

B. Ed SECOND YEAR
Paper I
Knowledge and Curriculum

Objectives:

The student teacher will be able to:

- To understand the way in which the curriculum is driven by assessment.
- To critically analyse various samples of textbook
- To identify various dimensions of the curriculum and their relationship with the aims of Education.
- To examine the epistemological basis of education.
- To discuss the basics of modern child centered education.
- To identify relationship between the curriculum framework and syllabus.
- To understand the relationship between power, ideology and the curriculum.
- To help prospective teachers to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual under pinnings that inform it,
- To discuss the basis of modern child-centered education
- To understand education in relation to modern values like equity and equality, individual opportunity and social justice and dignity.

COURSE CONTENT

Unit –I Knowledge Generation:-

1. Epistemology-Meaning, philosophical basis of knowledge according to Indian & Western philosophy.
2. Distinction between (a) knowledge and skill (b) Teaching and Training (c) Knowledge and wisdom (d) Reason and belief.
3. Chronological review on Knowledge generation, myth based faith and logical based knowledge, various structures of society and knowledge patterns and their relationship.

Unit –II Child- Centered education:-

1. Modern Child-Centered Education,; Meaning, Concept and its basis.
2. Educational Thoughts on child centered Education – Gandhi, Tagore, Dewey, Plato, Buber and Freire.

Unit – III Process of knowing and forms of knowledge

- 1.Process of construction of knowledge, factors involved in construction of knowledge, role of knower & known in construction and transmission of knowledge, the role of culture in knowing
- 2.Categorisation of knowledge; basis of categorisation, the essential forms of knowledge, basis of selection of categories of knowledge in school education, the responsibility of selection, legitimization and organisation of categories of knowledge in schools, ways in which school knowledge gets reflected in the form of curriculum, syllabus & textbooks.
3. Make a presentation, feedback collect Folk songs, Folk culture and Customs to find out modern values.
(a) Organize a debate on Social equality.

- (b) Organize a poster designing competition for awareness of girl's education and Female infanticide.
- (c) Student should contact the people of nearby area of school for social issues.
- (d) For collecting information related to Folk songs, Folk culture and Customs, student should contact rural people.
- (e) To understand how to sing folk songs, the student should be present in the folk song events.

Unit –IV Curriculum & Its determinants

1. Meaning & need of curriculum, differentiations between curriculum framework, curriculum ,syllabus and text books; facets of core curriculum in Indian context.
2. Curriculum at National level – NCF 2005 and NCFTE 2009 (General Introduction).
3. Determinants of curriculum: (a) Social-political-cultural-economic diversity (b) socio-political aspirations including ideologies (c) Economic necessities & technological possibilities. (d) National priorities and international Context
4. Consideration in curriculum making. (a) forms of knowledge & its characteristics in different school subjects (b) relevance & specificity of educational objectives for concerned level. (c) Critical issues: Environmental concerns, gender differences, values & social sensitivity.

Unit V Curriculum Development & Textbooks

1. Different approaches of curriculum development: Subject centered: learner centred and constructivist
2. Role of external agencies in providing curriculum and pedagogic supports to teachers within schools; teachers' role in transacting, developing and researching curriculum.
4. Operationalization of curriculum into learning situations: Selection & development of learning resources i.e. textbooks, teaching learning materials and resources outside the school-local environment, community & media.
6. Process of curriculum evaluation: Evolving assessment modes, need of model of continuous & comprehensive evaluation; feedback from learners, teachers, community and administrators.

Practicum/Field Work(Any two from the following)

1. Analysis of social myths in the light of scientific values and culture.
2. Plan a child centered activity for enhancement of children education and values based on Gandhian or Tagore's thoughts.
3. Conduct a survey on feedback of curriculum from learners and teachers. Prepare a report.
4. Critical review of a text book in reference to gender issues social sensitivity and the local contexts/references included in the book.
5. Critical review or analysis of the text book at upper primary and senior secondary level.

Reference

1. Schilvest, W.H. (2012), Curriculum: prospective paradigm and possiilty.M.C MLLAN publication.
2. Hirst, Paul, H. Knowledge and the curriculum. Routledge publication.
3. Letha ram mohan (2009). Curriculum instrchon and evaluation. Agerwal publication, Agra.
4. Scolt, dand (2003). Curriculum studies: curriculum knowledge. Routledge falmes, m.y.
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, पाठ्यक्रम विकास अग्रवाल प्रकाशन.2011
8. Shulman L. S. (1986) those who understand: knowledge growth in teaching. educational researcher, 4-14
9. Sinha, S. (2000) Acquiring literacy in schools, seminar, 38-42
10. Sternberg, R.J. (2013). intelligence, competence, and expertise, in A.J. Elliot & C.S. Dweck (Eds), handbook of competence and motivation (pp
11. Tagore, R. (2003) Civilization and progress. in crisis in civilization and other essays. new delhi: rupa &co.
12. Pathak, A (2013) Social implications of schooling: knowledge pedagogy and consciousness. Aakar books

Paper II

Gender Issues in Education

Objectives:

The student teacher will be able to:

- Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
- Learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region.
- Understand how gender, power and sexuality are related to education (in terms of access, curriculum and pedagogy).
- Develop an understanding of the paradigm shift from women studies to gender studies, based on the historical backdrop.
- Student to construct critically the impact of policies, programmes and scheme for promotion of gender equality and empowerment.
- Apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.
- Develop an understanding of different theories on gender and education and relate it to power relations. The institutions involved in socialisation processes would be analysed to see how socialisation practices impact power relations and identity formation.
- Understand how gender relates to education and schooling. The students will be able to understand on how school as an institution addresses gender concerns in curriculum, textual materials and pedagogy. It will enable the student to draw linkages between life skills and sexuality.

COURSE CONTENT

Unit 1: Gender Issues: Key Concepts

1. Concepts and terms - Relate them with their context in understanding the power relations: Gender, Sex, Sexuality, Patriarchy, Masculinity and Feminism
2. Gender Bias, Gender Stereotyping and empowerment.
3. Equity and equality in relation with caste, class, religion, ethnicity, disability and regional disparity.

Unit 2: Gender Studies: Paradigm Shifts

1. Paradigm shift from women's studies to gender studies.
2. Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education.
3. Contemporary period: Recommendations of policy initiatives, commissions and committees, schemes, programmes and plans.

Unit 3: Gender, Power And Education

1. Theories on Gender and Education: Application in the Indian Context:

- **Socialisation theory**
 - **Gender difference**
 - **Structural theory**
 - **Deconstructive theory**
2. **Gender Identities and Socialisation Practices in: Family, Schools, Society.**
 3. **Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).**

Unit 4: Gender Issues In Curriculum

1. **Gender, culture and institution: Intersection of class, caste, religion and region**
2. **Gender stereo types in curriculum framework & Text-Books.**
3. **Teacher as an agent of change in the context of gender sensitivity.**

Unit 5: Gender, Sexuality, Sexual Harassment and Abuse

1. **Linkages and differences between reproductive rights and sexual rights.**
2. **Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models).**
3. **Sites of conflict: Social and emotional.**
4. **Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions.**
5. **Agencies perpetuating violence: Family, school, work place and media (print and electronic).**
6. **Institutions redressing sexual harassment and abuse.**

Practicum/Field Work(Any two from the following)

1. **Observe a co-educational class room and pick out the gender biased behaviour/situation/comments and conclude the report.**
2. **List some examples of gender discrimination in the prevalent society.**
3. **Conduct an interview of a girl student facing inequality and resistances in family and society and also mention how it affects her aspirations.**
4. **Debate on women role models in various fields with emphasis on women in unconventional roles.**
5. **Prepare a biography a women role model of yours and also mention how she phased out her life struggle.**

References

1. **Delpit, L.D. (2012) Multiplication is for white people: raising expectations for other people's children, the new press.**
2. **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.**
3. **GOI.(1966). Report of the education commission: Education and national development. New Delhi: ministry of education.**
4. **GOI (1986). National policy of education. GOI.**
5. **GOI. (1992, 1998), National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf**
6. **Menon, N.(2012) seeing like a feminist. India: Penguin.**
7. **Nirantar. (2010) textbook regimes: A feminist critique of nation and identity. New delhi**
8. **A. banon. Robent (2010) social psychology, pearson education New Delhi**
9. **Goswami. Acharya balchand,(2003), vyakti privar and sex jaina publication jaipur.**

10. Mathur savitri(2008),sociological foundation of education, kavita prakashan,jaipur.
 11. Sidhu ramindra, (2009), sociology of education, shri sai printographers, New Delhi
 12. Mudgal S.D. (2007), social work education today and tomorrow, book enclave, jaipur
 13. Nath pramanik rathindra, (2006), gender Lhequality and women's empowerment,abhijeet publication Delhi
 14. Malik,C.D,(2008)social and political thought Dr. B.R. ambedkar,arise publishers and distriba, New Delhi
 15. Naik,S.C.(2005) society and environment, oxford & 1B publishing co.Pvt.ltd.New Delhi
 16. Runela satypal,(2009), sociology of the Indian education, rajadthan hindi granth akadmi, jaipur
1. www.teachernetnetwork.org/tnli/accomplishment
 2. www.gender.com.ac.uk
 3. www.genderstuddies.org.
 4. www.gendeparddigm.com/publiscation/html.
 5. www.sparknotes.com/sociology/socialization/section4/rhtml.
 6. www.unicef.org/sower96/ngirls.html.
 7. www.jaipurrugs.org./about/our-story.

Paper III

Understanding Inclusive Education

Objectives:

The student teacher will be able to:

- Understand concept, meaning and significance of inclusive education
- Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education, understand the nature of difficulties encountered by children.
- Prepare teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.
- Prepare a conducive teaching learning environment in varied school settings.
- Develop the ability to conduct and supervise action research activities.

COURSE CONTENT

Unit I: Introduction, Issues & perspectives of Inclusive Education

1. Definitions, concept and importance of inclusion and disability.
2. Historical perspectives of inclusive education for children with diverse needs.
3. Difference between special education, integrated education and inclusive education.
4. Advantages of inclusive education for education for all children in the context of right to education.
5. N.C.F 2005 and adaptation of teaching learning material.

Unit II: Policy Perspective

1. Recommendations of the Indian Education Commission (1964-66).
2. Scheme of Integrated Education for Disabled Children
3. National Policy on Education (NPE, 1986-92).
4. National Curriculum Framework, 2005 NCERT
5. The Convention on the Rights of the Child (specific reference to inclusive education).
6. UNESCO Conventions, declaration and recommendations related to Rights of persons with Disabilities.

UNIT III: Diversity in the classroom

1. Diversity- Meaning and definition.
2. Disability – psychological construction of disability identity, discrimination.
3. Models of disabilities & Barriers to learning and participation.

4. Concept, Nature, and Characteristics of Multiple Disabilities, classroom management for inclusive education

UNIT IV: Curriculum, Pedagogy and assessment in Inclusive School

1. Inclusive curriculum- Meaning and characteristics.
2. Teaching and learning environment with special reference to inclusive school
3. Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education, yoga, heritage, arts, theatre, drama etc in inclusive settings.
4. Utilization of records/ case profiles for identification, assessment and intervention for inclusive classrooms.
5. Techniques and methods used for adaptation of infrastructure, content, laboratory skills and play material in inclusive classroom.

Unit V: Teacher Preparation and Inclusive Education

1. Review of existing educational programmes offered in secondary school (general and special education).
2. Skills and competencies of secondary school teachers in inclusive settings.
3. N.C.F 2005 and curriculum for teacher preparation and transaction modes.
4. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.

Practicum/Field Work(Any two from the following)

1. Observe inclusive teaching strategies in an inclusive classroom and report your observations.
2. With the help of teacher educators, conduct an extension/expert lecture on emerging issues on inclusive education and prepare a report on it.
3. To study the educational resources for persons with disability (POD) in local schools and report your observations.
4. Prepare an instructional design for your pedagogy subject basing it on inclusive learners.
5. Find out the facts about inclusive education in existing scenario with reference to our Nation through internet search compile a summarized report.

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 Subjmandi, Academic Press.
4. Jha. M. (2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
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. 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.

8. T., Ainscow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). Index for inclusion: Developing learning and participation in schools. Centre for Studies on Inclusive Education.
9. Carini, P.F. (2001). Valuing the immeasurable. In starting strong: A different look at children, schools, and standards (pp. 165-181). New York: Teachers College Press.
10. Delpit, L.D. (2012) Multiplication is for white people: raising expectations for other people's children, the new press.
11. GOI.(1966). Report of the education commission: Education and national development. New Delhi: ministry of education.
12. GOI (1986). National policy of education. GOI.
13. GOI.(1992 , 1998), National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
14. Govinda R. (2011). Who goes to school? Exploring exclusion in Indian education. Oxford University Press.
15. Parekh, B.C. (2000). Rethinking multiculturalism: Cultural diversity and political theory (pp 213-230) Palgrave.
16. UNESCO. (1989) UN convention on the rights of the child. UNESCO.
17. UNESCO. (2006). United Nations convention on the rights of persons with disabilities.
18. UNESCO. (2009) Policy guidelines on inclusion in education UNESCO

Paper IV

Assessment for Learning

Objectives:

The student teacher will be able to:

- To understand assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum.
- To provide broad outlook to go beyond the limited context of syllabus-based achievement testing, achievement scores in a subject linked with the child's overall development.
- To introduce student teachers to the history of evaluation and current practices.
- Understand the different dimensions of learning and related assessment procedures, tools and techniques. Analyse, Manage and interpret assessment data.
- Understanding the policy perspectives on examination and evaluation and their implementation practices. Assessment for culturally responsive in diverse classroom.
- Develop critical understanding of issues in assessment and explore, realistic, comprehensive and dynamic assessment process which are culturally responsive for use in the classroom.
- Develop enabling processes which lead to better learning and more confident and creative learners.
- Understand the critical role of assessment in enhancing learning Critiques the traditional purpose of assessment (as a mechanism to filter learners as per their abilities or potentials and thus reducing learning to a limited set of expertise that can be displayed on papers, assessment as a selective and competitive act and achievement as an outcome of individual's innate factors.)

COURSE CONTENT

Unit 1 Concept of Assessment:-

1. Meaning & concept of assessment, Measurement, and Evaluation and Their Interrelationship, Purpose of Assessment (Prognostic, Monitoring of Learning, Providing Feedback, Promotion , Diagnosing).Principles of Assessment, and Perspectives.

Unit 2 Type of assessment

1. Classification of assessment: Base on purpose (Prognostic, Formative, summative and Diagnostic), Scope (Teacher made, Standardized) Attribute measured (Achievement, Aptitude, Attitude, etc), Nature of information gathered (Qualitative, Quantitative) Mode of response (Oral and written, Nature of interpretation (norm referenced, criteria referenced).

2. Assessment of cognitive learning : Types and levels of Cognitive learning, understanding and application, thinking skills – convergent, divergent, critical, problem solving and decision making, items and procedures for their assessment .

Unit 3 Continuous and Comprehensive Evaluation.

1. Continuous and Comprehensive Evaluation: Concept, Need and Process.

2. Assessment of affective learning: Attitude, values, interest, self – concept; Procedures for their assessment.

3. Grading: Concept, types and Application, Indicators for grading Psycho-Social dimensions of assessment.

4. Individual appraisal through portfolio.

Unit 4 Assessment Devices:-

1. Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices.
2. Assessment of Group Processes – Cooperative Learning and Social Skills.
3. Self, Peer and Teacher Assessment.
4. Participatory assessment and community monitoring critical analysis of prevalent practices of assessment.
5. 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.
6. Limitations of assessment- lock sided assessment, overemphasis on rote assessment, stress on rote memorization, and overemphasis on competition.
7. Commercialization of assessment

Unit 5 Assessment practices:-

1. Construction and Selection of items, Guidelines for administration and Scoring procedure (Manual and electronic), Construction of achievement test.
2. –e-assessment.
3. Analysis and interpretation of student's performance; calculation of percentage, measure of central tendency, percentile & percentile rank ,graphical representations.
4. Relationship of assessment with self esteem; motivation and identity as learner, assessment of fixed and growth mindsets.
5. Non-detention policy in RTE act (2009) its merits & demerits ;relationship with curriculum, pedagogy and teachers.

Practicum/Field Work(Any two from the following)

1. Prepare a diagnostic test of any subject from upper primary to senior secondary level, give suggestions for improvement.
2. Presentation of papers on examination and evaluation policies.
3. Individual appraisal of a school student through portfolio.
4. Prepare an annual plan for continuous and comprehensive evaluation at upper primary to senior secondary level any subject.
5. Construction, administration and interpretation of self made achievement text.

Reference:

1. अस्थाना, विपिन (2009) मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, अग्रवान प्रकाशन, आगरा।
2. पाल, हसराम एवं शर्मा, मंजूलता (2009), मापन आकलन एवं मूल्यांकन शिक्षा प्रकाशन, जयपुर।
3. अनिल कुमार शिक्षा में मापन एवं मूल्यांकन रजत प्रकाशन, दिल्ली।
4. पाण्डेय, भीष्म (2010), शिक्षा में मापन मूल्यांकन, भवदीय प्रकाशन, कैजावाद।
5. शर्मा ज्याति (2009) , वैश्विक मापन एवं मूल्यांकन, अग्रवान प्रकाशन, आगरा।
- 6- Paul, Black (2012). Assessment for learning McGraw.
- 7- East, Iorna M. Assessment as learning sage pub. 2010
- 8- Ecclestone, Kathryn. Transforming formative assessment in life long learning. Mc Grau H,II. Eng.2010

Paper V

Schooling, Socialisation and Identity

Objectives:

The student teacher will be able to:

- Become aware of the processes of socialisation at home and school that act as shaping factors in identity formation of the school-going child (in Indian contexts);
- Reflect critically on factors that shape identity formation and influence sense of self of the growing 'student' as well as 'teacher' in school as well as in out of school situations;
- Begin to understand the processes that have shaped/continue to shape one's own sense of identity as 'student' and a 'person' located in multiple social contexts and roles;
- Begin to become critically aware of 'self' and 'identity' and 'free' oneself through self-understanding, from tendencies that lead to crystallising and limiting of one's identity as a teacher and a human being; and
- Reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.

COURSE CONTENT

UNIT 1: SOCIALISATION

1. Understanding the nature and processes of socialisation
 - (i) At home: family as a social institution; parenting styles and their impact; transmission of parental expectations and values;
 - (ii) Socialisation and the community: neighbourhood, extended family, religious group and their socialisation functions; and
 - (iii) At school: impact of entry to school; school as a social institution; value-formation in the context of schooling.

UNIT 2: EMERGENCE OF 'PERSON' AND 'IDENTITY'

1. Aspirations: Meaning, positive & negative aspirations, realistic & unrealistic aspiration
2. Factors that influence aspirations: intelligence, sex, interests, Values, Family Pressures, Group expectations, cultural traditions, competition with others, past experiences, the Mass Media, personal Characteristics.
3. Self Concept: Meaning, Self concept in reference to parents expectation, Attitude towards members of the family, physical state of the child, Biological Maturation(Early-average-late), Impact of radio & television etc, school opportunities, school demands, religious affiliations, opinion of peers, family economic problems, family personal problems, attitude towards peers.
4. The influence of technology and globalisation on identity formation.

UNIT 3: SCHOOLING AND IDENTITY FORMATION:

1. Schooling as a process of identity formation: ascribed, acquired and evolving.
2. Factors influencing teacher-student relationship, Early school experiences in Identity formation
3. Factors influencing attitudes toward Education: Sex, child training Methods, home influence, social class, religion, ethnic group, peers, personal adjustment.
4. Role of the school in developing national, secular and humanistic Identities.

UNIT-4: COPING WITH SOCIAL COMPLEXITIES: ROLE OF EDUCATION

1.Expanding human activities and relations; increasing complexity, homogenisation of culture versus preservation of distinctive identities; competition, uncertainty and insecurities and the resultant identity conflicts.

UNIT 5: EVOLVING AN 'IDENTITY' AS A TEACHER

- 1.The impact of one's own socialisation processes; awareness of one's own shifting identities as 'student', 'adult' and 'student-teacher' and influences that have acted/continue to act on oneself.
2. Reflections on one's own aspirations and efforts in becoming a 'teacher'.
3. Social image of the teacher in present context.
4. Teacher appraisal

Practicum/Field Work(Any two from the following)

1. After standing the pic 'self concept' prepare a reflective journal mentioning how the school teachers formed your self concept.
2. Recall your childhood experiences about your social surroundings & recollect the persons who played an imposing role in forming your self & identity.
3. Organise a Brain-storming session on the topic values can't be taught they are caught mention who were the prominent speakers & contributors.
4. Recall a situation where you find yourself ill treated write your experiences.
5. What you thought of teaching profession before joining this B.Ed. Program & what you think now after experiencing internship program. Prepare a note focusing on your weaknesses & strengths.

Reference

1. Hart J W teachers and Teaching, Macmillan, New York
2. Medley, D M (1982), 'Teacher Effectiveness' in Encyclopaedia of Education Research, 5th edn, Vol IV, 1894-1903
3. Elizabeth B.Hurlock, Personality Development, (1976) McGraw Hill, Inc, New York
4. Pradhan, Ramchandra (1984), Education for Peace and Human Rights: Search for an Indian perspective, Gandhi Marg, Special issues on Peace Education(1984), (Editor: R R Diwakar), Vol. VI(Nos. 4 & 5) Gandhi peace foundation, New Delhi, pp270-87
5. Das Gupta, S N 1969, History of Indian Philosophy, Kitab MAhal, Allahbad
6. Chopra, R K (1993) Status of Teachers in India, NCERT, New Delhi
7. Saidain, K G (1997), Problems of Educational Reconstruction, Doaba Publishing House, Delhi

Paper-VI & VII **Pedagogy of Hindi** **(Part II)**

पाठ्यक्रम के विशेष उद्देश्य

- भाषा की अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध को जानना
- हिंदी 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
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

विशयवस्तु

इकाई – 1: सैकण्डरी व सीनीयर सैकण्डरी स्तर पर हिंदी भाषा का पाठ्यक्रम

1. सीनीयर सैकण्डरी स्तर पर हिंदी भाषा का शिक्षण के उद्देश्य
2. सैकण्डरी व सीनीयर सैकण्डरी स्तर पर हिंदी भाषा के पाठ्यक्रम की पाठ्यवस्तु का परिचय
3. एनसीएफ 2005 एवं एनसीएफटीई 2009 के प्रावधानों में हिंदी भाषा को दिया गया महत्त्व
4. हिंदी भाषा पाठ्यक्रम की पाठ्यवस्तु की प्रकृति, स्वरूप व विभिन्नताओं का अध्ययन
5. पाठ्यक्रम में सम्मिलित विभिन्न विधाएँ
6. हिंदी भाषा के पाठ्यक्रम में बदलती हुई प्रवृत्तियाँ

इकाई – 2: हिंदी भाषा के शिक्षक में व्यावसायिक व सौन्दर्यात्मक मूल्यों का विकास

सृजनात्मक भाषा के विविध रूप –

1. साहित्य के विविध रूप
2. स्कूली पाठ्यक्रम में साहित्य के स्तर व तदनुसार पढ़ना-पढ़ाना
3. अनुवाद कला और सौंदर्य में भाषा के चमत्कार के प्रसंगों को समझाना
4. स्कूली पाठ्यचर्या में मीडिया की भूमिका व प्रासंगिकता
5. सृजनात्मक अभिव्यक्ति के रूप में हिंदी अनुवाद (अंग्रेजी और अन्य भारतीय भाषाओं के सदर्भ में) चुने हुए उदाहरण के आधार पर बताया जाएगा।

साहित्यिक अभिव्यक्ति के विविध रूप –

1. कविता को पढ़ने-पढ़ाने की कला की बारीकियाँ
2. गद्य की विविध विधाओं को पढ़ने-पढ़ाने के विभिन्न चरण
3. नाटक को पढ़ने-पढ़ाने के नवीन तरीके

4. समकालीन साहित्य की पढ़ाई (बाल साहित्य, दलित साहित्य, स्त्री साहित्य) व विचार मंथन से भाव पक्ष को परखना।
5. हिंदी के विविध विधाओं के आधार पर गतिविधियों का निर्माण
6. कविता, कहानी, नाटक, निबंध, उपन्यास की पाठ विधि तैयार करने के ध्यातव्य तत्व।

इकाई – 3: हिंदी भाषा के अधिगम स्रोत व पाठ्य-सामग्री का निर्माण

- 1 प्रिंट मीडिया तथा अन्य पाठ्य सामग्री जैसे बच्चे द्वारा चुनी गई सामग्री, पत्रिकाएँ, अखबार, कक्षा-पुस्तकालय आदि
- 2 आई.सी.टी. – दृश्य – श्रव्य सामग्री, रेडियो, टेलीविज़न फिल्में, भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)

गतिविधि/पोर्टफोलियो/परियोजना कार्य (कोई एक)

- 1 हिंदी साहित्य में उल्लिखित किसी भी लेख या कविता के उन 10 अंशों/कविता पंक्ति का उल्लेख करो जो आपको अत्यन्त मार्मिक लगी। यह भी उल्लेख करें कि वह आपके अन्तःकरण को क्यों छू गई।
- 2 किसी प्राकृतिक तत्व/उपादान यथा (चन्द्रमा, रात्री, उशा, वर्षा, पेड) पर आधारित करते हुए काव्यात्मक/भावमय लेख या कविता लिखें तथा उस पर अपने महाविद्यालय शिक्षकों/साथियों से समीक्षात्मक टिप्पणी लें।
- 3 हिंदी भाषा में लिखित अत्यन्त छोटी कविताओं (लगभग 2 से 6 पंक्ति) का संग्रह कर उनका रिकार्ड संधारण करें तथा उन्हें कंठस्थ करें।

संदर्भ पुस्तकें :

- 1.हिन्दी शिक्षण रमन बिहारीलाल
- 2.हिन्दी भाषा शिक्षण भाई योगेन्द्रजीत
- 3.माध्यमिक विद्यालयों में हिन्दी शिक्षण निरंजनकुमार सिंह
- 4.हिन्दी भाषा शिक्षण भोलानाथ तिवारी तथा कैलाशचंद भाटिया
- 5.भाषा शिक्षण रविन्द्रनाथ श्रीवास्तव
- 6.मानक हिन्दी व्याकरण आचार्य रामचन्द्र वर्मा
- 7.भाषा ब्लूम फील्ड
- 8.शुद्ध हिन्दी डॉ० भागीरथ मिश्र
- 9.हिन्दी उच्चारण एवं वर्तनी भगवती प्रसाद शुक्ल
- 10.हिन्दी की ध्वनियों और उनका शिक्षण के.के.सुखिया
- 11.अभिव्यक्ति विज्ञान – भोलानाथ तिवारी तथा कृष्ण दत्त शर्मा
- 12.व्यावहारिक हिन्दी व्याकरण – हरदेव बाहरी
- 13.नागरी लिपि और हिन्दी वर्तनी – अनन्त चौधरी
- 14.शब्दार्थ दर्शन – रामचन्द्र वर्मा
- 15.भाषा सम्प्राप्ति मूल्यांकन – के.जी.रस्तोगी
- 16.हिन्दी शब्दानुशासन – किशोरीदास वाजपेयी

Paper-VI & VII

Pedagogy of English

(Part II)

Objectives

- To understand the role and importance of English and its cultural background.
- To be able to develop creativity among learners.
- To be able to know the place of English in curriculum.
- To understand the use of language in context, such as grammar and vocabulary in context.
- To be able to practice the language teaching skills.
- To understand and prepare various kinds of lesson plans.
- To understand the relationship between curriculum, syllabus and textbooks in English
- To appreciate the use of audio, audio-visual aids and ICT (Internet and Computer Technology)
- Understand and develop the professional competencies & skills

COURSE CONTENT

UNIT 1: LANGUAGE, LITERATURE AND AESTHETIC DEVELOPMENT OF A TEACHER

1. Different Creative forms of English Language
2. Understanding different forms of literature
3. Literature in the school curriculum: Needs, objectives and relevance
4. Role and relevance of media in school curriculum
5. Translation: Importance and need, Translation as a creative activity: through examples of translated texts into English from different Indian languages.
6. 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; The study of contemporary Indian, Asian and European literature; Lessons planning in prose, poetry and drama at various school levels.
7. Professional Development of English Teacher.

UNIT 2: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

1. Understanding the relationship between curriculum, syllabus and textbook
2. Selection of materials; Development of activities and tasks
3. Connecting learning to the world outside
4. Moving away from rote-learning to constructivism
5. Teacher as a researcher.

UNIT 3: TEACHING-LEARNING MATERIALS AND AIDS

1. Print media; other reading materials. Such as learner chosen texts, Magazines, News papers, Class libraries, etc., ICT– audio-visual aids including CALL programmes; Radio, T.V., Films
2. Planning co-curricular activities(discussion, debates, workshops, seminar etc);Language labs,etc

Suggested Activities/Practicum/Field) work (Any one of the following)

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

References:

- 1- Bansal, R.K. and Harrison, J.B. (1972): Spoken English for India. Madras : Orient Longman Ltd.
- 2- Baruah, T.C. (1985): The English Teachers' Handbook, New Delhi: Sterling Publishing Pvt. Ltd.
- 3- Bright and McGregor: Teaching English as Second Language, Longman.
- 4- Brumfit, C.J. (1984): Communicative Methodology in Language Teaching. Cambridge: C.U.P.
- 5- Collins Cobuild English Grammar (2000) Harper Collins Publisher, India.
- 6- Doff, A. (1988): Teach English: Cambridge: CUP.
- 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.
- 11- Leech, Geoffrey and Svartvik, (2000) Communicative Grammar of English Cambridge C.U.P.
- 12- Paliwal, A.K. (1998): English Language Teaching, Jaipur: Surbhi Publication.
- 13 Palmer, H.L. (1964-65): The Principles of Language Study, London: O.U.P.
- 14-Quirk, Randolph and Greenbaum, (1973): A University Grammar of English, London.
- 16-Roach, Peter, (1991): English Phonetics and Phonology. Cambridge, C.U.P.
- 17-Thomson, A.J. and Martinet (1998) A Practical English Grammar, ELBS, O.U.P.

Paper-VI & VII

Pedagogy of Sanskrit

(Part II)

Objectives:

- To understand the role and importance of Sanskrit and its cultural background.
- To be able to develop creativity among learners.
- To be able to know the place of Sanskrit in curriculum.
- To understand the use of language in context, such as grammar and vocabulary in context.
- To be able to practice the language teaching skills.
- To understand and prepare various kinds of lesson plans.
- To understand the relationship between curriculum, syllabus and textbooks in Sanskrit.
- To appreciate the use of audio, audio-visual aids and ICT (Internet and Computer Technology).

COURSE CONTENT

UNIT-I: Sanskrit Curriculum at Secondary & Senior Secondary level

1. Understanding the relationship between curriculum, syllabus and textbook
2. Selection of materials; Development of activities and tasks
3. Connecting learning to the world outside
4. Moving away from rote-learning to constructivism
5. An overview of the textbook contents of Senior Secondary Level
6. An overview of the textbook contents of Secondary Level

UNIT -II: Learning Resources in Sanskrit

1. Print media, Internet, Books from Most famous Books Centres of India
2. Other reading materials, such as learner-chosen texts, magazines, newspapers, class libraries, etc.
3. ICT, audio, video and audiovisual aids, films, language labs etc;
4. Traditional Learning Resources

UNIT -III

Professional Development of Sanskrit Teacher

1. Qualities of a good Sanskrit Teacher
2. Development of good Communication Skills
3. Teacher as a thinker
4. Teaching values through organisational setup & teachers' behaviour
5. Teacher as a Researcher.

Developing competencies to prepare a LESSON PLAN BASED ON THE FOLLOWING CONCEPTS

- a. Teaching with Creativity
- b. Teaching with ICT support
- c. Teaching with Spiritual Practices
- d. Teaching through Dialogue and Brainstorming

Suggested Activities/Practicum/Field Work (Any one of the following)

1. Select any text book of Sanskrit subject and analyse it from the point that how it is developing cultural, social, ethical & aesthetic values.
2. Search on internet some major Classical/Mythological book selling centres of India and list them with some small descriptions on them
3. Collect 20 Neeti Slokas of Sanskrit and distribute/recite them among the students & keep a filed record of the same with you.

REFERENCES

1. Apte, D.G. and Dongre, P.K. Teaching of Sanskrit in Secondary School.
2. ब्लूम फील्ड, अनुवादक-प्रसाद, डॉ० विश्वनाथ, {1968} 'भाषा' दिल्ली-7 बंगलो रोड जवाहरनगर ।
3. Bokil, V.P. and Parason, M.R.: A New Approach to Sanskrit, Lokasangrapa Press, Poona.
4. चौबे, बी.एन. संस्कृत शिक्षण
5. चतुर्वेदी एस.आर. संस्कृत शिक्षण
6. K.Verma Raja : Teaching of Sanskrit.
7. Kale, M.R. : The Higher Sanskrit Grammar.
8. Lado, Robert (1961). "Language Teaching". London : Longman.
9. मित्तल, डॉ. सन्तोष (1999-2000), संस्कृत शिक्षण, मेरठ, आर लाल डिपो ।
10. नारंग, वैशना (1996), सम्प्रेषणात्मक भाषा शिक्षण, नई दिल्ली प्रकाशन संस्थान दयानंद मार्ग ।
11. सफाया आर.एन. (1990), संस्कृत शिक्षण, चण्डीगढ़, हरियाणा साहित्य अकादमी ।
12. Sharma, Bela Rani, (2002) "Modern Methods of Teaching Sanskrit". New Delhi 110088.

Paper-VI& VII

Pedagogy of Rajasthani

(Part II)

उद्देश्य

- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध 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 बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह अधिगम स्रोत जुटाना
- राजस्थानी भाषा के शिक्षक का व्यावसायिक विकास करना

विशयवस्तु

इकाई – सीनीयर सैकण्डरी स्तर पर राजस्थानी भाषा का पाठ्यक्रम

1. सीनीयर सैकण्डरी स्तर पर राजस्थानी भाषा शिक्षण के उद्देश्य
2. सीनीयर सैकण्डरी स्तर पर राजस्थानी भाषा के पाठ्यक्रम की पाठ्यवस्तु का परिचय
3. एनसीएफ 2005 एवं एनसीएफटीई 2009 के प्रावधानों में स्थानीय परिवेश व भाषाओं को दिया गया महत्त्व
4. राजस्थानी भाषा पाठ्यक्रम की पाठ्यवस्तु की प्रकृति, स्वरूप व विभिन्नताओं का अध्ययन

इकाई – राजस्थानी भाषा के अधिगम स्रोत

- 1 अनौपचारिक: परिवार, चौपाल, सामाजिक आयोजन, त्योहार,
- 2 औपचारिक: भाब्दकोश, रेडियो, अखबार, कम्प्यूटर, संग्रहालय, विभिन्न दस्तावेज
- 3 शिक्षण में अच्छी परम्परागत सहायक सामग्रियाँ व उनकी विशेषताएँ

इकाई – राजस्थानी भाषा के शिक्षक का विकास

- 1 राजस्थानी भाषा के शिक्षक के ज्ञान पक्षों का विकास: राजस्थानी भाषा के प्रमुख रचनाकारों व कृतियों की जानकारी, प्रचलित प्रमुख लोकोक्तियाँ व मुहावरों की जानकारी व उक्त जानकारी विकसित करने के तरीकों पर चर्चा।
- 2 राजस्थानी भाषा के शिक्षक के सामाजिक पक्षों का विकास: स्थानीय परिवेश व संस्कृति की जानकारी, परम्पराओं की जानकारी, लोकगीतों व लोककथाओं व सांस्कृतिक मेलों की जानकारी उक्त जानकारी विकसित करने के तरीकों पर चर्चा।

- 3 राजस्थानी भाषा के शिक्षक के व्यावसायिक पक्षों का विकास: विभिन्न प्रकार की वांछित शिक्षण व सम्प्रेषण दक्षताओं का विकास।

गतिविधि / पोर्टफोलियो / परियोजना कार्य (कोई एक)

- 1 कक्षा 11 वीं या 12 वीं स्तर की राजस्थानी विषय की पाठ्यपुस्तक की समीक्षा कीजिए।
- 2 राजस्थानी काव्य में राष्ट्रीय मूल्यों से ओतप्रोत किन्ही दो कविताओं की समालोचना कीजिए।
- 3 राजस्थानी भाषा के लोक गीतों में भाषा के अलग-अलग स्वरूपों का संकलन कीजिए।

संदर्भ पुस्तकें :

1. राजस्थानी भाषा और साहित्य : डॉ. मोतीलाल मेनारिया
2. भाषा विज्ञान : भोलानाथ तिवारी
3. राजस्थानी भाषा : डॉ. सुनीति कुमार चाटुर्ज्या
4. राजस्थान का भाषा सर्वेक्षण : जार्ज ए. ग्रियर्सन
5. राजस्थानी भाषा : नरोत्तम स्वामी
6. राजस्थानी शब्द कोष : सीताराम लालस
7. राजस्थानी व्याकरण : नरोत्तम स्वामी
8. मातृभाषा का अध्यापन : भूदेव शास्त्री
9. हिन्दी शिक्षण : रमन बिहारी लाल
10. हिन्दी भाषा शिक्षण : योगेन्द्र जीत
11. माध्यमिक विद्यालयों में हिन्दी शिक्षण : निरंजन कुमार सिंह
12. हिन्दी शिक्षण : रविन्द्रनाथ श्रीवास्तव
13. हिन्दी शिक्षण : बी.एन. शर्मा
14. भाषा सम्प्राप्ति : मूल्यांकन, के. जी. रस्तोगी
15. शिक्षा में मापन और मूल्यांकन : रमेशचन्द्र गुप्ता

Paper-VI & VII

Pedagogy of Urdu

(Part II)

Objectives:

- Understand the relation between literature and language;
- Understand and appreciate different forms of language;
- To be able to develop creativity among learners;
- Understand the use of language in context, such as grammar and vocabulary;
- To be able to develop activities and tasks for learners;
- Understand about the teaching of poetry, prose and drama;
- Develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- Develop and use teaching aids in the classroom both print and audiovisual material, and ICT (Internet and Computer Technology)
- 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;
- Understand need and function of language lab

COURSE CONTENT

UNIT-I: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

Understanding the relationship between curriculum, syllabus and textbook; Connecting learning to the world outside; Moving away from rote-learning to constructivism; Aims & Objectives of teaching Urdu at Secondary & Senior Secondary Level. A surface introduction to the curriculum at secondary & Senior Secondary Level.

UNIT II: Learning Resources in Urdu

Print media, other reading materials, such as learner chosen texts, magazines, news-papers, class libraries, etc., ICT, audio-visual aids, including CALL programmes; Radio, T.V. Films; Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.

UNIT-III: LANGUAGE, LITERATURE AND AESTHETIC DEVELOPMENT OF TEACHER

1. **Different Creative Forms of Urdu Language:** Understanding different forms of literature; Literature in the school curriculum: Needs, objectives and relevance
2. Translation: Importance and need
3. **Teaching of Different Forms of Urdu Literature—Poetry, Prose, Drama**
Introduction of various literary forms of Urdu language, Classical Urdu literature and modern Urdu literature, Planning lessons in prose, Planning lessons in poetry, Drama at various school levels
4. Main literary movements of Urdu literature-Aligarh Movement, Progressive Movement
5. Main Schools of Urdu Poetry-Dabistan-eLukhnow; Dabistan-e-Delhi

6. Various forms of Urdu literature :Prose-Novel, Afsana, Drama, Inshaiya: Poetry-Ghazal, Nazm, Qasida, Marsiya and Masnavi
7. Qualities of a good Urdu Teacher
8. Research in Teaching and learning of Urdu

Suggested Practicum/Activities/Field work(Any one)

1. Organise a workshop/seminar/conference on the topic ‘Language of Children’ or any other similar related topic & prepare a report
2. Prepare a list of 10 idioms (using them in sentences) and 10 proverbs (explaining them) in Urdu.
3. Select any Urdu Shayar’s work on the website www.kavitakosh.org and critically evaluate the same.

References

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

Paper-VI& VII

Pedagogy of Mathematics

(Part II)

OBJECTIVES:

Students-teachers will be able to-

- Identify difficulties in learning concepts and generalization, and provide suitable remedial measures.
- Develop ability to teach proof of theorems and develop mathematical skills to solve problems.
- Develop understanding of the strategies for teaching exceptional student in mathematics.
- Develop capacity to evaluate and use instructional materials in mathematics education.
- Develop skills to be a successful mathematics teacher.
- Construct appropriate assessment tools for evaluating mathematics learning.
- Familiarize with the development of curriculum in mathematics.
- Understand and use of learning resources in Mathematics.

COURSE CONTENTS

Unit: 1 Mathematics curriculum at Secondary Level

1. Principles and approaches of curriculum construction.
2. New trends in mathematics curriculum.
3. A critical appraisal of existing mathematics curriculum at secondary stage prescribed by board of secondary education Rajasthan.
4. Enrichment in mathematics teaching for developing creativity.
5. Some highlights of curriculum like vision of school mathematics, main goals of mathematics education, core areas of concerns in school mathematics, curricular choices at different stages of school mathematics education.

Unit: 2 Learning resources in mathematics

1. Recreational Activities

- a. Mathematics club
 - b. Mathematics Fairs
 - c. Mathematical Games
 - d. Mathematical Quiz
 - e. Mathematical Puzzles
 - f. Mathematical Project
 - g. Mathematical Model
2. Importance and setting up of Mathematics Laboratory.
 3. Importance of Support Material: On-line and off-line Resources.
 - a. Text books of Mathematics.
 - b. References Material-Journals, Reference books, Encyclopedia, News Letters and on line resources.
 - c. Using community resources for mathematical teaching e.g. interviewing local persons to know the indigenous knowledge of Mathematics etc.

Unit: 3 Professional Development of Mathematics Teacher

- 1.Importance of in-service programmes for mathematics teacher.
 - 2.Role of mathematics teachers' association.
 - 3.Development of professional competencies of mathematics teacher.
 - 4.Professional ethics of mathematics teacher.
- Research in teaching and learning of mathematics.

Practicum/Field Work- Any one of the following-

- 1.Critical appraisal of existing Mathematics Syllabus of secondary classes as prescribed by State Board.
2. Organise any mathematical Game in the class (VI-X any one) and write your Experiences.
3. Write a reflective Journal on 'Professional Ethics of Mathematics Teacher'.

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,योगेस कुमार (2010) "गणित शिक्षण आधुनिक पद्धतियाँ" ए.पी.एच.पब्लिशिंग कॉरपोरेशन , नई दिल्ली:-02
6. कुलश्रेष्ठ, अरुण कुमार (2013) "गणित शिक्षण" आर.लाल.बुक डिपो, मेरठ:-001
- 7- Sarna, C.S gupta,R.G gary P.K (2003) " textbook of mathematics arya book depot, New Delhi
- 8- Siddiqui,musibul haseen (2009) "Teaching of mathematics" A.P.H. publishing corporation New Delhi
- 9- Dapur, J.N. (1998), "Suggested Experiments in Arya book depot New Delhi-5

Paper-VI & VII

Pedagogy of Physical Science

(Part II)

Objectives-

Student-teachers will be able to:-

1. Understand the approaches of curriculum construction.
2. Explore new trends in Physical Science curriculum.
3. Explore different ways of creating learning situations for different concepts of Physical science.
4. Facilitate development of scientific attitudes in learners.
5. Select appropriate learning resources and teaching –learning
6. Develop ability to use Physical science concepts for life skills.
7. Develop competencies for teaching, learning of Physical science through different measures.
8. To introduce with Professional development programmes of teachers

COURSE CONTENT

Unit 1: Physical Sciences curriculum

1. Principles and approaches of curriculum construction.
2. New trends in Physics curriculum.
3. A critical appraisal of existing Physical Science curriculum at senior secondary stage prescribed by board of secondary education Rajasthan.
4. Enrichment in Physics teaching for developing scientific creativity.
5. Physics Curriculum- Vision, Main goals of teaching Physics, Core areas of curricular choices at different stages of school in Physics education.

Unit 2: Learning resources and teaching learning material in Physical Sciences

1. Learning resources science club, Science fair, exhibition, projects, quiz, Models, Puzzles, Scrap Book, Field Trips.
2. Developing science kit and Physical science laboratory: Designing Physics laboratory. Planning and organizing field observation; audio-visual materials, multimedia-selection and designing. Use of ICT
3. Physics text books and reference materials- news- letters, Encyclopedia, Reference books and other online resources.

Unit 3: Professional Development of Teachers

1. Professional competencies of subject teacher
2. Professional development programs for teachers; planning, organization & evaluation.
3. Professional Ethics of Physical Science teacher.
4. Reflective & Innovative practices in professional development of teachers.

Practicum/Field Work (Any one of the following)-

1. Preparation of Scrap book containing original Scientific Cartoons/Stories/Latest articles/play etc. useful for physics teaching.
2. Analyse physical science textbooks (Senior secondary Level) in the light of the syllabus and from the perspective of the child.
3. List out few Qualities of good Physics Teacher.

References-

1. Heiss, Oburn and Hoffman: Modern Science, the Macmillan Company, New York 1961.
2. Thurber W. and A. Collette : Teaching Science in Today's Secondary schools, Boston Allyn and Bacon Inc., New York, 1959.
3. Vaidya, N. "The Impact of Science Teaching", Oxford and IBH Publishing Company, New Delhi, 1971.
4. Richardson, S. : "Science Teaching in Secondary Schools", Prentice Hall, USA, 1957.
5. Sharma, R.C. and Sukla : "Modern Science Teaching" DhanpatRai and Sons, Delhi, 2002.
6. Ravi Kumar S.K., "Teaching of Science", Mangal deep Publications 2000.
7. RaoAman : Teaching of Physics, Anmol Publications, New Delhi, 1993.
8. WadhwaShalini : Modern Methods of Teaching Physics, Sarup and Sons, New Delhi, 2001.
9. Gupta S.K. : Teaching Physics Sciences in Secondary Schools, Sterling Publishers (P) ltd., New Delhi, 1989.
10. मंगल एस०के० : साधारण विज्ञान शिक्षण, आर्य बुक डिपो, नईदिल्ली 1996
- 11 त्यागी एस०के० : भौतिक विज्ञान शिक्षण, साहित्य प्रकाशन, आगरा, 2000

Paper-VI & VII

Pedagogy of Chemistry

(Part II)

Objectives-

Student-teachers will be able to:-

1. Understand the approaches of curriculum construction.
2. Explore new trends in Chemistry curriculum.
3. Explore different ways of creating learning situations for different concepts of Chemistry.
4. Facilitate development of scientific attitudes in learners.
5. Select appropriate learning resources and teaching –learning material
6. Develop ability to use Chemistry concepts for life skills.
7. Develop competencies for teaching, learning of Chemistry through different measures.
8. To introduce with Professional development programmes of teachers.

COURSE CONTENT

Unit 1: Chemistry curriculum at secondary and Senior Secondary level

1. Principles and approaches of curriculum construction.
2. New trends in Chemistry curriculum.
3. A critical appraisal of existing Chemistry curriculum at senior secondary stage prescribed by board of secondary education Rajasthan.
4. Enrichment in Chemistry teaching for developing scientific creativity.
5. Chemistry Curriculum- Vision, Main goals of teaching Chemistry, Core areas of curricular choices at different stages of school Chemistry education.

Unit 2: Learning resources and teaching learning material in

1. Learning resources science club, Science fair, exhibition, projects, quiz, Models, Puzzles, Poster Making
2. Developing science kit and chemistry laboratory: Designing Chemistry laboratory. Planning and organizing field observation; audio-visual materials, multimedia-selection and designing. Use of ICT. Using community resources in science. Pooling of learning resources in school complex/ block/district level.
3. Chemistry Text books and reference materials- news- letters, Encyclopedia, Reference books and other online resources.

Unit 3: Professional Development of Teachers

1. Professional competencies of subject teacher
2. Professional development programmes for teachers; planning, organization & evaluation.
3. Professional Ethics of Chemistry teacher.
4. Reflective & Innovative practices in professional development of teachers.

Practicum/Field Work – (Any one of the following)

1. Write a reflective journal on 'Developing Scientific Creativity'
2. Prepare ICT based lesson plan in Chemistry and Execute it.

3. Read any Article /book on Professional Development of teachers and prepare a abstract.

References-

1. Yadav, M.S.1995, Teaching of Chemistry, Anmol Publication, New Delhi.
2. Megi, J.S. &Negi, Rasuita, 2001, Teaching of Chemistry.
3. Yadav,M.S. 2000: Teaching Science at Higher level, Anmol Publications, New Delhi.
4. Misra,D.C.:Chemistry Teaching, Sahitya Preparation, Agra
5. Khirwadbar, Anjab 2003: Teaching of Chemistry by Modern Method, Sarup& Sons. New delhi.
6. Das, R.C., 1985: Science Teaching in Schools, Sterling publishers Pvt. Limited. New Delhi
7. Venkataih, S., 2001: Science Education in 21st Century, Anmol Publishers, New Delhi.
8. Rao,D.B., 2001 : World conference on Science Education Discovery publishing work, New Delhi.
9. Singh,U.K&Nayab, A.K. : 2003 : Science Education, Commonwealth Publishers, Daryaganj, New Delhi.
10. Singh,Y.K.& Sharma Archnesh, 2003 : Modern Methods of Teaching Chemistry A.P.H. Publishing corporation, Daryaganj,New Delhi.

Paper-VI & VII

Pedagogy of Biological Science

(Part II)

Objectives: -

Student-teachers will be able to:-

1. Understand the approaches of curriculum construction.
2. Explore new trends in Biological Science curriculum.
3. Explore different ways of creating learning situations for different concepts of biological science.
4. Facilitate development of scientific attitudes in learners.
5. Select appropriate learning resources and teaching –learning material
6. Develop ability to use biological science concepts for life skills.
7. Develop competencies for teaching, learning of biological science through different measures.
8. To introduce with Professional development programmes of teachers.

COURSE CONTENT

Unit 1: Biological Science curriculum

1. Principles and approaches of curriculum construction.
2. New trends in Biological science curriculum.
3. A critical appraisal of existing Biological science curriculum at Seniorsecondary stage prescribed by board of secondary education Rajasthan.
4. Enrichment in Biological science teaching for developing scientific attitude.
5. Biological Science Curriculum- Vision, Main goals of teaching Biological Science, curricular choices at different stages of school Biological Science education.

Unit 2: Learning resources and teaching learning material in Biological Science

1. Learning resources science club, Science fair, exhibition, projects, quiz, Models Puzzles, Poster Making
2. Developing science kit and biological science laboratory; Designing biology laboratory. Planning and organizing field observation; audio-visual materials, multimedia-selection and designing. Use of ICT. Using community resources in science. Pooling of learning resources in school complex/ block/district level.
3. Biological Science Text books and reference materials- news- letters, Encyclopedia, and other online resources.

Unit 3: Professional Development of Teachers

1. Professional competencies of subject teacher
2. Professional development programs for teachers; planning, organization & evaluation.
3. Professional Ethics of Biological Science teacher.
4. Reflective & Innovative practices in professional development of teachers.

Practicum/Field Work (Any one of the following)

1. Being a Biology teacher how you will remove superstitions from the Society. Report your Strategic planning.

2. Plan and Organize a Quiz Competition in a school, on the themes of Biology. Report entire activity
3. Group Discussion on 'Professional Ethics of Biological Science teacher' . Write your conclusions.

References-

1. Sood,J.K., 1987: Teaching Life Sciences, KohaliPublisher,Chandigarh.
2. Sharma, L.M., 1977: Teaching of Science & Life Science, DhanpatRai&Sons,Delhi
3. Kulshrestha, S.P., 1988: Teaching of Biology,Loyal Book Depot ,Meerut
4. Yadav K., 1993: Teaching of Life Science, AnmolPublisher,Daryaganj Delhi.
5. Yadav,M.S., 2000 : Modern Methods of Teaching Science, Anmol Publishers, Delhi.
6. Singh, U.K. &Nayab, A.K., 2003: Science Education Commonwealth Publishers, Daryaganj,New Delhi
7. Venkataih, S., 2001: Science education in 21st century Anmol Publishers, Delhi
8. Yadav,M.S.(Ed.), 2000 : Teaching Science at Higher Level, AnmolPublishers,Delhi
9. Ediger,Marlow&Rao, D.B., 2003 : Teaching Science Successfully Discovery Publishing House, New Delhi
10. Mangal, S.K., 1996: Teaching of Science, Arya Book Depot, New Delhi
11. Mangal, S.K., 1996: Teaching of Science, Arya Book Depot, New Delhi
12. Dave,R.H., 1969 : Taxonomy of Educational objectives & Achievement Testing, London University Press, London.
13. Sood,J.K., 1989 : New Directions in Science Teaching, Kohli Publishers, Chandigarh.

Paper-VI & VII

Pedagogy of General Science

(Part II)

Objectives: -

Student-teachers will be able to:-

1. Understand the approaches of curriculum construction.
2. Explore new trends in General Science curriculum.
3. Explore different ways of creating learning situations for different concepts of General science.
4. Facilitate development of scientific attitudes in learners.
5. Select appropriate learning resources and teaching –learning material
6. Develop ability to use General science concepts for life skills.
7. Develop competencies for teaching, learning of General science through different measures.
8. To introduce with Professional development programmes of teachers.
9. To plan organization and report on various programmes of Professional development of teachers.

COURSE CONTENT

Unit 1: General Science curriculum at secondary level

1. Principles and approaches of curriculum construction.
2. New trends in General science curriculum.
3. A critical appraisal of existing General science curriculum at secondary stage prescribed by board of secondary education Rajasthan.
4. Enrichment in General science teaching for developing scientific creativity.
5. General Science Curriculum- Vision, Main goals of teaching General Science, Core areas of concerns in General science, curricular choices at different stages of school General Science education.

Unit 2: Learning resources and teaching learning material in General Science

1. Learning resources science club, exhibition, projects, quiz, Models Science fair, Puzzles .
2. General science laboratory- Set up and importance
3. General Science Text books and reference materials- news- letters, Encyclopedia, Reference books and other online resources.
4. Identification and use of learning resources in general science exploring alternative sources; Developing science kit and laboratory; Planning and organizing field observation; audio-visual materials, multimedia-selection. Use of ICT. Using community resources in science. Pooling of learning resources in school complex/ block/district level.

Unit 3: Professional Development of Teachers

01. Professional competencies of subject teacher
02. Professional development programmes for teachers; planning, organization & evaluation.
03. Professional Ethics of general Science teacher.
04. Reflective & Innovative practices in professional development of teachers.

Practicum/Field Work-(Any one of the following)

1. Analyse General Science Curriculum of upper primary classes(VI-VIII) and Give your Suggestions keeping in mind the recommendations of NCF 2005.
2. Arrange an activity for the students where they will Face a problem to be solved Creatively like- make paper planes(*Hawai jahaj*) and fly it to maximum Distance, move/ let it fall an empty bottle kept in a shut room(without touching it)etc. Report your Observations and Interesting Findings
3. Organise a group discussion on ‘Reflective & Innovative practices in professional development of teachers’ and summarize your conclusions.

References-

1. Sood,J.K., 1987: Teaching Life Sciences, KohaliPublisher,Chandigarh.
2. Sharma, L.M., 1977: Teaching of Science & Life Science, DhanpatRai&Sons,Delhi
3. Kulshrestha, S.P., 1988: Teaching of Biology,Loyal Book Depot ,Meerut
4. Yadav K., 1993: Teaching of Life Science, AnmolPublisher,Daryaganj Delhi.
5. Yadav,M.S., 2000 : Modern Methods of Teaching Science, Anmol Publishers, Delhi.
6. Singh, U.K. &Nayab, A.K., 2003: Science Education Commonwealth Publishers, Daryaganj,New Delhi
7. Venkataih, S., 2001: Science education in 21st century Anmol Publishers, Delhi
8. Yadav,M.S.(Ed.), 2000 : Teaching Science at Higher Level, AnmolPublishers,Delhi
9. Ediger,Marlow&Rao, D.B., 2003 : Teaching Science Successfully Discovery Publishing House, New Delhi
10. Mangal, S.K., 1996: Teaching of Science, Arya Book Depot, New Delhi
11. Mangal, S.K., 1996: Teaching of Science, Arya Book Depot, New Delhi
12. Dave,R.H., 1969 : Taxonomy of Educational objectives & Achievement Testing, London University Press, London.
13. Sood,J.K., 1989 : New Directions in Science Teaching, Kohli Publishers, Chandigarh.

Paper-VI & VII

Pedagogy of Home Science

(Part II)

Objectives: -

Student-teachers will be able to:-

1. Understand the approaches of curriculum construction.
2. Explore new trends in Home Science curriculum.
3. Explore different ways of creating learning situations for different concepts of Home science.
4. Select appropriate learning resources and teaching –learning material
5. Develop ability to use Home science concepts for life skills.
6. Develop competencies for teaching, learning of Home science through different measures.
7. To introduce with Professional development programs of teachers.
8. To plan organization and report on various programs of Professional development of teachers.

COURSE CONTENT

Unit 1: Home Science curriculum

1. Principles and approaches of curriculum construction.
2. New trends in Home science curriculum.
3. A critical appraisal of existing Home science curriculum at Seniorsecondary stage prescribed by board of secondary education Rajasthan.
4. Enrichment in Home science teaching for developing Home Managerial Skills.
5. Home Science Curriculum- Vision, Main goals of teaching Home Science, Core areas of concerns in Home science, curricular choices at different stages of school.

Unit 2: Learning resources and teaching learning material in Home Science

1. Learning resources science club, exhibition, projects, quiz, Models Science fair, Puzzles , Posters.
2. Home science laboratory- Set up and importance
3. Home Science Text books and reference materials- news- letters, Encyclopedia, Reference books and other online resources.
4. Identification and use of learning resources in Home science exploring alternative sources; Home Science laboratory; Planning and organizing, field observation; audio-visual materials, multimedia-selection. Use of ICT. Using community resources in science. Pooling of learning resources in school complex/ block/district level.

Unit 3: Professional Development of Teachers

1. Professional competencies of subject teacher
2. Professional development programs for teachers; planning, organization& evaluation.
3. Professional Ethics of Home Science teacher.
4. Reflective & Innovative practices in professional development of teachers.

Practicum/Field Work (Any one of the following)

1. Write a reflective Journal on 'Use of ICT in achieving goals of home science teaching'
2. Critical Appraisal of Home Science laboratory of any senior secondary school.
3. Group Discussion on 'Professional Ethics of Home Science teacher' .Write your Conclusions.

References

1. Sherry, G.P. and Saran, D.P. : Grah Vigyan Shikshan, Vinod Pustak Mandir, Agra, 1969
2. Asthana, S.R. : Griha Vigyan ka Addhyapan, Laxmi Narain Agarwal, Agra, 1968
3. Sarla Sharil : Banana Seekho, Atmaram & Sons, Delhi, 1962
4. Dass, R.R. and Ray, Binita : Teaching of Home Science, Sterling Publishers Pvt., New Delhi, 1984
5. Sukhiya, S.P. and Mehrotra : Grah Vigyan Shikshan, Haryana Sahitya Akademy, Chandigarh, 1984
6. Agarwal, Laxminarayan, Teaching of Home Science.
7. Sherry, G.P. : Home Management

Paper-VI & VII

Pedagogy of Social Sciences

(Part II)

Objectives

The Student-teachers will be able to-

Develop an understanding of the Curriculum of Social sciences at secondary level

Develop ability to do the content analysis

Develop various teaching learning resources for efficient teaching & learning

Develop professional skills to become a proficient teacher

Develop an aptitude professional commitment & conviction

COURSE CONTENT

Unit 1: Social Science curriculum at secondary level

01. Principles and approaches of curriculum construction.
02. New trends in social science curriculum.
03. A critical appraisal of existing social science curriculum at secondary stage prescribed by board of secondary education Rajasthan.
04. Enrichment in social science teaching for multidimensional aspects of knowledge.
05. Content analysis of social science in following perspective –
 - (a) Indigenous nature
 - (b) Socio-cultural, economics & political issues
 - (c) Relevancy to modern society

Unit 2: Learning resources and teaching learning material in Social Science

01. Learning resources social science club, exhibition, projects, quiz, social survey, social science laboratory, text books and other reference materials (online & offline). Museum
02. Projected and non-projected teaching aids
03. Use of ICT: Video clips, Power points presentations, films etc

Unit 3: Professional Development of Teachers

01. Professional competencies of subject teacher
02. Professional development programmes for teachers; planning, organization & evaluation.
03. Reflective & Innovative practices in professional development of teachers.

Practicum/Field Work (Any one)

1. Prepare and present a lesson through power point presentation on any topic of your choice.
2. Mark any one student with less than 60% marks in social science, diagnose their difficulties and give appropriate remedial measure.
3. Read a book related to professional development of teacher and prepare an abstract.

References

- 1 व्यागी, गुरुसरनदास, (2007–08), "समाजिक अध्ययन शिक्षक," प्रेमलता प्रिण्टर्स, आगरा।
- 2 सिडाना एवं अशोक, (2007), "समाजिक अध्ययन शिक्षक," शिक्षा प्रकाशन, जयपुर।
- 3 शर्मा, हनुमान सहाय, (2005), "समाजिक पर्यावरण अध्ययन शिक्षक," राधा प्रकाशन मन्दिर परशुरापुरी, आगरा 282002।

- 4 मिश्रा, महेन्द्र कुमार,(2008),“सामाजिक अध्ययन शिक्षक,”क्लासिक कलैक्शन, जयपुर।
- 5 शैदा बी.डी, शैदा ए.के,“सामाजिक अध्ययन शिक्षक,” आर्य बुक डिपो, करोल बाग नई दिल्ली-11005।
- 6 पाण्डेय,सोहनलाल,(2006),“सामाजिक विज्ञान शिक्षक,” याम प्रकाशन, जयपुर।
- 7 तायल बी.बी, (2002),“न्यूकोर्स सामाजिक विज्ञान,” आर्य पब्लिकेशन, करोल बाग नई दिल्ली-110005।
- 8 गर्ग, भवरलाल (1995),“सामाजिक विज्ञान शिक्षक,” विनोद पुस्तक मन्दिर, आगरा।
- 9 Bedi Yesh Pal, (1980),“social and preventive medicine”, Atma ram sons, karmese gate, Delhi
- 10 Gilby Thomas, (1953),” Between community and society” Longmans, Green and co. London, New York
- 11 Chitambar J.B, (1987), “Introductory Rural Sociology” Wiley Eastern Limited. New Bangalore
- 12 Ganguli B.N, (1977), Social Development” AB/9 Safdarjang Enclave, New Delhi
- 13 Reddy L. Venkateswara, (2005), “methods of Teaching Rural Sociology” Discovery Publishing House, 4831/24, Anrari Road, Prahlad street Darya Ganj, New Delhi

Paper-VI & VII

Pedagogy of Civics

(Part II)

Objectives

The contents will enable the student teacher to

- Develop an understanding of the contents of secondary and senior secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

COURSE CONTENT

Unit 1: Civics Curriculum at Secondary & Senior Secondary Level

1. Principles and approaches of curriculum construction.
2. New trends in Civics curriculum
3. A critical appraisal of New trends in Civics curriculum at Secondary & Senior Secondary Stage prescribed by State board.
4. Knowledge building through multiple reading
5. Content analysis of Civics in the following perspective –
 - (a) Constitutional aspects
 - (b) International contents
 - (c) Current Burning issues
 - (d) Contents in local context

Unit 2: Learning resources and teaching learning material in Civics

1. Learning resources - Exhibition, Projects, Quiz, Civics Room, Text Books and other reference materials (online & offline), Museum
2. Projected and Non-Projected teaching aids
3. Use of ICT: Video clips, Power points presentations, films etc

Unit 3: Professional Development of Teachers

1. Professional competencies of Civics teacher.
2. Professional development programmes for Civics teachers, planning, organization & evaluation.
3. Reflective & Innovative practices in professional development of teachers.
4. Enriching knowledge of contents through e-learning.

Practicum/Field Work (Any one of the following)

1. Visit any Institution under Panchayati Raj and collect its institutional profile through structured/unstructured interview.
2. Do the content analysis of any book of Civics from the state board & find out the obsolete/irrelevant/repeated contents
3. Collect the details of various pressure groups operating in local politics & mention how they affect the political on-goings

References

1. Bining and Bining: Teaching of Social Studies in Secondary Schools, New York.
2. Bourne H.E.: Teaching of History and Civics, Bombay, Longmans 1972.
3. Harlikar: Teaching of Civics in India, Bombay, Padma Publications Ltd.
4. Kochhar, S.K.: Teaching of Social Science. Sterling Publishers Pvt. Ltd., New Delhi.
5. Raic B.C. : Methods of Teaching Civics, Lucknow, 1985-86.
6. वघेला, हेतसिंह : नागरिक शास्त्र शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर 1993
7. त्यागी, गुरसरनदास : नागरिक शास्त्र का शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
8. मित्तल, एम०एल० : नागरिक शास्त्र का शिक्षण, लायल बुक डिपो, मेरठ
9. कुदेसिया, उमेश चन्द्र : नागरिक शास्त्र शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
10. सिंह, रामपाल : नागरिक शास्त्र शिक्षण, आर०लाल० बुक डिपो, मेरठ।
11. क्षत्रिय, के० : नागरिक शास्त्र शिक्षण, लायल बुक डिपो, मेरठ
श्रीमती संध्या मुखर्जी : नागरिक शास्त्र शिक्षण, प्रकाशन केन्द्र, लखनऊ, 1985-86।

Paper-VI & VII

Pedagogy of Geography

(Part II)

Objectives

The contents will enable the student teacher to

Develop an understanding of the contents of secondary and senior secondary level

Develop ability to do the content analysis

Develop various teaching learning resources for efficient teaching & learning

Develop professional skills to become a proficient teacher

Develop an aptitude professional commitment & conviction

COURSE CONTENT

Unit 1: Geography Curriculum at Secondary & Senior Secondary Level

- Principles and approaches of curriculum construction.
- New trends in Geography curriculum
- A critical appraisal of New trends in Geography curriculum at Secondary & Senior Secondary Stage prescribed by State board.
- Knowledge building through multiple reading
- Content analysis of Geography in the following perspective –
 - (a) Contents of physical feature
 - (b) International contents
 - (c) Contents in local context

Unit 2: Learning resources and teaching learning material in Geography

1. Learning resources - Exhibition, Projects, Quiz, Civics Room, Text Books and other reference materials (online & offline), Museum, Geography Lab, Models Aquarium etc
2. Projected and Non-Projected teaching aids
3. Use of ICT: Video clips, Power points presentations, films etc

Unit 3: Professional Development of Teachers

1. Professional competencies of Geography teacher.
2. Professional development programmes for Geography teachers, planning, organization & evaluation.
3. Reflective & Innovative practices in professional development of teachers.
4. Enriching knowledge of contents through e-learning.

Practicum/Field Work (Any one)

1. Prepare a Teaching Model as a teaching aid for teaching Geography at secondary level .
2. Make a detailed pictorial Project on the 'Great Barrier Reef' Prepare it in such a way that students can refer it for extensive learning
3. Ask the people of community about the Moon Eclipse & Sun Eclipse & their superstitious & mythical thoughts associated with the concept. Compile the interesting facts and present them in class.

References

1. वर्मा, जे.पी. : भूगोल शिक्षण, विनोद पुस्तक मंदिर, आगरा 1987।
2. शर्मा, सी.आर : भूगोल शिक्षण, मॉडर्न पब्लिशर्स, मेरठ।
3. सिंह, एच.एन.: भूगोल शिक्षण, विनोद पुस्तक मंदिर, आगरा 1987।
4. अरोड़ा,के.एल.: भूगोल शिक्षण, प्रकाश ब्रदर्स, लुधियाना 1983
5. मिश्रा, ए.एन. : भूगोल शिक्षण पद्धति, शिक्षण निकेतन, कानपुर 1959।
6. Singh, L.P.: Practical Geography, Allied publication, Allahabad.
7. Barbard, H.C. : Principles and Practice of Geography Teaching, London University, Tutorial Press, 1953.
8. Kaul, A.K. : Why and How of Geography Teaching, Ambanu Publications, Srinagar, 1983.
9. Verma, O.P. and Vendanayagam E.G., : Geography Teaching, Sterling Publishers, New Delhi, 1987.
10. Gopsil, G.H.: The Teachnig of Geography, Macmillan K Co. Ltd London, 1958.
11. Macnee : Teaching of Geography, Oxford Universoty Press, and Bombay.
12. Source Book for Teaching of Geography, UNESCO Publishing.

Paper-VI & VII

Pedagogy of History

(Part II)

Objectives

The Student-teachers will be able to-

Develop an understanding of the Curriculum of History at Senior secondary level

Develop ability to do the content analysis

Develop various teaching learning resources for efficient teaching & learning

Develop professional skills to become a proficient teacher

Develop an aptitude professional commitment & conviction

COURSE CONTENT

Unit 1: History curriculum

01. Principles and approaches of curriculum construction.
02. New trends in history curriculum.
03. A critical appraisal of existing history curriculum at senior secondary stage prescribed by State board.
04. Knowledge building through multiple reading.
05. Content analysis of history in following perspective –
(a) Indigenous nature (b) International happenings and impact on our nation
(c) History of various civilizations (d) History of colonial India.

Unit 2: Learning resources and teaching learning material in history

01. Learning resources - exhibition, projects, quiz, history room, text books and other reference materials (online & offline), Museum
02. Projected and non-projected teaching aids
03. Use of ICT: Video clips, Power points presentations, films etc

Unit 3: Professional Development of Teachers

01. Professional competencies of subject teacher.
02. Professional development programmes for history teachers, planning, organization & evaluation.
03. Reflective & Innovative practices in professional development of teachers.
04. Enriching knowledge of contents through e-learning.

Practicum/Field Work (Any one of the following)

1. Pick any event from the history of colonial India & State how that event is still having its impact on the present days happenings.
2. Prepare a power point presentation on any historical fort.
3. Write a note on any eminent historical writer of medieval era.

References

1. Aggrawal, J.C. Teaching of History (A Practical Approach), Vikas Publishing House Pvt. Ltd. New Delhi.
2. Choudhary. K.P. : Effective Teaching of History in India, NCERT.
3. Ghate, V.D. : Suggestions for the teaching of History in India.
4. Ghose, K.D.: Creative teaching of History OUP
5. Hill, C.P. : Suggestions on the teaching of History.
6. Kochhar, S.K. : Teaching of History, Sterling Publishers Private Limited, New Delhi.
7. Verjeshwary, R. : Hand Book for History teacher in India.

In Hindi Edition:

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

Paper-VI & VII Pedagogy of Economics (Part II)

Objectives

The contents will enable the student teacher to

Develop an understanding of the contents of secondary and senior secondary level

Develop ability to do the content analysis

Develop various teaching learning resources for efficient teaching & learning

Develop professional skills to become a proficient teacher

Develop an aptitude professional commitment & conviction

COURSE CONTENT

Unit 1: Economics Curriculum at Secondary & Senior Secondary Level

- Principles and approaches of curriculum construction.
- New trends in Economics Curriculum
- A critical appraisal of New trends in Economics curriculum at Secondary & Senior Secondary Stage prescribed by State board.
- Knowledge building through multiple reading
- Content analysis of Economics in the following perspective –
(a) Contents of Macro Economics (b) Contents of Micro economics
(c) Contents in local context (d) Contents of International Importance

Unit 2: Learning resources and teaching learning material in Economics

1. Learning resources - Exhibition, Projects, Quiz, Economics Room, Text Books and other reference materials (online & offline), Museum, Financial Institutions.
2. Projected and Non-Projected teaching aids
3. Use of ICT: Video clips, Power points presentations, films etc

Unit 3: Professional Development of Teachers

1. Professional Competencies of Economics Teacher.
2. Professional development Programmes for Economics teachers, planning, organization & evaluation.
3. Reflective & Innovative practices in Professional development of teachers.
4. Enriching knowledge of contents through e-learning.

Practicum/Field Work (Any one of the following)

1. Make a complete profile of a Business House of India including the inception, set up, product range, product mix and the revenue output
2. Prepare a report on any Monopolistic or Oligopolistic market situation of state.
3. Prepare two articles from the 'Economic Times' news paper which must be related to some issue of international crisis

References

1. Kanwar, B.S.: Teaching of Economics, Prakash Bros, Ludhiyana, 1973.
2. Rai, B.C. : Methods of Teaching Economics, Publication Centre, Lucknow, 1986.
3. Siddiqi, M.H.: Teaching of Economics, Ashish Publishing House, New Delhi 1993.
4. 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.
5. Tyagi, G.D., Arthashastra Shikshan, Vinod Pustak Mandir, Agra-2005.

Paper-VI & VII

Pedagogy of Music

(Part II)

Objectives:

The Student- teacher will be able to:

Understand the contents of Music at senior secondary level.

Understand the nature of contents at school level.

To know the learning resources of music

Grow professionally

COURSE CONTENT

UNIT I- Music curriculum at Senior Secondary level

1. Understanding the contents of Music at senior secondary level
2. Balance of Instrumental & vocal part of music
3. Practical lab work assigned in book
4. Various Music labs

UNIT II Learning resources in Music

1. Music House Trips
2. Community resources,
3. Music conference
4. Music competition
5. E-resources
6. Formal & Informal Institutions

UNIT III Professional Development of a Music Teacher

1. The Aesthetic and personal qualities of a Music teacher
2. Understanding the changing trends in the Music
3. Best Utilization of talent of Music in teaching
4. Understanding the local folks prevalent in the local community
5. Utilizing the instrumental knowledge in carrying out the co-curricular and Extra-curricular activities.

Practicum/Field Work(Any one of the following)

- 1 Organize a Music competition in college in the presence of expert musicians. Compile a report of the event.
- 2 Make a pictorial & descriptive biography of a renowned singer of India or abroad and file it for assessment.
 - 4 Interview a musician about how they got inclined towards music & evolved a career out of it. Prepare a summary

REFERENCE:

1. Thakur Onkarnath : Pranava Bharti
2. Swaruy, B.: Theory of Indian Music.
3. Digamber. Vishnu: Sangeet Bodh (5 parts)
4. Sangeet Darpan (Sanskrit).
5. Sangeet Ratnakar (Sanskrit)
6. Bhatkhande : Hindustani Sangeet Paddhati
7. Basu. S.N.: Sangeet Praesika.

Paper-VI & VII

Pedagogy of Business Studies

(Part II)

OBJECTIVES:

The Student- teacher will be able :

- To know the meaning, concept and scope of Business Studies
- To know the aims and objectives of teaching Business Studies
- To know the place of Business Studies in the school curriculum.
- To prepare unit and lesson plans.
- To know about the audio-visual aids and importance of text-book.
- To know the various methods and techniques of teaching.
- To know the principles of curriculum organization and its critical appraisal.
- To know about the evaluation process in the Business Studies.

COURSE CONTENT

UNIT - I: Business Studies Curriculum at Senior Secondary level

1. Aims & Objectives of teaching Business Studies at Senior Secondary level.
2. A critical appraisal of existing Business Studies Curriculum of 11 & 12 Class prescribed by board of Secondary Education Rajasthan
3. New trends in Business Studies.

UNIT - II: Teaching-Learning Resources in Business Studies

1. Teaching Learning Resources: Books, Journals, Newspapers, Self-explanatory & User-friendly Software, Internet, Encyclopedias, Customized Teaching Modules
2. Teaching Business Studies with the help of Digital Boards: Process, Benefits & Limitations, Teaching through Traditional support: Black board, charts etc.
3. Computer Assisted Accounting: Meaning, Process, Benefits, Limitations
4. Learning Business Studies through apprenticeship
5. Sources of knowing latest business trends

UNIT - III: Professional Development of Business Studies Teacher

1. Knowledge Building: Understanding of: Business Communication skills, General Business competencies.
2. Understanding the Professional Ethics of Business.
3. Learning to teach Business Studies through Innovative Practices.
4. Efficient Management of with modern devices/computers/apparatuses
5. Career & growth prospects in Business field
6. Understanding world scenario through famous magazines such as 'Fortune' etc

Practicum/ Field work (Any one of the following)

1. Classify the contents and the sub-contents at 11th and 12th level according to their nature and give suggestions to add something in them or remove something.
2. Interview any person who does the management of some moderately good size business & find out the difficulties faced by him/her.
3. Conduct a SWOT (Strength, weakness, opportunities, threats) analysis of the prime character of any movie related to business affairs.

References:

1. Tonne, Pohani, Freeman: Methods of Teaching Business Subject, Greogg Publishing Co., New York.
2. Khan, M.S.: The Teaching of Commerce, Sterling Publisher Pvt. Ltd., New Delhi.
3. Kochar, S.K.: Methods and Techniques of Teaching, Sterling Publisher Pvt. Ltd., New Delhi 1986.
4. Sharma, R.A.: Technology of Teaching, Loyal Book Dept., Meerut.
5. Rao, Seema : Teaching of Commerce, Anmol Publication Pvt. Ltd., 1995.
6. Jain K.C.S. : Vanyajaya Shikshan (Hindi) Ganeral Academy, Jaipur, 1986
7. Singh, I.B. : Vanigaya Ka Adhyayan, Laxmi Narayan Agarwal, Agra, 1968.
8. Bhorali Devadas: Commerce Education in India, D.K. Publishers Distribution (P) Ltd., New Delhi, 1988.
9. Rai B.C.: Method of Teaching Commerce, Prakashan Kendra, Lucknow 1986

Paper-VI & VII

Pedagogy of Financial Accounting

(Part II)

OBJECTIVES:

The Student- teacher will be able:

To help the students to acquire the basic understanding in the field of Financial Accounting education.

To develop the ability to plan curriculum and instructions in Financial Accounting at school level.

To develop the ability to critically evaluate existing school syllabus and text book.

To impart knowledge about the methods and devices of teaching Financial Accounting and to develop the skill of using the same.

To develop the ability of preparing an achievement test.

To develop commercial efficiency among students

COURSE CONTENT

UNIT - I: Financial Accounting Curriculum at Senior Secondary level

1. Aims & Objectives of teaching Financial Accounting at Senior Secondary level.
2. A critical appraisal of existing Financial Accounting Curriculum of 11 & 12 Class prescribed by board of Secondary Education Rajasthan
3. New trends in Financial Accounting

UNIT - II: Teaching-Learning Resources in Financial Accounting

1. Teaching Learning Resources: Books, Journals, Newspapers, Self-explanatory & User-friendly Software, Internet, Encyclopedias, Customized Teaching Modules
2. Teaching Financial Accounting with the help of Digital Boards: Process, Benefits & Limitations, Teaching through Traditional support: Black board, charts etc.
3. Computer Assisted Accounting: Meaning, Process, Benefits, Limitations
4. Learning Financial Accounting through apprenticeship
5. Sources of knowing latest accounting standards & norms.
6. Efficient indigenous ways of accounting

UNIT - III: Professional Development of Financial Accounting Teacher

1. Knowledge Building: Knowing Latest Accounting standards, Introduction to Indian Stock Market, Understanding Modern ways of money transaction: E-Banking, Mobile Banking, global Trends.
2. Understanding the Professional Ethics of Accounting.
3. Learning to teach Financial Accounting through Innovative Practices.
4. Efficient Management of the Conventional & Computer based data of Accounting
5. Career & growth prospects in Accounting field: An introduction to Chartered Accountants, Cost & Works Accountants, Company Secretaries.

Practicum/ Field work (Any one of the following)

1. Classify the contents and the sub-contents at 11th and 12th level according to their nature and give suggestions to add something in them or remove something.
2. Interview any person who does the organizational accounting & find out the difficulties faced by him/her.
3. Describing all functions of ATM machine as a money transaction device, mention its limitations & your personal experience with ATM's.

References:

1. Rao, Seema : Teaching of Commerce, Anmol Publication Pvt.Ltd.1995.
2. Jain, K.C.S. : Vanijaya Shikshan (Hindi) General Academy, Jaipur, 1986.
3. Gortside, L: Teaching Business subjects. The Modern Approach made and printed in Great Britain by the Garen Press Ltd. Leteh worth, Hest Fordshgire, 1970.
4. Neeb, W.B. : Modern Business Practice, The Ryerson Press, Toronto, 1965.
5. Khan, M.S.: The Teaching of Commerce, Sterling Publishers (P) Ltd, Jullundar-3.
6. Singh, J.B.: Vanijaya Ka Adhyayan, Laxmi Narayan Agarwal, Agra, 1968.
7. Bhorali, Devadas : Commerce Education in India, D.K. Publishers Distributors (P) Ltd, New Delhi 1988.
8. Rai, B.C.: Method of Teaching Commerce, Prakashan Kendra Lucknow, 1986.

Paper –VIII Art And Aesthetics Part II

Objectives:

The student teacher will be able to:

- Understand the important concepts and Prepare unit plan, Lesson plan and yearly plan for different classes.
- Critically evaluate existing school syllabuses and textbooks.
- Prepare suitable teaching aids and use them in the classroom effectively.
- Fulfilment of an individual' s potentials through fine art.
- Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.
- Appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange.
- Experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content.
- Understanding basics of different Art forms - impact of Art forms on the human mind.
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.
- Enhance skills for integrating different Art forms across school curriculum at secondary level

COURSE CONTENT

Unit – I Art and Creative Teaching

1. Indian Folk art
2. Creative Art
3. Contribution of Art Teaching
4. Importance Aims and Objective of Art Teaching.
5. Co-relation with other Subject.

Unit – 2 Methods and Techniques of Art Teaching.

1. Lecture cum demonstration.
2. Question-answer techniques.
3. Text book.
4. Dramatization.
5. Discussion, Group work and Assignments.
6. Use of ICT in art teaching.

Unit – 3 Teaching-learning resources and planning of Art Education.

1. Types of primary and secondary resources: data from field, textual material, journals, magazines, newspaper.
2. Teaching Aids- Meaning, Importance and types of teaching Aids, Art laboratory (its need, organization, equipments)
3. Knowledge of Indian Craft Traditions and its relevance in education
4. Knowledge of Indian Contemporary Arts and Artists; Visual Arts

Unit – 4 Developing & Appreciating Aesthetic Values

1. Arts and Education, Arts in the classroom, Music in the classroom, Drama as a teaching technique.
2. Developing Aesthetic Values through Music, Dance and Drama.

Unit – 5: Continuous & comprehensive evaluation of Music Dance & Drama

1. Qualities of a good Art Teacher.
2. Continuous and Comprehensive Evaluation (CCE) in art education.
3. Characteristics of Assessment in art education: Types of questions best suited for examining/assessing/ aspect of art education; Questions for testing quantitative skills, Questions for testing qualitative skill; Open-ended questions.
4. Blue print: Meaning, concept, need and construction.
5. Open-book tests: Strengths and limitations

Practicum/Field work :- (Any Five of the following)

1. Viewing/listening to live and recorded performances of Classical and Regional Art forms & compile your personal feelings on it.
1. Local field trip for understanding working process of any art work or Art gallery/art form & mention experiences.
2. Organize an exhibition on Hand made things

3. Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, folk performances in the community.
4. Planning and establishment of an art gallery in school.
5. Make five different teaching materials using different type of teaching aids (chart,
6. Individual appraisal through aesthetic portfolio.
7. While you were in internship if you found any student worth evaluating on any of the aesthetic arts (Music, Dance, Drama) make an individual port folio & submit it in college.
8. Draw Caricatures of three renowned Historical personalities.
9. Pick out art based articles and paintings from famous newspapers and compile the collected information.

References:

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

Paper IX

Health And Physical Education

Part II

Objectives:

The student teacher will be able:

- To help the students to understand the complexities with growth and development.
- To enable the students to understand & manage stress and strain.
- To develop a positive self concept & keep a healthy relationship with family members & peers.
- To develop healthy sports-man-ship & responsible sexual behaviour.
- To be able to understand the causes of pollution & measures to prevent them.
- To be able to prevent occupational Health Hazards.
- To develop physical fitness and gaming skills.
- To develop health practices and help them in understanding the interdisciplinary nature of Health & Physical Education.

COURSE CONTENT

Unit –I Growth and Development

1. Human body; Growth and development of children at different ages, their needs and interests, psycho-social development; Physical, emotional and mental changes during adolescence.
2. Concept of body image; Parent-peer-adolescent relationship; Sexual abuse; Myths and misconceptions regarding growing-up
3. Management of stress and strain and life skills.

Unit – II Diseases

Communicable and Non-communicable diseases; Reproductive and sexual health, hygiene, RTI, STI, HIV/AIDS, responsible sexual behaviour, measures to prevent diseases transmission; Harmful effects of self-medication and patient's rights.

Unit –III Pollution & Health Hazards

1. Pollution—types, causes, influence of various types of pollution on human health and prevention; Proper sewerage disposal; Construction of compost and soak pit; Anti-mosquito and anti-rodent measures; Water conservation, seed banking, water management and re-cycling
2. Occupational health hazards and its prevention; Commonly-abused substance and drugs and ways of prevention and inhabitation

Unit –IV Fundamentals of Games and Sports

1. Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sports-personship
2. Games and Sports—athletics, games, rhythmic activities and gymnastics
3. Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports

Unit –V Health Practices and its Interdisciplinary Nature

1. Yogic practices–importance of yoga, Yogasanas, Kriyas and Pranayam
2. Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

Practicum/Field Work (Any Five of the following)

1. List out some Myths and misconceptions regarding growing-up.
2. Arrange doctors talks either in a school/college with the help of teacher educators & mention how it benefited the attendants.
3. Generally there are many trends of self-medication by home-prepared prescriptions. List such prescriptions & experiences associated with it prepare.
4. It prepare a dietary plan for a child of pre-adolescent age with the help of doctor/expert & display it in school & prepare it as a document.
5. Prepare a survey report of any area find out the cases of pollution & suggest some remedies.
6. Visit any industry to find out the health hazards for the workers there.
7. Organise a recreational sport in group & share how it was recreational.
8. Demonstrate some fitness exercises to students/peers & mention how it helps in developing physique & mental health.
9. Perform atleast 10 yogasanas in group and share your experiences.
10. Organize an exhibition on the theme – Importance of yoga.

References

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

Paper X

Learning Enrichment through Information And Communication Technology

Objectives:

The student teacher will be able to:

- Understand the concept of Educational Technology and Information Technology and its role in construction of knowledge
- Prepare teachers for ICT class room
- Develop the abilities and the skills to use computer as a learning device.
- Develop the professional skills related to ICT
- Develop an spirit of appreciation towards ICT
- Develop the professional ethics in uses of ICT
- Develop the competencies for generating information through internet

COURSE CONTENT

UNIT 1: RELEVANCE OF ICT IN EDUCATION

- i. Role of Information technology in 'construction of knowledge'
- ii. Concept of Educational technology
- iii. Computer assisted Learning, online education, Virtual classroom

UNIT 2: VISUALISING LEARNING SITUATIONS USING AUDIO-VISUAL AND OTHER MEDIA

1. Use of audio Medias in Education.
2. Use of television and video in education
3. Use of newspaper in education.

UNIT 3: USE OF COMPUTERS IN SCHOOLS

- (1) Functional knowledge of operating computers–on/off, word processing, use of power point, excel, Computer as a learning tool,
- (2) Effective browsing of the internet for discerning and selecting relevant information, Survey of educational sites based in India, Downloading relevant material,

UNIT 4: VISUALISING TECHNOLOGY-SUPPORTED LEARNING SITUATIONS

- (1) Preparation of learning schemes, Interactive use of audio-visual programme, Developing PPT slide show for classroom use, Use of available software or CDs with LCD projection for subject learning interactions
- (2) Generating subject-related demonstrations using computer software, Enabling students to plan and execute projects (using computer based research) Engaging in professional self-development.
- (3) Collaborative learning tasks Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc.

UNIT 5: TECHNOLOGICAL ADVANCEMENTS IN EDUCATION

(1) Innovative usage of technology: Use of technology integration in resource-plenty as well as resource-scarce situations

(2) Critical issues in 'internet usage' – authenticity of information, addiction, demerits of social networking group.

Practicum/Field Work (Any Five of the following)

1. Organise a symposium about 'construction of knowledge' and prepare the minutes.
2. Prepare a power point presentation on any 2 general topics and present them before peers.
3. Prepare a five minutes programme of teaching with a video recording of self and put the content on CD and submit it for appraisal.
4. Watch a programme broadcast on television on educational topics & prepare an interpretational report.
5. Collect & analyse news matter related to educational issues in local context (At least 7 days news).
6. Conduct an extempore session about various issues of social media & draft summaries in the form of report.
7. Through an intensive search on internet find out some Educational apps and mention their utilities.
8. Conduct an informative session with the help of the Teacher Educator on the topic, 'how to use search engines efficiently and precisely'. List the outcomes (session to be conducted in the presence of expert)
9. How a mobile as a device can be used as teaching tool write a note on it on your self experiences.
10. Search at least four free educational e-books and write them on CD and submit it.

References:

1. Srinivasan, T. M. (2002). Use of computers and multimedia in education. Jaipur: Aavisakar Publication.
2. Alexis, M. L. (2001). Computer for every one. Leon: Vikas Publishing house Ltd: New Delhi.
3. Norton, P. (1998). Introduction to computers. New Delhi: Tata McGraw Hill Publishing Co 104
4. Peter Norton's Introduction to Computers (2000), Tata McGraw-Hill Publications, New Delhi
5. Schwatz & Schitz (2000), Office 2000, BPB Publications, New Delhi.
6. Smha P.K. (1992), Computer Fundamentals, BPB Publications, New Delhi.
7. Merrill, P.P., et al (1985), Computers in Education, Second Edition, Allyn and Bacon, New York,
8. Goel, Hemant Kumar. Computer Vigyan Shikshan. R Lal Book Depot(Hindi and English)