

Semester II

COURSE CODE B.ED 201

Internal Marks:40

External Marks:60

MEASUREMENT AND EVALUATION IN EDUCATION

Objectives

CO1: To familiarise student teachers with the basic concept of measurement and evaluation.

CO2: To help them understand the approaches of doing evaluation.

CO3: To help them in understanding the characteristics of a good tool.

CO4: To familiarize student teachers with different techniques of evaluation.

CO5: To familiarize them with examination reforms done by various commissions and committees

Unit I Measurement, Assessment and Evaluation

10hr

- Concept, Need & Importance of assessment, measurement and evaluation.
- Distinction among Measurement, Assessment, Examination and Evaluation,.
- Purpose of Evaluation :
 - a) Diagnostic;
 - b) Prognostic;
 - c) Placement.

Unit II Approaches to Evaluation

10hr

- Formative Evaluation
- Summative evaluation
- Distinction between Formative & Summative Evaluation.
- External & Internal Evaluation
- Norm-reference & Criterion – Referenced Evaluation
- Difference between Teacher Made Tests & Standardised Tests.

Unit III Evaluation Tools

10hr

- Essay Types, Short Answer Types, Very Short Answer Types & Objectives Type Tests,
- Matching, MCQs– their nature, merits and demerits.
- Criteria of an Effective Tool:
 - a) Validity
 - b) Reliability
 - c) Objectivity
 - d) Usability
- Concept and meaning of teacher made test
- Difference between teacher made test and standardized test.

Unit IV Techniques of Evaluation

10hr

- Self Reporting Techniques & Peer rating Techniques
- Interviews-Nature, types, merits and demerits
- Observation Techniques- Nature, types, merits and demerits
- Projective Techniques;
- Open Book Examination;
- online examination;
- Grading System
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Unit-V: Examination Reforms:

10hr

- University Education Commission (1948)
- Secondary Education Commission(1952-53)
- The Education Commission (1964-66)
NPE 1986/1992
- Committee on the Indian Examination reform (1969)
- Committee on examination Reform (1969)

COURSE CODE B.ED 202

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**CONTEMPORARY ISSUES AND CONCERNS IN SECONDARY EDUCATION
COURSE OBJECTIVES**

CO1: To Understand the importance of universalisation of secondary education and the constitutional provisions for realizing it

CO2: Examine the issues and concerns related to universalisation of secondary education

CO3: Analyse the strategies used for realization UEE and the outcomes of their implementation.

CO4: Realize the need and importance of equity and equality in education and the constitutional provisions for it.

CO5: Understand the need and importance of education for peace and the national and international efforts towards it.

Unit I: Universalisation of Secondary Education

10hr

- Constitutional provisions.
- Policies and programmes for realizing the constitutional obligations.
- Right to Education and its implications for universalisation of secondary education (USE).
- Impact of realizing the UEE on secondary education: access, enrolment, participation and
- achievement; status of USE
- USE: Issues and Concerns
- Strategies for realization of targets

Unit II Problems and Concerns of Secondary Education in India 10hr

- Drop out, Wastage and Stagnation at secondary level
- Education of Girls,
- Enrolment and Retention
- Medium of Instruction
- Education of Minorities & OBC
- Adolescence Issues and Concerns
- Issues related to Vocationalization and skill development.
- Career Guidance

Unit III Issues and trends in Secondary Education 10h

- Citizenship education at Secondary level
- Human rights and Peace education
- Legal Literacy at Secondary level
- Values and Character development
- Environmental awareness;
- Sustainable Development

Unit IV Programmes and policies

10hr

- Secondary Education Commission Report 1952
- Indian Education commission 1964-66
- National Policy of Education (NPE) 1986
- Programme of Action (POA) 1992
- Yashpal Committee Report 1993 NCF 2005
- Rashtriya Madhyamic Shiksha Abhiyan (RMSA) 2012
- Role of NCERT and SCERT/SIE in secondary education

Unit V: Equality and Quality concerns in Education at Secondary level 10hr

- Meaning of Equality of educational opportunities, Provisions and Outcomes.
- Constitutional provisions for ensuring equity.
- Meaning of quality education-indicators of quality related to learning environment, student outcomes.
- Enhancement of quality in Secondary schools.

Core Readings

Ø Anand, C.L. et.al. (1983). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.

Ø NCERT (1993). Teacher and Education in Emerging Indian Society, New Delhi

Ø Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.

Ø Govt. of India (1992). Programme of Action (NPE). Min of HRD.

Ø Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers.MacMillan, New Delhi.

Ø NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi

COURSE CODE B.ED 203

**Internal Marks:40
External Marks:60**

MODERN TRENDS IN TEACHING-LEARNING PROCESS

Objectives

CO1: To develop understanding about the concept of teaching from various perspectives.

CO2: To analyse 'teaching' as a profession.

CO3: To explore teaching strategies to address diversity of students in a classroom.

CO4: To understand different phases of teaching and their implications for teaching – learning process.

CO5: To apply the gained knowledge in practice teaching..

Unit I: Understanding Teaching **10hr**

- Concept, scope, functions & maxims of Teaching.
- Teaching as a planned activity.
- Proficiency in teaching: awareness, skills, competencies and commitment.
- Role and functions of teacher.

Unit II: Pre-active Phase of Teaching **10hr**

- Visualizing;
- Decision-making on instructional approaches and strategies;
- Preparing for instruction;
- Preparation of a Plan: Unit Plan and Lesson Plan (Harbatian, Glovarian& RCM Approaches)

Unit III: Interactive Phase of Teaching & its implications-I **10hr**

- Facilitating and managing learning;
- Expository Strategy as approach to teaching for understanding;
- The Advance Organizer Model;
- Inquiry Strategy as approach to teaching: Concept Attainment model.
- Learning/Project Based Learning;
- Instructional Skills: Discourse and Demonstration, Feedback and Reinforcement.

Unit IV: Interactive Phase- II **10hr**

- Approaches to learning
- Approaches to organizing learning
 - a) Individual Instruction
 - b) Programmed Instruction
 - c) Learning Activity Packages.
- Approaches to Small group and Whole group instruction
 - a) Role Play and dramatization.
 - b) Simulation

Unit-V: Post-active Phase of Teaching& its implications **10hr**

- Evaluation of pupil learning.
- Teacher effectiveness.
- Reflection and appraisal for professional development in teaching:
 - a) Self-reflection,
 - b) Observation and feedback by peers,

- c) Analysis of teaching using media,
- d) Appraisal by students
 - Understanding teacher as a professional

COURSE CODE B.ED 204

Internal Marks:40

External Marks:60

HEALTH AND PHYSICAL EDUCATION

Objectives

CO1: To enable the student teachers to understand the concept of holistic health, its various dimensions and determinants.

CO2: To develop positive attitude towards health & physical education as individual.

CO3: To realise the importance of personal hygiene and to practice it daily life.

CO4: To understand the importance of nutritious diet.

CO5: To help them understand the concept of malnutrition and its causes.

Unit I: Concept

10hr

- Meaning and definition of Health
- Meaning and definition of Health Education
- Objectives of Health Education
- Importance and Significance of Health Education.

Unit II: Concept

10hr

- Human body (General description)
- Systems of Human Body- Digestive, Circulatory, Respiratory
- Nervous System, Excretory system, Reproductive System

Unit III: School Health Programme

10hr

- Objectives
- Importance
- Organization
- Healthful School Living – First Aid Awareness, importance of Games and exercises.
- Role of Teacher in school Programme.

Unit IV: Personal Hygiene and Common diseases

10hr

- Cleanliness
- Rest and Relaxation
- Sleep and Fatigue
- Common Infectious diseases-Influenza, common cold, measles, chicken Pox, typhoid, Mumps, malaria, T.B., Rabies, Scabies, ringworm, Dysentery, Cholera, Viral, hepatitis

Unit V: Food and Nutrition

10hr

- Need and Importance of Nutritious diet
- Classification of foods according to their functions
- Constituent of food
- Balanced /nitration diet
- Calorific value of food
- Malnutrition and its causes
- Prevention and Remedial Measures

Practicum (10 Marks)

1. Visit to 2 Anganwadi centres/Meeting with CDPO concerned

2. Visit to 2 Medical centres/Meeting with BMO concerned
3. Report on status of Games/Exercise in the schools in the schools of the concerned zone

COURSE CODE B.ED 205

Internal Marks:40

External Marks:60

Language Proficiency

Objectives

CO1: To help student teachers to understand the nature of classroom discourse.

CO2: To develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.

CO3: To understand the nature and need of informational reading.

CO4: To understand and analyse content areas and write.

CO5: To understand the importance and role of language for content areas

Unit I Engaging with narrative and descriptive accounts 10hr

The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well produced comic strip stories.

Suggested Activities

- Reading for comprehending and visualizing the account (individual+ group reading and discussion/explanation)
- Re-telling the account - in one's own words/from different points of view (taking turns in a smaller group)
- Narrating/describing a related account from one's life experience (in front of a smaller group)
- Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)
- Writing based on the text – eg. Summary of a scene, extrapolation of story, converting a situation into a dialogue etc. (individual task)

Unit II Engaging with popular subject-based expository writing 10hr

The selected texts could include articles, biographical writing, or extracts from popular nonfiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces)

For this unit, the student teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student teachers.

Suggested Activities

- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- Identifying major concepts and ideas involved and making notes on these in some schematic form - flow diagram, tree diagram, mind map etc (guided working in pairs)
- Explaining the gist of the text/topic to others (in the larger subject group) Attending to writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented – this will vary across subjects and texts, and

requires some interpretative skills for 'placing' the context of each text (group discussion and sharing)

- Writing a review or a summary of the text, with comments and opinions (individual task)

Unit III: Engaging with educational writing 10hr

Selected texts here could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspect of the above themes. Student teachers can be grouped randomly for this unit

Suggested activities

- Reading for discerning the theme(s) and argument of the essay (guided reading – individually or in pairs)
- Analyzing the structure of the argument: identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion)
- Discussion of the theme, sharing responses and points of view (small group discussion)
- Writing a response paper (individually or in pairs)
- Presentations of selected papers, questions and answers (large group)

Unit IV Engaging with subject-related reference books 10hr

For this unit, the student teachers should work in groups divided according to their subjects. Within these groups, pairs of student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this unit is as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

Sequence of Activities

- Selecting the topic for research and articulating some guiding questions
- Searching and locating relevant reference books (could be from a school library or the Institute library)
- Scanning, skimming and extracting relevant information from the books by making notes
- Collating notes and organizing information under various sub-headings
- Planning a presentation – with display and oral components
- Making presentations to whole subject group, fielding questions

ELECTIVE COURSES-II (Science)

**Internal Marks:40
External Marks:60**

COURSE CODE B.ED 206

PEDAGOGY OF BIO-SCIENCE

Objectives

CO1: To facilitate inculcation of scientific attitude and temper among learners.

CO2: To appreciate that biological science is a dynamic and expanding body of knowledge

CO3: To nurture curiosity of learners about her/his natural surroundings and relationships of everyday's experience with concepts of biological sciences.

CO4: To develop insight about nature of biological sciences and for determining strategies of teaching-learning.

CO5: To explore different ways to create learning situations for different concepts of biological sciences and for learners of different abilities.

COURSE CONTENT

Unit I

10hr

- History & nature of Science
- Role & importance in daily life
- Path tracking discoveries & land mark developments in science
- Eminent world scientists, eminent Indian scientists (special reference to Natural Scientists)
- Importance & place of Bio-Science in school curriculum
- Objectives, of teaching Bio-Science with special reference to the Tara Davi seminar, Kothari Commission & Ishwar Bhai Committee.

Unit II : Planning for teaching Bio-Science

10hr

- Developing year plans, unit plans, lesson plans.
- Preparation of lesson plans on the basis of standard Principles.
- Preparation & development of improvised apparatus.
- Preparation, selection & use of teaching aids.
- Importance of field trips, science clubs, science fairs, science museums as non-formal approaches of science teaching.
- Maintenance of Aquarium.

Unit III : Methods of Teaching

10hr

- Lecture Method
- Demonstration method
- Demonstration-cum-Discussion method
- Heuristic method
- Inductive deductive method
- Project method

Unit IV: Content (Botany)

10hr

- Life Processes in Plants.
- Nutrition: Type of nutrition: Autotrophic: Heterotrophic.

- Photosynthesis: Process and mechanism, Transport of material Diffusion, Osmosis and Plasmolysis. Absorption of water, process of Transpiration. Mechanism of stomatal opening and closing.
- Reproduction: Asexual & Sexual Reproduction, Growth and development in plants
- Growth regulators: Auxins, Gibberelins, abscisic acid.
- Biosphere: Meaning and definition, components of Biosphere.
- Ecosystem: Bio/geo chemical cycles.
- Natural resources, renewable and non renewable resources.

Unit V : Content (Zoology)

10hr

- Life Process in animals
- Nutrition: Feeding mechanism, Digestion and absorption of food
- Respiration in animals and man
- Blood circulation: Blood structure and function; Heart structure and function, course of circulation.
- Excretion; Structure and functions of kidney. Urine formation.
- Nervous system: Structure of Brain; structure and function of Endocrine system.
- Cell structure, cell organelles, cell division (Mitosis & Meiosis): Ecosystem and Biosphere

COURSE CODE B.ED 207

Internal Marks:40

External Marks:60

PEDAGOGY OF PHYSICAL SCIENCE

Objectives

CO1: To enable the student teachers to gain insight on the meaning and nature of physical science for determining aims and strategies of teaching- learning.

CO2: To appreciate that science is a dynamic and expanding body of knowledge.

CO3: To help them understand the process of science and role of laboratory in teaching-learning situation.

CO4: To construct appropriate assessment tools for evaluating learning of physical science.

CO5: To examine the different pedagogical issues in the content of learning physical science

COURSE CONTENT

Unit I

10hr

- History & nature of Science
- Role & importance in daily life
- Path tracking discoveries & landmark developments in science
- Eminent world scientists, eminent Indian scientists (special reference to Natural Scientists)
- Importance & place of Physical Science in school curriculum
- Objectives, of teaching Physical Science with special reference to the Tara Davi seminar, Kothari Commission & Ishwar Bhai Committee.

Unit II Planning for teaching Physical Science

10hr

- Developing year plans, unit plans, lesson plans.
- Preparation of lesson plans on the basis of standard Principles.
- Preparation & development of improvised apparatus.
- Preparation, selection & use of teaching aids.
- Importance of field trips, science clubs, science fairs, science museums as non-formal approaches of science teaching.

Unit III Methods of Teaching

10hr

- Lecture Method
- Demonstration method
- Demonstration-cum-Discussion method
- Heuristic method
- Inductive deductive method
- Project method

Unit IV : Content (Physics)

10hr

- Motion, force, work & energy, displacement motion and its types speed velocity and acceleration, force- magnitude and direction.

- Heat as energy, temperature, transfer of heat thermal expansion & change of state.
- Newton's Law, qualitative concept of relativity, universal law of gravitation, Kepler's.
- Simple pendulum, restoring force, SHM, displacement, amplitude, frequency time period, expression for time period, wave motion, propagation of through a medium, longitudinal and transverse waves length, relation between speed, frequency and wave length, transfer of energy and momentum in wave propagation, periodic motion, sound waves and their nature.
- Light, image formation by spherical mirrors and lenses, telescope, microscope, defects of vision and correction perception perception of colour, colour blindness, composition of white light, wavelength and colour of light.

Unit V: Content (Chemistry)

10hr

- Introduction to chemical reactions, types of chemical reaction combination decomposition displacement reactions by performing actual classroom activities related to these reactions (wherever possible)
- Introduction to the electronic concept of oxidation-reduction, oxidation number and redox reaction by demonstrating different redox reactions in the class and discussing their chemical equations.
- Endothermic and exothermic reactions by performing the activities of dissolution of any NH_4Cl in water, evaporation of water, spirit (endothermic) and adding water to quick lime, dissolution of NaOH in water, H_2SO_4 in water and neutralization reaction (exothermic) of aq. NaOH by aq. HCl . Concept of rate of reaction, factors affecting the rate-effect of (a) Concentration (b) Temperature (c) Pressure and (d) Catalyst.
- Elementary idea of Electro chemical cell and dry cell
- Rusting of iron & preventive measure mole concept and solving of numeric problems related to the mole concept.

COURSE CODE B.ED 208

**Internal Marks:40
External Marks:60**

PEDAGOGY OF HOME-SCIENCE

Objectives:

CO1: Understand the nature and importance of home science and its correlation with other subjects.

CO2: Understand aims and objectives of the subject.

CO3: Analyse school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.

CO4: Realize the essential unity between laboratory work and theoretical background of the Subject

CO5: Identify specific learning difficulties in home science and to provide suitable remedial individual instructions to them.

Unit-I: Nature of Home Science

10hr

- Nature and meaning of home science.
- Values and Importance of Home Science for students of Higher Secondary Stages.
- Scope and Expansion of Home Science
- Correlation of Home Science with other subjects
- Home Science teaching in the content of family and group

Unit-II: Methods and Techniques of teaching Home Science

10hr

- Aims and objectives of Home science teaching (Bloom's approach to specify the outcomes)
- Approaches and Methods of teaching Home Science.
- Problem Solving Method
- Experimental Method
- Project Method
- Lecture cum demonstration
- Question-answer technique
- Discussion-group work and assignments
- Field-trip/Educational tour, Home Science Committee, fair and exhibition.

Unit-III: Teaching-Learning resources and planning of Home Science

10hr

- Meaning, concept, need and preparation of lesson plan, unit plan and annual plan.

- Significance of oral data, types of Primary and Secondary resources: data from field, textual material, Journals, magazines, newspaper.
- Teaching Aids- Meaning, importance and types of teaching Aids, Home Science laboratory (its need, organization, and equipment).
- Qualities of a good Home-Science teacher.

Unit-IV: Assessment and evaluation

10hr

- Meaning, Concept and Construction of Achievement test, diagnostic test and remedial test.
- Blue print- Meaning, concept, need and construction.
- Socio metric- Meaning, concept, need and its use.
- Open-book tests: Strengths and Limitations.
- Continuous and Comprehensive Evaluation (CCE) in Social Sciences.
- Characteristics of Assessment in Social science- types of questions best suited for examining assessing/aspect of social sciences; Questions for testing quantitative skills,
- Questions for testing qualitative skill, open-ended questions.

Unit-V: Content

10hr

- Curriculum in Home Science for school instruction
- Food and Nutrition- Relationship between food, nutrition and health, balanced diet and food groups, selection and storage of foods and preservation of food, principles and reasons of cooking food, diet chart for various age groups.
- Child-Care and development-growth and development, physical, social, cohesive, emotional development among child and adolescence, Problems among adolescence, Use of first-aid kit, good health, various diseases, their symptoms and treatment.
- Textile and Clothing-Types of fabric, yarn making and fabric construction, fabric finishing (specially dyeing and printing). Construction of clothing etc.
Home management- management of time, energy, home decoration, floor decoration

COURSE CODE 209

Internal Marks:40

External Marks:60

PEDAGOGY OF MATHEMATICS

COURSE OBJECTIVES

CO1: Understanding of the characteristics of Mathematical language and its role in Science

CO2: Understanding of the nature of axiomatic method and mathematical proof

CO3: Knowledge about aims and general objectives of teaching secondary school mathematics

CO4: Ability to state specific objectives in behavioural terms with reference to concepts and generalizations

CO5: Ability to teach different kinds of mathematical knowledge consistent with the logic of the subject

Unit I: Mathematics – Historical Background

10hr

- Nature & Meaning of mathematics
- History of Mathematics
- Contributions of Indian Mathematicians with reference to Bhaskaracharya, Aryabhatta, Leelabathi, Ramanujan.
- Contribution of Euclid, Pythagoras, Rene-Descarte.

Unit II: Methodology

10hr

- Inductive & Deductive
- Analytical & Synthetic
- Heuristic, project and laboratory
- Various techniques for teaching mathematics viz, oral, written, drill, assignment; supervised study and programmed learning.

Unit III: Instruction in Mathematics

10hr

- Meaning and importance of a lesson plan
- Performa of a lesson plan and its rationality
- Meaning and purpose of a unit-and-unit plan and an yearly plan
- Developing low cost improvised teaching aids relevant to local ethos
- Maintaining and using blackboard, models, charts, TV, films and video tapes and C.D
- ROMs.

Unit IV: Content –I

10hr

- Mensuration: Volume and surface Area of Cube, cone, cylinder and sphere
- Linear Equation of one and two variables
- Rational Expression & Quadratic equation
- Ratio & Proportion and Factors

Unit – V: Content – II

10hr

- Circle & Geometrical Constructions
- Statistics: Mean, Median, Mortality table, cost of living index and price index.
- Sets & surds.

Core Readings

Ø Cooney, Thomas J. And Others (1975). Dynamics of Teaching Secondary School Mathematics, Boston: Houghton Mifflin.

Ø Driscoll ,M., Egan, M., Nikula, J., &DiMatteo, R. W. (2007). Fostering geometric thinking:

A guide for teachers, grades 6-10. Portsmouth, NH: Heinemann.

Ø Driscoll,M.(1999). Fostering algebraic thinking: A guide for teachers, grades 5-10. Portsmouth, NH: Heinemann.

Ø Grouws, D.A. (ed) (1992). Handbook of Research on Mathematics Teaching and Learning, NY: Macmillan Publishing.

Ø Mager, Robert (1962) Preparing instructional objectives. Palo Alto, CA: Fearon.

Ø Malone, J. and Taylor, P. (eds) (1993). Constructivist Interpretations of Teaching and Learning Mathematics, Perth: Curtin University of Technology.

Ø Marshall, S.P. (1995) Schemes in Problem-solving. NY: Cambridge University Press.

Ø Moon, B. & Mayes, A.S. (eds) (1995). Teaching and Learning in Secondary School. London: Routledge.

Periodicals/Journals

Ø Educational Studies in Mathematics

Ø International Journal of Science and Mathematics Education

Ø Journal of Research in Mathematics

COURSE CODE 210

**Internal Marks:40
External Marks:60**

School Subject (Social Science)

PEDAGOGY OF HISTORY& CIVICS

CO1: To help them develop an understanding of the nature of social sciences, both of individual disciplines comprising Social Sciences, and also of social sciences as an integrated/ interdisciplinary area of study.

CO2: To acquire a conceptual understanding of the processes of teaching and learning social sciences.

CO3: To enable student-teachers to examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.

CO4:To acquire basic knowledge and skills to analyse and transact the social sciences curriculum effectively following wide-ranging teaching learning strategies in order to make it enjoyable and relevant for life.

Unit I: Nature and Scope of Social Sciences 10hr

- Social Science and Social Studies: Core subjects of social sciences-History, Civics, Geography, Economics Inter relationship between them.
- Structure and scope of History & Civics, History/Civics as a basic discipline, its importance in day to day life and its role in international understanding.
- Study of Regional History and place of Regional History in teaching.
- Instructional objectives of teaching History at secondary level.

Unit II: Curriculum in History and Civics

10hr

- Place of History and Civics in secondary school curriculum
- Approaches to curriculum organization: chronological concentric, topical correlation, curriculum design.
- Teacher and curriculum planning, hidden curriculum Evaluation of curriculum Analysis of Text books, Gender bias in secondary social science curriculum.

Unit III: Methodology & Teaching Aids

10hr

- Source method
- Project method
- Dalton plan

- Narration method (Story – telling)
- Role – play method
- Selecting and using teaching aids : Chalkboard, objects and specimens, Histrionics, models, graphs, charts, maps, pictures, slides, films, filmstrips, audio visual aids, projected aids: slide projectors, film projector, overhead projector, epidiascope.

Unit IV : Content I

10hr

- The First World War: Causes and Consequences
- The world between two Wars: Fascism in Italy and Germany
- Emergence of USA, Soviet Union and Japan
- Nationalist Movement in Asia and Africa
- The Second World War and its consequences: setting up of U.N.O., Emergence of **Independent nations.**
- The Cold War and Military Blocks, Chinese Revolution, Non Alignment movement.
- India's struggle for independence: From the revolt of 1857 to Partition. Post independence developments.

Unit V: Content –II

10hr

- The land and people, Art and Architecture
- Indian Constitution : Fundamental Rights and Duties
- Government at the State and Central level.
- Awanti Verman & Lalita Ditiya
- Sultan Zain-ul-Abideen Budshah & Youssuf Shahi- Chak
- Haba Khatoon & Lala Ded.

Core Readings

- Gunning D: The Teaching of History
- Aggarwal, J.C : Teaching of History
- Kochhar, S.K. : Teaching of History
- Chaudhary, K.P. : Effective Teaching of History in India
- Johnson, H. : Teaching of History in Elementary and Secondary Schools
- Teaching of History in Secondary School : NCERT, New Delhi
- The curriculum for the ten year school : NCERT, New Delhi
- Handbook of History Teachers: NCERT, New Delhi

COURSE CODE: 211

**Internal Marks:40
External Marks:60**

PEDAGOGY OF GEOGRAPHY

Objectives

CO1: To help them develop an understanding of the nature of social sciences, both of individual disciplines comprising Social Sciences, and also of social sciences as an integrated/ interdisciplinary area of study.

CO2: To acquire a conceptual understanding of the processes of teaching and learning geography.

CO3: To enable student-teachers to examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.

CO4: To sensitise and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of environment, dealing with 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.).

COURSE CONTENT

Unit I : Nature and Scope of Social Sciences 10hr

- Social Science and Social Studies: Core subjects of social sciences- History, Civics, Geography & Economic, Inter relationship between them.
- Structure and scope of Geography, Geography as a basic discipline, its importance in day to day life and its role in international understanding.
- Study of home region and place of local Geography in teaching.
- Instructional objectives of teaching Geography at secondary level.

Unit II: Instructional Planning 10hr

- Methods: Lecture, Project, Discussion, Assignment, Problems solving, Demonstration, Inductive and Deductive, Regional, Case study methods Field trip, observation, Illustration, questioning techniques.
- Content Analysis, Writing objectives in behavioural terms.

- Preparation of unit plan and lesson plan.

Unit III: Evaluation 10hr

- Objectives of evaluation in Geography, developing a Blue Print – objective, content, types of item in it.
- Essay type, short answer type and objective type questions in Social sciences, their advantages and limitations, framing different types of questions.
- Construction of achievement test items,
- Continuous evaluation using feedback for improvement of teaching and learning.

Unit IV: Content I

10hr

- Natural environment: The atmosphere – factors determining weather and climate. The Lithosphere – the changing face of earth, external and internal processes. The Hydrosphere – relief of the ocean floor. The Biosphere – inter relationship between man with atmosphere, lithosphere and hydrosphere.
- Major natural regions of the world.
- Resources and their classification: renewable and non-renewable, potential and developed resources. Distribution and Utilization of resources – land, soil, forest, fisheries, power resources and their conservation

Unit V: Content II

10hr

- Population – Distribution, growth and density of population.
- Occupation: - Primary occupation – food gathering, animals husbandry and mining Secondary occupation – industries. Tertiary occupation – trade, transport, communication and services.
- Man's intervention: needs and efforts to improve the quality of environment.

Core Readings

- Bining and Bining : Teaching of Social Studies in Secondary School
- Gursharan Tyagi : Arthashastra Shikshan : Gursharan Tyagi
- UNESCO : Source Book of Teaching Geography
- B C Rai : Methods of Teaching of Economics
- N. Hasen : Teachers Manual in Economics
- S. K. Kochar : The Teaching of Social Studies
- V C Sinha and R. N. : Dubey Economic Development and Planning