



**SEMESTER: II**  
**Learning and Teaching**

L	T	P
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**Credit:4**

**Paper Code: (PE3)**

**Objectives:** After completion of the course, pupil-teachers will be able

1. To develop an understanding to the concept of learning.
2. To analyze the factors affecting Learning.
3. To analyze various theories of Learning.
4. To apply the Cognitive Perspectives of Learning in the learning process.
5. To apply constructivist perspectives of Learning in the learning process.
6. To understand the concept of transfer of learning
7. To understand the maxims teaching
8. To understand the importance of effective teaching

**Unit:- I Concept of Learning & Teaching**

- a. Learning & Teaching: Concept, Characteristics & Process, Relevance & relationship
- b. Factors affecting Learning: Attention (Meaning, Types & Educational Implications)  
Motivation (Meaning, Types & Educational Implications)
- c. Maslow's Theory of Hierarchy of Needs.
- d. Learning Styles (Kolb's Classification)

**Unit-II: Theories of Learning: (Principles & Educational Implications)**

- a. cognition and its role in learning., Cognitive Theories : Bruner & Ausubel
- b. Behaviorist Theories : Classical & Operant Conditioning, Social Learning Theories : Bandura & Vygotsky
- c. Transfer of Learning : Concept, Types
- d. Group Dynamics, Socio metry and educational Implications

**Unit-III Effective Teaching and Remedial Teaching:**

- a. Effective teaching – Concept and components
- b. Teaching maxims & phases
- c. Remedial and Diagnostics Teaching

d. Teaching as profession (basic characteristics of teaching qualifying it as a profession)

#### **Unit IV Professional development of teachers:**

- a. Need (link between professional development of teacher and substantial school improvement and student learning).
- b. Phases of Professional Development (Pre-service and In-service).
- c. Approaches-
  - i. Conventional face to face (through various institutions).
  - ii. School based INSET
  - iii. Action Research
  - iv. Self initiated learning
- d. Teacher Autonomy and Accountability.

#### **Course Outcomes:**

On the completion of Program, the Pupil-Teachers will be able

1. To develop scientific attitude for the process of teaching & learning.
2. To develop understanding about the relationship of cognitive, social and emotional development with learning process.
3. To provide an overall view on teaching & learning style and ideas to enhance these activities.
4. To introduce student – teachers with teaching skill, component and parameters of effective teaching.
5. To develop insight for perfect teaching by its overall perspectives in detail.
6. To understand about the various learning and teaching theories.

#### **Reference Books:**

- Wool folk A .E. (2009) Educational psychology 11th edition prentice hallpublications.
- Chauhan S.S. Advanced Educational psychology. Vikas Publishing House, PvtLtd.,
- Mangal S.K. Advanced Educational Psychology. Prentice Hall of India, NewDelhi.
- Skinner C E, Educational psychology (1984) New Delhi, prenticehall.
- Panda B N Advanced educational psychology, discoverypublis
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**Referred Web resources:**

- [https://books.google.co.in/books/about/LEARNING\\_AND\\_TEACHING.html?id=AcmlDwAAQBAJ&redir\\_esc=y](https://books.google.co.in/books/about/LEARNING_AND_TEACHING.html?id=AcmlDwAAQBAJ&redir_esc=y)
- [https://books.google.co.in/books/about/Learning\\_and\\_Teaching.html?id=NfTGxQEACAAJ&redir\\_esc=y](https://books.google.co.in/books/about/Learning_and_Teaching.html?id=NfTGxQEACAAJ&redir_esc=y)
- [https://books.google.co.in/books/about/Teaching\\_and\\_Learning.html?id=wlOMsiiSHAUC&redir\\_esc=y](https://books.google.co.in/books/about/Teaching_and_Learning.html?id=wlOMsiiSHAUC&redir_esc=y)
- [https://books.google.co.in/books/about/Teaching\\_and\\_Learning.html?id=ofwnDwAAQBAJ&redir\\_esc=y](https://books.google.co.in/books/about/Teaching_and_Learning.html?id=ofwnDwAAQBAJ&redir_esc=y)
- [https://books.google.co.in/books/about/Education\\_Technology\\_teaching\\_Learning.html?id=VxA9o26xAvcC&redir\\_esc=y](https://books.google.co.in/books/about/Education_Technology_teaching_Learning.html?id=VxA9o26xAvcC&redir_esc=y)



**SEMESTER: II**  
**Assessment for Learning**

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**Credit: 4**

**PaperCode:CPS9**

**Objectives:** After completion of the course, pupil-teachers will be able

1. To understand the concept and the process of Evaluation in Education.
2. To understands the concept; nature and uses of different types of Evaluation.
3. To understand the nature and use of different tools and techniques of evaluation in Education.
4. To develop the skill in constructing tests and techniques of Evaluation in education
5. To develop the skills in computations and interpreting the test scores.
6. To understand the need and use of feedback in learning process.
7. To analyze innovative trends in Assessment.

**UNIT-I: Assessment for Learning**

- a. Assessment, measurement, Evaluation: Meaning and Importance, Differences between Measurement and Evaluation, Principles and Process of Evaluation.
- b. Revised Bloom's Taxonomy of Educational objectives-cognitive, affective and Psychomotor domain.
- c. Evaluation: Formative, Summative, diagnostic and prognostic evaluation, continuous and comprehensive Evaluation, Criterion and Norm reference test
- d. Grading System –concept, advantages and disadvantages .Credit based Assessment, Computation of SGPA and CGPA, Grading system v/s marking system.

**UNIT-II: Tools and Techniques of Assessment for Learning**

- a. Characteristics of Good measuring Instrument: validity, reliability, objectives and practicability; Meaning and factors affecting.
  - b. Techniques of Evaluation –observation, questionnaire, checklist, rating scale and interview- nature, construction and uses.
  - c. Rubrics as an assessment tool-construction and uses.
  - d. Achievement test: Meaning and Importance - types of achievement test –oral, written and performance tests.
- Written tests: Essay type test, Short Answer type test, and Objective type test– meaning, characteristic and advantages.

**UNIT-III: Statistics in Assessment for Learning:**

- a. Statistics-Meaning, importance, frequency distribution –steps in preparation of frequency distribution and its advantages. Graphic representation of data-advantages-Histogram, Frequency polygon (construction and uses)
- b. Measures of central tendency: Meaning, uses and computation, Mean, Median and Mode, Measures of Variability: Meaning, uses and computation of Range, Quartile Deviation Mean Deviation and Standard Deviation (for grouped and ungrouped data and interpretation)
- c. Correlation: Meaning, Types of correlation, coefficients of correlation – rank difference and Pearson product moment method, interpretation.
- d. NPC-characteristics and uses. Skewness –types and uses. Kurtosis- types and uses

**UNIT-IV: Innovative Trends in Assessment for Learning:**

- a. Online exam, off line exam and open book exams: Meaning, objectives advantages and limitations.
- b. Feedback as an essential component of formative assessment
- c. Role of Feedback to enhance the learning process: Parent’s and Teacher’s feedback.
- d. Online evaluation: Concept and benefits

**Practical based assignments:**

1. Preparation of rubrics tool for assessment of class room activities.
2. Construction of diagnostic test.
3. Organize an online Assessment for class 8 students
4. Organize and manage the open book assessment.

**Course Outcomes:**

On the completion of Program, the Pupil-Teachers will be able

1. To develop an understanding of education as an agenda for the nation state and its policy visions and efforts in evolving a national system of education.
2. To engage with the discourses on contemporary Indian society and education.
3. To acquire conceptual tools of critical analysis and the experience of engaging with diverse communities.
4. To develop an understanding of development, learning and uniqueness of the growing child in diverse socio-cultural contexts.

5. To critically examine key universal constructs in developmental psychology and educational psychology.
6. To develop the potential for perspective building located in the Indian socio-cultural context.
7. To analyze the structure of knowledge as reflected in disciplinary streams and subjects.
8. To build knowledge understanding and sensitivity of different perspectives in the area of education of children with disabilities.
9. To develop an understanding of the concept of assessment and its practices.

### **References:**

- Asthana Vipin (2017-18), Assessment for learning, Agra, Agrawal Publications
- Robert M. Thorndike and Tracy Thorndike-Christ, Measurement and Evaluation in Psychology and Education, 8th Edition, PHI Learning Private Limited, New Delhi, (2011).
- Rambhai, N. Patel, Educational Evaluation – Theory and Practice, Himalaya Publishing House, Ramdoot, Dr. Bhalerao Marg, Girgaon, Bombay
- S.K. Mangal Statistics in Psychology and Education, PHI Learning Private Limited, New Delhi, (2012).
- Garret, H.E., Statistics in Psychology and Education, 6th Indian Edition, Vakils Feffer and
- J.P. Verma, Mohammad Ghufra, Statistics for Psychology, Tata McGraw Hill Education Simon, Bombay. (1971) Private Limited, New Delhi.
- Asthana, Bipin and Agrawal, Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir, Agra.

### **Referred Web resources:**

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- [https://books.google.co.in/books/about/Assessment\\_for\\_Learning.html?id=dc1CFGSvypQC&redir\\_esc=y](https://books.google.co.in/books/about/Assessment_for_Learning.html?id=dc1CFGSvypQC&redir_esc=y)
- [https://books.google.co.in/books/about/Assessment\\_for\\_Learning.html?id=9Tr9AAAAQBAJ&redir\\_esc=y](https://books.google.co.in/books/about/Assessment_for_Learning.html?id=9Tr9AAAAQBAJ&redir_esc=y)
- [https://books.google.co.in/books/about/Assessment\\_and\\_Learning.html?id=yYJQ\\_BDILEgC&redir\\_esc=y](https://books.google.co.in/books/about/Assessment_and_Learning.html?id=yYJQ_BDILEgC&redir_esc=y)

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**SEMESTER: II**  
**Methodology of teaching English**

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**Course-code:-CPS7a /b-01**

**Credit:4**

**Objectives of the course:**

1. To understand nature and scope of English language.
2. To develop proficiency in the language.
3. To be familiar with the psycholinguistics and sociolinguistics aspects of language.
4. To understand the skill of language.
5. To be aware of the pedagogical practices required for teaching English on second language.
6. To facilitate the effective use of learning resources.
7. To encourage continuous professional development.
8. To develop an appreciation of the role of English in both academics and life.

**Course Content**

**Unit - I: Fundamentals of Language**

- a. English Language- Its nature and importance.
- b. Role of Language in Life: Intellectual, Emotional, Social and Cultural Development.  
,Language Acquisition vs. Language Learning.
- c. Correlation of English language with other school subjects.
- d. Principles and Maxims of Language Teaching.

**Unit - II: Techniques, Methods, Approaches and Teaching Aids**

- a. Techniques (Discussion, Narration, Questioning), Methods (Story Telling, Dramatization) Poetry: Methods (Recitation, Song-action), Techniques of Appreciation Grammar: Types (Functional, Formal), Methods (Inductive, Deductive)
- b. Various Methods- Translation Method, Direct Method, Dr. West Method, Eclectic Method, Bilingual Method
- c. Approaches of Teaching English- Constructivist Approach, Communicative approach, Structural Method, Situational Method
- d. Teaching Aids- Types, importance and utility in class room teaching

### **Unit - III: Curriculum Designing and Co curricular activities**

- a. Curriculum construction – Concept & principles of curriculum
- b. Criteria of a good text book and critical study of the text book of language prescribed for secondary school
- c. Co-Curricular activities, Language Laboratory - need, importance and organization.
- d. Teaching Aids - Types, Importance and Utility in classroom teaching

### **Unit - IV: Planning, Action Research and Learner Evaluation**

- a. Planning a Lesson, Instructional Objectives and Specifications for: Prose, poetry, Grammar and composition
- b. Action research: Concept and Identification of problems faced by the teachers in the classroom.
- c. Comprehensive and Continuous Evaluation and its use in English class.
- d. Diagnostic and achievement test. Remedial Teaching, Contrastive analysis; Error analysis.

### **Practical Based Activity**

- (i) Discuss in groups how the role of English language has changed in the 21st
- (ii) Topic for Debate — Globalization & English
- (iii) Discussion on the topic 'War begins When Words Fail'
- (iv) Visit 5 schools in the neighborhood and prepare a report on the three language formula being implemented in the schools.
- (v) Prepare a book review of an English text book of class VIII
- (vi) Observing, interviewing and writing comprehensive profile of a student

### **Outcomes of the course:**

1. Learners will be able to understand the fundamentals of English language.
2. Learners will be able to develop proficiency in the language.
3. Learners will be able to familiar with the psycholinguistics and sociolinguistics aspects of language.
4. Learners will be able to understand the skill of language.
5. Learners will be able to do pedagogical practices required for teaching English
6. Learners will be able to know the pedagogical practices of language.
7. Learners will be able to use the learning resources effectively.
8. Learners will be able to prepare various forms of lesson plans.

### **Reference Books:-**

- A. L. Kohali & L. M. Sharma 2006 Techniques of Teaching English, Dhanpat Rai, Publishing co. Delhi.



- B. D. Bhatt 1995 Modern Methods of Teaching , Kanishka Publishers, Delhi.
- 3.Dr. H K Gourav 2000 Teaching Aspects of English language, Nutan Prakashan, Pune.
- Dr. R. A Sharma 2006 Teaching of English, R.Lall book depot,Meerut.
- D. P. Kaushik 2010 Teaching of English, Agra, Agrawal Publication.
- S. C Chaddha 2004 Teaching of English, Loyal book depot,Meerut.
- N.Krishnaswamy&Lalita Krishnaswamy2005 TeachingEnglish,MacmillanIndia Limited.Chennai.
- M. M Sarala & Dr. D. Rao 2006 Techniques of Teaching English, SonaliPublication, Delhi.
- Harry Dhand 1990 Techniques of Teaching English, Ashish Publication House,Delhi
- Geeta, Rai. 2016, Teaching of English, R. Lal Publication,Meeruth

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- [http://mpbou.edu.in/slm/B.Ed\\_SLM/bedteb2u2.pdf](http://mpbou.edu.in/slm/B.Ed_SLM/bedteb2u2.pdf)
- <https://uptetpoint.com/dr-wests-new-method/>
- <https://www.slideshare.net/anglophilia70/eclectic-approach>
- <https://blog.tjtaylor.net/method-communicative/>
- <https://www.whatiselt.com/single-post/2018/08/23/What-is-the-Communicative-Approach>
- <https://supvamjaad.wordpress.com/2013/01/13/general-objectives-of-teaching-english-in-the-elementary-stage/>



**SEMESTER: II**  
**Methodology of Teaching Hindi**

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**Course-code:-CPS7a/b-02**

**Credit:4**

**Objectives:** After completion of the course, pupil-teachers will be able

1. To understand the importance of Hindi language and its contribution to Indian culture and emotional integration.
2. To understand the aims and objectives of teaching Hindi and state them in the form of Specific behavioral changes.
3. To prepare objective based lesson plans and implement them.
4. To understand the basic skills of language learning.
5. To understand the different methods of teaching Hindi and use them in his practice teaching lessons.
6. To understand the importance of appropriate instructional material and use them in their practice teaching lesson plans.
7. Understand the importance of Evaluation, prepare and use different tools of Evaluation in language learning.
8. Understand the importance of co-curricular activities in language learning.
9. To imbibe the special qualities of a Hindi teacher.

**Syllabus**

**Unit I Introduction to Hindi subject in school curriculum.**

- a. Meaning and concept of language.
- b. Place and importance of Hindi languages in the school Curriculum.
- c. Nature, aims and objectives of teaching Hindi.
- d. Correlation of Hindi language with other school subjects.

**Unit II- Methods and Techniques of teaching Hindi.**

- a. Different methods of teaching prose, poetry, grammar and composition  
- Lecture method, inductive method, deductive method
- b. Rapid reading of Hindi language
- c. Integration of content and methods.
- d. Various techniques of teaching Hindi 1) Storytelling 2) Dramatization 3) Language Games 4) Guided Composition 5) Letter writing 6) Narrative and Dialogue
7. Diagnostic and remedial approach.

### **Unit III - Curriculum construction and co curricular activities**

- a. Curriculum construction – Concept & principles of curriculum
- b. Criteria of a good text book and critical study of the text book of language prescribed for secondary school
- c. Co-Curricular activities, Language Laboratory - need, importance and organization.
- d. Teaching Aids - Types, Importance and Utility in classroom teaching

### **Unit IV- Planning and Construction of test**

- a. Planning – Need and Importance, Planning of prose, poetry and Grammar lessons.
- b. Tests- Types, Qualities of good tests, Steps of test construction, Construction of Blueprint.
- c. Processing of lesson notes and micro lesson plans.
- d. Unit plan, Resource unit- Concept and administration.

### **Course outcomes:**

On the completion of Program, the Pupil-Teachers will be able

1. To describe the history of Hindi literature with evolution of language.
2. To understand the characteristics of ancient and medieval literature in context of different socio-economic environments.
3. To identify the modern literary reactions towards the changes of society.
4. To analysis the characteristics of official language of India and its implementation in society.
5. To understand the development of Hindi as link language in the country.

### **Practical based Assignments**

- Solving grammar exercise of 8<sup>th</sup> and 9<sup>th</sup> Standard Text books of second Language Hindi/Third Language.Hindi
- Report on constitutional provisions – provided to Hindi and the implication.
- Construction of substitution – tables on the concerned text
- With reference to class six to eight in Hindi language; collect ten examples of grammar and discuss them in the group.

### **Reference Books:-**

- Mk-W ik.Ms; jke'kdy] ¼1993½ fgUnhf'k{k.k] JhfouksniqLrdefUnj]vxxjk
- prqosZnh] jkeLo:i ¼2009½]fgUnhlfkfgR; vkSjlaosnuk dk fodkl] yksdHkkjrhizdk'ku]fnYyh
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- Mk-W ¼Jherh½ prqosZnhf'k[kk ¼2010½] fganhf'k{k.k] vkj- ykycqdfMiks]esjB
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- HkkbZ ;ksxsUnzthr] fgUnhHkk"kkf'k{k.k]JhfouksniqLrdefUnj]vxxjk
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- <https://www.learningclassesonline.com/2019/09/teaching-of-hindi-pdf-book.html>
- <https://www.pupilstutor.com/p/bed-books-and-notes-in-hindi.html>
- <https://exambaaz.com/hindi-pedagogy-notes/>
- <https://wikimeinpedia.com/uptet-ctet-sanskrit-pedagogy-pdf-free-download-sanskrit-book-pdf/>
- <https://www.teachersadda.com/hindi-pedagogy-notes-for-ctet-2020/>



**SEMESTER: II**  
**Methodology of teaching General science**

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**Course-code:-CPS7a/b-03**

**Credit:4**

**Objectives:** After Completion of Course the student teacher will be able to:

1. Develop understanding of the nature of science.
2. Appreciate the contribution of Indian and foreign scientists in development of Science.
3. Use different methods and techniques of teaching science effectively.
4. To organize co-curricular activities in science.
5. To construct a unit test in science.
6. To understand the evaluation in science.

**UNIT – I**

**Unit – I Introduction to Science subject in school curriculum.**

- a. Concept of science. Science as a domain of enquiry and characteristics of a scientific enquiry observation, steps in scientific method.
- b. Values developed through Science
- c. Correlation of science with other school subjects
- d. Contributions of Eminent Indian and western Scientists. – Jagdish Chandra Bose, Dr. Hargobind Khorana, Birbal Sahani, Salim Ali, Darwin, Mendel Watson & Crick and Alfred Nobel

**Unit – II Various Methods, Techniques and Aids of teaching Science.**

- a. Various Methods of teaching science – Lecture, Demonstration, Lecture-cum Demonstration, Laboratory, Heuristic Method, Inductive & Deductive Method, Project Method, Observation Method, Problem Solving, Analytical and Synthetic method.
- b. Various Techniques in teaching science-Team Teaching, Inquiry training model, Supervised Study.
- c. Science Teacher–Qualities of a good science teacher, professional growth of Science Teacher, Teacher’s Handbook.
- d. Teaching Aids in Science-Types, Importance and Utility in classroom teaching

**Unit- III- Nature of curriculum, CCA , Labs, Teaching aids in Science**

- a. Nature of science curriculum and principles of curriculum construction.
- b. Textbook of science- Importance and utility of science textbook, Criteria for a good Science text book, critical study of a science text book prescribed for secondary school.
- c. Co-curricular activities in science education- Need, Importance and Organization of science clubs, Science Fairs, Science Exhibition, Excursion, Field Visit and Scientific Discussion.
- d. Science Laboratory- Need, Importance and Organization, Essentials of an ideal Science Laboratory, Improvised apparatus in science teaching.

#### **Unit IV Planning, Construction of test and Evaluation**

- a. Planning – Need and Importance, Lesson Plan, Unit Plan, Annual Plan- Concept and organization
- b. Test construction- concept, construction of Achievement test, diagnostic and remedial test.
- c. Open-book tests: Strengths and limitations, Blue print: Meaning, concept, need and construction.
- d. Continuous and Comprehensive Evaluation (CCE) in Sciences.

#### **Practical based assignments**

1. Report on a case study on identifying and addressing issue of alternative concepts in Physical science
2. Critical review of a recently published research paper in Science/Biology Education Journal
3. Critical review of a Textbook of Science/Biology.

#### **Course Outcome**

1. To be able to know about contribution of Indian and western Scientists.
2. Learners will be able to understand the importance of teaching science based on the nature of science.
3. Learners will be able to analyze the impact of science and technology on modern living.
4. Learners will be able to understand science and its nature.
5. Learners will be able to organize co-curricular activities in science.
6. Learners will be able to find the ways in which science is applied and used to solve local and global problems.
7. Learners will be able to construct a unit test in science.
8. Learners will be able to understand continuous and comprehensive evaluation in science.

#### **References:-**

- Sharma, Dr.H.L.(1989), —School Science Education in India, Published by commonwealth Publishers 4378/4B, Ansari Road, Murari Lal Street New Delhi- 110002
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- V.Mu] ,l- ds ,¼2017½ foKkuf'k{k.kvxzokyifCyds'ku]vkvxjk

**Referred Web resources:**

- <https://www.slideshare.net › Khione › methods-of-teach...>
- <https://www.edsys.in/innovative-science-teaching-methods/>
- <https://ncert.nic.in/pdf/focus-group/science.pdf>
- <https://www.teachersadda.com/teaching-methods-of-science/>
- <https://www.britannica.com/science/pedagogy>



**SEMESTER: II**

**Methodology of Teaching Civics**

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**Course-code:- CPS-7a/b-04**

**Credit:4**

**Objectives:** After completion of the course, pupil-teachers will be able

1. To understand meaning, scope and importance of civics in the school curriculum.
2. To understand the general principle and maxims of civics.
3. To understand the meaning, importance of correlation.
4. To proficiency in correlating civics with other school subjects.
5. To acquire skills in planning lessons in civics.
6. To acquire the knowledge of teaching method.
7. To acquire the knowledge of civics room and planning equipping
8. To cultivate the qualities of a good civics teacher

**Unit I – Introduction to Civics subject in school curriculum.**

- a. Concept, importance and utility of civics, place and importance of civics in school curriculum.
- b. Aims, objectives, principles and maxims of civics teaching at different stages.
- c. Correlation - meaning and importance, types, correlation of civics with other subject.
- d. Civics - an art or Science, Man as a social animal and as a citizen

**Unit II- Methods, Techniques and Aids of Teaching Civics**

- a. Instructional Media: Concept, Importance and types of instructional media and their use in teaching of civics.
- b. Methods of teaching Civics –Traditional method , Dynamic method, Lecture, demonstration, play way, project method
- c. Teaching aid use in teaching civics- Auto-Visual aids, Classification of audio- visual aids, Usable aids in civics teaching, Importance of newspaper and journals in the teaching, civics, Importance of exhibits and museums in civics teaching
- d. Current affairs and controversial topic in civics.

**Unit III- Curriculum construction and co curricular activities**

- a. Curriculum construction – Concept & principles of curriculum



- b. Criteria of a good text book and critical study of the text book of language prescribed for secondary school
- c. Co curricular activities in civics-importance, types, importance of organization of field trips.
- d. Teaching Aids - Types, Importance and Utility in classroom teaching, Importance of civics room

#### **Unit IV- Planning and Construction of test**

- a. Format of lesson plan: Its stages, Selection of relevant content
- b. Lesson Plan, Unit Plan, Resource Unit, Year plan- Concept, steps, format
- c. Selection of appropriate teaching devices and assignments and plan according to active learning strategies.
- d. Test construction- concept, construction of Achievement test, diagnostic and remedial test.

#### **Practical based assignments**

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

#### **Course Outcomes:**

1. On the completion of Program, the Pupil-Teachers will be able
2. To refresh the knowledge of student teacher regarding the meaning and importance of civics.
3. To establish co-relation of civics with other school subjects.
4. To apply appropriate methods in teaching particular topics at different level.
5. To select and use relevant teaching aids.
6. To clarify particular concepts, trends, principles, methods etc. with the help of correlation to similar content or situation.
7. To develop skills and abilities for organizing school activities related to the subject.

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**SEMESTER: II**  
**Methodology of Teaching Sanskrit**

L	T	P
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**Course-code:-CPS7a/b-05**

**Credit:4**

**Objectives:** After completion of the course, pupil-teachers will be able

1. To understand the importance of Sanskrit language and its contribution to Indian culture and emotional integration.
2. To understand the aims and objectives of teaching Sanskrit and state them in the form of specific behavioral changes.
3. To prepare objective based lesson plans and implement them.
4. To understand the principles of curriculum construction in Sanskrit.
5. To understand the different methods of teaching Sanskrit and use them in practice teaching lessons.
6. To understand the importance of appropriate instructional material and use them in practice teaching of lesson plans.
7. To understand the importance of Evaluation, prepare and use different tools of Evaluation in language learning.
8. To understand the importance of co-curricular activities in language learning.

**Unit I: Introduction to Sanskrit Language in School Curriculum**

- a. Contributions of Sanskrit to other Indian Languages, to Indian culture and tradition and to emotional integration
- b. Socio-cultural and historical importance of Sanskrit language
- c. Aims & Objectives of teaching Sanskrit with reference to three language formula.
- d. Instructional Objectives - Specifications of each objective in the form of specific behavioral changes, Place of Sanskrit at different levels of school education

**Unit II- Methods and Techniques, Development of Language Skills of teaching Sanskrit**

- a. Teaching techniques - Introduction, Questioning, Blackboard writing, Reading, Explanation, Reinforcement, Teaching Methods- Lecture method. Inductive method
- b. Listening, speaking: importance, characteristics, and activities for its development.
- c. Reading: mechanics of reading, objectives, different kinds of reading – silent reading and loud reading.
- d. Writing: importance of good handwriting - specialties of the Devnagri script, causes of spelling mistakes, remedial measures.

### **Unit III: Curriculum Designing, Co curricular activities and Teaching Aids**

- a. Concept, Principles of curriculum construction of Sanskrit.
- b. Transaction of curricular/ co-curricular activities.
- c. Teaching Aids - Types, Importance and Utility in classroom teaching
- d. Use of Audio-Visual Aids

### **Unit IV Planning and Construction of test**

- a. Planning lesson plans in prose, poetry, grammar and composition.
- b. Micro lesson plan ,Unit plan, Resource unit : importance, characteristics, format
- c. Planning – Need and Importance, Various types of Tests, Qualities of good tests
- d. Steps of test construction, Construction of Blue print.

### **Practical based assignments**

1. Preparation of an Achievement Test in Sanskrit. .
2. Develop two games for teaching any Sanskrit Topic.
3. Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.
4. Do a survey of five schools in your neighborhood to find out: (i) Level of introduction of Sanskrit\ (ii) Textbooks used in the classroom

### **Course Outcomes:**

On the completion of Program, the Pupil-Teachers will be able

1. To understand the history & importance of Sanskrit.
2. To develop awareness of objectives of teaching Sanskrit at the Elementary and Secondary level.
3. To understand the different aspects of Sanskrit Grammar.
4. To get acquainted and frame Behavioral Objectives for teaching Poetry, Prose, Composition and Grammar in Sanskrit.
5. To develop the skills of preparing and using effectively the instructional materials for the teaching of Sanskrit
6. To get acquainted with the various devices of language learning.

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**SEMESTER: II**  
**Methodology of Teaching Commerce**

L	T	P
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**Credit: 4**

**Course-code:- CPS7a/b-06**

**Objectives:** After completion of the course, pupil-teachers will be able

1. To recall the history, meaning, nature and scope of commerce.
2. To introduce pupil- teachers with the methodology of teaching of Commerce used in state and central schools.
3. To make pupil- teachers aware of the ethics of Commerce and its relationship with other subjects.
4. To encourage pupil- teachers to use a wider range of commerce teaching techniques and strategies.
5. To acquaint pupil- teachers with the role of teaching aids, textbooks and co-curricular activities for commerce teaching.
6. To analyze the financial activities and plan of state and central schools.

**UNIT-1 Introduction of teaching Commerce in school curriculum**

- a. Concept, need and importance of Commerce.
- b. Place of commerce in secondary school curriculum and its critical appraisal.
- c. Commerce and its relationship with other Social Sciences.

**UNIT – II Methods, Techniques and aids of teaching Commerce**

- a. Different methods of teaching commerce, uses and critical analysis- Lecture method, Demonstration Method, Project method, Problem solving method, Active learning method
- b. Commerce Text-books and Supplementary Materials.
- c. Techniques of teaching commerce Subject: Questioning – Answering, Assignment, Observation, Explanation and Illustration.
- d. Teaching aids of commerce

**UNIT – III Curriculum construction and co curricular activities**

- a. Commerce curriculum- Meaning, Principles of curriculum construction, demerits of present
- b. Curriculum of commerce, various types of curriculum
- c. Co-curricular activities for commerce teaching- Concept, importance, types
- d. Laboratory of commerce, commerce room

**UNIT – IV Planning, Construction of test and Evaluation**

- a. Lesson planning in commerce- Meaning, need and importance, construction of composite Lesson plan. Lesson Plan according to Active Learning Strategies.
- b. Planning – Need and Importance, Various types of Tests, Qualities of good tests
- c. Steps of test construction ,Construction of Blue print.
- d. Meaning of evaluation, difference between evaluation and measurement, techniques of evaluation, types of evaluation

## Practical based Assignments

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

## Course Outcomes:

On the completion of Programme, the Pupil-Teachers will be able

1. To develop an understanding and use concept mapping and curricular elements in Financial Accounting teaching.
2. To develop the ability to plan Curriculum in Financial Accounting at senior secondary level.
3. To undertake Critical appraisal of existing Financial Accounting curriculum at senior secondary stage prescribed by state and central Boards.
4. To know the qualities of text book of Financial Accountancy.
5. To develop necessary skills of Financial Education for the Professional growth of a Financial Accounting teacher and its ethics.

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**SEMESTER: II**  
**Methodology of Teaching Life science**

L	T	P
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**Course-code:-CPS7a/b-07**

**Credit: 4**

**Objectives:** After completion of the course, pupil-teachers will be able

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

**Unit I- Introduction to Teaching Biological Science**

- a. Biological Science: Concept, Relationship between Biology & human welfare
- b. Utilitarian, Cultural and Disciplinary Aims, Scientific Attitude and Training in Scientific Method
- c. Instructional Objectives: Bio - Science in Secondary schools:
  - As per NCERT CurriculumFramework-2000
  - As per NCTE Curriculum Framework
  - As per National CurriculumFramework-2009
- d. Behavior Specifications of Instructional Objectives: Knowledge, Understanding, Application, Skill

**Unit II: Approaches, Methods, Models and Aids of Teaching Biology**

- a. **Approaches:** Structure and function Approach, Types specimen Approach, Inductive and Deductive Approach

- b. Methods of Teaching- Guided Discovery Method
- c. Models of Teaching: Biological Science Enquiry Model (Joseph Schwab), Memory Model (J.Lucas)
- d. Teaching Aids - Types, Importance and Utility in classroom teaching

### **Unit III: Curriculum construction and co curricular activities**

- a. Curriculum – Concept & principles of curriculum construction
- b. Meaning, importance and Organization of Co-Curricular Activities
  - i. Bio Science laboratory - Need and importance, equipping Bio-lab, Organizing the practical Work
  - ii. Project Activities: Aquarium, Viverium, Terrariums, Museum, School garden,
  - iii. Preservation of specimen through plastination-Meaning, Importance and Steps.
  - iv. Bio-Science Club – organization & its activities, Bio Science Exhibition, Fieldtrips, Bio-Science Quiz, Nature Study, Bird watching, Collection & Preservation of Specimens-Plants and Animals

### **Unit IV: Instruction Design in Teaching Biological Science.**

- a. Pedagogical Analysis: Analysis of 8th, 9th and 10th Standard Biology Text book of Karnataka State
- b. Lesson Planning- Meaning, Importance and format according to active learning strategies.
- c. Unit Plan - Meaning, importance and steps
- d. Resource Unit - Meaning, importance and components.

### **Practical based Assignments**

1. Preparing power point slides for any selected unit in VIII or IX class Biology.
2. Preparing a set of (OHP) transparencies
3. Slides for a selected Unit in 10th Std. Biology.
4. Writing of Instructional objectives & behavioral specifications on a selected Unit.
5. Preparing improvised apparatus in Biology
6. Preparing a lesson Plan on any topic in Biology using any innovative Method / Model of Teaching
7. Developing an Achievement test / Diagnostic test.

### Course Outcomes:

On the completion of Programme, the Pupil-Teachers will be able

1. To understand the nature and scope of life science.
2. To acquire aims and objectives of teaching life science at different levels.
3. To acquire skills relating to planning lessons and presenting them effectively.
4. To analyze the life science curriculum.
5. To adequate skills in using proper and suitable methods of teaching life science.

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**SEMESTER: II**  
**Methodology of Teaching History**

L	T	P
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**Course-code:- CPS7a/b-08**

**Credit: 4**

**Objectives:** After completion of the course, pupil-teachers will be able

Understand meaning, scope and importance of History in the school curriculum.

1. To acquire content knowledge of methods of history.
2. To acquire knowledge of aims and instructional objectives of teaching history
3. To acquire skills in planning lessons in History.
4. To understand and apply the principles of organizing content in the teaching history.
5. To acquire knowledge about Local, Regional National, and World History.
6. To acquire the knowledge of Instructional Material and resources in teaching history.
7. To preparing suitable teaching devices & using them & organizing field trips.
8. To proficiency in correlating History with other school subjects.
9. To cultivate the qualities of a good History and civics teacher
10. To acquire the knowledge of content of History for various standards in the state.
11. To evaluate History text books and prescribed courses
12. To develop necessary skills in the application of methods and techniques in the classroom.

**Unit I: Introduction to History in school curriculum**

- a. Concept of history, History - an art or Science
- b. Different levels of History - World History, National, Regional and Local History
- c. General aims of teaching history, Specific aims, aims of teaching history in present conditions of India, aims of teaching history at the different stage of education.
- d. Correlation – Concept, Importance, Types of correlation, Correlation of History with other School Subject

**Unit II: Methods, Techniques, and Instructional Materials of teaching History**

- a. Methods and techniques of teaching History –discussion, project, problem Solving, Active Learning Strategies.
- b. Instructional Materials in History - Collateral Reading – Importance, Reading materials, Historical Novels
- c. Teaching aids- Auto biography, Magazines, News papers Dramas, Journals Audio-Aids-Radio, Tape recorder, Visual-Aids-Maps- Importance,
- d. Procedure of using maps, pictures, charts, models, film strips, diagrams.

### **Unit III: Curriculum construction and co curricular activities**

- a. Curriculum – Concept & principles of curriculum construction
- b. Meaning, importance and Organization of Co-Curricular Activities
- c. Co curricular activities in History.
- d. Laboratory of History

### **Unit IV: Instructional design in Teaching History**

- a. Selection of relevant content, selection of appropriate teaching devices and assignments, and plan according to active learning strategies.
- b. Lesson Planning- Meaning, Importance and format according to active learning strategies.
- c. Unit Plan - Meaning, importance and steps
- d. Resource Unit - Meaning, importance and components.

### **Practical based assignments**

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

### **Course Outcomes:**

On the completion of Programme, the Pupil-Teachers will be able

1. To acquire knowledge of History and its features.
2. To understand the aims and objectives of teaching history.
3. To enable to develop knowledge in Planning for teaching history.
4. To Know the modes and approaches in pedagogy of teaching history.
5. To understand the media, materials and learning resources for teaching history.

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**SEMESTER: II**  
**Methodology of Teaching Geography**

L	T	P
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**Course-code:-CPS7a/b-09**

**Credit:4**

**Objectives:** After completion of the course, pupil-teachers will be able

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

**Unit I: Introduction to Geography in school curriculum**

- a. Concept and importance of Geography, International relations and study of Geography
- b. Branches of Geography and their importance- physical, economic, human and political.
- c. Intellectual aims, Cultural aims, Environmental aims, Utilitarian aims, Aesthetic aims
- d. Taxonomy of teaching Geography- Knowledge, Understanding, Application

**Unit II: Methods and Techniques of teaching Geography**

- a. Trends in Geography Education
- b. Different Methods of teaching Geography – Lecture Method, Laboratory Method, Observation Method, Excursion Method, Project Method, Discussion Method
- c. Techniques of teaching Geography: Questioning – Answering, Assignment, Observation, Explanation and Illustration.
- d. Co-relation of Geography with History, Science, Mathematics and languages

**Unit III: Curriculum construction and co curricular activities**

- a. Curriculum – Concept & principles of curriculum construction
- b. Meaning, importance and Organization of Co-Curricular Activities
- c. Co curricular activities in Geography.
- d. Importance and Organization of Field trips, Visits, Geography based hobby clubs / societies (National geography specials)

## Unit IV: Instructional design in Teaching Geography

- a. Selection of relevant content, selection of appropriate teaching devices and assignments, and plan according to active learning strategies.
- b. Lesson Planning- Meaning, Importance and format according to active learning strategies.
- c. Unit Plan - Meaning, importance and steps
- d. Resource Unit - Meaning, importance and components.

### Practical based assignments

1. Preparation of charts, globe and models of Geography.
2. Preparation of transparencies about- section of volcanoes, seabed, plain etc.
3. Interpretation of weather maps
4. Drawing of geographical maps
5. Preparation of resource unit in Geography
6. Visit to an observatory, planetarium or Geography museum
7. Collection of specimens
8. Preparation of a project report – based on local geographical survey.

### Course Outcomes:

On the completion of Programme, the Pupil-Teachers will be able

1. To understand the modern concept of Geography
2. To prepare yearly plan, unit plan, and lesson plan for different classes.
3. To prepare maps and charts to illustrate the contents of different classes and use them effectively.
4. To apply appropriate methods and techniques of teachings of particular topics at different levels.
5. To arrange field trips and local surveys.
6. To prepare achievement test and diagnostic test, administration of the test, analysis of results and make suggestion for remedial teaching.

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## SEMESTER: II

### Methodology of Teaching Social Science

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Course-code:-CPS7a/b-10

Credit:4

**Objectives:** After completion of the course, pupil-teachers will be able

1. To develop an understanding of the nature of Social science.
2. To understand matters of both content and pedagogy in the teaching of Social science.
3. To define and differentiate the concept of Social science and explain its relative position in the Syllabus.
4. To understand the aims and objectives of teaching of Social science.
5. To evaluate the critically existing school syllabus of Social science Teaching.
6. To enable the pupil teacher to review the Text-book of Social science.
7. To apply appropriate methods and techniques of teaching particular topics at different levels.
8. Prepare, select and utilize different teaching aids.
9. To acquire basic knowledge and skills to analyses and transact the Social science curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life.

#### **Unit I: Introduction of Social science in school curriculum**

- a. Concept and importance of Social science, International relations and study of Social science
- b. Social science as a separate subject in school curriculum and fundamental principles of social science courses.
- c. Intellectual aims, Cultural aims, Environmental aims, Utilitarian aims, Aesthetic aims
- d. Taxonomy of teaching Social science - Knowledge, Understanding, Application

#### **Unit II: Basic concepts, Methods and Techniques of teaching Social Science**

- a. Indian culture, issues related to genders equality, Dignity, Socialism, Secularism,
- b. Rights of Dalits, Tribes, Minorities, Women and Children, and Disabled
- c. Different Methods of teaching Social science – Lecture Method, Laboratory Method, Observation Method, Excursion Method, Project Method, Discussion Method
- d. Techniques of teaching Social science: Questioning – Answering, Assignment, Observation, Explanation and Illustration.
- e. Co-relation of Social science with Science, Mathematics and languages

### Unit III: Curriculum construction and co curricular activities

- a. Curriculum – Concept & principles of curriculum construction
- b. Meaning, importance and Organization of Co-Curricular Activities
- c. Social studies library and laboratory need, management and equipments
- d. Co curricular activities in Social science, Importance and Organization of Field trips, Visits, Social science based hobby clubs / societies

### Unit IV: Instructional design in Teaching Social science

- a. Selection of relevant content, selection of appropriate teaching devices and assignments, and plan according to active learning strategies.
- b. Lesson Planning- Meaning, Importance and format according to active learning strategies.
- c. Unit Plan, Resource Unit - Meaning, importance and steps
- d. Evaluation in Social Studies: meaning, purpose, objectives, Criteria of good examination

**Practical based Assignment** - Compile articles from newspapers, magazines, and the internet discussing on social events and prepare report. Conduct survey based study on social condition of rural people and prepare Action Research report.

#### Course Outcomes:

On the completion of Programme, the Pupil-Teachers will be able

1. To define and differentiate the concept of social studies and explain its relative position in the syllabus.
2. To understand the aims and objectives of teaching Social Science.
3. To prepare Unit plans lesson plans for different classes.
4. To apply appropriate methods and techniques of teaching to particular topics at different levels.
5. To prepare, select and utilize different teaching aids.

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## Methodology of Teaching Economics

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Course-code:-CPS7a/b-11

Credit:4

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

1. To understand about basic facts, concepts, laws, principles and trends in Economics.
2. To understand about the various curricular activities teaching of Economics.
3. To understand the knowledge of Economics curriculum.
4. To understand the aims and objectives of Economics.
5. To understand the use of Educational technology for teaching Economics.
6. To understand about the teaching methods and aids of teaching Economics.
7. To understand the knowledge of Evaluation process in Economics.
8. To understand past, future and current models of Economic and apply that knowledge in societies.
9. To understand how to prepare lesson plans and unit plans.

### UNIT – I Introduction to Economics in school curriculum Economics:

- a. Concept of Economics., Importance of Economics as a discipline at Secondary level and its relationship with other subjects.
- b. Aims and objectives of teaching Economics - (i) Instructional objectives of teaching Economics at different school levels, (ii) Bloom's taxonomy and writing objectives in behavioral term.

### Unit-II Methods and Techniques of teaching Economics:

- a. Methods of Teaching Economics: Question answer, Project, Discussion, Analysis – Synthesis and Active learning strategies.
- b. Teaching aids and media in teaching of Economics - Charts, Diagrams, Models, T.V., Radio, Excursions, Newspapers and Magazines.
- c. Use of Educational technology for teaching Economics
- d. Characteristics of a good textbook in Economics and critical study of the existing textbooks.

### UNIT – III Curriculum construction and Co curricular activities:

- a. Curriculum and content of Economics- (i) Concept and importance of curriculum., (ii) Objectives and Principles of selection of content Economics.
- b. Organization of Economics room and various curricular activities to motivate teaching of Economics.
- c. Qualities and competencies of a good Economics teacher.
- d. Challenges faced by an Economics teacher

#### Unit IV: Planning and Construction of test

- a. Lesson Plan, Unit Plan : Concept, Importance and format.
- b. Meaning, importance of evaluation.
- c. Types of evaluation-oral test, written test - Essay type test, Objective types test, and short answer type, Formative and Summative Evaluation. , Continuous and comprehensive Evaluation (CCE).
- d. Assessment of different learning outcomes, Diagnostic and Remedial teaching.

#### Practical based Activity:

- a. Visit to any one place of Economical importance (Bank, Financial institution) and write a report (Planning, Organization, Learning experiences, Reflection)
- b. Compare the objectives of teaching economics at secondary and higher secondary level of various boards (SSC, CBSE, ICSE) any one level.
- c. Prepare and execute a lesson plan to teach by using any one of the following
  - Constructivism
  - Cooperative learning

#### Course Outcomes:

1. Learners will be able to acquire the knowledge of basic facts and concepts of teaching economics.
2. Learners will be able to acquire the knowledge of various curricular activities of teaching Economics.
3. Learners will be able to acquire the knowledge of Economics curriculum.
4. Learners will be able to understand the aims and objectives of Economics.
5. Learners will be able to understand the use of Educational technology for teaching Economics.
6. Learners will be able to know about the teaching methods and aids of teaching Economics.
7. Learners will be able to know about the Evaluation process of teaching Economics.
8. Learners will be able to apply the knowledge of Economics in societies.
9. Learners will be able to prepare various forms of lesson plans and unit plan.

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**Methodology of teaching Mathematics**

L	T	P
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**Credit:4**

**Course-code:-CPS7a/b-12**

**Objectives:** After completion of the course, pupil-teachers will be able

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

**Unit I Introduction to Mathematics in school curriculum.**

- a. Meaning of Mathematics: Number, Quantity, Measurement, Logical reasoning
- b. Nature of Mathematics, Place of Mathematics in day today life activities
- c. Scope of Mathematics – Engineering, Agriculture, Medicine, Correlation of Mathematics with other subjects
- d. Contributions of great mathematicians- Arybhata, Bhaskaracharya, Ramanujan and Shakuntala Devi

**Unit II Aims, Objectives and Teaching Aids of Teaching Mathematics in Curriculum**

- a. Disciplinary Aims, Cultural Aims, Intellectual Aims, Aesthetic and Recreational Aims, Moral Aims, Vocational Aims, International Aims
- b. Revised Bloom's taxonomy of educational Objectives: Cognitive domain, Affective domain and psychomotor domain
- c. Instructional Objectives of teaching Mathematics: meaning and their specifications.
- d. eaching learning material: Meaning, need and importance of teaching learning material in mathematics teaching and use of audio – visual aids in mathematics teaching.

### **Unit III Approaches, Methods, Techniques and Evaluation of Teaching Mathematics**

- a. Methods of teaching mathematics: Inductive, deductive, analytic, synthetic, heuristic, laboratory, play-way, problem solving, project, guided discovery method and Active learning strategies. Need and importance of teaching methods for mathematics.
- b. Concept mapping – meaning, advantages and disadvantages.
- c. Techniques of Teaching Mathematics- Supervised study, Oral work and written work, Drill and review.
- d. Meaning, steps, techniques and criteria of a good test, blue print, Evaluation of learning mathematics- Formative and Summative

### **Unit IV Instructional strategies in teaching Mathematics and Co-Curricular Activities in Mathematics**

- a. Lesson Plan, Unit Plan, Resource Unit, Yearly Planning: Meaning, Steps ,Importance and Format
- b. Co curricular activities- Meaning, Importance
- c. Types of Co curricular activities: Mathematics Club, Mathematics Olympiads, Mathematics Quiz, Mathematics Museum , Mathematics Fair, Mathematics Laboratory: Organization, importance and uses
- d. Recreational activities in mathematics: Games, Puzzles, Riddles, etc.,
- e. Ethno Mathematics

### **Practical based assignments**

1. Design and implement an assessment for students over the learning goals for mathematics unit.
2. Design and implement a Math Vocabulary Center using mathematics vocabulary and hands-on engagement to learn and interact with the vocabulary.
3. Design and implement 2-day lesson plan based on the grade-8 level mathematics to implement with their students.

### **Course Outcomes:**

On the completion of Program, the Pupil-Teachers will be able

1. To know the meaning, nature and scope objectives of mathematics education.
2. To acquire knowledge of aims, objectives of mathematics education.
3. To write general and specific objectives of teaching and learning mathematics.
4. To acquire knowledge of principles for designing mathematics curriculum.
5. To prepare different kinds of test and understand the comprehensive evaluation.
6. To recognize and appreciate the connections between the theories and the applications.
7. To use mathematical ideas to solve real-world problems.
8. To adopt appropriate approaches and strategies in teaching mathematical concepts.

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After completion of the course, pupil-teachers will be able

1. To understand the importance of internship.
2. To capture the environment of the school.
3. To observe school related activities.
4. To get practical exposure of non teaching work related to school.

Pre-Internship Program is a part of B.Ed course that a student has to practice before going to the School for Internship. Prospective teachers will visit nearby Private schools for Pre-Internship Program. . The duration of pre- internship comprised of four weeks, where they carry out mainly shadowing of subject teacher, observation of school activities and conducting non- teaching activities. This practice for about four weeks makes them much familiar with the school environment for internship programme, Permission will be taken from schools. Groups will be made and sent to them to schools. Before going to school they will be well oriented to perform the activities in the school. They are required to get acquainted about the following activities in the school and are required to prepare a journal of their experiences.

- ❖ What is internship? Aim and significance of Internship
- ❖ Importance of school Internship for B.Ed trainees
- ❖ Observation of ten lessons taught by regular teachers in school ( Five in each chosen Methodology subject)
- ❖ Description of school where internship to be conducted : Record of building, classroom
- ❖ Preparation of Attendance record ( One month)
- ❖ Preparation of 5 Notice on different occasions
- ❖ Preparation of scholar register and stock register
- ❖ Preparation of timetable
- ❖ Analysis of the question paper
- ❖ Assembly speech on different occasions(5)
- ❖ Conducting co-curricular activities and preparation of report(2)
- ❖ Record of Parent teacher meeting

**Course Outcomes:**

On the completion of Programme, the Pupil-Teachers will be able

1. To apply the experience of internship in their professional life.
2. To conduct non teaching activities in school.
3. To manage the activities of the school

**Referred Web resources:**

- <https://www.coloradomesa.edu/teachereducation/documents/InternshipHandbook.pdf>
- <https://www.thi.de/en/studies/internships/pre-study-internship>
- <https://en.wikipedia.org/wiki/Internship>
- <https://uca.edu/exss/files/2019/09/Explanation-of-Internship.pdf>
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