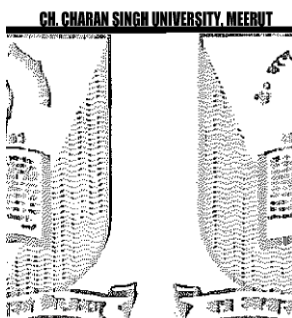


SYLLABUS FOR TWO YEAR BACHELOR OF EDUCATION B.Ed.

**For
Session 2019-21 Onward**

**&
Academic year 2019-20 of B.Ed II year session 2018-20**



**Faculty of Education
Chaudhary Charan Singh University
Meerut - 250004**

CH. CHARAN SINGH UNIVERSITY, MEERUT

FACULTY OF EDUCATION

SYLLABUS FOR TWO YEAR

BACHELOR OF EDUCATION

The present B.Ed. syllabus for two year programme has been designed on the current guidelines of NCTE, NCERT, UGC and MHRD with the view to make the student-teachers reflective practitioners. The programme is comprised of three broad inter-related curricular areas :-

- Group (A) : Perspectives in Education : Core Courses (CC) Group (B) :
Curriculum and Pedagogy : Pedagogy Courses (PC)
Group (C) : Experiences for Enhancing Professional Capacities (EPC)

Transaction of the courses is to be done using a variety of approaches, such as tasks and assignments, projects, group discussion, seminar, interactions with community in multiple socio-cultural environments, etc.

GROUP (A): PERSPECTIVES IN EDUCATION - CORE COURSES (CC)

These courses are intended to provide a conceptual understanding of relevant concepts and processes in teacher education and also situate them in the broader perspective of education and development.

CC (1) : Contemporary India and Education

This course deals with conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education.

CC (2) : Philosophical & Sociological Perspectives of Education

This course deals with philosophical and sociological issues and provides an opportunity to understand and reflect on the vision of education as well as cultural context within which education operates.

CC (3) : Growing up as a Learner

This course deals with individual development, nature and process of learning and an understanding of how learning and cognition are closely inter-related throughout individual development process.

CC (4) : Teacher, Teaching and Technology

This course deals with rules and expectations of teachers in the form of accountability and code of ethics and the nature and various aspects of the teaching process in view of the professional development of the teacher.

CC (5) : Creating an Inclusive School

This course deals with understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school.

CC (6) : Gender, School and Society

This course deals with meaning and experience of being a boy or a girl across different social groups, regions and time-periods. It also deals with gender inequalities through a variety of institutions such as the family, caste, religion, culture, the media and popular culture, law and the state.

CC (7) : Knowledge, Language and Curriculum

This course deals with meaning, nature and sources of knowledge, to develop reading for comprehension and writing skills & for curriculum development.

CC (8) : Work Education, Gandhiji's Nai Talim and Community Engagement

This course deals with Gandhiji's ideas on Experiential Learning, Nai Talim, Work Education and Community Engagement. This course is included as all-round development of children is best obtained through experiences and Education is effective only when it is transacted through work and craft and not only through books and abstraction.

GROUP (B): CURRICULUM AND PEDAGOGY - PEDAGOGY COURSES (PC)

These courses pertain mainly to help student-teachers become effective teachers. For this, it offers the student-teachers not only reorganize one's previous understanding of one's subject of specialization but also the pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, so that

they may try out evolving a few learning situations and carry them out both in simulated as well as real situations.

PC (1) & PC (2) : Pedagogy of School Subjects - I & II

These courses intend to enable student-teachers to recognise the nature of knowledge in various subject areas (Sciences-Physical/Biological/Mathematics, Social sciences, Languages-Hindi/English/Sanskrit) and will help in developing understanding of the pedagogical requirements in various teaching-learning situations. Each student-teacher will take up two subject areas of his/her own choice.

PC (3) : Assessment for Learning

This course intends to lead to an understanding and appreciation of the relevance of assessment the how and why of it, as well as develop necessary competence in involving appropriate assessment modes in line with learning objectives. It also clarifies the significant shift in emphasis of the terms 'assessment for learning' as against 'assessment of learning'.

PC (4) : Optional Course – any one of the following

- (i) Educational Administration and Management.
- (ii) Guidance and Counselling
- (iii) Environmental Education
- (iv) Computer Education
- (v) Health, Physical Education & Yoga
- (vi) Life Style Management

PC (5) : Preparation to Function as a Teacher (Teaching Skills)

This is visualised as a shorter-duration initial experience (5 weeks) of student-teachers to train in lesson-planning based on constructivistic approach, micro-teaching skills and playing the role of teacher in simulated condition as well as in real classroom situation. It will help him/her to prepare himself/herself as a teacher possessing teaching Skills.

PC (6) : School Internship

This is visualized as a longer-duration field experience (16 weeks) of student-teachers supported by relevant interactive exposures within the school. During this period he/she will observe school functioning and prepare Journal containing day-to-day report about all activities including evaluation tools and also perform an Action Research Project based on any school problem. It will help him/her to become a professional teacher, possessing teaching-competence.

GROUP(C):EXPERIENCES FOR ENHANCING PROFESSIONAL CAPACITIES (EPC)

Apart from conceptual and practical learning gained through Core Courses (CC) and Pedagogy Courses (PC), student-teachers need to develop professional competencies and to experience the fact that the teacher is much more than someone who teaches a subject. The teacher is potentially a participant in the wider education system and he/she may play not only a proactive role in the community life of the school but also as an agent of social development and social transformation. It includes a number of experiences that will enhance the capacity of student-teachers in six essential dimensions:

- EPC 1 : Strengthening Language Proficiency.
- EPC 2 : Art and Aesthetics
- EPC 3 : Reading and Reflecting on Texts.
- EPC 4 : Understanding of ICT.
- EPC 5 : Scouting and Guiding.
- EPC 6 : Working with Community.

Task and Assignments that run through all the courses CC 1-8 and PC 3-4.

B.Ed. CURRICULUM FRAMEWORK FOR TWO YEAR PROGRAMME

Group A	:	Core Courses (CC)	MM	Pds/Wk
CC 1	:	Contemporary India and Education	100	6
CC 2	:	Philosophical & Sociological Perspectives of Education	100	6
CC 3	:	Growing up as a Learner	100	6
CC 4	:	Teacher, Teaching and Technology	100	6
CC 5	:	Creating an Inclusive School	50	3
CC 6	:	Gender, School & Society	50	3
CC 7	:	Knowledge, Language & Curriculum	50	3
CC 8	:	Work Education, Gandhiji's Nai Talim And Community Engagement	50	3
Total =			600	

Group B	:	Pedagogy Courses (PC)		
PC 1	:	Pedagogy of a School Subject - I	100	6
PC 2	:	Pedagogy of a School Subject - II	100	6
PC 3	:	Assessment for Learning	50	3
PC 4	:	Optional Courses –	50	3
		(i) Educational Administration and Management		
		(ii) Guidance and Counselling		
		(iii) Environment Education		
		(iv) Computer Education		
		(v) Health, Physical Education & yoga		
		(vi) Life Style Management		
PC 5	:	Preparation to function as a Teacher	100 (5 weeks)	
PC 6	:	School Internship	200 (16 weeks)	
Total =			600	

Group C	:	Experiences for Enhancing Professional Capacities (EPC)		
EPC 1	:	Strengthening Language Proficiency	25	
EPC 2	:	Art and Aesthetics	25	
EPC 3	:	Reading and Reflecting on Texts	25	
EPC 4	:	Understanding of ICT	25	
EPC 5	:	Scouting and Guiding	25	
EPC 6	:	Working with Community	25	
Total =			150	

Task and Assignments that run through all the courses

CC 1-8 & PC 3-4 **Total = 50**

Grand Total = 1400

ANNUAL DISTRIBUTION OF THE COURSES AND WEIGHTAGE OF MARKS
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B.Ed. Year – I

Theory	Max. Marks	Internal	External
CC 1 : Contemporary India and Education	100	20	80
CC 2 : Philosophical & Sociological Perspectives of Education	100	20	80
CC 3 : Growing up as a Learner	100	20	80
CC 4 : Teacher, Teaching and Technology	100	20	80
PC 1 : Pedagogy of a School Subject-I	100	20	80
PC 2 : Pedagogy of a School Subject-II	100	20	80
	600	120	480

School Activities Based Practicum

PC 5 : Preparation to function as a teacher	100	20	80
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Field Activities Based Practicum

EPC 1 : Strengthening Language Proficiency	25	5	20
EPC 2 : Art & Aesthetics	25	5	20
EPC 3 : Reading & Reflecting on Texts	25	5	20
Task and Assignments on CC 1-4 (Viva)	25	5	20
	100	20	80

B.Ed. Year – II

Theory	Max. Marks	Internal	Ext.
CC 5 : Creating an Inclusive School	50	10	40
CC 6 : Gender, School and Society	50	10	40
CC 7 : Knowledge, Language & Curriculum	50	10	40
CC 8 : Work Education, Gandhiji's Nai Talim And Community Engagement	50	10	40
PC 3 : Assessment for Learning	50	10	40
PC 4 : Optional Courses – any one of the following :-	50	10	40
(i) Educational Administration and Management			
(ii) Guidance and Counselling			
(iii) Environment Education			
(iv) Computer Education			
(v) Health, Physical Education & Yoga			
(vi) Life Style Management			
	300	60	240

School Activities Based Practicum

PC 6 : School Internship	200	40	160
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Field Activities Based Practicum

EPC 4 : Understanding of ICT	25	5	20
EPC 5 : Scouting and Guiding	25	5	20
EPC 6 : Working with Community	25	5	20
Task and Assignments on CC 5-8 & PC 3-4 (viva)	25	5	20
	100	20	80

TWO YEAR BACHELOR OF EDUCATION (B.Ed.)
YEAR WISE SCHEME OF EXAMINATION
(2019-21 AND ONWARD)
B.Ed. Year – I

Theory:

Course Code	Name of the Course	MM	IM	EM	Duration
I E-101	CC1 : Contemporary India and Education	100	20	80	3 Hrs.
II E-102	CC2 : Philosophical & Sociological Perspectives of Education	100	20	80	3 Hrs.
III E-103	CC3 : Growing up as a Learner	100	20	80	3 Hrs.
IV E-104	CC4 : Teacher, Teaching and Technology	100	20	80	3 Hrs.
V & VI	Pedagogy Courses (PC 1 & PC 2)	100	20	80	3 Hrs.
	(Any two school subjects to be studied as Pedagogy Course)	100	20	80	3 Hrs.

These will be based on the two main subjects or the main and one of the ancillary subjects in the case of graduates and the subject offered in post-graduation which should be the same as in graduation except in the case of those who have offered the fundamental subjects like philosophy, sociology or MA (Education).

E-201 Pedagogy of Hindi

E-202 Pedagogy of English

E-203 Pedagogy of Sanskrit

E-204 Pedagogy of Social Sciences

E-205 Pedagogy of Mathematics

E-206 Pedagogy of Physical Science

E-207 Pedagogy of Biological Sciences

E-208 Pedagogy of Computer Science

E-209 Pedagogy of Home Science

E-210 Pedagogy of commerce

Theory: 600 120 480

Practical:

VII E-701	PC5 : Teaching Skills	100	20	80
VIII E-702	Viva- Voce Examination based on			
	EPC 1 : Strengthening Language Proficiency	25	5	20
	EPC 2 : Art and Aesthetics	25	5	20
	EPC 3 : Reading and Reflecting on Texts	25	5	20
	Task and Assignments on CC 1-4	25	5	20
		100	20	80

Practical: 200 40 160

TWO YEAR BACHELOR OF EDUCATION (B.Ed.)
EVALUATION PATTERN
(2019-21 AND ONWARDS)
Internal Evaluation

The components of internal assessment in each theory paper of 100 marks will be as under:

- Subject based Presentation 05 marks
- Subject based Assignment 05 marks
- Internal Test 10 marks

For the theory paper of 50 marks the component of internal assessment will be reduced to its half.

External Evaluation

The format for the marking scheme for question papers in theory courses (**Maximum Marks=80**) in external written examination shall be as follows:

Total =80 marks

Section A: Three Questions with internal choices
(Three Questions of Sixteen marks each, $3 \times 16 = 48$)

Section B: Four out of Eight Questions
(Four Questions of Four marks each, $4 \times 4 = 16$)

Section C: Eight out of Ten Questions
(Eight Questions of Two marks each, $8 \times 2 = 16$)

The format for the marking scheme for question papers in theory courses (**Maximum Marks=40**) in external written examination shall be as follows:

Total =40 marks

Section A: Two Questions with internal choices
(Two Questions of Twelve marks each, $2 \times 12 = 24$)

Section B: Two out of Four Questions
(Two Questions of Four marks each, $2 \times 4 = 08$)

Section C: Four out of Six Questions
(Four Questions of Two marks each, $4 \times 2 = 08$)

Note: In the examination of Course XIII, Code E-401 ie ‘**Assessment for Learning**’ the simple calculator is allowed.

Course Structure

1.	Course Status	Core Course (CC-1)
2.	Course Number	I
3.	Course Title	CONTEMPORARY INDIA & EDUCATION
4.	Course Code	E-101
5.	Period per week	06
6.	Weightage	100 marks
7.	Course Objectives	To enable student teacher to- ● Understand that development of education is influenced by socio-political forces of the time. ● Acquire the knowledge of features of education in ancient, medieval and pre-Independent period in India with their strengths and weaknesses. ● Understand the contribution of various Committees and Commissions on education set up from time to time in the economic development of India. ● Appreciate the developments of Indian Education in the Post Independent Period.

Course Contents

Unit I : Education in India

Vedic Period, Buddhist Period and Medieval Period.

Unit II : Policy Framework of Education in Pre-Independent Period

Macaulay's, Minutes (1835), Woods Despatch (1854), Hunter Commission (1882) and Indianisation of Education, National Education Movement, Lord Curzon Policy (1902), Gokhale Bill (1910), Sadler Commission (1917), Hartog Committee (1929), Basic Education (1937), Sargent Report (1944) :

Unit III : Policy Framework of Education in Post-Independent Period

- University Education Commission (1948-49)
- Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66) in the context of Industrialisation
- National Policy of Education (1986) and its review (1992) in the context of Liberalization and Globalization of Indian Economy.
- National Curriculum Framework -2005.

Unit IV : Elementary Education

- Universalization of Education (Provision, Enrolment, Retention, Success).
- Wastage & Stagnation.
- Education for all (Sarva Shiksha Abhiyan).
- Minimum Level of Learning (MLL).
- Review of Mid-Day Meal Programme.
- Kasturba Balika Yojna.
- RTE (2009).

Unit V : Secondary Education

- Expansion & Differentiation of Curricula between boys and girls
- Discrimination of Curricula
- Vocationalization of Education.

Unit VI : Current Issues

- University Autonomy, Privatisation of Education, Commercialization of Education.
- Medium of Schooling- Three Language Formula.
- Population Education.

Task and Assignments (any one)

- Review of Sarva Shiksha Abhiyan
- Review of Mid-day meal programme.
- Review of Kasturba Balika Yojna.
- Review of the New Education Policy (1986).
- Critical analysis of any theme of the course content in about eight to ten pages.

Course Structure

1.	Course Status	Core Course (CC-2)
2.	Course Number	II
3.	Course Title	PHILOSOPHICAL & SOCIOLOGICAL PERSPECTIVES OF EDUCATION
4.	Course Code	E-102
5.	Period per week	6
6.	Weightage	100 marks
7.	Course Objectives	To enable student-teacher to- ● Answer three basic questions-what ? why & How of the Education. ● Develop an understanding of contribution of Indian & Western philosopher. ● Build their own view about different Indian Religion and respect them. ● Describe the role of Education in desirable social change and socio-economic development. ● Transform one-self and society to empower people to assure responsibilities for creating sustainable future.

Course Contents

Unit I : Education and knowledge

- Education – meaning, nature and modes-formal, Informal and Nonformal
- Purposes of Education-Individual Development or social Transformation
- Knowledge-meaning and ways of knowing,
- Forms of knowledge-Local & universal, concrete & Abstract, Theoretical & Practical, Contextual & Textual, School & out-of-school.

Unit II : Education and Philosophy

- Philosophy of Education-meaning and significance in the context of Aims of Education, Curriculum, methods of Teaching & discipline etc.
- Major schools of thoughts and their Impact of an Education.
 - (i) Idealism , Naturalism, Realism, Pragmatism and Humanism.
 - (ii) Sankhya ,Yoga &Advaita Philosophy.

Unit III : Education and Society

- Educational Sociology – meaning & nature & socialization of the child.
- Education as a means of social change and social welfare
- Education as a means of Human Resource Development & Economical Development.
- Meaning of a new social order and modernization of Education

Unit IV : Educational Thoughts : Indian & Western Thinkers

- MK Gandhi ,Tagore, Aurobindo, Vivekanand, Giju Bhai.
- Aristotle, Socrates, Plato, Rousseau, Dewey, Froebel, Montessori.

Unit V : Education and Values

- Values – Meaning, Nature & Types.
- Source of values – The Constitution of India, Democracy, Secularism, etc., Fundamental Rights & Duties, Directive principles, Constitutional provisions for Education.
- Education for peace – Issues of National & International conflicts, social injustice, communal conflicts harmony, Individual Alienation, Role of Individuals in making peace : A way of life.

Unit VI : Education for National Integration

- National Integration – meaning & Need, Role of Teacher, Institutions & Cultural Heritage, Regional expectation and aspiration.
- Role of celebration of Indian Festivals

Task and Assignment (any one)

- To compare the educational ideas of any two thinkers.
- To study impact of education on population-Increase & Un-employment in near-by village or region.
- To study different cultures & identifying the points of unity in diversity.
- To study different religions and identify the common points of humanity and spiritualism.
- Critical analysis of any theme of the course content in about eight to ten pages

Course Structure

1.	Course Status	Core Course (CC-3)
2.	Course Number	III
3.	Course Title	GROWING UP AS A LEARNER
4.	Course Code	E-103
5.	Period per week	6
6.	Weightage	100 marks
7.	Course Objectives	To enable student-teacher to ● Acquire the basic principles of psychology of learners. ● Understands learner characteristics and implications for teaching-learning. ● Understand learner's mental health problems & choose appropriate strategies to cope with such problems. ● Apply various psychological principles and approaches to learning. ● Appreciate the role of psychology in the teaching-learning process.

Course Contents

Unit I : Psychology and learner

- Psychology – Its meaning, Nature & scope.
- Educational Psychology – Meaning, Scope and its relevance for teachers, teaching and learning.
- Individual Differences-Concept and Nature.
- Exceptional Children-Mentally retarded, Backward, Delinquent, Gifted & Slow learner.

Unit II : Human Development

- Concept & Stages of Development – Infancy, Childhood, Adolescence
- Types of Development- Physical, Cognitive social, Emotional, moral with reference to Piaget.

Unit III : Learning and Motivation

- Concept & Theories of Learning and its Implications – Thorndike, Pavlov, Kohler, Skinner, Lewin.
- Factors affecting Learning.
- Motivation- Concept, Sources and its Importance for teaching-learning process.

Unit IV : Mental Health

- Concepts & Factors affecting Mental Health, ways of improving Mental Health.
- Adjustment & ways for reducing Maladjustment, Defence mechanism.

Unit V : Personality

- Concept, Dimensions & Theories of personality- psycho-analytic, Trait, Type
- Measurement of personality-projective techniques, etc.

Unit VI : Intelligence & Creativity

- Intelligence-Meaning, Nature & Types of Intelligence with reference to multiple Intelligence, Emotional Intelligence & Social Intelligence.
- Theories of Intelligence- Two-factor, Multi-factor, Group factor and Three-dimensional Guilford model.
- Measurement of Intelligence.
- Creativity – Meaning, Nature and Measurement, Techniques for fostering creativity.

Task and Assignments (any one)

- Observation of Adolescent Behaviour in urban slum/dalit household
- Administration & Interpretation of two psychological tests- Intelligence, Personality, Creativity etc.
- Critical Analysis of school situation in terms of its role in promoting learners cognitive & non-cognitive learning output.
- Preparation of learner's profile based on cognitive and Non-cognitive characteristics to depict their inter and intra individual differences.

Course Structure

1.	Course Status	Core Course (CC-4)
2.	Course Number	IV
3.	Course Title	TEACHER, TEACHING AND TECHNOLOGY
4.	Course Code	E-104
5.	Period per week	6
6.	Weightage	100 marks
7.	Course Objectives	To enable student-teachers to- ● Acquire theoretical basis of educational technology and to develop awareness about recent developments in the areas of educational technology. ● Equip them with various technologies to apply for improving instructional practices ● Develop teaching skill required for effective instructional and institutional management. ● Manage teaching and learning effectively and efficiently. ● Identify and implement instructional strategies in different situations.

Course Contents

Unit I : Technology and Teaching

- Educational Technology-meaning, concept & types-hardware, software, systems approach
- Types of Educational Technology-Teaching technology, Instructional technology, Behavioural technology, Information and Communication Technology.

Unit II : Task of Teaching

- Phases of Teaching and its Operations-Pre-active, Inter-active & Post-active.
- Levels of Teaching-Memory, Understanding & Reflective.

Unit III : Teaching Aids & Teaching

- Teaching Aids-Meaning, Need, Types- Projected, Non-projected & Electronic.
- Edgar Dale's Cone of experience
- Audio-visual Equipments-OHP, Radio, Television, Computer, LCD Projector, etc.

- Use of New Technologies – Tele-conferencing (Face to Face Distance mode of Education)
Language Laboratory, e-mail, internet, Smart classes, CAI, etc.

Unit IV : Management of Learning and Teaching

- Planning
- Organising
- Leading
- Controlling

Unit V : Strategies of Teaching & Modification of Teacher Behaviour

- Concept & classification of different Teaching Strategies- Lecture, Demonstration, Heurism, Discovery, Project, Assignment, Tutorial Group, Brain-Storming, Role Playing, Team Teaching.
- Modification of Teacher Behaviour
 - Micro Teaching with special reference to components of various teaching skills like -Introduction, Reinforcement, Probing Question, Stimulus Variation, Explaining etc.
 - Simulation Teaching, T-Group Training, Action Research,

Unit VI : Profesional Development of Teachers

- Teacher Evaluation, Teacher Autonomy, Teacher Accountability, Code of Ethics for Teachers.
- Strategies for professional development of Teachers.

Task and Assignments (any one)

- Operation of Audio-Visual Aids and Equipments.
- Review of Radio/T.V. programmes of NCERT, IGNOU, UGC, etc.
- Preparation for power-point presentation on the relevance of Technology in Education.

Course Structure

1.	Course Status	Padagogy Courses : PC1 & PC2
2.	Course Number	V & VI
3.	Course Title	fgUnh f'k{k.k
4.	Course Code	E-201
5.	Period per week	06
6.	Weightage	100 marks

Course Contents

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Course Structure

1.	Course Status	Pedagogy Course : PC-1 & PC-2
2.	Course Number	V & VI
3	Course Title	PEDAGOGY OF ENGLISH
4	Course Code	E-202
5	Period per week	06
6	Weightage	100 marks

Course Contents

Unit-I : Background to the Study of English

- Role of English in the present day; Position of English in the Indian school curriculum in the context of the three language formula.
- English as a second Language.
- Functions of language.
- Linguistic principles.
- Aims and objectives of teaching of English at Junior and Secondary level.

Unit-II : Content and pedagogical analysis

- Teaching of prose, poetry, composition and grammar.
- Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods and material and composition and grammar.
- Preparation of micro lessons based on the following skills :
 - (i) Introduction.
 - (ii) Questioning.
 - (iii) Explaining
 - (iv) Illustration
 - (v) Stimulus variation

Unit-III : Methods of Teaching and Skills of Teaching

- Difference between Method and Approach of teaching English, Major methods of teaching English: Grammar-cum-translation method, direct method and bilingual method.
- Various Approaches of teaching English; Structural Approach, Communicative Approach, Holistic Approach & Linguistic communicative approach.
- Development of following linguistic skills
 - (i) Listening and understanding
 - (ii) Speaking
 - (iii) Reading
 - (iv) Writing

Unit IV : Unit and Lesson Planing

- Unit Planning
 - Lesson Planning; concept importance & preparation
- (a) Prose, its importance, planning and teaching
 - (b) Grammar, its importance, planning and teaching
 - (c) Composition, its importance, planning and teaching
 - (d) Poetry, its importance, planning and teaching.

Unit V : Teaching Aids and Text-Books

- Importance of Instructional material and their Effective use.
- Use of following aids :

(i) Chalk board	(vii) Record-Player (linguaphones)
(ii) Flannel board	(viii) Radio
(iii) Pictures.	(ix) Television
(iv) Picture cut-out	(x) Film and filmstrips
(v) Charts	(xi) Overhead Projector
(vi) Tape-recorder.	(xii) Language laboratory
- Qualities of a Good English Text-Book

Unit-VI: Evaluation in English

- Basic principles of testing English, Tools and Techniques of Evaluation.
- The Meaning and Significance of Comprehensive and Continuous Evaluation in English.
- Development of good test items in English (objectives type, short answer type, essay type).
- Construction of an achievement test
- Diagnostic testing & Remedial teaching in English.

Course Structure

1.	Course Status	Pedagogy Course : PC-1 & PC-2
2.	Course Number	V & VI
3.	Course Title	laLd`r&f'k{k.k
4.	Course Code	E-203
5.	Period per week	06
6.	Weightage	100 marks

Course Contents

;wfuV 1 %Hkk"kk & Lo:i] izd`fr ,oa egRo

- v- Hkk'kk dh mRifÙk] fodkl ,oa ifjuf'Br ifjHkk'kkA c-
Hkk'kk ds fofo/k :iA
- l- Hkkjrh; Hkk'kkvksa esa laLd`r dk LFkku ,oa f=Hkk'kk lw= dh O;k[k;A
- n- Hkk'kk dh izd`frA
- ;- Hkk'kk lh[kus ds fl)kUr rFkk orZeku ifjizs{; esa laLd`r dk lkaLd`frd
,oa lkfgfR;d egRoA

;wfuV 2 %laLd`r esa Hkk"kkxr dkS'ky ,oa f'k{k.k mn~ns';A

- v- laLd`r dk izkfEHkd O;kdj.k&iq:"k] opu] 'kCn :i] /kkrq:i IfU/k] lekl]
milxZ izR;;A
- c- laLd`r Hkk"kk dh /ofu;kj muds mPpkj.k LFkku ¼Point of articulation½ ,oa
lw=] vkH;Urj ,oa ckg~; iz;Ru] le; ,oa dky ls mRiUu /ofu&HksnA
- l- Hkk'kk;h dkS"ky & mPpkj.k] okpu Jo.k] cks/k ,oa vfHkO;Utu] IHkh
dkS"kyksa ds f"k{k.k mn~ns";] fof/k;kj] dkS'kyksa ls IEcfU/kr nks'k]
dkj.k vkSj mipkjA
- n- dkS"kyksa esa n{krk izkfIr gsrq ikB~;sÙkj fØ;k;saA

;wfuV 3 %laLd`r lkfgR; dh fo/kk,sa ,oa mudk f'k{k.k.kA

- v- lkfgR; dh fofHkUu fo/kk,sa] voj ek;/fed ,oa mPp ek;/fed Lrj ij muds f'k{k.k&mn~ns";] Cywe }kjk fn;k x;k oxhZdj.kA
- c- laLd`r f'k{k.k dh lkekU; fof/k;kjA
- l- laLd`r&x[] i[] O;kdj.k] jpuk] ukVd] nzzqrikB ,oa fucU/k&f'k{k.k dh fof/k;kj ,oa mn~ns";A
- n- ikB ;kstuk ds fofHkUu izdkj ,oa mudh fuekZ.k&izfØ;kA
- ;- laLd`r] orZuksa ls lEcU/kr Nk=ksa dh lkekU; =qfV;kj] muds dkj.k ,oa fujkdj.kA

;wfuV 4 %laLd`r ikB~;Øe ,oa ikB~; iqLrdsA

- v- ikB~;Øe ls rkRi;Z mldh vko";drk] vk/kkj] ikB~;Øe fuekZ.k ds fl}kUr] ikB~;Øe fuekZ.k ds le; /;ku j[kus ;ksX; lko/kkfu;kjA
- c- mÜkj izns"k esa voj ,oa mPp ek;/fed Lrj ds laLd`r f'k{k.k ikB~;Øe dh leh{kk ,oa ewY;kaduA
- l- ikB~; iqLrd dk ewy izR;;] ikB~; iqLrd fuekZ.k ds fl}kUr] ikB~; iqLrd ds ewY;kadu ,oa p;u dh izfØ;kA
- n- mÜkj izns"k ds fo|ky;h laLd`r ikB~;Øe o f'k{k.k gsrq p;fur ikB~; iqLrdksa dk ewY;kaduA
- ;- vPNh laLd`r ikB~; iqLrd dh fo"ks'krk,saA

;wfuV 5 %laLd`r Hkk"kk esa ewY;kaduA

- v- ewY;kadu dk izR;;] vko";drk ,oa ijEijkxr ,oa vk/kqfud ewY;kaduA
- c- ijh{k.kksa@ewY;kadu dh izkphu ,oa uohu fof/k;kjA
- l- mn~ns"; dsfUnzr ¼Objective Centred½ ijh{k.kksa dh fuekZ.k izfØ;k rFkk ijh{k.k jpuk ds le; /;ku j[kus ;ksX; lko/kkfu;kjA
- n- vPNs ijh{k.kksa dh fo"ks'krk,saA
- ;- fofHkUu laLd`r fo|kvksa ds ewY;kadu gsrq ijh{k.k ,oa muds izdkjA

;wfuV 6 %laLd`r f'k{k.k esa n{krk ds izHkkoh ?kVdA

- v- laLd`r v/;kid dh fo"ks'krk,saA
- c- laLd`r&d{k] f''k{k.k lkexzh ds izdkj] rduhdh midj.kA l-
laLd`r f''k{k.k esa ikB~; lgxkeh fØ;k,saA
- n- laLd`r esa funkukRed ,oa mipkjkRed f''k{k.kA
- ;- laLd`r f''k{k.k & x`g dk;Z ds izdkj ,oa egRoA
- d- fØ;kRed vuqIU/kku ,oa laLd`r f''k{k.k esa mldh mi;ksfxrkA

Course Structure

1.	Course Status	Pedagogy Courses : PC-1 & PC -2
2.	Course Number	V & VI
3	Course Title	PEDAGOGY OF SOCIAL SCIENCES
4	Course Code	E-204
5	Period per week	06
6	Weightage	100 marks
7	Course Objectives	To enable the student teacher to- • Understand concept, meaning and scope of social sciences. • Get acquainted with appropriate methodology as applicable to social sciences. • Prepare unit plan and lesson plan. • Acquire skill in teaching social sciences. • Acquire knowledge of various evaluation procedures and to device effective evaluation tools. • Acquire the ability to develop instructional support materials.

Course Contents

Unit I : Nature and Scope of Social Sciences

- Social sciences and social studies: Course subjects of social sciences - History, Civics, Geography and Economics, inter-relationship between them.
- Rational for including these area in school curriculum.
- Instructional objectives of Teaching Social Sciences at Secondary level.

Unit II : Methodology for Social Science Pedagogy

- Strategies for teaching Social Science in terms of specific methods like Lecture, Question-Answer, Group Discussion, Project and Source Methods, Socialized Recitation and Supervised Study, Tutorials.
- Micro Teaching Skills- Introduction, Reinforcement, Probing Questioning, Stimulus Variation, Explaining, Black Writing etc.
- Selecting and using teaching aids: Chalk boards, objects and specimen, histrionics, models, graphs, charts, maps, pictures, slides, films, filmstrips, audio-visual aids, projected aids: Slide projectors, Film Projectors, Overhead projectors, epidiascope.

Unit III : Content Analysis and Lesson Planning

- Content analysis
- Unit Planning
- Lesson Planning.

Unit IV : Curriculum and Text-Books

- Place of social Studies in Secondary School Curriculum. Principles of Curriculum Construction for Social science.
- Characteristics of good text-book, Evaluation of Social Science Textbooks

Unit V : Social Science Teacher and co-curricular activities

- Qualities of Social Science teacher
- Principles of organizing co-curricular activities.
- Formation and management of Social Science clubs.
- Organizing seminars, debates, quiz, exhibition, competition, wall magazine, manuscript magazine.
- Using Community Resources
- Organizing field trips
- Social Science Room

Unit VI : Transaction mode and Evaluation

- Objectives of evaluation in social science.
- Essay type, short answer type and objective type question in social sciences, their advantages and limitations, framing different types of questions.
- Construction of achievement test in Social Science.
- Continuous evaluation using feedback for improvement of teaching and learning in Social Science.

- Diagnostic testing and Remedial teaching.

Course Structure

1.	Course Status	PEDAGOGY COURSES : PC1 & PC2
2.	Course Number	V & VI
3	Course Title	PEDAGOGY OF MATHEMATICS
4	Course Code	E-205
5	Period per week	06
6	Weightage	100 marks
7	Course Objectives	To enable the pupil teacher to- 1. Understand and appreciate the uses and significance of mathematics in daily life. 2. Learn successfully various approaches of teaching mathematics and to use them judiciously. 3. Know the methods of planning instruction for the classroom. 4. Prepare curricular activities as per the needs. 5. Appreciate and organize activities to develop aesthetics of mathematics. 6. Obtain feedback both about teaching as well as students learning.

Course Contents

Unit I : Entering into the Discipline

- Meaning & nature of mathematics, Use & Significance of Mathematics.
- Contribution of some great mathematicians - Aryabhatta, Bhaskaracharya, Ramanujam, Euclid, Pythagorus & Rene Decarte.

Unit II: Aims and Objectives of Mathematics Teaching

- Aims and objectives of teaching mathematics at secondary and senior secondary levels.
- Taxonomy of Educational Objectives.
- Objectives of teaching mathematics in terms of behaviour outcomes.

Unit III : Methodology for Mathematics Teaching

- Methods of Teaching: Inductive- Deductive, Analytic- Synthetic, Problem solving, Heuristics, Project & Laboratory Method.
- Techniques of Teaching: Oral, Written, Drill, Home-Assignment, Supervised study.
- Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black-Board Writing etc.

Unit IV: Developing Unit Plan, Lesson Plan and Material Aids

- Unit plan – Meaning and purpose of unit plan.
- Lesson plan - Meaning, purpose and Performance of lesson plan and its rationality.
- Teaching –Aids importance and classification.
- Developing/preparing low cost improvised teaching aids, relevant to local ethos.
- Application of computer in teaching of Mathematics.

Unit V: Development of Curriculum, Text Book and Activities of Mathematics

- Principles and rationale of curriculum development, organizing the syllabi both logically and psychologically according to the age groups of children.
- Organization of Mathematics Laboratory.
- Text book of Mathematics- Qualities of a good text book of mathematics.
- Using Mathematics as a game for recreation; organizing quiz programmes, skill-development in answering puzzles riddles, magic squares, word search etc.
- Learning about the short cuts mentioned in Vedic mathematics

Unit VI: Evaluation in Mathematics

- Meaning and needs of Evaluation.
- Process of obtaining feedback and evaluation in mathematics in terms of cognitive affective and psychomotor behavioral development.
- Comprehensive and continuous evaluation (C.C.E.) in Mathematics.
- Development of test item (short answer and objective type).
- Preparation of an Achievement test.

Course Structure

1.	Course Status	PEDAGOGY COURSES : PC1 & PC2
2.	Course Number	V & VI
3.	Course Title	PEDAGOGY OF PHYSICAL SCIENCE
4.	Course Code	E-206
5.	Period per week	06
6.	Weightage	100 marks
7.	Course Objectives	To enable the Student teachers to- ● Develop a broad understanding of the principles and procedures used in modern physical science education. ● Develop their essential skill for practicing modern physical science education. ● Develop their skills necessary for preparing international accessories. ● Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs for lesson. ● Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

Course Contents

Unit I: Concept, Nature and Importance

- Meaning and nature of physical science, Path tracking discoveries and land mark development in science, Impact of science on modern communities, Globalization and Science.
- Justification for including science as a subject in school curriculum, Eminent Indian and world Scientists - an introduction, Professions in the area of science.

Unit II: Aims and Objectives of Teaching Physical Science

- General aims and objectives of teaching physical science at secondary and senior secondary school stage. Instructional objectives with special emphasis on Bloom's Taxonomy.
- Concept of entering and terminal behavior, defining desired outcomes (statements of objectives) for different levels of education like primary, upper primary, secondary and senior secondary.

Unit III: Methodology of Teaching Physical Science

- Methods - Lecture, Demonstration, Lecture-cum Demonstration, Heuristic, project, Laboratory, Problem Solving.
- Techniques – Team-Teaching, Computer Assistance Teaching.

- Excursion, Science – museums, Science – club, Science – fair, Science projects.
- Micro Teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black Board-Writing etc.
- Use of ICT in Teaching-Learning process of Physical Science with computer-aided methods like-Power Point, Multimedia, Simulation, Webinars etc.

Unit IV: Curriculum & Instructional Material Development

- Meaning, definition and Principles of Curriculum Construction and its types.
- Curriculum organization using procedure like concentric, topical, process and integrated approaches, Adaptation of the curriculum according to the local needs and the availability of local resources.
- Development of Physical science curriculum at different stages of school education e.g. primary, upper primary, secondary and senior secondary
- Current trends in science curriculum.
- Preparation, selection and use of teaching aids
- Curriculum accessories and support material - text books, journals, hand books, student's workbook, display slide, laboratory materials.

Unit V: Content Analysis and Lesson Planning

- Content analysis, pedagogical analysis of content (Taking an example of any one topic of physical science). Following points should be followed for pedagogical analysis –
 - Identification of minor and major concepts.
 - Listing behavioral outcomes.
 - Listing activity and experiments.
 - Listing evaluation procedure.
- Developing unit plans and lesson plans.

Unit VI: Evaluation in Science Teaching

- Evaluation: Meaning and needs, Formative and summative evaluation.
- Process of development of tests for measuring specific outcomes - cognitive outcomes, affective outcomes and psychomotor outcomes.
- Diagnostic testing and Remedial teaching.
- Preparation of achievement test, development of improvised apparatus.

Course Structure

1.	Course Status	PEDAGOGY COURSES : PC-1 & PC-2
2.	Course Number	V & VI
3.	Course Title	PEDAGOGY OF BIOLOGICAL SCIENCES
4.	Course Code	E-207
5.	Period per week	06
6.	Weightage	100 marks
7.	Course Objectives	To enable the Student-teachers to- ● Develop broad understanding of principles and knowledge used in biology science. ● Develop their essential skills for practicing biological science. ● Know various approaches and methods of teaching life science. ● Lesson planning of biological science properly. ● Prepare tools for evaluation in biological sciences.

Course Contents

Unit I : Nature, concepts and importance

- History and nature of biological science.
- Importance of biological science for environment, health and peace.
- Interdisciplinary linkage of biological science and other school subjects.
- Value of biology in our lives.
- Four Indian eminent biologists and their discoveries.

Unit II : Objectives of Biology Teaching

- General aims and objectives of teaching biology difference between aims and objectives. Bloom's taxonomy of educational objectives.
- Writing objectives in terms of learning outcomes (behavioural term) for different levels of school teaching VIII, IX and X classes-RCM approach of writing objectives.

Unit III : Exploring learning

- Inductive and deductive approach. Different methods and techniques of teaching biology.
- Teacher centered approaches-lecture, demonstration, lecture cum demonstration.
- Child centered approach-project method, heuristic, problem solving, assignment.
- Use of ICT in Teaching-Learning process of Biological Science with computer-aided methods like-Power Point, Simulation, Webinars etc.
- Micro-teaching skills- Introduction, Explaining, Probing questioning, Illustration and stimulus variation etc.

Unit IV: Content Analysis and Lesson Planning

- Content analysis, pedagogical analysis of content (Taking an example of any one topic of Biological science). Following points should be followed for pedagogical analysis –
 - Identification of minor and major concepts.
 - Listing behavioral outcomes.
 - Listing activity and experiments.
 - Listing evaluation procedure.
- Developing unit plans and lesson plans.

Unit V : Learner centered school curriculum.

- Principles of development of biological science curriculum. Trends in science curriculum.
- Analysis of text books and biology syllabi of NCERT and U.P. State VIII, IX and X classes.
- Importance and type of teaching aids. Use of audiovisual aids and improvised apparatus in teaching biology, biology laboratory.
- Biology museum, biology club, field trips, aquarium herbarium and vivarium exhibition.

Unit VI: Concept of evaluation and measurement

- Meaning and nature of evaluation and measurement.
- Tools and techniques of evaluation in biological science.
- Characteristics of a good test-reliability, validity, usability and norms of a test.
- Essay type, Short answer and objective type tests, Their Merits and demerits.
- Concept of formative, summative and diagnostic test.
- Construction of Achievement test.
- Diagnostic testing and Remedial teaching.

Course Structure

1.	Course Status	PEDAGOGY Course :PC-1 & PC-2
2.	Course Number	V & VI
3.	Course Title	PEDAGOGY OF COMPUTER SCIENCE
4.	Course Code	E-208
5.	Period per week	06
6.	Weightage	100 marks
7.	Course Objectives	To enable the student-teacher to – ● Develop a broad understanding of the principles and procedures used in computer science education. ● Develop their skills necessary for preparing international accessories. ● Know the methods of planning instruction for the classroom. ● Learn successfully various methods of teaching computer science and use them judiciously. ● Manage introduction activity in such a way that the vast majority of the learner attains most of the objectives

Course Contents

Unit I: Historical perspective, Aims and Objectives of Computer Science

- Historical Development of Computer (hardware and software)
- Present status of computer science as a school subject.
- Significance of teaching computer science at secondary/senior secondary schools.
- Aims and Objectives of teaching computer science-
 - Aims and Objectives of teaching computer science.
 - Classification of educational objectives (Bloom's taxonomy).
 - Statement of specific objectives in behavioral terms.

Unit II: Development of Curriculum in Computer Science

- Principles and rationale of curriculum development, organizing the syllabi both logically and psychologically according to the age groups of children.
- Organization of Computer Science Laboratory.
- Text book of Computer Science - qualities of a good text book of Computer Science.

Unit III: Methods of Teaching Computer Science

- Lecture method, Demonstration-cum-Discussion Method, Personalized Instruction Method.
- CAI technique, Hands on experience, Video Technology, Power Point Presentation, Software, Webinars etc.
- Co-operative Learning Approach, System Approach, Multimedia Approach.
- Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation,

Unit IV: Unit Planning, Lesson Planning and Teaching Aids:

- Meaning and Definition of unit plan and lesson plan
- Importance and steps of planning a lesson.
- Need, Importance, Preparation and using of Teaching Aids in Computer Science.
- Organization of Computer Laboratory.

Unit V: Basic Processes in Computer Science:

- Basic Programming.
- Data Representation.
- Computer Organization
- Operating Environment.
- Computer Network.

Unit VI: Evaluation in Computer Science:

- Meaning and importance of evaluation.
- Comprehensive and continuous evaluation (CCE) in computer science.
- Development of test items objective type, short answer type, essay type.
- Preparation of an Achievement Test.
- Analysis and Interpretation of Test results.
- Diagnostic testing and Remedial teaching

Course Structure

1.	Course Status	PEDAGOGY Course : PC-1 & PC-2
2.	Course Number	V & VI
3	Course Title	PEDAGOGY OF HOME SCIENCE
4	Course Code	E-209
5	Period per week	06
6	Weightage	100 marks
7	Course Objectives	To enable the student- teachers to- ● Understand the nature and scope of Home Science. ● Acquaint with the objectives of teaching Home Science in secondary and higher secondary schools. ● Acquire skills in planning a lesson with reference to methods and instructional materials and processing it effectively. ● Understand the various methods and techniques that can be employed in the teaching of Home Science. ● Develop a practical understanding of the technology of teaching Home Science and giving them practice in the use of various aids relating to the technology of teaching. ● Get an insight into the organization of co-curricular activities like Home Science clubs and home science exhibition.

Course Contents

Unit I : Concepts

- The concept of Home Science: Meaning and components; place of Home Science in secondary education.
- Job opportunities in Home Science.
- Aims and objectives of teaching of Home Science.
- Correlation of Home Science with other school subjects.

Unit II: Pedagogical Analysis

- Foods, Nutrition and Health
- Child Care.
- Fiber and Fabric.
- Home Management-Importance of planning, principles of budget making.
- Hygiene and sanitation.

Unit III : Methods of Teaching

- Method of teaching as applied to Home Science (a) Teacher centred methods-lecture, demonstration (b) Child centred method-laboratory, project, assignment, discussion.
- Micro-teaching skills-Introduction, Explaining, Probing Questioning, Illustration, stimulus variation ,etc.
- Use of ICT in Teaching-Learning process of Home Science with computer-aided methods like-Power Point, Multimedia, Simulation, Softwares, Webinars etc.

Unit IV : Content Analysis and Lesson Planing

- Content analysis, pedagogical analysis of content (Taking an example of any one topic of Home science). Following points should be followed for pedagogical analysis –
 - Identification of minor and major concepts.
 - Listing behavioral outcomes.
 - Listing activity and experiments.
 - Listing evaluation procedure.
- Developing unit plans and lesson plans.

Unit V : Equipments of Teaching

- Development and designing of curriculum.
- Teaching aids-classification and importance.
- Development of text books.
- Planning of space and equipment for Home Science laboratory.

Unit VI : Evaluation

- Evaluation in Home Science-Meaning and importance of evaluation.
- Characteristics of a good evaluation device.
- Comprehensive and continuous evaluation.

- Evaluation devices-written, oral, observation, practical work, assignment.
- Diagnostic testing and Remedial teaching.

Course Structure

1.	Course Status	PEDAGOGY Courses :PC-1 & PC-2
2.	Course Number	V & VI
3	Course Title	PEDAGOGY OF COMMERCE
4	Course Code	E-210
5	Period per week	06
6	Weightage	100 marks
7	Course Objectives	To enable the student- teachers to- • Acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy • Understand lesson planning and evaluation aspects in teaching Commerce and Accountancy • Apply the knowledge in analyzing higher secondary Commerce and Accountancy contents in terms of the techniques and aids for the purpose of teaching Commerce and Accountancy • Develop skills in the preparation of lesson plan and construction of evaluation tools using the suitable techniques
		• Develop interests in learning recent developments in Commerce and Accountancy • Develop a desirable positive attitude towards the teaching of Commerce and Accountancy.

Course Contents

Unit I : Concept, Aims and Objectives of Commerce Teaching

- Meaning and scope of Commerce as a subject, Historical development of commerce education in India.
- Place of commerce in Indian school Curriculum
- Aims and Objectives of Commerce.
- Instructional Objectives -meaning, importance and specification of instructional objectives in behavioural terms (with respect to Bloom's Taxonomy).
- Objectives of Commerce education at High school and Intermediate levels (vocational & academic).

Unit II : Methods and Techniques of Commerce Teaching

- Various Methods of teaching Commerce-Lecture and discussion methods, Project method, Heuristics, Problem solving method etc.
- Techniques of Commerce teaching-questioning & demonstration.
- Approaches of book-keeping teaching (journal approach, ledger approach, cash-book & equation approach).
- Plans of commercial practice teaching (rotation, office model, battery and co-operative plan).
- Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black-Writing etc.
- Use of ICT in Teaching-Learning process of Commerce with computer-aided methods like-Power Point, Simulation, Softwares, Webinars etc.

Unit III : Teaching Aids and Text Books of Commerce Teaching

- Teaching aids in Commerce
- Co-curricular activities in Commerce.
- Commerce Room
- Text book of Commerce teaching

Unit IV: Content Analysis and Lesson Planning

- Content Analysis
- Unit Plan and Resource Plan
- Lesson Planning

Unit V : Curriculum, Correlation with other Subjects, Commerce Teacher

- Curriculum in Commerce (i) Principles of curriculum construction (ii) Critical evaluation of High School syllabus.
- Correlation of Commerce with other subjects (i) Need & Importance (ii) Correlation with Maths, Geography & Economics.
- Commerce teaching (i) Profile of a good Commerce teacher (ii) Professional growth of a Commerce teacher.

Unit VI : Evaluation in Commerce.

- Concept, scope and importance of evaluation.
- Tools and Techniques of evaluation and characteristics of a good test.
- Construction and administration of an achievement test.
- Diagnostic testing and Remedial teaching

GROUP C: ENHANCING PROFESSIONAL CAPACITY EPC COURSES

EPC 1 : STRENGTHENING LANGUAGE PROFICIENCY
(CODE: E-702)

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's capacity in language proficiency is thus a vital need of student-teachers irrespective of the subject area that they are going to teach.

Objectives: To enable student-teachers to-

- Strengthen the ability to read correctly
- Strengthen the ability to pronounce
- Strengthen the ability to write correctly
- Strengthen the ability to communicate correctly.

Activities :

One or two workshops on Language proficiency course on Hindi and English of 7-10 day each, may be organized. It may contain the following content –

- fgUnh Hkk"kk ¼i½ o.kZ&Loj o O;atu /ofu] ek=k,a ¼ii½ 'kCn & i;kZ;okph o foykse 'kCn ¼iii½ 'kCn jpuk&lfU/k] lekl] milxZ] izR;; ¼iv½ :i fopkj&laKk] loZuke] fo'ks"k.k] fØ;k fØ;kfo'ks"k.k] vkfn ¼v½ okD; fopkj&fojke fpUg] vkfn ¼vi½ jpuk&i=] izkFkZuk i=] fucU/k dgkuh vkfnA
- English Language – (i) Alphabet-Vowel & Consonant sounds (ii) word-synonym & Antonym (iii) Word Formation (iv) Parts of Speech – Noun, Pronoun, Adjective, Verb, Adverb, etc. (v) Sentence – Punctuation & Analysis (vi) Composition-Letter, Application, Essays, Story, etc.

EPC 2: ART AND AESTHATIC

(CODE: E-702)

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. The National curriculum Framework (2005) reminds us that the school curriculum must integrate various domains of knowledge with a deep relationship between head, heart & hand so that the curriculum encompasses all, & is not separated from the co-curricular or extra-curricular.

Objectives : To enable student-teachers to-

- Gain direct experiences
- Develop motor skill
- Make students believe in the dignity of labour
- To nurture children's creativity and aesthetic sensibilities.

Activities:

An artist or artisam may be invited to organize a workshop on Art & Aestretics. The student-teachers may be asked to prepare atleast 5-items of different categories :-

1. Paper meshing 2. Pot Decoration 3. Wall hanging 4. Paper cutting,
5. Flower making 6. Candle Making 7. Stiching 8. Knitting
9. Embroidery 10. Soft toys making 11. Paper framing 12. Making of poster
13. Weaving or printing of textiles 14. Making of Rangoli
15. Making of Puppets etc

EPC 3 : READING AND REFLECTING ON TEXTS**(CODE: E-702)**

This course will serve as a foundation to enable student-teachers to read and respond to a variety of texts in different ways depending on the purposes of reading, like-personal or creative or critical or all of these.

Objectives : To enable student-teachers to-

- Develop study – habits
- Develop skill of reading & writing
- Develop skill of summarization
- Develop skill of note-taking.

Activities:

Student-teachers are expected to sit in the library regularly and to review at least 10-books of different categories in about 500 word each. These may be as follows –

- Review of text books related to core courses
- Review of reference Book related to core courses
- Review of Text Books related to Pedagogy courses
- Review of Reference to Book related to Pedagogy courses.
- Review of Policy Documents, Autobiography, Commission Reports, etc.
- Review of studies about school, historical books and other educational miscellaneous books.