

# Scheme

## B.Ed. (Bachelor of Education)



## School of Education

Academic Session : 2019-21

**Course Structure of Bachelor of Education (B.Ed.) under Choice Based Credit System for the Session 2019-21**

**Total No. of Credits in Four Semesters = 96 (88 + 8) (B.Ed. Course + Course offered by other Department)**

**B.Ed. Semester-I**

Sl. No.	Course Code	Total Credits	Paper Title	Total Marks	Credits (Theory/Tutorial/Practicum)	Class Teaching Hours per week	Internal Assessment Weightage	External Assessment Weightage
1	SOE020101C3104	4	Childhood and Growing Up	100	4	4	30%	70%
2	SOE020102C3104	4	Contemporary India and Education	100	4	4	30%	70%
3	SOE020103C3104	4	Assessment for learning	100	4	4	30%	70%
4	SOE020104C3104	4	Value and Peace Education	100	4	4	30%	70%
5	SOE020105C1102	2	Language Across the Curriculum	50	2	2	30%	70%
6	SOE020106C1102	2	Understanding Discipline and Subjects	50	2	2	30%	70%
7	SOE020107C1102	2	Reading and Reflection on Text	50	2	2	30%	70%
8		4	To be taken from other Department/MOOC	100	4	4	30%	70%
<b>Total</b>		<b>26</b>		<b>650</b>	<b>26</b>	<b>26</b>		
<b>Practicum/Hands on/ Students Activity /Seminar/Workshop/etc; during Practicum hours</b>								
•	<ul style="list-style-type: none"> <li>• 1 Credit Theory = 16 hours in a semester</li> <li>• 1 Credit = 25 Marks</li> </ul>							
•	• Course Code offered to other Department in Semester I is presented in Table-1							

**Table-1: List of Courses offered by the School of Education to other Departments in Semester-I and III**

Sl. No.	Course Code	Course Title	
1	SOE020134GEC3104	Value Based Education	Semester I
2	SOE020135GEC2024	Art in Education	Semester I

## B.Ed. Semester-II

Sl. No.	Course Code	Total Credits	Paper Title	Total Marks	Credits (Theory/Tutorial/Practicum)	Practical	Class Teaching/Field Based Activity Hours per week	Internal Assessment Weightage	External Assessment Weightage
1	SOE020208C3104	4	Learning and Teaching	100	4	0	4	30%	70%
2	SOE020209C3104	4	Knowledge and Curriculum	100	4	0	4	30%	70%
3	SOE020210C3104 -- SOE020217C3104	4	Pedagogy of School Subject-1*	100	4	0	4	30%	70%
4	SOE020210C3104 -- SOE020217C3104	4	Pedagogy of School Subject-2*	100	4	0	4	30%	70%
5	SOE020218C2024	4	Art in Education (Visual & Performing Arts)	100	2	2	6	30%	70%
6	SOE020219C0022	2	ICT in Education	50	0	2	4	30%	70%
7	SOE020220C0044	4	School Internship**	100	0	4	8	60%	40%*
<b>Total</b>		<b>26</b>		<b>650</b>	<b>18</b>	<b>8</b>	<b>34</b>		

**Practicum/Hands on/ Students Activity /Seminar/Workshop etc. during Practicum hours**

- **1Credit Theory = 16 hours in a semester**
- **1 Credit = 25 Marks**
- **\*Pedagogy of School Subject-1\* & Subject-2\* may choose from List given below in Table-2.**
- **\*\*Students will be engaged with school for the four weeks during the Semester.**

**Course Code offered to other Department in Semester II is presented in Table-3**

**Table-2: List of Pedagogical Courses\* offered by the School of Education in I<sup>st</sup> Year (Semester II)**

Sl. No.	Course Code	Course Title
1	SOE020210C3104	Pedagogy of Hindi
2	SOE020211C3104	Pedagogy of English
3	SOE020212C3104	Pedagogy of Social Sciences
4	SOE020213C3104	Pedagogy of Mathematics
5	SOE020214C3104	Pedagogy of Life Science
6	SOE020215C3104	Pedagogy of Physical Science
7	SOE020216C3104	Pedagogy of Economics
8	SOE020217C3104	Pedagogy of Commerce

**Table-3: List of Courses offered by the School of Education to other Departments in Semester-II**

Sl. No.	Course Code	Course Title	Semester
1	SOE020236GEC2024	ICT in Education	Semester II
2	SOE020237GEC2024	Essentials of Guidance and Counseling	Semester II
3	SOE020238GEC2024	Performing and Visual Arts	Semester II

### B.Ed. Semester-III

Sl.No.	Course Code	Total Credits	Paper Title	Total Marks	Credits (Theory/Tutorial/Practicum)	Practical	Class Teaching/Field Based Activity Hours per week	Internal Assessment Weightage	External Assessment Weightage
1	SOE020321C001616	16	School Internship*	400	0	32	32	60%	40%
2		4	*To be taken from other Department/MOOC	100	4	0	4	30%	70%
	<b>Total</b>	<b>20</b>		<b>500</b>	<b>4</b>	<b>32</b>	<b>36</b>		

**Practicum includes lesson planning/ Engagement with the field/ Hands-on experience/activities/seminars/workshops etc.**  
 courses for advanced level pedagogy (senior secondary level) can be offered to post graduates in a school subject.  
 @ internship + school and community-based activities (credits 14+2) = Marks 350+50=400  
**Note: During School Internship School and Community-Based Activities may be arranged in terms of resources available in the teacher education institutions/university.**  
**\*School Internship will be treated as Practicum Course.**  
**1Credit Theory = 16 hours in a semester**  
**1 Credit = 25 Marks**  
**\* Students will be engaged with school for 16 weeks during the Semester.**  
**\*Courses offered by the other Department: maximum-4 Credits**

## B.Ed. Semester-IV

Sl.No.	Course Code	Total Credits	Paper Title	Total Marks	Credits (Theory/Tutorial/Practicum)	Practical	Class Teaching/Field Based Activity Hours per week	Internal Assessment Weightage	External Assessment Weightage
1	SOE020422C3104	4	Gender, School and Society	100	4	0	4	30%	70%
2	SOE020423C3104	4	Curriculum Transaction	100	4	0	4	30%	70%
3	SOE020424C3104	4	Creating an Inclusive School	100	4	0	4	30%	70%
4	SOE020425C1102	2	Understanding the Self	50	2	0	2	30%	70%
5	SOE020426C1102	2	Environmental Education	50	2	0	2	30%	70%
6	SOE020427C2024	4	Yoga Education	100	2	2	6	30%	70%
7	SOE020428DCEC1102- SOE020433DCEC1102	2	Optional Course*-1	50	2	0	2	30%	70%
8	SOE020428DCEC1102- SOE020433DCEC1102	2	Optional Course*-2	50	2	0	2	30%	70%
<b>Total</b>		<b>24</b>		<b>600</b>	<b>22</b>	<b>2</b>	<b>24</b>		

Practicum/Hands on/ Students Activity /Seminar/Workshop/etc; during Practicum hours

- 1Credit Theory = 16 hours in a semester
- 1 Credit = 25 Marks\*Optional Course may choose from Table-4.

Course Code offered to other Department in Semester IV is presented in Table-5

**Table-4: List of Optional Courses offered by the School of Education in 2<sup>nd</sup>Year (Semester IV)  
Choose any two from the following List**

<b>Sl. No.</b>	<b>Course Code</b>	<b>Course Title</b>
1	SOE020428DCEC1102	Educational Administration and Management
2	SOE020429DCEC1102	Life Skills Education
3	SOE020430DCEC1102	Guidance and Counselling
4	SOE020431DCEC1102	Health &Physical Education
5	SOE020432DCEC1102	Education in Indian Constitution
6	SOE020433DCEC1102	Comparative Education

**Table-5: List of Courses offered by the School of Education to other Departments in Semester-IV**

<b>Sl. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Semester</b>
1	SOE020439GEC3104	Educational management and Leadership	Semester IV
2	SOE020440GEC3104	Peace education	Semester IV

## ABOUT INTERNSHIP

4 weeks of internship preparation and exposure to school life spread through different courses in First year and 16 weeks of internship in Second year which shall include two weeks of community based activities.

Marking Scheme:

School Based Internship Programme	Examination Scheme		
	Internal Assessment	External Assessment	Total Marks
	60 Marks	40 Marks	100 Marks

Evaluation Strategies:

S. No.	Activity	Mode	Weightage of Marks
1	Skills in teaching (10 micro teaching lessons in both pedagogy Papers)	Presentation	10+10
2	School observation/Class room observation (both Teaching Subject)	-	10+10
3	Internal Viva	Viva-Voce	10+10
<b>Total Marks</b>			<b>30+30=60</b>



# SEMESTER II

**LEARNING AND TEACHING  
COURSE CODE -SOE020208C3104**

**Year: I  
Semester: II**

**Credit: 4  
Max Marks: 100**

**Essence of the Course**

This course focuses on developing understanding of concept of teaching along with phases, levels and maxims of teaching. It also focuses on theories of learning and their educational implications. The course aims to develop conceptual understanding of the process of creativity and intelligence along with its various theories. The course also highlights about the teaching as a profession, skills of teachers for effective teaching and approaches to teaching.

**Objectives:** After completing this course, the pupil-teachers will be able to:

- relate variables of teaching process with the concept of teaching
- identify the relationship between teaching style & learning styles
- apply the maxims of teaching and approaches to teaching
- estimate the use of Phases of Teaching and Levels of Teaching
- explain the educational implications of different theories of learning
- identify the creative potentiality of learners
- comprehend the concept, nature and various theories of intelligence
- identify and suggest various skills & competencies in classroom teaching & management
- critically evaluate the role of a teacher as transmitter and facilitator of knowledge

**Teaching Scheme (session)\***

Teaching Scheme (session)*			Total (L+T+P)	Examination Scheme		
				Internal Assessment	External Assessment	Total Marks
<b>Unit</b>	<b>L</b>	<b>T/P</b>	<b>C</b>	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>
<b>I</b>	10	4	14			
<b>II</b>	14	4	18			
<b>III</b>	12	4	16			
<b>IV</b>	12	4	16			
<b>Total</b>	48	16	64	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>

**L=Lecture, T=Tutorial, P=Practicum**

## **Course Content:**

### **Unit I: Understanding the Teaching**

- Teaching : Concept, Nature & Characteristics
- Phases and Levels of Teaching
- Maxims of Teaching
- Learning Styles : Concept, Meaning, & implications for classroom environment, (VARK Model & Kolb's Model of Learning **style**)

### **Unit II: Learning and It's Theories**

- Learning: Concept, Characteristics and Factors affecting learning
- Learning Theories and their Educational Implications
  - Behaviourist Theories: Classical & Operant Conditioning
  - Learning by Trial and Error (Thorndike)
  - Gestalt theory – Learning by insight
  - Cognitive theories -Bruner and Ausubel
  - Social Cognitive theory – Vygotsky

### **Unit III: Creativity & Intelligence**

- Creativity: Concept, nature, process
- Identification & Techniques of fostering creativity in classroom
- Intelligence: concept, meaning and nature
- Theories of Intelligence
  - Spearman's Two Factor Theory
  - Thurston's Group Factor Theory
  - Gardner's Theory of Multiple Intelligence

### **Unit IV: Teaching as a Profession**

- Teaching as Profession
- Role of a teacher in teaching-learning process (as Transmitter of knowledge and Facilitator of Knowledge)
- Professional Ethics of Teachers
- Skills & Competencies of 21<sup>st</sup> Century teachers

**Transactional Strategies:**

Interactive development of concerned topics and theories with the help of various multimedia applications like; Google Classroom, Google Group, Google Drive, related Articles and other materials from various reputed online resources, Lecture cum discussion, Use of PPT, Assignments on various topics. Debate on various factors affecting teaching learning process & panel discussion, Brainstorming Session and in-depth analysis of various theories of learning by the pupil teachers.

**Internal Assessment Strategies:** A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows:

S. No.	Activity	Mode	Weightage of Marks
1	Three Sessional tests will be conducted.(Better Two will be counted)	Written	20
2	Preparation of an assignment on various topics	Assignment & Presentation (PPT)	5
3	Percentage of attendance	---	05
	<b>Total Marks</b>		<b>30</b>

**Practicum: Suggestive List:**

- 1) Presentation on the comparative analysis of the various learning theories through multimedia approach.
- 2) Analysis of influential factors affecting learning to the same class and students on the basis of regular visit (one week) to school.
- 3) Report on effective teacher behaviour or classroom instruction strategies of effective teacher.

**Suggested Readings:**

- Bigge, M. L. (1982). *Learning theories for teachers* (4<sup>th</sup> edition). New York: Harper and Row Publishers.
- Chauhan, S.S. (2007). *Advanced educational psychology* (7<sup>th</sup> edition). New Delhi: Vikas Publishing House Pvt. Ltd.
- Chauhan, S.S. (2014). *Innovations in teaching learning process*. Noida: Vikas Publishing House Pvt. Ltd.
- Dececco, J.P. (1988). *The psychology of learning and instruction*. New Delhi: Prentice Hall.
- Wheldall, K. (2006). *Developments in educational psychology*. New York: Routledge.
- Hergerhahn, B.R. (1976). *An introduction to theories of learning*. Englewood Cliffs, NJ: Prentice Hall.
- Kumar, S. (2016). *Child development and pedagogy*. Delhi: Pearson Education (Singapore) Pvt. Ltd.
- Lefrancois, G.R. (1999). *Psychology for teaching* (10<sup>th</sup> edition). London: Woodsworth Publishing.
- Ohles, J.F. (1970). *Introduction to teaching*. New York: Random House, INC.
- Ormrod, J.E. (2000). *Educational psychology: Developing learners* (3<sup>rd</sup> edition). New Jersey: Prentice Hall.
- Pandey, K.P.(1983). *Dynamics of teaching behaviour*. Ghaziabad: Amitash Parkashan.

- Rinehart, Winston, & Bhatia, K.K. (2008). *Basis of educational psychology*. Ludhiana: Kalyani Publishers.
- Santrock, J.W. (2018). *Educational psychology* (6<sup>th</sup> Edition). McGraw Hill Education.
- Siddiqui, M. H. (2005). *Techniques of classroom teaching*. Delhi: APH Publishing Corporation.
- Skinner, E.C. (1984). *Educational psychology* (4<sup>th</sup> edition). New Delhi: Prentice Hall of India Pvt. Ltd.
- Snowman., & Baihler. (2006). *Psychology applied to teaching*. Boston: Houghton Mifflin Company.
- Snowman., J., & Biehler, R. (2002). *Psychology applied to teaching*. New York : Houghton Mifflin.
- Stephens, L.M., & Evans, E.D. (1973). *Development and classroom learning: An introduction to educational psychology*. New York: Holt, Rinehart and Winston, Inc.
- Tanner, L.N., & Lindgren, H.C. (1971). *Classroom teaching and learning*. New York: Holt, Rinehart and Winston, Inc.
- Upadhya, B., & Singh Y.K. (2011). *Encyclopaedia of education psychology* (Vol. I to II). Delhi: APH Publishing Corporation.
- Woolfolk, A. (2017). *Educational psychology* (13<sup>th</sup> edition). Delhi: Pearson Education (Singapore) Pvt. Ltd., Indian Branch.

**Web Resources:**

Jane Ciumwari Gatumu, Reflective Teaching, <http://oer.avu.org/bitstream/handle/123456789/155/REFLECTIVE-TEACHING.pdf?sequence=1>  
<https://www.ibo.org/globalassets/digital.../approaches-to-teaching-learning-dp-en.pdf>

**KNOWLEDGE AND CURRICULUM  
COURSE CODE -SOE020209C3104**

**Year: I  
Semester: II**

**Credit: 4  
Max Marks: 100**

**Essence of the Course**

Every teacher deals with creation of congenial environment for curriculum transaction. Teacher's job is primarily concerned with operationalizing various curricular practices. Teacher's understanding of the nature of knowledge in the context of school subjects is considered most essential. It aims to provide knowledge and skills to student teachers relating to curriculum development, implementation and evaluation. Different concepts like types & sources of knowledge, methods of acquiring knowledge and their interrelations with education have been covered in this course. The nature of school curriculum and its foundations, transaction process etc. have also been highlighted in this course.

**Objectives:** After completing this course, the student-teachers will be able to:

- describe epistemological bases of knowledge.
- list the source of knowledge and various methods of acquiring knowledge.
- compare the Indian and Western views about knowledge
- acquaint with the meaning and concepts of curriculum.
- differentiate curriculum and syllabus
- identify factors affecting curriculum
- familiar with the types of curriculum
- develop activity based curriculum
- elaborate the concepts and approaches of curriculum development.
- apply the various models of curriculum development
- acquaint with the curriculum reforms in the Indian context.

**Teaching Scheme**

Teaching Scheme (Session)*			Total (L+T+P) C	Examination Scheme		
Unit	L	T/P		Internal Assessment	External Assessment	Total Marks
<b>I</b>	12	4	16	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>
<b>II</b>	12	4	16			
<b>III</b>	12	4	16			
<b>IV</b>	12	4	16			
<b>Total</b>	48	16	64			

**L=Lecture, T=Tutorial, P=Practicum**

## **Course Content:**

### **Unit I: Epistemological Bases of Knowledge**

- Concept of Knowledge: Meaning of information, knowledge and wisdom.
- Types & Sources of Knowledge
- Methods of Acquiring Knowledge
- Structures and Forms of Knowledge

### **Unit II: Knowledge: Indian and Western Views**

- Indian Views:
  - Shankhya
  - Vedanta
  - Buddhism
- Western Views:
  - Idealism
  - Naturalism
  - Pragmatism

### **Unit III: Conceptual understanding of Curriculum**

- Meaning and concept of curriculum; Difference between Curriculum and Syllabus
- Characteristics of curriculum
- Factors affecting curriculum i.e. Philosophical, Sociological, Psychological, Historical
- Types of curriculum: Core, Hidden, Null, Differentiated curriculum and Activity -based curriculum

### **Unit IV: Basics of Curriculum Development**

- Meaning of Curriculum development
- Need, Importance and Process of Curriculum development
- Principles of curriculum development
- Models of curriculum development
  - Grass Root Model
  - Administrative Model
  - System Analysis Model

### Transactional Strategies:

Lecture cum discussion, Use of PPT, Assignments on various topics, presentation and discussion, Lecture cum demonstration, Preparation of activity based curriculum in groups and discussion, Debate on various factors affecting curriculum, chart preparation on various models and process, In depth analysis of various models of curriculum development by the student teachers and presentations will be encouraged.

### Internal Assessment Strategies:

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of marks
1	Three Sessional tests will be conducted.(Better Two will be counted)	Written	20
2	Preparation of an assignment on various topics	Assignment & Presentation (PPT)	5
3	Percentage of attendance		05
<b>Total Marks</b>			<b>30</b>

### Practicum:

- Preparation of activity based curriculum in groups and discussion.
- Chart preparation on various models of curriculum
- Visit to DIET, Schools to find out the role personnel in curriculum development process.

### Suggested Readings:

- Aggrawal, J.C., & Gupta, S. (2005). *Curriculum development*. New Delhi: Shipra Publisher.
- Alaxander, W.M., & Saylor, J.G. (1966). *Curriculum planning for modern schools*. New York: Holt, Rinhart and Winston Inc.
- Balrara, M. (1999). *Principles of curriculum renewal*. New Delhi: Kanishka Publishers.
- Bhatia, S.K., & Jindal, S. (2016). *A textbook of curriculum, pedagogy and evaluation*(1<sup>st</sup> Edition). Paragon Publishers.
- Candra, A. (1977). *Curriculum development and evaluation in education*. New Delhi: Sterling Publishers.
- Darji, D.R., & Lulla, B.P. (1967). *Curriculum development in secondary schools of Baroda*. Baroda: Sadhana Press.
- Erickson, H.L. (2007). *Concept based curriculum and instruction for the thinking classroom* California: Corwin Press.
- Hassrin, M. (2004). *Curriculum Planning for elementary education*. New Delhi: Anmol Publishers.
- Jenkins, D. & Shifrnan, D.M. (1976). *Curriculum an introduction*. London: Pitman Publishing House.
- Khan, M.I. & Nigam, B.K. (2007). *Curriculum reform change and continuity*. New Delhi: Kanishka Publication.
- Kumari, S. & Srivastava, D.S. (2005). *Curriculum and Instruction*. New Delhi: Shipra Publishers.



- Madan, P. (2017). *Curriculum development and assessment* (1<sup>st</sup> Edition) (Hindi). Agarwal Publisher.
- Musgrave, P.W. (1974). *Contemporary studies in the Curriculum*. Australia: Angus and Roberston Publishers.
- Nigam, B.K. & Khan, M.I. (1993). *Evaluation and research in Curriculum Construction*. New Delhi: Kanishka Publishers.
- Ornstein, A.C. & Hunkins, F. (1988). *Curriculum foundations, principles and issues*. New Jersey: Prentice Hall.
- Panday, M. (2007). *Principles of curriculum development*. New Delhi: Rajat Publications.
- Rajput, J.S. (2004). *Encyclopedia of Indian Education*. New Delhi: NCERT.
- Satyanarayan, P. V. (2004). *Curriculum development and management*. New Delhi: DPH.
- Sharma, R. (2002). *Modern methods of curriculum organisation*. Jaipur: Book Enclave.
- Sharma, S.R. (1999). *Issues in curriculum administration*. New Delhi: Pearl Publishing House.
- Sockett, H. (1976). *Designing the curriculum*. Britain: Pitman Press.
- Srivastava, H.S. (2006). *Curriculum and methods of teaching*. New Delhi: Shipra Publishers.
- Tata, H. (1962). *Curriculum development theory & practice*. New York: Harcourt, Brace & World Inc.
- Yadav, Y.P. (2006). *Fundamentals of curriculum design*. New Delhi: Shri Sai Printographers.
- Ainsworth, L. (2014). *Rigorous curriculum design: How to create curricular units of study that align standards, instruction, and assessment*. Houghton Mifflin Harcourt Publishers.

#### **Web Resources:**

- Systemic Reforms for Curriculum Change, [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/Systemic\\_reforms\\_final.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Systemic_reforms_final.pdf)
- Curriculum, Syllabus and Textbooks, [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/cst\\_final.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/cst_final.pdf)

**PEDAGOGY OF HINDI**  
**COURSE CODE -SOE020210C3104**

**Year: I**  
**Semester: II**

**Credit: 4**  
**Max Marks : 100**

**पाठ्यक्रम का सार**

यह पाठ्यक्रम एक बहु सांस्कृतिक और बहुभाषी वातावरण में छात्र शिक्षकों की हिन्दी भाषा और संचार क्षमता के विकास पर केन्द्रित है। यह छात्र शिक्षकों के अलग-अलग हिन्दी भाषा के विकास को ध्यान में रखते हुए तैयार किया गया है और यह पाठ्यक्रम शिक्षक शिक्षकों को हिन्दी भाषा एवं हिन्दी भाषा शिक्षण की विधियों में निपुण बनायेगा।

**उद्देश्य:**

- भाषा की अलग-अलग भूमिकाओं को जानना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच संबंध जानना
- पाठ्यचर्चा, पाठ्यक्रम का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना।
- हिन्दी भाषा के विविध रूपों की अभिव्यक्तियों को जानना
- भाषा के विभिन्न कौषलों का विकास करना
- भाषा के मूल्यांकन की प्रक्रिया को जानना।

Teaching Scheme (session)*			Total (L+T+P)	Examination Scheme		
Unit	L	T/P	C	Internal Assessment	External Assessment	Total Marks
I	14	2	16	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>
II	14	2	16			
III	14	2	16			
IV	14	2	16			
<b>Total</b>	<b>56</b>	<b>8</b>	<b>64</b>			
				<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>

**L=Lecture, T=Tutorial, P=Practicum**

## पाठ्यक्रम की विषय वस्तु

### इकाई-1: हिन्दी भाषा अधिगम की प्रक्रिया

- हिन्दी भाषा की भूमिका, प्रकृति एवं महत्व ।
- हिन्दी भाषा अधिगम के सामान्य सिद्धान्त ।
- हिन्दी शिक्षण के उद्देश्य:- ज्ञानात्मक उद्देश्य, कौशलात्मक उद्देश्य, सौन्दर्य बोधात्मक उद्देश्य, रचनात्मक उद्देश्य ।
- मातृभाषा शिक्षण का अर्थ, स्वरूप, महत्व, सामान्य सिद्धान्त, लक्ष्य एवं उद्देश्य ।

### इकाई- 2: हिन्दी भाषा शिक्षण की विभिन्न विधाएँ

- हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं गुण ।
- हिन्दी भाषा शिक्षण में क्रियात्मक अनुसंधान-अर्थ, महत्व एवं प्रक्रिया, हिन्दी में क्रियात्मक शोध योजना का प्रारूप ।
- पद्य, गद्य एवं व्याकरण शिक्षण का अर्थ उद्देश्य, महत्व, विधियाँ एवं सोपान ।
- वाचन प्रक्रिया एवं प्रकार ।

### इकाई-3: हिन्दी भाषा शिक्षण के भाषाई कौशलों का विकास

- श्रवण कौशल:- अर्थ, प्रकार, शैक्षिक क्रियाकलाप ।
- मौखिक अभिव्यक्ति कौशल के उद्देश्य, मौखिक अभिव्यक्ति विकास की क्रियाएं, मौखिक अभिव्यक्ति सम्बन्धी त्रुटियों का निवारण ।
- पठन कौशल की प्रक्रिया, प्रकार, पठन अभिरुचि का विकास, पठन सम्बन्धी त्रुटियों का निवारण ।
- लिखित अभिव्यक्ति कौशल का विकास, लेखन का महत्व, प्रक्रिया, लिखित रचना के प्रकार एवं उनका शिक्षण ।

### इकाई-4: हिन्दी भाषा शिक्षण के लिए अनुदेशन योजना

- ब्लूम द्वारा निर्धारित अनुदेशनात्मक उद्देश्य ।
- हिन्दी शिक्षण कौशलों का विकास : प्रस्तावना कौशल, व्याख्या कौशल, उदाहरण कौशल, उद्दीपन परिवर्तन कौशल और प्रश्न कौशल ।
- हिन्दी पाठ योजना (गद्य, पद्य एवं व्याकरण) का अर्थ, महत्व, एवं रूपरेखा ।
- हिन्दी में मूल्यांकन- अर्थ, महत्व, विभिन्न विधियाँ एवं साधन ।

### कार्य सम्पादन रणनीतियाँ

इकाई-1 – व्याख्यान, समूह चर्चा, पावर प्वाइंट प्रस्तुतियाँ, एमओओसी और ई-लर्निंग का उपयोग

इकाई-2 व्याख्यान, चर्चा, स्कूल के अध्ययन के अध्यापन के भाषा के खेल, ऑडियो और वीडियो सामग्री आदि का उपयोग ।

**इकाई-3** व्याख्यान विधि- समूह चर्चा, प्रदर्शन विधि का प्रयोग एवं पावर प्वाइंट प्रस्तुति, ई-लर्निंग आदि का उपयोग।

**इकाई-4** व्याख्यान विधि- समूह चर्चा, प्रदर्शन विधि का प्रयोग एवं पावर प्वाइंट प्रस्तुति, ई-लर्निंग, एमओओसी का उपयोग।

### आन्तरिक मूल्यांकन रणनीतियाँ

आन्तरिक मूल्यांकन हेतु 30 अंक निर्धारित है। अंकों का निर्धारण इस प्रकार है:-

S.No.	Activity	Mode	Weightage of Marks
1	Three Sessional tests will be conducted.(Better Two will be counted)	Written	20
2	Preparation of an assignment on various topics	Assignment & Presentation (PPT)	5
3	Percentage of attendance	---	05
<b>Total Marks</b>			<b>30</b>

### व्यावहारिककार्य-

- छात्रों में संचार की समस्या/आशंका का पता लगाने के लिए बाहरी स्कूलों का दौरा।
  - श्रवण, मौखिक, पठन और लेखन कौशल विकसित करने के लिए खेल और व्यायाम करना।
  - श्रवण, मौखिक, पठन और लेखन कौशल विकसित करने पर गतिविधियाँ-मौखिक प्रस्तुतियाँ, बहस, भाषण, चर्चा एवं ब्रेन स्टार्मिंग, अनुच्छेद एवं निबंध लेखन।
- इसके अतिरिक्त विद्यालय एवं समुदाय आधारित गतिविधियाँ भी आयोजित की जायेगी जिसके अन्तर्गत छात्रों को अधिगम एवं शिक्षक प्रशिक्षण संस्थाओं में भ्रमण कराया जायेगा। शिक्षण प्रशिक्षण एवं स्कूल आधारित क्रियात्मक अनुसंधान भी कराये जायेगे।

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*समझ का माध्यम*, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् नई दिल्ली ।

*आंकलन स्रोत पुस्तिका*, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली ।

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## वैब रिसोर्स :

[https://hi.wikipedia.org/wiki/शिक्षण\\_विधियाँ](https://hi.wikipedia.org/wiki/शिक्षण_विधियाँ)

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[www.manuu.ac.in/DDE.../BED%20215%20DST%20Hindi.pdf](http://www.manuu.ac.in/DDE.../BED%20215%20DST%20Hindi.pdf)

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**PEDAGOGY OF ENGLISH**  
**COURSE CODE -SOE020211C3104**

**Year: I**  
**Semester: II**

**Credits: 4**  
**Max Marks: 100**

**Essence of the Course**

This course is designed to enrich the prospective teachers in terms of their understanding of the functions, importance, linguistic principles and other important aspects of the English language and its teaching in India. It aims at, apart from enriching already existing knowledge of the students about the subject, developing their pedagogical competencies for teaching of English.

**Objectives:** Present course aims to develop among prospective teachers:

- an understanding of the Concept, Nature and Functions of Language.
- comprehension of the importance of English in a multilingual society.
- ability to critically explain and adopt various teaching methods and approaches as per their suitability to the content to be taught.
- skill to design and develop effective lesson-plans for various genres such as Poetry, Prose, Fiction etc.
- skill to develop and use teaching-aids in the classroom both in the print and audio-visual formats.
- ability to develop and incorporate teaching skills for effective teaching and learning
- efficiency of developing and using resources like the Language Lab and ICT-enabled Smart class-room
- ability to harness basic language skills among learners.
- a metacognitive awareness of teaching and learning of the English language.
- an understanding of the process of language-assessment
- ability to organize remedial teaching.

Teaching Scheme (session)*			Total (L+T+P)	Examination Scheme		
Unit	L	T/P		Internal Assessment	External Assessment	Total Marks
<b>I</b>	12	1	13	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>
<b>II</b>	18	1	19			
<b>III</b>	18	2	20			
<b>IV</b>	12	1	13			
<b>Total</b>	<b>60</b>	<b>5</b>	<b>65</b>			
				<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>

**L=Lecture, T=Tutorial, P=Practicum**

## **Course Content:**

### **Unit I: An Overview of specificities of the English Language and its importance**

- Concept, Nature, Functions and Importance of English language.
- Linguistic characteristics of English- Features of English Pronunciation, Elementary knowledge of English sounds, Intonation and their Implications
- Basic Language Skills: Listening, Speaking, Reading and Writing.
- Aims and Objectives of Teaching English at the secondary level.

### **Unit II: Approaches and Methods to Teaching of English**

- Difference between ‘Approach’ and ‘Method’
- Inductive and Deductive Approach
- Multilingual Approach
- Whole Language Approach
- Structural Approach
- Communicative Approach,
- Constructivist Approach
- Grammar Translation Method,
- Direct Method,
- Bi-lingual method

### **Unit III: Materials of Teaching English, Lesson Planning and Evaluation**

- Teaching of Prose, Poetry, Composition and Grammar.
- Lesson Plan for different genres based on Bloom's taxonomy.
- Teaching Learning Materials and Aids- Print media; other reading materials such as learner-chosen texts, newspapers, class libraries, ICT – audio-visual aids including CALL programmes.
- Concept of unit test, objective type test and online testing.
- Assessment formats (Formative assessment, Summative Assessment).

### **Unit IV: Basic Teaching Skills, Activities for Language Acquisition and Evaluation**

- Basic Teaching Skills: Skills of Introduction, Explanation, Probing question, Illustration with examples, Stimulus Variation, Class-Room Management, Using Writing Board and Reinforcement.
- Importance of Planning co-curricular activities- Discussions, Debates, Speech, Language Games, Workshops, Seminars.
- Importance of Role Play, Simulations, Language Laboratories and Smart classrooms.

- Concept and importance of Action Research for effective teaching.
- Meaning and significance of Remedial Teaching.

### Transactional Strategies:

**Unit I:** Lecture, Discussion, Debates, Games, Exercises, Use of audio-visual materials, Exposition, Reading demonstration, Games, Exercise, short and long lecture, e-learning etc.

**Unit II:** Lecture, Discussion, Discussion-cum-Demonstration, Multimedia lessons, Assignments, Reading practice, audio- feedback, listening etc.

**Unit III:** Lecture, Discussion, Excursion, Games, Exercises, Use of audio-visual materials, Exposition, Demonstration, Games, Exercise, pause short and long lecture, e-learning, Field visits etc.

**Unit IV:** Lecture, Discussion, Excursion, Discussion-cum-Demonstration, Multimedia lessons, Assignments, practice, audio- feedback, listening etc.

**Evaluation Strategy:** (70 External+ 30 Internal)

Term end exam will be of 70 marks. Division of 30 marks of internal assessment will be done as mentioned below.

### Internal Assessment

S. No.	Activity	Mode	Weightage of Marks
1	Three Sessional tests will be conducted.(Better Two will be counted)	Written	20
2	Preparation of an assignment on various topics	Assignment & Presentation (PPT)	5
3	Percentage of attendance	-	5
<b>Total Marks</b>			<b>30</b>

### Practicum – Suggestive List

- 1) Planning and presentation of lesson plan on any topic demonstrating all the major teaching skills.
- 2) Record of any event organized in schools to develop reading, writing, speaking and listening skills through extempore, declamation, discussion etc.
- 3) Construction of objective type test items of different types.
- 4) Presentation of Action Research on any problem encountered during English language teaching.



### Suggested Readings:

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### Web Resources :

- [https://books.google.co.in/books?id=RIaeh-xeCzEC&pg=PR4&lp=PR4&dq=The+Teaching+of+English+in+India+H.Wyatt&source=bl&ots=7rEw3K6fa&sig=FYFStIr8GpLEgFNMU4UeRR9N0cs&hl=en&sa=X&ved=0ahUKewjKj\\_m38J\\_UAhWLQY8KHTGJBrEQ6AEIKDAC#v=onepage&q=The%20Teaching%20of%20English%20in%20India%20H.Wyatt&f=false](https://books.google.co.in/books?id=RIaeh-xeCzEC&pg=PR4&lp=PR4&dq=The+Teaching+of+English+in+India+H.Wyatt&source=bl&ots=7rEw3K6fa&sig=FYFStIr8GpLEgFNMU4UeRR9N0cs&hl=en&sa=X&ved=0ahUKewjKj_m38J_UAhWLQY8KHTGJBrEQ6AEIKDAC#v=onepage&q=The%20Teaching%20of%20English%20in%20India%20H.Wyatt&f=false)
- [https://books.google.co.in/books?id=HrhkAwAAQBAJ&lp=PR1&ots=\\_LeBso7khd&dq=latest%20approaches%20and%20methods%20of%20teaching%20english&lr&pg=PA3#v=onepage&q=latest%20approaches%20and%20methods%20of%20teaching%20english&f=false](https://books.google.co.in/books?id=HrhkAwAAQBAJ&lp=PR1&ots=_LeBso7khd&dq=latest%20approaches%20and%20methods%20of%20teaching%20english&lr&pg=PA3#v=onepage&q=latest%20approaches%20and%20methods%20of%20teaching%20english&f=false)
- <https://books.google.co.in/books?id=VxnGXusQII8C&lp=PR7&ots=qhsp1bbygN&dq=latest%20approaches%20and%20methods%20of%20teaching%20english&lr&pg=PR7#v=onepage&q=latest%20approaches%20and%20methods%20of%20teaching%20english&f=false>
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- <https://www.cambridge.org/id/cambridgeenglish/catalog/teacher-training-development-and-research/cambridge-guide-learning-english-second-language/cambridge-guide-learning-english-second-language-apple-ibook-google-ebook-kindle-ebook-ebookscom-ebook?format=36&isbn=9781108408455>
- <https://www.cambridge.org/id/cambridgeenglish/catalog/teacher-training-development-and-research/teaching-and-developing-reading-skills?format=41&isbn=9781316647370>
- <https://www.cambridge.org/id/cambridgeenglish/catalog/teacher-training-development-and-research/teaching-and-developing-reading-skills?format=ET&isbn=9781316647349>
- <https://play.google.com/store/apps/details?id=com.gutenbergtechnology.cupcambridge.booksshelf>
- <https://www.cambridge.org/id/cambridgeenglish/catalog/grammar-vocabulary-and-pronunciation/english-grammar-use-4th-edition/product-details/cambridge-lms>

**PEDAGOGY OF SOCIAL SCIENCE**  
**COURSE CODE: SOE020212C3104**

**Year: I**  
**Semester: II**

**Credit: 4**  
**Max Marks: 100**

**Essence of the Course**

This course will enable the students to develop deeper understanding about the structure and functions of the society. Accordingly, they shall be in a position to appreciate the foundations on which societies have developed. Such an understanding will help a student teacher to organize one's teaching keeping in view the background of students. Also, he/she will be able to organize various programmes to develop a sense of appreciation about the rich cultural heritage among the students.

**Objectives:** This course will enable the student-teachers to :

- explain the concept, nature and importance of Social Science.
- appreciate the importance of teaching of Social Science at the Secondary School level.
- apply the methods and approaches for organizing Social Studies curriculum..
- develop skills to teach and evaluate Social Science.
- equip the student trainees with the skills of diagnostic and remedial teaching.
- equip the student trainees with the skills for teaching gifted and under average students.
- critically examine the Social Science syllabus and develop skills to periodically modify and update the text books.

**Teaching Scheme (session)\***

Teaching Scheme (session)*			Total (L+T+P)	Examination Scheme		
				Internal Assessment	External Assessment	Total Marks
<b>Unit</b>	<b>L</b>	<b>T/P</b>	<b>C</b>	30 Marks	70 Marks	100 Marks
<b>I</b>	12	4	16			
<b>II</b>	12	4	16			
<b>III</b>	12	4	16			
<b>IV</b>	12	4	16			
<b>Total</b>	48	16	64	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>

**L=Lecture, T=Tutorial, P=Practicum**

## **Course Content:**

### **Unit I: Conceptual Understanding, Aims and Objectives of Social Science**

- Concept, Need and Importance of Social Science
- Nature and Scope of Social Science and Place of Social Science in school curriculum
- Aims & Objectives Teaching of Social Science
- Bloom taxonomy

### **Unit II: Methods, Planning and Instructional Aids of Teaching Social Science**

- Narration cum discussion, role-play, Project method, Problem solving, storytelling, Source method (meaning, uses and limitations)
- Unit Plan: objective, needs and importance
- Lesson plan : objective, needs and importance
- Teaching Aids: Audio, Visual and Audio-visual (meaning, use, merit and limitation)

### **Unit III: Basic teaching skills, Teacher, Resource Center and Text book of Teaching Social Science**

- Teaching skills : introductory, reinforcement, writing board, stimulus variation, probing questioning and Illustration with example
- Characteristics and qualities of Social Science teacher
- Need, importance and arrangement of Social Science Resource centre
- Text book: Characteristics of good text book, analysis of text book in Social Science

### **Unit IV: Evaluation in Teaching Social Science**

- Meaning of evaluation and examination
- Tools of evaluation in social science (Check list, observation, interview)
- Types of test (Meaning, Construction, Merit, Limitation)
- Concept, Need and importance of diagnostic and remedial work in social science

### **Transactional Strategies**

Lecture-cum-discussion along with interactive group discussion, field trips, group discussions, brainstorming and simulation in the form of mock session, Bal Panchayat etc.

### Internal Assessment Strategies

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S.No.	Activity	Mode	Weightage of Marks
1	Three Sessional tests will be conducted.(Better Two will be counted)	Written	20
2	Preparation of an assignment on various topics	Assignment & Presentation (PPT)	5
3	Percentage of attendance		05
<b>Total Marks</b>			<b>30</b>

### Practicum – Suggestive List

Arrange any two activity : each out of the following two groups:

#### 1) Educational visit:

- (i) Historical places
- (ii) Ecological places
- (iii) Political places

#### 2) Organisation of Programme

- (i) Social Awareness
- (ii) Election Awareness
- (iii) Exhibition
- (iv) Preparation of Annual Plan, Unit Plan and Lesson Plan
- (v) Scrapbook

### Suggested Readings

- B.N. Dash, Dr. I.V. Radhakrishna Murthy. *Methods of teaching social studies*. New Delhi: Neeekamal Publication Pvt. Ltd.
- Binning, A.C.: *Teaching Social Studies in Secondary Schools*. New York: McGraw Hill and Co.
- Bhattacharya, S. & Darji, D.R. (1966). *Teaching of Social Studies in Indian Schools*. Baroda: Acharya Book Depot.
- Desai, D.B.: *Samaj Vidyana Shikhan*. Ahmedabad: Balgovind Prakashan.
- Konli, A.S. (1996). *Teaching of Social Studies*, New Delhi: Anmol Publications Pvt. Ltd.

- Mehlinger. Howard, D. (ed.) (1981). UNESCO, *Handbook for the Teaching of Social Studies*. London: Gareem Helm.
- Misra,S.&Ranjan, A. (2011). *Teaching of social science: History, context ,challenges in Contemporary Trends in Education*. Delhi: Pearson Publication.
- Mangal, S.K.,& Mangal, U. (2018). *Pedagogy of social sciences*. New Delhi: Phi learning Pvt. Ltd.
- Misra,S., & Ranjan, A. (2011). *Teaching of social science: history, context, challenges in Contemporary Trends in Education*. Delhi: Pearson Publication.
- Sharma, B.L., & Shukla, A.K. (2018). *Teaching of social science*. Meerut: R. Lal Publication.
- Webb, K. (1995). *An introduction to problems in the philosophy of social sciences*. London: Pinter.
- गुरुसरन दास त्यागी (2018). *सामाजिक अध्ययन शिक्षण*, विनोद पुस्तक मंदिर आगरा
- भंवर लाल गर्ग (2017). *सामाजिक अध्ययन शिक्षण*. विनोद पुस्तक मंदिर आगरा

### Web Resources

- [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/social\\_sciencel.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.pdf)
- <http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20%20OF%20SOCIAL%20SCIENCE.pdf>
- <http://www.ignouhelp.in/ignou-bes-142-study-material/>
- [http://www.ncert.nic.in/departments/nie/dess/publication/prin\\_material/ITPD%20Final%20june%2014.pdf](http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/ITPD%20Final%20june%2014.pdf)
- Learning curves: special issue in social science in schools, (2010), by AzimPremji Foundation  
<http://azimpremjifoundation.org/pdf/LCXV.pdf>
- Learning Indicators and Learning Outcomes at the Elementary Stage, (2014), NCERT  
[http://www.ncert.nic.in/departments/nie/dee/publication/pdf/LI\\_Final\\_Copy\\_Revised\\_29.12.14.pdf](http://www.ncert.nic.in/departments/nie/dee/publication/pdf/LI_Final_Copy_Revised_29.12.14.pdf)

**PEDAGOGY OF MATHEMATICS**  
**COURSE CODE -SOE020213C3104**

**Year: I**  
**Semester: II**

**Credit: 4**  
**Max Marks: 100**

**Essence of the Course**

This course aims at developing advanced level understanding of mathematics subject and its pedagogy. This course focuses on preparing student-teachers in a manner that will help them to tackle day today mathematical problems. For providing students with pedagogical content knowledge different methods, approaches, strategies of teaching mathematics have been included. This course on teaching of mathematics will help student-teachers understand key concepts of mathematics as well as methods and procedures of teaching mathematics effectively and efficiently.

**Objectives:** After completing this course, the student-teachers will be able to:

- develop insight into the meaning, nature, scope and objective of mathematics education
- appreciate the role of mathematics in day-to-day life
- select appropriate methods of teaching mathematics at the elementary and secondary level
- select appropriate teaching strategies of teaching mathematics at the elementary and secondary level
- analyse the content scientifically
- explore new strategies to plan lesson
- plan their lessons to connect life outside the school
- construct appropriate tools for evaluating mathematics learning
- apply a variety of assessment techniques and practices by formal or informal ways

Teaching Scheme (session)*				Total (L+T+P)	Examination Scheme		
Unit	L	T	P		Internal Assessment	External Assessment	Total Marks
<b>I</b>	12	4	0	16	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>
<b>II</b>	8	2	6	16			
<b>III</b>	10	2	4	16			
<b>IV</b>	10	2	4	16			
<b>Total</b>	<b>48</b>	<b>16</b>	<b>14</b>	<b>64</b>	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>

**L= Lecture, T=Tutorial, P=Practicum**

## **Course Content:**

### **Unit I: Mathematics as a School subject**

- Meaning, Nature, Scope and Significance of teaching mathematics
- Meaning and building blocks of mathematics-undefined terms, definitions, axioms, postulates
- Correlation of Mathematics with other school subjects
- Contribution of Great mathematicians(Aryabhata, Bhaskaracharya, Ramanujan, Brahmgupta & Pythagores)
- Position Paper of National Focus Group on Mathematics(NCF,2005)

### **Unit II: Aims, Objectives and Skills of teaching Mathematics**

- Aims and Objectives of teaching mathematics
- Bloom's Taxonomy of Instructional Objectives
- Approaches of Formulation of instructional objectives in Behavioural Term: Robert Mager's, Robert Miller's RCEM(Regional College of Education Mysore)
- Basic Skills of Teaching Mathematics: Introducing the Lesson, Probing Question, Explanation, Illustration with Examples. Stimulus Variation, Board Writing

### **Unit III: Methods, Techniques and Resources of Teaching of Mathematics**

- Methods of Teaching Mathematics: Inductive- Deductive Method, Analytic –Synthetic Method, Laboratory Method, Activity Based Method, Project Method, Problem Solving Method
- Techniques of Teaching Mathematics: Oral, Written, Drill & Homework
- Mathematics Text Book, Mathematics Labs, Mathematics Club, Mathematics Library, ICT equipped classroom, Mathematics Learning Software, Audio- Visual Aids

### **Unit IV: Planning & Evaluation**

- Planning: Yearly, Unit and Daily Lesson
- Meaning, Need and Importance of Lesson Plan
- Approaches of Lesson planning: Herbertian and Constructivist
- Evaluation: Formative and Summative  
: Continuous and Comprehensive
- Tools and Techniques of Evaluation
- Construction of an Achievement Test with Blue Print



### Transactional Strategies:

**Unit I:** Lecture followed by discussion supplemented by power- point presentation.

**Unit II:** Lectures, discussions, Lecture cum demonstration

**Unit III:** Lecture cum Discussion should follow around readings. Students should be given hands on experiences and appropriate illustrations be made around methods and strategies. Visit to mathematics library and laboratory and hands on experience to students, e-platforms, library assignment. Critical analysis of the school textbook and syllabus will be made.

**Unit IV:** Lecture cum Discussion should follow around readings. Demonstration of lesson planning on innovative approaches. PowerPoint Presentation on different types of evaluation, hand on activity on Making Blue print of Achievement Test

**Internal Assessment Strategies:** A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Three Sessional tests will be conducted.(Best Two will be counted)	Written	20
2	Preparation of an assignment on various topics	Assignment & Presentation (PPT)	5
3	Percentage of attendance	---	05
<b>Total Marks</b>			<b>30</b>

### Practicum: Practical/Assignment Suggestive List:

- Content Analysis of Position paper of National Focus Group on Teaching of Mathematics
- Prepare a report about the contribution of Indian Mathematicians Mathematics.
- Prepare a report on the History of Mathematics(Number System & Measurement etc.)
- Critically Review of Mathematics Text book and make a report
- Observation of children doing everyday Maths, community numeracy practices and make a report.
- Development and trying out of Teaching-learning strategy for teaching of particular Mathematical concepts.
- Construction of Mathematical Working and Non-Working 2D and 3D Models
- Development and use of Mathematics laboratory.
- Organizing a 'Mathmela' in a school or a locality and write a report
- Lesson Plan on one topic from secondary school mathematics
- Construction of an achievement test with blue print
- PPT Presentation on give topic of syllabus

## Suggested Readings:

- Anice, J. (2016). *Methods of teaching mathematics*. New Delhi: Neelkamal Publications.
- Ang, K.C.(2019).*Mathematical modelling for teachers*. London: Springer.
- Boston, M.L., Kendela, A.G. & dixon, K.J. (2019). *Making sense for teaching of mathematics*. Bloomington: Solution Tree Press.
- Butler, C.H., Wren, F.L. & Banks, J.H. (1971). *The teaching of Secondary Mathematics*. New York: McGraw Hill.
- Coney, T.J., Davis, G.J., & HenDerson, K.B. (1975). *Dynamics of teaching secondary school mathematics*. Boston: Houghton-Mifflin.
- Ediger, M., & Rao, B. (2000). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.
- Kadler, N., Larkin,K. & Sinclair, N.(2018). *Using mobile technologies in the teaching & learning of mathematics*. London: Springer.
- Kidd, P.K., Myers, S.S. & Cilley David, M. (1970). *The laboratory approach to mathematics*. Chicago: Science Research Associates Inc.
- Kothari, R.G., & Mistry, H.S. (2012). *Diagnosis of learning difficulties on fractions and decimals: A study on the students of upper primary schools*. Germany: Lambert Academic Publishers.
- Kothari, R.G., and Shelat, P.H. (2011). *Mathematical weaknesses among secondary school students*. Germany: VDM Verlag Publishers.
- Kulshrestha, A.K.(ed.) (2016). *Pedagogy of school subject mathematics*. Meerut: R.Lall Publishing house.
- Leonard, J. (2019). *Culturally specific pedagogy in the mathematics classroom: Strategies for teachers and students*. New York: Routledge.
- Mason, J. H.(2016). *Mathematics teaching practice*. New Delhi: Elsevier Science & Technology.
- Nathan, D. L. Raad & Robert, J. M.(2019).*The new art and science of teaching mathematics: (establish effective teaching strategies in mathematics instruction*.Bloomington:Solution Tree Press.
- NCERT (2006).*Position paper-National focus group on teaching of Mathematics*. New Delhi: NCERT.
- Raju, B.P.S. & CPS Chouhan, C.P.S.(2012). *Pedagogy of mathematics*.New Delhi: NCERT.
- Nickson, M. (2006). *Teaching and learning mathematics: A guide to recent research and its application*. London: Continuum.
- Oldridge, M. (2018). *Teaching mathematics through problem solving in K12*. Boulder:Rowman & Littlefield.
- Pandya, B. (2007). *Teaching of mathematics*. Agra: Radha Prakashan Mandir.
- Paul, C. (2008). *Teaching mathematics: Developing as a reflective secondary Teacher*. New Delhi: Sage Publication.
- Rao, N.M. (2014). *A manual of mathematics laboratory*. New Delhi: Neelkamal Publications.
- Rock, D. & Brambhaug, D.K.(2013). *Teaching secondary mathematics*. Revised ed. Noida: Vikas Publishing House Pvt. ltd.
- Reeve, W.D. (1954). *Mathematics for the secondary school*. New York: Holt, Rinehart and Winston, Inc.
- Russel, J. (2007). *Teaching of mathematics*. New Delhi: Campus Books International.
- Servais, W. & Varga, T. (ed.) (1971). *Teaching school mathematics. A UNESCO Source Book*. UNESCO, Penguin books.

- Shah G.B. (1964). *New dimensions in teaching of Mathematics*. Baroda: CASE.
- Sidhu, K.B. (1974). *The teaching of mathematics*. New Delhi: Sterling Pub. (p). Ltd. (LB 1646 14 54)
- Singh, H., Avtar, R. & Singh, V.P. (2008). *A handbook for designing Mathematics*. New Delhi: APH Publishing House.
- Siddiqui, M.H. (2009). *Teaching of mathematics*. New Delhi: APH Publishing House.
- Upadhyay, R. (2014). *Teaching of mathematics*. Meerut: R. Lal Publication.

### Web Resources

- <https://www.youtube.com/watch?v=2AqXZJD92Ig>
- <https://www.youtube.com/watch?v=oEMOEjQocgY>
- <https://www.youtube.com/watch?v=hbDkSaSnbVM>
- <https://www.youtube.com/watch?v=IO19-MTwThI>
- <https://www.youtube.com/watch?v=MrIdc-Hs-is>
- <https://www.youtube.com/watch?v=lhwAMhZQ6kU>
- <http://mathigon.org/resources/value-of-mathematics.pdf>
- <http://mathedu.hbcse.tifr.res.in> (Unit 3)
- [http://www.ncert.nic.in/departments/nie/dee/publication/pdf/CCE\\_Math.pdf](http://www.ncert.nic.in/departments/nie/dee/publication/pdf/CCE_Math.pdf)
- [http://www.ncert.nic.in/departments/nie/niew/school\\_kits/kit\\_manuals.html](http://www.ncert.nic.in/departments/nie/niew/school_kits/kit_manuals.html)
- <http://nrich.maths.org>
- <http://www.slideshare.net/MiracleDanielGavor/ict-tools-in-mathematics-instruction>
- <http://www.arvindguptatoys.com/math-magic.php>
- <http://karnatakaeducation.org.in/KOER/en/index.php/Portal:Mathematics>
- <http://www.mathcelebration.com/index.html>
- <http://map.mathshell.org>
- <http://www.cimt.plymouth.ac.uk/projects/mep/default.htm>
- <http://mathbits.com>
- <http://www.math-play.com>
- <http://www.geogebra.org>
- <http://classroom-aid.com/educational-resources/mathematics>
- <http://etc.usf.edu/math>
- <http://mathworld.wolfram.com>
- <https://www.merlot.org/merlot/materials.htm?category=2513>
- <https://www.khanacademy.org>

**PEDAGOGY OF LIFE SCIENCE  
COURSE CODE: SOE020214C3104**

**Year: I  
Semester: II**

**Credit: 4  
Max Marks: 100 Marks**

**Essence of the Course Content**

This course covers the content areas which develop comprehension and familiarity about different concepts like educational objectives, teaching methods, basic teaching skills, instructional aids, resources, life science laboratory and different co-curricular activities used in life science so that pupil teachers would be able to apply the knowledge to keep their students on task and engaged in their classroom. The role and responsibilities of life science teachers have also included in this course so that the pupil teachers would be able to develop necessary qualities to perform their duties during their internship and in their profession. This course will enable the student teachers in planning, organizing, managing the classroom interactive.

**Objectives :** after completing this course, the student teachers will be able to :

- develop a comprehensive understanding about the pedagogy of life science.
- describe the concept, nature, aims and objectives of teaching of life science.
- articulate various teaching methods and skills used in teaching of life science and they will apply them making their teaching effective.
- construct lesson plan based on various skills.
- write instructional objectives in behavioral terms
- acquire skill in constructing blueprint.
- familiarize with the learning resources and instructional aids.
- acquaint the importance of evaluation and assessment in pedagogy of life science.

Teaching Scheme (session)*			Total (L+T+P) C	Examination Scheme		
Unit	L	T/P		Internal Assessment	External Assessment	Total Marks
<b>I</b>	12	4	16	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>
<b>II</b>	12	4	16			
<b>III</b>	12	4	16			
<b>IV</b>	12	4	16			
<b>Total</b>	48	16	64			

**L=Lecture, T=Tutorial, P=Practicum**

## **Course Content**

### **Unit I: Conceptual understanding of pedagogy of Life Science**

- Concept, Nature, importance and Scope of Life Science.
- Various branches related to life Science: Mathematics, Geography, Chemistry, Physics, Statistics, Language, Social Science.
- Aims and Objectives of teaching of Life Science at Primary, Secondary and Senior Secondary.
- Bloom's Taxonomy of Educational Objectives: Traditional and Revised.
- Writing Instructional Objectives: RCEM approach, Robert Magar and Robert Miller.

### **Unit II: Basic Teaching Skills, Methods and Lesson Planning**

- Basic Teaching skill: Meaning, and components of various teaching skills: (Introducing the Lesson, Reinforcement Skill, Questioning, Explaining, Illustration with Example, Board Writing, Stimulus Various Skill)
- Methods of Teaching: Lecture Method, Demonstration Method, Laboratory Method, Project Method, Heuristic Method, Constructivist Method: constructivism, 5 E's of Constructivism, Constructivist classroom and teacher.
- Lesson Plan: Meaning, Concept, importance and construction (Constructivist Approach)

### **Unit III: Co-curricular Activities, Learning Resources and Instructional Aids and life science teacher**

- Co-curricular activities and Learning Resources: Science Club, Science Exhibition, Science fair, Science Museum, Field Trip, text book, internet, aquarium, vivarium and Herbarium,
- Instructional Aids: Meaning, Concept, Importance and types (Audio, Visual and Audio-Visuals).
- Science Laboratory and Practical Work: Planning, organization and Equipping, Safety measures and importance of practical work.
- Role, duties and qualities of life science teacher.

### **Unit IV: Assessment and Evaluation in Life science**

- Assessment and Evaluation: Meaning, Concept, importance and types (Formative and Summative)
- Devices and Techniques of Evaluation in Life Science.
- Blueprint and Test: Definition, characteristics of good test, Types (Achievement Test, Teacher made & Diagnostic) of test and test items and importance.
- Assessment of Practical Work in life Science.
- Action Research: Meaning, steps and importance.

**Transactional strategies:** Lecture cum discussion, Lecture cum demonstration, Use of PPT, Assignments on various topics, Presentation and discussion, Debate and presentations by Pupil Teachers will be encouraged.

**Internal Assessment:** A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Three Sessional tests will be conducted.(Better Two will be counted)	Test	20
2	Preparation of an assignment on various topics	Assignment & Presentation (PPT)	5
3	Percentage of attendance	---	05
<b>Total Marks</b>			<b>30</b>

#### **Practicum – Suggestive List**

- 1) Presentation of lesson plan using various basic teaching skills
- 2) Visit nearby 5 school and prepare a report on Science Laboratory.
- 3) Critical analysis of a test paper of Biological Science.
- 4) Critical review of a text book of science.
- 5) Planning and conducting experiments of science/Biology
- 6) Storage of chemicals and specimens.
- 7) Safety measures being taken in the science laboratories and steps taken by student teachers.
- 8) Construction of blueprint.

#### **Suggestive Readings:**

- Abraham, I., & Reiss, M. (2016). *Enhancing learning with effective practical science* (1st ed.). London: Bloomsbury Publishing House.
- Agarwal, K. P., & Bain M. P. (2019). *Powerful teaching: unleash the science of learning*. New Jersey: Wiley publishing House.
- Ahmad, J. (2014). *Teaching of biological science*. Delhi: PHI Learning Private Limited
- Amit (2002). *Teaching of physical sciences*. New Delhi: Anmol Publications.
- Gupta, S.K. (1985). *Teaching of physical science in secondary schools*. New Delhi: Sterling Publications (Pvt.) Limited.
- Keith, S. T. (2018). *Master class in science teaching* (1<sup>st</sup> ed.). London: Bloomsbury Publishing House.
- Kootchar, S.K. (2003). *Methods and techniques of teaching*. Sterling Publishers Pvt Limited.
- Kohli, V.K. (1998): *How to teach science*. Ambala: Vivek Publishers.
- Kulshrestha, S.P. & Singh, G. (2013). *Teaching of physical science*. Meerut: R. Lall Book Depot.
- Kulshrestha, S. K. (2007). *Teaching of science*. New Delhi: Lotus Press.
- Kumar, R. & Kumar. (2000). *Teaching of science*. Mangal Deep Publication.
- Kumar, P & Ramaiah, K. & Sreedharacharyulu, K. (2016). *Pedagogy of physical science*. New Delhi: Neelkamal Publication.
- Laxmi, G. B.& Rao, Bhaskara (2004). *Methods of teaching life Science*, New Delhi: Neelkamal Publication.
- Mangal, S.K. (1997). *Teaching of life science*. New Delhi: Discovery Publishing House.
- Nagaraju, M.T. V & Vanaja, M. (2015). *Methods of teaching of physical science*. New Delhi: Neel Kamal Publications.

- Pahuja, S. & Ravikant. (2016). *Pedagogy of school subject biological science*. New Delhi: Neel Kamal Publication.
- Pedagogy of Biological Science. (2015). Retrieved from <http://www.senthilcollegeedu.com/Pedagogy%20of%20Biological%20Science.pdf>
- Position Paper on Teaching of Science. (2006). Retrieved from <http://epathshala.nic.in/wp-content/doc/NCF/Pdf/science.pdf>
- Pandey. (2003). *Major issues in science teaching*. New Delhi: Sumit Publications.
- Prasad Janardan. (1999). *Practical aspects in teaching of science*. New Delhi: R. Lall Publication
- R. vijaylatha, & Sunitha, D. (2016). *Pedagogy of Biological Science*. New Delhi: Kanishka Publication.
- Sharma, R.C. (2006). *Modern science teaching*. New Delhi: Dhanpat Rai Publishing Comp.
- Soni, A. & Tyagi, A. S. (2002). *Biology teaching*. Jaipur: Arihant Shiksha Publication.
- Sood, J.K. (1992). *New directions in science teaching*. Chandigarh: Kohli Publishers.
- Shankar, T. (2007). *Methods of teaching life science*. Delhi: Crescent Publishing Corporation
- Teaching of Science(n.d.). Retrieved from [http://www.ncert.nic.in/departments/nie/dse/activities/advisory\\_board/PDF/teaching\\_sc.pdf](http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_sc.pdf)

#### Web Resources:

- [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/science.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/science.pdf) Retrieved November 16, 2018
- [http://www.ncert.nic.in/rightside/links/pdf/h\\_focus\\_group/Vigyan%20Shikshan.pdf](http://www.ncert.nic.in/rightside/links/pdf/h_focus_group/Vigyan%20Shikshan.pdf) Retrieved November 16, 2018
- [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/aims\\_of\\_education.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/aims_of_education.pdf) Retrieved November 16, 2018
- [http://www.ncert.nic.in/departments/nie/desm/publication/pdf/basic\\_in\\_education.pdf](http://www.ncert.nic.in/departments/nie/desm/publication/pdf/basic_in_education.pdf) Retrieved November 16, 2018
- [http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy\\_sci\\_partI.pdf](http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf) Retrieved November 16, 2018
- [http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy\\_sci\\_PartII.pdf](http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_PartII.pdf) Retrieved November 16, 2018
- [http://www.ncert.nic.in/departments/nie/niew/school\\_kits/secondary\\_level/pdf/Manual\\_Sci\\_KitClass%20IX%20&%20X.pdf](http://www.ncert.nic.in/departments/nie/niew/school_kits/secondary_level/pdf/Manual_Sci_KitClass%20IX%20&%20X.pdf) Retrieved November 16, 2018
- [http://www.ncert.nic.in/departments/nie/niew/school\\_kits/upper\\_prm\\_level/pdf/LMUPS\\_Science.pdf](http://www.ncert.nic.in/departments/nie/niew/school_kits/upper_prm_level/pdf/LMUPS_Science.pdf) Retrieved November 16, 2018
- <https://ignou.devsamaj.org/wp-content/uploads/2018/05/BES-141-BLOCK-23.pdf> Retrieved November 20, 2018
- [http://ddceutkal.ac.in/Syllabus/MA\\_Education/Education\\_Paper\\_5\\_SCIENCE.pdf](http://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_SCIENCE.pdf) Retrieved November 20, 2018
- [http://www.ncert.nic.in/departments/nie/dse/deptt/activities/pdfs/Chapter\\_5.pdf](http://www.ncert.nic.in/departments/nie/dse/deptt/activities/pdfs/Chapter_5.pdf) Retrieved November 20, 2018
- <http://www.cbse.nic.in/cce/cce-manual/CBSE-FA-Class-IX%20%28Science%29%20Final.pdf> Retrieved November 20, 2018
- <http://www.icbse.com/cce/formative-assessment> Retrieved November 20, 2018
- <http://cbse.nic.in/cenbosec/oct-dec-2009/31-40.pdf> Retrieved November 20, 2018
- [http://www.cbse.nic.in/publications/CCE\\_Manual\\_Class\\_VI\\_VII\\_2010.pdf](http://www.cbse.nic.in/publications/CCE_Manual_Class_VI_VII_2010.pdf) Retrieved November 20, 2018
- [http://www.cbse.nic.in/cce/cce-manual/chapter\\_1.pdf](http://www.cbse.nic.in/cce/cce-manual/chapter_1.pdf) Retrieved November 20, 2018
- [http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment\\_single.pdf](http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment_single.pdf) Retrieved November 20, 2018
- <https://www.ucd.ie/t4cms/UCDTLT0029.pdf> Retrieved November 20, 2018
- <https://www.ijser.org/researchpaper/The-Use-of-Laboratory-Method-in-Teaching-Secondary-School-Students-a-key-to-Improving-the-Quality-of-Education.pdf> Retrieved November 20, 2018

**PEDAGOGY OF PHYSICAL SCIENCE**  
**COURSE CODE: SOE020215C3104**

**Year: I**  
**Semester: II**

**Credit: 4**  
**Max Marks: 100 Marks**

**Essence of the Course**

This course will enable the ‘would be teachers’ to know why and how to teach Physical Science to students. Pupil teachers will be able to know about the teaching methodology of physical Science. They will know the importance of teaching Physical Science with the help of different methods. Pupil teachers will know about the aims and objectives of teaching Physical Science. They will know the importance of teaching aids, micro-teaching skill and lesson plan for teaching Physical Science.

**Objectives:** After completing this course, the student teachers will be able to :

- familiarize with concept and nature of physical science.
- acquaint with the importance of teaching of physical science.
- develop scientific thinking in themselves, students and communities
- prepare a lesson plan
- familiarize with the learning resources and instructional aids
- describe the importance of educational technology for teaching physical science
- learn the methods and pedagogical analysis of teaching physical science.

Teaching Scheme (session)*			Total (L+T+P)	Examination Scheme		
				Internal Assessment	External Assessment	Total Marks
<b>Unit</b>	<b>L</b>	<b>T/P</b>	<b>C</b>	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>
<b>I</b>	12	4	16			
<b>II</b>	12	4	16			
<b>III</b>	12	4	16			
<b>IV</b>	12	4	16			
<b>Total</b>	48	16	64	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>

**L=Lecture, T=Tutorial, P=Practicum/Practical**



## **Course Content:**

### **Unit I: Conceptual Understanding and Objectives of Teaching Physical Science**

- Concept, Nature, Scope and Value of Physical Science as a Subject of the School Curriculum
- Correlation of Science with subjects (Mathematics, Social Studies, Geography, Health & Physical Education).
- Aims and Objectives: Meaning and Difference between the terms, Aims of teaching Physical Sciences at Middle and Secondary level with special reference to NCF 2005
- Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor): Traditional and Revised
- Approaches of writing objectives in behavioral terms: Robert Mager, Miller and RCEM approach

### **Unit II: Basic Teaching Skills, Methods and strategies of Teaching Physical Sciences**

- Basic teaching skill: Meaning and Components of Skills (Skill of Introducing the Lesson, Skill of Reinforcement, Skill of Probing Questioning, Skill of Illustration with Example, Skill of Explanation, Skill of Stimulus Variation, Skill of Board Writing, Skill of Classroom Management)
- Methods of Teaching Physical Science: Lecture-Cum Demonstration, Project Method, Laboratory Method, Heuristic Method, Brainstorming
- Strategies of Teaching Physical Science: Team Teaching, Panel Discussion, Field Trips, Science Club, Science Fairs and Exhibition

### **Unit III: Pedagogical Analysis, Lesson Planning & Evaluation**

- Pedagogical analysis: Utility, Principles, Steps in Pedagogical Analysis
- Pedagogical analysis of any one of the topic from Science text book from class 6<sup>th</sup> to 10<sup>th</sup> referred by NCERT
- Lesson Plan: Essential features, Advantages, Requirement, Approaches to Lesson Plan: Herbatian Approach, Constructivist Approach
- Evaluation: CCE, meaning and needs, Types, Qualities of a good test, Blue Print
- Action Research: Meaning, Steps and importance

### **Unit IV: Instructional material and Teacher of Physical Science**

- Instructional Aids: Meaning, Need, Types (Charts, Models, Display Boards, and Black Board, Computer, Science Kit and their merits & demerits.)
- Improvisation: Meaning, need and importance
- Laboratory: Planning, equipping and organization
- Text book: Meaning, Qualities of a good Science Textbook, Critical Analysis of a Secondary School Physical Science Textbook, Procedure of Textbook selection
- Physical Science Teacher: Qualities and Duties

**Transactional strategies:** Lecture cum discussion, Lecture cum demonstration, Use of PPT, Assignments on various topics, Presentation and discussion, Debate and presentations by Pupil Teachers will be encouraged.

**Internal Assessment:** A total of 30 marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

Sr. No.	Activity	Mode	Weightage of Marks
1	Three Sessional tests will be conducted.(Best Two will be counted)	Test	20
2	Preparation of an assignment on various topics	Assignment + Lesson Plan Presentation	5
3	Percentage of attendance	---	05
<b>Total Marks</b>			<b>30</b>

**Practicum – Suggestive List :** Lesson plan presentation on any topic of Physical Science book from Class VI<sup>th</sup>-X<sup>th</sup> by using all (mentioned in syllabus) basic teaching skills.

#### **Suggestive Readings:**

- Albert, Paul (2017). *Pedagogy of Physical science*. New Delhi: Blue Rose Publishers.
- Kochhar, S.K. (2003). *Methods and techniques of teaching*. New Delhi: Publishers Pvt. Ltd..
- Kohli, V.K. (1998). *How to teach science*. Ambala: Vivek Publishers.
- Kulshrestha, S.P., Singh, Gaya (2013). *Teaching of physical science*. Meerut: Raj Printers.
- Kumar, Pramod , Ramaiah, K. , Sreedharacharyulu,K. (2016). *Pedagogy of Physical Science*. Meerut: R.Lall.
- Mangal, S.K., Mangal, Shubhra (2018). *Pedagogy of Physical Sciences*. Meerut: International Publishing House.
- Nagaraju, M.T.V., Vanaja, M. (2015). *Methods of teaching of physical science*. New Delhi: NeelKamal Publications.
- NCF (2005). *National curriculum framework*. New Delhi: NCERT.
- NCERT. (2006). *Position paper on teaching of science*. New Delhi: NCERT.
- Pal, Sangeeta (2016). *Pedagogy of Physical Science*. Agra: Rakhi Prakashan.
- Pandey. (2003). *Major issues in science teaching*. New Delhi: Sumit Publications.
- Praveen, Manoj G., [Haseen, Koya. M. P.](#) (2016). *Teaching Science Resource, Methods and Practices - (Physical Science & Natural Science)*. New Delhi: Neelkamal Publishers.
- Radha Mohan. (2016). *Teaching of physical science*. New Delhi: Neelkamal Publishers.
- [Rahi, Avtar Singh](#) (2018). *Pedagogy of Physical Sciences and Teachers*. Colorado (U.S.A.): Create space Independent Publishing Platform.
- Rajasekar, S. (2016). *Methods of Teaching Physical Science*. New Delhi: Neelkamal Publishers.

- Rao, [N. Venkat](#), Ramulu, [Ch. A.](#) (2016). *Pedagogy of Physical Sciences*. New Delhi: Neeilkamal Publishers.
- Sharma, R.C. (2006). *Modern science teaching*. New Delhi: Dhanpat Rai Publishing Comp.
- Sharma, R.P. (2010). *Teaching of physical science*. Meerut: R.Lall.
- Sood, J.K. (1992). *New directions in science teaching*. Chandigarh: Kohli Publishers.
- Tolman, Marvin N. (2006). *Hands on Physical Science Activities*. United States: Jossey Bass (Wiley).

**Web Resources:**

- <http://sprabhakngce.blogspot.com/>
- <http://www.ncert.nic.in/textbook/textbook.htm>
- <http://www.ncert.nic.in/ncert/textbook>
- [http://www.ncert.nic.in/rightside/links/pdf/framework/ncf\\_hindi\\_2005/ncf2005.pdf](http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf)
- <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>

**PEDAGOGY OF ECONOMICS**  
**Course Code: SOE020216C3104**

**Year: I**  
**Semester: II**

**Credit :4**  
**Max Marks : 100 Marks**

**Essence of the course:**

Economics deals with the broad themes of state, market, and development. Market and state are interrelated as instruments of development. Economics introduces the learners to key economic concepts and issues that affect their everyday lives. After studying this course, Pupil Teachers will be able to organize various programmes to develop an understanding about the state, market, national income, development and other concepts of economics.

**Objectives :** After completing this course, the student teachers will be able to :

- familiarize the pupil teacher with various teaching resources and aids of teaching Economics at the senior secondary level.
- introduce various activities (micro teaching, lesson plan etc) for teaching economics.
- develop competence in use of instructional media in teaching economics
- promote reflection on issues pertaining to teaching of Economics.
- develop competence in designing effective instructional material to teach Economics.
- develop ability to design, develop; and use various tools & techniques of evaluation.
- develop awareness about syllabus prescribed by different State/Central Boards.
- develop competence in preparing Achievement Test Report of Students in Various forms.
- familiarize the pupil teacher with various strategies, methods, techniques and skills of teaching Economics at the senior secondary level.
- introduce various methods, strategies and techniques of teaching economics.
- develop competence in use of appropriate strategy in relation to teaching economics
- promote reflection on issues pertaining to teaching of Economics.
- develop competence in designing effective instructional material to teach Economics.
- develop awareness about syllabus prescribed by different State/Central Boards.
- develop awareness about recent advancements in teaching of Economics.

**Teaching Scheme(session)\***

Teaching Scheme (session)*			Total (L+T+P)	Examination Scheme		
Unit	L	T/P	C	Internal Assessment	External Assessment	Total Marks
<b>I</b>	12	4	16	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>
<b>II</b>	12	4	16			
<b>III</b>	12	4	16			
<b>IV</b>	12	4	16			
<b>Total</b>	48	16	64			

**L=Lecture, T=Tutorial, P=Practicum**

**Course content :****Unit 1 :Introduction to Economics as a Discipline**

- Concept, nature and scope of Economics
- Economics as a Discipline
- Aims and objectives of teaching Economics at secondary and senior secondary school level
- Instructional objectives of teaching Economics.

**Unit 2: Methods & Skills of teaching Economics**

- Lecture, Discussion, Debate, Inquiry, Problem solving, Survey, Project method
- Innovative Practices in Economics Teaching – Brain Storming, workshop, Team teaching, Co-operative learning,
- Role and Characteristics of Economics teacher
- Challenges in teaching Economics

**Unit 3: Instructional Media: Teaching Resources & Aids**

- ICT : Use of economics Teaching
- Text Book , Map, Charts, Models, PowerPoint presentations
- Micro Teaching
- Unit Planning
- Lesson Planning

#### Unit 4 : Evaluation of learning outcomes

- Evaluation- Nature of educational evaluation, its need, role in education process
- Methods of Assessment: Formative, Summative, Diagnostic
- Preparation of Question paper and Achievement Test
- Diagnostic and Remedial teaching
- Achievement Test Report (ATR): meaning, concept and importance, Components of ATR in Economics

**Transactional strategies:** Lecture-cum-discussion along with interactive group discussion, field trips, group discussions, brain-storming and simulation in the form of mock session, case study of banks and insurance etc

**Internal Assessment:** A total of 30 marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

Sr.No.	Activity	Mode	Weightage of Marks
1	Three Sessional tests will be conducted.(Better Two will be counted)	Test	20
2	Preparation of an assignment on various topics	Lesson Plan & Presentation	5
3	Percentage of attendance	---	05
<b>Total Marks</b>			<b>30</b>

#### Practicum : Suggestive List:

- Critical study (Review) of any one Economics book
- Development and organization of co-curricular activities
- Preparation of Annual plan, Unit plan and Lesson plan
- Identifying and Evaluating ICT resources suitable for teaching Economics
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Action Research Project Report
- Visits can be organise to
  - ✓ RBI and other Banks
  - ✓ Any Industry or Factory
  - ✓ Finance ministry

**\* In addition, school and community based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc. Action research based on teaching learning and school and community could be conducted.**

## Suggested Readings

- Koutsoyiannis. (1979). *Modern microeconomics*, International Edition, Palgrave Macmillan.
- Arora, P.N. (1985). *Evaluation in economics*. New Delhi: NCERT.
- Arora, P.N. And Shorie, J.P. (1986). *Open book examination question in economics*, New Delhi: NCERT.
- Assistant Masters Association (1974). *The Teaching of Secondary School Examinations*, London Cambridge University Press.
- Bawa M. S. (ed.) (1998). *Source Book on Strategies of Teaching Social Sciences*, IASE, Deptt. of Education, Delhi University.
- Bawa, M. S. (ed.) (1995). *Tendering of Economics: Contemporary Methods and Strategies for Secondary and Senior Secondary levels*, IASE, Deptt. of Education, Delhi University.
- Bawa, M. S. (ed.) (1996). *Evaluation in Economics*, IASE, Deptt. of Education, Delhi University.
- Blanchard, O., *Macroeconomics*, 4<sup>th</sup> Edition, Prentice Hall.
- Chakravorty, S. (1987). *Teaching of Economics in India*, Bombay, Himalaya Publishing.
- Dornbusch, R., Fischer, S & Startz, R., (2015). *Macroeconomics*, 11<sup>th</sup> edition, McGraw Hill.
- Mishra & Puri, (1995). *Economic development and planning*. Himalaya publishing house.
- Lekhi R.K., (2014). *Economics of Development and Planning*. kalyani Publishers
- Hicks, J.R. (1960). *The social framework- an introduction to economics*, London: Oxford University Press.
- Hodgkinson, Steve, Whitehead & David J. (ed) (1986). *Economics Education: Research and Development Issues*, London, New York: Longman.
- Hazlitt, H. (2010). *Economics in one lesson: the shortest and surest way to understand basic economics*. Currency.
- Mishra & Puri (2015). *Indian economy*. Himalaya Publishing house.
- Dutt & Sundaram, (2016). *Indian economy*, S.Chand Publisher.
- Kanwar, B.S. (1973). *Teaching of economics*, Ludhiana; Prakash Brothers.
- Khan, R.S. *Teaching economics* (In Hindi), Kota Open University, BE-13.
- Lee, N. (ed) (1975). *Teaching economics*, London: Heinemann Educational Books, Prentice Hall.
- *Macroeconomics*. (2015). HL Ahuja, S.Chand Publishers
- Mankiew, G, N, 'Principles of Macroeconomics, 9<sup>th</sup> edition, Macmillan Learning.
- Mangal & Mangal,U. (2018). *Pedagogy of social sciences*. India:PHI.
- Ahuja, H.L.(2016). *Micro economics*. S.Chand Publishers.
- NCERT (1974). *Teaching Units in Economics for High and Higher secondary Stage*, New Delhi: NCERT.
- Oliver, J. M. (1977). *The principles of teaching economics within the curriculum*, London Routledge & Kegan Paul.
- Pindyck, R.S., Rubinfeld, D.L. & Mehta, P.L., (2015). *Microeconomics*, 8<sup>th</sup> edition, Prentice Hall.
- Ray, D. (1998). *Development economics*, Princeton University Press.
- Sachs, I, (ed.) (1971). *Main trends in Economics Project and Role Playing Economics*, London, Macmillan.
- Salvatore, D., and Reed, (2013). *International economics* 11<sup>th</sup> edition, Wiley.

- Soderston, B.O. (1991). *International economics*, Macmillan.
- Siddiqi, M.H. (1998). *Teaching of economics*, New Delhi: Ashish Publishing House.
- Srivastava, H.S. (1976). *Unit Tests in Economics*, New Delhi, NCERT.
- Tyagi, S.D. (1973). *Teaching of economics(in hindi)*, Agra: Vinod Pustak Bhandar.
- Varian, Hall R. (1992). *Microeconomic Analysis* 3<sup>rd</sup> edition, New York : W.W. Norton & Company.
- Verma, S. (2018). *Bhartiya arthvyastha*, New Delhi: unique publisher.
- Whitehead, D. J. (ed.) (1974). *Curriculum development in economics*, London: Heinemann Education Books

### Web Resources

- www.cseindia.org (for documentary films and DVD)
- [www.india-seminar.com](http://www.india-seminar.com)
- Janchetana.blogspot.com (Hindi and English)
- <http://www.ibe.unesco.org/publications/educationalpracticesseries>
- 1947PartitionArchive.org
- <http://www.indiabudget.nic.in/survey.asp>
- dsal.uchicago.edu
- <http://bombay.indology.info/mahabharata/statement.html>
- <http://archive.is/http://www.sdstate.edu/projectsouthasia>
- www.harappa.com
- <http://www.mughalgardens.org>
- <http://persian.packhum.org>
- www.museum.upenn.edu
- www.alifindia.or
- www.edumaritime.org
- <http://parliamentofindia.nic.in>
- www.gandhiserve.org
- www.copsey-family.org/~allenc/lakshmibai
- <https://earth.google.com>
- <http://www.mapsofindia.com>
- Position Paper National Focus Group on Teaching of Social Sciences, NCERT  
[http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/social\\_science1.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_science1.pdf)
- Package in social science for professional development of in-service teachers, NCERT  
[http://www.ncert.nic.in/departments/nie/dess/publication/prin\\_material/ITPD%20Final%20june%2014.pdf](http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/ITPD%20Final%20june%2014.pdf)



- Learning curves: special issue in social science in schools, (2010), by AzimPremji Foundation  
<http://azimpremjifoundation.org/pdf/LCXV.pdf>
- Learning Indicators and Learning Outcomes at the Elementary Stage, (2014), NCERT  
[http://www.ncert.nic.in/departments/nie/dee/publication/pdf/LI\\_Final\\_Copy\\_Revised\\_29.12.14.pdf](http://www.ncert.nic.in/departments/nie/dee/publication/pdf/LI_Final_Copy_Revised_29.12.14.pdf)
- <http://nroer.in/home/>
- <http://www.epathshala.co.in/>

***Audio Visual Resources***

- <http://www.kabirproject.org/the%20films>
- <https://www.youtube.com/watch?v=-E6Z-oSwfTA>
- <https://www.youtube.com/watch?v=0FK-BITdqAs&list=PL5671Y5M9FStlCRg9hPujnRb5fsNmycez>

**PEDAGOGY OF COMMERCE**  
**COURSE CODE - SOE020217C3104**

**Year : I**  
**Semester: II**

**Credit :4**  
**Max Marks : 100**

**Essence of the Course**

This course aims to provide student-teachers with the content and pedagogical aspects of Commerce. This course includes basic concepts of commerce discipline as sound content knowledge is essential for effective teaching. For providing students with pedagogical content knowledge, different methods, approaches and strategies of teaching commerce have been included. This course will help student-teachers understand key concepts of commerce as well as methods and procedure of teaching commerce effectively and efficiently.

**Objectives :** After completing this course, the student teachers will be able to :

- explain Meaning, & Scope of commerce.
- develop an understanding about important commercial operations like Trade, Insurance etc.
- know the aims and objectives of teaching commerce at secondary level.
- familiarize various approaches of writing instructional objectives.
- formulate instructional objectives in behavioural terms.
- use various approaches to lesson planning and enable them to design their lesson so as to make them interesting and understandable to the learners.
- familiarize the concept and true purpose of evaluation and be able to construct a test to identify the strength and problem areas of students.
- select appropriate methods, aids and techniques of teaching commerce at secondary level.
- select appropriate co-scholastic activities to promote meaningful learning of concepts.

Teaching Scheme (session)*			Total (L+T+P)	Examination Scheme		
Unit	L	T/P		Internal Assessment	External Assessment	Total Marks
			C	30 Marks	70 Marks	100 Marks
<b>I</b>	12	4	16			
<b>II</b>	12	4	16			
<b>III</b>	12	4	16			
<b>IV</b>	12	4	16			
<b>Total</b>	48	16	64	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>

**L=Lecture, T=Tutorial, P=Practicum**

## **Course Content / Syllabus**

### **Unit 1 : Introductory Commerce**

- Meaning, definition & Scope of commerce.
- Trade: Meaning, Concept, Importance & Functions.
- Business organization: Meaning, Concept, characteristics & Types.
- Insurance: Meaning, Concept, Need, Importance, Types & Principles.

### **Unit 2 :Writing Instructional Objectives**

- Aims and objective of teaching commerce at secondary level
- Bloom's Taxonomy
- Approaches of writing Instructional Objective: Mager, Miller & RCEM Approach
- Writing Instructional Objectives in behavioural terms.

### **Unit 3: Lesson Planning in Commerce**

- Meaning, Concept & Importance of Lesson Planning
- Various approaches to lesson planning: Herbart approach & Morrison approach.
- Preparation of Lesson Plan.

### **Unit 4: Teaching Methods & Evaluation**

- Methods of teaching commerce: Lecture, Project, Problem solving
- Co-curricular activities: Objectives & Various types.
- Different Types of Co-Scholastic activities for strengthening the understanding of commerce.
- Formative V/s Summative Assessment
- Construction of Achievement test in commerce

### **Transactional Strategies**

**Unit 1:**Lecture followed by discussion supplemented by searches on MOOC's and augmented by power- point presentation analytical and synthetic discussions.

**Unit 2:**Lectures, discussions, use of MOOCs, e-platforms, library assignment

**Unit 3:**Lectures, discussions, library assignments, PowerPoint presentations on various approaches to lesson planning, discussion on model lesson plan of commerce formulated by RIE's..

**Unit 4:**Lecture followed by discussion supplemented by searches on MOOC's and augmented by power- point presentation analytical and synthetic discussions.

**Internal Assessment:** A total of 30 marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

Sr.No.	Activity	Mode	Weightage of Marks
1	Three Sessional tests will be conducted.(Best Two will be counted)	Test	20
2	Preparation of an assignment on various topics	Lesson Plan & Presentation	5
3	Percentage of attendance	---	05
<b>Total Marks</b>			<b>30</b>

**Practicum:**

- Design and Deliver a 15 Minutes presentation on any topic by using Lecture method.
- Prepare a report on India's Trade pattern.
- Prepare PowerPoint presentation on any topic covered in pedagogy of commerce syllabus.
- Sessional work/unit test/practicum/ project based activities and Terminal Assessments
- Construction of Achievement test in commerce

**Suggested Readings:**

- Agrawal, J.C. (2018). *Teaching of commerce: A practical Approach*. New Delhi: Vikas publishing House
- Babu, M. (2009). *Teaching of commerce and accountancy*. Centrum Press.
- Bansal, R.R.(1994). *New trends in teaching of commerce; Models of teaching and conceptual learning*. Anmol Publishing House.
- Busham, Y.K. (1991). *Fundamentals of business organization & Management*. New Delhi: Sultan Chand & Sons
- Chandra, S.S. (2017). *Pedagogy of school subject commerce*. Meerut: R. Lall Publications
- Doshi, S. (2009). *Modern methods of teaching commerce*. Paradise Publishers.
- Jawawi, R. (2010). *Reflective practices in teaching economics and commerce*. VDM Verlag Publications.
- Khan, M.S. (1982). *Commerce education*. New Delhi: Sterling Publications.
- Kumar, M. (2004). *Modern teaching of commerce*. Anmol Publishing House.
- Lloyd V. D.(1972). *Teaching business subjects (3<sup>rd</sup>Ed.)*. New Jersey: Prentice Hall Publications.
- Singh, R.P. & Mansoori, I. (2017). *Pedagogy of school subject commerce*. Meerut: R. Lall Publications
- Singh, Y.K. (2018). *Teaching of commerce*. New Delhi: APH Publishing House.
- Tonne, H.A. (1975). *Methods of teaching business subjects*. New York: McGraw Company Ltd.
- Venkateswarlu, K. (1993). *Methods of teaching commerce*. New Delhi: Discovery Publishing House.

**ART IN EDUCATION (VISUAL AND PERFORMING ARTS)**  
**COURSE CODE - SOE020218C2024**

**Year :I**  
**Semester : II**

**Credit : 2+2 (Theory + Practicum)**  
**Max Marks :100 (Theory + Practicum)**

**Essence of the Course**

The course on Arts in Education has been designed keeping in view the development of the self through the arts for every student teacher and for the development of students in school through arts in education to be practiced by every teacher. Two year B.Ed. programme offers school based learning and draws on the latest research into effective teaching, ensuring graduates are well equipped to teach. The course will unfold the aesthetic potentialities of prospective teachers for enabling them to become contributing citizens by promoting all forms of arts in school through hands on experience and integration of art as pedagogy in different subject areas. Pupil teachers will also use these skills in practice teaching during school internship. The essence of Arts Education is to enhance analytical and critical thinking among students, Learning through the arts will help student teachers in developing communication and interpersonal as well as presentational skills by bringing these in their teaching practice.

**Objectives :** After completing this course, the student teachers will be able to :

- familiar with the concept of art and its importance in daily life and education.
- develop competencies and skills for teaching of Art.
- acquire skills for integrating different art forms across school curriculum for better learning and developing.
- develop the artistic and aesthetic sensibilities among students to enable them to respond to the beauty in different art forms.
- develop imagination and sense of art and creative interest in art in teaching learning process.
- develop and understanding of drama and art, the scope and purpose of art education and art as the basis of education.
- acquaint about drama as a critical pedagogy and develop consciousness & awareness towards society.
- aware of forms of art, performing and visual and their significant role in human life.
- explore various dance forms and their integration in education practices.
- learn to identify areas that are best suited for drama exploration.
- recognize the role of drama as education in elementary school and will learn about different dance styles driven in India.

## Teaching Scheme(session)\*

Teaching Scheme (session)*				Total (L+T+P)	Examination Scheme		
Unit	L	T	P		Internal Assessment	External Assessment	Total Marks
<b>I</b>	13	0	0	13	<b>15 Marks (Theory) 15 Marks (Practicum)</b>	<b>35 Marks (Theory) 35 Marks (Practical)</b>	<b>100 Marks</b>
<b>II</b>	13	0	0	13			
<b>III</b>	0	0	20	20			
<b>IV</b>	0	0	18	18			
<b>Total</b>	26	0	38	64	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>

**L= Lecture, T=Tutorial, P=Practical**

## Course Content

### Unit -1 : Concept of Art and Education (Theory)

- Concept and meaning of Art and its types.
- Importance of colours in human life.
- Art in daily life.
- Art as an Educational/Pedagogy tool.
- Art and other Subjects- Languages, Mathematics, Science, Social Studies.
- Folk Art- Madhubani, Warli.

### Unit 2 : Aesthetic Sense and Performing Art (Theory)

- Importance of Aesthetic sense in human life.
- Transformation of art and Aesthetic sense through Education.
- Introduction of Drama and its types, social and educational relevance of performing art and its place in contemporary Indian society.
- General introduction of seven classical Dance styles, knowledge of Indian Dance & Drama traditions both in classical and Folk Song.
- Drama as pedagogy of learning and development.
- Exposure to selective Basic skills required for Drama and Art.

### Unit 3 : Methods and Materials of Art and Performing Art (Practical)

- Making of Object Drawing, Portrait Painting, Clay Model, Rangoli and Glass Painting.
- Free Handwriting and Calligraphy.
- Stage craft & design, technology and direction of performance.

- Acting for production, play production process.

#### Unit 4 : Printing, Painting & Crafting (Practical)

- Making Show-Pieces by Paper-cutting and folding.
- Products making out of Waste material.
- Arrangement Painting with Ladyfinger, Potato, Onion etc.
- Poster Making.
- Collage Making

#### Transactional Strategies

Hand on experience of working in different mediums and materials, preparation and presentation of teaching learning materials, workshop, exhibition, slide/film show, project work, group work planning of a stage-setting, visit, role play, celebrations of Indian festivals and fairs brainstorming, interaction with artists, lectures and demonstration.

**Internal Assessment Strategies:** A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are divided into two categories theory and practicum respectively as follows.

S. No.	Theory		Practical	
	Mode	Marks	Mode	Marks
1	Two Internal Assessment (Better one will be considered)	10	File work and Viva	10
2	Assignment	2.5	Live performance	2.5
3	Percentage of attendance	2.5	Percentage of attendance	2.5
	Total	15	Total	15
<b>Total Mark: 30</b>				

#### External Assessment Strategies :

A total of seventy marks have been allotted under External Assessment. The nature of the activity, mode and weightage of marks are divided into two categories theory and practical respectively as follows.

S. No.	Component	Mode	Marks	Total
1	Theory	Term end semester examination	35	35
2	Practical	Project Reports	15	
		Spot visual/performing activity	10	
		Viva	10	
<b>Total Marks</b>				<b>70</b>

### **Practicum – Suggestive List**

1. Linear Diagrams.
2. Designs.
3. Calligraphy.
4. Object Drawing.
5. Portrait Painting.
6. Clay Mod
7. Bloc Painting.
8. Glass Painting.
9. Rangoli Art
10. Crafts.
11. Products making out of Waste material.
12. Poster Making.
13. Collage making.
14. Folk arts.
15. Paper folding and cutting.
16. Music.
17. Dance.
18. Magic.
19. Theatre.

### **Suggested Readings :**

- CCRT official website.
- Chandok Amargeet (2016), *Art and education*, Delhi: Bookman.
- Chaturvedi Snehlata (2016), *Art education*, Delhi: Bookman.
- Chauhan Rita (2016), *drama, Art and Education*, Agra: Agrawal Publications, Sanjay Place.
- Chawla S.S. (1986), *Teacher of Art*, Patiala: Publication bureau Punjabi university.
- Chetan Bharti (2016), *Drama and art in education*, Kalyani Publishers.
- Gill Rajesh (2017), *A textbook of art education*, New Delhi: Paragon International Publishers.
- Gill Rajesh (2018), *Art Education*, New Delhi: Paragon International Publishers.
- Jain Ritu (2016), *Art education*, Delhi: Bookman.
- Kakkar Rekha, Makkhar Ragini (2018), *Drama, art and aesthetics in education*, Agra: Rakhi Prakashan.
- Kumar Rajender (2016), *Drama and art in education*, Rajsthan: Jain Prakashan Mandir.
- NCERT (2006), *Position paper national focus group on Arts. Music, Dance and theatre*. New Delhi: NCERT.



- Prasad Devi (1998), *Art as the basis of Education*, New Delhi: NBT.
- Raw K. Ravikant, Kumar P. Ananad (2019), *Drama and Art in Education*, Neelkamal Publications.
- Roy Reeta (2017), *Perfect art education*, Arya: Publisher Company.
- Saxena Avnish, Sirth Sushil (2016), *Drama, art and aesthetics in education*, Agra:Rakhi Prakashan Raman Tower, Sanjay place.
- Sharma R. P., Sharma R. K.(2016), *Drama and art in education*, Agra: Radha prakashan mandir.
- Sharma Sudhir, Singh Kuljeet (2016), *Art Education*, Delhi: Bookman.
- Singh Chitralekha (2016), *Drama and art in education*, Agra: Publisher Shri Vinod Pustak Mandir.
- Suneela M. Esther, Kumar P. Anand (2019), *Art in Education*, Hyderabad: Neelkamal Publications.

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**ICT IN EDUCATION**  
**COURSE CODE -SOE020219C0022**

**Year :I**  
**Semester: II**

**Credit: 2**  
**Max Marks: 50**

**Essence of the Course:**

The ultimate aim of teaching ICT in the discipline of Education is to disseminate ICT skills across the disciplines and aspire for multiple trajectories of best practices as per needs of the special discipline. The constantly developing field of ICT will always need exploration of new technological advancements in the context of teaching-learning. This course aims to give an understanding of ICT and its potential in changing social contexts. It will give a broad understanding of ICT that include computing and communication technologies. The students will be able to use basic office automation. An important aspect of this course is to give a sense of responsibility that comes with the technological advancements. Using technology in the classroom is an important skill for learning teachers towards ICT enabled education. This course focuses on equipping the student teachers with skills of basic computer literacy and ICT-aided learning; and applications of ICT in administrative and academic support systems.

**Objectives:** After completing this course, the student teachers will be able to :

- familiarize with computer system.
- work on Word processing, Spreadsheets and Presentation software.
- operate on Internet with safety.
- elucidate the application of ICT for Teaching Learning.
- develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups.
- access online course materials – MOOC and other platforms.
- develop conceptual understanding of Information & Communication Technology
- identify and discuss the policy concerns regarding ICT in Education

**Teaching Scheme (session)\***

Teaching Scheme (session)*				Total (L+T+P)	Examination Scheme		Total Marks
					Internal Assessment	External Assessment	
Unit	L	T	P	C	15 Marks	35 Marks	50 marks
I	4	2	16	22			
II	6	2	14	22			
<b>Total</b>	<b>10</b>	<b>4</b>	<b>30</b>	<b>44</b>	<b>15 Marks</b>	<b>35 Marks</b>	<b>50 Marks</b>

**L=Lecture, T=Tutorial, P=Practical**

## **Course Content / Syllabus**

### **Unit -1 Fundamentals of Computer**

- Introduction of Computer and its Components
- Hardware: Input and Output Devices
- Software: Meaning and Types, Features of Application Software, Operating System and its functions, MS Windows & Linux
- MS WORD: Introduction to a Word Processor, Basic components of MS WORD and its operation
- MS Excel: Introduction to Spreadsheets, Concept of Worksheets and their operations, Spreadsheet operations-entering Numbers ,text, Dates & Time, formulae, Preparation of Worksheets
- MS Power Point:, Basic components of MS Powerpoint and its operation, creation of Powerpoint Presentation Preparation of different types of slides, slide design, colour and background, slide transition, custom animation

### **Unit 2: Conceptual Understanding of Information and Communication Technology and Internet**

- Information and communication technology: Meaning, Concept and Challenges of Integration of ICT in School
- Aims and Objectives of National Policy on Information and Communication Technology (ICT) in School Education in India and National Mission on Education through ICT (NMEICT),
- Internet: Ways of using the Internet in teaching learning process,E-mail, Google Drive, Google Group, Google Classroom, Search Engines, Safe surfing mode
- E- educational Resources & Platforms : MOOC's , SWAYAM, Gyan Darshan, Gyan Vani, Sakshat Portal, e-Gyan Kosh, Wikipedia, Facebook, You Tube, Google Scholar

### **Transactional Strategies:**

#### **Unit I**

- i) Hands on experience in ICT Lab
- ii) Demonstration on various applications of MS Office
- iii) Development of teaching learning resources using MS Office
- iv) Internet Surfing/Web browsing in ICT Lab

#### **Unit II:**

- i) Discussion on various ICT related issues
- ii) Lecture cum Demonstration method will be used,
- iii) Interaction with ICT software and hardware specialist
- iv) Power Point presentation on various topics

**Internal Assessment Strategies :** A total of 15 marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Two Presentation from suggestive list ( Better one out of Two)+ Viva- Voce	Powerpoint Presentation	5+5
2	Preparation of a Practical File on various topics	Assignment	2.5
3	Percentage of attendance		2.5
	<b>Total Marks</b>		<b>15</b>

### Practical

**Choose any two of the following and Make a soft file and submit in CD form for evaluation:**

- Making of a resume in MS Word.
- Making of a Lesson Plan in MS Word.
- Making of presentation in MS Power Point of any topic from B.Ed. Curriculum or school subject.
- Making of progress report-card and annual results in MS Excel.
- Graphical representation of data.
- Making of projects using internet.
- Making of projects integrating internet and smart classroom.
- Any other project/assignment given by the institution.

**NOTE: External practical will be conducted by external examiner at the end of the semester**

### Suggested Readings

- Ara, A, Sujhatha, M. & Ramakrishna(2018). *ICT mediation in teaching learning*. New Delhi: Neelkamal Publications.
- Bansal & Kaur. (2016). *Critical understanding of ICT*. Ludhiana: Tandon Publication.
- Cheema, S.S., Kumar, G. & Preet, K.(2015). *ICT skill development*. Patiala: Twenty first Century Publication.
- Benkler, Y. (2006). *The wealth of networks: How social production transforms markets and freedom*. Yale: University Press.
- Brian K. W. & Stacey, S. (2005). *Using information technology*, 6<sup>th</sup> Edition Tata McGraw Hill, Curtin.
- Douglas, C. (2007). *The internet book: Everything you need to know about computer networking and how the internet works*, Prentice Hall,
- DSERT, Karnataka (2012). *Position paper on ICT mediation in education*. DSERT.
- MHRD, GOI (2004 revised 2010). *National ICTC schools scheme, development of education and literacy*. MHRD, New Delhi
- MHRD (2012). *National policy on information and communication technology (ICT) in school education*. MHRD, Government of India.
- Castells, M. (2011). *The rise of the network society: The information age: Economy, society, and culture (Vol. I, II and III)*. John Wiley and Sons.

- National Mission in Education through ICT [www.iitg.ernet.in/cet/MissionDocument\\_20Feb09.pdf](http://www.iitg.ernet.in/cet/MissionDocument_20Feb09.pdf)
- NCERT (2013). *National repository of open educational resources*, CIET, New Delhi ([nroer.gov.in](http://nroer.gov.in))
- Sinha & Sinha (2005). *Computer fundamentals*. New Delhi: BPB Publications.

## Web resources

- E-book: Getting Started with Libre Office 3.4 available at <http://wiki.documentfoundation.org>
- Free Software, Free Society: Selected Essays of Richard M. Stallman, digital book available on [www.notabug.com/2002/rms-essays.pdf](http://www.notabug.com/2002/rms-essays.pdf)
- Free Software Foundation, [www.fsf.org/](http://www.fsf.org/)
- [www.unesdoc.unesco.org/images/0013/001390/139028e.pdf](http://www.unesdoc.unesco.org/images/0013/001390/139028e.pdf)
- Information and Communication Technology Policy in School Education 2010.  
[www.mhrd.gov.in/sites/upload\\_files/mhrd/files/RevisedICT\\_School.pdf](http://www.mhrd.gov.in/sites/upload_files/mhrd/files/RevisedICT_School.pdf)
- [http://en.wikibooks.org/wiki/Computers\\_for\\_Beginners](http://en.wikibooks.org/wiki/Computers_for_Beginners). An exhaustive source for beginners
- National Policy on Information and Communication Technology (ICT) In School Education,  
[http://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/revised\\_policy%20document%20ofICT.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/revised_policy%20document%20ofICT.pdf)
- Understanding MOOCs (2013), edited by Sanjaya Mishra,  
[http://cemca.org.in/ckfinder/userfiles/files/EdTech%20Notes%20Littlejohn\\_final\\_1June2013.pdf](http://cemca.org.in/ckfinder/userfiles/files/EdTech%20Notes%20Littlejohn_final_1June2013.pdf)
- Increasing Access through Mobile Learning, (2014) edited by Mohamed Ally and Avgoustos Tsinakos,,  
[http://oasis.col.org/bitstream/handle/11599/558/pub\\_Mobile%20Learning\\_web.pdf?sequence=4&isAllowed=y](http://oasis.col.org/bitstream/handle/11599/558/pub_Mobile%20Learning_web.pdf?sequence=4&isAllowed=y)
- David Porter and Russell Beale (2015) A Policy Brief on MOOCs,  
<http://oasis.col.org/bitstream/handle/11599/825/Policy%20Brief%20on%20MOOCs%20May%2025%20HQ%20print.pdf?sequence=1&isAllowed=y>
- Mobile Learning – UNESCO, Steve Vosloo, 1 minute,  
[http://www.unesco.org/archives/multimedia/index.php?s=films\\_details&pg=33&id=3601](http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=3601)
- Expanding Mobile Learning, 2013, UNESCO, Nil Viasnoff (interviewer), 2 minutes,  
[http://www.unesco.org/archives/multimedia/index.php?s=films\\_details&pg=33&id=2999](http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=2999)
- How ICT can Support Teacher Training. 2014, UNESCO, Asha Kanwar (speaker) 5 minutes,  
[http://www.unesco.org/archives/multimedia/index.php?s=films\\_details&pg=33&id=3722](http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=3722) and video
- Leveraging Mobile Technology for Education, 2013, UNESCO, Nil Viasnoff (interviewer), 5 minutes,  
[http://www.unesco.org/archives/multimedia/index.php?s=films\\_details&pg=33&id=2997](http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=2997)
- Vidya M. S.(2014), Technology tools for Teachers,  
[http://cemca.org.in/ckfinder/userfiles/files/Technology%20Tools%20for%20Teachers\\_Low.pdf](http://cemca.org.in/ckfinder/userfiles/files/Technology%20Tools%20for%20Teachers_Low.pdf)
- E-learning: A Guidebook of Principles, Procedures and Practices, SOM NAIDU (2006), [cemca.org.in/ckfinder/userfiles/files/e-learning\\_guidebook.pdf](http://cemca.org.in/ckfinder/userfiles/files/e-learning_guidebook.pdf)
- Internet privacy and freedom of expression (2012) <http://unesdoc.unesco.org/images/0021/002182/218273e.pdf>

**ICT in Education**  
**COURSE CODE -SOE020236GEC2024**

**Year I**  
**Semester: II**

**Credit: 4**  
**Max Marks: 100**

**Essence of the Course:**

The ultimate aim of teaching ICT in Education is to disseminate ICT skills across the disciplines and aspire for multiple trajectories of best practices as per needs of the discipline. The constantly developing field of ICT will always need exploration of new technological advancements in the context of teaching-learning. It will give a broad understanding of ICT that include computing and communication technologies. The students will be able to use basic office automation. Using technology in the classroom is an important skill for pursuing ICT enabled education. This course focuses on equipping the students with skills of basic computer literacy and ICT-aided learning.

**Objectives:** After completing this course, the student teachers will be able to :

- familiarise with computer system.
- work on Word processing, Spread sheets and Presentation software,
- operate on Internet with safety.
- elucidate the application of ICT for Teaching Learning.
- develop various skills to use computer technology for sharing the information.
- access online course materials – MOOC and other platforms.
- develop conceptual understanding of Information and Communication Technology.
- discuss and formulate an opinion about recent trends of ICT in education

**Teaching Scheme (session)\***

Teaching Scheme (session)*				Total (L+T+P)	Examination Scheme		
					Internal Assessment	External Assessment	Total Marks
Unit	L	T	P	C	30 Marks	70 Marks (35 Theory +35 Practical)	100 Marks
I	10	2	3	15			
II	10	2	3	15			
Practical	0	6	34	40			
Total	20	10	40	70	30 Marks	70 Marks	100 Marks

**L= Lecture, T=Tutorial, P=Practical**

## **Content / Syllabus**

### **Unit I: Fundamentals of ICT and its Tools**

- Introduction of Computer and its Components
- Hardware: Input and Output Devices
- Software: Meaning and Types, Features of Application Software
- ICT tools and their utility

### **Unit II: Conceptual Understanding of Information and Communication Technology**

- Meaning & Concept of Information and communication technology
- Types of Communication: Verbal, Nonverbal, Synchronous and Asynchronous Communication
- Role, importance and challenges of utilisation of ICT in education
- Recent trends of ICT in education: MOOCs, Blended learning, Flipped classroom.

### **Practical:**

- MS WORD: Introduction to a Word Processor, Basic components of MS WORD and its operation
- MS Excel: Introduction to Spreadsheets, Concept of Worksheets and their operations, Spreadsheet operations-entering Numbers ,text, Dates & Time, formulae, Preparation of Worksheets
- MS Power Point:, Basic components of MS Power point and its operation, creation of Powerpoint Presentation Preparation of different types of slides, slide design, colour and background, slide transition, custom animation
- Internet: Ways of using the Internet in teaching learning process, E-mail, Google Group, Google Drive, Google Classroom, Search Engines, Safe surfing mode
- Accessing E- educational Platforms: Gyan Darshan, Gyan Vani, Sakshat Portal, e-Gyan Kosh, Wikipedia, Facebook, You Tube, Google Scholar.

### **Transactional Strategies:**

#### **Unit I:**

- Discussion on various tools of ICT
- Demonstration of hardware of computer in ICT lab
- Lecture-cum-discussion on soft wares

#### **Unit II:**

- Discussion and demonstration of various types of communication
- Lecture-cum-discussion on role, importance, challenges and recent trends of ICT in education
- Debate on whether ICT is bane or boon in education.

**Internal Assessment Strategies:** A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Three Sessional tests will be conducted.(Better Two will be counted)	written	20
2	Preparation of an assignment on various topics	Practical File & Viva + Lab Activity	5
3	Percentage of attendance	As per University rules	5
	Total Marks		30

### Practical

**Choose any two of the following and Make a soft file and submit in CD form for evaluation:**

- Making of a resume in MS Word.
- Making of presentation in MS Power Point of any topic.
- Making of progress report-card and annual results in MS Excel.
- Graphical representation of data.
- Making of projects using internet.
- Report of experience of e-learning using any platform mentioned in the syllabus.
- Any other project/assignment given by the institution.

**NOTE: External practical will be conducted by external examiner at the end of the semester**

### Suggested Readings

- Ara, A, Sujhatha, M. & Ramakrishna(2018). *ICT mediation in teaching learning*. New Delhi: Neelkamal Publications.
- Bansal & Kaur. (2016). *Critical understanding of ICT*. Ludhiana: Tandon Publication.
- Cheema, S.S., Kumar, G. & Preet, K.(2015). *ICT skill development*. Patiala: Twenty first Century Publication.
- Benkler, Y. (2006). *The wealth of networks: How social production transforms markets and freedom*. Yale: University Press.
- Brian K. W. & Stacey, S. (2005). *Using information technology*, 6<sup>th</sup> Edition Tata McGraw Hill, Curtin.
- Douglas, C. (2007). *The internet book: Everything you need to know about computer networking and how the internet works*, Prentice Hall,
- DSERT, Karnataka (2012). *Position paper on ICT mediation in education*. DSERT.
- MHRD, GOI (2004 revised 2010). *National ICTC schools scheme, development of education and literacy*. MHRD, New Delhi
- MHRD (2012). *National policy on information and communication technology (ICT) in school education*. MHRD, Government of India.



- Castells, M. (2011). *The rise of the network society: The information age: Economy, society, and culture* (Vol. I, II and III). John Wiley and Sons.
- National Mission in Education through ICT [www.iitg.ernet.in/cet/MissionDocument\\_20Feb09.pdf](http://www.iitg.ernet.in/cet/MissionDocument_20Feb09.pdf)
- NCERT (2013). *National repository of open educational resources*, CIET, New Delhi ([nroer.gov.in](http://nroer.gov.in))
- Sinha & Sinha (2005). *Computer fundamentals*. New Delhi: BPB Publications.

#### Web resources

- E-book: Getting Started with Libre Office 3.4 available at <http://wiki.documentfoundation.org>
- Free Software, Free Society: Selected Essays of Richard M. Stallman, digital book available on [www.notabug.com/2002/rms-essays.pdf](http://www.notabug.com/2002/rms-essays.pdf)
- Free Software Foundation, [www.fsf.org/](http://www.fsf.org/)
- [www.unesdoc.unesco.org/images/0013/001390/139028e.pdf](http://www.unesdoc.unesco.org/images/0013/001390/139028e.pdf)
- Information and Communication Technology Policy in School Education 2010.  
[www.mhrd.gov.in/sites/upload\\_files/mhrd/files/RevisedICT\\_School.pdf](http://www.mhrd.gov.in/sites/upload_files/mhrd/files/RevisedICT_School.pdf)
- [http://en.wikibooks.org/wiki/Computers\\_for\\_Beginners](http://en.wikibooks.org/wiki/Computers_for_Beginners). An exhaustive source for beginners
- National Policy on Information and Communication Technology (ICT) In School Education,  
[http://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/revised\\_policy%20document%20ofICT.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/revised_policy%20document%20ofICT.pdf)
- Understanding MOOCs (2013), edited by Sanjaya Mishra,  
[http://cemca.org.in/ckfinder/userfiles/files/EdTech%20Notes%202\\_Littlejohn\\_final\\_1June2013.pdf](http://cemca.org.in/ckfinder/userfiles/files/EdTech%20Notes%202_Littlejohn_final_1June2013.pdf)
- Increasing Access through Mobile Learning, (2014) edited by Mohamed Ally and Avgoustos Tsinakos,,  
[http://oasis.col.org/bitstream/handle/11599/558/pub\\_Mobile%20Learning\\_web.pdf?sequence=4&isAllowed=y](http://oasis.col.org/bitstream/handle/11599/558/pub_Mobile%20Learning_web.pdf?sequence=4&isAllowed=y)
- David Porter and Russell Beale (2015) A Policy Brief on MOOCs,  
<http://oasis.col.org/bitstream/handle/11599/825/Policy%20Brief%20on%20MOOCs%20May%2025%20HQ%20print.pdf?sequence=1&isAllowed=y>
- Mobile Learning – UNESCO, Steve Vosloo, 1 minute,  
[http://www.unesco.org/archives/multimedia/index.php?s=film\\_details&pg=33&id=3601](http://www.unesco.org/archives/multimedia/index.php?s=film_details&pg=33&id=3601)
- Expanding Mobile Learning, 2013, UNESCO, Nil Viasnoff (interviewer), 2 minutes,  
[http://www.unesco.org/archives/multimedia/index.php?s=film\\_details&pg=33&id=2999](http://www.unesco.org/archives/multimedia/index.php?s=film_details&pg=33&id=2999)
- How ICT can Support Teacher Training. 2014, UNESCO, Asha Kanwar (speaker) 5 minutes,  
[http://www.unesco.org/archives/multimedia/index.php?s=film\\_details&pg=33&id=3722](http://www.unesco.org/archives/multimedia/index.php?s=film_details&pg=33&id=3722) and video
- Leveraging Mobile Technology for Education, 2013, UNESCO, Nil Viasnoff (interviewer), 5 minutes,  
[http://www.unesco.org/archives/multimedia/index.php?s=film\\_details&pg=33&id=2997](http://www.unesco.org/archives/multimedia/index.php?s=film_details&pg=33&id=2997)
- Vidya M. S.(2014), Technology tools for Teachers,  
[http://cemca.org.in/ckfinder/userfiles/files/Technology%20Tools%20for%20Teachers\\_Low.pdf](http://cemca.org.in/ckfinder/userfiles/files/Technology%20Tools%20for%20Teachers_Low.pdf)

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- Internet privacy and freedom of expression (2012) <http://unesdoc.unesco.org/images/0021/002182/218273e.pdf>
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- EXCEL TUTORIAL, <http://www.excel-easy.com/>
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**ESSENTIALS OF GUIDANCE AND COUNSELING**  
**COURSE CODE : SOE020237GEC2024**

**Year : I**  
**Semester : II**

**Credit : 2+2 (Theory + Practicum)**  
**Max Marks : 100 (Theory + Practicum)**

**Essence of the Course**

The course on Essentials of Guidance and Counseling has been designed keeping in view the proper development of the individual. This course aims to counsel and guide the young generation for defining their career path ahead. It also helps to develop understanding and competencies required to counsel students. The course will unfold the potentialities of learners for enabling them to live life smoothly. The essence of Guidance and Counseling is to enhance analytical and critical thinking among students which will help students in developing their abilities as well as skills.

**Objectives :** After completing this course, the student teachers will be able to :

- develop conceptual understanding of guidance and its importance in daily life
- provide comprehensive training to learners
- help learners develop skills and techniques to provide the needed services to individuals, groups and organizations
- assess and diagnose the nature and intensity of day to day problems of the masses
- enable the learner to integrate psychological principles and therapeutic techniques as required during the Counseling Process
- develop professional competence among the learners
- differentiate between guidance and counseling
- list the main objectives of guidance and counseling programmes in education
- explore various types of guidance and counseling
- encourage learners to maintain the highest standards in offering services to individuals, groups and organizations
- critically analyze the role of a teacher as a guide in school
- identify various qualities of a teacher necessary for a counseling role
- develop competencies and skills in individuals to live life smoothly

**Teaching Scheme (session)\***

Teaching Scheme (session)*				Total (L+T+P)	Examination Scheme		
Unit	L	T	P		Internal Assessment	External Assessment	Total Marks
<b>I</b>	13	0	0	13	15 Marks (Theory)	35 Marks (Theory)	100 Marks
<b>II</b>	13	0	0	13			
<b>Practicum</b>	0	0	38	38	15 Marks (Practicum)	35 Marks (Practicum)	
<b>Total</b>	<b>26</b>	<b>0</b>	<b>38</b>	<b>64</b>	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>

**L=Lecture, T=Tutorial, P=Practicum**

**Course Content / Syllabus****Unit -1 : Conceptual Understanding of Guidance**

- Meaning and Definition of Guidance
- Functions of Guidance
- Fundamental Principles of Guidance
- Need for Guidance Services in India
- Types of Guidance: Educational, vocational and Personal
- Role of a class teacher in Guidance programme

**Unit 2 : Counseling**

- Concept of Counseling
- Difference between Guidance and Counseling
- Types of Counseling:
  - (a) Direct Counseling
  - (b) Indirect Counseling
  - (c) Eclectic Counseling
- Teacher as a Counsellor

**Practical: Select any three out of the following -**

1. Administration and interpretation of any two.
  - Intelligence Test
  - Interest Inventory
  - Aptitude Test

-Personality Test

2. Prepare a case study of two students one general and one problem students
3. Planning/Preparing Guidance Programme for School.
4. Plan a Motivational Schedule for enhancing learning
5. Create a School Development Plan for initiating a guidance and counseling programme in schools

### Transactional Strategies:

Lecture cum discussion, use of audio visual learning material, discussion brainstorming reflection, conduct counseling sessions, assignments on various topics, presentation of case study of students in need of counseling, group participation and group discussions conduct of psychological Tests, project work and field.

### Internal Assessment Strategies:

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are divided into two categories theory and practical respectively as follows.

S. No.	Theory		Practical	
	Mode	Marks	Mode	Marks
1	Two Internal Assessment (Better one will be counted)	10	Project Work and Viva-voce	12.5
2	Assignment	2.5		
3	Percentage of attendance	2.5	Percentage of attendance	2.5
	Total	15	Total	15
	<b>Total Marks</b>			<b>30</b>

**External Assessment Strategies:** A total of seventy marks have been allotted under External Assessment. The nature of the activity, mode and weightage of marks are divided into two categories theory and practical respectively as follows.

S. No.	Component	Mode	Marks	Total
1	Theory	Term End Semester Examination	35	35
2	Practical	Project Report and Viva-Voce	35	35
<b>Total Marks</b>				<b>70</b>

### Suggested Readings:

Ajowi, J. O., & Simatwa, E. M. W. (2010). The role of guidance and counseling in promoting student discipline in secondary schools in Kenya: A case study of Kisumu district. *Educational research and reviews*, 5(5), 263–272. Retrieved from: <http://www.academicjournals.org/ERR>

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- Pesricha, P. (1976). *Guidance & counseling in indian education*, New Delhi : NCERT.
- Roeber, E. & Smith, G. D. (1955). *Organisation and administration of guidance programmes*, New York: Mc Graw Hill Book Co.
- Shaffer, D. R., & Kipp, K. (2010). *Developmental psychology: Childhood and adolescence* (8th ed.). Belmont: Wadsworth.
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- Yukse-Sahin, F. (2009). The evaluation of counselling and guidance services based on teacher views and their prediction based on some variables. *International journal of instruction*, 2(1)

## PERFORMING AND VISUAL ARTS

Course Code : SOE020238GEC2024

Year I  
Semester II

Credit: 4 (2 Theory + 2 Practicum)  
Max Marks: 100 (Theory + Practicum)

### Essence of the Course

The course on Performing and Visual Arts has been designed keeping in view the development of the self through the arts for every student. B.Ed. programme offers General Elective course to the students of other Departments. The course will unfold the aesthetic potentialities of students for enabling them to become contributing citizens by promoting all forms of arts through hands on experience and integration of art in different subject areas. The essence of Arts Education is to enhance analytical and critical thinking among students and learning through the arts will help students in developing their communication and interpersonal skills as well as presentational skills by bringing these in their daily practice.

**Objectives :** After completing this course, the student teachers will be able to :

- familiar with the concept of Performing and Visual Arts its importance in daily life.
- develop competencies and skills for teaching of Art.
- explore how art can enhance learning.
- get acquainted with various local, national art forms.
- present and describe their art work in a creative and expressive manner.
- acquire skills for integrating different art forms across Country for better learning.
- develop the artistic and aesthetic sensibilities among students to enable them to respond to the beauty in different art forms.
- develop imagination sense and creative interest in different forms of art.
- develop consciousness & awareness towards society through drama..
- aware of forms of art, performing and visual and its significant role in human life.
- explore various dance forms and their integration in daily life.
- learn to identify areas that are best suited for drama exploration.
- recognize the role of drama as education in elementary school and will learn about different dance styles driven in India.

**Teaching Scheme(session)\***

Teaching Scheme (session)*				Total (L+T+P)	Examination Scheme		
Unit	L	T	P		Internal Assessment	External Assessment	Total Marks
<b>I</b>	13	0	0	13	<b>15 Marks (Theory)</b>	<b>35 Marks (Theory)</b>	<b>100 Marks</b>
<b>II</b>	13	0	0	13			
<b>III</b>	0	0	20	20	<b>15 Marks (Practical)</b>	<b>35 Marks (Practical)</b>	
<b>IV</b>	0	0	18	18			
<b>Total</b>	26	0	38	64	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>

**L=Lecture, T=Tutorial, P=Practical**

**Course Content / Syllabus****Unit -1 : Introduction to Performing and Visual Arts (Theory)**

- Concept of Performing and Visual Arts.
- Importance of colour.
- Music, Dance, Theatre.
- Classical Indian arts.

**Unit 2 : Acting Direction and Applied Arts (Theory)**

- Acting according to Natyashastra.
- Concept of Direction and Design.
- History of advertising.
- India folk arts.

**Unit 3 :Performing and Design Technology (Practicum)**

- Acting.
- Direction.
- Stage Craft & Design Technology.
- Basic Drawing.
- Calligraphy.
- Waste utilization.



#### Unit 4 : Play Production Process (Practicum)

- Performance based on Mime.
- Acting Performance with Voice and speech.
- Practical of Direction and Stage Craft.
- Advertising art and ideas.
- Poster design/ Hoarding

**Transactional Strategies :** Hand on experience of working in different mediums and materials, preparation and presentation of teaching learning materials, workshop, exhibition, slide/film show, project work, group work planning of a stage-setting, visit, role play, celebrations of Indian festivals and fairs brain-storming, interaction with artists, lectures and demonstration.

**Internal Assessment Strategies :** A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are divided into two categories theory and practical respectively as follows.

S. No.	Theory		Practicum	
	Mode	Marks	Mode	Marks
1	Two Internal Assessment (Better one will be count)	10	File work and Viva	10
2	Assignment	2.5	Live performance	2.5
3	Percentage of attendance	2.5	Percentage of attendance	2.5
	Total	15	Total	15
	<b>Total Marks</b>			<b>30</b>

**External Assessment Strategies :** A total of seventy marks have been allotted under External Assessment. The nature of the activity, mode and weightage of marks are divided into two categories theory and practical respectively as follows.

S. No.	Component	Mode	Marks	Total
1	Theory	Term End Semester Examination	35	35
2	Practical	Project Reports	15	35
		Spot visual/performing activity	10	
		Viva-Voce	10	
<b>Total Marks</b>				<b>70</b>

## Practicum – Suggestive List

1. Acting.
2. Direction.
3. Stage Craft & Design Technology.
4. Basic Drawing.
5. Calligraphy.
6. Waste utilization.
7. Advertising art and ideas.
8. Poster design/ Hoarding

## Suggested Readings

- Chandok Amargeet (2016). *Art and education*. Delhi: Bookman.
- Chaturvedi Snehlata (2016). *Art education*. Delhi: Bookman.
- Chauhan Rita (2016). *Drama, Art and Education*, Agra: Agrawal Publications, Sanjay Place.
- Chawla S.S. (1986). *Teacher of art, patiala*: Publication bureau Punjabi university.
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- Gill Rajesh (2017). *A textbook of art education*. New Delhi: Paragon International Publishers.
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- Vatsyayan, kapila (1977). *Classical India dance in literature and the arts*. New Delhi: Sangeet natak Akademi.
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