

Devi Ahilya Vishvavidyalaya Indore (M.P.)
Syllabus For

**B.Ed. Two Year (Four Semester) BACHELOR OF
EDUCATION**

B.ED. DEGREE COURSE

2019-20 Academic Year and Onwards

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BACHELOR OF EDUCATION (B.Ed.)
B. Ed. Two Year (Four Semesters)
COURSE STRUCTURE

**B.Ed .II sem Course Scheme of
Examination**

Note: Assignments & Tasks for Courses I, 2, 3

Course/ paper	Hour, per	To tal	Internal (Fonmat	Minimum	External (Summative)	Minimum
Course						
('C L: LEARNING& TEACHING	6	100	25	10	75	30
PC (I) PEDAGOGY OF SCHOOL SUBJECT-PAIT I HI11DI/ ENGLISH/ SARSKRIT / MATH / BIOLOGY/ /civics / economic	6	100	25	10	75	30
3.pc (II)PCJAGOGYOF SCHOOL SUQJECT PWT II GEOGRNPL1Y/[- HISTORY /COMMERCE/ PHYSICS /CHEMISLRY/SOCIAL SCIENCE SCIENCE--S (S S)	6	100	25	10	75	30
EPC3 LANGUAGE ACROSS CURRICULUM	4	50	15	06	35	14
EPC4 DRAMA AND ART	2	50	15		35	14
Total	24	400	115		295	

GUIDELINES FOR INTERNAL ASSESSMENT:

- 1. The college shall submit to the University all the internal assessment marks pertaining to theory and practicum as detailed in above to the University a week before the commencement of the theory examination along with CD in the format supplied by the University.**
- 2 The Registrar (Evaluation) shall arrange for scrutiny of internal marks by constituting a committee of 2-3 members. The committee shall ascertain IA marks in the light of guidelines. The Registrar (Evaluation) shall call for all the IA related records of any Affiliated College without any prior intimation or the screening committee may visit any B.Ed. college at any time during the office hour without any intimation; and during such surprise visit, the screening committee shall verify the IA records.**
- 3 The individual colleges shall also submit the required descriptive statistics i.e., Frequency distribution, Mean, for (i) Total Internal Assessment (ii) individual papers and (iii) Internship in Teaching as directed by the Registrar(Evaluation).**
- 4 The Principal of the college shall submit a fair copy of the moderated consolidated marks lists incorporating the directions of the Registrar (Evaluation).**
- 5 In the instance of any malpractice coming to the knowledge of the Registrar (Evaluation) the matter will be seriously viewed by the University for appropriate action.**
- 6 The decision of the University shall be final.**

M. Chandan
12.2.2020
R. Anitha

SCHEME OF EXAMINATION

There shall be a University Examination at the end of each semester.

- 2 **Scheme of studies and examination of the B.Ed. Course**
- 3 **The External and internal assessment for each Theory and (MOT) paper shall be 75 and 25 marks respectively.**

Theory Examination - Question Paper Pattern

Pattern of all Question Papers for B.Ed. papers (duration of examination-3 hrs)

Section	No. of questions to be answered	Marks per question	Total Marks	Nature of objectives to be covered
A	11 Questions out of 14 questions to be answered	5	55	Knowledge/ Understanding/Comprehension type questions. Each should answered not more than one Page (100-150 Words)
B	2 Questions out of 4 question to be answered	10	20	Application, Analysis, Synthesis, Evaluation type questions Each should be answered in about 2 to 3 pages 400-500 Words)
		Total	75	

Note:

1. All units in a given subject/paper should be adequately represented in the question Paper.
2. Due weightage in terms of marks should be given to each unit

Internal Assessment:

- A. **The Internal Assessment marks of the theory papers are as follows**

Particulars	Marks
Attendance	5 Marks
First test	5 Marks
Second test	5 Marks
Assignment	10 Marks

Attendance Marks Split-up

Attendance Percentage	90 and above	Above 80 to 90	Above 75 to 80	70 and below
Marks	5	4	3	No Marks

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Bachelor of Education (B.Ed.)

Compulsory Paper | CC 1: Learning & Teaching

Aims of the Course

- **Contextual Awareness:** Become aware of different contexts of learning and situate schools as a special environment for learning.
- **Self-Reflection:** Reflect on implicit understandings of the nature and kinds of learning.
- **Theoretical Understanding:** Gain an understanding of different theoretical perspectives on learning, focusing on cognitive views as well as social-constructivist theories.
- **Designing Learning Environments:** Explore processes in human cognition and meaning-making as a basis for designing effective learning environments and experiences in schools.
- **Learner Centeredness:** Appreciate the critical role of learner background, individual differences, and contexts in meaning-making to draw out pedagogical implications for schools and teachers.

Course Content

Unit 1: Theoretical Perspectives on Learning

- **Implicit Knowledge & Beliefs:** Implicit knowledge and beliefs about learning (demystifying misconceptions).

- **Perspectives on Human Learning:** Behaviourist (conditioning paradigm in brief), Cognitivist, Information-Processing view, Humanist, and Social-Constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, and Vygotsky).
- **Application:** Concepts and principles of each perspective and their applicability in varied learning situations.

Unit 2: Role of Learner in Learning

- **Learner Roles:** Role of the learner in various learning situations as seen through different theoretical perspectives.
- **Teacher Roles:** Role of the teacher in teaching-learning situations as:
 - a) Transmitter of knowledge
 - b) Model
 - c) Facilitator
 - d) Negotiator
 - e) Co-learner

(Focus: Building an understanding of psychological perspectives and applying them in classroom settings).

- **Knowledge Perspectives:** Distinctions between learning as the "construction of knowledge" versus learning as the "transmission and reception of knowledge."

Unit 3: Learning in 'Constructivist' Perspective

- **Theoretical Frameworks:** Social-constructivist perspective (including Bruner and Ausubel's perspectives) and practical applications of Vygotsky's ideas in teaching.
- **Processes Facilitating Knowledge Construction:**
 - (i) Experiential learning and reflection
 - (ii) Social mediation
 - (iii) Cognitive negotiability
 - (iv) Situated learning and cognitive apprenticeship
 - (v) Metacognition

- **Facilitative Learning Environments:** Cultivating positive teacher attitudes and expectations to enhance motivation, positive emotions, self-efficacy, collaborative learning, and self-regulated learning.

UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS

- **Dimensions of Differences in Psychological Attributes:** Cognitive abilities, interest, aptitude, creativity, personality, and values.
- **Multiple Intelligences & Emotional Intelligence:** Understanding learners from a multiple intelligences perspective, focusing on Howard Gardner's theory. Exploring implications for teaching-learning in light of the evolving concept of intelligence, including emotional intelligence.
- **Learning Styles:** Differences in learners based on predominant learning styles.
- **Socio-Cultural Contexts:** Differences based on socio-cultural contexts, including the impact of home language vs. language of instruction, and the influence of learners' differential "cultural capital".
- **Cognitive Ability Variations:** Understanding differences across a range of cognitive abilities—learning difficulties, slow learners, dyslexics, intellectual deficiency, and intellectual giftedness.
- **Pedagogical Perspective:** Implications for catering to individual variations from a "difference" rather than a "deficit" perspective. Focuses on understanding differential learning needs regarding abilities, learning styles, language, socio-cultural factors, and learning difficulties for effective classroom practices.

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PEDOGOGY OF SCHOOL SUBJECT PART I

HINDI (A)

Hindi (A/Language)

Objectives

1. Upon completion of the course, the student-teacher will be able to:
2. Appreciate the importance of teaching Hindi as a second/third language.
3. Help students to understand the aims and objectives of teaching Hindi.
4. Help pupils to acquire basic skills of language teaching.
5. Know the different methods of teaching.
6. Prepare lesson notes and teach accordingly.
7. Appreciate and use modern educational media.

Course Content

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

Meaning and concept of language

Nature and importance of language

Three-language formula and Hindi

Place of Hindi in the Secondary School Curriculum of M.P.

Present position of Hindi in India:

- a) In the Constitution
- b) In the life of Indian people

Aims of teaching Hindi as a second/third language

Functional aims of Hindi teaching

Cultural aims of Hindi teaching; National and International aims of Hindi teaching

Instructional objectives with practical/theoretical background; Writing of instructional objectives of Hindi teaching

Modification of objectives in terms of behavioral changes

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

Planning of prose, poetry, and grammar lessons

Processing of lesson notes and micro-lesson plans

Meaning and importance of a Unit Plan and its administration

Resource Units: Use and implications

Plan and process of lessons in practice teaching

Unit 3: Language Skills

Listening: Objectives and importance; activities for its development

Speaking: Objectives; activities for its development; role of learning by heart, role-play, extempore and prepared speeches, debates, language games, substitution tables; need for correct pronunciation; remedial measures

Reading: Objectives; types of reading (silent, loud, intensive); language of teaching reading

Writing: Objectives; characteristics of good handwriting; dictation

Composition: Objectives; types (oral, written, picture completion, free, and guided composition)

Translation: Objectives; importance; characteristics of a good translation

Unit 4: Curriculum Design & Evaluation

Principles of curriculum construction for Hindi

Curriculum design in Hindi: Subject-centered, learner-centered, problem-centered

Transaction of curriculum / Co-curricular and extracurricular activities pertaining to teaching and learning

Curriculum of prose, poetry, composition, and grammar:

Poetry: Bhakti period, Riti period, Modern period

Composition: Exercises, assignments, remedial teaching activities, grammar, and translations

Curriculum development and evaluation:

Difference between Measurement, Assessment, and Evaluation

Characteristics of good measurement

Diagnostic tests and remedial teaching

Criterion-Referenced Testing (CRT) and Norm-Referenced Testing (NRT)

Different types of items, multiple discriminant type items

Standardizing an Achievement Test; developing different types of questions in Hindi

Seminar Topics (Any One)

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

Practicum

- a) Review of 8th & 9th standard school textbooks
- b) Uses of Resource Units
- c) Unit plan processing
- d) A study of an author/poet
- e) Developing linguistic skills

Assignments (Any One)

Solving grammar exercises of 8th and 9th standard textbooks of Hindi (Second/Third Language).

Preparing crossword puzzles on technical and difficult terms from prescribed Hindi textbooks.
Construction of substitution tables based on prescribed texts.
Preparing a report on constitutional provisions provided for Hindi and their implications.

References

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Sanskrit (B)

Objectives

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

Understand the importance of Sanskrit language and its contribution to Indian culture and emotional integration.

Understand the aims and objectives of teaching Sanskrit and state them in the form of specific behavioral changes.

Prepare objective-based lesson plans and implement them.

Understand the basic skills of language learning.

Understand the principles of curriculum construction in Sanskrit.

Understand the different methods of teaching Sanskrit and use them in practice teaching lessons.

Understand the importance of appropriate instructional material and use them in practice teaching lessons.

Understand the importance of the Language Laboratory.

Understand the importance of evaluation, prepare, and use different tools of evaluation in language learning.

Understand the importance of co-curricular activities in language learning.

Imbibe the special qualities of a Sanskrit teacher.

Course Content

Unit 1: Sanskrit Language — Nature and Importance

Importance of Sanskrit language

Contributions of Sanskrit to other Indian languages, to Indian culture and tradition, and to emotional integration

Unit 2: Place of Sanskrit in the Secondary School Curriculum

Aims & Objectives of teaching Sanskrit with reference to the Three-Language Formula

Instructional Objectives: Specifications of each objective in the form of specific behavioral changes

Unit 3: Lesson Planning and Evaluation in Sanskrit

Planning lesson plans in prose, poetry, grammar, and composition

Resource Unit: Importance, characteristics, format

Curriculum Development and Evaluation: Difference between Measurement, Assessment, and Evaluation; Characteristics of good measurement; Diagnostic Test and Remedial Teaching; Criterion-Referenced Testing and Norm-Referenced Testing; Development and Standardization of Achievement Tests in Sanskrit.

Unit 4: Development of Language Skills & Curriculum Design

Listening: Importance, activities for its development

Speaking: Importance, characteristics of good speaking, activities for its development

Reading: Mechanics of reading, objectives, different kinds of reading (silent and loud reading)

Writing: Importance of good handwriting, specialties of the Devanagari script, causes of spelling mistakes, remedial measures

Principles of curriculum construction in Sanskrit: Curriculum design (subject-centered, learner-centered, problem-centered)

Transaction of curricular/co-curricular activities

References

Apte, D. G. (2000). *Teaching of Sanskrit*. Bombay: Padma Publications.

Shanbhag, D. N. (2002). *Subodha Sanskrit Vyakarana*. Dharwad: Bharat Book Depot & Publication.

Huparikar, G. S. (1998). *The Problems of Sanskrit Teaching*. Kolhapur: Bharat Book Depot.

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Ramavarmaraja, K. (2000). *The Teaching of Sanskrit*. Madras: Sanskrit Education Society.

English (C)

Objectives

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

Master the different techniques and devices of second language structure, sounds, and vocabulary.

Understand the status of the English language.

Distinguish between different approaches and methods of teaching English and their use in the classroom.

Acquire basic skills of language learning.

Plan and execute different types of lessons in prose and poetry according to classroom situations.

Appreciate the importance and use of suitable audio-visual aids in classroom situations.

Know the principles of curriculum construction.

Prepare and use appropriate tools of evaluation to measure the linguistic abilities of pupils.

Realize responsibilities as a language teacher and pursue professional growth aims.

Guide students to use the language correctly.

Course Content

Unit 1: Nature of English Language & Evaluation

1.1 Language Nature & Structure: Meaning of language; Functions of language (informative, expressive, directive); Linguistic principles

1.2 Structure of English Language: Phonological, Morphological, Syntactic, Semantic, and Graphic aspects (brief explanation of concepts)

1.3 Evaluation in English: Difference between Measurement, Assessment, and Evaluation; Characteristics of good measurement; Diagnostic Test and Remedial Teaching; Criterion-Referenced Testing and Norm-Referenced Testing; Development and Standardization of Achievement Tests in English

Unit 2: Aims and Objectives of Teaching English

2.1 Aims and objectives of teaching English at the Secondary School level as a first and second language

2.2 English as a library language, link language, and international language

2.3 Position of English in India: Position before and after Independence; The Three-Language Formula (meaning and scope)

Unit 3: Instructional Design of Teaching English Language

3.1 Teaching of Prose: Detailed and non-detailed objectives; Methods and approaches; Steps in lesson planning

3.2 Teaching of Poetry: Objectives; Methods and approaches; Steps in lesson planning

3.3 Teaching of Grammar: Objectives (formal and functional); Methods of teaching grammar

3.4 Use of mother tongue in teaching English, different occasions for its effective use

3.5 Preparation of Unit Plan and Resource Unit

Unit 4: Methods, Approaches, and Language Skills Development

Psychological Principles of Learning English as a Foreign Language

Methods and Approaches of Teaching English:

Grammar-Translation Method

Economics (D)

Objectives

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

Acquire knowledge about basic facts, concepts, laws, principles, and trends in Economics.

Acquire knowledge and understanding of the aims and objectives of Economics.

Realize the values of learning Economics.

Make use of Audio-Visual aids in Economics.

Develop skills in equipping the Economics:

(i) Museum

(ii) Room

(iii) Library

Develop skills in organizing and planning learning experiments, and in writing and organizing the lesson plan.

Acquire the knowledge of the Economics Curriculum.

Course Content

Unit 1: Meaning, Nature, and Scope of Economics

1.1 Meaning, Nature, Scope, and importance of Economics

1.2 Branches of Economics and their importance: Micro and Macro Economics

1.3 International relations and the study of Economics

Unit 2: Aims and Objectives of Teaching Economics

2.1 Aims/Values of teaching Economics:

2.1.1 Intellectual aims

2.1.2 Cultural aims

2.1.3 Environmental aims

2.1.4 Utilitarian aims

2.1.5 Aesthetic aims

2.2 Taxonomy and objectives of teaching Economics:

2.2.1 Knowledge

2.2.2 Understanding

2.2.3 Application

2.2.5 National Integration and International Understanding

2.3 Correlation of Economics with History, Science, Mathematics, and Languages

2.4 Trends in Economics Education

2.5 Importance and Organization of Field trips and Visits

2.6 Economics-based hobby clubs/societies (National Economics specials)

Unit 3: Instructional Design in Economics

3.1 Meaning, importance, and format of a lesson plan

3.2 Principles of lesson planning

3.3 Characteristics of a lesson plan

3.4 Preparation of Lesson Plan according to Active Learning Strategies

3.5 Unit Plan

3.6 Resource Unit

3.7 Evaluation in Economics: Difference between Measurement, Assessment, and Evaluation; Characteristics of good Measurement; Diagnostic Test and Remedial Teaching; Criterion-Referenced Testing and Norm-Referenced Testing; Development and Standardization of Achievement Tests in Economics.

Unit 4: Methods of Teaching Economics

4.1 Meaning and importance of methods of teaching Economics

4.2 Different Methods of teaching Economics:

4.2.1 Lecture Method

4.2.2 Laboratory Method

4.2.3 Observation Method

4.2.4 Excursion Method

4.2.5 Project Method

4.2.6 Discussion Method

4.2.7 Active Learning Strategies

Practicum

Preparation of charts, diagrams, and models of Economics.

Preparation of lesson plans on the basis of different methods of teaching economics.

Draw flowcharts and audio-visual aids in teaching of Economics.

Graphical presentation of data related to: (i) Population, (ii) Public Income/Expenditure, (iii) Five Year Plan, (iv) Unemployment (Any one).

Preparation of a resource unit in Economics.

Assignments

Co-Curricular activities and use of community resources in Economics teaching.

Dynamic and progressive methods of teaching.

References

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Civics (E)

Objectives

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

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

Acquire content knowledge of methods of Civics.

Acquire knowledge of aims and instructional objectives of teaching Civics.

Acquire skills in planning lessons in Civics.

Understand and apply the principles of organizing content in teaching Civics.

Acquire knowledge about Local, Regional, National, and World Civics.

Acquire knowledge of Instructional Material and resources in teaching Civics.

Prepare suitable teaching devices, use them, and organize field trips.

Cultivate proficiency in correlating Civics with other school subjects.

Cultivate the qualities of a good Civics teacher.

Evaluate Civics textbooks and prescribed courses.

Develop necessary skills in the application of methods and techniques in the classroom.

Course Content

Unit 1: Nature and Scope of Civics

1.1 Meaning, Nature, and Scope of Civics

1.1.1 Civics: An Art or a Science

1.1.2 Modern Concept of Civics: Exploration, Criticism, Synthesis, and Exposition

1.1.3 Man as a social animal and as a citizen

Unit 2: Aims and Objectives of Teaching Civics

2.1 Meaning and Importance of teaching Civics in Secondary Schools

2.2 Aims of teaching Civics:

2.2.1 Political consciousness, understanding of current events, democratic citizenship, and understanding of Union and State Governments

2.2.2 Functional awareness of Rights and Duties of citizens

2.3 Instructional objectives and values of Teaching Civics:

2.3.1 Knowledge, Understanding, Critical Thinking, Skills, Attitude, Interests, Application — Analysis of these objectives in terms of specific behaviors of learners

2.3.2 Spelling out Instructional Objectives and Learning Outcomes

2.3.3 Civics-based hobby clubs and societies

2.4 Correlation of Civics with other School Subjects:

2.4.1 Meaning and Importance of Correlation

2.4.2 Types of Correlation

2.4.3 Correlation of Civics with History, Geography, Economics, and Literature

2.4.4 Co-curricular Activities in Civics

2.4.5 Importance and organization of field trips and visits

Unit 3: Instructional Design in Teaching Civics

3.1 Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments, and planning according to Active Learning Strategies

3.2 Resource Unit and Unit Plan

3.3 Evaluation in Civics: Difference between Measurement, Assessment, and Evaluation; Characteristics of good Measurement; Diagnostic Test and Remedial Teaching; Criterion-Referenced Testing and Norm-Referenced Testing; Development and Standardization of Achievement Tests in Civics.

Unit 4: Methods, Techniques, and Instructional Materials of Teaching Civics

4.1 Meaning and need of methods

4.2 Methods of teaching Civics: Survey, Observation, Comparative, Demonstration, Discussion, Project, Problem Solving, Source, Dramatization, and Active Learning Strategies

4.3 Instructional Materials in Civics:

4.3.1 Autobiographies, Magazines, Newspapers, Dramas, Journals, Audio Aids (Radio, Tape Recorder), Visual Aids (Maps and their importance), Audio-Visual Aids (Films,

4.3.2 Types and procedures of using maps, pictures, charts, models, film strips, and diagrams

4.3.3 Civics Room: Meaning, Importance, planning, and equipping

4.3.4 Computers, multimedia packages, and Internet as instructional aids

Practical

1. Critically evaluate Civics content of 8th, 9th, or 10th Standard.
2. Conduct a Quiz Competition in Civics.
3. Organize a short field trip to a place of historical/political interest.
4. Prepare a resource unit on a topic of choice in History and Civics.
5. Individual practical work pertaining to the syllabus based on student interest.

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New York.

MATHEMATICS (F)

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

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

UNIT 1: MEANING, NATURE AND SCOPE OF MATHEMATICS

- **1.1 Meaning of Mathematics**
 - 1.1.1 As a Science of Number
 - 1.1.2 As a Science of Quantity
 - 1.1.3 As a Science of Measurement
 - 1.1.4 As a Science of Logical Reasoning
- **1.2 Nature of Mathematics**
- **1.3 Scope of Mathematics**
 - 1.3.1 Place of Mathematics in day-to-day life activities

- 1.3.3 Relation with School subjects
- 1.3.4 Relation with other Disciplines - Engineering, Agriculture, Medicine

UNIT 2: AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

- **2.1 Aims/Values of Teaching Mathematics**
 - 2.1.1 Meaning of Aim/Values
 - 2.1.2 Utilitarian Aim/Values
 - 2.1.3 Disciplinary Aim/Values
 - 2.1.4 Cultural Aim/Values
 - 2.1.5 Intellectual Aim/Values
 - 2.1.6 Aesthetic and Recreational Aim/Values
- **2.2 Instructional Objectives of Teaching Mathematics**
 - 2.2.1 Meaning of Instructional Objectives
 - 2.2.2 Instructional Objectives and their specifications of teaching mathematics
 - 2.2.3 Knowledge
 - 2.2.4 Understanding
 - 2.2.5 Application
 - 2.2.6 Skill
 - 2.2.7 Attitude
 - 2.2.8 Appreciation
 - 2.2.9 Interest
 - 2.2.10 Formulation and Statement of objectives in behavioural terms

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

- **3.1 Lesson Planning:** Meaning, Steps, Importance and Format of Lesson Plan
- **3.2 Unit Plan:** Meaning, Steps, Importance and Format of Unit Plan
- **3.3 Resource Unit:** Meaning, Steps, Importance and Format of Resource Unit
- **3.4 Yearly Planning:** Meaning, Principles and Format
- **3.5 Mathematics Club:** Objectives of Maths club, organisation and activities
- **3.6 Mathematics Olympiads:** Objectives and importance

- **3.7 Mathematics Quiz:** Organisation and importance
- **3.8 Mathematics Museum:** Organisation and importance
- **3.9 Mathematics Fair:** Organisation and importance
- **3.10 Mathematics Laboratory:** Objectives, importance and uses
- **3.11 Recreational activities in mathematics:** Games, Puzzles, Riddles, etc.
- **3.12 Ethno Mathematics**
- **3.13 Evaluation in Mathematics:** Difference between Measurement, Assessment and Evaluation
- **3.14 Characteristics of good Measurement**
- **3.15 Diagnostic Test and Remedial Teaching:** Criterion Referenced Testing and Norm Referenced Testing
- **3.16 Development and Standardization of Achievement Test in Mathematics**

UNIT 4: APPROACHES, METHODS AND TECHNIQUES OF TEACHING MATHEMATICS

- **4.1 Learner Centered Approach**
 - 4.1.1 Inductive method and Deductive method
 - 4.1.2 Analytical method and Synthetic method
- **4.2 Activity Centered Approach**
 - 4.2.1 Guided discovery method and Problem Solving Method
 - 4.2.2 Project Method and Discovery Learning Method
 - 4.2.3 Active Learning Strategies
 - 4.2.4 CAI in Teaching Mathematics
- **4.3 Concept Mapping:** Meaning, Advantages and Disadvantages
- **4.4 Techniques of teaching Mathematics**
 - 4.4.1 Supervised study
 - 4.4.2 Oral work and written work
 - 4.4.3 Drill and Review
 - 4.4.4 Assignment in Maths
 - 4.4.5 Home work

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BIOLOGICAL SCIENCE (g)

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

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

CONTENT

Unit 1: Introduction to Teaching Biological Science

- **1.1.1 Biological Science:** Meaning, Nature and Scope
- **1.1.2 Relationship between Biology & human welfare**
- **1.1.3 Latest developments in the field of Biology**

1.2 Co-curricular Activities and Resources in Teaching Biological Science

- **1.2.1 Bio Science laboratory** - Need and importance, equipping, Bio-lab Organizing the practical Work
- **1.2.2 Project Activities:** Aquarium, Vivarium, Terrariums, Museum, School garden
- **1.2.3 Preservation of specimen through plastination:** Meaning, Importance and Steps
- **1.2.4 Meaning, importance and Organization of Co-Curricular Activities**
- **1.2.5 Bio-Science Club:** Organisation & its activities
- **1.2.6 Bio Science Exhibition**
- **1.2.7 Field trips**
- **1.2.8 Bio-Science Quiz**
- **1.2.9 Nature Study**

- **1.2.10 Bird watching**
- **1.2.11 Collection & Preservation of Specimens:** Plants and Animals

Unit 2: Aims and Objectives

- **2.1 Utilitarian, Cultural and Disciplinary Aim:** Scientific Attitude and Training in Scientific Method
- **2.2 Instructional Objectives:** Bio-Science in Secondary schools:
 - 2.2.1 As per NCERT Curriculum Framework-2000
 - 2.2.2 As per NCTE Curriculum Framework
 - 2.2.3 As per National Curriculum Framework-2009
- **2.3 Behavioural Specifications of Instructional Objectives:**
 - 2.3.1 Knowledge
 - 2.3.2 Understanding
 - 2.3.3 Application
 - 2.3.4 Skill

Unit 3: Approaches, Methods and Models of Teaching Biology

- **3.1 Approaches:**
 - 3.1.1 Structure and Function Approach
 - 3.1.2 Type Specimen Approach
 - 3.1.3 Inductive and Deductive Approach
- **3.2 Methods of Teaching:**
 - 3.2.1 Guided Discovery Method
- **3.3 Models of Teaching:**
 - 3.3.1 Biological Science Enquiry Model (Joseph Schwab)
 - 3.3.2 Memory Model (J. Lucas)
- **3.4 Evaluation in Biology:** Difference between Measurement, Assessment and Evaluation
- **3.5 Characteristics of good Measurement**
- **3.6 Diagnostic Test and Remedial Teaching**
- **3.7 Criterion Referenced Testing and Norm Referenced Testing**
- **3.8 Development and Standardization of Achievement Test in Biology**

Unit 4: Instruction Design in Teaching Biological Science

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

Assignments (any one)

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

Practicum

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

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PC.2 - Pedagogy of School Subject - Part II

Geography (A)

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

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

Course Content

Unit 1: Meaning, Nature, and Scope of Geography

- **1.1** Meaning, Nature, Scope, and importance of Geography
- **1.2** Branches of Geography and their importance: Physical, Economic, Human, and Political
- **1.3** International relations and the study of Geography

Unit 2: Aims and Objectives of Teaching Geography

- **2.1 Aims/Values of teaching Geography:**
 - 2.1.1 Intellectual aims
 - 2.1.2 Cultural aims
 - 2.1.3 Environmental aims
 - 2.1.4 Utilitarian aims
 - 2.1.5 Aesthetic aims
- **2.2 Taxonomy and objectives of teaching Geography:**
 - 2.2.1 Knowledge
 - 2.2.2 Understanding
 - 2.2.3 Application
 - 2.2.4 Attitude and Interest
 - 2.2.5 National Integration
 - 2.2.6 International Understanding
- **2.3** Correlation of Geography and Economics with History, Science, Mathematics, and Languages
- **2.4** Trends in Geography Education
- **2.5** Importance and Organization of Field trips and Visits
- **2.6** Geography-based hobby clubs/societies (National Geography specials)

Unit 3: Instructional Design in Geography

- **3.1** Meaning, importance, and format of a lesson plan

- **3.2** Principles of lesson planning
- **3.3** Characteristics of a lesson plan
- **3.4** Preparing Lesson Plans according to Active Learning Strategies
- **3.5** Unit Plan
- **3.6** Resource Unit
- **3.7 Evaluation in Geography:** Difference between Measurement, Assessment, and Evaluation; Characteristics of good Measurement; Diagnostic Test and Remedial Teaching; Criterion-Referenced Testing and Norm-Referenced Testing; Development and Standardization of Achievement Tests in Geography.

Unit 4: Methods of Teaching Geography and Economics

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

Practicum

1. Preparation of charts, globes, and models for Geography.
2. Preparation of transparencies showing sections of volcanoes, seabeds, plains, etc.
3. Interpretation of weather maps.
4. Drawing of geographical maps.
5. Preparation of a resource unit in Geography.

Assignments

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

Note: Submission of a report after completing any one of the above practical works is mandatory.

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History (B)

Objectives

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

1. Understand the meaning, scope, and importance of History in the school curriculum.
2. Acquire content knowledge of methods in History.
3. Acquire knowledge of aims and instructional objectives of teaching History.

4. Acquire skills in planning lessons in History.
5. Understand and apply the principles of organizing content in teaching History.
6. Acquire knowledge about Local, Regional, National, and World History.
7. Acquire knowledge of instructional materials and resources in teaching History.
8. Prepare suitable teaching devices, use them, and organize field trips.
9. Cultivate proficiency in correlating History with other school subjects.
10. Cultivate the qualities of a good History teacher.
11. Evaluate History textbooks and prescribed courses.
12. Develop necessary skills in the application of methods and techniques in the classroom.

Course Content

Unit 1: Nature and Scope of History

- **1.1 Meaning, Nature, and Scope of History**
 - 1.1.1 History: An Art or a Science
 - 1.1.2 Modern Concept of History: Exploration, Criticism, Synthesis, and Exposition
 - 1.1.3 Different levels of History: World, National, Regional, and Local History

Unit 2: Aims and Objectives of Teaching History

- **2.1 Meaning and Importance of teaching History in Secondary Schools**
- **2.2 Aims of teaching History:**
 - 2.2.1 Political consciousness, understanding current events, democratic citizenship, and understanding Union and State Governments.
 - 2.2.2 Functional awareness of Rights and Duties of citizens.
- **2.3 Instructional objectives and values of teaching History and Civics:**
 - 2.3.1 Knowledge, Understanding, Critical Thinking, Skills, Attitude, Interests, Application — Analysis of these objectives in terms of specific behaviors of learners.
 - 2.3.2 Spelling out Instructional Objectives and Learning Outcomes.
 - 2.3.3 History-based hobby clubs and societies.
- **2.4 Correlation of History with other School Subjects:**
 - 2.4.1 Meaning and Importance of correlation.
 - 2.4.2 Types of correlation.
 - 2.4.3 Correlation of History with Geography, Economics, and Literature.
 - 2.4.4 Co-curricular Activities in History.
 - 2.4.5 Importance and organization of field trips and visits.

Unit 3: Instructional Design in Teaching History and Civics

- **3.1 Format of lesson plan:** Stages, selection of relevant content, selection of appropriate teaching devices and assignments, and planning according to Active Learning Strategies.
- **3.2 Resource Unit.**
- **3.3 Unit Plan.**
- **3.4 Evaluation in History:** Difference between Measurement, Assessment, and Evaluation; Characteristics of good Measurement; Diagnostic Testing and Remedial Teaching; Criterion-

Referenced Testing and Norm-Referenced Testing; Development and Standardization of Achievement Tests in History.

Unit 4: Methods, Techniques, and Instructional Materials of Teaching History and Civics

- **4.1** Meaning and need for methods.
- **4.2** Methods and techniques of teaching History: Discussion, Project, Problem Solving, Source, Dramatization, Biographical, and Active Learning Strategies.
- **4.3 Instructional Materials in History:**
 - 4.3.1 Collateral Reading: Importance, reading materials, and historical novels.
 - 4.3.2 Autobiographies, magazines, newspapers, dramas, journals.
 - 4.3.3 Audio Aids: Radio, tape recorder. Visual Aids: Maps (importance, types, procedure for using maps), pictures, charts, models, film strips, and diagrams.
- **4.4 Audio-Visual Aids:** Films, TV.
 - 4.4.1 History Room: Meaning, importance, planning, and equipping.
 - 4.4.2 Computers, multimedia packages, and Internet as instructional aids.

Practical

1. Critically evaluate History/Civics content of the 8th, 9th, or 10th Standard.
2. Conduct a Quiz Competition in History/Civics.
3. Survey the locality and collect information about places or institutions of historical interest.
4. Organize a short field trip to a place of historical/political interest.
5. Prepare a resource unit on a topic of choice in History and Civics.
6. Prepare materials for a History room or museum.
7. Perform individual practical work pertaining to the syllabus based on interest.

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Commerce (C)

1. Introduce student-teachers to the methodologies used in teaching Commerce in schools.
2. Make student-teachers aware of the values of Commerce and its relationship with other subjects.
3. Encourage student-teachers to use a wider range of teaching techniques to effectively plan commerce lessons.
4. Acquaint student-teachers with the role of teaching aids, textbooks, homework, and libraries in Commerce education.
5. Equip student-teachers with curriculum development and implementation skills.

Course Content

Unit 1: Foundations of Commerce Education

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

Unit 2: Methods and Techniques of Teaching Commerce

1. **Different methods of teaching Commerce (Uses and Critical Analysis):**
 - a. Lecture Method
 - b. Discussion Method
 - c. Problem-Solving Method
 - d. Project Method
 - e. Survey Method
 - f. Demonstration Method
2. Commerce Textbooks and Supplementary Materials.
3. Techniques of teaching Commerce: Questioning-Answering, Assignments, etc.

Unit 3: Lesson Planning and Professional Growth

1. **Lesson planning in Commerce:** Meaning, need, importance, and construction of a composite lesson plan.
2. Lesson planning according to Active Learning Strategies.
3. Development and utilization of teaching aids (Projected, Non-projected, and Performing Arts) required for Commerce programs.
4. Qualifications, qualities, and professional growth of a Commerce Teacher.
5. Role of co-curricular activities in Commerce.

Unit 4: Evaluation and Assessment in Commerce

1. Types and techniques of evaluation.
2. Difference between Measurement, Assessment, and Evaluation.
3. Characteristics of good Measurement.
4. Diagnostic Testing and Remedial Teaching.

5. Criterion-Referenced Testing and Norm-Referenced Testing.
6. Development and Standardization of Achievement Tests in Commerce.

Practicals

1. Evaluation of a Commerce textbook at the Secondary level.
2. Writing objectives and specifications for any single topic in Commerce, followed by group discussion regarding decision-making and selection criteria.

References

- Agarwal, J.C. (2004). *Teaching of Commerce: A Practical Approach*. New Delhi: Vikas Publishing House.
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Physics (D)

Objectives

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

1. Understand the nature, scope, and importance of Physics with special reference to secondary school content.
2. Understand the aims and objectives of teaching Physics.
3. State specific behavioral changes under each objective.
4. Understand and utilize different approaches and methods of teaching Physics.
5. Prepare objective-based lesson plans for use during internships.
6. Employ teaching techniques helpful in developing a scientific attitude and scientific method.
7. Plan, use, and maintain the Physics laboratory systematically.
8. Understand the principles of textbook construction.
9. Understand the importance of instructional materials (hardware and software) and use them effectively.
10. Understand principles of curriculum construction in organizing Physics content.
11. Master Physics content and internalize the qualities of a Physics teacher.
12. Construct evaluation tools to assess student achievements in Physics.
13. Develop professionally by attending lectures, reading journals, and joining professional organizations.
14. Organize co-curricular activities (seminars, field trips, exhibitions, discussions) via science clubs.
15. Apply Physics concepts to foster scientific thinking and outlook.
16. Develop skills in content analysis (concepts and learning experiences).
17. Administer unit tests, conduct experiments, and improvise teaching aids.

Course Content

Unit 1: Meaning, Nature, and Impact of Physics

- Concept of Science: Science as a Process and Science as a Product.
- Nature and Scope of Physics.
- Impact of Science and Technology on modern living.
- **Scientific Attitude:** Meaning, definition, importance, and qualities of a scientifically-minded individual.
- **Scientific Method:** Meaning, importance, and step-by-step illustrations.

Unit 2: Aims and Objectives of Teaching Physics

- **Aims of teaching Physics in Secondary School:** Personal development, learner's academic/process skills, disciplinary aim, and cultural aim.
- **Instructional Objectives (in observable behavioral terms):**
 - (i) Knowledge
 - (ii) Understanding
 - (iii) Application
 - (iv) Skill
 - (v) Attitude
 - (vi) Interest
 - (vii) Appreciation

Unit 3: Approaches and Methods of Teaching Physics

- **Teaching Approaches:** Inquiry Approach, Inductive Approach, Deductive Approach, Problem-Solving Approach (meaning, uses, steps, advantages, and disadvantages).
- **Methods:** Demonstration Method, Lecture-cum-Demonstration Method, Laboratory Method, Guided Discovery Method, Biographical Method.
- Individualized Instruction Techniques and Active Learning Strategies.
- **Concept Mapping:** Using concept maps for summarizing units and evaluating student understanding.

Unit 4: Instructional Design, Resources, and Teaching Aids

- **Lesson Planning:** Meaning, steps, importance, and format following Active Learning Strategies.
- **Unit Plan & Resource Unit:** Meaning, steps, importance, and formats.
- **Audio-Visual Aids (Preparation & Use):** Charts, Models, OHP Transparencies, Filmstrips, Slides, Videotapes, Films, Educational CDs.
- **Mass Media & Community Resources:** TV, Radio, Community Resources, and Self-Learning Materials (meaning and importance).
- **Physics Library:** Organization, sections, and selection criteria for books.
- Evaluation and Measurement in Physics.

Assignments (Any One)

1. Prepare a PowerPoint presentation for any unit in Class 8 or 9 Physics.
2. Prepare a set of OHP transparencies for a chosen topic.
3. Prepare slides for a Class 10 Physics unit.

Practicum

1. Write instructional objectives and behavioral specifications for a selected unit.
2. Prepare improvised apparatus for Physics experiments.
3. Prepare a lesson plan using an innovative method/model of teaching.
4. Develop an Achievement Test / Diagnostic Test.

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Chemistry (E)

Objectives

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

1. Understand the nature, scope, and importance of Chemistry with special reference to secondary school content.
2. Understand the aims and objectives of teaching Chemistry.
3. State specific behavioral changes under each objective.
4. Understand and utilize different approaches and methods of teaching Chemistry.
5. Prepare objective-based lesson plans for use during internships.
6. Employ teaching techniques helpful in developing a scientific attitude and scientific method.
7. Plan, use, and maintain the Chemistry laboratory systematically.
8. Understand principles of textbook construction.
9. Select, prepare, and use instructional materials (hardware and software) effectively.
10. Apply curriculum construction principles to organize Chemistry content.
11. Master Chemistry content and embody the qualities of an effective Chemistry teacher.
12. Prepare evaluation tools to assess student performance in Chemistry.
13. Pursue professional growth via lectures, journals, and professional bodies.
14. Conduct co-curricular activities like science clubs, field trips, and exhibitions.
15. Apply chemical knowledge to cultivate scientific thinking.
16. Analyze course content into underlying concepts and learning experiences.
17. Design unit tests, carry out experiments, and create teaching aids.

Course Content

Unit 1: Meaning, Nature, and Impact of Chemistry

1. Concept of Science: Science as a Process and Science as a Product.
2. Nature and Scope of Chemistry.
3. Impact of Science and Technology on modern living.
4. **Scientific Attitude:** Meaning, definition, importance, and characteristics.
5. **Scientific Method:** Meaning, importance, and step-by-step procedures.

Unit 2: Aims and Objectives of Teaching Chemistry

- **Aims of teaching Chemistry:** Personal development, learner's academic & process skills, disciplinary aim, and cultural aim.
- **Formulation of Objectives:** Bases for formulation with reference to the MP Secondary School Chemistry syllabus.
- **Instructional Objectives (in behavioral terms):**
 - (i) Knowledge
 - (ii) Understanding
 - (iii) Application
 - (iv) Skill
 - (v) Attitude
 - (vi) Interest
 - (vii) Appreciation

Unit 3: Approaches and Methods of Teaching Chemistry

1. Inquiry Approach
2. Inductive Approach
3. Deductive Approach
4. Problem-Solving Approach
5. Demonstration Method
6. Lecture-cum-Demonstration Method
7. Laboratory Method
8. Guided Discovery Method
9. Biographical Method
10. Individualized Instruction Techniques and Active Learning Strategies
11. Concept Mapping (for unit summarization and evaluation)

Unit 4: Instructional Design, Resources, and Teaching Aids

1. **Lesson Planning:** Steps, importance, and formats using Active Learning Strategies.
2. **Unit Plan & Resource Unit:** Formats and preparation steps.
3. **Audio-Visual Aids:** Charts, Models, OHP Transparencies, Filmstrips, Slides, Videotapes, Films, Educational CDs.
4. **Mass Media:** Television and Radio.
5. **Community Resources & Self-Learning Materials:** Application and relevance.
6. **Chemistry Library:** Organization, selection of books, and science sections.

Unit 4A: Evaluation in Chemistry

- Differences between Measurement, Assessment, and Evaluation.
- Characteristics of good Measurement tools.
- Diagnostic Testing and Remedial Teaching.
- Criterion-Referenced Testing vs. Norm-Referenced Testing.
- Development and Standardization of Achievement Tests in Chemistry.

1. Prepare a PowerPoint presentation for any unit in Class 8 or 9 Chemistry.
2. Prepare a set of OHP transparencies.
3. Prepare slides for a Class 10 Chemistry topic.

Practicum

1. Write instructional objectives and behavioral specifications for a selected topic.
2. Construct improvised apparatus for Chemistry experiments.
3. Develop an innovative lesson plan using modern teaching models.
4. Create an Achievement Test / Diagnostic Test.

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Social Science (D)

Objectives: The teaching of Social Science would enable the pupil teacher to:

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

Course Content

Unit I: Learning and Teaching Social Studies

- Nature and Scope of Social Science.
- Difference between Social Science and Social Studies.
- Aims and objectives of teaching Social Science.
- Social Science curriculum at School level—correlation with other subjects.
- Prevalent textbook in Social Science, critical appraisal of a Social Science textbook.

Unit II: Methods and Strategies

- **Approaches/Methods of Teaching Social Science**
 - Difference between Approaches, Strategies, and Methods.
 - Types of Approaches: Inductive, Deductive.
- **Methods**
 - a) Storytelling
 - b) Problem Solving
 - c) Project Method
 - d) Observational Method
 - e) Assignment Method
- **Grouping Students for Learning**
 - Cooperative Learning

a) Using Structured questions to aid learning

b) Role Playing and Simulation

- Qualities of an exemplary social science teacher

Transactional Strategies

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

Unit III: Concepts and Technology Integration

- Developing Concepts and Generalizations
- Concept formation and classification
- Concept Mapping in Social Science
- Instructional strategies for Concept learning
- Technology Integration Planning with the Integrating Technology for inquiry (NTeQ) Model for Social Sciences at secondary school level.

Unit IV: Evaluation and Assessing Student Learning

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

Suggested Readings

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EPC - 3: LANGUAGE ACROSS THE CURRICULUM — PART II

Objectives

1. **Develop Reading & Comprehension Skills:** Enable student-teachers to develop a taste for and abilities in reading and deriving meaning from different kinds of texts.
2. **Engage with Ideas:** Help student-teachers learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in various contexts.
3. **Professional & Personal Growth:** Emphasize areas of language proficiency that lay the

foundation for becoming self-learners, reflective and expressive teachers, and collaborative professionals.

Course Content

Unit 1: Engaging with Subject-Related Reference Books

For this unit, student-teachers will work in groups divided according to their respective subject areas. Within these groups, pairs of student-teachers will select a specific topic in their subject area to research using a set of available reference books. The focus of this unit is both the mastery of effective processes of reference research and its presentation, as well as the actual reading of the reference books.

Sequence of Activities:

- Selecting the topic for research and articulating guiding questions.
- Searching and locating relevant reference books from a school or institute library.
- Scanning, skimming, and extracting relevant information from books by making notes.
- Collating notes and organizing information under clear sub-headings.
- Planning a presentation featuring visual display and oral components.
- Delivering presentations to the subject group and fielding questions.

Unit 2: Engaging with Educational Writing

Selected texts are drawn from a wide range of popular educational writings, including essays, extracts, or chapters by authors addressing themes of education, schooling, teaching, or learning. The selected writings should present a definite point of view or argument regarding these themes. Student-teachers may be grouped randomly for this unit.

Suggested Activities:

- **Guided Reading:** Reading individually or in pairs to discern the core theme(s) and argument of the essay.
- **Structural Analysis:** Analyzing the structure of the argument by identifying main ideas, topic

sentences, supporting details/examples, and transitional connectors through small group discussions.

- **Theme Discussion:** Sharing responses, perspectives, and points of view in small group discussions.
- **Writing Response Papers:** Writing a response paper individually or in pairs.
- **Group Presentations:** Presenting selected papers followed by Q&A sessions in a large group setting.

EPC - 4: DRAMA AND ART IN EDUCATION

Introduction

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

Objectives

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

- **Understand the basics of different Art forms:** Understand the impact of Art forms on the human mind.
- **Enhance artistic and aesthetic sensibility:** Enable learners to respond to the beauty in different Art forms through genuine exploration, experience, and free expression.
- **Enhance integration skills:** Develop skills for integrating different Art forms across the school curriculum at the secondary level.
- **Promote cultural awareness:** Enhance awareness of rich cultural heritage, artists, and artisans.

Course Content

Unit 1: Visual Arts and Crafts (Practical)

- **Experimentation with materials:** Working with different Visual Art materials such as pastels, poster colors, pen and ink, rangoli materials, clay, etc.
- **Exploration of methods:** Experimentation with methods of Visual Arts including painting, block printing, collage, clay modelling, paper cutting and folding, etc.
- **Presentation:** Paper framing and display of artwork.

Unit 2: Performing Arts: Dance, Music, Theatre and Puppetry (Practical)

- **Exploration:** Listening, viewing, and exploring regional art forms of music, dance, theatre, and puppetry.
- **Appreciation:** Viewing and listening to live and recorded performances of Classical and Regional Art forms.
- **Participation:** Performance in any one of the Regional Art forms using an integrated approach.
- **Stage Planning:** Planning a stage setting for a performance or presentation by the student-teacher.

Unit 3: Appreciation of Arts

- **Concepts:** Meaning and concepts of Arts and aesthetics and their significance at the secondary level of school education.
- **Distinction:** Understanding the difference between *Education in Arts* and *Arts in Education*.
- **Performing Arts Identification:** Identification of different performing art forms and artists (dance, music, musical instruments, theatre, puppetry, etc.) based on selected slides.
- **Craft Traditions:** Knowledge of Indian Craft Traditions and their relevance in education (based on selected slides).
- **Visual Arts:** Knowledge of Indian Contemporary Arts and Visual Artists (based on selected slides).
- **Festivals:** Indian festivals and their artistic significance.

Project Work (Units 1 & 2)

- **Theme-based Projects:** Projects from any curricular area covering social, economic, cultural, and scientific aspects while integrating various Arts and Craft forms.
- **Textbook Analysis:** Analyzing textbooks to identify scope for integrating Art forms within text, activities, or exercises.
- **Documentation:** Documenting the process of an Art or Craft form (e.g., textile weaving/printing, musical instrument making, community folk performances) from a pedagogical perspective. This includes how artists design products, manage raw materials/resources, handle marketing, and face socio-economic, historical, scientific, and environmental challenges.
- **Lesson Planning:** Student-teachers must prepare at least **ten lesson plans** in their respective subject streams (Science, Mathematics, Social Sciences, Languages, etc.) integrating different art forms.

Workshop

- **Structure:** Two half-day workshops over a one-week duration working with artists/artisans to learn the basics of Arts and Crafts and understand their pedagogical significance.
- **Relevance:** The art forms learned must be professionally relevant to student-teachers.
- **Learner-Centered Activities:** Emphasis on region-specific activities such as drawing,

painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, and music.

- **Pedagogical Focus:** The core focus is using art forms as teaching-learning tools/methods for Languages, Social Sciences, Mathematics, and Sciences.

Practical Part

1. **Body Movement:** Theatre games, physical exercises, martial arts, and folk dances.
2. **Meditation:** Focus and concentration exercises.
3. **Script Writing:** Characterization, dialogue writing, handling time and space, structuring beginning, middle, and end.