

ENGLISH

Unit I : Place of English in Indian and its Aims.

1. Place of English in Indian colonial and post colonial perspective
2. English as a library language, a link language, a language for communication in a globalized economy, a window to the world, a world language to foster international brotherhood.
3. Aims and Objectives of teaching English as a second language at higher / lower Level.
4. The theories and principles of language learning based on the Piaget, Vygotsky, Bruner and Chomsky.

Unit II : A Method and Approach of teaching English

1. Grammar Cum translation method vs. direct method
2. Dr. West's new method & bilingual method
3. Structural approach vs. functional communicative approach.
4. Situational language teaching.
5. Skills of Introducing, Questioning, Probing, Explaining, Illustrating.

Unit III :

1. Teaching of Prose, Poetry, Grammar, Composition
2. Difference between Prose and Poetry
3. Important components of lesson Plan
4. Lesson plan of Prose, Poetry, Grammar, and Composition
5. Different Literary and poetic devices : Rhyme, Rhythm, Simile, Mataphor, Alliteration, Pun Repetition... etc.
6. Essential qualification and qualities of a English Teacher

Unit IV : Audio - Visual Aids in the Teaching of English

1. Need and importance of Audio - Visual Aids
2. Types of Audio - Visual Aids and its appropriate uses
3. Language laboratory.

- Unit II :**
1. **Concept and Scope of Curriculum**
 2. Importance, Need and Utility of Curriculum
 3. Approaches and methods of Organizing different pedagogical subjects
 4. Principles of designing curriculum in pedagogical subjects at different stages in school.
 5. Current discourses on school curricula (e.g. Purely discipline oriented, not learner oriented)
- Suggestions / Guidelines for selection of materials for curriculum
(e.g. Work related subjects like horticulture or hospitality, need to be creatively developed etc.)

References :

- | | | |
|--|---|--|
| 1. Great Educators | : | Ram Babu Gupta |
| 2. Curriculum Development | : | S. Arulswamy |
| 3. One Education for Teacher Educators | : | Padma Satakopachari |
| 4. Ideans and Great Western Educators | : | Chaula and Chaula |
| 5. Education in the Emerging Indian society | : | Yadav H.S. & Yadav S. |
| 6. A New approach to Teacher & Education
in the Emerging Indian Society | : | B.N. Dash |
| 7. Teaching of Social Study | : | J.S. Walia |
| 8. Deng, Z (2013) | : | School subjects and academic disciplines |
| 9. A. Luke, A. Woods, & K. Weir | : | Curriculum, Syllabus design & equity |

N.B. - Visit to e.Book Library (electronic library) & website

Distribution of Marks :

Internal Assessment - 10 marks
University Examination - 40 marks

There shall be eight questions from which the examinees will attempt five. Each questions will carry equal marks. 4x10=40

Course 6 : Gender, School and Society (1/2)

[50 Marks]

Unit I :

- ❖ Meaning of Gender, bias and its indicators
- ❖ Role of women, Measures for the uplift of women and removing gender bias with reference to Indian constitution.

Unit II :

- ❖ Sociological basis of Education.
- ❖ Relation between society and Education with special reference to aims of Education, Method of teaching Curriculum.
- ❖ Gendered roles of agencies in education : Family, Community, School, Mass Media, Caste, Religion, Culture and popular culture, Law and State in challenging gender inequalities or reinforcing gender parity.

Unit III :

- ❖ The role of teachers in formulating of positive notions of sexuality among young people.
- ❖ Its Impact and Issues - Perceptions of safety at school, Home and beyond, Identification of sexual abuse / violence and its verbalization, Combating the dominant societal outlook of objectification of female body.

- Unit V : Teaching of Grammar**
1. Nature of Grammar
 2. Types : Functional and Formal
 3. Methods : Inductive and Deductive
 4. Important aspects of English Grammar - Prefixes, Suffixes (Inflectional and Derivational) Stress, Intonation, Juncture.

- Unit VI :**
1. Teaching of Vocabulary
 2. Selection and Gradation of English Vocabulary for Teaching
 3. Vocabulary Games

Unit VII : Spoken English

- (i) Phonology - Definition, organs of speech, vowels, consonants, Diphthongs
- (ii) Stress and intonation
- (iii) Practical work - use of pronouncing dictionary, pronunciation drill, reading phonetic description.

Unit VIII : Evaluation in English

1. Concept of evaluation
2. Essentials of a good test
3. Tools of evaluation-Oral, Written, Types of questions
4. Importance of test and examination

References :

1. Ahiya N.P. - Teaching of English
2. Bhatia K.K. - New Techniques of Teaching English as a Foreign Language
3. Bhatia K.T. - The Teaching of English in India, Its Principles and Technique
4. Bisht Abha Rani - Teaching English in India
5. Bose K. - Teaching of English : of Modern Approach
6. French F.G. - The Teaching of English in Abroad Part I, II, III.
7. Rishy A.W. - The Teaching of English : Notes & Comments on Teaching
8. Gokka V.K. - English in India : Its Present & Future
9. Jain R.K. - Essentials of English Teaching
10. Kohli A.K. - Techniques of English Teaching
11. Memon & Patel - Teaching English as a Foreign Language
12. Palmer H.E. - The Principles of Language Study
13. Sharma K.L. - Method of Teaching English in India
14. Varghese Paul - Teaching of English as Second Language

Distribution of Marks :

- Internal Assessment - 10 marks
University Examination - 40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

3x10=30 & 2x5=10

Total Marks : 40

HINDI

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

Unit I : **हिन्दी शिक्षण: सैद्धान्तिक पक्ष**

1. भाषा की प्रकृति, महत्त्व एवं अधिगम प्रक्रिया।
2. हिन्दी शिक्षण के उद्देश्य
3. विद्यालयी स्तर पर भाषा
4. हिन्दी भाषा एवं साहित्य शिक्षण की विधियाँ।

Unit II : **भाषिक योग्यता का विकास**

1. श्रवण, दृश्य एवं मौखिक अभिव्यक्ति कौशल का विकास
2. पठन योग्यता का विकास, पठन शिक्षण की विधियाँ सरवन पठन, मौन पठन, समकालिक पठन, सूक्ष्म पठन एवं विस्तृत पठन
3. लिखित अभिव्यक्ति क्षमता का विकास

Unit III : **साहित्यिक विधा का एवं व्याकरण शिक्षण**

1. कविता शिक्षण
2. गद्य तथा गद्य की विभिन्न विधा का शिक्षण— उपन्यास, नाटक, निबंध कहानी।
3. व्याकरण शिक्षण

Unit IV : **मूल्यांकन, क्रियात्मक शोध तथा समुन्नयन कार्य**

1. हिन्दी पाठ्य पुस्तक समीक्षा
2. भाषा संप्राप्ति मूल्यांकन
3. निदानात्मक एवं उपचारात्मक कार्य
4. क्रियात्मक शोध
5. समुन्नयन कार्य

प्रायोगिक कार्य :-

1. क्रियात्मक शोध
2. कहानी का नाट्य रूपान्तरण अनुवाद
3. प्रोजेक्ट दत्त कार्य
4. प्रश्न पत्र प्रारूप एवं प्रश्न पत्र निर्माण

References :

- | | |
|----------------------|---|
| 1. निरंजन कुमार सिंह | : माध्यमिक विद्यालयों में हिन्दी शिक्षण |
| 2. रामशकल पाण्डेय | : हिन्दी शिक्षण |
| 3. रमन लाल बिहारी | : हिन्दी शिक्षण |

4. रघुनाथ सफाया	: हिन्दी शिक्षण विधि
5. विश्वनाथ त्रिपाठी	: हिन्दी साहित्य का संक्षिप्त इतिहास
6. के.पी.पी. पाण्डेय	: शिक्षा में क्रियात्मक अनुसंधान
7. कृष्णगोपाल रस्तोगी	: भाषा सम्प्रति मूल्यांकन
8. सेंट्रल पेडागोजिकल इंस्टीट्यूट, इलाहाबाद	: उच्चारण शिक्षण
9. डॉ. कर्ण सिंह	: हिन्दी शिक्षण

Distribution of Marks :

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

3x10=30 & 2x5=10

Total Marks : 40

URDU

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

A. Language

1. Origin and Development of Urdu language in India
2. Position of Urdu language in the post Independent India
3. Various formal (Asnaf) of Urdu Language and Literature
4. Aims of teaching language (Psychological and Linguistic approach of Language teaching)
5. Aims and objectives of teaching Urdu language
6. Importance of Mother Tongue in school subject.

B. Methodology

1. Pronunciation in Urdu Skill in questioning, example & explanation
2. Technique of Urdu Teaching
3. Teaching Urdu Prose, Poetry, Ghazal, Grammar, Essay & Letter Writing
4. Examination & Evaluation
5. Importance of Homework in Urdu
6. Lesson Planning : (Meaning, Importance & Structure) planning of prose, poetry, grammar & essay.

C. Material

1. Urdu Text-Book (Evaluation of existing curriculum)
2. Teaching and reading material
(Silent, loud, simultaneous, extensive & intensive reading)
3. Audio-Visual Aids in Urdu Teaching
4. Personality of Urdu Teachers.
5. Co-curricular activities (Practical activities) in Urdu
6. Urdu Library

Reference :

1. Ryburn : Suggestion for the Teaching of Mother Tongue in India
2. Akhtar Ansari : Ghazal aur Darse Ghazal
3. Farman Saleem : Urdu Zaban aur Uski Taleem
4. Mukhtar Ahmad Makki : Tadris Urdu Usool wa Zawabit : Urdu Adab Ki Asnaf
5. Azaj Ahmad : Mukhtasar Tarikh Urdu
6. Farman Fatehpuri : Tadress Urdu
7. Moinuddin : Urdu Zaban ki Tadris
8. K.G. Saiyidain : Usool Taleem
9. Sajid Hussain : Urdu war Uska Tadrisi Tariqa

Distribution of Marks :

- Internal Assessment - 10 marks
University Examination - 40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

3x10=30 & 2x5=10

Total Marks : 40

SANSKRIT

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

Unit I : Aims and objectives of teaching learning

1. Importance of Sanskrit in India
2. The position of Sanskrit in India
3. The place of Sanskrit in the School curriculum

Unit II : Methods of teaching Techniques :-

1. Prose - Discussion, Narration, questioning
Methods - Story telling, Dramatization, Simulation
2. Poetry Methods - Recitation, Song / Action, Dramatization, Discussion, appreciation
3. Grammar Methods - Inductive, Deductive, Play way, Interactive
4. Composition - Guided, free, creative, correction of composition

Unit III :

- A. Strategies of developing language competencies
- (i) Listening - Pronunciation, expressive, phonetics, stress on intonation
 - (ii) Speaking - Loud, Silent, chorus, expressive, speed
 - (iii) Writing - Hand writing skill, poetic & non poetic
 - (iv) Extra - Curricular activities of Sanskrit.

Unit IV : Teacher and Text Book

1. Teacher - Qualities, role and responsibilities, Professional growth, diagnostic testing and remedial teaching.
2. Text book : Characteristics of a text - book, critical analysis of a text book

Unit V : Materials of Instruction or language Teaching

- (i) Language Practice - Assignment, games, club, Language club.
- (ii) Use of technology - Multimedia centre, OHP, Video, tape recorder Computer assisted instruction.
- (iii) Use of media : TV, Newspaper, Advertisements
- (iv) Language - Lab

Reference :

1. Dr. Santosh Mittal : संस्कृत शिक्षा
 2. Raghunath Safaya : संस्कृत शिक्षण
 3. Ramm Narayan Tripathi : संस्कृत अध्यापन विधि
 4. Ram Shakal Pandey : संस्कृत शिक्षण
 5. Dr. Karn Singh : संस्कृत शिक्षण
 6. Dr. Satyadeo Singh : संस्कृत शिक्षण
- Shashikala Sharma

Distribution of Marks :

- Internal Assessment - 10 marks
University Examination - 40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

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Total Marks : 40

PHYSICAL SCIENCE

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

Unit I : The Nature and scope of Physical science

1. Nature and scope of Science
2. Structure of science, substantive structure, empirical knowledge, theoretical knowledge (Facts, concepts, Hypothesis, theory, principle, law, syntactic structure of science, scientific enquiry, process of science, attitude of inquiry)

Unit II : Aims, Values & Objectives of Teaching Physical Science

1. Aims and objectives of teaching, physical science
2. Importance of physical Science curriculum

Unit III : Science Curriculum

1. Definition of curriculum
2. Principles of curriculum organization
3. Qualities of a good Science text book
4. Critical review of Physical science text book

Unit IV : Strategies of teaching Physical Science

1. Science teaching - Concepts and meaning of approaches methods, & techniques
2. Approaches - Inductive, deductive & heuristic
3. Methods - Lecture, demonstration, lecture cum demonstration, scientific problem - solving, team teaching.

4. Modern techniques of science teaching - Brain storming, quiz, seminars, discussion, scenario building.

Unit V : Instruction Planning

1. Importance & use of teaching aids
Visual : Projected aids, slides, film strips, transparencies
Audiovisual : TV Radio, Film Projector, Computed (multimedia)
Audio : Radio, Tape recorder
Non - Projected : Charts, models
2. Maintenance of register in the lab
3. Lab work & safety procedures
4. Collection, Improvisation and preservation of apparatus

Unit VI : Strengthening Science Teaching

1. Science Clubs, Eco-clubs, Museum, and Science Fairs.
2. Role of Govt. & Non Govt. organizations in popularizing Science

Unit VII : Evaluation

1. Concept, Type and importance of Evaluation
2. Tools of Evaluation
3. Construction of unit test
4. Construction of a Questions bank

Reference :

- | | | |
|-------------------------------------|---|--|
| 1. Sharma R.C. | : | Modern Science Teaching |
| 2. Sharma & Sharma | : | Teaching of Science |
| 3. Kohli Y.K. & Siddiqui M.N. | : | Science Teaching Today & Tomorrow |
| 4. Viadya N. & Rajput J.S. | : | Reshaping our School/Science Education |
| 5. Jagtap | : | Science Teaching |
| 6. Hakim D.S. | : | Science Teaching (Marathi) |
| 7. Rai B.C. | : | Modern Science Teaching |
| 8. Bandula | : | Science Teaching |
| 9. Chanda R.C. | : | Teaching of Science |
| 10. Jose S. | : | Science Teaching as Continuous Enquiry |
| 11. Rowe M.B. | : | Teaching Science as Continuous Enquiry |
| 12. Mandal | : | Educational Technology |
| 13. Usha Rao | : | Educational Technology |
| 14. Publication | : | Science in Secondary Schools |
| 15. Dr. Dubey J.R. & Dr. Singh Karn | : | Teaching of Physical Science |

Distribution of Marks :

- Internal Assessment - 10 marks
- University Examination - 40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

3x10=30 & 2x5=10

Total Marks : 40

LIFE SCIENCE

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

- Unit I : The Nature & Scope of Life Science**
1. Meaning, Nature and Scope of life science
 2. Importance of life science in school curriculum
 3. Aims & Objectives of teaching life science
 4. Specifying instructional objectives in behavioral terms.
- Unit II : Development of Instructional Material**
1. Meaning of unit planning in life science
 2. Step involved in development of teaching unit, determination of teaching points
 3. Unit plan, lesson plan
- Unit III : Aids to science teaching**
1. Classification of teaching aids
 2. Importance of teaching aids in teaching life science
- Unit IV : Science Curriculum, Science library and text books**
1. Concept, scope and principles of curriculum constructions in life science
 2. Significance of good science library and selecting of books
 3. Characteristics of good Science Book
 4. Evaluation of the text book
- Unit V : Approaches & Methods of teaching Life Science**
1. Enquiry, Problem solving, Lecture cum Demonstration, Laboratory, Project, Assignment, Team teaching, Workshops.
- Unit VI : Planning and Management of Science Laboratory**
1. Planning and organizing laboratory for practical and teaching of life science
 2. Safety in Bio-laboratory
 3. Maintenance of Science records & registers
- Unit VII : Evaluating outcome of Science Teaching**
1. Concept of Evaluation
 2. Steps in construction of objective based test
 3. Devising & adopting assessments procedure

Reference :

- | | | |
|---------------------|---|---------------------------------------|
| 1. Agarwal, D.D. | : | Methods of Teaching Biology |
| 2. Bhaskara Rao; D. | : | Teaching of Biology |
| 3. Clark, | : | Redirecting Science Education |
| 4. Mohan, Radha | : | Innovative Science Teaching |
| 5. Vaidya, N. | : | Science Teaching for the 21st Century |
| 6. Sood; T.K. | : | new Directions to Science Teaching |
| 7. Mayal, S.K. | : | Teaching of Physical & Life Science |
| 8. Pahuja Sudha | : | Teaching of Biological Science |

Distribution of Marks :

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

3x10=30 & 2x5=10

Total Marks : 40

MATHEMATICAL SCIENCE

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

Unit I : Nature of Mathematics

1. Understanding the nature of Mathematics, specially the role of Axioms, hypothesis, postulates & operations.
2. Contribution of any two mathematicians (Aryabhata, Ramanuja, Euclid, Pythagoras)
3. Importance of Mathematics in life
4. Maths across the curriculum - Its relation with other disciplines.

Unit II :

1. Aims & Objectives of Mathematics
2. Methods / techniques of teaching Maths-inductive, deductive analytic, synthetic, problem solving, lecture cum demonstration, drill, assignments, graded presentation.

Unit III :

1. Special programme & motivational schemes for gifted children.
2. Diagnosis causes and remedies of backwardness in mathematics.

Unit IV : Mathematics Teacher

1. Qualities and Qualifications
2. Professional growth
3. Difficulties faced by the teachers and suggestive measures to overcome them

Unit V : Curriculum and Text Book of Mathematics

1. Critical study of syllabus of deferent stages in accordance with the theoretical principles of curriculum construction.
2. Organization of content on the basis of topical and concentric approaches.
3. Characteristics of a good text book of Mathematics
4. Evaluation of text books (Std. V to XII)

Unit VI :

1. Mathematics room & Its equipments, Maths Laboratory
2. Co-Curricular activities : Games, Quiz, Puzzles, Visits, Talks
3. Organization & importance of Maths Club

Unit VII : Instructional Material

Type, Importance; uses with special reference & following visual aids

1. Projected aids - Slides, Transparencies
2. Non - projected - Charts, Models, Boards, Calculators
3. Audio Visual - TV Video

Unit VIII :

1. Making a lesson plan and construction of an achievement test in mathematics.
2. Designing of some experimental projects in Maths

Unit IX :

1. Popularizing mathematics

Reference :

- | | | |
|------------------------|---|---|
| 1. Haggarty Lind | : | New Idea of Teacher Education : A Mathematics Framework |
| 2. Mangal, SK. | : | A Text Book in Teaching Mathematics |
| 3. Butler & Wren | : | Teaching a Secondary Maths |
| 4. Yong | : | Teaching of Mathematics |
| 5. Davis | : | Teaching of Maths |
| 6. Sidhu, Kulbir Singh | : | The Teaching of Mathematics |
| 7. Wider, Sue | : | Learning to Teach Mathematics in School |
| 8. Kulshrestha, A.K. | : | Teaching of Mathematics |
| 9. James, Anice | : | Teaching of Mathematics |
| 10. Banga, Chaman Lal | : | Teaching of Mathematics |
| 11. Shukla, C.S. | : | Teaching of Mathematics |

Distribution of Marks :

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

$3 \times 10 = 30$ & $2 \times 5 = 10$

Total Marks : 40

HOME SCIENCE

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

Unit I : Meaning and Scope of Home Science

1. Meaning, Nature of Home Science and its place in the secondary school
2. Aims & Objectives of teaching Home Science at Senior Secondary level
3. Importance and Scope of Home Science

Unit II : Methods and Approaches of teaching Home Science

1. Discussion method,
2. Lecture and question and answer method

3. Project method
4. Problem solving method
5. Demonstration method
6. Laboratory method
7. Dramatization and field trips

Unit III : Teaching Learning Process in Home Science

1. Teaching of Child Development
2. Teaching of Food, Health and Nutrition
3. Teaching of Textile and Clothing
4. Teaching of Home Management

Unit IV : Audio Visual Aids in Teaching Home Science

Unit V : Home Science Teacher

1. Qualities of good Home Science Teacher
2. Role of Home Science Teacher

Unit VI : Curriculum Contentions

1. Concept, Principles, Basis and Measures
2. Curriculum for Secondary School stage
3. Unit planning - Meaning, Importance, Steps, Advantages

Unit VII : Lesson Planning

1. Concept of Planning for Home Science Teaching
2. Various steps of Lesson Planning

Unit VIII : Evaluation in Home Science teaching

1. Concept of measurement and evaluation
2. Criteria of good evaluation
3. Preparation of blue print in evaluation

Reference :

- | | | |
|----------------------------|---|---------------------------------------|
| 1. Chandra Arvinda | : | Fundamentals of Teaching Home Science |
| 2. Das, R.R. & Ray Binita | : | Teaching of Home Science |
| 3. Devdas R.P. | : | Teaching of Home Science |
| 4. Sukhiga S.P. & Mahnotra | : | गृह विज्ञान |
| 5. Shery S.P. | : | गृह प्रबन्ध व व्यवस्था |

Distribution of Marks :

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

3x10=30 & 2x5=10

Total Marks : 40

HISTORY METHOD

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

Unit I : Concept of History

1. Concept of History, Aims and objectives of teaching History, Place and importance of teaching the subject at secondary and higher secondary level of Education.

Unit II : Methods

1. Method of Teaching - Story telling, Dramatization and Role play, Lecture, Discussion, Source, Question & Answer, Project, Self Study.

Unit III : Co-Relation with other subjects

1. Co-relation with other school subjects, Geography, Literature, Philosophy, Science, Economics, Political Science, (Civics)
2. Scientific approach to teaching the subjects
 - Concept based teaching
 - Generalization based teaching
 - Maxims of teaching-known to unknown, simple to complex, concrete to abstract

Unit IV : Co Curricular Activities

1. Importance and organization of co-curricular activities, clubs, visits, celebration of days of National importance and festivals.
2. Knowing History through Excursion, Museum
3. History room needs, equipments, maintenance

Unit V : Qualities of Teacher

Qualities and qualifications of a good History teacher, Challenges faced by the History teacher in the present day context.

Unit VI : Instructional Materials and teaching Aids - Types and Importance

1. Visual - CB, charts, pictures, graph, maps, globes, models, flannel board
2. Auditory - Radio, gramophone, phonograph records
3. Audio Visual - TV Motion pictures, films.
4. Miscellaneous - Booklets, Newspaper, Magazine, Computer assisted instructions.

Unit VII : Examination and Evaluation of History

1. Planning of History Lesson
2. Unit Planning

Reference :

1. Gosh, K.D. : Creative Teaching of History, Bombay
2. NCERT : Teaching History in Secondary Schools
3. Vajreshwari, R. : A Handbook of History Teachers
4. Tyagi, Guru Sharan Das : इतिहास शिक्षण
5. Kocher, S.K. : Teaching of History
6. Sharma, R.A. : इतिहास शिक्षण

Distribution of Marks :

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

3x10=30 & 2x5=10

Total Marks : 40

CIVICS METHOD

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

- Unit I** : Meaning and Scope of Civics / Political Science
- Unit II** : Aims & Objectives of teaching Civics at Various stages of Education
- Unit III** : Relation of Civics with other Social Sciences
- Unit IV** : Curriculum of Civics in School, Meaning, Definition, Principles, Curriculum Principle of selection and organization of curriculum
- Unit V** : Methods of teaching : Unit Method, Source Method, Discussion Method, Problem Method, Projects Method, Socialized Recitation Method
- Unit VI** : Audio Visual Aids in Civics
- Unit VII** : Civics Room, Museum and club
- Unit VIII** : Textbook and Reference books in Civics
- Unit IX** : Civics Teacher
- Unit X** : Examination & Evaluation in Civics
- Unit XI** : Practical Activities in Civics (Youth parliament, UNO etc.)
- Unit XII** : Planning of Civics lesson
- Unit XIII** : Concept of citizenship and its important on present day social order

Reference :

1. R. Tripathi & K. Tripathi : Teaching of Civics
2. Rai B.C. : Methods of Teaching Civics
3. N.R. Saxena, B.K. Mishra : Teaching of Social Studies
P.K. Mohanty
4. J.S. Walia : Teaching of Social Studies
5. Kochar S.K. : Teaching Social Studies
6. Saxena N.R. : Teaching of Civics
7. Yadav Nirmal : Teaching of Civics & Political Science
8. Binning & Binning : Teaching of Social Studies
9. Mital H.C. : Teaching of Social Studies
10. Tyagi G. : नागरिक शास्त्र का शिक्षण
11. Kshtria K. : नागरिक शास्त्र का शिक्षण
12. Singh Rampal : नागरिक शास्त्र का शिक्षण
13. Tyagi G. : नागरिक शास्त्र का शिक्षण
14. Agarwal N.N. : Teaching of Political Science

- | | | |
|---------------------|---|---------------------------------|
| 15. Buch H.B. | : | Improving Instruction in Civics |
| 16. Sufia Maharotra | : | नागरिक शास्त्र का शिक्षण |
| 17. White F.M. | : | Teaching of Modern Civics |
| 18. Mouley & Rajput | : | नागरिक शास्त्र का शिक्षण |

Distribution of Marks :

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

3x10=30 & 2x5=10

Total Marks : 40

ECONOMICS METHOD

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

- Unit I** : Economics and its Aims
1. Nature, Scope, Importance of Economics, Aims & Objectives of teaching at secondary and higher secondary level.
 2. Co relation of Economics with Mathematics, History, Geography, Science and Language
- Unit II** : **Approaches to teaching Economics Methods (Importance, procedure, advantages and limitation)**
1. Lecture cum discussion method
 2. Project method
 3. Problem solving method
 4. Symposium
 5. Self Learning
 6. Dramatization
- Unit III** : **Pedagogical Analysis (in relation to core elements given in NPE 1986)**
1. Unit Analysis
 2. Instructional Objectives and procedure
 3. Planning in Economics
- Unit IV** : **Economics Curriculum and its Objectives**
1. Meaning of Curriculum
 2. Importance of Economics Curriculum at the School : Secondary & Higher Secondary Stage
 3. Principles and organization of Curriculum
 4. Innovations in Curriculum
- Unit V** : **Economics Teacher**
1. Qualities and qualification
 2. Role and responsibility
 3. Professional Growth
 4. Diagnostic testing and remedial teaching

Unit VI : Facilities and Equipments

1. Instructional material and teaching aids
 - (i) Visual - Chalkboard, Chart, pictures, graphs, maps, globes, objects, models, specimens and Flannel board
 - (ii) Auditory - Radio, recorders
 - (iii) Miscellaneous - Booklets, Newspapers, Magazines
2. Computer assisted instructions.

Unit VII : Examination & Evaluation in Economics

References :

1. Rai B.C. : Method : Teaching of Economics
2. Sharma K. : Teaching of Economics
3. Siddiqui : Teaching of Economics
4. Yadav A. : Teaching of Economics
5. Aggrawal J.C. : Teaching of Economics : A practical Approach
6. राव जी कामेश : अर्थशास्त्र शिक्षण
7. सिंह रामपाल एवं कुमार धर्मेन्द्र : अर्थशास्त्र शिक्षण
8. त्यागी गुरसरणदास : अर्थशास्त्र शिक्षण
9. राव जी. कामेश : अर्थशास्त्र शिक्षण
10. मल्लिक डी.एस. : अर्थशास्त्र शिक्षण
11. गुप्ता रेणु : अर्थशास्त्र शिक्षण

Distribution of Marks :

- Internal Assessment - 10 marks
University Examination - 40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

3x10=30 & 2x5=10

Total Marks : 40

GEOGRAPHY METHOD

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

Unit I : Nature and Scope of Geography

1. Unique position of Geography among social sciences
2. Geography as a bridge between arts and science

Unit II : Aims & Objectives of Geography as a means to :-

1. Understand the life of Man and his environment
2. Develop a balance understanding of the people of the world
3. Create awareness of relationship between resources and over population

Unit III : Concept of Geography

1. Geography in the description of the earth
2. Study of landscape physical and cultural
3. Science of distribution on earth
4. Study of the earth as the home of man and the interaction between man and his environment

- Unit IV : Planning the Geography Curriculum, Its importance, Basic principles and technique of curriculum construction for different levels.
- Unit V : Correlation of Geography with othe subjects
- Unit VI : Local Geography Its meaning, significance and usefulness
- Unit VII : Method of teaching Geography
1. Story telling, Text book, Observation & direct, Libratory, Regional & Comparative Project, Discussion method.
 2. Lesson planning in Geography teaching
- Unit VIII : Geography Teacher
- Unit IX : Teaching Aids : Kinds importance, Chalk Board, Globes, Maps, Atlas, Charts, Models, Pictures, Projected Aids.
- Unit X : Methodology : Instruments and Sample Survey, Instruments : types and uses
- Unit XI : Geography Room : Laboratory, Geography Museum, Excursion - their importance & Equipment
- Unit XII : Environment Pollution : A Geographical Problem
- Unit XIII : The importance of Audio - Visual in Geography
- Unit XIV : Examination, Evaluation and Measurements in teaching Geography

References :

- | | | |
|-----------------------------|---|---------------------------|
| 1. R.P. Singh | : | Teaching of Geography |
| 2. J.P. Verma | : | Teaching of Geography |
| 3. J.C. Bhattacharya | : | भूगोल अध्यापन |
| 4. R. Tripathi | : | भूगोल शिक्षण |
| 5. Sanjay Dutta & O.P. Garg | : | Teaching of Geography |
| 6. Ram Bachhan Rao | : | भूगोल शिक्षण में नये आयाम |
| 7. Yadav Siyaram | : | भूगोल शिक्षण |
| 8. Singh Sawindra | : | भूगोल शिक्षण |
| 9. Singh Sachidananda | : | भूगोल शिक्षण |
| 10. Pandey Raushakal | : | Geography Teaching |
| 11. Yadav Hiralal | : | Teaching of Geography |
| 12. Singh Sabindra | : | Teaching of Geography |

Distribution of Marks :

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

$$3 \times 10 = 30 \text{ \& } 2 \times 5 = 10$$

Total Marks : 40

COMMERCE METHOD

Course 7a/7b : Pedagogy of a school subject - Part-I (1/2) & Part-II (1/2)

[50 Marks]

Unit I : Concept of Commerce

1. Meaning need and scope of Commerce
2. Importance of the subject
3. Aims and objectives of teaching at Secondary and Higher Secondary Level
4. Co-relation with other subjects like Business Maths, Economics, Geography, Book Keeping Science, language

Unit II : Planning

1. Lesson planning, unit planning, annual planning with objectives, procedures and evaluation.

Unit III : Method of Teaching

1. Expository based - Lecture, debate, discussion, story telling
2. Discovery based - Experimental, inquiry, problem solving
3. Activity based - Simulation / gaming, survey, case study, project
4. Individualized Instructive based - Computer assisted instruction modular, Mastery learning, Dalton plan
5. Group Dynamics based - Seminars, conference, panel discussion, symposium

Unit IV : Text book in commerce

1. Characteristics, importance of text books
2. Criteria for their selection

Unit V : Commerce Teacher

1. Qualification and training, qualities
2. Roles and responsibilities
3. Professional growth

Unit VI : Co-curricular activities

Objectives, Importance, Principles of organization

Practical visits / assignment :

Stock exchange, Bank, Insurance Company, department store, mall, Account / Commerce Club and its activities.

References :

- | | | |
|---------------------|---|--|
| 1. Khan Maha Sharif | : | The Teaching of Commerce |
| 2. Singh M.N. | : | Methods and Technique of Teaching Commerce Subject |
| 3. Rao Seema | : | Teaching of Commerce |
| 4. Dr. Singh R.P. | : | Teaching of Commerce |
| 5. डॉ० कुमार मुकेश | : | वाणिज्य शिक्षण |
| 6. शर्मा वी०एल० | : | वाणिज्य शिक्षण |

7. मित्तल अमित	:	वाणिज्य शिक्षण
8. पाल हंसराज	:	वाणिज्य शिक्षण
9. Tomer Sanjiv	:	Teaching of Commerce
10. Gupta Rainu	:	Teaching of Commerce
11. Agrawal J.C.	:	Teaching of Commerce

Distribution of Marks :

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long - answer questions from which the examinees will attempt three carrying 10 marks each and four short - answer questions from which examinees will attempt two, carrying 5 marks each.

3x10=30 & 2x5=10

Total Marks : 40

Note : *Micro Teaching, Demonstration, Simulation classes will be organized according to convenience of the institution concerned.*

Course EPC1 : **Reading and Reflecting on Texts :** [50 Marks]

- The role of language and the pedagogy of reading and writing.
- The aims of the readings interactively - individually and in small groups
- Different types of reading skill and strategies : Narrative texts, Field Notes, Ethnographies
- Expository texts : Learn to make prediction, check their prediction, answer questions and summarize them, Responding to a text with one's own opinions or writing within the context of other's ideas.

Possibilities of Practical Work :

- Read and respond to a variety of texts in their own ways (creative or critical)
- Learn to think together depending on the text and purpose of reading.

Important : (Students will prepare project reports and files)

References :

1. Agnihotri, R.K. : Multilingualism as a classroom recourse
2. Anderson, R.C. (1984) : Role of the reader's schema in comprehension, Learning & memory
3. Delpit, L.D. (2012) : The silenced dialogue : Power and pedagogy in educating other people's children.
4. Dr. Arya Sharma : Teaching of English

N.B. - Visit to e.Book Library (electronic library) & website

Distribution of Marks :

Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The projects reports as well as the knowledge of the student shall be assessed jointly by 1 External and 1 Internal examiner.

Course EPC2 : Drama and art in education (1/2) [50 Marks]

1. Aims and Objectives of teaching art and drama in schools.
2. Place of Art in school education - child art, its characteristic.
3. The Art Teacher : Role, Areas of activities viz. Environment, Participation in life, visit to be the place of Art.
4. Methods of teaching art / drama
5. Activities related to Drama / Art.
 - Organization of School exhibition
 - Art exhibition with different articles and waste materials
 - One act play, Role play and cultural show
 - Preparation of teaching aids, articles of decoration

Important : (Students will prepare project reports and files)

References :

1. Armstrong, M. (1980) : The practice of art and the growth of understanding.
2. Davis, J.H. (2008) : Why are schools need the arts.
3. Healthcote, D. & Bolton, G. (1995) : Drama for learning
4. John, B. Yogin, C. & Chawla, R. (2007) : Playing for real : Using drama in the Classroom
5. Prasad, D. (1998) : Art as the basis of education.

N.B. - Visit to e.Book Library (electronic library) & website

Distribution of Marks :

Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The projects reports as well as the knowledge of the student shall be assessed jointly by 1 External and 1 Internal examiner.

Course EPC3 : Critical Understanding of ICT (1/2) [50 Marks]

Unit I (a) Concept of ICT or ICT in Education : Definition, Its Nature, Aims and Objectives and Importance of ICT.

(b) Educational Technology and ICT.

Unit II : Teaching Learning Materials

(a) Audio materials, visual and audio visual materials.

(b) Project and non Project materials

(c) Computer, E-mail, Internet.

Unit III : Emerging communication; communication satellite, Teleconferencing, Interactive Broadcasting, Language Lab mobile service.

Unit IV (a) Computer in Teaching learning

(b) Computer in Evaluation

(c) Computer in Educational Administration

Practical : (Each student will prepare at least on Power Point Presentation and computerized assignment)

Important : (Students will prepare project reports and files)

References :

1. Mohanty J. : Educational Technology & Communication Media
2. Mohanty J. : Educational Technology
3. Kulkarni S.S. : Introduction to Educational Technology
4. Kumar K.L. : Educational Technology
5. Sampath K. Pannirselvam : Introduction to Educational Technology
- A. Santhanam S.
6. Balia J.S. : Educational Technology
7. Rajaseker S. Vanaja M. : Educational Technology and Computer Education
8. Kulsreshtha S.P. : Foundation of Educational Technology
9. Sharma R.A. : Educational Technology and management
10. Aggrawal J.C. : Educational Technology and management

Distribution of Marks :

Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The projects reports as well as the knowledge of the student shall be assessed jointly by 1 External and 1 Internal examiner.

Year - 2

N.B. - There will be examination for Course 7b in Second Year.

Course 7b : Pedagogy of a school subject - Part-II (1/2)

[50 Marks]

N.B. : Content Test - Class VII to X and XI to XII

(The Institutions will take content test of secondary school syllabus before sending the students for school internship.)

School Internship

[150 Marks]

Course 8 : Knowledge and Curriculum

[100 Marks]

Unit I : Curriculum, Aims and objectives

1. What is curriculum, syllabus / Text Book?
2. Aim and Objective of curriculum.
3. Principles and procedures of curriculum construction
4. Relationship between curriculum and syllabus

Unit II : Designing of curriculum

1. Role of state and school in designing curriculum with reference to its activities, rules, disciplines and time table.

Unit III : Epistemological bases of education

1. Epistemological bases : - Differences between
 - Knowledge and school
 - Teaching and training
 - Knowledge and information
 - Reason and belief

2. Child centre education - activity, discovery, dialogue with reference to philosophy of Gandhi and Tagore Dewey and Plato.
- Unit IV** : **Concept of : Nationalism, Universalism, Secularism and their interrelationship with education with referene to Tagore and Krishnamurti.**
- Unit V** : **Philosophical Basis of Education Indian and Western thinkers.**
 Indian thinkers :- Gandhi, Tagore, Vivekananda, Aurbindo
 Western thinkers :- Rousseau, Froebel, Pestalozzi, John Dewey
- Unit VI** : **Social bases of education**
1. Social bases of education in the context of society, culture and modernity.
 2. Historical changes introduced by industrialization, Democracy, ideas of Individual Autonomy.
 3. Education in relation to modern values :-
 - Equity and equality
 - Individual opportunity and social justice and dignity with reference to Ambedkar.

References :

- | | | |
|---|---|---|
| 1. Deng, Z (2013) | : | School subjects and academic disciplines |
| 2. A. Luke, A. Woods, & K. Weir | : | Curriculum, syllabus design & equity |
| 3. Curriculum Development | : | S. Arulswamy |
| 4. Great Educators | : | Ram Babu Gupta |
| 5. Ideas and Great Western Educators | : | Chaula and Chaula |
| 6. Apple, M.W. (2008) | : | Can schooling contribute to a more just Society" Education citizenship and social Justice |
| 7. Apple, M.W., Beane, J.A. (2006) | : | Democratic schools : Lessons in powerful education |
| 8. Education in emerging Indian social | : | Dr. J.S. Walia |
| 9. Education in emerging Indian al | : | Dr. G. Singaravelu |
| 10. Foundations and Development
Education in Emerging Indian Society | : | N.R. Swaroop Saxena, Dr. Hari Shankar
Singh (2013) |
| 11. Curriculum Development | : | Dr. S. Arulsamy |
| 12. Education in emerging India | : | S. Gupta |
| 13. On Education for teacher educators | : | Padma Satakopopachari |

N.B. - Visit to e.Book Library (electronic library) & website.

Distribution of Marks :

Internal Assessment - 20 marks

University Examination - 80 marks

There shall be eight questions from which the examinees will attempt five. Each questions will carry equal marks. 5x16=80

- Course 9 : Assessment for learning [100 Marks]**
- Unit I : Significance of Evaluation in Teaching Learning Process**
1. Definition and meaning of evaluation, differences among measurement, assessment and evaluation.
 2. Scales of measurement : Nominal scale, ordinal scale, interval scale and ratio scale.
 3. Approaches of evaluation : Formative and summative, criterion Referenced and Norm Referenced Evaluation, Internal and External Evaluation.
 4. Instructional Objectives and their specification in behavior terms.
 5. Bloom's and Anderson's taxonomy of educational objectives in cognitive, affective and psychomotor domain.
- Unit II : Techniques and Tools of Evaluation**
1. Meaning of testing and interpretation of test results
 2. Techniques of Evaluation Self - Reporting, Observation, Peer Rating and Sociogram.
 3. Tools of testing - Rating Scales, Inventories, Anecdotal Record, Interview Schedules and Cumulative Record Cards.
- Unit III : Learner Evaluation Process**
1. Construction of Teacher Made Achievement Test - Design, Blue Print, Preparing the Question Paper and Marking Scheme, Steps in Standardizing and Achievement Test.
 2. Different types of questions
- Unit IV : Statistics; Interpretation and Significance**
1. Concept and types of statistics
 2. Utility of statistics in teaching - learning process
- Unit V : Tabulation of data its graphical representation**
1. Classification and tabulation of un - grouped and grouped data
 2. Graphical representation of data : Histogram, Frequency polygon, Cumulative frequency curve, Pie chart and Ogive.
 3. Applications of various graphical representations of data
- Unit VI : Measures of Central Tendency**
1. Mean, Median and Mode : Correlation co efficient their nature and characteristics.
 2. Methods of calculation and their application to test scores
- Unit VII : Measures of Dispersion**
1. Range, Quartiles Deviation, Mean Deviation and Standard Deviation Nature and Significance
 2. Methods of calculation and their application to test graphical
- Unit VIII : Measures of Relative Position**
1. Percentiles and Quartiles - Nature and significance
 2. Methods of calculation - statistical and graphical

References :

1. Axon A, & Axon E.N. : Statistics for Psychology
2. Asthana B. : Measurement and Evaluation in Psychology and Education
3. Bhatnagar A. B. & Bhatnagar M. : मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन

4. Dash B.N. & Dash N.	:	Educational Measurement, Statistics and Guidance Services
5. Garrett H.E.	:	Statistics and Psychology and Education
6. Guilford J.C. & Fruchter B.	:	Fundamental Statistics in Psychology and Evaluation
7. Gupta S.P.	:	शिक्षा तथा मनोविज्ञान में आधुनिक मापन तथा मूल्यांकन
8. Lal J.P. (2006)	:	Educational Measurement and Evaluation
9. Linn R.L. & Miller M.D.	:	Measurement and Assessment in Teaching
10. Sharma R.A.	:	मापन एवं मूल्यांकन
11. Sharma R.A.	:	Essentials of Measurement in Education and Psychology.
12. Sharma R.A.	:	Elementary Statistics in Education and Psychology
13. Sharma R.A.	:	Advanced Statistics in Education and Psychology
14. Sharma T.R. & Bhargava V.	:	Elementary Statistics in Education and Psychology
15. Singh L.S.	:	मापन मूल्यांकन एवं सांख्यिकी
16. Smith D.	:	Measurement and Evaluation in Secondary Schools
17. Thorndike R.L. & Nagen H.	:	Measurement and Evaluation in Psychology and Education
18. Vashist S.R.	:	Practice and Educational Evaluation
19. Vashist S.R.	:	Theory of Education Measurement
20. Varma R.P.	:	शैक्षिक मूल्यांकन

Distribution of Marks :

Internal Assessment - 20 marks

University Examination - 80 marks

There shall be eight questions from which the examinees will attempt five. Each questions will carry equal marks. 5x16=80

Course 10 : Creating an Inclusive School (1/2) [50 Marks]

Unit I : Meaning, Nature and scope of Inclusive education.

1. Meaning and scope of Inclusive Education / Special education.

2. Inclusive education in different perspectives :-

- Historical perspective
- Meaning of normality
- Meaning of exceptionality
 - Quantitative Concept
 - Qualitative Concept
 - Statistical Concept
 - Medical Concept

3. Aims / Objectives of creating an inclusive school.

4. Definition of "disability" and "Inclusive" within the education framework (NPE 1986, UNESCO 1989, RTE Act. 2009)

5. Need and importance of Inclusive education.

- Unit II : Learning Disabilities and Educational Adaptation**
1. Historical background and definitions of learning disabilities.
 2. Characteristics of learning disabled children :-
 - Cognitive
 - Educational
 - Physical
 - Behavioral
 - Communication
 3. Types of learning disabilities
 4. Teaching of learning disabilities
 5. Treatment of learning disabilities :-
 - Behaviour guidance method
 - Cognitive behaviour modification
 6. Adaptation teaching methods :-
 - Improving basic skills
 - Improving classroom behaviour
 - Improving social behavior

- Unit III : Instruction and Assessment Procedure**
1. Components of effective Instruction
 2. Individualized education programs
 3. Special teaching method
 4. Special Instructional adaptation
 5. Special procedure in special education
 6. Technique of assessment in special education
 7. Behavior assessment in special education

References :

1. Educating exceptional children : S.K. Mangal
An Introduction to special education
2. Foundation of educational Psychology : Walia J.S.
3. Special Education : M.S. Ansari (2008)
4. Both, T. & Aniscow, M., (2000) : Index for inclusion : Developing learning & Participation in school.
5. UNESCO (2009) : Policy guidelines on inclusion in education

N.B. - Visit to e.Book Library (electronic library) & website.

Distribution of Marks :

Internal Assessment - 10 marks
University Examination - 40 marks

There shall be six questions from which the examinees will attempt five. Each questions will carry equal marks.

5x16=80

GARDENING

- Unit I : Gardening**
1. Concept, need and importance of Work Experience with special emphasis on Gardening
 2. Objectives of teaching Gardening in schools
 3. Method of teaching
 4. Evaluating Students work

- Unit II : Materials and Tools**
1. Seeds, Cutting and grasses : types, uses and resource
 2. Pots, types, uses and resources
 3. Manure & Fertilizers : types, sources and importance
 4. Tools & Equipments - Sources, function and uses

- Unit III : Content Enrichment**
1. Soil classification texture and structure
 2. Methods of preparation
 - (a) Sexual and Vegetative
 - (b) Cutting, lying, grafting and budding
 - (c) Ornamental Gardening
 - (i) **Ornamental Plants** : types and their classification
 - (ii) Techniques of growing vegetables
 - (d) Kitchen Gardening
 - (i) **Vegetables** : Types, (seasonal & perennial)
 - (ii) Techniques of growing vegetables

Practical Work :

1. Preparing the compost
2. Pot Culture - Filling and preparing pots for sowing seeds and plants
3. Plant propagation stem cutting, budding, grafting, and laying
4. Planting and pruning different kinds of hedges
5. Preparing Bonai of common plants like Peepal, Bargad, Pikhan, Bougainvillea, Mango
6. Project collecting and pasting pictures of common flowering plants, their sowing techniques and seasons of flower.

References :

- | | | |
|--------------------------|---|-----------------------------------|
| 1. Swamienger Gopal K.S. | : | Complete Gardening in India |
| 2. Parthasarthy ICAR | : | Handbook of Agriculture |
| 3. Upadhyaya K.D. | : | "Plant" Protection (Insect, Pest) |
| 4. Srivastava K.P. | : | A Textbook of Applied Entomology |
| 5. Fisher Sue | : | Garden Colour |
| 6. Trivedi P.P. | : | Home Gardening |
| 7. Pavey A. Graham | : | Flower Gardens |
| 8. Pavey A. Graham | : | Container Gardens |

Distribution of Marks :

Internal Assessment - 10 marks (to be awarded on Practical Note Book)

University Examination - 40 marks

Note : Practical examination shall be conducted and evaluated jointly by one External & one Internal Examiner.

Vocational / Work Education :

[50 Marks]

BASICS OF COMPUTER

Unit I : Fundamentals of Computer

1. Introduction, Characteristics of Computers
2. Essential Components of Computer
 - ❖ Input Unit
 - ❖ Central Processing Unit
 - ❖ Output Devices
3. Types of Memory, Storage devices
4. Computer Languages (Assembly, Machine, High Level)
5. Uses & Applications of Computer

Unit II : Introduction to Operating system

1. Components & Types of Operating system
2. Basics of MS Windows
3. Components of Windows
4. Advantages of Windows

Unit III : Introduction to MS-Office

1. Microsoft Word

- ❖ Introduction, Components of Word documents, Basics of Word Processing
- ❖ Saving/Opening new Documents / Files in different locations (Drives)
- ❖ Text Editing, Spell check, Insert pictures word Art.
- ❖ Text Printing, Mail merge

2. Microsoft Excel

- ❖ Introduction, components of excel
- ❖ Enter & edit data in Excel Work sheet
- ❖ Statistical application
- ❖ Function
- ❖ Graphical representation, How to create / draw graphs
- ❖ Standard statistical function

3. Microsoft Power Point

- ❖ Introduction, application
- ❖ Creating & viewing a presentation
- ❖ Clip Art
- ❖ Editing the presentation
- ❖ Slide Show

Unit IV : Introduction to Internet & E-mail

1. Internet, History & Working, Characteristic of Internet
2. Electronic Mail
3. Browsing Internet
4. World Wide Web (WWW)
5. Advantage of Internet
6. Educational Websites

PRACTICAL

MS-Windows :

- ❖ Creating folder, opening, moving and searching files and folders.
- ❖ Use of accessories : Calculator, Notepad, Paint, Word Pad

MS-Word :

- ❖ Opening new document, saving, closing, opening the old document, Exit word.
- ❖ Selecting text with mouse and key, copy, cut, paste, find and replace, delete text, check spelling & grammar, Bold, Italic, underline text, font size, color & effect.
- ❖ Changing case, text alignment & orientation, setting border & shading, bullets & numbering, header & footer.
- ❖ Inserting graphics, word art, pictures, clip art, tables, mail merge.
- ❖ Printing

MS-Power Point :

- ❖ Creating presentation, entering contents in slide, P.P. views
- ❖ Insert, delete and duplicate slide.
- ❖ Apply designs, change color scheme, slide background, color, font size, header & footer
- ❖ Animations and transitions, setting timings for slide show, rehearsing time, add transition, animate text & object, insert music or sound, insert video.

MS-EXCEL :

- ❖ Writing in a worksheet, save unnamed workbook, exit.
- ❖ Opening existing workbook, selecting cells, changing and editing worksheet content, moving, copying, deleting ranges.
- ❖ Changing column width, font size, color, bold, italic, underline. Formatting numeric content, date & time, applying border and shading. Inserting & removing sheet, insert cells, rows, columns, charts.
- ❖ Function : Sum, count, average / max. Min, sort.

INTERNET :

- ❖ E-mail : Create e-mail Account
- ❖ Sending, message, attaching files
- ❖ Receiving & replying, deleting, forwarding, message
- ❖ Use of search engines : downloading information

References :

1. Rajaraman V : Fundamentals of Computers
2. Ram V : Fundamentals of Computers
3. Balaguruswami B. : Fundamentals of Computers
4. Rajshekhar S. : Computer Education
5. Dangwal Kiranlata : Computer in Teaching
6. Goyal H.K. : कम्प्यूटर शिक्षा
7. Upadhaya A. & Singh N. : कम्प्यूटर शिक्षा
8. Singhal V.K. (ed.) : रंपिडैक्स कम्प्यूटर कोर्स

Distribution of Marks :

Internal Assessment	-	10 marks (to be awarded on Practical Note Book)
University Examination	-	40 marks

Note : Practical examination shall be conducted and evaluated jointly by one External & one Internal Examiner.

Vocational / Work Education :

[50 Marks]

FINE ARTS

Content :

1. Definition of Arts.
2. Aims and Objectives of teaching art and craft in schools.
3. A Brief History of Indian Art : Pre-historic period to Modern Indian Art
4. A Brief History of Western Art : Pre historic period to Modern times.
5. The Art Teacher - role, areas of activities, viz. Environment, participation in life, excursion of the place of Art.
6. Technique of Drawing & Painting - Color Theory
7. Theory of Perspective
8. Aesthetics

PRACTICAL

1. Drawing from Nature - Tree, Flower, Landscape
2. Two Dimensional Design - Poster making, Collage, Illustration
3. Three Dimensional Design - Clay, Wood, Wax, Thread etc.
4. Calligraphy - Hindi & English
5. Figure drawing - Human & Animals
6. Man Made Objects - (E.G. Building, Furniture, Vehicle, commonly used objects)

References :

1. Sinha Gayatri : Art and Visual Culture in India 1857 - 2007
2. Chaitanya Krishna : A History of Indian Painting

Distribution of Marks :

Internal Assessment	-	10 marks (to be awarded on Practical Note Book)
University Examination	-	40 marks

Note : Practical examination shall be conducted and evaluated jointly by one External & one Internal Examiner.

TAILORING**Unit I : Textile and clothing**

- ❖ History of textile and clothing
- ❖ Characteristics, Importance of textile and clothing
- ❖ Classification of textile and clothing
- ❖ Textile clothing of the body
- ❖ The Laundry of the clothing

Unit II : History of Sewing Machine

- ❖ Types of Sewing Machine
- ❖ Parts and Tools of Sewing Machine
- ❖ Machine faults and their remedies
- ❖ Pattern making and cutting
- ❖ Precautions in drafting and sewing
- ❖ Maintenance of sewing machine

Practical Work :

- ❖ Embroidery work
- ❖ Drafting and Stitching
- ❖ Baby Frock
- ❖ Baba Shirt and Pant
- ❖ Blouse and Petticoat
- ❖ Salwar and Kurta

References :

- | | | |
|-----------------------------------|---|--|
| 1. वार्षीय शशीए वार्षीय प्रियंका | : | सिलाई कढ़ाई शिक्षा |
| 2. प्रकाशवंती : होम टेलरिंग कोर्स | : | |
| 3. हंस एल.आर. | : | कटिंग एण्ड टेलरिंग – पार्ट 1 |
| 4. टमटा जी. एल | : | टेलरिंग – कटिंग एण्ड फैशन डिजाइनिंग |
| 5. Verma Gayatri & Deo Kapil | : | Cutting and Tailoring Course Illustrated |

Distribution of Marks :

- Internal Assessment - 10 marks (to be awarded on Practical Note Book)
 University Examination - 40 marks

Note : Practical examination shall be conducted and evaluated jointly by one External & one Internal Examiner.

Course EPC4 : Understanding the self

[50 Marks]

Unit I : Holistic and integrated understanding of human self and personality :

- WHO AM I?
- Individual in society with different Identities : Gender, relational, cultural.
- Beliefs : Stereotypes and prejudices
- Relationship with self, others, family, society
- "I" - A teacher. Who a teacher is? Role of a teacher, Qualities and Functions.
- Communication skills including the ability to listen and observe.

Unit II : Personality development

- Self exploration : Knowing ones strengths and weaknesses, Positive strokes and negative strokes etc.
- Spiritual / Character Development
- Self - Esteem
- Emotions
 - ❖ The Power of Emotions in Human Behavior
 - ❖ Understanding of the Emotions
 - ❖ Growth toward Emotional Maturity
 - ❖ Stages of Emotional Growth

Unit III : Philosophy of Yoga

- Meaning of Yoga
- Yoga as a way to Healthy and Integrated Living
- Characteristics of the practitioners of Yoga
- Utility of yoga in different contexts. (Exercise : Meditation, Pranayam)

The course shall focus on the following exercises :

- Revisiting one's childhood experience - influence, Limitations and potentials while empathizing with other childhoods, and also the childhood experiences of one's peers.
- Personal narratives, Life stories, Group interaction and film reviews.

Workshops : The institutions can invite resource persons according to their convenient.

Possibilities : Johari Window, Transactional analysis, Communication Skills, Enneagram and Strees Management etc.

N.B. : Methodologies : Interactive sessions & Excercises. Students will prepare Personal diary.

Important : (Students will prepare some project reports and files)

References :

- | | | |
|---|---|---------------------------------------|
| 1. Hall, C., & Hall, E. (2003) | : | Human relations in education |
| 2. Coubey, M., et.al | : | Fundamentals of Physical Education |
| 3. Qureshi M.U. | : | Modern Teaching of Physical Education |
| 4. Dr. Mrunalini, T., | : | Yoga Education |
| 5. Rohr, Richerd, et.al | : | Expenencing the Enneagram |
| 6. Kegan Robert | : | The Evolving Self |
| 7. Dalal A.S. | : | Psychology Mental Health and Yoga |
| 8. Lawrence E. Cole & William F. Brouce | : | Educational Psychology |
| 9. Patricia H. Berne & Louis M. Savary | : | Building Self Esteem in children |
| 10. Goleman Daniel | : | Emotional Intelligence |
| 11. Dr. Mrunalini T. | : | Yoga Education |
| 12. Based Rajesh Kumar | : | Yoga Education and Physical Education |

Distribution of Marks :

Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The project reports as well as the knowledge of the student shall be assessed jointly by 1 External and 1 Internal examiner.