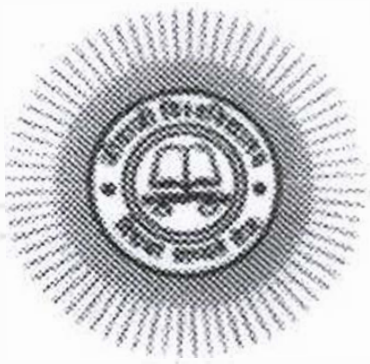
जीवाजी विश्वविद्यालय, ग्वालियर

JIWAJI UNIVERSITY, GWALIOR



SYLLABUS

FOR

TWO YEARS (FOUR SEMESTER)

B.ED. COURSE
For 2nd Semester

2020- 21

ACADEMIC YEAR AND ONWARDS

Dr. Vivek Bapat
Dean: Jiwaji University, Gwalior

Dr. Vinod Singh Bhadoria
Chairman, Board of Studies Education

Semester - II

CC 201: Learning & Teaching

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Aims of the Course:

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school; and
- Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

Unit I: Theoretical Perspectives on Learning

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspectives on human learning; Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
- Concepts and principles of each perspective and their applicability in different learning situations.

Unit II: Role of Learner in Learning

- Role of learner in various learning situations, as seen in different theoretical perspectives
- Role of teacher in teaching-learning situations: (a) Transmitter of knowledge, (b) Model, (c) Facilitator, (d) Negotiator, (e) Co-learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations).
- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.

Unit III: Learning in 'Constructivist' Perspective

- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge': (i) Experiential learning and reflection (ii) Social mediation (iii) Cognitive negotiability (iv) Situated learning and cognitive apprenticeship (v) Meta-cognition.
- Creating facilitative learning environments, teachers' attitudes, expectations – Enhancing, Motivation, Positive emotions, Self-efficacy, Collaborative and self regulated learning. (The focus is on learning as a constructive rather than a reproductive process The learner-centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

Unit IV: Individual Differences Among Learners

- Dimensions of differences in psychological attributes – cognitive abilities, interest, aptitude, creativity, personality, values.
- Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'Learning styles'.

- Differences in learners based on socio-cultural contexts: Impact of home 'languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.
- Understanding differences based on a range of cognitive abilities – learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual, giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective. (The focus is on understanding the differential learning needs of the learners with regard to abilities, learning styles, language, socio-cultural differences/disadvantage, learning difficulties, and their implications for classroom practices and teaching).

Unit V: Guidance and Counselling

- Meaning. Aim, Objectives and Need of Guidance & Counselling
- Types of Guidance
- Principles of Guidance

References:

- Agrawal J.C. Essential of Educational Psychology, Vikas Publishers, Delhi, 1998.
- Bhargava, Mahesh, Introduction of Exceptional Children, Sterling Publishers, New Delhi, 1994.
- Chauhan, S.S. Advanced Educational Psychology, Vikas Publishing New Delhi, 1996.
- Eshwar, H.S. and Nataraj P., Shaikshanika Manovijnana, Parichaya Bhaga I and II, Institute of Kannada Studies, Union of Mysore, 1995.
- Mangal, S.K. Advanced Educational Psychology, Prentice Hall of India. Pvt. Ltd., 1999.
- Mathur, S.S., Educational Psychology, 9th Ed., Vinod Pustak Mandir, Agra, 1981.
- Sharma, R.N. Educational Psychology and Guidance, Vikas Publishers, Delhi, 1998.

Semester - II

CC 202: Pedagogy of School Subject –I
Hindi

Max. Marks - 100
External Marks - 75
Internal Marks - 25

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

1. Appreciate the importance of teaching Hindi as a second/third Language.
2. Help the students to understand the aims and objectives of teaching Hindi.
3. Help pupils to acquire basis skills of language teaching, Aims/Objectives.
4. Know the different methods of teaching.
5. Prepare a lesson notes and teach accordingly.
6. Appreciate and use of modern educational media.

Unit I: Perspectives of Hindi Language, Aims and Objectives of Teaching Hindi

- Meaning and concept of language
- Nature and importance of language
- Three language formula and Hindi
- Place of Hindi in the Secondary School Curriculum of M.P.
- Present position of Hindi in India: (a) In the constitution (b) In the life of India people.
- Aims of teaching Hindi as a second / third language
- Functional aims of Hindi Teaching
- Cultural aims of Hindi Teaching. National and International Aims of Hindi Teaching.
- Instructional objectives with practical – Theoretical back ground Writing of instructional of Objectives of Hindi Teaching.
- Modification of Objectives in terms of behavioural changes.

Unit II: Planning Lessons, Resource Units, Unit Plan, Drill Lessons

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

Unit III:

- Development of language skills – Listening objectives and importance – Activities for its development.
- Speaking – Objectives – Activities for its development – Role of learning by heart, role-play, extempore and prepared speeches, debates, languages games, substitution table need for correct pronunciation – Remedial Measures.
- Reading – Objectives – Types of reading silent and loud, intensive – methods of teaching reading.
- Writing – Objectives – Characteristics of handwriting – Dictation
- Composition – Objectives – Types – Oral, written and picture composition – Free and guided composition, Translation – Objectives – Importance's – Characteristics of good translation.

Unit IV: Curriculum Design

- Principles of Curriculum construction of Hindi
- Curriculum construction of Hindi – Subject centered – Learner Centered – Problem centered
- Transaction of Curriculum / Co-curricular, Extra-curricular activities pertaining to teaching and learning.
- Curriculum of prose – Poetry and Composition. Prose – Ancient / Medieval / Modern Prose version. Poetry – Bhakti period – Ritti period – Modern period.

  Composition Exercises, Assignments and remedial teaching activities and Grammar – Translations.
- Curriculum development and evaluation.

Seminar Topics (any one):

(a) Preparing scheme of assessment

(b) A study of an author / poet

(c) Developing Linguistics Skills

(d) System our examinations

(e) Importance of teaching materials for effective teaching

Practicum:

(a) Review of Books – 8, 9 standard school text books.

(b) Resource unit uses.

(c) Unit plan processing.

(d) A study of an Author / Poet.

(e) Development Linguistics Skills.

Assignments (any one):

(1) Solving grammar exercise of 8th and 9th Standard Text books of Second Language Hindi / Third Language. Hindi

(2) Preparing crossword puzzles on technical terms, difficult terms of prescribed Hindi Text Books.

(3) Construction of substitution – Table on the concerned texts.

(4) Report on constitutional provisions – Provided to Hindi and the implication.

(Note: Records should be maintained).

References:

- Bhai. Y (1978) Hindi Bhasashikhan, Vinod Pustak Mandir Agra.
- Keshav Prasad (1984) Hindi Shikshan, Delhi; Dhanapatrai and Sons.
- Kothari Commission Report (1968) Govt. of India, New Delhi
- Sugandhi, Deepak (2004) Hindi Shikha Pranali, Ilkal : Neha Prakshan. Karnataka
- Syandhya Mukarji (1989) Hindi Bhasha Shikshan, Lucknow; Prakshan Kendra. Uttar Pradesh.

Semester - II

CC 202: Pedagogy of School Subject –I

Sanskrit

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives: Upon completion of the course the student-teacher will be able to:

1. Understand the importance of Sanskrit language & its contribution to India culture and emotional integration.
2. Understand the aims & objectives of teaching Sanskrit & state them in the form of specific behavioural changes.
3. Prepare objective based lesson plans and implement them.
4. Understand the basic skills of language learning.
5. Understand the principles of curriculum construction in Sanskrit.
6. Understand the different methods of teaching Sanskrit and use them in his practice teaching lessons.
7. Understand the importance of appropriate instructional material and use them in his practice teaching lessons.
8. Understand the importance of Language Laboratory.
9. Understand the importance of Evaluation, prepare and use different tools of Evaluation in language learning.
10. Understand the importance of co-curricular activities in language learning.
11. Imbibe the special qualities of Sanskrit teacher.

Unit I: Sanskrit Language – Nature and Importance

- Importance of Sanskrit language.
- Contributions of Sanskrit to other Indian Languages to Indian Culture, Traditional and to Emotional Integration.

Unit II: Place of Sanskrit in the Secondary School Curriculum

- Aims & Objectives of teaching Sanskrit with reference to three language formula.
- Instructional Objectives – Specifications of each objective in the form of specific behavioural changes.

Unit III: Lesson Plan in Sanskrit Language

- Planning lesson plans in Prose, Poetry, Grammar and Composition.
- Unit Plan: Importance, Characteristics, Format
- Resource unit: Importance, Characteristics, Format
- Micro lesson plan: Importance, Format, Practice

Unit IV: Development of Language Skills, Curriculum Design

- Listening: Importance, Activities for its Development.
- Speaking: Importance, Characteristics of good Specking, Activities for its Development.
- Reading: Mechanics of reading, objectives, different kinds of reading – Silent reading and Loud reading.
- Writing: Importance of good Handwriting – Specialties of the Devanagari script, causes of spelling mistakes, remedial measures.
- Principles of curriculum construction of Sanskrit.
- Curriculum design in Sanskrit: Subject centered, learner centered, problem centered.
- Transaction of curricular/co-curricular activities.
- Curriculum development and evaluation.

References:

- Apte. D.G. (2000) Teaching of Sanskrit, Bombay : Publications.
- Shanbhag D.N. (2002) Subhoda Sanskrit Vyakarana. Dharwad: Bharat Book Depot & Publications.
- Ramashakal Pandeya. (1997) Language Curriculum. Mysore: CIIL Publications.
- Ramashakal Pandeya. (2000) Sanskrit Shikshan, Agra: Pustaka Mandir.

Semester - II

CC 202: Pedagogy of School Subject –I

English

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives: Upon completion of the course the student teacher will be able to

1. To master the different techniques, devices of the Second Language structure, sound and vocabulary.
2. To understand the status of English language.
3. To distinguish between different approaches and methods of teaching English and their use in the classroom.
4. Acquire the basic skills of language learning.
5. Plan and execute of different types of lessons in prose, poetry according to classroom situations.
6. To appreciate the importance and use of suitable audio-visual aids in classroom situations.
7. To know the principles of curriculum construction.
8. To prepare and use appropriate tools of evaluation to measure the linguistic abilities of he pupils.
9. To realize his/her responsibilities as language teacher and pursue towards the aims of professional growth.
10. To guide the students to use the language correctly.

Unit I: Nature of English Language

- Language its nature and structure – Meaning of language, Functions of Language – Informative, Expressive and Directive Linguistic Principles.
- Structure of English Language – Phonological, Morphological, Syntactic, Semantic and graphic (a brief explanation of the ceoncepts)

Unit II: Aims and Objectives of Teaching English

- Aims and objectives of teaching English at the Secondary School level as first and second language.
- English as a library language, link language and international language.
- Position of English in India before and after Independence – The three language formula its meaning and scope.

Unit III: Instructional Design of Teaching English Language

- Teaching of Prose – Detailed and non-detailed Objectives – Methods and Approaches steps in lesson planning.
- Teaching of Poetry – Objectives – Methods and Approaches – Steps in lesson planning.
- Teaching of Grammar – Objectives – Formal and Functional – Methods of teaching grammar.
- Use of mother tongue in teaching of English, different occasions for its effective use.
- Preparations of Unit plan, Resource Unit.

Unit IV: Methods, Approaches to Develop English Language Skills

- Psychological principles of learning English as a foreign language. Methods and approaches of Teaching English:

  (a) Grammar Translation Method (b) Direct Method (c) Bilingual Method

  (d) Structural Approach – Dr. WEST Method (e) Communicative Approach

- Development of language skills – Listening objectives an importance – Activities for its development.
- Speaking – Objectives – Activities for its development, Role of learning by heart, Role-play, Extempore and prepared speeches, Debates, Language games, Substitution table need for correct pronunciation, Defects in pronunciation – Remedial Measures.
- Reading – Objectives – Types of reading – Silent and a loud, Intensive – Methods of Teaching Reading.
- Writing – Objectives – Characteristics of handwriting – dictation.

  Composition – Objectives – Types (oral, written and picture composition) Free and guided composition Translation – Objectives – Importance – Characteristics of good translation.

References:

- Ahuja R.L. (2000) Teaching of English as a Foreign Language – Indian Press Publications Allahabad.
- Allan C, R (1971) Teaching English as a Second Language, New-Delhi. McGrawhill.
- Allen H.B. and Compell P.N. (1979) Readings in Teaching English as a Second Language.
- Baruah T.C. (1984) The English Teachers Handbook. Sterling Publishers.
- Sachdeva M.S. (1976): A New Approach to Teaching English in Free India. Ludiana Publications.

Semester - II

CC 202: Pedagogy of School Subject –I

Urdu

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives:

a) Understand the importance and role of Urdu language in our country.

b) Understand the aims of teaching of Urdu at elementary and secondary level.

c) Be familiar with various methods of teaching Urdu.

d) Understand the concept of curriculum in teaching Urdu, qualities of good textbook and cocurricular activities in teaching Urdu.

e) Acquaint them with different teaching skills associated with teaching of Urdu.

Course Contents

Unit-1: Curriculum Aims and Objectives

Meaning, importance and principals of preparing good Urdu

Curriculum at secondary level

Principles and rationale of curriculum development

Text book: Meaning and importance of Urdu text book, qualities of a good textbook in the subject of Urdu .Qualities of language teacher

Co-curricular activities: Meaning, importance of co-curricular activities for teaching Urdu through:

a) Literary Club.

b) School Magazine.

c) Debates.

d) Quiz Programme.

e) Dramatics.

f) Mushiarah

Unit-2: Skills of Urdu Teaching

1. Development of the following linguistic skills:

a) Listening. b) Speaking. c) Reading. d) Writing.

Unit-3: Reading and Writing

Concept, meaning and importance of reading.

Types of reading: silent/low, extensive and intensive.

Unit-IV: Methods of Teaching Urdu

- Aims of teaching prose, poetry, drama and composition at various levels.
- Methods of teaching prose, poetry, composition and grammar.

Unit–V: Audio Visual Aids

Importance, types, production and usage

- Traditional Aids: Black Board, Text Books.
- Verbal Aids: Story Telling, Example
- Audio Aids: Radio, Tape recorder.
- Audio-Visual Aids: Film and Film Strips, T.V.

Activity:

1. Origin and development of Urdu Imla, Arrab and punctuation.
2. Defects in writing skills and their improvement, elaboration and summarization, essay and letter writing.
3. Critical study of any one Urdu text book prescribed for classes (1 to 8).
4. Preparation of a lesson plan for teaching Urdu.

References:

- James Abidi-Ibtidayee School main Taleen Ki Tariqey.
- Rafiqua Kareen-Urdu Zaban Ke Tarequ-e-Tadrees.
- Salamat Ulla-Buniyadi Ustad Ke Liye
- Salamat Ulla-Hum Kaise Parhayen.
- Saleem Abdullah-Urdu Kaise Parahayeen.

Semester - II

CC 202: Pedagogy of School Subject –I

Mathematics

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives: Upon completion of this course student teachers will be able to

- Recall the meaning, nature and scope of Mathematics.
- Acquaint aims and objectives of teaching Mathematics in Secondary school level.
- Plan teaching in Mathematics at micro and macro level.
- Prepare unit plans, resource unit and organize lesson to meet at different classroom situations.
- Analyze and evaluate the curriculum of Mathematics at Secondary level.
- Apply different approaches and methods of teaching Mathematics in classroom situation.
- Prepare and use instructional materials in teaching Mathematics.
- Prepare different kinds of test and understand the comprehensive evaluation.
- Participate and organize the different co-curricular activities in Mathematics.
- Understand the professional competencies, commitments and expectations of Mathematics teacher.

Content:

Unit I: Meaning, Nature and Scope Mathematics

- Meaning of Mathematics
  1. As a Science of Number
  2. As a Science of Quantity
  3. As a Science of Measurement
  4. As a Science of Logical Reasoning
- Nature of Mathematics
- Scope of Mathematics
  1. Place of Mathematics in day today life activities
  2. Mathematics use in day to day life activities
  3. Relation with school subjects
  4. Relation with other Disciplines – Engineering, Agriculture, Medicine

Unit II: Aims and Objectives of Teaching Mathematics

- Aims / Values of Teaching Mathematics
  1. Meaning of Aim / Values
  2. Utilitarian Aim / Values
  3. Disciplinary Aim / Values
  4. Cultural Aim / Values
  5. Intellectual Aim / Values
  6. Aesthetic and Recreational Aim / Values
- Instructional objectives of Teaching Mathematics
  1. Meaning of Instructional Objectives
  2. Instructional Objectives and there specifications of teaching Mathematics
  3. Knowledge
  4. Understanding

5. Application
6. Skill
7. Attitude
8. Appreciation
9. Interest
10. Formulation and Statement of objectives in behavioural terms

Unit III: Instructional Design in Mathematics and Co-curricular Activities in Mathematics

- Lesson Planning: Meaning, Steps, Importance and Format of Lesson Plan
- Unit Plan: Meaning, Steps, Importance and Format of Lesson Plan
- Resource Unit: Meaning, Steps, Importance and Format of Lesson Plan
- Yearly Planning: Meaning, Principles and Format
- Mathematics Club: Objectives of Maths club, organization and activities
- Mathematics Olympiads: Objectives and importance
- Mathematics Quiz: Organization and importance
- Mathematics Museum: Organization and importance
- Mathematics Fair: Organization and importance
- Mathematics Laboratory: Objective, importance and uses
- Recreational Activities in Mathematics: Games, Puzzles, Riddles, etc.
- Ethno Mathematics

Unit IV: Approaches, Methods and Techniques of Mathematics

- Learner Centered Approach
  1. Inductive method and Deductive method
  2. Analytical method and Synthetic method
- Activity Centered Approach
  1. Guided discovery method and problem solving method
  2. Project method and Discovery learning method
  3. Active learning strategies
  4. CAI in teaching Mathematics
- Concept Mapping – Meaning, Advantages and Disadvantages
- Techniques of teaching Mathematics
  1. Supervised study
  2. Oral work and written work
  3. Drill and review
  4. Assignment in Maths
  5. Home work

References:

- Butler and Wren (1960), The Teaching of Secondary Mathematics, Tokyo; McGraw Hill Book Company.
- Mangal, S.K. (1989), Teaching of Mathematics, Ludhiana; Prakash Brother Publishers.
- Sidhu, K.S. Teaching of Mathematics, B'lore Sterling Publishers.
- Wren (1973), Basic Mathematical concepts, New York, McGraw Hill.
- Yadawad S.B. and Rabanal R.T. (2000) Vishayadharit Ganit Badhane, Vidyanidhi Prakashan, Gadag.

Semester - II

CC 202: Pedagogy of School Subject –I

Biological Science (Biology)

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives: On completion of the course the student teacher will be able to:

- Understand the nature, scope & importance of Biological Sciences and get acquainted with ancient as well as modern developments in the field of Bio-Sciences.
- Understand the aims, Objectives of teaching Bio-Science and will be able to state the objectives in behavioural terms.
- Acquaint with the Resources for teaching Biology & their effective Utilization.
- Get exposed to Micro teaching and preparing Resource Unit, Unit Plan & Lesson Plans.
- Understand the concept of curriculum, principles of curriculum construction and trends curriculum revision.
- Be introduced to various methods, approaches & models of teaching Biological Sciences and implement them in them in their teaching practice.
- Understand and prepare the different types of test items for the Evaluation of students performance in Biology.
- Appreciate and inculcate the Competencies and commitments needed for a biological Science Teacher.
- Plan & execute various curricular & co-curricular activities related to teaching of Bio-Science.

Content:

Unit I:

- **Introducing to Biological Science:**
  1. Biological Science: Meaning, Nature and Scope
  2. Relationship between Biology & human welfare
  3. Latest developments in the field of Biology
- **Co-curricular Activities and Resources in Teaching Biological Science:**
  1. Bio-Science Laboratory: Need and importance, equipping, Bio-lab, Organizing the practical work
  2. Project Activities: Aquarium, Viverium, Terrariums, Museum, School garden
  3. Preservation of Specimen through Plastination: Meaning, Importance and Steps.
  4. Meaning, Importance and Organization of Co-Curricular Activities
  5. Bio-Science Club: Organization & its activities.
  6. Bio-Science Exhibition
  7. Field Trips
  8. Bio-Science Quiz
  9. Nature Study
  10. Bird Watching
  11. Collection & Preservation of Specimens: Plant and Animals.

Unit II:

- **Aims and Objectives:**
  1. Utilitarian, Cultural and Disciplinary Aims
  2. Scientific Attitude and Training in Scientific Method

- **Instructional Objectives: Bio-Science in Secondary Schools:**
  1. As per NCERT Curriculum Framework-2000
  2. As per NCERT Curriculum Framework-2009/2014
  3. As per National Curriculum Framework-2005
- **Behavior Specifications of Instructional Objectives:**
  1. Knowledge
  2. Understanding
  3. Application
  4. Skill

Unit III: Approaches, Methods and Models of Teaching Biology

- **Approaches:**
  1. Structure and function Approach
  2. Types specimen Approach
  3. Inductive and Deductive Approach
- **Methods of Teaching:**
  1. Guided Discovery Method
- **Models of Teaching:**
  1. Biological Science Enquiry Model (Joseph Schwab)
  2. Memory Model (J. Lucas)

Unit IV:

- **Instruction Design in Teaching Biological Science:**
  1. Pedagogical Analysis: Analysis of 8th, 9th and 10th Standard Biology Text Book of Karnataka State.
  2. Lesson Planning: Meaning, Importance and format according to active learning strategies.
  3. Unit Plan: Meaning, Importance and Steps.
  4. Resource Unit: Meaning, Importance and Components.

Assignments (any one):

- Preparing power point slides for any selected unit in VIII or VIII class Biology.
- Preparing a set of (OHP) transparencies
- Slides for a selected Unit in 10th Student Biology.

Practicum:

- Writing of Instructional objectives & behavioral specifications on a selected unit
- Preparing improved apparatus in Biology
- Preparing a lesson Plan on any topic in Biology using any innovative Method / Model of Teaching
- Developing an Achievement test / Diagnostic test

References:

- Buffaloe, N.D. Throneberry (1969) – Principles of Biology, Prentice Hall of India, New Delhi.
- Chikkara & Sharma (1989) Teaching of Biology, Prakash Bros. Ludhiyana.
- Mangal S.K., (1997) Teaching of Physcial & Life Sciences Avg. Book Depot, New Delhi.
- NCERT (1982) Teaching of Science in Secondary Schools, New Delhi.
- UNESCO (1978) – New Source book of Science Teaching, Oxford & BH Pub. Co. Ltd., New Delhi.

Semester - II

CC 203: Pedagogy of School Subject –II

Physics

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives: Upon completion of the courses, the student teacher will be able to:

- Understand the nature, scope and importance of Physical science with special reference to secondary school content.
- Understand the aims and objectives of teaching Physics.
- State the specific behavioural changes under each objective.
- Understand and make use of different approaches & methods of teaching Physics.
- Prepare objective based lesson plans and use them in their internship.
- Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.
- Plan, use and maintain the physical science laboratory systematically.
- Understand the principles of text-book constructions.
- Understand the importance of appropriate instructional materials (hardwares and softwares) in teaching Physical science and use them by preparing/selecting them in their practice teaching.
- Understand the importance of principles of curriculum construction in the organization of Physics.

  contact.
- Get mastery in Physics content and imbibe the special qualities of Physics teacher.
- Prepare and use different tools of evaluation to assess the achievements of students in Physics.
- Develop professionally by attending lectures of professional interest, reading journals, and magazines and enroll as members of professional organization.
- Organize co-curricular activities in science i.e. seminars, field trips, exhibitions discussions etc through the science club.
- Apply the knowledge of physical science to develop scientific thinking and scientific outlook.
- Develop skills in analyzing the content in terms of concepts and in learning experiences.
- Construct and administer unit test, conduct experiments improves teaching aids.

Content:

Unit I: Meaning, Nature and Impact of Physics

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

Unit II: Aims and Objectives of Teaching Physics

1. Aims of teaching Physics in Secondary school

- Personal development aim,
- Learner's academic and process skills development aim,
- Disciplinary aim and
- Cultural aim.

2. Objectives of teaching physics:

- Bases for formulation of objectives
- Objectives of teaching Physics at Secondary level; (To be Discussed keeping in view of the objectives of teaching Physics enunciated in physics syllabi of secondary school of M.P.); Instructional objectives of teaching physics and stating them in observable behavioral changes:

  (i) Knowledge (ii) Understanding (iii) Application (iv) Skill (v) Attitude (vi) Interest (vii) Appreciation.

Unit III: Approaches and Methods of Teaching Physics

- Enquiry Approach – Meaning, Uses with Illustrations, Advantages and disadvantages.
- Inductive Approach – Meaning, Uses with Illustrations, Advantages and disadvantages.
- Deductive Approach – Meaning, Uses with Illustrations, Advantages and disadvantages.
- Problem Solving Approach – Meaning, Uses with Illustrations, Steps, Advantages and disadvantages.
- Demonstration Method – Meaning, Uses, Advantages and disadvantages.
- Lectures-Cum-Demonstration Method – Meaning, Uses, with Illustrations, Advantages and disadvantages.
- Laboratory Method – Meaning, Uses, with Illustrations, Advantages and disadvantages.
- Guided Discovery Method – Meaning, Uses, with Illustrations, Advantages and disadvantages.
- Biographical Method – Meaning, Uses, with Illustrations, Advantages and disadvantages.
- Individual Instruction Techniques and Active Learning Strategies.
- Concept Mapping: Its use for summarizing a unit and evaluating students understanding.

Unit IV: Instructional Design, Resources and Teaching Aid for Teaching Physics

- Lesson Planning – Meaning, Steps, Importance and Format of Lesson Plan according to active learning strategies
- Unit Plan – Meaning, Steps, Importance and Format of Lesson Plan
- Resource Unit – Meaning, Steps, Importance and Format of Lesson Plan
- Audio-Visual Aids (Preparation and Use):

  (a) Charts (b) Models (c) OHP transparencies (d) Filmstrips

  (e) Slides (f) Video tapes (g) Films (h) Educational C.D.'s
- Mass Media:

  (a) Television (T.V.) (b) Radio-Meaning and importance
- Community Resources and Self Learning Materials: Meaning and importance
- Physics Library
- Importance & organizing of physics library
- Sections of science library
- Choice of book for science library

References:

- Bhandula & Chand (1986) Teaching of Science, Prakash Brothers, Ludhina.
- Bose, A.H. Sood, J.K. and Vaidya, N. (1970), Strategies in Science Education. Regional Institute of Education, Ajmer.
- Craig (1958) Science for the Elementary School Teacher, Ginn & Co., New York.
- Das R.C. (1985) Science Teaching in Schools, Sterling Publishers, Pvt. Ltd., New Delhi.
- Gupta S.K. (1983) Technology of Science Education, Vikas Publishing House, Pvt. Ltd., New Delhi.
- Gupta S.K. (1985) Physical Science Teaching in Secondary Schools, Sterling Publishers, Pvt. Ltd., New Delhi.
- UNESCO (1985) Teaching School Chemistry, Sterling Publishers, Pvt. Ltd., New Delhi.
- UNESCO (1978) New UNESCO Source Books for Science Teaching, New Delhi; Oxford and IBH Publishing Co.
- Waiter a Thurkar and Alferd T. Collette (1964) Teaching Science in Todays Secondary Schools, New Delhi, Prentice Hall.

Semester - II

CC 203: Pedagogy of a School Subject –II

Chemistry

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives: Upon completion of the courses, the student teacher will be able to:

- Understand the nature, scope and importance of Chemistry with special reference to secondary school content.
- Understand the aims and objectives of teaching Chemistry.
- State the specific behavioural changes under each objective.
- Understand and make use of different approaches & methods of teaching Chemistry.
- Prepare objective based lesson plans and use them in their internship.
- Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.
- Plan, use and maintain the Chemistry laboratory systematically.
- Understand the principles of text-book constructions.
- Understand the importance of principles of curriculum construction in the organization of Physical science contact.
- Get mastery in Physical science content and imbibe the special qualities of Chemistry teacher.
- Prepare and use different tools of evaluation to assess the achievements of students in Chemistry.
- Develop professionally by attending lectures of professional interest, reading journals, and magazines and enroll as members of professional organization.
- Organize co-curricular activities in science i.e. seminars, field trips, exhibitions discussions etc through the science club.
- Apply the knowledge of physical science to develop scientific thinking and scientific outlook.
- Develop skills in analyzing the content in terms of concepts and in learning experiences.
- Construct and administer unit test, conduct experiments improves teaching aids.

Content:

Unit I: Meaning, Nature and Impact of Chemistry

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

Unit II: Aims and Objectives of Teaching Chemistry

1. Aims of teaching Chemistry in Secondary school

- Personal development aim,
- Learner's academic and process skills development aim,
- Disciplinary aim and Cultural aim.

2. Objectives of teaching physical science:

- Bases for formulation of objectives
- Objectives of teaching Physical science at Secondary level; (To be Discussed keeping in view of the objectives of teaching Physical science enunciated in physical science syllabi of secondary school of M.P.); Instructional objectives of teaching physical science and stating them in observable behavioral changes:

  (i) Knowledge (ii) Understanding (iii) Application (iv) Skill (v) Attitude (vi) Interest (vii) Appreciation.

Unit III: Approaches and Methods of Teaching Chemistry

- Enquiry Approach – Meaning, Uses with Illustrations, Advantages and disadvantages.
- Inductive Approach – Meaning, Uses with Illustrations, Advantages and disadvantages.
- Deductive Approach – Meaning, Uses with Illustrations, Advantages and disadvantages.
- Problem Solving Approach – Meaning, Uses with Illustrations, Steps, Advantages and disadvantages.
- Demonstration Method – Meaning, Uses, Advantages and disadvantages.
- Lectures-Cum-Demonstration Method – Meaning, Uses, with Illustrations, Advantages and disadvantages.
- Laboratory Method – Meaning, Uses, with Illustrations, Advantages and disadvantages.
- Guided Discovery Method – Meaning, Uses, with Illustrations, Advantages and disadvantages.
- Biographical Method – Meaning, Uses, with Illustrations, Advantages and disadvantages.
- Individual Instruction Techniques and Active Learning Strategies.
- Concept Mapping: Its use for summarizing a unit and evaluating students understanding.

Unit IV: Instructional Design, Resources and Teaching Aid for Teaching Chemistry

- Lesson Planning – Meaning, Steps, Importance and Format of Lesson Plan according to active learning strategies
- Unit Plan – Meaning, Steps, Importance and Format of Lesson Plan
- Resource Unit – Meaning, Steps, Importance and Format of Lesson Plan
- Audio-Visual Aids (Preparation and Use):

  (a) Charts (b) Models (c) OHP transparencies (d) Filmstrips

  (e) Slides (f) Video tapes (g) Films (h) Educational C.D.'s
- Mass Media:

  (a) Television (T.V.) (b) Radio-Meaning and importance
- Community Resources and Self Learning Materials: Meaning and importance
- Chemistry Library
  - Importance & organizing of Chemistry library
- Sections of science library
  - Choice of book for science library

References:

- Bhandula & Chand (1986) Teaching of Science, Prakash Brothers, Ludhina.
- Bose, A.H. Sood, J.K. and Vaidya, N. (1970), Strategies in Science Education. Regional Institute of Education, Ajmer.
- Craig (1958) Science for the Elementary School Teacher, Ginn & Co., New York.
- Das R.C. (1985) Science Teaching in Schools, Sterling Publishers, Pvt. Ltd., New Delhi.
- Gupta S.K. (1983) Technology of Science Education, Vikas Publishing House, Pvt. Ltd., New Delhi.
- Gupta S.K. (1985) Physical Science Teaching in Secondary Schools, Sterling Publishers, Pvt. Ltd., New Delhi.
- UNESCO (1985) Teaching School Chemistry, Sterling Publishers, Pvt. Ltd., New Delhi.
- UNESCO (1978) New UNESCO Source Books for Science Teaching, New Delhi; Oxford and IBH Publishing Co.
- Waiter a Thurkar and Alferd T. Collette (1964) Teaching Science in Todays Secondary Schools, New Delhi, Prentice Hall.

Semester - II

CC 203: Pedagogy of School Subject –II

General Science

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives:

- Understand science its nature its process and epistemic criteria.
- Understand the aims and objectives of teaching science at various school levels.
- Develop the ability to design, manage and assess appropriate teaching learning experiences in the context of school science.
- To create an understanding of difficulties faced in teaching and learning of science and suggest remedial mea sure.
- Prepare a sketch to present the contribution of Indian scientists in the development of science.
- To design different types of tests to evaluate understanding of students in science.

Unit-I: Nature of Science and its Knowledge

- Concept of science. Need and place of general science in school curriculum.
- Nature of Science.
- Paradigmatic changes in scientific knowledge. Path breaking discoveries and land mark development in science. Eminent world scientists and Emiment Indian Scientists.
- Ethics and Science - values associated with science current debates on the ethics of scientific endeavouris globlisation and science.

Unit-II: Aims and Objectives of Science

- General aims of teaching of science at upper primary and secondary stages.
- Taxonomy of educational objectives organizing learning experiences of achieving specified learning out comes.
- Development of scientific temper.

Unit-III: The Curriculum

- Curriculum meaning, importance and principles of designing a_ good curriculum for general science. Adapting the curriculum to local needs and requirements and the availability of local resources.
- Exploring different ways of creating different learning situations for different content areas (e.g. lecture cum demonstration method, project method, problem solving method, investigation, discovery method, team teaching method and inquiry training model).

Unit- IV: Classroom Planning and Management

- Concept-importance and process of planning.
- Planning for teaching (yearly plan, unit plan) planning a single lesson, documenting objectives, developing rapport, absesing previous knowledge, transaction of content, assessment of reflecting on transaction.
- Develop ing resource materials tor teachmg science - Learner knowledge, real objects, models, charts, local materials, case studies, journals, hand outs,

science, magazine, hand books etc. science laboratory, science fair, science exhibition excursion science museums, science clubs aquarium.

Unit-V: Evaluation in Science

- Meaning and importance of evaluation in science.
- Continuous and comprehensive evaluation.
- Evaluation according to areas cognitive, affective, psychomoter.
- Use of tools and techniques of evaluation
  - Achievement tes
  - Diagnostic test
  - Check list
  - A remedial teaching
  - On line evaluation
- Blue Print

Activities:

1. Student teachers develop an interview schedule to interact with family and friends to get an understanding of how they view science and its relevance to their lives; they analyse the data and present it in the form of a report along with their own views.-
2. Preparation of two lesson plans for different standard to teach the same unit.
3. Preparation of a detailed assessment report of learners continuous and periodic assessment.
4. Critical analysis of existing science syllabus and text books.
5. Student teachers develop resource material related to local context.
6. Action research / research project for solving problems in science teaching.

References:

1. Bhat, B.D. and Sharma S.R. Methods of Science Teaching - New Delhi - Kanishka Publishing House 1993.
2. Bhatnagar A B. Bhatnagar S.S. (2005) Teaching of Science, Meerut R. Lali Book Depot.
3. Gupta S.K. Teaching of Science Education New Delhi, Vikas Publishers 1983.
4. Rawat D.S. Teaching of Science Vinod Pustak Mandir 1981.
5. K C. (1985) Science Teaching in Schools New Delhi Sterling Publishers Pvt. Ltd.
6. Sharma H.L. (1989) School Science Education in India, Common Wealth Publisher New Delhi.
7. Vidya Narendra (1999) Science Teaching in School for the 21st Century Deep and Deep Publishers New Delhi.
8. Science and Human Life (1933) Harper arid Broters Ayer Co. Reprint (J.B.S. Haldon)
9. Teaching of Science, Malhotra Bros. Jammu
10. How to torch Science, Vivek Publishers Ambalacity.
11. Teaching of Science, Wilson Publication New Delhi.

Semester - II

CC 203: Pedagogy of a School Subject –II

History

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives: Upon completion of the course the student-teacher will be able to:

- Understand meaning, scope and importance of History and Civics in the school curriculum.
- Acquire content knowledge of methods of history and civics.
- Acquire knowledge of aims and instructional objectives of teaching History and Civics.
- Acquire skills in planning lessons in History and Civics.
- Understand and apply the principles of organizing content in the teaching History and Civics.
- Acquire knowledge about Local, Regional National, and World History.
- Acquire the knowledge of Instructional Material and resources in teaching History and Civics.
- Preparing suitable teaching devices & using them & organizing field trips.
- Proficiency in correlating History with other school subjects.
- Cultivate the qualities of a good History teacher.
- Acquire the knowledge of content of History for 8^{th} to 10^{th} standard in M P.
- Evaluate History text books and prescribed courses.
- Develop necessary skills in the application of methods and techniques in the classroom.

Content:

Unit I: Nature and Scope of History

- Meaning, Nature and Scope of history
  - (a) History – an art or Science
  - (b) Modern Concept of History, exploration, criticism synthesis and exposition.
  - (c) Different levels of History – World History, National, Regional and Local History.

Unit II: Aims and Objectives of Teaching History

- Meaning and Importance of teaching History in Secondary Schools
- Aims of teaching History
- Instructional objectives and values of Teaching History
  - (a) Knowledge, understanding, critical thinking, skills, attitude, interests, Application – Analysis of these objectives in terms of specific behaviours of learners.
  - (b) Spelling out instructional objectives and learning outcomes.
  - (c) History based hobby clubs, societies
- Co-relation of History with other School Subject
  - (a) Meaning and importance of correlation
  - (b) Types of correlation
  - (c) Correlation of History with Geography, Economics, Literature
  - (d) Co-curricular / Activities in History
  - (e) Importance of organization of field trips, visits

Unit III: Instructional design in Testing History

- Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments and plan according to active learning strategies.
- Resource Unit.

- Unit Plan and Unit Test

Unit IV: Methods, Techniques and Instructional Materials of Teaching History

- Meaning and need of methods
- Methods and techniques of teaching History – Discussion, project, problem solving, source, dramatization and biographical, Active Learning Strategies

Unit V: Instructional Materials History

(a) Collateral Reading – Importance, Reading materials, Historical Novels

(b) Auto biographic, Magazines, News papers Drams, Journals Audio-Aids-Radio, Tape recorder, Visual-Aids-Maps-Importance.

(c) Types, procedure of using maps, pictures, charts, models, film strips, diagrams.

(d) Audio-Visual-Aids-Films, TV

Practical:

- Critical evaluate History content of 8^{th} 9^{th} 10^{th} standard,
- Conducting quiz Competition in History
- Survey of the locality and collection of information about interests
- Organizing short field trip to a place of historical / political interests
- Preparing resources unit on a topic of your choice in History
- Preparation of materials for a History room of museum
- Students is also allowed to do his own interested practical work pertaining to the syllabus

References:

- Agrawal J.C. (2002) Essential of Educational Technology: Teaching, Learning, Innovations in Education, Prakash Publishing house Pvt. Ltd. New Delhi.
- Arora R.L. (1990) Teaching of History, Prakash Brother Ltd.
- Bhattacharya S. (1996) Teaching of Social Studies in Indian Schools. Acharya Books Depot, Baroda.
- N.C.E.R.T. (1970) Effective Teaching of History in India. A Handbook for History Teachers.

Semester - II

CC 203: Pedagogy of a School Subject –II

Civics

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives: Upon completion of the course the student-teacher will be able to:

- Understand meaning, scope and importance of Civics in the school curriculum.
- Acquire content knowledge of methods of civics.
- Acquire knowledge of aims and instructional objectives of teaching Civics.
- Acquire skills in planning lessons in Civics.
- Understand and apply the principles of organizing content in the teaching Civics.
- Acquire knowledge about Local, Regional National, and World Politics.
- Acquire the knowledge of Instructional Material and resources in teaching Civics.
- Preparing suitable teaching devices & using them & organizing field trips.
- Proficiency in correlating Civics with other school subjects.
- Cultivate the qualities of a good Civics teacher.
- Acquire the knowledge of content of Civics for 8^{th} to 10^{th} standard in M P
- Evaluate History and Civics text books and prescribed courses.
- Develop necessary skills in the application of methods and techniques in the classroom.

Content:

Unit I: Nature and Scope of Civics

- Meaning, Nature and Scope of Civics
  - (a) Civics – an art or Science
  - (b) Modern Concept of Civics, exploration, criticism synthesis and exposition.

Unit II: Aims and Objectives of Teaching Civics

- Meaning and Importance of teaching Civics in Secondary Schools
- Aims of teaching Civics
  - (a) Political conciseness, understanding of current events, democratic citizenship, understanding of Union and the State Government.
  - (b) Functional awareness of Rights and Duties of citizens.
- Instructional objectives and values of Teaching Civics
  - (a) Knowledge, understanding, critical thinking, skills, attitude, interests, Application – Analysis of these objectives in terms of specific behaviours of learners.
  - (b) Civics based hobby clubs, societies

- Correlation of Civics with other School Subject
  - (a) Meaning and importance of correlation
  - (b) Types of correlation
  - (c) Correlation of Civics with Geography, Economics, Literature
  - (d) Co-curricular / Activities in Civics
  - (e) Importance of organization of field trips, visits

Unit III: Instructional design in Testing Civics

- Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments and plan according to active learning strategies.
- Resource Unit.
- Unit Plan and unit test.

Unit IV: Methods, Techniques and Instructional Materials of Teaching Civics

- Meaning and need of methods
- Methods and techniques of teaching Civics – Discussion, project, problem solving, Survey observation, comparative and demonstration, Active Learning Strategies

Unit V: Instructional Materials Civics

- (a) Collateral Reading – Importance, Reading materials,
- (b) Auto biographic, Magazines, News papers Drams, Journals Audio-Aids-Radio, Tape recorder, Visual-Aids-Maps-Importance.
- (c) Types, procedure of using maps, pictures, charts, models, film strips, diagrams.
- (d) Audio-Visual-Aids-Films, TV

Practical:

- Critical evaluate civics content of 8^{th} 9^{th} 10^{th} standard,
- Conducting quiz Competition in Civics
- Survey of the locality and collection of information about interests
- Organizing short field trip to a place of historical / political interests
- Preparing resources unit on a topic of your choice in Civics
- Preparation of materials for a Civics room of museum
- Students is also allowed to do his own interested practical work pertaining to the syllabus

References:

- Agrawal J.C. (2002) Essential of Educational Technology: Teaching, Learning, Innovations in Education, Prakash Publishing house Pvt. Ltd. New Delhi.
- Arora R.L. (1990) Teaching of History, Prakash Brother Ltd.
- Bhattacharya S. (1996) Teaching of Social Studies in Indian Schools. Acharya Books Depot, Baroda.
- N.C.E.R.T. (1970) Effective Teaching of History in India. A Handbook for History Teachers.

Semester - II

CC 203: Pedagogy of a School Subject –II

Geography

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives: Upon completion of the course the student-teacher will be able to:

- Acquire knowledge about basic facts, concepts, laws principles and trends in Geography.
- Acquire knowledge and understanding of the aims and objectives of Geography.
- Realize the values of learning Geography.
- Make use of Audio-Visual aids about Geography.
- Develop skills in equipping the Geography (i) Museum (ii) Room (iii) Library
- Develop skills in organizing planning – Learning experiments and in writing and organizing the lesson plan.
- Acquire the knowledge of Geography curriculum.

Content:

Unit I: Meaning, Nature and Scope of Geography

- Meaning, Nature, Scope and importance Geography
- Branches of Geography and their importance – Physical, Economic, Human and Political

Unit II: Aims and Objectives Teaching Geography

- Aims / Values of Teaching Geography
  (a) Intellectual aims (b) Cultural aims (c) Environmental aims (d) Utilitarian aims
  (e) Aesthetic aims
- Taxonomy and Objectives of Teaching Geography
  (a) Knowledge (b) Understanding (c) Application (d) Attitude & interest
  (e) National Integration, International Understanding
- Co-relation of Geography with History, Science, Mathematics, Languages and Economics
- Trends in Geography Education
- Importance and Organization of Field trips, Visits
- Geography based hobby clubs / societies (National Geography Specials)

Unit III: Instructional Design in Geography

- Meaning, importance and format of lesson plan
- Principles of lesson planning
- Characteristics of a lesson plan
- Prepare Lesson Plan according to Active Learning Strategies
- Unit Plan
- Resource Unit
- Unit Test

Unit IV: Methods of Teaching Geography

- Meaning and importance of method of teaching Geography
- Different Methods of teaching Geography

  (a) Lecture Method (b) Laboratory Method (c) Observation Method (d) Excursion Method

  (e) Project Method (f) Discussion Method (g) Active Learning Strategies

Unit V: Instructional Materials Geography

(a) Collateral Reading – Importance, Reading materials,

(b) Auto biographic, Magazines, News papers Drams, Journals Audio-Aids-Radio, Tape recorder, Visual-Aids-Maps-Importance.

(c) Types, procedure of using maps, pictures, charts, models, film strips, diagrams.

(d) Audio-Visual-Aids-Films, TV

Practicum:

- Preparation of charts, globe and models of Geography,
- Preparation of transparencies about – section of volcanoes, seabed, plains etc
- Interpretation of weather maps
- Drawing of geographical maps
- Preparation of resource unit in Geography

Assignments:

- Visit to an observatory, planetarium or Geography museum
- Collection of specimens
- Preparation of a project report – Based on local Geographical Survey.

Note:

- Submission of report after doing any one of the above practical work

References:

- Bliar, Thomas A., (1951), Climatology: General and Regional, New York, Prentice-Hall Inc.
- Indian National Committee for Geography (1968), Developing Countries of the World Calcutta, 21st IGU Publication
- Indian National Committee for Geography (1968), Mountains and Rivers of India, Calcutta, 21st IGU Publication
- UNESCO (1965) Source Book for Geography Teaching, London, Longman, Longman Co
- Wheelar, Jr. J. Renton Kostabade and Richard S. Thoman (1969), Regional Geography of the World, New York: Holt, Rinehart and Winston, Inc.
- Woolridge, S.W. and W.G. East, (1951), The Sprit and Purpose of Geography, New York, Hutchinson

Semester - II

CC 203: Pedagogy of a School Subject –II

Economics

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives: Upon completion of the course the student-teacher will be able to:

- Acquire knowledge about basic facts, concepts, laws principles and trends in Geography and Economics.
- Acquire knowledge and understanding of the aims and objectives of Geography.
- Realize the values of learning Geography.
- Make use of Audio-Visual aids about Geography and Economics.
- Develop skills in equipping the Geography (i) Museum (ii) Room (iii) Library
- Develop skills in organizing planning – Learning experiments and in writing and organizing the lesson plan.
- Acquire the knowledge of Geography curriculum.

Content:

Unit I: Meaning, Nature and Scope of Economics

- Meaning, Nature, Scope and importance Economics
- Branches of Economics and their importance – Micro, Macro, Financial and Indian Economy
- International relations and study of Economics

Unit II: Aims and Objectives Teaching Geography and Economics

- Aims / Values of Teaching Geography and Economics
  (a) Intellectual aims (b) Cultural aims (c) Environmental aims (d) Utilitarian aims
  (e) Aesthetic aims
- Taxonomy and Objectives of Teaching Economics
  (a) Knowledge (b) Understanding (c) Application (d) Attitude & interest
  (e) National Integration, International Understanding
- Co-relation of Economics with History, Science, Mathematics and Languages etc.
- Trends in Economics Education
- Importance and Organization of Field trips, Visits
- Economic based hobby clubs / societies (National Geography Specials)

Unit III: Instructional Design in Economics

- Meaning, importance and format of lesson plan
- Principles of lesson planning
- Characteristics of a lesson plan
- Prepare Lesson Plan according to Active Learning Strategies
- Unit Plan
- Resource Unit
- Unit Test

Unit IV: Methods of Teaching Economics

- Meaning and importance of method of teaching Economics
- Different Methods of teaching Economics

  (a) Lecture Method (b) Laboratory Method (c) Observation Method (d) Excursion Method

  (e) Project Method (f) Discussion Method (g) Active Learning Strategies

Unit V: Instructional Materials Economics

(a) Collateral Reading – Importance, Reading materials,

(b) Types, procedure of using maps, pictures, charts, models, film strips, diagrams.

(c) Audio-Visual-Aids-Films, TV

Practicum:

- Preparation of charts, globe and models of Economics
- Preparation of transparencies about – section of volcanoes, seabed, plains etc
- Preparation of resource unit in Economics

Assignments:

- Visit to an observatory, planetarium
- Collection of specimens
- Preparation of a project report – Based on local Economic Survey.

Note:

- Submission of report after doing any one of the above practical work

References:

- Bliar, Thomas A., (1951), Climatology: General and Regional, New York, Prentice-Hall Inc.
- Indian National Committee for Geography (1968), Developing Countries of the World Calcutta, 21st IGU Publication
- Indian National Committee for Geography (1968), Mountains and Rivers of India, Calcutta, 21st IGU Publication
- UNESCO (1965) Source Book for Geography Teaching, London, Longman, Longman Co
- Wheelar, Jr. J. Renton Kostabade and Richard S. Thoman (1969), Regional Geography of the World, New York: Holt, Rinehart and Winston, Inc.
- Woolridge, S.W. and W.G. East, (1951), The Sprit and Purpose of Geography, New York, Hutchinson

Semester - II

CC 203: Pedagogy of a School Subject –II

Commerce

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives:

1. To introduce student teachers with the methodology of teaching used in teaching of Commerce in schools.
2. To make student teachers aware of the values of Commerce and the relationship of Commerce with other subjects.
3. To encourage student teachers to use a wider range of teaching techniques in order to enable them to plan their lesions in teaching of Commerce.
4. To acquaint student teachers with the role of teaching aids, textbook, homework, libraries in commerce.
5. To equip student teachers with the curriculum.

Course Content:

Unit–I:

1. Meaning nature, scope and concept of Commerce.
2. Place of Commerce in secondary school curriculum and its critical appraisal.
3. Commerce and its relationship with other Social Sciences.

Unit–II:

1. Different methods of teaching Commerce, uses and critical analysis.
   - (a) Lecture Method
   - (b) Discussion Method
   - (c) Problem-Solving Method
   - (d) Project Method
   - (e) Survey Method
   - (f) Demonstration Method
2. Commerce Text-books and Supplementary Materials.

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

Unit–III:

1. Analysis and Discussion on Skills of teaching Commerce (practice for developing at least 5 micro skills).
   - (a) Skill of introducing the lesson
   - (b) Skill of questioning
   - (c) Skill of explanation
   - (d) Skill of stimulus variation
   - (e) Skill of black board writing
2. Lesson planning in Commerce, Meaning, Need and Importance construction of composite Lesson Plan. Lesson Plan according to Active Learning Strategies.
3. Development and Utilization of teaching aids (Projects, Non-projected and Performing arts) required for Commerce programme.

Unit–IV:

1. Qualification, Qualities and Professional growth of Commerce Teacher.
2. Role of Co-curricular activities in Commerce.
3. Types and Techniques of Evaluation.

Practicals:

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

References:

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

Semester - II

CC 203: Pedagogy of a School Subject –II

Social Science

Max. Marks - 100
External Marks - 75
Internal Marks - 25

Objectives: To enable the student teachers to:

- Understand the need for learning History, Geography, Civics and Economics either as separate disciplines or as an integrated discipline.
- Develop understanding of the nature, structure and scope of Social Sciences.
- Develop knowledge about the basic principles governing Social Science.
- Develop the teaching skill needed for teaching of Social Science.
- Acquire competency to prepare lesson plan for teaching Social Science.
- Equip the student trainees with the skills for teaching gifted and under average students.
- Know the methods and approaches for organizing Social Sciences curriculum.
- Critically examine the Social Sciences syllabus and develop skills to periodically modify and update the text-books.

Course: Contents

Unit-I: Social as an Area of Study

- Meaning, scope and importance of social science in secondary schools.
- Concept of social science and social studies.
- Philosophical, Theoretical and Psychological Basis of Social Science.
- Integration of Different Subjects of Social Sciences - History Civics, Economics, Geography and Sociology.
- Objectives and values of teaching social science in secondary schools.
- Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of social science.

Unit-II: Content organization in Social Science

- Content analysis of class VI to X So. Science Books.
- Content Structure - Different views.

Unit-III: Co-curricular Activities and Text books

- Curriculum: Meaning importance and principles of designing a good curriculum for social science.
- Co-curricular activities: Meaning, importance of co-curricular activities, role and organization of the following in teaching of social science.
- Text-Books: Meaning and importance of Text-Books in teaching of Social Science. Role of library and reference books in teaching of social science.

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Chairman – Board of Studies, Education

Unit-IV: Methods and Techniques

- Methods: Lecture method Lecture cum discussion method discussion method, problem solving method, project method, source method, field method, value inculcation method.
- Techniques: Skills of questioning, Dramatisation role playing story telling.
- Aids-Audio-Visual aids and Electronic media in teaching social science. Preparation of Low Cost Teaching Aids.

Unit-V: Microteaching, Lesson planning and Evauat1on

- Microteaching: Concept, components and preparation of any microteaching lesson plans for developing the skills.
- Lesson Planning: Meaning and importance of lesson plan, steps for preparing lesson plans for teaching social science using.
- Evaluation: Meaning need and objectives of evaluation in social science formative and summative evaluation, evaluation techniques.

Internal Assessment:

a) Attendance - 05 marks

b) Two Tests - 10 marks

c) One Assignment - 05 marks

Every student will be required to write one assignment on any one of the following topic or any other related topic not included in the concerned paper to be prepared within ten pages:

- Factors affecting Indian Society
- History of freedom movement.
- Major issues facing Indian today.

References:

1. Agrawal, J.C. Teaching of Social Studies, New Delhi : Vikas Publishing House
2. Bhattacharya, S., and Darji, D.R. (1966) Teaching of Social Studies in Indian Schools, Baroda: Acharya Book Depot.
3. George, A.M. and Madan, A., Teaching Social Science in School NCERT's new text book initiative, New Delhi : Sage Publications India Pvt. Ltd.
4. Greene, H.A., Joygessen, A.N., and Garberi, J.R: (1959). Measurement and Evaluation in the secondary school. New York: Mongmams, Green and Co.
5. Bining A.C. and Bining, D.H. (1952): Teaching the social studies in secondary school, McGraw Hill Book Company New York.
6. Dhamija, Neelam (1993): Multimedia Approaches in Teaching Social Studies, Harmen Publishing House, New Delhi.
7. NCERT (1988) : Guidelines and syllabi for secondary stage (class IX, X), NCERT, New Delhi.
8. Rubela, S.P. & Khan, R.S. Samajik Vigyan Shikshan, Lata Open University, BE-5.
9. Clark, L.H, Stare, I.S. (1982): Secondary School Teaching Methods, University Tutorial Press, London.

Dr. Vivek Bapat
Dean: Jiwaji University, Gwalior.

Dr. Vinod Singh Bhadoria
Chairman – Board of Studies, Education

Semester - II

CC 204: Learning Across the Curriculum – Part - II

Marks : 50
External : 35
Internal : 15

Objectives:

- Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication.
- Enhancing one's facility in the language of instruction is thus a vital need of student – teachers, irrespective of the subject areas that they are going to teach.
- This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.
- It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.

Course Outline:

Unit-I: Communication

Communication: Meaning and Concept, Element of communication, Process of communication, Types of Communication- Verbal and nonverbal communication, Interpersonal, intrapersonal, group and mass communication, Ways and means to developing communication skills at schools, general barriers to communication.

Unit-II: Development of LSRW Skills and its Barriers

Listening Skills: Sub Skills of Listening, Listening for perception, listening for comprehension, Three phase of Listening, Listening Materials, Importance of Listening. Barriers to Listening skills.

Speaking Skills: Importance of Speaking Skills, barriers to Speaking Skills.

Reading Skills: Importance, process involved in reading, Types of reading Skills, barriers to reading Skills.

Writing Skills: Importance and Characteristics of good writing, barriers to writing Skills.

Unit- 3: Activities for LSRW Skills

Activities for Developing Listening Skills: Listening material, Listening to specific information and for general understanding, dictation, Listening telephone call, commentaries, Listening instruction.

Activities for Developing Speaking Skills: Conversation, group discussion, debate, interview, extempore speech.

Activities for Reading Skills: Method of teaching reading to beginners, Alphabet, Phonetic, Word, Phrase and Sentence Method.

Activities for Writing Skills: Developing Mechanical Skills, Grammatical Skills, Judgment Skills and discourse Skills.

Unit- 4: Reading and Writing in the specific content areas: Social Science, Science, Science, Mathematics and Literature of relevant languages, nature of Expository texts vs. Narrative texts, Transactional texts vs. Reflexive texts, schema theory, Text structures; examining content area text books; reading strategies for children- note making, summarizing.

Making Reading-Writing Connections, Process of Writing, Process of Analyzing Children's Writing to Understand their Conceptions: Ways and Means of Writing with a Sense of Purpose Writing to Learn and Understand.

Unit- 5: Language Laboratory

Language Laboratory- role language laboratory, developing language skills, planning and installing of language laboratory, basic materials for language laboratory, effective uses language laboratory.

Mode of Transaction:

Lecture, Discussion, debate, conversion, Exercise, Dramatization, Assignment and Language game.

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Semester - II

EPC 205 : Drama And Education

Marks : 50
External : 30
Internal : 20

Introduction:

- The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage young students and creative minds to do the arts. An understanding of the arts will give our youth the ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinkers and good citizens of the Nation. Keeping in view some of these ideas, the National Curriculum Framework-2005, introduced arts education as a mainstream curricular area, which must be taught in every school as a compulsory subject (up to X) and facilities for the same may be provided in every school. Keeping this in view, it is all the more important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this, not only Art teachers but every teacher in the school system should be sensitized to understand and experience the use of Arts of holistic development of the learner, as a teacher as well as an individual.

Objectives:

- Understanding basics of different Art forms – Impact of Art forms of 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
- Enhance awareness of the rich cultural heritage, artists and artisans.

Course Content:

Unit I: Visual Arts And Crafts (Practical)

- Experimentation with different materials of Visual Art, Such as pastel, poster, pen and ink, rangoli materials, clay, etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modeling, paper cutting and folding, etc.
- Paper framing and display of Art works.

Unit II: Performing Arts: Dance, Music, Theatre & Puppetry (Practical)

- Listening / viewing and exploring Regional Art forms of music, dance, theatre and puppetry.
- Viewing / listening to live and recorded performances of Classical and Regional Art forms.
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach.
- Planning a stage-setting for a performance / presentation by the student-teacher.

Unit III: Appreciation of Arts

- Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education.
- What is the difference between Education in Arts and Arts in Education.
- Identification of different performing Art forms and artists; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)
- Knowledge of Indian Craft Traditions and relevance in education (based on a set of slides, selected for purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based

on a set of slides, selected for the purpose)

- Indian festivals and its artistic significance.

Project Work (Unit I & II)

- Theme-based projects from any of the circular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft from with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. – how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subject (Science/Maths/Social Sciences/Languages etc.) while integrating different art forms.

Workshop:

- Two workshops of half a day each, of one week duration for working with artists/artisans to learn basis of Art and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing and painting, rangoli, clay modeling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centered. The focus of the workshops should be on how art forms can be used as tool/method of teaching-learning of Languages, Social Sciences, Mathematics and Science.

Practical Part:

- **Body Movement:** Different theatre games, Exercises, Material Arts, Folk Dances.
- **Meditation:** Focus, Concentration.
- **Script Writing:** Characterization, dialogue, time and space, beginning, middle, end.
- **Poetry Recitation:** Rigved Mantras, Vaachik Abhinay.
- Selection of Play for Children.
- Casting.
- Building of a Character.
- **Parts of Speech:** Volume, Pitch, Speed, Clarity, Audibility, Diction, Intonation, Feel and Toner Quality, Projection.
- Design of a Production.
- **Production:** Poster Making, Audience, Execution of Different Aspects of Production, Analysis of Increase in Understanding of Children through Drama.

- **Suggested Approach for Teaching-learning Process:**
- Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of art/see performances/exhibitions/art and craft fairs/local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers can also be motivated to interpret art works/commercials/events etc. to enhance their aesthetics sensibility.
- A Resource Centre for Arts and Crafts should be a part of all the RIEs, where materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals must be displayed for the

purpose of reference and continuous motivation.

- Applications of Arts and Aesthetics in day-to-day life, in the institute and in the community are some of the practical participate in the celebrations of festivals, functions, special days, etc.

Mode of Assessment:

- The complete course is of 50 marks. It is recommended that evaluation of this course should be done at both the levels; (i) Internal as well as (ii) External. Practical Activities (Unit I and II of 30 marks) in nature are more on the process than the project, hence need continuous and comprehensive evaluation (CCE). Therefore, recommended to be evaluated by the internals. The theory and project part (Unit-III and project work of 20 marks) can be in viva-voce and in presentation mode therefore recommended to be evaluated by the externals. The engagement of student-teacher in the above set of experiences should be evaluated on continuous and comprehensive manner, based on (a) Submission of work/project; (b) Participation in the activities; (c) Creative potential displayed; (d) Application of aesthetic sensibility in campus events and in other course activities.