



**MAHARAJA SURAJMAL BRIJ UNIVERSITY**  
**BHARATPUR (RAJASTHAN)**


**SYLLABUS**

**SCHEME OF EXAMINATION AND COURSE OF STUDY**

**FACULTY OF EDUCATION**

**B.Ed- TWO YEAR, PART-I**

**ACADEMIC SESSION 2023-24**


  
(Dr. Surendra Singh Sinsinwar)

  
.. अरुण कुमार पाण्डेय  
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## NOTICE

1. Change in syllabus/ordinance/rules/regulations/syllabi andbooks 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 jusclication of jaipuronly and not any other place.



  
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## Ordinance and Regulations related to the B.Ed. Examination

O.320 The Objective and the Learning outcomes of the B.Ed. course are-

### **Objectives:**

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

### **Learning outcomes:**

1. Competence to teach effectively two school 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 faster growth and development.
4. Ability to use-
5. Individualized instruction
6. Dynamic methods in large classes.
7. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
8. Equipment for diagnosing pupil 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.



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11. Developing guidance point of view in educational, personal and vocational matters.
  12. Ability to assess the all round development of pupils and to maintain a cumulative record.
  13. Developing certain practical skill such as:
    - a. Black board work
    - b. Preparing improvised apparatus
    - c. Preparing teaching aids and ICT.
  14. Interest and competence in the development of the teaching profession and education.  
Readiness to participate in activities of professional organizations.
- O. 321 The objectives of the practical work prescribed for the two year B.Ed. course 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 personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness, so as to make the best use of the situation available.
4. Appreciate and respect each child's individuality and treat him as independent and integrated personality.
5. Arouse the curiosity and interest of the pupils and secure their active participation in the educative process.
6. Develop in the pupil's capacity for thinking and working independently and guide the pupils to that end.
7. Organize and manage the class for teaching learning.
8. Appreciate the dynamic nature of the class situation and teaching techniques.
9. Define objectives of particular lessons and plan for their achievements.
10. Organize the prescribed subject- matter in relation to the needs, interest and abilities of the pupils.
11. Use the appropriate teaching methods and techniques.



  
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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 VII a, b and the following:**

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




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15. Techniques of teaching in large classes.

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

(Two years course)

**Notes :-**

- i. Teaching subject means a subject offered by the candidate at his/her Bachelor's/ Shastri or Master's Degree Examination either as a compulsory subject or as an optional subject or as a subsidiary subject provided that the candidate studied it for at least two years and also took University Examination each year but shall not include such subjects as were studied by him only for a part of the Bachelor's Degree Course. Thus the qualifying subjects like General English, General Hindi, General Education, History of Indian Civilization and Culture, Elementary Mathematics etc. Prescribed for the First year T.D.C. course of the University or a subject dropped by candidates at the part I stage of the degree course shall not be treated as teaching subjects. In case the honours graduates, besides the honours subject the subsidiary subject would also be taken into account provided the candidate studies the same for at least two academic sessions and also took University Examination each year.
- ii. Only such candidate shall be allowed to offer Social Studies for the B.Ed. Examination as have taken their Bachelor's Degree with any two subjects out of History, Political Science, Public Administration, Economics, Geography, Sociology, Philosophy and Psychology.
- iii. A candidate having Bachelor's Degree in Agriculture will be allowed to offer General Science and Biology for the B.Ed. Examination. General Science may also be allowed to be offered by a candidate possessing the degree of B.Sc. (home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) Any one subject of life Science, i.e. Biology or Botany or Zoology, General Science may also be allowed to be offered by

  
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a candidate possessing the degree of B.sc. Exam in any one subject of life science i.e. Biology, Botany, or Zoology.

- iv. A candidate who has offered Political Science or Public Administration at his Bachelor's or the Master's Degree Examination shall be deemed eligible to offer Civics as a teaching subject in the B.Ed. Examination. –
- v. The additional optional subject of Bachelors Degree Examination in which a candidate passes in one year with all the papers prescribed for the Three Year course after obtaining the Bachelor's Degree may also be treated as a "Teaching subject". Further, if a candidate desires to pass the additional optional subject after obtaining the Bachelor's Degree to be taken into consideration for permitting him to offer the subject, under paper VII A and B for the B.Ed. course, the marks obtained by him in the additional optional subject may also be taken into account in addition to the marks obtained by him at the Bachelor's Degree for determining his eligibility for admission to B.Ed. Course.
- vi. A student teacher of B.Ed. Course should have no difficulty in offering his or her teaching subject according to a subject offered by the candidate at his Bachelor's/ Shastri or Master Degree Examination. A Student teacher can offer it irrespective of Faculty consideration in this regard. He or she can offer any two subjects and his teaching subjects under Regulation-42 of the syllabus of B.Ed. of the University of Rajasthan, Jaipur.

**O.323** No candidate shall be allowed to appear in the B.Ed examination part 1 & 2<sup>nd</sup> unless he/she has attended (80% for all course work & practicum, and 90% for school internship)

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



  
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**O.325** Candidates who fail in B.Ed examination in part 1 or part 2 the theory of education may present themselves for re-examination there in at a subsequent examination without attending a further course at an affiliated training college.

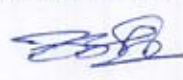
**Provided** that a candidate who fails in any one of the theory papers and secures at least 48% marks in the aggregate of the remaining theory papers may be allowed to reappear in the examination in the immediately following year in the paper in which he/she fails only. He/she shall be declared to have 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 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 two academic year but for good reasons fails to appear at the B.Ed. examination may be admitted to a subsequent examination as an Ex-student as defined in O.325 or O.326 Above.

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

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

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

**O.326D.** A candidate who has already passed B.Ed. examination of the University or B.Ed. examination of some another University recognized for the purpose by the Syndicate may be permitted to take any one paper of pedagogy of teaching school subject and other teaching subject which he had not offered at his B.Ed. Examination provided that:

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

**Regulation 42:-**

**Scheme of B.Ed Two years Examination**


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

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

Part II- School internship of 20 weeks (10 at B.Ed part I & 10 at B.Ed part II)

In B.Ed Part-I Paper no. 01, 02, 03, 05 and 07 a/b are of three hours carrying 100 marks (80 for theory + 20 for sessional) each. Paper 04, 06a and EPCs-1 & 2 are of 2 hours each carrying 50 marks (35 theory + 15 sessional) each.

In B.Ed Part - II paper 07 a/b, 09 & 11 are of 3 hours carrying 100 marks(80 for theory + 20 for sessional) each. Paper 6 b, 08 10 and EPC 4 are of two hours carrying 50 marks (35 theory + 15 sessional) each. EPC-3 in part II carry 100 marks out of which 50 marks will be allotted for practical and 50 marks for theory. EPC-3 theory paper will be of two hours.

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

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

### Scheme of B.Ed Two years Examination

#### B.Ed PART -1

#### Programme Outline of B.Ed.

Paper	Course Code	Title of the Paper	Evaluation			
			External	Internal	Practical	Total
I	B.Ed-01	Childhood and Growing Up	80	20	-	100
II	B.Ed-02	Contemporary India and Education	80	20	-	100
III	B.Ed-03	Learning and Teaching	80	20	-	100
IV	B.Ed-04	Language Across the Curriculum	35	15	-	50
V	B.Ed-05	Understanding Disciplines and Subject	80	20	-	100
VI	B.Ed. 06 a	Knowledge and curriculum(part-1)	35	15	-	50
VII	B.Ed-07 (a) (b)	Pedagogy of a School Subject (part-1) , Ist&IInd Year(candidate shall be required to offer any two papers from the following for part-1 & other for part-2). 1. Hindi 2. Sanskrit 3. English 4.Urdu 5. History 6. Economics 7.Civics 8. Geography 9.Social Studies 10. Mathematics 11.Physics 12.Chemistry 13. Biology	80	20	-	100

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		14. General Science 15. Home Science 16. Commerce (Business Studies) 17. Commerce (Financial Accounting) 18. Drawing and Painting 19. Music • Graduation in Art, Science & Commerce students shall have to offer any two teaching subjects studied at graduation level at-least for two years for paper vii (a)(b). 20* PSYCHOLOGY 21* SOCIOLOGY 22* COMPUTER 23* RAJASTHANI * An additional pedagogy course ( for a school subject other than that chosen for course 7 (a &b) at secondary level, or the same school subject at the high secondary level )				
		SCHOOL INTERNSHIP(10 weeks) *EXTERNAL ASSESSMENT ( one final lesson)	75	150	-	225
EPC-1	EPC-1	Reading and Reflecting on Texts ( Task and Assignment for Courses)	35	15	-	50
EPC-2	EPC-2	Drama and art in education	35	15	-	50

ENGAGEMENT WITH THE FIELD: Task and Assignment for Courses 1-6(a), 7(a) (b) & EPC- 1, EPC-2,

\* EPC- \*ENHANCING PROFESSIONAL CAPACITIES

**Total Marks-925**

**PART -2 EXAM**

Programme Outline as under-

Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
VI	B.Ed.	Knowledge and curriculum(part-2)	35	15	-	50

*[Handwritten signatures]*

	06 b					
VII	B.Ed-07 a & b	<p>Pedagogy of a School Subject (part-2) . 1st&amp;IInd Year(candidate shall be required to offer any two papers from the following on for part-1 &amp; other for part-2)</p> <ol style="list-style-type: none"> <li>1. Hindi</li> <li>2. Sanskrit</li> <li>3. English</li> <li>4. Urdu</li> <li>5. History</li> <li>6. Economics</li> <li>7. Civics</li> <li>8. Geography</li> <li>9. Social Studies</li> <li>10. Mathematics</li> <li>11. Physics</li> <li>12. Chemistry</li> <li>13. Biology</li> <li>14. General Science</li> <li>15. Home Science</li> <li>16. Commerce (Business Studies)</li> <li>17. Commerce (Financial Accounting)</li> <li>18. Drawing and Painting</li> <li>19. Music</li> </ol> <ul style="list-style-type: none"> <li>• Graduation in Art, Science &amp; Commerce students shall have to offer any two teaching subjects studied at graduation level at-least for two years for paper vii (a)(b).</li> </ul> <ol style="list-style-type: none"> <li>20. * PSYCHOLOGY</li> <li>21. * SOCIOLOGY</li> <li>22. * COMPUTER</li> <li>23. * RAJASTHANI</li> </ol> <p>* An additional pedagogy course ( for a school subject other than that chosen for course 7 (a &amp; b) at secondary level, or the</p>	80	20	-	100

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		same school subject at the high secondary level )				
VIII	B.Ed-08	Gender, School and Society	35	15	-	50
IX	B.Ed09	Assessment for Learning	80	20		100
X	B.Ed10	Creating and inclusive school	35	15		50
XI	B.Ed11	<b>OPTIONAL Special COURSES- (ANY ONE)</b> 1. Peace Education 2.Physical Education and Yoga 3. Guidance and Counselling 4. Health and Physical Education 5. Environmental Education	80	20		100
		INTERNSHIP(10 WEEKS) <b>*EXTERNAL ASSESSMENT ( ONE FINAL LESSON)</b>	75	150		225
EPC-3	EPC-3	Critical Understanding of ICT	50		50 (20Submission of Report+ 30Practical )	100
EPC-4	EPC-4	Understanding the self	35	15		50
XII	B.Ed-12	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) 5. Studies (work experience related with theory course and litrecy activities)		<b>100</b> 20 20 20 20 20		100

**TOTAL MARKS - 925**

ENGAGEMENT WITH THE FIELD: Task and Assignment for Courses 6b-12 & EPC-3, EPC-4.

  
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**Evaluation:-**

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


1. Theory Papers 01,02, 03, 05 and 7 (a) (b) will carry 100 marks, out of which 80 marks will be of theory paper at the B.Ed. Part-I Examination and 20 marks to be assessed internally. Out of 20 marks, 10 marks shall be for assessing the sessional work and 10 marks for the mid-term test.
2. Theory Papers 04 and 6a will carry 50 marks, out of which 35 marks will be of theory paper at the B.Ed. Part-I Examination and 15 marks to be assessed internally for assessing the sessional work.
3. **EPC-1 & EPC-2** will carry 50 Marks out of which 35 marks will be of theory paper at the B.Ed. Part I exam and 15 marks to be internally assessed for assessing the sessional works.

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

1. Theory Papers 07(a) & (b), 09 and 11 (optional special paper) will carry 100 marks, out of which 80 marks will be of theory papers at the B.Ed part II exam and 20 marks to be assessed internally. Out of 20 marks, 10 marks shall be for assessing the sessional work and 10 marks for the mid-term test.
2. Theory Paper 06(b), 08, 10 will carry 50 marks out of which 35 marks will be of theory paper at the B.Ed. Part II Exam and 15 marks to be assessed internally for assessing the sessional work.
3. **EPC-3: This paper will consist of 100 marks**( Theory Paper will Carry 50 marks objective type and 50 marks for Practical of computer practical out of which 20 marks submission of report and 30 marks for practical) to be taken internally by the institute.
4. **EPC- 4:** Theory Paper Will Carry 50 marks out of which 35 marks will be of theory paper at the B.Ed. Part II Exam and 15 marks to be internally assessed for assessing the sessional work.

**Question Papers**

1. Each question paper of 80 marks will have two sections. Section – A will contain 12 short answer type questions, out of which the candidate will be required to attempt 7

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

## PART -2

### School internship of 20 weeks( 10 weeks each at B.Ed part I & II) and Practical work:-

The Teaching Practice will carry 450 marks comprising of:

1. Internal Assessment( two years-B.Ed part 1 & 2)150+150=300 marks

2. External Examination ( two years-B.Ed part 1 & 2)75+75=150 marks


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

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

Internal- The distribution of 300 (150+150 each year) marks of internal assessment shall be as follows: (For each year)

### INTERNAL ASSESSMENT SCHEME


MARKS-150+150=300

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1. Micro Teaching 5 skill  
(Each skill of 2 marks) 10 Marks per year
2. Regular Practice Teaching 20Marks per year  
Including unit test in paper  
VII (a) (b)  
(Lesson 20 per year)
3. Criticism lesson 20 Marks per year
4. Observation 15 Marks per year
  - Ordinary Lesson
  - Demonstration Lesson
  - Criticism Lesson
5. Teaching aids (5X4 per year) 20 Marks per year
6. Practical in the audio- visual  
equipment on two topics( to be evaluated  
by Audio- visual in-charge) 10 Marks per year
7. Attendance /Seminar/ Workshop 5 Marks per year
8. Internship (Block Practice Teaching)
  - Teaching of Method subject (15X1) 15Marks per year
  - Social Participation in Group 10 Marks per year
  - Participation in all activities of school 10 Marks per year
  - Report of any feature of school /  
Case study/ Action Research 15 Marks per year

**V Organization evaluation of practice teaching:**

1. Every candidate will teach at-least 40 lessons (20 in part-1 & 20 in part-2) during practice teaching session. At least ten lessons in each subject should be supervised.
2. 40(20+20) 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 teaching skills.

  
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3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.
4. By and large, the evaluation of the performance in the practical teaching will be based on the last ten lessons in the subject when the student has acquired some competence and skills of teaching.
5. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
6. At B.Ed part-1 each candidate should be prepared to teach one lessons at the final practice examination. At the B.Ed part-2 exam candidate 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 at B.Ed part-2 year.
7. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson and a minimum of 15% in two lessons (one 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 University of Rajasthan.
  - (c) An external examiner from outside the University of Rajasthan 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.




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## VI Working out the result and awarding the division:

- (1) A candidate in order to be declared successful at the B.Ed.part-1 & 2 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 B.Ed part-1 & part-2 obtaining total marks will be classified in three divisions and shall be assigned separately in theory and school internship Practice of teaching as follows:

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

The practical work record shall 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.

  
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**B.Ed - 01**

**Childhood and Growing up**

**Marks -100**

**Objectives:**

After completing the course the students will be able:-


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

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

- Psychology: Meaning, nature & branches of psychology,
- Methods of psychology: case study and experimental, Edu. Psychology;
- Meaning, nature, scope, educational implication of psychology in new Era.
- Child psychology; meaning, concept

**Unit II: Multi dimensional development**

- Growth and development- concept, stages principles, dimensions, Factors in influencing development- genetic, biological, environmental and physical
- Theories of development :
  - a) Piaget's vgotsky cognitive development
  - b) Freud's psycho- sexual development
  - c) Erikson's psycho social development
  - d) Linguistic development
  - e) Kohlberys' gilligan's moral development
  - f) Bandura's social developments
  - g) Gessel's maturation theory

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प्रभारी अकादमिक प्रथम

### Unit 3: Child Growing up


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

### Unit 4: Learning to Learn

- Concept and beliefs about learning:-Defining misconception, Brain's role in learning
- Memory and forget, Behaviouristic learning theories (Thorndike, Skinner, Pavlov), Gestalt, Cognitive and Field theory, Information processing theory, Social Constructive approach, Types of learning by Gagne.
- Motivation:-Concept and Maslow's Hierarchy need theory, Creating and maintaining a productive Classroom Environment:-Dealing with misbehaviour, Multi-Culturalism, Changing roles and responsibilities in contemporary Indian society with regarding educational psychology.

### Unit 5: Psychological Attributes of an individual

- Intelligence - Meaning, Types of intelligence - Social, Emotional and Spiritual Intelligence, theory of intelligence, Gardner's Multi intelligence theory, Measurement of intelligence, Creativity - Meaning, Components, ways of enhancing creativity, relation with intelligence and other factors, Measurement of creativity, Higher Level thinking skills - critical thinking, reasoning, problem solving, Decision making.
- Socialization and Mental health: Process of Socialization - Group dynamics - Theory of Kurt Lewin's, Leadership and its styles (Kimble young), social prejudice, Mental Health - Common problems related to child - Attention deficit hyperactivity disorder (ADHD), depression, Learning disabilities, dealing with a problematic child.

  
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प्रभारी अकादमिक प्रथम

### Test and Assignment:-

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

Comparative study of developing pattern's of children with reference to different in SES.

Collecting and analyzing statistics on the girl child with reference to gender ratio.

Administration of an experiment on learning, span of attention, memory Administration and interpretation of an individual group test of intelligence.

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B.Ed. 02

**Contemporary India and Education**

**MARKS-100**

**Objectives:-**

After completing the course the students will be able to :

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


**Course Content**

**Unit I Education as an Evolving Concept**

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

**Unit – II: Issues and Challenges**

- Diversity, Inequality, Marginalization:- Meaning, Concept, Levels with special reference to Individual, Region, Language, Caste, Gender.
- Role of education in multicultural and multilingual society for Equalization and Improvement of Marginalization groups.

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उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- Hindrances of Education in India: Quality, Facilities, Access, Cost, Political unwillingness, Youth dissatisfaction, Moral Crisis.

### **Unit – III: Constitution and Education**

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

### **Unit – IV: Programme and Policies**

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


### **Unit – V: Innovative Practices**

- Concept, Need of innovation in view of technological and social change. Obstacles in innovation, Role of Education in bringing innovations.
- Education through interactive mode of teaching: Computer, Internet, Tally and Video-Conferencing, Eduset, Smart Class Room. Role of E- learning, E- content, E- magazines and E-journals, E- library.
- Yoga Education, Life Skill Education, Education and Competence in life regarding Social inclusion.

### **Test and Assignments :-**

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




  
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 प्रभावी अकादमिक प्रथम

- Debate or Organize a one day discussion on the topic related to the subject and submit a report.
- Critical appraisal on the report or recommendations of any commission and committee.
- Organize collage, Poster Making activity in your respective institution.
- Collection of at least three handouts of related topics of the subject.

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 प्रभारी अकादमिक प्रथम



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32. जीवन कौशलशिक्षा : राज्य संदर्भकेन्द्रराजस्थानपौढ शिक्षणसमिति, जयपुर।
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### B.Ed -03

### Learning and Teaching

MARKS -100

#### Objectives:

After completing the course the students will be able:-

1. To get acquainted with the concept, principles and nature of teaching and learning.
2. To understand the different learning styles based on the difference of learners.
3. To study the relationship between teaching and learning and the factors which influence learning



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उपकुलसचिव  
प्रभारी अकादमिक प्रथम

25

4. To make use of modern information and communication technology to improve teaching-learning process.
5. To understand learning as a process of communication and be aware of various resources available for making it effective.
6. To study and analyze the socio cultural factors influencing cognition and learning.
7. To study and understand learning in constructivist perspective.
8. To get acquainted with professional ethics of teaching profession.
9. To study the new trends and innovations involved in teaching learning process with professional ethics.

#### **Unit I – Learning and Teaching Process**

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

#### **Unit II – Source of Effective Teaching Learning**

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

#### **Unit III – Educational Technolog**

- Educational Technology: Meaning, Importance and Approaches.
- Model of teaching: Meaning, Assumptions and Fundamental elements of a model of a teaching suchman's inquiry training model.
- Communication: Concept, Elements and Communication skills, Teaching Learning process as the communication.



डॉ. अरुण कुमार पाण्डेय  
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#### Unit IV – New Trends in teaching learning due to technological innovation

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

#### Unit V Teaching as profession:

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

#### Test and Assignment:-

1. Class Test 10 MARKS
2. Any One 10 MARKS



- Preparation and practical implication of at least two technical learning resources ( transparencies, Power Point Slides, Animated Videos)
- Identify the learning need of the learner in diverse class room with regard to their abilities, learning styles, socio cultural difference, learning difficulties and their implication for class room teaching.
- Identify the professional skills for teachers and report any two programmes for professional development of teaching organized by the school/ training college/ any other agencies.
- Conduct and Interview of any two students with multilingual background and face the problems in teaching learning process.

#### REFERENCES:



  
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**B.Ed-04**  
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## Language across the curriculum

Marks-50

### Objectives:

This course will enable the pupil teacher to-

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

### Unit 1

A)-Meaning, nature, scope, role, importance, functions of language, language background, language and region, language and religion, language and class, role of literature in language

B)-(1) Home language (mother tongue) and school language/second language. 2) Formal and informal language (3) Oral and written language – meaning, principles, objectives, importance, relation, differences

### Unit-2

A)- Oral aptitude in language, theoretical speech of oral aptitude, development of oral expression/speech in pupil teacher, classroom discourse, discussion as a tool of learning, questioning in the class room, developing reading skill through text book, problems and remedies to incorrect pronunciation.



B)- Language skills –(LSWR) Listening, speaking, writing, reading, Meaning, concepts, importance, co-relation, methods and techniques,

Language laboratory- Need, Importance, Advantage, Use in teacher's training.

### Unit-3

A) **Listening skill-** Pronunciation, Intonation, Stress, Pitch, Rhythm and Oral aptitude.

B) **Speaking skill-** Pronunciation, Intonation, Stress, Pitch, Rhythm and Oral aptitude

   
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C) **Writing skill-** Aspects of writing-shapes, Sounds, Meanings, Punctuation marks, Word, Sentence, Expression in writing, mechanics of writing, understanding and capacity to write correct logical summarizing and expanding thoughts and experiences, composition – essay story letter poetry, incidents, report articles etc

D) **Reading skill-** Consonants, Vowels, Words, Sentences, Recognition, Understanding, Silent reading, Imitation Reading, and Loud reading.

**Test and Assignment:-**

**(15 MARKS)**

1. Class Test (5 marks)

2. Any One (10 marks)

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

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**Understanding Disciplines and subjects**

Marks 50

**Objectives:-**

After completing the course the students will be able:-

1. To develop an understanding of the nature of disciplinary knowledge in the school curriculum.
2. To acquire a conceptual understanding of the impact of 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 School Subjects on Disciplines:-
1. Social Science: Methods: Lecture method, Project method, Supervised study, Story-Telling, Biographical, Source Method, Brain-storming Dramatization, Co-operative-Learning, Experiential-Learning
  2. Science: Methods & Techniques of Teaching Science: Brain Storming, Laboratory, Demonstration, Project & Field visit, Constructive Learning, Concept Mapping, Heuristic Learning & Problem Solving, Co-operative Learning, Group Discussion & Panel Discussion, Micro-Macro teaching,
  3. Maths: Methods of teaching mathematics: Lecture, Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem solving, and Laboratory methods & techniques of Teaching Mathematics: Questioning, Brain storming, Role-playing, Simulation, Non- formal techniques of learning Mathematics.
  4. Language: Story, Novel, Poetry, Personal Essay, PenPortrait, Travelogue, Self Narration, Memories



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

### Unit - III Process and framing of disciplines and subjects

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

### Test and Assignment:-

1. Class Test 5 Marks
2. Any one of the following 10 Marks
  1. Prepare charts with related language ( Hindi, English, or Sanskrit)
  2. Preparation of a talk with related social justice.
  3. Collection of news papers cutting related with horticulture and hospitality.
  4. Prepare a lab with related science and maths tools and their operation.
  5. Life sketch and contribution of any two Indian scientists and socialistic.
  6. Study of any one aspect of social issues and prepare a report.
  7. Preparation of Five (5) word cards, 5 picture cards and cross word puzzles (Language)
  8. 5 microteaching skills & 5 macro- teaching (based on different innovative methods)

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उपकुलसचिव  
प्रभारी अकादमिक प्रथम



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**PAPER:-VII (a),(b)**

**हिन्दीशिक्षण**

100 अंक

**उद्देश्य –**

1. भाषासंरचनामेंहिन्दीभाषातत्त्वों का ज्ञानदेना।
2. भाषा की पृथक्-पृथक्भूमिकाओंकोजानना।
3. भाषासीखने की सृजनात्मकप्रक्रियाकोजानना।
4. भाषा के स्वरूपऔरव्यवस्थाको समझना।
5. श्रवण, भाषण, वाचन एवंलेखनसम्बन्धीभाषायीकौशलों काज्ञानदेना।
6. इकाई, दैनिक व सूक्ष्मपाठ योजनाओं के महत्व से अवगतकराना व निर्माण का ज्ञानदेना।
7. हिन्दीभाषाशिक्षणप्रणालियों के उपयोग का ज्ञानदेना।
8. हिन्दी की विधाओं एवं उनके व्यावहारिकशिक्षण की संस्थितियों का ज्ञानदेना।
9. पाठयचर्या, पाठयक्रमऔरपाठय पुस्तक का विश्लेषणकर कक्षा विशेष एवंविद्यार्थियों की समझ के अनुसारढालना।
10. भाषाऔरसाहित्य के सम्बन्ध कोजानना।
11. हिन्दीभाषा के विविध रूपोंऔरअभिव्यक्तियोंकोजानना।
12. भावोंऔरविचारों की स्वतंत्र अभिव्यक्तिकरना।
13. भाषायीबारीकियों के प्रतिसंवेदनशीलहोना।
14. हिन्दीभाषाशिक्षणमें दृश्य-श्रव्य उपकरणों के व्यावहारिकउपयोग का ज्ञानदेना।
15. हिन्दीशिक्षणमेंमूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विधाओं का ज्ञानदेना।

 **डॉ. अरुण कुमार पाण्डे**  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

16. निदानात्मक एवंउपचारात्मकपरीक्षण के अर्थ, स्वरूप, महत्व एवंउपयोग का ज्ञानदेना।

इकाई—प्रथम

1.भाषा की भूमिका

- भाषा का वैज्ञानिकस्वरूप (वर्ण विचार, शब्दविचार एवंवाक्य विचार की दृष्टि से)
- भाषायीकौशलों के विकास—
  - (क) श्रवण, (ख) उच्चारण, (ग) वर्तनी, (घ) वाचन (सस्वर व मौन)
  - (ड) अभिव्यक्ति (मौखिक व लिखित)
- हिन्दी के विविध सृजनात्मकआयामों के अन्तर्गतविविध भाषा रूपों का अध्ययन
  - (i) वाणिज्य औरव्यापार के क्षेत्र मेंहिन्दी(ii) वैज्ञानिकऔरतकनीकीहिन्दी,
  - (iii)कार्यालयीयहिन्दी, (iv)विधि के क्षेत्र मेंहिन्दी
  - (v)सामाजिकविज्ञान के क्षेत्र मेंहिन्दी(vi)संचार माध्यमोंमेंहिन्दी
  - (vii)विज्ञापन के क्षेत्र मेंहिन्दी
- मातृभाषा / राष्ट्रभाषाके रूपमेंहिन्दीशिक्षण की स्थिति
- भाषा का समाजमेंस्थान
- हिन्दी की स्वतंत्रतापूर्व एवं स्वतंत्रतापश्चात् की स्थिति

इकाई—द्वितीय

- शिक्षण के प्रकार : गद्य शिक्षण, पद्य शिक्षण, नाटकशिक्षण, कहानीशिक्षण, रचनाशिक्षण, व्याकरणशिक्षण
- सूक्ष्म शिक्षण, दैनिकपाठ योजना, इकाई योजना, सूक्ष्म पाठ योजना
- नवाचारऔरभाषाशिक्षण की प्रणाली
- विविध जनसंचार माध्यमों से हिन्दीशिक्षणपरम्परागत माध्यम —लोकगीत, लोकनृत्य, कठपुतली, नौटंकी, सेमिनारकार्यशाला, हरिकथा, कहानी
- संचार माध्यम—प्रिंटमीडिया—समाचारपत्र—पत्रिकाएँ, साहित्यिकपुरस्तिकाएँ, विज्ञापन, इलेक्ट्रॉनिकमीडिया—रेडियो, टेलीविजन, फिल्म एवंबहुमाध्यम (मल्टी मीडिया) ई—कॉमर्स, मोबाइल, इंटरनेट, इन्ट्रानेट, ई—युनिवर्सिटी, भाषा—प्रयोगशाला

इकाई (तृतीय)



डॉ. अरुण कुमार पाण्डे  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- भाषाशिक्षण की विधियाँ – भारतीय भाषाकारों की दृष्टि से – पाणिनी, यास्क, बरनी, कामताप्रसादगुरु, किशोरीदासबाजपेयी
- पाश्चात्य विद्वानों की दृष्टि से – जे.प्याजे, एल. वायगात्स्की, चॉम्स्की, जॉन ड्यूवी
- वर्तमानमें प्रचलित – प्रायोजनाविधि (किलोट्रिक), पर्यवेक्षित अध्ययन विधि एवं अभिक्रमित अनुदेशन।
- भाषा का स्वरूप – भाषाव्यवहार के विविध पक्ष नियमबद्ध व्यवस्था के रूपमें भाषा, भाषायी परिवर्तनशीलता, उच्चारण के सन्दर्भमें हिन्दी की बोलियाँ, वाक् तथा लेखन।
- भाषायी व्यवस्थाएँ – सार्वभौमिक व्याकरण की संकल्पना – अर्थ, प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएँ : स्वनिमविज्ञान व रूपविज्ञान।

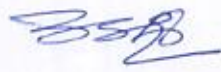
#### इकाई (चतुर्थ)

- 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)

- 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) फीडबैक – (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट
  - (द) प्रश्नपत्र निर्माण एवं नीलपत्र

समसामयिक कार्य



डॉ. अरुण कुमार पाण्डे  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

1. कक्षा परीक्षा (टेस्ट) 10 अंक
2. निम्नमें से कोई एक 10 अंक
- संविधानमें भारतीय भाषाओंसम्बन्धी अनुशासनात्मक राष्ट्रीय शिक्षा नीति, पी.ओ.ए. द्वारा संस्तुत भाषासम्बन्धी 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 दोगति विधियाँ तैयार करें।
  - हिन्दी की विधाओं पर स्क्रैब पुस्तिका तैयार करें।
  - रचनात्मक रूप से प्रतिभासम्पन्न बालकों के विकास के लिए वर्ष भर में कक्षा शिक्षण के अतिरिक्त किये गये उपाय और उनकी सप्रमाण प्रगति सूचक रिपोर्ट।
  - आस-पास के क्षेत्र के किसी विशिष्ट समुदाय के लोगों का भाषा सर्वेक्षण और उनकी शब्दावली का अध्ययन।
  - पत्र-पत्रिकाओं में प्रकाशित रचनाओं अथवा नई समकालीन साहित्य की पुस्तकों का अध्ययन, विश्लेषण और उनकी शैक्षणिक समस्याएँ।

**सन्दर्भग्रन्थ सूची-**

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



श्री. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

5. लाल रमन बिहारी, 1993, हिन्दीशिक्षण, रस्तोगीपब्लिकेशन्स, मेरठ।
6. शर्मा(डॉ.)अनुराधा (2012) "भाषाविज्ञानतथासिद्धान्त" विश्वभारतीपब्लिकेशन्स, नईदिल्ली।
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8. सिंह डॉ. सावित्री (2001) हिन्दीशिक्षण, मेरठ-1

**PAPER:-VII (a),(b)**

**संस्कृतशिक्षण**

100 अंक

**उद्देश्य -**

1. भाषा के विभिन्न रूपोंकी समझउत्पन्नकरना।
2. भाषासंरचना की प्रकृति की समझविकसितकरना।
3. भाषाकौशल एवंतृतीय भाषाशिक्षण के आधारभूतसिद्धान्त एवंउद्देश्यों का ज्ञानकराना।
4. संस्कृतभाषा के विभिन्नकौशलों का पृथक एवंसमन्वितशिक्षणकराना।
5. संस्कृत की भूमिका व विशेषता एवंउसकीसांस्कृतिकपृष्ठभूमि की समझउत्पन्नकरना।
6. पाठयक्रममेंसंस्कृत की स्थिति का अवबोध कराना।
7. संस्कृतभाषाशिक्षणकौशल का अभ्यासकराना।
8. विभिन्नविधाओं के सफल अध्यापनहेतुविभिन्नविधियों एवंउपागमों का प्रयोगकरना।
9. कक्षा-कक्ष परिस्थितिमेंबहुभाषीय रूपमेंसंस्कृत का सफलप्रयोगकराना।
10. पाठयक्रम, पाठ्यचर्याऔरपाठ्य पुस्तक के मध्य सम्बन्धोंमें समझउत्पन्नकराना।
11. संस्कृतभाषाशिक्षणमें दृश्य-श्रव्य सामग्री का निर्माण एवंप्रयोगकरने की योग्यताविकसितकरना।
12. संस्कृतशिक्षणमेंमूल्यांकनहेतुप्रश्न-पत्र निर्माण की योग्यताविकसितकरना।
13. संस्कृतशिक्षणमेंमूल्यांकनप्रक्रिया की समझविकसितकरना।
14. कौशलानुसारसंस्कृतअशुद्धियोंके निदान व उपचार की योग्यताविकसितकरना।
15. संस्कृत शिक्षणमेंभाषाप्रयोगशाला की आवश्यकता एवंसंयोजन क्षमताविकसितकरना।

**इकाई-प्रथम**

**भाषा की भूमिका-**

- संस्कृतभाषाशिक्षण के सिद्धान्त, महत्त्वएवंप्रकार  
मनोवैज्ञानिक, भाषायीतथाशिक्षणविज्ञानसम्बन्धीसिद्धान्त



अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- संस्कृतभाषा का महत्त्व, संस्कृतभाषाऔरसाहित्य, संस्कृतभाषाऔरअन्य भारतीय भाषाएँ, आधुनिकभारतीय भाषा के रूपमेंसंस्कृत, विद्यालयीस्तरपरसंस्कृतशिक्षण से सम्बन्धितसमस्याएँ।
- विद्यालय मेंभाषा—
  1. मातृभाषा एवंविद्यालयीभाषा
  2. पाठ्यक्रममेंभाषा
  3. अधिगममेंभाषा का केन्द्रीयकरण
  4. बहु-भाषीय कक्षा-कक्ष
- भारतमेंसंस्कृतभाषा की स्थिति
  - (i) भाषाशिक्षा का संवैधानिकप्रावधान एवंनीतियाँ अनु. 343-351
  - (ii) कोठारीकमीशन (1964-1966)
  - (iii) NPA (1986)
  - (iv) POA (1992)
  - (v) राष्ट्रीय पाठ्यक्रम रूपरेखा (2005) -भाषाशिक्षा मेंसंस्कृत की स्थिति
- संस्कृत शिक्षणमेंभाषायीकौशल-कथन, श्रवण, पठन, लेखन

### इकाई-द्वितीय

- संस्कृतशिक्षण के विविध रूप
  - i. गद्य शिक्षण
  - ii. पद्य शिक्षण
  - iii. व्याकरणशिक्षण
  - iv. कहानीशिक्षण
  - v. नाटकशिक्षण
  - vi. उच्चारणशिक्षण
  - vii. रचनाशिक्षण
  - viii. अनुवादशिक्षण

उपर्युक्त का सम्प्रत्यय, महत्त्व, प्रयोग, विधि, प्रविधि, शिक्षणसामग्री व गुण-दोष

- सूक्ष्म शिक्षणदैनिकपाठ योजना, इकाई योजना एवंसूक्ष्म पाठ योजना
- नवाचारऔरभाषाशिक्षण की प्रणाली
- विविध जनसंचार माध्यमों से संस्कृतशिक्षण
  - (अ) परम्परागत- नाटक, अभिनय, कथा, सेमिनार, कार्यशाला
  - (ब) संचार माध्यम-वेबसाइट्स, विकीपीडिया



  
राम कुमार पाण्डेय  
उपकुलसचिव  
अकादमिक प्रथम

- (i) प्रिंटमीडिया-समाचारपत्र-पत्रिकाएँ, साहित्यिकपुरस्तिकाएँ
- (ii) इलेक्ट्रॉनिकमीडिया-रेडियो, दूरदर्शन, फिल्म एवंबहुमाध्यम (मल्टी मीडिया), इंटरनेट, इन्ट्रानेट, भाषा-प्रयोगशाला


### इकाई (तृतीय)

- संस्कृतशिक्षण की विधियाँ -
  - (I) पाणिनीव यास्क के अनुसार।
  - (II) प्रचलितअन्य विधियाँ -प्रायोजनाविधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन-निगमनविधि, अनुवादविधि, चयनविधि, पाठ्य पुस्तकविधि, सम्प्रेषणउपागम, समग्रउपागम।
  - (III) पाश्चात्य विद्वानों के अनुसार-जे.प्याजे, एल. वायगात्सकी, चॉम्स्की, जानड्यूवी।
- विधियों का अनुप्रयोग-
  - (i) तृतीय भाषाअधिगममनोविज्ञान
  - (ii) कक्षा-कक्ष वातावरणऔरपरिस्थितियाँ
  - (iii) शिक्षक-छात्र-पाठ्यपुस्तकव दृश्य श्रव्य सहायकसामग्री की भूमिका
  - (iv) भाषा का व्यवहारमेंप्रयोग
  - (v) अन्य विषयों के साथसंस्कृत का समन्वय
  - (vi) त्रुटियाँ व उपचारात्मककार्य
  - (vii) संस्कृतभाषा की चुनौतियाँ
  - (viii) स्वनिमविज्ञानव रूपविज्ञान के रूपमेंसंस्कृत
  - (ix) संस्कृतभाषापरीक्षण एवंमूल्यांकन

### इकाई (चतुर्थ)

- पाठ्यक्रमऔरपाठ्य सामग्री का निर्माणऔरविश्लेषण
  - (अ) पाठ्यचर्या,पाठ्यक्रम एवंपाठ्यपुस्तकों का सम्बन्ध
  - (ब) संस्कृतमेंदत्तकार्य एवंक्रिया-कलापों का विकास।



  
 ई. अरुण कुमार पाण्डेय  
 उपकुलसचिव  
 प्रभारी अकादमिक प्रथम

- (स) अधिगममेंसंस्कृतशिक्षण का महत्त्वविश्वपरिदृश्य के सन्दर्भमें।  
 (द) निदात्मकपरीक्षण एवंउपचारात्मकशिक्षण—अर्थ, स्वरूपमहत्त्व एवंउपयोग।

### इकाई (पंचम)

#### • संस्कृतशिक्षणमेंआकलन—

- (1) संस्कृतभाषाविकास की प्रगति का आंकलन—सततऔरसमग्रमूल्यांकन स्व—मूल्यांकन, आपसीमूल्यांकन, समूहमूल्यांकन, पोर्टफोलियो।
- (2) प्रश्नों का स्वरूप—समस्या—समाधानसम्बन्धीप्रश्न, सृजनात्मकचिन्तनवाले प्रश्नकल्पनाशीलताकोजीवितकरनेवालेप्रश्न, गतिविधि औरटार्स्क (खुले प्रश्न, बहुविकल्पीय, सत्य—असत्य वाले, मिलानवाले प्रश्न)
- (3) फीडबैक (विद्यार्थी, अभिभावकऔर अध्यापक) औररिपोर्ट
- (4) प्रश्न—पत्र निर्माण एवंनील—पत्र

### समसामयिककार्य

1. कक्षा परीक्षा (टेस्ट) 10 अंक
  2. निम्नमें से कोई एक 10 अंक
- अपनेपड़ोस के 05 विद्यालयों का भ्रमणकर त्रिभाषासूत्र की स्थिति की रिपोर्टतैयारकरना।
  - संविधानमेंभारतीय भाषाओंसम्बन्धीअनुशांसाएँतथाराष्ट्रीय शिक्षा नीतिपी.ओ.ए. द्वारासंस्तुतभाषासम्बन्धीसिफारिशोंपररिपोर्टतैयारकरना।
  - किसी एकसंस्कृतकवि का विस्तृतपरिचय देतेहुए संस्कृतमेंउनकेयोगदानपरआलेख तैयारकरना।
  - किसी एकसंस्कृत पत्रिका की समीक्षा।
  - संवादशिक्षणकोप्रभावीबनातेहुए अधिगमसामग्रीतैयारकरना।
  - पत्र पत्रिकाओंमेंप्रकाशितकिसीलेख का संस्कृतमेंअनुवाद।
  - छायाचित्राधारितशिक्षाप्रदकथालेखन।

### सन्दर्भग्रन्थ—

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डॉ. अरुण कुमार पाण्डेय  
 उपकुलसचिव  
 प्रभारी अकादमिक प्रथम



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8. Widdowson, H.G., Teaching Language as Communication Oxford, OHP

**PAPER:-VII (a),(b)**

**Pedagogy of English**

**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



2/12  
अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- 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 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 text book
- Writing Skills: Concept of writing in first language and the second language, Types of composition- oral, written, controlled, guided, contextualized and integrated composition Teaching the following items keeping in view their style, ingredients and mechanics; Letters (Formal and Informal), Essay, Report, Telegram, E-mail, Notice, Précis, Paragraph, Developing Stories, Note making, Correction of Written Work.

#### UNIT – 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



अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

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, Model 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 10 marks
  2. One of the following 10 marks
- 1- Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

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

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2. Baruah, T.C. (1985): The English teacher's handbook, New Delhi: Sterling Publishing Pvt. Ltd.
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8. Ellis. Rod (2003). Task-based Language Learning and Teaching. Oxford, New York: Oxford University Press. pp. 156–157..
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डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

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**PAPER:-VII (a),(b)**

**Pedagogy of Urdu**

Marks-100

**OBJECTIVES:-**

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

- Understand the basic concepts and functions of language with special reference to urdu.
- Acquire knowledge of objectives of teaching urdu at the secondary stage.
- Acquire knowledge of different methods of teaching urdu at the second cary stage.
- Plan and Teach lesson in urduprose,poeury,Drama,Grammar,and Composition.
- Under stand constructive approach to language Teaching and Learning.
- Prepare unit plans, Daily lesson plans and to analyse the subject content in terms of language skills andTeaching objectives.
- Develop and use of teaching aids in the class room both Print and Audio-Visual materials and ICT (internet and computer technology)
- Develop and insight in to the symbiotic relationship between curriculum syllabus and Text books.
- Knowledge of Evaluation system in urdu and to methodically prepare exams and test paper in urdu.
- Conduct remedial teaching in urdu.

**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 .



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

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

**Reading-** Aloud,silent,Intersive and Extensive.

Reading comprehension. Reading defects and their cure.

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

- Teaching of alphabats, punctuation qualities of good hand writing.
- Letter writing (Formal and Informal)
- Essay writing.

#### UNIT-II

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

#### UNIT -III

- Methods of teaching urdu.
- Translation method.
- Direct method.
- Play way method.
- 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.



डॉ. अरुण कुमार पाण्डेय  
उषकुलसचिव  
प्रमारी अकादमिक प्रथम

- Qualities of good urdu Teacher.

#### UNIT-V

- Purpose of concept of Evaluation in urdu.
- Techniques of Evaluation , Teacher made Test, Examination paper Design and Blue print, Various types of questions and their use for Evaluation.

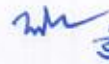
#### Assignments :-

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

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 डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रमारी अकादमिक प्रथम

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8. Naqvi Noor-ul-hasan : "Tadrees-e-Aadab urdu"2004,Education book house,Aligarh.

**PAPER:-VII (a),(b)**  
**PEDAGOGY OF HISTORY**

**Marks-100**

**Objectives:-**

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

**Unit 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.



  
श्री. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम



- 1.4 Approaches: Current events Approach, Mass-media Approach Interdisciplinary Approach, Constructivism Approach.

## Unit – 2

### 2.1 Models of teaching :

- a. Discovery model
- 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

### 3.1a. 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 Praetitioner and a Researcher.

### 3.2 Learning Resources

- a. Print Media



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- b. Electronic Media
  - c. Multi Media
  - d. Visuals
- 3.3 a. Use of community resources
- b. Field Trips
  - c. History resources 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 |



अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- Preparation of Research Report: Study in Depth in one area of content course in Indian and World History to demonstrate the relevant knowledge in the subject field and its value to the professional growth in the subject.
- Organization of 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.

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**PAPER:-VII (a),(b)**

**PEDAGOGY OF ECONOMICS**

**Marks-100**

**Objectives-**

To enable student Teachers to:

1. Refresh the knowledge about the Meaning, Importance, Nature, Scope and Aims of Economics.



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

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.**

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

##### **UNIT II-Curriculum and planning**

1. Concept and objectives of curriculum.
2. Concepts and Principles of Constructing Curriculum of Economics
3. 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.



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- 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.
  - ☞ Content analysis and preparation of instructional material related to any unit of subject related to Economics.
  - ☞ Construction of objective type test items.
  - ☞ Prepare five slides related to economics teaching content at senior secondary level.
  - ☞ Critical appraisal of economics syllabus at senior secondary level.



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

☞ Preparation of 10 frames of linear or branching type programmes on any topic of Economics.

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#### PAPER:-VII (a),(b)

#### PEDAGOGY OF CIVICS TEACHING

MARKS-100



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभाषी अकादमिक प्रथम

54

### Objectives:-

The Pupil-Teacher will be able to

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

### Unit- 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.



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- b. Teacher as a facilitator.
- c. Qualities and professional growth of a Civics 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. Civics resources center
- c. Co-Scholastic activities based on school curriculum
- d. Civics club

**Unit – IV**

4.1 Local, State and National Political Structure in India :

- a. Education for Citizenship.
- b. Political science in the global context.
- c. Human right/Child right/Woman's right.
- d. Peace and conflict resolution.
- e. Educational technology and political science (Civics).
- f. Gender issue in civics.
- g. Content Analysis of Civics Textbooks of secondary level.

4.2 Use of Library and other instructional materials.

**UNIT- V**

5.1 Evaluation in Civics:

- a) Preparation of challenging assignments.
- b) Criteria for assessing written and practical work in Civics.

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

**Assignments :-**

1. Class Test 10marks



अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम



2. Any one of the following :- 10 marks

1. Peer interaction (Peer Educators) and group work on selected areas taken from school syllabus.
2. Analysis of Curriculum Policies/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.

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डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

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**PAPER:-VII (a),(b)**

**PEDAGOGY OF GEOGRAPHY**

**MARKS-100**

**Objectives :-**

To enable the Pupil – Teachers to:

1. Develop an understanding of the meaning, concept and need for learning Geography.
2. Understand the aims and objectives of teaching Geography.
3. Make use of various methods of teaching Geography.



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रमारी अकादमिक प्रथम

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 real 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.

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



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- 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.

#### 3.2 Learning Resources

- Print Media
- Electronic Media
- Multi Media
- Visuals

#### 3.3

- Use of community resources
- Field Trips : Local & Regional
- Geography resource center



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- Co-scholastic activities based on school curriculum
- Geography club

#### Unit – IV

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

#### UNIT-V

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

#### Assignments :-

1. Class Test 10 marks

2. Any one of the following :- 10 marks

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

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डॉ. अरुण कुमार पाण्डेय  
 उपकुलसचिव  
 प्रभारी अकादमिक प्रथम

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**PAPER VII (a)(b)**

**PEDAGOGY OF SOCIAL STUDIES**

**MARKS-100**

**OBJECTIVES:**

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



डा. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

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

#### **UNIT II-Curriculum and planning**

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

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

- Meaning, Importance & Use of Audio Visual Aids – Chalk board, maps, globe, models, charts, graphs, flash cards, radio, T.V, computer, Over Head Projector, LCD Projector.
- Social studies text book – Need and Qualities.
- Unit Plan, Lesson plan – Need, Importance and Steps of writing it in teaching of social studies.

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

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




डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रमारी अकादमिक प्रथम

- 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.

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**PAPER:-VII (a),(b)**


**PEDAGOGY OF MATHEMATICS**

**Marks – 100**

**Objectives:**

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



 अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम



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

#### **UNIT I Nature and Structure of Mathematics**

- a) Meaning and characteristics of mathematics – Science and Mathematics – Development of Mathematics: empirical, intuitive and logical
- b) History of Mathematics education : Ancient period to 21st century
- c) Contributions of eminent Mathematicians( Western & Indian-4 each)
- d) Branches of Mathematics: Arithmetic, Algebra, Geometry, Trigonometry -
- e) Undefined terms – Axioms – Postulates – Theorems – Proofs and verification in mathematics-Types of theorems: Existence and Uniqueness theorems – Types of proofs: Direct, indirect,
- f) by contradiction, by exhaustion, by mathematical induction



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- g) Euclidean geometry and its criticisms – emergence of non Euclidean geometry.

### **UNIT– II Objectives and Approaches of Teaching Mathematics**

- a) Aims and Objectives of Teaching Mathematics: At primary, Secondary and Higher secondary levels – Goals of mathematics education-Mathematical skills: Calculations, Geometrical, and interpreting graphs – Mathematical abilities- Problem solving ability.
- b) Approaches to teaching Mathematics: Behaviorist approach, constructivist approach,
- c) Process oriented approach, Competency based approach, Realistic mathematics education.

### **UNIT-III METHODS AND MODEL OF TEACHING MATHEMATICS:**

- a) Methods of teaching mathematics: Lecture, Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem solving, and Laboratory methods, Co-operative, constructivism method.
- b) Techniques of Teaching Mathematics: Questioning, Brain storming, Role-playing, Simulation.
- c) Non- formal techniques of learning Mathematics
- d) Models of Teaching: Concept attainment model, inquiry training model, Inductive thinking model.

### **UNIT – IV Pedagogical content knowledge of mathematics**

- a) Concept of pedagogic content knowledge (PCK)
- b) Pedagogic content knowledge analysis for selected units of 8th, 9th , 10th and 11th std:-Content analysis, Listing pre-requisites, instructional objectives and task analysis
- c) Analysing and selecting suitable teaching methods, strategies, techniques, models; learning activities, Year plan (Programme of work), Unit plan and lesson plan in mathematics – their need and importance
- d) Analysing and selecting suitable evaluation strategies
- e) Identifying the misconceptions and appropriate remedial strategies

### **UNIT-V Technology in mathematics education**

- a) Technology integration strategies for mathematics, web based lessons, web quest, cyber guides, multimedia presentation, Tele computing projects, online discussions
- b) E-content development concept ,formats, steps for preparation
- c) A survey of software used in mathematics teaching and learning.



अरुण कुमार पाण्डेय  
उपकुलसचिव  
राज्यी अकादमिक प्रथम

**SESSIONAL:**

**1. Class Tests 10 MARKS**

**2. Any one 10 MARKS**

- a) Group puzzles activity
- b) Preparation of teaching aids
- c) Demonstration of teaching aids
- d) Collection of newspaper cuttings related to learning of a unit in mathematics.
- e) Preparing a script for radio lesson or T.V. lesson in mathematics.
- f) Visiting a mathematics lab in a school and presenting a report.

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डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रमारी अकादमिक प्रथम

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**PAPER:-VII (a),(b)**

**Pedagogy of Physics**

MARKS:-100

**Objectives:-**

The student teachers will be able to:

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

**Course content**

**Unit - I - Foundations of teaching physics**

- Nature of Science and Physics. Major milestones in the development of physics. Contributions of Eminent Indian and foreign Physicists: C.V.Raman, Vikram Sarabhai, Homi Jehangir Bhabha, Subhramanayan, D.S. Kothari, Chadershekhar, Satyender Nath Bose, Newton, Archimedes, Alexander Graham Bell, Madam Curie, Albert Einstein.



३५  
श्री. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रमारी अकादमिक प्रथम

- Relationship of science and society, impact of physics on modern Indian society with reference to issues related with Environment, Globalization, Industrialization, Information Technology
- Aims and objectives of teaching physics at senior secondary level. f. Correlation of physics with other school subjects.

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

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

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

- Concept approach –Process approach – teaching science as a process.
- scientific method, problem solving method,
- Cooperative learning approach.
- Activity based approach – investigatory approach,
- project method, laboratory method ,
- Demonstration-cum-discussion method ,
- Constructivist approach

#### **Unit IV- Instructional support system**

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



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

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

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

### Sessional Work –

1. Class Test 10MARKS

2. Any one of the following: 10MARKS

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

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डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

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**PAPER:-VII (a),(b)**

**PEDAGOGY OF CHEMISTRY**

Marks-100

**Objectives -**

To enable student teacher to:

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

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



  
डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रमारी अकादमिक प्रथम

- Definition of Science, Scientific Method, Scientific Literacy with suitable examples from Chemistry,
- Nature of science with special reference to chemistry
- Instructional Objectives, General and Specific Objectives of Teaching Chemistry
- Correlation of chemistry with other subjects.

#### Unit - II: Curriculum and Planning

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

#### Unit - III: Methods of Teaching Chemistry

- Micro Teaching, Skills of teaching Lesson Planning ,
- Methods of Teaching Chemistry- Lecture Method, Demonstration Method, Discussion Method, Problem Solving Method, Project Method, Inductive- Deductive Method, Co-operative method, Constructivism method.
- Teaching Models-Concept Attainment Model, Inquiry Training Model
- Qualities of chemistry teacher.

#### UNIT-IV Instructional Support System

- Teaching Aids in Chemistry Audio Aids, A-V Aids, Educational Broadcasts, Television and Teleconferencing, Charts, Models, Low Cost Teaching Aids, Improvised Apparatus.
- Chemistry Lab: Layout Plans, Equipments, Furniture, Maintenance of records, repair, care and improvisation of apparatus, safety measures in Lab.
- Role of State & National Level Institutions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemical Companies like Hindustan Zinc Ltd.



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रमारी अकादमिक प्रथम



- Characteristics of a good text book and evaluation of a Text Book

#### Unit - V: Evaluation of Chemistry

- Difference between Measurement, Assessment and Evaluation,
- Characteristics of good Measurement, Diagnostic Test and Remedial Teaching,
- Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Essay type, Short types objective type
- Development and Standardization of Achievement Test in Chemistry.

#### Assignments :-

1. Class Test 10 marks

2. Any one of the following :- 10 marks

- Planning and Conducting Experiments.
- Preparation of models and charts.
- Preparation of Chemistry Projects.
- Criticals analysis of chemistry textbooks.
- Preparation of design, blue print for teacher made test.
- Development of self-instructional material on any one topic of Chemistry
- Life sketch & contribution of any one prominent Indian Chemist.
- Preparation of scrap book containing original science (Scientific cartoon) Stories/article
- Life sketch & contribution of any one prominent Indian Chemist.
- Conducting & reporting two experiments useful at secondary/senior secondary level (other than those in syllabus)
- A critical study of any one senior secondary Lab of chemistry.
- Preparation of 10 frames of Linear or Branching type programmes on any topic of Chemistry.

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डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

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**PAPER:-VII (a),(b)**

**PEDAGOGY OF BIOLOGY**

**Marks100**

**Objectives:**

To enable student Teacher to

1. Understand the Nature, Place Values and objectives of teaching Biology at Senior Secondary level.
2. Establish its correlation with other subjects
3. Evaluate critically the existing syllabus of Biology prescribed for Secondary/Senior Secondary level in the state of Rajasthan
4. Develop yearly plan unit plan and lesson plan for Senior Secondary classes.
5. Provide training in Scientific method and develop Scientific temper among their students.



**डॉ. अरुण कुमार पाण्डेय**  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

6. Use various methods and approaches of teaching Biology
7. Acquire the ability to develop instructional support system
8. Plan and organize chemistry practical work at the Laboratory
9. Organise Co-curricular activities and utilize community resources promoting Science learning.
10. Use most appropriate method to assess the progress and achievement of the pupil & thus prepare appropriate test for the purpose (both theoretical & practical)

#### **UNIT-I Nature, Scope and Objectives**

- Nature of science with special reference to Biology.
- Main discoveries and development in Biology.
- Place & values of teaching Biology at secondary/senior secondary level.
- Correlation of chemistry with other subjects.
- Objectives of teaching chemistry at secondary/senior secondary level.

#### **UNIT-II Curriculum and planning**

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

#### **UNIT-III Methods and approaches**

- Lecture method, Demonstration method, Lab-based methods, Inductive & deductive method, problem solving, Heuristic, Constructivism, & Project method.
- Inquiry approach, programmed instruction, Group discussion, self study, Team teaching, computer assisted learning, seminars and workshops.

#### **UNIT-IV Instructional Support System**



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभासी अकादमिक प्रथम

- Multi sensory aids: Charts, models, specimen, bulletin-boards, flannel Board, Transparencies slides, projector, OHP, Computer, T.V., Radio etc.
- Co-curricular Activities: Organization of science club science fair trips and use of community resources.
- Biology Lab: Organization of Biology Laboratory, Arrangement of Apparatus, Care & Maintenance of equipment & specimen, organization of practical work in Biology.
- Role of state & National Level Instructions & Laboratories Research centers in Botany, Zoology & Agriculture.
- Characteristics of a good text book and Evaluation of a Text Book.

#### UNIT-V Evaluation in Biology

- Evaluation: Concept, Types and purposes.
- Type of test items and their construction.
- Preparation of Blue Print & Achievement Test.
- Evaluation of practical work in Biology.

#### Sessional Work: (20 Marks)

(1) Class Test

10 Marks

(2) Any one of the following-- 10 Marks

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

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2/2  
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उपकुलसचिव  
प्रभारी अकादमिक प्रथम

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**PAPER VII (a)(b)**

**Pedagogy of General Science**

MARKS:-100

**OBJECTIVES:-**


The Pupil- teacher will be able to-

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

**Unit - I Teaching of General Science**

- Meaning, nature, aims and objectives of General science
- Importance of General science in Teaching
- Correlation - concept, importance and types.
- Maxims of teaching in General science



 अरुण कुमार पाण्डे  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

## Unit - 2 Planning in General- Science teaching

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

## Unit - 3 Methods & Techniques of teaching in General Science

- Methods -Scientific Method, Demonstration, Laboratory, Heuristic, Project, Co-operative Learning, Constructivism, Inductive-deductive,
- Techniques:- Team teaching, Simulation, Task analysis, Cognitive psychology based technique, Technology based technique
- Year plan, Unit plan, Lesson plan - General, IT based,

## Unit- 4 Teaching Aids and Models of teaching

- Teaching Aids :Non-projective - chart, picture, model, Projective - Film projector, OHP, LCD, DLP,
- Science laboratory, Science- club, Science Exhibition, Field trip
- Laboratory Equipment and Material- selection, purchase, maintenance and safety measures.
- Models of teaching:- Concept Attainment Model, Inquiry training model.

## Unit - 5 Pedagogical analysis & Evaluation in General Science

- Concept ,Approaches & importance for pedagogical analysis,
- Core elements and values, Content cum methodology approach, IT based approach
- Importance of evaluation in General Science, Evaluation according to areas - Cognitive, Psychomotor & Affective, Domain
- Use of tools and technique of evaluation:- Achievement test, Diagnostic test, Remedial teaching, Online Evaluation

### Sessional Work –

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



श्री. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभाषी अकादमिक प्रथम

- Preparation of a diagnostic test of physics on any one unit.
- Analysis of syllabus.
- Evaluation of textbook.
- Content analysis of one unit.
- Conduct presentation of lesson/ Unit.

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**PAPER:-VII (a),(b)**

**Pedagogy of Home Science**

100 Marks

**Objectives:**

To enable the student teachers to:

1. Develop an understanding of aims, objectives and scope of teaching Home Science.
2. Create interest among student teachers in teaching of Home Science.
3. Understand the terms and concepts of teaching of Home Science and their use in classroom situations.
4. Develop understanding and skills of using various teaching methods and teaching aids in teaching of Home Science.



डॉ. अरुण कुमार पाण्डे  
उपकुलसचिव  
प्रमारी अकादमिक प्रथम

5. Train the student teachers to use problem-solving approach in problems related to home life.
6. Develop practical skills to organize various activities related to Home Science.
7. Develop competencies and skill for effective evaluation in Home Science.

#### **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 Home science.
- b) Lesson Planning: Meaning, importance and essentials of lesson planning. Use of Demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and Field trips in teaching of Home Science.

##### **UNIT-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.



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम



**Assignments :-**

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

- 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

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डा. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

PAPER:-VII (a),(b)

**PEDAGOGY OF COMMERCE PRACTICE**

MARKS-100

**Objectives:**

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

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

**Unit. 1 Conceptual Background of Commerce**

Introduction to Commerce: Meaning, Definitions, Scope and Nature of Commerce as a discipline, Significance of Commerce in the global scenario, Modern trends in Commerce: Banking, Insurance, Trade- Correlation of Commerce with other subjects: Economics, Geography, accounting, Mathematics, Statistics, International relations, Business, Management information system.

Nature and Significance of Commerce Education: Meaning, Definitions, Goals, Aims and Objectives of studying Commerce Education- History of Commerce Education – Development of Commerce Education in India- Need and importance of learning Commerce at Higher secondary level- Formulation of Objectives in Commerce at National and State level(NCF), Importance of commerce in daily life.

**Unit –2 Curriculum Developments in Commerce**

Curriculum development – General principles – psychological, sociological, philosophical,



डा. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

needs and interests of the learner, nature of subject matter and philosophy of nation.

Modern trends in curriculum construction- Objective based, Child centered, and Activity based, correlated, overcoming individual difference, fulfilling the requirements of higher education, flexible and feasible.

Different approaches to curriculum organization – Spiral, topical and concentric approach

### **Unit -3 Training in Teaching skills**

Micro Teaching Practice in Teaching Skills,

Meaning, importance and purpose of planning - Year plan, unit plan and lesson plan

Teacher– Essential qualities, duties and responsibilities.

Professional growth –Ways and means of developing professional competency in service training - Role of NCERT

### **Unit- 4 Instructional support or resources for commerce teaching**

Resource materials in teaching Commerce– Syllabus, Textbooks – criteria of selection, Resource unit, Source Book, Teachers' handbook, Reference books, Journals, Magazines, periodicals, Supplementary readers, Learning aids :audio- visual aids (OHP), Computer, LCD Projector),CD. ROM, Interactive White Board

Commerce Library –Need & Importance

Organization of field trips and study tours – their importance

Commerce Club–Need & Significance

Community Resources and its utilization

### **UNIT:5 – EVALUATION IN COMMERCE**

Evaluation – Criteria for evaluating Teaching Manuals, Criteria for evaluating Teaching Competence.

Objective based Evaluation, competency based evaluation

Construction of achievement test –design, blue print, writing of test items.

Different types of test items – merits and demerits


Continuous and comprehensive evaluation – grading system

### **SESSIONALS:**

- |               |         |
|---------------|---------|
| 1. Class Test | 10MARKS |
| 2. ANY ONE    | 10MARKS |

- Report writing on Visits to banks, insurance houses, warehouse, trade centers.



 अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

companies and other business houses.

- Collection of business documents, newspapers, magazines articles, paper cuttings and business forms.
- Organizing and conducting commerce club activities.

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4. Method and Techniques of Teaching Commerce Singh M.N Young Man &Co.New Delhi.
5. Teaching of Commerce-Seema Rao Anmol Publication, New Delhi.
6. Teaching of Commerce-A Practical Approach J.C AggarwalVikasPublishingHouse Pvt Ltd- New Delhi.
7. Sharifkhan, Mohd.,*The Teaching of Commerce*, New Delhi; Sterling Publication (P) Ltd.
8. Teaching of Commerce in Our School Lulla B.P (BTTC-BIE Publication, Bombay).

**PAPER:-VII (a),(b)**

**PEDAGOGY OF BOOK KEEPING AND ACCOUTANCY**

**Marks-100**

**Objectives:**

To enable student Teacher to:

1. Acquire the basic understanding of teaching of Book-Keeping
2. Develop the ability to plan curriculum and instruction in Book-Keeping &accountancy at School level.
3. Develop the ability to critically evaluate the existing school curriculum of Book Keeping & accountancy
4. Impart knowledge of the methods and devices of teaching Book-Keeping and accountancy to develop the skill of using the same.
5. Apply appropriate methods in teaching particular topics for Book-Keeping & accountancy.



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

6. Prepare achievement and diagnostic test.
7. Develop necessary skills in preparation of using various teaching aids.

#### Unit-I

- Meaning and scope of Book-Keeping and Accountancy, its value and importance in social life
- Aims and objectives of teaching Book- Keeping and Accountancy at Senior Secondary level. Place and Importance of Teaching of Economics at secondary level.
- Importance of Book keeping and Accountancy in school curriculum.
- Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Book keeping and Accountancy

#### Unit-II

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

#### UNIT-III

Teaching approaches of Book-Keeping and Accountancy

- a. Journal Approach
- b. Ledger Approach
- c. Cash Book Approach
- d. Equation Approach

Various Methods of teaching Book-Keeping and Accountancy with special reference to modern methods of teaching Project, Problem solving, Lecture-cum-demonstration and discussion methods.

Techniques and devices to teach Book-Keeping and Accountancy.

#### UNIT-IV

- Principles and approaches of framing syllabus and its critical appraisal at Senior Secondary level



अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- Text Book of Book-keeping and Accountancy, importance, criteria for selection of text book, reference books and journals.
- Qualities of good teacher

#### UNIT-V

- Evaluation of Students performance.
- Achievement Test,
- Diagnostic Test,
- Blue Print

#### Sessional Work (20 Marks)

- One test of 10 Marks
- Any one of the following-10 Marks

Preparation of teaching aids

Preparation and construction of a achievement test

Preparation of a lesson plan based on any innovative method.

#### References:

1. Aggarwal, J.C.:Teaching of commerce.
2. Boynton Lewis D:Methods of teaching Book-keeping,south western publication Co. Cincinnati, Ohio.
3. Gupta and Gupta:Intermediate Book-keeping and Accounts, Agra Book store, Agra (Hindi and English Version)
4. Harvey: Ways to teach Book-keeping and Accounting
5. J.N.Vaish:Book-keeping and Accounts, Part I and II (Hindi and /English version).
6. Parikh, Dr.A.K.M.:Lesson planning in India schools,Subhasanchar,Ajmer.
7. Selby: The teaching of Book-keeping
8. Tonne,Pohem and Freeman: Method of teaching Business Subject Gregg Pub. Dir., Mc Graw Hill Book Co., Inc., New York.
9. Verma A Musselma and J. Marshall Hannia: Teaching Book-keeping and Accountancy,Gregg Pub.Div., Mc Graw Hill Book Co., Inc. New York.
10. Williams: Principles of Teaching applied in Book-keeping and Accounts Sir Issac Pitman. London

**PAPER:-VII (a),(b)**





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उपकुलसचिव  
प्रभारी अकादमिक प्रथम

## Pedagogy of Drawing and Painting

100 Marks

### Objectives:

To enable student teacher to:

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

### COURSE CONTENT:

#### UNIT-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



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उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- 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.
- Contribution of artists: Amrita Shergill, Shobha Singh, Rabindranath tagore and Satish Gujral
- 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 10 marks
2. Any one of the following - 10 marks

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.



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उपकुलसचिव  
राष्ट्रीय अकादमिक प्रथम



3. Harriet, Goldstein (1964). *Art in Everyday Life*. Calcutta: Oxford and IBH Publishing
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

**PAPER:-VII (a),(b)**

**Pedagogy of Music Teaching**

Marks - 100

**Objectives:**

To enable student teacher:-

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

**Unit - 1 Music: Brief Introduction**

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

**Unit - 2 Music in School Curriculum**

- Importance of music in school curriculum
- Music classroom equipments and other instructional materials



  
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 उपकुलसचिव  
 प्रभारी अकादमिक प्रथम

- Voice training, ear training, correct posture of singing
- Role of music in personality development

### Unit - 3 Micro-Teaching & Skills

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

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

- Swami Haridas
- Tansen
- Pt. Vishnu Digambar Paluskar
- Pt. V.N. Bhatkhande

### Unit - 5 Types of Tals & Ragas

- Knowledge of following Tals- Teen Tal, Rupak, Darda, Kehrwaa, Jhaptal, Ektal, Chartal.
- 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 instrumental musical.



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- Ability to describe and to compose in the following Ragas:-  
Alhaiva Bilawal, Yaman, Bhairav, Kafi, Asavari, Khamaj Des, Bihag and Malkauns.
- Music and Folk music.

**REFERENCES:-**

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

**PAPER:-VII (a),(b)**

**Pedagogy of Psychology**

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**



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- 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**

- 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



डॉ. अरुण कुमार पाण्डे  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- 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. Bhatanagar, S.: Educational Psychology (Legal Book Depot, Agra-Hindi Version)
3. Crow and Crow: Educational Psychology Indian Edition ( EurasiaPublishingHouse.
4. Chauhan, S.S.: Advance Educational Psychology (Vikas Publishers, Delhi)
5. Dutt, N.K.: Psychological Foundation of Education (Doaba Publishing House)
6. Educational Psychology : Jitendra Mohan, Willey Eastern Limited
7. Educational Psychology – Shukla and Saffaya
8. Jaiswal, S.R.: Educational Psychology (Allied publishers-Hindi Version)
9. Saraswat, Malti: Introduction to Educational Psychology, (Alok Publishers- Hindi Versions)
10. Shiksha Manovigyan : P. D. Pathak, Vinod Pustak Mandir, Agra
11. Shiksha Manovigyan : Arun Kumar Singh (Bharti Bhawan)
12. Shiksha Mein Nirदेशan Aur Paramarsha :Shiyaram Jaiswal Vinod Pustak Mandir
13. Uchchatar Shiksha Manovigyan : S. P. Gupta Sarada, Pustak Bhawan, Allahabad.

#### PAPER:-VII (a),(b)

#### **Pedagogy of Sociology**

Marks100

#### **Objectives :**

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

1. To enable the pupil teachers to develop an understanding of aims and objectives of teaching of sociology.
2. To develop an understanding of pupil teachers concerning curriculum organization.
3. To acquaint pupil teachers with different methods and techniques of teaching of sociology.
4. To acquaint the pupil-teachers with different audio-visual aids.
5. To develop proper understanding of different techniques of evaluation.
6. To acquaint the pupil-teachers with recent trends in sociology.



डा. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रमारी अकादमिक प्रथम

7. To Prepare and effective use of teaching aids.
8. To organize discussions, tours, exhibitions and practical activities.
9. TO Interpret of socio-economic and population data.
10. To analyse present day problems in social context.
11. To develop the skill of preparation of lesson plan and its presentation and preparation and evaluation of question papers.
12. To set and equip the room to teach sociology.

**Course Contents :**

**UNIT-I**

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

**UNIT-II**

- Principles of constructing curriculum of Sociology.
- Approaches of organization of Sociology curriculum.  
Unit (b) Concentric (c) Topical
- Critical analysis of Sociology syllabus at the senior secondary stage.
  - Social Instructions – Marriage, Family, Kinship.
  - Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige.
  - Social groups – Meaning, characteristics and classification.
  - Social mobility – Meaning, types, factors.
  - Role of Sociology in developing national integration and internationalism.

**UNIT-III**

1. Methods of teaching
  - (a) Lecture method (d) Source method
  - (b) Discussion method (e) Problem method
  - (c) Project method (f) Survey method
2. Techniques and devices of teaching



*Dr.* अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- (a) Assignments (d) Seminars  
(b) Symposium (e) Dramatization  
(c) Illustration (f) Questioning

#### UNIT-IV

- Sociology text-book: importance and qualities. supplementary material.
- Sociology room – Importance, equipments.
- Teacher of Sociology – Importance, qualities and competence.
- Teaching aids : Meaning, importance and types. Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globes, graphs.

#### UNIT-V

- Yearly, unit, & Lesson Plan : Need, importance and steps of writing it in teaching of Sociology.
- Evaluation – Meaning, modern concept, importance and types; preparing blue-print and writing objective based test items.

#### Assignments :-

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

- Study of a selected problem of community life related with the area of sociology.
- Development and execution of a project of sociology.
- Collection of source materials related with sociology.
- Content analysis of the syllabus of the grade which has been taught by the student –teacher with special reference of:
  - a. Identification of concept.
  - b. Identification of life- skill.
  - c. Identification of activities and experiments.

#### REFERENCES :

1. Bottomors, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Dans.
2. Dharma, R.N. (2001). *Samajshastra Ka Sidhant*. New Delhi: Atlantic Publishers.
3. Development. Available at [books.google.co.in/books?isbn=812610984X](https://books.google.co.in/books?isbn=812610984X)
4. Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

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6. Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.
7. Shaيدا, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
8. Singh, Gurmit (2008). *(Samajik Adhain da Adhiapan)*. Ludhiana: Chetna Parkashan.
9. Singh, Gurmit (2009). *Teaching of Social Studies*. Ludhiana: Chetna Parkashan.
10. Singh, R.L., *Teaching of History of Civics*.
11. Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publication

**PAPER:-VII (a),(b)**

**Pedagogy of Computer**

**MARKS-100**

**Objectives:**

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

1. To develop an understanding of Computer system and its working.
2. To develop an understanding of the educational uses of various features of MSOffice for communication.
3. To create an awareness of the various uses of computer as a tool, Tutor and Tutee.
4. To develop the skills of software used for learning through computers as cognitive tools
5. To create awareness about the various educational Apps and resources offered by the Internet browser like Firefox and Google Chrome.
6. To enable the use of social media for teaching, learning and related resources.
7. To develop the skill of preparing effective multimedia presentation and instructional material using computers.
8. To understand the concept of Open Education Resources & use of internet

**Unit 1: Computer Education: Pedagogy**

- Computer Education: Concept, need and importance. Application of computers with special reference to education and society.



  
**डॉ. अरुण कुमार पाण्डेय**  
 उपकुलसचिव  
 प्रभारी अकादमिक प्रथम

96



- Aims and objectives of computer education, present and future of computer education in Indian schools.
- Formulation of instructional objectives in behavioral terms

### **Unit II: Teaching Methods and Approaches**

- Methods of Teaching: Comparative study of various teaching methodologies in context of teaching of computer education, Lecture, Discussion, Illustration, Demonstration, Project and problem solving method
- Approaches to teaching: Personalized instructions, system approach, multimedia approach, micro-teaching
- Advanced methods of teaching: CML, CAI, mobile learning, and online learning

### **Unit III: Computer Education: Curriculum and text books**

- Computer Education Curriculum: Concept and principles of curriculum for computer education , need of curriculum development cell for computer education
- E-books/Text Books: Characteristics and criteria for selection of computer books with special reference to theory and practical books of computer subject


### **Unit IV: Computer Teacher and Computer laboratory**

- Computer Teacher: Essential qualification and qualities of a computer teacher, professional growth and code of conduct for ethical computer teaching
- Planning of Computer Laboratory: Room space, furniture, light conditions, number of computers etc.
- Community resources utilization: Concept, need, and importance e.g. computerized banks and hospitals etc.
- Practical skills on computers: Application Software, Word Processors, Multimedia presentation etc.
- Programming languages: Concept and generations
- Internet

### **Unit V: Lesson Planning and Evaluation**

- Lesson Planning: Concept, Need, and importance of lesson planning in computer teaching, characteristics of a good computerized lesson plan
- Evaluation: Criteria to evaluate the computer teaching learning process, evaluation of theory and practical.



  
 डॉ. अरुण कुमार पाण्डेय  
 उपकुलसचिव  
 प्रभारी अकादमिक प्रथम

- c) Role of computers in evaluation
- Recent trends in computer teaching learning process

**Assignments :-**

1. Class Test 10 marks
2. Any one of the following :- 10 marks
  - Preparation of marksheet and question bank
  - Preparation of instructional material/courseware using Msword, Mspowerpoint
  - Preparation of mark register of a class and its statistical and graphical presentation.

**REFERENCE :**

1. An Initiative of National Internet Exchange Of India & Digital Empowerment Foundation, Digital knowledge centre
2. Computer in education by Atul Jain. Publisher: Isha Books (2006)
3. Digital Knowledge Maps in Education: Technology Enhanced Support for Teachers and Learners edited by Dr. Dirk Ifenthaler (University of Oklahoma, USA) and Dr. Ria Hanewald (Deakin University, Australia).
4. Intel (2003): *Intel innovation in Education* Intel. Teach to Future-Students Work Book Kuar Heman, Meerut: R. Lal Publisher.
5. Integrating Educational Technology In to Teaching, 4/E (With Cd), Pearson Education India, Sept 2007.
6. Kumar, Khushvinder and Kumar, Sunil. *Teaching of computer. Gurusar Sadhar*: GBD Publications.
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8. Rajaraman, Fundamental of Computers, New Delhi, Prentice Hall of India Pvt. Ltd.
9. Sinha, P. K., Computer Fundamentals, New Delhi, BPB, 1992. Sharma, Lalit, Computer Education, Ferozpur Cantt., Wintech Publications, 2006.

**PAPER:-VII (a),(b)**

राजस्थानी शिक्षण

100 अंक

उद्देश्य -



डॉ. अरुण कुमार पाण्डेय  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

98

- राजस्थानीभाषा के विभिन्न रूपों की समझविकसितकरउसकीसंरचना के बारेमेंबताना।
- राजस्थानीभाषाकौशलव शिक्षण के आधारभूतसिद्धान्त एवंउद्देश्यों का ज्ञानकराकर, विभिन्नकौशलों का पृथक एवंसमन्वितशिक्षणकराना।
- राजस्थानीभाषा की स्थिति की भूमिका, विशेषताएवंउसकीसांस्कृतिकपृष्ठभूमि की समझविकसितकरना।
- राजस्थानीभाषा के पाठ्यक्रम की स्थिति का अवबोध कराकरविभिन्नविधाओं के माध्यम से सफल अध्यापनहेतुविभिन्नविधियों एवंउपागमों का प्रयोगकरना।
- कक्षा-कक्ष परिस्थितिमेंबहुभाषीय रूपमेंराजस्थानीभाषा का सफलप्रयोगकराना।
- पाठ्यक्रम, पाठ्यचर्याऔरपाठ्य पुस्तक के मध्य सम्बन्धोंमें समझविकसितकराना।
- राजस्थानीभाषाशिक्षणमें दृश्य-श्रव्य सामग्री का निर्माण एवंप्रयोगकराने की योग्यता व भाषाप्रयोगशाला की आवश्यकता एवंप्रक्रिया की समझपैदाकरना।
- राजस्थानीभाषा की अशुद्धियों का कौशलानुसारनिदान व उपचार की योग्यता।
- राजस्थानीभाषाशिक्षणमेंमूल्यांकनहेतुप्रश्न-पत्र का निर्माण की योग्यताविकसितकराना।

#### इकाई-प्रथम

राजस्थानीभाषा की भूमिका-

- राजस्थानीभाषा, शिक्षण के सिद्धान्त, महत्त्व, प्रकार, मनोवैज्ञानिक, भाषायीतथाशिक्षणविज्ञानसम्बन्धि सिद्धान्त
- राजस्थानीभाषा का महत्त्व, राजस्थानीभाषाऔरसाहित्य, राजस्थानीभाषाऔरअन्य भारतीय भाषा, आधुनिकभारतीय भाषाके रूपमें, विद्यालयीस्तरपरशिक्षण से सम्बन्धितसमस्याएँ।
- विद्यालय मेंराजस्थानीभाषा-
  1. मातृभाषा एवंविद्यालयीभाषा
  2. पाठ्यक्रममेंराजस्थानीभाषा
  3. अधिगममेंराजस्थानीभाषा
  4. बहु-भाषीय कक्षा-कक्ष
- भारतमेंराजस्थानीभाषा की स्थिति
- क्षेत्रीय भाषायें.

मेवाडी, बागडी, शेखावाटी, अहीरवाटी, दूंडाडी, हाडौती, वागडी, मेवाती, मारवाडीआदि

#### इकाई-द्वितीय



डॉ. अरुण कुमार पाण्डे  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- राजस्थानीशिक्षण के विविध रूप

- i. गद्य शिक्षण
- ii. पद्य शिक्षण
- iii. व्याकरणशिक्षण
- iv. कहानीशिक्षण
- v. नाटकशिक्षण
- vi. उच्चारणशिक्षण
- vii. रचनाशिक्षण

उपर्युक्त का सम्प्रत्यय, महत्त्व, प्रयोग, विधि, प्रविधि, शिक्षणसामग्री व गुण-दोष सूक्ष्म शिक्षण, दैनिकपाठ योजना, इकाई योजना एवंसूक्ष्म पाठ योजना

- नवाचारऔरभाषाशिक्षण की प्रणाली

- विविध जनसंचार माध्यमों से राजस्थानीशिक्षण

(अ) परम्परागत- नाटक, अभिनय, कथा, सेमिनार, कार्यशाला

(ब) संचार माध्यम-

(i) प्रिंटमीडिया-समाचारपत्र-पत्रिकाएँ, साहित्यिकपुस्तिकाएँ

(ii) इलेक्ट्रॉनिकमीडिया-रेडियो, दूरदर्शन, फिल्म एवंबहुमाध्यम (मल्टी मीडिया), इंटरनेट, इन्ट्रानेट, भाषा-प्रयोगशाला

### इकाई (तृतीय)

- राजस्थानीशिक्षण की विधियाँ -

प्रायोजनाविधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन-निगमनविधि, अनुवादविधि, चयनविधि, पाठ्य पुस्तकविधि, सम्प्रेषणउपागम, समग्रउपागम।

- विधियों का अनुप्रयोग-

(i) राजस्थानीभाषाअधिगममनोविज्ञान

(ii) कक्षा-कक्ष द्वातावरणऔरपरिस्थितियां

(iii) शिक्षक-छात्र-पाठ्यपुस्तकव दृश्य श्रव्य सहायकसामग्री की भूमिका

(iv) राजस्थानीभाषा का व्यवहारमेंप्रयोग



डॉ. अरुण कुमार पाण्डे:  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- (v) अन्य विषयों के साथ राजस्थानीका समन्वय
- (vi) त्रुटियां व उपचारात्मककार्य
- (vii) राजस्थानीभाषा की चुनौतियां
- (ix) राजस्थानीभाषापरीक्षण एवंमूल्यांकन

#### इकाई (चतुर्थ)

- पाठ्यक्रमऔरपाठ्य सामग्री का निर्माणऔरविश्लेषण
  - (अ) पाठ्यचर्याऔरपाठ्यक्रम एवंपाठ्यपुस्तकों का सम्बन्ध
  - (ब) राजस्थानीमेंदत्तकार्य एवंक्रिया-कलापों का विकास।
  - (स) अधिगममेंसंस्कृतशिक्षण का महत्त्वविश्वपरिदृश्य के सन्दर्भमें।
  - (द) निदानात्मकपरीक्षण एवंउपचारात्मकशिक्षण-अर्थ, स्वरूपमहत्त्व एवंउपयोग।

#### इकाई (पंचम)

- राजस्थानीशिक्षणमेंआकलन-
  - (1) राजस्थानीभाषाविकास की प्रगति का आंकलन-सततऔरसमग्रमूल्यांकन एवंस्व-मूल्यांकन,, समूहमूल्यांकन, पोर्टफोलियो।
  - (2) प्रश्नों का स्वरूप-समस्या-समाधानसम्बन्धीप्रश्न, सृजनात्मकचिन्तनवालेप्रश्नकल्पनाशीलताकोजीवितकरनेवालेप्रश्न, गतिविधि औरटास्क (खुलेप्रश्न, बहुविकल्पीय, सत्य-असत्य वाले, मिलानवाले प्रश्न)
  - (3) फीडबैक (विद्यार्थी, अभिभावकऔर अध्यापक) औररिपोर्ट
  - (4) प्रश्न-पत्र निर्माण एवंनील-पत्र

#### समसामयिककार्य

1. कक्षा परीक्षा 10 अंक
2. निम्नमें से कोई एक 10 अंक

- अपनेपड़ोस के 05 विद्यालयों का दौराकर एक रिपोर्टतैयारकरेंकिवहाँ राजस्थानीभाषाकी क्यास्थितिहै ?
- संविधानमेंभारतीय भाषाओंसम्बन्धीअनुशांसांतथाराष्ट्रीय शिक्षा नीतिपी.ओ.ए. द्वाराराजस्थानीभाषासम्बन्धीसिफारिशोंपररिपोर्टतैयारकरना।



डॉ. अरुण कुमार पाण्डेरा  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- किसी एकराजस्थानीकवि का विस्तृतपरिचय देतेहुए उनके राजस्थानीमें योगदानपरआलेख तैयारकरना ।
- किसी एकराजस्थानीपत्रिका की समीक्षा ।
- संवादशिक्षणकोप्रभावीबनातेहुए अधिगमसामग्रीतैयारकरना ।
- पत्र पत्रिकाओंमेंप्रकाशितकिसीलेख का राजस्थानीमेंअनुवाद ।
- छायाचित्राधारितशिक्षाप्रदकथालेखन ।

**सन्दर्भग्रन्थ—**

1. राजस्थानीभाषा—डॉसुनीतिकुमारचटर्जीराजस्थानीसाहित्य शोध संस्थानउदयपुर
2. पुरानीराजस्थानी—डॉतेसीतोरीअनु डा नामवरनागरी प्रचारिणी सभावाराणसी
3. राजस्थानीव्याकरण—लेखक एवंप्रकाशकसीतारामलालसजोधपुर
4. संक्षिप्तराजस्थानीव्याकरण—नरोत्तमदासस्वामीसार्दुलराजस्थानीरिसर्चइन्स्टीट्यूटबीकानेर
5. राजस्थानीभाषा एवंसाहित्य —मोतीलालमैनारियाहिन्दीसाहित्य सम्मेलनप्रयोग
6. राजस्थान का भाषाऔरसाहित्य—ग्रियर्सन अन आत्मारामजाजोरयाराजस्थानभाषाप्रचारसभाजयपुर
7. राजस्थानीहिन्दीकोषभाग 2—डॉभूपतिरामसाकरियातथाबद्रीप्रसादसाकरिया
8. पंचशीलप्रकाशकजयपुर
9. आधुनिकराजस्थानी—साहित्य प्ररेणा स्त्रोतप्रवृत्तिया—डॉकिरणनाहटा
10. राजस्थानीगद्य उद्भवऔरविकास—प्रअखिलभारतवर्षीय मारवाडीसम्मेलनहरीसनरोडकलकत्ता

**Course – 8 : Knowledge and Curriculum**

**Marks-50**

**Objectives**

1. To create excellence in the educational system for facing the knowledge of challenges of the twenty first century.
2. To encourage the application of knowledge skills in the Indian educational institutions.
3. To enhance the quality of pre-service and in-service teacher training.
4. To realize the importance of curriculum modification.
5. To provide awareness and understanding of social environment.





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उपकुलसचिव  
प्रभारी अकादमिक प्रथम

6. To transform teacher- pupils in to a vibrant knowledge-based society.

**Unit 1 :Concept of knowledge**

- Meaning and Nature of knowledge
- Sources of attainment of knowledge in schools with special references of Society, Culture and modernity.
- Distinctions between-  
Knowledge and Skill.  
Teaching and Training.  
Knowledge and information.  
Reason and belief.

**UnitII Facts of Knowledge-**

Different facts of knowledge and relationship such as-

Local and Universal

Concrete and Abstract

Theoretical and Practical

School and Out of School

(With an emphasis on understanding special attributes of school knowledge)

**Unit III :Concept of curriculum**

- Meaning, Nature and Objectives of Curriculum, Need for curriculum in schools.
- Philosophical, Psychological, Sociological and Scientific basis of Education with reference of Gandhi, Tagore, Dewey and Plato.
- Difference between curriculum and syllabus.



डॉ. अरुण कुमार पाण्डे.  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- Factors Influencing curriculum.
- Various types of curriculum- Subject centered, Experience centered, Activity centered, Child centered, and Craft centered.

### Tasks and Assignments

1. Class Test                      5 marks
2. Any one                         10 Marks
  - How does school knowledge get reflected in the form of curriculum, syllabus and textbooks?
  - Review of a text book of any school subject.
  - Prepare a children's literature handbook.

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डॉ. अरुण कुमार पाण्डे  
उपकुलसचिव  
प्रभारी अकादमिक प्रश्न



**INTERNSHIP**  
**INTERNAL ASSESSMENT SCHEME**

MARKS-150+150=300

1. Micro Teaching 5 skill (Each skill of 2 marks) 10 Marks per year
2. Regular Practice Teaching including unit test in paper VII a+b (lesson 20 per year)  
20Marks per year
3. Criticism lesson 20 Marks per year
4. Observation 15 Marks per year
  - Ordinary Lesson
  - Demonstration Lesson
  - Criticism Lesson
5. Teaching aids (5X4 per year) 20 Marks per year  
(for Art students- four in each method subject) and for science students-Two teaching aids and two practical in each method- per year.)
6. Practical in the audio- visual equipment two ( to be evaluated by Audio- visual in-charge) 10 Marks per year
7. Attendance /Seminar/ Workshop 5 Marks per year
8. Internship (Block Practice Teaching)
  1. Teaching of Method subject (15X1) 15Marks per year
  2. Social Participation in Group 10 Marks per year
  3. Participation in all activities of school 10 Marks per year
  4. Report of any feature of school /Case study/ Action Research 15Marks per year

**Course EPC- 1**


**READING AND REFLECTING ON TEXTS**

Marks – 50

**Objectives**

After completion of this course, the student teacher will:



  
डॉ. अरुण कुमार  
उपकुलसचिव  
प्रभारी अकादमिक प्र.  
अम

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

**Course Content:-**

**Unit 1: Engaging with narrative and descriptive account & expository writing**

- The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well produced comic strip stories.
- The selected texts could include articles, biographical writing, or extracts from popular nonfiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces) For this unit, the student teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student teachers.

**Unit 2: Engaging with Journalistic & Educational writing**

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

**Unit 3: Engaging with subject-related reference books**

- The student teachers should work in groups divided according to their subjects. Within these groups, pairs of student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books.

**Assignment**

1. Class Test      5 marks
2. Any One        10 marks





डॉ. अरुण कुमार पाण्डे  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- Writing : Based on the text (e.g., summary of a scene, extrapolation of story or converting a situation into a dialogue)
- Group Discussion (on selected theme)
- Making notes on schematic form (e.g., flow diagram, tree diagram or mind map)
- Individual task, using reading strategies such as- scanning and skimming for extracting information.
- Making PPT to whole subject group.

**References-**

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[www.Englishclub.com/language-skill.htm](http://www.Englishclub.com/language-skill.htm)
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[www.wikipedia.org/wiki/reading-process](http://www.wikipedia.org/wiki/reading-process)

EPC - 2

**DRAMA AND ART IN EDUCATION**

**MARKS-50**

**Objectives:-**

To enable the students to—

1. Develop the aesthetic sense and creative thinking in the students.
2. Understand forms of art, performing and visual and its significant role in human life.
3. Understand relationship between art, literature and education.
4. Acquaint about drama as a critical pedagogy and develop consciousness & awareness towards society.
5. Understand about teaching of different subjects through drama and art education at school level.
6. Understand cultural heritage of India with special reference to Rajasthan.
7. Understand about technical invasion in the field of art and future perspectives of drama and art education.
8. Develop sensitivity, empathy and sense of responsibility for self development and betterment of society.

**UNIT-I : Aesthetic Sense and Education**




डॉ. अरुण कुमार पाण्डे  
उपकुलसचिव  
प्रभारी अकादमिक प्रथम

- Aesthetic sense and values: Meaning, Nature, Concept and Importance in Human Life. Arts in Education & Education in Arts, Transform art and aesthetic sense through education.
- Concept of Creativity, Creative writing, Modes in speech and importance of education for it. Relationship between Art, Literature and Education. Historical perspectives of various types of Art in India.
- Introduction to music: -dhawaniswar, sapttak, alankar, lay-taal, vadhaya-tantu, avnadh, shushir, Dhanlok, lok-geet, lokvadhya & Introduction to Dance :- history of dance-kala, lok-nritya.

#### UNIT— II : Performing Art and Learning

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

#### UNIT— III Visual Art : Teaching & Learning

- Play: Meaning, Concept, Need, Types, Importance, relationship between learning and Drama Education. Dramatic Pressure for understanding problems in a new way.
- Exploration and experimentation with different types of Visual Arts: painting, printing, collage, cartoon making, photography, clay modeling, model making, pottery, puppetry, rangoli, paper art.
- Use of visual art in teaching-learning process. Art and Self-Expression. Need and importance of community participation.




डॉ. अरुण कुमार  
उपकुलसचिव  
प्रभारी अकादमिक प्रश्न

- Use of ICT in drama and art in education: computer graphics, animation, special effects, documentary films, movies, slides. Use of social media: youtube, blog, twitter.

**Field Based Activities:**

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

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डॉ. अरुण कुमार  
उपकुलसचिव  
प्रभासी अकादमिक प्र

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9. Kothari Sunil : New Directions in Indian dance, Marg Publication, Mumbai.
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