senior Secondary level in regular class.
 - III. Active participation and organization of school activities such as assembly, Attendance recording, lab/library management, timetable preparation, Co-curricular activities, Parent Teacher Meeting (PTM), Guidance & Counselling programme and Examination programme.
 - IV. Preparation and conduction of one Unit test for Upper Primary and Secondary level and prepare a Result report.
 - V. Preparation of two Video Lessons
 - VI. Preparation of Action Research Report
- Every student will submit the following documents and reports related to school internship

Continuous Assessment will be on the overall performance during the internship on the following basis -

- 1. Joining report, brief school report and project report outlay - 10 Marks**
 - a) Joining report of School
 - b) School at a glance report
 - c) Problem identification for action research
- 2. Project proposal, Video Lesson - 10 Marks**
 - a) Proposal of Action research
 - b) One Video lesson
- 3. Midterm evaluation - 10 Marks**
 - a) Progress of Action research
 - b) Regularity and Discipline
 - c) Involvement and active participation in Various School activities and programmes (Report)
- 4. Further evaluation - 10 Marks**
Submission of documents and reports
 - a) Unit plan, Unit test, Lesson Plan diary
 - b) One video lesson
 - c) Action research report

Continuous Semester Assessment will be done of 40 Marks

End Semester Assessment will be done by the board.

- 1. School report and project report - 20 Marks**
 - a) School at a glance: Detail information about the school and participation and organization of school activities
 - b) Unit plan, Unit test, Lesson Plan diary
 - c) Two video lessons
 - d) Action research report

- 2. Presentation - 20 Marks**

Presentation of School internship experiences and Action Research report by the students before the board.

- 3. Viva-voce - 20 Marks**

- a) School Internship -
- b) Action Research -

End Semester Assessment will be of 60 Marks

FIRST SEMESTER

EDU 401 Childhood and Growing Up

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

Student Teacher will be able to:

- clarify development as a continuous process.
- explain childhood development in various aspects.
- describe the adolescent stage in reference to characteristics & problems.
- describe the causes of the problems in adolescent learner and imply the suitable solutions.
- recognize and appreciate adolescent learner's uniqueness and enshape them.
- illustrate the impact of social context upon growing child

Course Outline:

Unit-I Learner's Development: A Continuous Process

- Concepts of Growth, Development and Maturity
- Difference between Growth and Development
- Different Stages of Development
- Genetic and Non-Genetic factors affecting Learner's Development

Activity: Identification of cases in which Development is affected by Genetic/Non Genetic Factors

Unit-II Childhood: As a Foundation Stage

- Late Childhood: An Elementary School age with its unique name
- Major Developmental Characteristics in different aspects: Physical, Cognitive, Emotional, Social and Moral.
- Interest and Hazards
- Dealing of late Childhood in reference to Characteristics and Hazards.

Activity: School Visit to observe developmental features and hazards among Children.

Unit-III Adolescent Stage: Transition to Maturity

- A Period of Secondary Schooling
- Development of Adolescent: Physical, Cognitive, Emotional, Social and Moral
- Problems Facing by Adolescents- (concept, features and providing help for solutions)
 - Identity Crisis
 - Physical Abuse (Bullies and Violence)
 - Depression

Activity: Presentation and Discussion on Adolescent's Problems

Unit-IV: Adolescents: A Unique Learner

- Adolescent as Unique Learner: Inter and Intra Individual Differences
- Differences in Intelligence, Aptitude, Interest and Personality. (Concept, Features, Identification and dealing of above traits among Adolescents)

Activity: Observation of Adolescent in reference to Uniqueness

Unit –V Growing Child in Social Context

- Child in the Family:
 - Child-Family Relationship
 - Blended Family
 - Expectation of Parents
- Child in the School:
 - Influence of Peer Relationship and Peer Culture
 - Relationship with Teachers
- Child in the Society:
 - Impact of Rural/Urban Community
 - Influence of Media

Activity: Study of an Adolescent in relation to Family/School /Society.

Practicum: Any Two of the following

1. To observe a class and describe the developmental characteristics of student in various aspects.
2. Identification of Adolescent's traits through a Psychological test.
3. Presentation of a problem-facing by Adolescent with supports of data and provide helping suggestions.
4. To prepare a term paper on the role of social context and growing child.
5. On the classroom teaching experiences present children problems.

References:

- Barnard, H. W. (1965). *Psychology of Learning Teaching*. New York : Mc.Graw Hill.
- Borich, G. D., & Tombari, M. L. (1997). *Educational Psychology A Contemporary Approach*. New York: Longman.
- Chauhan, S.S. (1998). *Advance Educational Psychology*. New Delhi: Vikas Publication.
- Cronbach, L.J. (1963). *Educational Psychology*. London: Staples Press.
- Crow, L.D., & Crow, A.D. (1964). *Educational Psychology*. Delhi: Eurasia Publishing House.
- Hurlock, E.(1959). *Developmental Psychology*. New York,,: Tata Mc Graw Hill Publication Company.
- Kolesnic, W. B. (1953). *Educational Psychology*. New York: Mc. Graw Hill.
- Lindgren, H. C. (1962). *Educational Psychology*. New York:: John Wiley.
- Mangal, S.K.(2009). *Advance Educational Psycholog*. New Delhi: PHI Learning Private Limited..
- Morris, C. G. (1979). *Psychology: An Introduction..* New Jersey: Prentice Hall.
- Woolfolk, A. E. (1995.) *Educational Psychology*. Bostan, USA: Allyn & Bacon.

Web Resources:

- Stages of Development- <http://www.psychologydiscussion.net/psychology/stages-of-development-of-psychology-of-people-at-different-ages-from-infancy-to-old-age/732>
- Individual differences- <http://www.psychologydiscussion.net/psychology/individual-differences-psychology/individual-differences-types-causes-and-role-psychology/2557>
- Depression- <https://www.healthline.com/health/adolescent-depression> Differences between growth and development- <http://www.preservearticles.com/201102244162/differences-between-growth-and-development.html>

EDU 402 Creating an Inclusive School**Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****4 0 0 4****Learning Outcomes:**

Student teacher will be able to:

- analyze and explain the diversity in Indian classroom, School and Society.
- differentiate the concept of Special Education, Integrated Education and Inclusive education.
- analyze and discuss about National initiatives and provisions for Inclusive Education.
- use various aids and equipments in Inclusive Classroom.
- create learning environment of an Inclusive Classroom.
- discuss the role of supportive services in Inclusive Schools.

Course Outline:**Unit –I: Classroom as Reflection of Society**

- Meaning of Diversity
- Diversities in Indian Society
- Diversities in Indian Classroom

- CWSN (Children with Special Need) in Classrooms.
 - Concept & Categories

Activity: Discussion on the type of diversity which exist in Indian Classroom.

Unit-II: Inclusive Education: An Overview

- Concept of Inclusion
- Different relative concepts - Special Education, Integrated Education, Inclusive Education.
- National Initiatives for Inclusive Education
 - RCI Act 1992
 - PWD Act 1995
 - Sarva Shiksha Abhiyaan (SSA)
 - NCF 2005

Activity: Presentation on any initiative programme for Inclusive Education.

Unit-III: Inclusive Schools - Provision

- Provision in Inclusive Schools
 - Physical Facilities
 - Aids & Equipments
- Curricular Adaption for CWSN.
- Role of a Teacher in Inclusive School.

Activity: Discussion on teacher's role in Inclusive School.

Unit-IV: Generating Learning Environment in Inclusive Classroom

- Pedagogical strategies to support learners' need-
 - Cooperative Learning,
 - Peer Tutoring,
 - Individualized Education Programm (IEP),
 - Multisensory Teaching.
- Evaluation process in Inclusive Classroom (with reference to CBSE & RBSE's Provisions).

Activity: Discussion on Individualized Education Programme (IEP)

Unit-V: Supportive Services for Inclusive Schools

- Role of Supportive Services for Inclusive Schools

- In-service Teacher Educations Institutions
- Professionals.
- Parents
- Community

Activity: Group discussion on supportive services for inclusive schools.

Practicums: (Any two of the following)

- 1 Visit and observation of Inclusive school and preparation of a report about provisions in inclusive school.
- 2 Exhibition on Inclusive Education
- 3 Thematic Term paper.

References:

- Dash, N. (2006). *Inclusive Education for CWSN*. New Delhi: Atlantic Publisher and Distributers.
- Loreman, T., Jaonne D., & Davice, H. (2005). *Inclusive Education A Practical guide to Supporting Diversity in classroom*. London: Roudledge Falmer.
- Puri, M. & George, A. (2009), *Handbook of Inclusive Education for Educators, Administrators and Planners*. New Delhi: Sage Publications.
- Balsara, M. (2011). *Inclusive Education for Special Children*. New Delhi: Kanishk Publishers.
- Dash, N. (2003). *Integrated Education for Children, with Special Need*. New Delhi: Dominant Publishers.
- Sharma, B. (2011). *Inclusive Education-Needs Practices and Prospects*. New Delhi: Kanishk Publishers.
- Gargiulo, R. M. & Debbie, M. (2008). *Teaching in Today's Inclusive Classroom*. California, USA: Wadsworth Publishing Company.
- Alur, M. & Timmous. (2009). *Inclusive Education across Cultures*. New Delhi: Sage Publication.

Web Resources:

- Inclusive Education- <https://education.cu-portland.edu/blog/classroom-resources/inclusive-education/>
- RCI Act- http://rehabcouncil.nic.in/writereaddata/rti_manual.PDF
- NCF 2005- http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf
- Cooperative Learning- <https://serc.carleton.edu/introgeo/cooperative/whatis.html>
- Multi Sensory Learning- <http://www.calverteducation.com/learning-motivation/an-introduction-to-multi-sensory-learning>

EDU 413 Knowledge and Curriculum**Max. Marks : 100****(CA: 40 + ESA: 60)****L T P C****5 0 0 5****Learning Outcomes:**

Student Teacher will be able to

- explain the conceptual basis of knowledge and as a process.
- analyze various approaches of knowledge structuring.
- describe the form of knowledge.
- discuss the epistemological bases of education and implementing the different learner driven pedagogies.
- explain the concept and various kinds of curriculum.
- analyze and synthesize the different phases of curriculum.
- critically analyze the curriculum frame work as a policy decisions.

Course Outline:**Unit-I: Conceptual Basis of Knowledge**

- Meaning of Data, Information, Knowledge and Wisdom.

- Ways of Knowledge Acquisition: Observation, Experience, Reasoning and Inference.
- Knowledge and Skills needed in Democratic Citizenship

Activity: Exposing learners to diverse situations for exploring (Discussion, research and Documentation)

Unit- II: Epistemological Bases of Education

- Meaning of Education: Etymological, Analytical, Narrow and Broader.
- Diverse Philosophies and Perspectives in Education of: Swami Vivekananda, Mahatma Gandhi, Plato and Dewey (In reference to their Epistemological perspectives).
- Learner driven pedagogies: Activity and Discovery.

Activity: Discussion on Epistemological perspectives of Education

Unit-III: Approaches and form of Knowledge Structuring

- Domain Wise: Cognitive, Affective and Psycho-Motor
- Multidisciplinary and Interdisciplinary (concept and features)
- Interrelationship of the following with Education and their reflection in Curriculum
 - Nationalism
 - Universalism
 - Secularism

Activity: Preparation of Group Project Based on any of Social Concerns

Unit –IV: Curriculum: Concept and Kinds

- Concept of Curriculum, Syllabus and Text Book.
- Kinds of Curriculum:
 - Recommended Curriculum
 - Taught Curriculum
 - Learnt Curriculum
 - Hidden Curriculum
- National Curriculum Framework and its association with national mission and vision

Activity: Writing and Presentation of a Paper on any Kind of Curriculum

Unit-V: Curriculum Development

- Need of curriculum development
- Principles of Curriculum Development
- Phases of Curriculum
 - Curriculum Development
 - Curriculum Transaction
 - Curriculum Evaluation (with respect to aims of education)

Activity: Evaluation of secondary level school subject curriculum.

Practicum: Any two of the following:

- Identify and presentation of Epistemological ideas of Vivekananda, Gandhi, Plato and Dewey.
- Writing a thematic term paper and its presentation in classroom.
- Presentation on social concerns through exhibition.
- Critical analysis of latest NCF in the specific context of constitutional values.

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Web Resources:

- Ways of Knowledge Acquisition: Observation, Experience, Reasoning and Inference- www.ignouhelp.in/ignou-bed-study-material/ , <http://www.bdu.ac.in/cde/docs/ebooks/BEd/II/KNOWLEDGE%20AND%20CURRICULUM.pdf>
- Knowledge and Skills needed in Democratic Citizenship- <http://epathshala.nic.in/programmes/national-curriculum-frameworks/>
- Meaning of Education: Etymological, Analytical, Narrow and Broader-www.ignouhelp.in/ignou-bed-study-material/ , www.elearning.uou.ac.in/mod/resource/view.php
- M K Gandhi and Education- <https://www.mkgandhi.org/edugandhi/index.htm>, <https://www.mkgandhi.org/edugandhi/gviews.htm>, <http://www.shareyouessays.com/essays/essay-on-the-main-principles-of-gandhis-educational-philosophy/116633>
- Swami Vivekananda and Education-<http://www.shareyouessays.com/hindi-essays/essay-on-the-life-of-swami-vivekananda-in-hindi/109423>,<http://www.shareyouessays.com/essays/essay-on-the-aims-of-education-according-to-swami-vivekananda/116644>,<http://www.shareyouessays.com/essays/essay-on-the-main-principles-of-swami-vivekanandas-educational-philosophy/116643>,<http://ncte-india.org/nctenew/pdf/Swami%20Vivekananda1.pdf>
- Domain Wise Knowledge structuring-<http://www.nwlink.com/~donclark/hrd/bloom.html>
- Discovery as a Learner driven pedagogy- <http://www.academia.edu/9838419>
- Multidisciplinary and Interdisciplinary Approach of Knowledge Structuring https://www.researchgate.net/.../267939164_Disciplinary_Multidisciplinary_Interdisciplinary_Concepts_and_Indicators,

<https://pdfs.semanticscholar.org/a356/a7d8086b5d85e7804b7d25d421520562309d.pdf>

- Concept of Curriculum, Syllabus and Text Book.-
www.assets.vmu.ac.in/BED115.pdf ,
www.elearning.uou.ac.in/mod/resource/view.php,http://egyankosh.ac.in/bitstream/123456789/46021/1/BES-126B2E.pdf,
http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf
- Types of Curriculum- <http://egyankosh.ac.in/bitstream/123456789/46021/1/BES-126B2E.pdf>
- National Curriculum Framework - <http://epathshala.nic.in/programmes/national-curriculum-frameworks/>
- Curriculum Development- <http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf>
- Curriculum Transaction- <http://egyankosh.ac.in/bitstream/123456789/42017/1/Block-2.pdf>
- Curriculum Evaluation- <http://egyankosh.ac.in/handle/123456789/42631>

EDU 414 Language Across the Curriculum

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Learning Outcomes:

Student teacher will be able to -

- employ language according to its nature and function to acquaint with language diversity in classroom.
- carry out classroom interaction in reference to first, second and third language,
- appreciate multilingualism and culture in their class
- resolve Communication Problem of school Students.
- appreciate challenges of language across the curriculum (LAC).

- analyze barriers of Listening, Speaking, Reading and Writing (LSRW) skills

Course Outline:

Unit-I: Nature and Functions of Language

- Language – Concept
- Functions of Language
- Language used in classroom by teacher and students: Barriers & Strategies to overcome them

Activity: Group discussion on language used in classroom discourse

Unit-II: Language Diversity in Classrooms

- Concept and importance of First Language Acquisition and Second Language Learning
- Use of First and Second Language in the Classroom
- Multilingualism- Concept, Concern and Challenges

Activity: Presentation (Thematic paper/posters/multimedia/Role play) on relationship between language and culture

Unit-III: Communication and Language Across Curriculum

- Communication – Meaning and Importance
- Types of Communication (Means, Direction and Network)
- Communication flow in schools
- Language across the Curriculum: Concept, importance and Challenges

Activity: School visit to find out communication problem/apprehension in school Students

Unit- IV: Developing Receptive Skills

- Barriers to Listening Skills
- Activities for Developing Listening Skills
- Barriers to Reading Skills
- Activities for Developing Reading Skills

Activity: Identification of barriers of receptive skills.

Unit – V: Developing Productive Skills

- Barriers to Writing Skills

- Activities for Developing Writing Skills
- Barriers to Speaking Skills
- Activities for Developing Speaking Skills

Activity: Identification of barriers of productive skills.

Mode of transaction: Lecture, discussion, exercises, assignments, language games, seminar and dialogue.

Practical Work: Any two of the following:

1. Designing Games and Exercises for Developing Listening, Speaking, Writing and Reading Skills.
2. Organisation and participation in activities for Writing Skills-Summary, Letter, Paragraph, Essays, Speech.
3. Organisation and participation in activities for Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming.
4. Assignments on Developing Listening Skills – Listening to speech, directions.
5. The thematic term paper.

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Web Resources:

- First and Second Language Acquisition- a Brief Comparison. Retrieved from https://www.uni-due.de/ELE/FLA_SLA_brief_comparison.pdf
- Similarities and Differences between First and Second Language Acquisition Retrieved from <http://multilingualism.pbworks.com/w/page/21913433/Similarities%20and%20Differences%20between%20First%20and%20Second%20Language%20Acquisition>
- Activities for Developing Speaking Skill Retrieved from <http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingkills.htm>
<http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/speaking.html>
- Activities for Developing Listening Skill Retrieved from <http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/listening.html> <https://blog.udemy.com/listening-skills-exercises/>

EDU 415 Learning and Teaching

Max. Marks : 100

(CA: 40 + ESA: 60)

L T P C

5 0 0 5

Learning Outcomes:

Student Teacher will be able to

- differentiate between types of learner while teaching.
- analyze the different factors influencing teaching learning process during class interaction.
- apply different type of methods and media.
- plan according to Phases, level and maxims of teaching.
- manage the classroom as a professional.

Course Outline:**Unit 1: Learner and Learning**

- Learning-a natural tendency
- Learning-connotation in education
- Learning inside and outside the school
- Socio-cultural background of Learner

Activity: Report on learning inside or outside schools.

Unit II: Teaching process-basic understanding

- Concept of Teaching, Instruction and Training
- Complex nature of Teaching
- Factors influencing Teaching Learning process

Activity: Discussion on factors influencing Teaching Learning Process.

Unit III: Modes of Transaction

- Methods in teaching (Concept, Procedure, Advantages and Limitations)
 - Team Teaching, Debate, Workshop, Seminar.
- Instructional Media
 - Type of Media
 - Criteria of Selection

Activity: Term paper on media inclusion in class.

Unit IV: Essentials of Teaching

- Phases of Teaching- Pre active, Interactive, Post active
- Levels of Teaching- Memory level, Understanding level, reflective level.
- Maxims of Teaching

Activity: Group Discussion on importance of maxims in preparing lesson plan.

Unit V: Teaching as a Profession**(a) Teacher Attributes**

- Regularity, Punctuality, Teaching Attitude and Professional Ethics
 - Content Mastery and Its Maintenance

(b) Role of Teacher in Classroom Management.

Activity: Sharing Experiences as teacher in managing class.

Practicum: Any two of the following.

1. Report on Learners Behaviour in Classroom Setting.
2. Analysis of Instructional Process.
3. Collection and Presentation of Photographs related to learning inside and outside the classroom.
4. Making a model on one topic of your subject.

References:

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- Cruickshank, D. R., Deborah B. J. & Kim K. M. (2009). *The Act of Teaching*. New York: McGraw-Hill Company.
- Weimer, M. (1996). *Improving your classroom Teaching*. California, U.S.A.:SAGE Publications, Inc.
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- Sood, J.K. (1989). *New Direction in Science Teaching*. Chandigarh: Kohli Publishers.
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- Wragg E.C. (1996). *Classroom Teaching Skills*. London: Routledge.
- Kumari, S. (2004). *Increasing Role of Technology in Education*. Delhi: Chawla Offset Press.

Web Resources:

- Instructional media and Types of Media-
<http://hackscience.net/etm/Efficacious%20Technology%20Management%20ver.%201.2.pdf>
- Role of Teacher in Classroom Management-
<https://books.google.co.in/books?id=dQsE9WisCIYC&printsec=frontcover&dq=teacher+and+classroom+management&hl=en&sa=X&ved=0ahUKEwi2qq3R7dDfAhVYfCsKHQINAI8Q6AEINTAC#v=onepage&q=teacher%20and%20classroom%20management&f=false>
- Learning - inside and outside the school- <http://www.ignouhelp.in/ignou-study-material/>
- Socio-cultural background of learner- <http://egyankosh.ac.in/handle/123456789/47116>
- Concept of Teaching, Instruction & Training-
<http://www.ignouhelp.in/ignou-study-material/>
- Phases of Teaching- <http://www.ignouhelp.in/ignou-study-material/>

Discipline Elective (Main Pedagogy)-I

EDU 436 Pedagogy of English-I

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

4 0 0 4

Learning Outcomes:

Enable Student Teachers to

- acquire insight of nature & perspective of Teaching English
- frame the objectives of Teaching English
- apply teaching strategies in different context
- appreciate different forms of planning for ELT.
- assess ELT learning materials.

Course Outline:

Unit –I: Introduction to English.

- Nature & Perspective to English Teaching.
- Meaning and Principles of Learning English as second language.
Activity: Reading on scope of English language teaching as EFL, EST and ESP.

Unit –II: Objectives of ELT

- Objectives of teaching English as set forth in NCF-2005.
- Instructional Objectives & its relation to aims
Activity: Framing of Instructional Objectives in Behavioral terms.

Unit –III: Teaching Strategies

- Definition of Approach, Method and Technique.
- Approaches: Structural and Communicative Approach.
- Methods: Grammar-Translation, Inductive-Deductive Method.
Activity: Discussion on adapting teaching strategy according to language forms.

Unit –IV: Planning in ELT

- Need and relevance of planning in ELT
- Different forms of Plan

- Unit plan: concept and components
- Lesson plan: concept and components
- Difference between Unit and Lesson plan.
Activity: Practice in preparing unit and lesson plan.

Unit –V: Assessment in ELT

- Continuous & Comprehensive Assessment
- Meaning & Process.
- Design of Test Paper
- Framing of Test Items.

Activity: Practice in framing test Items

Practicum:

1. Development of Instructional Lesson Plan using non textual material.
2. Construction of an Achievement Test using Evaluation measures

References:

- Mullick, R. & Shefali G. (1993). *English Language Teaching From Theory to Practice*. Calcutta: Specturum Inc.
- NCERT. (2005). *National Curriculum Framework*. New Delhi: NCERT.
- IGNOU. (1999). *Instructional Planning in Teaching of English*. New Delhi: Teaching of English, School of Education.
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- Mangal, S.K. & Uma Mangal. (2009). *Essential of Education Technology*. New Delhi: PHI Learning Private Ltd.
- Armstrong, D. G., Tom V. S. (1983). *Secondary Education: An Introduction*. New York: Macmillan Publication Co. Inc.
- Ahmad, J. (2010). *Teaching of Scientific English*. New Delhi: APH Publ.

Web Resources:

- Thomas M. D'E. (2017), *Six Principles of Teaching English Language Learners in the Mainstream Classroom*.

<https://1.cdn.edl.io/P2EaJJFEFVYW92Clm3CyX9pLPcuvKI9E0G3w7KCBDSLX6mH2.pdf>

- NCERT(2005), *NCF 2005*
- www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf
- NCERT (2005), *Teaching of English*
www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/english.pdf
- *Methods And Approaches Of English Language Teaching In India*
http://shodhganga.inflibnet.ac.in/bitstream/10603/20567/10/10_chapter%203.pdf
- Cunningham, Gini, *The New Teacher's Companion* (2009)
<http://www.ascd.org/publications/books/109051/chapters/Lesson-Plans-and-Unit-Plans@-The-Basis-for-Instruction.aspx>
- Planning Guidelines
https://educacion.gob.ec/wp-content/uploads/downloads/2013/09/Planning_Guidelines_anual_unidad_lecci%F3n-EFL_100913.pdf
- NCERT (2018) *Continuous and Comprehensive Evaluation: Guidelines*, NCERT
www.ncert.nic.in/announcements/pdf/CCE-Guidelines.pdf
- CBSC (2009). *Continuous and Comprehensive Evaluation*
www.cbse.nic.in/cce/cce-manual/chapter_1.pdf
- Guidelines For Paper Setters - Curriculum
https://curriculum.gov.mt/en/Assessment/Assessment-of.../guidelines_paper_setters.pdf

EDU 438 Pedagogy of General Science -I

Max. Marks : 100	L T P C
(CA: 40 + ESA: 60)	4 0 0 4

Learning Outcomes:

Students will be able to-

- explain the nature and importance of general science.
- discuss and correlate the general science with other school subject.
- analyze the NCF 2005 with reference to science education.

- frame instructional objectives in behavioural terms.
- prepare unit plan and lesson plan based on different method.

Course Outline:

Unit-I: Nature of Science

- Concept and nature of Science: Process and Product.
- Importance of General Science in School curriculum.
- Influence of Science on Man and Environment
- Co-relation of General Science with other School Subject.

Activity: Presentation on Contribution of Scientist in the field of Science.

Unit-II: Curriculum in General Science

- Concept of Curriculum & Syllabus.
- Difference between Curriculum and Syllabus
- Principles of Curriculum Construction in General Science.
- NCF 2005 with reference to Science Education.

Activity: Analysis of Science Curriculum with reference to NCF 2005

Unit-III: Objectives of General Science

- Meaning and difference between Objectives and Teaching Objectives in Science Teaching
- General Objectives of Science Teaching at Secondary stage
- Writing specific Objectives of Teaching in behavioral terms.

Activity: Practice on writing Teaching Objectives in behavioural term

Unit-IV: Planning in General Science

- Concept of Unit Plan and Lesson Plan.
- Difference between Unit Plan and Lesson Plan.
- Need of Planning.
- Consideration points of effective Lesson Plan and Unit Plan.

Activity: Practice on Preparing Unit Plan and Lesson Plan.

Unit-V: Methods of Teaching (I)

(Teaching Methods- Meaning, Advantages and Limitations.)

- Lecture –cum- Demonstration method.
- Problem Solving Method.
- Heuristic Method.

Activity: Preparation of Lesson Plan based on above methods.**Practicum:** Any Two of the following-

- Term paper on “Correlation of General Science with other School Subject”.
- Present a Report of Critical Appraisal of NCF-2005 with Reference to General Science Education.
- Submission of Instructional Objectives in Behavioural Terms for One Unit.
- Preparation of One Unit and Lesson Plan.
- Preparation of Lesson Plan Based on any one Teaching method.

References:

- Bhandula, N. & Shrama, Sidheswar. (2009). *Teaching of Science*. Ludhiana :Vijaya Publications.
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Web Resources:

- Nature of Science- <http://www.project2061.org/tools/sfaaol/chap1.htm>
- Objective and Curriculum- <http://egyankosh.ac.in/bitstream/123456789/6665/1/Unit-1.pdf>
- Blooms Taxonomy of Learning Domain- <https://www.giocities.com/eltsqu/cognitive.htm>
- Correlation with other school subject- https://www.galaxy.org/correlations/gal_scope_seq.html
https://www.researchgate.net/publication/266884550_How_to_write_behavioural_objectives
- Lecture-method-<http://www.studylecturenotes.com/curriculum-instructions/lecture-method-of-teaching-focus-applications-merits-and-demerits>,
- Problem solving method-<https://unacademy.com/lesson/problem-solving-and-project-method/VWEX9NFB>
- Advantages and disadvantages of Problem solving method <https://www.prodigygame.com/blog/advantages-disadvantages-problem-based-learning/>, <https://4h.unl.edu/volun/arlen/method1.htm>
- Heuristic Method- <http://www.preservearticles.com/201105216966/advantages-and-disadvantages-of-heuristic-method-of-teaching-science.html>

EDU 440 Pedagogy of Hindi-I

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

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Learning Outcomes:

छात्राध्यापिकाएँ :

- हिन्दी के विविध रूपों एवं भाषागत विशेषताओं के प्रति विद्यार्थियों में जिज्ञासा भाव जाग्रत कर भाषा सौंदर्य से परिचित करा सकेंगी।
- हिन्दी भाषा के विविध रूपों में विभेद कर सकेंगी।
- विद्यार्थियों में भाषा का सामान्य व सांदर्भिक अर्थग्रहण तथा अभिव्यक्त करने की क्षमता उत्पन्न कर सकेंगी।
- संदर्भ एवं परिस्थिति के अनुसार हिन्दी-शिक्षण की उपयुक्त एवं अभिनव विधियों व प्रविधियों का प्रयोग कर सकेंगी।
- हिन्दी शिक्षण के उद्देश्यों का व्यावहारिक लेखन कर सकेंगी।
- विद्यार्थियों में भाषायी कौशलों का विकास कर सकेंगी, जिसके परिणामस्वरूप विद्यार्थियों में सांदर्भिक अर्थग्रहण एवं अभिव्यक्ति क्षमता उत्पन्न कर सकेंगी।
- विविध साहित्यिक विधाओं (गद्य-पद्य, व्याकरण आदि) के शिक्षण उद्देश्यों को ध्यान में रखकर उपयुक्त योजना का निर्माण एवं उसका क्रियान्वयन कर सकेंगी।

पाठ्यवस्तु रूपरेखा :

इकाई-I: भाषा –प्रस्तावना एवं पार्श्वभूमि

- भाषा-विविध रूप (मातृभाषा, राष्ट्रभाषा, राजभाषा)
- भाषा-प्रकृति एवं महत्व
- भाषा की भूमिका-सांस्कृतिक, कार्यात्मक, साहित्यिक

गतिविधि-भाषा की विभिन्न भूमिकाओं पर चर्चा एवं कार्यात्मक हिन्दी पर आलेखन

इकाई-II: हिन्दी शिक्षण/भाषा-शिक्षण के उद्देश्य

- हिन्दी-शिक्षण के उद्देश्य – सामान्य और विशिष्ट
 - स्तरानुकूल
 - भाषागत

गतिविधि – हिन्दी शिक्षण के उद्देश्यों का लेखन।

इकाई—III: भाषायी कौशलों का विकास

(अर्थ, महत्त्व, उद्देश्य एवं गतिविधियाँ)

- अभिव्यक्ति – लेखन कौशल एवं वदन (भाषण) कौशल
- अर्थग्रहण – श्रवण कौशल एवं पठन कौशल

गतिविधि— किसी एक भाषायी कौशल विकास के लिए योजना का निर्माण

इकाई—IV: साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण

- साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण—गद्य, पद्य, नाटक (अर्थ, उद्देश्य, महत्त्व, एवं शिक्षण विधियाँ)
- व्याकरण शिक्षण – अर्थ उद्देश्य, महत्त्व, एवं शिक्षण विधियाँ)

गतिविधि— किसी एक विधा की शिक्षण विधियों पर समीक्षात्मक आलेखन

इकाई—V: हिन्दी शिक्षण – योजना एवं मूल्यांकन

- इकाई योजना—अर्थ, महत्त्व, एवं तत्व
- पाठ—योजना— अर्थ, महत्त्व, एवं तत्व
- भाषा विकास की प्रगति का मूल्यांकन/आकलन – अवधारणा, महत्त्व एवं विशेषताएँ

गतिविधि— विविध विधाओं पर पाठ योजना का विकास

व्यावहारिक कार्य –(कोई दो कार्य)

- हिन्दी शिक्षण के उद्देश्यों का विभिन्न विधा के अनुसार लेखन
- पठित विधाओं में से किसी एक विधा पर कम्प्यूटर आधारित शिक्षण पाठ का विकास
- व्याकरण शिक्षण से संबंधित चार्ट या भाषायी खेल का निर्माण

सन्दर्भ:

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- श्रीवास्तव, आर. (1979). भाषा शिक्षण. गाजियाबाद: मैकमिलन कम्पनी ऑफ इण्डिया.
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Web Resources:

- Pedagogy of Hindi--<https://www.v mou.ac.in>
- Pedagogy of Hindi—ncert.nic.in/rightsidelinks/pdf/h
- Pedagogy of Hindi—www.mannu.ac.org
- Pedagogy of Hindi—uou.ac.in
- Pedagogy of Hindi--www.uou.ac.in
- Pedagogy of Hindi—www.uprtou.ac.in
- Kendriya Hindi Sansthan Agra--<http://khsindia.org/india/hi>

EDU 442 Pedagogy of Mathematics-I

Max. Marks : 100

(CA: 40 + ESA: 60)

L T P C

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Learning Outcomes:

Student Teacher will be able to:

- Discuss the nature of Mathematics.
- Critically analyze the Mathematics Text Book.

- Reflect on different methods of teaching Mathematics.
- Prepare the lesson plan in teaching mathematics.
- Reflect on framing and marking test items of achievement test in mathematics.

Course Outline:

Unit- I: Nature & Scope of Mathematics

- Nature of mathematics
- Place in Secondary School Curriculum
- Correlation with other School Subjects

Activity – Poster making on any one of above topics

Unit-II: Aims and objectives of Teaching Mathematics

- Aims and General Objectives of Teaching Mathematics at school level
- Formulation of Instructional Objectives with respect to Arithmetic, Algebra, Geometry, Mensuration and Trigonometry
- Value development through Teaching of Mathematics

Activity- Workshop to formulate the Instructional Objectives.

Unit-III: Curriculum and Textbook of Mathematics

- Content and branches of Mathematics at Secondary Level
- Curriculum of Mathematics at Secondary level in reference to NCF-2005
- Characteristics of a good Mathematics Text Book

Activity- Critical Analysis of Mathematics Text Book of class X.

Unit-IV: Planning for Teaching

- Annual plan – Need, Main consideration and Format
- Unit plan - Concept and steps of planning
- Lesson plan – Need and preparation

Activity- Workshop on Planning at different level.

Unit-V: Approaches to Teach Mathematics

Concepts, Procedures, Advantages and Limitations of following approaches/ methods

- Analytical – Synthetical
- Inductive – Deductive
- Lecture cum Demonstration

Activity- Workshop on Method based planning.

Practicum: (Any two)

1. Prepare a scrap book on 'Mathematics in News Paper'.
2. Develop strategy to connect any three teaching points with value inculcation.
3. Develop a Annual Plan of teaching Mathematics at secondary level.

Reference:

- Butler, H.C. and Wren, F.L.(1965). *The Teaching of Secondary Mathematics*. New York: Mc Graw Hill Book Co.
- Chadha, B.N. (1961). *Teaching of Mathematics*. Delhi : Gurudas Kappor and Sons.
- Cornelius, Michael. (1982). *Teaching mathematics*. London : Croom Helm.
- Jain, S.L. (1973).*Ganit Shikshan*. Jaipur :Rajasthan Hindi Granth Academy.
- Johnson, D.A. & Rahtz. R. (1961).*The New Mathematics in Our Schools*. New York: The macmillan Co.
- Maheshwari, Vijayandra Kishore (1995). *Ganit Shikshan*. Meerut :Lay Book Deptt.
- Mangal, S.K.(1997). *Ganit Shikshan*. New Delhi :Arya Book Depot.
- Sidhu, K. S. (1986).*The Teaching of Mathematics*. New Delhi :Sterling Publisher.

Web Resources:

- **Nature of Mathematics, Aims and General Objectives of Teaching Mathematics at school level, Approaches to Teach Mathematics, Unit Plan, Lesson Plan:**
<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf>
<http://www.tnteu.in/pdf/3-maths.pdf>
<http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf>
- **Place in Secondary School Curriculum:**
<http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf>

- **Planning for Teaching:**

<http://pedagogybyvasu.blogspot.com/2015/08/unit-test.html>

<https://repository.nie.edu.sg/bitstream/10497/1824/1/TL-9-1-15.pdf>

<http://egyankosh.ac.in/bitstream/123456789/6691/1/Unit-4.pdf>

<https://ndpublisher.in/admin/issues/EQv8n32.pdf>

EDU 444 Pedagogy of Sanskrit-I

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

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Learning Outcomes:

छात्राध्यापिकाएँ :

- विद्यार्थियों में संस्कृत की भाषागत विशेषताओं के प्रति जिज्ञासा भाव जागृत कर भाषा-सौंदर्य से परिचित करा सकेंगी।
- संस्कृत भाषा शिक्षण के उद्देश्यों को व्यवहारगत परिवर्तन के रूप में लिख सकेंगी।
- भाषा एवं साहित्यिक दृष्टि से संस्कृत की समस्त विधाओं जैसे-गद्य, पद्य व व्याकरण का इनके शिक्षण उद्देश्यों को ध्यान में रखकर शिक्षण कर सकेंगी।
- परिस्थित्यानुसार उपयुक्त विधियों एवं प्रविधियों का प्रयोग कर संस्कृत गद्य, पद्य व व्याकरण शिक्षण को सरस, सरल एवं अर्थपूर्ण बना सकेंगी।
- संस्कृत गद्य, पद्य व व्याकरण शिक्षण के लिए विद्यार्थी उन्मुख पाठ योजना निर्मित कर सकेंगी।
- संस्कृत को आत्मसात कराने के लिए शिक्षण तथा शिक्षणेतर कार्यक्रमों का आयोजन एवं मूल्यांकन करने की क्षमता विकसित कर सकेंगी।
- दृश्य-श्रव्य सामग्री के सुरुचिपूर्ण उपयोग द्वारा प्रभावी शिक्षण कर सकेंगी।

पाठ्यवस्तु रूपरेखा :

इकाई-प्रथम: संस्कृत भाषा व शिक्षण के उद्देश्य

1. संस्कृत भाषा की प्रकृति
2. संस्कृत शिक्षण के उद्देश्य
 - सामान्य और विशिष्ट
 - स्तरानुकूल
 - भाषागत

गतिविधि : संस्कृत शिक्षण के उद्देश्यों का लेखन।

इकाई—द्वितीय : विविध विधा शिक्षण

1. गद्य शिक्षण : अर्थ, उद्देश्य, महत्त्व एवं शिक्षण विधियाँ
2. पद्य शिक्षण : अर्थ, उद्देश्य, महत्त्व एवं शिक्षण विधियाँ
3. व्याकरण शिक्षण : अर्थ, उद्देश्य, महत्त्व एवं शिक्षण विधियाँ

गतिविधि : किसी एक विधा के शिक्षण की विधियों पर समीक्षात्मक आलेखन।

इकाई—तृतीय : संस्कृत शिक्षण में शिक्षण—अधिगम संसाधन

1. दृश्य संसाधन : महत्त्व, प्रकार, प्रयोग और प्रयोग में सावधानियाँ
2. श्रव्य संसाधन : महत्त्व, प्रकार, प्रयोग और प्रयोग में सावधानियाँ
3. दृश्य—श्रव्य संसाधन : महत्त्व, प्रकार, प्रयोग और प्रयोग में सावधानियाँ

गतिविधि : संस्कृत शिक्षण में प्रयुक्त हो सकने वाली दो सहायक सामग्रियों का निर्माण।

इकाई—चतुर्थ : संस्कृत के प्रति रुचि जाग्रत करने वाली क्रियाएँ

1. साहित्यिक क्रियाएँ : महत्त्व, प्रकार, आयोजन एवं प्रतिवेदन लेखन
2. सांस्कृतिक क्रियाएँ : महत्त्व, प्रकार, आयोजन एवं प्रतिवेदन लेखन

गतिविधि : संस्कृत शिक्षण से सम्बन्धित किसी साहित्यिक क्रिया की रूपरेखा का निर्माण, आयोजन एवं प्रतिवेदन लेखन।

इकाई—पंचम : संस्कृत शिक्षण में पाठ योजना एवं आकलन

1. इकाई योजना निर्माण
2. पाठ योजना निर्माण
 - गद्य पाठ योजना
 - पद्य पाठ योजना
 - व्याकरण पाठ योजना
3. संस्कृत भाषा शिक्षण में मूल्यांकन की अवधारणा
4. अच्छे मूल्यांकन की विशेषताएँ

गतिविधि : विविध विधाओं के शिक्षण हेतु पाठ योजना का विकास।

व्यावहारिक कार्य — (निम्न में से कोई दो कार्य)

1. संस्कृत शिक्षण के उद्देश्यों का लेखन।
2. पठित विधाओं में से किसी एक विधा पर कम्प्यूटर आधारित शिक्षण पाठ का विकास।

3. संस्कृत शिक्षण से सम्बन्धित किसी सांस्कृतिक क्रिया की रूपरेखा का निर्माण।
4. एक नीलपत्र एवं प्रश्नपत्र का निर्माण।

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- शर्मा, आर. ए. (2009). *शिक्षा तकनीकी*. मेरठ: आर. लाल बुक डिपो.

Web Resourecs:

- Pedagogy of Sanskrit Part-I: <http://uou.ac.in/sites/default/files/bed17/CPS-6.pdf>
- Pedagogy of Sanskrit Part-II: <http://uou.ac.in/sites/default/files/bed17/CPS-14.pdf>
- Sanskrit Language Teaching: http://www.sanskrit.nic.in/sanskrit_language_teaching.php
- Rashtriya Sanskrit Sansthan e-book: <http://www.sanskrit.nic.in/ebooks.php>
- Methodology of Teaching Sanskrit: <https://swayam.gov.in/courses/5292-discipline-methodology-of-teaching-sanskrit>

EDU 446 Pedagogy of Social Science-I

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Learning Outcomes:

Student teacher will be able to:

- describe the nature of Social Science as a Subject and as a Discipline.
- discuss the relevance of Social Science at School level and daily life.
- formulate Instructional Objectives in behavioral terms in social science teaching.
- plan their teaching on different methods in Social Science at Secondary Stage.

Course Outline:

Unit-I: Nature of Social Science

- Social Science
 - As a Discipline: Concept and Features
 - As a Subject: Concept and Features
- Relevance of Social Science Subject at School Level.
- Relationship of Social Science with other School Subjects and Daily Life

Activity: Identification of Social Science in Our Daily Life

Unit-II: Aims and Objectives of Social Science Teaching

- Aims of Teaching Social Science
 - at Elementary Level
 - at Secondary Level
- Instructional Objectives and Writing them in Observable Behaviour
- Linkage of IOs with
 - Aims of Social Science
 - Goals of Education
 - National Goals

Activity: Practice of Writing of IOs in Behavioural Term

Unit-III: Curriculum Frame work of Social Science

- NCF-2005 with reference to Social Science Subject
- Principles of Curriculum Construction in Social Science
- Critical Appraisal of existing Social Science Curriculum
- Content Analysis and Evolving Meaningful Messages/Ideas

Activity: Critical Appraisal of Social Science Curriculum of any Class

Unit-IV: Planning in Social Science Teaching

- Need and Relevance of Planning for Social Science Teaching
- Various forms of Plan
 - Unit Plan: Concept and Components
 - Lesson Plan: Concept and Components
 - Difference between Unit and Lesson Plan

Activity: Practice on Preparing a Lesson/Unit Plan

Unit-V: Methods of Teaching in Social Science

- Need of different methods in teaching Social Science
- Teacher centered method
 - Lecture Method
 - Story Telling
- Learner centered method
 - Supervised Study Method
 - Programmed Instruction Method
- Group centered method
 - Workshop Method
 - Discussion Method
- (Concept, Potentials and Specific Planning of above Methods)

Activity: Practice to Prepare a Lesson Plan based on Method

Practicum: Any two

1. “Social Science: As an area of Knowledge”, Presentation by Chart/Pictures/Poster/Folders.
2. Project Presentation on any them related to Socio-Geo-Eco and Political System: Such as – Metro, Smart City, Mobile Van, Migration, MNC’s, FDI’s, Resource Sharing, Inflation etc

3. Prepare ICT based learning Support Material.
4. A term Paper on course topic.

References:

- Agarwal, J. C. (1989). *Teaching Social Studies*. Delhi: Vikas Publishing House.
- Bining, A. C., & Bining, A. H. (1952). *Teaching the Social Study in Secondary School*. New York: MC- Graw Hill Company.
- Bhattacharya, S., & Darji, D. R. (1966). *Teaching of Social Studies in Indian Schools*. Baroda: Acharya Book Depot.
- Ellis, A. K. (1991). *Teaching and Learning Elementary Social Studies*. Boston: Allyn & Bacon.
- Kaushik, V. K. (1992). *Teaching of Social Studies in Elementary School*. Delhi: Anmol Publication.
- Sharma, B. (1998). *Samajik Adhyayan Shikshan*. Meerut: Surya Publication.
- Wesley, E. B., & Wronski, S. P. (1958). *Teaching Social Studies in High School*. Boston: D. C. Heath and Company.
- Yagnik, K. S. (1966). *Teaching of Social Studies in India*. Bombay: Orient Longmans.

Web Resources:

- NCF2005
http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf
- Audio visual aids www.studylecturenotes.com>audio-visual
- Use Social Science Resources: <https://study.com/academy/lesson/choosing-social-sciences-teaching-resources.html>
- Innovative Teaching Methods of Social Science:
<http://www.teachersofindia.org/en/article/innovative-teaching-methods-social-science>

- Teaching in Social Studies: https://ssol.tki.org.nz/Social-studies-years-1-10/Teaching-and-learning/effective_teaching_in_social_studies
- Evaluation in Teaching Learning Process- <http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476>
- Teaching and Learning Process in - <http://egyankosh.ac.in/handle/123456789/46729>
- Tools of Teaching - <http://egyankosh.ac.in/handle/123456789/46746>

Discipline Elective (Subsidiary Pedagogy)

EDU 416 Pedagogy of Biology

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Learning Outcomes:

Students will be able to:

- explain the rationale of study of Biology.
- develop skill in framing instructional objective in behavioral terms.
- discuss the major principles of curriculum construction.
- identify and use various method of teaching Biology.
- develop skill in preparing unit and lesson plan.
- selection and use of ISM and related science activities.
- construct various test items for making question paper.

Course Outline:

Unit-I: Instructional Objectives of Teaching Biology

- Rationale behind the study of Biology.
- Objectives of Teaching Biology with special reference to Blooms Taxonomy.
- Writing Instructional Objectives in behavioural terms.

Activity: Group Discussion and Submission of Report on Correlation of Biology with other School Subjects.

Unit-II: Curriculum in Biology teaching

- Difference between the terms Syllabus and Curriculum.
- Major principles of curriculum construction

Activity: Group Discussion on Major Criteria of Curriculum Construction

Unit-III: Instructional Design and Planning in Biology teaching.

- Meaning, Steps, Merits and Demerits – Lecture Method, Problem solving method, Project Method.
- Unit and Lesson Planning in Biology Teaching.
- Difference between Unit and Lesson Plan .

Activity: Workshop on Preparation of a lesson plan using specific instructional method to teach Biology.

Unit-IV: Ancillary to Biology teaching

- Science Activity- Need and importance
 - Field trips
 - Science Exhibition
- Instructional Support Material- Model, Charts, Herbarium, Aquarium for teaching Biology.
- Importance of Biology Laboratory.

Activity: Prepare one Instructional Support Material to teach Biology in classroom

Unit-V: Assessment in Biology Teaching

- Preparation of a Question paper.
- Framing test item to assess various objectives in teaching Biology
- Prepare a Blue Print.

Activity: Workshop on Quality of good Question Paper in Biology Teaching.

Practicum: Any two

- 1 Prepare ten instructional objectives in behavioural terms from Cognitive, Affective and Psychomotor domain.
- 2 A critical appraisal of Biology curriculum at Senior Secondary level.
- 3 Prepare two computer based lesson plan on any topic from Biology.
- 4 Prepare One Power Point Presentation by using e-resources in teaching of Biology.
- 5 Prepare a Blue Print on any topic of Biology from class XII for 50 marks to assess Instructional Objectives from Cognitive, Affective and Psychomotor domain.

Reference:

- Arthur, Carwin., & Robers, B.(1970). *Teaching Modern Science*. U.S.A.: Charles E, Merrill Publishing Company.
- Das, R.C. (1985). *Science Teaching in schools*. New Delhi : Sterling Publishers Pvt. Ltd.

- Dave, R.M. (1969). *Taxonomy of Educational objectives and Achievement Teaching*. London: London University Press.
- Gupta, S.K. (1983). *Technology of Science Education*. New Delhi : Vikas publishing House Pvt. Ltd.
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- Kohli, V.K. (1969). *Teaching of Science*. Jullundur : Krishna Brothers Chowk Adda Tanda.
- Mangal, S.K., . (1996). *Science teaching*. New Delhi : Arya Book Depot.
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- Paul, B. Weize .(1969). *Elements of Biology (3ed.)*. NewYork : Mc Graw Hill Co.
- Pual, B. Weise., & Fuller Melvin S.(1962). *Science of Botany*. New York : Mc Grew hills Book Co.
- Ratho, T.N., & Prakash, Ravi .(1996). *Emerging trends in teaching of Botany*. New Delhi : Kanishka Publishers, Distributors.
- Ratho, T.N., & Prakash, Ravi .(1996). *Emerging trends in teaching of Zoology*. New Delhi : Kanishka Publishers, Distributors.
- Richardson, J.S. (1957). *Science Teaching in secondary schools*. Prentice Hall Inc. Englewood Cliff, New Jersey.
- Sharma, R.C. (1971). *Teaching of Science*, Jullundhur : Dhanpat Rai and Sons.
- Sood, J.K. (1980). *New Direction in Science Teaching*. Chandigarh : Kohli Publications.
- Sood, J.K., . (1987). *Teaching life Science*. Chandigarh : Kohli publishers.
- Sood, J.K., . (1989). *New Direction in Science teaching*. Kohli publishers, Chandigarh, 1989.
- Thurbur, W. and A Collette. (1959). *Teaching Science today's secondary schools*, New York: Boston Allyn and Bacon Inc.
- Vaidya, N. (1996). *Science teaching for the 21st century*. New Delhi : Deep and Deep publication.

Web Resource:

- Importance of the study of Biology - <https://www.quora.com/Why-is-biology-important-to-study>
- Inter relationship of biology with other school subjects-
https://www.galaxy.org/correlations/gal_scope_seq.html
- Objectives of teaching biology with special reference to Bloom's Taxonomy-<https://www.giocities.com/eltsqu/cognitive.htm>
- Major principles of curriculum construction-<http://www.preservearticles.com/2012010920286/the-main-principles-of-curriculum-construction-may-be-mentioned-as-under.html>
- Developmental History of Science Curriculum- <http://www.ignouhelp.in/ignou-bes-141-study-material/>
- Lecture method-Merit and Demerit-<http://www.studylecturenotes.com/curriculum-instructions/lecture-method-of-teaching-focus-applications-merits-and-demerits>
- Problem solving method-Merit and Demerit-<https://unacademy.com/lesson/problem-solving-and-project-method/VWEX9NFB>
- Demerits of Problem solving method-<https://www.prodigygame.com/blog/advantages-disadvantages-problem-based-learning/>
- Community Resources-<http://www.sedl.org/scimath/compass/v03n01/usingcom.html>
- Use of audio visual aids-[https://www.elixirpublishers.com/articles/1351336051_50%20\(2012\)%2010597-10605.pdf](https://www.elixirpublishers.com/articles/1351336051_50%20(2012)%2010597-10605.pdf)
- Science club- <http://vigyanprasar.gov.in/science-communication-programs/vipnet/>

EDU 417 Pedagogy of Chemistry**Max. Marks : 100****(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

Learning Outcomes:

Student Teacher will be able to:

- analyze concepts and generalization used in framing chemistry curriculum.

- analyze nature of chemistry and the relationship between nature of chemistry and objectives of teaching chemistry.
- discuss role of laboratory, text book and other resources in teaching of chemistry formulate IOs for cognitive, affective & psychomotor domain.
- frame test items for different types of test.
- reflect on different teaching methods used in Chemistry.

Course Outline:

Unit I: Nature of Chemistry and Objectives of Teaching Chemistry

- Chemistry as a Specific Branch of Science
- Nature of Content in Chemistry
- Instructional Objectives in Chemistry teaching for Cognitive, Affective and Psychomotor Domain.

Activity: Practice on Writing the Instructional Objectives in Behavioural Terms.

Unit II: Curriculum and Planning in Chemistry Teaching

- Curriculum and Syllabus: Concept
- Consideration Points in Developing Learner Centered Curriculum in Chemistry
- Concept and Components of Unit Plan and Lesson Plan

Activity: Practice for Preparing of Unit Plan and Lesson Plan

Unit III: Teaching Methods in Chemistry

(Concept, Procedure, Advantage and Limitation)

- Lecture Cum Demonstration Method
- Problem Solving Method
- Laboratory Method

Activity: Preparation of Lesson Plan based on above method

Unit IV: Instructional Support Material in Chemistry Teaching

- Laboratory- Organization, maintenance and Importance in Chemistry Teaching
- Role of Chart, Model, Text Book and Internet in Chemistry Teaching

Activity: Designing a Layout for Chemistry Lab

Unit V: Assessment in Chemistry Teaching

- Types of Assessment in Chemistry
- Evaluation of Learning Outcomes in Chemistry Teaching by
 - Preparing a Blue Print and Test Items
 - Framing Test Items for Practical Examination

Activity: Practice on Preparation of Different Type of Test Items

Practicum: Any two of the following.

1. Term Paper on "Importance of Chemistry in Our Daily Life"
2. Critical Appraisal of Present Chemistry Curriculum at Senior Secondary Level
3. Lesson Plan Based on any One Method
4. Submission One ISM for Teaching Chemistry Content
5. Preparation One Scholastics Test Including Different Test Items

References:

- Bhandula, N. and Shrama Sidheswar. (2009). *Teaching of Science*. Ludhiana: Vijaya Publications.
- Das, D.N. (2007). *Practice Teaching*. Jaipur: Pointer Publisher.
- Gupta, Nirmala. (1967). *Method of Teaching Science*. Meerut: Rastogi and Company.
- Prasad, Janardhan. (1999). *Practical Aspects in Teaching of Science*. Kanishka Publishers Distributors.
- Rajan, Sonika. (2012). *Methodology of Teaching Science*. Delhi: Pearson.
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- Sharma, R.C. (1971). *Teaching of Science*. Delhi: Dhanpat Rai & Sons.
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- Bhatt, Dipti. (2011). *Teaching of Science*. New Delhi: A.P.H. Publishing Corporation.

- Mohan, Radha. (2002). *Innovative Science teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Mishra, K. S. (2008). *Effective Science Teaching*. Allahabad: Anubhav publishing House.
- Nagaraju, M.T.V. (2008). *Handbook for Teaching Physical Sciences (Methods and Techniques)*. New Delhi: Kanishka Publishers.
- Sen, B.R. (2005). *Teaching Science in Secondary school*. New Delhi: commonwealth publishers.
- Sharma, R.C. (2001). *Modern Science Teaching*. New Delhi: Dhanpat Rai Publishing co., Pvt., Ltd.
- Vaidya, Narendra. (1996). *Science teaching for the 21st century*. New Delhi: Deep and Deep Publications.
- Yadav, M.S. (2007). *Teaching of Science*. New Delhi: Anmol Publications Pvt. Ltd.
- कुलश्रेष्ठ, अरुण, कुमार और कुलश्रेष्ठ, नीर, कमल. (2013). *विज्ञान शिक्षण*. मेरठ: आर०लाल बुक डिपो.
- भटनागर, ए०, बी०. (2014). *विज्ञान शिक्षण*. मेरठ: आर० लाल डिपो.
- रावत, एम० एस०, और अग्रवाल, एम० बी० लाल. (2007 / 2008). *नवीन विज्ञान शिक्षण (बारहवॉ संस्करण)*. आगरा: अग्रवाल पब्लिकेशन्स.
- सूद, जे० के. (2010). *विज्ञान शिक्षण (पंचम संस्करण)*. आगरा: श्री विनोद पुस्तक मन्दिर.
- श्रीमाली, नन्द किशोर., भूषण आनन्द., और रिहानी, इन्दु. (2013). *विज्ञान शिक्षण (आठवॉ संस्करण)*. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.
- Sunder, Prem. (2010). *Teaching of Chemistry*. New Delhi: KSK Publishers and Distributirs.
- Aggarwal, D. D. (2001). *Modern Methods of Teaching Chemistry*. New Delhi: Sarup and Sons Publishers.
- Singh, P. P. and Kalia, V. D. (2004). *Teaching of Chemistry: New Trends and Innovations*. New Delhi: Deep and Deep Publications Pvt. Ltd.

- Rathor, T. N. and Ravi Prakash. (2007). *Emerging Trends in Teaching of Chemistry*. New Delhi: Kanishka Publishers and Distributors.

Web Resources:

- Nature of Science- <http://www.project2061.org/tools/sfaaol/chap1.htm>
- Objective and Curriculum- <http://egyankosh.ac.in/bitstream/123456789/6665/1/Unit-1.pdf>
- Blooms Taxonomy of Learning Domain- <https://www.giocities.com/eltsqu/cognitive.htm>
- Correlation with other school subject- https://www.galaxy.org/correlations/gal_scope_seq.html
- https://www.researchgate.net/publication/266884550_How_to_write_behavioural_objectives
- Lecture-method-<http://www.studylecturenotes.com/curriculum-instructions/lecture-method-of-teaching-focus-applications-merits-and-demerits>,
- Problem solving method-<https://unacademy.com/lesson/problem-solving-and-project-method/VWEX9NFB>
- Advantages and disadvantages of Problem solving method <https://www.prodigygame.com/blog/advantages-disadvantages-problem-based-learning/>, <https://4h.unl.edu/volun/arlen/method1.htm>
- Heuristic Method- <http://www.preservearticles.com/201105216966/advantages-and-disadvantages-of-heuristic-method-of-teaching-science.html>

EDU 418 Pedagogy of Commerce

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

4 0 0 4

Learning Outcomes:

Student Teacher will be able to

- clarify Commerce as a subject.
- frame instructional objectives for Commerce Teaching at Senior Secondary Level.
- plan for teaching Commerce at Senior Secondary Level.
- apply different methods and media for teaching Commerce.
- construct an achievement test for Senior Secondary Learners

Course Outline:

Unit-I: Concept and Scope of Commerce Subject

- a. Meaning, Nature, Scope and Relevance of Commerce as a subject.
- b. Correlation of Commerce with other subject.
- c. Aims and Objectives of teaching Commerce at Senior Secondary Level.
- d. Instructional Objectives of teaching commerce at Senior Secondary Level.

Activity: Frame Instructional Objective in behavioural term.

Unit-II: Planning for Commerce Teaching

- a. Contents analysis for Commerce Teaching
- b. Principles and Maxims of Teaching Commerce
- c. Daily Lesson Plan and Unit Plan- (meaning, need and formate).

Activity: Content Analysis of any unit of commerce at school level.

Unit-III: Method of Teaching Commerce

Meaning, Steps, Merit and Limitation-

- Lecture cum Demonstration
- Group Discussion
- Problem Solving

- Project
- Workshop
- Team Teaching

Activity: Lesson Plan based on any method

Unit-IV: Instructional material and curriculum for commerce

- a. Critical Analysis of text books in Commerce at Senior Secondary Level.
- b. ISM used in Commerce Teaching (Need, Types, Selection)
- c. Co-curricular activities.
- d. Commerce teachers-qualities and professional growth

Activity- Development of ISM for commerce teaching.

Unit-V: Evaluation in Teaching of Commerce

- a. Meaning and importance of Evaluation.
- b. Forms of Evaluation –Formative
 - Summative
- c. Achievement Test- Meaning, use and Process of Development.

Activity: Development of an achievement test based on blue print.

Practicum (any two):

- a. Study and compare the Commerce syllabus at Senior secondary level of any two different boards.
- b. Collection of e-learning resources in Commerce .
- c. ICT based presentation for commerce teaching.

References:

- Singh, Y.K. (2009). *Teaching of Commerce*. New Delhi:APH Publishing Corporation.
- Rao, S. (2000). *Teaching of Commerce*. New Delhi: Anmol Publication Pvt. Ltd.
- Aggrawal, J.C. (2008). *Teaching of Commerce-A practical Approach*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Singh, R.P. (2004). *Teaching of Commerce*. Meerut: R. Lall Book Depot.

- Brintha, S. (2015). *Teaching of Commerce*. New Delhi: APH Publishing Corporation,.
- Bhanot, S. (2013). *Commerce Education and Teaching*. New Delhi: Kanishka Publishers.
- Lulla, B.P. (1960). *Teaching of Commerce in Secondary Schools*. Baroda: University Publication sales unit,
- Monga, V. (2009). *Teaching of Commerce*. Patiala: Twenty First Century Publications.

Web Resources:

- Planning for commerce Teaching <https://drive.google.com/file/d/1JHpjUhQsIRYr4yARXQHyZMupgmszJvMz/view>
- Planning for commerce Teaching https://drive.google.com/file/d/12m6tO_vpSsx7CBzAWwcnVLACZ4FI5ATI/view
- Planning for commerce Teaching <https://drive.google.com/file/d/1JKn8cH1CRbTAMH75re4fbUnapKc6ZGr/view>
- Planning for commerce Teaching <https://drive.google.com/file/d/1ZbINr7SJWgEmXQ28N1BNwTNq-ASLN5Hd/view>
- Method of Teaching <http://collections.infocollections.org/ukedu/en/d/Jgtz017e/6.9.1.html>

EDU 419 Pedagogy of Computer Science

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Learning Outcomes:

Student Teacher will be able to

- Acquaint with the aims and objectives of pedagogy of computer science
- Familiarize with the various methods that can be employed for the pedagogy of computer science.

- Acquaint in preparation of instructional materials for Computer Science teaching.
- Acquire knowledge of latest trends in Information Technology and assessment practices.

Course Outline:

Unit I: Computer Science as a School Subject

- Concept, Need and Scope of Computer Science.
- Need and Significance of Teaching Computer science at various levels.
- Aims and Objectives of Teaching Computer Science
- Writing objectives in behavioral terms

Activity: Practice on Writing the Instructional Objectives in Behavioural Terms.

Unit II: Methods and Techniques of Teaching Computer Science

- Methods of Teaching (Concept, Procedure, Advantages and Limitation)
 - Lecture-cum-Demonstration
 - Laboratory
 - Project
 - Problem Solving
- Techniques of Teaching: CML,CAI, Mobile Learning, Buzz session, e-learning, smart classroom, surfing, blogging

Activity: Preparation of Lesson plan based on above method

Unit-III: Designing for Instruction

- Concept, Need, Preparation of Unit plan and Lesson plan
- Preparation of Blue-print and Test items
- Techniques and Tools of Evaluation, E-assessment
- Types of Tests used in Computer Science.

Activity: Preparation of question paper based on Blue-print

Unit-IV: Development of Instructional material

- Meaning, Importance, classification and preparation of Instructional Material.

- Text Books: Characteristics and Criteria for Selection of Computer Books with special
- Reference to Theory and Practical Books of Computer Subject
- Self-Instructional Material
- Computer Assisted Instructional Material
- Computer Science Laboratory: Planning, Organization and its importance

Activity: Prepare a material on Computer Assisted Instruction

Unit-V : Trends and Issues in Teaching-Learning

- LMS, PODCAST
- Multimedia
- Virtual Learning,
- Web based Learning,
- Teleconferencing,
- Interactive Boards
- Technophobia (difficulties in handling hardware and software)

Practicum: Any two of the following.

- Preparation of Lesson plan based on above method
- Preparation of question paper based on Blue-print
- Prepare a material on computer assisted Instruction
- Prepare a material on computer assisted Instruction

References:

- Chauhan, S.S. (1985). *Innovations in teaching learning process*. New Delhi: Vikas Publishing Ltd
- Goel, H.K. (2005). *Teaching of Computer Science*. New Delhi: R.Lall Book Depot.
- Kochchar, S.K.(1992). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt Ltd.
- Mangal, S.K., Uma Mangal, (2009). *Essentials of Educational Technology*. New Delhi: PHI learning Private Limited.
- Sharma, R.A.(2008). *Technological foundation of Education*. Meerut: R.Lall Book Depot.

Web Resources:

- Concept, Need and Scope of Computer Science.
- Need and Significance of Teaching Computer science at various levels.
- General Aims and Objectives of Teaching Computer Science
<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf>
- General Aims and Objectives of Teaching Computer Science
http://tnteu.in/pdf/BED_CMaterial_2016-17.pdf
- Methods of Techniques of Teaching Computer Science-
<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf>
http://tnteu.in/pdf/BED_CMaterial_2016-17.pdf
- Designing for Instruction
<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf>
http://tnteu.in/pdf/BED_CMaterial_2016-17.pdf
- Development of Instructional material-<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf>
- Trends and Issues in Teaching-Learning- <http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf>

EDU 420 Pedagogy of Drawing & Painting**Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****4 0 0 4****Learning Outcomes:**

Student Teacher will be able to:

- explain the nature and importance of Drawing & Painting in school education
- discuss the correlation of Drawing & Painting with other school subjects

- formulate instructional objectives in behavioral terms
- design unit plan and lesson plan based on different methods.
- acquaint skill in planning and organize Drawing & Painting labs for Sec. and Sr. Sec. class
- prepare Blue print and question paper

Course Outline:

Unit-I: Drawing & Painting as a School Subject

- Concept and place of Drawing & Painting in school Education.
- Relevance of Drawing & Painting as a subject at secondary and Senior Sec. Level.
- Correlation of Drawing & Painting subject with other school subjects.

Activity: Poster making on any one theme of above.

Unit-II: Instructional Design in Drawing & Painting Aims of Drawing and Painting

- Teaching objectives in cognitive, affective, Psychomotor Domain
- Unit and lesson designing in Drawing & Painting teaching
- Basic consideration in designing Drawing & Painting teaching

Activity: Framing IOs in behavioral terms in workshop.

Unit-III: Learning Experiences in Drawing & Painting Teaching Methods as LEs- lecture cum demonstration, Project, Practical, workshop (Concept, Steps, Potential, Limitation)

- **Activities as LEs** - Field trip, Exhibition
- **LEs as ISM-** Role of computer, Models, Magazine, in Drawing & Painting Teaching

Activity: Prepare lesson plans based on different teaching method in small group

Unit-IV: Learning Resources in Drawing & Painting Teaching Learning resources in Drawing & Painting teaching - Museum, Art galleries, Art exhibition

- Laboratory for teaching - Importance, Planning and instruction for working in lab
- Qualities of a good Drawing & Painting teacher

Activity: Discussion on selection/preparation of ISM in Drawing & Painting teaching

Unit-V: Assessing Learning in Drawing & Painting

(Types of assessment on Drawing & Painting)

- Formative, Summative assessment
- Continuous & comprehensive assessment in
- Written, practical, viva-voce
- Preparation of question paper and Blue print

Activity: Preparation on Blue prints & formulation of test items

Practicum:

- Planning for visual for field or art gallery
- Critical analysis of existing Drawing & Painting curriculum at Sec. & Sr. Sec. level
- Plan a lab for Drawing & Painting teaching with material & equipments

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Web Resources:

- importance of art in schools
<http://www.pbs.org/parents/education/music-arts/the-importance-of-art-in-child-development/>
<https://www.theodysseyonline.com/importance-of-the-arts-in-education>
- correlation of fine arts with school subjects
<https://learnerlog.org/socialstudies/teaching-the-arts-across-the-curriculum-2/>
- teaching methods in fine arts
<https://lindsays-art-room.weebly.com/teaching-strategies.html>
- Assessment in fine Arts
<https://www.google.com/search?q=assessment+in+fine+arts&ie=utf-8&oe=utf-8&client=firefox-b>

EDU 421 Pedagogy of Economics

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Learning Outcomes:

Student Teacher will be able to

- interpret concept of Economics.
- correlate Economics with other subjects.
- frame instructional objectives for economics teaching at Senior Secondary Level.
- develop the curriculum of Economics at Senior Secondary Level.
- plan the lesson for teaching Economics using different methods and media.
- construct an achievement test for Senior Secondary Learners.

Course Outline:**Unit –I: Nature and Relevance of Economics as a Subject**

- Meaning, Nature and Scope of Economics
- Relevance of Economics as a Subject at Senior Secondary level
- Correlation of Economics with other subjects.

Activity: Paper/ Poster/ P.Pt presentation based on practical application of Economics in daily life.

Unit –II : Curriculum of Economics

- Aims and Instructional Objectives of teaching Economics at Senior Secondary level.
- Principles of curriculum development
- Critical analysis of Economics Curriculum at Senior Secondary Stage (CBSE)

Activity: Formulation of Instructional objectives with behavioral terms in Economics Teaching.

Unit –III: Planning in Economics Teaching

- Need and relevance of planning for Economics Teaching
- Planning for teaching- (Concept and Components)
 - Unit Plan
 - Lesson Plan
 - Annual Plan

Activity: Preparing a Unit Plan.

Unit–IV: Useful Methods and ISM in Teaching of Economics

- Preparation of different plans based on various Teaching Methods-Lecture, Project, Discussion, Analytic-Synthetic
- Relevance and uses of Audio, Visual, Audio-Visual aids.
- Activities in teaching of Economics: Field Trip, Exhibition, Quiz, Economics Club

Activity: Organizing an Exhibition on current Economical issues.

Unit –V : Assessing pupil’s learning in Economics

- Need of Evaluation in teaching of Economics.
- Different types of Items (Objective, Short and Essay)

- Planning for achievement test and construction of test paper

Activity: Construction of an achievement test.

Practicum: Any Two.

1. Prepare a lesson plan based on any one teaching method.
2. Develop an Instructional Support Material to teach a lesson.
3. Critical appraisal of an economics textbook at senior secondary level.
4. Plan a group activity to teach an economical issue.

References:

- Aggarwal, J.C. (2014). *Teaching of Economics: A Practical Approach*. Agra: Vinod Pustak Mandir.
- Knoph J.H. (1965). *The Teaching of Elementary Economics*. New York: Holt Rinehart & Winston.
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- Siddiqui, M.H. (1993). *Teaching of Economics*. New Delhi: Ashish Publishing House
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Web Resources:

- Unit plan and Lesson Plan https://drive.google.com/uc?export=download&id=1wQkwLKqTat7_u0JjX-IuY_tS-ioin3Xz
- Unit plan and Lesson Plan <https://www.ncertbooks.guru/ncert-economics-books/>
- Methods of Teaching <http://collections.infocollections.org/ukedu/en/d/Jgtz017e/6.9.1.html>
- Quiz <http://edufive.com/quiz/quiz-rules-regulations.html>
- Quiz https://www.educationworld.com/a_curr/profdev/profdev188.shtml
- Exhibition <http://tquest.org.uk/significance-conducting-exhibitions-schools/>

EDU 422 Pedagogy of English

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Learning Outcomes:

Enable Student Teachers to

- acquire insight of nature & perspective of Teaching English
- develop the objectives of Teaching English
- apply teaching strategies in ELT
- appreciate different forms of planning for ELT.
- comprehend the role of assessment in ELT.

Course Outline:**Unit –I: Introduction to English.**

- Nature & Perspective to English Teaching.
- Meaning and Principles of Learning English as second language.

Activity: Reading on scope of English language teaching as EFL, EST and ESP.

Unit –II: Objectives of ELT

- Objectives of teaching English as set forth in NCF-2005.
- Instructional Objectives & its relation to aims

Activity: Framing of Instructional Objectives in Behavioral terms.

Unit –III: Teaching Strategies

- Definition of Approach, Methods and Technique
- Approaches: Structural and Communicative Approach
- Methods: Grammar-Translation, Inductive-Deductive Methods

Activity: Discussion on adapting teaching strategy according to language forms.

Unit –IV: Planning in ELT

- Need and relevance of planning in ELT
- Different forms of Plan
 - Unit plan: concept and components
 - Lesson plan: concept and components
- Difference between Unit and Lesson plan.

Activity: Practice in preparing unit and lesson plan.

Unit –V: Assessment in ELT

- Continuous & Comprehensive Assessment
 - Meaning & Process.
- Designing of Test Paper
- Framing of Test Items.

Activity: Practice in framing test Items

Practicum:

- 1 Development of Instructional Lesson Plan using non textual material.
- 2 Construction of an Achievement Test using Evaluation measures

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- Allen, W.S., Living English speech, Orient Logmans, Bombay, 1968.
- Agnihotri, R.K. & Khanna, A.L. (ed.), English Language Teaching in India-issues and innovations, sage Publications, New Delhi, 1995.
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- Verghese, B.V., Modern Methods of Teaching English, Vols. I to V, Annol Publication Pvt. Ltd., New Delhi, 1997.

Web Resources:

- Thomas M. D'Elia (2017) Six Principles of Teaching English Language Learners in the Mainstream Classroom,
<https://1.cdn.edl.io/P2EaJFEFVYW92Clm3CyX9pLPcuvKI9E0G3w7KCBDSLX6mH2.pdf>
 NCERT(2005), NCF 2005
www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf
 NCERT (2005), Teaching of English www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/english.pdf
- Methods And Approaches Of English Language Teaching In India
http://shodhganga.inflibnet.ac.in/bitstream/10603/20567/10/10_chapter%203.pdf
- Cunningham, Gini (2009) The New Teacher's Companion
<http://www.ascd.org/publications/books/109051/chapters/Lesson-Plans-and-Unit-Plans@-The-Basis-for-Instruction.aspx>
- Planning Guidelines
https://educacion.gob.ec/wp-content/uploads/downloads/2013/09/Planning_Guidelines_anual_unidad_lecci%F3n-EFL_100913.pdf
- NCERT (2018) Continuous and Comprehensive Evaluation: Guidelines, NCERT, New Delhi
www.ncert.nic.in/announcements/pdf/CCE-Guidelines.pdf
- CBSC (2009). Continuous and Comprehensive Evaluation
www.cbse.nic.in/cce/cce-manual/chapter_1.pdf
- Guidelines For Paper Setters - Curriculum
https://curriculum.gov.mt/en/Assessment/Assessment-of.../guidelines_paper_setters.pdf

EDU 423 Pedagogy of Geography

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

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Learning Outcomes:

Student Teacher will be able to:

- describe the nature of content in Geography subject.
- formulate Instructional objectives and plan for Geography teaching at Senior Secondary Level.
- apply different methods of teaching Geography in classroom.
- select and use appropriate resources and media for Geography teaching.
- use various resources for enrichment of Geography teaching.
- reflect on framing and marking test items of achievement test in Geography.

Course Outline:

Unit –I : Nature of Geography as a subject.

- Meaning, Nature and Scope of Geography as a subject.
- Relevance of Geography at Senior Secondary Level.
- Correlation of Geography with other school subjects.
- Aims and Objectives of Geography teaching.

Activity: Writing of Instructional Objectives in behavioural terms.

Unit –II : Curriculum and Designing Instruction

- Principles of curriculum construction of Geography.
- Critical Appraisal of Geography Curriculum at Senior Secondary Level.
- Concept and Need of planning for Geography Teaching.
- Designing instruction (Concept and Components of)-
 - Annual Plan
 - Unit Plan
 - Lesson Plan

Activity: Critical appraisal of Geography curriculum of CBSE/SBSE/ Banasthali Board.

Unit–III: Methodology of Teaching-Learning of Geography

- Concept, Steps, Advantages and Limitations of -
 - Lecture Method
 - Demonstration Method
 - Laboratory Method
 - Regional Method
 - Field Trip Method
 - Project Method

Activity: Preparing a Lesson Plan based on any one of the Method

Unit –IV : Media and Resources for Teaching and Learning

- Significance and use of Audio, Visual and Audio-Visual Media in Geography teaching
- Geography Room
- Geography Club
- Geography Exhibition
- Geography Museum

Activity: Organizing Geography Exhibition

Unit–V: Evaluation of Geography Learning

- Concept of Evaluation in Geography.
- Types of Achievement Test-Written, Oral (Viva) and Practical.
- Different types of Test items (Essay type, Short type and Objective type).
- Construction of Blue Print and Question paper.

Activity: Construction of question paper with blue print for class XI/XII of Geography subject

Practicum: Any Two

1. Prepare a Model on any Geographical theme such as-Dam, Solar Plant, Power station,etc.

2. Prepare a map of the main Geographical features of India with descriptions.
3. Write a report of your experiences related to observed programme about the flora and fauna aspect on National Geographical Channel.
4. Collection of leaves/fossils etc and write their description.
5. Make a chart of Geographical signs and symbols.
6. Prepare a PPT presentation on any Geographical theme.

References:

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- Hoti Prasad. (2005). *Methods of Teaching Geography*. Jaipur: ABP Publishers.
- Long, M. (1964). *Handbook for Geography Teachers*. The English language Book Society and Methuen & Co. Ltd.
- Siddiqui, Mujibul Hasan. (2004). *Teaching of Geography*. New Delhi: A.P.H. Publishing Corporation.
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- *Philips World Atlas*. (2002). Great Britain: The Royal Geographical Society.

- Susan, Mathew. (2009). *Oxford Dictionary of Geography*. Oxford University Press.
- Webster International Encyclopedia-I Edition. (2003) Trident Press International.

Web Resources:

- Evaluation in Teaching Learning Process- <http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476>
- Teaching and Learning Process in Geography- <http://egyankosh.ac.in/handle/123456789/46729>
- Tools of Teaching Geography- <http://egyankosh.ac.in/handle/123456789/46746>
- Introduction of Curriculum Construction- <http://egyankosh.ac.in/bitstream/123456789/31625/1/Unit-1.pdf>
- NCF 2005-http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf

EDU 425 Pedagogy of Hindi

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

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Learning Outcomes:

छात्राध्यापिकाएँ :

- हिन्दी के विविध रूपों एवं भाषागत विशेषताओं के प्रति विद्यार्थियों में जिज्ञासा भाव जाग्रत कर भाषा सौंदर्य से परिचित करा सकेंगी।
- हिन्दी भाषा के विविध रूपों में विभेद कर सकेंगी।
- विद्यार्थियों में भाषा का सामान्य व सांदर्भिक अर्थग्रहण तथा अभिव्यक्त करने की क्षमता उत्पन्न कर सकेंगी।
- संदर्भ एवं परिस्थिति के अनुसार हिन्दी-शिक्षण की उपयुक्त एवं अभिनव विधियों व प्रविधियों का प्रयोग कर सकेंगी।
- हिन्दी शिक्षण के उद्देश्यों का व्यावहारिक लेखन कर सकेंगी।

- विद्यार्थियों में भाषायी कौशलों का विकास कर सकेंगी, जिसके परिणामस्वरूप विद्यार्थियों में सांदर्भिक अर्थग्रहण एवं अभिव्यक्ति क्षमता उत्पन्न कर सकेंगी।
- विविध साहित्यिक विधाओं (गद्य-पद्य, व्याकरण आदि) के शिक्षण उद्देश्यों को ध्यान में रखकर उपयुक्त योजना का निर्माण एवं उसका क्रियान्वयन कर सकेंगी।

पाठ्यवस्तु रूपरेखा :

इकाई-I: भाषा-प्रस्तावना एवं पार्श्वभूमि

- भाषा-विविध रूप (मातृभाषा, राष्ट्रभाषा, राजभाषा)
- भाषा-प्रकृति एवं महत्व
- भाषा की भूमिका-सांस्कृतिक, कार्यात्मक, साहित्यिक

गतिविधि-भाषा की विभिन्न भूमिकाओं पर चर्चा एवं कार्यात्मक हिन्दी पर आलेखन

इकाई-II: हिन्दी शिक्षण / भाषा-शिक्षण के उद्देश्य

- हिन्दी-शिक्षण के उद्देश्य
 - सामान्य और विशिष्ट,
 - स्तरानुकूल
 - भाषागत

गतिविधि - हिन्दी शिक्षण के उद्देश्यों का लेखन।

इकाई-III: (अर्थ, महत्त्व, उद्देश्य एवं गतिविधियाँ) भाषायी कौशलों का विकास

- अभिव्यक्ति - लेखन कौशल एवं वदन (भाषण) कौशल
- अर्थग्रहण - श्रवण कौशल एवं पठन कौशल

गतिविधि- किसी एक भाषायी कौशल विकास के लिए योजना का निर्माण

इकाई-IV: साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण

- साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण-गद्य, पद्य, नाटक (अर्थ, उद्देश्य, महत्त्व, एवं शिक्षण विधियाँ)
- व्याकरण शिक्षण - अर्थ उद्देश्य, महत्त्व, एवं शिक्षण विधियाँ)

गतिविधि- किसी एक विधा की शिक्षण विधियों पर समीक्षात्मक आलेखन

इकाई-V: हिन्दी शिक्षण - योजना एवं मूल्यांकन

- इकाई योजना-अर्थ, महत्त्व, एवं तत्व

- पाठ-योजना- अर्थ, महत्त्व, एवं तत्त्व
- भाषा विकास की प्रगति का मूल्यांकन/आकलन-अवधारणा, महत्त्व एवं विशेषताएँ

गतिविधि- विविध विधाओं पर पाठ योजना का विकास

व्यावहारिक कार्य – (कोई दो कार्य)

- हिन्दी शिक्षण के उद्देश्यों का विभिन्न विधा के अनुसार लेखन
- पठित विधाओं में से किसी एक विधा पर कम्प्यूटर आधारित शिक्षण पाठ का विकास
- व्याकरण शिक्षण से संबंधित चार्ट या भाषायी खेल का निर्माण

सन्दर्भ:

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- पाटिल, एच. आर. और शेडके, एस. (2005). भाषा शिक्षण. कानपुर: विद्या प्रकाशन.
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- श्रीवास्तव, आर. (1979). भाषा शिक्षण. गाजियाबाद: मैकमिलन कम्पनी ऑफ इण्डिया.
- तिवारी, पी. (1976). सर्वोपयोगी हिन्दी सुधार कार्यक्रम. अजमेर: मिश्रा ब्रदर्स.
- योगेन्द्रजीत, बी. (1981). हिन्दी भाषा शिक्षण. आगरा: विनोद पुस्तक मन्दिर.

Web Resources:

- Pedagogy of Hindi-<https://www.vmou.ac.in>
- Pedagogy of Hindi-ncert.nic.in/rightsidelinks/pdf/h
- Unit-1-Wikipedia.org
- Pedagogy of Hindi-www.mannu.ac.org
- Pedagogy of Hindi-uou.ac.in
- Pedagogy of Hindi-www.uou.ac.in
- Pedagogy of Hindi-www.uprtou.ac.in
- Kendriya Hindi Sansthan Agra-<http://khsindia.org/india/hi>

EDU 426 Pedagogy of History**Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****4 0 0 4****Learning Outcomes:**

Student teacher will be able to:

- discuss the nature of History.
- construct different lesson planning in History teaching.
- apply different methods for teaching History.
- state various appropriate innovative learning resources for teaching History.
- apply alternative assessment tools for teaching learning evaluation in History.

Course Outline:**Unit –I : Understanding History**

- Concept, Nature and Scope of History.
- Aims and Objective of History teaching at Senior Secondary Level, Writing Objectives in behavioural terms.
- Correlation of History with other school subjects.

Activity: Writing of Instructional Objectives in behavioural terms.**Unit –II: Curriculum and Designing Instruction**

- Curriculum of History in reference to NCF-2005.

- Analysis of History Curriculum
- Lesson Plan, Unit Plan, Annual Plan

Activity: Prepare a unit plan.

Unit –III: Instructional Methods

- Concept, Steps, advantages and limitations
 - Lecture cum Discussion Method
 - Story telling Method
 - Role-play Method
 - Supervised study Method
 - Source Method

Activity: Prepare a Lesson Plan based on any one of the method.

Unit –IV: Learning Resources in History Teaching

- Concept and use of learning resources
- Audio aids
- Visual aids.
- Audio-Visual aids
- Monuments, historical maps, text books in reference to relevance as a learning resource
- History room: lay out and functions
- Essential qualities of an Ideal History Teacher

Activity: Developing an instructional support material for a topic.

Unit –V: Evaluation in History Teaching

- Need of evaluation in History
- Types of evaluation-
 - Formative evaluation
 - Summative evaluation
- Construction of test paper (Blue Print)
- Construction of different test items.

Activity: Plan and Prepare a test paper of History.

Practicum (Any two)

1. Preparation of historical theme based album, model or PPT as learning resources.
2. Preparation of one lesson plan on any topic of History using ICT.
3. Preparation of Scrapbook on any History topic.
4. Write down your experiences after visiting historical places and submit report.
5. Exhibition of different ancient culture, civilization, weapons, etc.

References:

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- IGNOU (2000). *Curriculum and Instruction: Curriculum Planning*. New Delhi: School of Education, ES-331- 1.
- IGNOU (2000). *Planning and Management of Instruction*. New Delhi: School of Education, ES-331- 3.
- IGNOU (2000). *Teaching Skills*. New Delhi: School of Education, ES-331- 4.
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- Sharma, Sita Ram (2003). *Effective Methods of Teaching History*. New Delhi: Shri Sai Printography.
- Tripathy, Bhushan H. (2013). *Effective Teaching: A Workshop Based on IUCEE Effective Teaching Workshop by Drs. Richard Felder and Rebecca Brent, 2008, Mysore- A Workshop Module*. Ahemdabad: GLS Institute of Computer Technology.
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- त्यागी, गुरसरन दास. (2001). *इतिहास शिक्षण*. आगरा: विनोद पुस्तक मंदिर.

Web Resources:

- Understanding History:
<http://kasturicollege.org/downloads/History.pdf>
- Curriculum and Designing Instruction :
<http://assets.vmou.ac.in/BED127.pdf>
- Instructional Methods:
<http://mooc.nios.ac.in/mooc/pluginfile.php?file=/11673/course/summary/UNIT%207%20TEACHING%20LEARNING%20STRATEGIES.pdf>,
- Learning Resources in History Teaching:
<http://assets.vmou.ac.in/BED127.pdf>,

<http://mooc.nios.ac.in/mooc/pluginfile.php?file=/11673/course/summary/UNIT%207%20TEACHING%20LEARNING%20STRATEGIES.pdf>

- Evaluation in History Teaching:
<http://assets.vmou.ac.in/BED127.pdf>

EDU 427 Padagogy of Home Science

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Learning Outcomes:

Student Teacher will be able to:

- explain the Nature and Relevance of Home Science.
- formulate IOs in Behavioural Terms.
- design appropriate Instructional Process.
- discuss various Teaching Methods and activities.
- prepare plans based on different Teaching Methods.
- describe the Importance and Role of Lab and Other (Aids) ISM in Home Science Teaching.
- preparation of Blue Print and Question Paper.

Course Outline:

Unit-I: Nature and Relevance of content in Home Science

- Nature of Content in Home Science.
- Relevance of Home Science subject at Senior Secondary Level.
- Correlation of Home Science with other school subjects.
- Content Analysis – Concept, Steps and Importance.

Activity: Analysis of content in Home Science at Senior Secondary Level.

Unit-II: Instructional Design in Home Science

- Subject objectives of Home Science
- Instructional Objectives in Cognitive, Affective and Psychomotor Domain.
- Annual, Unit and Lesson designing in Home Science Teaching
- Difference between unit and lesson designing.
- Basic considerations of designing in Home Science.

Activity: Framing IO's in behavioral terms in workshop.

Unit-III: Learning Experiences in Home Science Teaching

- Learning experience as Method-Lecture, Demonstration, Discussion, Workshop, Practical, Project (Concept, Steps, Potential and limitations of above methods).
- Learning experience as an activity- Home Science club, field trip (Importance and Limitations).

Activity: Prepare Lesson Plans based on different Teaching Methods in small groups.

Unit- IV: Enhancing Home Science Teaching

- Home Science Laboratory:
 - (i) Importance of lab in Home Science Teaching.
 - (ii) Basic considerations in planning Home Science Lab
 - (iii) Instructions for working in Home Science Lab.
- Role of Chart, Flashcards, Models, Puppets, Computer in Home Science Teaching

Activity: Discussion on consideration, while selection/preparation of ISM.

Unit- V: Assessment in Home Science Teaching

- Different Test Items
- Preparation of question paper with blue print.
- Critical Apraisal of present Evaluation system in Home Science at Senior Secondary Level.

Activity: Practice of Blue print and Test items preparation in small group.

Practicum: Any two of the following-

1. Analysis of Home Science content from Home Science text books (minimum five chapters of any text book).
2. Prepare a unit plans above content analysis.
3. Prepare a lesson plans based on different teaching methods.
4. Prepare computer based self learning material for Home Science.
5. Develop a plan for Home Science Laboratory at Sr. Secondary Level.
6. Prepatation of one improvised material for Home Science teaching.

References:

- Chandra, A. et al. (1989). *Fundamentals of Home Science*. New Delhi : Sterling Publishers.
- Chandra A. et al. (1989). *Introduction to Home Science*. New Delhi: Metropolitan Book.
- Das, R. and Ray B. (1983). *Teaching of Home Science*. New Delhi: Sterling Publishers.
- Devdas, R. (1978). *Methods of Teaching Home Science*. New Delhi: NCERT.
- Malik, P. (1984). *Elements of Home Science*. New Delhi: Kalyani.
- Siddiqui, M. H. (2014). *Teaching of Home Science*. New Delhi: APH.
- Sharma, S. (2006). *Grih Vigyan Shikshan*. New Delhi: Kavita Publishing House.
- Sharna, N. K. (2014). *Teaching of Home Science*. New Delhi: K.S.K. Publishers.
- Shery, S. P. (1976). *Grih Vigyan Shikshan*. Agra: Vinod Pustak Mandir.
- Varna, A. (2007). *Grih Vigyan Shikshan*. New Delhi: Vandana Publishing House.

Web Resources:

- Meaning and Importance of Home Science:
[http://cms.gegl1.ac.in/attachments/article/86/Meaning%20and%20importance%20of%20Home%20Science%20\(1\).pdf](http://cms.gegl1.ac.in/attachments/article/86/Meaning%20and%20importance%20of%20Home%20Science%20(1).pdf)
- Methods of Teaching Home Science:
https://books.google.co.in/books/about/Methods_Of_Teaching_Home_Science.html?id=gspWbIElFiUC&redir_esc=y
<https://delhi.gov.in/wps/wcm/connect/a04f310048bf0dbeb053f1c48a411e20/4-Home-Science-2011.pdf?MOD=AJPERES>
- Home Science Lab Equipments:
http://www.cismmv.in/images/Affidavit_Disclosures_ListOfAllEquipments.pdf

EDU 428 Pedagogy of Mathematics

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Learning Outcomes:

Student teacher will be able to:

- discuss the nature of Mathematics.
- critically analyze the Mathematics Text Book.
- reflect on different methods of teaching Mathematics.
- prepare the lesson plan in teaching mathematics.
- reflect on framing and marking test items of achievement test in mathematics.

Course Outline:

Unit-I: Nature & Scope of Mathematics

- a) Nature of mathematics
- b) Place in Secondary School Curriculum
- c) Correlation with other School Subjects

Activity – Poster making on any one of above topics

Unit-II: Aims and objectives of Teaching Mathematics

- a) Aims and General Objectives of Teaching Mathematics at school level
- b) Formulation of Instructional Objectives with respect to Arithmetic, Algebra, Geometry, Mensuration and Trigonometry
- c) Value development through Teaching of Mathematics

Activity- Workshop to formulate the Instructional Objectives.

Unit-III: Curriculum and Textbook of Mathematics

- a) Content and branches of Mathematics at Secondary Level
- b) Curriculum of Mathematics at Secondary level in reference to NCF-2005
- c) Characteristics of a good Mathematics Text Book

Activity- Critical Analysis of Mathematics Text Book of class X.

Unit-IV: Planning for Teaching

- a) Annual plan – Need, Main consideration and Format
- b) Unit plan - Concept and steps of planning
- c) Lesson plan – Need and preparation

Activity- Workshop on Planning at different level.

Unit-V: Approaches to Teach Mathematics

Concepts, Procedures, Advantages and Limitations of following approaches/ methods

- a) Analytical – Synthetical
- b) Inductive – Deductive
- c) Lecture cum Demonstration

Activity- Workshop on Method based planning.

Practicum: (Any two)

1. Prepare a scrap book on ‘Mathematics in News Paper’.
2. Develop strategy to connect any three teaching points with value inculcation.
3. Develop a Annual Plan of teaching Mathematics at secondary level.

Reference :

- Butler, H.C. and Wren, F.L.(1965). *The Teaching of Secondary Mathematics*. New York: Mc Graw Hill Book Co.
- Chadha, B.N. (1961). *Teaching of Mathematics*. Delhi : Gurudas Kappor and Son
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- Jain, S.L. (1973). *Ganit Shikshan*. Jaipur :Rajasthan Hindi Granth Academy.
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- Maheshwari, Vijayandra Kishore (1995). *Ganit Shikshan*. Meerut :Lal Book Deptt.
- Mangal, S.K.(1997). *Ganit Shikshan*. New Delhi :Arya Book Depot.
- Sidhu, K. S. (1986). *The Teaching of Mathematics*. New Delhi :Sterling Publisher.

Web Resources:

- Nature of Mathematics, Aims and General Objectives of Teaching Mathematics at school level, Approaches to Teach Mathematics, Unit Plan, Lesson Plan:
<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf>
<http://www.tnteu.in/pdf/3-maths.pdf>
<http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf>
- Place in Secondary School Curriculum:
<http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf>
- Planning for Teaching:
<http://pedagogybyvasu.blogspot.com/2015/08/unit-test.html>
<https://repository.nie.edu.sg/bitstream/10497/1824/1/TL-9-1-15.pdf>
<http://egyankosh.ac.in/bitstream/123456789/6691/1/Unit-4.pdf>
<https://ndpublisher.in/admin/issues/EQv8n32.pdf>

EDU 429 Pedagogy of Music

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Learning Outcomes:

Student teacher will be able to:

- explain the importance and place of Music in the school curriculum.
- discuss the aims & objectives, principles of teaching Music at secondary, senior secondary stages.
- formulate instructional objective for music-learning
- apply different methods of Music teaching.
- design the unit & lesson plan for music teaching.
- appreciate to human and physical resources in Music Teaching.
- prepare the blue print and test paper for written and performance test.

Course Outline:**Unit I : Music as a School Subject**

Importance & place of Music in school curriculum.

- a. Importance of Music
- b. Place of Music in school curriculum

Activity: Discussion on correlation of Music with other school subjects

Unit II: Objectives of Teaching Music

- a. Aims and objectives of teaching Music at secondary & senior secondary stage and determination of teaching points.
- b. Principles of Music teaching.

Activity: Framing instructional objectives in behavioural terms.

Unit III : Methods of Teaching Music

Different methods of teaching vocal, instrumental, light vocal & folk music:

- (i) Lecture
- (ii) Demonstration
- (iii) Super practice etc.

Activity: Prepare lesson plan based on teaching method.

Unit IV : Music as school Resource

- (a) Music in the school Assembly.
- (b) Teaching Music to handicapped children.
- (c) Music room-its instruments & their care; the role Music teacher.

Activity: Hands on experience in music room and instruments care.

Unit V : Assessment of Learning in Music

Evaluation approach in the teaching of Music-

- Performance Test
- Written Test

Activity: Prepare blue print for an achievement test.

Practicum: Any two of the following :

1. Organization of Classroom orchestra and submission of a report.
2. Preparation of a notation of any popular song.

3. Setting a question paper for practical examination of music.
4. Designing a remedial plan on any area of difficulty experienced in teaching Music.

References:

- Bemarr, Rainbow. (1968). *Handbook for Music Teachers*. University of London Institute of Education.
- Roberta, Markel. (1972). *Parents and teacher guide to Music Education*. U.S.A.: Macmillan Company.
- Gowri, Kuppuswamy, M. Hariharan. (1978). *Teaching of music*. New Delhi: Sterling Publishers Pvt. Ltd.
- Materials of the Ninth Conference of the International Society for Music Education. (1974). *Music Education in the Modern world*. Union of Composers: The USSR Music Fund.
- दुबे, इन्दु. (1971). *संगीत अध्यापन शिक्षण शिक्षा को एक नवीन चुनौती*. जयपुर: कल्याण मण्डल एण्ड संस.
- कालेकर, सरयू एवं श्रीवास्तव, सुशीला. (1968). *संगीत शिक्षण परिचय*. आगरा: लक्ष्मीनारायण अग्रवाल.
- शोभना, शाह. (1977). *संगीत शिक्षण प्रणाली*. आगरा: विनोद पुस्तक मन्दिर.
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Web Resources:

- importance of music in school curriculum
[ps://theinspiredclassroom.com/2017/05/why-is-music-education-in-schools-important/](https://theinspiredclassroom.com/2017/05/why-is-music-education-in-schools-important/)
- place of music in school curriculum
<https://www.theguardian.com/education/2006/jan/30/schools.uk>
- principles of music teaching
<https://journals.sagepub.com/doi/pdf/10.1177/0027432110395080>
- evaluation in music teaching
<https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/music/music2200/section2.pdf>
- quality of music room
<http://www.creativemusicrooms.com/index.aspx>

EDU 431 Pedagogy of Physics

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

4 0 0 4

Learning Outcomes:

Student teacher will be able to:

- discuss the nature and relevance of Physics as a School Subject.
- identify Aim and objectives of teaching Physics.
- discuss various methods of Physics teaching.
- organize and develop Physics lab.

Unit I: Concept, Nature and Scope of Physics as a School Subject.

- Concept and Nature of Physics
- History of Physics and its branches
- Relevance of Physics in School Curriculum at Secondary and senior secondary level

Activity: Preparation of a chart based on any of above topic

Unit II: Aims, Objectives and Curriculum of Physics

- Aims and Objectives of teaching Physics
- Physics Curriculum at School Level
 - Nuffield, PSSC (Physical Science Study Committee) and HPP (Harvard Physics Projects)

Activity: Preparation of a chart based on any of above project

Unit III: Methods in Teaching Physics

(Concept, Procedure, Advantage and Limitation)

- Laboratory Method
- Problem Solving Method
- Project Method
- Demonstration Method
- Development of Unit Plan and Lesson Plan

Activity: Prepare a Lesson Plan based on any one method

Unit IV: Resources for Physics Teaching

- Role of audio-visual Resources in Physics Teaching

- Preparation and use of Improvised Teaching Aids
- Organization and maintenance of physics laboratory in school

Activity: Preparation of an improvised material.

Unit V: Assessment Development of Achievement Test and Trends in Physics Teaching

- Construction of Test items
- Assessment of Practical work in Physics
- Use of ICT and Virtual Laboratory for Physics Teaching

Activity: Practice on preparation of different type of test items for Practical Examination

Practicum: Any two of the following.

1. Term Paper on 'Importance of Physics in Our Daily Life'
2. Critical Appraisal of Present Physics Curriculum at School Level
3. Preparation of a Unit Plan.
4. Preparation One Scholastics Test Including Different Test Items

References:

- Bhandula, N. & Shrama, S. (2009). *Teaching of Science*. Ludhiyana :Vijaya Publications.
- Das, D.N. (2007). *Practice Teaching*. Jaipur: Pointer Publisher.
- Gupta, N. (1967). *Method of Teaching Science*. Meerut: Rastogi and Company.
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- भटनागर, ए. बी. (2014). *विज्ञान शिक्षण*. मेरठ: आर० लाल डिपो.
- रावत, एम० एस०, और अग्रवाल, एम० बी० लाल. (2008). *नवीन विज्ञान शिक्षण*. आगरा: अग्रवाल पब्लिकेशन्स.
- सूद, जे० के०. (2010). *विज्ञान शिक्षण*. आगरा: श्री विनोद पुस्तक मन्दिर.
- श्रीमाली, नन्द किशोर, भूषण आनन्द और रिहानी इन्दु. (2013). *विज्ञान शिक्षण*. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.

Web Resources:

- Concept and Nature of Physics:
http://scert.cg.gov.in/pdf/bedmedstudy2015/bed/pedagogyof_science.pdf
<http://assets.v mou.ac.in/BED123.pdf>
http://www.iapweb.org/nature_of_physics.pdf
<https://hemantmore.org/physics-1/p11101001/2760/>
<https://www.univie.ac.at/pluslucis/Archiv/ICPE/B1.html>
- History of Physics and its Branches:
http://poincare.matf.bg.ac.rs/~zarkom/Book_Wikipedia_PHYSICS.pdf
- Methods in Teaching Physics: http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf
<https://www.aapt.org/resources/policy/roleoflabs.cfm>
https://sites.nationalacademies.org/cs/groups/dbassesite/documents/webpage/dbasse_073330.pdf
<https://www.britishcouncil.org.za/sites/default/files/163275-planning-practical-science-interactive.pdf>
- Use of ICT and Virtual Laboratory for Physics Teaching:
<http://www.ipedr.com/vol37/062-ICMEI2012-E10015.pdf>
<http://ndpublisher.in/admin/issues/tlv3n1f.pdf>
<http://blog.scientix.eu/2015/08/virtual-laboratories-in-teaching-and-learning-science/>
- UNESCO Source Book of Science Teaching.
- UNESCO Publication in new methods and techniques in education.

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Learning Outcomes:

Student teacher will be able to:

- analyse the importance of teaching Political Science at higher secondary level.
- apply the basic concepts of teaching in the subject.
- develop instructional objectives and plan for teaching accordingly.
- apply appropriate methods in teaching the subject.
- select and use relevant teaching aids to make learning meaningful.
- develop competency in organising effective evaluation programme in the subject.

Course Outline:

Unit- I: Relevance of Teaching Political Science in School

- (i) Meaning and Nature of Political Science
- (ii) Relevance of teaching Political Science at Senior Secondary level.
- (iii) Objectives of Political Science teaching.

Activity: Writing of Instructional Objectives in behavioral terms.

Unit-II: Curriculum and Designing Instruction

- (i) Curriculum of Political Science in reference to NCF-2005
- (ii) Analysis of Political Science curriculum
- (iii) Unit Plan
- (iv) Lesson Plan

Activity: Preparing a Unit Plan.

Unit-III: Methods of Teaching in Political Science

(Potential, Planning and Limitations)

- (i) Lecture cum discussion
- (ii) Problem Solving
- (iii) Supervised Study
- (iv) Project

Activity: Preparing a Lesson Plan based on any one of the method.

Unit-IV: Role of Instructional Support Method for Political Science teaching

(Significance, Application and Limitations)

- (i) Audio Aids
- (ii) Visual Aids
- (iii) Audio Visual Aids
- (iv) Role of Newspaper, Magazine, Internet and Television in reference to political awareness.

Activity: Developing an Instructional Support Materials for a Topic

Unit-V: Assessing Pupil Learning in Political Science

- (i) Framing test Items for evaluation in Political Science
- (ii) Blue Print.
- (iii) Issues related to assessment in Political Science

Activity: Preparing a Blue Print

Practicum:

Any two of the Following –

- (i) A term paper on any one Current Political Issue
- (ii) A file on use of Current Political events in Political Science Teaching
- (iii) Power Point Presentation on any one political issue.

References:

- Aggrawal, J.C. (1983). *Teaching of Political Science and Civics*. New Delhi: Vikas Publishing House Ltd.
- Sharma, P.L. (2002). *Modern Methods of Teaching Political Science*. New Delhi: Sarup & Sons.
- Chopra, J.K. (2004). *Teaching of Political Science*. New Delhi: Commonwealth Publishers.
- Sharma, R.N. (2005). *New Methods of Teaching Political Science*. Jaipur: ABD Publishers.

Web Resources:

- Meaning and nature of political science <https://www.enotes.com/homework-help>
- NCF2005 http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf
- Audio visual aids www.studylecturenotes.com/audio-visual

- Evaluation in Teaching Learning Process- <http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476>
- Teaching and Learning Process - <http://egyankosh.ac.in/handle/123456789/46729>
- Tools of Teaching - <http://egyankosh.ac.in/handle/123456789/46746>
- Introduction of Curriculum Construction- <http://egyankosh.ac.in/bitstream/123456789/31625/1/Unit-1.pdf>

EDU 433 Pedagogy of Sanskrit

Max. Marks : 100

(CA: 40 + ESA: 60)

L T P C

4 0 0 4

Learning Outcomes:

छात्राध्यापिकाएँ :

- विद्यार्थियों में संस्कृत की भाषागत विशेषताओं के प्रति जिज्ञासा भाव जागृत कर भाषा-सौंदर्य से परिचित करा सकेंगी।
- संस्कृत भाषा शिक्षण के उद्देश्यों को व्यवहारगत परिवर्तन के रूप में लिख सकेंगी।
- भाषा एवं साहित्यिक दृष्टि से संस्कृत की समस्त विधाओं जैसे-गद्य, पद्य व व्याकरण का इनके शिक्षण उद्देश्यों को ध्यान में रखकर शिक्षण कर सकेंगी।
- परिस्थित्यानुसार उपयुक्त विधियों एवं प्रविधियों का प्रयोग कर संस्कृत गद्य, पद्य व व्याकरण शिक्षण को सरस, सरल एवं अर्थपूर्ण बना सकेंगी।
- संस्कृत गद्य, पद्य व व्याकरण शिक्षण के लिए विद्यार्थी उन्मुख पाठ योजना निर्मित कर सकेंगी।
- संस्कृत को आत्मसात कराने के लिए शिक्षण तथा शिक्षणेतर कार्यक्रमों का आयोजन एवं मूल्यांकन करने की क्षमता विकसित कर सकेंगी।
- दृश्य-श्रव्य सामग्री के सुरुचिपूर्ण उपयोग द्वारा प्रभावी शिक्षण कर सकेंगी।

पाठ्यवस्तु रूपरेखा :

इकाई—प्रथम: संस्कृत भाषा व शिक्षण के उद्देश्य

1. संस्कृत भाषा की प्रकृति
2. संस्कृत शिक्षण के उद्देश्य
 - सामान्य और विशिष्ट
 - स्तरानुकूल
 - भाषागत

गतिविधि: संस्कृत शिक्षण के उद्देश्यों का लेखन।

इकाई—द्वितीय: विविध विधा शिक्षण

1. गद्य शिक्षण : अर्थ, उद्देश्य, महत्त्व एवं शिक्षण विधियाँ
2. पद्य शिक्षण : अर्थ, उद्देश्य, महत्त्व एवं शिक्षण विधियाँ
3. व्याकरण शिक्षण : अर्थ, उद्देश्य, महत्त्व एवं शिक्षण विधियाँ

गतिविधि : किसी एक विधा के शिक्षण की विधियों पर समीक्षात्मक आलेखन।

इकाई—तृतीय: संस्कृत शिक्षण में शिक्षण—अधिगम संसाधन

1. दृश्य संसाधन : महत्त्व, प्रकार, प्रयोग और प्रयोग में सावधानियाँ
2. श्रव्य संसाधन : महत्त्व, प्रकार, प्रयोग और प्रयोग में सावधानियाँ
3. दृश्य—श्रव्य संसाधन : महत्त्व, प्रकार, प्रयोग और प्रयोग में सावधानियाँ

गतिविधि: संस्कृत शिक्षण में प्रयुक्त हो सकने वाली दो सहायक सामग्रियों का निर्माण।

इकाई—चतुर्थ: संस्कृत के प्रति रूचि जाग्रत करने वाली क्रियाएँ

1. साहित्यिक क्रियाएँ : महत्त्व, प्रकार, आयोजन एवं प्रतिवेदन लेखन
2. सांस्कृतिक क्रियाएँ : महत्त्व, प्रकार, आयोजन एवं प्रतिवेदन लेखन

गतिविधि: संस्कृत शिक्षण से सम्बन्धित किसी साहित्यिक क्रिया की रूपरेखा का निर्माण, आयोजन एवं प्रतिवेदन लेखन।

इकाई—पंचम: संस्कृत शिक्षण में पाठ योजना एवं आकलन

1. इकाई योजना निर्माण
2. पाठ योजना निर्माण

- गद्य पाठ योजना
 - पद्य पाठ योजना
 - व्याकरण पाठ योजना
3. संस्कृत भाषा शिक्षण में मूल्यांकन की अवधारणा
 4. अच्छे मूल्यांकन की विशेषताएँ

गतिविधि: विविध विधाओं के शिक्षण हेतु पाठ योजना का विकास।

व्यावहारिक कार्य— (निम्न में से कोई दो कार्य)

1. संस्कृत शिक्षण के उद्देश्यों का लेखन।
2. पठित विधाओं में से किसी एक विधा पर कम्प्यूटर आधारित शिक्षण पाठ का विकास।
3. संस्कृत शिक्षण से सम्बन्धित किसी सांस्कृतिक क्रिया की रूपरेखा का निर्माण।
4. एक नीलपत्र एवं प्रश्नपत्र का निर्माण।

सन्दर्भ पुस्तक :

- आष्टे, जी. डी. एण्ड डोगरे पी. के. (1960). *टीचिंग आफ संस्कृत इन सैकण्डरी स्कूल*. बड़ौदा: आचार्य बुक डिपो.
- भारत सरकार, शिक्षा विभाग (1957). *संस्कृत आयोग प्रतिवेदन 1956*. दिल्ली: भारत सरकार प्रेस.
- चतुर्वेदी, एस. (1960). *संस्कृत शिक्षण*. वाराणसी: नन्द किशोर एण्ड ब्रदर्स.
- द्विवेदी, के. (2016). *वृहद् रचना अनुवाद कौमुदी*. वाराणसी: विश्वविद्यालय प्रकाशन.
- मित्तल, एस. (2000). *संस्कृत शिक्षण*. मेरठ: आर. लाल बुक डिपो.
- मित्तल, एस. (2012). *शिक्षण तकनीकी*. मेरठ: आर. लाल. बुक डिपो.
- पाण्डे, आर. (2000). *संस्कृत शिक्षण*. आगरा: विनोद पुस्तक मंदिर.
- साहू, आर. (2012). *संस्कृत व्याकरण*. जयपुर: हंसा प्रकाशन.

- सफाया, आर. (1997). *संस्कृत शिक्षण*. चण्डीगढ़: हरियाणा साहित्य अकादमी.
- शर्मा, आर. ए. (2009). *शिक्षा तकनीकी*. मेरठ: आर. लाल बुक डिपो.

Web Resources:

- Pedagogy of Sanskrit Part-I:
<http://uou.ac.in/sites/default/files/bed17/CPS-6.pdf>
- Pedagogy of Sanskrit Part-II:
<https://uou.ac.in/sites/default/files/bed17/CPS-14.pdf>
- Sanskrit Language Teaching:
http://www.sanskrit.nic.in/sanskrit_language_teaching.php
- Rashtriya Sanskrit Sansthan:
<http://www.sanskrit.nic.in/ebooks.php>
- Methodology of Teaching Sanskrit:
<https://swayam.gov.in/courses/5292-discipline-methodology-of-teaching-sanskrit>

SECOND SEMESTER

EDU 460L Critical Understanding of ICT

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
0	0	6	3

Learning Outcomes:

Student Teacher will be able to

- interpret concept and potential of ICT.
- integrate ICT in different types of classroom environment.
- apply ICT for Teaching Learning Process.
- reflect their skills in the creation of documents.
- construct question paper with the help of ICT.

Course Outline:

Unit-I: The ICT: Meaning and Potential

- a) Computer system, Hardware, Software
- b) The meaning of IT and ICT
- c) Potential and need of ICT for Teacher

Unit-II: Integrating The ICT

- a) ICT for Formal Teaching
- b) ICT for Collaborative Learning
- c) ICT for constructivist Classrooms
- d) Ethics and copyright issues in using ICT

Unit-III: ICT for administrative support

- a) Formatting of Documents- Notices/ Brochure / Letters / Address label
- b) Formatting of table - School time - table, Exam Time table
- c) Maintaining - Fee record, Attendance record, formative evaluation record

Unit-IV: ICTs for Teaching-Learning

- a) Developing multimedia presentation
- b) Image Processing
- c) Using Video and Hyperlink with presentation

d) Creating Animation for teaching

Unit-V: ICT for Evaluation

- Formating a Question Paper
- Preparing result sheet: Class wise, student wise
- Graphical representation of Results

Practicum:

Developing a Plan and sample digital content to teach a Unit in pedagogy subject for secondary classes with the support of ICT.

Reference:

- शास्त्री, आदित्य एवं अन्य. (2006). *कम्प्यूटर अनुप्रयोग एवं प्रोग्रामिंग*. जयपुर: जयपुर पब्लिशिंग हाऊस.
- सिंह, नीरल एवं आलोक उपाध्याय. (2001). *कम्प्यूटर शिक्षा*. आगरा: विनोद पुस्तक मंदिर.
- गुप्ता, महेश कु. (2005). *कम्प्यूटर अनुप्रयोग*. जयपुर: मंगलदीप पब्लिकेशन.
- कुमार वी. एवं ए. एस. अंसारी. (2005). *संगणक एवं सूचना प्रौद्योगिकी*. आविष्कार पब्लिशर्स.
- चौबे, संतोष, 'संपादक'. (2005). *कम्प्यूटर एक परिचय*. भोपाल: मध्यप्रदेश हिन्दी ग्रन्थ अकादमी.
- CD ROM. (2005). *Intel Teach to the Future' programme (I.T.F.P.)*.
- Sinha, P.K. and Priti Sinha. (2005). *Computer Fundamentals– Concept, System and Application*.

Web Resources:

- Potential and Need of ICT: https://www.ripublication.com/ijeis16/ijeisv6n1_01.pdf
- ICT for collaborative Learning: <https://files.eric.ed.gov/fulltext/EJ1131495.pdf>
- ICT for Constructivist Classrooms: <https://grdspublishing.org/index.php/people/article/view/217/2203>
- Ehics and Copyright Issues in Using ICT: <https://sites.google.com/site/ignouhelpbooks95/Block-4%20Support%20Systems%2C%20Legal%20and%20Ethical%20Issues.zip?attredirects=0&d=1>

- Ethics and Copyright Issues in Using ICT: <https://sites.google.com/site/ignouhelpbooks96/BESE-135%20Block04.zip?attredirects=0&d=1>
- ICT for Administrative Support: https://books.google.co.in/books?id=I6Fgje2Cg8C&printsec=frontcover&dq=books+for+microsoft+word&hl=en&sa=X&ved=0ahUKEwj5p_eHmM_gAhUEEnIKHQafBCsQ6AEIKDAA#v=onepage&q=books%20for%20microsoft%20word&f=false
- ICT for Teaching-Learning & Evaluation: https://books.google.co.in/books?id=qKVCAwAAQBAJ&printsec=frontcover&dq=books+for+microsoft+word+excel+power+point&hl=en&sa=X&ved=0ahUKEwia29SzmM_gAhWNbysKHY27CYwQ6AEINDAC#v=onepage&q=books%20for%20microsoft%20word%20excel%20power%20point&f=false

List of Alternate Online Courses

S. No	Course Name	Proposed Alternative On-line Course	URL link
B.Ed. II Semester			
1.	Critical Understanding of ICT Lab	Communication Technologies in Education	https://swayam.gov.in/courses/3897-communication-technologies-in-education

EDU 301L Reading and Reflecting on Texts

Max. Marks : 100

(CA: 40 + ESA: 60)

L T P C

0 0 6 3

Learning Outcomes:

Student Teacher will be able to:

- read and respond to a variety of texts in different ways by learning to think together, depending on the text and the purposes of reading.
- enhance their capacities as readers and writers by becoming participants in the process of reading.

- develop the skill of critical thinking by offering opportunities to read a wide variety of texts,
- write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of other's ideas.

Course Outline:

Unit-I: Skills for Reflection: Reading & Writing

- Reading-Meaning and Importance
- Types of Reading-
 - Loud Reading (Individual & Group)
 - Silent Reading (Intensive & Extensive)
- Development of Reading
- Writing-Meaning and Importance
- Types of writing
 - Narrative
 - Descriptive
 - Expository
 - Persuasive
- Mechanics of writing
 - Development of writing (Observe and write, listen and write, see and write, writing with proper speed and comprehensive and spontaneous writing).

Unit-II: Reflection on Texts

- Reflection-Meaning, Elements and Importance
- Stages of reflection
- Reading for Comprehension and Reflection
- Reflection through Writing

Unit-III: Practice Components

1. Engaging with Narrative and Descriptive Accounts
Suggested Activities (any two)

- Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)
 - Re-telling the account-in one's own words/from different points of view (taking turns in a smaller group)
 - Narrating/describing a related account from one's life experience (in front of a smaller group)
 - Discussion of characters and situations-sharing interpretations and points of view (in a smaller group)
 - Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).
2. Engaging with Popular Subject Based Expository writing (any two)
- Identifying major concepts and ideas involved and making notes on these in some schematic form-flow diagram, tree diagram, mind map, etc. (guided working in pairs).
 - Explaining the gist of the text/topic to others (in the larger subject group)
 - Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented-this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing).
 - Writing a review or a summary of the text, with comments and opinions (individual task)
3. Engaging with Educational Writing and its presentation
- Reading for discerning the theme(s) and argument of the essay (guided reading-individually or in pairs)
 - Analyzing the structure of the argument: Identifying main ideas, understanding topic, sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (small group discussion).
 - Discussion of the theme, sharing responses and point (s) of view (small group discussion)

- Writing a response paper (individually or in pairs)
- Presentations of selected paper, questions and answers (large group).

References:

- Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass Inc.
- Dewey, J. (1933). *How we think: A restatement of the relations of reflective thinking to the educative process*. Boston: D.C. Heath.
- Goodlad, J. I. (1990). The occupation of teaching in school. In J.I. Goodlad, R.Soder & K.A.Sirotnik (Eds.) *The moral dimensions of teaching*. 03-34. San Francisco: Jossey-Bass.
- Hole, S.& McEntee, G. (1999). Reflection is at the heart of practice. *Educational Leadership*. 56 (8) May, p34-37.
- Kottamp, R. (1990). Means of facilitation reflection. *Education and Urban Society*. 22.2, pp. 182-203.
- Ross D. Bondy, E. & Kyle D. (1993) *Reflective teaching for student empowerment: Elementary curriculum and methods*. New York : Macmillan.
- Schon, D. (1983). *Educating the reflective practitioner*. New York: Basic Books.
- Schon, D. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.
- Zeichener, K.M. & Liston, D.P. (1987). Teaching student teachers to reflect, *Harvard Educational Review*, 56(1), 23-48.

Web Resources:

- **Types of Reading:**
<https://slllc.ualgary.ca/Brian/611/readingtype.html>
- **Types of Academic Writing:**
<https://sydney.edu.au/students/writing/types-of-academic-writing.html>
- **Reflecting on Teaching Reading:**
<https://www.press.umich.edu/pdf/9780472035052-ch1.pdf>
- **Gibbs' Reflective Cycle:**

<https://my.cumbria.ac.uk/media/mycumbria/documents/ReflectiveCycleGibbs.pdf>

- **Reflection Models and Frameworks:**

https://www.bradford.ac.uk/wimba-files/skill-space/Reflective_Writing_HTML/page_04.htm

- **Reflection, Elements and Reflective Writing:**

<http://universityofhullscitts.org.uk/scitts/reflection/reflectionmodels.html>

Discipline Elective (Main Pedagogy)-II

EDU 437 Pedagogy of English-II

Max. Marks : 100

(CA: 40 + ESA: 60)

L T P C

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Learning Outcomes:

Enable Student Teachers to:

1. recognize English in School curriculum as L1, L2, L3 so as to teach differentially
2. discern the different language forms and dissemination through language skills
3. utilize media and resources in ELT according to the content
4. appreciate text book of English
5. employ reflective and remedial teaching in class accordingly

Course Outline:

Unit-I: English language in Present Day India

1. Position as Link Language, Library Language and Global Language.
2. Place of English in school curriculum with emphasis to L1, L2 & L3.

Activity: Discussion on Need for study of English with reference to its position

Unit-II: Essentials of Content in English

1. Language Forms & its dissemination strategy.
 - Prose, Poetry and Grammar.
2. Language Skills

- Nature, Value and Techniques
 - Reading, Listening, Speaking and Writing.

Activity: Preparation of any activity related to receptive and productive language skills.

Unit-III: Media and Recourses in ELT.

1. Significance & use of Audio, Visual and Audio-Visual Media.
2. Language Laboratory (Nature, Function, Types)

Activity: Presentation of report on visit to Language Laboratory

Unit-IV: Curriculum Analysis

1. Characteristics of Good Text Book of English.
2. Critical Analysis of English Text Book.

Activity: Critical Analysis of prescribed English Text Book of a class.

Unit-V: Teaching Enhancement

Concept, Need, Process

1. Remedial Teaching
2. Reflective Teaching

Activity: Preparation of Teaching Portfolio

Practicum:

1. Report on Reflective Teaching.
2. Preparation of one model or language game for Instructional purpose.

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Web Resources:

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EDU 439 Pedagogy of General Science-II

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Learning Outcomes:

Students will be able to-

- select and use of various methods of teaching general science.
- select and use of ISM in teaching general science.
- construct improvised apparatus in teaching general science.
- explain and organize different strength activities in general science.
- analyze related subject content for framing different types of test items.
- discuss on different ways of professional development of Science teacher.

Course Outline:

Unit–I: Methods in General Science Teaching (II)

Meaning, Procedure, Advantage and Limitations of following-

- Project
- Seminar
- Workshop

Activity: Organise a seminar on any Science theme.

Unit–II: Identifying and Developing Instructional Support Material (ISM) for General Science Teaching

- Concept, Classification, Importance of ISM

- Improvised Apparatus – Concept and Advantage
- Selection Criteria of ISM in General Science Teaching

Activity: Preparing one ISM for General Science Teaching.

Unit-III: Strengthening General Science Education

Developing creativity and discovery through

- Science Club
- Science Museum
- Science Fair

Activity: Organize Science Exhibition on the bases of above Activities

Unit-IV: Assessment in General Science

- Types of Assessment in General Science Teaching
 - Oral, Written and Practical
- Test Items for Assessment of learning out-comes
 - Objective Type
 - Short answer Type
 - Essay type

Activity: Framing different types of Test Items.

Unit-V: Professional Development of Science Teacher

- Qualities of an ideal Science Teacher
- Teacher as a Researcher
- Ways of Professional Development

Activity: List out the expected qualities of Science Teacher.

Practicum: Any two of the following:

1. Preparation of one Improvised apparatus.
2. Preparation of Scholastic Test including Different Types of Test Items
3. Term Paper on "Ways of Professional Development of a Teacher".
4. Preparation of Lesson Plan based on any one Method

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Web Resources:

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- Importance of Audio-Visual aids - <http://www.lisbdnet.com/importance-of-audio-visual-aids-in/>
- Science club - <http://www.vkmaheshwari.com/WP/?p=2380>
- Science Museum - <https://www.fgsi.co.in/blog/best-science-museums/>
- Science fair-<https://www.fgsi.co.in/blog/top-science-fairs-in-india/>
- Assessment in Science Education -<https://www.nap.edu/read/4962/chapter/7>
- Qualities of science teacher - <http://info.marygrove.edu/MATblog/bid/85000/Essential-Qualities-of-a-Highly-Effective-Science-Teacher>
- Teacher as a Researcher- <https://www.ericdigests.org/1993/researcher.htm>
- Ways of Professional Development- <https://www.teachhub.com/15-professional-development-skills-modern-teachers>

EDU 441 Pedagogy of Hindi-II

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Learning Outcomes:

छात्राध्यापिकाएँ :

- अनुकूल परिस्थितियों उत्पन्न कर विद्यार्थियों को सौंदर्यबोध करा सकेंगी।
- विद्यार्थियों की सृजनात्मकता को प्रेरित कर सकेंगी।
- प्रभावी हिन्दी शिक्षण हेतु दृश्य-श्रव्य सामग्री/शिक्षण अधिगम संसाधनों का उपयुक्त प्रयोग कर सकेंगी।
- हिन्दी शिक्षण में योगदान देने वाली गतिविधियों का आयोजन कर सकेंगी।
- नवीन विधियों (हिन्दी शिक्षण में प्रयुक्त) का प्रयोग कर उद्देश्यों को ध्यान में रखकर प्रभावी शिक्षण कर सकेंगी।
- विभिन्न शिक्षण एवं शिक्षणोत्तर कार्यक्रमों का आयोजन एवं मूल्यांकन कर सकेंगी।

पाठ्यवस्तु रूपरेखा :

इकाई-I: भाषिक दोष-निदान एवं उपचार

- उच्चारण – अशुद्धियाँ, कारण, निदान एवं उपचार
- वर्तनी – अशुद्धियाँ, कारण, निदान एवं उपचार

गतिविधि – शिक्षण-अभ्यास के समय विद्यार्थियों द्वारा की जाने वाली उच्चारण सम्बन्धी त्रुटियों की सूची तैयार करना तथा उनके सुधार के लिए उपचारात्मक कार्यक्रम का निर्माण

इकाई-II: हिन्दी शिक्षण में नवाचार या नवीन विधियाँ

- हिन्दी शिक्षण में नवीन विधियाँ
 - भूमिका पालन
 - प्रायोजना विधि
 - पर्यवेक्षित अध्ययन विधि

गतिविधि—किसी एक नवीन विधि के अनुसार पाठ-योजना का निर्माण

इकाई—III: हिन्दी शिक्षण में शिक्षण—अधिगम संसाधन

- शिक्षण—अधिगम संसाधन— अर्थ, महत्व, प्रकार, प्रयोग एवं प्रयोग में सावधानियाँ
- भाषा प्रयोगशाला एवं कम्प्यूटर— अर्थ, महत्व, प्रयोग एवं प्रयोग में सावधानियाँ

गतिविधि— हिन्दी शिक्षण हेतु दो शिक्षण—अधिगम संसाधनों का निर्माण

इकाई—IV: सहगामी क्रियाएँ एवं हिन्दी अध्यापक

- सहगामी क्रियाएँ एवं हिन्दी शिक्षण
 - साहित्यिक क्रियाएँ: महत्व, प्रकार, आयोजन एवं प्रतिवेदन लेखन
 - सांस्कृतिक क्रियाएँ: महत्व, प्रकार, आयोजन एवं प्रतिवेदन लेखन
- हिन्दी अध्यापक—गुण, दक्षता एवं कर्तव्य

गतिविधि— हिन्दी शिक्षण से संबंधित किसी साहित्यिक क्रिया की रूपरेखा का निर्माण

इकाई—V: हिन्दी मूल्यांकन की भूमिका और महत्व

- भाषा विकास की प्रगति का मूल्यांकन – गतिविधि आधारित मूल्यांकन
- प्रश्न—पत्र निर्माण के आधार—बिन्दु एवं प्रश्नों का स्वरूप
- नीलपत्र एवं परीक्षण पद निर्माण
- प्रश्न—पत्र निर्माण

गतिविधि—नील—पत्र निर्माण एवं परीक्षण पद निर्माण

व्यावहारिक कार्य— (कोई दो कार्य)

- शिक्षण अभ्यास के समय विद्यार्थियों द्वारा की जाने वाली वर्तनी संबंधी त्रुटियों की सूची तैयार करना तथा उनके सुधार के लिए उपचारात्मक कार्यक्रम का निर्माण
- साहित्यिक विषय (थीम) आधारित अलबम तैयार करना
- इकाई परीक्षण के परिणामों (FA+SA) का कम्प्यूटर की सहायता से विश्लेषण एवं अर्थापन

सन्दर्भ :

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- तिवारी, पी. (1976). सर्वोपयोगी हिन्दी सुधार कार्यक्रम. अजमेर: मिश्रा ब्रदर्स.
- योगेन्द्रजीत, बी. (1981). हिन्दी भाषा शिक्षण. आगरा: विनोद पुस्तक मन्दिर.

Web Resources:

- Unit-1—www.learning-hindi.com
- Pedagogy of Hindi-<https://www.vmou.ac.in>
- Pedagogy of Hindi—ncert.nic.in/rightsidelinks/pdf/h
- Unit-1—Wikipedia.org
- Pedagogy of Hindi—www.mannu.ac.org
- Pedagogy of Hindi—uou.ac.in
- Pedagogy of Hindi-www.uou.ac.in
- Pedagogy of Hindi—www.uprtou.ac.in
- Kendriya Hindi Sansthan Agra-<http://khsindia.org/india/hi>

EDU 443 Pedagogy of Mathematics-II

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

Learning Outcomes:

Student Teacher will be able to:

- apply various methods and techniques of teaching mathematics.
- reflect on framing and marking test items of achievement test in mathematics.
- demonstrate the models on audio visual aids.
- prepare the ICT based materials in teaching mathematics.

'Course Outline:

Unit-I: Methods of Teaching

Concept, Procedure, Advantage and Limitation

- a) Laboratory,
- b) Problem-solving,
- c) Project

Activity- Workshop on Method based planning.

Unit-II: Techniques for Meaningful Learning

Importance & Implementation of

- a) Oral, Written, Drill & Home-work
- b) Self-study, Group study, Supervised study
- c) Audio-Visual aids in Teaching Mathematics

Activity- Construction of audio-visual aids.

Unit-III: Evaluation in Mathematics:

- a) Construction & Concept of achievement test:
 - Planning (blue print) and Preparation of different types of test items
 - Assessment of different types of items.
- b) Learning difficulty and backwardness in Mathematics:
 - Diagnostic testing

- Remedial teaching

Activity-Workshop on planning of an Achievement test

Unit-IV: Strengthening Teaching of Mathematics

- a) Arousing and maintaining interest in learning of Mathematics.
- b) Enrichment programmes for gifted learners in Mathematics.
- c) Organising Mathematics club in school.

Activity-Collecting and reporting various ways of developing interest in Mathematics.

Unit-V: Use of ICT for Teaching Mathematics

- a) Scope of ICT in Mathematics teaching
- b) Interactive board for Mathematics teaching.
- c) Softwares - Geogebra, forums & blogs for Mathematics teachers

Activity-Workshop on using Geogebra.

Practicum: (Any two)

1. Planning & construction of a Diagnostic Test for a topic of Secondary Mathematics.
2. Planning, teaching & reporting of Secondary Level class using Geogebra.
3. Prepare a project based on computer assisted teaching and learning in Mathematics.
4. A term paper on softwares / forums / blogs of Mathematics.

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- Cornelius, Michael. (1982).*Teaching mathematics*. London : Croom Helm.
- Jain S.L. (1973). *Ganit Shikshan*. Jaipur: Rajasthan Hindi Granth Academy.
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- Mangal, S.K. (1997). *Ganit Shikshan*. New Delhi : Arya Book Depot
- Sidhu, K.S. (1986). *The Teaching of Mathematics*. New Delhi : Sterling Publisher.

Web Resources:

- Teaching of Mathematics Course Material Prepared by Bharathidasan University Retrieved From:
<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf>
- Pedagogy of Mathematic Prepared by Course Material s Prepared by Tamilnadu Teachers Education University Retrieved From:
<http://www.tnteu.in/pdf/3-maths.pdf>
- Pedagogy of Mathematics Course Material Prepared by IGNOU Retrieved From: <http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf>
- Teaching of Mathematics Course Material Prepared by NCERT Retrieved From:
http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_maths.pdf
https://webarchive.nationalarchives.gov.uk/20101119135224/http://www.standards.dcsf.gov.uk/ntrp/l_ib/pdf/wilsonmiller.pdf
- Furner, J.M. & Marinas, C.A., Teaching Math Concepts through Historical locations using Geogebra and Photography Retrieved From:
<http://archives.math.utk.edu/ICTCM/VOL27/A017/paper.pdf>

EDU 445 Pedagogy of Sanskrit-II

Max. Marks : 100

(CA: 40 + ESA: 60)

L T P C

4 0 0 4

Learning Outcomes:

छात्राध्यापिकाएँ—

- संस्कृत भाषा का महत्त्व स्पष्ट करते हुए पाठ्यक्रम में संस्कृत के स्थान का निर्धारण कर सकेंगी।

- अशुद्ध उच्चारण एवं अशुद्ध वर्तनी के कारणों को ध्यान में रखकर निदान एवं निराकरण कर सकेंगी।
- शिक्षण उद्देश्यों को ध्यान में रखकर संस्कृत नाटक, अनुवाद एवं रचना का प्रभावी शिक्षण कर सकेंगी।
- परिस्थित्यानुसार उपयुक्त विधियों एवं प्रविधियों का प्रयोग कर संस्कृत नाटक, अनुवाद एवं रचना के शिक्षण को सरस, सरल एवं अर्थपूर्ण बना सकेंगी।
- भारतीय संस्कृति को ध्यान में रखते हुए संस्कृत साहित्य-पठन में विद्यार्थियों की रुचि विकसित कर सकेंगी।
- रचना, अनुवाद एवं नाटक शिक्षण के लिए विद्यार्थी उन्मुख पाठ योजना निर्मित कर सकेंगी।
- पाठान्तर्गत एवं पाठोपरान्त आकलन कर सकेंगी।

पाठ्यवस्तु रूपरेखा :

इकाई—प्रथम: संस्कृत भाषा का महत्त्व व पाठ्यक्रम में स्थान

1. संस्कृत भाषा का महत्त्व (साहित्यिक, ऐतिहासिक, भाषिक एवं सांस्कृतिक दृष्टि से)
2. विद्यालयीन पाठ्यक्रम में संस्कृत का स्थान
3. संस्कृत शिक्षण के सम्बन्ध में विभिन्न मत एवं उनका अर्थ निर्णय

गतिविधि : — संस्कृत भाषा के महत्त्व की विवेचना।
— विद्यालयीन पाठ्यक्रम में संस्कृत के स्थान की समीक्षा।

इकाई—द्वितीय: भाषायी कौशलों का विकास

1. अर्थग्रहण: श्रवण एवं पठन
2. अभिव्यक्ति: वदन एवं लेखन

गतिविधि: किसी एक भाषायी कौशल विकास के लिए योजना का निर्माण।

इकाई—तृतीय: संस्कृत शिक्षण के विविध पहलू

1. संस्कृत में ध्वनियाँ एवं उनका वर्गीकरण
2. संस्कृत में उच्चारण एवं वर्तनी
 - अशुद्ध उच्चारण के कारण, निदान एवं उपचार
 - अशुद्ध वर्तनी के कारण, निदान एवं उपचार

गतिविधि: शिक्षण—अभ्यास के समय विद्यार्थियों द्वारा की जाने वाली उच्चारण सम्बन्धी त्रुटियों की सूची तैयार करना तथा उनके सुधार के लिए उपचारात्मक कार्यक्रम का निर्माण।

इकाई—चतुर्थ: विविध विधा शिक्षण :

1. नाटक शिक्षण : अर्थ, उद्देश्य, महत्त्व एवं शिक्षण विधियाँ
2. अनुवाद शिक्षण : अर्थ, उद्देश्य, महत्त्व एवं शिक्षण विधियाँ
3. रचना शिक्षण : अर्थ, उद्देश्य, महत्त्व एवं शिक्षण विधियाँ

गतिविधि: किसी एक विधा के शिक्षण की विधियों पर समीक्षात्मक आलेखन।

इकाई—पंचम: संस्कृत शिक्षण में पाठ योजना एवं आकलन

1. पाठ योजना निर्माण
 - नाटक पाठ योजना
 - अनुवाद पाठ योजना
 - रचना पाठ योजना
2. इकाई प्रश्न पत्र निर्माण
3. पाठान्तर्गत एवं पाठोपरान्त आकलन

गतिविधि: इकाई परीक्षण के परिणामों का विश्लेषण एवं अर्थापन।

व्यावहारिक कार्य— (निम्न में से कोई दो कार्य)

- 1 शिक्षण—अभ्यास के समय विद्यार्थियों द्वारा की जाने वाली वर्तनी सम्बन्धी त्रुटियों की सूची तैयार करना तथा उनके सुधार के लिए उपचारात्मक कार्यक्रम का निर्माण।
- 2 विविध विधाओं में से किसी एक विधा पर कम्प्यूटर आधारित शिक्षण पाठ का विकास।
- 3 इकाई परीक्षण के परिणामों का कम्प्यूटर की सहायता से विश्लेषण एवं अर्थापन।

सन्दर्भ पुस्तक :

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- भारत सरकार, शिक्षा विभाग (1957). *संस्कृत आयोग प्रतिवेदन 1956*. दिल्ली: भारत सरकार प्रेस.

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- द्विवेदी, के. (2016). *बृहद् रचना अनुवाद कौमुदी*. वाराणसी: विश्वविद्यालय प्रकाशन.
- मित्तल, एस. (2000). *संस्कृत शिक्षण*. मेरठ: आर. लाल बुक डिपो.
- मित्तल, एस. (2012). *शिक्षण तकनीकी*. मेरठ: आर. लाल. बुक डिपो.
- पाण्डे, आर. (2000). *संस्कृत शिक्षण*. आगरा: विनोद पुस्तक मंदिर.
- साहू, आर. (2012). *संस्कृत व्याकरण*. जयपुर: हंसा प्रकाशन.
- सफाया, आर. (1997). *संस्कृत शिक्षण*. चण्डीगढ़: हरियाणा साहित्य अकादमी.
- शर्मा, आर. ए. (2009). *शिक्षा तकनीकी*. मेरठ: आर. लाल बुक डिपो.

Web Resources:

- Pedagogy of Sanskrit Part-I: <http://uou.ac.in/sites/default/files/bed17/CPS-6.pdf>
- Pedagogy of Sanskrit Part-II: <http://uou.ac.in/sites/default/files/bed17/CPS-14.pdf>
- Sanskrit Language Teaching: http://www.sanskrit.nic.in/sanskrit_language_teaching.php
- Rashtriya Sanskrit Sansthan: <http://www.sanskrit.nic.in/ebooks.php>
- Methodology of Teaching Sanskrit: <https://swayam.gov.in/courses/5292-discipline-methodology-of-teaching-sanskrit>

EDU 447 Pedagogy of Social Science-II

Max. Marks : 100

(CA: 40 + ESA: 60)

L T P C

4 0 0 4

Learning Outcomes:

Student Teacher will be able to:

- select and use appropriate resources and media for Social Science Teaching.
- describe various activities for enrichment of Social Science learning.
- appreciate the role of social science teacher as a professional.
- design an effective assessment plan for Social Sciences learning.

Course Outline:**Unit-I: Media and Resources: For Making Learning Interesting**

- Significance and use of Audio, Visual and Audio-Visual Media in Social Science Teaching
- Use of Social Science Room
- Community Resources as a realistic experience

Activity: Workshop on presentation of Learning Resources for Social Science Teaching.

Unit-II: Enriching Social Science teaching

- Social Science Club
- Social Science Quiz
- Celebration of Important Days/Events
- Exhibition

Activity: Organize a Social Science Exhibition/Social Science Quiz/Celebration of Important Days/Events

Unit-III: Text Book and Related Materials

- Meaning and Features of Social Science Text Book
- Encyclopedia, Atlas
- Current Affairs – Meaning and Importance
– Linkage of Current Affairs to daily teaching.

Activity: Presentation of any Current Affair through Chart on Display Board

Unit-IV: Social Science Teacher: As a professional

- Specific Qualities of Social Science Teacher
- Participation in Different Professional Development Programme- (Seminar/ Conference/Workshop/Training)
- Identification of Student's problem related to content learning
- Identifying ways to develop Appropriate Attitude and Interest among Social Science Students

Activity: Preparation and Administration of a Questionnaire related to Students Interest/Problem in Social Science

Unit-V: Assessing Learning in Social Science

- Continuous and Comprehensive Assessment (CCE): As a Feedback and Acceleration of learning
- Designing of Test Paper and Blue Print
- Construction of different types of Test Items.

Activity: Practice of Construction Blue Print/Test Item

Practicum: Any Two

1. Prepare a Scrapbook/Folder/Model/Film to School Students on any Social Science Topic.
2. Organize Social Science Quiz/Posters/Slogans/Picture Competition/Day Celebration in School during Internship.
3. Collection of Cartoons/ Poems related to any Social Science Theme.
4. A term paper on course topic.

References:

- Pathak, R. P. (2012). *Teaching of Social Studies*. New Delhi: Pearson publication.
- Jha, A. S. (2001). *Teaching of Social Studies*. New Delhi: A. P. H. Publishing Corporation.
- Mangal, S. K., & Mangal, U. (2008). *Teaching of Social Studies*. New Delhi: PHI Learning Pvt. Ltd.
- Singh, Y. K. (2004). *Teaching of Social Studies*. New Delhi : APH Publishers.
- प्रसाद, बी. (1969). *भारतीय स्कूलों में समाज अध्ययन का शिक्षण*. पटना: ज्ञानपीठ प्राइवेट लिमिटेड.
- सिंह, आर. (1977). *समाजिक अध्ययन का शिक्षण*. आगरा: लक्ष्मीनारायण अग्रवाल.
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- बक्शी, एन. एस. (2014). *समाजिक अध्ययन शिक्षण*. नई दिल्ली: प्रेरणा प्रकाशन.

Web Resources:

- Use Social Science Resources: <https://study.com/academy/lesson/choosing-social-sciences-teaching-resources.html>

- Innovative Teaching Methods of Social Science:
<http://www.teachersofindia.org/en/article/innovative-teaching-methods-social-science>
- Professional Development: <https://classroom-aid.com/educational-resources/social-study/>
- Teaching in Social Studies: https://ssol.tki.org.nz/Social-studies-years-1-10/Teaching-and-learning/effective_teaching_in_social_studies
- Strategies for Teaching in Social Studies:
https://www.socialstudies.org/publications/socialeducation/january-february2011/effective_strategies_for_teaching_social_studies

THIRD SEMESTER

Reading Electives

EDU 461R Disaster Management Education

Max. Marks : 100
(ESA: 100)

L	T	P	C
0	0	4	2

Learning Outcomes:

Student teacher will be able to:

- interpret causes, effects and prevention of natural and man-made disaster.
- clarify the meaning and need of disaster management.
- appreciate the governmental efforts for disaster management.
- discuss the role of educational institutions, Pre-service and In-service teacher education Institute in disaster management.

Course Outline:

- Causes, Effects and Preventions of Natural disasters (Earthquake, flood, Famine, Tsunami), Man-Made disaster (Terrorist activity, Fire, Stampede, Electrical Fault)
- Efforts for disaster management by government authorities and Non Governmental organization.
- Role of Educational Institutions, Role of Pre-Service and In-service Teacher Education Programmes in Disaster Management.

References:

- Ariyabandu, Madhavi Malagoda (2005). *Gender Dimensions in disaster management: a guide for South Asia*. New Delhi: Zubaan.
- Asthana, N.C., Priyanka Asthana (2014). *Disaster Management*. Jaipur: Aavishkar Pub.
- Coppola P. Damon. (2011). *Introduction to international disaster management*. Amsterdam: Elsevier.

- Dhunna, Mukesh. (2009). *Disaster Management*. New Delhi: Vayu Education of India.
- Ghosh G.K. (2015). *Disaster Management*. New Delhi: APH Pub.
- Gupta, Harsh K., (2003). *Disaster Management*. Hydrabad: University Press.
- I. Sundar and T. Sezhiyan, (2007). *Disaster Management*. New Delhi: Sarup & Sons.
- Rajib. Shaw, Krishnamurthy, (2009). *Disaster Management: Global challenges and local Solutions*. Hyderabad: University Press.
- Taori, Kamal, (2005). *Disaster Management through Panchayati Raj*. New Delhi: Concept Publishing company.
- जाट, बी०सी० (2013). *आपदा प्रबन्धन*. जयपुर: मंथन पब्लिकेशन्स.
- शील, कुमार. (2007). *पर्यावरणीय आपदा प्रबन्धन*. दिल्ली: ज्योति इण्टरप्राइजेज .
- प्रिय रंजन त्रिवेदी एवं उत्तम कुमार सिंह, *आपदा प्रबंधन परिचय* . नई दिल्ली.

Web Resources:

- Natural Disaster: <https://books.google.co.in/books?id=WhUXtA6qSF4C&printsec=frontcover&dq=Natural+disaster+in+india&hl=en&sa=X&ved=0ahUKEwigi73I4NPgAhXLq48KHd5vDjQQ6AEIPzAE#v=onepage&q=Natural%20disaster%20in%20india&f=false>
- Natural Hazards: Causes and Effects <http://epdfiles.engr.wisc.edu/dmcweb/BB02NaturalHazardsCausesandEffects.pdf>
- Man-Made Disaster: <https://www.infoplease.com/world/disasters/man-made>
- Efforts of government authorities: <https://nidm.gov.in/>
- Role of Education http://www.academia.edu/11136022/THE_ROLE_OF_EDUCATION_IN_NATURAL_DISASTER_RISK_REDUCTION

EDU 468R Women Education

Max. Marks : 100	L T P C
(ESA: 100)	0 0 4 2

Learning Outcomes:

Student teacher will be able to:

- critically analyze the status of women in Indian society.
- discuss the problems of women education at different levels.
- analyze and appraise the recommendations of committees, commissions and policies formed for women education.

Course Outline:

- Status of Women in Indian Society-Pre Independence and Post Independence, Problems of Women Education at different levels.
- Committees on Women's Education-Durgabai Deshmukh Committee, Hansa Mehta Committee and Bharatvaslam Committee
- Commissions and policy on Women's Education-Secondary Education Commission (1952-53), Education Commission (1964-66) and NPE 1986

References:

- MHRD (2008). *Elementary Education in India-Analysis Report 2006-07, NEUPA and Department of School education and Literacy, Ministry of Human Resource Development*. New Delhi: Government of India,
- Satya, B.R. (2003). *Trends in Education*. New Delhi: Anmol Publication.
- Sharma, Usha, B.M. Sharma. (1995). *Girl's Education, Women and Educational Development Series-6*. New Delhi: Common Wealth Publishers.

- Verma, G.C. (1984). *Modern Education, Growth and Development in Rajasthan*. Jaipur: Publication Scheme.
- शिक्षा विभाग. (2008). *वार्षिक प्रतिवेदन एवं अंकोक्षित लेखा, सर्व शिक्षा अभियान, शिक्षा विभाग*, जयपुर: राजस्थान सरकार.
- पारीक, मथुरेश्वर, सम्पादक. (2002). *राजस्थान में शिक्षा*. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.
- वर्मा, सांवलिया बिहारी, एम0 एल0 सोनी एवं संजीव गुप्त. (2005). *महिला जाग्रति और सशक्तिकरण*. जयपुर: आविष्कार पब्लिशर्स.
- Goel, Aruna. (2004). *Education and Socio-Economic Perspectives of Women Development and Empowerment*. New Delhi: Government of India.
- Panigrahi, L.K. (2003). *Women and child Education*. Chandigarh: Abhishek Publication.

Web Resources:

- **Secondary Education:** www.education.nic.in
- **Education for all towards quality for equality:**
<http://www.educationforallindia.com>
- **Durgabai Deshmukh Committee:**
<https://www.indiatoday.in/education-today/gk-current-affairs/story/durgabai-deshmukh-started-national-council-for-women-know-about-its-aims-and-functions-1368951-2018-10-16>

EDU 462R Environmental Education

Max. Marks : 100

L T P C

(ESA: 100)

0 0 4 2

Learning Outcomes:

Student teacher will be able to:

- discuss on objective and Need of Environment Education.
- reflect Importance of environment education in School Curriculum.
- Appreciate the Role of Various media in environment education.
- analyze Environment crisis.
- Develop ISM for teaching environment education.
- Organize different Activities related to Environment Education
- Perform activities for awareness of Environment Education.

Course Outline:

- Meaning and need of Environment Education.
- Importance of environment education for teachers and students.
- Role of Individual and media in environment education
- Environmental related issues: Acid rain, Global warming, Ozone depletion, Tower Radiation
- Value of Biodiversity: Consumptive use, Productive use, Social, Ethical Aesthetic and option value

References:

- Gupta, K. R. (2010). *Environmental education in India*. New Delhi: Atlantic Publishers and Distributors.
- Bhalla, G. S. and Heema K. (2007). *Environmental Education*. New Delhi: Regal Publishers.
- Srivastava, P. and S. P. S. (2002). *Environmental Education*. New Delhi: Anmol Publication.
- Vashist, H. (2002). *Environmental Education: Problems and Solutions*. Jaipur: Book Enclave.

- Pandey, V. C. (2006). *Environmental Education*. New Delhi: Isha Books.
- पाठक, सी. (2008). *पर्यावरणीय शिक्षा एवं प्रबन्धन*. इलाहाबाद: अनुभव पब्लिशिंग हाउस.
- गोयल, एम. के. (2006). *पर्यावरण शिक्षा*. आगरा: विनोद पुस्तक मंदिर.

Web Resources:

- Environment Education -an introduction
www.bdu.ac.in/docs/ebooks/B.Ed.
- Role of Individual and media in environment education
<https://www.researchgate.net/publication>
- <https://www.sciencedirect.com/pii/pdf>
- Environment related issues- www.bdu.ac.in/docs/ebooks/B.Ed.

FOURTH SEMESTER

EDU 459L Aesthetic Appreciation through Art and Drama

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
0	0	6	3

Learning Outcomes:

Student teacher will be able to:

- discuss the concepts of Art and Type of Arts
- apply Fundamentals of Visual Art
- explain Drama, Its Elements and Types of Drama
- apply different type of Arts in teaching.
- create Various Products by Using Art
- perform Various Type of Drama by Organizing the Stage

Course Outline:

Unit-I: Visual Art and Craft

- Concept of Art
- Types of Art - (a) Visual Art (b) Performing Art
- Fundamentals of Visual Art
- Classification of Art Style
- An introduction of Medium (Material) and Methods of Art
- Importance of Visual Art Education

Unit-II: Performing Art: Drama

- Meaning of Dramatic Art
- Importance of Drama in Education
- Elements of Drama
- Types of Drama
 - Individual
 - Group
- Importance of Stage – Setting in Drama

Unit–III: Visual Art and Craft (Practical)

Creating new, product through manipulating Different Material of Visual Art and Craft: (Any One)

- Paper, Sand, Color, Pan-Ink, Clay, Paper Mashie, Waste Material
 - Creation by the use of Different Methods of Art: (Any Two)
- Preparation of Composition (for Teaching) with the Application of Fundamentals of Art
- Painting, Printing, Collage, Clay Modeling, Paper Mushy, Paper Cutting and Failing
- Preparation of Composition (for Teaching) with the appreciation of fundamental of Art.

Unit–IV: Improvised Material (Practical)

- Making Puppet through Improvised Materials
 - or
 - Making a Improvised Instructional Aid

Unit–V: Drama and Theatre (Practical)

- Listening, Viewing and Disrning Different Kinds of Drama and Present Report
- Perform any one of the form of Drama with planning, organizing and of setting the stage (Rang Manch).

References:

- शर्मा, प्रभा. (2007). *कला विज्ञान शिक्षण*, जयपुर: श्रुति पब्लिकेशन.
- कासलीवाल, एम. (2003). *ललितकला के आधारभूत सिद्धान्त*. जयपुर: राजस्थान ग्रन्थ अकादमी.
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- गोदीका, साधना एवं सावित्री माथुर. (2008). *कला शिक्षा शिक्षण*. जयपुर: आस्था प्रकाशन.
- शर्मा, माता प्रसाद. (2008). *कला शिक्षा शिक्षण*. जयपुर: अपोलो प्रकाशन.
- Husain Ashfaque. (1956). *Seminar on Art Education*. New Delhi: Lalit Kala Academy.
- Ganga Darshan Munger, (1995). Bihar: India.

Web Resources:

- Concept of Art
https://www.jstor.org/stable/2107219?seq=4#metadata_info_tab_contents
- Fundamental of Art
<https://study.com/academy/lesson/what-are-the-principles-of-art-definition-examples.html>
<https://thevirtualinstructor.com/artfundamentals.html>
- Importance of Visual Art in Education
<https://www.quora.com/What-is-the-importance-of-visual-art-in-education>
- Meaning of Dramatic Art
<http://autocww.colorado.edu/~toldy3/E64ContentFiles/TheaterAndActing/DramaAndDramaticArts.html>
- Importance of Drama in Education
<https://evolvreatment.com/blog/positive-effects-drama-programs/>
- Elements of Drama
<https://study.com/academy/lesson/elements-of-drama-characters-plot-setting-symbolism.html>
- Creating New Material through Different Material of Visual Art and Craft
<http://www.noteaccess.com/MATERIALS/index.htm>

EDU 502 Assessment for Learning**Max. Marks : 100****(CA: 40 + ESA: 60)****L T P C****5 0 0 5****Learning Outcomes:**

Student Teacher will be able to

- interpret concept of assessment in education, evaluation and its related term.
- differentiate between kinds of evaluation.
- apply appropriate tools of evaluation in field.
- elucidate different forms and characteristics of achievement test.

- organize an effective evaluation program.
- apply ICT skills during evaluation program.
- conduct an action research related to problems at school level.

Course Outline:

Unit –I: Assessment in Education

- Concept of Assessment in Education, Test, Measurement, Evaluation.
- Relationship of Educational Evaluation with IO's (Instructional Objectives) and Learning Experience
- Kinds of Assessment
 - Internal and External
 - Formative and Summative
 - Continuous Comprehensive Evaluation (CCE)

Activity: Presentation of Critical Analysis of any one kind of Assessment

Unit–II: Various Evaluation Tools: Concept and Characteristics

- Following evaluation tools related testing, self reporting and observation Technique: (concept only)
 - Achievement Test, Diagnostic Test and Performance Test, Check List, Interview, Observation, ARC (Anecdotal Record Cards) and CRC (Cumulative Record Cards)
- Characteristics of Good Assessment tool
 - Objectivity, Reliability, Validity and Usability

Activity: Practice to Prepare a Performa/format of Observation based Tool

Unit – III: Assessment of Learner's Achievement

- Kinds of Achievement Test
 - Teacher Made and Standardized Test
 - Oral, Written, Practical
 - NRT and CRT
- Designing Evaluation Programme (Scholastic & Non-scholastic): Time, duration, Mode.
- Assessment as Providing Feedback: Student, Teachers, Administrators, Parents

Activity: Practice to construct different types of Test items in their respective Subject.

Unit – IV: Reforms in Educational Assessment

- Reforms in Examination -
 - Grading System: Concept, Determination and use
 - Question Bank
 - Open Book Exam, Online Examination
- Importance of ICT in Assessment
- Use of ICT: Question Paper Making, Administration, Scoring, Preparing Results and Showcasing

Activity: Discussion on use of ICT/anyone reforms in examination

Unit – V: Action Research in Educational Assessment

- Meaning and difference of research and action research
- Purpose of action research
- Importance of action research
- Steps of action research
- Action research and different problems
- Proposal and Reporting format of action research

Activity: Practice to prepare a reporting of action research for any school problem

Practicum: (any two of the following)-

- (1) Reporting the Result of any Achievement Test in Terms of Grading.
- (2) A Report Presentation on Organization of Assessment Activities in School during Internship.
- (3) Administration and Interpretation of one Standardized Psychological Test.
- (4) Prepare a proposal for action research.

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Web Resources:

- Concept of Measurement -
<https://www.yourarticlelibrary.Com/statistics-2/measurement-of-data-meaning-types-and-characteristics-statistics/92436>
- Relation of Educational Evaluation with Instructional objectives-
<https://www.nap.edu/read/5287/chapter/6>
- Formative and Summative Evaluation -
<http://cft.vanderbilt.edu/student-assessment-in-teaching-and-learning/>
- Continuous Comprehensive Evaluation-
https://www.ncert.nic.in/oth_anoun/CCE_Guidelines.pdf
- Concept of Reliability and Validity-
<https://chfasoa.uni.edu/reliabilityandvalidity.htm>,
<https://opentextbc.ca/researchmethods/chapter/reliability-and-validity-of-measurement/>, <https://www.cpp.edu/~smemerson/nbu-programeval/trochimppp/Part%203/Types%20of%20Reliability.ppt>,
<https://socialresearchmethods.net/kb/reltypes.php>
- Teacher made and Standardized Test-<https://www.theclassroom.com/similarities-difference-classroom-test-standardized-achievement-test-152626.html>
- NRT and CRT-https://www.researchagate.net/figure/Differences-between-Noun-Referenced-Tests-NRT-and-Criterion-Referenced-Test-CRT_tbl_295530493
- Open Book exam-<http://www.studygs.net/tsttak7.htm>
- Online Examination <https://www.onlineexambuilder.com/knowledge-centre/exam-knowledge-center/advantages-and-disadvantages-of-online-examination-system/item10240>
- Use of ICT in assessment
<https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=462>
- Grading System <https://content.wisestep.com/advantages-disadvantages-grading-system-education/>
- Grading and its determination-<https://www.ierf.org/wp-content/uploads/2016/01/IERFGrading2011.pdf>
- Action Research-
http://www.ncert.nic.in/departments/nie/der/publication/modules_material.html

EDU 503 Contemporary Indian Education

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

The student teacher will be able to

- reflect upon diversity in Indian Society.
- express the constitutional values (Secularism, Socialism, Democracy) as reflected in Education.
- analyze the roles of commissions and policies in Secondary Education.
- deal with inequality and marginalization related issues in India.
- analyze and appraise the policy framework for Public Education in India.

Course Outline:

Unit-I: Diversity in Indian Society

- Basic features of Indian Society
- Relationship between Education and Society

Activity: Discussion on Society and role of Education

Unit-II: Constitutional Values and Education

Realisation of following Values through Education

- Secularism
- Socialism
- Democracy

Activity: Thematic presentation on attainment of Constitutional Values through Education.

Unit-III: Commission and Policies for Secondary Education in India.

- Secondary Education Commission (1952-53)
- Education Commission (1964-66)
- NPE-1986

Objectives and Structure of Education, Curriculum, Methods of Teaching, Women Education, Status of Teachers)

Activity: Critical analysis of recommendations of Commissions and Policy provisions for Secondary Education in India

Unit-IV: Inequality and Marginalization in Indian Society

Status, problems and role of different agencies (Educational institution and Government) regarding-

- Education for Women
- Education for Physically disadvantaged
- Education for Socially disadvantaged

Activity: Presentation and discussion on status of problems related to inequality and marginalization.

Unit-V: Policy and programmes for Promoting Public Education in India

Critical Appraisal of Implementation of following-

- Sarva Shiksha Abhiyan (SSA)
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- Mid Day Meal (MDM)

Activity: Critical analysis on status of SSA, RMSA and MDM programmes.

Practicum: Any two of the following:

- One thematic term paper and its presentation in classroom.
- Organisation of a thematic exhibition
- Group Discussion on
 - Fundamental Rights and Duties of citizens in India.
 - Directive Principles of state policies.

References:

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- Taneja, V. R. (2002). *Foundation of Education (Philosophical and Sociological)*. Chandigarh: Abhishek Publications.

Web Resources:

- Mid Day Meal:
<http://mdm.nic.in/VDO.html>
- Mid Day Meal (Capacity Building):
http://mdm.nic.in/Capacity_building.html
- Mid Day Meal (School Health Program):
<http://mdm.nic.in/School%20Health%20Program.html>
- Mid Day Meal (Community Participation):
<http://mdm.nic.in/Community%20Participation.html>
- Right to Education:
<http://rte.raj.nic.in/View/ViewDocuments.aspx?id=167&type=1>
- Rashtriya Madhyamik Shiksha Abhiyan
<http://rajrmsa.nic.in/Public/DOCView.aspx?Title=Documents&Id=1>
- Secondary Education Commission (1952-53):
<http://dspace.gipe.ac.in/xmlui/bitstream/handle/10973/33772/GIPE-111964.pdf?sequence=2&isAllowed=y>
- Education Commission (1963-64): http://www.kkhsou.in/main/education/edu_commission.html
- National Policy on Education 1986:
www.ncert.nic.in/oth_anoun/npe86.pdf
- Review of National Policy on Education 1986:
http://www.kkhsou.in/main/education/national_policy1992.html
<http://www.right-to-education.org/girlswomen>
- Position Paper National Focus Group on Education of Children with Special Needs: http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/special_ed_final1.pdf

- Policies, Programmes and Schemes for Educational Development of Children from Scheduled Castes: www.ncert.nic.in/departments/nie/degsn/pdf_files/degsnmodule6.pdf

EDU 504 Gender, School and Society

Max. Marks : 100	L T P C
(CA: 40 + ESA: 60)	4 0 0 4

Learning Outcomes:

Student Teacher will be able to

- approve and appreciate gender equality .
- elucidate the constitutional and legal provisions related to women.
- disapprove the gender bias in school education, family and workplace.
- appreciate the role of education in eradicating gender bias.
- discuss the achievements and problems related to transgender.
- reflect roles and responsibilities of various agencies in promoting gender equalities.

Unit-I: Basic Concepts related to Gender

- Sex and Gender-Concept and Difference
- Patriarchy and Matriarchy-Concept and Difference
- Gender related terms
 - Gender Bias
 - Gender Stereotypes
 - Gender Disparity
 - Gender equality

Activity – Discussion on key Gender related terms Gender

Unit- II: Constitutional and Legal Provisions

- Constitutional Provisions related to women
- Legal Provisions

- Dowry Prohibition Act, 1961
- Sexual Harassment Act, 2013
- The Protection of Women from Domestic Violence Act, 2005

Activity - Presentation and Discussion on Constitutional Provisions and Legal Polices related to women.

Unit- III: Gender Bias in School and Society

- Gender bias in School Education
(School Setting, Text Book, Class Interaction and Co-Curricular Activities)
- Gender bias in family
- Gender bias in workplace
- Role of Education in eradicating gender bias in School and Society.

Activity –Analysis of Secondary level text book.

Unit –IV: Transgender: Issues and Legal Provision

- Concept of Transgender
- Problems related to Transgender
- Achievements of Transgender
- Legal Provision for Transgender
- Role of Education to overcome the problems of Transgender

Activity - Presentation and Discussion on Problems and Achievements of Transgender.

Unit –V: Role and Responsibilities in Promoting Gender Equalities

- Family
- Community
- Mass Media: Print and Electronic Media

Activity - Display roles of Mass Media towards gender equality through poster/charts.

Practicum- Any two of the following:

- School Visits/Observe the Schooling Processes from a Gender Perspectives and Submission of its Report.

- Thematic term paper
- Exhibition on gender related issues
- Survey based activity on gender issues

References:

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- Subramanyam, R. (2003). *GenderEquality in Education: Definitions and Measurements*. International Journal of Educational Development, July 2005. Vol.25 No.4: p.p. 395-407.

Web Resources:

- Gender School and Society,
<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/GENDER,%20SCHOOL,%20SOCIETY%20AND%20INCLUSIVE%20SCHOOL.pdf>
- Gender Bias in Education,
<http://uou.ac.in/sites/default/files/bed17/PE-5.pdf>
- Dowry prohibition Act, 1961. <http://wcd.nic.in/act/dowry-prohibition-act-1961>
- Sexual Harassment Act, 2013
<http://legislative.gov.in/sites/default/files/A2013-14.pdf>
- Domestic Violence Act, 2005.
<http://wcd.nic.in/sites/default/files/wdvact.pdf>
- Problems of Transgender
www.academia.edu/33006703/problems-of-transgender-in-india-a-study-from-social-exclusion-to-social-inclusion
- Transgender Rights in India-
<http://iasscore.in/national-issues/transgender-rights-in-india>
- Transgender Rights
www.clearias.com/transgender-rights/

EDU 508 Understanding Discipline and Subjects

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

4 0 0 4

Learning Outcomes:

Student teacher will be able to:

- utilize the nature and importance of Disciplinary Knowledge in class
- differentiate present content of teaching subject in school with its history
- appreciate the paradigm shift in disciplines
- critically appraise the Disciplinary and Interdisciplinary Subjects
- appraise the phenomenon of Interdisciplinary approach to Subjects

Course Outline:

Unit I: Disciplinary Knowledge

1. Nature of Disciplinary Knowledge
2. Importance of understanding disciplinary knowledge for teachers

Activity: Presentation of disciplinary knowledge from Socio-Cultural, Political and Intellectual Context

Unit-II: Disciplinary areas in School

Disciplinary areas in School Education– Language, Mathematics, Social Science, Science

- Paradigm shifts in nature of discipline
- History of teaching subject areas in school at a glance.

Activity: Poster presentation on History of Teaching subject in school.

Unit-III: Understanding School Subject (Content)

- School Subject-Meaning and Importance
- Nature of content in school subject (Theory of Content-)
 - content selection,
 - framing in syllabus
 - transformation of content

Activity: Discussion on identification of organization of knowledge in any one school subject.

Unit IV: Disciplinary Subject in School

1. Role of disciplinary Knowledge in School Curriculum
2. Critical Appraisal of disciplinary subject in school

Activity: Discussion on knowledge of disciplinary subject

Unit V: Interdisciplinary Approach and Subject

1. Objectives of Interdisciplinary subjects
2. Critical Appraisal of Interdisciplinary subject in school

Activity: Presentation and discussion on phenomenon of Interdisciplinary approach

Practicum

- One thematic term paper
- Critical appraisal of Disciplinary subjects in school curriculum

Reference:

- Maisnan Premlata, Lenka, S.K., Gandhi A.K., (2016), *Understanding Discipline and Subject*, Meerut, Surya R. Lall Publisher.
- Makel, Rajesh, MakalLalita, (2016), *Understanding Discipline and Subject*, Delhi.
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Web Resources:

- Understanding Disciplines and Subjects, retrieved from www.tnteu.in/pdf/c5.pdf
- The Paradigm Shift in Education In India, retrieved from shodhganga.inflibnet.ac.in/bitstream/10603/29463/9/09_chapters%201-6.pdf
- Formation of school subjects as curriculum content, retrieved from oru.diva-portal.org/smash/get/diva2:303864/FULLTEXT01.pdf
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- Inter Disciplinary Subjects , retrieved from shodhganga.inflibnet.ac.in/bitstream/10603/96850/11/11_chapter%203.pdf

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- HM Kliebard (1985) Structure of the Disciplines as an Educational Slogan
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EDU 467L Understanding the Self and Yoga

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
0	0	6	3

Learning Outcomes:

Student teacher will be able to:

- facilitate student to understand the self.
- develop capacity to identify the values for a good teacher.
- facilitate student to perform self reflected activities.
- describe the meaning and importance of yoga.
- develop essential skills to perform various asanas.

Course Outline:

Unit-I: Understanding the self

- a. Self and Self development- Concept and Importance
- b. Concept and Types of values-

- Individual
- Social
- c. Importance of Values

Unit-II: Yoga and self development

- a. Concept of Yoga.
- b. Importance of yoga for self development.
- c. Pranayam-Types and Importance.
- d. Three milestones of woman's life and yoga.
- e. Do's and Don'ts of Asanas.

Unit-III: Self reflection and personal integration

- a. Expression of Aspiration & Expectations.
- b. Self observation exercise to understand one's own strength and weakness.
- c. Self expression through creative activities.

Unit-IV: Enhancing self development

- a. Community participation through Radio Banasthali or Group work.
- b. Self reflecting report, based on one's own experience or reading great authors.
- c. Identification of the values for a good teacher.

Unit-V: Yoga for healthy mind and body.

- a. Practice of various asanas.
- b. Practice of various skills of pranayam.

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Web Resources:

- Self and self development, concept and importance
<http://www.businessmanagementideas.com/notes/management-notes/organisation-development/self-development-concept-process-and-methods-management/5313>

- concept, types and importance of values.<http://www.yourarticlelibrary.com/society/values-its-meaning-characteristics-types-importance/35072>
 - Importance of Yoga for self development
<https://thriveglobal.com/stories/10-benefits-of-yoga-for-personal-growth/amp/>
 - Concept of Yoga
<https://www.speakingtree.in/blog/concept-of-yoga/m-lite>
 - Pranayam - types and Importance
<https://www.speakingtree.in/allslides/different-types-of-pranayam-and-their-respective-benefits-into-treating-diseases/m-lite>
 - Dos and don'ts of Asanas
<http://theyogainstitute.org/yoga-asanas-dos-and-donts-for-beginners/>
 - Self expression through Creativity
https://www.google.com/url?sa=t&source=web&rct=j&url=https://windsor.watermarkcommunities.com/self-expression-through-creative-activities/&ved=2ahUKEwiqmNG10vngAhXFp48KHfLFBKMQFjAKegQIBhAB&usg=AOvVaw1cQwCc_reTx-1WloqNvE9i
 - Identification of the values for a good Teacher
https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.skillsyouneed.com/rhubarb/effectiveteaching.html&ved=2ahUKEwiwn_Lm0vngAhVFvY8KHakbAmcQFjALegQIAhAB&usg=AOvVaw3B_uh7fKSdew6iKPIcQsmd
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