

महाराजा सूरजमल बृज विश्वविद्यालय, भरतपुर (राज.)

**MAHARAJA SURAJMAL BRIJ  
UNIVERSITY,  
BHARATPUR [RAJASTHAN]**



**SYLLABUS**

**SCHEME OF EXAMINATION AND COURSE OF STUDY**

**FACULTY OF EDUCATION**

**B. Ed. – TWO YEAR, PART-1 EXAM**

**Academic Session 2017-18**

अकादमिक प्रभारी

**NOTICE**

1. *Change in syllabus / ordinance / rules / regulations /syllabi and books may from time to time, be made by amendment or remaking and a candidate shall , accept in so far as the university determines otherwise comply with any change that applies to years he/She has not completed at time of change.*
2. *All court cases shall be subject to jurisdiction of M.S.B.Univ. Headquarters Bharatpur only and not any other place.*



अकादमिक प्रभारी



## **Ordinance and Regulation related to the B. Ed. Examination**

**0.320** The Objectives and Learning outcomes of the B. Ed. course are-

### **Objectives**

1. To help future prospective teacher to develop competence to teach subjects of their specialization, on the basis of an adequate theory of learning and a sound knowledge of the subject.
2. To develop interest , attitudes and knowledge which will enable them:
  - (i) To foster the all round growth and development of children under their care and
  - (ii) To provide guidance to individual pupil.
3. To develop an understanding of aims and objective of education in the Indian background and promote an awareness of the role of the school and the teacher in realizing these aims and ideals.
4. To develop an understanding of the close relationship between society and school, between life and school work.
5. To build up a professional consciousness.

### **Learning outcomes**

1. Competence to teach effectively two school subject at the Elementary (VI to VIII), Secondary (IX to X) & senior secondary (XI to XII), levels.
2. Ability to translate object of secondary education in terms of specific program and activities in relation to the curriculum.
3. Ability to understand children's need , motives, growth pattern and process of learning to simulate learning and creative thinking to faster growth and development.
4. Ability to use-
5. Individualized instruction
6. Dynamic methods in large classes.
7. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
8. Equipment for diagnosing pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
9. Readiness to spot talented and gifted children and capacity to meet their needs.
10. Ability to organize various school programmes, activities for pupil.
11. Developing guidance point of view in educational, personal and vocational matters.

12. Ability to access the all round development of pupils and to maintain a cumulative record.
  13. Developing certain practical skill such as:
    - a. Black board work
    - b. Preparing improvised apparatus
    - c. Preparing teaching aids and ICT.
  14. Interest and competence in the development of the teaching profession and education  
Readiness to participate in activities of professional organizations.
- O. 321 the objectives of the practical work prescribed for the two year B.Ed course follows:

### PART - I

## PRACTICAL WORK

### **Objectives:**

To develop the ability and self –confidence of pupil teachers:

1. To be conscious of sense of values and need for their inculcation in children through all available means including one's own personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness, so as to make that best use of situation available.
4. Appreciate and respect each child's individuality and treat him as independent and integrated personality.
5. Arouse the curiosity and interest of the pupils and secure their active participation in the educative process.
6. Develop in the pupil's capacity for thinking and working independently and guide the pupils to that end.
7. Organize and manage the class for teaching learning.
8. Appreciate the dynamic nature of the class situation and teaching techniques.
9. Define objectives of particular lessons and plan for their achievements
10. Organize the prescribed subject-matter in relation to the needs, interest and abilities of the pupils.
11. Use the appropriate teaching methods and techniques.
12. Prepare and use appropriate teaching aids, use of the black board apparatus and other apparatus material properly.
13. Convey ideas in clear and concise language and a logical manner for effectiveness learning.
14. Undertake action research.

  
 अकादमिक प्रभारी

15. Give proper opportunity to gifted pupils and take proper care of the back –ward pupils.
16. Co-relate knowledge of the subject being taught with other subjects and with real life situations as and when possible.
17. Prepare and use assignments.
18. Evaluate pupil's progress.
19. Plan and organize co curricular activities and participate in them.
20. Co-operates with school teachers and administrators and learns to maintain school records and registers.

**Practical skill to teach the two school subject offered under Theory papers VI a, b and the following:**

1. Observation of lesson delivered by experienced teachers and staff of the college.
2. Planning units and lessons.
3. Discussion of lesson plans, unit plans and lessons given (Including criticism lesson)
4. Organization and participation in co-curricular activities.
5. Setting follows up assignment.
6. Evaluation in terms of educational objective use of the teachers made tests & administration of standardized tests.
7. Black –board work.
8. Practical work connected with school subjects.
9. Preparation and use of audio visual aids related to methods of teaching.
10. Experimental and laboratory work in sciences, home –science, Geography and other subjects of experimental and practical nature.
11. Study of the organization of work and activities in the school.
12. Observation and assistance in the health education programme.
13. Observation and assistance in the guidance programme.
14. Maintenance of cumulative records.
15. Techniques of teaching in large classes.

O.322 A candidate who after taking a Bachelor's / Shastri degree of the university or any other university recognized for the purpose by the syndicate, with two teaching subjects (as defined in note no.1 below) has completed a regular course of study in college, affiliated to the university for two academic years and has during the course of the years delivered at least 40 lessons (20 lessons of one teaching subject in part 1<sup>st</sup> & 20 lessons of other teaching

अकादमिक पत्रगरी

subject in part II<sup>nd</sup>) in a recognized school under the supervision of the staff of the college shall be eligible for admission to the examination for the Bachelor of education.

(Two years course)

#### Notes:-

- I. Teaching subject means a subject offered by the candidate at his/her Bachelor's Shastri or Master's Degree Examinations either as a compulsory subject or as an optional subject or as a subsidiary subject provided that the candidate studied it for at least two years and also took University Examination each year but shall not include such subject as were studied by him only for a part of the Bachelor's Degree course. Thus the qualifying subject like General English, General Hindi, General Education, History of Indian Civilization and culture, Elementary Mathematics etc. Prescribed for the first year T.D.C. course of the University or a subject dropped by candidate at the part I stage of the degree course shall not be treated as teaching subjects. In case the honours graduates, besides the honours subject the subsidiary subject would also be taken into account provided the candidate studies the same for at least two academic sessions and also took University Examination each year.
- II. Only such candidate shall be allowed to offer Social Studies for the B.Ed Examination as have taken their Bachelor's Degree with any two Subjects out of History, Political Science, Public Administration, Economics, Geography, Sociology, Philosophy and Psychology.
- III. A candidate having Bachelor's Degree in Agriculture will be allowed to offer General Science and Biology for the B.Ed Examination. General Science may also be allowed to be offered by a candidate possessing the degree of B.Sc.(Home Science) or passing the B.Sc Examination with (i) Chemistry and (ii) any one subject of life science, i.e. Biology or Zoology or Botany. General Science may also be allowed to be offered by a candidate possessing the degree of B.Sc. Exam in any one subject of life Science i.e. Biology, Botany or Zoology.
- IV. A candidate who has offered Political Science or Public Administration at his bachelor's or the Master's Degree Examination shall be deemed eligible to offer Civics as a teaching subject in the B.Ed examination.
- V. The additional optional subjects of Bachelors Degree Examination in which a candidate passes in one year with all the papers prescribed for the Three Year course after obtaining the Bachelor's Degree may also be treated as a "Teaching Subject". Further, if a candidate desires to pass the additional / Optional subject after obtaining the Bachelor's Degree to be taken into consideration for permitting

him to offer the subject, under paper VI A and B for the B.Ed course, the marks obtained by him in the additional optional subject may also be taken into account in addition to the marks obtained by him at the Bachelor's Degree for determining his eligibility for admission to B.Ed course.

- VI. A student teacher of B.Ed course should have no difficulty in offering his or her teaching subject according to a subject offered by the candidate at his Bachelor's/Shastri or Master Degree Examination A Student teacher can offer it irrespective of faculty Consideration in this regard. He or she can offer any two subjects and his teachingsubjects under regulation-42 of the syllabus of B.Ed of the University of RRBMU, Alwar.

**O.323** No candidate shall be allowed to appear in the B.Ed examination part 1 & 2<sup>nd</sup> unless he/she has attended (75% for the all course work practicum and 80% for school internship).

**O.324** The examination for Degree of Bachelor of education for two years shall be in two parts- part 1<sup>st</sup> comprising theory papers & part 2 practice of teaching in accordance with the scheme of examination laid down from time to time. A candidate may in addition offer a special course in any one of the specialization prescribed under the scheme of examination from time to time, and if successful as mentioned to this effect will be made in the degree awarded to him.

**O.325** Candidates who fail in B.Ed examination in part 1 Or part 2 the theory of education may present themselves for re-examination there in at a subsequent examination without attending a further course at an affiliated training college. Provided that a candidate who fails in any three of the theory papers and secures at least 48% marks in the aggregate of the remaining theory papers may be allowed to reappear in the examination in the immediately following year in the paper in which he/she fails only. He/she shall be declared to have passed if he secures minimum passing marks prescribed for the paper in which he appeared and shall be deemed to have secured minimum passing marks only prescribed for the paper (irrespective of the marks actually obtained by him) for the purpose of determining his division in accordance with the scheme of examination in subsequent year in case he fails to clear the paper in which he failed.

**O.326** Candidate who fail in the B.Ed examination part 1 and 2 only in the practice of teaching may appear in the practical examination in the subsequent year provided that

they keep regular terms for four calendar months per year and give at-least 40 lessons (20 in part 1 & 20 in part 2) supervised lessons.

**O.326 A:** A candidate who complete a regular course of study in accordance with the provision laid down in the ordinance, at an affiliated teacher's training college for two academic year but for good reasons fails to appear at the B.Ed examination may be admitted to a subsequent examination as an Ex-student as defined in O.325 or O.326 above.

**O.326 B:** No candidate shall be permitted to appear as an Ex-student at more than one subsequent examination. The B.Ed program shall be of duration of two academic years, which can be completed in a maximum of three years from the date of admission to the B. Ed.

**O.326 C:** A candidate who passed B.Ed examination of this University or B.Ed examination of another University recognized by the Syndicate may be permitted to take a special course in a subject if he did not offer a course in the year which he passed the examination or in case he passed with a special course other than the one offered by him for the examination provided that in each case.

- (a) He / she studies at a college of education affiliated for the purpose to the University for at –least three months; and
- (b) He/ she complete the theoretical and practical work as laid down in the course of study for paper XI.

**O.362D:** A candidate who has already passed B. Ed. examination of the University or B. Ed. examination of another University recognized for the purpose by the syndicate may be permitted to take any one paper of pedagogy of teaching school subject and other teaching subject which he had not offered at his B. Ed. Examination provided that:

- a. He / she is eligible to offer that teaching subject under provision O.322.
- b. He /she studies at a college of education affiliated for the purpose of the University for at- least three months in B. Ed. part 2.
- c. He /she completes the theoretical and practical work, as laid down in the Scheme of examination for that paper from time to time and also delivers at least 20 lessons in a recognized school under the supervision of the staff college

  
 अकादमिक प्रशारी

**Regulation 42:-****Scheme of B. Ed. Two Years Examination**

The B. Ed. (Two Years) will consist of the following components;

Part I - Main theory papers at B. Ed. Part I & Part II

Part II – School internship of 20 weeks (04 at B. Ed. part I& 16 at B. Ed. part II)

In B. Ed. Part I Paper no. 01, 02, 03, 06 (a/b) are of three hours carrying 100 marks (80 for theory + 20 for sessional) each. EPC - 3 in part I carry 100 marks out of which 50 marks will be allotted for practical and 50 marks for theory. EPC -3 theory paper will be two hours. Paper 04, 05, EPC -1 and EPC- 2 are of 2 hours each carrying 50 marks (35 theory + 15 sessional) each.

In B. Ed. Part –II paper 6 (a/b), 07, 09 and 11 are of 3 hours carrying 100 marks (80 for theory + 20 for sessional) each. Paper 08, 10 and EPC -4 are of two hours carrying 50 marks (35 theory + 15 sessional) each.

Paper 12 Open air session will be totally internal. It has five components of 100 marks and not less than three days shall be devoted for it by the institution.

Practical/Internship part will be divided in both the years and it will carry 450 marks.

  
अकादमिक प्रभारी

## Scheme of B. Ed. Two Years Examination

## B. Ed. PART -1

## Programme Outline of B. Ed.

| Paper | Course Code        | Title of the paper                                                                                                                                                                                                                                                                                                                                                     | Evaluation |          |           |       |
|-------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|-----------|-------|
|       |                    |                                                                                                                                                                                                                                                                                                                                                                        | External   | Internal | Practical | Total |
| I     | B. Ed.-01          | Childhood and growing Up                                                                                                                                                                                                                                                                                                                                               | 80         | 20       | -         | 100   |
| II    | B. Ed.-02          | Contemporary India and Education                                                                                                                                                                                                                                                                                                                                       | 80         | 20       | -         | 100   |
| III   | B.Ed.-03           | Learning and Teaching                                                                                                                                                                                                                                                                                                                                                  | 80         | 20       | -         | 100   |
| IV    | B.Ed.-04           | Language Across the Curriculum                                                                                                                                                                                                                                                                                                                                         | 35         | 15       | -         | 50    |
| V     | B.Ed.-05           | Understanding Disciplines and subject                                                                                                                                                                                                                                                                                                                                  | 35         | 15       | -         | 50    |
| VI    | B.Ed.-06 (a) & (b) | <p>Pedagogy of a school (part-1), Ist &amp; IInd year (candidate shall be required to offer any two papers from the following for part-1 other for part-2)</p> <ol style="list-style-type: none"> <li>1. Hindi</li> <li>2. Sanskrit</li> <li>3. English</li> <li>4. Urdu</li> <li>5. History</li> <li>6. Economics</li> <li>7. Civics</li> <li>8. Geography</li> </ol> | 80         | 20       | -         | 100   |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |     |   |     |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----|---|-----|
|  |  | 9. Social Studies<br>10. Mathematics<br>11. Physics<br>12. Chemistry<br>13. Biology<br>14. General Science<br>15. Home Science<br>16. Commerce practice<br>17. Book Keep & Acc.<br>18. Drawing and painting<br>19. Music<br>• Graduation in Art,<br>Science & Commerce<br>student shall have to offer<br>any two teaching subject<br>studied at graduation<br>level at – least for two<br>years for paper vi (a)(b).<br>20. *PSYCHOLOGY<br>21. *SOCIOLOGY<br>22. *COMPUTER<br>23. *RAJASTHANI<br><br>*An additional pedagogy<br>course (for a school subject other<br>than that chosen for course 6<br>(a & b) at secondary level, or the<br>same school subject at the higher<br>secondary level ) |                       |     |   |     |
|  |  | SCHOOL<br>INTERNSHIP(04weeks)<br><br>Internal Practical<br><br>*EXTERNAL Practical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 75<br>अकादमिक प्रभारी | 125 | - | 200 |

|       |       | (One final lesson)                                               |    |    |                                              |     |
|-------|-------|------------------------------------------------------------------|----|----|----------------------------------------------|-----|
| EPC-1 | EPC-1 | Reading and Reflecting on Texts(Task and Assignment for courses) | 35 | 15 | -                                            | 50  |
| EPC-2 | EPC-2 | Drama and Art in Education                                       | 35 | 15 | -                                            | 50  |
| EPC-3 | EPC-3 | Critical understanding of ICT                                    | 50 | -  | 50<br>(20 submission of report+30 practical) | 100 |

ENGAGEMENT WITH THE FIELD: Task and assignment for course I-V, VI  
(a) (b), EPC-1, EPC-2 and EPC-3.

\*EPC - \*ENHANCING PROFESSIONAL CAPACITIES

Total Marks - 900

  
अकादमिक प्रभारी

**B. Ed. PART -2**

| Paper | Course Code           | Title of paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Evaluation |          |           | Total |
|-------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|-----------|-------|
|       |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | External   | Internal | Practical |       |
| VI    | B.Ed.-06<br>(a) & (b) | <p>Pedagogy of a school (part-1), Ist &amp; IIInd year(candidate shall be required to offer any two papers from the following for part-1 other for part-2)</p> <ol style="list-style-type: none"> <li>1. Hindi</li> <li>2. Sanskrit</li> <li>3. English</li> <li>4. Urdu</li> <li>5. History</li> <li>6. Economics</li> <li>7. Civics</li> <li>8. Geography</li> <li>9. Social Studies</li> <li>10. Mathematics</li> <li>11. Physics</li> <li>12. Chemistry</li> <li>13. Biology</li> <li>14. General Science</li> <li>15. Home Science</li> <li>16. Commerce practice</li> <li>17. Book Keep. &amp; Acc.</li> <li>18. Drawing and painting</li> <li>19. Music</li> </ol> <ul style="list-style-type: none"> <li>• Graduation in Art, Science &amp; Commerce student shall have to offer any two teaching subject studied at graduation level at – least for two year for paper VI (a) (b).</li> </ul> <p>20.*PSYCHOLOGY</p> | 80         | 20       |           | 100   |

  
 अकादमिक प्रभारी

21.\*SOCIOLOGY  
22.\*COMPUTER  
23.\*RAJASTHANI

\*An additional pedagogy course(for a school subject other than that chosen for course 6 (a&b)at secondary level ,or the same school subject at higher secondary level )

|      |              |                           |    |    |   |     |
|------|--------------|---------------------------|----|----|---|-----|
|      |              |                           |    |    |   |     |
| VII  | B.Ed.-<br>07 | Knowledge and Curriculum  | 80 | 20 | - | 100 |
| VIII | B.Ed.-<br>08 | Gender school and society | 35 | 15 | - | 50  |

अकादमिक प्रमुख

|       |          |                                                                                                                                                                                                                          |    |                             |   |     |
|-------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------------------|---|-----|
| IX    | B.Ed.-09 | Assessment for learning                                                                                                                                                                                                  | 80 | 20                          | - | 100 |
| X     | B.Ed.-10 | Creative and inclusive school                                                                                                                                                                                            | 35 | 15                          | - | 50  |
| XI    | B.Ed.-11 | Optional Special Course –(ANY ONE)<br>6. Peace Education<br>7. Yoga Education<br>8. Guidance and Counselling<br>9. Health and Physical Education<br>10. Environmental Education                                          | 80 | 20                          | - | 100 |
|       |          | INTERNSHIP (16 WEEKS)<br>*EXTERNAL ASSESSMENT<br>(ONE FINAL LESSON)                                                                                                                                                      | 75 | 175                         | - | 250 |
| EPC-4 | EPC-4    | Understanding the self                                                                                                                                                                                                   | 35 | 15                          | - | 50  |
| XII   | B.Ed.-12 | <b>OPEN AIR SESSION/SUPW Camp</b><br>1. Community Service<br>2. Survey (Based on Social Education events)<br>3. Co-Curricular Activities<br>4. Health and Social awareness program (disaster management and cleanliness) |    | 100<br>25<br>25<br>25<br>25 | - | 100 |

  
 अकादमिक प्रभारी

Programme outline as under

## **TOTAL MARKS -900**

ENGAGEMENT WITH THE FIELD: Task and Assessment for course 6 a&b, EPC-4  
EPC- ENHANCING PROFESSIONAL CAPACITIES

### **Evaluation-**

#### **Evaluation Papers B.Ed Part-I Exam-**

1. Theory papers I, II, III and VI (a) (b) will carry 100 marks, out of which 80 marks will be of theory paper at the B. Ed. Part-I Examination and 20 marks to be assessed internally. Out of 20 marks, 10 marks shall be for assessing the sessional work and 10 marks for the mid-term test.
2. Theory papers IV and V will carry 50 marks, out of which 35 marks will be of theory paper at the B.Ed Part-1 Examination and 15 marks to be assessed internally, out of 15 marks, 10 marks shall be for assessing the sessional work and 5 marks for the mid-term test.
3. EPC-1 and EPC-2 Theory Paper will Carry 50 Marks out of which 35 marks will be of theory paper at the B. ED. Part I Exam and 15 marks to be internally assessed, out of 15 marks, 10 marks shall be for assessing the sessional work and 5 marks for the mid term test.
4. EPC-3 this paper will consist of 100 Maeks (Theory paper will carry 50 Marks, objective type questions and 50 Marks for computer practical out of which 20 marks for submission of report and 30 marks for practical) to be taken internally by the institute.

#### **Evaluation Papers B. Ed. Part-II Exam-**

1. Theory papers VI (a) & (b), VII, IX and XI will carry 100 marks, out of which 80 marks will be of theory paper at the B. Ed. Part-2 Examination and 20 marks to be assessed internally. Out of 20 marks, 10 marks shall be for assessing the sessional work and 10 marks for the mid-term test.
2. Theory Papers VIII and X will carry 50 marks, out of which 35 marks will be of theory paper at the B.Ed Part-2 Examination and 15 marks to be assessed internally, out of 15 marks , 10 marks shall be for assessing the sessional work and 5 marks for the mid-term test .

3. EPC-4 Theory Paper will carry 50 Marks out of which 35 marks will be of theory paper at the B. Ed. Part II Exam and 15 marks to be internally assessed, out of 15 marks, 10 marks shall be for assessing the sessional work and 5 marks for the mid-term test.

### Question Papers

1. Each question paper of 80 marks will have two sections. Section-A will contain 12 short type questions. Out of which the candidate will be required to attempt Seven (07) questions each carrying 5 marks. Section-B will contain Essay type 03 questions with an internal choice for each question. Essay type Question will carry 15 Marks.
2. Each question paper of 35 marks will have two sections. Section –A will contain 10 short type questions, out of which the candidate will be required to attempt 7 questions. Each carrying 2 marks. Section-B will contain three 3 Essay type questions. With an internal choice for each question. Essay type Question will carry 7 Marks.
3. The syllabus of content part in papers VI (a&b) shall be the same as prescribed in the relevant teaching subject (optional wherever provided) for the senior secondary examination of the board of secondary education Rajasthan, Ajmer from time to time.
4. No direct question will be set in this content part but it will be evaluated along with pedagogy prescribed in the syllabus i.e. the question set on this part will be based on application of pedagogy.
5. EPC-1, 2 & 4 paper of 35 marks will have two sections. Section –A will contain 10 short type questions, out of which the candidate will be required to attempt 7 questions. Each carrying 2 marks. Section-B will contain 3 Essay type questions with an internal choice for each question. Essay type Question will carry 7 Marks.
6. EPC-3 question paper of 50 marks will be of objective type, containing 50 questions each carrying one mark.

### PART-2

**School internship of 20 weeks (04 weeks at B.Ed part-1 and 16 weeks at B.Ed Part-2) and practical work:-**

The teaching practice will carry  $(200+250 = 450)$  marks comprising of:

1. Internal assessment (two years-B.Ed part 1 & 2)  $125+175= 300$  marks
2. External examination (two years-B.Ed part 1 & 2)  $75+75=150$  marks

Board of examiner for teaching practice as for as practicable each candidate will be examined. Board will consist of two external examiners and the principal or his/her nominee in each year.

The name of internal examiner may be proposed by the principal.

Internal- the distribution of 300 (125+175 each year) marks of internal assessment shall be as follows, (for each year)

### **INTERNAL ASSESSMENT SCHEME**

#### **MARKS-125+175=300**

- |                                                                                                    |                   |
|----------------------------------------------------------------------------------------------------|-------------------|
| 1. Micro Teaching 5 skills<br>(Each skill of 2 marks)                                              | 10 Marks per year |
| 2. Regular Practice Teaching<br>Including unit test in paper<br>VI (a) (b)<br>(Lesson 20 per year) | 20 Marks per year |
| 3. Criticism lesson                                                                                | 20 Marks per year |
| 4. Observation of lesson                                                                           | 15 Marks per year |
| 5. Teaching aids (5X4 Per year)                                                                    | 20 Marks per year |
| 6. Attendance /Seminar/Workshop                                                                    | 15 Marks per year |
| 7. Internship (Block Practice Teaching)                                                            |                   |
| • Teaching Of Method subject (15X1)                                                                | 15 Marks          |
| • Participation in all Social & School activities                                                  | 10 Marks          |
|                                                                                                    | } First Year      |

अकादमिक प्रभारी

## 8. Internship (Block Practice Teaching)

|                                                                  |          |               |
|------------------------------------------------------------------|----------|---------------|
| • Teaching of Method.                                            | 30 Marks | } Second Year |
| • Participation in all activities of School                      | 10 Marks |               |
| • Social Participation in group                                  | 10 Marks |               |
| • Report of any feature of School / Case study / Action Research | 25 Marks |               |

## V Organization evaluation of practice teaching

1. Every candidate will teach at least 40 lessons (20-in part -1 & 20 in part 2) during practice teaching session. At least ten lessons in each subject should be supervised.
2. 40 (20 +20) lesson as desired in the syllabus should be completed as full period class room lesson. Micro teaching lesson to be used in addition to those 40 lessons for developing certain teaching skills.
3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subject.
4. By and large, the evaluation of the performance in the practical teaching will be based on the last ten lessons in the subject when the student has acquired some competence and skills of teaching.
5. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the University before the commencement of the practical each year.
6. At B.Ed Part -1 each candidate should be prepared to teach one lesson at the final practice examination. At the B.Ed Part – 2 exam candidates should be prepared to teach two lessons (one in each subject). The external examiners may select at least 10% of the candidate to deliver two lessons at B.Ed Part-2 year.
7. There will be a board of Examiners for the external examination for each college which will examine each candidate in at – least one lesson and a minimum of 15% in two lessons (one of each of two subjects).
8. The board of Examination will consist of :
  - a. The principal of the college concerned.
  - b. A principal or a senior and experienced member of the teaching staff of another training college, affiliated to Maharaja Surajmal Brij University.
  - c. An external examiner from outside the Maharaja Surajmal Brij University or a senior member of teaching staff of an affiliated training college.

अकादमिक प्रशासक

d. The board as far as possible will represent Social science, language and science

9. Approximately 50 lessons will be examined by the board each day

#### V. Working out the result and awarding the divisions:

- (1) A candidate in order to be declared successful at the B.Ed Part- 1 and 2 examinations shall be required to pass separately in Part 1 (theory) and Part 2 (practice of teaching).
- (2) For a passing in Part 1 (theory) a candidate shall be required to obtain at least (a) 30 percent marks in each theory paper and sessionals (24 marks out of 80 and 6 marks out of 20); (b) 30% marks in each theory paper and sessional (11 marks out of 35 and 4marks out of 15) (c) 36% marks in the aggregate of all of the theory papers.
- (3) For passing in part 2 (school Internship Practice of teaching) a candidate shall be required to obtain separately at-least-
  - 40 percent marks in the external examination.
  - 40 percent marks in internal assessment.
- (4) The successful candidate at B.Ed part-1 and part-2 obtaining total marks will be classified in three divisions and shall be assigned separately in theory and school internship practice of teaching as follows:

| Division | Theory | Practice of Teaching |
|----------|--------|----------------------|
| I        | 60%    | 60%                  |
| II       | 48%    | 48%                  |
| Pass     | 36%    | 40%                  |

The practical work record shall properly maintain by the college and may be made available for work satisfaction external examiner in school internship (practice teaching), those are expected to submit a report regarding this separately.



अकादमिक प्रभारी

**B. Ed. - 01****CHILDHOOD AND GROWING UP**

Marks-100

**Objectives:**

After completing the course the student will be able:-

1. To develop an understanding of the basic concepts, methods and principles of psychology.
2. To develop an understanding of nature and process of development.
3. To understand the different periods of life with Psycho-Social Perspective.
4. To develop understanding of nature and process of learning in the context of various learning theories and factors.
5. To understand the critical role of learning individual.
6. To acquaint them with various Psychological attribute of an individual.
7. To reflect on the changing roles of children in contemporary society.

**Unit I : Role of Psychology to understand the child**

- Psychology: Meaning, nature and branches of Psychology.
- Methods of Psychology: Case study and experimental, observation, introspection, psycho analytic edu. Psychology.
- Educational Psychology: Meanings, Nature, scope, Educational implication of Psychology in new Era.
- Child Psychology: Meaning, Concept.

**Unit II: Multi-Dimensional Development.**

- Growth and Development : Concept , stages ,Principles , various aspects of growth and Development – Physical, cognitive/mental, emotional, character/spiritual, social development, teacher's role in various aspects of growth & development
- Theories of Development -
  - a) Piaget's and Vgotsky cognitive development.
  - b) Freud's psycho –sexual development.
  - c) Erikson's psycho –social development.
  - d) Kohlbery's and Gilligan's moral development.
  - e) Bandura's social development.

### Unit III: Child Growing up

- Childhood: Meaning, concept and characteristics, effects of family, schools, neighbourhood and community on development of a child.
- Adolescence: Meaning, concept and characteristics, effects of family, school, peer group, social climate and social media.
- Personality: Concept and Nature, theories of personality, assessment of personality.
- Individual Differences: Concept areas (with Special Educational needs - concept) and Educational implication.
- Stress: Meaning, types and coping strategies with special reference to personality of adolescent.

### Unit IV: Learning to Learn.

- Concept and beliefs about Learning: Defining Misconception, Brain's role in learning.
- Memory and forget Behaviouristic learning theories (Thorndike, Skinner, Pavlov), Gestalt's Cognitive and field theory, Information, processing theory, Social constructive approach, types of learning by Gagne.
- Motivation : Concept and Maslow 's Hierarchy need theory ,Creating and maintaining a productive Classroom Environment –Dealing with misbehaviour , Multi – culturalism , changing roles and responsibilities in contemporary Indian society with regarding educational Psychology.

### Unit V: Psychological Attributes of an Individual.

- Intelligence -Meaning , Types of intelligence –Social ,Emotional and spiritual Intelligence ,Theory of Intelligence, Grander 's Multi Intelligence theory, Measurement of Intelligence,Creativity - Meaning , Components , Ways of Enhancing Creativity, relation with Intelligence and other factors , Measurement of creativity ,Higher Level thinking skills – critical thinking ,reasoning ,problem solving, Decision making.
- Socialization and mental Health : Process of Socialization , Group dynamics ,Theory of Kurt lewin's, Leadership and its styles (Kimble young) , social prejudice , Mental Health – Common problems related to child- Attention Deficit Hyperactivity Disorder (ADHD) , depression , learning disabilities , Dealing with problematic child.

अकादमिक प्रभारी

**Test and Assignment:-**

|                                    |          |
|------------------------------------|----------|
| Class Test                         | 10 Marks |
| Project (Any one of the following) | 10 Marks |

- Comparative study of developing pattern's of children with reference to different in SES.
- Collecting and analyzing statistics on the girl child with reference to gender ratio.
- Administration of an experiment on learning, span of attention, memory Administration and interpretation of an individual group test of intelligence.

**References:**

1. Agarwal, Reetu, Shukla Geeta (2014). Bal vikas evam Manovigyan, Rakhi Prakashan, Agra
2. Agarwal, J.C. (1981). Essential of Educational Psychology, Delhi, Doaba Book
3. Arora, Dr. Saroj, Bhargava, Rajshri (2014). Bal Manovigyan , Rakhi prakashan , Agra
4. Bigge, M.L. (1982). Learning Theories for teachers. New York: Harper and Row.
5. B.P. (2000). Personality theories, Bosten: Allyn and Bacon House.
6. Chauhan, S.S. (2001). Advanaced Educational psychology, New Delhi: Vikas Publishing House.
7. DianeE. Papalia, Sally Wendkos olds, Ruth Durkin Feldman, Ninth Edition, Human Development, Tata Mcgraw Hill Publishing company Limited, New Delhi.
8. Helen Bee Denise Boyd, First Indian Reprint 2004. The Developing child, publishing by Pearson Education Pre.Ltd.Indian Branch Delhi, India
9. Jack Snooman Robert Biehler Ninth Edition. Psychology Applied To Teaching ,Hughton Mifflin Company ,Bosten New York ([http:// www.coursewise.com](http://www.coursewise.com) )
10. Ormord Ellis Jenne, Third Edition, Educational Psychology developing Learners Multimedia Edition ([http:// www.prenhall.com/ormrod](http://www.prenhall.com/ormrod))
11. Sarswat Kuldeep (2015). Bal Vikas evam Bachpan, Published by Rakhi Prakashan, Agra
12. Woolfolk, A.(2004). Educational Psychology Published by Droling Kindersley (India) pvt.Ltd. Licensensees of Pearson Education in South Asia.

अकादमिक प्रभारी

**B. Ed. - 02****CONTEMPORARY INDIA AND EDUCATION**

Marks-100

**Objectives:**

After completing the course the student will be able to:-

1. To promote reflective thinking among students about issues of education related to contemporary India.
2. To develop an understanding of the trends, issues and challenges faced by contemporary education in India.
3. To appreciate the developments in Indian education in the post independence era.
4. To understand the Commissions and Committees on education and constituted from time to time.
5. To understand issues and challenges of education and concern for the underprivileged section of the society.
6. To develop awareness about various innovation practices in education.
7. To develop and understanding of self teaching technical devices.
8. To understand the constitutional values and provisions for education.

**Course Content****Unit I: Education as an Evolving Concept**

- Education: Meaning, concept and nature, Ancient to present education as an organized and institutionalized form, formal and state sponsored activities.
- Aims of Education: Historicity of aims of education, changing aims of education in the context of globalization, sources of aims of education- Education aims as derived from the constitution of India influence of aims of education on the curriculum and transactional strategies. Idea of educational thinkers such as Gandhi, Tagore, Aurobindo, Dewey Krishnamurthy, Friere and Illich.

**Unit II: Issues and Challenges**

- Diversity, Inequality, Marginalization: Meaning, Concept, Levels with special reference to Individual, Region, Language, Caste, Gender.

- Role of education in multicultural and multilingual society for Equalization and Improvement of Marginalization groups.
- Hindrances of Education in India: Quality, Facilities, Access, Cost, Political unwillingness, Youth unsatisfaction, Moral Crisis.

### Unit III: Constitution and Education

- Study of the Preamble, fundamental rights and duties of citizens, Directive Principles for state and constitutional values of Indian Constitution.
- Constitutional Provisions for education and role of education in fulfillment of the constitutional promise of Freedom, Equality, Justice, Fraternity.
- Education and politics, Constitutional vision related to aims of education, peace education, role of education, School and Teachers as agents for imparting Culture, Education and Development. Education and industrialization.

### Unit IV: Programme and Policies

- Overview the development of education system in India from 1948 to 2010, University Education Commission -1946 -48, Secondary Education Commission -1952 -53, Indian Education Commission -1964 -66, National Education Policy -1986.
- Ramamurthy Committee (1990), Yashpal Committee Report (1993) , Revised National Education Policy – (1992)NCF -2005 ,NKC -2006 , NCFTE 2009 , RTE -2010.
- SSA, MLL, RMSA, CCE Navodya Vidyalaya, Kasturba Gandhi Balika Vidyalaya. Model School.

### Unit V: Innovative practices

- Concept, Need of innovation in view of technological and social change, Obstacles in innovation, Role of education in bringing innovation.
- Education through interactive mode of teaching: Computer, Internet, Tally and Video-Conferencing, Eduset, Smart class room, Role of E-Learning, E-Content, E- Magazines and E- Journals, E- Library.
- Yoga education, Life skill education, Education and Competence in life regarding Social inclusion.



अकादमिक प्रभारी

**Test and Assignments:-**

1. Class Test 10 marks
2. Any one of the following:- 10 marks
  - Debate or Organize a one day discussion on the topic related to the subject and submit a report.
  - Critical appraisal on report or recommendations of any Commission and Committee.
  - Organize collage, Poster Making activity in your respective institution.
  - Collection of at least three handouts of related topics of the subject.
  -

**REFERENCES:-**

1. Agnihotri,R.(1984) Adhunik Bhartiya Shiksha Samasyaye Aur Samadhan, Jaipur ,Rajasthan Hindi Granth Academy
2. Agarwal, J.C: Land Marks in The History Of Modern Indian Education, New Delhi 2, Brubecher, John. S: A History of The Problems Of Education.
3. Altekar , A. S. (1992) Education In Ancinent India, Varanasi: Manohar Prakashan
4. Dev, A.Dev ,T.A.,Das ,S.(1996) Human Rights A Source Book, New Delhi,NCERT,Pp.233
5. Dubey,S.C.(1994) Indian Society, New Delh,NBT,Pp.
6. Education And National Development: Report Of The Kothai Commission On Education, New Delhi,1966.
7. अग्निहोत्री, रवीन्द्र : आधुनिक भारतीय शिक्षा समस्याएँ और समाधान, राजस्थान हिन्दी ग्रंथ अकादमी।
8. Gore. M.S. (1982) Education And Mordernization In India, Jaipur:Rawat Publication.
9. Ghosh, S.C. (1995) The History Of Education In Modern India (1757-1986),New Delhi : Orient Longman Ltd.
10. J.F. Brown: Educational Sociology.
11. Kabir, H.(1982) Education In New Delhi India, London :Gorge Allen an Unwin.
12. Kashyap subhash C., Our Constitution: an introduction to India'Constitution laws, National Book Trust india, 2011
13. Keay,F.E: Indian Education In Ancient and Later Times.
14. M.N. Srinivas: Social Change In Modern India.
15. Mookerji, R.K. (1974) Ancient Indian Education (Brahmanical And Buddhist), London: Mac Milan And Co.Ltd.
16. Mookerji, R.S: Ancient Indian Education.
17. Naik, J.P., Nurullah, S.(1974) A Student's History Of Education In India,(1800-1973) , New Delhi : Orient Longman Ltd.
18. Nayar, P.R. Dave P.N. Arora , K.(1983) The Teacher And Education In Emerging Indian Society , New Delhi: Orient Longman Ltd.
19. National Curriculum Framework.(2005).
20. National Curriculum Framework for Teacher Education.(2004)

21. Rama Jois, M. (1998) Human Rights And Indian Values, New Delhi:N.C.T.E
22. Rusk,R.R. (Scotland, J. Revised) (1979) The Humanist Tradition On Indian Education Thought, New Delhi: Aria Publishing House.
23. Saiyidain, K.G. (1966) The Humanist Tradition in Indian Educational Thoughts, New Delhi: Aria Publishing House.
24. Shukla , R.P. (2005). Value Education and Human Rights, New Delhi:Samp& Sons.
25. Varghese, A.(2000) Education for the Third Millennium, Indore: Satprachar press.
26. अल्लोकर, अ.स.: प्राचीन भारतीय शिक्षा पद्धति।
27. ओड, एल. के. : शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
28. गुप्ता, एस. पी एवं अलका गुप्ता : भारत में शिक्षा प्रणाली का विकास, शारदा पुस्तक प्रकाशन, इलाहाबाद।
29. रावत, प्यारे लाल : भारतीय शिक्षा का इतिहास, आगरा।
30. जोशी, सुषमा: भारत में शिक्षा प्रणाली का विकास एवं समस्याएं, शारदा पुस्तक भवन, इलाहाबाद।
31. लाल रमन बिहारी : भारतीय शिक्षा और उसकी समस्याएं, रस्तोगी पब्लिकेशन्स, मेरठ।
32. साथिन संदर्भ सामग्री पुस्तिका : महिला एवं बाल विकास विभाग, राज. सरकार, जयपुर।

### **B. Ed. - 03**

## **LEARNING AND TEACHING**

Marks-100

### **Objectives:**

After completing the course the student will be able:-

1. To get acquainted with the concept, principles and nature of teaching and learning.
2. To understand the different learning styles based on the difference of learners.
3. To study the relationship between teaching and learning and the factors which influence learning.
4. To make use of modern information and communication technology to improve teaching learning process.
5. To understand learning as a process of communication and be aware of various resources available for making it effective.

  
**अकादमिक प्रभारी**

6. To study and analyze the socio cultural factors influencing cognition and learning.
7. To study and understand learning in constructivist perspective.
8. To get acquainted with professional ethics of teaching profession.
9. To study the new trends and innovations involved in teaching learning process with professional ethics.

## Course Content

### Unit I – Learning and Teaching Process

- Teaching: Meaning, Nature, Principle, Levels, Phases and maxims of teaching. Difference of training and instruction from teaching.
- Learning : Meaning, Nature, Factors affecting learning and types of learning
- Relationship between teaching and learning, Resource and their development for promoting teaching – learning process.

### Unit II – Source of Effective Teaching Learning

- Effective teaching: Meaning, component and parameters of effective teaching, classroom instruction strategies, Teacher behavior and classroom climate. (Flander's interaction analysis system)
- Instructional objectives in terms of bloom's taxonomy.
- Programming Learning: Concept, principles and types of programme learning.
- Concept of micro teaching, various teaching skills.

### Unit III – Educational Technolog

- Educational Technology: Meaning, Importance and Approaches
- Model of teaching: Meaning, Assumptions and Fundamental elements of a model of a Teaching suchman's inquiry training model



अकादमिक प्रभारी

- Communication: Concept, Elements and Communication skills. Teaching Learning process as the communication.

#### Unit IV – New Trends in teaching learning due to technological innovation

- Analysis and organisation learning in diverse class room: Issues and concerns.
- Team Teaching, Panel discussion, Conference, Symposium, Workshop, Cooperative learning, Group discussion, Brain storming- issues and concerns with respect to organise teaching and learning process in a classroom such as study habits, self learning, learning skills, interest, ability, giftedness with respect to socio economic background.

#### Unit V Teaching as profession:

- Ethics of teaching, professional growth of a teacher
- Teacher as a professional practitioner, identification of the performance, competency and commitment area for teacher.
- Need of Professional enrichment of teachers
- Professional ethics and its development

#### Test and Assignment:-

1. Class Test 10 MARKS
  2. Any One 10 MARKS
- Preparation and practical implication of at least two technical learning resources ( transparencies, Power Point Slides, Animated Videos)
  - Write the meaning and importance of socio-cultural factors influencing teaching and learning process.
  - Identify the professional skills for teachers and report any two programmes for professional development of teaching organized by the school/ training college/ any other agencies.
  - Conduct and Interview of any two students with multilingual background and face the problems in teaching learning process.

अकादमिक प्रभारी

## REFERENCES:

1. Aggarwal J.C. (2004), "Educational Psychology", Vikas Publishing House Pvt. Ltd., New Delhi.
2. Berk Laura (2007), "Child Development": Prentice Hall of India, New Delhi.
3. Biehler Robert and Snowman Jack (1991), "psychology Applied to Teaching": Houghton Mifflin company, Boston.
4. Buzan Tony (2003), "Brain Child": Thorsons, An Imprint of Harper Collins, London.
5. Coleman Margaret (1996), "Emotional and Behavioral Disorders": Allyn and Bacon, Boston.
6. Erickson Marian (1967), "The Mentally Retarded Child in the classroom": The macmillan company
7. Goleman Daniel (1995), "Emotional Intelligence": Bantam Books, N.Y.
8. Goleman Daniel (2007), "Social Intelligence": Arrow Books, London.
9. Henson Kenneth (1999), "Educational Psychology For Effective Teaching": Wadsworth Publishing Co. Belmont, california
10. Khandwala Pradip (1988), "Fourth Eye": A. H. Wheeler, Allahabad.
11. Mangal S.K. (1993), "Advanced Educational Psychology" Prentice Hall of India Pvt. Ltd., New Delhi
12. National Curriculum Framework 2005, N.C.E.R.T., New Delhi.
13. Osborn Alex (1971), "Your Creative Power": Saint Paul Society, Allahabad, India.
14. Pringle M.K. and Varma V.P.(Ed) (1974), "Advances in Educational Psychology" University & London Press, London
15. Shaffer David (1999), "Social and Personality Development" Wadsworth Thomson Learning, U.S.A.
16. Sharma Tara Chand (2005), "Reading Problems of Learners ": Sarup and Sons, New Delhi.



**B.Ed. - 04****LANGUAGE ACROSS THE CURRICULUM**

Marks- 50

**Objectives:**

This course will enable the pupil teacher to:-

1. Understand the language background of students as the direct or seen language users.
2. Create sensitivity to the language diversity that exists in the class room.
3. Understand the nature of classroom discourse and develop strategies for using oral language in classroom.
4. Understand the nature of reading comprehension and writing in specific content areas.
5. Understand interplay of language and society.
6. Understand functions of language.
7. Understand language and speech disorder and make remedial measure too.

**Course Content****Unit I**

- A) Meaning , nature ,Scope, role , Importance , functions of language , language background , language and region , language and religion , language and class , role of literature in language.
- B) i) Home language (mother tongue) and school language/ second language.  
ii) Formal and Informal Language iii) Oral and Written Language – Meaning, principles, objectives, importance, relation, differences.

**Unit II**

- A) Oral aptitude in languages , theoretical speech of oral aptitude , Development of oral expression / speech in pupil teacher, Classroom discourse , Discussion as a tool of learning ,Questioning in the Classroom ,Developing reading skill through text book , Problems and remedies to incorrect pronunciation.
- B) Language skill – (LSWR –Listening, speaking, Writing, Reading) Meaning, concepts, Importance, Co –relation, Methods and Techniques.  
Language laboratory – Need, Importance, Advantage, Use in teacher's training.

**Unit III**

- A) Listening Skill: Pronunciation, Intonation, Stress, Pitch, Rhythm and Oral aptitude.

- B) Speaking Skill: Pronunciation, Intonation, Stress, Pitch, Rhythm, and Oral aptitude.
- C) Writing Skills : Aspects of writing –shapes , Sounds, Meanings , Punctuation marks , Word , Sentence , Expression in writing ,mechanics of writing , understanding and capacity to write correct logical summarizing and expanding thoughts and experiences ,composition – essay, story, letter, poetry , incident, report, articles etc.
- D) Reading Skill: Consonants, Vowels, Word, and sentences, Recognition, Understanding, Silent Reading, Imitations Readings and Loud Reading.

**Test and Assignments:-****(15 Marks)**

1. Class Test

(5 Marks)

2. Any one

(10 Marks)

- Discuss with students and find out the different language they speak, Prepare a plan to use multilingualism as a teaching strategy.
- Identify speech defects of primary level students and make remedial strategy.
- Organizing an activity based game to motivate students for creative questioning.
- Close and critical reading/ discussion in small groups.
- Conduct a survey in secondary school to study academic achievement in overall or in specific subject of diverse linguistic students.

**Reference:**

1. Agnihotri, R.K. (1995) Multilingualism as a class room resource. In K. Heugh, A Siegruhn, P. Pluddemann (Eds) Multilingual Education for South Africa 9pp. Heinemann Educational books.
2. Anderson, R.C. (1984) Role of the reader's schema in comprehension, learning and memory .In R.C. Anderson J.Asrom & R.J. Tierney (Edu.)Learning to read in American schools: based readers and content teats psychology
3. Bansal R.K. and Harrisson J.B. - (1990) spoken English for Indian orient longman LTD Madras.
4. Ladson, Billings G (1995) toward a theory of Cultwally relevant pedagogy American Educational Research Journal.
5. NCERT (2006) Position paper national focus group on teaching of Indian language (NCF 2005) New Delhi.
6. Paliwal Dr.A.K. (2002) communicative language teaching Sumtri Publication Jaipur.

**B. Ed. - 05****UNDERSTANDING DISCIPLINES & SUBJECT**

Marks- 50

**Objectives:**

After completing the course the students will be able:

1. To develop an understanding of the nature of disciplinary knowledge in the school curriculum.
2. To acquire a conceptual understanding of the impact of the school subjects on disciplines.
3. To develop interest, attitudes and knowledge about the content in respect of framing the syllabus.
4. To build up a professional, disciplinary and curriculum programme.

**Unit I: Meaning and Concept of Disciplinary Knowledge**

- The Nature and role of disciplinary knowledge in the school curriculum.
- Relationship of disciplinary areas with school subject.
- Difference between disciplines and Interdisciplinary subject.

**Unit II: School Subjects on Disciplines**

- of School Subjects on Disciplines:-
  - 1) Social Science: General perceptions of social science, Goals of social science (integrative, value-based, challenging and active) Need for social science as a discipline in the curriculum, history of social science as a discipline in the present context, Methods – Lecture method, Supervised study, Source Method, Cooperative Learning, Experiential Learning.
  - 2) Science: Nature of science and its importance, History of science as a discipline in India, Place of science in curriculum, Methods and Techniques of Teaching Science: Brainstorming, Laboratory, Demonstration, Project and Field visit, Constructive learning and Problem solving, Group Discussion, Panel discussion.
  - 3) Maths: Meaning and Historical development of mathematics, Importance and place of mathematics in curriculum, Method: Inductive-Deductive, Analytic, Synthetic,

- 4) Heuristic, Project, Problemsolving and Laboratory. Method and techniques of Teaching Mathematics: Questioning, Brain Storming, Role Playing, Simulation, Non-Formal techniques of learning Mathematics.
- 5) Language: Language Classification, Language and Script, Origin of Script, Origin and Development, Introduction, Features and Scientifics of Devnagri Script. Story, Novel, Poetry, Personal Essay, Pen Portrait, Travelogue, Self-Narration, Memories.

### Unit III: Process and Framing of Disciplines and Subject

- Recognized the theory of content, Principles of Preparing the syllabus & Process of syllabus and content.
- Practical Knowledge, Community & Co- curricular activity knowledge with reference to Disciplinary and Relation with School Curriculum.
- Creativity development of learning through horticulture and hospitality.

### Test and Assignments:-

- |               |            |
|---------------|------------|
| 1. Class Test | (5 Marks)  |
| 2. Any one    | (10 Marks) |

- Prepare charts with related language.
- Preparation of a talk with related social justice.
- Collection of news papers cutting related with horticulture and hospitality.
- Prepare a lab with related science and maths tools and their operation.
- Life sketch and contribution of any two Indian Scientist and socialistic.
- Study of any one aspect of social issues and prepare a report.
- Preparation of Five (5) words cards, 5 picture cards and cross word puzzles (Language)
- 5 Microteaching skills & 5 macro - teaching (base on different innovative methods)

### References:-

1. Apple :- M.W. (2008) can school contribute to a more just society education citizenship and social justice, 3 (3) 239-261
2. Brantom F.K.: The teaching of social justice in changing world.
3. Chash, S.C (2007) History of Education in India, NCERT(2005) National Curriculum frame work, NCERT
4. Clinton Golding of the center for study of higher education Interaction of Disciplines.

5. Daman.C Howard Rajasthan, Meil (1965) "The uses of language" New york.Holt Rinchyart and Winstan Inc.
6. Dengz. Z (2013) School subject and acadmic discipline in a Luke a woods, B.K Weir (Eds) curriculum, Syllabus design and equity: A printer and Model routledge.
7. Egen, Marlow & Rao, D.B. 2003 Teaching Successfully, Discovery Pub. House New Delhi.
8. Freeman Diane - Larsen (2000) Techniques And Principles In Language Teaching Oxford :049
9. Sharma, L.M. 1977 (Teaching Od Science & Life Science Dhanpat & Sans. Delhi.)
10. Wesley, Edgar Brose: Social Studies for School.

### PAPER – 6 (A) & (B)

#### हिन्दी शिक्षण

Marks-100

#### उद्देश्य –

1. भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान देना।
2. भाषा की पृथक् – पृथक् भूमिकाओं को जानना।
3. भाषा सीखने की सृजनात्मक प्रक्रिया को जानना।
4. भाषा के स्वरूप और व्यवस्था को समझना।
5. श्रवण , भाषण , वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
6. इकाई, दैनिक व सूक्ष्मपाठ योजनाओं के महत्व से अवगत कराना व निर्माण का ज्ञान देना।
7. हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।
8. हिन्दी की विधाओं एवं उनके व्यवहारिक शिक्षण की संस्थितियों का ज्ञान देना।
9. पाठ्यचर्या, पाठ्यक्रम और पाठ्य पुस्तक का विश्लेषण कर कक्षा विशेष एवं विद्यार्थियों की समझ के अनुसार ढालना।
10. भाषा और साहित्य के सम्बन्ध को जानना।
11. हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना।

12. भावों और विचारों की स्वतंत्र अभिव्यक्ति करना।
13. भाषायी बारीकियों के प्रति संवेदनशील होना।
14. हिन्दी भाषा शिक्षण में दृश्य – श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
15. हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विधाओं का ज्ञान देना।
16. निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरूप, महत्व एवं उपयोग का ज्ञान देना।

प्रथम इकाई –

भाषा की भूमिका

- भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से)
- भाषायी कौशलों का विकास:
  - क) श्रवण      ख) उच्चारण      ग) वर्तनी      घ) वाचन (सस्वर व मौन)      ङ) अभिव्यक्ति (मौखिक व लिखित)
- मातृभाषा / राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- भाषा का समाज में स्थान
- हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति
- 

द्वितीय इकाई –

- शिक्षण के प्रकार :- गद्य शिक्षण, पद्य शिक्षण, नाटक शिक्षण, कहानी शिक्षण, रचना शिक्षण, व्याकरण शिक्षण
- सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना, सूक्ष्म पाठ योजना
- नवाचार और भाषा शिक्षण की प्रणाली
- विविध जन संचार माध्यमों से हिन्दी शिक्षण परम्परागत माध्यम – लोकगीत, लोकनृत्य, कठपुतली, नौटंकी, सेमिनार, कार्यशाला, हरिकथा, कहानी।
- संचार माध्यम – प्रिंट मीडिया :- समाचार पत्र – पत्रिकाएँ, साहित्यिक पुस्तिकाएँ, विज्ञापन, इलेक्ट्रॉनिक मीडिया – रेडियो, टेलीविजन, फिल्म एवं बहुमाध्यम (मल्टीमीडिया) ई – कॉमर्स, मोबाईल, इंटरनेट, इन्ट्रानेट, ई – युनिवर्सिटी, भाषा – प्रयोगशाला

अकादमिक प्रभारी

### तृतीय इकाई

- भाषा शिक्षण की विधियाँ – भारतीय भाषाकारों की दृष्टि से – पाणिनी , यास्क , बरनी , कामताप्रसाद गुरु , किशोरी दास बाजपेयी।
- पाश्चात्य विद्वानों की दृष्टि से – जे.प्याजे , एल. वायगात्सकी , चॉमस्की , जॉन डीवी
- वर्तमान में प्रचलित – प्रायोजना विधि (किलपैट्रिक) , पर्यवेक्षित अध्ययन विधि एवं अभिक्रमित अनुदेशन।
- भाषा का स्वरूप – भाषा व्यवहार के विविध पक्ष नियमबद्ध व्यवस्था के रूप में भाषा , भाषायी परिवर्तनशीलता , उच्चारण के सन्दर्भ में हिन्दी की बोलियाँ , वाक् तथा लेखन.
- भाषायी व्यवस्थाएँ – सार्वभौमिक व्याकरण की संकल्पना – अर्थ , प्रकृति तथा संरचना , वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएँ :- स्वनिम विज्ञान व रूप विज्ञान

### चतुर्थ इकाई

- पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण :  
 अ) पाठ्यचर्या – पाठ्यक्रम तथा पाठ्य पुस्तकों का सम्बन्ध  
 ब) निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण – अर्थ , स्वरूप , महत्व एवं उपयोग।  
 स) प्राथमिक / माध्यमिक / उच्च माध्यमिक स्तर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री का विश्लेषण

### पंचम इकाई

हिन्दी शिक्षण में मूल्यांकन :

- भाषा विकास की प्रगति का मूल्यांकन – सतत् और समग्र मूल्यांकन , आपसी मूल्यांकन , स्व – मूल्यांकन, समूह मूल्यांकन, पोर्ट-फोलियो।
- प्रश्नों का स्वरूप– समस्या – समाधान सम्बन्धी प्रश्न , सृजनात्मक चिन्तन वाले प्रश्न , समालोचनात्मक चिन्तन वाले प्रश्न , कल्पनाशीलता को जीवित करने वाले प्रश्न , परिवेशीय सजगता वाले प्रश्न , गतिविधि और टास्क (खुले प्रश्न , बहुविकल्पीय प्रश्न)
- फीड बैक – (विद्यार्थी , अभिभावक और अध्यापक ) और रिपोर्ट
- प्रश्नपत्र निर्माण एवं नीलपत्र

  
 अकादमिक प्रभारी

## समसामयिक कार्य

1. कक्षा परीक्षा (टेस्ट) 10 अंक

2. निम्न में से कोई एक 10 अंक

- संविधान में भारतीय भाषाओं सम्बन्धी अनुशंसाएँ तथा राष्ट्रीय शिक्षा नीति, पी. ओ. ए. द्वारा संस्तुत भाषा सम्बन्धी सिफारिशों पर एक रिपोर्ट तैयार करना।
- अपने आस – पास के पाँच स्कूलों का दौरा कर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार करे कि त्रिभाषा सूत्र की क्या स्थिति है?
- छात्रों को भाषा सीखने संबंधी कठिनाइयों और समस्याओं का अध्ययन, विश्लेषण एवं निदान के उपाय।
- पाठ्य पुस्तक में दी हुई रचनाओं (कविता , कहानी, निबन्ध आदि) के अतिरिक्त छात्रों से समकालीन पत्र – पत्रिकाओं से पूरक सामग्री का चयन।
- आधुनिक कवि या साहित्यकार के व्यक्तित्व और कृतित्व पर आलेख तैयार करना।
- सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिन्दी शिक्षण की दो गतिविधियाँ तैयार करें।
- हिन्दी की विधाओं पर स्क्रैब पुस्तिका तैयार करना।
- रचनात्मक रूप से प्रतिभा सम्पन्न बालकों के विकास के लिए वर्षभर में कक्षा शिक्षण के अतिरिक्त किये गये उपाय और उनकी सप्रमाण प्रगति सूचक रिपोर्ट।
- आस- पास के क्षेत्र के किसी विशिष्ट समुदाय के लोगों का भाषा सर्वेक्षण और उनकी शब्दावली का अध्ययन।
- पत्र – पत्रिकाओं में प्रकाशित रचनाओं अथवा नई समकालीन साहित्य की पुस्तकों का अध्ययन, विश्लेषण और उनकी शैक्षणिक समस्याएँ।

## संदर्भ ग्रन्थ सूची-

1. गुप्ता (डॉ.) प्रभा (2012) मातृभाषा व विविध योजनाएँ – साहित्य प्रकाशन, आगरा।
2. त्यागी , डॉ. एस. के. (2008) हिन्दी भाषा शिक्षण अग्रवाल पब्लिकेशन्स, आगरा।
3. पाण्डेय, डॉ. एस.के. मुतिकान्त (2010) हिन्दी शिक्षण – 'अभिनव आयाम' विश्व भारती पब्लिकेशन्स, नई दिल्ली।
4. भाटिया, एम एम और नारंग सी.एल. 1987, आधुनिक हिन्दी शिक्षण विधियाँ, प्रकाश ब्रदर्स , लुधियाना।

82  
अकादमिक प्रभारी

5. लाल रमन बिहारी, 1993, शिक्षण , रस्तोगी पब्लिकेशन्स, मेरठ।
6. शर्मा (डॉ.) अनुराधा (2012) "भाषा विज्ञान तथा सिद्धान्त " विश्व भारती पब्लिकेशन्स, नई दिल्ली।
7. शर्मा प्रसाद प्रीतम (2007) हिन्दी शिक्षण, साहित्यागार, जयपुर
8. सिंह डॉ. सावित्री (2001) हिन्दी शिक्षण, मेरठ -1

### PAPER – 6 (A) & (B)

#### संस्कृत शिक्षण

Marks-100

#### उद्देश्य –

1. भाषा के विभिन्न रूपों की समझ उत्पन्न करना।
2. भाषा संरचना की प्रकृति की समझ विकसित करना।
3. भाषा कौशल एवं तृतीय भाषा शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों का ज्ञान कराना।
4. संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण कराना।
5. संस्कृत की भूमिका व विशेषता एवं उसकी सांस्कृतिक पृष्ठभूमि की समझ उत्पन्न करना।
6. पाठ्यक्रम में संस्कृत की स्थिति का अवबोध कराना।
7. संस्कृत भाषा शिक्षण कौशल का अभ्यास कराना।
8. विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों एवं उपागमों का प्रयोग कराना।
9. कक्षा- कक्ष परिस्थिति में बहुभाषीय रूप में संस्कृत का सफल प्रयोग कराना।
10. पाठ्यक्रम , पाठ्यचर्या और पाठ्यपुस्तक के मध्य सम्बन्धों में समझ उत्पन्न कराना।
11. संस्कृत भाषा शिक्षण में दृश्य – श्रव्य सामग्री का निर्माण एवं प्रयोग करने की योग्यता विकसित करना।
12. संस्कृत शिक्षण में मूल्यांकन हेतु प्रश्न- पत्र निर्माण की योग्यता विकसित करना।

13. संस्कृत शिक्षण में मूल्यांकन प्रक्रिया की समझ विकसित करना।
14. कौशलानुसार संस्कृत अशुद्धियों के निदान व उपचार की योग्यता विकसित करना।
15. संस्कृत शिक्षण में भाषा प्रयोगशाला की आवश्यकता एवं संयोजन क्षमता विकसित करना।

### प्रथम इकाई : भाषा की भूमिका

- संस्कृत भाषा शिक्षण के सिद्धान्त , महत्व एवं प्रकार  
मनोवैज्ञानिक , भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धान्त
- संस्कृत भाषा का महत्व , संस्कृत भाषा और साहित्य , संस्कृत भाषा और अन्य भारतीय भाषाएँ , आधुनिक  
भारतीय भाषाएँ , आधुनिक भारतीय भाषा के रूप में संस्कृत , विद्यालयी स्तर पर संस्कृत शिक्षण से सम्बन्धित समस्याएँ
- विद्यालय में भाषा :  
1) मातृभाषा एवं विद्यालयी भाषा  
2) पाठ्यक्रम में भाषा  
3) अधिगम में भाषा का केन्द्रीयकरण  
4) बहुभाषीय कक्षा – कक्ष
- भारत में संस्कृत भाषा की स्थिति  
1) भाषा शिक्षा का संवैधानिक प्रावधान एवं नीतियाँ अनु. 343 – 351  
2) कोठारी कमीशन (1964 –1966)  
3) छच्च। (1986)  
4) च्च।(1992)  
5) राष्ट्रीय पाठ्यक्रम रूपरेखा (2005) – भाषा शिक्षा में संस्कृत की स्थिति
- संस्कृत शिक्षण में भाषायी कौशल – श्रवण , भाषण , पठन , लेखन

### द्वितीय इकाई

- संस्कृत शिक्षण विधि के रूपः  
(1) गद्य शिक्षण (2) पद्य शिक्षण (3) व्याकरण शिक्षण (4) कहानी शिक्षण  
(5) नाटक शिक्षण (6) उच्चारण शिक्षण (7) रचना शिक्षण (8) अनुवाद शिक्षण

उपर्युक्त का सम्प्रत्यय , महत्व , प्रयोग , विधि , प्रविधि , शिक्षण सामग्री व गुण – दोष

- सूक्ष्म शिक्षण , दैनिक पाठ योजना , इकाई योजना एवं सूक्ष्म पाठ योजना
- नवाचार और भाषा शिक्षण प्रणाली
- विविध जन संचार माध्यमों से संस्कृत शिक्षण

अ) परम्परागत – नाटक , अभिनय , कथा , सेमिनार , कार्यशाला

ब) संचार माध्यम – वेबसाइट्स , विकीपीडिया

1) प्रिंट मीडिया – समाचार पत्र – पत्रिकाएँ , साहित्य पुस्तिकाएँ

2) इलैक्ट्रॉनिक मीडिया – रेडियो , दूरदर्शन , फिल्म एवं बहुमाध्यम (मल्टीमीडिया) इंटरनेट ,  
इन्ट्रोनेट , भाषा – प्रयोगशाला

### तृतीय इकाई

- संस्कृत शिक्षण की विधियाँ

i) पाणिनी व यास्क विधियाँ

ii) प्रचलित अन्य विधियाँ – प्रयोजना विधि , पर्यवेक्षित अध्ययन विधि , प्रत्यक्ष विधि , आगमन – निगमन विधि , अनुवाद विधि , चयन विधि , पाठ्य पुस्तक विधि , सम्प्रेषण उपागम , समग्र उपागम

iii) पाश्चात्य विद्वानों के अनुसार – जे. प्याजे, एल. वायगात्सगी , चॉम्स्की , जॉन डीवी

- विधियों का अनुप्रयोग :

i) तृतीय भाषा अधिगम मनोविज्ञान

ii) कक्षा – कक्ष वातावरण और परिस्थितियाँ

iii) शिक्षक – छात्र – पाठ्यपुस्तक व दृश्य – श्रव्य सहायक सामग्री की भूमिका

iv) भाषा का व्यवहार में प्रयोग

i) अन्य विषयों के साथ संस्कृत का समन्वय

ii) त्रुटियाँ व उपचारात्मक कार्य

iii) संस्कृत भाषा की चुनौतियाँ

iv) स्वनिम विज्ञान व रूप विज्ञान के रूप में संस्कृत

v) संस्कृत भाषा परीक्षण एवं मूल्यांकन

#### चतुर्थ इकाई

पाठ्यक्रम और पाठ्य सामाग्री का निर्माण और विश्लेषण

अ) पाठ्यचर्या , पाठ्यक्रम एवं पाठ्य – पुस्तकों का सम्बन्ध।

ब) संस्कृत में दत्त कार्य एवं क्रिया –कलापों का विकास।

स) अधिगम में संस्कृत शिक्षण का महत्व विश्व परिदृश्य के सन्दर्भ में ।

द) निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण –अर्थ – स्वरूप , महत्व एवं उपयोग

#### पंचम इकाई

संस्कृत शिक्षण में आंकलन :

1) संस्कृत भाषा विकास की प्रगति का आंकलन – सतत् और समग्र मूल्यांकन, स्व –मूल्यांकन , आपसी मूल्यांकन ,समूह मूल्यांकन , पोर्टफोलियो।

2) प्रश्नों का स्वरूप – समस्या –समाधान सम्बन्धी प्रश्न , सृजनात्मक चिन्तन वाले प्रश्न , कल्पनाशीलता को जीवित करने वाले प्रश्न , गतिविधि और टास्क (खुले प्रश्न , बहुविकल्पीय, सत्य –असत्य वाले , मिलान वाले प्रश्न )

3) फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

4) प्रश्न पत्र निर्माण एवं नील –पत्र

#### समसामयिक कार्य

1. कक्षा परीक्षा (टेस्ट) 10 अंक

2. निम्न में से कोई एक 10 अंक

➤ अपने पड़ोस के 05 विद्यालयों का भ्रमण कर त्रिभाषा सूत्र की स्थिति की रिपोर्ट तैयार करना।

➤ संविधान में भारतीय भाषाओं सम्बन्धी अनुशंसाएँ तथा राष्ट्रीय शिक्षा नीति पी.ओ.ए. द्वारा संस्तुत भाषा सम्बन्धी सिफारिशों पर रिपोर्ट तैयार करना।

➤ किसी एक संस्कृत कवि का विस्तृत परिचय देते हुए संस्कृत में उनके योगदान पर आलेख तैयार करना।

- किसी एक संस्कृत पत्रिका की समीक्षा ।
- संवाद शिक्षण को प्रभावी बनाते हुए अधिगम सामग्री तैयार करना ।
- पत्र – पत्रिकाओं में प्रकाशित किसी लेख का संस्कृत में अनुवाद ।
- छायाचित्राधारित शिक्षाप्रद कथा लेखन ।

### सन्दर्भ ग्रन्थ –

1. तिवारी भोलानाथ एवं श्रीवास्तव एवं रविन्द्रनाथ (1991) 'भाषिकी' दिल्ली ।
2. त्रिपाठी, रामसुरेश, (1992) संस्कृत व्याकरण दर्शन, दिल्ली –6, राजकमल प्रकाशन, प्रा.लि.,7 फ़ैज बाजार ।
3. नारंग वैश्रा (1996), सम्प्रेषणात्मक भाषा शिक्षण, नई दिल्ली , प्रकाशन संस्थान ।
4. सफाया, आर. एन. (1990) संस्कृत शिक्षण, चण्डीगढ़ हरियाणा साहित्य अकादमी ।
5. शर्मा, डॉ. रामविलास (2001) ऐतिहासिक भाषा विज्ञान और हिन्दी भाषा नई दिल्ली ।
5. शास्त्री, डॉ. सूर्यदेव, (1973) मनोभाषिकी पटना बिहार हिन्दी ग्रन्थ अकादमी ।
- 6- Mackey William Francis, "Language Teaching" Analysis London, Longmans , Green & Co.Ltd.
7. Widdowson, H.G., Teaching Language, as Communication Oxford, OHP

### PAPER 6 (A) & (B)

#### राजस्थानी शिक्षण

Marks-100

### उद्देश्य –

- राजस्थानी भाषा के विभिन्न रूपों की समझ विकसित कर उसकी संरचना के बारे में बताना ।
- राजस्थानी भाषा कौशल व शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों का ज्ञान कराकर, विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण कराना ।
- राजस्थानी भाषा की स्थिति की भूमिका, विशेषता एवं उसकी सांस्कृतिक पृष्ठभूमि की समझ विकसित करना ।

- राजस्थानी भाषा के पाठ्यक्रम की स्थिति का अवबोध कराकर विभिन्न विधाओं के माध्यम से सफल अध्यापन हेतु विभिन्न विधियों एवं उपागमों का प्रयोग करना।
- कक्षा – कक्ष परिस्थिति में बहुभाषीय रूप में राजस्थानी भाषा का सफल प्रयोग कराना।
- पाठ्यक्रम, पाठ्यचर्या, पाठ्य पुस्तक के मध्य सम्बन्धों में समझ विकसित कराना।
- राजस्थानी भाषा शिक्षण में दृश्य – श्रव्य सामग्री का निर्माण एवं प्रयोग कराने की योग्यता व भाषा प्रयोगशाला की आवश्यकता एवं प्रक्रिया की समझ पैदा करना।
- राजस्थानी भाषा की अशुद्धियों का कौशलानुसार निदान व उपचार की योग्यता।
- राजस्थानी भाषा शिक्षण में मूल्यांकन हेतु प्रश्न –पत्र का निर्माण की योग्यता विकसित कराना।

### इकाई –प्रथम

राजस्थानी भाषा की भूमिका–

- राजस्थानी भाषा, शिक्षण के सिद्धान्त, महत्व, प्रकार , मनोवैज्ञानिक , भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धान्त
- राजस्थानी भाषा का महत्व, राजस्थानी भाषा और साहित्य , राजस्थानी भाषा और अन्य भारतीय भाषा , आधुनिक भारतीय भाषा, आधुनिक भारतीय भाषा के रूप में विद्यालयी स्तर पर शिक्षण से सम्बन्धित समस्याएँ।
- विद्यालय में राजस्थानी भाषा–
  1. मातृभाषा एवं विद्यालयी भाषा
  2. पाठ्यक्रम में राजस्थानी भाषा
  3. अधिगम में राजस्थानी भाषा
  4. बहु-भाषीय कक्षा – कक्ष
- भारत में राजस्थानी भाषा की स्थिति
- क्षेत्रीय भाषायें.  
मेवाडी , बागडी, शेखावाटी, अहीरवाटी, दूँढाडी, हाडौती, वागडी, मेवाती, मारवाडी आदि।

### इकाई –द्वितीय

- राजस्थानी शिक्षण के विविध रूप
  - (1) गद्य शिक्षण
  - (2) पद्य शिक्षण
  - (3) व्याकरण शिक्षण
  - (4) कहानी शिक्षण
  - (5) नाटक शिक्षण



(6) उच्चारण शिक्षण

(7) रचना शिक्षण

उपर्युक्त का सम्प्रत्यय, महत्व, प्रयोग, विधि, प्रविधि, शिक्षण सामग्री व गुण – दोष  
सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना एवं सूक्ष्म पाठ योजना

- नवाचार और भाषा शिक्षण की प्रणाली
- विविध जन संचार माध्यमों से राजस्थानी शिक्षण
  - (अ) परम्परागत – नाटक, अभिनय, कथा, सेमिनार, कार्यशाला
  - (ब) संचार माध्यम–
    - (1) प्रिंट मीडिया – समाचार पत्र – पत्रिकाएँ, साहित्यिक पुस्तिकाएँ
    - (2) इलैक्ट्रॉनिक मीडिया – रेडियो, दूरदर्शन, फिल्म एवं बहुमाध्यम (मल्टी मिडिया), इंटरनेट, इन्ट्रानेट, भाषा-प्रयोगशाला

इकाई –(तृतीय )

- राजस्थानी शिक्षण विधियाँ  
प्रायोजना विधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन –निगमन विधि, अनुवाद विधि, चयन विधि, पाठ्य पुस्तक विधि, सम्प्रेषण उपागम, समग्र उपागम।
- विधियों का अनुप्रयोग–
  - (1) राजस्थानी भाषा अधिगम मनोविज्ञान
  - (2) कक्षा – कक्ष वातावरण और परिस्थितियाँ
  - (3) शिक्षक –छात्र – पाठ्यपुस्तक व दृश्य श्रव्य सहायक सामग्री की भूमिका
  - (4) राजस्थानी भाषा का व्यवहार में प्रयोग
  - (5) अन्य विषयों के साथ राजस्थानी का समन्वय
  - (6) त्रुटियाँ व उपचारात्मक कार्य
  - (7) राजस्थानी भाषा की चुनौतियाँ
  - (8) राजस्थानी भाषा का परीक्षण व मूल्यांकन

इकाई –(चतुर्थ)

- पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण
  - (अ) पाठ्यचर्या और पाठ्यक्रम एवं पाठ्यपुस्तकों का सम्बन्ध।
  - (ब) राजस्थानी में दत्त कार्य एवं क्रिया-कलापों का विकास।
  - (स) अधिगम में संस्कृत शिक्षण का महत्व विश्व परिदृश्य के सन्दर्भ में।
  - (द) निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण – अर्थ, स्वरूप, महत्व एवं उपयोग।

## इकाई –(पंचम)

### • राजस्थानी शिक्षण में आंकलन—

(1) राजस्थानी भाषा विकास की प्रगति का आंकलन – सतत और समग्र मूल्यांकन एवं स्व – मूल्यांकन,, समूह मूल्यांकन , पोर्टफोलियो।

(2) प्रश्नों का स्वरूप – समस्या – समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न , गतिविधि और टास्क (खुले प्रश्न , बहुविकल्पीय, सत्य – असत्य वाले, मिलान वाले प्रश्न)

(3) फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

(4) प्रश्न –पत्र निर्माण एवं नील – पत्र

## समसामयिक कार्य

- |                        |        |
|------------------------|--------|
| 1. कक्षा परीक्षा       | 10 अंक |
| 2. निम्न में से कोई एक | 10 अंक |

- अपने पड़ोस के 05 विद्यालयों का दौरा कर एक रिपोर्ट तैयार करें कि वहाँ राजस्थानी भाषा की क्या स्थिति है?
- संविधान में भारतीय भाषाओं सम्बन्धी अनुशंसाएँ तथा राष्ट्रीय शिक्षा नीति पी.ओ.ए. द्वारा संस्तुत भाषा सम्बन्धी सिफारिशों पर रिपोर्ट तैयार करना।
- किसी एक राजस्थानी कवि का विस्तृत परिचय देते हुए राजस्थानी में उनके योगदान पर आलेख तैयार करना।
- किसी एक राजस्थानी पत्रिका की समीक्षा।
- संवाद शिक्षण को प्रभावी बनाते हुए अधिगम सामग्री तैयार करना।
- पत्र – पत्रिकाओं में प्रकाशित किसी लेख का राजस्थानी में अनुवाद।
- छायाचित्राधारित शिक्षाप्रद कथा लेखन।

### सन्दर्भ ग्रन्थ

1. राजस्थानी भाषा – डॉ. सुनीति कुमार चटर्जी राजस्थानी साहित्य शोध संस्थान उदयपुर
2. पुरानी राजस्थानी – डॉ. तेसीतोरी अनु डॉ नामवर नागरी प्रचारणी सभा वाराणसी
3. राजस्थानी व्याकरण – लेखक एवं प्रकाशक सीताराम लालस जोधपुर
4. संक्षिप्त राजस्थानी व्याकरण – नरोत्तम दास स्वामी सार्दुल राजस्थानी रिसर्च इन्स्टीट्यूट बीकानेर

5. राजस्थानी भाषा एवं साहित्य – मोतीलाल मैनारिया हिन्दी साहित्य सम्मेलन प्रयोग
6. राजस्थान की भाषा और साहित्य – ग्रियर्सन अन आत्माराम जाजोरया राजस्थान भाषा प्रचार सभा जयपुर
7. राजस्थानी हिन्दी कोष भाग 2– डॉ. भूपतिराम साकरिया तथा बद्रीप्रसाद साकरिया
8. पंचशील प्रकाशक जयपुर
9. आधुनिक राजस्थानी – साहित्य प्रेरणा स्रोत प्रवृत्तियाँ –डॉ. किरण नाहटा
10. राजस्थानी गद्य उद्भव और विकास – अखिल भारतवर्षीय मारवाडी सम्मेलन हरीसन रोड कलकत्ता

### **PAPER 6 (A) & (B)**

### **PEDAGOGY OF ENGLISH**

Marks- 100

#### **Objectives**

The student- teachers will be able to-

1. Develop an understanding of the principles of English language teaching.
2. Acquire knowledge of the objectives of teaching English as a second language.
3. Develop their own linguistic, grammatical and communicative competence.
4. Develop ability to teach language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.
5. Acquire knowledge of different approaches and methods of teaching English as a second language.
6. Prepare Annual Plans, Unit Plans and lesson plans of English language.
7. Choose, prepare and use appropriate audio- visual teaching aids for effective teaching of English as a second Language.
8. Use various techniques of testing English as a second language.
9. Develop remedial material and conduct remedial teaching.

#### **Unit – 1: Foundation of English Language Teaching**

- Concept of language, language acquisition, language-learning.
- Forms of English – formal, informal, written and spoken.
- Importance of teaching English.
- Principles of second language teaching.

- Difference between teaching of content based subject and skill based subjects.
- Objective of teaching English language.
- a) Skill based LSRW.
- b) Competency based -linguistic competence and communicative competence.

## Unit -2: Teaching of English Language Skills

- Listening: I) Concept of in second language. II) Phonetic elements involved in listening at the receptive level (The phonetic elements involved in listening at the receptive level (Monophthongs, Diphthongs, Consonants, pause, juncture, Stress, Accent, Beat, Intonation, Rhythm). III) Listening skills and their sub-skills. IV) Techniques of teaching – listening. V) Role of teaching aids in teaching –listening skills. VI) Difference between hearing and listening.
- Speaking, concept of speaking in English as a second language, phonetic transcription, Use of pronouncing dictionary, the phonetic elements involved in speaking at the respective level, Techniques of teaching speaking skills and pronunciation practice and drills – Ear Training, Repetition, Dialogues and conversation .
- Reading skills : Concept of reading in second language, mechanics of reading (Eye span, Pause, Fixations, Regression and speed), Types of readings : Skimming, Scanning, Silent reading, Reading aloud, Intensive reading, extensive reading, Genuine reading comprehension, Relating teaching of reading to listening and speaking skills, Role of text book.
- Writing Skills: Concept of writing in first language and the second language, Types of composition - oral, written, controlled, guided, contextualized and integrated composition. Teaching the following items keeping in view their style ,ingredients and mechanics; Letters (Formal and Informal), Essay, Report, Telegram, E-mail , Notice, Précis ,Paragraph, Developing Stories, Note making , Correction of Written Work.

## Unit – 3: Methodology and Planning of English Language Teaching

Approaches, methods and techniques, Whole language approach, Structural- Situational approach, Communicative approach, Task based approach, Eclectic approach, direct method ,Bilingual Methods, Audio-lingual method, CALL (computer assisted language learning) and CALT(computer Assisted Language Teaching),Role play, Simulation, Group work and drill technique, Study the above approaches and methods in the light of psychological

factors affecting second language learning - Nature of English language –classroom environment and conditions –Language functions , planning of English language teaching ,Annual plan, unit plan and daily lesson plan –prose lesson –content analysis, poetry lesson–components of poetry –the place of poetry teaching in school curriculum – concept, aims and objective of teaching poetry in second language, Grammar lesson – planning for teaching grammar and usage – sentence (Affirmative ,Negative ,Interrogative , Simple, compounds , complex), Verb patterns, question tag ,determiners, models auxiliaries, tense infinitives , gerunds, phrasal verbs and idioms ,Concord, active and passive voice , direct and indirect speech, punctuations.

#### UNIT – 4: Resources in English language Teaching

- Concept and use of A. V. aids in teaching of English
- Resources for teaching and learning English Text books ,work books, teacher's hand book, charts, pictures, flash cards, flannels board, tape recorder,radio,OHP,substitution tables,computer,realia,newspapers,magazines, brochures,blackboards,white board,songs,stories and anecdotes, Language laboratory and language games. Use of community resources and media for language development, qualities, responsibilities and professional ethics of language teacher.

#### UNIT – 5: Assessment and Evaluation in English

- Concept of assessment and Evaluation in English, Concept and need and techniques of continuous and comprehensive Evaluation (CCE) in English. Types of tests – achievement test, proficiency test, Diagnostic test, prognostic test. Testing language skills, Lexical and Structural items, poetry and grammar. Preparation of an Achievement test. Concept and need of remedial teaching.

#### SESSIONAL WORK:-

1. Class Test 10 MARKS
2. One of the following 10 MARKS
  - Planning of 10 vocabulary building exercise and techniques to teach the students in the classroom.

- Identification of learning difficulties experienced by student teachers during teaching practice
- Review of two articles related to teaching and learning of English from educational journals, magazines or newspapers.
- Preparing an action plan for improving any of the following skills: reading skill, speaking skill, listening skill or creative writing.

## REFERENCES:

1. Bansal, R.K. and Harrison J.B. (1972): Spoken English for India. Madras: Orient Longman Ltd.
2. Baruah, T.C. (1985): The English Teacher's handbook, New Delhi: Sterling Publishing Pvt. Ltd.
3. Bright and McGregor: Teaching English as Second language, Longman.
4. Brinton, D. (2003). Content-based instruction. In D. Nunan (Ed.), Practical English Language Teaching (pp.199-224). New York: McGraw Hill.
5. Brumfit, C.J. (1984): Communicative methodology in language teaching. Cambridge: C.P.U.
6. Collins Cobulid English Grammar (2000) Harper Collins Publisher, India.
7. Elizabeth, M.E.S. (2010): Methods of Teaching English, Discovery Publishing House.
8. Ellis, Rod (2003). Task-Based Language Learning and Teaching Oxford, New York: Oxford University Press. pp.156-157.
9. Frost, Richard. (2006) "A Task-based Approach." British Council Teaching English.
10. Gimson A.C. (1980): An Introduction to the pronunciation of English. London: Edward Arnold.
11. Hornby, A.S. (1998): Guide to Patterns and Usage in English O.U.P.
12. Lado, Robert (1971): Language teaching, New Delhi: Tata McGraw Hill Publishing house Co. Ltd.
13. Leech, Geoffrey and Svartvik, Jan (2000) Communicative Grammar of English Cambridge C.P.U.
14. Paliwal A.K. (2011) : Methodology Of Teaching English As A Second Language, Kalpana Publications, Jaipur
15. Paliwal A.K. (2011) : A Handbook For Teachers Of English, Kalpana Publications, Jaipur.

**PAPER-6 (A) & (B)**  
**PEDAGOGY OF URDU**

Marks - 100

**Objectives:**

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

- Understand the basic concepts and functions of language with special references to Urdu.
- Acquire knowledge of objectives of teaching Urdu at the secondary stage.
- Acquire knowledge of different methods of teaching Urdu at the secondary stage.
- Plan and teach lesson in Urdu Prose, Poetry, Drama, Grammar and Composition.
- Understand constructive approach to language teaching and learning.
- Prepare Unit Plans, Daily Lesson Plans and to analysis the subject content in terms of language skills and teaching objectives.
- Develop and use of teaching aids in the class room both print and audio-visual materials and ICT (Internet and Computer Technology)
- Develop and insight in to the symbiotic relationship between curriculum syllabus and text books.
- Knowledge of evaluation system in Urdu and to methodically prepare exams and test paper in Urdu.
- Conduct remedial teaching in Urdu.

**Unit-I**

- Concept of language (verbal & non-verbal) concept of language learning and acquisition function of language, communication, transmission of culture and medium of instruction.
- Multilingualism as a resource.
- Origin and development of Urdu language.
- Language skills, listening and art of listening.

**Speaking-** Pronunciation, Recitation and Punctuation.

**Reading-** Aloud, Silent, Intensive and Extensive.

Reading comprehension, reading defects and their cure.

**Writing-** Knowledge of Urdu scripts-khat-e-naskh, khat-e-nastaliq and khat-e-shikast.

- Teaching of alphabets, punctuation qualities of good hand writing.
- Letter writing (formal and informal)
- Essay writing

## Unit-II

- Objectives of teaching Urdu at secondary stage of education.
- Problem of teaching and learning Urdu and their solutions.
- Place of Urdu language in the present educational system prevalent in the state of Rajasthan.
- Relation of Urdu with other Indian language.

## Unit-III

- Methods of teaching Urdu.
- Translation method.
- Direct method
- Play way method.
- Structure method.
- Teaching of various forms of Urdu literature (i) Prose (ii) Composition (iii) Grammar (iv) Poetry, Ghazal, Nazam and Drama.
- Co-curricular activities.

## Unit-IV

- **Planning for teaching Urdu:** Need and Importance of planning
- Content analysis.
- Yearly plan, Unit plan and Daily plan.
- Audio visual aids- Need and Importance of Audio-visual aids, Types of Audio-visual aids.
- Appropriate use of teaching aids.
- Planning of Urdu lab and its use.
- Qualities of good Urdu teacher.

## Unit-V

- Purpose of concept of evaluation in Urdu.

- Techniques of Evaluation, Teacher made test, Examination paper design and Blue print, various types of questions and their use for Evaluation.

### Assignments:-

1. Class test 10 Marks
2. Any one of the following:- 10 Marks
  - Analysis of one text book prescribed at the secondary stage.
  - Writing knowledge, understanding and skill objectives of teaching prose and poetry with specification(5 each)
  - Preparation of two teaching aids useful for Urdu teaching.
  - Prepare activities for listening, speaking, reading and writing. (5 each)
  - Preparation of objective type test.
  - Prepare three activities to develop the writing skill of class VI student.

### References:-

1. Inamullah Sharwani: "Tadrees-e-zaban-e-urdu" Usmania Book Depot, 1-25 Rabindra Saraus Cal -73.
2. Khan Rasheed Hasan: "urdu kaise likhen" Maktaba Jamia Limited Jamia Nagar, New Delhi 1997
3. Khan Rasheed Hasan: "Ibadat Kaise Likhen" Maktaba Jamia Limited Jamia Nagar, New Delhi 1997
4. Maulvi Abdul: "Quwaid-e-Urdu" Anjuman Taraqqi Urdu (Hindi) New Delhi.
5. Moinuddin: "Urdu Zaban ki Tadrees" National Council For Promotion Of Urdu Language(NCPUL) New Delhi-2000
6. Moinuddin: "Hum Urdu Kaise Parhayen" NUPUL, West Block R.K. Purum New Delhi 2000.
7. N.L. Bosang/Mansoor Ali Akhtar Hashmi: "Sanvi Madaris Mein Tadrees" (NCPUL) New Delhi 1998.
8. Naqvi Nor-ul-Hasan: "Tadrees-e-Aadab Urdu"2004, Education Book House, Aligarh.

### PAPER: 6 (A) & (B)

### PEDAGOGY OF HISTORY

Marks- 100

### Objectives:-

1. To enable the student teachers to understand the importance of History.

2. To enable the student teachers to develop an understanding of aims and objectives of teaching of History.
3. To enable the student teachers to construct and analyze critically the curriculum and textbooks of teaching History at secondary stage.
4. To provide knowledge of different methods/devices of teaching History.
5. To acquaint the student teachers with latest information technology.
6. To help the student teachers to understand the role of current events in teaching of History.
7. To emphasize the role of History in developing the National integration and International understanding.
8. To develop an interest in teaching of History.

## Unit 1

- Meaning, nature and scope of history as a school subject, role and importance of history in school curriculum and life.
- Aims and objective of history, values of teaching history (moral, spiritual, social, cultural and aesthetic) relation of history with other subjects of school and natural science and literature.
- A study of instructional with special reference of new Bloom's taxonomy and statement of objective in behavioral terms.
- Approaches: Current events Approach, Mass media Approach, Interdisciplinary Approach, Constructivism Approach.

## Unit 2

- Models of teaching :
  1. Discovery model
  2. Value Attainment model
  3. Enquiry model
- Methods of teaching:
  1. Lecture method
  2. Project method
  3. Supervised study
  4. Story telling method
  5. Biographical method
  6. Source method

- Innovative practices
  1. Brain -storming
  2. Dramatization
  3. Co-operative learning
  4. Experimental learning
- Planning
  1. Annual plan
  2. Unit plan
  3. Lesson plan

### Unit 3

- 1. Teacher as a transformer of cultural and historical heritage.
- 2. Teacher as facilitator.
- 3. Qualities and professional growth of a history teacher to face challenges of present era.
- 4. Teacher as a Reflective Practitioner and a Researcher.
- Learning Resources
  1. Print media
  2. Electronic media
  3. Multi media
  4. Visuals
- 1. Use of community resources
  2. Field trips
  3. History resources centre
  4. Co-scholastic activities based on school curriculum
  5. History club

### Unit 4

- (a) Indian Historiography: Brief introduction to Indian Historiography- Ancient, Medieval, and Modern, Problems of periodisation, Criteria of Historical criticism
- (b) Teaching of Controversial Issue: Nature of Historical controversies regarding facts, Controversies interpretation of facts, Objectivity and value judgment in history.
- (a) History and National Integration: our National heritage, unity in diversity, the role of history in promoting National integration.

(b) History and Inter-national understanding: our Human heritage, the role of history as promoter of internationalism.

- (a) Content Analysis of History Text books at secondary level.

(b) Use of library and other Instructional materials and source: Primary and Secondary.

## Unit 5

- Preparation of Challenging assignments.
- Criteria for assessing written and practical work in History.
- Assessment modes: Self Assessment, Peer Assessment, Group Assessment, Learner's profile, Open book exams, Learner's portfolio.

### Test & Assignment:-

1. Class Test

10 MARKS

2. Any one of the following: -

10 MARKS

- Preparation of Research Report: Study in Depth in one area of content course in Indian and World History to demonstrate the relevant knowledge in the subject field and its value to the professional growth in the subject.
- Organization of Historical Circle: To include programs such as reading of papers on Historical topics, Group Discussions, Preparation of reports, Organize excursions to place of Historical interest.
- Preparation of History Practical Note Book:
  - (a) Twelve Historical maps- six each from Indian and World History.
  - (b) Time- Line charts four each from Indian and World History.
  - (c) A small project based on the study of a Historical event in the locality, personalities, movements, buildings or institutions.
  - (d) Group Presentation for Critical appraisal of existing curriculum and text book at school level.

### REFERENCES:-

1. Arora, K.L., Itihas Shikshan, Ludhiana Prakash 1982.
2. Arora R.L. (1990) Teaching of History, Prakash Brother Ltd.
3. Kongawad N.B. (2011) Itihas mattu Pouraneeiti Boodhane.

4. N.C.E.R.T. (1970) Effective teaching of History in India A Hand Book for History Teaching.
5. Parik, Mathureshwar, Itihas Shikshan, Jaipur Research publ. 1988.
6. Roddannavar J.G.(2009) Method of Teaching History and Civics.
7. S.K. Kochhar- teaching of social studies sterling publisher, New Delhi

### **PAPER 6 (A) & (B)**

### **PEDAGOGY OF ECONOMICS**

Marks- 100

#### **Objectives**

To enable student teachers to:

1. Refresh the knowledge about the meaning, importance, nature, scope and aims of Economics.
2. Acquaint with the aims, objectives and value-outcomes through teaching Economics.
3. Develop ability to plan for suitable instructions in Economics.
4. Organize group-activities and project and to use various instructional strategies and methods for effective teaching of the subject.
5. Establish correlation of economics with other school-subjects.
6. Develop necessary skills to use various teaching aids, (particular locally available material aids).
7. Develop skill to successfully use various evaluation techniques and to interpret the results.
8. Develop appropriate attitude towards the subjects and country's economy.
9. To enable the students to construct and analyze critically the curriculum and text books of economics at secondary stage.

#### **Unit 1: Nature, scope and objectives**

- Nature, Scope of Economics, Place and importance of teaching of Economics at secondary level.
- Understand the Nature and scope of Micro and Macro Economics.
- Importance of Economics in school curriculum.

- Aims and objective of teaching Economics at different level.
- Bloom's taxonomy of objective and statement of objective in behavioral terms with special reference to Economics.
- Correlation of Economics with school subjects.

## Unit 2: Curriculum and Planning

- Concept and objective of curriculum.
- Concept and principles of constructing curriculum of Economics
- Critical analysis of the existing syllabus

## Unit 3: Teaching planning

- Micro teaching, content analysis.
- Yearly plan, Unit plan and Daily lesson plan –meaning, characteristics, importance and steps.
- Methods of teaching: Lecture method, Discussion method, Project method, Survey method, Inductive- Deductive method.
- Techniques and devices of teaching Economics:
  - 1) Assignments
  - 2) Seminars
  - 3) Supervised Study
  - 4) Case study
  - 5) Brain storming
  - 6) Tours and Excursions

## Unit 4: Teacher, Text Book, Teaching Aids

- Text Book (Meaning, Importance and qualities of a good text book of Economics), Supplementary material (meaning and sources).
- Economics room – importance and equipments.
- Teacher of Economics - Importance, Qualities and Competence.
- Teaching aids – Meaning, importance and Types: Uses of Chalkboard, Diagrams, and Charts, Table graphs, O.H.P, T.V, Computer with multimedia, Flash cards, LCD, projector, Interactive board.

## Unit 5: Evaluation

- Evaluation, Meaning and Importance of Evaluation. Achievement, Diagnostic test

- Types of Evaluation – Oral tests, written tests – Essay type tests, short answer type tests and objective type test. Purpose and concept of evaluation.
- Objective of based evaluation.
- Preparation of achievement test:
  - 1) Various type of question
  - 2) Blueprint
  - 3) Preparation of question paper.

### Sessional Work

1. Class Test 10 Marks.
2. Any one of the following 10 Marks.
  - Content analysis and preparation of instructional material related to any unit of subject related to Economics.
  - Construction of objectives type test items.
  - Prepare five slides related to economics teaching content at senior secondary level.
  - Preparation of 10 frames of linear or branching type programs on any topic.
  - Critical appraisal of Economics Syllabus at senior secondary level.

### References:

1. Aggrawal, J.C. (2005). Teaching of Economics – A Practical Approach. Agra: Vinod Pustak Mandir.
2. Arithshastra Shikshan: Rampalsingh Prakashak- Shabd Sanchar, Ajmer
3. Arithshastra Shikshan: Harnarayan Singh Avum Rajendra Pal Singh Prakashlaxminarayan Agrawal, Agra
4. Arora, P.N. (1985), Evaluation in Economics, New Delhi: NCERT.
5. Dhillon, S. And Chopra, K. (2002). Teaching of Economics, Ludhiyana: Kalyani Publishers.
6. Kanwar, B.S. (1973). Teaching of Economics, Ludhiana: Prakash Brothers.
7. Lee N. (Ed.), (1975). Teaching Of Economics London: Heinemann Education Books.
8. Mittal, R.L., Arth Shastra Da Adhiapan Patiala: Punjab University Press.
9. Robinson, K and Wulson, R (Eds.) (1977). Extending Economics within the Curriculum, London: Routledge and Kegan Paul.
10. Saxena, N.R: Mishra, B.K. And Mohanty, R.K. (2004). Teaching of Economics. Merrut: R. Lal Book Depot.

11. Sharma, Seema (2004). Modern Teaching Economics, New Delhi: Anmol Publication Pvt.Ltd.
12. Siddiqui, M.H. (2004). Teaching of Economics, New Delhi: Asish Publishing House.
13. Teaching of Social Studies in Secondary Schools: Bining and Bining.
14. Teacher's Manual in Economics: Dr. N. Hasan Published Law, Regional College of Edu. Ajmer.

### PAPER 6 (A) & (B)

### PEDAGOGY OF CIVICS TEACHINGS

Marks- 100

#### Objectives

The pupil - Teacher will be able to-

1. Explain and discuss the meaning, Nature and scope of Civics.
2. Explain the importance of Civics as a school subject.
3. Differentiate between Aims and objective of Civics.
4. Specify the objective of teaching Civics at secondary stage.
5. Discuss the meaning, preparation, importance and use of different types of learning recourse of teaching different topics of Civics at secondary level
6. Prepare effective lesson plans for teaching Civics.
7. Explain the meaning of teaching method and teaching techniques.
8. Understand & analyze contemporary issues related with Civics.

#### Unit 1

- Meaning, nature and scope of Civics as a school subject, role and importance of civics in school curriculum and life.
- Aims and objectives of Civics, Values of teaching Civics (moral, spiritual, social, cultural and aesthetic) relation of Civics with other subjects of Social and Natural Science and Literature.
- A study of instructional objective with special reference of New Bloom's Taxonomy and statement of objectives in behavioral terms.

## Unit 2

- Micro teaching: Development of different teaching skills.
- Methods of teaching: Lecture method, Discussion method, Project method, Surprise study method, Socialize recitation method, Problem solving method.
- Innovative practice: Brain storming method, co-operative- learning, Experimental – Learning.
- Planning: Content analysis, Annual plan, Unit plan and Lesson plan.

## Unit -3

- 1) Teacher as an agent of social change in multicultural – multilingual society.
  - 2) Duties, Qualities and effectiveness of the civics teacher.
  - 3) Importance of teacher in process of civics teaching.
  - 4) Difficulties of civics teacher and its solution.
- Learning Resources:
    - 1) Print media
    - 2) Electronic media
    - 3) Multi media
    - 4) Visual
  - Use of community resources
    - 1) Civics resources center
    - 2) Co-scholastic activities based on school curriculum
    - 3) Civics club

## Unit – 4

- Local State and National Political Structure in India
  - 1) Education for citizenship.
  - 2) Political science in the global context.
  - 3) Human right/Child right/ Woman's right.
  - 4) Peace and conflict resolution.
  - 5) Educational technology and political science(Civics)
  - 6) Gender issue in Civics.
  - 7) Content analysis of Civics Textbook of secondary level.
- Use of library and other instructional materials.

## Unit- 5

- Evaluation in Civics:

- 1) Preparation of challenging assignments.
- 2) Criteria for assessing written and practical work in civics

Assessment modes: Self- assessment, Peer assessment, Group assessment, Learner's profile, Open book exams, Learner's portfolio.

### Assignment:-

1. Class test 10 marks
2. Any one of the following:- 10 marks

1. Peer interaction (Peer Educators) and group work on selected areas taken from school syllabus.
2. Analysis of Curriculum Policies / Document and existing School Curriculum.
3. Group Presentation for critical appraisal of existing political Science (Civics) Curriculum and text books at school level.
4. Development and organization of political science society.
5. Study of a selected problem of community life related with the area of Civics.
6. Development and execution of a project of Civics.
7. Collection of source materials related with Civics.
8. Content analysis of the syllabus of the grade which has been taught by the student - teacher with special reference of:
  - a. Identification of concept.
  - b. Identification of life -skill
  - c. Identification of activities and experiments.

### REFERENCES:-

1. A.C Bining and, D.H. Bining, Teaching the Social Studies In Secondry School, (Mcgraw Hill, New York, 1952).
2. Agarwal, (1993), Teaching Of Poltical Science-A Practical Approach, Vikas Publishing House Pvt.Ltd.
3. Aggarwal, J.C. (1983) Teaching of Poltical Science and Civics, Delhi: Vikas Publication House Pvt.Ltd.
4. Arora & Awasthy (2003), Poltical Theory, Haranand Publication Pvt.Ltd. New Delhi.

5. Bining, A.C. & Bining D.H. (1952), Teaching Of Political Science In Secondary School, Tata Mc Graw Hill Publishing Co.Pvt.Ltd.Bombay.
6. C.D. Samford, Social Science In Secondary School, Mc Graw Hill, New York, 1952
7. Hunt & Metcalf (1968) Teaching High School Studies, Harper & Row Publisher, New York, London.
8. I.F. Forrester: Introducing Social Studies (Orient, Long Mans, Bombay) 1956
9. John Jorolimek Ph.D. (1960) Social Studies In Elementary Education (The Macmillan Co., New York)
10. J.U. Michalis: Social Studies for Children in Democracy (Engle Wood Cliffs, N.J.) 1956.
11. Keith, Webb (1995) An Introduction to problems In the Philosophy of Social Sciences, Pub. Printer, London New York.
12. K. Nasiah, School Studies In The School, Oxford Univ., Press Madras, 1957
13. Kochhar, S.K. (1985), Methods and Techniques for Teaching, Sterling Publishers Pvt.Ltd. New Delhi.
14. Maurice, P. Hunt Lawrence E. Mearl (1955), Teaching High School Social Studies (Harper & Brothers, Publishers, New York)
15. Nachmias, D. Nachmis, C.F. (1996) Research Methods In Social Science, St. Martin's Press, Inc, New York
16. Ralph, C. Preston (1955): Teaching Of Social Studies, in The Elementary School (New York, Rinehart & Company)
17. S.K. Kochhar : The Teaching Of Social Studies, Universities Publisher, Delhi, 1963
18. Saxena N.R. Mishra, B.K. & Mohanty, R.K. (2000) Teaching of Civics, Meerut, R Hall Book Depot.
19. Singh Rampal (1997) Nagarik Shastra Shikshan Meerut: R. Hall Book Depot.
20. Tyagi, G.D. (2000) Nagarik Shastra Shikshan Agra: Vinod Putsak Mandir.
21. V.R. Taneja : Teaching of Social Studies Mohindra Capital Publishers Chandigarh, 1958
22. Yadav, Nirmal (1994), Teaching of Civics and Political Science, New Delhi; Anmol Publication Pvt.Ltd.

**PAPER 6 (A) & (B)****PADAGOGY OF GEOGRAPHY**

Marks- 100

**Objectives:-**

To enable the pupil-teachers to:

1. Develop an understanding of the meaning, concept and need for learning Geography.
2. Understand the aims and objectives of teaching Geography.
3. Make use of various methods of teaching Geography.
4. Develop the power of analysis, reasoning and judgment through different practical activities.
5. Develop proper understanding of Nationalism and Internationalism through Geography teaching.
6. Acquaint the pupil teachers with the preparation and use of different resources of Geography.

**Unit-1**

- Meaning, Nature and scope of Geography as a school subject, Role and Importance of Geography in School curriculum and life.

Emerging concepts and trends in Geography:

- a) Geography as a description of the earth.
  - b) Geography as a study of natural phenomena and their effect on man.
  - c) Geography as a study of Landscape-Physical and cultural.
  - d) Geography as a study of real differences.
  - e) Geography as a study of spatial relationships.
  - f) Geography as a study of unifying and integrating discipline.
- Aims and objectives of geography: Values of teaching Geography (moral, spiritual, social, cultural and esthetic) relation of Geography with other subjects of social, Natural Science and literature.
  - A study of instructional objectives with special references of new Bloom's taxonomy and statement of objectives in behavioral terms.
  - Approaches: Current Events Approach, Mass-media Approach, Interdisciplinary Approach, Constructivism Approach.

## Unit-2

- Models of teaching in references of Geography teaching:
  - Concept Attainment model
  - Value Attainment model
  - Inquire model
  - Discovery model
- Methods of teaching:
  - Problem solving
  - Regional method
  - Project method
  - Supervised study
  - Laboratory method
  - Demonstration method
  - Inductive & Deductive method
- Innovative practices:
  - Brain -storming method
  - Co-operative learning
  - Experimental learning
- Planning:
  - Content analysis
  - Annual plan
  - Unit plan
  - Lesson plan

## Unit-3

- - Role of a teacher for conservation of natural resources & environment.
  - Teacher as a facilitator
  - Qualities and professional growth of a Geography teacher to face an Ecological challenge of present era.
  - Teacher as a Reflective Practitioner and a Researcher.
- Learning resources
  - Print media
  - Electronic media
  - Multi media

- Visuals
- 
- Use of community resources
- Field trips: local & regional
- Geography resources center
- Co-scholastic activities based on school curriculum
- Geography club

#### Unit-4

- 
- a) Local Geography: it's meaning significance and use as method of study.
- b) Regional Geography: its meaning and significance, concept of regionalism.
- 
- a) Content analysis of textbooks of Geography at a secondary level.
- b) Use of Library and other instructional materials related with Geography.

#### Unit-5

- Preparation of challenging assignments.
- Criteria for assessing written and practical work in Geography.
- Assessment Models: Self-assessment, Peer assessment, Group assessment, Learner's profile, Open book exams, Learner's portfolio.

#### Assignments:-

1. Class test 10 marks
2. Any one of the following:- 10 marks
  - Each pupil teacher is required to conduct and prepare a brief report on anyone of the following:
    - (i) Socio-Economic/Demographic survey of a village as Geography.
    - (ii) Land utilization survey of a village.
    - (iii) Traffic survey of a town.
    - (iv) Any other survey of a similar nature.
  - Geographic description of a place, Participation in seminars and writing of reports. Each student is required to participate in at least two seminars on varied aspects of geography and submit reports.
  - Presentation of Geographic data through maps and diagrams. Students are required to prepare ten such exercises in the form of an album.

**REFERENCES:-**

1. Bliar, Thomas A., (1951), Climatology: General and Regional, New York, Prentice Hall Inc.
2. Brianlt, E.W. and D.W. Shave, (1965), Geography in and out of School, London, Harrap And Co.
3. Brock, Jan O.M. (1965), Geography: Its Scope and Spirit, Ohio, Charles E. Merril.
4. Charley. R.J. and P. Hagget (Eds) (1967), Frontiers in Geographical Teaching, Methuen Educational Ltd.
5. Cons, G.J. (1957) Hand Book for Geography Teacher, London, Methuen Educational Ltd.
6. GablerRobet et, al, (1945) Introduction to Physical Geography. San Francisco, Holt, Rinehart and Winston.
7. Garret Ohio, (1965) Fundamental in School Geography, London, Harrap and Co.
8. Gospil, G.H. (1965), the teaching of Geography, London, Macmillan and Co.
9. Gravees, N.J. (1971) Geography in Secondary Education, London, Geography Association.
10. Graves, N.J. (1972), New Movement in the Study and Teaching of Geography, Australia, F.W. Cheshire Publishing Printing Ltd.

**PAPER: - 6 (A) & (B)****PEDAGOGY OF SOCIAL STUDIES**

Marks- 100

**Objectives:**

1. To develop an understanding about the concept of Social Studies.
2. To develop an understanding of aims and objectives of teaching of Social Studies.
3. To acquaint pupil-teachers with different methods, devices and techniques of teaching Social Studies.
4. To acquaint the pupil-teacher with different audio visual aids.
5. Preparation and effective use of teaching aids.
6. Organization of Discussions, Seminar, Tours, Exhibitions and Practical activities.
7. To develop the skill of preparation of lesson plan and its presentation.
8. To analysis of present day problems in social context.

9. To develop the skill of preparation and evaluation of question papers.

### **UNIT-I Nature, Scope and Objective:**

- Meaning, Nature, Scope and Importance of Social Studies.
- Aims and objectives of Teaching of Social Studies, Writing objectives with respect to Bloom's Taxonomy
- Relationship of Social Studies with other subjects

### **UNIT-II Curriculum and Planning**

- Concept and objectives of Curriculum.
- Concepts and Principles of Constructing Curriculum of Social Studies.
- Critical Analysis of the existing syllabus.

### **UNIT-III Teaching Planning**

- Meaning, Importance & Use of Audio Visual Aids- Chalk board, Maps, Globe, Models, Charts, Graphs, Flash Cards, Radio, T,V, Computer, Over Head Projector, LCD Projector.
- Social studies text book- Need and Qualities.
- Unit Plan, Lesson plan- Need, Importance and Steps of writing it in teaching of Social Studies.

### **UNIT-IV Methods and Techniques**

- Social studies teacher- Qualities and Role in Global Perspective.
- Methods of teaching of social studies- Lecture, Discussion, Socialized recitation, source and Project Method.
- Devices and techniques of teaching social studies- Narration, Description, Illustration, Questioning, Assignment and Field trip.
- Social studies room- Need & Importance and Equipment.

### **UNIT-V Evaluation**

- Utilizing Current Events and Community Resources in teaching of social studies at Secondary level
- Critical evaluation of existing curriculum of social studies at secondary stage

- Evaluation in Social Studies- Modern concept and types of tests; designing a Blue Print for question paper.

### Sessional work

1. One test 10 marks
2. Any one of the following 10 marks
  - Content analysis and preparation of instructional material related to any unit of subject related to social studies.
  - Construction of objective type test items.
  - Prepare five slides related to social studies teaching content at senior secondary level.
  - Critical appraisal for social studies syllabus at senior secondary level.
  - Preparation of 10 frames of linear or branching type programme on any topic of Social Studies.

### References:-

1. Aggrawal, J.C. (1982), Teaching of Social Studies. New Delhi: Vikas Pub.
2. Binning, Arthur C. (1935), Teaching of Social Studies in Secondary School, New York: McGraw- Hill Book Company.
3. Dash, B.N. (2006), Content-Cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.
4. Dhamija, N. (1993), Multimedia Approaches in Teaching Social Studies, New Delhi: Harman Publishing House.
5. Hamming, J. (1959). The Teaching of Social Studies in Secondary Schools, New York: Longman Publication.
6. Kochhar, S.K. (2001), Teaching of Social Studies, New Delhi: Sterling Publications.
7. Mofatt, M.R. (1955), Social Studies Instruction, New York: Prentice Hall.
8. Preston, Ralph C. (1955), Handbook of Social Studies in the Elementary School. New York: Rhinehart and Company.
9. Preston, Ralph C. (1959), Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
10. Sahu, B.K. (2007), Teaching of Social Studies, New Delhi: Kalyani Publishers.

अकादमिक प्रभारी

**PAPER-6 (A) & (B)****PEDAGOGY OF MATHEMATICS**

Marks- 100

**Objectives:**

On completion of the course the future teacher educators will be able:

1. To enable prospective Mathematics teachers towards the processes in which Mathematics learning takes place in children's mind.
2. To enable the nature, characteristics and structure of Mathematics and its correlation with other areas.
3. To enable the processes in Mathematics and their importance.
4. To enable the content categories in Mathematics and illustrate with examples.
5. To enable understanding of the goals, aims and objectives of teaching Mathematics at secondary school level.
6. To enable awareness about the objectives of teaching Mathematics at secondary school level as envisaged by NCF 2005 and KCF 2012.
7. To enable understanding and skill in preparing lesson episodes based on five E-model; different approaches, methods, models and techniques of teaching Mathematics.
8. To enable understanding about collaborative learning and cooperative learning strategies.
9. To enable prospective mathematics teachers as facilitators for effective learning of Mathematics.
10. To enable prospective Mathematics teachers with ICT enabled skills for facilitating learning of Mathematics.
11. To enable skill in assessing Mathematics learning.
12. To enable prospective Mathematics teacher as reflective practitioners.

**Unit-1 Nature and Structure of Mathematics**

- (a) Meaning and characteristics of Mathematics- Science and Mathematics- Development of Mathematics: empirical, intuitive and logical
- (b) History of Mathematics education: ancient period to 21<sup>st</sup> century
- (c) Contribution of eminent Mathematicians (western & Indian-4 each)
- (d) Branches of Mathematics: Arithmetic, Algebra, Geometry, Trigonometry-



- (e) Undefined terms- Axioms- Postulates- Theorems- Proofs and Verification in Mathematics- Types of theorems; Existence and Uniqueness theorems- Types of proofs: Direct, indirect by contradiction, by exhaustion, by mathematical induction.
- (f) Euclidean geometry and its criticism- emergence of non Euclidean geometry.

## **Unit-2 Objectives and Approaches of teaching Mathematics**

- (a) Aims and objectives of teaching Mathematics: at primary, secondary and higher secondary levels- goals of mathematics education- mathematical skills: calculations, Geometrical, and interpreting graphs- mathematical abilities, Problem solving ability.
- (b) Approaches to teaching Mathematics: Behaviorist approach, Constructivist approach.
- (c) Process oriented approach; Competency based approach, Realistic Mathematics Education.

## **Unit-3 Methods and Models of Teaching Mathematics**

- (a) Methods of teaching mathematics: Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem Solving and Laboratory Methods, Co-Operative, Constructivism method.
- (b) Techniques of Teaching Mathematics: Questioning, Brain storming, Role-playing, Simulation.
- (c) Non-formal techniques of learning Mathematics.
- (d) Models of teaching: Concept attainment model, Inquiry training model, Inductive thinking model.

## **Unit-IV Pedagogical content knowledge of Mathematics**

- (a) Concept of Pedagogic Content Knowledge (PCK)
- (b) Pedagogic content knowledge analysis for selected units of 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> STD: - content analysis, listing pre-requisites, Instructional objectives and Analysis.
- (c) Analyzing and selecting suitable teaching methods, strategies, techniques, models; Learning activities, Year plan (program of work), Unit plan and lesson plan in Mathematics- their need and importance.
- (d) Analyzing and selecting suitable evaluation strategies.
- (e) Identifying the misconceptions and appropriate remedial strategies.

## **Unit-V Technology in Mathematics Education**

- (a) Technology integration strategies for mathematics, web based lessons, web quest, cyber guides, multimedia presentation, Tele computing projects, online discussions.

- (b) E-content development concept, formats, steps for preparation.  
 (c) A survey of software used in mathematics teaching and learning.

### SESSIONAL:-

- |                                                                                                                                                                                                                                                                                                                                       |          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1. Class tests                                                                                                                                                                                                                                                                                                                        | 10 marks |
| 2. Any one                                                                                                                                                                                                                                                                                                                            | 10 marks |
| a) Group puzzles activity<br>b) Preparation of teaching aids<br>c) Demonstration of teaching aids<br>d) Collection of newspaper cuttings related to learning of a unit in Mathematics.<br>e) Preparing a script for radio lesson or T.V. lesson in mathematics.<br>f) Visiting a mathematics lab in a school and presenting a report. |          |

### REFERENCES:-

1. Aggarwal, J.C. (2001), Principles, Methods & Techniques of Teaching (2<sup>nd</sup> Ed.), and New Delhi: Vikas Publishing House Pvt. Ltd.
2. Bhasin, Sonia, (2005), Teaching of Mathematics: - A Practical Approach. Mumbai: Himalaya Publishing House.
3. Butler H., Charles & Wren F., Lynwood. (1960). The teaching of Secondary Mathematics, New York: The Maple Press Company.
4. Ediger, M. & Rao, D.B. (2000), Teaching Mathematics Successfully. New Delhi: Discovery Publishing House.
5. James, Anice. (2006), Teaching of Mathematics, Hyderabad: Neelkamal Publications Pvt. Ltd.
6. Joyce, B. & Weil, M. & Calhoun, E. (2009), Models of Teaching (8<sup>th</sup> Ed.) New Delhi: PHI Learning Private Limited.
7. Kumar, S. & Ratnalikar, D.N. (2003), Teaching of Mathematics, New Delhi: Anmol Publications Pvt. Ltd.
8. Mangal, S.K. (1981), A Text Book on Teaching of Mathematics, Ludhiana: Prakash Brothers Educational Publishers.
9. NCERT, (2005), National Curriculum Framework for School Education. New Delhi: NCERT.
10. Rai, B.C. (1991), Methods of Teaching Mathematics, Lucknow: Prakashan Kendra.
11. Sidhu, Kulbir Singh. (1999), the Teaching of Mathematics. Jullundar: Sterling Publisher Pvt. Ltd.

**PAPER: - 6 (A) & (B)**  
**PEDAGOGY OF PHYSICS**

Marks- 100

**Objectives:-**

The student teachers will be able to:

1. Understand the nature of Science and Physics.
2. Appreciate the contribution of Indian and Foreign scientist in the development of Physics.
3. Develop the skill of planning teaching learning activities.
4. Develop competencies in (a) Selection and use of teaching methods, approaches and devices. (b) Selection, preparation and use of cost effective teaching aids. (c) Inculcation of scientific attitude and science related values. (d) Plan, manage Physics laboratory and organize Physics practical work.
5. Develop skill of critical appraisal of Physics text book.
6. Select and effectively make use of teaching aids.
7. Organize co-curricular activities related to Physics.
8. Plan and critically appraise Physics curriculum at senior secondary level.
9. Prepare, use and analyze achievement for evaluation of learning outcomes of Physics.

**Unit- I- Foundations of Teaching Physics**

- Nature of Science and Physics, Major milestones in the development of Physics, contribution of Eminent Indian and Foreign Physicists: C.V.Raman, Vikram Sarabhai, Homi Jehangir Bhabha. Subhramanayan, D.S. Kothari, Chadershekhar, Satyender Nath Bose, Newton, Archimedes, Alexander Graham Bell, Madam Curie, Albert Einstein.
- Relationship of science and society, impact of physics on modern Indian society with reference to issues related with Environment, Globalization, Industrialization, and Information Technology.
- Aims and objectives of teaching Physics at senior secondary level. Co-relation of Physics with other school subjects.

**Unit-II-Planning for Instruction and Role of Teacher**

- Specific Objectives of Teaching Physics in Behavioral Terms, Content Analysis and Concept Mapping.

✓

- Developing Yearly Plan, Unit Plan and Daily Lesson Plans.
- Teacher's role in training students in scientific method, developing scientific attitude, critical thinking and creativity.
- Qualities, responsibilities and professional ethics of Physics teacher.
- Criteria for selection of Physics text book, critical appraisal of Physics Text Book.

### Unit-III- Approaches and Methods of Teaching Physics

- Concept approach – Process approach – teaching science as a process
- Cooperative learning approach.
- Constructivist approach.
- Activity based approach – Investigatory approach.
- Scientific method, Problem solving method.
- Project method, laboratory method.
- Demonstration- cum-discussion method.

### Unit-IV- Instructional Support System

- Multi sensory aids: Significance and Psychological Principles of using Teaching Aids, use of charts, models, overhead projectors, computers, internet, and improvised apparatus.
- Use of Community resources in teaching of physics.
- Planning, equipping and maintaining Physics Laboratory; planning and guiding practical work.
- Selecting and guiding Projects in Physics.
- Planning and organization of Science Clubs, Science Fairs and Field trips.

### Unit-V- Physics curriculum and Evaluation of Physics Learning

- Principles of developing curriculum of Physics,
- Evaluation of physics learning: formative, summative, continuous and comprehensive evaluation, types of test items and their construction, preparation of blue print and achievement test, item analysis,
- Diagnostic testing and remedial teaching in Physics. Evaluation of Practical Work.

  
 अकादमिक प्रभारी

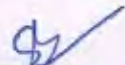
**Sessional Work-**

- |                             |          |
|-----------------------------|----------|
| 1. Class Test               | 10 MARKS |
| 2. Any one of the following | 10 MARKS |

- Case study of any one Senior Secondary School Laboratory of Physics.
- Preparation of a diagnostic test of physics on any one unit.
- Planning activities for teaching a unit of Physics using local resources.
- Conducting and reporting a practical class in Physics Laboratory.

**References:**

1. Aicken, Frederik (1984). The Nature of Science, London: Heinemann Educational Books.
2. Anderson R.D.(1970). Developing Children's Thinking Through Science, New Delhi; Pr
3. Chauhan, S.S (2000). Innovation in Teaching Learning Process New Delhi: Vikas Publishing House Pvt. Ltd.
4. Das, R.C.(1985). Science Teaching in Schools New Delhi: Sterling Publishers Pvt. Ltd.
5. Dave, R.H. Taxonomy of Educational Objectives and Achievement Testing, London: London University Press.
6. Edigar M. and Rao D.B. (1996). Science Curriculum, New Delhi: Discovery Publishing house
7. Gronlund, Norman, E (1968). Constructing Achievement Tests, New York: Prentice Hall
8. Gupta, N.K. 1997. Research in Teaching of Science, New Delhi: APH Publishing Corporation.
9. Kocher, S.K. (1997). Methods and Techniques of Teaching, New Delhi: Sterling Publishers Pvt. Ltd.
10. Maitre, K. (1991). Teaching of Physics, New Delhi: Discovery Publishen House
11. Mukalel, J.C. (1998). Creative Approaches to Classroom Teaching, New Delhi, Discovery Publishing House.
12. Prakash, R. And Rath, T.N. (1996). Emerging Trends in Teaching Of Physics, New Delhi: Kanisha Publisher.
13. Radha Mohan (2003). Innovative Science Teaching For Physical Science Teachers, New Delhi: Prentice Hall Pvt. Ltd.

  
 अकादमिक प्रभारी

**PAPER: - 6 (A) & (B)****PEDAGOGY OF CHEMISTRY**

Marks-100

**Objectives:**

To enable student teacher to:

1. Understand the Nature, Place, Values and Objectives of Teaching Chemistry at secondary level.
2. Understand correlation with other subjects.
3. Evaluate critically the existing syllabus of Chemistry.
4. Develop understanding of various objectives of teaching Chemistry in secondary schools.
5. Understand and adopt proper methods of teaching various topics of chemistry.
6. Appreciate the usefulness of various co-curricular activities for fostering interest of pupils in Chemistry.
7. Get acquainted with various methods of evaluation of the progress of pupils in Chemistry.
8. Prepare and use different types of instructional material for teaching Chemistry.
9. Understand the difficulties faced in teaching and learning Chemistry and suggest remedial measures.
10. Evaluate critically the existing syllabus of Chemistry prescribed for secondary/senior secondary level in the state of Rajasthan.
11. Provide training in scientific method and develop scientific temper among their students.

**Course Content****Unit-I: The Nature of Science**

- Definitions of Science, Scientific Method, Scientific Literacy with suitable examples from Chemistry.
- Nature of science with special reference to Chemistry
- Instructional objectives, general and specific objectives of teaching Chemistry.
- Correlation of Chemistry with other subjects.

  
**अकादमिक प्रभारी**

## Unit-II: Curriculum and Planning

- Chemistry curriculum, place of Chemistry in school Curriculum
- Principles of Curriculum Construction, Difference between Curriculum and Syllabus.
- Co-curricular activities, factors influencing curriculum of Chemistry.
- Modern trends in Chemistry Curriculum CBA, Chemical- education Material study, Nuffield- O & A level.
- Critical appraisal of Chemistry syllabus at Secondary/Senior Secondary level prescribed by Board of Secondary Education, Rajasthan.
- Planning- daily lesson plan, unit plan & yearly plan.

## Unit- III: Methods of Teaching Chemistry

- Micro teaching, skills of teaching lesson planning,
- Methods of Teaching Chemistry- Lecture method, Demonstration method. Discussion method, Problem Solving method, Project method, Inductive-Deductive method, Co-Operative method, Constructivism Method.
- Teaching models- Concept Attainment Model, Inquiry Training Model
- Qualities of chemistry teacher.

## Unit- IV Instructional Support System

- Teaching aids in Chemistry Audio Aids, A-V aids, Educational Broadcasts, Television and Teleconferencing, Charts, Models, Low Cost teaching aids, Improvised apparatus.
- Chemistry lab: Layout plans, Equipments, Furniture, Maintenance of records, repair, Care and improvisation of apparatus, safety measures in lab.
- Role of State & National Level institutions & Laboratories like DST, NCL, fertilizer, Pesticide & Chemical Companies like Hindustan Zinc Ltd.
- Characteristics of a good text book and evaluation of a text book.

## Unit-V: Evaluation of Chemistry

- Difference between Measurement, Assessment and Evaluation,
- Characteristics of good measurement, Diagnostic test and Remedial teaching.
- Criterion referenced testing and Norm Referenced testing, Different types of items, Essay type, Short types objective types.
- Development and standardization of Achievement test in Chemistry.

**Assignments:-**

- |                               |          |
|-------------------------------|----------|
| 1. Class test                 | 10 marks |
| 2. Any one of the following:- | 10 marks |
- Planning and conducting experiments.
  - Preparation of models and charts.
  - Preparation of Chemistry projects.
  - Critical analysis of Chemistry textbooks.
  - Preparation of design, blue print for teacher made test.
  - Development of self-instructional material on any one topic of Chemistry.
  - Life sketch & contribution of any one prominent Indian Chemist.
  - Preparation of scrap book containing original science (scientific cartoon) stories/articles.
  - Conducting and reporting two experiments useful at secondary/senior secondary level (other than those on syllabus)
  - A critical study of any one senior secondary lab of chemistry.
  - Preparation of 10 frames of linear or branching type programmes on any topic of chemistry.

**References:**

1. Bhat, B.D. and Sharma, S.R.: Methods of Science Teaching, New Delhi: Kanishka Publishing House, 1993.
2. Das, R.C.: Science in Schools, New Delhi: Sterling Publishers, 1985.
3. Directorate of Hindi Implementation, Delhi University, 2000.
4. Gupta, S.K.: Teaching of Science Education. New Delhi: Vikas Publishers, 1983.
5. Gupta, S.K.: Teaching Physical Science in Secondary. New Delhi: Sterling Publishers, 1985.
6. Joyce, B. & Weil, M.: Models of Teaching, Prentice Hall Inc., New Jersey, 1979.
7. Kishore, L. Teaching of Physical Science. Delhi: Doaba House, 1991.
8. Mangal, S.K.: Teaching of Science, New Delhi: Agra Book Depot, 1982.
9. NCERT: Teaching of Science in Secondary Schools, New Delhi: NCERT, 1982.
10. Pal, H.R. and Pal, R.: Curriculum- Yesterday, Today and Tomorrow, Kshipra, New Delhi, 2006.
11. Pal, H.R.: Mythologies of Teaching & Training in Higher Education. Delhi.
12. Sansanwal, D.N. & Singh, P.: Models of Teaching Society for Educational Research & Development, Baroda, 1991.

13. Vaidya, N.: Science Teaching for the 21<sup>st</sup> Century. Deep and Deep Publication, New Delhi, 1996.
14. Venkataiah, S.: Teaching of Chemistry. Anmol Publisher Pvt. Ltd., New Delhi, 2002.

**PAPER: - 6 (A) & (B)**

**PEDAGOGY OF BIOLOGY**

Marks- 100

**Objectives**

To enable student teacher to:-

1. Understand the Nature, Place Values and Objectives of teaching Biology at senior secondary level.
2. Establish its correlation with other subjects.
3. Evaluate critically the existing syllabus of Biology prescribed for secondary/senior secondary level in the state of Rajasthan
4. Develop yearly plan, unit plan and lesson plan for senior secondary classes.
5. Provide training in scientific method and develop scientific temper among their students.
6. Use various methods and approaches of teaching Biology
7. Acquire the ability to develop instructional support system.
8. Plan and organize Chemistry practical work at the laboratory.
9. Organize co-curricular activities and utilize community resources promoting science learning.
10. Use most appropriate method to assess the progress and achievement of the pupil & thus prepare appropriate test for the purpose (both theoretical & practical).

**UNIT 1: NATURE, SCOPE AND OBJECTIVES**

- Nature of science with special references to Biology
- Main discoveries and development in Biology
- Place and value of teaching Biology at secondary/senior secondary level
- Correlation of Biology with other subjects
- Objectives of teaching Biology at secondary/senior secondary level

**UNIT 2: CURRICULUM AND PLANNING**

- Principles of Biology curriculum at secondary/senior secondary level

- Modern trends in Biology curriculum- B.S.C.S., CHEM study NUFFIELD- O and A level
- Critical appraisal of Biology syllabus at secondary/senior secondary level prescribed by Board of Secondary Education, Rajasthan
- Planning- daily lesson plan, unit plan and yearly plan
- Qualities and responsibilities of Biology teacher. Teacher's role in training students in scientific method and in developing creativity in scientific temper among their students.

### UNIT 3: METHODS AND APPROACHES

- Lecture method, Demonstration method, Lab. Based methods, Inductive and Deductive method, Problem Solving, Heuristic, Constructivism, and the Project method.
- Inquiry approach, Programmed instruction, Group discussion, self study, Team teaching, Computer Assisted learning, Seminars and Workshops.

### UNIT 4: INSTRUCTIONAL SUPPORT SYSTEM

- Multi- sensory aids: Charts, Models, specimen, bulletin- boards, flannel board, transparencies slides, projector, OHP, computer, T.V., radio, etc.
- Co-curricular activities: Organization of science club science fair trips and use of community resources.
- Biology Lab: Organization of Biology laboratory Arrangement of Apparatus, Care and Maintenance of equipment and specimen, organization of practical work in Biology.
- Role of State and National level instructions and laboratories research centers in Botany, Zoology and Agriculture.
- Characteristics of a good text book and evaluation of a text book.

### UNIT 5: EVALUATION IN BIOLOGY

- Evaluation: Concept, Types and Purposes.
- Type of test items and their construction.
- Preparation of Blueprint and Achievement test.
- Evaluation of practical work in Biology.

### Sessional Work

(1) Class test

10 marks

(2) Any one of the following -

अकादमिक प्रभारी

10 marks

- Life sketch & contribution of any one prominent Indian Biologist.
- Preparation of Herbarium (scrap book)
- Prepare any one of the following related to environment education.
  1. Poster (miniature), (II) Article, (III) Story, (iv) Play
- Description of any two teaching models.
- Prepare a radio or T.V. script.
- Make a list of local resources useful in teaching biology and prepared lesson plan using some of them.
- A case study of any one senior secondary lab of Biology.
- Preparation of 10 frames of linear or branching type of programs on any topic of Biology.
- Construction and administration of Diagnostic test on any one unit of Biology.

### REFERENCES:-

1. Bhat, B.D. and Sharma, S.R.: Methods of Science Teaching. New Delhi: Kanishka Publishing House, 1993.
2. Das, R.C. Science in Schools. New Delhi: Sterling Publishers, 1985.
3. Gupta S.K.: Teaching of Science Education. New Delhi: Vikas Publishers, 1985
4. Gupta S.K.: Teaching Physical Science in Secondary. New Delhi: Sterling Publishers, 1985
5. Gupta, V.K: Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd., 1995.
6. Jopyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc, New Jersey, 1979.
7. Kishore, L: Teaching of Physical Science. Delhi; Doaba House, 1991.34.
8. Mangal, S.K.: Teaching of Science. New Delhi: Agra Book Depot, 1982.
9. NCERT: Teaching Of Science in Secondary Schools. New Delhi: NCERT 1982.
10. Pal, H.R. And Pal, R.: Curriculum- Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.

  
 अकादमिक प्रभारी

**PAPER: - 6 (A) & (B)****PEDAGOGY OF GENERAL SCIENCE**

Marks- 100

**Objectives**

The pupil-teacher will be able to – .

1. Familiarize with nature of General Science.
2. Formulate instructional objectives in behavioral terms.
3. Critically evaluate the existing science curriculum at secondary level.
4. Understand the basic concept of General Science.
5. Acquaint themselves with laboratory plan, purchase and maintenance of equipment and material.
6. Explain the concept of evaluation and construct blue print of question paper.

**Course Content****UNIT 1: TEACHING OF GENERAL SCIENCE**

- Meaning, Nature, Aims and Objectives of General Science.
- Importance of General Science in Teaching.
- Correlation-concept, importance and types.
- Maxims of teaching in General Science.

**UNIT 2: PLANNING IN GENERAL- SCIENCE TECHING**

- Curriculum- concept, method of curriculum construction, Difference between Curriculum and Syllabus.
- Place of General science in school curriculum.
- Critical appraisal of General science syllabus at secondary/senior secondary level.
- Science teacher- Qualities, Competencies.
- Analysis of text book.

**UNIT 3: METHODS AND TECHNIQUES OF TEACHING IN GENERAL SCIENCE**

- Methods: Scientific Method, Demonstration, Laboratory, Heuristic, Project, Cooperative Learning, Constructivism, Inductive-Deductive.
- Techniques: Team Teaching, Simulation, Task Analysis, Cognitive psychology based techniques, Technology based techniques.

- Year Plan, Unit Plan, and Lesson Plan: General, IT Based.

#### UNIT 4: TEACHING AIDS AND MODELS OF TEACHING

- Teaching aids: Non- Projective- chart, picture, model, Projective- film projector, OHP, LCD, DLP
- Science laboratory, Science club, Science exhibition, Field trip.
- Laboratory Equipment and material – selection, purchase, maintenance and safety measures.
- Models of teaching: Concept Attainment Model, Inquiry training model.

#### UNIT 5: PEDAGOGICAL ANALYSIS AND EVALUATION IN GENERAL SCIENCE

- Concept, approaches and importance for pedagogical analysis.
- Core elements and values, content-cum-methodology approach, IT-based approach
- Importance of evaluation in general science, evaluation according to areas- cognitive, psychomotor and affective, Domain.
- Use of tools and technique of Evaluation: Achievement test, Diagnostic test, Remedial teaching, online evaluation.

#### Sessional Work-

- |                                                                                                                                                                                                                                                                                       |          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1. Class Test                                                                                                                                                                                                                                                                         | 10 MARKS |
| 2. Any one of the following:                                                                                                                                                                                                                                                          | 10 MARKS |
| <ul style="list-style-type: none"> <li>• Preparation of a diagnostic test of General science on any one unit.</li> <li>• Analysis of syllabus.</li> <li>• Evaluation of textbook.</li> <li>• Content analysis of one unit.</li> <li>• Conduct presentation of lesson/Unit.</li> </ul> |          |

#### REFERENCES:-

1. Cartin, A.A and Sund, R.D. (1972).Teaching Science through Discovery. London: Meril.
2. Das, R.C. (1992).Science teaching in School. New Delhi: Sterling Publishing.
3. Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). A Text Book of Science of Class X, New Delhi, NCERT.
4. Hurt Dihurt, P. (1971).New Directions in Teaching School Science .Chicago: Rand McNally Co.

5. Joshi, R; Kulkarni, V.G. And Sinha, Somdatta (1999). A Text Book of Science of Class X New Delhi, NCERT.
6. Kohli, V.K. (2006). How to Teach Science. Ambala: Vivek Pub. 2006.
7. Mangal, S.K. (1997). Teaching Of Science. New Delhi: Arya Book Depot, New UNESCO Source Book for Science. France: UNESCO.
8. Sharma, R.C. (1998). Modern Science Teaching. New Delhi: Dhanpat Raj Pub. Co.

### **PAPER: - 6 (A) & (B)**

## **PEDAGOGY OF HOME SCIENCE**

Marks- 100

### **Objectives**

To enable the student teachers to:

1. Develop an understanding of aims, objectives and scope of teaching Home Science.
2. Create interest among student teachers in teaching of Home science.
3. Understand the terms and concepts of teaching of Home Science and their use in classroom situations.
4. Develop understanding and skill of using various teaching methods and teaching aids in teaching of Home Science.
5. Trained the student teachers to use problem – solving approach in problems related to home life.
6. Develop practical skills to organize various activities related to Home Science.
7. Develop competencies and skill for effective evaluation in Home Science.

### **UNIT -1**

Meaning, importance, principles and scope of Home science, objectives of teaching of Home science at secondary level. Behavioral objectives - Meaning and Importance of behavioral objectives, steps for preparing behavioral objectives for teaching of Home Science. Place of Home Science in Secondary School Curriculum, Curriculum Construction- Principle and Critical analysis of existing school curriculum of Home Science, Correlation- meaning, importance, types of correlation and correlation of Home science with different subjects.

**UNIT- 2**

- (a) Micro teaching skills relevant in Home Science.
- (b) Lesson planning: Meaning, importance and essentials of lesson planning. Use of Demonstration method, Discussion method. Project method, Laboratory method, Problem solving method and Field trips in teaching of Home science.

**UNIT-3**

Role of school and teacher in teaching of Home science, Qualities, qualification and competencies of a Home Science teacher, Organization of Home Science department, Home Science Laboratory- Concept and importance, planning of space and equipment for Home Science laboratory.

**UNIT- 4**

Meaning, importance, Essential Role, Qualities and limitations of Home Science text books. Audio-visual aids: Meaning, importance and classification of audio-visual aids. Preparation of low- cost teaching aids.

**UNIT -5**

Concept of assessment and evaluation in home Science, Concept, Need and Techniques of Continuous and Comprehensive Evaluation (CCE) in Home Science. Types of test-achievement test, proficiency test, diagnostic test, prognostic test. Preparation of an achievement test. Concept and need of remedial teaching.

**Assignments:-**

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1. Class Test                                                                                                                                                                                                                                                                                                                                                                                                                                                | 10 Marks |
| 2. Any one of the following:-                                                                                                                                                                                                                                                                                                                                                                                                                                | 10 Marks |
| <ul style="list-style-type: none"> <li>• Food – its constituent's functions and sources.</li> <li>• Care and maintenance of cotton, wool, silk and synthetics.</li> <li>• Importance of care of the child.</li> <li>• Cleaning and polishing of brass, silver, glass and plastic articles.</li> <li>• Guidelines for making flower arrangement and Rangoli.</li> <li>• Immunization Schedule</li> <li>• Organization of Mid day meals in schools.</li> </ul> |          |



**REFERENCES:**

1. Begum, Fahmeeda (2006). Modern Teaching of Home Science. New Delhi: Anmol Publication.
2. Bhargava, Priya (2004). Teaching Of Home Science. New Delhi. Commonwealth Publishers.
3. Chandra, Arvinda, Shah Anupama and Joshi, Uma (1995). Fundamentals of Teaching of Home Science. New Delhi: Sterling Publisher.
4. Das, R.R. and Ray, Binita (1985). Teachings of Home Science. New Delhi: Sterling Publishers.
5. Devdas (1995): Teaching Of Home Science In Secondary School, All India Council For Secondary Education, New Delhi
6. Dapoor, Ritu (1994): Teaching Of Home Science. Parkash Book Depot, Ludhiana
7. Kapoor, Ritu (1994). Teaching Of Home Science. Ludhiana, Prakash Book Depot.
8. Mago, Neelam Teaching of Home Science. Ludhiana: Tandon Publications.
9. Sessaiah, Ponnana Rama (2004). Methods of Teaching Home Science. New Delhi: Discovery Publishing House.
10. Sharma, Shaloo (2002). Methods of Teaching of Home Science. Sarup & Sons, New Delhi.
11. Siddiqui, Mujibul Hasan (2007). Teaching Of Home Science. New Delhi: A.P.H. Publishing Corporation.
12. Yadav, Seema (1994). Teaching of Home Science. New Delhi: Anmol Publication.

**PAPER:- 6 (A) & (B)****PEDAGOGY OF COMMERCE PRACTICE**

Marks- 100

**Objectives**

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

1. Develop an understanding of content of Commerce and Accountancy

2. Understand the characteristics of Commerce and its role in the development of modern society.
3. Understand the commercial implication of various theories of learning
4. Gain competency in using modern psychological theories to device teaching learning process.
5. Understand the nature and functions of various instructional supports.
6. Improve the understanding of the principles of curriculum construction and organization in commerce
7. Develop the understanding of the various methods and approaches and techniques of Commerce Teaching
8. Identify the role of IT in Commerce Education.
9. Develop an appreciation towards the role of Commerce in daily life.

## Course Content

### UNIT 1: CONCEPTUAL BACK GROUND OF COMMERCE

- Introduction to Commerce: Meaning, Definitions, Scope and Nature of Commerce as a discipline, Intra-correlation with book keeping, inter correlation of commerce with Mathematics, Economics, Geography, Accounting, Statistics, Business management, Information system.
- Nature and Significance of Commerce Education: Meaning, Definitions, Goals, Aims and Objectives of studying Commerce Education- Development of Commerce Education in India - Need and Importance of learning Commerce at Higher secondary level- Formulation of Objectives in Commerce at National and state level (NCF), importance of Commerce in daily life.

### UNIT 2: CURRICULUM DEVELOPMENTS IN COMMERCE

- Curriculum Development – Development of Commerce curriculum, Critical appraisal of Curriculum of Commerce, suggestions for the improvement of Curriculum.
- Modern trends in curriculum construction – Objective based, Child centered and Activity based, Correlated, Overcoming individual deference, fulfilling the requirements of higher education, flexible and feasible.
- Different approaches to curriculum organization – Spiral, Topical and Concentric Approach.

\$  
अकादमिक प्रभादी

### UNIT 3: TRAINING IN TEACHING SKILLS

- Microteaching Practice in Teaching Skills.
- Meaning, Importance and Purpose of planning –Year plan, Unit plan and Lesson plan.
- Teacher – Essential qualities, Duties, and Responsibilities.
- Professional growth- Ways and means of developing professional competency in service training- Role of NCERT.

### UNIT 4: INSTRUCTIONAL SUPPORT OR RESOURCES FOR COMMERCE TEACHING

- Resource materials in teaching Commerce- Syllabus, Textbooks – Criteria of Selection , Resource unit, Source Book, Teacher's handbook , Reference book , Journals, Magazines, Periodicals, Supplementary readers, Learning aids- audio -visual aids (OHP), Computer, LCD projector, CD -ROM, Interactive White Board.
- Commerce Library- Need and Importance.
- Organization of field trips and study tours- their importance.
- Commerce club- Need and Significance.
- Community Resources and its utilization.

### UNIT 5: EVALUATION IN COMMERCE

- Evaluation - Criteria of evaluating Teaching Manuals Criteria for evaluating Teaching Competence.
- Objective based Evaluation, competency based evaluation.
- Construction of achievement test- Merits and demerits.
- Continuous and Comprehensive Evaluation- grading system

#### Sessional Work

1. Class Test 10 MARKS

2. Any one 10 MARKS

- Report writing on Visits to banks, insurance houses, warehouses, trade centers, companies and other business houses.
- Collection of business document, newspapers, magazines articles, paper cuttings and business forms.
- Organizing and conducting commerce club activities.

**REFERENCES:**

1. Aggarwal, J.C. (1996). Teaching of Commerce: A Practical Approach, New Delhi: Vikas Publishing House Pvt Ltd.
2. Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt. Ltd. – New Delhi.
3. Khan, M.S., Commerce Education, New Delhi: Sterling Publication (P) Ltd.
4. Methods and Techniques of Teaching Commerce Singh M.N Young Man & Co. New Delhi.
5. Teaching of Commerce – Seema Rao Anmol Publication, New Delhi.
6. Teaching of Commerce – A Practical Approach J.C Aggarwal Vikas Publishing House Pvt Ltd – New Delhi.
7. Sharif Khan, Mohd. The Teaching of Commerce, New Delhi, Sterling Publication (P) Ltd.
8. Teaching of Commerce in Our School Lulla B.P (BTTC – BIE Publication, Bombay).

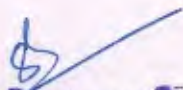
**PAPER:- 6 (A) & (B)****PEDAGOGY OF BOOK KEEPING AND ACCOUNTANCY**

Marks- 100

**Objectives**

To enable student teacher to:

1. Acquire the basic understanding of teaching of Book- Keeping.
2. Develop the ability to plan curriculum and instruction in Book -Keeping & Accountancy at school level.
3. Develop the ability to critically evaluate the existing school curriculum of Book keeping & accountancy.
4. Impart knowledge of the methods and devices of teaching Book – Keeping & accountancy. To develop the skill of using the same.
5. Apply appropriate methods in teaching particular topics for Book Keeping & Accountancy.
6. Prepare achievement and diagnostic test.
7. Develop necessary skills in preparation of using various teaching aids.

  
**अकादमिक नगरी**

**UNIT- 1**

- Meaning and scope of Book- Keeping and Accountancy, its value and importance in social life.
- Aims and objectives of teaching Book-Keeping and Accountancy at Senior Secondary Level. Place and importance of teaching of Accountancy at senior secondary level.
- Importance of Book Keeping and Accountancy in School Curriculum.
- Bloom's Taxonomy of objectives and Statement of objectives in behavioral terms with special reference to Book Keeping and Accountancy.

**UNIT- 2**

- Planning for teaching and role of teacher
- Micro Teaching
- Yearly Plan, Unit Plan and Daily Lesson Plan
- Teacher role and attitude
- Maxims and principles of classroom teaching
- Teaching Aids

**UNIT -3**

- Teaching approaches of Book- Keeping and Accountancy
  - (a) Journal Approach.
  - (b) Ledger Approach
  - (c) Cash Book Approach
  - (d) Equation Approach

Various Methods of teaching Book Keeping and Accountancy with special reference to modern method of teaching: Project, Problem Solving, Lecture- Cum- Demonstration and Discussion methods. Techniques and devices to teach Book-Keeping and Accountancy

**UNIT -4**

- Principles and approaches of framing syllabus and its critical appraisal at Senior Secondary Level
- Text book of Book Keeping and Accountancy, Importance, criteria for selection of text book, Reference Books and Journals.
- Qualities of good teacher

  
 अकादमिक प्रभारी

**UNIT -5**

- Evaluation of student's performance.
- Achievement Test
- Diagnostic Test
- Blue Print

**Sessional work (20 marks)**

- |                             |          |
|-----------------------------|----------|
| 1. One test                 | 10 marks |
| 2. Any one of the following | 10 marks |

Preparation of teaching aids

Preparation and construction of an achievement test

Preparation of a lesson plan based on any innovative method.

**REFERENCES:**

1. Aggarwal, J.C.: Teaching of Commerce.
2. Boynton Lewis D: Methods of Teaching Book – Keeping, South Western Publication Co. Cincinnati, Ohio.
3. Gupta and Gupta : Intermediate Book – Keeping and Accounts, Agra Book Store, Agra (Hindi and English Version )
4. Harvey : Ways To Teach Book Keeping and Accounting
5. J.N. Vanish: Book Keeping And Accounts, Part 1 and II (Hindi and /English Version).
6. Parikh, Dr. A.K.M.: Lesson Planning in India Schools, Subha Sanchar, Ajmer.
7. Selby: The Teaching of Book Keeping.
8. Tonne, Pohem and Freeman: Method of Teaching Business Subject Gregg Pub. Dir, Mc Graw Hill Book Co., Inc., New York.
9. Verma A Musselema and J. Marshall Hannia: Teaching Book Keeping and Accountancy, Gregg Pub. Div., Mc Graw Hill Book Co.Inc. New York.
10. Williams: Principales of Teaching applied in Book Keeping and Accounts Sir Isaac Pitman. London



अकादमिक सहायता



**PAPER: - 6 (A) & (B)****PEDAGOGY OF DRAWING AND PAINTING**

Marks- 100

**Objectives**

To enable student teacher to:

1. Develop the skill of using various teaching method for teaching of Arts.
2. Develop the Aesthetic Sense.
3. Acquaint the students with different techniques of painting.
4. Develop imagination and sense of appreciation of arts and interest in teaching of Art.
5. Learn and understand the principles, concept and elements of art and to apply them in teaching and daily life.

**Course Content****UNIT – 1**

- What is Art: Concept and Scope of art
- Origin and development of Art in India with special reference to Prehistoric and Mughal period.
- Importance of Art in life and education.
- Principles of Art.

**UNIT -2**

- Aims and objective of teaching Art.
- Elements of Art.
- Art and society: a) stages of development in child art. b) principles of curriculum construction at secondary level
- Qualities of good poster.
- Design- its meaning and types.
- Colour- types and effects.
- Importance of colours in life
- Elements of good landscape.
- Appreciation of art.

  
 अकादमिक प्रशारी

**UNIT- 3**

- Significance of Fine Art and its correlation with other school subjects.
- Six limbs of Indian Art (shadanga).
- Importance of field trips and Excursions in Art.
- The important of Exhibitions and Competitions in encouraging creative expression among students.

**UNIT- 4**

- Qualities and functions of an Art teacher.
- Methods of teaching Art:  
Lecture cum demonstration method.  
Direct observation method.  
Method of imagination and free Expression.
- Contribution of Artists: Amrita Shergill, Shobha Singh, Rabindranath Tagore and Satish Gujral.
- Importance of Art room and its requirements.

**UNIT -5: MICRO TEACHING**

- Yearly, Unit and Lesson planning to teach: still life, design, landscape, compositions, poster.

**Sessional Work**

1. Class Test 10 MARKS
2. Any one of the following 10 MARKS

Practical work to be submitted by students during the session:

Size -1/2 Imperial Size Sheet. One Canvas in size 18'X 22' to be submitted along with the sheets.

1. Landscapes-2
2. Still Life- 2
3. Poster-2
4. Composition-2

✓  
अकादमिक प्रभारी

**REFERENCES:**

1. Brown, Percy (1953). Indian Painting, Calcutta.
2. Chawla, S.S (1986). Teaching of Art, Patiala: Publication Bureau, Punjabi University.
3. Harriet, Goldstein (1964). Art In Everyday Life. Calcutta : Oxford And IBH Publishing
4. Jaswani, K.K., Teachings and Appreciation of Art in Schools.
5. Lowenfeld Viktor, Creative and Mental Growth.
6. Margaret, Marie Deneck (1976). Indian Art, London: The Himalata Publication.
7. Sharma, L.C., History of Art, Goel Publishing House, Meerut.
8. Read, Herbert, Education Through Art [Paperback].
9. Shelar, Sanjay, Still Life, Jyotsna Prakasha.

**PAPER: - 6 (A) & (B)****PEDAGOGY OF MUSIC TEACHING**

Marks- 100

**Objectives****To enable student teacher:**

1. To understand the importance aims and objectives of teaching of Indian music.
2. To provide knowledge of different methods and techniques of teaching music.
3. To acquaint student teacher with latest teaching skills.
4. To equip with various ragas and different taalas.
5. To enable student teacher to organize competitions.
6. To develop understanding and aesthetic sense, time sense, tolerance and self confidence in student.

**Unit -1: Music: Brief Introduction**

- A brief history of the development of various schools of Indian music (vocal and instrumental) their characteristics and chief exponents.
- Aims and objectives of teaching of music at the various stages of the Secondary Level and Senior Secondary Level.

- Important branches of Music and their forms: Brief Comparative study of Northern and Southern music.
- Correlations of Music with other school subjects.

### Unit -2: Music in School Curriculum

- Importance of Music in school curriculum.
- Music classroom equipments and other instructional materials.
- Voice training, ear training, and correct posture of singing.
- Role of Music in personality development.

### Unit -3: Micro-Teaching & Skills

- Methods of Teaching Music.
- Lesson development planning the lesson.
- Presenting, evaluating and reviewing the lesson.
- Helping musical growth at various grades through selection, organization and application of instructional material and adoption of local and regional motives suitable for.
- Audio –visual aids and their use in teaching of music.

### Unit- 4:- Biographies of following eminent musicians:

- Swami Haridas
- Tansen
- Pt. Vishnu digamber paulskar
- Pt. V.N bhatkhande

### Unit- 5: Types of Taals & Ragas

- Knowledge of following taals- Teen taal, Rupak, darda, Kehrwā, Jhaptaal, Ektal, Chartal
- Knowledge of different of instruments Tanpura /Ektar/Tabla.
- Concept of Raga and their lakshanes. Types of Ragas Bilawal, Yaman, Khamaj, Kafi, Bhairav.

### Sessional work

- |                             |          |
|-----------------------------|----------|
| 1. Class test               | 10 marks |
| 2. Any one of the following | 10 marks |

- Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages.
- Working knowledge of and performing ability in one instrument other than Tabla for pupil teacher of vocal music and working knowledge of performing ability in vocal music and Tabla for pupil teacher of instrumental musical.
- Ability to describe and to compose in the followings Ragas:- Alihaiva Bilawal, Yaman, Bhairav, Kafi, Asavari, Khamaj, Des, Bihag and Malkauns.
- Music and Folk music.

## REFERENCES:-

1. Awasthi, S.S.A., Critique of Hindustani Music and Music Education, Jalandhar : Adhunik Printer, 1964
2. Bhatkanda, V.N., Karmik Pustak Malika Laxme Narayan Garg, Sangeet Karyalaya, Hathars
3. Nhatnagar, S., Teaching of Music, Shimla: Monika Prakashan, 1988.
4. Singh, Bharpur, Punjab School Education Board, Sahibzada Ajit Singh Nagar.

## PAPER: - 6 (A) & (B)

### PEDAGOGY OF PSYCHOLOGY

Marks- 100

#### Objectives

After Completion of the course the pupil teachers will be able:-

1. To enable an understanding about the meaning, Nature, Scope of Psychology Education.
2. To enable the distinction and overlap between psychology and educational psychology.
3. To enable the role of various method and approaches of teaching psychology.
4. To enable approaches to organization of psychology curriculum and Methodology of developing curricular materials.
5. To enable appropriate strategies for the transaction of psychology curriculum.
6. To enable use different media, materials and resources for teaching psychology.

## UNIT- 1: Introduction of psychology

- Modern concept of psychology
- Brief account of the development of modern scientific Psychology from Psychophysics.
- Nature of Psychology as a science
- Subject of matter of Psychology

## Unit -2: Need of psychology

- Place of Psychology in modern life (a brief and general account).
- Contributions of psychology in the various personal, familial, social, educational, occupational, and clinical aspects of human life
- Importance of Psychology in school curriculum- its unique nature and place in human life, correlation with other disciplines and its importance in developing understanding about self and other people.

## Unit -3: Aims and Objectives of teaching psychology

- Cognitive –knowledge, understanding analysis, synthesis and evaluation of human behavior around.
- Effective- development of right values, attitudes, interest and motivation related to study of human behavior
- Development of scientific outlook and skills towards human beings and in using psychological methods and tools.

## Unit- 4: Teaching strategies

- Classroom based lecture, discussion, seminar, workshop, and modeling.
- Laboratory based experimental studies.
- Field based- survey, project, field visit of various form.
- Observation
- Clinical- case study

## Unit -5: Pedagogical analysis of content

- A general over view and content analysis.
- Determination of behavioral objectives
- Selection of teaching strategies.

- Achievement test construction

### Sessional work

1. Class test 10 marks
2. Any one of the following 10 marks
  - Case study of an adolescent learner
  - Case study of a learner with special needs
  - Plan and implementation of one lesson using constructivist approach /5E/Brain
  - Based principles of learning
  - Administration & Experiment on i) Memory Retention ii) Perception iii) imagination

### REFERENCE

1. Advanced Educational Psychology: S.K. Mangal, Prentice Hall Of India Pvt. Ltd., New Delhi.
2. Bhatnagar, S.: Educational Psychology (Legal Book Depot, Agra- Hindi Version)
3. Crow and Crow: Educational Psychology Indian Edition (Eurasia Publishing House).
4. Chauhan, S.S.: Advance Educational Psychology (Vikas Publishers, Delhi)
5. Dutt, N.K.: Psychological Foundation Of Education (Doaba Publishing House)
6. Educational Psychology- Jitendra Mohan, Willey Eastern Ltd.
7. Educational Psychology - Shukla and Saffaya.
8. Jaiswal, S.R.: Educational Psychology (Allied Publishers- Hindi Version)
9. Saraswat, Malti: Introduction To Educational Psychology, (Alok Publishers- Hindi Versions)
10. Shiksha Manovigyan: P.D. Pathak, Vinod Pustak Mandir, Agra.
11. Shiksha Manovigyan: Arun Kumar Singh (Bharti Bhawan)
12. Shiksha Mein Nirveshan Aur Paramarsha: Shiyaram Jaiswal Vinod Pustak Mandir.
13. Uchchatar Shiksha Manovigyan: S.P.Gupta Sarada, Pustak Bhawan, Allahabad.

**PAPER: - 6 (A) & (B)****PEDAGOGY OF SOCIOLOGY**

Marks- 100

**Objectives**

After completion of the course the pupil teachers will be able:

1. To enable the pupil teachers to develop an understanding of aims and objectives of teaching of Sociology.
2. To develop an understanding of pupil teachers concerning curriculum organization.
3. To acquaint pupil teachers with different methods and techniques of teaching of Sociology.
4. To acquaint the pupil- teacher with different audio visual aids.
5. To develop proper understanding of different techniques of evaluation.
6. To acquaint the pupil – teachers with recent trends in Sociology.
7. To prepare and effective use of teaching aids.
8. To organize discussions, tours, exhibitions and practical activities.
9. To interpret of socio – economic and population data.
10. To analysis presents day problems in social context.
11. To develop the skill of preparation of lesson plan and its Presentation and Preparation and evaluation of question papers.
12. To set and equip the room to teach Sociology.

**UNIT-1:**

- Meaning, nature, scope and importance of sociology in modern context
- Relation of Sociology with other subjects, (Political Science, History, Literature (Languages), Psychology and Geography)
- Aims, objectives and values of teaching of Sociology.
- Recent trends in teaching of Sociology

**UNIT- 2:**

- Principles of constructing curriculum of Sociology
- Approaches of organization of Sociology curriculum.

- Unit (b) Concentric (c) Topical
- Critical analysis of Sociology syllabus at the senior secondary stage:
  - i. Social instructions – Marriage, Family, Kinship.
  - ii. Social structure- Meanings, Elements –Status, Role, Norms, Values, Power and Prestige.
  - iii. Social groups- Meaning, Characteristics and Classification.
  - iv. Social mobility-Meaning, types, factors.
  - v. Role of Sociology in Developing National integration and Internationalism.

### Unit -3:

- 1) Methods of teaching
  - i. Lecture method
  - ii. Discussion method
  - iii. Project method
  - iv. Source method
  - v. Problem method
  - vi. Survey method
- 2) Techniques and devices of teaching
  - i. Assignments
  - ii. Symposium
  - iii. Illustration
  - iv. Seminars
  - v. Dramatization
  - vi. Questioning

### Unit -4:

- Sociology text book; importance and qualities, supplementary material.
- Sociology room- importance, equipment.
- Teacher of sociology – importance ,qualities and competence
- Teaching aids: Meaning, importance and types. Use of chalkboard, charts, pictures, OHP, TV, films, computer, radio, maps, global, graphs.

### Unit -5:

- Yearly, Unit and Lesson plan: Need, importance and step of writing it in teaching of sociology.

- Evaluation: Meaning, modern concept, importance and types: preparing Blue print and writing objective based test items.

### Assignment:-

1. Class Test 10 Marks
2. Any one of the following:- 10 Marks
  - Study of a selected problem of community life related with the area of Sociology.
  - Development and execution of a project of Sociology.
  - Collection of source materials related with Sociology.
  - Content analysis of the syllabus of the grade which has been taught by the student – teacher with special reference of :
    - a. Identification of concept.
    - b. Identification of life – skill.
    - c. Identification of activities and experiments.

### REFERENCES

1. Bottomors, T.B. (1975). Introduction to Sociology. Bombay: Blackie and Dans.
2. Dharma, R.N. (2001). Samajshastra ka Sidhant. New Delhi: Atlantic Publishers.
3. Development. Available at Books. Google. Co. in/Books/isbn = 812610984X
4. Giddens, Anthony (2001). Sociology: A Textbook for the Nineties. London: Polity.
5. Jha, Jainedra Kumar (Ed.) (2001) Encyclopaedia of Teaching of Sociology. Institute for Sustainable
6. Rao, Shankar, C.N. (2005). Sociology -Primary Principles. New Delhi: S.C.Chand and Company Ltd.
7. Shaيدا, B.D. (1962). Teaching of Political Science. Jalandhar: Puanjab Kitab Ghar, 1962.
8. Singh, Gurmit (2008). Samajik Adhain da Adhiapan Lundhiana: Chetna Prakshan.
9. Singh, R.L., Teaching of Social Studies. Ludhiana: chetna prakashan.
10. Singh Gurmit (2009). Teaching of History of Civics.
11. Syed, M.H. (2004). Modern teaching of Civics/Political Science .New Delhi: Anmol Publication

**PAPER: - 6 (A) & (B)****PEDAGOGY OF COMPUTER**

Marks- 100

**Objectives:****After Completion of the Course the Pupil teachers will be able:-**

1. To develop an understanding of Computer System and it's Working.
2. To develop an understanding of the educational uses of various features of MS Office for communication.
3. To create an awareness of the various uses of computer as a tool, tutor and tutee.
4. To develop the skills of software used for learning through computers as cognitive tools.
5. To create awareness about the various educational apps and resources offered by the internet browser like Firefox and Google Chrome.
6. To enable the use of social media for teaching, learning and related resources.
7. To develop the skill of preparing effective multimedia presentation and instructional material using computers.
8. To understand the concept of Open Education Resources & use of internet.

**UNIT -1: COMPUTER EDUCATION: PEDAGOGY**

- Computer Education: Concept, need and importance, Application of computers with special references to education and society.
- Aims and objectives of Computer Education, present and future of Computer Education in Indian schools.
- Formulation of instructional objectives in behavioral terms.

**UNIT- 2: TEACHING METHODS AND APPROACHES**

- Methods of Teaching: Comparative study of various teaching methodologies in context of teaching of Computer Education, Lecture, Discussion, Illustration, Demonstration, Project and Problem Solving Method.
- Approaches to teaching: Personalized Instructions, System Approach, Multimedia approach, Multimedia Approach, Micro teaching
- Advanced methods of teaching: CML, CAI, mobile learning and online learning.

### Unit -3: COMPUTER EDUCATION: CURRICULUM AND TEXT BOOKS

- Computer Education Curriculum: Concept and principles of curriculum for Computer Education, Need of curriculum development cell for Computer Education.
- E-books/ Text books: Characteristics and Criteria for selection of Computer books with special references to theory and practical books of computer subjects.

### Unit -4: COMPUTER TEACHER AND COMPUTER LABORATORY

- Computer Teacher: Essential qualifications and qualities of a computer teacher, professional growth and code of conduct for ethical computer teaching.
- Planning of Computer Laboratory: Room space, Furniture, Light condition, Numbers of computers etc.
- Community Resources Utilizations: Concept, need, and importance e.g. computerized banks and hospitals etc.
- Practical skills on computers: Application Software, Word Processors, Multimedia presentation etc.
- Programming Languages: Concept and Generations
- Internet

### Unit- 5: LESSON PLANNING AND EVALUATION

- Lesson Planning: Concept, Need, and Importance of lesson planning in Computer Teaching, Characteristics of a good computerized lesson plan.
- Evaluation: Criteria to evaluate the computer teaching learning process, Evaluation of theory and practical
- Role of computer in evaluation.
- Recent trends in computer teaching learning process.

#### Sessional work (20 marks)

1. Class test 10 marks
2. Any one of the following:- 10 marks
  - Preparation of mark sheet and question bank.
  - Preparation of instructional material / courseware using Ms. word, Ms power point
  - Preparation of mark registers of a class and its statistical and graphical presentation.

**REFERENCE:**

1. An Initiative of National Internet Exchange of India & Digital Empowerment Foundation, Digital Knowledge Centre.
2. Computer in Education by Atul Jain, Publisher: Isha Books (2006)
3. Digital Knowledge Maps in Education: Technology Enhanced Support for Teachers and Learners Edited By Dr. Dirk Ifenthaler (University of Oklahoma, USA) and Dr. Ria Hanewald (Deakin University, Australia).
4. Intel (2003): Intel Innovation in Education Intel, Teach to Future-Students Work Book Kaur Heman, Meerut: R. Lal Publisher.
5. Integrating Educational Technology in to Teaching, 4/E (With Cd), Pearson Education India, Sept. 2007.
6. Kumar, Khushvinder and Kumar, Sunil. *Teaching of Computer.Gurusar Sadhar*: GBD Publication.
7. Khushvinder Kumar, Sunil Kuamr, GBD Publications, Gurusar Sadhar,2004  
<http://digitalknowledgecentre.in/listing-category/e-education/from>
8. Rajaraman, Funadmental of Computers, New Delhi, Prentice Hall of India.Pvt.Ltd.
9. Sinha, P.K., Computer Fundamentals , New Delhi,BPB,1992.Sharma , Lalit , Computer Education,Firozpur Cantt.,Wintech Publications , 2006

**INTERNAL ASSESSMENT SCHEME****MARKS-125+175=300**

|                                                                                                    |                   |
|----------------------------------------------------------------------------------------------------|-------------------|
| 1. Micro Teaching 5 skill<br>(Each skill of 2 marks)                                               | 10 Marks per year |
| 2. Regular Practice Teaching<br>Including unit test in paper<br>VI (a) (b)<br>(Lesson 20 per year) | 20 Marks per year |
| 3. Criticism lesson                                                                                | 20 Marks per year |
| 4. Observation                                                                                     | 15 Marks per year |
| 5. Teaching aids (5X4 Per year)                                                                    | 20 Marks per year |
| 6. Attendance /Seminar/Workshop                                                                    | 15 Marks per year |
| 7. Internship (Block Practice Teaching)                                                            |                   |
| • Teaching Of Method subject (15X1)                                                                | 15 Marks          |
| • Participation in all Social & School activities                                                  | 10 Marks          |
|                                                                                                    | } First Year      |
| 8. Internship (Block Practice Teaching)                                                            |                   |
| • Teaching of Method.                                                                              | 30 Marks          |
| • Paticipation in all activities of School                                                         | 10 Marks          |
| • Social Participation in group                                                                    | 10 Marks          |
| • Report of any feature of School / Case study<br>/ Action Research                                | 25 Marks          |
|                                                                                                    | } Second Year     |

  
**अकादमिक प्रभारी**

**COURSE EPC – 1****READING AND REFLECTING ON TEXTS****MARKS - 50****Objectives**

After completion of this course, the student teacher will:

- Improve his/ her proficiency in 'reading', 'writing', 'thinking, and 'communication' in the Language of institution.
- Develop an interest in reading.
- Improve his / her ability to understand instruction.

**Course Content****Unit 1: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNT AND EXPOSITORY WRITING**

- The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well produced comic strip stories.
- The selected texts could include articles, biographical writing, or extracts from popular non – fiction 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 students teachers.

**Unit 2: ENGAGING WITH JOURNALISTIC AND EDUCATIONAL WRITING**

1. The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student teachers can be grouped randomly.
2. 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.

### UNIT 3: ENGAGING WITH SUBJECT – RELATED REFERENCE BOOKS

The student's teachers should work in group 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 book.

#### Assignment

- |               |          |
|---------------|----------|
| 1. Class Test | 5 Marks  |
| 2. Any one    | 10 Marks |
- Writing Based on the text (e.g. Summary of a scene , extrapolation of story or converting a situation into a dialogue)
  - Group Discussion (On selected theme)
  - Making notes on schematic form. (e.g. flow diagram , tree diagram or mind map.)
  - Individual task, using reading strategies such as scanning and skimming for extracting information.
  - Making PPT to whole subject group.

#### REFERENCES:

1. The 4 language Skills  
[www.Englishclub.com/language-skill.htm](http://www.Englishclub.com/language-skill.htm)
2. Reading (Process) Wikipedia  
[www.wikipedia.org/wiki/reading-process](http://www.wikipedia.org/wiki/reading-process)

### COURSE EPC – 2

### DRAMA AND ART IN EDUCATION

MARKS – 50

#### Objective

To enable the students to-

1. Develop the aesthetic sense and creative thinking in the students.
2. Understand forms of art, performing and visual and its significant role in human life.
3. Understand relationship between art, literature and education.

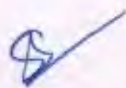
4. Acquaint about drama as a critical pedagogy and develop consciousness & awareness towards society.
5. Understand about teaching of different subject through Drama and Art Education at school level.
6. Understand cultural heritage of India with special reference to Rajasthan.
7. Understand about technical invasion in the field of art future perspectives of Drama and Art Education.
8. Develop sensitivity, empathy and sense of responsibility for self development and betterment of society.

### Unit 1: AESTHETIC SENSE AND EDUCATION

- Aesthetic sense and values: Meaning, Nature, Concept and Importance in human life. Arts in Education and Education in Arts, Transform art and aesthetic sense through Education.
- Concept of Creativity, Creative writing, Modes in speech and importance of Education for it, Relationship between Art, Literature and Education. Historical perspectives of various types of art in India.
- Introduction to music: Dhawani, Swar, Sapttak, Alankar, Lay- taal, Vadhya –tantu, Avnadh, Shushir, Dhanlok, Lok-geet, Lok vadhaya and introduction to dance-history of dance- kala, lok nritya.

### Unit 2: PERFORMING ART AND LEARNING

- Introduction and type of Drama, Social and Educational relevance of Performing Art and its place in contemporary Indian society.
- General introduction of seven classical dance style. Knowledge of Indian Dance-Drama tradition both in classical and folk, General introduction of Folk and Tribal Dances, Contemporary Dance in Modern India.
- Introduction of Folk Drama of Rajasthan: Gavri, Tamasha, Khayal, Rammat, Phed, Leela, Swang, Nautanki, Bhavai, Dance and Drama training, its relevance to learning at different levels of school.
- Forms of the major cultural, art festivals, exhibitions, craft-fairs of India with special reference to Rajasthan and their significance role for enhancement of aesthetic and artistic sensibility.



अकादमिक प्रमोशन

### Unit 3: VISUAL ART-TEACHING AND LEARNING

- Play: Meaning, Concept, Need, Types, Importance, relationship between learning and Drama Education, Dramatic pressure for understanding problems in a new way.
- Exploration and experimentation with different types of Visual Arts: painting, printing, collage, cartoon making, photography, clay modeling, model making, pottery, puppetry, rangoli, paper art.
- Use of visual art in teaching-learning process. Art and self-Expression, need and importance of community participation.
- Use of ICT in drama and art in education-computer graphics, animation, special effects, documentary films, movies, slides, use of social media-you tube, blog, twitter.

#### Field Based Activities:

- Class Test 5 Marks
  - Any one of the following 10 Marks
1. Prepare a street play (Nukkad Natak) related to any social, political issue and perform it on three different place of your city.
  2. Prepare Direct or Participate in Character play with any historical topic of school syllabus and perform it in any school.
  3. Prepare, Direct or participate in one Dance - Drama related with any contemporary issue based on any form of Folk Drama of Rajasthan, Perform it publicly and submit a report.
  4. Make a Documentary Film related with any subject of school and present it.
  5. Make any two type of Visual Art given in this syllabus and use it in school or stimulated teaching.
  6. Wright three Drama script by your own on the basis of creative writing for school children.
  7. Visit or participate in any cultural, art festival or exhibition and submit a report with your experiences.
  8. Organize an Exhibition related to any form of Visual Art in your respective institution.

#### REFERENCES:

1. Bhavnani Enakshi: The Dance of India, Treasure House of Books, Bombay.
2. Bhattacharya Dilip: Musical Instrument of Tribal India, Manas Publications, New Delhi 1999.
3. Bharucha Rustom: Theatre and the World, Manohar Publication, New Delhi.

4. Chaturvedi Ravi: Theatre and Democracy, Rawat Publication, New Delhi..
5. Datta Ajit Kumar: Indian Artifacts, Cosmo Publications, London.
6. Hariharan M., Kuppaswami Gowri: An Anthology of Indian Music, Sandeep Prakashan, Delhi.
7. Khandalvala Karl J.: Indian Painting Lalit Kala Acadmy, New Delhi.
8. Krishana Rao U.S. Devi Chandrabhaga U.K.: A Panorama of Indian Dances, Shree Satguru Publication, New Delhi.
9. Kothari Sunil: New Directions in Indian Dance, Marg Publication, Mumbai.
10. Lal Ananda: Theatres of India, Oxford Univ.Press.
11. Raja Deepak S: Hindustani Music, D.K. Print World Ltd. New Delhi.
12. Sudhakar Kanka: Indian Classical Dancing, Sterling Publishers Pvt. Ltd. New Delhi.
13. Tribhuwan Robin D. Tribhwan Preeti R. Tribal Dances Of India, Discovery Publication House, New Delhi, 1999.
14. Thames and Hudson: Arts & Crafts of India, London.
15. Vatsayayan Kapila: Traditions of Indian Folk Dance, Clearion Books, Hind Pocket Books, New Delhi.
16. Water House Devid: Dance of India, Popular Prakashan, Mumbai.
17. Watts Geroge & Bown Percy : Arts and Crafts of India , Cosmo Publications , New Delhi
18. गोस्वामी प्रेमचन्द : भारतीय कला के विविध स्वरूप, पंचशील प्रकाशन ,जयपुर।
19. प्रसाद देवी : शिक्षा का वाहन कला , नेशनल बुक ट्रस्ट , इंडिया , 1999।
20. गुप्ता डॉ. भयमाला : सौंदर्य तत्त्वमीमांसा , सीमा साहित्य भवन, न्यू लायलपुर, दिल्ली।
21. रामअवतार वीर : भारतीय संगीत का इतिहास , राधा पब्लिकेशन, दिल्ली।
22. जोशी भोला दत्त :संगीत शास्त्र एवं राममाला , सरोज प्रकाशन, दिल्ली।
23. भार्मा अमिता : भारतीय संगीत का विकास ,इस्टर्न बुक लिंकर्स , दिल्ली।
24. भार्मा सम्यवती : ख्याल गायन भौली विकसित आयाम, पंचशील प्रकाशन , जयपुर।
25. माली डॉ. शिवराम , गोकाकर डॉ. सुधाकर : नाटक और रंगमंच , नेशनल पब्लिसिंग हाउस, दिल्ली।
26. चौबे अमरेश चन्द्र :संगीत की संस्थागत शिक्षण प्रणाली , कृष्णा ब्रदर्स, अजमेर।
27. खुराना भान्नों : ख्याल गायकी के विविध घराने , सिद्धार्थ पब्लिकेशन , दिल्ली।

**COURSE EPC - 3****CRITICAL UNDERSTANDING OF ICT**

Marks- 100

**Objectives**

1. To enable the students to recognize understand and appreciate ICT as an assertive learning as an enormous fictional support to teachers.
2. To know and understand different parts of computer and their functioning.
3. To understand the operating system of computer.
4. To develop skill in the use of internet.
5. To appreciate the concept of integration of information and communication technology with education.
6. To make use of modern information and communication technology to improve teaching –learning process.
7. To develop positive attitude towards handling of computers.

**UNIT -1 INFORMATION COMMUNICATION TECHNOLOGY IN EDUCATION**

- Concept, Importance, Meaning and Nature of Information and Communication Technology.
- Need of Information and Communication Technology in Education.
- Scope of Information and Communication technology areas ;( Teaching Learning Process, Evaluation, Research and Administration), Trends in Information and Communication and Technology.
- Paradigm shift in education due to ICT content with special reference to curriculum, Role of teacher, methods of teaching, classroom environment, Evaluation Procedure and Educational Management.
- Challenges in integrating information communication technology in school education.

**UNIT-2: INTRODUCTION TO COMPUTER**

- ❖ General awareness about functioning of computer.
  - Generation, characteristics, Types of computers and use of computer.
  - Brief introduction of working computer using the block diagram.

## ❖ Hardware -

- Input device- keyboard, mouse, scanner, microphone and digital camera.
- Output device- monitor, printer, speaker and screen image projector.
- Storage device- hard disk, CD and DVD and mass storage device (pen drive)

## ❖ Software

- Operating system- concept and function.
- Application software (its uses in education)
- Word processors.
- Power point presentation
- Spread sheet.
- Viruses and their management

### UNIT-3: ICT SUPPORTED TEACHING/ LEARNING STRATEGIES, INTERNET AND INTRANET

- Cal-Computer Assisted Learning.
- Pbl- Project Based Learning
- Technology Aided Learning
- E-Learning- Concept and Nature
- Web Based Learning
- Virtual Classroom- Concept, Need and Importance
- Facilities Available for Communication-
  - (a) Email, Chat and Online Conferencing.
  - (b) E-Library, Websites, Blog, Wikipedia.
  - (c) Search Engines- Concept and Uses.

**Task and assignments: practical + sessional (submission report) 30+20 =50 marks**

#### Practicum -30 marks

- ❖ Prepare a report on effective teaching learning process with ICT
- ❖ Practicing word processing using Indian language software.
- ❖ Practice in installing various system and application software.
- ❖ One term paper of any topic related to ICT.
- ❖ Comparison of various ICT supported teaching learning strategies.
- ❖ Report on web based learning environments.

**Sessional (Submission Report): 20 marks**

- ❖ Preparation of studies for teaching on any topic at the school level.
- ❖ Analysis of multimedia packages.
- ❖ Any seven topic – Key Board, Mouse, Printer, Monitor, CPU, Motherboard, RAM & ROM, Hard Disks, Floppy Disk, SMPS, UPS.

**REFERENCES:**

1. Shukla, Satish S.(2005), Basics of Information Technology For Teacher Trainees, Ahmadabad; Varishan Prakashan .
2. Singh, V.P and Singh, Meenakshi (1999), Computer Terms and Definition, New Delhi.
3. Rajshekhar, S. (2010), Computers in Education. ND: Neelkamal Publications Pvt. Ltd.
4. Roblyer, M.D.(2008). Integrating Educational Technology into Teaching. New Delhi: Person Education, South Asia, India
5. Singh, kamal. D. & kaur, D. (2008). Using Computers in Education. New Delhi: Dhanpat Rai Publishing Company (Pvt.) Limited.
6. बाला , मुरली सविधा ;1996द्व कम्प्यूटर विज्ञान का परिचय , विकास पब्लिशिंग हाउस प्रा.लि. नई दिल्ली।
7. वेणुगोपाल एवं अन्य : प्रारम्भिक कम्प्यूटर अनुप्रयोग , हिमांशु पब्लिकेशन, उदयपुर।
8. सिन्हा, आर.के. : कम्प्यूटर फण्डामेन्टल्स वी.पी.वी. पब्लिकेशन्स, नई दिल्ली।
9. सिंह डॉ. रजनीश कुमार , गौतम साहूकार (2014) : शिक्षा में सूचना एवं संचार प्रौद्योगिकी, राखी प्रकाशन, आगरा।
10. Kulsum, dr. umme (2014): Information Communication Technology in Teacher Education, H.P. Bhargava, Agra.
11. Bhargava, Rajshri, Bhargava Piyush (2012): Information and Communication Technology, H.P. Bhargava House, Agra.

  
 अकादमिक प्रभारी