

**SWAMI VIVEKANAND SUBHARTI UNIVERSITY,
MEERUT**



Syllabus

Bachelor of Education (B.Ed.)

Session 2015-16

Department of Education

(Faculty of Education)

Semester-I

Childhood and Growing Up:-

B.Ed-101(Credits-4)

Course Objectives:

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

1. Understand children of different ages by interacting and observing them in diverse social, economic and cultural context
2. Explain childhood, child development and adolescence.
3. Understand learning as divergent process.
4. Understand the role of the family and the school in the child and adolescence development.

UNIT-I:- Childhood and Child Development

- Meaning, Concept and characteristics.
- Principles of Growth and Development - Physical, Social, Emotional and Language Development of Child.
- Influence of socio-political realities on childhoods –Family, School, Neighbourhood and Community.

UNIT-II:- Theories of Child Development-

- Piaget's theory of Cognitive Development.
- Bruner's theory of Cognitive Development.
- Educational Implication of the above theories.

UNIT-III:- Adolescent Development-

- Meaning, Concept and Characteristics, Physical, Social, Emotional and Moral Development.
- Freud's Psycho-sexual development and Erickson's Psycho-social development theory.
- Influence of urbanisation and economic change on adolescence development.

UNIT-IV:- Mental Health and Hygiene-

- Meaning and Factors affecting mental Health & Hygiene.
- Environmental Hygiene and Role of Teacher.
- Awareness to Health Disaster and their prevention.

UNIT- V:- Gender, Equity, Equality and Marginalisation :

- Concept and understanding in children and Adolescence perspective.
- Role of teacher in dealing these issues in classroom.
- Role of NGOs and Media in protecting child rights.

Practicum / Field Work:

- Observe learners especially at play (or in a community setting) of diverse economic, social & cultural context in natural setting and prepare a report.
- Critically examine hygienic condition of school and help in health check-up programme and prepare report. Preparation of a suggestive plan on few creative activities for children of diverse socio- cultural background with aim to learn and communicate children with attention and empathy and relate with them.

Pedagogy –

- Various approaches may be adopted by the teacher educators to transact the course viz. classroom interactions, seminars, workshops, discussion, debate and case studies etc.
- The student-teachers will bring their own experiences to the classroom for discussion. Opportunities would be provided to engage with children's live realities in many ways: through biographies, stories, narrations of growing up in different cultures, observations about children by parents and teachers, children's diaries, testimonies and the media and prepare report.

References:

1. Mangal, S.K. and Mangal S., 2005, Child Development, Arya Book Depot, New Delhi.
2. Pareek M. (2002). Child Development and Family Relationship, Research Publication, Jaipur.
3. Sharma, R. K., Sharma, H.S, and Tiwari, A. (2006). Psychological Foundation of Child development, Radha Prakashan Mandir, Agra.
4. Shrivastawa D.N. and Verma P. (2007). Child Psychology: Child Development, Vinod Pustak Mandir, Agra.
5. Jayaswal, R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay.
6. Lal, Raman Bihari & Manava, Ram Nivas: *Shiksha Manovigyan*, Rastogi Publications, Meerut

Course Objectives:

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

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

UNIT-I- Diversity in Society and Education-

- Meaning, concept, nature and Socialization of child, Sociological analysis.
- Social Diversity: Diversity as challenge for universal education. Diversity at the level of individual, regions, languages, religions, castes, tribes, etc.
- Diversity in relation to knowledge and experience. Role of education in respect to minimize the diversity.

UNIT-II- Constitutional Provisions –

- The Preamble, Fundamental Rights and Duties of Citizens and The Directive Principles of State Policies.
- Aims of Education in relation to – Inequality, Discrimination, and Marginalization.
- Constitutional Promise of- freedom, justice, equality and fraternity.

UNIT-III- Contemporary Issues Related to Education-

- Liberalisation , Globalisation and Education
- Privatisation and Education
- Quality Assurance in Education.

UNIT-IV- Issue of Marginalisation and Education-

- Brief history of education of marginalized groups of society (Women, Dalits and Tribes) in India.
- Recommendations of Education Commissions and committees on the education of marginalized groups of society
- The role of teachers in the context of Universal and inclusive education, Universal elementary education and marginalized groups of society.

UNIT-V- Policies related to Indian Education-

- Language policies related to- School education and Secondary Education,
- Right to Education, Sarva Shiksha Abhiyan, Rastriya Madhyamik Shiksha Abhiyan,
- Universalisation of Education: Role of NCPCR (National Commission on Protection of Child Right). National Policy on Education 1986, in the context of Indian economy; pedagogic and curricular shifts of 1990s and 2000s

Practicum /Field Work -

Preparation of brief report on objectives of SSA, RMSA, Universal and Inclusive education (any one) and preparation of survey report on progress of education in marginalized groups of society.

Pedagogy: -

Various approaches will be adopted by the teacher educators to transact the course viz. classroom interactions, seminars, workshops, discussion, debate and case studies and analyse of educational statistics.

References:

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

Course Objectives:

- Answer three basic questions-what, why and how of the Education.
- Develop and understanding contribution of Indian and Western philosophers.
- Build their own view about different Indian religion and respect them.

Unit I- Education and Knowledge :

- Education – meaning, nature and modes-formal, informal and nonformal
- Purposes of education-individual development or social transformation
- Knowledge-meaning and ways of knowing and Forms of knowledge-local & universal, concrete & abstract, theoretical & practical, Contextual & textual, school & out-of-school

Unit II- The Indian School of thoughts:

- Vedic and Upanishadic thought – philosophical ideas of Vedic and Upanishadic period – Metaphysics, Epistemology and Axiology-Vedic Educational Ideas: Aims of Education, curriculum, Methods of Education, Guru & Gurukula
- Buddhist school of thought – Philosophical Ideas : Metaphysics, Epistemology and Axiology - Educational ideas of Buddhism – Aims of Education, curriculum, methods and processes of Education.

UNIT III -The Western School of thought:

- Idealism, Naturalism, Realism, Pragmatism, Existentialism, logical positivism, Existentialism, Reconstructionism and Progressivism – Philosophical concepts: Metaphysics, Epistemology and Axiology – Educational implication: Aims of Education, curriculum, Methods of Teaching, Teacher and Child

Unit IV- Educational Thinkers:

- Indian Thinkers: - Ravindranath Tagore, Swami Vivekananda, M. K. Gandhi, Sri Aurobindo, Jiddu Krishnamurthy
- Western Thinkers: - John Dewey, Bertrand Russell, Paulo Freire, Ivan D. Illich, Plato

Tasks and Assignment

- To compare the educational ideas of any two thinkers
- To study impact of education on population-increase and un-employment in near-by village or region.

Course Objectives:

- Describe the role of education in desirable social change and socio-economic development.
- Transform one-self and society to empower people to assure responsibilities for creating sustainable future

Unit I: Education and Society

- Educational sociology – meaning, nature and socialization of the child
- Education as a means of social change and social welfare
- Education as a means of human resource development and economical development.
- Meaning of a new social order and modernization of education

Unit II: Educational Values & Culture

- Values – meaning, nature & types.
- Source of values – The Constitution of India, democracy, secularism, fundamental rights & duties, directive principles, constitutional provisions for education.
- Culture and Education- Meaning, difference between civilization and culture. Role of teaching re-establishing culture.

Unit III: Education for National Integration

- National integration – meaning and need, role of teacher, institutions and cultural heritage, regional expectation and aspiration
- Role of celebration of Indian festivals

Unit IV Education and Contemporary Indian Society & Social system

- Education and Contemporary Indian Society: Education as a factor of social change, Role of family, school and community in social change.
- Social system and education: meaning of social system, functional and structural sub-system, role of education in social system.

Unit V Educational planning and Economic development

- Meaning of educational planning, Role of educational planning, The new planning policy in India.
- Meaning, aims, Role of education in economic development, Concept of education as human investment and realization of these.

Tasks and Assignment (any one)

- To study different cultures and identify the points of unity in diversity
- To study different religions and identify the common points of humanity and spiritualism
- Critical analysis of any theme of the course content in about eight to ten pages.

Course Objectives:

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

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

ACTIVITIES-

- To read a wide variety of texts, including – Empirical, Conceptual and historical work, Policy documents and studies about schools, teaching, and learning and about different people's experiences of all of these.
- Narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc.
- Writing efficiently, writing with a sense of purpose and audience, responding to a text with one's own opinions or writing within the context of others' ideas. Combining reading and writing skills, reflective skills, Content analysis, writing field notes.

Practicum- Summery writing, writing autobiography and field note. Critically analyse activities of their own and of a group during reading, writing and discussion. Pupil Teacher will present a report on entire activities.

Reference:

1. Reflective Practice: Writing and Professional Development, Gillie Bolton. Sage Publication
2. Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William R. Smalzer, Cambridge University Press.
3. Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers
4. Research and Reflection: Teachers Take Action for Literacy Development. Andrea Izzo. Information age Publication.
5. Reading to Learn in the Content Areas. Judy Richardson, Raymond Morgan, Charlene Fleener. Cinage Learning.

Compulsory Practical Work

B.Ed-106 (Credits-4)

- **Field Tasks** (Personality development with emphasis on- Understanding the self Communication skill including Language Use and improvement of speech.)
- **Project Works** (Designing of assessment tools for achievement in school related subject and administration of psychological tests with a brief report thereon)
- **Assignments** (Compulsory B.Ed-101 To B.Ed- 105)
- One Seminar Mandatory (Viva-Voce)

Semester-II

Learning and Teaching

B.Ed-201 (Credits-4)

Course Objectives:

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

1. Comprehend the process of teaching & learning.
2. Understand the relationship of cognitive, social and emotional development with learning process.
3. Know the concept and process of effective teaching and construction of knowledge.
4. Explain the theories of learning and understand the learner.
5. Recognize teaching as profession.

UNIT-I -

- Understanding the learning in Socio-cultural context.
- Learning - knowledge, skills, values, beliefs, attitudes and habits.
- Understanding the learner - Curiosity, interest, active engagement and inquiry in learning.

UNIT-II-

- Theories of learning - Thorndike, Pavlov, Skinner & Kohalar
- Behavioural and testable components of learning
- Significance of learning theories in classroom situation.

UNIT-III-

- Effect of Intelligence on Teaching and Learning process.
- Teaching and learning in a formal setting, contextual, diverse classroom complexity.
- Learning in and out of school.

UNIT-IV-

- Effective Teaching- meaning and components
- Identification of teaching Skills, principles of teaching and classroom instruction strategies.
- Teaching- maxims and phases.

UNIT-V-

- Teaching as a profession
- Beliefs, Practices, Multiple responsibilities of Teaching Profession.
- Need and opportunities for professional growth.

Field Work/ Practicum - Visits to schools and other field sites, and the analysis of a variety of records of learning and teaching. Examples of children's work records that capture a variety of images of learning and teaching. Measuring Intelligence of the pupil's by use of Intelligence tests.

Preparation of lesson plans in terms of Micro, Simulated and Mega lessons.

Pedagogy – Classroom interaction and discussion, Seminar, Workshop, Assignment / project.

References :

1. चौबे, एस. पी, 2005, बाल विकास व मनोविज्ञान के मूल तत्व, Concept Publishing Company Private Ltd, Mohan Garden, New Delhi.
2. शर्मा आर.ए., 2008, शिक्षा के मनोवैज्ञानिक आधार, इंटरनेशनल पब्लिशिंग हाउस, मेरठ।
3. सेवानी अशोक एवं उमा सिंह, 2008, शिक्षा मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा।
4. शर्मा आर.ए. 2005, शिक्षण अधिगम में नवीन प्रवर्तन, आर. लाल बुक डिपो, मेरठ।
5. Mathur, S.S. and Mathur, A., 2008. Development of learner and teaching learning process, Aggrawal Publications, Agra.
6. Siddiqui, M. H. , 2009, Teachings of teaching (classroom teaching). APH publishing, New Delhi.
7. Rao. V.K, Reddy, R.S. 1992, learning and teaching commonwealth publishers, New Delhi.
8. Bhatnagar, A.B, Bhatnagar, M Bhatnagar, 2008, Development of learner and teaching learning process, R. Lall Book, Depot, Meerut.

Course Objectives:

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

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

UNIT-I –

- Assessment – meaning within a constructivist paradigm. Contexts of assessment, Process of Assessment.
- Assessment, evaluation, test, examination, measurement, continuous and comprehensive assessment and grading.
- Critical role of assessment in enhancing learning, as an ongoing process.

UNIT-II – Learning and Assessment-

- Distinction between 'Assessment of Learning' and 'Assessment for Learning'.
- Assessment of Subject-based Learning. Recording learning and reporting, feedback to students and their guardians.
- Using assessment feedback for further learning.

UNIT-III – Methods and tools of assessing learning-

- Quantitative and qualitative aspects of assessment.
- Kinds of tasks: projects, assignments, performances,
- Constructions of Achievement test in any pedagogy subject.
- Self-assessment and peer –assessment.

UNIT-IV– Teacher competencies in evolving appropriate assessment tools-

- Data analysis, feedback and reporting.
- Purposes of reporting to communicate.
- Organising and planning for student portfolios and developing rubrics for portfolio assessment.

UNIT-V– Dimension of Assessment-

- Psycho-social and political dimensions of assessment.
- Comprehensive and dynamic assessment processes.
- Assessment for better learning and more confident and creative learners.

Field Work / Practicum:- Preparation of report on current practices of assessment and criteria of students' selection in schools, Construction of Assessment tool / blueprint, organize a group discussion to assess Thinking Skills of Students.

Pedagogy:- Classroom interaction, discussion .

Reference:

- 1- अस्थाना, विपिन (2009) मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, अग्रवान प्रकाशन, आगरा।
- 2- पाल, हंसराज एवं शर्मा, मंजूलता (2009), मापन आकलन एवं मूल्यांकन शिक्षा प्रकाशन, जयपुर।
- 3- पाण्डेय, श्रीधर (2010), शिक्षा में मापन मूल्यांकन, भवदीय प्रकाशन, फैजाबाद।
- 4- शर्मा ज्योति (2009), शैक्षिक मापन एवं मूल्यांकन, अग्रवान प्रकाशन, आगरा।
- 5- East, Lorna M. (2010), Assessment as learning, Sage Publications, New Delhi.
- 6- Ecclestone, Kathryn. (2010), Transforming formative assessment in lifelong learning, Mc Grau Hall. England.

Course Objectives:

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

1. Understand Tagore and Krishnamurti in relation to nationalism, universalism and secularism.
2. Conceptualize the meaning and different perspectives of curriculum and aims of education.
3. Understand the epistemological, sociological and the psychological basis of curriculum development.
4. Discuss the Relationship between the curriculum framework and syllabus, transaction of syllabus into textbooks and power, ideology and the curriculum.
5. Comprehend Curriculum as process and practice and analyse the Role of the hidden curriculum.

UNIT-I-

- Concepts of Nationalism, Universalism and Secularism.
- Nationalism, Universalism and Secularism in Indian Philosophy.
- Their interrelationship with education with special reference to Tagore and Krishnamurti.

UNIT-II-

- Dimensions of the curriculum and their relationship with the aims of education.
- Relationship between the curriculum framework and syllabus, transaction of syllabus into textbooks.
- Indian ideology and its impact on school curriculum.

UNIT-III-

- Rituals of school, its celebrations, and its notions of rules, discipline, or the time-table as the reproduction of norms in society.
- Review of children's literature.
- Curriculum as process and practice.

Field Work / Practicum:- Critically analysis of textbooks, and teachers' handbooks etc, and preparation of Reports.

Pedagogy:- Class room Interaction, Debate, Group discussion

Reference

1. Schilvest, W.H. (2012). Curriculum: prospective paradigm and possibility. Mac MLLAN publications.
2. Hirst, Paul, H. Knowledge and the curriculum. Routledge Publications.
3. Letha Ram Mohan (2009). Curriculum construction and evaluation. Agarwal Publications, Agra.
4. Scolt, Dand (2003). Curriculum studies: curriculum knowledge. Routledge Falmes.
5. Kelly, AV. (2009). The curriculum: theory and practice, Sage Publication, Singapore.
6. श्रीवास्तव, एच.एस.एवं चतुर्वेदी, एम. जी (2010). पाठ्यचर्या और शिक्षण विधियाँ, शिक्षा प्रकाशन, जयपुर।
7. यादव, शियाराम, 2011, पाठ्यक्रम विकास, अग्रवाल प्रकाशन आगरा।

Course Objectives:-

To enable the pupil teacher to-

1. Understand and appreciate the use and significance of Mathematics in daily life.
2. Learn successfully various approaches of teaching Mathematics and to use them judiciously.
3. Know the methods of planning instruction for the classroom.

UNIT:-I:-

- The nature and importance of Mathematics as a school subject.
- Principles of Curriculum construction
- Co- relation of Mathematics with other school subjects.

UNIT-II-

- The aims and Objectives of Mathematics Teaching at different stages of school.
- Pedagogical approaches for the teaching of Mathematics at different stages of school.
- Preparation of Lesson plan.

UNIT-III-

- Importance of text books and teaching aids in the class room teaching.
- Organisation of an effective programme of Mathematics teaching- organisation of teaching learning material at junior and senior stages.
- Measurement and evaluation in Mathematics.

Practicum /Field Work: Assessment of teaching learning experiences in school, preparation of teaching learning material (TLM), Preparation of Action Research Report.

Pedagogy: Classroom interaction, discussion, demonstration and observation.

Reference:

- 1- धाकड़, परशुराम त्रिवेदी, शिल्पा (2009) "गणित शिक्षण विधियों" साहित्यागार चोड़ा रास्ता, जयपुर
2. मंगल, एस.के. (2005) "गणित शिक्षण" आर्य बुक डिपो, नई दिल्ली
3. शर्मा, एच.एस. (2005) "गणित शिक्षण" राधा प्रकाशन मन्दिर, आगरा
4. नेगी, जे.एस. (2007) "गणित शिक्षण" विनोद पुस्तक मन्दिर, आगरा
5. सिंह, योगेश कुमार (2010) "गणित शिक्षण आधुनिक पद्धतियों" ए.पी.एच.पब्लिशिंग कॉरपोरेशन , नई दिल्ली:—02
6. कुलश्रेष्ठ, अरुण कुमार (2013) "गणित शिक्षण" आर.लाल.बुक डिपो, मेरठ:—001
- 7- Dapur, J.N. (1998), —Suggested Experiments in Arya book depot New Delhi-5
8. Sarna, C.S gupta,R.G gary P.K (2003) — textbook of mathematics arya book depot, New Delhi 39
9. Siddiqui,musibul haseen (2009) —Teaching of mathematics, A.P.H. publishing corporation, New Delhi

Course Objectives:-

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

1. To develop an understanding of the nature of Social Study.
2. Understand matters of both content and pedagogy in the teaching of Social Science.
3. Define and differentiate the concept of Social Science and explain its relative position in the Syllabus.
4. Understand the aims and objectives of teaching of Social Science.
5. Critically evaluate the existing school syllabus of Social Science Teaching.
6. To enable the pupil teacher to review the Text-book of Social Science.
7. Apply appropriate methods and techniques of teaching particular topics at different levels.
8. Prepare, select and utilize different teaching aids.

UNIT-I:

- Meaning, Aims, objective, concept and scope of Social Science teaching at different stages of school.
- Pedagogical approaches for the teaching of Social Science teaching at different stages of school and Preparation of Lesson plan.
- Significance of Social Science in the modern school curriculum; the modern concept of Social Science for national and international understanding.

UNIT-II-

- Pedagogical approaches for the teaching of Social Science at different stages of school.
- Preparation of Lesson plan.
- Teaching of current events in Social Science.

UNIT-III-

- Importance of text books and teaching aids in the class room teaching of Social Science.
- Organisation of an effective programme for teaching of Social Science - organisation of teaching learning material at junior and senior stages.
- Evaluation in Social Science.

Practicum/Field Work - Compile articles from newspapers, magazines, and the internet discussing on social events and prepare report. Conduct survey based study on social condition of rural people and prepare a Action Research report.

Pedagogy:- Discussion, Seminar, Demonstration etc

References

1. त्यागी, गुरुसरनदास, (2007-08), "सामाजिक अध्ययन शिक्षक," प्रेमलता प्रिण्टर्स, आगरा।
2. शर्मा, हनुमान सहाय, (2005), "सामाजिक पर्यावरण अध्ययन शिक्षक," राधा प्रकाशन मन्दिर परशुरापुरी, आगरा 282002।
3. शैदा बी.डी, शैदा ए.के, "सामाजिक अध्ययन शिक्षक," आर्य बुक डिपो, करोल बाग नई दिल्ली-110005।
4. तायल बी.बी, (2002), "न्यूकोर्स सामाजिक विज्ञान," आर्य पब्लिकेशन, करोल बाग नई दिल्ली
5. Bedi, Yesh Pal, (1980), social and preventive medicine, Atma ram sons, karmese gate, Delhi
6. Gilby, Thomas, (1953), Between community and society, Longmans, Green and co. London, New York
7. Chitambar, J.B, (1987), —Introductory Rural Sociology, Wiley Eastern Limited. New Bangalore
8. Ganguli, B.N, (1977), Social Development, AB/9 Safdarjang Enclave, New Delhi
9. Reddy, L. Venkateswara, (2005), methods of Teaching Rural Sociology, Discovery Publishing House.

Course Objectives:-

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

- 1- Develop insight on the meaning and nature of Biological sciences for determining aims and strategies of teaching- learning.
- 2- Identify and relate everyday experiences with learning of Biological sciences.
- 3- Appreciate various approaches of teaching- learning of Biological sciences.
- 4- Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching- learning of Biological science.
- 5- Integrate the Biological sciences knowledge with other school subjects.

UNIT:-I:-

- The nature and importance of Biological Sciences as a school subject.
- Principles of Curriculum construction.
- Co- relation of Biological Sciences with other school subjects.

UNIT-II-

- The aims and Objectives of Teaching Biological Sciences at different stages of school.
- Pedagogical approaches for the teaching of Biological Sciences at different stages of school.
- Preparation of Lesson plan.

UNIT-III-

- Importance of laboratory / text books and teaching aids in the class room teaching of Biological Sciences.
- Organisation of an effective programme of teaching of Biological Sciences - organisation of teaching learning material at junior and senior stages.
- Measurement and evaluation in Biological Sciences.

Practicum /Field Work: Assessment of teaching learning experiences in school, preparation of teaching learning material (TLM), Preparation of Action Research Report. Planning and organizing events on special days related to biological science such as earth day, environmental day, HIV AIDS& science day. Organize and plan excursions with school students of scientifically significant local areas.

Pedagogy: Classroom interaction, discussion, demonstration and observation.

References:

1. Edger, Marlow & Rao D.B.(2003): Teaching Sciences Successfully, Discovery Publishing House, New Delhi.
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3. Sharma, Dr.H.L. (1989): School Science Education in India, Published by commonwealth Publishers 4378/4B, Ansari Road, Murari Lal Street New Delhi-110002
4. Sharma, L.M. (1977): Teaching of Sciences & Life Sciences, Dhanpat Rai & Sons, Delhi,
5. Singh U.K. (2003), Science Education Common Wealth Publishers Darayaganj, Nayab, A.K. New Delhi.
6. Sood, J.K. (1987), Teaching Life Sciences Kohli Publishers, Chandigarh
7. Venkataih.S (2001), Science Education in 21st Century Anmol Publishers, Delhi.
8. Yadav.k (1993), Teaching of Life Sciences, Anmol Publishers, daryagaj, Delhi.
9. Yadav M.S. (2000), Modern Methods of Teaching Sciences Anmol Publisher Delhi.

Course Objectives:-

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

1. Develop insight on the meaning and nature of Physical Science for determining aims and strategies of teaching- learning and Integrate the science knowledge with other school subjects.
2. Appreciate that science is a dynamic and expanding body of knowledge.
3. Identify and relate everyday experiences with learning of science.
4. Explore the process skill in science and role of laboratory in teaching- learning.
5. Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching-learning of science.
6. Analyze the contents of science with respect to parts, branches, process skills, knowledge organization and other critical issues.
7. Identify the concepts of science that are alternatively conceptualized by teachers and students in general.

UNIT:-I:-

- The nature and importance of Physical Sciences as a school subject.
- Principles of Curriculum construction.
- Co- relation of Physical Sciences with other school subjects.

UNIT-II-

- The aims and Objectives of Teaching Physical Sciences at different stages of school.
- Pedagogical approaches for the teaching of Physical Sciences at different stages of school.
- Preparation of Lesson plan.

UNIT-III-

- Importance of text books and teaching aids in the class room teaching.
- Organisation of an effective programme of teaching of Physical Sciences - organisation of teaching learning material at junior and senior stages.
- Measurement and evaluation in Physical Sciences.

Practicum /Field Work: Assessment of teaching learning experiences in school, preparation of teaching learning material (TLM), Preparation of Action Research Report.

Pedagogy: Classroom interaction, discussion, demonstration and observation.

References:

- 1- Atwal & Kansal (2003). *A Textbook of Health, Physical Education and Sports*. Jalandhar: A.P. Publisher.
- 2- Bucher, C.A. (1979). *Foundations of Physical Education and Sports*. St. Louis: C.V. Mosby & Co.
- 3- Kamlesh, M.L. and Sangral, M.S. (1986). *Methods in Physical Education*. Ludhiana: Prakash Brothers.
- 4- Kaur, Manjeet (2003). *Health and Physical Education*. Ludhiana: Tandon Publications.
- 5- Kaur, Nirmaljit (2003). *Essentials of Physical Education*. Ludhiana: Kalyani Publishers.
- 6- Malik, Neeru and Malik, Rakesh (2005). *Health and Physical Education*. Gurusar Sadhar: GBD Publications.
- 7- Sandhu, S.S. (2008). *Health and Physical Education*. Ludhiana: Chetna Parkashan.
- 8- Singh, Ajmer. (2003). *Essentials of Physical Education*. Ludhiana: Kalyani publishers.

Course Objectives:

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

1. Explain nature and importance of the English as a school subject and its relation to other school subjects.
2. Understand aims and pedagogical approaches for teaching of English.
3. Comprehend Action research and its importance in teaching English.
4. Comprehend the Construction of knowledge in English pedagogy.
5. Understand to plan the lesson.

UNIT-I--

- The nature and importance of English as a Language in School Subject
- Principles of Curriculum construction
- Co- relation of English with other school subjects.

UNIT-II-

- The aims and Objectives of English Teaching at different stages of school.
- Pedagogical approaches for the teaching of English (Prose, Poetry & Grammar) at different stages of school.
- Preparation of Lesson plan.

UNIT-III-

Importance of text books and teaching aids in the class room teaching.

Organisation of an effective programme of English teaching- organisation of teaching learning material of junior and senior stages.

Measurement and evaluation in English teaching.

Practicum/Field Work:- Assessment of teaching learning experiences in school, preparation of teaching learning material (TLM), Preparation of Action Research Report.

Pedagogy: Classroom interaction, discussion, demonstration and observation.

References

- 1- Chaturvedi, M.G.(1973) "A contractive study of Hindi – English phonology".
- 2- Frisby, A.W. (1970) Teaching English : Notes and comments in teaching English.
- 3- Gimson, A.C. (1970); An Introduction to the pronunciation of English : Edward Arnold, Second Edition, London.
- 4- Sharma, R.A.; Teaching of English, R.Lall book Depot, Meerut.
- 5- Gupta, P.K.; Teaching of English, R.Lall book Depot, Meerut.
- 6- Rai, Geeta : Teaching of English, R.Lall Book Depot, Meerut.
- 7- Pahuja, Sudha; Teaching of English, Shri Vinod Pustak Mandir, Agra.

पाठ्यक्रम के उद्देश्य:-

इस पाठ्यक्रम के उपरान्त छात्र अध्यापक समझने में सक्षम होगा कि-

1. भाषा की विभिन्न भूमिकाओं को समझ सकेंगे।
2. हिन्दी भाषा की भूमिका, महत्व तथा इसकी सांस्कृतिक पृष्ठभूमि को समझ सकेंगे।
3. हिन्दी भाषा के वाक्य विन्यास, व्याकरण तथा उच्चारण की शुद्धता के महत्व को समझ सकेंगे।

इकाई- 1- हिन्दी भाषा का विद्यालयी पाठ्यक्रम में स्थान-

- भाषा की परिभाषा एवं सृजनात्मक भाषा के विविध रूप, विद्यालयी पाठ्यक्रम में हिन्दी साहित्य का महत्व ।
- विभिन्न स्तरों में हिन्दी शिक्षण के उद्देश्य एवं भाषा शिक्षण के सामान्य सिद्धान्त एवं शिक्षण विधियाँ।
- पाठ्यक्रम एवं पाठ्यवस्तु में अन्तर एवं पाठ्यक्रम निर्माण के सिद्धान्त।

इकाई- 2 भाषा साहित्य और सौंदर्य

- साहित्यिक अभिव्यक्ति के विविध रूप-पद्य, गद्य एवं व्याकरण की विविध विधाओं को पढ़ना-पढ़ना
- पद्य, गद्य एवं व्याकरण की पाठ योजना का निर्माण
- हिन्दी शिक्षण में सहायक सामग्री एवं पाठ्यपुस्तकों की आवश्यकता, एवं उनका महत्व।

इकाई- 3- हिन्दी शिक्षण में मूल्यांकन की भूमिका और महत्व-

- हिन्दी शिक्षण में मूल्यांकन का अर्थ, मूल्यांकन की समस्या, हिन्दी शिक्षण में मूल्यांकन की उपयोगिता।
- हिन्दी शिक्षण में प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु-समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न,
- भाषा विकास की प्रगति का मूल्यांकन-सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, समूह मूल्यांकन.

परियोजनाकार्य:- स्वरचित कविता पाठ व कहानी प्रतियोगिता का आयोजन, बालसाहित्य, दलित साहित्य व स्त्री साहित्य में से नाटकों/ एकांकियों का मंचन करवाना, विभिन्न समकालीन विषयोंविशेषकर हिन्दी भाषा का विकास, हिन्दी साहित्य व सौंदर्य आदि पर निबंध लेखन। कक्षा शिक्षण के दौरान आने वाली समस्याओं के निवारण हेतु क्रियात्मक अनुसंधान की रिपोर्ट तैयार करना। आई.सी.टी. दृश्य - श्रव्य सामग्री, रेडियो, टेलीविजन, फिल्में, भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों पर - चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि का आयोजन करना। प्रसिद्ध लेखकों, कवियों, कवयित्रियों व अन्य प्रसिद्ध व्यक्तियों में से किसी एक का जीवन परिचय, उपलब्धि व चित्रों का संकलन कर रिपोर्ट तैयार करना।

कक्षा शिक्षण विधि - हिन्दी की विभिन्न विधाओं पर पाठ योजना निर्माण से संबंधित कार्यशाला, वाद-विवाद, संगोष्ठी इत्यादि।

संदर्भ ग्रंथ सूची

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2. शर्मा, डॉ. अनुराधा (2012) "भाषाविज्ञान तथा सिद्धान्त," विश्वभारती पब्लिकेशन अंसारी रोड, दरियागंज नईदिल्ली।
3. गुप्ता, डॉ. प्रभा (2012) "मातृभाषा व विविध योजनाएँ," साहित्य प्रकाशन, आपका बाजार, आगरा।
4. किशोरीदास, आचार्य (2013) "हिन्दी की वर्तनी व शब्दप्रयोग मीमांसा", वाणी प्रकाशन, 21-ए, दरियागंज, नई दिल्ली।
5. नारंग, वैष्णा (2013) "सम्प्रेषण परक हिन्दी भाषा शिक्षा", ए.पी. भार्गव बुक हाऊस. 4/230, कचहरी घाट आगरा।
6. सिंह, डॉ. सावित्री (2001) "हिन्दी शिक्षण" लायल बुक डिपो, मेरठ।
7. प्रसाद, डॉ. भगवती (2002) "प्रारंभिक स्तर पर हिन्दी शिक्षण", सुखपाल गुप्त आर्य बुक डिपो, 30, नाईवाला, करोलबाग, नईदिल्ली।
8. त्यागी. डॉ.एस.के. (2008) "हिन्दी भाषा शिक्षण," अग्रवाल पब्लिकेशनस, 28/115 ज्योति ब्लॉक, संजय प्लेस, आगरा-2

पाठ्यक्रम के उद्देश्य:-

इस पाठ्यक्रम के उपरान्त छात्र अध्यापक समझने में सक्षम होगा कि-

1. भाषा कि विभिन्न भूमिकाओं को समझ सकेंगे।
2. संस्कृत भाषा की भूमिका, महत्व तथा इसकी सांस्कृतिक पृष्ठभूमि को समझ सकेंगे।
3. संस्कृत भाषा के वाक्य विन्यास, व्याकरण तथा उच्चारण की शुद्धता के महत्व को समझ सकेंगे।

इकाई- 1- संस्कृत भाषा का विद्यालयी पाठ्यक्रम में स्थान-

- भाषा की परिभाषा एवं सृजनात्मक भाषा के विविध रूप, विद्यालयी पाठ्यक्रम में संस्कृत साहित्य का महत्व ।
- विभिन्न स्तरों में संस्कृत शिक्षण के उद्देश्य एवं भाषा शिक्षण के सामान्य सिद्धान्त एवं शिक्षण विधियाँ।
- पाठ्यक्रम एवं पाठ्यवस्तु में अन्तर एवं पाठ्यक्रम निर्माण के सिद्धान्त।

इकाई- 2 भाषा साहित्य और सौंदर्य

- साहित्यिक अभिव्यक्ति के विविध रूप-पद्य, गद्य एवं व्याकरण की विविध विधाओं को पढ़ना-पढ़ाना
- पद्य, गद्य एवं व्याकरण की पाठ योजना का निर्माण
- संस्कृत शिक्षण में सहायक सामग्री एवं पाठ्यपुस्तकों की आवश्यकता एवं उनका महत्व।

इकाई- 3- संस्कृत शिक्षण में मूल्यांकन की भूमिका और महत्व-

- संस्कृत शिक्षण में मूल्यांकन का अर्थ, मूल्यांकन की समस्या, संस्कृत शिक्षण में मूल्यांकन की उपयोगिता।
- संस्कृत शिक्षण में प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु-समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न,
- भाषा विकास की प्रगति का मूल्यांकन-सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, समूह मूल्यांकन.

परियोजनाकार्य:- स्वरचित कविता पाठ व कहानी प्रतियोगिता का आयोजन, संस्कृत साहित्य, संस्कृत में दलित साहित्य व स्त्री साहित्य में से नाटकों/ एकांकियों का मंचन करवाना, विभिन्न समकालीन विषयों विशेषकर संस्कृत भाषा का विकास, संस्कृत साहित्य व सौंदर्य आदि पर निबंध लेखन। कक्षा शिक्षण के दौरान आने वाली समस्याओं के निवारण हेतु क्रियात्मक अनुसंधान की रिपोर्ट तैयार करना। आई.सी.टी. दृश्य - श्रव्य सामग्री, रेडियो, टेलीविजन, फिल्में, भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों पर - चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि का आयोजन करना। संस्कृत के प्रसिद्ध लेखकों, कवियों, कवयित्रियों व अन्य प्रसिद्ध व्यक्तियों में से किसी एक का जीवन परिचय, उपलब्धि व चित्रों का संकलन कर रिपोर्ट तैयार करना।

कक्षा शिक्षण विधि - संस्कृत की विभिन्न विधाओं पर पाठ योजना निर्माण से संबंधित कार्यशाला, वाद-विवाद, संगोष्ठी इत्यादि।

संदर्भ ग्रंथ सूची

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2. शर्मा, डॉ श्यामाता प्रसाद : संस्कृत शिक्षणम् श्री कविता प्रकाशन, जयपुर।
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Course Objectives:-

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

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

UNIT-I:

- Meaning, Aims, objective, concept, scope and Importance of Home Science teaching at different stages of school.
- Home Science teaching in the context of family and group.
- Significance of Home Science in the modern school curriculum; the modern concept of Home Science Education.

UNIT-II-

- Pedagogical approaches for the teaching of Home Science teaching at different stages of school. Preparation of Lesson plan.
- Textile and clothing- types of fabric yarn making and fabric construction, fabric finishing (specially dyeing and printing), etc.
- Home management – management of time energy, home decoration, floor decoration.

UNIT-III-

- Importance of text books and teaching aids in the class room teaching of Home Science.
- Organisation of an effective programme of teaching of Home Science - organisation of teaching learning material at junior and senior stages.
- Evaluation in Home Science and preparation of question bank.

Practicum/Field Work:- Practice skill to optimize and enhance nutrients in the dishes (Germination, fermentation and good combinations), preparation of meals / dishes using different methods of cooking suitable as snacks and main meals. Make a poster on types of teaching Aids with proper pictures. Make a file of essential equipments of Home Science lab and Management of lab. Make five different teaching materials using different types of teaching aids (Chart, Model, Power Point, O.H.P. transparent slides) at school Home Science subject.

Pedagogy: Class room interaction, discussion, seminar and Demonstration etc.

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3. अस्थाना, एस. आर (2007) 'गृह विज्ञान का अध्यापन' लक्ष्मीनारायण अग्रवाल प्रकाशन, आगरा।
4. सुखिया, एस.पी. (2009) 'गृह विज्ञान शिक्षण' हरियाणा साहित्य अकादमी चण्डीगढ़।
5. कुमारी, डॉ विमलेश (2007) 'गृह विज्ञान शिक्षण' डिस्कवरी पब्लिशिंग हाउस, नई दिल्ली।
6. शर्मा, श्रीमती राजकुमारी व तिवारी श्रीमती अंजना (2006) 'गृह विज्ञान शिक्षण' राधा प्रकाशन मंदिर आगरा।
7. दास,आशा व गुप्ता, पूजा (2005) 'गृह विज्ञान' पाठ्यपुस्तक कक्षा 9 'आर्य बुक डिपो, करोल बाग, नई दिल्ली।

Course Objectives:-

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

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

UNIT- I:

- Meaning, Aims, objective, concept and scope of Commerce Teaching at different stages of school.
- Pedagogical approaches for the teaching of Commerce teaching at different stages of school.
- Significance of Commerce in the modern school curriculum, modern approach towards the teaching of Commerce for economic and socio-economic development and international understanding in terms of Globalisation.

UNIT-II-

- Pedagogical approaches for the teaching of Commerce at different stages of school.
- Preparation of Lesson plan.
- Teaching of current events in Commerce.

UNIT-III-

- Importance of text books and teaching aids in the class room teaching of Commerce.
- Organisation of an effective programme of teaching of Commerce - organisation of teaching learning material at junior and senior stages.
- Measurement and evaluation in Commerce and preparation of question bank.

Practicum/Field Work - Compile articles from newspapers, magazines, and the internet and prepare report. Conduct a survey based study on economic condition of rural people. Prepare a report on financial sources of rural women / weaker sections and skills. Prepare Action Research Project. Organization of thought provoking programmes like Quizzes, word searches etc.

Pedagogy:- Discussion, Seminar, Demonstration etc

References

1. Aggarwal, J. C. : Teaching of Commerce.
2. Parikh, Dr. A. K.M.: Lesson Planning in Indian Schools, Subha Sanchar, Ajmer
3. सिंह, राम पाल (2005), वाणिज्य शिक्षण, अग्रवाल पब्लिकेशन मेरठ ।
4. शर्मा, बी.एल, (2006), वाणिज्य शिक्षण, आर.एल बुक डिपो मेरठ ।
5. मितल, डी.डी जैन आर सी(1995), वाणिज्य के मूल तत्व आर्य बुक डिपो नई दिल्ली ।
6. गुप्ता, ब्रज किशोर (1983), वाणिज्य की आधुनिक रूपरेखा आर्य बुक डिपो- नई दिल्ली ।
7. शर्मा, योगेश कुमार (2010), बही खाता शिक्षक अग्रवाल पब्लिकेशन आगरा ।
8. चौपड़ा, आर.एल, अग्रवाल, ए.एम, (2014), वाणिज्य शिक्षण स्वाति पब्लिकेशन, जयपुर ।

Course Objectives:-

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

1. Know about on historical evolution of computer and its hardware, software components.
2. Make an effective use of Computer technology in Education and Know about the basic elements of computers and their uses.
3. Familiar with new trends, techniques in education along with learning.
4. Know about the hardware and software and their applications.
5. Know about aims and objectives of teaching computer science in at different level of schools education.
6. Acquire skills relating to planning lessons and presenting them effectively.
7. Acquire the Basic Commands in DOS & Windows.
8. Work with various MS Office Applications like Word, Excel and PowerPoint
9. Understand and apply the M.S Office applications in School Management.
10. Prepare Technology Integrated Lessons and familiarize with the various methods that can be employed for the teaching of Computer science.

UNIT-I:

- Meaning, Aims, objective, concept, scope and Importance of Computer Science teaching at different stages of school.
- History and Generations of Computers and their characteristics, Classification and Hardware of computers, Input Output Devices and Block Diagram.
- Significance of Computer Science in the modern time and the advancement in Computer Science Education.

UNIT-II-

- Pedagogical approaches for the teaching of Computer Science teaching at different stages of school. Preparation of Lesson plan.
- Managing Subject related content Preparing results and reports.
- E-Education & E-learning, Virtual classrooms, web-based teaching materials, Interactive white boards.

UNIT-III-

- Network, Type and Topology, Internet and Intranet, Network Protocol
- Web Browsers: Internet explorer, Mozilla Firefox, Chrome Search Engines: Google, Yahoo etc
- Organisation of an effective programme of teaching of Computer Science - organisation of teaching learning material at junior and senior stages and Evaluation in Computer Science subjects and preparation of question bank.

Practicum/Field Work

Organize a camp for one week in school on uses of internet and search engines, to train students in searching educational material and enhance knowledge and use of Search Engine for access primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc. and draft a report. Prepare Action Research report on any one problem regarding the implementation of ICT/Computer Education in school.

Pedagogy:- Discussion, Seminar, Demonstration etc

References:

1. Rajaraman, V., Fundamentals of Computer, Prentice Hall, India, 1999.
2. Christian Crumlish, The ABC's of Internet, BPB Publication, New York, 1998.
3. Rejesebaran S. (2007) Computer Education and Educational Computing, New Delhi: Neel Kamal Publishing Pvt. Ltd.
4. Stephen, M.A. and Stanely, R. (1985) Computer Based Instruction: Methods and Development, NS: Prentice Hall.
5. Richard Scott., PB Learning Lab Teaches, BPB Publication, New York, 1995.
6. Sanders, D.H., Computers Today, Mc Graw Hill International Edition. 1999.
7. Leon, Internet for Everyone, Vikas Publications, New Delhi, 2000.
8. Suresh, K.B., Computers Today, Galgotia Publication, India, 2005.
9. Desmode W.E., Computers and their Uses, Prentice Hall, India, 1985.
10. Dayton, D.K., Computer Assisted graphics as Instructional Innovatot, 1989.
11. Dauglas S., and Gary Naights., Instructional Software Selection-A guide to Instructional Micro Computer Software, Harrisburge, 1981.
12. Taylor, R .P., Computers in School Tutor, Tool and Tutee, Teachers College Press, New York, 1980.
14. Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.
15. Bose K Sanjay (1996): Hardware and Software of Personal Computer.
16. Conrad, Kerri (2001): Instructional Design for web – based Training HRD Press.
18. Mallik, Utpal et al. (2001): Leaning with Computers Level – III. NCERT, New Delhi.

Course Objectives:

1. Learn role of Drama in Education
2. Perform drama for social change.
3. Express self for creativity and use of art in teaching-learning.
4. Celebrate Cultural festivals for aesthetic sensibilities.

UNIT-I

- Learning through Drama in Education.
- Reality through fantasy.
- Drama as Critical Pedagogy.
- Educational and Social change.

UNIT-II

- Understanding the self and as a form of self-expression for enhancing creativity.
- Use of art in teaching-learning.
- The process of Drama as a social experience.

UNIT-III

- Cultural festivals,
- Street Theatre,
- Development of aesthetic sensibilities.

Field Work / Practicum:- Visit & report on local culture and art forms and interpret art works, movies and other Media, Script writing.

Pedagogy:- Activities

References:-

1. Brown, Percy (1953). *Indian Painting*, Calcutta.
2. Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.
3. Harriet, Goldstein (1964). *Art in Everyday Life*. Calcutta: Oxford and IBH Publishing Company.
4. Jaswani, K.K., *Teaching and Appreciation of Art in Schools*.
5. Lowenfeld Viktor . *Creative and Mental Growth*.
6. Margaret, Marie Deneck (1976). *Indian Art*. London: The Himalata Publication.
7. Sharma, L.C., *History of Art*, Goel Publishing House, Meerut.
8. Read, Herbert. *Education through art* [paperback].
9. Shelar, Sanjay. *Still Life*. Jyotsna Prakashan.

Compulsory Practical Work

B.Ed-215 (Credits-4)

- **Field Tasks-** (Practice in core teaching skills- Set induction, Explanation, Illustrating with examples, Questioning and probing, Writing of behavioral objectives, Lesson planning & Unit planning, Stimulus variation, Reniforecment and feedback, Use of teaching aids including Black board writing, Sketching and drawing, Closure)
- **Project Works** - Reading and Reflection of any two of the texts of Indian Educators as opted by The University department /College (Swami Vivekanand, Mahatma Gandhi, Aurobindo, Rabindra Nath tagore, Gijju Bhai, madan Mohan Malviya, Acharya Narendra Dev)
- **Assignments** (Compulsory B.Ed-201 To B.Ed-203)
- **One Seminar Mandatory (Viva-Voce)**

Semester-III

Pedagogy of School Subject Part-II

Pedagogy Of Mathematics **B.Ed-301 (Credits-2)**

Course Objectives:-

To enable the pupil teacher to-

- 1- Appreciate mathematics as a tool to engage the mind of every student and to strengthen the student's resource;
- 2- Appreciate the role of mathematics in day-to-day life;
- 3- Channelize, evaluate, explain and reconstruct their thinking about mathematics.
- 4- Construct appropriate assessment tools for evaluating mathematics learning;
- 5- Focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes; and
- 6- To introduce with Professional development programmes of teachers.

Unit 1:

- Selecting the content for instruction; identifying concepts to be transacted at various levels with special emphasis on content (Algebra, Geometry, trigonometry, coordinate geometry, statistics and probability, etc.).
- Organization of concepts for teaching-learning of mathematics.
- Stating instructional objectives, appropriate strategies, teaching aids ICT applications; Evaluation tools and learners participation in developing instructional materials.

Unit 2:

- Textbooks audio-visual multimedia-Selection and designing;
- Using community resources for mathematics learning.
- Identifying and organizing components for developing framework of question paper at different stages of learning;

Unit 3:

- Informal creative evaluation & assessment: meaning, concept and types, assessment of creativity, problem-solving activity performance.
- Different types of assessment techniques and practices
- Professional development of teachers; planning, organization & evaluation. Reflective & Innovative practices in professional development of teachers.

Practicum- Prepare a Plan and implementation of instructional strategies to remedy the diagnosed learning difficulties of school students.

References-

- 1- Anthony, Glende and Walshaw, Margaret (2009). Effective Pedagogy in Mathematics: Gonnet Imprimeur, 01300 Belley, France.
- 2- Arora, S.K. (2000). How to Teach Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.
- 3- Gakhar, S.C. and Jaidka, M.L. (2003). Teaching of Mathematics. Panipat: M/s N.M. Publishers.
- 4- Kumar, Khushwinder and Kaur, Jaspreet (2012). Learning Mathematics- A Lab Experience. Gurusa Sadhar:GBD Publishers.
- 5- Kumar, Sudhir and Ratan, P.N. (2003). Teaching of Mathematics. New Delhi: Anmol Publication Pvt. Ltd.
- 6- Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot
- 7- N.C.E.R.T. Text Books 6th to 10th Standard.
- 8- National Focus on Teaching of Mathematics. Published at the Publication Department by the Secretary, National Council of Educational Reseach arid Training, Sri Aurobindo Marg, New Delhi

Course Objectives:-

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

1. To understand the various methods for teaching Social Science.
2. To develop an understanding of syllabus according to child need.
3. To enable qualitative & quantitative skills.
4. To acquire basic knowledge and skills to analyse and transact the Social Science curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life.
5. To sensitize and equip student teachers to handle Social issues.

UNIT-I:-

- Indian culture, issues related to genders equality, Dignity, Socialism Secularism, Rights of Dalits, Tribes, minorities, Women and Children, and Disabled
- Directive Principles of State Policy (with special reference to welfare of the people) and Fundamental Duties.
- Social movements: *Dalit* movement, Tribal movement, Women's movement, environmental movement; Role of media, Role of NGOs, RTI

UNIT-II-

- Preparation, Presentation of teaching-learning material in Social Science Teaching.
- Questioning; Collaborative strategies; simulations and role plays; problem-solving and decision-making.
- Identification and organization of concepts for teaching-teaching of Social Science on different topics.

UNIT- III:

- Comprehensive and Continuous Evaluation in Social Science.
- Reflective & Innovative practices in professional development of Social Science teachers.
- Feedback from students, parents and teachers.

Practicum- Preparation of Blue print and Writing Objective Based Test items for Social Science teaching.

Pedagogy- Classroom teaching and discussion etc.

References-

1. Aggarwal, J.C. (1982). Teaching of Social Studies. New Delhi: Vikas Publications.
2. Binning, Arthur C. (1935). Teaching of Social Studies in Secondary School. New York: McGraw-Hill Book Company.
3. Dash, B.N. (2006). Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.
4. Dhamija, N. (1993). Multimedia Approaches in Teaching of Social Studies. New Delhi: Harman Publishing House.
5. Hamming, J. (1959). The Teaching of Social Studies in Secondary Schools. New York: Longman Publication.
6. Kochhar, S.K. (2001). Teaching of Social Studies. New Delhi: Sterling Publications.
7. Mofatt, M.R. (1955). Social Studies Instruction. New York: Prentice Hall.
8. Preston, Ralph C. (1955). Handbook of Social Studies in the Elementary School. New York: Rhinehart and Company.
9. Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
10. Sahu, B.K. (2007). Teaching of Social Studies. New Delhi; Kalyani Publishers.

Course Objectives:-

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

1. Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and senior secondary stages.
2. Facilitate development of scientific attitudes in learners.
3. Construct appropriate assessment tools for evaluating learning of biological science.
4. Stimulate curiosity, inventiveness and creativity in biological science.
5. Develop competencies for teaching, learning of biological science through different measures.

UNIT-I-

- Identification and use of learning resources in biological science.
- Planning and organizing field observation; Textbooks, audio-visual materials, multimedia-selection and designing.
- Use of ICT experiences in learning biological science; using community resources for biology learning.

UNIT-II-

- Performance-based assessment; learner's record of observations, field diary, herbarium and collection of materials.
- Construction of test items (open-ended and structured) in biological science and administration of tests.
- Developing assessment framework in biological science; assessment of experimental work in biological science.

UNIT-III-

- Facilitating learning progress of learners with various needs in biology; ensuring equal partnership of learners with special needs;
- Stimulating creativity and inventiveness in biology; planning & organization of various curricular activities (such as debate, discussion, drama, poster making on issues related to Biology; Zoology & Botany)
- Professional development of teachers; planning, organization & evaluation. Reflective & Innovative practices in professional development of teachers.

Practicum-

Prepare a report on Life history of any one Nobel Prize winners in Life Science and Preparation of two permanent slides using plant material.

Pedagogy- Class room interaction, discussion debates etc.

References:-

1. Agarwal, D.D (2004): Modern methods of Teaching Biology: saruk & sons (saruklooks. com)
2. Miller, David F. & blydes, Glenn W. (1938): Methods and materials for teaching biological sciences: Mc GRAW Hill book company Inc. New York and London.
3. Choudhary s (2010) Teaching of biology APH Publishing Corporation. New Delhi
4. Sood, J.K. (1987): teaching of life science, kohli publishers Chandigarh
5. Yadav, M.S. (2000): Modern methods of teaching sciences, Anmol publishers, Delhi
6. Bhar, suraj prakash (2006) teacher training lotus press, New Delhi
7. Singh, Veena (2007): teaching of Biology, Adhyayan publishers & distributors, New delhi.

Course Objectives:-

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

- 1- Analyse the contents of physical science with respect to its branches, process skills, knowledge organization and other critical issues;
- 2- Explore different ways of creating learning situations in learning different concepts of physical science
- 3- Formulate meaningful enquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and senior secondary school science/physics and chemistry
- 4- Facilitate development of scientific attitudes in learners;
- 5- Examine different pedagogical issues in learning physical science; and
- 6- Construct appropriate assessment tools for evaluating learning of physical science.

UNIT- 1-

- Learning resources in physical science from immediate environment.
- Analyse and Designing laboratories in science (secondary stage), physics (higher secondary stage)
- Textbooks, audio-visual materials; Multimedia-selection and designing. Use of ICT experiences in learning physics: using community resources for learning

UNIT-II –

- Identification and organization of concepts for teaching-learning of physical science.
- Determining acceptable evidences that show learners understanding; Instructional materials required for planning.
- Teaching- learning material of science-physics and chemistry and learners' participation in developing them.

UNIT-III-

- Scientific methods/Strategies;—Observation, Enquiry, Experimentation, Data Collection, Demonstration, laboratory methods, Generalization etc. with Illustration in Physical Science.
- Use of ICT and teaching and learning –video clips, power point presentation etc .
- Professional development of teachers; planning, organization& evaluation. Reflective & Innovative practices in professional development of teachers.

Pedagogy – Class room interaction and discussion etc.

References

1. Mangal, S.K. (2005), Teaching of physical science‘ Arya book depot New Delhi-05
2. Joshi, S.R, (2008), Teaching of science‘ A.P.H publishing corporation New Delhi
3. Das, R.C, (2000), Science teaching in schools‘ sterling publishers private limited, New Delhi
4. Prasad janardan: (1999) —Practical aspects in teaching of science, kanishka publisher New Delhi
5. Nanda, V.K. (1997) —Science education today, Anmol publications Pvt. Ltd. New Delhi

Course Objectives:-

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

- 1- Understand about the teaching of poetry, prose and drama;
- 2- Identify methods, approaches and materials for teaching English at various levels in the Indian context.
- 3- The required skills and their inter-links per mastering English.
- 4- Understand constructive approach to language teaching and learning;
- 5- Develop and use teaching aids in the classroom both print and audio-visual material, and ICT (internet and computer technology).
- 6- Understand need and functions of language lab.
- 7- Sensitize teacher-students about emerging issues, such as right to education for children, peace and environment education in context with language teaching.
- 8- The techniques of obtaining feedback for self- evaluation and evaluation of students.
- 9- To teach and evaluate basic language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.

UNIT- 1-

- Different Creative forms of English Language: Understanding different forms of literature; Literature in the school curriculum.
- Needs, objectives and relevance; Role and relevance of media in school curriculum.
- Translation: Importance and need, Translation as a creative activity: through examples of translated texts into English from different Indian languages.

UNIT- 2 –

- Teaching of Different Forms of English Literature: Poetry, Prose, Drama:
- The relative importance of Indian, classical, popular, and children's literature in English.
- Developing tasks and materials for study skills in English literary forms; Lessons planning in prose, poetry and drama at various school levels.

UNIT- 3 –

- Understanding the relationship between curriculum, syllabus and textbook; Selection of materials;
- Development of activities and tasks; Develop meaningful strategies keeping in view the needs of the learners.
- Feedback to/from students, parents and teachers.

Pedagogy – Classroom interaction, discussion and demonstration etc.

Reference

- 1- Bhandari, C.S. and Other (1966): Teaching of English: A Handbook for Teachers. New Delhi: Orient Longmans.
- 2- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. New Delhi: Kalyani Publishers.
- 3- Bhatia, K.K. and Kaur, Navneet (2011). Teaching and Learning English as a Foreign Language. Ludhiana : Kalyani Publishers.
- 4- Baruah, T.C. (1985): The English Teachers' Handbook, New Delhi: sterling publishing Pvt. ltd.
- 5- Bright and McGregor: Teaching English as Second Language, Longman.
- 6- Brumfit C.J. (1984): Communicative Methodology in Language Teaching. Cambridge: C.U.P.
- 7- Freeman, Diane-Larsen (2000) : Techniques and Principles in language Teaching, Oxford OUP
- 8- Gimson A.C. (1980) : An Introduction to the Pronunciation of English London : Edward Arnold.
- 9- Hornby A.S. (1968) : A Guide to patterns and usage in English. Oxford : OUP
- 10- Paliwal, A.K. (1988) : English Language Teaching Jaipur : Surbhi Publication.
- 11- Richards, J.C.and Rodgers, T.S. Approaches and Methods in language teaching Cambridge C.U.P.
- 12- NCERT. (2006d) position paper national focus group on teaching of Indian language (NCF- 2005). New Delhi: NCERT.
- 13- Chaturvedi, M.G.(1973) "A contractive study of Hindi – English phonology".
- 14- Frisby, A.W. (1970) Teaching English : Notes and comments in teaching English.
- 15- Gimson, A.C. (1970); An Introduction to the pronunciation of English : Edward Arnold, Second Edition, London.
- 16- Sharma, R.A.; Teaching of English, R.Lall book Depot, Meerut.
- 17- Gupta, P.K.; Teaching of English, R. Lall book Depot, Meerut.

(Pedagogy of Language Hindi)

पाठ्यक्रम के उद्देश्य:-

इस पाठ्यक्रम के उपरान्त छात्र अध्यापक समझने में सक्षम होगा कि-

1. भाषा सीखने की सृजनात्मक प्रक्रिया को जानना।
2. हिन्दी भाषा की भूमिका, महत्व तथा इसकी सांस्कृतिक पृष्ठभूमि को समझ सकेंगे।
3. हिन्दी भाषा के वाक्य विन्यास, व्याकरण तथा उच्चारण की शुद्धता के महत्व को समझ सकेंगे।
4. स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना।
5. भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना।
6. भावों और विचारों की स्वतंत्र अभिव्यक्ति करना।

इकाई- 1-

- समाज में भाषा का महत्व
- विद्यालय में भाषा का महत्व, पाठ्यक्रम में भाषा का स्थान
- संविधान और शिक्षा समितियों की रिपोर्ट में भाषा – भाषाओं की स्थिति (धारा 343,351,350); कोठारी कमीशन (64 से 66); राष्ट्रीय शिक्षा नीति — 1986; पी.ओ.ए-1992, राष्ट्रीय पाठ्यचर्या – 2005 (भाषा अध्ययन)

इकाई- 2-

- स्वतंत्रता से पहले और स्वतंत्रता के बाद हिंदी भाषा का विकास
- हिंदी के विविध रूप, अंतर्राष्ट्रीय स्तर पर हिंदी भाषा का महत्व
- भाषा के रूप में हिंदी व भाषा को पढ़ने-पढ़ाने की चुनौतियाँ।

इकाई- 3-

- भाषा अर्जन और अधिगम का दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार, समग्र भाषा दृष्टि, रचनात्मक दृष्टि।
- भाषा सीखने-सिखाने की बहुभाषिक दृष्टि आदि (जॉन डुई, ब्रूनर, जे. प्याजे, एल. वायगात्स्की, चॉम्स्की आदि) भारतीय भाषा दृष्टि (पाणिनी, कामता प्रसाद गुरु, किशोरी दास वाजपेयी आदि)।
- भाषा शिक्षण की प्रचलित विधियाँ/ प्रणालियाँ और उनका विश्लेषण – व्याकरण अनुवाद प्रणाली; प्रत्यक्ष प्रणाली, ढाँचागत प्रणाली, प्राकृतिक प्रणाली, उद्देश्यपरक (अन्तर्विषयक/अन्तर्भूतशासनात्मक) संप्रेषणात्मक प्रणाली आदि।

परियोजना कार्य:

संविधान में भारतीय भाषाओं संबंधी अनुशासनाएँ तथा राष्ट्रीय शिक्षा नीति, पी.ओ.ए. द्वारा संस्तुति भाषा संबंधी सिफारिशों पर एक रिपोर्ट तैयार करना। विद्यालय स्तर की हिंदी की किताबों में लिंग और जाति संबंधी बिंदुओं की सूची तैयार कर उसके लिए कक्षा प्रविधि तैयार करना।

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2. शर्मा, डॉ. अनुराधा (2012) "भाषा विज्ञान तथा सिद्धान्त," विश्व भारती पब्लिकेशन अंसारी रोड, दरियागंज नई दिल्ली।
3. गुप्ता, डॉ. प्रभा (2012) "मातृभाषा व विविध योजनाएँ," साहित्य प्रकाशन, आपका बाजार, आगरा।
4. गुप्ता, डॉ. ओ.पी. (1994) "वृहत पुस्तकालय व सूचना विकाश शब्दावली," concept publishing company pvt.ltd.New Delhi.
5. किशोरीदास, आचार्य (2013) "हिन्दी की वर्तनी व शब्द प्रयोग मीमांसा", वाणी प्रकाशन, 21-ए, दरियागंज, नई दिल्ली।
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पाठ्यक्रम के उद्देश्यः—

इस पाठ्यक्रम के उपरान्त छात्र अध्यापक —

1. भाषा के विभिन्न कौशलों को समझ सकेंगे।
2. संस्कृत भाषा के विभिन्न पाठ योजनाओं का महत्व समझ सकेंगे।
3. संस्कृत भाषा की भूमिका, महत्व तथा इसकी सांस्कृतिक पृष्ठभूमि को समझ सकेंगे।
4. संस्कृत भाषा के वाक्य विन्यास, व्याकरण तथा उच्चारण की शुद्धता के महत्व को समझ सकेंगे।
5. संस्कृत भाषा शिक्षण में आई0सी0टी0 का महत्व को समझ सकेंगे।

इकाई— 1—

- विभिन्न स्तरों में संस्कृत शिक्षण के विभिन्न पाठ योजनाओं का निर्माण करना।
- पाठ्यक्रम एवं पाठ्यवस्तु व पाठ्यपुस्तक में सम्बन्ध को समझना तथा शिक्षण हेतु सामग्री का निर्माण करना।
- शिक्षण हेतु उचित शिक्षण विधियों का चयन करना।

इकाई— 2

- प्रश्न विधि का पाठ के विकास में उचित प्रयोग करना।
- पद्य, गद्य एवं व्याकरण की पाठ्य पुस्तकों का विश्लेषण करना।
- संस्कृत शिक्षण में सहायक का निर्माण करना।

इकाई— 3—

- संस्कृत के शिक्षक का महत्व ।
- संस्कृत के शिक्षक का भाषा की प्रगति में भूमिका।
- संस्कृत के शिक्षक की शोध में भूमिका।

परियोजना कार्य:

संविधान में भारतीय भाषाओं संबंधी अनुशंसाएँ तथा राष्ट्रीय शिक्षा नीति, पी.ओ.ए. द्वारा संस्तुत भाषा संबंधी सिफारिशों पर एक रिपोर्ट तैयार करना। विद्यालय स्तर की संस्कृत की किताबों में लिंग और जाति संबंधी बिंदुओं की सूची तैयार कर उसके लिए कक्षा प्रविधि तैयार करना।

संदर्भ सूची—

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2. नारंग, वैशना (1996), "सम्प्रेषणात्मक भाषा शिक्षण", नई दिल्ली, प्रकाशन संस्थान, दयानन्द मार्ग।

Course Objectives:-

To enable the student-teacher to -

1. Develop a board understanding of the principles and procedures used in Modern Home Science education.
2. Develop their essential skills for practicing modern Home science education.
3. Prepare acceptance lesson models which lay down this procedure to the adopted for preparing designs of lessons.
4. Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

UNIT-I

- Foods, Nutrition and Health, Child Care, Hygiene and sanitation, Principles of budget making.
- Planning of space and equipment of Home Science laboratory. Use of ICT and using community resources in Home Science.
- Identification and use of learning resources in home science exploring alternative sources; Developing home science kit and laboratory; Planning and organizing field observation.

UNIT-II

- Development and designing of curriculum, teaching aids - classification, importance and uses. Development of low cost TLM with the help of school & community and its use in classroom instruction.
- Instructional materials required for planning teaching-learning of home science and learners' participation in developing them; identifying and designing teacher-learning experiences; ICT applications in learning Home Science.
- Generating discussion, involving learners in teaching – learning process; encouraging learners to raise questions, and mediating learning in home science.

UNIT-III

- Comprehensive and continuous evaluation (CCE) in Home Science.
- Reflective & Innovative practices in professional development of Home Science teachers.
- Feedback from students, parents and teachers.

Practicum: Critical analysis of text book of Home Science at secondary stage.

Pedagogy of Commerce B.Ed-309(Credits-2)

Course Objectives:-

To enable the student-teacher to –

1. Develop the classroom skill needed for teaching of Commerce using modern methodology.
2. Acquire the knowledge to plan for instruction.
3. Develop the ability to develop and utilize available support material for Commerce teaching.
4. Acquire the techniques of attaining feedback for self -evaluation and evaluation of students' success in learning.

UNIT-I-

- Enrichment content -social responsibilities of business, consumer awareness, E-Commerce and E-Business.
- Approaches of organizing commerce curriculum.
- Explanation of local resources in teaching of Commerce.

UNIT-II-

- Banks-Types of banks, Functions of Commercial Banks.
- Double Entry System-Books of Accounts under double entry system, Principles of Double Entry System, Counting Procedure.
- Final Accounts- Objectives of Preparing Financial Statements, Trading A/C, Profit and Loss A/C, Balance Sheet etc.

UNIT-III-

- Comprehensive and continuous evaluation (CCE) in Commerce.
- Reflective & Innovative practices in professional development of Commerce teachers.
- Feedback from students, parents and teachers.

Practicum:

- Participation in Discussion on any Current Economic Topic/Budget/ Act and to prepare a report
- Detailed listing of Different Learning Resources in Commerce Education **or** reviewing at least 3 research articles on teaching of commerce.

Books Suggested

- 1- Aggarwal, A.N. (1995). *Business Methods & Machinery*. Part I & II, Allahabad: Kitab Mahal
- 2- Aggarwal, J.C. (2003). *Teaching of Commerce*. New Delhi: Vikas Publication.
- 3- Bruce, J. McFarlane and Roger Ottewill (2001). *Effective Learning & Teaching in Business & Management*. London: Routledge,.
- 4- Chopra, H.K. and Sharma, H.(2007). *Teaching of Commerce*, Kalyani Publishers, Ludhiana
- 5- DalaI, D.C. and DalaI V.C. (2008). *Teaching of Commerce*. (Hindi version). Patiala: Twenty First Century Publications.
- 6- Gupta, Rainu. (2009). *Teaching of Commerce*. New Delhi: Shipra Publications.
- 7- Jain. K.C. (1982). *Vanijya Shikshan*. Jaipur: RajasthanHindiGranthAcademy.
- 8- Kaur, Ravdeep (2012). *Teaching of Commerce*. Gurusar Sadhar: GBD Publications.
- 9- Kumar, Mahesh (2004). *Modern Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd.

Pedagogy Of Computer Science B.Ed-310 (Credits-2)

Course Objectives:-

To enable the student-teacher to –

1. Develop a broad understanding of the principles and procedures used in computer science education.
2. Develop their skills necessary for preparing international accessories.
3. Know the methods of planning instruction for the classroom.
4. Learn successfully various methods of teaching computer science and use them judiciously.
5. Manage introduction activity in such a way that the vast majority of the learner attains most of the objectives.

UNIT-I-

- Need and importance of computer in education, significance of teaching computer in secondary/senior secondary schools.
- Objectives based teaching of computer science- General objectives of teaching computer science, Classification of educational objectives (bloom's taxonomy), Statement of specific objectives in behaviour terms.
- Basic Programming, Data Representation, Computer Organization, Operating Environment & Computer Network.

UNIT-II-

- Importance of planning a lesson and Importance, Preparation and use of Teaching Aids. Organizing a computer Laboratory.
- Development of test items objective type, short answer type, essay type.
- Identification and organization of concepts for teaching - teaching of Computer Science on different topics.

UNIT-III-

- Comprehensive and continuous evaluation (CCE) in computer science.
- Reflective & Innovative practices in professional development of Computer Science teachers.
- Feedback from students, parents and teachers.

Pedagogy : Practical, Demonstration Etc.

References:

1. Intel (2003): *Intel innovation in Education* Intel, Teach to Future-Students Work Book Kuar Heman, Meerut: R. Lal Publisher.
2. Kumar, Khushvinder and Kumar, Sunil. *Teaching of computer. Gurusar Sadhar: GBD Publications.*

Compulsory Practical Work :-

B.Ed-311 (Credits-10)

School Internship:-

In the second year, there shall be a minimum of 16 weeks of intensive engagement with the school in the form of School Internship. For this, the student-teachers will go for 'School Placement', during which their role in the school is something like an apprentice and they shall work as a regular teacher & participate in all the school activities including planning, teaching and assessment, interacting with school-teachers, & children to understand the school in totality its philosophy & aims, organisation and management, the life of a teacher, the needs of the physical, mental and emotional development of children. They will be engaged in school functioning in all its aspects in consultation with the School-mentor, like-

- Participating in various 'out-of-class room' activities in school.
- Organizing events eg., cultural activities, debates, games, quiz, essay-competition, drama, etc.
- Preparation of School calendar, time-table, assessment schedule, evaluation tools etc.
- Preparing a suggested comprehensive plan of action for some aspect of school improvement.

School-Internship shall be designed to lead to the development of 'Teaching Competence of a professional, teacher dispositions and sensitivity.

During internship, student-teachers will be provided opportunities to teach in government and private schools with systematic support and feedback from the faculty. During this period, student-teachers will be actively engaged in teaching at school and will participate in day-to-day activities of school.

It is important that the student-teachers will consolidate and reflect on their teaching experience during the school-internship.

- Student-teachers will maintain a **Journal (A Diary)** in which he/she records one's experiences and observations, etc. daily.
- Student-teachers will maintain a **Portfolio** of all the activities like-details of daily-teaching eg., topic, date, class, objectives of teaching, resources used, assessment tools, homework given, etc.
- Student-teachers will **teach at least 30 lessons** during internship period. These lessons will be observed by their mentors in the school.
- Student-teachers will work on an **Action Research based Project** on any Educational problem of School, which will be selected in consultation with the concerned faculty supervisor.

B.Ed-312 (Credits-4)

- **Field Tasks-**
- **Project Works-** (Classroom/School/Community based Research projects and implementation)
- **Assignments** (Pedagogy of school Subject)
- **One Seminar Mandatory (Viva-Voce)**

Semester-IV

GENDER, SCHOOL AND SOCIETY

B.Ed-401(Credits-2)

Course Objectives:

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

1. Understand the concept of Gender and gendered roles in society.
2. Comprehend the role of education, schools, peers, teachers, curriculum and textbooks, in gender equalities.
3. Respond Gender and sexuality, Sexual harassment and abuse and Safety at school & home.
4. Explain Gender identity roles, development of positive notions of body and self.
5. Describe the Role of media in gendered roles.

UNIT-I- Concept of Gender and sex:-

- Gendered roles in society - family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.
- Socialization and gender.
- Role of education, schools, peers, teachers, curriculum and textbooks, in gender equalities.

UNIT-II-

- Relationships and ideas in textbooks and curriculum.
- Gender and sexuality: Sexual harassment and abuse.
- Safety at school, home and beyond.

UNIT-III-

- Gender identity roles, awareness about sexual abuse.
- Role of media in propagating popular beliefs, reinforcing gender roles in the popular culture and at school.

Field Work / Practicum:- To Conduct an awareness programmes and campaigning regarding- gender discrimination, sexual abuse etc, preparation of chart and posters.

Pedagogy:- Classroom interaction, group discussion and seminar,

References

1. Deng, Z (2013) School subjects and academic disciplines. In A. Luke, A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.
2. GOI. (1966). Report of the education commission: Education and national development. New Delhi: ministry of education.
3. GOI (1986). National policy of education. GOI.
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5. Menon, N. (2012). Seeing like a feminist. India: Penguin.
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7. A. Banon. Robert (2010). Social psychology, Pearson education, New Delhi.
8. Mathur S. (2008). Sociological foundation of education, Kavita Prakashan, Jaipur.
9. Sidhu Ramindra, (2009). Sociology of education, Shri Sai Printographers, New Delhi.
10. Nath Pramanik Rathindra, (2006). Gender equality and women's empowerment. Abhijeet Publication, Delhi
11. Malik, C.D, (2008). Social and political thought B.R. Ambedkar, Arise Publishers and Distributor, New Delhi.
12. Naik, S.C. (2005). Society and environment, Oxford & 1B publishing Co. Pvt. Ltd. New Delhi

Course Objectives

- identify their life styles
- Manage the challenges of day to day life.
- Developing a successful personality.

Unit I: Basics of Lifestyle

- Daily routine, View of life , Goal and ideal of life, Values and commitment
- Self-evaluation, Creative potentials, Positive mental attitude, Behavior skills and relationship

Unit II: Crisis of Lifestyle Management

- Refined view of life, Stress-(causes/effect), Negative emotions, Lack of self leadership
- Change thinking pattern, Developing ideal routine, Creative and positive use of negativity, Spiritual practices

Unit III: Dimensions of Personality

- Physical, Mental, Emotional, Spiritual
- Physical well-being Intellectual strength, Emotional maturity, Purity of thought and action

Unit IV: Personality skills

- Self-assessment techniques, Adjustment skills, Creative reading and writing skills
- Self awareness, Self-confidence, Creative excellence, Emotional intelligence

Unit V: Refinement of Personality

- Inner health, Spiritual insight, Devotion to duty , Life of integrity

Tasks and Assignments (any one)

- Diary writing
- Swadhyay (self-study)
- Meditation
- Creative writing
- Self presentation
- Critical analysis of any theme of the course content in about eight to ten pages

Course Objectives:

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

1. Understand concept, meaning and significance of inclusive education.
2. Understand Disability and identify the barriers to learning.
3. Understand the recommendations of various commissions and committees towards teacher preparation for inclusive education.
4. Understand cooperative learning strategies in the classroom.
5. Identify and utilize resources for promoting inclusive practice.

UNIT-I-

- Concept of – special education, integrated education and Inclusive education.
- Inclusive education – Its Philosophy, cultures, policies and practices.
- Disability – definition, identification of the barriers to learning and participation, policy of good practice.

UNIT-II-

- Inclusion – definition and its provision in The National Policy on Education, 1986,
- UN Convention on the Rights of the Child, 1989 and United Nations Convention on the Rights of Persons with Disabilities, 2006.
- Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).

UNIT-III-

- Inclusive practices in classrooms for all,
- Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM.
- Cooperative learning strategies in the classroom, peer tutoring, social learning, reflective teaching, multisensory teaching.

Field Work / Practicum:- To visit educational institutions to identify the barriers to learning and participation. Report on role of NGO, School survey on inclusion. Conduct awareness programme for parents for identification of disability among their children and Assessment of children to know their profile.

References

1. Maitra, Krishna (2008): Inclusion Issues And Perspectives (For Teachers, Teachers' Educators and Parents): Kanishka Publishers, Distributors New Delhi-110002
2. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
3. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
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5. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
6. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore
7. GOI (1986). National policy of education. GOI.
8. Govinda R. (2011). Who goes to school? Exploring exclusion in Indian education. Oxford University Press.
9. UNESCO. (2006). United Nations convention on the rights of persons with disabilities.
10. UNESCO. (2009) Policy guidelines on inclusion in education UNESCO

Course Objectives

- Acquire knowledge of computers, its accessories and software.
- Understand the basics (fundamentals) of preparing a computer.
- Acquire the skills of operating a computer in multifarious activities pertaining to teaching
- Understand features of MS Office and their operations
- Develop skill in using MS-Word, Power points and Spread sheets.
- Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.
- Appreciate the value of CAI/CML packages on optional subjects and use them in class room instruction.
- Acquire skill in accessing World Wide Web and Internet and global accessing of information. integrate technology in to classroom teaching learning strategies
- Develop a broad understanding of the principles and procedures used in computer education

Unit I: Meaning, Definition and Historical Perspectives of Computer

- Meaning and definition of computer
- Historical perspective
- Computer generations and its classification
- Block diagram of a computer Peripherals, and working of a computer

Unit II: Computer Hardware

- Input devices: keyboard, mouse, joystick, touch screen, touch pad, magnetic ink character reader, optical mark reader, bar code reader, scanner, web camera etc.
- Output devices: monitor printers (line, serial, dot matrix, inkjet, and laser).
- Primary storage devices: RAM ROM and its types.
- Secondary storage devices: FDD, HDD, CD, DVD, Pen Drive (USB)

Unit III: Binary Arithmetic and Data Representations:

- Decimal and binary number system
- Representation of characters
- Integers and fractions in computers
- Films point representation and floating point representation

Unit IV: Computer Programmes

- MS-WINDOWS
- MS-WORD
- SPREADSHEET
- POWER POINT
- INTERNET

Unit V: Computers in Education

- Computer application in educational institutions-
- Academic activities
- Administrative activities
- Co-curricular activities
- Examination work
- Research activities
- Library
- Class room teaching

Task and Assignments

- Develop computer based learning packags in science/mathematics/social science/language
- Survey /Project on any related problem
- Critical analysis of any theme of the course content in about eight to ten pages

Course Objectives:

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

1. Understand Health & Physical Education and its Objectives
2. Differentiate Growth and Development, Identify Opportunities in Physical Education.
3. Comprehend Laws and Rules of Games.
4. Explain Safety Measures, First Aid, Nutrients, Balancing diet and responsibilities of a teacher.

UNIT-I-

- Health & Physical Education - Concept, Objectives, Scope and Trends.
- Health and Fitness, Growth and Development, Structure of Human Body and Fundamental Movement Skills.
- Identifying Opportunities in Physical Education

UNIT-II-

- Performing Physical Activities, Fun with Sports,
- Equipment and Props, Practise Sports Etiquettes
- Live with Yoga, & Respect Laws and Rules of Games.

UNIT-III-

- Hygienic Lifestyle, Good Posture, Safety Measures,
- Performing Basic First Aid. Nutrients, Balancing diet, Importance of Water.
- Roles and responsibilities of a teacher, Effective Communication.

Practicum:- Preparation of sports file, dietary chart, first aid box. Playing Field, Fixture, Maintaining Props and Equipment

Pedagogy:- Classroom interaction, Discussion, Activities, Guest Lectures etc.

References

1. Thomas, J.P. : Organization of Physical Education Madras Y.M.C.A.
2. Sharma, J .R. Principles of Physical Education.
3. Tirunarayan, O. and Harisharan S. Methods in Physical Education A.C.P.E. Karakaikudi-4
4. Syllabus of Exercise for Primary, Upper Primary and Secondary Schools, Education Department, Govt. of Rajasthan.
5. B.D. Bhatt and S.R. Sharma: Teaching of Physical and Health Education Kanishka Publishing House, 9/2325, Street No.12, Kailash Nagar, Delhi - 110031.
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7. जी.पी. शौरी, स्वास्थ्य शिक्षा, विनोद पुस्तक मन्दिर, आगरा।

Course Objective:-

- Explain the meaning and importance of action research with reference to Indian schools.
- Use various steps involved in action research in a school
- Design and implement school based action research project.
- Use action research strategy for improving school practices.

Unit-I

- Meaning of fundamental. Applied and action research. Difference between traditional (fundamental and applied) research and action research.

Unit-II

- Action research for improving class room and school based programmes: Illustrative example in specific areas for use of action research interventions in teaching. Learning, co-scholastic areas and organizational climate of a school.

Unit-III

- Procedure of designing action research. Selection of problem, formulation of action hypotheses and developing a suitable design for testing of such hypotheses. Evaluation of results in action research and their use.

Unit-IV

- Developing school based projects for action research: Format of a project and its implementation. Determining intervention based effect in terms of pre-post Comparison: precaution needed. Formulating an action research based report for the benefit of other practitioners.

Course Objectives:

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

1. Understand the concepts of guidance and Counselling.
2. Comprehend the educational, vocational and personal guidance.
3. Explain the Process and Strategies of guidance and counselling services.
4. Describe Career Development, influencing factors, Career information services.
5. Understand the Basic Statistics in Guidance and Counselling.

UNIT-I-

- Guidance in education - Principles and assumptions.
- Objectives, need, types, functions in present set up.
- Guidance for Human Development and Adjustment.

UNIT-II-

- Education Counselling – concept, Process and Strategies.
- Psycho-educational assessment and Appraisal in Guidance and Counselling.
- Establishing Guidance Programs and services in Secondary Schools.

UNIT-III-

- Career Development, factors influencing Career Development.
- Career Information in Guidance and Counselling, Career information services.
- Basic Statistics in Guidance and Counselling.

Field Work / Practicum:- Preparation and display of Guidance materials. Report on Guidance and counselling services in schools.

Pedagogy:- Classroom interaction and discussion, Workshop & Seminars etc.

Reference

1. Sharma, RN & Sharma, rachana. Guidance and Counselling in India. Atlantic Pub. & Distributors, New Delhi, 2004
2. Singh, Y.K. 2007. Guidance and Career Counselling. APH Publishing New Delhi.
3. Nayak, AK. Guidance & Career Counselling. APH Publishing corp. 2007
4. Abraham, Jessy. Guidance & Counselling for Teacher Education. Sarup & sons. New Delhi. 2003
5. भटनागर, सुरेश एवं वर्मा, रामपाल. 2012 वृत्तिक सूचना एवं वृत्तिक निर्देशन, अग्रवाल प्रकाशन।
6. उपाध्याय, राम वल्लभ एवं जयसवाल, सीताराम 2014, शिक्षा में निर्देशन एवं परामर्श की भूमिका अग्रवाल प्रकाशन।

Course Objectives:

1. To provide much hands-on- experience with familiarity with computers.
2. To enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

UNIT-I-

- ICT in Education: Meaning, Scope, advantages and limitation.
- Internet - World Wide Web, Web sites; Using Search engines.
- Role of information technology in 'construction of knowledge'.

UNIT-II-

- Meaning of Technology mediated Learning.
- Meaning & Characteristics – model, Off-line and On-line Learning, E-Learning -Use and Importance of Chat, E-mail, E-library, Discussion Forum, e- journals, e-reading and blogs.
- Computer Managed Instruction (CMI) and Computer Assisted instruction (CAI).

UNIT-III-

- Use of ICTs to simplify record keeping, information management in education administration.
- Role of Edu-SAT, Gyan Darsan , Teleconferencing- Audio, Video and Computer mediated- Skype.
- Role of the Teacher in Technology Mediated Learning. **Field Work/Practicum:-** Preparation and presentation of power point presentation / developing transparencies. Prepare and Submit an E-assignment. Create a group in a social network of the class.

Pedagogy:- Activity, Debate and Discussion etc.

References

1. Aggarwal Y.P. (1989), Statistical Methods - Concepts, Applications and Computation, New Delhi: Sterling
2. Aggarwal, R.N. and Vipin Asthana (1983), Educational Measurement and Evaluation, Agra : Vinod Pustak Mandir.
3. Aiken, L.R. (1985), Psychological Testing and Assessment, Boston: Allyn and Bacon
4. Anastasi, A.(1983), Psychological Testing,6th Ed., New York:The Macmillan Co.
5. Cronbach, L.G. (1964), Essentials of Psychological Testing, New York : Harper.
6. Ebel, L.R. and Frisbie, D.A.(1991), Essentials of Educational Measurement, New Delhi : Prentice Hall of India Pvt. Ltd.

Compulsory Practical Work

Scout and Guide

B.Ed-409 (Credits-2)

This is an international programme to develop social-sensitivity and to make students dutiful towards the nation & the world so that they may serve the humanity. Develop the characteristics of good citizenship.

Course Objectives

- Develop world Peace.
- Develop two feeling of dignity of labour.
- Make students self-reliant
- Develop the physical, mental & spiritual powers.

Activities

This can be achieved through organizing a scouting camp of 6-7 days to impart training in-

- First-aid against fracture, snake bite poison, electric current, etc.
- Using safety-measures against fire, chemicals, electrical equipments, etc.
- Using compass & maps.
- Using different types of knots
- Constructing a bridge, etc.
- Different types of physical exercise etc.

Practical Work (B.Ed-410) (Credits-4)

- **Field Tasks-** (Action Research Report)
- **Project Works-** (Intelligent use of ICT and development of power point presentation including improvisation of teaching aids and gadgets)
- **Assignments-** (Compulsory B.Ed-401 To B.Ed- 403)
- **Seminar Mandatory (Viva-Voce)**