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**COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION**

**SECOND YEAR**

**SEMESTER – III**

**COURSE B.ED. 301(A-1)– PEDAGOGY OF A SCHOOL SUBJECT – CIVICS**

**Contact Hours : 6 periods/week (50 Min. each)**

**Max. Marks : 50**

**Theory Marks : 40**

**Internal Assessment : 10**

**Objectives :-**

- Understand matters of both content and pedagogy in the teaching of Social Sciences.
- Define and differentiate the concept of Social Studies and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching Social Studies.
- Prepare unit plans and Lesson plans for different classes.
- Critically evaluate the existing school syllabus of Social Studies.
- To enable the pupil teacher to review the Text-book of Social Studies (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels. Prepare, select and utilize different teaching aids.

**Unit- I:- Nature and Scope of Civics**

- Meaning, concept and scope of civics in schools.
- Aim and objective of civics teaching in school
- Uniqueness of disciplines and interdisciplinary.
- Political issues and concerns of the present day Indian society.
- Multiple perspectives of approaches for contraction, explanations and arguments.

**Unit -II - Teaching-learning resources in civics**

- People as resource: the significance of oral data.
- Types of primary and secondary sources: data from field, textual materials. Journals, magazine newspaper etc.
- Using the library for secondary sources and reference material such as dictionaries and encyclopedia.

**Unit -III – ICT Materials in Teaching-learning of Civics**

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and

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aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

#### Unit –IV- Teaching-learning of civics

- Lesson plan, unit plan and year plan: Concept, meaning, need and importance.
- Meaning, nature and scope of civics: current trends.
- Teaching and learning major themes and key concepts in civics.
- Human-environment interactions: patterns of human activities reflection modifications based on the prevailing cultural values, economic and political circumstances and technological abilities.
- Political region – formation and change
- Teaching strategies in civics questioning, collaborative strategies: games, simulations and role play: problem solving and decision- making.
- Methods: - interactive verbal learning: experiential learning through activities experiments: investigative field visits.
- Techniques – using textbooks and atlas as a part of oral lessons. non-oral working lesson: using medium and large scale maps: using pictures photographs, situate in a galleries and aerial photographs: using audio-visual aids, CDS multimedia and internet; case study approach.

#### Unit-V:- Assessment and Evaluation

- Meaning, concept and construction of Achievement test, diagnostic and remedial test.
- Blue print: Meaning, concept, need and construction.
- Open-book tests: Strengths and limitations
- Continuous and Comprehensive Evaluation (CCE).
- Characteristics of Assessment

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**COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION**

**SECOND YEAR**

**SEMESTER – III**

**COURSE B.ED. 301(A-2)– PEDAGOGY OF A SCHOOL SUBJECT – HISTORY**

**Contact Hours : 6 periods/week (50 Min. each)**

**Max. Marks : 50**

**Theory Marks : 40**

**Internal Assessment : 10**

**Objectives :-**

- Develop an understanding of the nature of history, both of individual disciplines comprising of social sciences, and also of history as an integrated/ interdisciplinary area of study.
- Introduce student teachers to matters of both content and pedagogy in the teaching of history.
- Define and differentiate the concept of history and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching history.
- Prepare unit plans and Lesson plans for different classes.
- Critically evaluate the existing school syllabus of history.
- To enable the pupil teacher to review the Text-book of history (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare, select and utilize different teaching aids.
- Encourage to grasp concepts and to develop thinking skills.
- Introduce student teachers with matters of both content and pedagogy in the teaching of history.

**Unit- I- Nature and Scope of History**

- Meaning, Concept, nature and importance of history teaching.
- Uniqueness of disciplines and interdisciplinary.
- Historical importance of school level history study.
- Historical approaches, constructing explanations and arguments.

**Unit- II- Teaching-learning resources in history**

- People as resource; the significance of oral data
- Types of primary and secondary sources; data from historical, places, teaching material, journals, magazines, newspapers.
- Using the library for secondary sources and reference material such as dictionaries and encyclopaedia.

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### Unit- III – ICT & Materials in Teaching-learning of History

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

### Unit: -IV - Teaching-Learning of History

- Lesson plan, unit plan and year plan: concept, meaning, need and importance.
- Teaching and learning major themes and key concepts in history.
- Current trends, introduction of current of selecting various current events, instruction affairs.
- Method of history teaching, problem method, needs discussion method, the requirements unit, the various steps, role plays etc.
- Teaching strategies in history; questioning; collaborative strategies; games, simulation and role plays; values classification problem solving and decision.

### Unit-V: Assessment and Evaluation

- Meaning, concept and construction of Achievement test, diagnostic and remedial test.
- Blue print: Meaning, concept, need and construction.
- Open-book tests: Strengths and limitations
- Characteristics of Assessment in history
- Continuous and Comprehensive Evaluation (CCE) in history.


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**COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION**

**SECOND YEAR**

**SEMESTER – III**

**COURSE B.ED. 301 (A-3)– PEDAGOGY OF A SCHOOL SUBJECT – ECONOMICS**

<b>Contact Hours</b> : 6 periods/week (50 Min. each)	<b>Max. Marks</b> : 50
	<b>Theory Marks</b> : 40
	<b>Internal Assessment</b> : 10

**Objectives :-**

- Develop an understanding of the nature of Economics, both of individual disciplines comprising of social sciences, and also of history as an integrated/ interdisciplinary area of study.
- Introduce student teachers to matters of both content and pedagogy in the teaching of Economics.
- Define and differentiate the concept of Economics and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching Economics.
- Prepare UNIT plans and Lesson plans for different classes.
- Critically evaluate the existing school syllabus of Economics.
- To enable the pupil teacher to review the Text-book of Economics (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.

**Unit-I: Nature and Scope of Economics**

- Nature, Scope, Meaning, Concept, Needs, aims, objective and Importance of economics teaching.
- Correlation of economics with other School Subjects
- Multiple perspectives/ plurality of approaches for constructing explanations and arguments Social and economic issues and concerns of the present-day Indian society.

**Unit -II: Teaching-learning Resources in Economics**

- People as resource: the significance of oral data.
- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Method of economics teaching subject (project problem, discussion, analytic, lectures methods).

- Various teaching aids: Using atlas as a resource for social sciences; maps, globe, charts, models, graphs, visuals.

### Unit-III: ICT & Materials in Teaching-learning of Economics

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

### Unit-IV: Teaching-Learning of Economics

- Meaning, Nature and scope of Economics: Current Trends
- People as resource: the significance of oral data.
- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.
- Various teaching aids

### Unit-V: Assessment and Evaluation

- Meaning, concept and construction of Achievement test, diagnostic and remedial test.
- Blue print: Meaning, concept, need and construction.
- Socio-metric: meaning, concept and its use.
- Open-book tests: Strengths and limitations
- Continuous and Comprehensive Evaluation (CCE)

### References :-

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59

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**COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION**

**SECOND YEAR  
SEMESTER – III**

**COURSE B.ED. 301 (A-4)– PEDAGOGY OF A SCHOOL SUBJECT – GEOGRAPHY**

<b>Contact Hours</b>	<b>: 6 periods/week (50 Min. each)</b>	<b>Max. Marks</b>	<b>: 50</b>
		<b>Theory Marks</b>	<b>: 40</b>
		<b>Internal Assessment</b>	<b>: 10</b>

**Objectives :-**

- To develop an understanding of the nature of geography, both of individual disciplines comprising of social sciences, and also of social sciences as an integrated/ interdisciplinary area of study.
- To acquire a conceptual understanding of the processes of teaching and learning geography.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect the desired changes.
- To acquire basic knowledge and skills to analyze and transact the social sciences curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life.
- To sensitize and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, minerals, fossil fuels etc.)
- Prepare maps & charts to illustrate the contents of different classes and use them effectively.

**Unit-I : Nature and Scope of Geography**

- Meaning, nature and scope of geography.
- Uniqueness of disciplines and interdisciplinary.
- Social and geographic issues and concerns of the present-day Indian society.
- Multiple perspectives/ plurality of approaches for constructing explanations and arguments.

**Unit-II: Teaching-learning Resources in Geography**

- People as resource: the significance of oral data.
- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.
- Resource material and use of local resources in teaching Geography.

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- Co-curricular activities.

### Unit-III: ICT & Materials in Teaching-learning of Geography

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

### Unit -IV: Teaching-learning of Geography

- People as resource: the significance of oral data.
- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.
- Various teaching aids: Using atlas as a resource for Geography; maps, globe, charts, models, graphs, visuals. Teaching learning material
- Teaching aids and lab equipments

### Unit-V: Assessment and Evaluation

- Meaning, concept and construction of Achievement test, diagnostic and remedial test.
- Blue print: Meaning, concept, need and construction.
- Socio-metric: meaning, concept and its use.
- Open-book tests: Strengths and limitations Continuous and Comprehensive Evaluation (CCE)

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**COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION**

**SECOND YEAR**

**SEMESTER – III**

**COURSE B.ED. 301(B)– PEDAGOGY OF A SCHOOL SUBJECT – PHYSICS**

**Contact Hours : 6 periods/week (50 Min. each)**

**Max. Marks : 50**

**Theory Marks : 40**

**Internal Assessment : 10**

**Objectives :-**

- Analyse the contents of physical science with respect to its branches, process skills, knowledge organisation and other critical issues;
- Develop process-oriented objectives based on the content themes/units;
- Identify the concepts of physical science that are alternatively conceptualised by teachers and students in general;
- Explore different ways of creating learning situations in learning different concepts of physical science
- Formulate meaningful enquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and senior secondary school science/physics and chemistry
- Facilitate development of scientific attitudes in learners;
- Examine different pedagogical issues in learning physical science; and
- Construct appropriate assessment tools for evaluating learning of physical science.

**Unit-I : Learning Resources in Physics**

- Learning resources in physical science from immediate environment. Development of science kit.
- Analyse and Designing laboratories laboratory in Physics (secondary stage & higher secondary stage)
- Textbooks, audio-visual materials; Multimedia-selection and designing. Use of ICT experiences in learning physics: using community resources for learning
- Physics: Pooling of learning resources in school complex/block/district level, handling hurdles in utilization of resources.

**Unit -II – Planning for Teaching-learning of Physics**

- Identification and organization of concepts for teaching-learning of physics / (on different topics, such as Motion, Work and Energy, Matter and their Measurements, Carbon and its Compounds, Periodic Properties of Elements, Atomic Structure, Dual Nature of Matter and Radiation, etc.) Determining acceptable evidences that show learners understanding; Instructional materials required for planning.
- Teaching- learning of physics learners' participation in developing them.
- Identifying and designing teaching-learning experiences; Organising activities, laboratory experiences, making groups.
- Planning ICT applications in learning physics.

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64

**Unit-III – Objectives of Teaching**

- Aims of teaching physics at the upper primary and secondary level (and its linkage with the primary level)
- Taxonomy of educational objectives, significance of writing behavioural objectives.
- Objectives of teaching physics with special reference to the development of curiosity critical thinking and process skills (experimenting, observing, classifying, inferring, hypothesizing, predicting ect.)
- Interface of physics with other subjects.

**Unit-IV – The Curriculum**

- Principles of planning physics curriculum at school level.
- Process of physics curriculum construction.
- New trends in curriculum construction.
- Curriculum construction in physics by NCERT at secondary level

**Unit-V – Classroom process in physics**



- Necessity of planning of instruction in teaching physics. Unit plan, lesson plan.
- Visual and A.C. Aid, Educational Board casts, Educational Television, Charts, Powerpoint, Presentation, Modds, Static and Working, TELEconferencing low cost teaching aid, improvised appavatus.
- Methods and approaches of teaching physics – Lecture cum demonstration method, Discovery method, problem solving method, project method, discussion method, programmed instruction.



**Unit-VI – Organization of Physics Laboratory**

- Layout and design of the physics laboratory.
- Maintence of apparatus.
- Maintence of laboratory repords.
- Maintence aggement for the conduct of experiments.

**Unit-VII - Evaluation**

- Need and importance of evaluation in physics teaching.
- Concept of continuous comprehensive and cumulative evaluation process.
- Formative and summative evaluation.
- Using varous tools and techniques for assessing cognitive affective and psychomotor outcomes.
- Diagnostic test and remedial teaching.

  
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**COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION**

**SECOND YEAR**

**SEMESTER – III**

**COURSE B.ED. 301 (C)– PEDAGOGY OF A SCHOOL SUBJECT – CHEMISTRY**

<b>Contact Hours</b>	<b>: 6 periods/week (50 Min. each)</b>	<b>Max. Marks</b>	<b>: 50</b>
		<b>Theory Marks</b>	<b>: 40</b>
		<b>Internal Assessment</b>	<b>: 10</b>

**Objectives :-**

- Analyse the contents of chemistry with respect to its branches, process skill, knowledge organization and other critical issues.
- Develop process-oriented objectives based on the content themes/Levits.
- Identify the concepts of chemistry that are alternatively conceptualized by teachers and students in general.
- Explore different ways of creating learning situation in learning different concepts or chemistry.
- Formulate meaningful enquiry episodes problem solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary school science(chemistry)
- Facilitate development of scientific attitudes in learners.
- Examine different pedagogical issues in learning chemistry.
- Construct appropriate assessment tools for evaluating learning of chemistry.
- To introduce with Professional development programmes of teachers.
- To plan organization and report on various programmes of Professional development of teachers.

**Unit- I- Learning resources in chemistry.**

- Learning resources in chemistry immediate environment science kit and laboratory in science (secondary stage), chemistry (senior secondary stage)
- Designing laboratories, textbooks, audio-visual materials, multimedia- selection and desiging use of ICT, experiences in learning chemistry using community resources for learning chemistry pooling of learning resources in school complex/ block/ district level, handling hurdles in utilization of resources.

**Unit- II- Tools and techniques of assessment for learning chemistry.**

- Performance based assessment developing indicators for performance- based assessment in science/chemistry, learners and records of observation field diary. Oral presentation of learners, work portfolio. Assessment of project work in science/chemistry assessment of participation in collaborative learning construction of test items in science/chemistry frame work in science/chemistry.
- Assessment of experimental work in science/chemistry.

67  
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### Unit -III- Planning for teaching-learning of chemistry:-

- Approaches and strategies of learning chemistry pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method- observation, equity, hypothesis, experimentation, data collection. Generalizations illustrate with examples from specific contents of chemistry.(Such as solutions, colloids, chemical equilibrium, electrochemistry, mechanical and thermal properties of matter, chemical bonding and molecular structure, periodic table etc)
- Communication in chemistry, problem solving, investigatory approach, concept mapping, collaborating learning and experimental learning in chemistry facilitating learners for self study.

### Unit-IV- Projects in Chemistry

- Projects in chemistry or chemical Sciences interconnections of science with other disciplines: selection of relevant problem, planning through group work, implementation & reporting.

### Unit-V- Professional Development of Teachers

- Professional competencies of subject teacher
- Professional development programmes for teachers; planning, organization & evaluation. Reflective & Innovative practices in professional development of teachers.

### References :-

- Singh U.K & Nayak A.K (2003) science education Common wealth publishers, darayaganj, New Delhi.
- Rao, D.B (2010) world conference on science education, Discovery publishing house New Delhi.
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- Saxsena K.K. (2008), आधुनिक रसायन विज्ञान शिक्षण यूनिवर्सिटी बुक हाउस (जयपुर)

  
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**COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION**

**SECOND YEAR**

**SEMESTER – III**

**COURSE B.ED. 301 (D)– PEDAGOGY OF A SCHOOL SUBJECT – COMPUTER SCIENCE**

**Contact Hours : 6 periods/week (50 Min. each)**

**Max. Marks : 50**

**Theory Marks : 40**

**Internal Assessment : 10**

**Objectives :-**

- Apply the concept of the Systems Approach to planning lessons and instructional materials
- Work with computers to enhance interactive teaching/learning skills
- Understand different types of instructional media and materials and its uses
- Develop the skill in preparing and using different instructional materials
- Understand the uses of computer assisted learning strategies
- Know the Use about the Multimedia Application.
- Know about the Communication Technology.
- Understand the concept, functions and elements of Communication – Verbal and Non-verbal
- Browse the internet and conduct research for their lessons.
- Manage access to digital resources in a computer enabled classroom.

**Unit – I: Basic Concepts & Issues in Communication Technology**

- Concepts and process of communication
- Principles of communications
- Communication and learning
- Modes of communication: Speaking and listening, Writing and reading, visualizing and observing
- Communication Process and Sharon's model of communication

**Unit – II: Present scenario of computer education in schools**

- Multimedia concept and meaning text, graphics, animation, audio, video
- Multimedia applications:
  - Computer based training
  - Electronic books and references
  - Multimedia application for educationist
  - Information kiosks
  - Multimedia www and web based training

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**Unit – III: Educational software applications**

- Computer assisted instruction
- Drill & practice software
- Educational simulations
- Integrated learning system
- Curriculum specific Educational software

**Unit-IV- Projects in Computer Science**

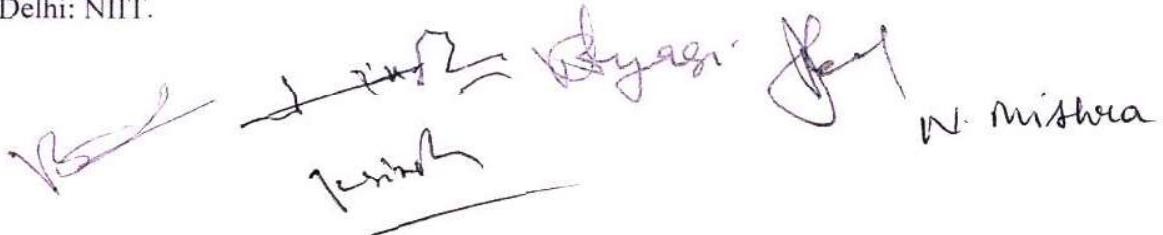
- Projects in Social Sciences interconnections of social science with other disciplines: selection of relevant problem, planning through group work, implementation & reporting.

**Unit-V- Professional Development of Teachers**

- Professional competencies of subject teacher
- Professional development programmes for teachers; planning, organization & evaluation. Reflective & Innovative practices in professional development of teachers.

**References :-**

- Varma, Mahesh. Online Teaching Tools and Methods, Murari Lal & Sons.
- Dahama, O. P and Bhatnagar, O. P, Education and Communication for development. Oxfordb & IBH Publishing company, New Delhi
- Sareen, N. Information and Communication Technology, Anmol Publication
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- Mohanty, L. (2006). ICT strategies for schools. New Delhi: Sage Publication.
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**COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION**

**SECOND YEAR**

**SEMESTER – III**

**COURSE B.ED. 301 (E)– PEDAGOGY OF A SCHOOL SUBJECT – HOME SCIENCE**

**Contact Hours : 6 periods/week (50 Min. each)**

**Max. Marks : 50**

**Theory Marks : 40**

**Internal Assessment : 10**

**Objectives :-**

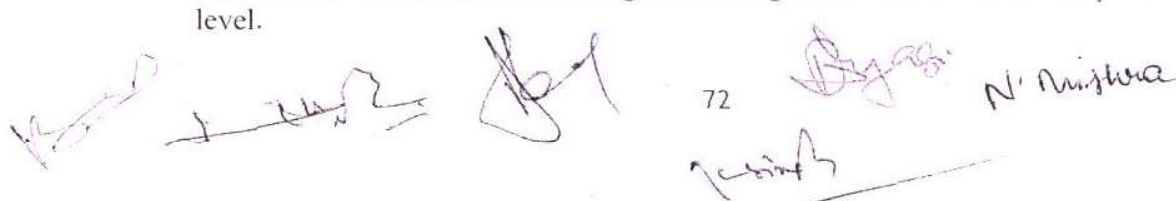
- Explore different ways of creating learning situations for different concepts of home science.
- Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary stages.
- Facilitate development of scientific attitudes in learners.
- Examine different pedagogical issues in learning home science.
- Construct appropriate assessment tools for evaluating learning of home science.
- Stimulate curiosity, inventiveness and creativity in home science.
- Develop ability to use home science concepts for life skills: and develop competencies for teaching, learning of science through different measures.

**Unit-I : Planning of Teaching-Learning**

- Instructional materials required for planning teaching-learning of home science and learners' participation in developing them; identifying and designing teacher-learning experiences; ICT applications in learning science. Generating discussion, involving learners in teaching – learning process; encouraging learners to raise questions, dialogue amongst her groups' role of learners in negotiating and mediating learning in home science.
- Development of low cost TLM with the help of school & community and its use in classroom instruction.

**Unit-II : Learning Resources**

- Identification and use of learning resources in home science exploring alternative sources; Developing home science kit and laboratory; Planning and organizing field observation; Textbooks, audio-visual materials, multimedia-selection. Use of ICT. Using community resources in home science. Pooling of learning resources in school complex/ block/district level.

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**Unit-III : Tools and Techniques of Assessment**

- Performance-based assessment; learners' record of observations :( field diary and collection of materials).
- Oral presentation of learners work.
- Construction of test items and administration of tests; assessment of practical / experimental work. CCE.
- Preparation of performance based assessment record of learners on the basis of activity observation (field diary, Practical diary, collection of materials, oral presentation))

**Unit-IV- Projects in Home Science**

- Projects in home Sciences interconnections of phusical & social science with other disciplines: selection of relevant problem, planning through group work, implementation & reporting.

**Unit-V: Professional Development of Teachers**

- Professional competancies of subject teacher
- Professional development programmes for teachers; planning, organization& evaluation. Reflective & Innovative practices in professional development of teachers.

**Reference :-**

- Bloom, Benjamin and other (1965), Taxonomy of educational objectives. The chassification of educational goals, handbook 1- Cognitive Demain, New York, David mckey company inc.
- Broudy Harry and Palmer, John R. (1966) Examples of teaching method. Chicago selond printing, Rand Mc Nally and Co.
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**COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION**

**SECOND YEAR**

**SEMESTER – III**

**COURSE B.ED. 302 – EDUCATION POLICIES SCHOOL LEADERSHIP AND MANAGEMENT**

**Contact Hours : 6 periods/week (50 Min. each)**

**Max. Marks : 100**

**Theory Marks : 80**

**Internal Assessment : 20**

**Objectives :-**

- To develop perception of the role and function of a teacher as envisaged in the NPE 1986 and to familiarize the student teacher with the different projects and schemes at secondary level in Madhya Pradesh
- To develop an understanding of the brief historical background of Indian Education with special reference to secondary education
- To acquire elementary knowledge of educational administration and management.

**Unit-I : Educational Policies**

- General aims and objectives of educational policies in reference of secondary education.
- Different education policies during pre and post – independence period wood dispatch, maqualey minutes, wardh summit, Indian Act -1935, Basic Shiksha (बुनियादी शिक्षा) and mudaliar Commission Taleem. Radha Krishnan commission, Kothari Commission , NPE-1986, NPE amended 1992, Sarva Shiksha Abhiyan and RTE-2010

**Unit-II : School Curriculum**

- Main features of secondary school curriculum and the process of curriculum development.
- General principles of school curriculums
- Critical analysis of secondary school curriculum in context of Madhya Pradesh

**Unit-III : Leadership**

- Leadership in school : Concept need and importance of leadership, Dimension and style of leadership at secondary levels. Role of leadership in school effectiveness.
- Implementation of leadership at secondary level issues and challenges.
- Types, styles problems of leadership role of school Head Master/Principal in institutional planning.

**Unit-IV : Education Management**

- Concept, need, characteristics, principles of educational management.
- Basic of management – planning, organization, control decision making and financing.
- Prevailing education management pattern in Madhya Pradesh

**Unit-V : Function of Management**

- Time management – Principles and Importance of time management in school curricular and co curricular activities.
- Resource management – Different types of resources at school level maximum optimization of resources

**Reference :-**

- Agrawal, J.C., 2005 : Nai Shiksha Nati, Prabhat Prakashan, New Delhi
- Bhatnagar, R.P., Vidhya Shaikishik Prashan, Engle Book Depot, Meerut
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- Combs P.H. (1970) : What is education planning ? IIEP (Unesco) Paris
- Hardy C. & Altcin R. (1986) : Understanding school as organization, Penguin, London
- Naik J.P. (1970) : On Planning, Asia Institute for Educational planning & Administration, New Delhi

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**COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION**

**SECEND YEAR**

**SEMESTER – III**

**COURSE B.ED. 303 – TECHNOLOGICAL INNOVATION IN EDUCATION (DESIGNING AND PRODUCING MEDIA FOR LEARNING)**

<b>Contact Hours : 6 periods/week (50 Min. each)</b>	<b>Max. Marks : 100</b>
	<b>Theory Marks : 80</b>
	<b>Internal Assessment : 20</b>

**Objectives :-**

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

- understand different skills and strategies of teaching
- use different types of instructional media and materials
- understand the techniques for group and individualised instruction.
- practice teaching skills
- appreciate the role of problem solving skill in life

**COURSE CONTENT**

**UNIT- I : INSTRUCTION OBJECTVIES AND PLANNING**

- Aims, general objectives and instructional objectives, importance of Instructional objectives in lesson planning.
- Blooms Taxonomy of Instructional Objectives – Cognitive, Affective and Psychomotor Formulation of Instructional Objectives (Mager’s contribution) – Behavioural specification.
- Concept of Teaching, Instruction and Learning. Teaching Science and Teaching as an Art, General Stages of Instruction : Pre active, Inter active and Post active
- Need for planning, Unit and Lesson Planning, Formats and components of a lesson plaa.

**UNIT- II : MODELS OF TEACHING**

- Models of Teaching (Each model is to be discussed in terms of meaning, Principles, Characteristics, Focus, Syntax, Social System, Support System And Application)
- Information Processing Models of Teaching: Richard Suchman’s Inquiry Training Model.
- Social Interaction Model: Massials and Con’s Social Inquiry Model.
- Personal Models of teaching: W Gordon Synetics Model
- Behaviour Modification Model : Programmed Leaning Model

*Dr. N. Mishra*  
*K. S. Mishra*

**UNIT- III : INSTRUCTIONAL MEDIA AND MATERIALS**

- **Concept and purpose of communication.** Problems with communication, Need and planning for effective communication. Factors affecting Communication and its role in teaching learning.
- **Teaching aids:** Importance, relevant to content, appropriate to pupils level, Proper display and appropriate use.

**CONCEPT AND FUNCTIONS OF –**

- Print : Textbook, workbook, self instructional material
  - Aural : Radio broadcast and audio tape
  - Non-Projected visuals : Graph, map, chart poster, models.
  - Projected Visuals : Slide, overhead projector etc.
- Nature and Feasibility of CCTV, ETV Programmes Teleconferencing and open learning.
  - Role of Media in classroom communication, multimedia approach to instruction Interpretation of message of media, Role of media in Peace Education.

**UNIT- IV : TEACHING SKILLS**

- Concept of teaching skills, Microteaching – an approach to skill based Training
- Introducing a lesson/topic : The importance of motivation in teaching, techniques of introducing a lesson to provide motivation, strategies for Sustaining attention and interest.
- Questioning : Its various forms development question, probing questions, Suggestions for handling pupil's questions and promoting pupil – pupil interaction in diverse context.
- Explaining : Purpose of explaining in classroom, clarity, continuity, relevance to the content, using beginning and concluding statements
- Reinforcing : principles of reinforcement, varieties of reinforces and their use positive and negative, verbal and nonverbal, Guidelines for use of reinforcement.
- Stimulus Variation : Meaning, components movement, gesture, change in voice, stress, focusing change in Interaction pattern pause, pupil participation and aural and visual aids
- Closing of lesson : meaning, importance and ways of achieving closure of a lesson.
- Use of Blackboard : Blackboard as instructional aid, Blackboard writing and drawing, suggestions for effective use.

**UNIT- V : INSTRUCTIONAL STRATEGIES**

- Methods, Strategies and techniques of teaching.
- Instructional Techniques : Lecture, discussions, panel discussion, team teaching , brain storming and tutorial.
- Instructional techniques involving students activities : role playing Problem solving guided discovery.
- Techniques of Individualised Instruction : meaning importance and organisation of Computer Assisted Instruction, Personalised system of Instruction, self paced activity, programmed instruction
- Group learning/ co-operative learning, simulation, games
- Project work and field trips

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### TRANSACTION MODE

Lecture-cum-discussion, demonstration of audio and video mode, group work, individual and group practice of skills.

### PRACTICUM (Any two of the following)

- Students will practice the skills and strategies outlined in Unit 4 and 5
- Preparation of models, maps, charts flash cards, scrap book, poster, Transparencies/preparation of educational media software
- Preparation of instructional objectives related to various domains.
- Critical appraisal of any instructional material like text books, work books, supplementary reading materials and teacher guides
- Use of Audio/visual instructional programme and preparation of its report.
- Preparation of lessons on Models of teaching and delivery of such lessons in this class.

### Reference :-

- Allen Dwight and Kevin, Ryan (1969) Micro Teaching, Addison Wesley Pub Co. London
- Austin, F.M. (1961) Art of Questioning in the Classroom, University of London Press Ltd. London
- Barle Davide (1960) The Process of Communication, Holt, New York.
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- Passi, B.K. (1976) Becoming Better Teacher, Micro teaching Approach, Sahitya, Mudranalya, Ahmedabad
- Robbins, Stephens, P., 'Organisational Behaviour' VIIIth Edition, Prentics Hall of India New Delhi.
- Sharma, R.A. (1983) Technology of Teaching : International Publishing House, Meerut
- Sampath, K. (1981) Introduction to Educational Technology , Sterling Pub. New Delhi
- Venktaih, N. (1966) Educational Technology., APH Pub Co., New Delhi.



**COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION**

**SECOND YEAR**

**SEMESTER – III**

**COURSE B.ED. 304– ART OF TEACHING**

**Contact Hours : 6 periods/week (50 Min. each)**

**Max. Marks : 50**

**Theory Marks : 40**

**Internal Assessment : 10**

**Objectives :-**

- Explore different ways of creating learning situations for different concepts of art education.
- Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and senior secondary stages.
- Examine different pedagogical issues in learning art.
- Construct appropriate assessment tools for evaluating learning of art.
- Stimulate curiosity, inventiveness and creativity in art.
- Develop ability to use art concepts for life skills; and develop competencies for teaching, learning of art through different measures.
- Introduce with Professional development programmes for teachers.
- Plan organization and report on various programmes of Professional development of teachers.

**Unit –I: Planning of Teaching-Learning**

- Instructional materials required for planning teaching-learning of art and learners' participation in developing them; identifying and designing teacher-learning experiences; ICT applications in learning art. Generating discussion, involving learners in teaching – learning process; encouraging learners to raise questions, dialogue amongst her groups role of learners in negotiating and mediating learning in art.
- Development of low cost TLM with the help of school & community and its use in classroom instruction.)

**Unit- II: Learning Resources**

- Identification and use of learning resources in art exploring alternative sources; Developing kit and laboratory; Planning and organizing field observation; Textbooks, audio-visual materials, multimedia-selection. Use of ICT. Using community resources in art education. Pooling of learning resources in school complex/ block/district level.

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### Unit –III-: Tools and Techniques of Assessment

- Performance-based assessment; learners record of observations ;( field diary and collection of materials) Oral presentation of learners work, construction of test items and administration of tests; assessment of practical / experimental work: CCE.
- Preparation of performance based assessment record of learners on the basis of activity observation (field diary, Practical diary, collection of materials, oral presentation))

### Unit -IV-: Projects in Art

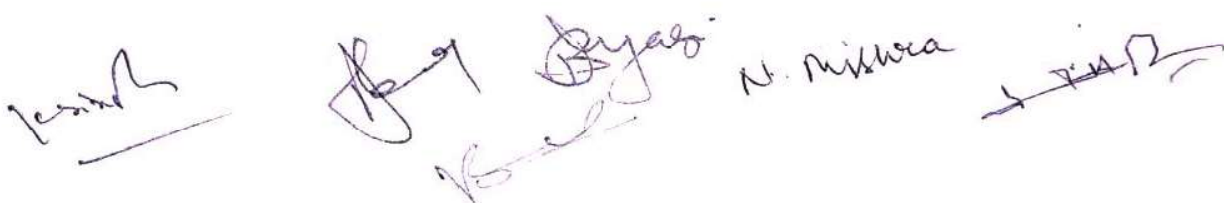
- Projects in Art interconnections of social science with other disciplines: selection of relevant problem, planning through group work, implementation & reporting.

### Unit –V-: Professional Development of Teachers

- Professional competancies of subject teacher.
- Professional development programmes for teachers; planning, organization& evaluation. Reflective & Innovative practices in professional development of teachers.

### Reference :-

- Ruth Dunneth : ‘Art and child pessonality’, Methuen and Co. Ltd. London, 1945
- Arya Jaides : Kala ke Adhyapan. Vinod Pustak mandir, Agar
- Kiya Shikshak : Vol, No. 4 April 1966, Special Number, art education, publication by department of eduction, Rajasthan, Bikaner
- AAMS : Memorandum on the teaching of Art London

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**COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION**

**SECOND YEAR**

**SEMESTER – III**

**COURSE B.ED. – PRACTICAL – P – 3.1 - CASE STUDY REPORT**

Max. Marks	: 50
Theory Marks	: 40
Internal Assessment	: 10

**Objective :-**

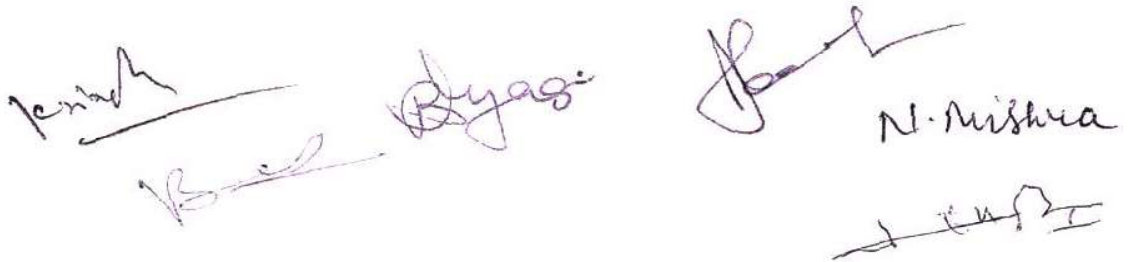
- Pupil teacher will be familiarised with concept of case study.
- To enable pupil teachers the conducting process of case study.
- To develop the ability in pupil teachers to carried out the case study.
- Pupil teacher will be able to make conclusion about the case study.
- To enable pupil teachers to certain further planning about the case.

**Process :**

- Selection of the case.
- Development of the case study.
- Submission of case study report.

**Note :**

- Case study report must be evaluated by the expert of the field of Psychology/Sociology.

  
N. Mishra  
J. U. M. P.



**COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION**

**SECOND YEAR**

**SEMESTER – III**

**COURSE B.ED. – PRACTICAL – P – 3.2 - COMPOSITE REPORT CARD/CCE  
Evaluation Tool Development**

<b>Max. Marks</b>	<b>: 50</b>
<b>Theory Marks</b>	<b>: 40</b>
<b>Internal Assessment</b>	<b>: 10</b>

**Objective :-**

- To enable students teacher about the understanding of different assessment areas.
- Pupil teachers will be able to develop comprehensive assessment.
- To enable pupil teachers draw inferences from CRC.
- Pupil teacher will be able to understand the further implication of CRC.
- Pupil teacher will learn to evaluated performance of the students in different aspects.

**Development of CRC :**

Teachers will guide students how to develop CRC. This activity may be conducted during school internship

**Note :**

CRC most be evaluated by senior teacher educators or expert in assessment and evaluation or by the principals.

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