

महाराजा सूरजमल बृज विश्वविद्यालय

**Maharaja Surajmal
Brij University**



FACULTY OF EDUCATION

SYLLABUS

Integrated Programme of

B.A.B.Ed. Degree (Four Year)

Annual Scheme

Academic Session 2020-21

Examination B.A. B.Ed Part - IV (2021)


[Handwritten Signature]

अकादमिक प्रभारी
महाराजा सूरजमल बृज विश्वविद्यालय
भरतपुर (राज.)

[Handwritten Signatures]

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 the jurisdiction of Maharaja Surajmal Brij University head quarter Bharatpur only and not any other place.


अकादमिक प्रभारी
महाराजा सुरजमल ब्रिज विश्वविद्यालय
भरतपुर (राज.)






B.A. B.Ed PART - IV
CONTENTS

SCHEME OF EXAMINATION
SYLLABUS

1. ENVIRONMENTAL STUDIES (COMPULSORY)*
2. CREATING AND INCLUSIVESCHOOL
3. UNDERSTANDING DISCIPLINES ANDSUBJECT
4. PHYSICAL EDUCATION &YOGA
5. GENDER, SCHOOL AND SOCIETY
6. ASSESSMENT FORLEARNING
8. (a/b) PEDAGOGY OF A SCHOOL SUBJECT (PART - 3) 1st AND 2nd YEAR (CANDIDATE SHALL BE REQUIRED TO OFFER ANY TWO PAPERS FROM THE FOLLOWING FOR PART - 3 AND OTHER FOR PART - 4) - 08(a/b)

1. Hindi
2. Sanskrit
3. English
4. Urdu
5. History
6. Economics
7. Civics
8. Geography
9. Social Studies
10. Home Science
11. Drawing andPainting
12. Music
13. Psychology


अकादमिक प्रभारी
महाराजा सुरजमल गुज विश्वविद्यालय
भरतपुर (सज.)




Ordinance and Regulations related to the Integrated B.A.B.Ed. Degree


01. The Objective and the Learning outcomes of the Integrated B.A.B.Ed. Degree are-

Objectives:

- To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
- To act as agents of modernization and social change.
- To promote social cohesion, international understanding and protection of human rights and right of the child.
- To acquire competencies and skills needed for teacher.
- To use competencies and skills needed for becoming an effective teacher.
- To become competent and committed teacher.
- To be sensitive about emerging issues such as environment, population, general equality, legal literacy etc.
- To inculcate logical, rational thinking and scientific temper among the students.
- To develop critical awareness about the social issues & realities among the students.
- To use managerial, organizational and information & technological skills.

Learning outcomes:

1. Competence to teach effectively two school subjects at the Elementary & secondary levels.
2. Ability to translate objectives of secondary education in terms of specific Programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to foster 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.


 अकादमिक प्रभारी
 महाराजा सूरजमल वृज विश्वविद्यालय
 भरतपुर (राज.)

8. Equipment for diagnosis pupil progress and effectiveness of their own teachings 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.

Integrated Programme of B.A.B.Ed. Degree Shall Consist of

- i) First Year B.A.B.Ed.
- ii) Second Year B.A.B.Ed.
- iii) Third Year B.A.B.Ed.
- iv) Final Year B.A.B.Ed.

Duration of the Course - Four Years


Examination after each session in theory papers

Scheme of Examination against each subject separately.

1. Compulsory Papers* :

Year	Paper
I Year	Gen. English
II Year	Gen. Hindi
III Year	Elementary Computer Application (ICT)
IV Year	Environmental Studies

*ELIGIBILITY CRITERION ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.


 अकादमिक प्रभारी
 महाराजा सुरजमल बृज विश्वविद्यालय
 भरतपुर (राज.)

5





Group – A: - Subject Specialisation:

Year	Paper
I Year	Instructional System & Educational evaluation
II Year	Peace Education
III Year	Guidance and Counselling in School
IV Year	Physical Education & Yoga

Group-B: Content of Language and Social Science Subject: - A Student has to opt any three optional subject (papers) from group B which two must be the school teaching subjects.

*A Candidate has to opt either political science or public administration as one subject & either philosophy or psychology as other subject.

Hindi Sahitya (I & II)	Sociology(I & II)
Sanskrit (I & II)	Philosophy/Psychology (I & II)
English Literature (I & II)	Drawing & Painting (I & II)
Urdu (I & II)	Geography (I & II)
History (I & II)	Home Science (I & II)
Political Science/Pub. Admi. (I & II)	Indian Music (I & II)
Economics(I & II)	

Group C: Pedagogy of School Subject 08 a/b: Pedagogy of a School Subject IIIrd Year and IVth Year (candidate shall be required to offer any two papers from the following for part-III & other for part-IV).

Pedagogy of Hindi	Pedagogy of Geography
Pedagogy of Sanskrit	Pedagogy of Social Studies
Pedagogy of English	Pedagogy of Home Science
Pedagogy of Urdu	Pedagogy of Drawing and Painting
Pedagogy of History	Pedagogy of Music
Pedagogy of Economics	Pedagogy of Psychology
Pedagogy of Civics	

❖ In all the subjects the student has to study a minimum of 9 papers in 1st year, 9

6

अकादमिक प्रभारी
महाराजा सूरजमल वृज विश्वविद्यालय
भरतपुर (राज.)

Paper in IInd Year. 9 Paper in IIIrd Year and 6 Paper in IVth Year (Total 33 Papers).

❖ Each of the above papers will carry 100marks.

Scheme of Instruction for B.A.B.Ed Course

Detail of courses and scheme of study, titles of the papers, duration etc. for B.A.B.Ed Course are provided in Tables given below :-

Four Years Integrated Course Scheme of B.A.-B.Ed. Ist Year

SUBJE CTS	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
1	B.A.-B.Ed. 01	Gen. English (Compulsory)*	100	-	-	100
2	B.A.-B.Ed. 02	Childhood and Growing Up	80	20	-	100
3	B.A.-B.Ed. 03	Contemporary India and Education	80	20	-	100
4	B.A.-B.Ed. 04	Instructional System & Educational Evaluation	80	20	-	100
5(i,ii), 6(i,ii), 7(i,ii),	B.A.-B.Ed 05, 06 & 07	Content (Select any Three) 1. Hindi (I & II) 2. Sanskrit (I & II) 3. English (I & II) 4. Urdu (I & II) 5. History (I & II) 6. Political Science/Pub. Aid (I & II) 7. Economics(I & II) 8. Sociology(I & II) 9. Philosophy/ Psychology (I & II) 10. Drawing & Painting (I & II) 11. Geography (I & II) 12. Home Science (I & II) 13. Indian Music(I & II)	100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100/75+75 90 75+75 50+50 40+40		- - - - - - - - 50 (Psy.) 45+45 50 50+50 120	600
					Grand Total	900

*ELIGIBILITY CRITERIAN ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.

Scheme of B.A.-B.Ed. IInd Year

अकादमिक प्रभारी
महाराजा सूरजमल वृज विश्वविद्यालय
भरतपुर (राज.)

7

subjects	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
8	B.A.-B.Ed. 08	Gen. Hindi(Compulsory)*	100	-	-	100
9	B.A.-B.Ed. 09	Knowledge and curriculum	80	20	-	100
10	B.A.-B.Ed.10	Learning and Teaching	80	20	-	100
11	B.A.-B.Ed 11	Peace Education	80	20	-	100
12(i,ii),13(i,ii)14(i,ii)	B.A.-B.Ed 12,13,14	Content (Select any Three) 1. Hindi (I & II) 2. Sanskrit (I & II) 3. English (I & II) 4. Urdu (I & II) 5. History (I & II) 6. Political Science/Pub. Aid (I & II) 7. Economics(I & II) 8. Sociology(I & II) 9. Philosophy/ Psychology (I & II) 10. Drawing & Painting (I & II) 11. Geography (I & II) 12. Home Science (I & II) 13. Indian Music(I & II)	100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100/75+75 90 75+75 50+50 50+50	20	- - - - - - - - 50 (Psy.) 45+45 50 50+50 100	600
15	B.A - B.Ed Practicum 15	OPEN AIR / SUPW CAMP 1. Community Service 2. Survey (Based on social and educational events) 3. Co-Curricular Activities 4. Health and Social awareness programme (DISASTER MANAGEMENT AND CLEANINESS)		25 25 25 25		100
					Grand Total	1000

*ELIGIBILITY CRITERIAN ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.


 अकादमिक प्रभारी
 महाराजा सूरजमल बृज विश्वविद्यालय
 भरतपुर (राज.)





Scheme of B.A.-B.Ed. IIIrd Year

SUBJECTS	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
16	B.A.- B.Ed. 16	Computer application (ICT)(Compulsory)*	100	-	0	100
17	B.A.-B.Ed. 17	Language Across the Curriculum	80	20	-	100
18	B.A.-B.Ed-18	Guidance and Counseling in School	80	20	-	100
19 (i,ii), 20(i,ii), 21(i,ii)	B.A.-B.Ed 19,20,21	Content (Select any Three) 1. Hindi (I & II) 2. Sanskrit (I & II) 3. English (I & II) 4. Urdu (I & II) 5. History (I & II) 6. Political Science/Pub. Aid (I & II) 7. Economics(I & II) 8. Sociology(I & II) 9. Philosophy/ Psychology (I & II) 10. Drawing & Painting (I & II) 11. Geography (I & II) 12. Home Science (I & II) 13. Indian Music(I & II)	100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100/75+75 90 75+75 50+50 50+50	20	- - - - - - - - 50 (Psy.) 45+45 50 50+50 100	600
22	B.A.-B.Ed 22	Pedagogy of a School Subject, (candidate shall be required to offer any one paper in both years from the following) 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography 9. Social Studies 10. Home Science 11. Drawing and Painting 12. Music 13. Psychology	80	20	-	100
Practicum 23	B.A.-B.Ed 23	Special Training Programme • Micro Teaching • Practice Lesson • Observation Lesson • Technology Based Lesson • Criticism Lesson • Attendance/Seminar/ Workshop			10 50 05 05 20 10	100
24	B.A.-B.Ed 24	Final Lesson	100			100
						1100

*ELIGIBILITY CRITERIAN ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.

Scheme of B.A.-B.Ed. IVth Year

अकादमिक प्रभारी
महाराजा सुरजमल बूज विश्वविद्यालय
भरतपुर (राज.)

9

subjects	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
25	B.A.-B.Ed. 25	*Environmental Education(Compulsory)	100	-	-	100
26	B.A- B.Ed. 26	Creating and inclusive school	80	20	-	100
27	B.A.-B.Ed. 27	Understanding Disciplines and Subject	80	20	-	100
28	B.A.-B.Ed. 28	Physical Education & Yoga	80	20	-	100
29	B.A-B.Ed.29	Gender, School and Society	80	20	-	100
30	B.A-B.Ed. 30	Assessment for Learning	80	20	-	100
31	B.A-B.Ed. 31	Pedagogy of a School Subject, (candidate shall be required to offer any one paper in both years from the following) 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography 9. Social Studies 10. Home Science 11. Drawing and Painting 12. Music 13. Psychology	80	20	-	100
Practicum 32	B.A-B.Ed. 32	1. Practice teaching 2. Block Teaching (Participation in School Activities Social Participation in Group) 3. Report of any feature of school / case study/action research 4. Criticism Lesson		50 20 10 20		100
33	B.A-B.Ed. 33	Final Lesson	100			100
						800

*ELIGIBILITY CRITERIAN ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.


 अकादमिक प्रभारी
 महाराजा सूरजमल बृज विश्वविद्यालय
 भरतपुर (राज.)



Four Years Integrated Degree Scheme of B.A.B.Ed.

Compulsory Papers*

Year	Paper
Ist Year	Gen. English
II Year	Gen. Hindi
III Year	Elementry Computer Application (ICT)
IV Year	Environmental Studies

Compulsory Paper

Year	Paper
I st Year	1. Childhood and Growing Up 2. Contemporary India and Education
II nd Year	3. Knowledge and curriculum 4. Learning and Teaching
III rd Year	5. Language Across the Curriculum
IV th Year	6. Creating and inclusive school 7. Understanding Disciplines and Subject 8. Gender, School and Society 9. Assessment for Learning

Group – A: - Subject Specialisation:

Year	Paper
I st Year	Instructional System & Educational
II nd Year	Peace Education
III rd Year	Guidance and Counselling in School
IV th Year	Physical Education & Yoga

Group-B: Content of Language and Social Science Subject: - A Student has to opt any three optional subjects (papers) from group B which two must be the school teaching subjects.

Hindi Sahitya (I & II)	Sociology(I & II)
Sanskrit (I & II)	Philosophy/Psychology (I & II)
English Literature (I & II)	Drawing & Painting (I & II)
Urdu (I & II)	Geography (I & II)
History (I & II)	Home Science (I & II)
Political Science/Pub. Admi. (I & II)	Indian Music (I & II)
Economics(I & II)	

अकादमिक प्रभारी

महाराजा सुरजमल वृज विश्वविद्यालय
भरतपुर (राज.)

11

Group C: Pedagogy of School Subject 08 A/B : Pedagogy of a School Subject IIIrd Year and IVth Year (candidate shall be required to offer any two papers from the following for part-III & other for part-IV).

Pedagogy of Hindi	Pedagogy of Geography
Pedagogy of Sanskrit	Pedagogy of Social Studies
Pedagogy of English	Pedagogy of Home Science
Pedagogy of Urdu	Pedagogy of Drawing and Painting
Pedagogy of History	Pedagogy of Music
Pedagogy of Economics	Pedagogy of Psychology
Pedagogy of Civics	

Years	Papers	Marks
I Year	9 Paper	900
II Year	9 Paper + Practicum	900+100
III Year	9 Paper + Practicum+ Final Lesson	900 + 100+100 = 1100
IV Year	6 Paper + Practicum+ Final Lesson	600 +100+100 = 800
Total	33 PAPERS	3300+ 300+200 = 3800

O. 321 The objectives of the practical work prescribed for the Integrated Programme of B.A.B.Ed. Degree (Four Year) are follows:

PART II


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 personallife.
2. Possess a high sense of professionalresponsibility.
3. Develop resourcefulness, so as to make the best use of the situationavailable.
4. Appreciate and respect each child's individuality and treat him as independent and integratedpersonality.
5. Arouse the curiosity and interest of the pupils and secure their active participation in the educativeprocess.
6. Develop in the pupil's capacity for thinking and working independently and guide the

12


अकादमिक प्रभारी
महाराजा सूरजमल वृज विश्वविद्यालय
भरतपुर (राज.)

- 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 and other apparatus and material properly.
 13. Convey ideas in clear and concise language and in a logical manner for effective learning.
 14. Undertake action research.
 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 subjects offered under Theory papers VIII A/B are 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 objectives use of teachers made tests & administration of standardized tests.
7. Black-board work.
8. Practical work connected with school subjects.


 अकादमिक प्रभारी
 महाराजा सूरजमल बूज विश्वविद्यालय
 भरतपुर (राज.)




9. Preparation and use of audio visual aids related to the 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 has to deliver at least 40 lessons (20 Lessons of one teaching subject in 3rd year & 20 Lessons of other teaching subject in 4th year) in a recognized school under the supervision of the staff of the college shall be eligible for admission to the examination for the degree of B.A.B.Ed.

Notes :-

- i. Teaching subject means a subject offered by the candidate at his/her running B.A.B.Ed. course either as a compulsory subject or as an optional subject provided that the candidate studied it for at least two years. Thus the qualifying subjects like General English, General Hindi, Education, History of Indian Civilization and Culture. Prescribed for running B.A.B.Ed. course of the University or a subject dropped by candidates at the part I stage of the degree course shall not be treated as teaching subjects.
 - ii. Only such candidate shall be allowed to offer Social Studies for the B.A.B.Ed. Examination as have taken their running B.A.B.Ed. course with any two subjects out of History, Political Science/Public Administration, Economics, Geography, Sociology, Philosophy /Psychology.
 - iii. A candidate who has studied political or public administration as one of the subject in two years shall be offered civics as a teaching subject in B.A. B.Ed Integrated.
 - iv. To maintain same sequence of papers (G.A. - IVth, G.B. 05/06/07 papers (Ist, IInd & IIIrd year) and 8 a/b IIIrd year and IVth year) in the four years B.A.B.Ed itegrated course, paper no IIIrd in B.A.B.Ed IIIrd year and paper no VIIth in B.A.B.Ed IVth year were skipped.
- O.323** No candidate shall be allowed to appear in the Integrated B.A.B.Ed examination

I,II,III & IV Year unless he/she has attended (80% for all course work & practicum, and 90% for school internship)

- O.324** The examination for Integrated B.A.B.Ed. for Four Year shall be in two parts- part 1st comprising theory papers & part 2 practice of teaching in accordance with the scheme of examination laid down from time to time.
- O.325** Candidates who fail in Integrated B.A.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 one 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. The candidate shall have to repeat the whole examination in subsequent year in case he fails to clear the paper in which he failed.
- O.326** Candidates who fail in the Integrated B.A.B.Ed. examination part 1 and part 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 four academic year but for good reasons fails to appear at the Integrated B.A-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 Integrated B.A.B.Ed programme shall be of duration of four academic years, which can be completed in a maximum of five years from the date of admission to the Integrated B.A.B.Ed.Degree.


अकादमिक प्रभारी
महाराजा सूरजमल वृज विश्वविद्यालय
भरतपुर (राज.)





Regulation 42 :-**Scheme of Integrated B.A.B.Ed Four Year Examination**

The Integrated B.A.B.Ed. (Four years) will consist of the following components;

Part I- Main theory papers at **B.A.B.Ed. I**, In Integrated B.A.B.Ed I Year Paper nos. are 02, 03, 04 (G-A) are of 3 hours carrying 100 marks (80 for the theory + 20 sessional) each.

Compulsory paper* 01 of 100 marks and optional papers 05, 06, 07 (G-B) are of 3 hours carrying 100 marks (I and II) each. Distribution of marks having practical such as psychology drawing and painting, Geography, Home science and Indian music are according to their marking scheme mention in page No.7.

Part II- Practice Teaching - Micro Teaching, Internship, Practice Teaching of 20 weeks (10 at B.A.B.Ed Year III & 10 at B.A.B.Ed Year IV) Block Teaching and Criticism and Final Lesson in III & IV Year per teaching subject.

Organization evaluation of practice teaching:

1. Every candidate will teach at-least 40 lessons (20 in III Year & 20 in IV Year) during practice teaching session. At least ten lessons in each subject should besupervised.
2. 40(20+20) lessons 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 teachingskills.
3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of thesubjects.
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

16


अकादमिक प्रभारी
 महाराजा सूरजमल बृज विश्वविद्यालय
 भरतपुर (राज.)

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 Integrated B.A-B.Ed III Year each candidate should be prepared to teach one lesson at the final practical examination. At the Integrated B.A.B.Ed IV Year exam candidates should be prepared to teach two lessons (one in each subject). The external examiners may select at-least 10% of the candidates to deliver two lessons in Integrated B.A.B.Ed IV 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 in each of the 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, Bharatpur.
 - (c) An external examiner from outside the Maharaja Surajmal Brij University, Bharatpur or a senior member of the teaching staff of an affiliated training college.
 - (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.

Distribution of marks having practical such as psychology drawing and painting, Geography, Home science and Indian music are according to their marking scheme mention in page No.7.

Working out the result and awarding the division:


 अकादमिक प्रभारी
 महाराजा सुरजमल ब्रिज विश्वविद्यालय
 भरतपुर (राज.)

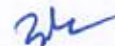
17

- (1) A candidate in order to be declared successful at the Integrated B.A.B.Ed. I, II, III & IV Year Examination shall be required to pass separately in Part I (Theory) and Part II (Practice of Teaching).
- (2) For a passing in Part I (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 & 4 marks out of 15) (c) 36 percent marks in the aggregate of all the theory papers.
- (3) For passing in Part II (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 candidates at Integrated B.A.B.Ed Four Year Examination 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 be properly maintained by the college and may be made available for work satisfaction of external examiner in school internship (practice teaching), those are expected to submit a report regarding this separately.


 अकादमिक प्रभारी
 महाराजा सुरजमल वृज विश्वविद्यालय
 भरतपुर (राज.)




B.A. B.Ed. (Part-IV) -25
Environmental Studies (Cumpulsory)

Scheme of examination

Time	Min Marks	Max.Marks
3 hrs	36	100

This paper will contain 100 multiple choice questions. Each question will carry 1 mark. Students should be encouraged to visit places of Environmental Importance including Natural and Manmade Habitat.

Note:

1. The marks secured in this paper shall not be counted in awarding the division to a candidate.
2. The candidates will have to clear this compulsory paper in three chances.
3. Non-appearing or absence in the examination of compulsory paper will be counted as a chance.

Unit.1: The Multidisciplinary nature of environmental studies

Definition, scope and importance- Relationship between Environmental Studies and other branches of science and social sciences.

Need for Environmental awareness, Environmental education in present day context.





Unit.2: Natural Resources and Challenges

- a. Natural resources and associated problems, Classification of resources: renewable resources, non renewable resources, classes of earth resources, resources regions: Definition and criteria, resource conservation.
- b. Forest resources: Use and over- exploitation, deforestation, case studies, Timber extraction, mining, dams and their effects on forest and tribal people.
- c. Water resources: Use and over-utilization of surface and groundwater, floods, drought conflicts over water, dams-benefits and problems.
- d. Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- e. Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticides problems, water logging, salinity, case studies.
- f. Energy resources: Growing energy need, renewable and nonrenewable energy sources, use of alternate energy sources. Case studies.
- g. Land resources: Land as a resource, Land degradation man induced Landslides, soil erosion and desertification.


अकादमिक प्रभारी

महाराजा सूरजमल वृज विश्वविद्यालय
भरतपुर (राज.)

19

- Role of an individual in conservation of natural resources.
- Equitable use of resources for sustainable lifestyles.

Unit 3: Ecosystems, Concepts, Structure, Functions and Types

- Concept of an ecosystem
- Structure and function of an ecosystem
- Producers, consumers and decomposers
- Energy flow in the ecosystem
- Ecological succession
- Food chains, food webs and ecological pyramids
- Introduction, types characteristics features, structure and function of the following ecosystem:
 - a. Forest ecosystem, Tropical Temperate and Alpine Ecosystem
 - b. Grassland ecosystem and Their Types
 - c. Desert ecosystem with emphasis on Thar Desert
 - d. Aquatic ecosystems(ponds, streams, lakes, rivers, oceans, estuaries) and Wet Lands

Unit 4: Biodiversity and its conservation

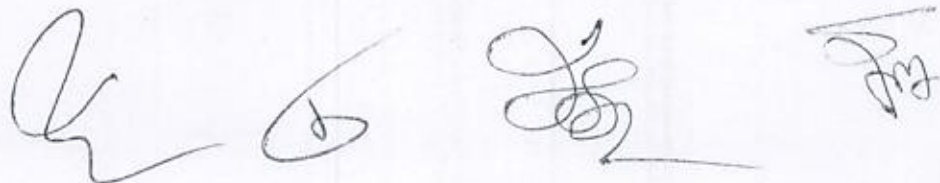
- Introduction –Definition, genetic, species and ecosystem diversity
- Biogeographically classification of India
- Value of biodiversity :consumptive use, productive use, social ethical., aesthetic and option values
- Biodiversity at global, National and local level
- India as a mega-diversity nation
- Hot-spot of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
- Endangered, Threatened and endemic species of India
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity
- Red Data Book

Unit 5 : Environmental Pollution and Control Measures

Definition

- Causes, effects and control measures of:
 - a) Air Pollution
 - b) Water Pollution
 - c) Soil Pollution
 - d) Marine Pollution


 अकादमिक प्रभारी
 महाराजा सूरजमल बृज विश्वविद्यालय
 भरतपुर (राज.)




- e) Noise Pollution
- f) Thermal Pollution
- g) Nuclear Hazards
- Solid waste management" Causes, effects and control measures of urban and industrial wastes
- Role of an individual in prevention of pollution
- Pollution case studies
- Disaster management: floods earthquake, cyclone and landslides.

Unit 6 : Social issues, Environment, Laws and Sustainability

- From Unsustainable to Sustainable development
- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people; its problems and concerns. Case studies
- Environmental ethics: Issues and possible solution.
- Climate change, global warming, acid rain ozone layer depletion, nuclear accidents and holocaust. Case studies
- Wasteland reclamation.
- Consumerism and waste product.
- Environmental Protection Act.
- Air (Prevention and Control of Pollution) Act
- Wild life protection Act
- Forest Conservation Act
- Biological Diversity Act
- Issues involved in enforcement of environmental legislation
- Public Awareness.

Unit 7: Human Population and the Environment

- Population growth, variation among nations
- Population explosion-Family Welfare Programme
- Environment and Human health
- Human Rights
- Value Education
- HIV/AIDS
- Women and Child Welfare
- Role of Information Technology in Environment and human health
- Case Studies


 अकादमिक प्रभारी
 महाराजा सूरजमल बृज विश्वविद्यालय
 भरतपुर (राज.)



Suggested Readings:-

1. Diwan A.P. and Arora D.K.1995. Human Ecology Anmol Publication Pvt.Ltd.,New Delhi.
2. Dubey, R.M.1992. Human Ecology and Environmental Education,Chaug Publications,Allahabad.
3. Goudie,Andrew.The Human Impact.
4. Husain Maxia.1994 Human Geography,Rawat Publication,Jaipur.
5. Johnston, R.J.Ed.1986 Dictionary of Human geography,National Publication,New Delhi.
6. Malik,S.L.and Bhattacharya D.K.1986. Aspects of Human Ecology,Northern Book Center,New Delhi.
7. Mishra,R.P and Bhooshan,B.S.1979.Human Settlements in As a.Public,Polices and programmes Haritage publisher,New Delhi.
8. Nathawat, G.S.1985. Human Ecology,An Indian perspective,Indian Human Ecology Council,Jaipur.
9. Russel, Bartrand, 1976.Impact of Science of society Unwin,Publisher,Indian. (paper back).
10. Sinha Rajiv, 1996.Gloobal Biodiversity Ina.,Shri publication,Jaipur.
11. Sinha Rajiv K., 1994. Development without Desertrction 14.Environmentalist,Jaipur. Sinha Rajiv K., 1996.Environmental Crises and Human at Risk,In A Shri Publication,Jaipur.
12. Smith, Dlanne, 1984.Urban Ecology,George Allen,London.
13. Swarnkar, R.C.1985.Indian Tribes.Printwell publisher,Jaipur.
14. Tivy,Joy and O'Hugegreg.1985.Human Impact on the Ecosystem Edinburgh George Allen Boyd.
16. United Nations Development Report, 1996.Human Development Report, 1996.Oxford University Press,Delhi.
17. Vannathony & Rogers Paul, 1974. Human Ecology and World Development,Flehum Press,New York.


 अकादमिक प्रभारी
 महाराजा सूरजमल कृष्ण विश्वविद्यालय
 भरतपुर (राज.)





B.A.B.Ed IV YEAR
26-Creating and inclusive school

MARKS: 100

Objectives

The course will enable the student teachers to –

- To demonstrate knowledge of different perspectives in the area of education of children with disabilities.
- To reformulate attitudes towards children with special needs.
- To use specific strategies involving skills in teaching special needs children in inclusive classrooms.
- To modify appropriate learner-friendly evaluation procedures.
- To incorporate innovative practices to respond to education of children with special needs.
- To contribute to the formulation of policy.
- To implement laws pertaining to education of children with special needs.

Course:-

UNIT 1: PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS

- Historical perspectives and contemporary trends Approaches of viewing disabilities:
- The charity model, the bio centric model, the functional model and the human rights model
- Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.

UNIT 2: LEGAL AND POLICY PERSPECTIVES

- RTE Act, 2009.
- National Policy – Education of Students with Disabilities in the National Policy on Education, 1968, 1986,
- POA (1992); Education in the National Policy on Disability, 2006.

UNIT 3 : SCHEME OF INCLUSIVE EDUCATION

- Education of Special Focus Groups under the Sarva Shiksha Abhiyan (SSA, 2000);
- MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009), National Trust and NGOs.
- Community-based education.

UNIT 4: CLASS ROOM MANAGEMENT

- Class Room management - meaning and approaches
- School's readiness for addressing learning difficulties


 अकादमिक प्रभारी
 महाराजा सूरजमल कृष्ण विश्वविद्यालय 23
 भरतपुर (राज.)





- Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities

UNIT 5: INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL

- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Documentation, record keeping and maintenance.
- Teacher role in classroom management

Tasks and Assignments

1. Class Test 10 marks
2. Assignments 10 Marks
 - Case study of a Learner with Special needs.
 - Making a Report of Visit to a resource room of SSA.
 - Interviewing a teacher working in an Inclusive School.

REFERENCES:

1. Dunn, L & Bay, D.M (ed.): Exceptional Children in the Schools, New York : Holt, Rinehart, Winston.
2. Hallahar, D.P & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusetts, 1991
3. Hewett, Frank M. & Foreness Steven R., Education of Exceptional Learners, Allyn & Bacon, Massachusetts, 1984.
4. Kirk, S.A & Gallagher J.J., Education of Exceptional Children ; Houghton Mifflin Co., Boston, 1989
5. Magnifico, L.X: Education of the Exceptional Child, New York, Longman.
6. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
7. Singh, N.N and Beale, I.L. (eds.) Learning Disabilities – Nature, Theory and Treatment Spring-Verlag, New York, Inc: 1992.


 अकादमिक प्रभारी
 महाराजा सुरजमल दृज विश्वविद्यालय
 भरापुर (राज.)



B.A.B.Ed IV Year**27- Understanding Disciplines and subjects****Marks 100****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 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 & Interdisciplinary Subject.

Unit -II School Subjects on Disciplines

Impact of Social science Subject on Disciplines:-

- Social Science: Methods: Lecture method, Project method, Supervised study, Story- Telling, Biographical, Source Method, Brain-storming Dramatization, Experiential- Learning

Unit - III Impact of science and maths subject on disciplines

- Science: Methods & Techniques of Teaching Science: Brain Storming, Laboratory, Demonstration, Project & Field visit, Constructive Learning, Concept Mapping, Heuristic Learning & Problem Solving, Group Discussion & Panel Discussion
- Maths: Methods of teaching mathematics: Lecture, Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem solving, and Laboratory methods & techniques of Teaching Mathematics: Questioning, Brainstorming, Role-playing, Simulation, Non formal techniques of learning Mathematics.

Unit - IV Impact of Language subject on disciplines

- Language: Story, Novel, Poetry, Personal Essay, Pen Portrait, Travelogue, Self Narration, Memories

Handwritten Signature
अकादमिक प्रभारी
 महाराजा सुरजमल वृज विश्वविद्यालय
 भरतपुर (राज.)

Handwritten Signature

Handwritten Signature

Handwritten Signature

25

- Redefinition of the school subject with concern to social justice
- Meaning of Social cultural perspective in context of Universal education

Unit - V Process and framing of disciplines and subjects

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

Test and Assignment:-

1. Class Test 10Marks
2. Any one of the following 10Marks
 - Prepare charts with related language (Hindi, English, or Sanskrit)
 - 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 scientists and socialistic.
 - Study of any one aspect of social issues and prepare a report.
 - Preparation of Five (5) word cards, 5 picture cards and cross word puzzles (Language)
 - 5 microteaching skills & 5 macro- teaching (based 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 studies in changing world
3. Chash, S.C (2007) history of education in India, NCERT (2005) National Curriculum framework. NCERT
4. Clinton Golding of the centre for study of higher education Integrating of Disciplines.
5. Daman.C Howard, Rastman, Meil(1965) "The uses of language " New yark. Holt Rinchyart and winstan. Inc.
6. Dengz. Z 92013) School subject and academic discipline in a luke a woods , B.K. weir (Eds) curriculum, Syllabus design and equity : A primer and model routledge
7. Egen, Marlow & Rao, D.B. 2003 Teaching Successfully , Discovery Pub. House New Delhi
8. Freeman Diane-Larsen (2000) Technigues and Principles in language teaching. Oxford:049
9. Sharma , L.M. 1977 (Teaching of Science & Life Science Dhanpat Rai & Sans. Delhi.
10. Wesley, Edgar Brose : Social Studies for School.




अकादमिक प्रभारी
महाराजा सूरजमल वृज विश्वविद्यालय
भरतपुर (राज.)

26

B.A.B.Ed IV Year28- PHYSICAL EDUCATION AND YOGA**OBJECTIVES:-**

MARKS-100

The course will enable the student teachers to –

- To enable them to understand the need & importance of Physical Education.
- To acquaint them to allied areas in Physical Education.
- To sensitize the student teacher towards physical fitness & its importance.
- To make them aware of the benefits of physical fitness & activities for its development.
- To help them acquire the skills for assessment of physical fitness.
- To introduce them to the philosophical bases of Yoga.
- To introduce them to types of Yoga & its importance.
- To motivate them to resort to physical activity for the fitness development.
- To help them understand the procedure of health related fitness evaluation

Unit 1. PHYSICAL EDUCATION

- Introduction, Definition and Meaning of physical education
- Objectives of physical education
- Scope of physical education & allied areas in Physical Education

Unit 2. PHYSICAL EDUCATION AND METHODS

- Need & importance of physical education in different levels of school (sec. and sr. sec. level)
- Training methods:- Development of components of physical fitness and motor fitness through following training methods (continuous method, interval method, circuit method, fartlek/speed play and weight training)
- Development of Techniques and Tactics

Unit 3. PHYSICAL FITNESS

- Definition, Meaning, Types and factors of physical fitness
- Factors affecting physical fitness
- Benefits Physical Fitness

Unit 4:- PHYSICAL FITNESS AND YOGA ACTIVITIES


 अकादमिक प्रभारी
 महाराजा सूरजमल कूल शिक्षणविद्यालय 27
 भरतपुर (राज.)

- Need of physical activities at school level
- Importance of physical activities at school level
- Assessment of physical fitness
- Introduction, Meaning and mis-concepts of Yoga
- Ashtang Yoga (8 stages of Yoga)
- Types of Yoga
- Importance of Yogasanas, Pranayama and Shudhikriya
- Importance of Meditation in school

Unit 5 :- Human abilities and Yoga in Indian context

- Education and Yoga - Promotion of intelligence, awareness and creativity through Yoga, Yoga in Class – rooms (Primary , Secondary and Higher education levels).
- Stress and Yoga: Stress – Definition, Causes, Symptoms, Complications in life ; Yogic management of stress related disorders – Anxiety, Depression and Suicidal tendencies.

Tasks and Assignments

1. Class Test - 10 Marks
2. Any one following : 10marks
 - Learning and performing of basic yogic activities
 - Health and physical education relationship with other subject areas like science, social science and languages.
 - Fundamental skill of games/sports and yoga

REFERENCES:-

- Kuvalayananda, Swami, Pranayama,(1983) , Popular Prakashan Bombay.
- Kuvalayananda, Swami, Asanas,(1983) Popular Prakashan Bombay, English/Hindi.
- Lal, Raman Bihari. (2008). Siksha Ke Daarshnik Evam Samajshastriye Sidhant. Meerut, Rastogi Publications.
- Nagendra, H.R. (1993). Yoga in Education. Bangalore, Vivekananda Kendra.
- Niranjana Swami. (1998). Yoga Darshan. Deoghar, Panchadashanam Paramahansa Alakh Bara.
- Rai, Lajpat, Sawhney, R.C. and Selvamurthy, W. Selvamurthy (1998). Meditation Techniques, their Scientific Evaluation. Gurgaon, Anubhav Rai Publication.
- Raju, P.T. (1982). The Philosophical Traditions of India. Delhi , Moti Lal Banarsi Dass.
- Ram, Swami. (1999). A Practical Guide to Holistic Health. Pennsylvania, Himalayan Institute of Yoga.
- Reyna, Ruth. (1971). Introduction to Indian Philosophy. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.

अकादमिक प्रभारी
महाराजा सुरजमल बूज विश्वविद्यालय
भरतपुर (राज.)

28

B.A.B.Ed IV Year**29- Gender, School and Society**

MARKS: 100

Objectives:

After completing the course the students will be able:-

- To develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
- To understand some important landmarks in connection with growth of women's education in historical and contemporary periods.
- To learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region;
- To understand the need to address gender based violence in all social spaces and evolves strategies for addressing it.

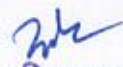
Unit 1: Gender Issues: Key Concepts

- Gender, Sexuality, Patriarchy, Masculinity and Femininity
- Gender Bias, Gender Stereotyping and prejudices
- Equity and Equality in Relation with Caste, Class, Religion, Ethnicity, Disability and Region.
- Issues and Concerns of Transgender

Unit 2: Socialization Processes in India: Family, School and Society

- Gender Identities and Socialization Practices in different types of families in India.
- Sites of Conflict: Understanding the Importance of addressing sexual abuse in family, Neighborhood and School and in other formal and informal institutions.

Unit 3: Gender Issues in Curriculum


अकादमिक प्रभारी

महाराजा सुरजमल बृज विश्वविद्यालय
भरतपुर (राज.)

29

- Gender, Culture and Institution: Intersection of class, caste, Religion and Region - Construction of gender in curriculum Frameworks since Independence : An Analysis - Gender and the hidden curriculum
- Gender in Text and classroom processes - Teacher as an agent of change - Life skills and sexuality.
- Institutions redressing sexual harassment and abuse.

Unit 4: Gender Studies: Historical Perspectives on Education

- Historical Backdrop: Some Landmarks in Socio-Economic and Educational upliftment of Status of Girls and Women.
- Women empowerment : Meaning, Definition, Needs, Obstacles in the path of women empowerment, Role of Government and institutions for women empowerment

Unit 5: Constitutional Commitments

- Reports of Commissions and Committees, Policy initiatives,
- Schemes and Programmes on Girls Education and Overall Development of Women for Addressing Gender Discrimination in Society.

Tasks and Assignments

1. Class Test 10 marks
2. Assignments 10 Marks
 - Preparation of Project on Key Concepts and its operational definitions relating it with the Social Context of the Teachers and Students.
 - Analyses Textual Materials from the Perspective of Gender Bias and Stereotype.
 - Organize Debates on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region.
 - Prepare a project on Issues and Concerns of Transgender.
 - Project on analyzing the growing up of Boys and Girls in different types of family in India.


 अकादमिक प्रभारी
 महाराजा सुरजमल गुज विश्वादेशालय
 भरतपुर (राज.)

30





References:-

- Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National Book Trust, NewDelhi
- Dunne, M. et al. (2003). Gender and Violence in Schools.UNESCO.
- Kirk Jackie e.d. , (2008), Women Teaching in South Asia, SAGE, NewDelhi
- Leach, Fiona. (2003). Practising Gender Analysis in Education,Oxfam
- National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, 3.2, NCERT,2006.
- Nayar, Sushila and Mankekar Kamla (ed.) 2007, 'Women Pioneers in India's Renaissance, National Book Trust, New Delhi,India.
- Sherwani, Azim. (1998). the girl child in crisis. Indian Social Institute, New Delhi.
- Srivastava Gouri, (2012), Gender and Peace in Textbooks and Schooling Processes, Concept Publishing Company Pvt. Ltd, NewDelhi
- UNICEF (2005). 2005 and Beyond – Accelerating Girls' Education in South Asia. MeetingReport.
- Unterhalter, Elaine. (2007). Gender, Schooling and Global Social Justice, Routledge.


 अकादमिक प्रभारी
 महाराजा सुरजमल गुज विश्वविद्यालय
 काठमांडू (राज.)

31





B.A.B.Ed IV Year
30-Assessment for Learning

MARKS: 100

Objectives

The course will enable the student teachers to –

- understand the process of evaluation.
- develop the skill in preparing, administering and interpreting the achievement test.
- understand and use different techniques and tools of evaluation for learning.
- comprehend the process of assessment for learning
- develop skills necessary to compute basic statistical measures to assess the learning.

Unit 1: Basic Concepts and Overview

- Basic Concepts: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading.
- Purpose of assessment in different paradigms: (a) behaviourist (with its limited view on learning as behaviour), (b) constructivist paradigm and (c) socio-culturalist paradigm; distinction between 'assessment of learning' and 'assessment for learning'; assessment as a basis for taking pedagogic decisions.
- Significance of assessment for learning
- Self assessment and peer assessment

Unit 2: Analysis of Existing Practices of Assessment

- Records used in Assessment: a) Profiles: Meaning, Steps involved and criteria for developing and maintaining a comprehensive learner profile. b) Evaluation rubric: Meaning, Construction and Uses c) Cumulative records: Meaning, Significance
- Ethical Principles of Assessment Examination Reforms a. Continuous and Comprehensive Evaluation (CCE) b. Choice Based Credit System (CBCS) c. Open Book Examination

Unit 3: Assessment in the Classroom and Record Keeping

32


अकादमिक प्रभारी
 महाराजा सूरजमल दूज विश्वविद्यालय
 भरतपुर (राज.)






- Expanding notions of learning in a constructivist perspective.
- Ability to develop indicators for assessment.
- Tasks for assessment: projects, assignments.
- Formulating tasks and questions that engage the learner and demonstrate the process of thinking.
- Scope for original responses, observation of learning processes by self, by peers, by teacher.
- Organizing and planning for student portfolios and developing rubrics for portfolio assessment, teachers' diaries, and group activities for assessment.

Unit 4: INTERPRETING TEST SCORES

- Presentation and Organization of data : Frequency distribution
- Graphical representation of data, Histogram, Frequency polygon
- Measures of Central Tendency : Mean, Median, Mode
- Measures of Variability : Quartile Deviation, Standard Deviation
- Percentile and Percentile Rank
- Rank difference method by Spearman's, Co-efficient of correlation, Types of correlation
- Normal Probability Curve : Properties, Uses

Unit 5: Feedback

- Feedback : meaning, importance and types
- Feedback as an essential component of assessment; types of teacher feedback (written and oral).
- Feedback to students and feedback to parents; peers' feedback, scores, grades and qualitative descriptions, developing and maintaining a comprehensive learner profile.
- Challenges of assessment.

Tasks and Assignments

1. Class Test 10 marks
2. Assignments 10 Marks
 - Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.
 - Developing a Portfolio / Profile / Evaluation Rubric (format).
 - Evaluation of available Unit test and reformation of the same.

अकादमिक प्रभारी

महाराजा सूरजमल वृज विश्वविद्यालय
भरतपुर (राज.)

33

- Designing Questionnaire / Interview Schedule on a given topic
- Preparing any four evaluation tools for Formative Assessment.

REFERENCES:-

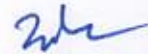
1. Deshpande, J.V. Examining the Examination System Economic & Political Weekly, April 17, 2004 Vol XXXIX, No. 16. Nawani, D(2015).
2. Re-thinking Assessments in Schools, Economic & Political Weekly, Jan 17, Vol L, No.
3. Nawani, D (2012), Continuously and comprehensively evaluating children, Economic & Political Weekly, Vol. XLVIII, Jan 12, 2013.
4. NCERT(2007) National Focus Group Paper on Examination Reforms S. K. (1994).
5. Applied Statistics for Education. Mittal Publications.
6. Garrett, H.E. (2008). Statistics in Psychology and Education. Delhi: Surjeet Publication.
7. Mrunalini, T. (2013). Educational Evaluation. Hyderabad: Neelkamal Publications Pvt.Ltd.

B.A.B.Ed IV Year**PEDAGOGY OF SCHOOL SUBJECT****PAPER:-VIII A / B****हिन्दी शिक्षण**

100 अंक

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।


अकादमिक प्रभारी
 महाराजा सूरजमल वृज विश्वविद्यालय 34
 भरतपुर (राज.)






8. हिन्दी की विधाओं एवं उनके व्यावहारिक 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।

इकाई – प्रथम

भाषा की भूमिका

- भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से)
- भाषायी कौशलों के विकास –
 - (क) श्रवण, (ख) उच्चारण, (ग) वर्तनी, (घ) वाचन (सस्वर व मौन)
 - (ङ) अभिव्यक्ति (मौखिक व लिखित)
- हिन्दी के विविध सृजनात्मक आयामों के अन्तर्गत विविध भाषा रूपों का अध्ययन
 - (i) वाणिज्य और व्यापार के क्षेत्र में हिन्दी (ii) वैज्ञानिक और तकनीकी हिन्दी, (iii) कार्यालयीय हिन्दी, (iv) विधि के क्षेत्र में हिन्दी
 - (v) सामाजिक विज्ञान के क्षेत्र में हिन्दी (vi) संचार माध्यमों में हिन्दी
 - (vii) विज्ञापन के क्षेत्र में हिन्दी
- मातृभाषा/राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- भाषा का समाज में स्थान
- हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति

इकाई – द्वितीय


 अकादमिक प्रभारी
 महाराजा सूरजमल वृज विश्वविद्यालय
 भरतपुर (राज.)

35





- 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 भाषाशिक्षण 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 (मल्टी मीडिया) ई-कॉमर्स, मोबाइल, इंटरनेट, इन्ट्रानेट, ई-यूनिवर्सिटी, भाषा-प्रयोगशाला


इकाई (तृतीय)

- 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. वायगात्स्की, चॉम्स्की, जॉन ड्यूवी
- वर्तमान में प्रचलित – प्रायोजना विधि (किलोट्रिक), 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।

इकाई (चतुर्थ)

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

इकाई (पंचम)


 अकादमिक प्रभारी
 महाराजा सूरजमल बृज विश्वविद्यालय
 भरतपुर (राज.)





- हिन्दी शिक्षण में मूल्यांकन –
 - (अ) भाषा विकास की प्रगति का मूल्यांकन – सतत और समग्र मूल्यांकन आपसी-मूल्यांकन, स्व-मूल्यांकन, समूह मूल्यांकन, पोर्ट-फोलियो।
 - (ब) 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, बहुविकल्प प्रश्न)
 - (स) फीड बैक – (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट
 - (द) प्रश्न पत्र निर्माण एवं नीलपत्र

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 करें 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 स्क्रेब पुस्तिका तैयार करें।
 - 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।

अकादमिक प्रभारी

महाराजा सुरजमल बृज विश्वविद्यालय
भरतपुर (राज.)

37

- 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।

सन्दर्भ ग्रन्थ सूची -

1. गुप्ता (डॉ.) प्रभा (2012) मातृभाषा व विकिध योजनाएँ - साहित्य प्रकाशन, आगरा।
2. त्यागी, डॉ. एस.के. (2008) हिन्दी भाषा शिक्षण अग्रवाल पब्लिकेशन्स, आगरा।
3. पाण्डेय, डॉ. मुक्तिकान्त (2010) हिन्दी शिक्षण-अभिनव आयाम' विश्व भारती पब्लिकेशन्स, नई दिल्ली।
4. भाटिया, एम एम और नारंग सी.एल. 1987, आधुनिक हिन्दी शिक्षण विधियाँ, लुधियाना, प्रकाश ब्रदर्स।
5. लाल रमन बिहारी, 1993, हिन्दी 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

B.A.B.Ed IV Year

PEDAGOGY OF SCHOOL SUBJECT

PAPER:-VIII A / B

संस्कृत शिक्षण

100 अंक

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।

[Signature]

अकादमिक प्रभारी

महाराजा सूरजमल बृज लि. शहर, जय 38
भरतपुर (राज.)

[Signature] *[Signature]* *[Signature]*

- संस्कृत शिक्षण में भाषायी कौशल – कथन, श्रवण, पठन, लेखन

इकाई – द्वितीय

- संस्कृत शिक्षण के विविध रूप
 - गद्य शिक्षण
 - पद्य शिक्षण
 - व्याकरण शिक्षण
 - कहानी शिक्षण
 - नाटक शिक्षण
 - उच्चारण शिक्षण
 - रचना शिक्षण
 - 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 की प्रणाली
- विविध जन संचार माध्यमों से संस्कृत शिक्षण
 - परम्परागत – नाटक, अभिनय, कथा, सेमिनार, कार्यशाला
 - संचार माध्यम – वेबसाइट्स, विकीपीडिया
 - प्रिंट मीडिया – समाचार पत्र-पत्रिकाएँ, साहित्यिक पुस्तिकाएँ
 - इलेक्ट्रॉनिक मीडिया – रेडियो, दूरदर्शन, फिल्म एवं बहुमाध्यम (गल्टी मीडिया), इंटरनेट, इन्ट्रानेट, भाषा-प्रयोगशाला

इकाई (तृतीय)

- संस्कृत शिक्षण की विधियाँ –
 - पाणिनी व यास्क के अनुसार।
 - प्रचलित अन्य विधियाँ – प्रायोजना विधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन-निगमन विधि, अनुवाद विधि, चयन विधि, पाठ्य पुस्तक विधि, सम्प्रेषण उपागम, समग्र उपागम।
 - पाश्चात्य विद्वानों के अनुसार – जे.प्याजे, एल. वायगात्सकी, चॉम्स्की, जानङ्यूवी।

अकादमिक प्रभारी

महाराजा सूरजमल बृज विश्वविद्यालय
भरतपुर (राज.)

39




- 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
 - (v) अन्य विषयों के साथ संस्कृत का समन्वय
 - (vi) त्रुटियाँ व उपचारात्मक कार्य
 - (vii) संस्कृत भाषा की चुनौतियाँ
 - (viii) स्वनिर्मित विज्ञान व रूप विज्ञान के रूप में संस्कृत
 - (ix) संस्कृत भाषा परीक्षण एवं मूल्यांकन

इकाई (चतुर्थ)

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

इकाई (पंचम)

- संस्कृत शिक्षण में आकलन –
 - (1) संस्कृत भाषा विकास की प्रगति का आकलन – सतत और समय मूल्यांकन स्व-मूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो।
 - (2) प्रश्नों का स्वरूप – समस्या-समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तनवाले 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


अकादमिक प्रभारी
 महाराजा सुरजमल बृज विश्वविद्यालय
 भरतपुर (राज.)

40





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 रवीन्द्रनाथ (1991) 'भाषिकी' दिल्ली।
2. त्रिपाठी, रामसुरेश, (1992) संस्कृत व्याकरण दर्शन, दिल्ली-6, राजकमल प्रकाशन, प्रा.लि., 7 फेज 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।
6. शास्त्री, डॉ. सूर्यदेव, 1973, मनोभाषिकी' पटना बिहार हिन्दी ग्रन्थ अकादमी
7. Mackey William Francis, Language Teaching" Analysis London, Longmans, Green & Co. Ltd.
8. Widdowson, H.G., Teaching Language as Communication Oxford, OHP

B.A.B.Ed IV Year**PEDAGOGY OF SCHOOL SUBJECT****PAPER:-VIII A / B****English Teaching**

2/2
अकादमिक प्रभारी
महाराजा सूरजमल बृज विश्वविद्यालय
भरतपुर (राज.)

[Handwritten signatures]

Objectives-

MARKS:-100

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.

COURSE CONTENT**UNIT - I - 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 subjects and skill based subjects
- Objectives of teaching English language (a) Skill based- LSRW (b) Competency based- linguistic competence and communicative competence.

UNIT - II - TEACHING OF ENGLISH LANGUAGE SKILLS

- Listening: (i) Concept of listening in second language (ii) 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, Role of teaching aids in



अकादमिक प्रभारी
महाराजा सुरजमल दृज विश्वविद्यालय
भरतपुर (राज.)





- 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 receptive level, Technique 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 reading: Skimming, Scanning, Silent reading, Reading aloud, Intensive reading, Extensive reading, Genuine reading comprehension, Relating teaching of reading to listening and speaking skills, Role of textbook
 - 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 – III - 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 Method, 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 & 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 lessons - Content analysis -, Poetry lessons – Components of poetry - The place of poetry teaching in school curriculum. - Concept, aims and objectives of teaching poetry in second language, Grammar lessons-Planning for teaching Grammar and usage –sentence(Affirmative, Negative, Interrogative, Simple,

Compound, Complex), Verb-patterns, Question tag, Determiners, Modal Auxiliaries, Tenses, Infinitives, Gerunds, Phrasal verbs and idioms, Concord, Active and passive voice, Direct and indirect speech, Punctuations.

UNIT – IV-RESOURCES IN ENGLISH LANGUAGE TEACHING

- Concept and use of A.V. aids in the teaching of English
- Resources for Teaching and learning English-Text books, work books, teacher's hand books, charts, pictures, flash cards, flannel board, tape-recorder, radio, OHP, substitution tables, computer, realia, newspapers, magazines, brochures, blackboard, 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 – V - ASSESSMENT AND EVALUATION IN ENGLISH

- Concept of assessment and Evaluation in English, Concept, 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 10marks
 2. One of the following 10marks
- Planning of 10 vocabulary building exercises 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.

अकादमिक प्रभारी
महाराजा सुरजमल बृज विश्वविद्यालय
भरतपुर (राज.)

44



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: McGrawHill.
5. Brumfit, C.J. (1984): Communicative methodology in language teaching. Cambridge: C.P.U.
6. Collins Cobuild 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.


 अकादमिक प्रभारी
 महाराजा सुरजमल कृष्ण विश्वविद्यालय
 भरतपुर (राज.)




B.A.B.Ed IV Year
31 (4) PEDAGOGY OF SCHOOL
SUBJECT PAPER:-VIII A / B
 Urdu Teaching

OBJECTIVES:-Marks-100

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

- Understand the basic concepts and functions of language with special reference 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 analyse 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 Textbooks.
- Knowledge of Evaluation system in urdu and to methodically prepare exams and test paper in urdu.
- Conduct remedial teaching in urdu.

CONTENT:-**UNIT-I**

- Concept of language (verbal & Nonverbal) 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.

3/11
 अकादमिक प्रभारी
 महाराजा सुरजमल बृज विश्ववि. राय
 भरतपुर (राज.)

46

[Handwritten signatures]

Reading comprehension, Reading defects and their cure.

Writing- Knowledge of urdu scripts-khat-e-naskh-khat-e-nastaliq and khat-e-shikast.

- Teaching of alphabats, punctuation qualities of good handwriting.
- 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.
- Structural 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 lesson 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.

Wk

अकादमिक प्रभारी

महाराजा सूरजमल बृज विश्वविद्यालय
भरतपुर (राज.)

47

[Handwritten signatures]

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

Assignments :-

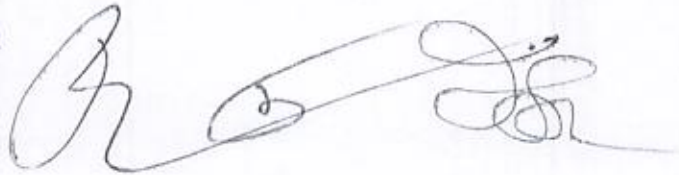
1. Class Test 10marks
2. Any one of the following: - 10marks
 - Analysis of one text book prescribed at the secondary stage.
 - Writing knowledge , understanding and skill objectives of teaching prose and poetry with specification (5 each)
 - Preparation of two teaching aids useful for Urdu teaching.
 - 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" usmaniabook depot, 1-25 Rabindra sarau 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 ltd. jamia nagar New Delhi 1997.
4. Maulvi Abdul : "Quwaid-e-urdu" Anjuman Taraqqi urdu (Hindi) New Delhi.
5. Moinuddin : "udru 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 Aliakthar Hashmi : "Sanvi madaris mein Tadrees" (NCPUL) New Delhi 1998.
8. Naqvi Noor-ul-hasan : "Tadrees-e-Aadab urdu" 2004, Education book house, Aligarh.



अकादमिक प्रभारी
महाराजा सूरजमल बृज विश्वविद्यालय
भरतपुर (राज.)



48



B.A.B.Ed IV Year

31(5) PEDAGOGY OF SCHOOL
SUBJECT PAPER:- VIII A/B
HISTORY TEACHING

Marks-100

Objectives:-


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

Unit I

- 1.1 Meaning, nature and scope of history as a school subject, role and importance of history in school curriculum and life.
- 1.2 Aims and objectives of history, values of teaching history (moral, spiritual, social, cultural and esthetic) relation of history with other subjects of Social and Natural Science and Literature
- 1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.
- 1.4 Approaches: Current events Approach, Mass-media Approach Interdisciplinary Approach, Constructivism Approach.

Unit – 2

- 2.1 Models of teaching:
 - a. Discovery model


अकादमिक प्रभारी
महाराजा सूरजमल नृज विश्वविद्यालय
भरतपुर (राज.)

49

- b. Value Attainment model
- c. Enquiry model

2.2 Methods of teaching:

- a. Lecture method
- b. Project method
- c. Supervised study
- d. Story-Telling Method
- e. Biographical Method
- f. Source Method

2.3 Innovative Practices

- a. Brain-storming
- b. Dramatization
- g. Co-operative-Learning
- h. Experiential-Learning

2.4 Planning:

- a. Annual plan
- b. Unit plan
- c. Lesson plan

Unit – III

- 3.1 a. Teacher as a transformer of cultural & Historical Heritage.
b. Teacher as a facilitator
c. Qualities and professional growth of a History teacher to face challenges of present era.
d. Teacher as a Reflective Practitioner and a Researcher.

3.2 Learning Resources

- a. Print Media
- b. Electronic Media
- c. Multi Media
- d. Visuals

- 3.3 a. Use of community resources
b. Field Trips


अकादमिक प्रभारी
महाराजा सूरजमल बृज वि. विद्यालय
भरतपुर (राज.)







- c. History resource center
- d. Co-Scholastic activities based on school curriculum
- e. History club

UNIT – IV

4.1

- (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.

4.2

- (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.

4.3

- (a) Content Analysis of History Textbooks at secondary level.
- (b) Use of Library and other instructional materials & Source: Primary and Secondary.

UNIT V

5.1 Preparation of Challenging assignments.

5.2 Criteria for assessing written and practical work in History.

5.3 Assessment Modes: Self-assessment, Peer assessment, Group assessment, Learners' profile, Open book exams, Learners' portfolio.

Test & Assignments:-

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.



अकादमिक प्रभारी

महाराजा सूरजमल बृज विश्वविद्यालय
भरतपुर (राज.)


51



- Organization of History Circle: To include programmes 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.


 अकादमिक प्रभारी
 महाराजा सूरजमल बृज विश्वविद्यालय
 भरतपुर (राज.)






B.A.B.Ed IV Year
31 (6) PEDAGOGY OF SCHOOL
SUBJECT PAPER:-VIII A / B
ECONOMICS TEACHING

Objectives-Marks-100

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.

COURSE CONTENT:-**UNIT I-Nature, Scope and objective.**

- Meaning, Nature, Scope of Economics. Place and Importance of Teaching of Economics at secondary level.
- Importance of economics in school curriculum.
- Aims and objectives of teaching economics at different level.
- Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Economics.
- Correlation of economics with school subjects.

UNIT II-Curriculum and planning

- Concept and objectives of curriculum.


अकादमिक प्रभारी
 महाराजा सूरजमल बृज विश्वविद्यालय
 भरतपुर (राज.) 53

- Concepts and Principles of Constructing Curriculum of Economics
- Critical Analysis of the existing syllabus.

UNIT-III 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
 - i) Assignments
 - ii) Seminars
 - iii) Brain Storming
 - iv) Tours and Excursions
 - v) Supervised Study
 - vi) Case Study

UNIT-IV Teacher, Text Book, Teaching Aids


- Text Book (Meaning, Importance and qualities of a good textbook 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, Charts, Table graphs, O.H.P., T.V., Computer with multimedia, Flash Cards, LCD Projector, Interactive Board.

UNIT-V 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 tests. Purpose and concept of evaluation.
- Objective of based evaluation
- Preparation of achievement test-
 - Various types of question
 - Blue print
 - Preparation of question paper

Sessional Work (20 Marks)

1. One test of 10 Marks.
2. Any one of the following 10 Marks.


 अकादमिक प्रभारी
 महाराजा सूरजमल बृज विश्वविद्यालय
 भरतपुर (राज.)





- ☞ Content analysis and preparation of instructional material related to any unit & subject related to Economics.
- ☞ Construction of objective type test items.
- ☞ Prepare five slides related to economic teaching content at senior secondary level.
- ☞ Critical appraisal of economics syllabus at senior secondary level.
- ☞ Preparation of 10 frames of linear or branching type programmes on any topic of Economics.

REFERENCES:

1. Aggarwal, J.C. (2005). *Teaching of Economics - A Practical Approach*. Agra: Vinod Pustak Mandir.
2. Arithshastra shikshan : Rampal Singh prakashak-shabd sanchar, Ajmer
3. Arithshastra shikshan : Harnarayan Singh avum rajendra pal Singh Prakash-Laxminarayanagarwal, Agra
4. Arora, P.N. (1985). *Evaluation in Economics*. New Delhi: NCERT.
5. Dhillon, S. and Chopra, K. (2002). *Teaching of Economics*. Ludhiana: 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. Lee, N. (Ed.) (1975). *Teaching Economics*. London: Heinemann Educational Books.
9. Mittal, R.L., *Arth Shastar Da Adhiapan*. Patiala: Punjabi University Press.
10. Robinson, K. and Wulson, R (Eds.) (1977). *Extending Economics within the Curriculum*. London: Routledge and Kegan Paul.
11. Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). *Teaching of Economics*. Merrut: R. Lall Book Depot.
12. Sharma, Seema (2004). *Modern Teaching Economics*. New Delhi: Anmol Publication Pvt. Ltd.
13. Siddiqui, M.H. (2004). *Teaching of Economics*. New Delhi: Asish Publishing House.
14. Teaching of social studies in secondary schools : Bining and Bining.
15. Teacher's Manual in economics : Dr. N. Hasen published law, Regional College of Edu. Ajmer.


 अकादमिक प्रभारी
 महाराजा सूरजमल बूज विश्वविद्यालय
 भरतपुर (राज.)

55





B.A.B.Ed IV Year
31(7) PEDAGOGY OF SCHOOL SUBJECT
PAPER-VIII A/B
CIVICS TEACHING

Objectives:-**Marks-100**

The Pupil-Teacher will be able to Explain and Discuss the Meaning, Nature and Scope of Civics.

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

Unit- I

- a. Meaning, nature and scope of Civics as a school subject, role and importance of Civics in school curriculum and life.
- b. 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.
- c. A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.
- d. Approaches: current events Approach, mass-media Approach, interdisciplinary Approach, constructivism Approach.

Unit - 2

- a. Models of teaching : Concept Attainment model, Value Attainment model, Jurisprudential model
- b. Methods of teaching : Lecture method, Discussion method, Project method, Supervised study method, Socialized recitation method, Problem-Solving method
- c. Innovative practices : Brain-storming method, Co-operative-Learning, Experimental-Learning
- d. Planning : Content Analysis, Annual plan, Unit plan, Lesson plan.

Unit - III

- 3.1 a. Teacher as an agent of social change in multicultural-multilingual Society.
- b. Teacher as a facilitator.



अकादमिक प्रभारी
 महाराजा सूरजमल बूज विश्वविद्यालय
 भरतपुर (राज.)



56



- c. Qualities and professional growth of a Civics Teacher to face challenges of presentera.
- d. Teacher as a Reflective Practitioner and aResearcher.

3.2 LearningResources:

- a. PrintMedia
- b. ElectronicMedia
- c. Multi Media
- d. Visuals

3.3 a. Use of communityresources

- b. Civics resources center
- c. Co-Scholastic activities based on schoolcurriculum
- d. Civicsclub

Unit – IV

4.1 Local, State and National Political Structure in India:

- a. Education forCitizenship.
- b. Political science in the globalcontext.
- c. Human right/Child right/Woman'sright.
- d. Peace and conflictresolution.
- e. Educational technology and political science(Civics).
- f. Gender issue incivics.
- g. Content Analysis of Civics Textbooks of secondarylevel.

4.2 Use of Library and other instructionalmaterials.

UNIT- V


5.1 Evaluation inCivics:

- a) Preparation of challengingassignments.
- b) Criteria for assessing written and practical work inCivics.

5.2 Assessment Modes: Self-assessment, Peer assessment, Group assessment, Learners' profile, Open book exams, Learners'portfolio.

Assignments :-

1. Class Test 10marks
2. Any one of thefollowing: - 10marks


 अकादमिक प्रभारी
 महाराजा सूरजमल बूज विश्वविद्यालय
 भरतपुर (राज.)
 57

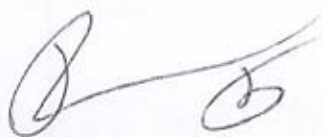




1. Peer interaction (Peer Educators) and group work on selected areas taken from school syllabus.
2. Analysis of Curriculum Policies/Documents and existing school curriculum.
3. Group Presentation for critical appraisal of existing political science (Civics) curriculum and text books at school level.
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 Secondary School, (McGraw Hill, New York, 1952).
2. Agarwal, (1993), Teaching of Political Science-A practical approach, Vikas Publishing House, New Delhi.
3. Aggrawal, J.C. (1983) Teaching of Political Science and Civics, Delhi: Vikas Publication House Pvt.Ltd.
4. Arora & Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd. New Delhi.
5. Bining, A.C. & Bining, D.H. (1952), Teaching of Political Science in Secondary Schools, Tata Mc Graw Hill Publishing Co. Ltd. Bombay.
6. C.D. Samford, Social studies in the Secondary school, McGraw Hill, New York, 1952.
7. Hunt & Metcalf (1968), Teaching high school social studies, Harper & Row Publishers, New York, London.
8. I.F. Forrester : Introducing Social Studies (Orient, Long Mans, Bombay) 1956.
9. John Jarolimek. Ph.D. (1960): Social Studies in Elementary Education (The Macmillan Co., New York).
10. J.U. Michalis : Social Studies for Children in Democracy (EngleWoodCliffs, N.J.)





- 1956.
11. Keith, Webb (1995), An Introduction to problems in the Philosophy of Social Sciences, Pub. Printer, London, NewYork.
 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, NewDelhi.
 14. Maurice, P. Hunt, Lawrance E. Metealf (1955): Teaching High School Social Studies (Harpar & Brothers, Publishers, NewYork).
 15. Nachmias, D.nachmias, C.F. (1996), Research methods in social science, St. Martin's Press, Inc, NewYork.
 16. Ralph, C. Preston, (1955): Teaching Social Studies in the Elementary School (New York, Rinehart &Company).
 17. S.K. Kochhar : The Teaching of Social Studies, Universities Publishers, Delhi, 1963.
 18. Saxena, N.R. Mishra, B.K. & Mohanty, R.K. (2000) Teaching of Civics, Meerut: R. Hall BookDepot.
 19. Singh Rampal (1997) Nagarik Shastra Shikshan Meerut: R. hall BookDepot.
 20. Tyagi, G.D. (2000), Nagarik Shastra Shikshan, Agra: Vinod PustakMandir.
 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


 अकादमिक प्रभारी
 महाराजा सूरजमल बृज विश्वविद्यालय
 भरतपुर (राज.)





B.A.B.Ed IV Year
31(8) PEDAGOGY OF SCHOOL
SUBJECT PAPER:- VIII A/B
GEOGRAPHY TEACHING

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

1.1 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 regional difference.
- (e) Geography as a study of spatial relationships.
- (f) Geography as a study of unifying and integrating discipline.



1.2 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

1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.


अकादमिक प्रभारी

महाराजा सूरजमल वृज विश्वविद्यालय
भरतपुर (राज.)

60

1.4 Approaches: Current Events Approach, Mass-media Approach, interdisciplinary Approach, constructivism Approach.

Unit – 2

2.1 Models of teaching in reference of Geography teaching:

- Concept Attainment model
- Value Attainment model
- Inquire model
- Discovery model

2.2 Methods of teaching:

- Problem solving
- Regional method
- Project method
- Supervised study
- Laboratory method
- Demonstration method
- Inductive & Deductive method

2.3 Innovative Practices:

- Brain -storming method
- Co-operative-Learning
- Experimental-Learning


2.4 Planning:

- Content Analysis
- Annual plan
- Unit plan
- Lesson plan

Unit – III

3.1

- 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.


 अकादमिक प्रभारी
 महाराजा सूरजमल बृज विश्वविद्यालय
 भरतपुर (राज.)




3.2 Learning Resources

o3.3

Unit – IV**ElectronicMedia**

- o MultiMedia
- o Visuals
- o Use of communityresources
- o Field Trips : Local &Regional
- o Geography resourcecenter
- o Co-scholastic activities based on schoolcurriculum
- o Geographyclub

- 4.1 a. Local Geography: It's meaning significance and use as method ofstudy.
b. Regional Geography: Its meaning and significance, concept of regionalism.
- 4.2 a. Content Analysis of Textbooks of Geography at secondarylevel.
b. Use of Library and other instructional materials related with Geography.

UNIT-V

- 5.1 Preparation of Challengingassignments.
- 5.2 Criteria for assessing written and practical work incivics.
- 5.3 Assessment Modes: Self-assessment, Peer assessment, Group assessment, Learners' profile, Open book exams, Learners'portfolio.

Assignments:-

1. ClassTest 10marks
2. Any one of thefollowing: - 10marks
- 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 aGeography.
 - (ii) Land utilization survey of avillage.
 - (iii) Traffic survey of atown.
 - (iv) Any other survey of a similarnature.
 - 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 submitreports.

2/12
अकादमिक प्रभारी
महाराजा सूरजमल वृज विश्वविद्यालय 62
भरतपुर (राज.)

[Handwritten signatures]

- 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. Briant, 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. Gabler, Robert, et al , (1945), Introduction to Physical Geography. San Francisco, Holt, Rinehart and Winston.
7. Garnet 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.

2/12

अकादमिक प्रभाती.
महाराजा सूरजमल बृज विश्वाकर्षण
भरतपुर (राज.)

[Handwritten signature]

[Handwritten signature]

63

[Handwritten signature]

B.A.B.Ed IV Year
31 (9) PEDAGOGY OF SCHOOL
SUBJECT PAPER:-VIII A / B

SOCIAL STUDIES TEACHING

OBJECTIVES: MARKS-100

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. Analysis of present day problems in social context.
 9. To develop the skill of preparation and evaluation of question papers.

COURSE CONTENTS

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.


अकादमिक प्रभारी
महाराजा सूरजमल बृज विश्वविद्यालय
भरतपुर (राज.)



UNIT-IV Methods and Techniques

1. Social studies teacher – Qualities and Role in Global Perspective
2. Methods of teaching of social studies— Lecture, Discussion, Socialized recitation, source and Project method
3. Devices and techniques of teaching social studies – Narration, Description, Illustration, Questioning, Assignment and Field trip.
4. 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 a question paper.

Sessional Work (20 Marks)

1. On 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 programmes on any topic of Social Studies.

REFERENCES:-

1. Aggarwal, J.C. (1982). *Teaching of Social Studies*. New Delhi: Vikas Pub.

अकादमिक प्रभारी
महाराजा सूरजमल बृज विश्वविद्यालय
भरतपुर (राज.)




65


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 प्रभाती

महाराष्ट्र शासन, नवी दिल्ली, ११०००५

२०२२-२३



66



B.A.B.Ed IV Year**31 (10) PEDAGOGY OF SCHOOL****SUBJECT PAPER:-VIII A / B****Home Science Teaching**

100 Marks

Objectives:

To enable the student teachers to:


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

COURSE CONTENT:**UNIT-I**

Meaning, importance, principles and scope of home science, objectives of teaching of home science at secondary level. Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of home science. Place of home science in Secondary School curriculum, Curriculum Construction-Principles 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-II

- a) Micro teaching skills relevant in Homescience.
- 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 HomeScience.


अकादमिक प्रभारी
 महाराजा सूरजमल वृज विश्वविद्यालय
 भरतपुर (राज.)

67

UNIT-III

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-IV

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-V


Concept of assessment and Evaluation in home science, Concept, need and techniques of Continuous and Comprehensive Evaluation (CCE) in home science. Types of tests - Achievement test, Proficiency test, Diagnostic test, Prognostic test. Preparation of an Achievement test. Concept and need of remedial teaching.

Assignments :-

1. Class Test 10marks
2. Any one of the following:- 10marks
 - Food – its constituents, functions and sources.
 - Care and maintenance of cotton, wool, silk and synthetics.
 - Importance of care of the child.
 - Cleaning and polishing of brass, silver, glass and plastic articles.
 - Guidelines for making flower arrangement and rangoli.
 - Immunization Schedule
 - Organisation of mid-day meals in schools

REFERENCES:

1. Begum, Fahmeeda (2006). *Modern Teaching of Home Science*. New Delhi: Anmol Publications.
2. Bhargava, Priya (2004). *Teaching of Home Science*. New Delhi. Commonwealth Publishers.


 अकादमिक प्रभारी
 महाराजा सूरजमल बृज विश्वविद्यालय
 भरतपुर (राज.)






68



3. Chandra, Arvinda, Shah, Anupama and Joshi, Uma (1995). *Fundamentals of Teaching of Home Science*. NewDelhi: SterlingPublisher.
4. Das, R.R. and Ray, Binita (1985). *Teaching of Home Science*. New Delhi: Sterling Publishers.
5. Devdas(1955): *Teaching of Home Science in Secondary School*, All India Council for Secondary Education, NewDelhi
6. Dapoor, Ritu (1994): *Teaching of Home Science*, Parkash Book Depot, Ludhiana
7. Kapoor, Ritu (1994). *Teaching of Home Science*. Ludhiana: Parkash BookDepot.
8. Mago, Neelam *Teaching of Home Science*. Ludhiana: TandonPublications.
9. Seshaiiah, Ponnana Rama (2004). *Methods of Teaching Home Science*. New Delhi: Discovery PublishingHouse.
10. Sharma, Shaloo (2002). *Modern Methods of Teaching Home Science*. Sarup & Sons, NewDelhi.
11. Siddiqui, Mujibul Hasan (2007). *Teaching of Home Science*. New Delhi: A.P.H. PublishingCorporation.
12. Yadav, Seema (1994). *Teaching of Home Science*. New Delhi: AnmolPublications.


 अकादमिक प्रभारी
 महाराजा सूरजमल बूज विश्वविद्यालय
 भरतपुर (राज.)

69





B.A.B.Ed IV Year
31 (11) PEDAGOGY OF SCHOOL
SUBJECT PAPER:-VIII A / B
Drawing and Painting Teaching

100 Marks

Objectives:

To enable student teacher to:

Develop the skill of using various teaching methods for teaching of Arts.

1. Develop the Aesthetic sense.
2. Acquaint the students with different techniques of painting.
3. Develop imagination and sense of appreciation of Arts and interest in teaching of art.
4. Learn and understand the principles, concept, and elements of art and to apply them in teaching and daily life.

COURSE CONTENT:**UNIT-I**

- What is Art: Concept and Scope of Art.
- Origin & development of Art in India with special reference to Pre-historic & Mughal period.
- Importance of Art in Life and Education.
- Principles of Art.

UNIT-II

- Aims and objective of teaching Art.
- Elements of Art.
- Art & Society.
- (a) Stages of Development in Child Art.
- (b) Principles of curriculum construction at secondary level.
- Qualities of Good poster.
- Design - Its meaning & types.
- Colour - Types and effects.
- Importance of Colours in life.
- Elements of Good Landscape.
- Appreciation of Art.

UNIT-III

- Significance of Fine Art & its correlation with other school subjects.
- Six limbs of Indian Art (Shadanga).
- Importance of Field trips and Excursions in Art.
- The importance of Exhibitions & Competitions in encouraging creative expression among Students.

UNIT-IV

- Qualities and functions of an Art-teacher.
- Methods of teaching art:
 - Lecture cum Demonstration method.
 - Direct Observation method.
 - Method of Imagination and Free Expression.

W
 अकादमिक प्रभारी
 महाराजा सूरजमल बुज विश्वविद्यालय
 भरतपुर (राज.)

70

[Handwritten signatures]

- Contribution of artists: Amrita Shergill, Shobha Singh, Rabindranath tagore and SatishGujral
- Importance of art Room and its requirements.

UNIT-V

Micro teaching

Yearly, Unit,& Lesson planning to teach:

Still life, Design, Landscape, Composition, Poster.

Assignments :-

1. Class Test 10marks

2. Any one of the following - 10marks

Practical work to be submitted by students during the session:

Size-½ Imperial Size Sheet. One Canvas in size 18'X 22' to be submitted along with the sheets.

I. Landscapes -2

II. Still life -2

III. Poster -2

IV. Composition -2

REFERENCE

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 IBHPublishing
4. Jaswani, K.K., Teaching 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

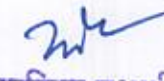
B.A.B.Ed IV Year**31 (12) PEDAGOGY OF SCHOOL****SUBJECT PAPER:-VIII A / B****Music Teaching**

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 talas.
5. To enable student teachers to organise competitions.


अकादमिक प्रभारी
 महाराजा सुरजमल बृज विश्वविद्यालय
 भरतपुर (राज.) 71





6. To develop understanding and aesthetic sense, time sense, tolerance and self confidence instudent.

Unit - 1 Music: Brief Introduction

- A brief history of the development of various school of Indian music (Vocal and Instrumental) their characteristic and chiefexponents.
- Aims and objectives of teaching of music at the various stages of the Secondary Level and Senior SecondaryLevel.
- Important branches of music and their forms: Brief comparative study of Northern and Southern Music.
- Correlation of music with other schoolssubjects.

Unit - 2 Music in School Curriculum

- Importance of music in schoolcurriculum
- Music classroom equipments and other instructionalmaterials
- Voice training, ear training, correct posture ofsinging
- Role of music in personalitydevelopment

Unit - 3 Micro-Teaching & Skills

- Methods of TeachingMusic.
- Lesson development planning thelesson.
- Presenting, evaluating and reviewing thelesson.
- Helping musical growth at various grades through selection, organization and application of instructional material and adaption of local and regional motives suitablefor.
- Audio-visual aids and their use in teaching of music.

Unit - 4 Biographies of following eminent musicians:

- SwamiHaridas
- Tansen
- Pt. Vishnu DigambarPaluskar
- Pt. V.N. Bhatkhande

Unit - 5 Types of Tals & Ragas

- Knowledge of following Tals- Teen Tal, Rupak, Darda, Kehrwa, Jhaptal, Ektal, Chartal.

अकादमिक प्रभारी
महाराजा सूरजमल बृज विश्वविद्यालय
भरतपुर (राज.)





72


- Knowledge of different part of instruments Tanpura/Ektar/Tabla
- Concept of Raga and their lakshanes. Types of Ragas. Bilawal, Yaman, Khamaj, Kafi, Bhairav.

SESSIONALS:-

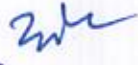
1. Class Test 10 marks
- Any one 10 marks

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 teachers of vocal music and working knowledge of performing ability in vocal music and Tabla for pupil teacher of instrumentalmusical.
- Ability to describe and to compose in the following Ragas:- Alhaiva Bilawal, Yaman, Bhairav, Kafi, Asavari, Khamaj Des, Bihag and Malkauns.
- Music and Folkmusic.

REFERENCES:-

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


 अकादमिक प्रभारी
 महाराजा सूरजमल बृज विश्वविद्यालय
 भरतपुर (राज.)



 73


B.A.B.Ed IV Year**31-(13) PEDAGOGY OF SCHOOL****SUBJECT PAPER:-VIII A / B****Psychology Teaching**

100 marks

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 methods 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 I 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 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 the 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


 अकादमिक प्रभारी
 महाराजा सूरजमल बृज विश्वविद्यालय
 भरतपुर (राज.)




74


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

UNIT-4 Teaching strategies

- Class – room based lecture, discussion, seminar, workshop, modelling
- 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 overview and content analysis
- Determination of behavioural objectives
- Selection of teaching strategies
- Achievement Test construction

Assignments :-

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/ 5 E/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) .


अकादमिक प्रभारी
महाराजा सूरजमल बृज विश्वविद्यालय
भरतपुर (राज.)




75



5. Dutt, N.K.: Psychological Foundation of Education (Doaba PublishingHouse)
6. Educational Psychology : Jitendra Mohan, Willey EasternLimited
7. Educational Psychology – Shukla andSaffaya
8. Jaiswal, S.R.: Educational Psychology (Allied publishers-HindiVersion)
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 (BhartiBhawan)
12. Shiksha Mein Nirdeshan Aur Paramarsha : Shiyaram JaiswalVinodPustak Mandir
13. Uchchatar Shiksha Manovigyan : S. P. Gupta Sarada, Pustak Bhawan,Allahabad.


अकादमिक प्रभारी
महाराजा सूरजमल बृज विश्वविद्यालय
भरतपुर (राज.)





76
