

Second Semester

CC 1: Learning & Teaching

Aims of the Course

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

UNIT 1: THEORETICAL PERSPECTIVES ON LEARNING

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

UNIT 2: ROLE OF LEARNER IN LEARNING

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

UNIT 3: LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE

- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge' :








- (i) Experiential learning and reflection
- (ii) Social mediation
- (iii) Cognitive negotiability
- (iv) Situated learning and cognitive apprenticeship
- (v) Meta-cognition.

Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self-regulated learning. (The focus is on learning as a constructive rather than a reproductive process. The learner-centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS

- Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.
- Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'learning styles'.
- Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.
- Understanding differences based on a range of cognitive abilities— learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective. (The focus is on understanding the differential learning needs of the learners with regard to abilities, learning styles, language, socio-cultural differences/disadvantage, learning difficulties, and their implications for classroom practices and teaching.

References

-  Aggarwal, J.C. *Essential of Educational Psychology*, Vikas Publishers, Delhi, 1998
-  Aggarwal, J.C. *Essential of Educational Psychology*, Vikas Publishing House, New Delhi, 1994.
-  Bhargava, Mahesh, *Introduction of Exceptional Children*, Sterling Publishers, New Delhi, 1994.
-  Bhatia, H.R., *A Text Book of Educational Psychology*, Delhi: McMillan Co., New Delhi, 1977
-  Bhatia, K.K. *Educational Psychology and Techniques for Teaching*, Kalyani Publishers, Ludhiana, 1994.
-  Chauhan, S.S. *Advanced Educational Psychology*, Vikas Publishing New Delhi, 1996
-  Dandapani, S., *Advanced Educational Psychology*. New Delhi. Anmol Publications Pvt. Ltd., 2000

- DeCecco, John P., *Psychology of Learning and Instruction*, Prentice Hall, New Delhi, 1987.
- Drescoll, Mercy P.M *Psychology of Learning for Instruction*, Allyn and Bacons, USA,1993
- Eshwar, H.S. and Nataraj P., *Shaikshanika Manovijnana, Parichaya: Bhaga I and II*, Institute of Kannada Studies, Union of Mysore, Mysore, 1985
- Gagne, R.M. *Conditions of Learning and Theory of Instruction*, 4th Edition, Holt Rinehart and Winston, New York, 1977
- Ghangadharappa, N.R. *Shaikshanika Manovijnana*, Rekha Pradhsna, Davengere, 1996
- Goleman, Daniel, *Emotional Intelligence*. New York: Bantam, 1995
- Govinda Rao., A.V. *Shikshandalli Manovijnana*, Vidyanidhi Pradshana, Gadaga, 1996
- Kar, Chintamani, *Exceptional Children*, Sterling Publishers, New Delhi, 1992 Kundu, C.L. and Tutoo, D.N., *Educational Psychology*, Sterling Publishers, New Delhi, 1980.
- Kundu, V.L and Totoo, D.N., *Educational Psychology*, Sterling Publishers, New Delhi.
- Lingren, H.C., *Educational Psychology in the Classroom*, 6th Ed., Oxford University Press ,New Delhi,1980.
- Mangal, S.K. *Advanced Educational Psychology*, Prentice Hall of India. Pvt. Ltd., 1999
- Mathur, S.S., *Educational Psychology*, 9th Ed., Vinod Pustak Mandir, Agra, 1981
- Raul, Lizy T., (1998) *Educational Psychology*, CMC Mary Matha, Kerala.
- Sharma, R.N. *Educational Psychology and Guidance*, Vikas Publishers, New Delhi, 1998
- Shivashankara H.V. and Basakumar P., *Shaikshanika Manovijnana*, Hanji Prakashana Davangere, 1977
- Skinner, C.E. (Ed) *Educational Psychology*, 4th Ed., Prentice Hall of India Pvt., Ltd., New Delhi 1996.
- Walia, J.S. *Foundation of Educational Psychology*, Paul Publishers, Jalandhar, 2001.
- Walia, J.S. *Foundations of Educational Psychology*, Paul Publishers Jalandhar, Punjab, 1999
- Yelon, S.L. and Weinstein, G.W., *A Teacher's World: Psychology in the Classroom*, McGraw Hill Co., Tokyo, 1977.

PC. I. Pedagogy of a School Subject – Part 1

Hindi (A)

- Objectives :** Upon completion of the course, the student-teachers will be able to
1. Appreciate the importance of teaching Hindi as a second / third Language.
 2. Help the Students to understand the aims and objectives of teaching Hindi.
 3. Help pupils to acquire basic skills of language teaching, Aims/Objectives.

Handwritten signature and date: 2.2.2020

4. Know the different methods of teaching .
5. Prepare a lesson notes and teach accordingly.
6. Appreciate and use of modern educational media.

Unit 1: Perspectives of Hindi Language, Aims and Objectives of Teaching Hindi

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

Unit 2 : Planning Lessons, Resource Units, Unit Plan, Drill Lessons

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

Unit 3: Language Skills

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

Unit 4 :Curriculum Design

- Principles of Curriculum construction of Hindi
- Curriculum Design in Hindi - Subject centered – Learner Centered – Problem centered

- Transaction of curriculum / Co-curricular , Extra curricular activities pertaining to teaching and learning
- Curriculum of prose – poetry and composition. Prose – Ancient / Medieval /
- Modern prose versions. Poetry – Bhakti period – Ritti period – Modern period. Composition – Exercises , Assignments and remedial teaching activities and Grammar – Translations
- Curriculum development and evaluation. Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item. Standardizing an Achievement Test, Developing different types of questions in Hindi

Seminar Topics (any one)

- a) Preparing scheme of assessment
- b) A study of an author / poet
- c) Developing Linguistics Skills
- d) System our examination.
- e) Importance of teaching materials for effective teaching.

Practicum

- a) Review of Books – 8, 9 standard school text books
- b) Resource Unit Uses
- c) Unit plan processing.
- d) A study of an Author / Poet.
- e) Developing Linguistics Skills

Assignments (any one)

1. Solving grammar exercise of 8th and 9th Standard Text books of second language Hindi/Third Language
2. Preparing crossword puzzles on technical terms, difficult terms of prescribed Hindi Text Books.
3. Construction of substitution – tables on the concerned texts
4. Report on constitutional provisions – provided to Hindi and the implication.

References

- 📖 Bhai. Y (1978) *Hindi Bhasashikshan*. Vinod Pustak Mandir Agra.
- 📖 *Bhas Vishesshank Patrick* (1980) Department of Education, Rajasthan Bikaner
- 📖 Chaturvedi, V.S. (1999) *Adhapan Kala*. Varanasi: Ggopinath Bhargav Nand Kishor and Sons.
- 📖 Jha, L. (1940) *Bhasha Shikshan Paddhbat*. Allahabad: N.G. Saigal. U.P Press.
- 📖 John, D. (1953) *The Study of Language*. Harward University Press.
- 📖 Keshav Prasad (1984) *Hindi Shikshan*. Delhi; Dhanapatrai and Sons
- 📖 *Kothari Commission Report* (1968) Govt. of India, New Delhi
- 📖 Narang and Bhatia (1987) – *Hindi – Shikshan Vidhi*. Ludhiana : Prakash Brothers.

- 📖 Nirajkumar Sinha (1990) *Madhyamik – Vidyalayome Hindi Shiksha*. Jaipur Hindi Grantha Academy.
- 📖 Robert. L. (1964) *Language Teaching: A Teacher's Book*. New York: Megrewtill.
- 📖 Ryburu, W.M. (1950) *The Teaching of the Mother Tongue*. Madras: Oxford University Press.
- 📖 Sattigeri, K.I (1997) *Nutan Hindi Shikshan*. Belgaum: Vijaya Sattigeri.
- 📖 Srivastava, B.D. (1968) *The Structural Approach to the Teaching of English*. Agra: Ram Prasad and Sons.
- 📖 Sugandhi Deepak (2004) *Hindi Shikha Pranali Ilkal* : Neha Prakashan, Karnataka
- 📖 Sugandhi, V. (2003) *Hindi Adhayapan*. Kolhapur, Creative Publishers.
- 📖 Syandhya Mukarji (1989) *Hindi Bhasha Shikshan*. Lucknow: Prakshan Kendra. Uttar Pradesh.

Sanskrit (B)

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

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

Unit 1 : Sanskrit Language – Nature and Importance

K.P.

h

^

S. 2020

- 📖 Patnayak. P. (1997) Language Curriculum. Mysore: CIIL Publications.
- 📖 Ramashakal Pandeya. (2000) Sanskrit Shikshan. Agra: Pustaka Mandir.
- 📖 Ramavarmaraja . K. (2000) The Teaching of Sanskrit. Madras : Sanskrit Education Society.

English (C)

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

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

Unit 1 : Nature of English Language

- 1.1 Language its nature and structure - Meaning of language, Functions of language - Informative, expressive and Directive Linguistic Principles.
- 1.2 Structure of English Language - Phonological, Morphological, Syntactic, Semantic and Graphic (a brief explanation of the concepts)
- 1.3 Evaluation in English , Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Development and Standardization of Achievement Test in English

Unit 2 Aims and objectives of teaching English

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

Unit 3: Instructional design of Teaching English Language

- 3.1 Teaching of Prose - detailed and non-detailed Objectives - Methods and Approaches, steps in lesson planning
- 3.2 Teaching of poetry - Objectives - Methods and Approaches - Steps in lesson planning
- 3.3 Teaching of Grammar - Objectives - Formal and Functional -Methods of teaching grammar
- 3.4 Use of mother tongue in teaching of English, different occasions for its effective use
- 3.5 Preparation of Unit plan, Resource Unit

Unit 4: Methods, Approaches to Develop English Language Skills







Psychological principles of learning English as a foreign language , Methods and approaches of Teaching English

- Grammar Translation Method.
- Direct Method
- Bilingual method
- Dr. West Method
- Structural approach
- Communicative approach

Development of language skills –

- 4.1 listening objectives and importance - activities for its development.
- 4.2 Speaking - Objectives - Activities for its development , role of learning by heart, role-play, extempore and prepared speeches, debates, language games, substitution table need for correct pronunciation, defects in pronunciation - Remedial Measures.
- 4.3 Reading - Objectives - Types of reading - silent and a loud, intensive - methods of teaching reading.
- 4.4 Writing - Objectives , Composition - Objectives - Types (oral, written and picture composition) Free and guided composition Translation - Objectives– Importance - Characteristics of good translation

References:

-  Ahuja R.L. (2000) *Teaching of English as a Foreign Language* - Indian Press Publications Allahabad.
-  Allan C, R (1971) *Teaching English as a Second Language*. New-Delhi, McGraw-Hill.
-  Allen H.B. and Compell P.N.(1979) *Readings in Teaching English as a Second Language*
-  Baruah T.C. (1984) *The English Teachers Handbook*. Sterling Publishers.
-  Billows: F.L. (1961) *The Techniques of Language Teaching* : London, Longman.
-  Bright J. A. and McGregor C.P. (1970) *Teaching English as Second Language*. London, Eases.

K. Pan

A

ad

- 📖 Gordon B.S. (1960): *The Teaching of English in Free India*, Madras: Christian Literature Society.
- 📖 Hornby A.S. *The Advance Learner's Dictionary of Current English Language*.
- 📖 Hudeson, N. and McAdem, B. (2000) *English without Errors*, London.
- 📖 Kohli A. L. (1984) *Techniques of Teaching English*, 9th Edition: Delhi, Dhanpal Rai and Sons, Pvt. Ltd.
- 📖 Menon and Patel (1957) *Teaching English as a Foreign Language*, Baroda Acharya Book Depot.
- 📖 Sachdeva M.S. (1976): *A New Approach to Teaching English in Free India*. Ludiana Publications.

Social Science (D)

Objectives:

The teaching of Social science would enable the pupil teacher to

1. Develop understanding about the basic differences between Social studies and Social Science.
2. Understand the need for teaching Social Science as an integrated discipline.
3. Develop the ability to justify the Relevance of Social Science in terms of Contemporary events.
4. Gain knowledge about the different approaches associated with the discipline.
5. Develop certain professional skills useful for classroom teaching

Course Content:

Unit- I Learning and Teaching Social Studies.

- Nature and Scope of Social Science.
- Difference between Social Science and Social Studies.
- Aims and objectives of teaching Social Science.
- Social Science curriculum at School level-correlation with other subject/
- Prevalent text book in Social Science, critical appraisal of a Social Science Text book.

Unit-II Methods and Strategies

Approaches/Methods of Teaching Social Science

- Difference between Approaches, Strategies and methods.
- Types of Approaches : Inductive, deductive
- Method
 - a) Story telling
 - b) Problem Solving
 - c) Project Method
 - d) Observational Method
 - e) Observational Method
 - f) Assignment Method
- Grouping students for Learning
 - a) Co-operative Learning

- b) Using Structured questions to aid learning
- c) Role Playing and Simulation
- Qualities of an exemplary social science teacher

Transactional Strategies

- Preparation of unit Plan, Lesson Plan using various approaches and lesson Plan format.
- Instruction Aids:-Preparation, improvisation and effective use-chart, Models, Scrap, Book Media (Print non-print and Electronic Media),Maps, Globes
- Social Science Laboratory-organization and management
- Organization and planning of Co-curricular Activities in Social Science-Field Trip / Excursion/ Bulletin Board in Social Studies
- Dealing with controversial issues in Social Studies

Unit- III Concepts and Technology Integration

- Developing Concept and Generalization
- Concept formation and classification
- Concept Mapping in Social Science
- Instructional strategies or Concept learning
- Technology Integration : Planning with the Integrating Technology for inquiry(NT eQ) Model for Social Sciences at secondary School level.

Unite IV: Eventuation and assessing student learning.

- Evaluation Concept, importance and Types of Evaluation. Concept of Comprehensive and Continuous Evaluation
- Type of Test items and development of achievement test in social science
- Diagnostic testing and remedial measures

Suggested Readings:

- 📖 Aggarwal, J.C., Teaching of Social, New Delhi: Vikas Pub. 1982.
- 📖 Binning Arthur C, Teaching of Social Studies in Secondary School. McGraw Hill, Book Co.
- 📖 Dash, B.N. Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Pub.
- 📖 Gupta Renu-The methods of teaching Social Studies.
- 📖 Kochhar.SK., Teaching of Social Studies, New Delhi: Sterling Publication. 1983.
- 📖 Rohil, A.S. Teaching of Social Studies, New Delhi: Anmol Pub.2004.
- 📖 Martorella H. Peter (1994) Social Studies for elementary School Children (Developing Young Citizens)
- 📖 Methra, D.D. Teaching of Social Studies, Ludhjana: Tandon Pub.2004.
- 📖 Michaels U. John- Social Studies for Children (1992)
- 📖 Mittal. H.C. Teaching of Social Studies, New Delhi: Dhanpat Rai & Chandna R.N. Sons.
- 📖 Mottart, Maurice P/elementary Social Studies Instructions, New York: Longman, Green and co.
- 📖 NCERT (1988) Guidelines and syllabi for secondary stage(ClassIx, X) N.D. NCERT.
- 📖 Prestion, Ralph C, Handbook of Social Studies, Rhinehart and Company, 1955.

- 📖 Ruhela, S.P. and Khan R.S.-Samajik Vigyan Shikshan, kota openUniversity, BE-S
📖 Shaiba, B.D. Teaching of Social Studies, Jaiandhar:Punjab KitabGhar 1962.
📖 Sidhu, H.S. Teaching of Social Studies, Tondon Publisher, I udhiana Teaching Social Studies in High School. Wosloy Edgar Bruce. UNESCO (1981) Handbook for teaching of Social Studies
-

Economics- (E)

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

1. Acquire knowledge about basic facts, concepts, laws principles and trends in Economics
2. Acquire knowledge and understanding of the aims and objectives of Economics
3. Realize the values of learning Economics
4. Make use of Audio-visual aids about Economics
5. Develop skills in equipping the Economics (i) Museum (ii) Room (iii) Library
6. Develop skills in organizing planning- learning experiments and in writing and organizing the lesson plan.
7. Acquire the knowledge of Economics Curriculum

CONTENT

Unit 1: Meaning, Nature and Scope of Economics

- 1.1 Meaning, Nature, Scope and importance of Economics
- 1.2 Branches of and their importance- physical, Micro and Macro Economics, human and political.
- 1.3 International relations and study of Economics

Unit 2: Aims and Objectives of teaching Economics

2.1 Aims/Values of teaching Economics:

- 2.1.1 Intellectual aims,
- 2.1.2. Cultural aims
- 2.1.3 Environmental aims
- 2.1.4 Utilitarian aims
- 2.1.5 Aesthetic aims

2.2 Taxonomy and objectives of teaching Economics,

- 2.2.1 Knowledge
- 2.2.2 Understanding
- 2.2.3 Application
- 2.2.4 Attitude and interest
- 2.2.5 National Integration. International Understanding.

2.3 Co-relation of Economics with History, Science, Mathematics and Languages

- 2.3.1 Trends in Economics Education
- 2.3.2 Importance and Organization of Field trips, Visits
- 2.3.3 Economics based hobby clubs / societies (National Economics specials)

Unit 3: Instructional Design in Economics:

- 3.1 Meaning, importance , format of lesson plan, Principles of lesson planning, Characteristics of a lesson plan, Preparation of Lesson Plan according to Active Learning Strategies Unit plan , Resource Unit
- 3.2 Evaluation in Economics Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Development and Standardization of Achievement Test in Economics:

Unit 4 : Methods of Teaching Economics

- 4.1 Meaning and importance of methods of teaching Economics
- 4.2 Different Methods of teaching Economics
 - 4.1.1 Lecture Method
 - 4.1.2 Laboratory Method
 - 4.1.3 Observation Method
 - 4.1.4 Excursion Method
 - 4.1.5 Project Method
 - 4.1.6 Discussion Method
 - 4.1.7 Active Learning Strategie

Practicum

1. Preparation of charts, diagrams and models of Economics.
2. preparation of lesson plans on the basis of different methods of teaching economics.
3. Draw flow charts, audio -visual aids in teaching of Economics
4. Graphical presentation of data related to: (i) Population, (ii) Public Income Expenditure, (iii) Five Year Plan, (iv) Unemployment (Any one)
5. Preparation of resource unit in Economics.

Assignments

1. Co- Curricular activities , use of community resources in Economics teaching
2. Dynamic and progressive method of teaching.

REFERENCES:

- 📖 Gurusharan Das Tyagi (2014), Teaching of Economics, Vinod Pushtak Mandir, Agra-2
- 📖 J.C. Agrawal (2014) , Teaching of Economics A practical Approach Shri Vinod Pustak Mandir, Agra
- 📖 Kanwar, B.S.: Teaching of Economics. Ludhiana: Educational Publishers, 1970.
- 📖 Knops, J.H.: The Teaching of Elementary Economics. New York: Holt Rinehart and Winston, 1965

- 📖 Oliver, J.M.: The Principles of Teaching Economics. New Delhi:Heinemann Educational Books Ltd., 1975.
- 📖 Singh, H.N. and Pal Rajendra: Arthshastra Shikshan. Ajmer : Kshetriya Shiksha Mahavidyalaya, 1969.
- 📖 Singh, R.P.: Arthshastra ka Shikshan. Ajmer: Kshetriya Shiksha Mahavidyalaya, 1969.
- 📖 Tyagi, G.D.: Arthshastra Shikshan Agra: Vinod Pustak Mandir, 1981.
-

Civics (F)

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

1. Understand meaning, scope and importance of civics in the school curriculum.
2. Acquire content knowledge of methods of civics.
3. Acquire knowledge of aims and instructional objectives of teaching civics
4. Acquire skills in planning lessons in civics
5. Understand and apply the principles of organizing content in the teaching civics.
6. Acquire knowledge about Local, Regional National, and World Civics
7. Acquire the knowledge of Instructional Material and resources in teaching Civics
8. Preparing suitable teaching devices & using them & organizing field trips.
9. Proficiency in correlating civics with other school subjects.
10. Cultivate the qualities of a good civics teacher
11. Evaluate civics text books and prescribed courses
12. Develop necessary skills in the application of methods and techniques in the classroom

CONTENT

Unit 1: Nature and Scope of Civics

- 1.1 Meaning, Nature, and scope of Civics
 - 1.1.1. Civics - an art or Science
 - 1.1.2 Modern Concept of Civics, exploration, criticism synthesis and exposition.
 - 1.1.3 Man as a social animal and as a citizen

Unit 2: Aims and Objectives of Teaching Civics

- 2.1 Meaning and Importance of teaching civics in Secondary Schools
- 2.2 Aims of teaching Civics
 - 2.2.1 Political conciseness, understanding of current events, democratic citizenship, understanding of Union and the State Govt
 - 2.2.2 Functional awareness of Rights and Duties of citizens
- 2.3 Instructional objectives and values of Teaching civics

- 2.3.1 Knowledge, understanding, critical thinking, skills, Attitude, Interests, Application - Analysis of these objectives in terms of specific behaviors of learners.
- 2.3.2 Spelling out Instructional objectives and learning outcomes
- 2.3.3 civics based hobby clubs, societies
- 2.4 Correlation of Civics with other School Subject
 - 2.4.1 Meaning and Importance of Correlation ,
 - 2.4.2 Types of Correlation
 - 2.4.3 Correlation of Civics with History Geography, Economics and literature
 - 2.4.4 Co curricular Activities in Civics
 - 2.4.5 Importance of organization of field trips, visits

Unit 3: Instructional design in Teaching Civics

- 3.1 Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments, and plan according to active learning strategies
- 3.2 Resource Unit, Unit Plan
- 3.3 Evaluation in Civics :- Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Development and Standardization of Achievement Test in Civics

Unit 4: Methods, Techniques, and Instructional Materials of teaching civics

- 4.1 Meaning and need of methods
- 4.2 Methods of teaching Civics – Survey, observation, comparative and demonstration, discussion, project, problem solving, source, dramatization
Active Learning Strategies
- 4.3 Instructional Materials in Civics :
 - 4.3.1 Auto biographic, Magazines, News papers, Drams, Journals, Audio-Aids- Radio, Tape Recorder, Visual-Aids-Maps- Importance, Audio-Visual Aids- Films, TV
 - 4.3.2 Types, procedure of using maps, pictures, charts, models, film strips, diagrams
 - 4.3.3 Civics Room-Meaning and Importance, planning equipping
 - 4.3.4 Computers, multimedia packages and Internet as an Instructional aid

Practical

1. Critical evaluate civics content of 8th 9th 10th Standard.
2. Conducting quiz Competition in civics.
3. Organizing short field trip to a place of historical / political interests
4. Preparing resource unit on a topic of your choice in History and Civics.
5. Student is also allowed to do his own interested practical work pertaining to the syllabus.

References:

- 📖 Agarwal J.C. (2002) Essential of Educational technology: Teaching, Learning, Innovations in Education, Prakash Publishing house Pvt. Ltd. New Delhi.
- 📖 Arora R.L.(1990) Teaching Of History,Prakash Brother Ltd.
- 📖 Bhattacharya S. (1966) Teaching of Social Studies in Indian Schools. Acharya Books Depot, Baroda.
- 📖 Bruce Joyce and Marshal Weill (1990) Models of Teaching. Third Edison – Prentice – Hall of India Pvt. Ltd. New Delhi.
- 📖 Kochhar S.K. (1989) Teaching of Social Studies. Sterling Publisher New Delhi
- 📖 Tanteja U.R. (1910) Fundamentals of Teaching Social Sciences. Mahendra Capital Publishers. Chandigadh.
- 📖 Mittal M.L (1993) Teaching of Civics,Eagle Books International Meerut.
- 📖 Harolikar L.B the Teaching of Civics,Padma Pubications Ltd. Bombay.
- 📖 HightH, G (1951) the Art Of Teaching ,Methuen & Co, Ltd. London
- 📖 Yakam & Simpson (1961),Modern Method and techniques of teaching,New York.
- 📖 Tyagi G.D Teaching of civics Vinod Pushtak Mandir Agra.
- 📖 Vashishta K & Sharma & (2005) civics teaching Shisha Prakashan Jaipur

MATHEMATICS (G)

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

1. Recall the meaning, nature and scope of mathematics.
2. Acquaint aims and objectives of teaching mathematics in Secondary school level.
3. Plan teaching in mathematics at micro and macro level.
4. Prepare unit plans, resource unit and organize lesson to meet at different class room situations.
5. Analyse and evaluate the curriculum of mathematics at Secondary school level.
6. Apply different approaches and methods of teaching mathematics in classroom situations.
7. Prepare and use instructional materials in teaching mathematics.
8. Prepare different kinds of test and understand the comprehensive evaluation.
9. Participate and organize the different co-curricular activities in mathematics.
10. Understand the professional competencies, commitments and expectations of mathematics teacher.

CONTENT

UNIT 1: MEANING, NATURE AND SCOPE OF MATHEMATICS

1.1 Meaning of Mathematics

- 1.1.1. As a Science of Number
- 1.1.2. As a Science of Quantity
- 1.1.3. As a Science of Measurement
- 1.1.4. As a Science of Logical reasoning

1.2 Nature of Mathematics

1.3 Scope of Mathematics

- 1.3.1 Place of Mathematics in day today life activities
- 1.3.2 Mathematics use in day to day life activitie
- 1.3.3 Relation with School subjects
- 1.3.4 Relation with other Disciplines – Engineering, Agriculture, Medicine

UNIT 2: AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

2.1 Aims/Values of Teaching Mathematics

- 2.1.1 Meaning of Aim/Values
- 2.1.2 Utilitarian Aim/Values
- 2.1.3 Disciplinary Aim/Values
- 2.1.4 Cultural Aim/Values
- 2.1.5 Intellectual Aim/Values
- 2.1.6 Aesthetic and Recreational Aim/Values

2.2 Instructional objectives of Teaching Mathematics

- 2.2.1 Meaning of Instructional Objectives
- 2.2.2 Instructional Objectives and there specifications of teaching mathematics
- 2.2.3 Knowledge
- 2.2.4 Understanding
- 2.2.5 Application
- 2.2.6 Skill
- 2.2.7 Attitude
- 2.2.8 Appreciation
- 2.2.9 Interest
- 2.2.10 Formulation and Statement of objectives in behavioural terms

UNIT 3: INSTRUCTIONAL DESIGN IN MATHEMATICS AND CO-CURRICULAR ACTIVITIES IN MATHEMATICS :

- 3.1 Lesson Planning: Meaning ,Steps , Importance and Format of Lesson Plan
- 3.2 Unit Plan-Meaning ,Steps , Importance and Format of Lesson Plan

- 3.3 Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan
- 3.4 Yearly Planning-Meaning, Principles and Format
- 3.5 Mathematics Club : Objectives of Maths club, organisation and activities
- 3.6 Mathematics Olympiads : objectives and importance
- 3.7 Mathematics Quiz : Organisation and importance
- 3.8 Mathematics Museum : Organisation and importance
- 3.9 Mathematics Fair : Organisation and importance
- 3.10 Mathematics Laboratory : Objective, importance and uses
- 3.11 Recreational activities in mathematics : Games, Puzzles, Riddles, etc.,
- 3.12 Ethno Mathematics
- 3.13 Evaluation in Mathematics, Difference between Measurement, Assessment and Evaluation,
- 3.14 Characteristics of good Measurement,
- 3.15 Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing,
- 3.16 Development and Standardization of Achievement Test in Mathematics.

UNIT 4: APPROACHES, METHODS AND TECHNIQUES OF TEACHING MATHEMATICS

4.1 Learner Centered Approach

- 4.1.1 Inductive method and Deductive method
- 4.1.2 Analytical method and Synthetic method

4.2 Activity Centered Approach

- 4.2.1 Guided discovery method and Problem Solving Method
- 4.2.2 Project Method and Discovery Learning Method
- 4.2.3 Active Learning Strategies
- 4.2.4 CAI in Teaching Mathematics

4.3 Concept Mapping-Meaning, Advantages and Disadvantages

4.4 Techniques of teaching Mathematics

- 4.4.1 Supervised study
- 4.4.2 Oral work and written work
- 4.4.3 Drill and Review
- 4.4.4 Assignment in Maths
- 4.4.5 Home work

References:

- 📖 Butler and Wren (1960) The Teaching of Secondary Mathematics, Tokyo; McGraw Hill Book Company.

[Handwritten signature]

[Handwritten notes: "Handed" and "02.2020"]

- 📖 Henderson, K. et al (1975) Dynamics of Teaching Secondary Mathematics, London Houghton Mifflin.
- 📖 Howard Eves, An Introduction to the History of Mathematics.
- 📖 Jantli, R. T. (2000) Subodha Ganitha Bodhane, Vidhyanidhi Prakashan, Gadag.
- 📖 Krulik and Weise (1975). Teaching Secondary School Mathematics. London W.B. Saunders.
- 📖 Kuppuswamy Ayyangar, N. (1988) The Teaching of Mathematics in New Education,
- 📖 Mangal, S. K. (1989) Teaching of mathematics. Ludhiana: Prakash Brothers Publishers.
- 📖 Sidhu, K. S. Teaching of Mathematics, B'lore Sterling Publishers.
- 📖 Wren (1973). Basic Mathematical concepts, New York, McGraw Hill.
- 📖 Yadawad S. B. and Rabanal R.T., (2000) Vishayadharit Ganit Bodhane, Vidyanidhi Prakashan, Gadag.

BIOLOGICAL SCIENCE (H)

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

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

CONTENT

Unit 1 : Introduction to Teaching Biological Science

- 1.1.1 Biological Science: Meaning, Nature and Scope
- 1.1.2 Relationship between Biology & human welfare

1.1.3 Latest developments in the field of Biology

1.2 Co-curricular Activities and Resources in Teaching Biological Science

1.2.1 Bio Science laboratory - Need and importance, equipping, Bio-lab Organizing the practical Work

1.2.2 Project Activities: Aquarium, Viverium, Terrariums, Museum, School garden,

1.2.3 Preservation of specimen through plastination-Meaning, Importance and Steps.

1.2.4 Meaning, importance and Organization of Co-Curricular Activities

1.2.5 Bio-Science Club – organisation & its activities

1.2.6 Bio Science Exhibition

1.2.7 Field trips

1.2.8 Bio-Science Quiz

1.2.9 Nature Study

1.2.10 Bird watching

1.2.11 Collection & Preservation of Specimens-Plants and Animals

Unit 2: Aims and Objectives

2.1 Utilitarian, Cultural and Disciplinary Aim Scientific Attitude and Training in Scientific Method

2.2 Instructional Objectives:, Bio - Science in Secondary schools:

2.2.1 As per NCERT Curriculum Framework-2000

2.2.2 As per NCTE Curriculum Framework

2.2.3 As per National Curriculum Framework-2009

2.3 Behavior Specifications of Instructional Objectives:

2.3.1 Knowledge

2.3.2 Understanding

2.3.3 Application

2.3.4 Skill

Unit 3: Approaches, Methods and Models of Teaching Biology

3.1 Approaches:

3.1.1 Structure and function Approach

3.1.2 Types specimen Approach

3.1.3 Inductive and Deductive Approach

3.2 Methods of Teaching

3.2.1 Guided Discovery Method

3.3 Models of Teaching:

3.3.1 Biological Science Enquiry Model (Joseph Schwab)

3.3.2 Memory Model (J. Lucas)

3.4 Evaluation in Biology, Difference between Measurement, Assessment and Evaluation,

K.P.S

9

A.

Shubhakar
11.02.2020

Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Development and Standardization of Achievement Test in Biology.

Unit 4: Instruction Design in Teaching Biological Science

- 4.1 Pedagogical Analysis: Analysis of 8th, 9th and 10th Standard Biology Text book of Madhya Pradesh State
- 4.2 Lesson Planning- Meaning, Importance and format according to active learning strategies.
- 4.3 Unit Plan - Meaning, importance and steps
- 4.4 Resource Unit - Meaning, importance and components.

Assignments (any one)

1. Preparing power point slides for any selected unit in VIII or IX class Biology.
2. Preparing a set of (OHP) transparencies
3. Slides for a selected Unit in 10th Std. Biology.

Practicum:

1. Writing of Instructional objectives & behavioral specifications on a selected Unit.
2. Preparing improvised apparatus in Biology
3. Preparing a lesson Plan on any topic in Biology using any innovative Metho Model of Teaching
4. Developing an Achievement test / Diagnostic test

References:

1. Buffaloe, N.D. Throneberry (1969) - Principles of Biology, Prentice Hall of India, New Delhi.
2. Chikkara & Sharma (1989) Teaching of Biology, Prakash Bros. Ludhiyana.
3. Green T.L. (1965) - Teaching of Biology in Tropical Secondary Schools, Oxford University Press, London.
4. Guddalli NM (1993) - Vignana Bhoodane, Bharat Book Dept. Dharwad.
5. Mangal S.K., (1997) Teaching of Physical & Life Sciences Avg. Book Depot. New Delhi.
6. Miller & Blaydes (1962) -Methods & Materials for teaching of Biological Science, Tata Mc.Grahill Pub. Co - New Delhi.
7. Narendra Vaidya (1971) The Impact of Science Teaching, Oxford and IBH Pub.Co. New Delhi.
8. NCERT (1982) Teaching of Science in Secondary Schools, New Delhi.
9. Patil S. S & Rakkasagi (1998) - Jeeva Vignana Bhoodane, Vidyanidhi Prakashan, Gadag.

- 📖 Sharma L.N. (1977) Teaching of Life Science, Dhanpat Rai & Sons, New Delhi.
- Sivashankar H.V., and Basavakumaiah, P. (1987) -Vignana Bhoodane,HanjiPrakashan, Davangere.
- 📖 Sood J.K. (1987) Teaching of Life Sciences, Kohli Pub. Chandigarh.
- 📖 Thurber & Colletta (1964) Teaching of Science in Today's Secondary School, Prentice Hall Pvt. Ltd, New Delhi.
- 📖 UNESCO (1978) -New Source book of Science Teaching,Oxford & BH Pub. Co. Ltd., New Delhi.
- 📖 Yadav K. (1995)-Teaching of Life Sciences, Anmol Pub. New Delhi.

PC.2 -Pegdalogy of School Subject-Part II Geography (A)

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

1. Acquire knowledge about basic facts, concepts, laws principles and trends in Geography.
2. Acquire knowledge and understanding of the aims and objectives of Geography.
3. Realize the values of learning geography.
4. Make use of Audio-visual aids about Geography .
5. Develop skills in equipping the Geography (i) Museum (ii) Room (iii) Library.
6. Develop skills in organizing planning- learning experiments and in writing and organizing the lesson plan.
7. Acquire the knowledge of Geography Curriculum.

CONTENT

Unit 1: Meaning, Nature and Scope of Geography

- 1.1 Meaning, Nature, Scope and importance of Geography
- 1.2 Branches of Geography and their importance- physical, economic, human and political.
- 1.3 International relations and study of Geography

Unit 2: Aims and Objectives of teaching Geography

- 2.1 Aims/Values of teaching Geography
 - 2.1.1 Intellectual aims
 - 2.1.2 Cultural aims
 - 2.1.3 Environmental a
 - 2.1.4 Utilitarian aims
 - 2.1.5 Aesthetic aims
- 2.2 Taxonomy and objectives of teaching Geography
 - 2.2.1 Knowledge
 - 2.2.2 Understanding
 - 2.2.3 Application
 - 2.2.4 Attitude and interest
 - 2.2.5 National Integration.

2.2.6 International Understanding.

- 2.3 Co-relation of Geography and Economics with History, Science, Mathematics and languages
- 2.4 Trends in Geography Education
- 2.5 Importance and Organization of Field trips, Visits
- 2.6 Geography based hobby clubs / societies (National geography specials)

Unit 3: Instructional Design in Geography

- 3.1 Meaning, importance and format of lesson plan
- 3.2 Principles of lesson planning
- 3.3 Characteristics of a lesson plan
- 3.4 Prepare Lesson Plan according to Active Learning Strategies
- 3.4 Unit plan
- 3.5 Resource Unit
- 3.6 Evaluation in Geography Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Development and Standardization of Achievement Test in Geography.

Unit 4 : Methods of Teaching Geography and Economics

- 4.1 Meaning and importance of methods of teaching Geography and Economics
- 4.2 Different Methods of teaching Geography and Economics
 - 4.2.1 Lecture Method
 - 4.2.2 Laboratory Method
 - 4.2.3 Observation Method
 - 4.2.4 Excursion Method
 - 4.2.5 Project Method
 - 4.2.6 Discussion Method
 - 4.2.7 Active Learning Strategies

Practicum:

1. Preparation of charts, globe and models of Geography.
2. Preparation of transparencies about- section of volcanoes, seabed, plains etc.
3. Interpretation of weather maps
4. Drawing of geographical maps
5. Preparation of resource unit in Geography

Assignments

1. Visit to an observatory, planetarium or Geography museum
2. Collection of specimens
3. Preparation of a project report – based on local geographical survey.

Note: Submission of report after doing any one of the above practical work

References:

- 📖 Bliar, Thomas A., (1951), *Climatology: General and Regional*, New York, Prentice-

- Hall Inc.
- 📖 Brianlt, E.W. and D.W. Shave, (1965), *Geography in and out of School*, London, Harrap and Co.
 - 📖 Brock, Jan O.M., (1965), *Geography, Its Scope and Spirit*, Ohio, Charles E. Merrill
 - 📖 Charley, R.J. and P. Haggett (Eds) (1967), *Frontier in Geographical Teaching* Methuen Educational Ltd.
 - 📖 Cons, G.J. (1957) *Handbook for Geography Teacher*, London, Methuen Educational Ltd.
 - 📖 Gabler, Robert, et al, (1945), *Introduction to Physical Geography*. San Francisco, Holt, Rinehart and Winston
 - 📖 Garnett Ohio, (1965), *Fundamental in School Geography*, London, Harrap and Co.
 - 📖 Gospil, G.H. (1965), *The Teaching of Geography*, London, Macmillan and Co.
 - 📖 Graves, N.J. (1971), *Geography in Secondary Education*, London, Geography Association
 - 📖 Graves, N.J. (1972), *New Movement in the Study and Teaching of Geography*, Australia, F.W. Cheshire Publishing Printing Ltd.
 - 📖 Haggett, P., (1972) *Geography: A Modern Synthesis*, New York, Harper and Row
 - 📖 Indian National Committee for Geography, (1968) *Developing Countries of the World* Calcutta, 21st IGU Publication
 - 📖 Indian National Committee for Geography, (1968), *Indian Regional Studies*, Calcutta, 21st IGU Publication
 - 📖 Indian National Committee for Geography, (1968), *Mountains and Rivers of India*, Calcutta, 21st IGU Publication
 - 📖 Kendeaw, W.G. (1938), *Climatology*, London, Oxford University Press.
 - 📖 Lake, Philip, (1974), *Physical Geography*, Madras, Macmillan Co. of India Ltd.
 - 📖 Leong, Goh, Cheug, (1971), *Certification Physical and Human Geography*, Singapore, Oxford University Press.
 - 📖 Long and Robertson, (1968), *Teaching of Geography*, London, Heinemann Educational Books Ltd.
 - 📖 Long, M.L (Ed) (1974), *Handbook for Geography Teachers*, London Methuen Educational Ltd.
 - 📖 Macnee E.A., (1953) *Teaching of Geography*, London, Oxford University Press.
 - 📖 Robinson, Arthur H. (1960), *Elements of Cartography*, New York, John Wiley and Sons, Inc.
 - 📖 Seninthirajah, N. and J. Weira, (1971), *Evaluation in Geography*, Ontario, Ontario Institute of Education
 - 📖 Standing Sub-committee in Geography, (1954,) *Handbook for Geography Teacher*, London, Methuen Educational Ltd.
 - 📖 Treqartha, Gelnn T., (1954), *An Introduction to climate*, New York, McGraw Hill Book Company Inc.
 - 📖 UNESCO (1965) *Source Book for Geography Teaching*, London, Longman, Longman Co.
 - 📖 Wheeler, Jr. J. Renton Kostabade and Richard S. Thoman (1969), *Regional Geography of the World*, New York: Holt, Rinehart and Winston, Inc.
 - 📖 Woolridge, S.W. and W.G. East, (1951), *The Spirit and Purpose of Geography*, New York, Hutchinson.

History (B)

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

1. Understand meaning, scope and importance of History in the school curriculum.
2. Acquire content knowledge of methods of History..
3. Acquire knowledge of aims and instructional objectives of teaching History
4. Acquire skills in planning lessons in History
5. Understand and apply the principles of organizing content in the teaching History.
6. Acquire knowledge about Local, Regional National, and World History.
7. Acquire the knowledge of Instructional Material and resources in teaching History.
8. Preparing suitable teaching devices & using them & organizing field trips.
9. Proficiency in correlating History with other school subjects.
10. Cultivate the qualities of a good History teacher
11. Evaluate History text books and prescribed courses
12. Develop necessary skills in the application of methods and techniques in the classroom

CONTENT

Unit 1: Nature and Scope of History

- 1.1 Meaning, Nature, and scope of history
 - 1.1.1. History - an art or Science
 - 1.1.2. Modern Concept of History, exploration, criticism synthesis and exposition.
 - 1.1.3. Different levels of History - World History, National, Regional and Local History

Unit 2: Aims and Objectives of Teaching History

- 2.1 **Meaning and Importance of teaching History in Secondary Schools**
- 2.2 **Aims of teaching History**
 - 2:2.1 Political conciseness, understanding of current events, democratic citizenship, understanding of Union and the State Govt.
 - 2.2.2 Functional awareness of Rights and Duties of citizens.
- 2.3 **Instructional objectives and values of Teaching History and civics**
 - 2.3.1 Knowledge, understanding, critical thinking, skills, Attitude, Interests, Application - Analysis of these objectives in terms of specific behaviours of learners.
 - 2.3.2 Spelling out Instructional objectives and learning outcomes
 - 2.3.3 History based hobby clubs, societies
- 2.4 **Correlation of History with other School Subject**
 - 2.4.1 Meaning and Importance of correlation
 - 2.4.2 Types of correlation.
 - 2.4.3 Correlation of History with Geography, Economics, Literature
 - 2.4.4 Co curricular /Activities in History
 - 2.4.5 Importance of organization of field trips, visits.

Unit 3: Instructional design in Teaching History and Civics

- 3.1 Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments, and plan according to active learning strategies.
- 3.2 Resource Unit
- 3.3 Unit Plan
- 3.4 Evaluation in History, Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Development and Standardization of Achievement Test in History.

Unit 4 :Methods, Techniques, and Instructional Materials of teaching History and civics

- 4.1 Meaning and need of methods
- 4.2 Methods and techniques of teaching History –discussion,project,problem solving, source,dramatization and biological,Active Learning Strategies Instructional Materials in History:
 - 4.3.1 Collateral Reading- Importance,Reading materials,Historical Novels
 - 4.3.2 Auto biographic,Magazines,News papers Drams,Journals audio-Aids-Radio,Tape recorder,Visual-aids-maps-Importance.
 - 4.3.3 Types,procedure of using maps,picture,charts,models,film strips,diagrams.
- 4.4 Audio Visual Aids-Films,TV
 - 4.4.1 History Room – Meaning and Importance planning equipping
 - 4.4.2 Computers multimedia packages and Internet as an Instructional aid.

Practical

- 1) Critical evaluate History civics content of 8th 9th 10th Standard.
- 2) Conducting quiz Competition in History/civics.
- 3) Survey of the locality and collection of information about places or institutions of historical interests.
- 4) Organizing short field trip to a place of historical / political interests
- 5) Preparing resource unit on a topic of your choice in History and Civics.
- 6) Preparation of materials for a History room or museum
- 7) Student is also allowed to do his own interested practical work pertaining to the syllabus.

References

- 📖 Agarwal J.C. (2002) *Essential of Educational technology: Teaching, Learning, Innovations in Education*, Prakash Publishing house Pvt. Ltd. New Delhi.
- 📖 Arora R.L. (1990) *Teaching of History* , Prakash Brother Ltd.
- 📖 Bhattacharya S. (1966) *Teaching of Social Studies in Indian Schools*. Acharya Books Depot, Baroda.
- 📖 Bruce Joyce and Marshal Weil (1990) *Models of Teaching Third Edition– Practice – Hall of India Pvt. Ltd. New Delhi.*

Handwritten signature and date: 20

- 📖 Kochhar S.K (1989) Teaching of Social studies, Sterling Publisher New Delhi.
 - 📖 N.C.E.R.T (1970) Effecting Teaching of History in India. A Handbook for History Teachers.
 - 📖 Vajreswari R (1973) Hand Book for History Teachers Allied Publisher's New Delhi.
 - 📖 Taneja U.R.(1910) Fundamentals of Teaching Social Sciences Mahendra Capital Publishers, Chandigar
-

COMMERCE(C)

Objectives:

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

COURSE CONTENT:

UNIT-1

1. Meaning, nature, scope and concept of Commerce
2. Aims and Objectives of teaching Commerce at secondary level
3. Place of commerce in secondary school curriculum and its critical appraisal.
4. Commerce and its relationship with other Social Sciences.

UNIT – 2

1. Different methods of teaching commerce, uses and critical analysis.
 - a. Lecture Method
 - b. Discussion Method
 - c. Problem-Solving Method
 - d. Project Method
 - e. Survey Method
 - f. Demonstration Method
2. Commerce Text-books and Supplementary Materials.
Techniques of teaching commerce subject: Questioning – Answering, Assignment,

UNIT – 3

1. Lesson planning in commerce, Meaning, need and importance, construction of composite lesson plan. Lesson Plan according to Active Learning Strategies
2. Development and utilization of teaching aids (projects, Non-projected and performing arts) required for commerce programme.
3. Qualification, Qualities and Professional growth of Commerce Teacher.
4. Role of Co-curricular activities in commerce.

UNIT – 4

1. Types and Techniques of evaluation.
2. Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement,
3. Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing,
4. Development and Standardization of Achievement Test in Commerce:

PRACTICALS:

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

References:

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

Physics(D)

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

- 1) Understand the nature, scope and importance of Physics with special reference to secondary school content.
- 2) Understand the aims and objectives of teaching Physics.
- 3) State the specific behavioral changes under each objective.
- 4) Understand and make use of different approaches & methods of teaching Physics.
- 5) Prepare objective based lesson plans and use them in their internship.
- 6) Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.
- 7) Plan, use and maintain the Physics laboratory systematically.
- 8) Understand the principles of text-book construction.

- 9) Understand the importance of appropriate instructional materials (hardwares and softwares) in teaching Physics and use them by preparing/selecting them in their practice teaching.
- 10) Understand the importance of principles of curriculum construction in the organisation of Physics contact.
- 11) Get mastery in Physics content and imbibe the special qualities of Physics teacher.
- 12) Prepare and use different tools of evaluation to assess the achievements of students in Physics.
- 13) Develop professionally by attending lectures of professional interest, reading journals, and magazines and enroll as members of professional organisation.
- 14) Organise co-curricular activities in science i.e. seminars, field trips, exhibitions discussions etc through the science club.
- 15) Apply the knowledge of Physics to develop scientific thinking and scientific out look.
- 16) Develop skills in analyzing the content in terms of concepts and in learning experiences.
- 17) Construct and administer unit test, conduct experiments improves teaching aids.

CONTENT

Unit 1: Meaning, Nature and Impact of Physics

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

Unit 2: Aims and Objectives of Teaching Physics

Aims of teaching Physics in Secondary school:

- Personal development aim,
- Learner's academic and process skills development aim,
- Disciplinary aim and Cultural aim
- Instructional objectives of teaching Physics and stating them in observable behavioral changes ; i) Knowledge ii) Understanding, iii) Application, iv) Skill, v) Attitude, vi) Interest, vii) Appreciation.

Unit 3: Approaches and Methods of Teaching Physics

Agar

mlak / 2020

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

Unit 4: Instructional Design, Resources and Teaching Aid for teaching Physics:

- Lesson Planning-Meaning, Steps, Importance and Format of Lesson Pla according to active learning strategies.
- Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan
- Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan
- Audio-Visual Aids (Preparation and Use)
 - i Charts;
 - ii Models;
 - iii OHP transparencies;
 - iv Filmstrips;
 - v slides;
 - vi Video tapes;
 - vii Films;
 - viii Educational C.D.'s
- Mass Media –
 - o Television (T.V.);
 - o Radio - Meaning and importance.
- Community Resources and Self learning materials –
 - o Meaning and importance.
- Physics Library;
- Importance & organizing of Physics library;
- Sections of science library;
- Choice of book for science library.
- Evaluation and measurement

Assignments(any one):

1. Preparing Power Point slides for any selected unit in 8th and 9th class physics.
2. Preparing a set of (OHP) transparencies.
3. Slides for a selected Unit in 10th std. Physics.

Practicum:

1. Writing of Instructional objectives & behavioral specification on a selected unit.

2. Preparing improvised apparatus in physics.
3. Preparing a lesson plan on any topic in physics using any innovative Method / Model of Teaching.
4. Development an achievement test / Diagnostic test.

References:

- 📖 Ahmed, Shaikti R. (1983) Management of Laboratory Science Programme: Report of Orientation Programme in Educational Planning and Administration, New Delhi; NIEPA Mimeo.
- 📖 Bhandula & Chand (1986) Teaching of Science, Prakash Brothers, Ludhina
- 📖 Bose, A. H. Sood, J.K. and Vaidya, N. (1970), Strategies in Science Education. Regional Institute of Education, Ajmer.
- 📖 Carin/Sund Teaching Science Through Discovery; C.E. Merrill Publishing Co. London.
- 📖 Cleaveland J. M. (1964) Physics C.E. Merrill Publishing Co., Ohio.
- 📖 Craig (1958) Science for the Elementary School Teacher; Ginn & Co., New York
- 📖 Das R. C. (1985) Science Teaching in Schools, Sterling Publishers, Pvt. Ltd., New Delhi.
- 📖 Fensham P. J. et al., (1994) The Content of Science : A Constructive Approach to its Teaching & Learning. The Falmer Press, Washington D.C.
- 📖 Gupta S. K. (1983) Technology of Science Education, Vikas Publishing House, Pvt. Ltd., New Delhi.
- 📖 Gupta S. K. (1985) Physics Teaching in Secondary Schools, Sterling Publishers, Pvt. Ltd., New Delhi.
- 📖 Jacobson, David et al., (1985) Methods for Teaching: A Skills Approach. Charles, E Merrill Publishing Co., Columbus.
- 📖 Jennings Terry (1987) The Young Scientist Investigator : The Teacher Manual of Oxford University Press.
- 📖 Joseph-Bradwin, et al. (1998) , Sourcebook for Physical Science. Brandwain-Watson-Blackwood
- 📖 Kalara R. M. (1981), Innovation in Science Teaching; Prakashan Kendra, Lucknow.
- 📖 Kohli V. K. (2003) How to Teach Science (A Treatise on Methodology of Teaching Physics and Chemistry) Viveka Publishers, Ambala.
New Delhi
- 📖 Mangal, S.K. (1995); Teaching of Physical and Life Science, Avg. Book Depot. : Delhi.
- 📖 Nagel E. (1961) The Structure of Science, Harcourt Brace and World Inc., New York

Atan

india 2020

- 📖 Nair C. P.S., (1971) Teaching Science in Our Schools. S. Chand & Co., New Delhi.
- 📖 Schwab J. J. and Bradwein P.F. (1962) The Teaching of Science, Marks, Harvard University Press, Cambridge.
- 📖 Sharma, R.C. (1995); Modern Science Teaching, Dhanpat Rai & Sons, Delhi .
- 📖 Siddiqi M.N. and Yadav R.A. (1995) Teaching of Science at Elementary Level, Part -I & Part - II, Arya Book Depot : New Delhi.
- 📖 Siddiqi N. N. & Siddiqi M.N. (1994) Teaching of Science Today and Tomorrow, Doaba House, Delhi - 110 006.
- 📖 Sood S. K. (1988) New Direction in Science Teaching, Indian Publishers, Delhi.
- 📖 The Importance of Art Activities for Science Teaching : A Hand Book for Teacher (1984) Published by Centre for Cultural Resources and Training, Bahawalpur House, New Delhi.
- 📖 UNESCO (1985) Teaching School Chemistry, Sterling Publishers Pvt. Ltd., New Delhi.
- 📖 UNESCO,(1978) New UNESCO Source Book's for Science Teaching, New Delhi; Oxford and IBH Publishing Co.,
- 📖 Waiter A Thurkar and Alferd T. Collette (1964) Teaching Science in Today's Secondary Schools, New Delhi, Prentice Hall

Chemistry(E)

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

1. Understand the nature, scope and importance of Chemistry with special reference to secondary school content.
2. Understand the aims and objectives of teaching Chemistry.
3. State the specific behavioral changes under each objective.
4. Understand and make use of different approaches & methods of teaching Chemistry.
5. Prepare objective based lesson plans and use them in their internship.
6. Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.
7. Plan, use and maintain the Chemistry laboratory systematically.
8. Understand the principles of text-book construction.

Adarsh

mdal

9. Understand the importance of appropriate instructional materials (hardwares and softwares) in teaching Chemistry and use them by preparing/selecting them in their practice teaching.
10. Understand the importance of principles of curriculum construction in the organisation of Chemistry contact.
11. Get mastery in Chemistry content and imbibe the special qualities of Chemistry teacher.
12. Prepare and use different tools of evaluation to assess the achievements of students in Chemistry.
13. Develop professionally by attending lectures of professional interest, reading journals, and magazines and enroll as members of professional organisation
14. Organise co-curricular activities in science i.e. seminars, field trips, exhibitions discussions etc through the science club.
15. Apply the knowledge of Chemistry to develop scientific thinking and scientific out look.
16. Develop skills in analyzing the content in terms of concepts and in learning experiences.
17. Construct and administer unit test, conduct experiments improves teaching aids

Content

Unit 1: Meaning, Nature and Impact of Chemistry

1. Concept of science - Science as process and science as a product;
2. Nature and Scope of Chemistry
3. Impact of Science and Technology on modern living.
4. Scientific Attitude - Meaning definition and importance.
5. Qualities of a person who possesses scientific attitude.
6. Scientific Method-Meaning, importance and steps involved (with an illustration

Unit 2: Aims and Objectives of Teaching Chemistry

Aims of teaching Chemistry in Secondary school:

1. Personal development aim,
2. Learner's academic and process skills development aim,
3. Disciplinary aim and
4. Cultural aim.

Objectives of teaching Chemistry:

1. Bases for formulation of objectives
2. Objectives of teaching Chemistry at Secondary level; (To be Discussed keeping in view of the objectives of teaching Chemistry enunciated in the Chemistry syllabi of secondary school of M.P.); Instructional objectives of teaching Chemistry and stating them in observable behavioral changes ; i) Knowledge ii) Understanding, iii) Application, iv) Skill, v) Attitude, vi) Interest, vii) Appreciation.

Unit 3: Approaches and Methods of Teaching Chemistry

1. Enquiry Approach -Meaning, Uses with Illustrations, Advantages and disadvantages.
2. Inductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
3. Deductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
4. Problem Solving Approach- Meaning, Uses with Illustrations, Steps, Advantages and disadvantages.
5. Demonstration Method- Meaning, uses, Advantages and disadvantages.
6. Lectures-Cum-Demonstration Method- Meaning, uses with Illustration, Advantages and disadvantages.
7. Laboratory Method- Meaning, uses with Illustration, Advantages and disadvantages.
8. Guided Discovery Method - Meaning, uses with Illustration, Advantages and disadvantages.
9. Biographical Method-Meaning, uses with Illustration, Advantages and disadvantages.
10. Individual Instruction Techniques and Active Learning Strategies.

- 11 Concept Mapping: Its use for summarizing a unit and evaluating students understanding

Unit 4 : Instructional Design, Resources and Teaching Aid for teaching Chemistry:

1. Lesson Planning-Meaning, Steps, Importance and Format of Lesson Plan according to active learning strategies.
2. Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan
3. Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan
4. **Audio-Visual Aids** (Preparation and Use)
 - I Charts;
 - ii Models;
 - iii OHP transparencies;
 - iv Filmstrips;
 - v slides;
 - vi Video tapes;
 - vii Films;
 - viii Educational C.D.'s
5. **Mass Media** –
 - i Television (T.V.);
 - ii Radio - Meaning and importance.
6. Community Resources and Self learning materials –
 - iii Meaning and importance.
7. Chemistry Library;
8. Importance & organizing of Chemistry library;
9. Sections of science library;
10. Choice of book for science library.

Assignments (Any One):

1. Preparing power point slides for any selected unit in 8th and 9th class Chemistry.
2. Preparing a set of (OHP) transparencies.
3. Slides for a selected Unit in 10th std. Chemistry.

Practicum:

1. Writing of Instructional objectives & behavioral specifications on a selected Unit.
2. Preparing improved apparatus in Chemistry.
3. Preparing a lesson Plan on any topic in Chemistry using any innovative Method / Model of Teaching.
4. Developing an Achievement test / Diagnostic Test.

Unit 4 A: Evaluation in Chemistry

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Development and Standardization of Achievement Test in Chemistry

Handwritten signature

Handwritten signature and date 2020

References:

1. Ahmed, Shaikti R. (1983) *Management of Laboratory Science Programme: Report of Orientation Programme in Educational Planning and Administration*, New Delhi; NIEPA Mimeo.
2. Bhandula & Chand (1986) *Teaching of Science*, Prakash Brothers, Ludhiyana.
3. Bose, A. H. Sood, J.K. and Vaidya, N. (1970), *Strategies in Science Education*. Regional Institute of Education, Ajmer.
4. Carin/Sund *Teaching Science Through Discovery*; C.E. Merrill Publishing Co. London.
5. Cleaveland J. M. (1964) *Physics* C.E. Merrill Publishing Co., Ohio.
6. Craig (1958) *Science for the Elementary School Teacher*; Ginn & Co., New York
7. Das R. C. (1985) *Science Teaching in Schools*, Sterling Publishers, Pvt. Ltd., New Delhi.
8. Fensham P. J. et. al., (1994) *The Content of Science : A Constructive Approach to its Teaching & Learning*. The Falmer Press, Washington D.C.
9. Gupta S. K. (1983) *Technology of Science Education*, Vikas Publishing House, Pvt. Ltd., New Delhi.
10. Gupta S. K. (1985) *Physics Teaching in Secondary Schools*, Sterling Publishers, Pvt. Ltd., New Delhi.
11. Jacobson, David et al., (1985) *Methods for Teaching: A Skills Approach*. Charles, E Merrill Publishing Co., Columbus.
12. Jennings Terry (1987) *The Young Scientist Investigator : The Teacher Manual* of Oxford University Press.
13. Joseph-Bradwin, et al. (1998) , *Sourcebook for Physical Science*. Brandwain-Watson-Blackwood
14. Kalara R. M. (1981), *Innovation in Science Teaching*; Prakashan Kendra, Lucknow.
15. Kohli V. K. (2003) *How to Teach Science* (A Treatise on Methodology of Teaching Physics and Chemistry) Viveka Publishers, Ambala.
16. Mangal, S.K. (1995); *Teaching of Physical and Life Science*, Avg. Book Depot. : Delhi.
17. Nagel E. (1961) *The Structure of Science*, Harcourt Brace and World Inc., New York
18. Nair C. P.S., (1971) *Teaching Science in Our Schools*. S. Chand & Co., New Delhi.
19. Schwab J. J. and Bradwein P.F. (1962) *The Teaching of Science*, Marks, Harvard

Agm

mdab
2: 2020

- ☞ University Press, Cambridge.
- ☞ Sharma, R.C. (1995); *Modern Science Teaching*, Dhanpat Rai & Sons, Delhi
- ☞ Siddiqi M.N. and Yadav R.A. (1995) *Teaching of Science at Elementary Level, Part I & Part - II*, Arya Book Depot : New Delhi.
- ☞ Siddiqi N. N. & Siddiqi M.N. (1994) *Teaching of Science Today and Tomorrow*, Doaba House, Delhi - 110 006.
- ☞ Sood S. K. (1988) *New Direction in Science Teaching*, Indian Publishers, Delhi.
- ☞ *The Importance of Art Activities for Science Teaching : A Hand Book for Teacher (1984)* Published by Centre for Cultural Resources and Training, Bahawalpur House, New Delhi.
- ☞ UNESCO (1985) *Teaching School Chemistry*, Sterling Publishers Pvt. Ltd., New Delhi.
- ☞ UNESCO, (1978) *New UNESCO Source Book's for Science Teaching*, New Delhi; Oxford and IBH Publishing Co.,

- ☞ Waiter A Thurkar and Alferd T. Collette (1964) *Teaching Science in Today's Secondary Schools*, New

EPC -3 Language across the curriculum – Part II

Objectives

1. It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts.
2. They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts.
3. Overall, areas of language proficiency which are emphasised are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.

UNIT 1: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS

For this Unit, the student-teachers should work in groups divided according to their subjects. Within these groups, pairs of student-teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this Unit is, as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

Sequence of Activities

- Selecting the topic for research and articulating some guiding questions
- Searching and locating relevant reference books (could be from a school library or the institute library)

Handwritten signature

Handwritten signature

- Scanning, skimming and extracting relevant information from the books by making notes
 - Collating notes and organising information under various sub-headings
 - Planning a presentation – with display and oral components
 - Making presentations to whole subject group, fielding questions.
- Delhi, Prentice Hall

UNIT 2: ENGAGING WITH EDUCATIONAL WRITING

Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student-teachers can be grouped randomly for this Unit.

Suggested Activities

- Reading for discerning the theme(s) and argument of the essay (guided reading-individually or in pairs)
- Analysing the structure of the argument—identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion)
- Discussion of the theme, sharing responses and point(s) of view (small group discussion)
- Writing a response paper (individually or in pairs)
- Presentations of selected papers, questions and answers (large group)

EPC -4 : DRAMA AND ART IN EDUCATION

Introduction

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

OBJECTIVES

- Understanding basics of different Art forms – impact of Art forms on the human mind

- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- Enhance skills for integrating different Art forms across school curriculum at secondary level
- Enhance awareness of the rich cultural heritage, artists and artisans.

COURSE CONTENT

UNIT 1: VISUAL ARTS AND CRAFTS (PRACTICAL)

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

UNIT 2: PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY (PRACTICAL)

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

UNIT 3: APPRECIATION OF ARTS

- Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education
- What is the difference between Education in Arts and Arts in Education

Handwritten signature

Handwritten signature

- Identification of different performing Art forms and artists ; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)
- Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)
- Indian festivals and its artistic significance.

Project Work (Units 1 and 2)

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

Workshop

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

PRACTICAL PART

1. **BODY MOVEMENT-** Different theatre games, Exercises, Martial Arts, Folk Dances.
2. **MEDITATION-** Focus, Concentration.
3. **SCRIPT WRITING-** characterization, dialogue, time and space, beginning, middle, end.

4. **POETRY RECITATION-** Rigved Mantras, Vaachik Abhinay.
5. **SELECTION OF PLAY FOR CHILDREN.**
6. **CASTING.**
7. **BUILDING OF A CHARACTER.**
8. **PARTS OF SPEECH-** Volume, Pitch, Speed, clarity, Audibility, Diction, Intonation, Feel and Toner Quality, Projection.
9. **DESIGN OF A PRODUCTION.**
10. **PRODUCTION-** Poster Making, Audience, Execution of Different Aspects of Production, Analysis of Increase in Understanding of Children through Drama.

Suggested Approach for Teaching-learning Process

Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of arts/see performances/ exhibitions/art and craft fairs/local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers can also be motivated to interpret art works/ commercials/events etc. to enhance their aesthetics sensibility.

A Resource Centre for Arts and Crafts should be a part of all the RIEs, where materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals must be displayed for the purpose of reference and continuous motivation.

Applications of Arts and Aesthetics in day-to-day life, in the institute and in the community are some of the practical aspects, which needs to be taken care too. Student-teachers must organise and participate in the celebrations of festivals, functions, special days, etc.

Modes of Assessment

The complete course is of 50 marks. It is recommended that evaluation of this course should be done at both the levels; (i) Internal as well as (ii) External. Practical Activities (Units 1 and 2 of 30 marks) in nature are more on the process than the product, hence need

continuous and comprehensive evaluation (CCE). Therefore, recommended to be evaluated by the internals. The theory and project part (Unit 3 and Project work of 20 marks) can be in viva-voce and in presentation mode therefore recommended to be evaluated by the externals: The engagement of student-teacher in the above set of experiences should be evaluated on continuous and comprehensive manner, based on (a) submission of work/project; (b) participation in the activities; (c) creative potential displayed; (d) application of aesthetic sensibility in campus events and in other course activities.

