

CC 2. Pedagogy of a School Subject – Part 1

Hindi (A)

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

1. Appreciate the importance of teaching Hindi as a second / third Language.
2. Help the Students to understand the aims and objectives of teaching Hindi.
3. Help pupils to acquire basic skills of language teaching, Aims/Objectives.
4. Know the different methods of teaching .
5. Prepare a lesson notes and teach accordingly.
6. Appreciate and use of modern educational media.

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 behavioural 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 administration.
- Resource Units – Use and implications.
- Plan and process of lessons in Practice teaching.



Prof. S.K. Tiwari
Principal

Swa. Gulab Bai Yadav Smriti
Shiksha Mahavidhyalaya
BORAWAN (M.P.)

Unit 3: Language Skills

- Development of 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, languages games, substitution table need for correct pronunciation – Remedial Measures
- Reading – Objectives – Types of reading silent and loud, intensive – methods of teaching reading
- Writing – Objectives – Characteristics of handwriting – dictation
- Composition – Objectives – Types - Oral, written and picture composition – Free and guided composition, Translation – Objectives- Importance's – Characteristics of good translation


Unit 4 :Curriculum Design

- Principles of Curriculum construction of Hindi
- Curriculum Design in Hindi - Subject centered – Learner Centered – Problem centered.
- Transaction of curriculum / Co-curricular , Extra curricular activities pertaining to teaching and learning.
- Curriculum of prose – poetry and composition. Prose – Ancient / Medieval / Modern prose versions. Poetry – Bhakti period – Ritti period – Modern period. Composition – Exercises , Assignments and remedial teaching activities and Grammar – Translations
- Curriculum development and evaluation.

Seminar Topics (any one)

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




Prof. S.K. Tiwari
Principal
Swa. Gulab Bai Yadav Smriti
Shiksha Mahavidhyalaya
BORAWAN (M.P.)

Practicum














- a) Review of Books – 8, 9 standard school text books.
- b) Resource Unit Uses.
- c) Unit plan processing.
- d) A study of an Author / Poet.
- e) Developing Linguistics Skills.

Assignments (any one)


1. Solving grammar exercise of 8th and 9th Standard Text books of second language Hindi/Third Language. Hindi
2. Preparing crossword puzzles on technical terms, difficult terms of prescribed Hindi Text Books.
3. Construction of substitution – tables on the concerned texts
4. Report on constitutional provisions – provided to Hindi and the implication.

(Note: Records should be maintained).

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Prof. S.K. Tiwari
Principal
Swa. Gulab Bai Vadav Smriti
Shiksha Mahavidhyalaya
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Sanskrit(B)

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

1. Understand the importance of Sanskrit language and its contribution to Indian culture and emotional integration.
2. Understand the aims and objectives of teaching Sanskrit and state them in the form of specific behavioural changes.
3. Prepare objective based lesson plans and implement them.
4. Understand the basic skills of language learning.
5. Understand the principles of curriculum construction in Sanskrit.
6. Understand the different methods of teaching Sanskrit and use them in his practice teaching lessons.
7. Understand the importance of appropriate instructional material and use them in his practice teaching lessons.
8. Understand the importance of Language Laboratory.
9. Understand the importance of Evaluation, prepare and use different tools of Evaluation in language learning.
10. Understand the importance of co-curricular activities in language learning.
11. Imbibe the special qualities of Sanskrit teacher.

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 three language formula.
- Instructional Objectives - Specifications of each objective in the form of specific behavioural changes.

Unit 3 : Lesson Plan in Sanskrit Language

- Planning lesson plans in prose, poetry, grammar and composition.
- Unit plan : importance, characteristics, format
- Resource unit: importance, characteristics, format
- Micro lesson plan: importance, format, practice










Prof. S.K. Tiwari
Principal

Swa. Gulab Bai Yadav Smriti
Shiksha Mahavidhyalaya
BORAWAN (M.P.)


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 reading and loud reading.
- Writing: importance of good handwriting - specialties of the Devanagari script, causes of spelling mistakes, remedial measures.
- Principles of curriculum construction of Sanskrit.
- Curriculum design in Sanskrit: subject centered, learner centered, problem centered.
- Transaction of curricular/ co-curricular activities.
- Curriculum development and evaluation.

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Prof. S.K. Tiwari
Principal
Swa. Gulab Bai Yadav Smriti
Shiksha Mahavidyalaya
BORAWAN (M.P.)

English(C)

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

1. To master the different techniques, devices of the Second language structure, sounds and vocabulary.
2. To understand the status of English language.
3. To distinguish between different approaches and methods of teaching English and their use in the classroom.
4. Acquire the basic skills of language learning.
5. Plan and execute of different types of lessons in prose, poetry according to classroom situations.
6. To appreciate the importance and use of suitable audio -visual aids in class room situations.
7. To know the principles of curriculum construction.
8. To prepare and use appropriate tools of evaluation to measure the linguistic abilities of the pupils.
9. To realize his/her responsibilities as language teacher and pursue towards the aims of professional growth.
10. To guide the students to use the language correctly.

Unit 1 : Nature of English Language

- 1.1 Language its nature and structure - Meaning of language, Functions of language - Informative, expressive and Directive Linguistic Principles.
- 1.2 Structure of English Language - phonological, morphological, Syntactic, Semantic and graphic (a brief explanation of the concepts)

Unit 2 : Aims and Objectives of Teaching English

- 2.1 Aims and objectives of teaching English at the Secondary School level as first and second language.
- 2.2 English as a library language, link language and international language.
- 2.3 Position of English in India before and after Independence - The three language formula its meaning and scope.



Prof. S.K. Tiwari
Principal

Swa. Gulab Bai Yadav Smriti
Shiksha Mahavidyalaya
BORAWAN (M.P.)

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 of English, different occasions for its effective use
- 3.5 Preparation of Unit plan, Resource Unit.

Units 4 : Methods, Approaches to Develop English Language Skills

Psychological principles of learning English as a foreign language. Methods and approaches of Teaching English

- a. Grammar Translation Method.
 - b. Direct Method
 - c. Bilingual method.
 - d. Structural approach- Dr. WEST method
 - e. Communicative approach.
- 4.1 Development of language skills - listening objectives and importance - activities for its development.
 - 4.2 Speaking - Objectives - Activities for its development , role of learning by heart, role-play, extempore and prepared speeches, debates, language games, substitution table need for correct pronunciation, defects in pronunciation - Remedial Measures.
 - 4.3 Reading - Objectives - Types of reading - silent and a loud, intensive - methods of teaching reading.
 - 4.4 Writing - Objectives - Characteristics of handwriting - dictation.

Composition - Objectives - Types (oral, written and picture composition) Free and guided composition Translation - Objectives- Importance - Characteristics of good translation.

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Prof. S.K. Tiwari
Principal
Swa. Gulab Bai Yadav Smriti
Shiksha Mahavidhyalaya
BORAWAN (M.P.)


Physical Science (Physics and Chemistry)

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

- 1) Understand the nature, scope and importance of Physical science with special reference to secondary school content.
- 2) Understand the aims and objectives of teaching Physical science.
- 3) State the specific behavioral changes under each objective.
- 4) Understand and make use of different approaches & methods of teaching Physical science.
- 5) Prepare objective based lesson plans and use them in their internship.
- 6) Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.
- 7) Plan, use and maintain the physical science laboratory systematically.
- 8) Understand the principles of text-book construction.
- 9) Understand the importance of appropriate instructional materials (hardwares and softwares) in teaching Physical science and use them by preparing/selecting them in their practice teaching.
- 10) Understand the importance of principles of curriculum construction in the organisation of Physical science contact.
- 11) Get mastery in Physical science content and imbibe the special qualities of Physical Science teacher.
- 12) Prepare and use different tools of evaluation to assess the achievements of students in Physical Science.
- 13) Develop professionally by attending lectures of professional interest, reading journals, and magazines and enroll as members of professional organisation.
- 14) Organise co-curricular activities in science i.e. seminars, field trips, exhibitions discussions etc through the science club.
- 15) Apply the knowledge of physical science to develop scientific thinking and scientific out look.
- 16) Develop skills in analyzing the content in terms of concepts and in learning experiences.
- 17) Construct and administer unit test, conduct experiments improves teaching aids.

CONTENT




Prof. S.K. Tiwari
Principal
Swa. Gulab Bai Yadav Smriti
Shiksha Mahavidyalaya
BORAWAN (M.P.)

Unit 1: Meaning, Nature and Impact of Physical Science

- Concept of science - Science as process and science as a product;
- Nature and Scope of Physical Science
- Impact of Science and Technology on modern living.
- Scientific Attitude - Meaning definition and importance.
- Qualities of a person who possesses scientific attitude.
- Scientific Method-Meaning, importance and steps involved (with an illustration).

8 hours

Unit 2: Aims and Objectives of Teaching Physical Science

- Aims of teaching Physical science in Secondary school:
 - ..1 Personal development aim,
 - ..2 Learner's academic and process skills development aim,
 - ..3 Disciplinary aim and
 - ..4 Cultural aim.
- Objectives of teaching physical science:
 - ..1 Bases for formulation of objectives
 - 2 Objectives of teaching Physical science at Secondary level; (To be Discussed keeping in view of the objectives of teaching Physical science enunciated in the physical science syllabi of secondary school of M.P.); Instructional objectives of teaching physical science and stating them in observable behavioral changes ; i) Knowledge ii) Understanding, iii) Application, iv) Skill, v) Attitude, vi) Interest, vii) Appreciation.

10 hours

Unit 3: Approaches and Methods of Teaching Physical Science

- Enquiry Approach -Meaning, Uses with Illustrations, Advantages and disadvantages.
- Inductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
- Deductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
- Problem Solving Approach- Meaning, Uses with Illustrations, Steps, Advantages and disadvantages.
- Demonstration Method- Meaning, uses, Advantages and disadvantages.




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Principal
Swa. Gulab Bai Yadav Smriti
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- Lectures-Cum-Demonstration Method- Meaning, uses with Illustration, Advantages and disadvantages.
- Laboratory Method- Meaning, uses with Illustration, Advantages and disadvantages.
- Guided Discovery Method - Meaning, uses with Illustration, Advantages and disadvantages.
- Biographical Method-Meaning, uses with Illustration, Advantages and disadvantages.
- Individual Instruction Techniques and Active Learning Strategies.
- Concept Mapping: Its use for summarizing a unit and evaluating students understanding

Unit 4: Instructional Design, Resources and Teaching Aid for teaching Physical Science:

- Lesson Planning-Meaning, Steps, Importance and Format of Lesson Plan according to active learning strategies.
- Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan
- Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan
- Audio-Visual Aids (Preparation and Use)
 - Charts;
 - Models;
 - OHP transparencies;
 - Filmstrips;
 - slides;
 - Video tapes;
 - Films;
 - Educational C.D.'s
- Mass Media –
 - Television (T.V.);
 - Radio - Meaning and importance.
- Community Resources and Self learning materials –
 - Meaning and importance.
- Physical Science Library;
- Importance & organizing of physical science library;
- Sections of science library;
- Choice of book for science library.




 Prof. S.K. Tiwari
Principal
 Swa. Gulab Bai Yadav Smriti
 Shiksha Mahavidyalaya
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History / Civics

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


1. Understand meaning, scope and importance of History and civics in the school curriculum.
2. Acquire content knowledge of methods of history and civics.
3. Acquire knowledge of aims and instructional objectives of teaching history and civics
4. Acquire skills in planning lessons in History and civics
5. Understand and apply the principles of organizing content in the teaching history and civics.
6. Acquire knowledge about Local, Regional National, and World History.
7. Acquire the knowledge of Instructional Material and resources in teaching History and Civics
8. Preparing suitable teaching devices & using them & organizing field trips.
9. Proficiency in correlating History and civics with other school subjects.
10. Cultivate the qualities of a good History and civics teacher
11. Acquire the knowledge of content of History and civics for viii to xth standard in Karnataka
12. Evaluate History and civics text books and prescribed courses
13. Develop necessary skills in the application of methods and techniques in the classroom

CONTENT

Unit 1: Nature and Scope of History and Civics

- 1.1 Meaning, Nature, and scope of history
 - 1.1.1. History - an art or Science




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Swa. Gulab Bai Yadav Smriti
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1.1.2 Modern Concept of History, exploration, criticism synthesis and exposition.

1.1.3 Different levels of History - World History, National, Regional and Local History

1.2. Meaning and scope of civics

2.1.1 Man as a social animal and as a citizen

Unit 2: Aims and Objectives of Teaching History and Civics

2.1 Meaning and Importance of teaching History and civics in Secondary Schools

2.2 Aims of teaching History and Civics

2.2.1 Political conciseness, understanding of current events, democratic citizenship, understanding of Union and the State Govt.

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 behaviours of learners.

2.3.2 Spelling out Instructional objectives and learning outcomes

2.3.3 History and civics based hobby clubs, societies

2.4 Correlation of History and Civics with other School Subject

2.4.1 Meaning and Importance of correlation

2.4.2 Types of correlation.

2.4.3 Correlation of History with Geography, Economics, Literature

2.4.3 Co curricular /Activities in History and Civics

2.4.5 Importance of organization of field trips, visits.

Unit 3: Instructional design in Teaching History and Civics

3.1 Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments, and plan according to active learning strategies.

3.2 Resource Unit

3.3 Unit Plan

Unit 4: Methods, Techniques, and Instructional Materials of teaching History and civics

4.1 Meaning and need of methods



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4.2 Methods and techniques of teaching History –discussion, project, problem solving, source, dramatization and biographical, Active Learning Strategies.

4.3 Methods of teaching Civics - Survey observation, comparative and demonstration, Active Learning Strategies.

4.4 Instructional Materials in History and civics :

4.4.1 Collateral Reading – Importance, Reading materials, Historical Novels

4.4.2 Auto biographic, Magazines, News papers Drams, Journals Audio-Aids- Radio, Tape recorder, Visual-Aids-Maps- Importance,

4.4.3 Types, procedure of using maps, pictures, charts, models, film strips, diagrams ,

4.4.4 Audio-Visual Aids-Films, TV

a. History Room-Meaning and Importance, planning equipping

b. Computers, multimedia packages and Internet as an Instructional aid.

Practical

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

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Prof. S.K. Tiwari
Principal

Swa. Gulab Bai Yadav Smriti
Shiksha Mahavidhyalaya
BORAWAN (M.P.)

Geography / Economics

Objectives: 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 and Economics
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 about Geography and Economics
5. Develop skills in equipping the Geography (i) Museum (ii) Room (iii) Library
6. Develop skills in organizing planning- learning experiments and in writing and organizing the lesson plan.
7. Acquire the knowledge of Geography Curriculum

CONTENT

Unit 1: Meaning, Nature and Scope of Geography and Economics

- 1.1 Meaning, Nature, Scope and importance of Geography
- 1.2 Branches of Geography and their importance- physical, economic, human and political.
- 1.3 Meaning, Nature, Scope and importance of Economics.
- 1.4 International relations and study of Geography and Economics

Unit 2: Aims and Objectives of teaching Geography and Economics

- 2.1 Aims/Values of teaching Geography and 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 Geography and Economics
 - 2.2.1 Knowledge
 - 2.2.2 Understanding
 - 2.2.3 Application
 - 2.2.4 Attitude and interest
 - 2.2.5 National Integration. International Understanding.
- 2.3 Co-relation of Geography and Economics with History, Science, Mathematics and languages
- 2.4 Trends in Geography Education
- 2.5 Importance and Organization of Field trips, Visits




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Principal

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2.6 Geography based hobby clubs / societies (National geography specials)

Unit 3: Instructional Design in Geography and Economics :

- 3.1 Meaning, importance and format of lesson plan
- 3.2 Principles of lesson planning
- 3.3 Characteristics of a lesson plan
- 3.4 Prepare Lesson Plan according to Active Learning Strategies
- 3.4 Unit plan
- 3.5 Resource Unit

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
 - 4.1.1 Lecture Method
 - 4.1.2 Laboratory Method
 - 4.1.3 Observation Method
 - 4.1.4 Excursion Method
 - 4.1.5 Project Method
 - 4.1.6 Discussion Method
 - 4.1.7 Active Learning Strategies

Practicum

1. Preparation of charts, globe and models of Geography.
2. Preparation of transparencies about- section of volcanoes, seabed, plains etc.
3. Interpretation of weather maps
4. Drawing of geographical maps
5. Preparation of 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 local geographical survey.

Note


1. Submission of report after doing any one of the above practical work








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Prof. S.K. Tiwari
Principal
Swa. Gulab Bai Yadav Smriti
Shiksha Mahavidhyalaya
BORAWAN (M.P.)

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Prof. S.K. Tiwari
Principal
 Swa. Gulab Bai Yadav Smriti
 Shiksha Mahavidhyalaya
 BORAWAN (M.P.)

COMMERCE

Objectives:

1. To introduce student teachers with the methodology of teaching used in - teaching of Commerce in schools.
2. To make student teachers aware of the values of Commerce and the relationship of Commerce with other subjects.
3. To encourage student teachers to use a wider range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.
4. To acquaint student teachers with the role of teaching aids, textbook, homework, libraries in commerce.
5. To equip student teachers with the curriculum.

COURSE CONTENT:

UNIT-1

1. Meaning, nature, scope and concept of Commerce.
2. Place of commerce in secondary school curriculum and its critical appraisal.
3. Commerce and its relationship with other Social Sciences.

UNIT - II

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 Text-books and Supplementary Materials.
Techniques of teaching commerce subject: Questioning - Answering, Assignment, Observation, Explanation and Illustration.


UNIT - III

1. Analysis and Discussion on skills of teaching Commerce (practice for developing atleast 5 micro skills).
 - a. Skill of introducing the lesson
 - b. Skill of questioning
 - c. Skill of explanation
 - d. Skill of stimulus variation
 - e. Skill of black board writing
2. Lesson planning in commerce, Meaning, need and importance, construction of composite lesson plan. Lesson Plan according to Active Learning Strategies.
3. Development and utilization of teaching aids(projects, Non-projected and performing arts) required for commerce programme.

UNIT - IV

1. Qualification, Qualities and Professional growth of Commerce Teacher.
2. Role of Co-curricular activities in commerce.
3. Types and Techniques of evaluation.




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PRACTICALS:

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

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Prof. S.K. Tiwari
Principal
Swa. Gulab Bai Yadav Smriti
Shiksha Mahavidhyalaya
BORAWAN (M.P.)

Mathematics

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

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

CONTENT

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

- 1.2.1 Place of Mathematics in day today life activities
- 1.2.2 Mathematics use in day to day life activities
- 1.2.3 Relation with School subjects
- 1.2.4 Relation with other Disciplines – Engineering, Agriculture, Medicine

Unit 2: Aims and Objectives of Teaching Mathematics

2.1 Aims/Values of Teaching Mathematics



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- 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 there 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 C0-curricular Activities in Mathematics :

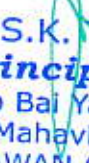
- 3.1 Lesson Planning: Meaning ,Steps , Importance and Format of Lesson Plan
- 3.2 Unit Plan-Meaning ,Steps , Importance and Format of Lesson Plan
- 3.3 Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan
- 3.4 Yearly Planning-Meaning, Principles and Format
- 3.5 Mathematics Club : Objectives 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 : Objective, importance and uses
- 3.11 Recreational activities in mathematics : Games, Puzzles, Riddles, etc.,
- 3.12 Ethno Mathematics

Unit 4: Approaches, Methods and Techniques of Teaching Mathematics

4.1 Learner Centered Approach

- 4.1.1 Inductive method and Deductive method




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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

4.1 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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Butler and Wren (1960) *The Teaching of Secondary Mathematics*, Tokyo; McGraw Hill Book Company.



Henderson, K. et al (1975) *Dynamics of Teaching Secondary Mathematics*, London Houghton Mifflin.



Howard Eves, *An Introduction to the History of Mathematics*



Jantli, R. T. (2000) *Subodha Ganitha Bodhane*, Vidhyanidhi Prakashan, Gadag.



Krulik and Weise (1975). *Teaching Secondary School Mathematics*. London W.B. Saunders.



Kuppuswamy Ayyangar, N. (1988) *The Teaching of Mathematics in New Education*. Bangalore.



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Prof. S.K. Tiwari
Principal
Swa. Gulab Bai Yadav Smriti
Shiksha Mahavidhyalaya
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Biological Science

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 1:1.1 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, Viverium, 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 2.1.1 Utilitarian, Cultural and Disciplinary Aims



Prof. S.K. Tiwari
Principal

Swa. Gulab Bai Yadav Smriti
Shiksha Mahavidhyalaya
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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 Behavior 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 Types 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)

Unit 4: Instruction Design in Teaching Biological Science.

- 4.1 Pedagogical Analysis: Analysis of 8th, 9th and 10th Standard Biology Text book of Karnataka 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 power point slides for any selected unit in VIII or IX class Biology.
2. Preparing a set of (OHP) transparencies
3. Slides for a selected Unit in 10th Std. Biology.

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




Prof. S.K. Tiwari
Principal
Swa. Gulab Bai Yadav Smriti
Shiksha Mahavidhyalaya
BORAWAN (M.P.)