



**JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY,
JAIPUR**

**Faculty of Education & Methodology
Department of Education & Methodology**

SYLLABUS

**BACHELOR OF EDUCATION
(B.ED.)**

SESSION – 2022-2023

**DURATION–
2YEARS/4SEMESTER**

**SYLLABUS FOR:
I -II YEAR**



PROGRAM DETAIL

Name of Program	-	B.Ed.
Program Code	-	B.Ed.
Mode of Program	-	Yearly /Semester
Duration of Program	-	2 yrs/ 4 Semester
Total Credits of Program	-	240
Curriculum Type and Medium Choice	-	Hindi/English



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SYLLABUS DETAIL I SEMESTER

S. No.	Credit	Name of Course
1	14	Childhood and Growing up
2	14	Contemporary India and Education
3	14	Languages across the Curriculum
4	9	Understanding Disciplines and School Subjects
5	9	Reading and Reflecting on Texts
Total	60	

II SEMESTER

S. No.	Credit	Name of Course
1	13	Learning & Teaching
2	12	Assessment of learning
3	7	Knowledge and Curriculum
4	7	Pedagogy of School Subject-I
5	7	Pedagogy of School Subject-II
6	7	Drama & Art in Education
7	7	PSE(4 weeks)
Total	60	



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III SEMESTER

S. No.	Credit	Name of Course
1	8	Pedagogical skills of Teaching School Subject
2	8	School Based Activities
3	44	School Internship (16 Week)
Total	60	

IV SEMESTER

S. No.	Credit	Name of Course
1	8	Gender, School & Society
2	8	Knowledge and Curriculum-2
3	8	Creating an Inclusive School
4	8	Critical Understanding of ICT
5	8	Understanding the Self
6	10	Environmental Education
7	10	Health & physical Education
Total	60	



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I-Semester

Nature of Course	Name of Course	C	T	P/sw	D&T	P.S.
Perspectives in Education	Childhood and Growing up	14	9	3	1	1
Perspectives in Education	Contemporary India and Education	14	9	3	1	1
Curriculum & Pedagogic Studies	Languages across the Curriculum	14	9	3	1	1
Curriculum & Pedagogic Studies	Understanding Disciplines and School Subjects	9	5	3	0.5	0.5
Engagement with field practicum	Reading and Reflecting on Texts	9	3	5	0.5	0.5
University Compulsory Course	English Communication	2	2	-	-	-
	ECA	1	-	1	-	-
	CDA	1	-	1	-	-
	Total Credits	60+4	35+2	17+2	4	4

Note:

- C represents number of credit per course
- T represents number of theory credit per course
- P represents number of practicum and Sessional work per course
- D&T represents Demonstration/Tutorial in the lecture hall
- P.S. represents Practice Session



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II-Semester

Nature of Course	Name of Course	C	T	P/sw	D&T	P.S.
Perspectives in Education	Learning & Teaching	13	8	3	1	1
Curriculum & Pedagogic Studies	Assessment of learning	12	8	2	1	1
Curriculum & Pedagogic Studies	Knowledge and Curriculum	7	4	2	0.5	0.5
Perspectives in Education	Pedagogy of School Subject-I	7	4	2	0.5	0.5
	Pedagogy of School Subject-II	7	4	2	0.5	0.5
Specialized Courses	Drama & Art in Education	7	2	4	0.5	0.5
Engagement with field practicum	PSE(4 weeks)	7	0	7	0	0
University Compulsory Course	ECA	1	-	1	-	-
	CDA	1	-	1	-	-
	Total Credits	60+2	30	22+2	4	4

Note:

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- P represents number of practicum and Sessional work per course
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III-Semester

Nature of Course	Name of Course	C	T	P/sw	D&T	P.S.
Perspectives in Education	Pedagogy of School Subject-(Part-II)	8	4	2	1	1
Curriculum & Pedagogic Studies	School Based Activities	8	0	8	0	0
Engagement with field Practicum	School Internship-II	44	0	44	0	0
University Compulsory Course	ECA	1	-	1	-	-
	CDA	1	-	1	-	-
	Total Credits	60+2	4	54+2	1	1

Note:

- C represents number of credit per course
- T represents number of theory credit per course
- P represents number of practicum and Sessional work per course
- D&T represents Demonstration/Tutorial in the lecture hall
- P.S. represents Practice Session



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IV-Semester (Optional Subjects)

Nature of Course	Name of Course	C	T	P/sw	D	P.S.
Perspectives in education	Gender, School & Society	8	4	2	1	1
Curriculum & Pedagogic Studies	Knowledge and Curriculum-2	8	4	2	1	1
Curriculum & Pedagogic Studies	Creating an Inclusive School	8	4	2	1	1
Specialized Courses	Critical Understanding of ICT	8	4	2	1	1
Engagement with Field Practicum	Understanding the Self	8	2	4	1	1
Specialized Courses	Environmental Education	10	6	3	1	0
	Health & physical Education	10	6	3	1	0
University Compulsory Course	Woman rights and law	1	-	1	-	-
	ECA	1	-	1	-	-
	CDA	1	-	1	-	-
	Total Credits	60+3	30	18+3	7	5

Note:

- C represents number of credit per course
- T represents number of theory credit per course
- P represents number of practicum and sessional work per course
- D&T represents Demonstration/Tutorial in the lecture hall
- P.S. represents Practice Session



Semester-1

Childhood and Growing up

Credit-14(9+3+1+1)

D&T-(1)

Practice Session-(1)

Objective:-

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

1. Explain the Meaning, Concept and Characteristics of Growth, maturation and development at various stages.
2. Describe the problem of Childhood and adolescent age especially with respect to the Indian context.
3. Develop an understanding of different aspects of a child's Cognitive, Social, Emotional & Moral development.
4. Become familiar with Theories of Child development and their Educational implications.
5. Understand the developing Individual / Learner from different dimensions i.e. Intelligence, Creativity & Personality.
6. Acquaint with various Mental Processes of Learning i.e. Thinking, Memory & forgetting.
7. Get familiar with the role of Family, School, Community, Society & different cultural practices in the developmental process of Children.
8. Acquaint with contemporary issues (issue of marginalization & Stereotyping , Gender, Social class & poverty) in child development and describe the role of media in constructing & deconstructing perceptions & ways of dealing with above issues.

Unit: 1 Understanding Educational Psychology and Child Psychology

(Credit-3)

- Educational Psychology : Meaning, Concept and Nature
- Child Psychology : Meaning, Concept and Nature.
- Educational Psychology and Child Psychology : Importance and Scope. Schools of Psychology : Behaviorism and Gestalt Theory ,
- Meaning, nature, scope, educational implication of psychology in new Era, •

Unit: 2 Growth and Development

(Credit-3)

- Growth and Development : Concept, Stages - Pregnancy, Pre-childhood-(Infancy) Childhood, Pre-Adolescence, Adolescence, Adolescence :
- Concept and Characteristics, Understanding Adolescents and their Needs, Adolescents :
- Challenges, Problems and Teacher's Role Counseling Adolescents for their Career and personal Problems Difference between Growth and Development and Effect of Heredity and Environment on Growth and Development

Theories of development :

- a) Piaget's vgotsky cognitive development
- b) Freud's psycho- sexual development
- c) Erikson's psycho social development
- d) Gessel's maturation theory



Unit: 3 Understanding the Child's Social Growth

(Credit-3)

- Individual Differences : Meaning, Concept, Scope and its Educational Implications
- Factors affecting the various Stages of Child Development : Caste, Class, Gender and Culture Thinking process at different stages of Child Development :
- Logical, Problem-solving, Creativity and Language Socialization :
- Concept and Process Factors affecting Socialization of the child Understanding Social Change and its effects on a child Problems of the Marginalized sections of the society and the Remedies

Practicum/Sessional work:-

(Credit-3)

1. Try-out of a Psychological Test.
2. Case- study of a special child.
3. Gijubhai Badeka: Study of Child psychology.
4. Find out the video clips regarding the behavioural problems of learners and interpret them.
5. Nand House: Study of a pre-school/Aganwadi.
6. Observation of a group of Adolescents and note their characteristics and problems. (Adolescents from Urban, Rural, Slum Area etc.)
7. Understand the factors affecting Socialization of a child.

Suggested readings:-

- Aggarwal, J. C. (2001). Principles, Methods and Techniques of Teaching. Vikas Publishing House Pvt. Ltd. 2nd Edition, ISBN: 978 - 81259-1056-5.
- Aggarwal, J. C. Teacher and Education in Developing Society (Fourth Ed.) Vikas Publishing House Pvt Ltd., New Delhi.
- Aggarwal, J. C. (2004). Essential of Educational Psychology. Vikas publishing House Pvt Ltd, New Delhi.
- Bhatia & Bhatia (2006). A Textbook of Educational Psychology, Doaba House, Delhi
- Bhatnagar, S. & Saxena A. (2004). Advanced Educational Psychology. Third Edition Surya Publications, Meerut.
- Kundu, C. L. & Tutoo, D. N. (2011), Educational Psychology. Sterling Publishers Private Limited, New Delhi.
- Agarwal, Reetu, Shukla Geeta (2014). Bal Vikas evam Manovigyan, Rakhi Prakashan, Agra
- Aggarwal, J.C., (1981). Essential of Educational Psychology, Delhi, Doaba Book
- Arora, Dr. Saroj, Bhargava, Rajshri (2014). Bal Manovigyan, Rakhi Prakashan, Agra

Course Outcomes

After completing the course the students will be able:-

- .To develop an understanding of the basic concepts, methods and principles of
- To develop an understanding of the nature and process of development.
- To understand the different periods of life with Psycho-Social Perspective.
- To develop an understanding of the nature and process of learning in the context of various learning theories and factors.
- To understand the critical role of learning Environment.
- To acquaint them with various Psychological attribute of an individual.
- To reflect on the changing roles of children in contemporary society.



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

Contemporary India and Education

Credit-14(9+3+1+1)

**D&T-(1)
Practice Session-(1)**

Objectives:

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

1. understand the Equality of opportunities in Education, Fundamental rights, duties and Directive Principles of state policies and its impact on Education.
2. Explain the concept of Diversity, Concerns related to Socially disadvantaged segment of the society..
3. Describe the significant recommendations of Commission before Independence related to Secondary Education.
4. Understand the Work Education and Experiential learning in context of Nai Talim..
5. Understand the Objectives and Recommendation of the policies after Independence related to Secondary Education.
6. Explain the major features of New Education Policy 2020.
7. Develop and understanding of emerging issues related to Contemporary India and its impact on Education.
8. Evaluate the Govt. Policies of Universalization of School Education ie DPEP, MDM, SSA, RMSA & IEDSS.

Unit: 1 Unity in Social Diversity & Values in Indian Constitution

(Credit-3)

- Concept and Meaning of Unity
- Scientific studies of costumes of language, Religion and tribe
- Meaning and characteristics of Collective living in multi facet society and stages for its formation Importance of Peace and Justice for unity in Diversity
- Study of preamble of constitution - study of values in the constitution: Freedom, Equality, Brotherhood and justice.
- Fundamental Rights and Duties of citizens according to constitution.
- Study of guiding Principles in the Constitution for formulating the state policy.
- Factors resisting Democratization of Education- Study of Inequality, Discriminations and Marginalization (In the context of constitutional Values) and the role of teacher in removing them.

Unit: 2 Policy formations for Public Education in India

(Credit-3)

- Factors affecting on formation of Education Policies of Government (In context of Right to Education Act & Sarvashiksha Abhiyan)
- Causes of child not attending & leaving the school. Steps to them - Role of teacher in taking these steps.
- Relation between labour and Education along with involvement of society (Principles of Nai Talim be taken as guidelines)
- Contribution of various social institutions in spreading modern Education in Independent India. Study of efforts for Education: Women, Dalits & Tribes.



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Unit: 3 Policy Formation and Contemporary Trends

(Credit-3)

- Evaluation of Three Language formula and its Constitutional Provision. Study of National Educational Policy - 1986 with amendments till now.
- Evaluation of Mid-Day Meal scheme in context of removal of discrimination and child labour along with nutritional food (on the basis of Supreme Court Judgment)
- Evaluation of Globalization, Privatization and Class-Division which have entered education and in this context evaluation of the provision of 25% reservation for poor in Right to Education Act as a solution.
- Revised National Policy 1992

Practicum/Sessional work:-

(Credit-3)

1. Group discussion on concept of social Diversity & writing a report on it.
2. Survey regarding the traditions of religions by scientific way (Any five)
3. Analyzing the information of deprived groups i.e. women or Dalits who have done study till std.-12- of last 5 years.
4. Small projects regarding various people living in streets or villages who are following various religions.
5. Study of advantages taken by deprived groups of any one area.
6. Study of reasons of quarrel and how to remove them of any one area from last twenty years.
7. Study the admission of deprived groups who taken admissions through Right Education Act during last two years in any five Schools.
8. Study the effectiveness of Nayi-Talim of Buniyadi Shala.
9. Study the effectiveness of "Tribhasi yojana" and Discussion & writing a report on it.
10. Survey/ project on Evaluation of Mid day Meal Programme of any three schools.
11. Provisions of Sarwashiksha Abhyan & its real implementation.
12. Group Discussion on Privatization in Education & Preparing a report on it.
13. Discussion / Dialogue regarding class diversion due to privatization of education.
14. Dialogues with responsible authorities regarding the plans for the upliftment of women, deprived, dalits and its implementations and preparing a report on it.

Suggested readings:-

- Anand, C. L. et al.: Teacher and Education in Emerging India, NCERT, New Delhi, 2000.
- Mani, R. S.: Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
- Mohanty Jagannth: Indian Education in Emerging Society, Sterling Publication, New Delhi, 2002.
- Naik, J.P.: Equality, Quality and Quantity: The Elusive Triangle of Indian Education. Bombay: Allied Publishers, 1975.
- Panday Shyam Swaroop : Shiksha Ki Darshnik Ewam Samajik Prushi Bhoomi, Vinod Pustak Mandir, Agra.
- UNESCO: Thinking Ahead: UNESCO and the Challenges of Today and Tomorrow. Paris: UNESCO, 1977.
- Badheka, G. (2006). Divasvapna. National Book Trust. Retrieved from
- [http://www.arvindguptatoys.com/Carr, D. \(2005\). Making sense of education: An introduction to the philosophy and theory of education and teaching. Routledge.](http://www.arvindguptatoys.com/Carr, D. (2005). Making sense of education: An introduction to the philosophy and theory of education and teaching. Routledge.)
- GOI. (1966). Report of the education commission: Education and national development. New Delhi: Ministry of Education GOI. (1986). National policy of education. GOI.

Course Outcomes(COs)

After completing the course the students will be able to :

- To promote reflective thinking among students about issues of education
- To develop an understanding of the trends, issues and challenges faced by related to contemporary India. Contemporary education in India.
- To appreciate the developments in Indian education in the post independence era.
- Understand the Commissions and committees on education constituted from time to time..
- To understand issues and challenges of education and concern for the underprivileged section of the society.
- To develop awareness about various innovation practices in education.
- To develop and understanding of self teaching technical devices.
- To understand the constitutional values and provisions for education.



Languages across the Curriculum

Credit-14(9+3+1+1)

**D&T-(1)
Practice Session-(1)**

Objectives:

This course will enable the pupil teacher to-

1. Understand the language background of students as the direct or seen language users.
2. Create sensitivity to the language diversity that exists in the class room.
3. Understand the nature of classroom discourse and develop strategies for using oral language in classroom.
4. Understand the nature of reading comprehension and writing in specific content areas.
5. Understand interplay of language and society.
6. Understand functions of language.
7. Understand language and speech disorder and make remedial measure too.

Unit 1: Language and Nature of Language

(Credit-3)

- Meaning, nature, scope, role, importance, functions of language, language background, language and region, language and religion, role of literature in language.
- Difference, Effect of Regional pronunciation and Remedies to remove them.
- Place of Articulation, organ of speech and understanding of alphabet with reference to pronunciation.
- Audio, Visual and touchable / physical forms. Expression: Written, (writing), Reading, and oral speech.

Unit 2: Mother Tongue and its importance

(Credit-3)

- Mother tongue: Meaning, definition, Importance..
- Role of mother tongue in teaching,
- Proper use of mother Tongue through Education and Remedial Work.

Unit 3: Communication and Language Culture:

(Credit-3)

- Concept of Communication Role of Language in Communication Communication as a Process,
- Media of Communication and Characteristics of Good Communication and Importance.
- Language Diversity Language Culture: Strong medium for Preservation and Cultivation

Practicum/Sessional work:-

(Credit-3)

- 1) To arrange group discussion on the importance of Language.
- 2) To arrange the language games for Pronunciation.
- 3) To arrange the activities for Creative Writing.
- 4) To arrange the activities of Oral Skill.
- 5) To prepare the report of experiences during Communication.
- 6) To introduce different language through listening experience.
- 7) To conduct drama activities in rural area by organizing really for the cultural expression.
- 8) To celebrate Mother Tongue day.



Suggested Readings :

1. Braner, J. S., (1975), Language as an Instruments of Thought. In Davies, Alam (ed) problems of language and learning condone. Heileman.

2. Corson, D. (1990), Language Across the curriculum (LAC) In corson Devid (ed.) Language policy. Across the Curriculum clevendon

Muthliguel Matters, 72-140.

3. Cummins J. (1979) Linguistic interdependence and the educational development of bilingual children Review of educational Reseach 49, 222-251.

Course Outcomes (Cos)

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

- Know the concept of language, Multilingualism and language diversity with various functions of language.
- Understand the relationship between language & learning and describe the elements of communicative approach.
- Integrate different language skills for effective classroom discourse.
- Analyze significance of language proficiency and knowledge acquisition.



Understanding Disciplines and School Subjects

Credit-9(5+3+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Objectives:-

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

1. Describe the characteristics and nature of discipline
2. Elaborate the concept of disciplinary knowledge and emergence of discipline and subject.
3. Critically analyze the sources of knowledge with respect to text books and journals
4. Acquaint with the paradigm shift in discipline

Unit: 1 Multiple Concept of School Subjects

(Credit-2)

- Various subjects : Concept, Definition and Nature
- Usefulness and role of various subjects
- Approaches and objectives of Teaching Subjects Co-relations of Various Subjects.
- Redefinition of the school subjective with concern to social justice.

Unit: 2 Contexts of Curriculum

(Credit-2)

- Meaning, Nature and Objectives of Curriculum, Need for curriculum in schools.
- Difference between syllabus and curriculum
- Principle of the Construction of Curriculum
- Factors influencing Curriculum

Unit: 3 Contexts of Syllabus

(Credit-1)

- Meaning, Nature and Objectives of Contexts and Syllabus.
- Inclusion of production based subjects in school syllabus and their need. (Horticulture, Animal husbandry, Tour and Hotel Management)
- Problems and Remedies of teaching - learning of various subjects.

Practicum/Sessional work:-

(Credit-3)

1. A critical study of various school curriculums.
2. A critical study of Literary work with reference to Language Teaching
3. A case study of Poet, Writer, Scientist, an Economist, a Sociologist and the study of their creation & work.
4. Interview of subject experts and report writing.
5. Visit to the institutions / person
6. Study of the attitudes of student - teacher regarding subjects being taught at school level
Weakness / Limitations of students related to Language Teaching and their reasons, remedies and Diagnostic work.
7. Practical work of Science and Technology related to day to day life.
8. Experiments regarding pronunciation of student teacher in language lab.
9. Case study of mathematics lab.
10. Mathematical puzzles, Experiments of Science, Construction of teaching aids and their effectiveness, appreciation of poem, elaboration of meanings of the given lines and a book review.

Suggested readings:

- Zastoupil, L. & Moir, M. (1999) the great Indian education debate: Documents Relating to the orientalist-anglicis controversy, 1781-1843, Psychology press.
- UNESCO, (2009) Policy guidelines on inclusion in education UNESCO.
- Valerian rodrigues, (2002) democracy. In the essential writings of B.R. Ambedkar (pp60-64) New Delhi: oxford University press.
- Shulman L. S. (1986) those who understand: knowledge growth in teaching. Educational researcher, 4-14
- Scrase, T. J. (2002). Globalisation and the cultural politics of educational change: the controversy over teaching on English in west Bengal. International review of education 48(5), 361-375
- Naik. J.P. & Nurullah, S. (1974) a student's history of education in India (1800-1973). Macmillan

Course Outcomes(COs)

After completing the course the students will be able:-

- To develop an understanding of the nature of disciplinary knowledge in the school curriculum.
- To acquire a conceptual understanding of the impact of school subjects on disciplines.
- 3.To develop interest, attitudes and knowledge about the content in respect of framing the syllabus.
- 4.To build up a professional, disciplinary and curriculum programme.



Reading and Reflecting on Texts

Credit-9(5+3+0.5+0.5)

**D&T-(0.5)
Practice Session-(0.5)**

Objectives

After the transaction of the course, student-teacher will be able to:

1. Able to explain different types of text.
2. Read and respond to a variety of texts in different ways: personal, creative & critical.
3. Get involved in the readings interactively-individually and in small groups and enhance capacities as active readers and writers.
4. Comprehend and think reflectively on spoken or written texts.

UNIT 1-Reading Skills

(Credit-0.75)

- Creating environment for reading – reading clubs, class libraries
- Reading aloud and silent reading
- Scaffolding: concept and activities
- Reading different texts types like stories, poems, riddles, jokes, and instructions for games

UNIT 2- Reading with comprehension

(Credit-0.75)

- Reading for global and local comprehension
- Inferences, analysis and extrapolation
- Reading strategies including word-attack strategies
- Discourse analysis
- Using reading as a tool for reference skills i.e. use of dictionary, encyclopedia and internet
- Using ideas of critical literacy to analyse chapters from textbooks .
- Acquisition of Reading Skills

UNIT 3- Types of text

(Credit-1.5)

- Narrative text
- Expository
- Autobiographical Narratives
- Field Notes
- Ethnographies
- Addressing different types of skills and strategies

Sessional work:-

(Credit-5)

- Participating in tasks and activities to improve proficiency in the receptive and productive skills of English.
- Text analysis of school textbooks to improve skills in critical literacy.

Suggested readings:-

- Ross D. Bondy, E. & Kyle D. (1993) Reflective teaching for student empowerment : Elementary curriculum and methods New Yourk : Macmullan.
- Schon, D. A. (1983) The reflective practitioner : How professionals think in action. New York : Basic Books.
- Zeichener, K & O. Listion (1987) Teaching student teachers to reflect, HER, 57 1, pp 22-48
- Dewey, J. (1933) How we think. Boston L.D.C. Health.

Course Outcomes (COs)

After completion of this course, the student teacher will:

- Improve his/her proficiency in "reading', writing', thinking', and "communicating" in the language of instruction.
- Develop an interest in reading
- Improve his/her ability to understand instruction



Semester- II

Learning and Teaching

Credit-13(8+3+1+1)

D&T-(1)

Practice Session-(1)

Objectives:

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

1. Understand the Concept of learning and learning strategies.
2. Identify the individual differences among the learners.
3. Describe the educational implications of different theories of learning.
4. Understand the Concept of teaching and identify the variables in the teaching process.
5. Explain the applications of social constructivist approach in teaching and learning.
6. Describe the phases & models of teaching.

Understand and make effective uses of different Teaching Strategies.

Unit: 1 Teaching Aptitude and Learning

(Credit-3)

- Teaching: Concept, aim and objectives of teaching, Nature, characteristics and basic requirements.
- Factors affecting teaching related to- teacher, learner, support material, instructional facilities, learning environment and institution.
- Flender's interactive analysis .
Maxims of teaching; Factors affected to teaching process Teaching as a profession.
- Factors affecting learning; Nature and characteristics of learning.
- Theories of learning: E.L Thordike, B.F Skinner, Ivan Pavlov, John B.Watson, Chomsky, Krashen, Jean Piaget, J.S Bruner,Hull, Tolman, Albert Bandura.

Units: 2 New Trends of Teaching Learning

(Credit-3)

- Use of ICT in teaching - learning
- E- learning: Meaning, Definition, concept
- Student - centered Approach : Meaning and importance
- Teacher of 21st Century : With reference to ICT, Research, professional values

Units: 3 Methods of Teaching - Learning .

(Credit-2)

- Teacher-centred methods
- Learner-centred methods
- Content-centred method

Practicum/Sessional work:-

(Credit-3)

- 1) To analyze any one teacher's classroom interaction
- 2) To do brain storming on any one problem.
- 3) To apply achievement motivation test.
- 4) To Organize and implement Seminar on any one Subject.
- 5) To develop and apply Inductive - Deductive Model.



Suggested Readings:-

- Aggarwal, J.C. Essential of Educational Psychology, Vikas Publishers, Delhi, 1998
- Aggarwal, J.C. Essential of Educational Psychology, Vikas Publishing House, New Delhi, 1994.
- Bhargava, Mahesh, Introduction of Exceptional Children, Sterling Publishers, New Delhi, 1994.
- Bhatia, H.R., A Text Book of Educational Psychology, Delhi: McMillan Co., New Delhi, 1977
- Bhatia, K.K. Educational Psychology and Techniques for Teaching, Kalyani Publishers, Ludhiana, 1994.

Course Outcomes(COs)

After completing the course the students will be able:-

- To get acquainted with the concept, principles and nature of teaching and learning.
- To understand the different learning styles based on the difference of learners.
- To study the relationship between teaching and learning and the factors which influence learning.
- To make use of modern information and communication technology to improve teaching-learning process.
- To understand learning as a process of communication and be aware of various resources available for making it effective.
- To study and analyze the socio cultural factors influencing cognition and learning.
- To study and understand learning in constructivist perspective.
- To get acquainted with professional ethics of teaching profession.
- To study the new trends and innovations involved in teaching learning process with professional ethics.



Knowledge and Curriculum

Credit-7(4+2+0.5+0.5)

**D&T-(0.5)
Practice Session-(0.5)**

Objectives :-

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

1. To create excellence in the educational system for facing the knowledge of challenges of the twenty first century.
2. To encourage the application of knowledge skills in the Indian educational institutions.
3. To enhance the quality of pre-service and in-service teacher training.
4. To realize the importance of curriculum modification.
5. To provide awareness and understanding of social environment.

Unit: 1 Knowledge and Basis of Education

(Credit-1)

- Knowledge: Meaning and nature Differences between information, knowledge, belief and truth.
- Knowing Process:Different ways of knowing ; Knowledge construction, Process of Construction of Knowledge.Relative roles of knower and the known in knowledge transmission and construction
- Teaching and training (Concept and Difference), Knowledge and information (Concept and Differences), Rational and Belief (Concept and Difference),
- Modern child centered education with Following Reference: Activity - Concept, Type and Importance (with reference to Rabindranath Tagore),
- Discovery - Concept and Importance (with reference to Dewey), Dialogue - Concept and Importance (with reference to Plato)

Unit: 2 Historical Changes in Education

(Credit-1)

- Broad determinants of curriculum making:(At the nation or state-wide level) socio-political aspirations, including ideologies and educational
- vision; Cultural orientations;National priorities;
- System of governance and power relations; and
- 27 International contexts.
- •Historical change in education happened because of industrialization, Democracy, idea of individual autonomy in the context of society

Unit: 3 Social Basis of Education

(Credit-2)

- Culture and modernization: Education in relation to modern values (Equality, Individual Opportunity, and Social Justice) with special reference to Ambedkar,
- Conventional school activities and daily routine of school class room with reference to multiculturalism,
- Nationalism, Universalism, Secularism and their interrelation with Education

Practicum/Seasonal work:-

(Credit-2)

1. Find out the various activities related to teaching and training and understand their nature. (A critical study of ITI college and any other special type of school)
2. Conduct an experiment on the possibilities that information can be converted in to the knowledge and prepare a report on it.
3. List the behavior based on the prevalent beliefs and evaluate the rationale / logic and psychology for these beliefs.
4. Conduct a research study on the behavior of creative children.
5. Conduct a study on post-basic (Buniyadi) Education system and study on how it differs from the traditional education system.



Suggested Readings:-

- Schilvest, W.H. (2012), curriculum: prospective paradigm and possiilty.M.C. MLLAN publication.
- Hirst, Paul, H. Knowledge and the curriculum. Routledge publication.
- Letha ram mohan (2009). Curriculum instrchon and evaluation. Agerwal publication, Agra.
- Scolt, dand (2003). Curriculum studies: curriculum knowledge. Routledge falmes, m.y. 5.
- Kelly, AV. (2009). The curriculum: theory and practice sage publication Singapore.
- 5_Acharya, P. (1996). Indigenous Education and Brahminical Hegemony in Bengal, and Shahidullah, Kazi „The Purpose and Impact of Government Policy on Pathshala: Gurumohashays in Nineteenth Century Bengal'. In Nigel6-Crook (ed.) The Transmission of Knowledge in South Asia: Essays on Education,
- Religion, History and Politics. New Delhi: Oxford University Press, 98-118.Σ Badheka, G. (2001). Ball Shiksham aur Shikshak Bikaner: Vaagdevi Prakashan.7- Dewey, J. (2009). School aur Samaj. Delhi: Aakar.

Course Outcomes (Cos)

To enable the student teachers to:

- Understand the need and importance of curriculum
- Analyze different issues in curriculum.
- Apply different approaches to curriculum construction.
- Construct curriculum for children with special needs.



Assessment for Learning

Credit-12(8+2+1+1)

**D&T-(1)
Practice Session-(1)**

Objectives

The course will enable the student teachers to –

1. understand the process of evaluation
2. develop the skill in preparing, administering and interpreting the achievement test.
3. understand and use different techniques and tools of evaluation for learning
4. comprehend the process of assessment for learning
5. develop skills necessary to compute basic statistical measures to assess the learning.

Unit: 1 Basics of Assessment for Learning

(Credits -3)

- Assessment & Evaluation: Meaning, Concept, Objectives;
- Measurement Types of Assessment: Formative and summative Assessment: concept, importance and examples;
- Continuous comprehensive Evaluation and Assessment for Learning;
- An Introduction of Constructivist Approach of Assessment for Learning

Unit: 2 Tools and Techniques of Assessment for Learning

(Credits -3)

- Tools & Techniques for Assessment: Rubric, portfolio, written reports, presentations, Anecdotes, Questionnaire;
- Triarchical Theory of Sternberg : self - Assessment and peer group Assessment;
- Continuous professional development of a teacher : Meaning, Importance and strategies;
- Role of Feedback to enhance the learning process : Parents' & Teachers Feedback

Unit: 3 Innovative Trends & Measurement in Assessment for Learning

(Credits -2)

- Measures of central tendency (with illustrations), Measures of Deviation (with illustrations) Percentile, percentile rank and normal distribution, Interpretation of result and Graphical Representation.
- Alternative Assessment : concept, objectives, Advantages & Limitation;
- Online exam and open book exams : Meaning, objectives, advantages, limitations;
- Commercialization of Assessment : challenges and Threats; Relevance of provisions of RTE Act (2009) with reference to Assessment for learning

Practicum/Sessional work:-

(Credits -2)

1. Apply continuous comprehensive evaluation in any school.
2. Apply formative and summative Assessment in a school, focusing on any one subject
3. Teach and evaluate according to constructivist theory of learning
4. Apply tools of Assessment in classroom: Rubric, portfolio presentation, written Report etc.
5. Do the self - Assessment and peer group assessment based on the theory of Sternberg.
6. Self improvement with the help of peer feedback
7. Communicate with parents to gain feedback for learning enhancement
8. Arrange and organize a parent teacher meeting and discuss about student's learning and evaluation.
9. Apply statistical Techniques and graphical presentation for the results of any one subject of a class.
10. Organize online Assessment
11. Organize and manage the open book assessment
12. Survey about the relevance of RTE Act (2009) provisions



Suggested readings:-

- Curriculum framework, Two year B.Ed. programme National Council for Teacher Education
- Sheppard L.A. (2000) The role of assessment in a learning culture educational Research, 4-14
- Statistics in Psychology and Education by: Henry E. Greett. International library of Education, cosmo publication
- Sternberg R. J. (2013) Intelligence competence and expertise. In A. J. Elliot & C. S. Dweck (Eds.), Handbook of competence and motivation (PP-15-30) Guilford publications.
- Stiggins R. (2005) from formative assessment to assessment for learning: A path to success in standards - based schools - phi. Delta Kappan, 325 328.

Course Outcomes (COs)

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

- Understand the nature of assessment and evaluation purposes and objectives of assessment.
- Understand the importance of current evaluation practices.
- Get acquainted with Bloom's taxonomy objectives and table of specifications.
- Understand achievement tests, diagnostic test and kinds of task and their importance in assessment.
- Understand assessment process tools and construction of process oriented tools.
- Acquire the knowledge of group dynamics and portfolio assessment.
- Understand analysis, manage and implement assessment data.



Drama & Art in Education

Credit-7(2+4+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Objectives:-

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

1. Develop the aesthetic sense and creative thinking in the students.
2. Understand forms of art, performing and visual and its significant role in human life.
3. Understand relationship between art, literature and education.
4. Acquaint about drama as a critical pedagogy and develop consciousness & awareness towards society.
5. Understand about teaching of different subjects through drama and art education at school level.
6. Understand cultural heritage of India with special reference to Rajasthan.

Understand about technical invasion in the field of art and future perspectives of drama and art education

Unit: 1 DIE, TIE & Arts as Expression & Experience

(Credits -0.75)

- Performing Arts: Music, Dance, Drama
- Fine Arts: Drawing & Painting, Sculpting
- Literary Arts: Poetry & Prose
- Classroom Drama & Drama in Education (DiE), Theatre Art & Theatre in Education (TiE) (Mode: Workshop: Rhythm, Ice-Breaking Exercise & Games, Image Making, Action Reaction, Improvisation & Assignment)
- Physical self, Mental Self & Social Self
 - a. Thinking & Ideology
 - b. Nature
 - c. Behaviour
 - d. Personality

(Mode Workshop: Rhythm, Exploratory Exercises, Literary Arts Techniques, Fine Arts Techniques, Expression & Exhibition, Interaction, Improvisation, Skits etc.)

Unit: 2 Self, Family & Society

(Credits -0.75)

- Roots, History, Heredity & Environment
- Types of Family
- Family Tree
- Family Keepsake/s
- Family Get - together
- Relationships & Words
(Mode: Workshop: Exercises & Games story Telling, improvisation & Interaction, Fine Arts, Expression, Exhibition etc.)
- Society : Composition
- Social Classes & their Characteristics
- Indian Society : Characteristics
- Indian Society : SWOC Analysis
- Indian Culture
(Mode: Workshop: Field Visit, Interview, Exhibition, Demonstration & Discussion Improvisation, Skits etc.)

Unit: 3 Self & Education

(Credits -0.5)

- Education : Real & Pseudo
- Types of Education
- How do we learn?
- School, Teacher, Principal
- Education of Tomorrow
(Mode: Workshop, Exercise & Games, Interaction & Discussion, Improvisation, Skits



Practicum/Sessional Work :-

(Credits -4)

1. **BODY MOVEMENT**- Different theatre games, Exercises, Martial Arts, Folk Dances.
2. **MEDITATION**- Focus, Concentration.
3. **SCRIPT WRITING**- characterization, dialogue, time and space, beginning, middle, end.
4. **POETRY RECITATION**- Rigved Mantras, Vaachik Abhinay.
5. **SELECTION OF PLAY FOR CHILDREN.**
6. **CASTING.**
7. **BUILDING OF A CHARACTER.**
8. **PARTS OF SPEECH**- Volume, Pitch, Speed, clarity, Audibility, Diction, Intonation, Feel and Toner Quality, Projection.
9. **DESIGN OF A PRODUCTION.**
10. **PRODUCTION**- Poster Making, Audience, Execution of Different Aspects of Production, Analysis of Increase in Understanding of Children through Drama

Suggested readings:-

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

Course Outcomes(COs)

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

- Develop imagination and sense of appreciation and aesthetic of art.
- Have basic knowledge about colour schemes and prepare effective teaching aids.
- Use drama processes to examine their skills.
- Generate new knowledge, understanding and perceptions regarding household skills.



Pedagogy of a School Subject: English

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Objectives -

The student-teachers will be able to-

1. Familiarize with the concept, nature and scope of English language.
2. Comprehend aims and objectives.
3. Conduct pedagogical analysis of the content in English language and develop linguistic skills among their pupils.
4. Provide familiarization with Micro teaching skills for teaching/learning English.
5. Make effective use of instructional resources in pedagogy of English.
6. Become acquainted with different teaching learning resources of English.
7. Develop insight into different methods and approaches in teaching English.
8. Equip themselves in preparing tools of evaluation in English learning.

Unit: 1 English & Communicative Approach

(Credit-1)

- EFL, ESL, Functional English & ELT
- Language Functions & their Structural Grammar Points
- Communicative Approach & Direct Method to teach English
- Meaning, Principles, Activities, Materials, Evaluation, Benefits & Limitations
- Teaching-Learning Design & Lesson Plan
- Stage wise Learning: Small Talk, Pre-Task, Main Task, Post Task, Do it At Home Activity
- Skill based Lesson Plan
- Unit Planning
- Prose: Language Function, Vocabulary, Reading Piece, Writing (Composition)
- Poetry: Recitation & Rhythm, Vocabulary, Appreciation & Meaning, Composition

Unit 2: Language Skill Development

(Credit-1)

- Comprehension & Expression Skills
- Listening: Components of Listening, Activities to Develop and Evaluate Listening, Speaking: Components of Speaking, Activities to Develop and Evaluate Speaking
- Phonetics: Pronunciation, Intonation (With Transcription)
- Conversation, Speech (Oral Composition), and Interaction



Unit 3:-Language in Skill reading development

(Credit-2)

- Reading: Components of Reading, Activities to Develop Skimming & Scanning and Evaluate them
- Intensive & Extensive Reading, Supplementary Reading,
- Writing: Components of Writing, Activities to Develop and Evaluate Writing
- Composition Writing: Guided, Semi guided & Free Writing, Formal & Informal Writing
- Web World to master the Language Skills

Practicum/Sessional work:-

(Credit-2)

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

Suggested readings:-

- Teach English : a Training Course for Teachers, Adrian Doff - Cambridge ; New. York : Cambridge University Press , 1989.
- Methods Of Teaching English, Lalitha Krishnaswamy & N Krishnaswamy , Macmillan India Limited,
- Teaching of English, Y.K. Singh, APH Publishing Corporation, New Delhi, 2005
- Approaches and Methods in Language Teaching, By Jack C. Richards & Theodore S. Rodgers, Cambridge University Press, 2001
- Teaching Foreign-Language Skills, Wilga M. Rivers, The University of Chicago Press Books, USA, 1981
- English Language teaching; Approaches, Methods, and Techniques, Geetha Nagaraj, Orient Longman Pvt. Ltd., Hyderabad, 2005
- <https://aguswuryanto.files.wordpress.com/2008/09/approaches-and-methods-in-language-teaching.pdf>

Course Outcomes (Cos)

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

- Develop an understanding of the principles of English language teaching.
- Acquire knowledge of the objectives of teaching English as a second language.
- Develop their own linguistic, grammatical and communicative competence.
- Develop ability to teach language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.
- Acquire knowledge of different approaches and methods of teaching English as a second language.
- Prepare annual Plans, unit Plans and lesson plans of English language.
- Choose, prepare and use appropriate audio -visual teaching aids for effective teaching of English as a second Language.
- Use various techniques of testing English as a second language.
- Develop remedial material and conduct remedial teaching



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

Pedagogy of School Subject:-Hindi

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Objective:

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

1. To impart knowledge of Hindi language elements in language structure.
2. To know the different roles of language.
3. To know the creative process of language learning.
4. To understand the nature and system of language.
5. To impart knowledge of linguistic skills related to listening, speech, reading and writing.

Unit 1: Perspectives of Hindi Language, Aims and Objectives of Teaching Hindi (Credit-1)

Meaning and concept of language. -Nature and importance of language Three language formula and Hindi Place of Hindi in the Secondary School Curriculum of M.P. -Present position of Hindi in India

- a. In the constitution
- b. In the life of Indian people

Aims of teaching Hindi as a second / third language. -Functional aims of Hindi Teaching.

Cultural Aims of Hindi Teaching. National and International Aims of Hindi Teaching.

Instructional objectives with practical - Theoretical background Writing of instructional objectives of Hindi Teaching

Modification of Objectives in terms of behavioural changes.

Planning of prose, poetry and Grammar lessons, Processing of lesson notes and micro lesson plans, Meaning and importance of a Unit plan and administration, Resource Units – Use and implications, Plan and process of lessons in Practice teaching.

Unit 2: Language Skills (Credit-1)

Development of language skills- listening objectives and importance – activities for its development

Speaking – Objectives – activities for its development – role of learning by heart, role-play, extempore and prepared speeches, debates, languages games, substitution table need for correct pronunciation – Remedial Measures

Reading – Objectives – Types of reading silent and loud, intensive – methods of teaching reading

Writing – Objectives – Characteristics of handwriting – dictation

Composition – Objectives – Types - Oral, written and picture composition – Free and guided composition,

Translation – Objectives- Importance's – Characteristics of good translation

Unit 3 : Curriculum Design (Credit-2)

Principles of Curriculum construction of Hindi

Curriculum Design in Hindi - Subject centered – Learner Centered – Problem centered. Transaction of curriculum / Co-curricular , Extra curricular activities pertaining to teaching and learning.

Curriculum of prose – poetry and composition. Prose – Ancient / Medieval /

Modern prose versions. Poetry – Bhakti period – Ritti period – Modern period. Composition

Exercises , Assignments and remedial teaching activities and -Grammar –

Translations

Curriculum development and evaluation.

Practicum/Sessional work:- (Credit-2)

1. Preparing scheme of assessment, A study of an author / poet, Developing Linguistics Skills, System our examination, Importance of teaching materials for effective teaching.
2. Solving grammar exercise of 8th and 9th Standard Text books of second language Hindi/Third Language. Hindi
3. Preparing crossword puzzles on technical terms, difficult terms of prescribed Hindi Text Books.
4. Construction of substitution – tables on the concerned texts
5. Report on constitutional provisions – provided to Hindi and the implication.
(Note: Records should be maintained).

Suggested readings:-

- Bhai. Y (1978) Hindi Bhasashikshan. Vinod Pustak Mandir Agra. □
- Bhasa Vishesshank Patrick (1980) Department of Education, Rajasthan , Bikaner □
- Chaturvedi, V.S. (1999) Adhapan Kala. Varanasi: Ggopinath Bhargav Nand Kishor and Sons. □
- Jha, L. (1940) Bhasha Shikshan Paddhbat. Allahabad: N.G. Saigal. U.P Press. □
- John, D. (1953) The Study of Language. Harward University Press. □
- Keshav Prasad (1984) Hindi Shikshan. Delhi; Dhanapatrai and Sons □
- Kothari Commission Report (1968) Govt. of India, New Delhi □
- Narang and Bhatia (1987) – Hindi – Shikshan Vidhi.. Ludhiana : Prakash Brothers. □



Pedagogy of School Subject:-History

Credit-7(4+2+0.5+0.5)

**D&T-(0.5)
Practice Session-(0.5)**

Objectives:

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

1. To enable the student teachers to understanding the importance of history.
2. To enable the students teachers to develop an understanding of aim and objectives of teaching of history.
3. To enable students teachers to construct and analyze critically the curriculum and textbooks of teaching history and secondary stage.
4. To provide knowledge of different methods/devices of teaching history.
5. To acquaint the students teachers with latest information technology.
6. To help the student teachers to understand the role of current events in teaching of history.

Unit-I: Meaning, Nature and Significance of History

(Credit-1)

- Meaning and nature of History
- The place of history in secondary school curriculum Curriculum development in History
- Integration of History with other subjects

Unit-II: Objectives Based Teaching and Pedagogical Analysis Objective based Teaching of History (Credit-1)

- Aims and objectives of teaching with particular reference to Indian History.
- Types of objectives
- Statement of objectives in behavioral terms.
- Pedagogical analysis of the Subject
- Identification of concepts from a unit/chapter Pedagogical analysis of a unit/chapter Listing behavioral outcomes
- Practical: Evaluation of History Curriculum

Unit-III: Approaches and Instructional Media

• Learner centered and Activity Based Approach & Evaluation

(Credit-2)

- Teaching of history through monuments
- Discussion method
- Question answer method
- Source method
Symposium
Role play
Comprehensive and continuous evaluation
Evaluation devices: written, open book examination, oral, observation, record. Remedial Teaching.
Teaching Aids and Co-Curricular Activities in History
Text Book
Low cost teaching aids
Maps
Site visits
Radio, films and television



2) Practicum/Sessional work:-

(Credit-2)

Watch a T.V. program based on historical events & mark out its deviations from authentic books of renowned writers.

1. Analyse two different writer's interpretation of Battle of Haldi Ghati & mark out different findings of theirs.
2. Prepare a survey based report on the primary sources available in your village/town/city & also throw light on their historical importance.
3. Find out the similarities in development of river valley civilisations of India & civilisations abroad.
4. Prepare a time-scale diagram of any historical topic on a chart & put it in a school classroom & keep a note of it with you.

Suggested readings:-

- Agarwal J.C. (2002) Essential of Educational technology: Teaching, Learning, Innovations in Education, Prakash Publishing house Pvt. Ltd. New Delhi. □
- Arora R.L. (1990) Teaching of History , Prakash Brother Ltd. □
- Bhattacharya S. (1966) Teaching of Social Studies in Indian Schools. Acharya Books Depot, Baroda. □
- Bruce Joyce and Marshal Weill (1990) Models of Teaching. Third Edition –Prentice – Hall of India Pvt. Ltd. New Delhi. □
- Kochhar S.K. (1989) Teaching of Social Studies. Sterling Publisher New Delhi □□
- N.C.E.R.T. (1970) Effective Teaching of History in India .A Handbook for History Teachers. □
- Taneja U.R. (1910) Fundamentals of Teaching Social Sciences. Mahendra Capital Publishers. Chandigadh. □
- Vajreswari R (1973) A Hand Book for History Teachers. Allied Publisher's New Delhi. .

Course Outcomes(COs)

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

- Explain the concept, nature and scope of teaching history.
- Understand the aims and objectives of History and establish correlation of History with other school subjects and life situations.
- Perform Pedagogical analysis of various topics in History at Secondary level.
- Get acquainted with the procedures of lesson plan.
- Critically evaluate existing curriculum, syllabus and text-books.
- Prepare, select and utilize different instructional materials.
- Apply appropriate methods and techniques of teaching at different levels.
- Acquire competencies in preparing tools of evaluation for teaching of History.



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

Pedagogy of a School Subject:-Civics

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Objectives:-

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

1. Explain and discuss the meaning , nature and scope of civics
2. Explain and importance of Civics as a school subjects.
3. Differentiate between Aims and Objectives of Civics.
4. Specify the objectives of teaching Civics at secondary stages.
5. Discuss the meaning ,preparation,importance and use of different types of learning resources of teaching different topics of Civics at secondary level.
6. Prepare effective lesson plans for teaching Civics.

Unit:-I Nature and Scope of Civics

(Credit-1)

- Meaning, Nature, and scope of civics
- Civics - an art or Science
- Meaning and scope of civics
- Man as a social animal and as a citizen

Unit:-II Aims and Objectives of Teaching Civics

(Credit-1)

- Meaning and Importance of teaching civics in Secondary Schools Aims of teaching Civics.
- Political conciseness, understanding of current events, democratic citizenship, understanding of Union and the State Govt.
- Functional awareness of Rights and Duties of citizens. Instructional objectives and values of Teaching civics.
- Knowledge, understanding, critical thinking, skills, Attitude, Interests, Application - Analysis of these objectives in terms of specific behaviours of learners.
- Spelling out Instructional objectives and learning outcomes Civics based hobby clubs, societies
- Correlation of Civics with other School Subject Meaning and Importance of correlation
- Types of correlation. Correlation of Civics with Geography, Economics, Literature Co curricular /Activities in Civics.
- Importance of organization of field trips, visits.

Unit:-III Instructional design, methods, techniques, and instructional materials in teaching civics

(Credit-2)

- Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments, and plan according to active learning strategies.
- Resource Unit
- Unit Plan
- Meaning and need of methods
- Methods of teaching Civics - Survey observation, comparative and demonstration, Active Learning Strategies.
- Instructional Materials in civics :
- Collateral Reading – Importance, Reading materials, Historical Novels
- Auto biographic, Magazines, News papers Drams, Journals Audio-Aids-Radio, Tape recorder, Visual-Aids-Maps- Importance.
- Types, procedure of using maps, pictures, charts, models, film strips, diagrams, Audio-Visual Aids-Films, TV
- Computers, multimedia packages and Internet as an Instructional aid.



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Practicum/Sessional Work:-

(Credit-2)

1. Critical evaluate History civics content of 8th 9th 10th Standard.
2. Conducting quiz Competition in History/civics.
3. Survey of the locality and collection of information about places or institutions of historical interests.
4. Organizing short field trip to a place of historical / political interests
5. Preparing resource unit on a topic of your choice in History and Civics.
6. Preparation of materials for a History room or museum

Student is also allowed to do his own interested practical work pertaining to the syllabus

Suggested readings:-

- Asirbatham: Political Theory, Upper Indian Publishing House Ltd., Lucknow.
- Balkrishna: Principles of Civics Kitab Mahal, Allahabad. 3.Bhartiya shashan Aur Rajneeti. Delhi: Delhi University, 1986
- Gupte, R. N.: Indian Constitution and Civic Life, Kitab Mahal, Allahabad.
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- Kochhar, S.K.: Teaching of Political Science. New Delhi: Sterling Publishers, 1970.

Course Outcomes(COs)

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

- Explain the concept, nature and scope of civics.
- Understand the aims and objectives of civics and establish correlation of Civics with other school subjects and life situations.
- Perform Pedagogical analysis of various topics in Civics at Secondary level.
- Get acquainted with the procedures of lesson plan.
- Critically evaluate existing curriculum, syllabus and text-books.
- Prepare, select and utilize different instructional materials.



Pedagogy of a School Subject:-Geography

Credit-7(4+2+0.5+0.5)

**D&T-(0.5)
Practice Session-(0.5)**

Objectives:-

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

1. Develop and understanding of the meaning, concept and need for learning Geography.
2. Understanding the aim and objectives of teaching geography.
3. Make us a various method s of teaching geography.
4. Develop the power of analysis, reasoning and judgment though different practical activities.
5. Develop proper understanding of nationalism and internationalism

Unit 1: Meaning, Nature and Scope of Geography (Credit-1)

- Meaning, Nature, Scope and importance of Geography
- Branches of Geography and their importance- physical, economic, human and political.
- International relations and study of Geography.

Unit 2: Aims and Objectives of teaching Geography (Credit-1)

- Aims/Values of teaching Geography, Intellectual aims, Cultural aims, Environmental aims, Utilitarian aims, Aesthetic aims
- Taxonomy and objectives of teaching Geography -Knowledge
- -Understanding -Application -Attitude and interest
- -National Integration. International Understanding.
- Co-relation of Geography and Economics with History, Science, Mathematics and languages Trends in Geography Education
- Importance and Organization of Field trips, Visits 2.6 Geography based hobby clubs / societies (National geography specials)

Unit 3: Instructional Design Methods of teaching Geography (Credit-2)

- Meaning, importance and format of lesson plan
- Principles of lesson planning
- Characteristics of a lesson plan
- Prepare Lesson Plan according to Active Learning Strategies Unit plan
- Resource Unit
- Meaning and importance of methods of teaching Geography Different Methods of teaching Geography
- -Lecture Method -Laboratory Method -Observation Method -Excursion Method -Project Method -Discussion Method
- -Active Learning Strategies

Practicum/Sessional Work:- (Credit-2)

- Se**
- 1) Preparation of charts, globe and models of Geography.
 - 2) Preparation of transparencies about- section of volcanoes, seabed, plains etc.
 - 3) Interpretation of weather maps.
 - 4) Drawing of geographical maps.
 - 5) Preparation of resource unit in Geography
 - 6) Visit to an observatory, planetarium or Geography museum
 - 7) Collection of specimens, Preparation of a project report – based on local geographical survey.



Suggested Readings:-

- Charley, R.J. and P. Haggett (Eds) (1967), Frontier in Geographical Teaching, Methuen Educational Ltd.
- Cons, G.J. (1957) Handbook for Geography Teacher, London, Methuen Educational Ltd
- Gabler, Robert, et al, (1945), Introduction to Physical Geography. San Francisco, Holt, Rinehart and Winston
- Garnett Ohio, (1965), Fundamental in School Geography, London, Harrap and Co
- Gospil, G.H. (1965), The Teaching of Geography, London, Macmillan and Co. Graves, N.J. (1971), Geography in Secondary Education, London, Geography Association
- Graves, N.J. (1972), New Movement in the Study and Teaching of Geography, Australia, F.W. Cheshire Publishing Printing Ltd.
- Haggett, P., (1972) Geography: A Modern Synthesis, New York, Harper and Row

Course Outcomes(COs)

After completion the course student teacher will be able to:

- Explain the concept, nature and scope of teaching Geography.
- Understand the aims and objectives of teaching Geography
- Perform Pedagogical analysis of various topics in Geography at Secondary level.
- Get acquainted with the procedures of lesson plan.
- Critically evaluate existing curriculum, syllabus and text-books.
- Prepare, select and utilize different instructional materials.
- Apply appropriate methods and techniques of teaching at different levels.
- Acquire competencies in preparing tools of evaluation for teaching of Geography.



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

Pedagogy of a School Subject: Social Science

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Objectives:-

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

1. To develop an understanding about the concept of social science.
2. To develop an understanding of aim and objectives of teaching of social science.
3. To acquaint pupil-teacher with different methods, devices and Technique of teaching social science.
4. Preparation and effective use of teaching aids.
5. Organization of discussions, seminars, tours, exhibitions and practical activities.

Unit - 1 Methods of Social Science, Scope and lesson Planning

(Credit-1)

- Social Science : Meaning, Concept, Scope, Importance
- Social Science : Objectives - General & Specific
- Co-ralation of Social Science Meaning and Importance
- Social Science with Psychology
- Social Science with Science & Technology
- Lesson Planning in Teaching of Social Science: Meaning and Nature Merits & Demerits.
- Evaluation in Teaching of Social Science
- Blue Print & Ideal Question Paper
- Characteristics of Ideal Question Paper
- Diagnostic and Remedial Work

Unit - 2 Methods of Teaching Social Science, Teaching Aid, Characteristics of Text Book

(Credit-1)

- Methods of Teaching in social science
- Meaning, Concept, Advantages, Disadvantages and Implementation in Classroom - Project, Group Discussion Techniques, Interview, Survey, Dramatization & Tern Tools for Teaching of Social - Science:

Unit - 3 Techniques of Teaching Social Science

(Credit-2)

Concept, Advantages, Disadvantages and Implementation in Classroom -Maps, Chart, Pictures, Globe, News Papers, Magazines, Bulletin Board, Radio, Computer, Internet, Smart Board, Characteristics of a ideal Social Science Teacher & Suggestions to Improve Professional Competency of the Teacher.

Evaluation of Ideal Characteristics of Present Text Book of std: 8th , 9th - Social science Room : Concept, Importance

Social Science Club : Construction, Planning & Activities

Practicum/Sessional Work:-

(Credit-2)

1. Study the contribution of sociologists.
2. Visit, study & report writing of historical place
3. Visit to industrial & geographical places: Dairy, Bank, co-operative institutes, Hospitals, Museum.
4. Understand, Visit & write report on various religious places & varicus religius symbols.
5. Agriculture related - Agriculture, land, interview of a farmer & report - writing
6. Arrange an exhibition: Various religions, Castes, dressing, culture, language, life style, etc.

Suggested Readings:-

- Bining and Bining : Teaching of Social Studies.
- Brantom. F.K. : The teaching of social studies in a changing world.
- Dray nd David Jordon : A Hand book of social studies.
- Hamming, James : The teaching of social studies in secondary school.
- Wesley Edger Brose : Social studies for schools.
- Taneja, V.R. : Teaching of social studies.
- Horn E.E. : Methods of instruction in the social studies.

Course Outcomes(COs)

After completion the course student teacher will be able to:

- Explain the concept of social science and its importance.
- Understand the aims and objectives of social science
- Understand the technique of teaching in Secondary level.
- Improve Professional Competency of the Teacher. And apply in teaching class.



Pedagogy of a School Subject :General Science

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Objectives:-

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

1. Familiarize with nature of general science.
2. Formulate instructional objectives in behavioral terms.
3. Critically evaluate the existing science curriculum at secondary level.
4. Understand the basic concepts of general science.
5. Acquaint themselves with laboratory plan, purchase and maintenance of equipment and material.
6. Explain the concept of evaluation and construct blue print of question papers.

Unit - 1 : NATURE, SCOPE AND OBJECTIVES

(Credit-1)

- Definition and concept of Science, Nature and scope of Gen. Science
- Place of Science in School Curriculum.
- Values of teaching Science at School level (Secondary).
- Correlation of General Science with other subjects.
- General and specific Objectives of teaching sciences at Secondary level, Bloom's taxonomy writing objectives in behavioural terms.

Unit -2 : TEACHER AND PLANNING & METHODS AND APPROACHES

(Credit-1)

- Role of teacher in training students in Scientific method and developing scientific temper and creativity among students.
- Qualities and responsibilities of Science teacher.
- Content analysis
- Unit Plan and lesson Plan Lecture method, Demonstration, Lab. Method, problem solving, Heuristics, Project method and Inductive & deductive method.
- Inquiry approach, programmed Instruction, Panel discussion, Team teaching and workshop.

Unit – 3 :- TEACHING LEARNING MATERIAL & EVALUATION

(Credit-2)

Classification, importance of teaching learning material, use of : Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc. Projected aids - Transparencies, slides, projectors, computers, Improvised apparatus and low cost teaching material. Planning of general science lab and its use. Use of mass media and Computers in general science teaching. Resource material - use of local resources in teaching general science. Concept, objectives and Importance of CCE Type of test items - objective type, Short answer type & Essay type. Planning objective based test items of different types. Preparation of blue print and construction of Achievement test. Diagnostic and remedial teaching. Evaluation of practical work in Science.



Practicum/Sessional work:-

(Credit-2)

1. Visit Ayurveda college/ science labs to address lauding their working process and draft a report on their contribution to prosperity.
2. Prepare a concept map on any theme of General Science and explain its importance for Teaching and learning.
3. Collect Information about Indian Cultural traditions and find out the scientific basis or hidden concern for life and preservation of environment.
4. Being a Science teacher how you will remove superstitions from the Society. Report your Strategic planning.
5. Prepare a diagnostic test and apply it in school, after discussion with concerning teacher and give remedial measures.

Suggested Readings:-

- Sood J.K. 1987 Teaching Life sciences, Kohli Publishers, Chandigarh
- Sharma L.M. 1977 Teaching of science & life sciences Dhanpat Rai & Sons Delhi.
- Kulshertha, S.P. 1988 Teaching of Biology, Loyal Book Depot, Meerut
- Yadav K 1993 Teaching of life sciences Anmol Publishers, Daryagaj, Delhi.
- Yadav M.S. 2000 Modern methods of teachding sciences, Anmol Publisher, Delhi.
- Singh U.K. & 2003 Science Education Common wealth publishers Nayab A.K. Daryanganj, New Dlhi.
- Venkataih, S. 2001 Science Education in 21st Century, Anmol Publishers, Delhi.

Course Outcomes(COs)

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

- Elaborate the concept, nature and scope of social science.
- Establish correlation of social science within or with other school subjects and life situations.
- Get acquainted with the procedures of skills and pedagogical analysis for social science teaching.
- Prepare lesson plans by applying knowledge of planning.
- Explain the essentials of curriculum and text books of social science
- Select and develop the support material required for designing learning experiences.
- Develop an understating of methods and approaches of teaching social science.
- Acquire competencies in preparing tools of evaluation social science learning.



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

Pedagogy of a School Subject : Physical Science

Credit-7(4+2+0.5+0.5)
D&T-(0.5)

OBJECTIVES:

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

1. Understand the Nature & Scope of Physical Science.
2. Understand Aims and objectives of Teaching Physical Science and describe the role of Physical Science in service of human welfare and its correlation with other school subjects.
3. Provide empirical knowledge about content analysis and pedagogical analysis.
4. Acquaint about effective teaching aids and teaching skills for well execution of Visualize different innovative teaching learning resources and processes for professional growth.
5. Design and manage a physical science laboratory.
6. Adapt suitable approaches, methods and different resources to teach physical science.
7. Become aware about various approaches of teaching Physical Science and comprehensive evaluation.

Unit 1: Meaning, Nature and Impact of Physical Science

(Credit-1)

- Concept of science - Science as process and science as a product;
- Nature and Scope of Physical Science
- Impact of Science and Technology on modern living.
- Scientific Attitude - Meaning definition and importance.
- Qualities of a person who possesses scientific attitude.
- Scientific Method-Meaning, importance and steps involved (with an illustration).

Unit 2: Aims and Objectives & Approaches and Methods of Teaching Physical Science (Credit-1)

- Aims of teaching Physical science in Secondary school:
- Personal development aim,
- Learner's academic and process skills development aim,
- Disciplinary aim and
- Cultural aim.
- Objectives of teaching physical science:
- Bases for formulation of objectives
- Enquiry Approach -Meaning, Uses with Illustrations, Advantages and disadvantages.
- Inductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
- Deductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
- Problem Solving Approach- Meaning, Uses with Illustrations, Steps, Advantages and disadvantages.
- Demonstration Method- Meaning, uses, Advantages and disadvantages.
- Lectures-Cum-Demonstration Method- Meaning, uses with Illustration, Advantages and disadvantages.
- Laboratory Method- Meaning, uses with Illustration, Advantages and disadvantages.
- Guided Discovery Method - Meaning, uses with Illustration, Advantages and disadvantages. Biographical Method-Meaning, uses with Illustration, Advantages and disadvantages. Individual Instruction Techniques and Active Learning Strategies.
- Concept Mapping: Its use for summarizing a unit and evaluating students understanding



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Unit 3: Instructional Design, Resources and Teaching Aid for teaching Physical Science (Credit-2)

- Lesson Planning-Meaning, Steps, Importance and Format of Lesson Plan according to active learning strategies.
- Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan
- Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan
- Audio-Visual Aids (Preparation and Use):-
 1. Charts
 2. Models
 3. OHP transparencies
 4. Filmstrips
 5. slides
 6. Video tapes
 7. Films
 8. Educational C.D.'s

Mass Media :-

1. Television (T.V.);

2. Radio - Meaning and importance.

Community Resources and Self learning materials –

1. Meaning and importance.
2. Physical Science Library;
3. Importance & organizing of physical science library;
4. Sections of science library;
5. Choice of book for science library.

Practicum/Sessional work:-

(Credit-2)

1. Develop their skills necessary for preparing international
2. Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs for lesson.
3. Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives

Suggested Readings:

- Bhandula & Chand (1986) *Teaching of Science*, Prakash Brothers, Ludhina □
- Bose, A. H. Sood, J.K. and Vaidya, N. (1970), *Strategies in Science Education*. Regional Institute of Education, Ajmer. □
- Carin/Sund *Teaching Science Through Discovery*; C.E. Merrill Publishing Co. London. □
- Cleaveland J. M. (1964) *Physical Science* C.E. Merrill Publishing Co., Ohio. □
- Craig (1958) *Science for the Elementary School Teacher*; Ginn & Co., New York

Course Outcomes(COs)

To enable the student teachers to:

- Understand the nature and present position of Physical Sciences.
- Formulate instructional objectives in behavioral terms.
- Understand the various principles of the curriculum construction in Physical Sciences.
- Develop scientific attitude among the students.
- Select and integrate different types of instructional media.



Credit-7(4+2+0.5+0.5)

**D&T-(0.5)
Practice Session-(0.5)**

OBJECTIVES:

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

- To develop an understanding about pedagogical planning in teaching mathematics
- To appreciate the need of developing different types of lesson plans
- To develop the ability to understand the learner's strengths and weaknesses in mathematics
- To develop the skill of designing and using mathematics laboratory
- To develop an understanding in basic concepts of mathematics
- To develop an understanding about professional development and ethics of mathematics teachers

To enable the student teachers to:

1. Understand the nature and present position of Physical Sciences.
2. Formulate instructional objectives in behavioral terms.
3. Understand the various principles of the curriculum construction in Physical Sciences.
4. Develop scientific attitude among the students.
5. Select and integrate different types of instructional media.

Unit 1: Meaning, Nature and Scope of Mathematics

(Credit-1)

- Meaning of Mathematics, As a Science of Number, As a Science of Quantity, As a Science of Measurement, As a Science of Logical reasoning, Nature of Mathematics, Scope of Mathematics
- Place of Mathematics in day today life activities
Mathematics use in day to day life activities Relation with School subjects
- Relation with other Disciplines – Engineering, Agriculture, Medicine
-

Unit 2: Aims and Objectives of Teaching Mathematics

(Credit-1)

- Aims/Values of Teaching Mathematics
- Meaning of Aim/Values, Utilitarian Aim/Values, Disciplinary Aim/Values, Cultural Aim/Values, Intellectual Aim/Values, Aesthetic and Recreational Aim/Values, Instructional objectives of Teaching Mathematics
- Meaning of Instructional Objectives
- Instructional Objectives and their specifications of teaching mathematics
- -Knowledge -Understanding -Application -Skill-Aptitude -Appreciation -Interest
- -Formulation and Statement of objectives in behavioral terms



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Unit 3: Instructional Design in Mathematics and C0-curricular Activities & Methods in Mathematics (Credit-2)

- Lesson Planning: Meaning ,Steps , Importance and Format of Lesson Plan
- Unit Plan-Meaning ,Steps , Importance and Format of Lesson Plan Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan
- Yearly Planning-Meaning, Principles and Format
- Mathematics Club : Objectives of Math's club, organization and activities Mathematics Olympiads : objectives and importance
- Mathematics Quiz : Organisation and importance Mathematics Museum : Organisation and importance
- Mathematics Fair : Organisation and importance 3.10Mathematics
- Laboratory : Objective, importance and uses
- Recreational activities in mathematics : Games, Puzzles, Riddles, etc., 3.12Ethno Mathematics
- Inductive method and Deductive method
- Analytical method and Synthetic method

Practicum/Sessional work:-

(Credit-2)

1. -Guided discovery method and Problem Solving Method
2. -Project Method and Discovery Learning Method -Active Learning Strategies
3. -CAI in Teaching Mathematics
4. Concept Mapping-Meaning, Advantages and Disadvantages Techniques of teaching Mathematics
5. Supervised study, Oral work and written work, Drill and Review: Assignment in Maths, Home work

Suggested Readings:-

- Aggarwal S.M. : Teaching of Modern mathematics, Dhanpat Rai and Sons Delhi.
- Aiyangar and Kuppuswami, N. A teaching of mathematics in the new education universal publication.
- Butler and Wren : The teaching of Secondary mathematics, Mc Graw Hill Book Company.
- Jagadguru Swami : Sri Bharti Krisna Tirthji Vedic mathematics, Moti Lal Banarsids Publisher Delhi.
-

Course Outcomes(COs)

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

- Understand the meaning, nature& scope of mathematics and its relationship with other school subjects.
- Comprehend the bloom taxonomy and write instructional objectives in behavioral terms.
- Get acquainted with the procedures of skills, pedagogical analysis and lesson plan.
- Prepare lesson plans by applying knowledge of planning.
- Acquire skills of analyzing curriculum and text books in mathematics.
- Enable students to organize Co-curricular activities and develop teaching learning material through the mathematics club.
- Select appropriate methods of teaching to teach mathematics
- Acquire competency in preparing tools for evaluation.



Pedagogy of School Subject:- Chemistry

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Objectives:-

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

1. Understand the Nature, Place, Values and Objectives of teaching chemistry at secondary/senior secondary level.
2. Understand correlation with other subjects.
3. Evaluate critically the existing syllabus of chemistry.
4. Develop understanding of various objectives of teaching chemistry in secondary schools.
5. Understand and adopt proper method of teaching various topics of chemistry.
6. Get acquainted with various methods of evaluation of the progress of pupils in chemistry.

Unit:-I Nature and Significance of teaching chemistry

(Credit-1)

- Meaning, nature and scope of chemistry.
- Significance of chemistry in daily life. Aims and Objectives of teaching chemistry
- Relevance, meaning and need of Objective Based Teaching.
- General and specific aims of teaching chemistry at senior secondary level.
- Specific objectives in behavioral terms in chemistry.

Unit:-II Planning a lesson

(Credit-1)

- Unit Planning.
- Lesson Planning. Instructional Strategies
- Lecture cum Demonstration Method.
- Scientific Method.
- Laboratory Method.
- Heuristic Method.
- Problem Solving Method.
- Project Method.

Unit:-III Role of Information Technology and Audio Visual Aids & Evaluation

(Credit-2)

- Use of Audio Visual aids in Chemistry.
- Computer Assisted Learning in Chemistry.
- Programmed Instructions. Curriculum
- Place of Chemistry in School Curriculum.
- Chemistry as a component of Integrated Science upto Secondary Level.
- Textbooks in Chemistry: Analysis, Evaluation of textbooks in chemistry.
- Concept of evaluation.
- Preparation and administration of an achievement test in Chemistry.
- Criteria of a good achievement test in Chemistry.

The Professional Growth of a Chemistry Teacher

- Competencies associated with laboratory techniques.
- Organization of co-curricular activities in chemistry.
- Maintenance of Chemistry Lab.: Safety, security and preventive measures.

Practicum/Sessional work:-

(Credit-2)

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

Suggested Readings:-

- Yadav, M.S. 1995 Teaching of Chemistry, Anmol Publication, New Delhi.
- Negi, J.S. & Negi, Rajita 2001 Teaching of Chemistry.
- Yadav, M.S. 2000 Teaching Science at Higher Level, Anmol Publications, New Delhi.
- Misra D.C. Chemistry Teaching Sahitya Prakashan, Agra
- Kherwadkal, Anjali 2003 Teaching of Chemistry by Modern Method, Sarup & Sons. New Delhi.
- Das R.C. 1985 Science Teaching in Schools, Sterling Publishers Pvt. Ltd. New Delhi.
- Venkataih, S 2001 Science Education in 21st Century, Anmol Publishers, New Delhi.



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

Pedagogy of School Subject:-Biological Science

Credit-7(4+2+0.5+0.5)

**D&T-(0.5)
Practice Session-(0.5)**

Objectives:-

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

1. Understand Nature & Scope of Biological Science
2. Understand objectives of Teaching biological Science
3. Perform pedagogical analysis of various topics of biological Science.
4. Develop a skill of lesson planning based on various approaches.
5. Understand the principles of curriculum construction.
6. Apply e-resources in teaching biological science.
7. Adopt suitable approaches, methods, different resources to teach biological science.
8. Understand the concept of continues and comprehensive evaluation.

Unit 1 Introduction to Teaching Biological Science

(Credit-1)

Biological Science: Meaning, Nature and Scope Relationship between Biology & human welfare Latest developments in the field of Biology

Co-curricular Activities and Resources in Teaching Biological Science

Bio Science laboratory - Need and importance, equipping, Bio-lab, Organizing the practical Work Project

Activities: Aquarium, Viverium, Terrariums, Museum, School garden,

Preservation of specimen through plastination-Meaning, Importance and Steps. Meaning,

importance and Organization of Co-Curricular Activities Bio-Science Club – organisation

& its activities Bio Science Exhibition Field trips Bio-Science Quiz Nature Study Bird

watching Collection & Preservation of Specimens-Plants and Animals

Unit 2: Aims and Objectives

(Credit-1)

Utilitarian, Cultural and Disciplinary Aims Scientific Attitude and Training in Scientific Method Instructional

Objectives: Bio - Science in Secondary schools: As per NCERT Curriculum Framework-2000 As per NCTE

Curriculum Framework As per National Curriculum Framework-2009 Behavior Specifications of Instructional

Objectives: Knowledge Understanding Application Skill

Unit 3: Approaches, Methods and Models of Teaching Biology

(Credit-2)

Approaches: Structure and function Approach Types specimen Approach Inductive and Deductive Approach

Methods of Teaching Guided Discovery Method Models of Teaching:

Biological Science Enquiry Model (Joseph Schwab) Memory Model (J.

Lucas)

Pedagogical Analysis: Analysis of 8th, 9th and 10th Standard Biology Text book of Karnataka State Lesson

Planning- Meaning, Importance and format according to active learning strategies.

Unit Plan - Meaning, importance and steps

Resource Unit - Meaning, importance and components.



Practicum/Sessional work:-

(Credit-2)

1. Preparing power point slides for any selected unit in VIII or IX class Biology.
2. Preparing a set of (OHP) transparencies
3. Slides for a selected Unit in 10th Std. Biology.
4. Writing of Instructional objectives & behavioral specifications on a selected Unit.
5. Preparing improvised apparatus in Biology
6. Preparing a lesson Plan on any topic in Biology using any innovative Method / Model of Teaching

Suggested Readings:-

- Buffaloe, N.D. Throneberry (1969) - Principles of Biology, Prentice Hall of India, New Delhi. □
- Chikkara & Sharma (1989) Teaching of Biology, Prakash Bros. Ludhiyana. □□
- Green T.L. (1965) - Teaching of Biology in Tropical Secondary Schools, Oxford University Press, London. □□
- Guddalli NM (1993) - Vignana Bhoodane, Bharat Book Dept. Dharwad. □
- Mangal S.K., (1997) Teaching of Physical & Life Sciences Avg. Book Depot. New Delhi. □□

Course Outcomes (Cos)

After completion of the course students & teacher will be able to:

- Understand Nature & Scope of Biological Science
- Understand objectives of Teaching biological Science
- Perform pedagogical analysis of various topics of biological Science.
- Develop a skill of lesson planning based on various approaches.
- Understand the principles of curriculum construction.
- Apply e-resources in teaching biological science.
- Adopt suitable approaches, methods, different resources to teach biological science.
- Understand the concept of continues and comprehensive evaluation.



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

Pedagogy of School Subject:-Commerce

Credit-7(4+2+0.5+0.5)

**D&T-(0.5)
Practice Session-(0.5)**

OBJECTIVES:-

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

1. Identify and apply different methods and techniques of teaching of commerce at the school stage.
2. Instill the competence of organizing co-curricular activities for enriching the subject matter of commerce.
3. •Develop the skill of effective teaching making use of various devices, techniques and teaching aids.
4. •Present, conduct, organize projects, surveys, seminars, conferences.
5. Develop the skill of lesson planning and construction of an achievement test of Commerce.

UNIT-1 Meaning, nature, scope and concept of Commerce

(Credit-1)

Meaning, nature, scope and concept of Commerce.

Place of commerce in secondary school curriculum and its critical appraisal.

Commerce and its relationship with other Social Sciences.

UNIT – II Methods of teaching commerce

(Credit-1)

Different methods of teaching commerce, uses and critical analysis.

- a. Lecture Method
- b. Discussion Method
- c. Problem-Solving Method
- d. Project Method
- e. Survey Method
- f. Demonstration Method

Commerce Text-books and Supplementary Materials.

Techniques of teaching commerce subject: Questioning – Answering, Assignment, Observation, Explanation and Illustration.

UNIT – III Analysis and Discussion on skills of teaching Commerce & evaluation

(Credit-2)

Analysis and Discussion on skills of teaching Commerce (practice for developing atleast 5 micro skills).

- a. Skill of introducing the lesson
- b. Skill of questioning
- c. Skill of explanation
- d. Skill of stimulus variation
- e. Skill of black board writing

Lesson planning in commerce, Meaning, need and importance, construction of composite lesson plan. Lesson Plan according to Active Learning Strategies.

Development and utilization of teaching aids(projects, Non-projected and performing arts) required for commerce programme.

Qualification, Qualities and Professional growth of Commerce Teacher.

Role of Co-curricular activities in commerce.

Types and Techniques of evaluation.



Practicum/Sessional work:-

(Credit-2)

1. Evaluation of a commerce text-book at Secondary level.
2. Writing objectives and specifications on any one topic from commerce and discussions amongst the group regarding decision making while selecting objectives and difficulties faced.

Suggested Readings:-

- Agarwal J.C (2004) Teaching of Commerce; A Practical approach New-Delhi, Vikas Public House. Nataraj S. (2006) Learning to teach, V.V. Nagar CVM □
- Tewari S.A (2005) Commerce Education in the Global era Delhi, Delhi Adhyan Publication. □
- Tomar S. (2005) Teaching of Commerce Agra, Vinod Pustak Mandir. □
- Venkat E.T. (2004) method of Teaching of Commerce, New-Delhi, Discovery Public House. □

Course Outcomes(COs)

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

- Understand the nature of Commerce and its relationship with other disciplines.
- Comprehend the Bloom Taxonomy of objectives and write the Instructional objectives in behavioral terms.
- Prepare Pedagogical analysis of the content and develop lesson plans for classroom teaching.
- Acquire competencies in teaching skills.
- Analyses the Curriculum and Textbook of Commerce.
- Make effective utilization of Teaching Learning resources.
- Get familiar with the methods of teaching and Evaluation.
- Equip themselves in Evaluation techniques and construction of Achievement test.



Pedagogy of School Subject:- Elements of Accountancy

Credit-7(4+2+0.5+0.5)

**D&T-(0.5)
Practice Session-(0.5)**

Objectives:-

After the transaction of the course, student-teacher will be able to:

1. Acquire the basic understanding of teaching of Book-keeping .
2. Develop the ability to plan curriculum and instruction in book-keeping and accountancy at school level.
3. Develop the ability to critically evaluate the existing school curriculum of book –keeping accountancy.
4. Impart knowledge of the methods and devices of teaching book-keeping and accountancy to develop the skill of using the same.
5. Apply the appropriate methods in teaching particular topics of book-keeping and accountancy.
6. Prepare achievement and diagnostic test.

Unit: 1 Regarding Accountancy

(Credit-1)

Meaning, Characteristics, History, Understanding developed by the students coming from different social strata regarding Accountancy Education. Objectives of Accountancy Education at Higher Secondary Level

Correlation: Definition, Importance, Intra-correlation of Accountancy. Correlation with other Subjects:

Economics (2) Business Administration.

Unit: 2 Lesson Planning and unit planning in Accountancy

(Credit-1)

- Lesson Planning and unit planning in Accountancy Education: Definition, Importance, steps of each planning.
- Following methods in Context with Accountancy Education and its application in classroom, Definition, Advantages and Limitations
- Inductive Deductive Method
- Supervisor study method
- Analytic-synthetic method
- Tools: Definition, Importance & application of

Charts -Scrap Book -Smart Board Computer

Unit: 3 Evaluations in Accountancy Education

(Credit-2)

- An Ideal Teacher of Accountancy (Required Qualities & Professional Capabilities) Importance of Text book of Elements of Accountancy Evaluation of present text book of std XI
- Evaluation:
- -Written, oral and Experimental Evaluation
- Ideal Question paper of Accountancy (Blue print) Characteristics
- Accountancy Education Improvement techniques: Revision, Diagnosis. Remedial work Application of Specific techniques in Accountancy Education and their Evaluation.
- Exhibition - Survey - Case Study.

**Practicum/Sessional work:-****(Credit-2)**

1. Reference Books, News papers, E-Journal.

Suggested Readings:-

- Vermain A Musselma and J. Mershall Hanna : Teaching Book-Keeping and Accountancy, Gregg Pub., Div., Mc Graw Hill Book Co. Inc. New York.
- Williams : Principles of Teaching applied in Book-Keeping and Accounts, Sir Isaac Pitman, London.
- Selby : The teaching of Book-keeping
- Tonne, Pohem and Freeman : Method of teaching Business Subject, Gregg Pub. Dir., McGraw Hill Book Co., Inc., New York.
- Harvey : Ways to teach Book keeping and Accounting
- Boynton Lewis D. : Methods of teaching Book-keeping, south Western publication Co. Cincinnati, Ohio.
- Aggarwal, J.C. : Teaching of Commerce.

Course Outcomes(COs)

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

- Acquire the basic understanding of teaching and its relationship with other disciplines.
- To understand the plan and develop of curriculum.
- Prepare Pedagogical analysis of the content and develop lesson plans for classroom teaching.
- Acquire competencies in teaching skills.
- Analyses the Curriculum and Textbook of Commerce.
- Make effective utilization of Teaching Learning resources.
- Get familiar with the methods of teaching and Evaluation.



Pedagogy of School Subject:-Biology

Credit-7(4+2+0.5+0.5)

D&T-(0.5)

Practice Session-(0.5)

Objectives:-

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

1. Understand the nature, place values and objectives of teaching biology at senior secondary level.
2. Establish its correlation with other subjects.
3. Evaluate critically the existing syllabus of biology prescribed for secondary/senior secondary level in the state of Rajasthan.
4. Develop yearly plan unit plan and lesson plan for senior secondary classes.
5. Provide training in scientific method and develop scientific temper among their students.
6. Use various method and approaches of teaching biology.
7. Acquire the ability to develop instructional support system.
8. Plan and organize chemistry practical work at the laboratory.

Unit - I: Nature and Scope, Objectives of Teaching, Curriculum Biology (Credit-1)

- Meaning and Definition of Science, Scientific Method, Science – Process and Product,
- Place of Biology in School Curriculum and its relationship with other subjects, importance of learning Biology
- Objective of Biology Teaching, Taxonomy of Educational Objectives, Writing Objectives in behavioural terms
- Principles of planning Biology curriculum at school level, Process of Biology Curriculum Construction, Trends in curriculum construction,
- Modern Trends in Biology Curriculum, Characteristics of Progressive Curriculum

Unit - II: Methods & Teaching Aids of Teaching Biology

(Credit-1)

Lecture Method, Demonstration Method, Discussion Method, Seminar Method, Project Method, Problem Solving Method, Field Trip Method, Panel Discussion, Role Playing, Concept Attainment Model, Inquiry Training Model, Jerk Technology
Biological Laboratory: Its Design, Maintenance of Equipment, Laboratory Management and Purchase of Equipment, Improvisation of Teaching Aids and Apparatus, Froggery
Zoological and Botanical Museum and Botanical garden, Use of Resources for Biology Teaching - Excursion, Field Trip, Lecture, Radio Broadcast, Educational Television, Organization of Science Club, Science Fair, Use of Audio - Visual Aids, Charts, Models, Film strip, Film Projector.

Unit - III: Unit and Lesson Planning, Evaluation in Biology

(Credit-2)

Necessity of planning of instruction in Biology, Unit Planning, Basic Elements of Lesson Planning, Preparation of Lesson Plan for teaching Biology
Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Biology



Practicum/Sessional work:-

(Credit-2)

- 1.Preparation of model and charts.
- 2.Herbarium
- 3.Preservation of Animals
- 4.Gardening
- 5.Improvisation, maintenance and repair of Biological Equipment.
- 6.Establishment of Biological Museum
- 7.Preparation of experiments
- 8.Visit to places of Biological Interest & their reporting by the student
- 9.Review of Biology Science Curriculum
10. Development of self-instructional material on any one topic of Biology

Suggested Readings:-

- Bhat, B.D. and Sharma, S.R.: Methods of Science Teaching. New Delhi: Kanishka Publishing House, 1993.
- Das, R.C.: Science in Schools. New Delhi: Sterling Publishers, 1985.
- Gupta, S.K.: Teaching of Science Education. New Delhi: Vikas Publishers, 1983.
- Gupta, S.K.: Teaching Physical Science in Secondary. New Delhi: Sterling Publishers, 1985.
- Gupta, V.K.: Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd., 1995.

Joyce, B. & Weil, M: Models of Teaching. Pre

Course Outcomes (Cos)

After completion of this course the students teacher will be able to :

- Understand Nature & Scope of Biological Science
- Understand objectives of Teaching biological Science
- Perform pedagogical analysis of various topics of biological Science.
- Develop a skill of lesson planning based on various approaches.
- Understand the principles of curriculum construction.
- Apply e-resources in teaching biological science.
- Adopt suitable approaches, methods, different resources to teach biological science.
- Understand the concept of continuous and comprehensive evaluation.



Semester III

Pedagogical skills of Teaching School Subject

Credit-8(4+2+1+1)

D&T-(1)
Practice Session-(1)

Objectives:

The course content aims at enabling students to

1. To explain the concept, principles, Maxims of teaching.
2. To analyze various teaching skills.
3. To explain the concept micro teaching.
4. To understand the nature, changes in disciplines and subjects through teaching skills.
5. To study the relationship between academic disciplines and school subjects.

Unit I- Maxims of Teaching and Micro Teaching

(Credit-2)

Meaning , Nature and Types of Maxims of Teaching

Meaning , Definition, Principles of Micro Teaching

Micro Teaching Cycle, Process of Micro Teaching

Advantages , limitations and uses of Micro Teaching

Unit II- TEACHING SKILLS-I

(Credit-1)

- Introduction Skill
- Fluency in Questioning
- Probing Question
- Explaining
- Illustrating and use of Examples
- Teacher's silences and Non Verbal Cues
- Lecturing



Unit II- TEACHING SKILLS-II

(Credit-1)

- Reinforcement
- Stimulus variation
- Black board
- Effective Communication
- Recognizing and Attending Behaviours
- Self Induction
- Classroom Management
- Planned repetition
- Achieving Closure

Practicum/Sessional work:-

(Credit-2)

Critically examine teaching learning processes that incorporate enquiry, discovery, conceptual development, activity based learning, etc. within the classroom.

Suggested Readings:-

- Siddiqui, Mujebul Hasan, 2009, teachings of teaching (classroom teaching). APH publishing, New Delhi.
- Mathur, Dr. S.S, Mathur, Dr. Anju. 2007-2008 development of learner and teaching learning process, agrawal publication Agra.
- Rao. V.K, Reddy, R.s.1992, learning and teaching commonwealth publishers, New Delhi.
- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa 9pp. 3-&). Heinemann Educational Books.
- T., Ainswcow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). Index for inclusion: Developing learning and participation in schools. Centre for Studies on Inclusive Education.

Course Outcomes(COs)

After completing the course the student will be able:

- To understand the basic concepts, issues and teaching skills.
- To understand the develop the teaching subjects.
- To become aware about micro teaching in school and society.

School Internship

(44 Credits)

S.No.	Components	Marks
1	Simulated Teaching	30
2	Discussion Lessons (2 Lessons in each pedagogy course) Total 5 Discussion Lessons (10x5)	50
3	50 Lesson Plans (in each pedagogy course) (25x2)	50
4	Achievement Test Report (ATR)(In one subject)	30
5	Two Lessons to be Delivered in each pedagogy course through the use of Multimedia (10x5=50)	50
6	Use of Teaching Learning Material in Classroom Discourse (including teaching aids and reference material)	20
7	Peer Group observation	20
Total		250



Semester – IV

Gender , School & Society

Credit-8(4+2+1+1)

D&T-(1)
Practice Session-(1)

Objectives:

The course content aims at enabling students to

1. Develop basic understanding of key concepts Gender bias, gender stereotype, empowerment, equity and equality, patriarchy, masculinity and feminism
2. Learn about the gender issues in school curriculum, text books and pedagogical processes in the classroom and its interaction with class, caste, religion and region.
3. Understand the role of education in ensuring gender equity and equality.
4. Appreciate the policy initiatives taken in relation to gender issues.

Unit 1: Gender Issues: Key Concepts

- Gender, Social construction of Gender
- Gender socialization and Gender Roles
- Gender discrimination at different levels of institutions (institutions related to social, cultural, religious, economic, political and educational settings).

Unit 2: Socialization Processes in India: Family, School and Society

- Gender Identities and socialization practices in different types of families in India.
- Gender Concerns related to access, enrolment, retention, participation and overall achievement.
- Gender Issues in Curriculum – Gender, Culture and Institution: Intersection of class, caste, religion and region – Construction of gender in curriculum frameworks since Independence: An Analysis – Gender and the hidden curriculum – Gender in text and classroom processes – Life skills and sexuality.
- Gender Jurisprudences (in Indian Contest) – Prenatal diagnostic Technique Act, 1994 – The draft sexual Law Reforms in India, 2000 – Domestic Violence Act, 2005 – Reservation for Women – Supreme Court Verdict about transgender.

Unit 3: Creating Gender Inclusive Classroom

- Developing positive self concept and self esteem among girls
- Teaching Learning Materials 3.3 Classroom transaction
- Teacher as an agent of change



Practicum/ Sessional work :-

(Credit-2)

1. Visit of at least ten families of which minimum two should be joint families.
2. To evaluate critically the text books of std. IX, X, XI with reference to Gender.
3. To undertake studies of activities of the school with reference to Gender Inequality
4. To undertake studies of programmes of various castes and the leaders of them.
5. To undertake studies of programmes of various religions and the leaders of them.
6. To undertake studies of Gender in Religious books
7. To undertake studies of the ratio of women representatives in local bodies, legislative assemblies and parliament and their participation.
8. To undertake critical studies of films and advertisements from Gender point of view.
9. To undertake studies of formulation of Law and its implementation from Gender point of view.
10. To undertake visits of families and Business firms to know the role of women in decision making process.

Suggested readings:-

Suggested Readings Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National Book Trust, New Delhi Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO• Kirk Jackie (ed) , (2008), Women Teaching in South Asia, SAGE, New Delhi• Leach, Fiona. (2003). Practising Gender Analysis in Education, Oxfam• NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, New Delhi Nayar, Sushila and Mankekar Kamla (ed.) 2007, Women Pioneers in India's Renaissance, National Book Trust, New Delhi, India. Sherwani, Azim. (1998). The Girl Child in Crisis. Indian Social Institute, New Delhi. • Srivastava Gouri, (2012), Gender and Peace in Textbooks and Schooling Processes, Concept Publishing Company Pvt. Ltd, New Delhi Unterhalter, Elaine. (2007). Gender, Schooling and Global Social Justice, Routledge. •

Course Outcomes(COs)

After completing the course the student will be able:

- To understand the basic concepts, issues and theories of Gender.
- To familiarize with the processes of socialization at School and other social agencies.
- To visualize psychological and sociological perspective of equity and equality.
- To become aware about gender inequalities in school and society.



Knowledge and Curriculum-2

Credit-8(4+2+1+1)

**D&T-(1)
Practice Session-(1)**

Objectives:

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

1. To explain the concept, principles, approaches and types of curriculum
2. To analyze various curriculum
3. To explain the concept and types of discipline
4. To understand the nature, changes in disciplines and subjects in terms of social, political and intellectual context
5. To study the relationship between academic disciplines and school subjects.

Unit - 1 Process of Curriculum Development

(Credit-2)

Curriculum : Concept and Importance
Bases of Curriculum

- Facets of Knowledge- Different facets of knowledge and relationship, such as: local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school With an emphasis on understanding special attributes of 'school knowledge.'
- role of culture in knowing
- Reflection on knowledge
- Views of Gandhi, Tagore, Krishnamurti and Aurobindo on knowledge and education

Unit - 2 Stages of Curriculum Construction

(Credit-1)

- Understanding different approaches to curriculum development: Subject-centred; environmentalist (incorporating local concerns); behaviourist; competency-based (including 'minimum levels of learning'); learner-centred and constructivist.
- Process of curriculum making (i) Formulating aims and objectives (based on overall curricular aims and syllabus) (ii) Criteria for selecting knowledge and representing knowledge in the form of thematic questions in different subjects (iii) Organising fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects Selection and organisation of learning situations
- (iv) Construction of curriculum vis-a-vis teachers' role and support in 'transacting curriculum'; 'developing curriculum'; 'researching curriculum'
 - Stages of Curriculum Construction
 - Role of Curriculum in Effective Teaching and Learning Process

Unit - 3 Hidden curriculum and reconstruction of society

(Credit-1)

- Various co-curricular activities and its impact on reconstruction of society
- Relationship between power, ideology and curriculum
- Process/ steps of critical analyses of textbook, children literature, handbooks
Evaluation of curriculum



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Practicum/Sessional work:-

(Credit-2)

1. Find out the references regarding the curriculum related to Social,
2. Economics, Environmental, Literary, Art and review them critically
3. Evaluate the text -book of std. ____ .
4. Critically review the objectives of the curriculum achieved by the text-books.
5. A study of the co-curricular Activities related to social welfare their nature and their outcome. (cleanliness, Giving up addictions like smoking, drinking etc..)
6. A study of the social welfare activities undertaken by the school for the socially and culturally suppressed people.
7. A study of the variety of children literature and the possibilities of the achievement of their objectives.
8. Data collection for the manuscript of the unit ____ of subject ____ of std. ____.

Suggested reading:-

- Govinda R. (2011). Who goes to school? Exploring exclusion in Indian education. Oxford University Press.
- Parekh, B.C. (2000). Rethinking multiculturalism: Cultural diversity and political theory (pp 213-230) Palgrave.
- Bhatt, H. (n.d.). The diary of a school teacher. An Azim Premji University Publication. Retrieved from
- www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf

Course Outcomes(COs)

After completing the course the student will be able:

- Understand the concept, sources, types and terms such as : Information, reasoning belief, truth and analysis.
- Analyze the thoughts of Great Educational thinkers.
- Understand the Basic Concept of Society.
- Describe the role of Economic, Cultural and Historical dimension of Education.
- Understand the concept and dimension and curriculum at different levels.
- Describe the determinants and basic consideration of curriculum development.
- Examine the concerns and issues related to curriculum.
- Critically analyses the concept, need and process of National Curriculum Framework.



Creating an Inclusive School

Credit-8(4+2+1+1)

**D&T-(1)
Practice Session-(1)**

Objectives:

After the transaction of the course, student teachers will be able:

1. To understand Diversity, Disability and Inclusion
2. To inculcate healthy attitude towards inclusive school.
3. To use different teaching strategies for inclusive
4. To understand the role of teachers, parents and community for supporting inclusion
5. To understand the recommendation of various polices.

Unit-I Understanding Inclusion in Education

- Inclusive Schools : Meaning, Concept, Nature, Climate
- History of inclusion –paradigm shift from segregation to inclusion Policy perspective: Initiatives to promote inclusive education
- 31 o International Focus: Salamanca 1994, UNCRPD, EFA (MDG) o National Focus: Constitutional obligations for education of diverse groups, NPE, 1986-92, PWD Act 1995, National Policy for PWD, 2006, revised PWD Bill 2012, RCI Act, NCF 2005 and NFG paper, SSA, RMSA, National Commission on Minority Education Institutions (NCMEI),
- National Commission for Education of SC, ST o Educational concessions, facilities and provisions.

Unit 2: Understanding physical, psychological and social cultural diversity

- Special child : Concept and Types
- (Gifted, Slow Learner, Deaf & Dump and Blind)
- Role of teacher for developing confidence of special children.
- Diversity due to disability (Nature, Characteristic and Needs) Special needs of children with sensory disabilities, Special needs of children with cognitive disabilities
- Special needs of children with physical disabilities o Girls with disabilities- Issues, Challenges, and Supportive Programmes Diversity due to socio- cultural and economic factors
- Discrimination, language attitudes, violence and abuse.

Unit : 3 Evaluation Method in Inclusive School

(Credit-1)

- Evaluation Method for Special Children in Inclusive School.
- Co-curricular activities for Special Children in Inclusive Sschool.
- Assessment and Evaluation-- Continuous Comprehensive Evaluation (CCE), Alternative means for assessment and evaluation in inclusive classrooms,
- Learning and learner support--assistive and adaptive devices, ICT
- • Universal Design in Learning (UDL)

Practicum/sessional work :-

(Credit-2)

1. Case study of Inclusive Schools
2. Case study of Special Children of specific group
3. Study of achievements of Special Children
4. Study of special Teaching Methods for Special Children
5. Study of NGO working for Special Children
6. Study of families of Special Children



Suggested Readings:-

- Maitra, Krishna (2008): inclusion issues and perspectives (For Teachers, Teachers' Educators and Parents): Kanishka Publishers, Distributors New Delhi-110002
- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R.I.E. Mysore
- Ainscow, M. and Booth, T (2002) Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE. Ainscow, M., Dyson, A. and Booth, T. (2006) Improving Schools, Developing Inclusion, London: Routledge. Hegarty, S. and Mithu Alur (2002) Education and Children with Special Educational Needs- Segregation to Inclusion, New Delhi: Sage Publication India Pvt. Ltd
- Julka, A, Index of Inclusion (2012) NCERT, New Delhi. Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai
- Julka, A (2006) Meeting special needs in schools" A manual, NCERT, New Delhi
- UNICEF(2003) Examples of Inclusive Education, UNICEF ROSA, Kathmandu
- World Bank (2003) Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs. Ysseldyke, J.E. and Algozzine, B. (1998) Special Education A Practical approach for Teachers, New Delhi: Kanishka Publishers Distributors.
- Julka, A.(2015) Including Children with Special Needs: Upper Primary Stage, NCERT, New Delhi.
- Julka, A. (2014) Teachers Creating Inclusive Classrooms: Issues and Challenges – A Research Study NCERT(2006), Position Paper : National Focus Group on Education of children with Special Needs, NCERT; DEGSN, New Delhi
- NCERT(2006), Position Paper: National Focus Group on Problems of Scheduled Castes and Scheduled Tribe Children NCERT, New Delhi.
- MHRD (2009), The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development, New Delhi

Course Outcomes(COs)

After completing the course the student will be able

- To define the concept of Disability, Inclusion, Psychosocial construct of disability and identity.
- To analyze the policy and programme initiatives in the area of inclusion and barrier to learning.
- To adopt appropriate teaching learning strategies and guidance and counselling strategies for inclusive practices.
- To know and maintain the individualized education plan.



Critical Understanding of ICT

Credit-8(4+2+1+1)

Objectives:

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

1. To demonstrate understanding of the main components of the computer hardware in use.
2. To use various digital technologies (hardware and software) for creating resources and Providing learning experiences for all types of learners (including differently abled)
3. To acquire the skills of operating a computer in multifarious activities pertaining to teaching
4. To understanding features of MS office and their operations.
5. To develop skill in using MS-Word, PowerPoint and Spreadsheet
6. To integrate technology in to classroom teaching learning strategies

Unit-I Fundamentals of ICT

(Credit-2)

- Concept, Nature & Scope of ICT.
- Concept of Hardware and Software
- Classification of Computer
- Parts of computer: input unit, processing unit, output unit

Unit- 2 Teaching-learning Resources in Computer Science

(Credit-1)

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

Unit –3 ICT Application in Teaching and Learning

(Credit-1)

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



Practicum/Sessional work:-

(Credit-2)

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

Suggested Readings:-

- Alexis, M. L. (2001). Computer for every one. Leon: Vikas Publishing house Ltd: New Delhi.
- Goel, Hemant Kumar. Computer Vigyan Shikshan. R Lal Book Depot(Hindi and English)
- Merrill, P.P., et al (1985), Computers in Education, Second Edition, Allyn and Bacon, New York.
- Norton, P. (1998). Introduction to computers. New Delhi: Tata McGraw Hill Publishing Co.
- Peter Norton's Introduction to Computers (2000), Tata McGraw-Hill Publications, New Delhi.
- Schwatz & Schitz (2000), Office 2000, BPB Publications, New Delhi.
- Sinha P.K. (1992), Computer Fundamentals, BPB Publications, New Delhi.

Course Outcomes(COs)

After the completing the course student will be able

- Interact with ICT and use effectively ICT tools and relevant software applications for specific purpose in teaching learning process.
- Acquire knowledge of computers, its accessories and software.
- Demonstrate the use of MS Windows and develop skill in using MS-Word, Power points and Spread sheets.
- Acquire skill in accessing World Wide Web and Internet and global accessing of information and Organizing science and technology based activities for the community.



Understanding the Self

Credit-8(2+4+1+1)

**D&T-(1)
Practice Session-(1)**

Objectives:

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

1. To enable the student teacher to discover oneself.
2. To develop holistic and integrated understanding of the human self and personality.
3. To develop positive thinking among student teachers.
4. To encourage future teachers to develop the capacity for self-regulation and conflict resolution.
5. To help student teachers develop the capacity for sensitivity, effective ways of communication to establish peace and harmony.
6. To equip student teachers with skills for empathic listening and self-expression
7. To evolve as a progressive and flexible teacher.

Unit I – Conscience development and values (Credit-0.75)

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

Unit- II –Body mind and concentration (Credit-0.75)

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

Unit III– Self and identity crises (Credit-0.5)

- different circumstances affecting sense of self and identity formation.
- one's experiences, observations and
- Issues of identity crises and its resolution.

Practicum/ Sessional work:- (Credit-4)

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

Suggested Readings:-

- Acharya Mahaprija : Towards Inner Harmony, New Delhi, B. Jain Publishers, 1999
- Dutt, N.K. and Ruhela S.P. : Human Values and Education, Sterling Publishers Pvt. Ltd., New Delhi, 1986
- 10- Gandhi K.L. : Value Education, Gyan Publishing House, New Delhi, 1993
- Gupta, Nathu Lal : Value Education : Theory and Practice : Jaikrishan Agarwal, Mahatma Gandhi Road, Ajmer – 2000
- I.A. Lolla : Value Certification : An advanced Handbook for trainers and Teachers, Calif, University Associate Press, Krischan Boum, Howard 1977
- Prem Kripal : Value in Education, NCERT, New Delhi 1981

Course Outcomes(COs)

After the completing the course student will be able

- discover and knowing oneself and its significance.
- reflect upon the effects of gender biasness, stereotyping and prejudice.
- To evolve as a progressive, flexible and a reflective practioner as a teacher.
- student teachers with skills for empathetic listening and self expression



Environmental Education

Credit-10(6+3+1+0)

D&T-(1)

Practice Session-(0)

Objectives:

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

1. To acquaint the student teachers with the concept of Environment and Ecology.
2. To create awareness and generate interest of student- teachers in Environment Education.
3. To provide knowledge to the student-teachers about Pollution and its control.
4. To sensitize student-teachers to the Global Environment Problems.
5. To sensitize student-teachers to need for Conservation off the resources.
6. To develop desirable attitude, values and respect for the Environment.

Unit – I: Introduction to Environmental Studies

(Credit-2)

- Environmental studies: Historical background, concept and philosophical and epistemological basis of environmental studies.
- Natural and social environment: concept, its components, and relationship,
- Man & Environment, man on environment,
- Nature scope and areas of EVS.
- Disciplinary and Multidisciplinary approach of EVS role of media and ecotourism in creating environmental awareness.

UNIT – II: Environmental conservation

(Credit-2)

- Meaning, concept, scope and need of environmental conservation and regeneration.
- Role of individual in conservation of natural resources: water, energy and food.
- Equitable uses of resources for sustainable livelihood.
- Role of women in conservation.
- Medicinal Plants.

Unit-III Management and Sustainable development

(Credit-2)

- Meaning, concept and importance of environmental management.
- Biomedical waste management.
- Deforestation.
- Role of local bodies in environmental management.
- Consumerism and waste generation and its management.
- Agricultural / urban waste: their impact and management.
- Meaning concept need and importance of sustainable development.
- Economic growth and sustainable consumption.
- Organic farming
- Changing Patterns of energy and water consumption.
- Biological control for sustainable agriculture
- Sustainable use of forest produces.
- Biodiversity :- Meaning, concept and ,types
- Need and important of biodiversity at global/national/local level.
- Jan Jagrati Swachhta Abhiyan.



Practicum/Sessional Work:-

(Credit-3)

1. Visit a natural or man made site (park/forest/zoo/KVK/forest department etc) then discuss with students about their perception on natural environment and its relation with social environment.
2. Conduct a play in school on man and environmental relationship for awareness about environmental protection among students, teachers and local people.
3. Conduct awareness campaigning for plantation of *Tulsi*, *Neem*, and *Khejri* etc.
4. Celebrate Important relevant days related to environmental conservation (such as earth day, world environmental days etc) in school or out of school with the help of students and make a systematic report on entire activities or work
5. Make a bulletin board material on —role of individual in conservation of natural resources|| and analyse its impact on students and teachers of schools.
6. Plan and organise an ecofriendly club in schools.
7. Draft a report after analyse the scientific basis of Environment related to Indian traditional days present this report in class.(Basant Panchmi, hariyali amavasya etc.)
8. Conduct an activity in school, in which ask students to get opinion of their grandparents in changing life style and their merits and demerits/or collect their ideas on local products which can be helpful in heathy life style the pupil teacher will compile their experiences and draft a report then present it in class.
9. Conduct a seminar in your village/ district /town in which invite local people of various socio-economic/socio cultural backround to present their experiences on sustainable agriculture.
10. Conduct two days' orientation programme in rural / urban school on waste management.

Suggested Readings:-

- Bahuguna, Sundarlal (1996) Dharti ki Pukar, Radhakrishna Publication, Delhi, Pp. 111.
- Kaushik,A. and Kaushik, C.P.(2004). Perspectives in Environmental studies,New Age International(P) Ltd. Publishers, New Delhi
- Goel, M.K. (2006) Paryavaran Addhyayan, Vinod Pustak Mandir, Agra, Pp. 581.
- Ramakrishnan, P.S.(2001) Ecology and Sustainable Development, N.B.T., New Delhi, Pp.198.
- Rathore, H.C.S., Bhattacharya, G. C., Singh, S.K., Singh, M. and
- Gardia,A.(2008) Society and Environmental Ethics, Seema Press, Varanasi, Pp. 242.
- Sharma,R.C., Mahajan, B., Premi,K.K., Nuna, S.C., Menon,P.(1994). Source Book on environmental education For Elementary Teacher Educators, NIEPA, New Delhi.pp.278.
- Sharma,P.D.(2001).Ecology And Environment, Rajson Printers,New Delhi,pp660. 8. Shukla, C.S.(2007) Paryavaran Shiksha, Alok Prakashan, Lucknow, Pp.311. Singh,
- S. K.(2006) Environmental Education , Sapna Ashok Prakashan , Varanasi,Pp.176
- Singh, S.K.(2008) Environmental Education and Ethics , Amrit Prakashan , Varanasi,Pp.114

Course Outcomes(COs)

After the completing the course student will be able

- Understand the concept, need, scope and objectives of Environment Education.
- Sensitize the Global Environmental problems and explain the different policies & Environmental legislation in India.
- Explain the teaching learning strategies and Evaluation techniques in Environment education.
- Familiarize with Curriculum development, Environmental disasters and Role of Media in Environment education.



Health and Physical Education

Credit-10(6+3+1+0)

D&T-(1)

Practice Session-(0)

Objectives:

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

- To enable the student teachers to develop an understanding about Health & Physical Education.
- To create awareness on different aspects of health and fitness among student teachers.
- To understand meaning, concept, aims and objectives of Health and Physical Education in school curriculum
- To learn good health habits: acquire knowledge of common communicable diseases
- To understand the nature of injuries and to take care during emergencies and provide first aid.
- To understand the diet modification in the treatment of under-weight and obesity.
- To clearly understand concept of recreation and how to organize recreational games
- To understand various Yoga Asanas and techniques.

Unit-I Health and Body Functioning

(Credit-2)

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- Understanding of the body system—skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common health problems and diseases—its causes, prevention and cure, immunisation and first aid
- Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food,
- preservation of food value during cooking, indigenous and modern ways to preserve food, shift in food practices and its Globalisation, practices related to food hygiene, Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sports-personship; Need for diet planning; malnutrition and deficiency diseases with prevention measures.

Unit-II Physical fitness Safety & Security

(Credit-2)

- Physical fitness and motor components. Speed, strength, endurance, agility and coordinative ability, flexibility its definition and ways to develop these components.
- Health and its hazards, School Health Programme, Personal Hygiene, School environment, Health services
- Role of physical education in Holistic health. Personal awareness, social responsibility, promotion of Physical Education activity in day to day living.
- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and Major Indian, Western and traditional games) rhythmic activities, gymnastics and their impact on health.

Unit-III: Yoga for Holistic Health:-

(Credit-2)

- The meaning and definition of yoga.
- Needs, importance and scope of yoga education.
- Yoga as a way of healthy and integrated living.
- Yoga as a way of socio-moral upliftment of man.
- Ashtang yoga of Pantajali.
- Characteristics of a yoga practitioner, Different *Asanas* and *Pranayam* to promote a sound Physical and mental health.
- Kriya and Pranayam.



Practicum/Sessional Work:-

(Credit-3)

1. Conduct a BMI (Body Mass Index) Test of the class & maintain the record.
2. Prepare a chart of the common diseases, their causes & cure. Explain it to students.
3. Conduct a survey of any institute/organization and find out the unhygienic places and corners there and also find out the remedial suggestions to make the place tidy.
4. Organise a session of Yogasanas & Kriyas and after the completion of the session, mention how it felt to you.
5. Conduct a 12 minute run/walk test to deliver i.... in light of cardiovascular endocrine.
6. Prepare a PPT a performa of a leading player of indige
7. Prepare a presentation on emphasis of physical workout in our day to day leaving.
8. Test the agility of self and record it a weekly basis.
9. Organise a speed development schedule for self and start marking accordingly.

Suggested Readings:-

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

Course Outcomes(COs)

After the completing the course student will be able

- Explain the concept of Health, Physical and Yoga Education along with their roles for a healthy Individual.
- Explain the importance of Diet, food and nutrition.
- Acquaint themselves with ways and means to deal with different types of diseases, pollution and Global Warming.
- The importance of physical fitness and causes of postural deformities.