

**R.R.B.M. UNIVERSITY
ALWAR [RAJASTHAN]**

SYLLABUS

SCHEME OF EXAMINATION AND COURSE OF STUDY

FACULTY OF EDUCATION

B.Ed. – TWO YEAR PROGRAM

Academic Session 2017-18

& onwards

Scheme of B.Ed. Two Years Examination

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

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

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

In B.Ed. Part I Paper no. 01, 02, 03 and 06 a/b are of three hours carrying 100 marks (80for theory + 20 for sessional) each. Paper 04, 05 and EPC -1&2 are of 2 hours each carrying 50 marks (40 theory + 10 sessional) each.

In B.Ed. Part -II paper 6a/b, 09 are of 3 hours carrying 100 marks (80for theory + 20 for sessional) each. Paper 08, 10 and, EPC -4 are of two hours carrying 50 marks (40 theory + 10 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 two hours.

Part I

- In B.Ed. Paper Part -I,12 SUPW Camp/Open air session will be totally internal. It has five components of 75 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 will carry 475 marks.

B.Ed. PART -1

Programme Outline of B.Ed.

Paper	Course Code	Title of 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	40	10	-	50
V	B.ED.-05	Understanding Disciplines and subject	40	10	-	50
VI	B.ED.-06 (a)(b)	Pedagogy of a school (part-1), 1st & 2nd year (candidate shall be required to offer any two papers from the following for part-1 other for part-2) <ul style="list-style-type: none"> 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 14. General Science 15. Home Science 16. Commerce practice 17. Book Keep. & Acc. 18. Drawing and painting 19. Music • Graduation in Art, Science 	80	20		100

		<p>& Commerce student shall have to offer any two teaching subject studied at graduation level at – least for two year for paper vi (a)(b).</p> <p>20.*PSYCHOLOGY 21.*SOCIOLOGY 22.*COMPUTER 23.RAJASTHANI</p> <p>*An additional pedagogy course(for a school subject other than that chosen for course 6 (a & b)at secondary level ,or the same school subject at the higher secondary level)</p>		
		<p>SCHOOL INTERNSHIP(04weeks)</p> <p>Internal Practical</p> <p>*EXTERNAL Practical</p> <p>(One final lesson)</p>	<p>25</p> <p>125</p>	<p>-</p> <p>75</p>
VII	B.ED.-12	<p>OPEN AIR/SUPW CAMP</p> <p>1. Community Service 2. Survey (Based on Social Education events) 3. Co-Curricular Activities 4. Health and Social awareness program (disaster management and cleanliness) 5. Studies(Work experience related with theory course and literacy activities)</p>	<p>75</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p>	<p>75</p>

EPC-1	EPC-1	Reading and Reflecting on Texts(Task and Assignment for courses)	40	10	-	50
EPC-2	EPC-2	Drama and Art in Education	40	10	-	50

ENGAGEMENT WITH THE FIELD: Task and assignment for course 1-V, VI(a) (b), & EPC-1, EPC-2,*EPC-*ENHANCING PROFESSIONAL CAPACITIES

Total Marks -900

B.Ed. PART -2 (Programme outline as under)

Paper	Course Code	Title of paper	Evaluation			
			External	Internal	Practical	Total
VIII	B.ED.06 (a) (b)	Pedagogy of a school (part-1), 1st & IIInd year(candidate shall be required to offer any two papers from the following for part-1 other for part-2) <ul style="list-style-type: none"> 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 	80	20		100

		<p>13.Biology 14.General Science 15.Home Science 16.Commerce practice 17.Book Keep. &Acc. 18.Drawing and painting 19.Music</p> <ul style="list-style-type: none"> Graduation in Art, Science & Commerce student shall have to offer any two teaching subject studied at graduation level at – least for two year for paper VI(a)(b). <p>20.*PSYCHOLOGY 21.*SOCIOLOGY 22.*COMPUTER 23.RAJASTHANI</p> <p>*An additional pedagogy course(for a school subject other than that chosen for course 6 (a&b)at secondary level ,or the same school subject at higher secondary level)</p>			
IX	B.ED.-07	Knowledge and Curriculum	80	20	10
X	B.ED.-08	Gender school and society	40	10	- 50
XI	B.ED.09	Assessment for learning	80	20	- 10
XII	B.ED.10	Creative and inclusive school	40	10	- 50
XIII	B.ED.11	Optional Special Course –(ANY ONE) 1. Peace Education	80	20	- 10

		2. Yoga Education 3. Guidance and Counselling 4. Health and Physical Education 5. Environmental Education 6. Value Education 7. Women Empowerment Education			
		INTERNSHIP (16 WEEKS) *EXTERNAL ASSESSMENT (ONE FINAL LESSON)	150		25
EPC-3	EPC-3	Critical Understanding of ICT	50	20 (submission of Report)	30 10
EPC-4	EPC-4	Understanding the self	40	10	- 50

TOTAL MARKS -900

**ENGAGEMENT WITH THE FIELD: Task and Assessment for course 6b- &EPC-3, EPC-4
EPC- ENHANCING PROFESSIONAL CAPACITIES**

Evaluation-

Evaluation Papers B.Ed. Part-1 Exam-

1. Theory papers 01, 02, 03 and 6(a) (b) will carry 100 marks, out of which 80 marks will be theory paper at the B.Ed. Part-1 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, 05 will carry 50 marks, out of which 40 marks will be of theory paper at the B.Ed Part-1 Examination and 5 marks to be assessed internally for the sessional work and 5 marks for the mid -term test.
3. EPC-1 & EPC-2 will carry 50 marks out of which 40 marks will be of theory paper at the B.Ed Part 1 exam and 5 marks to be internally assessed for assessing the sessional work and 5 marks for the mid -term test.

Evaluation Papers B.Ed Part-II Exam-

1. Theory papers 06(a) & (b), 07 , 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 08 and 10 will carry 50 marks out of which 40 marks will be of theory paper at the B.Ed part II exam and 5 marks to be assessed internally for assessing the sessional work and 5 marks for the mid -term test.
3. **EPC-3:** this paper will consist of 100 marks (theory paper will carry 50 marks objective type question and 50 marks for computer practical out of which 20 marks is for submission of report and 30 marks for practical) to be taken by the external examiner.
4. **EPC-4:** theory paper will carry 50 marks out of which 40 marks will be of theory paper at the B.Ed part-II exam and 5 marks to be internally assessed for assessing the sessional work and 5 marks for the mid -term test.

Question Papers

1. Each question paper of 80 marks will have three sections. Section-A will contain eight questions. Very short type questions out of which the candidate will be required to attempt four(04) questions each carrying 5 marks.
Section-B will contain short answer type five questions attempt compulsory each carrying 6 marks.
Section-C will contain essay type three questions with an internal choice for each question. Essay type questions will carrying 10 marks.
2. Each question paper of 40marks will have three sections. Section –A will contain six very short answer type questions, out of which the candidate will be required to attempt three questions. Each carrying 3 marks.
Section-B will contain three (3)short answer type questions attempt compulsory each carrying 5 marks.
Section-C will contain essay type two questions with an internal choice for each question. Essay type questions will carrying 8 marks.
3. The syllabus of content part in papers VI 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 40 marks will have three sections. Section –A will contain six very short answer type questions, out of which the candidate will be required to attempt three questions. Each carrying 3 marks.
Section-B will contain three (3)short answer type questions attempt compulsory each carrying 4 marks.
Section-C will contain essay type two questions with an internal choice for each question. Essay type questions will carrying 7 marks.

- 6. EPC-3, question paper of 50 marks will be of objective type, containing 50 questions each carrying one mark.

PART-2

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

The teaching practice will carry $(225+250 = 475)$ 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) $75+100=175$ marks

Board of examiner for teaching practice as far 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)

<u>Internship</u>	Part -I	-	25 Marks
	Part -II	-	50 Marks

- ❖ *Internship marks will be given by only Institution not from internship schools.*
- ❖ *Educational Tour will be compulsory for every pupil teacher.*

INTERNAL ASSESSMENT SCHEME

MARKS-150+150=300

1. Micro Teaching 5 skills (Each skill of 2 marks)	10 Marks per year
2. Regular Practice Teaching Including unit test in paper VI (a) (b) (Lesson 20 per year)	20 Marks per year
3. Criticism lesson	20 Marks per year
4. Observation <ul style="list-style-type: none">• Ordinary lesson• Demonstration Lesson• Criticism lesson	15 Marks per year
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 in First Year) <ul style="list-style-type: none">• Teaching Of Method subject (15X1)• Participation in all Social & School activities• Educational Tour• Report of any feature of School / Case study / Action Research	25 { 15 Marks per year 10 Marks per year 25 { 15 Marks per year 10 Marks per year
9. Internship (Block Practice Teaching in Second Year) <ul style="list-style-type: none">• Teaching of Method.• Paticipation in all activities of School• Social Participation in group• Report of any feature of School / Case study / Action Research	15 Marks 10 Marks 10 Marks 15 Marks

● V Organization evaluation of practice teaching

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

VI. Working out the result and awarding the divisions:

- (1) a candidate in order to be declared successful at the B.Ed Part- 1 and 2 examination shall be required to pass separately in Part 1 (theory) and Part 2 (practice of teaching).
- (2) For a passing in Part 1 (theory) a candidate shall be required to obtain at least (a) 30 percent marks in each theory paper and sessionals (24 marks out of 80 and 6 marks out of 20); (b) 30% marks in each theory paper and sessional (12 marks out of 40 and 3marks out of 10) (c) 36% marks in the aggregate of all of the theory papers.
- (3) For passing in part 2 (school Internship Practice of teaching) a candidate shall be required to obtain separately at-least-
 - 40 percent marks in the external examination.
 - 40 percent marks in internal assessment.

(4) The successful candidate at B.Ed part-1 and part-2 obtaining total marks will be classified in three divisions and shall be assigned separately in theory and school internship practice of teaching as follows:

Division	Theory	Practice of Teaching
1 First	60%	60%
2 Second	48%	48%
Pass	36%	40%

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

NOTE-

- Morning Assembly should be of 30 to 40 minutes every day. It should cover following programme-
 - Saraswati Vandana
 - Gaytri Mantra
 - Shanti Path
 - Guruvandana
 - Prerak Prasang and Related Great Person of India
 - Anmol Vachan
 - News Reading
 - Pratigya
 - G.K. Question
 - National Anthem
- Every College should be conduct Inter College and Inter House Competition in Second Year under these topics-
 - Painting Competition(Poster ,Pot ,Collage etc.)
 - Debate Competition (English & Hindi)
 - Cultural Competition (Dance,Songs,Fancy Dress etc.)
 - Essay Competition(English & Hindi)
 - Drama Competition
 - Games Competition
- Every College should be Prepared same Academic Calender under the University guide lines.

CHILDHOOD AND GROWING UP

Marks-100
External-80
Internal -20

Objectives:

After completing the course the student will be able:-

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

Course Content

Unit I : Role of Psychology to understand the child

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

Unit II: Multi-Dimensional Development.

- Growth and Development : Concept , stages ,Principles , Dimensions ,Factors in influencing Development – genetic , biological ,environmental and physical
- Theories of Development
 - a) Piaget's and Vgotsky cognitive development.
 - b) Freud's psycho –sexual development.
 - c) Erikson's psycho –social development.
 - d) Linguistic development.
 - e) Kohlbery's and Gilligan's moral development.
 - f) Bandura's social development.
 - g) Gessel's maturation theory.

● **Unit III: Child Growing up**

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

● **Unit IV: Learning to Learn.**

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

● **Unit V: Psychological Attributes of an Individual.**

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

Test and Assignment:-

Class Test **10 Marks**

Project(Any one of the following) **10 Marks**

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

References:

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3. Arora, Dr. Saroj, Bhargava, Rajshri (2014). *Bal Manovigyan*, Rakhi prakashan, Agra
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10. Ormrod Ellis Jenne, Third Edition, *Educational Psychology developing Learners Multimedia Edition* (<http://www.prenhall.com/ormrod>)
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CONTEMPORARY INDIA AND EDUCATION

Marks-100
External-80
Internal -20

Objectives:

After completing the course the student will be able:-

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

Course Content

Unit I : Education as an Evolving Concept

- Education: Meaning, concept and nature, Ancient to present education as an organized and institutionalized form, formal and state sponsored activities.
- Aims of Education: Historicity of aims of education, changing aims of education in the context of globalization, sources of aims of education- Education aims as derived from the constitution of India influence of aims of education on the curriculum and transactional strategies.

Unit II:Philosophy and Thinkers

- Implication and Contribution of Philosophies, Philosophy Idealism, Naturalism , Pragmatism , Jainism, Geeta and Buddhism.
- Idea of India & Western Educational Thinkers Such as Gandhi , Tagore, Aurbindo, Dayanand Saraswati, Swami Vivekanand, J.Krishnamurthy, Dewey, Frieze, Illich, Plato, Aristotle, Rousseau, Anton Makarenko.

Unit III: Issues and Challenges

- Diversity, Inequality, Marginalization: Meaning, Concept, Levels with special reference to Individual, Region, Language, Caste, Gender.
- Role of education in multicultural and multilingual society for Equalization and Improvement of Marginalization groups.
- Hindrances of Education in India: Quality, Facilities, Access, Cost, Political unwillingness, Youth unsatisfaction, Moral Crisis.

Unit IV: 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.
- Educational and politics, Constitutional vision related to aims of education, peace education, role of educational, School and Teachers as agents for imparting Culture, Education and Development. Education and industrialization.

Unit V: Programme and Policies

- Overview the development of education system in India from 1948 to 2010, University Education Commission -1946 -48, Secondary Education Commission -1952 -53 , Indian Education Commission -1964 -66 , National Education Policy -1986.
- Ramamurthy Committee (1990) ,Yashpal Committee Report (1993) Revised National Education Policy -(1982)NCF -2005 ,NKC -2006 , NCFTE 2009 , RTE -2010.
- SSA , MLL ,RMSA , CCE Navodaya Vidyalaya ,Kasturba Gandhi Balika Vidyalaya. Model School.

Test and Assignments:-

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

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30. जौशी, सुषमा: भारत में शिक्षा प्रणाली का विकास एवं समस्याएँ, शारदा पुस्तक भवन, इलाहाबाद।
31. लाल रमन विहारी : भारतीय शिक्षा और उसकी समस्याएँ, रस्तोगी पब्लिकेशन्स, मेरठ।
32. साधिन संदर्भ सामग्री पुस्तिका : महिला एवं बाल विकास विभाग, राज. सरकार, जयपुर।

LEARNING AND TEACHING

Marks-100
External-80
Internal -20

Objectives:

After completing the course the student will be able:-

- To develop scientific attitude for the process of teaching & learning.
- To develop understanding about the relationship of cognitive, social and emotional development with learning process.
- To provide an overall view on teaching & learning style and ideas to enhance these activities.
- To introduce student- teachers with teaching skill, component and parameters of effective teaching.
- To develop insight for perfect teaching by its overall perspectives in detail.

Course Content

Unit -1 Psychological Domains Of Teaching & Learning:

1. Meaning and principles of development, relationship between development and learning.
2. Meaning of Cognition & its role in learning, Socio-Cultural Factors Influencing Cognition and Learning.
3. Social Development- Meaning, Importance, Social Process and its effect on teaching & Learning, Theory of Social Construction (Bruner).
4. Emotional Development- Meaning, process, need to study its effect on teaching and learning process.

Unit-2 Effective teaching:

1. Effective teaching: Meaning, component and parameters of effective teaching, Identification of teaching skills, principles of teaching, classroom instruction strategies, teacher as a learner, modernizing the classroom, teacher behaviour and classroom climate (Flanders' interaction analysis system).
2. Teaching for culturally diverse students, theory of culturally relevant pedagogy.
3. Creative teaching: Meaning, Concept and ways of teaching creatively.
4. Unlearning to learn

● **Unit- 3 Learning:**

1. Learning- meaning, and characteristics, factors influencing learning, types of learning (insight, constructivist and social); tradition and changes in view of the learning process a shift from teaching to learning.
2. Principles of learning, Quality of learning.
3. Role of teacher in teaching learning situations: (a) Transmitter of knowledge (b) Teacher as a role model (c) Facilitator for encouraging children to construct knowledge (Constructivist Approach)(d) Co-learner.
4. Classroom Instruction Strategies (general introduction)
5. Role of motivation in earning – concept, Motivational strategies to be used in classroom teaching.

● **Unit- 4 learning style:**

1. Diversity among learners and learning needs (with reference to special needs).
2. Multilingual background: Concept, multilingual background of children and its classroom implications.
3. Learning style: - Concept, Types and Importance in teaching- learning process, factors affecting learning style.

● **Unit- 5 Teaching style:**

1. Teaching style: - Concept, types and Effect on learner's learning process, Factor affecting teaching styles.
2. Teacher behaviour, effect of verbal and non- verbal behaviour of teacher on students' learning.
3. Use of out of class experiences of children in classroom teaching, organizational climate and teaching.

● **Test and Assignments:-**

1. Class Test (10 Marks)

2. Any one (10 Marks)

1. Analyzing the behaviour of your fellow student teachers, Find out how socio-cultural factors have influenced and shaped their learning.
2. Write a report about some best teachers in your past experiences and write some special features of their ways of teaching.

- 3. Conduct a case study of an individual (educationally exceptional /differently- abled).
- 4. Conduct an interview of 02 students of multilingual background and list the problem face by them in classroom conditions.
- 5. Trace out some of the odd non-verbal behaviour of any 05 fellow student teachers.

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LANGUAGE ACROSS THE CURRICULUM

Marks- 50
External-40
Internal -10

Objectives:

After completing the course the student will be able:-

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

Course Content

Unit I

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

Unit II

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

Unit III

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

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

Test and Assignments:-

(10 Marks)

1. Class Test (5 Marks)

2. Any one (5 Marks)

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

Reference:

1. Agnihotri, R.K.(1995) Multilingualism as a class room resource. In K. Heugh, A Siegruhn, P. Pluddemann (Eds) Multilingual Education for South Africa 9pp. .Heinemann Educational books.
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3. Bansal R.K. and Harrisson J.B. - (1990) spoken English for Indian orient longman LTD Madras.
4. Ladson, Billings G (1995) Toward a theory of Cultwally relevant pedagogy American Educational Research Journal.
5. NCERT (2006) Position paper national focus group on teaching of Indian language (NCF 2005) New Delhi.
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UNDERSTANDING DISCIPLINES & SUBJECT

Marks- 50
External-40
Internal -10

Objectives:

After Complting the course the students will be able:

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

Course Content

Unit I: Meaning and Concept of Disciplinary Knowledge

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

Unit II: School Subjects on Disciplines

- Impact of School Subjects on Disciplines:-
 - 1) Social Science: Methods – Lecture method, Project method, Supervised study, Story- Telling, Biographical, Source Method, Brain – Storming, Dramatization, Cooperative Learning, Experiential Learning.
 - 2) Science : Methods and Techniques of Teaching Science : Brainstorming . laboratory, Demonstration , Project and Field visit ,Constructive learning and Problem solving , Cooperative learning , Group Discussion , Micro Teaching.
 - 3) Maths: Method of Teaching Mathematics : Lecture , Inductive ,Deductive , Analytic , Synthetic ,Heuristic ,Project ,Problem solving and Laboratory. Method and techniques of Teaching Mathematics : Questioning, Brain Storming, Role Playing, Simulation, Non-Formal techniques of learning Mathematics.

4) Language: Language Classification , Language and Script , Origin of Script, Origin and Development, Introduction, Features and Scientifics of Devnagri Script. Story, Novel, Poetry, Personal Essay, Pen Portrait, Travelogue , Self-Narration , Memories.

Unit III: Process and Framing of Disciplines and Subject

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

Test and Assignments:-

(10 Marks)

1. Class Test	(5 Marks)
2. Any one	(5 Marks)

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

● **References:-**

1. Apple :- M.W. (2008) can school contribute to a more just society education citizenship and social justice, 3 (3) 239-261
2. Brantom F.K.: The teaching of social justice in changing world.
3. Chash, S.C (2007) History of Education in India, NCERT(2005) National Curriculum frame work, NCERT
4. Clinton Golding of the center for study of higher education Interation of Disciplines .
5. Daman.C Howard Rajasthan, Meil (1965) " The uses of language" New york.Holt Rinchyart and Winstan Inc.
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9. Sharma , L.M. 1977 (Teaching Od Science & Life Science Dhanpat & Sans. Delhi.)
10. Wesley, Edgar Brose: Social Studies for School.

उद्देश्य –

1. भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान देना ।
2. भाषा की पृथक् – पृथक् भूमिकाओं को जानना ।
3. भाषा सीखने की सृजनात्मक प्रक्रिया को जानना ।
4. भाषा के स्वरूप और व्यवस्था को समझना ।
5. श्रवण , भाषण , वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना ।
6. इकाई, दैनिक व सूक्ष्मपाठ योजनाओं के महत्व से अवगत कराना व निर्माण का ज्ञान देना ।
7. हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना ।
8. हिन्दी की विधाओं एवं उनके व्यवहारिक शिक्षण की संस्थितियों का ज्ञान देना ।
9. पाठ्यचर्या, पाठ्यक्रम और पाठ्य पुस्तक का विश्लेषण कर कक्षा विशेष एवं विद्यार्थियों की समझ के अनुसार ढालना ।
10. भाषा और साहित्य के सम्बन्ध को जानना ।
11. हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना ।
12. भावों और विद्यार्थी की स्वतंत्र अभिव्यक्तियों को जानना ।
13. भाषायी बारीकियों के प्रति संवेदनशील होना ।
14. हिन्दी भाषा शिक्षण में दृश्य – श्रव्य उपकरणों के व्यवहारिक उपयोग का ज्ञान देना ।
15. हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विधाओं का ज्ञान देना ।
16. निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरूप, महत्व एवं उपयोग का ज्ञान देना ।

प्रथम इकाई –

भाषा की भूमिका

- 1) भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से)
- 2) भाषायी कौशलों का विकास:
 - 1) श्रवण
 - 2) उच्चारण
 - 3) वर्तनी
 - 4) वाचन (सख्त व मौन)
- 5) अभिव्यक्ति (मौखिक व लिखित)
- 3) हिन्दी के विविध सृजनात्मक आयामों के अन्तर्गत विविध भाषा रूपों का अध्ययन :

- 1) वाणिज्य और व्यापार के क्षेत्र में हिन्दी
- 2) वैज्ञानिक और तकनीकी हिन्दी
- 3) कार्यालयीय हिन्दी
- 4) विधि के क्षेत्र में हिन्दी
- 5) सामाजिक विज्ञान के क्षेत्र में हिन्दी
- 6) संचार माध्यमों में हिन्दी
- 7) विज्ञापन के क्षेत्र में हिन्दी

- 4) मातृभाषा / राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- 5) भाषा का समाज में स्थान
- 6) हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति

द्वितीय इकाई

- 1) शिक्षण के प्रकार :— गद्य शिक्षण, पद्य शिक्षण, नाटक शिक्षण, कहानी शिक्षण रचना शिक्षण व्याकरण शिक्षण
- 2) सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई याजना, सूक्ष्म पाठ योजना
- 3) नवचार और भाषाशिक्षण की प्रणाली
- 4) विविध जन संचार माध्यमों से हिन्दी शिक्षण परम्परागत माध्यम – लोकगीत, लोकनृत्य, कठपुतली, नौटंकी, सेमिनार, कार्यशाला, हरिकथा, कहानी
- 5) संचार माध्यम – प्रिंट मीडिया – समाचार पत्र – पत्रिकाएँ, साहित्यिक पुस्तिकाएँ, विज्ञापान, इलेक्ट्रॉनिक मीडिया – रेडियो, टेलीविजन, फिल्म एवं बहुमाध्यम (मल्टीमीडिया) ई-कॉमर्स, मोबाइल, इंटरनेट, इन्ट्रारनेट, ई-युनिवर्सिटी, भाषा – प्रयोगशाला

तृतीय इकाई

- 1) भाषा शिक्षण की विधियाँ – भारतीय भाषाकारों की दृष्टि से – पाणिनी, यास्क, वर्णी, कामताप्रसाद गुरु, किशोरी दास बाजपेयी।
- 2) पाश्चात विद्वानों की दृष्टि से – जे. प्याजे, एल. वायगात्सकी, चॉमस्की, जॉन डीवी
- 3) वर्तमान में प्रचलित – प्रायोजना विधि (किलपैट्रिक), पर्यवेक्षित अध्ययन विधि एवं अभिक्रमित अनुदेशन

4) भाषा का स्वरूप – भाषा व्यवहार के विविध पक्ष नियमबद्ध व्यवस्था के रूप में भाषा भाषायी परिवर्तनशीलता, उच्चारण के सन्दर्भ में हिन्दी की बोलियों, वाक् तथा लेखन.

5) भाषायी व्यवस्थाएँ – सार्वभौमिक व्याकरण की संकल्पना – अर्थ, प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएँ : – स्थनिम विज्ञान व रूप विज्ञान

चतुर्थ इकाई

पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण :

1) पाठ्यचर्चा – पाठ्यचर्चा तथा पाठ्य पुस्तकों का सम्बन्ध

2) निदात्मक परीक्षण एवं उपचारात्मक शिक्षण – अर्थ, स्वरूप, महत्व एवं उपयोग।

3) प्राथमिक / माध्यमिक / उच्च माध्यमिक स्तर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री का विश्लेषण

पंचम इकाई

हिन्दी शिक्षण में मूल्यांकन :

1) भाषा विकास की प्रगति का मूल्यांकन – सतत और समग्र मूल्यांकन, आपसी मूल्यांकन, स्व – मूल्यांकन, समूह मूल्यांकन, पोर्ट-फोलियो।

2) 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 का टास्क (खुले प्रश्न, बहुविकल्पीय प्रश्न)

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

4) प्रश्नपत्र निर्माण एवं नीलपत्र

समसामयिक कार्य

1. कक्षा परीक्षा (टेस्ट) 10 अंक

2. निम्न में से कोई एक 10 अंक

- संविधान में भारतीय भाषाओं सम्बन्धी अनुशंसाएँ तथा राष्ट्रीय शिक्षा नीति, पी. ओ. ए. द्वारा संस्तुत भाषा सम्बन्धी सिफारिशों पर एक रिपोर्ट तैयार करना।
- अपने आस – पास के पाँच स्कूलों का दौरा कर यह जानकारी प्राप्त करते हुए एक एक रिपोर्ट तैयार करे कि त्रिभाषा सूत्र की क्या स्थिति है?
- छात्रों को भाषा सीखने संबंधी कठिनाइयों और समस्याओं का अध्ययन, विश्लेषण एवं निदान के उपाय।
- पाठ्य पुस्तक में दी हुई रचनाओं (कविता, कहानी, निबन्ध आदि) के अतिरिक्त छात्रों से समकालीन पत्र – पत्रिकाओं से पूरक सामग्री का घयन।
- आधुनिक कवि या साहित्यकार के व्यक्तित्व और कृतित्व पर आलेख तैयार करना।
- सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिन्दी शिक्षण की दो गतिविधियाँ तैयार करें।

- हिन्दी की विधाओं पर स्क्रैब पुस्तिका तैयार करना।
- रचनात्मक रूप से प्रतिभा सम्पन्न बालकों के विकास के लिए वर्षभर में कक्षा शिक्षण के अतिरिक्त किये गये उपाय और उनकी सप्रमाण प्रगति सूचक रिपोर्ट।
- आस-पास के क्षेत्र के किसी विशिष्ट समुदाय के लोगों का भाषा सर्वेक्षण और उनकी शब्दावली का अध्ययन।
- पत्र-पत्रिकाओं में प्रकाशित रचनाओं अथवा नई समकालीन साहित्य की पुस्तकों का अध्ययन, विश्लेषण और उनकी शैक्षणिक समस्याएँ।

संदर्भ ग्रन्थ सूची—

1. गुप्ता (डॉ.) प्रभा (2012) मातृभाषा व विविध योजनाएँ – साहित्य प्रकाशन, आगरा।
2. त्यागी, डॉ. एस. के. (2008) हिन्दी भाषा शिक्षण अग्रवाल पब्लिकेशन्स, आगरा।
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4. भाटिया, एम एम और नारंग सी.एल. 1987, आधुनिक हिन्दी शिक्षण विधियाँ, प्रकाश ब्रदर्स, लुधियाना।
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PAPER 6 (A,B)

संस्कृत शिक्षण

Marks-100

External-80

Internal -20

उद्देश्य –

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

प्रथम इकाई : भाषा की भूमिका

- 1) संस्कृत भाषा शिक्षण सिद्धान्त, महत्व एवं प्रकार

मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धान्त

- 2) संस्कृत भाषा का महत्व, संस्कृत भाषा और साहित्य, संस्कृत भाषा और अन्य भारतीय भाषाएँ, आधुनिक भारतीय भाषाएँ, आधुनिक भारतीय भाषा के रूप में संस्कृत, विद्यालयी स्तर पर संस्कृत शिक्षण से सम्बन्धित समस्याएँ
- 3) विद्यालय में भाषा :

- 1) मातृभाषा एवं विद्यालयी भाषा
- 2) पाठ्यक्रम में भाषा
- 3) अधिगम में भाषा का केन्द्रीयकरण
- 4) बहुभाषीय कक्षा – कक्ष
- 4) भारत में संस्कृत भाषा की स्थिति
 - 1) भाषा शिक्षा का संवैधानिक प्रावधान एवं नीतियाँ अनु. 343 – 351
 - 2) कोठारी कमीशन (1964 – 1966)
 - 3) NPA (1986)
- 5) POA(1992)
- 6) राष्ट्रीय पाठ्यक्रम रूपरेखा (2005) – भाषा शिक्षा में संस्कृत की स्थिति
- 7) संस्कृत शिक्षण में भाषायी कौशल – कथन, श्रवण, पठन, लेखन

द्वितीय इकाई

- 1) संस्कृत शिक्षण विधि के रूपः

(1) गद्य शिक्षण	(2) पद्य शिक्षण	(3) व्याकरण शिक्षण	(4) कहानी शिक्षण
(5) नाटकशिक्षण	(6) उच्चारण शिक्षण	(7) रचना शिक्षण	(8) अनुवाद शिक्षण

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

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

- 1) परम्परागत – नाटक, अभिनय, कथा, सेमिनार, कार्यशाला
- 2) संचार माध्यम – वेबसाइट्स, विकीपीडिया
- 3) प्रिंट मीडिया – समाचार पत्र – पत्रिकाएँ, साहित्य पुस्तिकाएँ
- 4) इलैक्ट्रॉनिक मीडिया – रेडियो, दूरदर्शन, फिल्म एवं बहुमाध्यम (मल्टीमीडिया) इंटरनेट, इन्ट्रोनेट, भाषा – प्रयोगशाला

तृतीय इकाई

- 1) संस्कृत शिक्षण की विधियाँ

- (i) पाणिनी व यास्क विधियाँ
- (ii) प्रचलित अन्य विधियाँ – प्रयोजना विधि, पर्यावेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन – निगमन विधि, सम्प्रेषण उपागम, समग्र उपागम

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

(2) विधियों का अनुप्रयोग :

(i) तृतीय भाषा अधिगम मनोविज्ञान

(ii) कक्षा – कक्षा वातावरण और परिस्थितियाँ

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

(iv) भाषा का व्यवहार में प्रयोग

(v) अन्य विषयों के साथ संस्कृत का सम्बन्ध

(vi) त्रुटियाँ व उपचारात्मक कार्य

(vii) संस्कृत भाषा की चुनौतियाँ

(viii) स्वनिम विज्ञान व रूप विज्ञान के रूप में संस्कृत

(ix) संस्कृत भाषा परीक्षण एवं परिकलन (मूल्यांकन)

चतुर्थ इकाई

पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण

1) पाठ्यचर्चा, पाठ्यक्रम एवं पाठ्य – पुस्तकों का सम्बन्ध।

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

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

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

पंचम इकाई

संस्कृत शिक्षण में आकलन :

1) संस्कृत भाषा विकास की प्रगति का आकलन – सतत और समग्र मूल्यांकन, स्व – मूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलीयो।

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

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

4) प्रश्न पत्र निर्माण एवं नील – पत्र

समसामयिक कार्य

1. कक्षा परीक्षा (टेस्ट)	10 अंक
2. निम्न में से कोई एक	10 अंक

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

सन्दर्भ ग्रन्थ -

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

उद्देश्य —

- राजस्थानी भाषा के विभिन्न रूपों की समझ विकसित कर उसकी संरचना के बारे में बताना।
- राजस्थानी भाषा कौशल व शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों का ज्ञान कराकर, विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण कराना।
- राजस्थानी भाषा की स्थिति की भूमिका, विशेषता एवं उसकी सांस्कृतिक पृष्ठभूमि की समझ विकसित करना।
- राजस्थानी भाषा के पाठ्यक्रम की स्थिति का अवबोध कराकर विभिन्न विधाओं के माध्यम से सफल अध्यापन हेतु विभिन्न विधियों एवं उपागमों का प्रयोग करना।
- कक्षा — कक्षा परिस्थिति में बहुभाषीय रूप में राजस्थानी भाषा का सफल प्रयोग कराना।
- पाठ्यक्रम, पाठ्यचर्चा, पाठ्य पुस्तक के मध्य सम्बन्धों में समझ विकसित कराना।
- राजस्थानी भाषा शिक्षण में दृश्य — श्रव्य सामग्री का निर्माण एवं प्रयोग कराने की योग्यता व भाषा प्रयोगशाला की आवश्यकता एवं प्रक्रिया की समझ पैदा करना।
- राजस्थानी भाषा की अशुद्धियों का कौशलानुसार निदान व उपचार की योग्यता।
- राजस्थानी भाषा शिक्षण में मूल्यांकन हेतु प्रश्न-पत्र का निर्माण की योग्यता विकसित कराना।

इकाई —प्रथम

राजस्थानी भाषा की भूमिका—

- राजस्थानी भाषा, शिक्षण के सिद्धान्त, महत्व, प्रकार, मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धान्त
- राजस्थानी भाषा का महत्व, राजस्थानी भाषा और साहित्य, राजस्थानी भाषा और अन्य भारतीय भाषा, आधुनिक भारतीय भाषा, आधुनिक भारतीय भाषा के रूप में, विद्यालयी स्तर पर शिक्षण से सम्बन्धित समस्याएँ।
- विद्यालय में राजस्थानी भाषा—
 1. मातृभाषा एवं विद्यालयी भाषा
 2. पाठ्यक्रम में राजस्थानी भाषा
 3. अधिगम में राजस्थानी
 4. बहु-भाषीय कक्षा — कक्ष
- भारत में राजस्थानी भाषा की स्थिति
- क्षेत्रीय भाषायें।
मेवाड़ी, बागड़ी, शेखावाटी, अहीरवाटी, दूँड़ाड़ी, हाड़ैती, वागड़ी, मेवाती, मारवाड़ी आदि।

इकाई —द्वितीय

- राजस्थानी शिक्षण के विविध रूप
 - i. गद्य शिक्षण
 - ii. पद्य शिक्षण
 - iii. व्याकरण शिक्षण
 - iv. कहानी शिक्षण
 - v. नाटक शिक्षण
- vi. उच्चारण शिक्षण
- vii. रचना शिक्षण

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

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

इकाई –(तृतीय)

- राजस्थानी शिक्षण विधियाँ

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

इकाई –(चतुर्थी)

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

इकाई –(पंचम)

- राजस्थानी शिक्षण में आकलन –
 - (1) राजस्थानी भाषा विकास की प्रगति का आंकलन – सतत और समग्र मूल्यांकन एवं स्व – मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो।
 - (2) प्रश्नों का स्वरूप – समस्या – समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तनवाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय, सत्य – असत्य वाले, मिलान वाले प्रश्न)
 - (3) फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट
 - (4) प्रश्न –पत्र निर्माण एवं नील – पत्र

समसामयिक कार्य

1. कक्षा परीक्षा
2. निम्न में से कोई एक

10 अंक

10 अंक

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

सन्दर्भ ग्रन्थ

1. राजस्थानी भाषा – डॉ. सुनीति कुमार चटर्जी राजस्थानी साहित्य शोध संस्थान उदयपुर
2. पुरानी राजस्थानी – डॉ. तैसीतोरी अनु डॉ नामवर नागरी प्रचारणी सभा वाराणसी
3. राजस्थानी व्याकरण – लेखक एवं प्रकाशक सीताराम लालस जोधपुर
4. संक्षिप्त राजस्थानी व्याकरण – नरोत्तम दास स्वामी सार्दुल राजस्थानी रिसर्च इनस्टीट्यूट बीकानेर
5. राजस्थानी भाषा एवं साहित्य – मोतीलाल मैनारिया हिन्दी साहित्य सम्मेलन प्रयोग
6. राजस्थान की भाषा और साहित्य – ग्रियर्सन अन आत्माराम जाजोरया राजस्थान भाषा प्रचार सभा जयपुर
7. राजस्थानी हिन्दी कोष भाग 2 – डॉ. भूपतिराम साकरिया तथा बद्रीप्रसाद साकरिया
8. पंचशील प्रकाशक जयपुर
9. आधुनिक राजस्थानी – साहित्य प्रेरणा स्त्रोत प्रवृत्तियाँ – डॉ. किरण नाहटा
10. राजस्थानी गद्य उद्धव और विकास – अखिल भारतवर्षीय मारवाड़ी सम्मेलन हरीसन रोड कलकत्ता

Objectives

The student- teachers will be able to-

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

Course Content

Unit – 1: Foundation of English Language Teaching

- Concept of language, language acquisition, language-learning.
- Forms of English – formal, informal, written and spoken.
- Importance of teaching English.
- Principles of second language teaching.
- Difference between teaching of content based subject and skill based subjects.
- Objective of teaching English language.
 - a) Skill based LSRW.
 - b) Competency based -linguistic competence and communicative competence.

Unit -2: Teaching of English Language Skills

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

Unit – 3: Methodology and Planning of English Language Teaching

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

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

UNIT – 4: Resources in English language Teaching

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

UNIT – 5 : Assessment and Evaluation in English

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

SESSIONAL WORK:-

1. Class Test

10 MARKS

2. One of the following

10 MARKS

- Planning of 10 vocabulary building exercise and techniques to teach the students in the classroom.
- Identification of learning difficulties experienced by student teachers during teaching practice
- Review of two articles related to teaching and learning of English from educational journals ,magazines or newspapers.
- Preparing an action plan for improving any of the following skills:reading skill,speaking skill,listening skill or creative writing.

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15. Paliwal A.K. (2011) : A Handbook For Teachers Of English , Kalpana Publications, Jaipur.

PAPER-6 (A), (B)
PEDAGOGY OF URDU

Marks- 100
External-80
Internal -20

Objectives:

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

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

Course Content:-

Unit-I

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

Speaking- Pronunciation, Recitation and Punctuation.

Reading- Aloud, Silent, Intensive and Extensive.

Reading comprehension, reading defects and their cure.

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

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

Unit-II

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

Unit-III

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

Unit-IV

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

Unit-V

- Purpose of concept of evaluation in Urdu.
- Techniques of Evaluation, Teacher made test, Examination paper design and Blue print, Various types of questions and their use for Evaluation.

Assignments:-

1. Class test	10 marks
2. Any one of the following:-	10 marks
<ul style="list-style-type: none">• Analysis of one text book prescribed at the secondary stage.• Writing knowledge, understanding and skill objectives of teaching prose and poetry with specification(5 each)• Preparation of two teaching aids useful for Urdu teaching.• Prepare activities for listening, speaking, reading and writing. (5 each)• Preparation of objective type test.• Prepare three activities to develop the writing skill of class VI student.	

References:-

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6. Moinuddin: "Hum Urdu Kaise Parhayen" NUPUL, West Block R.K. Puram New Delhi 2000.
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PAPER: 6 (A) (B)
PEDAGOGY OF HISTORY

Marks- 100
External-80
Internal -20

Objectives:-

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

Unit 1

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

Unit 2

- Models of teaching :
 1. Discovery model
 2. Value Attainment model
 3. Enquiry model
- Methods of teaching:
 1. Lecture method
 2. Project method
 3. Supervised study

- 4. Story telling method
- 5. Biographical method
- 6. Source method
- Innovative practices
 - 1. Brain -storming
 - 2. Dramatization
 - 3. Co-operative learning
 - 4. Experimental learning
- Planning
 - 1. Annual plan
 - 2. Unit plan
 - 3. Lesson plan

Unit 3

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

Unit 4

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

- (b). History and Inter-national understanding: our Human heritage, The role of history as promoter of internationalism.
- (a). Content Analysis of History Text books at secondary level.
- (b). Use of library and other Instructional materials and source: Primary and Secondary

Unit 5

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

Test & Assignment:-

1. Class Test 10 MARKS

2. Any one of the following:- 10 MARKS

- Preparation of Research Report: Study in Depth in one area of content course in Indian and World History to demonstrate the relevant knowledge in the subject field and its value to the professional growth in the subject.
- Organization of Historical Circle: To include 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 6 (A), (B)

PEDAGOGY OF ECONOMICS

Marks- 100
External-80
Internal -20

Objectives

To enable student teachers to:

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

Course Content

Unit 1: Nature ,scope and objectives

- Meaning, Nature, Scope of Economics, Place and importance of teaching of Economics at secondary level.
- Importance of Economics in school curriculum.
- Aims and objective of teaching Economics at different level.
- Bloom's taxonomy of objective and statement of objective in behavioural terms with special reference to Economics.
- Correlation of Economics with school subjects.

● **Unit 2: Curriculum and Planning**

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

● **Unit 3: Teaching planning**

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

● **Unit 4: Teacher, Text Book, Teaching Aids**

- • Text Book (Meaning, Importance and qualities of a good text book of Economics), Supplementary material (meaning and source).
- • Economics room – important 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 5: Evaluation**

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

Sessional Work

1. Class Test	10 Marks.
2. Any one of the following	10 Marks.
<ul style="list-style-type: none">• Content analysis and preparation of instructional material related to any unit of subject related to Economics.• Construction of objectives type test items.• Prepare five slides related to economics teaching content at senior secondary level.• Preparation of 10 frames of linear or branching type programmes on any topic.• Critical appraisal of Economics Syllabus at senior secondary level.	

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PEDAGOGY OF CIVICS TEACHINGS

Marks- 100

External-80

Internal -20

Objectives

The pupil - Teacher will be able to-

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

Course Content

Unit 1

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

Unit 2

- Models of teachings: Concept Attainment model, Value Attainment mode, jurisprudential model.
- Methods of teaching: Lecture method, Discussion method,Project method ,Surprise study method ,Socialize recitation method, Problem solving method.
- Innovative practice: Brain storming method, co-operative- learning, Experimental – Learning.

- Planning: Content analysis, Annual plan, Unit plan, and Lesson plan.

Unit -3

- 1) Teacher as an agent of social change in multicultural – multilingual society.
- 2) Teacher as a facilitator
- 3) Qualities and professional growth of a Civics Teacher to face challenges of present era.
- 4) Teacher as a Reflective Practitioner and a Researcher.

- Learning Resources:
 - 1) Print media
 - 2) Electronic media
 - 3) Multi media
 - 4) Visuals
- 1. Use of community resources
2. Civics resources center
3. Co-scholastic activities based on school curriculum
4. Civics club

Unit -4

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

Unit- 5

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

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

Assignment:-

1. Class test	10 marks
2. Any one of the following:-	10 marks
1. Peer interaction (Peer Educators) and group work on selected areas taken from school syllabus.	
2. Analysis of Curriculum Policies / Document and existing School Curriculum.	
3. Group Presentation for critical appraisal of existing political Science(Civics) Curriculum and text books at school level.	
4. Development and organization of political science society.	
5. Study of a selected problem of community life related with the area of Civics.	
6. Development and execution of a project of Civics.	
7. Collection of source materials related with Civics.	
8. Content analysis of the syllabus of the grade which has been taught by the student - teacher with special reference of: a. Identification of concept. b. Identification of life -skill c. Identification of activities and experiments.	

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PAPER 6 (A), (B)

PADAGOGY OF GEOGRAPHY

Marks- 100

External-80

Internal -20

Objectives:-

To enable the pupil-teachers to:

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

Course Content

Unit-1

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

● Unit-2

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

● Unit-3

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

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

Unit-4

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

Unit-5

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

Assignments:-

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

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PEDAGOGY OF SOCIAL STUDIES

Marks- 100

External-80

Internal -20

Objectives:

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

Course Content

UNIT-I Nature, Scope and Objective.

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

UNIT-II Curriculum and Planning

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

UNIT-III Teaching Planning

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

UNIT-IV Methods and Techniques

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

UNIT-V Evaluation

- Utilizing Current Events and Community Resources in teaching of social studies at Secondary level
- Critical evaluation of existing curriculum of social studies at secondary stage
- Evaluation in Social Studies- Modern concept and types of tests; designing a Blue Print for question paper.

Sessional work

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

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PAPER-6 (A), (B)
PEDAGOGY OF MATHEMATICS

Marks- 100
External-80
Internal -20

Objectives:

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

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

Course Content

Unit-1 Nature and Structure of Mathematics

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

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

Unit-2 Objectives and Approaches of teaching Mathematics

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

Unit-3 Methods and Models of Teaching Mathematics

- (a) Methods of teaching mathematics: 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 Analysis.
- (c) Analyzing 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) Analyzing and selecting suitable evaluation strategies.
- (e) Identifying the misconceptions and appropriate remedial strategies

Unit-V Technology in Mathematics Education

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

SESSIONAL:-

1. Class tests	10 marks
2. Any one	10 marks
a) Group puzzles activity	
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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PAPER :- 6 (A,B)
PEDAGOGY OF PHYSICS

Marks- 100
External-80
Internal -20

Objectives:-

The student teachers will be able to:

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

Course content

Unit- I- Foundations of Teaching Physics

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

Unit-II-Planning for Instruction and Role of Teacher

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

Unit-III- Approaches and Methods of Teaching Physics

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

Unit-IV- Instructional Support System

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

Unit-V- Physics curriculum and Evaluation of Physics Learning

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

Sessional Work-

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

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

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PAPER-6 (A), (B)
PEDAGOGY OF CHEMISTRY

Marks- 100
External-80
Internal -20

Objectives:

To enable student teacher to:

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

Course Content

Unit-I: The Nature of Science

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

Unit-II: Curriculum and Planning

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

Unit- III: Methods of Teaching Chemistry

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

Unit- IV Instructional Support System

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

Unit-V: Evaluation of Chemistry

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

● **Assignments:-**

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

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

PAPER-6 (A), (B)

PEDAGOGY OF BIOLOGY

Marks- 100
External-80
Internal -20

Objectives

To enable student teacher to :-

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

Course Content

UNIT 1: NATURE, SCOPE AND OBJECTIVES

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

UNIT 2: CURRICULUM AND PLANNING

- Principles of Biology curriculum at secondary/senior secondary level
- Modern trends in Biology curriculum- B.S.C.S., CHEM study NUFFIELD- O and A level

- Critical appraisal of Biology syllabus at secondary/senior secondary level prescribed by Board of Secondary Education, Rajasthan
- Planning- daily lesson plan, unit plan and yearly plan
- Qualities and responsibilities of Biology teacher. Teacher's role in training students in scientific method and in developing creativity in scientific temper among their students.

UNIT 3: METHODS AND APPROACHES

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

UNIT 4: INSTRUCTIONAL SUPPORT SYSTEM

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

UNIT 5: EVALUATION IN BIOLOGY

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

Sessional Work

(1) Class test	10 marks
(2) Any one of the following -	10 marks
• Life sketch & contribution of any one prominent Indian Biologist.	
• Preparation of Harbarium (scrap book)	
• Prepare any one of the following related to environment education.	
1. Poster (miniature), (II) Article , (III) Story, (IV) Play	
• Description of any two teaching models.	
• Prepare a radio or T.V. script.	

- Make a list of local resources useful in teaching biology and prepared lesson plan using some of them.
- A case study of any one senior secondary lab of Biology.
- Preparation of 10 frames of linear or branching type of programmes on any topic of Biology.
- Construction and administration of Diagnostic test on any one unit of Biology.

REFERENCES:-

1. Bhat, B.D. and Sharma, S.R.: Methods of Science Teaching. New Delhi: Kanishka Publishing House, 1993.
2. Das, R.C. Science in Schools. New Delhi: Sterling Publishers, 1985.
3. Gupta S.K.: Teaching of Science Education. New Delhi: Vikas Publishers, 1985
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5. Gupta, V.K: Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd., 1995.
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7. Kishore, L: Teaching of Physical Science. Delhi; Doaba House, 1991.34.
8. Mangal, S.K.: Teaching of Science. New Delhi: Agra Book Depot, 1982.
9. NCERT: Teaching Of Science in Secondary Schools. New Delhi: NCERT 1982.
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PAPER-6 (A), (B)

PEDAGOGY OF GENERAL SCIENCE

Marks- 100
External-80
Internal -20

Objectives

The pupil-teacher will be able to –

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

Course Content

UNIT 1: TEACHING OF GENERAL SCIENCE

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

UNIT 2: PLANNING IN GENERAL- SCIENCE TECHING

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

UNIT 3: METHODS AND TECHNIQUES OF TEACHING IN GENERAL SCIENCE

- Methods: Scientific Method, Demonstration, Laboratory, Heuristic, Project, Cooperative Learning, Constructivism, Inductive-Deductive.

- Techniques: Team Teaching, Simulation, Task Analysis, Cognitive psychology based techniques, Technology based techniques.
- Year Plan, Unit Plan, Lesson Plan: General, IT Based.

UNIT 4: TEACHING AIDS AND MODELS OF TEACHING

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

UNIT 5: PEDAGOGICAL ANALYSIS AND EVALUATION IN GENERAL SCIENCE

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

Sessional Work-

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

REFERENCES:-

1. Cartin, A.A and Sund, R.D. (1972).Teaching Science through Discovery. London: Meril.
2. Das, R.C. (1992).Science Teaching in School. New Delhi: Sterling Publishing.
3. Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). A Text Book of Science of Class X, New Delhi, NCERT.
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5. Joshi, R; Kulkarni, V.G. And Sinha, Somdatta (1999). A Text Book of Science of Class X New Delhi, NCERT.
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7. Mangal, S.K. (1997). Teaching Of Science. New Delhi: Arya Book Depot, New UNESCO Source Book for Science. France: UNESCO.
8. Sharma, R.C. (1998). Modern Science Teaching. New Delhi: Dhanpat Raj Pub. Co.

PAPER-6 (A), (B)

PEDAGOGY OF HOME SCIENCE

Marks- 100
External-80
Internal -20

Objectives

To enable the student teachers to:

1. Develop an understanding of aims, objectives and scope of teaching Home Science.
2. Create interest among student teachers in teaching of Home science.
3. Understand the terms and concepts of teaching of Home Science and their use in classroom situations.
4. Develop understanding and skill of using various teaching methods and teaching aids in teaching of Home Science.
5. 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 -1

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- Principle and Critical analysis of existing school curriculum of Home Science, Correlation- meaning, importance, types of correlation and correlation of Home science with different subjects.

UNIT- 2

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

UNIT-3

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

UNIT- 4

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

UNIT -5

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

Assignments:-

1. Class Test	10 Marks
2. Any one of the following:-	10 Marks
<ul style="list-style-type: none">• 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.	

REFFERENCES:

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

PEDAGOGY OF COMMERCE PRACTICE

Marks- 100
External-80
Internal -20

Objectives

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

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

Course Content

UNIT 1: CONCEPTUAL BACK GROUND OF COMMERCE

- Introduction to Commerce: Meaning, Definitions, Scope and Nature of Commerce as a discipline, 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, 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 deference, 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

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

UNIT 4: INSTRUCTIONAL SUPPORT OR RESOURCES FOR COMMERCE TEACHING

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

UNIT 5: EVALUATION IN COMMERCE

- Evaluation - Criteria of evaluating Teaching Manuals Criteria for evaluating Teaching Competence.
- Objective based Evaluation, competency based evaluation.
- Construction of achievement test- design, blue print, writing of test items.
- Different types of test items – merits and demerits.
- Continuous and Comprehensive Evaluation- grading system

Sessional Work

1. Class Test **10 MARKS**

2. Any one **10 MARKS**

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

REFFERENCES:

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

PEDAGOGY OF BOOK KEEPING AND ACCOUNTANCY

Marks- 100
External-80
Internal -20

Objectives

To enable student teacher to:

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

Course Content

UNIT- 1

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

UNIT- 2

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

● **UNIT -3**

- • Teaching approaches of Book- Keeping and Accountancy
 - (a) Journal Approach.
 - (b) Ledger Approach
 - (c) Cash Book Approach
 - (d) Equation Approach
- Various Methods of teaching Book Keeping and Accountancy with special reference to modern method of teaching: Project, Problem Solving, Lecture- Cum- Demonstration and Discussion methods. Techniques and devices to teach Book-Keeping and Accountancy

● **UNIT -4**

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

● **UNIT -5**

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

● **Sessional work (20 marks)**

1. One test	10 marks
2. Any one of the following	10 marks
Preparation of teaching aids	
Preparation and construction of 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. Vanish: Book Keeping And Accounts, Part 1 and II (Hindi and /English Version).
6. Parikh, Dr. A.K.M.: Lesson Planning in India Schools, Subha Sanchar, Ajmer.
7. Selby: The Teaching of Book Keeping .
8. Tonne, Pohem and Freeman: Method of Teaching Business Subject Gregg Pub. Dir, Mc Graw Hill Book Co., Inc., New York.
9. Verma A Musselema and J. Marshall Hannia: Teaching Book Keeping and Accountancy, Gregg Pub. Div., Mc Graw Hill Book Co.Inc. New York.
10. Williams : Principales of Teaching applied in Book Keeping and Accounts Sir Isaac Pitman. London

PEDAGOGY OF DRAWING AND PAINTING

Marks- 100

External-80

Internal -20

Objectives

To enable student teacher to:

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

Course Content

UNIT – 1

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

UNIT -2

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

UNIT- 3

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

UNIT- 4

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

UNIT -5: MICRO TEACHING

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

Sessional Work

1. Class Test 10 MARKS

2. Any one of the following 10 MARKS

Practical work to be submitted by students during the session:

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

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

REFFERENCES:

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

PEDAGOGY OF MUSIC TEACHING

Marks- 100
External-80
Internal -20

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 teacher to organize competitions.
6. To develop understanding and aesthetic sense, time sense, tolerance and self confidence in student.

Unit -1: Music: Brief Introduction

- A brief history of the development of various schools of Indian music (vocal and instrumental) their characteristics and chief exponents.
- Aims and objectives of teaching of music at the various stages of the Secondary Level and Senior Secondary Level.
- Important branches of Music and their forms: Brief Comparative study of Northern and Southern music.
- Correlations of Music with other school subjects.

Unit -2: Music in School Curriculum

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

Unit -3: Micro-Teaching & Skills

- Methods of Teaching Music.
- Lesson development planning the lesson
- Presenting, evaluating and reviewing the lesson.

- Helping musical growth at various grades through selection, organization and application of instructional material and adoption of local and regional motives suitable for.
- Audio –visual aids and their use in teaching of music.

Unit- 4:Biographies of following eminent musicians:

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

Unit- 5: Types of Tals & Ragas

- Knowledge of following taals- Teen tal, Rupak, darda, Kehrwa, Jhaptal, Ektal ,Chartal
- Knowledge of different of instruments Tanpura /Ektar/Table.
- Concept of Raga and their lakshanes. Types of Ragas Bilawal, Yaman, Khamaj, Kafi, Bhairav.

Sessional work

1. Class test	10 marks
2. Any one of the following	10 marks
<ul style="list-style-type: none"> • 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 with in ten pages. • Working knowledge of and performing ability in one instrument other than Tabla for pupil teacher of vocal music and working knowledge of performing ability in vocal music and Tabla for pupil teacher of instrumental musical. • Ability to decribe and to compose in the followings Ragas:- Alihaiva Bilawal, Yaman, Bhairav, Kafi, Asavari, Khamaj, Des, Bihag and Malkauns. • Music and Folk music. 	

REFERENCES:-

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

PEDAGOGY OF PSYCHOLOGY

Marks- 100

External-80

Internal -20

Objectives

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

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

UNIT- 1: Introduction of psychology

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

Unit -2: Need of psychology

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

Unit -3: Aims and Objectives of teaching psychology

- Cognitive –knowledge, understanding analysis, synthesis and evaluation of human behaviour around.
- Effective- development of right values, attitudes, interest and motivation related to study of human behavior

- Development of scientific outlook and skills towards human beings and in using psychological methods and tools

Unit- 4: Teaching strategies

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

Unit -5: Pedagogical analysis of content

- A general over view and content analysis.
- Determination of behavioural objectives
- Selection of teaching strategies.
- Achievement test construction

Sessional work

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

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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 (Eurasia Publishing House).
4. Chauhan, S.S.: Advance Educational Psychology (Vikas Publishers, Delhi)
5. Dutt, N.K.: Psychological Foundation Of Education (Doaba Publishing House)
6. Educational Psychology- Jitendra Mohan, Willey Eastern Ltd.

7. Educational Psychology - Shukla and Saffaya.
8. Jaiswal, S.R.: Educational Psychology (Allied Publishers- Hindi Version)
9. Saraswat, Malti: Introduction To Educational Psychology, (Alok Publishers- Hindi Versions)
10. Shiksha Manovinigyan: P.D. Pathak, Vinod Pustak Mandir, Agra.
11. Shiksha Manovigyan: Arun Kumar Singh (Bharti Bhawan)
12. Shiksha Mein Nirdeshan Aur Paramarsha: Shiyaram Jaiswal Vinod Pustak Mandir.
13. Uchchatar Shiksha Manovigyan: S.P. Gupta Sarada, Pustak Bhawan, Allahabad.

PEDAGOGY OF SOCIOLOGY

Marks- 100
External-80
Internal -20

Objectives

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

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

UNIT-1:

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

UNIT- 2:

- Principles of constructing curriculum of Sociology
- Approaches of organization of Sociology curriculum.
- Unit (b) Concentric (c) Topical
- Critical analysis of Sociology syllabus at the senior secondary stage:
 - i. Social instructions – Marriage, Family, Kinship.

- ii. Social structure- Meanings, Elements –Status, Role, Norms, Values, Power and Prestige.
- iii. Social groups- Meaning, Characteristics and Classification.
- iv. Social mobility-Meaning, types, factors.
- v. Role of Sociology in Developing National integration and Internationalism.

Unit -3:

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

Unit -4:

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

Unit -5:

- Yearly, Unit and Lesson plan: Need, importance and step of writing it in teaching of sociology
- Evaluation: Meaning, modern concept, importance and types: preparing Blue print and writing objective based test items.

Assignment:-

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

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PAPER-6 (A), (B)

PEDAGOGY OF COMPUTER

Marks- 100

External-80

Internal -20

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

UNIT -1: COMPUTER EDUCATION: PEDAGOGY

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

UNIT- 2: TEACHING METHODS AND APPROACHES

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

Unit -3: COMPUTER EDUCATION: CURRICULUM AND TEXT BOOKS

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

Unit -4: COMPUTER TEACHER AND COMPUTER LABORATORY

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

Unit- 5: LESSON PLANNING AND EVALUATION

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

Sessional work (20 marks)

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

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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)	20 Marks per year
3. Criticism lesson	20 Marks per year
4. Observation	15 Marks per year
<ul style="list-style-type: none">• 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 in First Year) <ul style="list-style-type: none">• Teaching Of Method subject (15X1)• Social Participation in group• Educational Tour• Participation in all social & School activities	15 Marks per year 10 Marks per year 15 Marks per year 10 Marks per year

READING AND REFLECTING ON TEXTS

MARKS - 50

EXTERNAL -40

INTERNAL -10

Objectives

After completion of this course , the student teacher will:

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

Course Content

Unit 1: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNT AND EXPOSITORY WRITING

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

Unit 2: ENGAGING WITH JOURNALISTIC AND EDUCATIONAL WRITING

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

UNIT 3: ENGAGING WITH SUBJECT – RELATED REFERENCE BOOKS

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

Assignment

1. Class Test 5 marks

2. Any one 5 marks

- Writing Based on the text (e.g. Summary of a scene , extrapolation of story or converting a situation into a dialogue)
- Group Discussion (On selected theme)
- Making notes on schematic form.(eg. 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.wikipedia.org/wiki/reading-process

DRAMA AND ART IN EDUCATION

MARKS - 50

EXTERNAL -40

INTERNAL -10

Objective

To enable the students to-

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

Course Content

Unit 1: AESTHETIC SENSE AND EDUCATION

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

Unit 2: PERFORMING ART AND LEARNING

- Introduction and type of Drama, Social and Educational relevance of Performing Art and its place in contemporary Indian society.

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

Unit 3: VISUAL ART-TEACHING AND LEARNING

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

Field Based Activities:

• Class Test	5 Marks
• Any one of the following	5 Marks

1. Prepare a street play (Nukkad Natak) related to any social, political issue and perform it on three different place of your city.
2. Prepare Direct or Participate in Character play with any historical topic of school syllabus and perform it in any school.
3. Prepare, Direct or participate in one Dance - Drama related with any contemporary issue based on any form of Folk Drama of Rajasthan, Perform it publicly and submit a report.
4. Make a Documentary Film related with any subject of school and present it.
5. Make any two type of Visual Art given in this syllabus and use it in school or stimulated teaching.

6. Visit or participate in any cultural, art festival or exhibition and submit a report with your experiences.
7. Organize an Exhibition related to any form of Visual Art in your respective institution.

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