

Syllabus and Course Scheme
Academic year 2019-20



University of Kota

FACULTY OF EDUCATION

SYLLABUS

Integrated Programme of

B.A.-B.Ed.

Examination Part- III (2020)

Four Years Integrated Course

Scheme of B.A.-B.Ed. III Year

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.A.- B.Ed. 16	Elementary Computer Application (Compulsory)*	100	-	-	100
II	B.A.-B.Ed. 17	Language Across the Curriculum	80	20	-	100
IV	B.A.-B.Ed-18(G-A)	Guidance and Counseling in School	80	20	-	100
V VI & VII	B.A.-B.Ed 19, 20 & 21 (G-B)	Content (Select any Three) 1. Hindi (I & II) 2. Sanskrit (I & II) 3. English (I & II) 4. Urdu (I & II) 5. History (I & II) 6. Political Science/Pub. Aid (I & II) 7. Economics(I & II) 8. Sociology(I & II) 9. Philosophy (I & II) 10. Geography (I & II) 11. Home Science (I & II)	100+100 100+100 100+100 100+100 100+100 100+100 75+75 100+100 100+100 75+75 75+75	- - - - - - - - - - -	- - - - - - 50 - 50 50	600
VIII	B.A.-B.Ed. 22(a,b)	Pedagogy of a School Subject (part-1) , I & II Year(candidate shall be required to offer any two papers from the following for part-3 & other for part-4). 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography 9. Social Studies 10. Home Science	80	20		100
Practicum	B.A.-B.Ed. 23	Special Training Programme <ul style="list-style-type: none"> • Micro Teaching(5 Skills) • Simulated Teaching(5 Lessons) • Practice Lesson during 			10 10	100

		Internship Teaching(4 Weeks 15 Lessons) <ul style="list-style-type: none"> • Observation of Teaching of Peer Group(5) • Technology Based Lessons(2 Lessons) • Criticism Lesson 			50	
					05	
					10	
					15	
		Final Lesson		100		100
						1100

Note* - B.A. B.Ed. integrated IIIrd year syllabus and scheme course code 16 will be according to B.A. Ist year & course code 19, 20 & 21 will be according to B.A. IIIrd year academic course of University of Kota, Kota.

* ELIGIBILITY CRITERIAN ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION

B.A.- B.Ed. 17

LANGUAGE ACROSS THE CURRICULUM

Objectives:

The student teacher will be able:

- To understand children’s language background for effective teaching and learning.
- To create sensitivity to the language diversity that exists in the classroom
- To be familiar with theoretical issues, and to develop competence in analyzing current school practices and coming up with appropriate alternatives.
- To enhance the theoretical understanding of multilingualism in the classroom.
- To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.
- To understand the nature of reading comprehension in the content area and writing in specific content areas.
- To understand interplay of language and society.
- To understand function of language and how to use it as a tool.
- To understand language and speech disorder and make remedial measures too.

Unit-I : Language and Society:-

1. Language – Introduction, types, components, linguistic skills and interrelationship between language and literacy.
2. Relationship of language and society: Identification, power and discrimination.

3. Nature of multilingualism: Managing multilingualism in classroom
4. Constitutional status of languages: Hindi, English, Regional languages
5. Language policy in Education

Unit- II : Language development

1. Theories of language development and its implementation in teaching, psychological basis of language.
2. The home language and school language and teaching learning process, the power dynamics of the standard language as the school language Vs. home language on dialects.
3. Deficit theory and discontinuity theory of language and teaching – learning process.

Unit-III : Language acquisition

1. Understanding Hindi alphabets & its logical & simple classification
2. Language acquisition and cognitive development, Learning languages with fun
3. Culture acquisition through language.

Unit-IV : Classroom and Language:-

1. Understanding the nature of classroom, discourse, strategies for using and language in the classroom to promote learning in the subject area.
2. Tools for learning: Dictionary, Discussion, Natural exposition, Word puzzles
3. The nature of questioning in the classroom, Types of questions and teacher control.

Unit-V : Development of Reading and writing

1. Nature of reading comprehension in the content area (Informational reading), nature of expository texts vs. narrative texts, transactional texts vs reflective texts.
2. Scheme theory, text structures , know how of examining content area of texts books.
3. Strategies for reading text book, children, note making, summarizing, making reading writing connections.
4. Process writing: Analyse children's writing to understand their conception, writing with a sense of purpose, writing to learn and understand.

Practicum/Field Work

1. Narrate your first experience of first day for internship programme.
2. Collect a literary style poem of any language and critically analyse it diagnoses speech defects of primary level student and make a remedial strategy.
3. Prepare a list of at least 10 proverb of any language and interpret their cultural significance.
4. Collect a literary style poem of any language and analyse it.

Evaluation Procedure

100 Marks

Any two practicum & one test
(Covering Unit I to V)

10=10 = 20 Marks

External Evaluation

80 Marks

Reference

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa 9pp. 3-&). Heinemann Educational Books.
2. Anderson, R.C. (1984). Role of the Reader's Schema in comprehension, learning and memory. In R. C. Anderson, J. Osborn, & R.J. Tierney (Eds.), Learning to read in American Schools: Basad readers and Content texts. Psychology Press.
3. Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. *The Reaing Teacher*, 670-674.
4. Erlwanger, S. H. (1973). Benny's conception of rules and answers in IPI Mathematics. *Journal of children's Mathematical Behavior*, 1(2), 7-26 University of Kota, Kota 30
5. Grellet, f. (1981). Developing reading skills: A practical Gude to reading comprehension exercises. Cambridge University Press.
6. Ladson-Billings. G. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational research journal*. 32(3), 465-491.
7. NCERT. (2006d) Position Paper National Focus Group on teaching of Indian language (NCF-2005). New Delhi: NCERT.
8. Sankhla, Arjun Singh, (2013) Hindi Bhasha Shikshan aur Praveenta, Arihant Shiksha Prakashan Jaipur.
9. Thwaite, A. & Rivalland, J.(2009) How can analysis of classroom Taks help teachers reflect on their practices? *Australian Journal of Language and Literacy*, the 32(1) 38

B.A.- B.Ed. 18

GUIDANCE AND COUNSELLING IN SCHOOL

OBJECTIVES:-

MARKS- 100

The course will enable the student teachers to –

- Understand the concept, need and meaning of guidance.
- Get acquainted with the principles, issues, problems and procedure of guidance.
- Develop understanding about the role of school in guidance.
- Understand the various areas, tools and techniques in guidance.
- Understand the concept, need and meaning of counseling.
- Get acquainted with the principles and process of counseling.
- Understand the tools and techniques in counseling.

UNIT 1. GUIDANCE IN SCHOOL

- Concept, Need and Meaning of Guidance.
- Principles of Guidance.
- Procedure of Guidance (steps).
- Issues and problems of Guidance.
- Role of school in Guidance.

UNIT 2. AREAS, TOOLS AND TECHNIQUES IN GUIDANCE.

- Personal, Educational and vocational Guidance.
- Tools :- Records of students.
- Rating scale.
- Psychological tests.
- Questionnaire and Inventories.
- Techniques in Guidance (a) Observation, (b) Interview, (c) Sociometry.

UNIT 3. COUNSELLING IN SCHOOL

- Concept, Need and Meaning of Counseling.
- Principles of Counseling.
- Counseling Process and Role.
- Directive, Non-Directive and Eclectic counseling.
- Qualities and role of a school counselor.

UNIT 4. TOOLS AND TECHNIQUES IN COUNSELING

- Individual counseling and Group counseling.
- Lectures, discussions and Dramatics as techniques in counseling.
- Importance of follow-up in counseling.
- Counseling for the children with special needs.

- Counseling for parents.

UNIT 5. GUIDANCE AND COUNSELING FOR SPECIAL NEEDS POPULATION GUIDANCE OF CHILDREN WITH SPECIAL NEEDS

- Problems and needs.
- Guidance of the gifted and creative students.
- Guidance of under achiever.
- Slow learning and first generation learners.
- Guidance of learning disabled, Drug addicts and alcoholics.
- De addiction centers, Career resource centre.
- Evaluation of counseling, Need for research and reforms in guidance and counseling.

Tasks and Assignments

- | | |
|---------------|----------|
| 1. Class Test | 10 Marks |
| 2. Any one | 10 Marks |

- Interview of a school counselor.
- Visit to a guidance or counseling centre and write a report.
- Administration of an individual test and preparing a report.

References:-

1. Anastasi A, Differential Psychology, New Youk: Macmillan Co, 1996
2. Arbuckle Dugland, Guidance and Counselling in the classroom, Allyn & Bacon Inco, 1985.
3. Baqrki. B.G., Mukhopadhyaya. B., Guidance and Counselling; A Manual, New Delhi: Stanley Publishers, 1990.
4. Crow & Crow, An introduction to Guidance, New Delhi: Eurasia Publishing House, 1992.
5. Freeman E.S., Theory and Practice of Psychological Testing, New Delhi: Henry Holt 1992.
6. Jones. A.J., Principles of Guidance, New Delhi: McGrew Hills Publishers, 1970.
7. Kochhar S.K., Educational and vocational Guidance in secondary schools, New Delhi, sterling publishers Pvt. ltd., 1990.
8. Kolher. S.K., Educational and Vocational Guidance, New Delhi: Practice Hall India Ltd., 1995.
9. NCERT, Guidance and Counseling in Indian Education, New Delhi: NCERT, 1978.

B.A.B.Ed. 22 (a & b)

PEDAGOGY OF HINDI

उद्देश्य

- भाषा की अलग अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- भाषा और साहित्य के संबंध को जानना
- हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्त्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों की भाषायी विकास के प्रति समझ बताना और उसे सुमुन्नत करने के लिए विद्यालय में तरह – तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने – सिखाने के सृजनात्मक दृष्टिकोण को समझना

विषय वस्तु

इकाई 1 हिन्दी भाषा की प्रकृति व विशयपरकता

1. समाज में भाषा
(अ) भाषा और लिंग
(ब) भाषा और अस्मिता
(स) भाषा और वर्ग
2. विद्यालय में भाषा
(अ) घर की भाषा और स्कूल की भाषा में विशयवस्तु समझने में उनकी भूमिका
(ब) ज्ञान सृजन और भाषा
(स) विषय के रूप में भाषा और माध्यम भाषा में अंतर
(द) बहुभाषिक कक्षा व शिक्षक की सृजनात्मक भूमिका
3. संविधान और भाषा समितियों की रिपोर्ट में भाषा – भाषाओं की स्थिति
(अ) धारा 343 – 351, 350
(ब) कोठारी कमीशन (64 से 66)

(स) रा द्वीय भाक्षा नीति – 1986, पी.ओ.ए. – 1992

इकाई – 2 स्कूली वि ाय के रूप में हिन्दी भा ा

स्कूली वि ाय के रूप में हिन्दी भाशा की निम्नलिखित वि ायवस्तु का अध्ययन कर उनको पढ़ाये जाने के तरीकों पर सामान्य विमर्भा

1. हिन्दी भा ा: वर्णमाला स्वरसंधि, समास, काल, विभाजन, पल्लवन, पत्र लेखन, पद्य समीक्षा इत्यादि।
2. स्कूली वि ाय के रूप में हिन्दी भाशा ि ाक्षण की चुनौतियाँ
3. रोचकता के साथ ि ाक्षण
4. स्कूली स्तर पर भाशा को समृद्ध व सहज बनाने के उपाय
5. सामान्य पाठ योजना के चरण व पाठ ि ाक्षण के संदर्भ में उद्देश्य लेखन

इकाई 3 हिन्दी भाशा को सीखने – सिखाने की पद्धतियों/तरीके भाशा सीखने सिखाने की विभिन्न दृ ि टियाँ

1. भाशा अर्जन और अधिगम की दार्भानिक, सामाजिक और मनोवैज्ञानिक आधार
2. भाशा सीखने सिखाने की बहुभा ि ाक दृ ि ट – जॉन डुई, ब्रुनर, जे. प्याजे, एल. वाथगात्स्की चॉम्स्की व भारतीय भाशाभास्त्रियों पाणिनी, कामता प्रसाद गुरु किभाारी दास वाजपेयी आदि के दृ ि टकोण में।
3. भाशा अर्जन के आधुनिक तरीके
भाशा भािक्षण की प्रचलित विधियाँ /प्रणालियाँ और उनका विभले ाण
 1. व्याकरण अनुवाद प्रणाली
 2. प्रत्यक्ष प्रणाली
 3. ढाँचागत प्रणाली
 4. प्राकृतिक प्रणाली
 5. संप्रे ाणात्मक प्रणाली

इकाई 4 हिन्दी भाशा का ि ाक्षाशास्त्रीय वि लेशन व अधिगम आधार

1. संदर्भ में भाशा – संदर्भ में व्याकरण और संदर्भ में शब्द
2. भाशायी दक्षताएँ – सुनना, बोलना, पढ़ना और लिखना
सुनना और बोलना – सुनने का कौ ाल, बोलने का लहजा – भाशाई विविधता और हिन्दी पर इसका प्रभाव, पढ़ने– पढ़ाने पर इसका प्रभाव, सुनने और बोलने के कौ ाल विकास के स्रोत और सामग्री, रोल प्ले, कहानी सुनाना, परिस्थिति के अनुसार संवाद, भाशा लैब, मल्टीमीडिया तथा मौलिक सामग्री की सहासता से संप्रे ाणात्मक वातावरण का निर्माण
पढ़ना – पढ़ने के कौ ाल, पढ़ने के कौ ाल विकास में समझ का महत्त्व, मौन और मुखर पठन, गहन–पठन, विस्तृत पठन, आलोचनात्मक पठन, पढ़ने के कौ ाल विकास में सृजनात्मक साहित्य (कहानी, कविता आदि) सहायक, थियॉरस, भाब्दकोश और इन्साइक्लोपीडिया का उपयोग/महत्त्व।
लिखना – लिखने के चरण, लेखन – प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, ज्ञायरी, पत्र, रिपोर्ट, समाचार आदि)
भाशा का स्वरूप

1. भाषायी व्यवहार के विविध पक्ष – नियमबद्ध व्यवस्था के रूप में भाषा, भाषायी परिवर्तन शीलता (उच्चारण के संदर्भ में) हिन्दी की बोलियाँ,
2. भाषायी व्यवस्थाएँ – सार्वभौमिक व्याकरण की संकल्पना, अर्थ की प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थ विज्ञान की मूलभूत संकल्पनाएँ।

इकाई 5 हिन्दी भाषा में मूल्यांकन

1. भाषा विकास की प्रगति का आकलन – सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो
2. प्रश्नों का स्वरूप, प्रश्नों के आधार बिन्दु – समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न, कल्पना शीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय प्रश्न)
3. फीडबैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

गतिविधि /पोर्टफोलियो/परियोजना कार्य (कोई दो)

1. हिन्दी में लिखित किसी भी लेख के विभिन्न पक्षों का अध्ययन कर उसी शैली का एक अन्य लेख किसी अन्य भाव पर केन्द्रित कर लिखें।
2. भाषायी कौशल (सुनना, बोलना, पढ़ना, लिखना) के सीखने सम्बन्धित चार चार गतिविधियाँ तैयार कर प्रतिवेदन प्रस्तुत करना।
3. बालकों की पारिवारिक पृष्ठभूमि के सम्बन्ध में संवाद स्थापित करते हुए उनके भाषा कौशल को परिवेशीय प्रभाव के आधार पर परखिए।
4. किसी विशयवस्तु पर विविध प्रश्नों का समावेश करते हुए 25 अंको के एक मूल्यांकन प्रश्न पत्र का निर्माण करना।
5. हिन्दी व संस्कृत की वर्णमाला का तुलनात्मक अध्ययन कर दोनों के बीच में समानताओं व असमानताओं पर टिप्पणियाँ लिखो।

PEDAGOGY OF SANSKRIT

Part - I

उद्देश्य

प्रशिक्षणार्थी इस पाठ्यक्रम को पढ़ने के उपरान्त—

- भाषा की विभिन्न भूमिकाओं को समझ सकेंगे।
- भारत में संस्कृत भाषा की स्थिति एवं महत्त्व को समझ सकेंगे।
- संस्कृत भाषा के तत्त्वों का प्रत्यास्मरण कर सकेंगे और उनका सही प्रयोग कर सकेंगे।
- संस्कृत शिक्षण के सिद्धान्त, सूत्र, सामान्य एवं विशिष्ट उद्देश्यों को समझ सकेंगे।
- मूलभूत भाषा कौशलों, जैसे—श्रवण, भाषण, वाचन एवं लेखन के सम्प्रत्यय, महत्त्व एवं विकास को समझ सकेंगे।
- संस्कृत शिक्षण की विभिन्न विधियों एवं उपागमों का प्रत्यास्मरण कर सकेंगे और इनका समुचित प्रयोग कर सकेंगे।
- संस्कृत साहित्य की विधाएँ, जैसे— गद्य, पद्य, कथा, नाटक आदि का सम्प्रत्यय, महत्त्व, शिक्षण प्रणालियों व सोपानों को समझ सकेंगे और इनमें इकाई योजनाओं एवं पाठयोजनाओं का निर्माण कर सकेंगे।
- संस्कृत शिक्षण को रोचक एवं प्रभावी बनाने के लिए उचित शिक्षण सहायक सामग्री एवं साधनों का चयन निर्माण एवं उपयोग कर सकेंगे।
- संस्कृत शिक्षण में विभिन्न प्रकार के प्रश्नों की रचना कर सकेंगे।
- माध्यमिक शिक्षा बोर्ड, राजस्थान के नमूने (पेटर्न) के आधार पर संस्कृत पाठ्यपुस्तक पर प्रश्न पत्र तैयार कर सकेंगे।
- संस्कृत के प्रश्नपत्रों का विश्लेषण कर सकेंगे।

पाठ्यक्रम

इकाई -1 भाषा की भूमिका, संस्कृत भाषा की स्थिति, महत्त्व एवं तत्व

1. भाषा की भूमिका, भाषा एवं समाज, भाषा एवं लिंग, भाषा एवं पहचान (अस्मिता), भाषा एवं भाक्ति।
2. घर की भाषा एवं विद्यालय की भाषा, अधिगम में संस्कृत की केन्द्रितता
3. भारत में संस्कृत भाषा की स्थिति

- 1 भाषा शिक्षा सम्बन्धी संवैधानिक प्रावधान (धारा 343-351, 350 अ)
- 2 संस्कृत भाषा संबंधी नीतियां – संस्कृत आयोग (1956-57), कोठारी आयोग (1964-66) राष्ट्रीय शिक्षा नीति (NPE)- 1986ए क्रियान्वयन कार्यक्रम (POA)- 1992 राष्ट्रीय पाठ्यचर्या रूपरेखा-2005(भाषा शिक्षा) – संस्कृत की स्थिति
4. संस्कृत भाषा का महत्त्व, संस्कृत भाषा एवं साहित्य, संस्कृत भाषा एवं भारतीय भाषाएं, संस्कृत भाषा का संरचनात्मक, सांस्कृतिक एवं सामाजिक महत्त्व, आधुनिक भारतीय भाषा के रूप में संस्कृत का महत्त्व, विद्यालय स्तर पर संस्कृत शिक्षण से सम्बन्धित अनुभूत समस्याएं
5. संस्कृत भाषा के तत्त्व भाब्दरूप, लिङ्ग-ज्ञान, धातु रूप (दा लकार), सर्वनाम रूप, विशेषण रूप, अव्यय, उपसर्ग, प्रत्यय, सन्धि, समास, विभक्ति (कारक), वाक्य संरचना एवं वाच्य परिवर्तन का ज्ञान एवं प्रयोग

इकाई –2 संस्कृत भाषा शिक्षण के सिद्धान्त, सूत्र एवं उद्देश्य

1. संस्कृत भाषा शिक्षण के सिद्धान्त, कक्षा शिक्षण के सामान्य सिद्धान्त, बोलने व लिखने में अनुरूपता का सिद्धान्त, अभ्यास का सिद्धान्त आदि ।
2. संस्कृत भाषा शिक्षण के सूत्र
3. संस्कृत शिक्षण के उद्देश्य
 - 1 सामान्य एवं विशिष्ट उद्देश्यों में अन्तर
 - 2 विभिन्न स्तर पर संस्कृत शिक्षण के उद्देश्य (उच्च प्राथमिक, माध्यमिक एवं उच्च माध्यमिक)
 - 3 विशिष्ट उद्देश्यों का व्यवहारगत भाब्दावली में निर्धारण

इकाई –3 संस्कृत भाषा शिक्षण कौशल, विधियां एवं उपागम

1. संस्कृत भाषा शिक्षण कौशल श्रवण, भाषण, वाचन एवं लेखन कौशलों का सम्प्रत्यय, महत्त्व एवं विकास, भाषायी शिक्षण कौशलों को विकसित करने की पाठ्यसहगामी गतिविधियां भ्रूलोकपाठ, संस्कृत गीत पाठ, अनुच्छेद लेखन, कथा लेखन, पत्र लेखन, कक्षा पत्रिका, भित्ति पत्रिका, विद्यालय पत्रिका, अन्त्याक्षरी, कवि दरबार, समस्यापूर्ति, प्रश्नोत्तरी, सृजनात्मक लेखन, भाषायी खेल ।
2. संस्कृत भाषा शिक्षण की विधियां, पाठशाला विधि, पाठ्यपुस्तक विधि, व्याकरण-अनुवाद विधि, प्रत्यक्ष विधि, द्विभाषा विधि ।
3. संस्कृत भाषा शिक्षण के उपागम, मौखिक उपागम, संग्रन्थन उपागम एवं सम्प्रेक्षण उपागम ।

इकाई –4 संस्कृत साहित्य की विभिन्न विधाएं, पाठ नियोजन, शिक्षण एवं अधिगम सामग्री

1. संस्कृत साहित्य की विभिन्न विधाएं जैसे – गद्य, पद्य, कथा, नाटक, व्याकरण एवं रचना के सम्प्रत्यय, महत्त्व, शिक्षण प्रणालियां एवं सौपान

2. इकाई योजना एवं पाठ योजना का नियोजन।
इकाई योजना का सम्प्रत्यय, महत्त्व एवं सोपान।

पाठयोजना का सम्प्रत्यय, महत्त्व एवं सोपान।
इकाई योजना एवं पाठयोजनाओं का निर्माण एवं शिक्षण।

3. शिक्षण एवं अधिगम सामग्री और साधन
प्रिन्ट मीडिया व अन्य वाचन-सामग्री जैसे - अधिगमकों द्वारा चयनित पुस्तकें, पत्रिकाएं, समाचारपत्र, कक्षा पुस्तकालय इत्यादि।
दृश्य-श्रव्य साधन जैसे-वस्तु, चित्र, रेखाचित्र, मानचित्र, प्रतिकृति, भयाम पट्ट, फ्लैट कार्ड, टेप रिकार्डर, पारदर्शी, रेडियो, कम्प्यूटर एवं सीडी इत्यादि।

इकाई-5 संस्कृत में आकलन

संस्कृत में विभिन्न प्रकार के प्रश्नों का निर्माण -

1. वस्तुनिष्ठ प्रश्न - रिक्त स्थान पूर्ति प्रश्न, बहु विकल्पी प्रश्न, सुमेलन पद प्रश्न, सत्य-असत्य प्रश्न,
 2. अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न,
 3. निबंधात्मक प्रश्न, समस्या-समाधान, सृजनात्मक, आलोचनात्मक सोच को विकसित करने वाले, कल्पना को जीवित करने वाले एवं परिवेष्टित सजगता के प्रश्न।
1. भाषा विकास की प्रगति का आकलन सतत एवं समग्र आकलन की तकनीक, मौखिक, लिखित, स्व आकलन, भालाका आकलन, सहपाठी आकलन एवं समूह आकलन
 2. विभिन्न तालिकाओं सहित नीलपत्र का निर्माण, प्रश्नपत्र का निर्माण, उत्तर एवं अंकयोजना, पद विशेषण

सत्रीय कार्य

निम्नांकित में से किन्हीं दो गतिविधियों का चयन कर प्रतिवेदन तैयार करना।

1. रा.मा.वि. बोर्ड द्वारा कक्षा 10 के संस्कृत छात्रों के लिए निर्मित प्रश्नपत्र का विश्लेषण एवं भाषा भुद्धता को ध्यान में रखकर विशेषण करना।
2. कक्षा 8 के संस्कृत छात्रों के लिए विभिन्न तालिकाओं सहित नीलपत्र बनाकर एक आदर्श प्रश्नपत्र संस्कृत में तैयार करना।
3. माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक में प्रयुक्त किसी एक पर-अव्यय, उपसर्ग, प्रत्यय, विभक्ति, सन्धि, समास, लकार और वाक्य में से कक्षा शिक्षण संव्यूहन तैयार करना।
4. शिक्षण प्रदर्शन की चर्चा कर और उपर्युक्त सुझाव देकर एक प्रतिवेदन तैयार करना।
5. संस्कृत की किसी कथा से संबंधित चित्रों की पारदर्शी अथवा स्लाइड्स तैयार करना।

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PEDAGOGY OF ENGLISH

Objectives

The student teacher will be able to:

Understand the Nature & Role of English language

Understand the pronunciation patterns in English

Understand the linguistic behaviour of the individual and the society

Understand the different roles of language

Understand the relation between literature and language

Develop creativity among learners

Examine authentic literary and non literary texts and develop insight and appreciation

Understand the use of language in context, such as grammar and vocabulary

To be able to develop activities and tasks for learners

Understand the importance of home language and school language

To be able to use multilingualism as a strategy in the classroom situation

Understand about the teaching of Poetry, Prose and Drama

Identify methods, approaches and materials for teaching English at different levels

Understand constructive approach to language teaching and learning

Understand the process of language assessment

Familiarise students with our rich culture, heritage and aspects of our contemporary life

Course Content

Unit -I: Nature & Role of English Language as a discipline

Nature of English language

English as a global language

Aspects of Linguistic Behaviour: Language as a rule-governed behaviour

Pronunciation—linguistic diversity, its impact on English Speech and writing,

Understanding symbolical coding for pronunciation.

Linguistic System: The organisation of sounds; the structure of sentences; the concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, Syntax and semantics.

English Language And Society: Gender Biasness in use of language; Language and Identity; Language and Power; Language & career opportunities,

Language In School: Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; Language and construction of knowledge; Difference between language as a school- subject and language as a means of learning and communication; Critical review of Medium of Instruction; multilingual classrooms; Multicultural awareness and language teaching.

Unit -II : POSITION OF ENGLISH IN INDIA

Role of English Language In The Indian Context:

Position of English as second language in India
English and Indian languages
Challenges of teaching and learning English
Formal & informal learning of English

Understanding the following labels used in the dictionaries in Indian context
Approving, Disapproving, Figurative, Formal, Humorous, Informal, Ironic, Literary, Offensive, Rare Slang, Spoken, Technical, Written.

Unit – III : AN OVERVIEW OF LANGUAGE TEACHING & MEDHODOLOGIES

Different Approaches/Theories To Language Learning And Teaching (Mt&SI)

Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.).

A Critical Analysis Of The Evaluation Of Language Teaching Methodologies:

Grammar translation method
Direct method
Structural-situational method
Audio-lingual method
Communicative approach

**Unit - IV: Acquisition Of Language Skills For English As A School
Subject Grammar & Vocabulary**

A surface discussion of the contents of grammar at Secondary & Senior Secondary level & the inter linkages of the topics.

Ways of Building Vocabulary.

Dictionary as a formal source of vocabulary building

Instructional Design

Logical arrangement of Instructional Design for teaching any topic

Steps for teaching a prose lesson

Steps for teaching a poetry lesson

Acquisition of Language Skills (In Reference To English):: Listening, Speaking, Reading And Writing.

Listening and Speaking: Sub skills of listening: Tasks; Materials and resources for

developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources

Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.

Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher order skills.

Major barriers of Listening, Speaking, Reading & Writing Prevalent practices in Indian classrooms for developing Listening, Speaking, Reading Writing skills & challenges.

Innovative practices in developing LSRW skills.

UNIT – V : EVALUATION STRATEGIES OF ENGLISH

Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation.

Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting—Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.

Activities/Practicum/Fieldwork (Any two of the following)

Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse:

- How the different forms of language have been introduced?
- Does the language clearly convey the meaning of the topic being discussed?
- Is the language learner-friendly?
- Is the language too technical?
- Does it help in language learning?

Now write an analysis based on the above issues.

Do a survey of two schools (Secondary or Senior Secondary) in your neighbourhood to find out the challenges faced by the teachers and the learners in the teaching-learning process of English. The survey may be based on types of books introduced,

family support in learning, school resources support, teaching strategies, learning hurdles etc. Prepare the findings in report form.

Preparation of five cards, five pictures cards and five cross word puzzles.

Keeping in view the needs of the children with special needs prepare two activities for English teaching.

Picking up a child from family/School Prepare a portfolio of any exceptional child/specially-abled/slow learner about his/her developmental aspects of language.

Evaluation Procedure

100 Marks

Any two practicum & one test

10+10 = 20 Marks

(Covering Unit I to V)

External Evaluation

80 Marks

References:

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PEDAGOGY OF URDU

Objectives:

The student teacher will be able to :-

- Understand the different roles of language;
- Understand the relation between literature and language;

- Understand and appreciate different registers of language;
- Develop creativity among learners;
- Examine authentic literary and non literary texts and develop insight and appreciation;
- Understand the use of language in context, such as grammar and vocabulary;
- To be able to develop activities and tasks for learners;

- Understand the importance of home language and school language and role of mother tongue in education;

- Use multilingualism as a strategy in the classroom situation;
- Understand about the teaching of poetry, prose and drama;
- Identify methods, approaches and materials for teaching Urdu at different levels;
- Understand constructive approach to language teaching and learning;
- Understand the process of language assessment;
- Familiarise students with our rich culture, heritage and aspects of our contemporary life.

- Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation;

Course Content

Unit – I : Nature & Role of Urdu as a Discipline

Urdu Language: Concept, Nature & Origin & Development

Language And Society:

- Language and gender
- Language and identity
- Language and power
- Language and class (society).

Language In School:

Concept of home language and the school language
Language and construction of knowledge

Difference between language as a school-subject and language as a means of learning and communication

Multilingual classrooms

Constitutional Provisions And Policies Of Language Education:

Position of languages in India

Constitutional provisions and policies of language education (Articles 343, 351, 350A)

Kothari Commission (1964-66);

National Curriculum Framework-2005 (language education)

Position of Urdu as first, second and third languages in India.

Unit - II: Position of Urdu Language As A School Subject In India Role of Urdu Language In India:

Origin and development of Urdu Language

Pre-and post-partition Different forms of urdu

Urdu as a language of knowledge

Urdu at International level

Challenges of teaching and learning Urdu

Changing trends & goals in reference to Urdu

Unit – III : An Overview Of Language Teaching & Methodologies

Different Approaches/Theories/ To Language Learning And Teaching (Mt&SI):

Philosophical, social and psychological bases of approaches to Language

Acquisition and Language learning

Inductive and deductive approach

A Critical Analysis of the Evaluation Of Language Teaching Methodologies:

Grammar translation method

Direct method

Structural-Situational method

Audio-lingual method
Natural method
Communicative approach.

Unit - IV: Pedagogical Analysis & Evaluation Strategies of Urdu

Aspects of Linguistic Behaviour: Language as a rule-governed behaviour and linguistic variability; Pronunciation-linguistic diversity, its impact on Urdu pedagogical implication; Speech and writing.

Linguistic System: The organisation of sounds; The structure of sentences; The concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

Assessment Strategies

Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation- oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation.

Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting—Problem solving, creative and critical-thinking; Enhancing imagination and environmental awareness.

Feedback to students, parents and teachers.

Unit V: Acquisition of Language Skills for Urdu As A School Subject

Grammar in Context; Vocabulary In Context.

Acquisition of Language Skills: Listening, speaking, reading and writing.

Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.

Reading: Sub skills of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.

Writing: Stages of writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Higherorder skills; elementary knowledge of Urdu Script(Khat-e-naskh, khat-e-nastaliq, khat-e-shikasta)

Practicum/activities/Field work (Any Two of the following)

Assign a task to the students to collect at least 15 Motivational ‘Urdu Shayaries’ of renowned ‘Shayar’ and prepare a report of the same for presenting it in class.

Imaginatively draft some Urdu based dialogues of some historical character & Present them in class and take written feedback from peers.

Do a survey of five schools in your neighbourhood to find out:

Level of introduction of Urdu

Materials (Textbooks) used in the classroom

Select a purely Hindi speaking child studying in classes (6 to 8) & ask him/her at least 10 general questions to find out that how Urdu is understood around.

Analyse the question papers of Urdu language (Previous 3 Years)-Classes X and XII (any board) in the light of new approach of assessment.

Evaluation Procedure

100 Marks

Any two practicum & one test

10+10 = 20 Marks

Covering Unit I to V)

External Evaluation

80 Marks

References

Hum Urdu Kaise Padhen : Mucnuddin
Urdu Zaban Ki Tadress : Moenuddin
Taders-e-Zaban-e-Urdu : Inamullah Sharwani
Hum Urdu Kaise Likhaan : Rasheed HasanKhan 5.Urdu Imla : Rasheed Hasan Khan
Quwaid-e-Urdu : Maluvi Abdul Haq
Fun-e-Taleem – Tarbal : Fazal Hussain
Ghazal and Dars-e-Ghazal : Akhtar Ansari
Zaban, Zindgi aur Taleem : Khwaja Gulamus Syeden

PEDAGOGY OF HISTORY

Objectives

The student teacher will be able to:

Understand the aims and objectives of teaching History.
Develop an understanding of the nature of History.
Encourage to grasp concepts and to develop thinking skills.

Define and differentiate the concept of History and explain its relative position in the Syllabus.

Evaluate the existing school syllabus of History.
Review the Text-book of History (Secondary level).

Apply appropriate methods and techniques of teaching particular topics at different levels.

Prepare; select and utilize different teaching aids.
Perform Pedagogical Analysis of various topics in History at secondary level.
Understand the concept of multiple assessment techniques.

Course Content

Unit - I : Nature of History as a Discipline

Meaning, Concept, Needs of History teaching.
Nature and scope of History teaching.
Historical development of History as a discipline.
Changing areas of History as a subject.

Importance of Studying Local History, National History and World History in the context of National Integration and International understanding.

Unit II: History as a school subject

Importance of History in school curriculum.

Aims & objectives of teaching History at secondary level. Writing objectives in behavioural terms.

Correlation of History with other School Subjects – Social Science Geography, Economics, Civics, Art & Literature.

Changing trends and goals of teaching History with reference to N.C.F. 2005.

Unit III: Methodology of Teaching-learning of History

Methods and devices of teaching history at secondary and senior secondary level - Lecture, Project, Chronological Method, Biographical Method, Source Method. Questioning, dramatization, Role plays, Discussion, story-telling.

Excursion and team teaching as a method.

Planning, organizing and conducting a trip to primary and secondary sources of knowing history.

Unit IV: Pedagogical Analysis and mode of learning Engagement

Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-

Chronological events and their inter relatedness, epoch-making events.

Understanding ancient, medieval and modern history in reference to emergence of different civilizations.

Understanding international history.

Modes of learning engagement in history -

Providing opportunities for group activities

Group/Individual Presentation

Providing opportunities for sharing ideas

Teaching aids and activities in history room

Reflective written assignments

Library survey

Field trips to sources of history

Unit - V: Assessment & Evaluation of History learning

Assessment of chronological knowledge and understanding it in contemporary context and logical reasoning -

Planning of evaluation in history

Formative and summative evaluation in history

Continuous and comprehensive evaluation (CCE) in history

Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.

Evaluation and objectivity, Blue Print, achievement test/question paper in history.

Practicum/Field Work

Any two of the following

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

Analyse two different writer's interpretation of Battle of Haldi Ghati & mark out different findings of theirs.

Prepare a survey based report on the primary sources available in your

village/town/city & also throw light on their historical importance.

Find out the similarities in development of river valley civilisations of India & civilisations abroad.

Prepare a time-scale diagram of any historical topic on a chart & put it in school classroom & keep a note of it with you.

Evaluation Procedure 100 Marks

Any two practicum & one test 10+10=20 Marks

(Covering Unit I to V)

External Evaluation 80 Marks

References

1. Aggrawal, J.C. Teaching of History (A practical Approach), Vikas Publishing House Pvt. Ltd., New Delhi.
Choudhary. K.P. ; Effective teaching of History in India, NCERT.
Ghate, V.D. ; Suggestions for the teaching of History in India.
Ghose, K.D.; Creative teaching of History OUP
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Verjeshwary, R. : Hand Book for History teacher in India.

In Hindi Edition:

- Dixit, Upender Nath and Baghela, Het Singh: History teaching, Raj.Hindi Granth, Akadami, Jaipur
- Ghate, B.D.; History teaching, Hariyana
- Tyagi, Gurusharan: History teaching, Vinod Publication, Agra.

PEDAGOGY OF ECONOMICS

Objectives

The student teacher will be able to:

Understand the aims and objectives of teaching Economics.

Develop an understanding of the nature of Economics.

Encourage to grasp concepts and to develop thinking skills.

Define and differentiate the concept of Economics and explain its relative position in the Syllabus.

Evaluate the existing school syllabus of Economics.

Review the Text-book of Economics (Secondary level).

Apply appropriate methods and techniques of teaching particular topics at different levels.

Prepare; select and utilize different teaching aids.

Perform Pedagogical Analysis of various topics in Economics at secondary level.

Understand the concept of multiple assessment techniques.

Course Content

Unit I : Nature of Economics as a Discipline

Meaning, Concept, Needs of Economics teaching.

Nature and scope of Economics teaching.

Historical development of Economics as a discipline.

Understanding the nature & scope of Micro and Macro Economics

Unit II: History as a school subject

Importance of Economics in school curriculum.

Aims & objectives of teaching Economics at Secondary & Senior Secondary level.

Writing objectives in behavioural terms.

Correlation of Economics with other School Subjects – Social Science Geography, Civics, History.

Understanding the Global Economy.

Unit III: Methodology of Teaching-learning of History

Methods and devices of teaching Economics at secondary and senior secondary level
- Lecture, Project, Questioning, Discussion, Workshop, Problem Solving

Enriching Economics knowledge through General reference materials, reference books Journals & encyclopaedia & using them in classroom teaching.

3. Planning, organizing and conducting a trip to places of Economic importance.

Unit IV: Pedagogical Analysis and mode of learning Engagement

Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-

Understanding the Monetary & Fiscal policy of India.

Economic Development-Meaning, Factors, Role of Agriculture, Industry and foreign Trade in Economic Development.

Problems of Indian Economy-Major factors of controlling population explosion, poverty and unemployment.

Understanding demand and supply, types of markets

Modes of learning engagement in Economics -

Providing opportunities for group activities

Group/Individual Presentation

Providing opportunities for sharing ideas

Teaching aids and activities in Economics room

Reflective written assignments

Library survey

Field trips to sources of Economics

Unit V: Assessment & Evaluation of Economics learning

Assessment of chronological knowledge and understanding it in contemporary context and logical reasoning -

Planning of evaluation in Economics
Formative and Summative Evaluation in Economics
Continuous and Comprehensive Evaluation (CCE) in Economics

Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.

Evaluation and objectivity, Blue Print, achievement test/question paper in Economics.

Practicum/Field Work (Any two of the following)

Study a mismatch in Demand & Supply of agriculture based products (Onion, tomato etc) in local markets & analyse how the prices are effected. The sellers can be randomly interviewed.

Conduct a survey based study on economic condition of rural people of your area.

Prepare a report on how the rural area women earn money through different skill based products of cottage industries.

Do a small survey of Local/urban/metropolitan market & trace some shops & items where ‘_Consumer Surplus’ dominates.

Collect some articles based on burning issues of Indian Economy from the

Local/National newspapers to present them in classroom or bulletin Board and keep the record of the same.

Evaluation Procedure 100 Marks

Any two practicum & one test 10+10=20 Marks

(Covering Unit I to V)

External Evaluation 80 Marks

References

- Kanwar, B.S.: Teaching of Economics, Prakash Bros, Ludhiyana, 1973.
- Rai, B.C. : Methods of Teaching Economics, Publication Centre, Lucknow, 1986.
- Siddiqi, M.H.: Teaching of Economics, Ashish Publishing House, New Delhi 1993.
- Bawa, Dr. M.S.(ed) : Teaching of Economics : Contemporary Methods and Strategies for Secondary and Senior Secondary levels, Teachers' Hand-book; Institute of Advanced Studies in Education, Department of Education, University of Delhi, 1995.
- Tyagi,G.D., Arthashastra Shikshan, Vinod Pustak Mandir, Agra-2005.

PEDAGOGY OF CIVICS

Objectives

Student-teachers will be able to:-

Understand the aims and objectives of teaching Civics.

Develop an understanding of the nature of Civics.

Encourage to grasp concepts and to develop thinking skills.

Define and differentiate the concept of Civics and explain its relative position in the Syllabus.

Evaluate the existing school syllabus of Civics.

Review the Text-book of Civics/political science (Secondary level).

Apply appropriate methods and techniques of teaching particular topics at different levels.

Prepare; select and utilize different teaching aids.

Perform Pedagogical Analysis of various topics in Civics/political science at secondary level.

Understand the concept of multiple assessment techniques.

Course Content

Unit - I: Nature of Civics/political science as a Discipline

Meaning, Concept, Needs of Civics/political science teaching.

Nature and scope of Civics teaching.

Historical development of Civics as a discipline.

Civics vis-à-vis Political Science.

Importance of Studying Civics in the context of National Integration and International understanding.

Unit – II : Civics as a school subject

Importance of Civics in school curriculum.

Aims & objectives of teaching Civics/political science at secondary level. Writing objectives in behavioural terms.

Correlation of Civics with other School Subjects – Social Science Geography, Economics, History.

Civics in developing local, national and international understanding of political scenario.

Unit - III: Methodology of Teaching-learning of Civics/political science

Methods and devices of teaching civics/political science at secondary and senior secondary level - Lecture, Project, Problem solving, Role plays, Discussion and supervised study method. Techniques of questioning & Interview.

Excursion and team teaching as a method.

Developing civic sense: National Days' celebration, Prompting for intensive reading, Respecting the legendary Personalities & Value inculcation through activities.

Unit IV: Pedagogical Analysis and mode of learning Engagement

Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-

Understanding the fundamental rights, duties & directive principles as mentioned in Indian constitution.

Understanding the evolution of Indian constitution

Understanding the Secularism, Democracy & Socialism

An overview of the eminent Political Thinkers

Modes of learning engagement in Civics-

Providing opportunities for group activities

Group/Individual Presentation

Providing opportunities for sharing ideas

Teaching aids and activities in civics room

Reflective written assignments

Library survey

Unit - V: Assessment & Evaluation of Civics learning

Purpose and concept of evaluation in civics.

Objective & Process Based Evaluation

Planning of evaluation in Civics

Formative and summative evaluation in Civics

Continuous and comprehensive evaluation (CCE) in Civics

Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.

Evaluation and objectivity, Blue Print, achievement test/question paper in Civics.

Practicum/Field Work (Any two)

Make biography of any emerging political party of India discuss its impact on local politics.

Arrange a discussion session in classroom about the directive principle of nation and lead the discussion that how people breach it.

Collect some photography from magazines, newspaper etc of some burning political issue and prepare an album.

Prepare and execute a team-teaching plan based on Civics.

Construct an achievement test based on civics.

Evaluation Procedure

100 Marks

Any two practicum & one test

10+10=20 Marks

(Covering Unit I to V)

External Evaluation

80 Marks

References

- Bining and Bining: Teaching of Social Studies in Secondary Schools, New York.
Bourne H.E.: Teaching of History and Civics, Bombay, Longmans 1972.
Harlikar: Teaching of Civics in India, Bombay, Padma Publications Ltd.
Raic B.C.: Methods of Teaching Civics, Lucknow, 1985-86.

PEDAGOGY OF GEOGRAPHY

Objectives

Student-teachers will be able to:-

Understand the aims and objectives of teaching Geography.
Develop an understanding of the nature of Geography.
Encourage to grasp concepts and to develop thinking skills.

Define and differentiate the concept of Geography and explain its relative position in the Syllabus.

Evaluate the existing school syllabus of Geography.
Review the Text-book of Geography (Secondary level).

Apply appropriate methods and techniques of teaching particular topics at different levels.

Prepare; select and utilize different teaching aids.
Perform Pedagogical Analysis of various topics in Geography at secondary level.
Understand the concept of multiple assessment techniques.

Course Content

Unit I: Nature of Geography as a Discipline

Meaning, Concept, Needs of Geography teaching.
Nature and scope of Geography teaching.
Historical development of Geography as a discipline.
Role of Geography in developing international understanding.
Changing trends in Geography

Unit - II: Geography as a school subject

Importance of Geography in school curriculum.

Aims & objectives of teaching Geography at secondary level. Writing objectives in behavioural terms.

Correlation of Geography with other School Subjects – Social Science, Civics, Economics, History, Natural Sciences and Environmental sciences

Unit - III: Methodology of Teaching-learning of Geography

Methods and devices of teaching Geography at secondary and senior secondary level
- Lecture, Project, Problem solving, Discussion and Supervised Study Method.
Techniques of Questioning & Interview, Field Trip, laboratory Method, Regional Method, Inductive & Deductive Method

Excursion as a method.

Developing an understanding of Local, National & International features of Geography.

Unit - IV: Pedagogical Analysis and mode of learning Engagement

Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-

Understanding: Physical Features, Oceans, Mountain Ranges, Sea currents, Desserts, Plains, Trade Winds.

Understanding: Natural Disasters.
Understanding the longitudes & latitudes

Understanding the physical locations of the continents, Peninsulas, Canals, Bays etc

Modes of learning engagement in Geography -
Providing opportunities for group activities
Group/Individual Presentation
Providing opportunities for sharing ideas
Teaching aids and activities in civics room
Reflective written assignments
Library survey

Unit - V: Assessment & Evaluation of Geography learning

Purpose and Concept of Evaluation in Geography.

Objective & Process Based Evaluation

Planning of Evaluation in Geography

Formative and Summative Evaluation in Geography

Continuous and Comprehensive Evaluation (CCE) in Geography

Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.

Evaluation and objectivity, Blue Print, achievement test/question paper in Geography.

Practicum/Field Work (Any two)

Make a detailed sketch of the Nile river & describe how it flows through different countries.

Conduct a survey of the people of different social strata residing in different Geographical locations and compile it in report form.

Plan your own teaching strategy on any topic of your choice based on geography.

Watch any programme of Bear gryll_s Man Vs Wild Series on Discovery channel and write your experiences about the flora & fauna aspects.

Prepare an sketch of the main Geographical features of India with descriptions.

References

Singh, L.P.: Practical Geography, Allied publication, Allahabad.

Barnard, H.C.: Principles and Practice of Geography Teaching, London University, Tutorial press, 1953.

Kaul, A.K.: Why and How of Geography Teaching, Ambanu Publications, Srinagar, 1983.

Verma, O.P. and Vedanayagam E.G.: Geography Teaching, Sterling Publishers, New Delhi, 1987.

Gopsil, G.H.: The Teaching of Geography, Macmillan K Co.Ltd, London, 1958.

Macnee: Teaching of Geography, Oxford University Press, and Bombay.

Source Book for Teaching of Geography, UNESCO Publishing.

PEDAGOGY OF SOCIAL SCIENCE

Objectives

The student teacher will be able to:

Understand the aims and objectives of teaching Social Science.

Develop an understanding of the nature of social sciences, as an individual and integrated disciplines.

Encourage to grasp concepts and to develop thinking skills.

Define and differentiate the concept of Social Science and explain its relative position in the Syllabus.

Evaluate the existing school syllabus of Social Science.

Review the Text-book of Social Science (Secondary level).

Apply appropriate methods and techniques of teaching particular topics at different levels.

Prepare; select and utilize different teaching aids.

Perform Pedagogical Analysis of various topics in social science at secondary level.

Understand the concept of multiple assessment techniques.

Course Content

Unit - I: Nature of Social Science as a Discipline

Meaning, Concept, Needs of social science teaching.

Nature and scope of social science teaching.

Historical development of social science as a discipline.

Changing areas of social science as a subject.

Unit – II : Social science as a school subject

Importance of social science in school curriculum.

Aims & objectives of teaching social science at secondary level. Writing objectives in behavioural terms.

Correlation of Social Science with other School Subjects – History, Geography, Economics, Civics & Environmental Sciences.

4. Changing trends and goals of teaching social science with reference to N.C.F. 2005.

Unit III: Methodology of Teaching-learning of social science

Methods and devices of teaching social science at secondary level - Lecture, Project, Problem solving, socialised recitation. Questioning; dramatization, role plays; Discussion, story-telling. Excursion and team teaching as a method.

Planning, organizing and conducting of small community survey.

3.

Unit IV: Pedagogical Analysis and mode of learning Engagement

Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-

History – Chronological events and their inter relatedness, epoch-making events.

Geography – Flora & Fauna, Important Physical features of geography Local, National and International context.

Civics – Fundamentals of democratisation society and developing good citizenship.

Economics – Fundamentals of economics and different market patterns, globalizations and Indian economy.

Modes of learning engagement in social studies -

Providing opportunities for group activities

Group/Individual Presentation

Providing opportunities for sharing ideas

Teaching aids and activities in laboratory work

Reflective written assignments

Library survey

Field trips

Unit V: Assessment & Evaluation of Social Science learning

Assessment of social thinking, logical reasoning and to discourage mechanical manipulation and rote learning-

Planning of evaluation in social science

Formative and summative evaluation in social science

Continuous and comprehensive evaluation (CCE) in social sciences at secondary level

Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.

Construction of achievement test/question paper in social science.

Practicum/Field Work (Any two of the following)

Identify and interpret news related to positive social changes or initiation.

A Panel discussion —good social environment for good ecological environment.l

Conduct a community survey on some existing social problem and find out the reasons of the problem.

Write a reflective journal on the effect of globalisation in villages (specified village).

Choose any one area of social science (History, Geography, Economics & Civics) & prepare a portfolio of any one eminent personality of that subject.

Evaluation Procedure

100 Marks

Any two practicum & one test

10+10 = 20 Marks

(Covering Unit I to V)

External Evaluation

80 Marks

PEDAGOGY OF HOME SCIENCE

Objectives-

Student-teachers will be able to:-

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

Course Content

Unit I: Nature of Home Science as a Discipline

8. Meaning, Concept, Needs of home science teaching.
9. Nature and scope of Home science teaching
10. Home Science teaching in the context of family, group and society.

Unit II : Home science as a school subject

11. Importance of Home science in school curriculum.
12. Aims & objectives of teaching Homescience at secondary level. Writing objective in behavioural terms. Bloom's taxonomy (revised).

13. Correlation of Home Science with other School Subjects

Unit III : Methodology of Teaching and learning of Home science

14. Methods and devices of teaching **Home science** at secondary level – Lecture-cum-Demonstration, Experimental, Project, Problem solving, Dramatization, Discussion method, Field Trips.

15. Techniques of teaching Home Science

Unit IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes,

activities and learning experiences and evaluation techniques of following content at Senior secondary level-

Textile and clothing:- types of fabric yarn making and fabric construction, fabric finishing (specially dyeing and printing), construction of clothing etc. ;Home management – management of time energy, home decoration, floor decoration; Food and Nutrition,Diseases.

16. Modes of learning engagement in Home Science-

Providing opportunities for group activities and observations.

Group/Individual Presentation

Providing opportunities for sharing ideas

d.Teaching aids and activities in laboratory work

e. Reflective written assignment

Unit V: Assessment & Evaluation of Home Sciences learning

17. Performance-based assessment; learners' record of observations ;(field diary and collection of materials).

18. Oral presentation of learners work.
19. Construction of test items and administration of tests; assessment of practical / experimental work.
20. Preparation of performance based assessment record of learners on the basis of activity observation (field diary, Practical diary, collection of materials, oral presentation)

Practicum/Field Work

(Any two of the following)

21. Prepare a Flip Card on various Scopes of home Science.
22. Prepare a Power point Presentation on correlation of Home Science with other subjects with proper pictures and examples.
23. Presentation of drama on any current social or family issue and draft a report on this.

(Group Activity)

24. Make 5 samples of knitting and embroidery and prepare a report on its theoretical aspect. Prepare a Performance based record of five Students on the basis of your observation.

Evaluation Procedure 100 Marks

Any two practicum & one test 10+10=20 Marks

(Covering Unit I to V)

External Evaluation 80 Marks

References

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28. Dass, R.R. and Ray, Binita : Teaching of Home Science, Sterling Publishers Pvt., New Delhi, 1984
29. Sukhiya, S.P. and Mehrotra :Grah Vigyan Shikshan, Haryana Sahitya Akademy, Chandigarh, 1984
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