

UNIVERSITY OF RAJASTHAN

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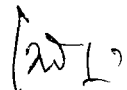
SYLLABUS

Scheme of Examination and Course of Study

Faculty of Education

B.ED- Two Year, Part-1 Exam-2017

Academic Session 2016-17


By. Registrar (Acad.)
University of Rajasthan

Ordinance and Regulations related to the B.Ed. Examination

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

Objectives:

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

Learning outcomes:

1. Competence to teach effectively two school subjects at the Elementary & secondary levels.
2. Ability to translate objectives of secondary education in terms of specific Programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to faster growth and development.
4. Ability to use-
5. Individualized instruction
6. Dynamic methods in large classes.
7. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
8. Equipment for diagnosing pupil progress and effectiveness of their own teachings through the use of proper evaluation techniques
9. Readiness to spot talented and gifted children and capacity to meet their needs
10. Ability to organize various school programmes, activities for pupil.

11. Developing guidance point of view in educational, personal and vocational matters.
12. Ability to assess the all round development of pupils and to maintain a cumulative record.
13. Developing certain practical skill such as:
 - a. Black board work
 - b. Preparing improvised apparatus
 - c. Preparing teaching aids and ICT.
14. Interest and competence in the development of the teaching profession and education.
Readiness to participate in activities of professional organizations.

O. 321 The objectives of the practical work prescribed for the two year B.Ed. course are follows:

PART II

Practical Work

Objectives:

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

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

12. Prepare and use appropriate teaching aids, use of the black board and other apparatus and material properly.
13. Convey ideas in clear and concise language and in a logical manner for effective learning.
14. Undertake action research.
15. Give proper opportunity to gifted pupils and take proper care of the back-ward pupils.
16. Co-relate knowledge of the subject being taught with other subjects and with real life situations as and when possible.
17. Prepare and use assignments.
18. Evaluate pupil's progress.
19. Plan and organize co curricular activities and participate in them.
20. Co-operates with school teachers and administrators and learns to maintain school records and registers.

Practical skill to teach the two school subjects offered under Theory papers VII a, b and the following:

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

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15. Techniques of teaching in large classes.

O. 322 A candidate who after taking a Bachelor's / Shastri degree of the University or any other University recognized for the purpose by the syndicate, with two teaching subjects (as defined in note no. 1 below) has completed a regular course of study in college, affiliated to the University for two academic years and has during the course of the years delivered at least 40 lessons (20 Lessons of one teaching subject in part Ist & 20 Lessons of other teaching subject in part IInd) in a recognized school under the supervision of the staff of the college shall be eligible for admission to the examination for the degree of Bachelor of Education.

(Two years course)

Notes :-

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

- a candidate possessing the degree of B.sc. Exam in any one subject of life science i.e. Biology, Botany, or Zoology.
- iv. A candidate who has offered Political Science or Public Administration at his Bachelor's or the Master's Degree Examination shall be deemed eligible to offer Civics as a teaching subject in the B.Ed. Examination.
- v. The additional optional subject of Bachelors Degree Examination in which a candidate passes in one year with all the papers prescribed for the Three Year course after obtaining the Bachelor's Degree may also be treated as a "Teaching subject". Further, if a candidate desires to pass the additional optional subject after obtaining the Bachelor's Degree to be taken into consideration for permitting him to offer the subject, under paper VII A and B for the B.Ed. course, the marks obtained by him in the additional optional subject may also be taken into account in addition to the marks obtained by him at the Bachelor's Degree for determining his eligibility for admission to B.Ed. Course.
- vi. A student teacher of B.Ed. Course should have no difficulty in offering his or her teaching subject according to a subject offered by the candidate at his Bachelor's/ Shastri or Master Degree Examination. A Student teacher can offer it irrespective of Faculty consideration in this regard. He or she can offer any two subjects and his teaching subjects under Regulation-42 of the syllabus of B.Ed. of the University of Rajasthan, Jaipur.
- O.323** No candidate shall be allowed to appear in the B.Ed examination part 1 & 2nd unless he/she has attended (80% for all course work & practicum, and 90% for school internship)
- O.324** The examination for Degree of Bachelor of education for two years shall be in two parts- part 1st comprising theory papers & part 2 practice of teaching in accordance with the scheme of examination laid down from time to time. A candidate may in addition offer a special course in any one of the specialization prescribed under the scheme of examination from time to time, and if successful as mentioned to this effect will be made in the degree awarded to him.

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


Provided that a candidate who fails in any one of the theory papers and secures at least 48% marks in the aggregate of the remaining theory papers may be allowed to reappear in the examination in the immediately following year in the paper in which he/she fails only. He/she shall be declared to have passed if he secures minimum passing marks prescribed for the paper in which he appeared and shall be deemed to have secured minimum passing marks only prescribed for the paper (irrespective of the marks actually obtained by him) for the purpose of determining his division in accordance with the scheme of examination. The candidate shall have to repeat the whole examination in subsequent year in case he fails to clear the paper in which he failed.

O.326 Candidates who fail in the B.Ed. examination part 1 and part 2 only in the practice of teaching may appear in the practical examination in the subsequent year provided that they keep regular terms for four calendar months per year and give at-least 40 lessons(20 in part 1 & 20 in part 2) supervised lessons.

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

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

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


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

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

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

Regulation 42 :-

Scheme of B.Ed Two years Examination

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


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

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

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

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

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

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

Scheme of B.Ed Two years Examination

B.Ed PART -1

Programme Outline of B.Ed.

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

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

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

* EPC- *ENHANCING PROFESSIONAL CAPACITIES

Total Marks-925

PART -2 EXAM

Programme Outline as under-

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

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	06 b				
VII	B.Ed-07 a & b	<p>Pedagogy of a School Subject (part-2) . Ist & IInd Year(candidate shall be required to offer any two papers from the following on for part-1 & other for part-2)</p> <ol 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 (Business Studies) 17. Commerce (Financial Accounting) 18. Drawing and Painting 19. Music <ul style="list-style-type: none"> • Graduation in Art, Science & Commerce students shall have to offer any two teaching subjects studied at graduation level at-least for two years for paper vii (a) (b). <ol style="list-style-type: none"> 20. * PSYCHOLOGY 21. * SOCIOLGY 22. * COMPUTER 23. * RAJASTHANI <p>* An additional pedagogy course (for a school subject other than that chosen for course 7 (a & b) at secondary level, or the</p>	80	20	100

		same school subject at the high secondary level)				
VIII	B.Ed-08	Gender, School and Society	35	15	-	50
IX	B.Ed09	Assessment for Learning	80	20		100
X	B.Ed10	Creating and inclusive school	35	15		50
XI	B.Ed11	OPTIONAL Special COURSES- (ANY ONE) 1. Peace Education 2. Physical Education and Yoga 3. Guidance and Counselling 4. Health and Physical Education 5. Environmental Education	80	20		100
		INTERNSHIP (10 WEEKS) *EXTERNAL ASSESSMENT (ONE FINAL LESSON)	75	150		225
EPC-3	EPC-3	Critical Understanding of ICT	50		50 (20 Submission of Report + 30 Practical)	100
EPC-4	EPC-4	Understanding the self	35	15		50
XII	B.Ed-12	OPEN AIR/ SUPW CAMP 1. Community Service 2. Survey (Based on social and educational events) 3. Co-Curricular Activities 4. Health and Social awareness programme (DISASTER MANAGEMENT AND CLEANINESS) 5. Studies (work experience related with theory course and literary activities)		100 20 20 20 20 20		100

TOTAL MARKS - 925

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

*EPC -*ENHANCING PROFESSIONAL CAPACITIES

Evaluation:-

Evaluation Papers B.Ed. Part-I Exam-

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

Evaluation Papers B.Ed. Part-II Exam-

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

Question Papers

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

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

PART -2

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

The Teaching Practice will carry 450 marks comprising of:

1. Internal Assessment(two years-B.Ed part 1 & 2)150+150=300 marks
2. External Examination (two years-B.Ed part 1 & 2)75+75=150 marks

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

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

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

INTERNAL ASSESSMENT SCHEME

MARKS-150+150=300

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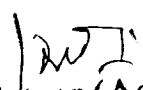
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1. Micro Teaching 5 skill
(Each skill of 2 marks) 10 Marks per year
2. Regular Practice Teaching 20Marks per year
Including unit test in paper
VII (a) (b)
(Lesson 20 per year)
3. Criticism lesson 20 Marks per year
4. Observation 15 Marks per year
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

V Organization evaluation of practice teaching:

1. Every candidate will teach at-least 40 lessons (20 in part-1 & 20 in part-2) during practice teaching session. At least ten lessons in each subject should be supervised.
2. 40(20+20) lessons as desired in the syllabus should be completed as full period class room lesson. Micro teaching lesson to be used in addition to those 40 lessons for developing certain teaching skills.

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3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.
4. By and large, the evaluation of the performance in the practical teaching will be based on the last ten lessons in the subject when the student has acquired some competence and skills of teaching.
5. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
6. At B.Ed part-1 each candidate should be prepared to teach one lessons at the final practice examination. At the B.Ed part-2 exam candidate should be prepared to teach two lessons (one in each subject). The external examiners may select at-least 10% of the candidates to deliver two lessons at B.Ed part-2 year.
7. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).
8. The board of Examination will consist of:
 - (a) The principal of the college concerned.
 - (b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to University of Rajasthan.
 - (c) An external examiner from outside the University of Rajasthan or a senior member of the teaching staff of an affiliated training college.
 - (d) The board as far as possible will represent Social science, language and science.
9. Approximately 50 lessons will be examined by the board each day.


VI Working out the result and awarding the division:

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

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

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

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B.Ed - 01

Childhood and Growing up

Marks -100

Objectives:

After completing the course the students will be able:-

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


Unit I: Role of psychology to understand the child

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

Unit II: Multi dimensional development

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

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Unit 3: Child Growing up

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

Unit 4: Learning to Learn

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

Unit 5: Psychological Attributes of an individual

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

Test and Assignment:-

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

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

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

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

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B.Ed. 02

Contemporary India and Education

MARKS-100

Objectives:-

After completing the course the students will be able to :

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

Course Content

Unit I Education as an Evolving Concept

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

Unit – II: Issues and Challenges

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

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

Unit – III: Constitution and Education

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

Unit – IV: Programme and Policies

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

Unit – V: Innovative Practices

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

Test and Assignments :-

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

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

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28. गुप्ता, एस. पी एवं अलका गुप्ता : भारत में शिक्षा प्रणाली का विकास, शारदा पुस्तक प्रकाशन, इलाहाबाद ।
29. रावत, प्यारे लाल : भारतीय शिक्षा का इतिहास, आगरा ।
30. जोशी, सुषमा : भारत में शिक्षा प्रणाली का विकास एवं समस्याएं, शारदा पुस्तक भवन, इलाहाबाद ।
31. लाल रमन बिहारी : भारतीय शिक्षा और उसकी समस्याएं, रस्तोगी पब्लिकेशन्स, मेरठ ।
32. जीवन कौशल शिक्षा : राज्य संदर्भ केन्द्र राजस्थान पौढ शिक्षण समिति, जयपुर ।
33. साथिन संदर्भ सामग्री पुस्तिका : महिला एवं बाल विकास विभाग, राज, सरकार, जयपुर ।

B.Ed -03

Learning and Teaching

MARKS -100

Objectives:

After completing the course the students will be able:-

1. To get acquainted with the concept, principles and nature of teaching and learning.
2. To understand the different learning styles based on the difference of learners.

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

Unit I – Learning and Teaching Process

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

Unit II – Source of Effective Teaching Learning

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

Unit III – Educational Technolog

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

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

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

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

Unit V Teaching as profession:

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

Test and Assignment:-

1. Class Test 10 MARKS
 2. Any One 10 MARKS
- Preparation and practical implication of at least two technical learning resources (transparencies, Power Point Slides, Animated Videos)
 - Identify the learning need of the learner in diverse class room with regard to their abilities, learning styles, socio cultural difference, learning difficulties and their implication for class room teaching.
 - Identify the professional skills for teachers and report any two programmes for professional development of teaching organized by the school/ training college/ any other agencies.
 - Conduct and Interview of any two students with multilingual background and face the problems in teaching learning process.

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B.Ed-04

Language across the curriculum

Marks-50

Objectives:

This course will enable the pupil teacher to-

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

Unit 1

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

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

Unit-2

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

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

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

Unit-3

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

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

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

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

Test and Assignment:-

(15 MARKS)

1. Class Test (5 marks)

2. Any One (10 marks)

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

References:

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B.Ed - 05

Understanding Disciplines and subjects

Marks 50

Objectives:-

After completing the course the students will be able:-

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

Unit-I Meaning and concept of disciplinary knowledge

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

Unit -II School Subjects on Disciplines

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

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

Unit - III Process and framing of disciplines and subjects

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

Test and Assignment:-

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

References:-

1. Apple :- M.W (2008) can school contribute to a more just society education citizenship and social justice. 3 (3) 239-261
2. Brantom F.K. : The teaching of Social studies in changing world
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4. Clinton Golding of the centre for study of higher education Integrating of Disciplines.
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PAPER:-VII (a),(b)

हिन्दी शिक्षण

100 अंक

उद्देश्य –

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

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16. निदानात्मक एवं सृजनात्मक परीक्षण के अर्थ, स्वरूप, महत्त्व एवं उपयोग का ज्ञान देना।

इकाई – प्रथम

भाषा की भूमिका

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

इकाई – द्वितीय

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

इकाई (तृतीय)

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

इकाई (चतुर्थ)

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

इकाई (पंचम)

- हिन्दी शिक्षण में मूल्यांकन –
 - (अ) भाषा विकास की प्रगति का मूल्यांकन – सतत और समग्र मूल्यांकन, आपसी-मूल्यांकन, स्व-मूल्यांकन, समूह मूल्यांकन, पोर्ट-फोलियो।
 - (ब) प्रश्नों का स्वरूप – समस्या-समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तन वाले प्रश्न, समालोचनात्मक चिन्तन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्प प्रश्न)
 - (स) फीड बैक – (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट
 - (द) प्रश्न पत्र निर्माण एवं नोलपत्र

समसामयिक कार्य

1 कक्षा परीक्षा (टेस्ट)

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10 अंक

2. निम्न में से कोई एक

10 अंक

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

सन्दर्भ ग्रन्थ सूची -

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

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

PAPER:-VII (a),(b)
संस्कृत शिक्षण

100 अंक

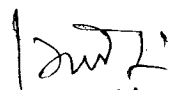
उद्देश्य –

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

इकाई – प्रथम

भाषा की भूमिका –

- संस्कृत भाषा शिक्षण के सिद्धान्त, महत्त्व एवं प्रकार


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मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धान्त

- संस्कृत भाषा का महत्त्व, संस्कृत भाषा और साहित्य. संस्कृत भाषा और अन्य भारतीय भाषाएँ. आधुनिक भारतीय भाषा के रूप में संस्कृत, विद्यालयी स्तर पर संस्कृत शिक्षण से सम्बन्धित समस्याएँ।
- विद्यालय में भाषा –
 1. मातृभाषा एवं विद्यालयी भाषा
 2. पाठ्यक्रम में भाषा
 3. अधिगम में भाषा का केन्द्रीयकरण
 4. बहु-भाषीय वक्षा वक्ष
- भारत में संस्कृत भाषा की स्थिति
 - (i) भाषा शिक्षा का संवैधानिक प्रावधान एवं नीतियाँ अनु. 343–351
 - (ii) कोटारी कमीशन (1964–1966)
 - (iii) NPA (1986)
 - (iv) POA (1992)
 - (v) राष्ट्रीय पाठ्यक्रम रूपरेखा (2005) – भाषा शिक्षा में संस्कृत की स्थिति
- संस्कृत शिक्षण में भाषायी कौशल – कथन, श्रवण, पठन, लेखन

इकाई – द्वितीय

- संस्कृत 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
 - viii. अनुवाद शिक्षण

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

- सूक्ष्म शिक्षण दैनिक पाठ योजना, इकाई योजना एवं सूक्ष्म पाठ योजना
- नवाचार और भाषा शिक्षण की प्रणाली
- विविध जन संचार माध्यमों से संस्कृत शिक्षण
 - (अ) परम्परागत -- नाटक, अभिनय कथा, सेमिनार, कार्यशाला

- (ब) संचार माध्यम – वेबसाइट्स, विकीपीडिया
- (i) प्रिंट मीडिया – समाचार पत्र-पत्रिकाएँ, साहित्यिक पुस्तिकाएँ
- (ii) इलेक्ट्रॉनिक मीडिया – रेडियो, दूरदर्शन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया), इंटरनेट, इन्ट्रानेट, भाषा प्रयोगशाला

इकाई (तृतीय)

- संस्कृत शिक्षण की विधियाँ –
 - (I) पाणिनी व यास्क के अनुसार।
 - (II) प्रचलित अन्य विधियाँ – प्रायोजना विधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन-निगमन विधि, अनुवाद विधि, चयन विधि, पाठ्य पुस्तक विधि, सम्प्रेषण उपागम, समग्र उपागम।
 - (III) पाश्चात्य विद्वानों के अनुसार – जे.प्याजे, एल. वायगात्सकी, चॉम्स्की, जानड्यूवी।
- विधियों का अनुप्रयोग –
 - (i) तृतीय भाषा अधिगम मनोविज्ञान
 - (ii) कक्षा-कक्ष वातावरण और परिस्थितियाँ
 - (iii) शिक्षक-छात्र-पाठ्यपुस्तक व दृश्य श्रव्य सहायक सामग्री की भूमिका
 - (iv) भाषा का व्यवहार में प्रयोग
 - (v) अन्य विषयों के साथ संस्कृत का समन्वय
 - (vi) त्रुटियाँ व उपचारात्मक कार्य
 - (vii) संस्कृत भाषा की चुनौतियाँ
 - (viii) स्वनिम विज्ञान व रूप विज्ञान के रूप में संस्कृत
 - (ix) संस्कृत भाषा परीक्षण एवं मूल्यांकन

इकाई (चतुर्थ)

- पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण
 - (अ) पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तकों का समन्वय

- (ब) संस्कृत में दत्त कार्य एवं क्रिया-कलापों का विकास।
- (स) अधिगम में संस्कृत शिक्षण का महत्त्व विश्व परिदृश्य के सन्दर्भ में।
- (द) निदात्मक परीक्षण एवं उपचारात्मक शिक्षण-अर्थ, स्वरूप महत्त्व एवं उपयोग।

इकाई (पंचम)

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

समसामयिक कार्य

1. कक्षा परीक्षा (टेस्ट) 10 अंक
 2. निम्न में से कोई एक 10 अंक
- अपने पड़ोस के 05 विद्यालयों का भ्रमण कर त्रिभाषा सूत्र की स्थिति की रिपोर्ट तैयार करना।
 - संविधान में भारतीय भाषाओं सम्बन्धी अनुशासार्थ 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 रचित कविताओं 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 आलेख तैयार करना।
 - छायाचित्राधारित शिक्षाप्रद कथा लेखन।

सन्दर्भ ग्रन्थ -

1. तिवारी भोलानाथ एवं श्रीवारसुव रवीन्द्रराव (1991) भाषा

2. त्रिपाठी, रामसुरेश, (1992) संस्कृत व्याकरण दर्शन, दिल्ली-6, राजकमल प्रकाशन, प्रा.ति 7 फ़ैज बाजार।
3. नारंग वैश्रा (1996), सम्प्रेषणात्मक भाषा शिक्षण, नई दिल्ली, प्रकाशन संस्थान।
4. सफाया, आर.एन. (1990) संस्कृत शिक्षण, चण्डीगढ़ अरियाणा साहित्य अकादमी।
5. शर्मा, डॉ. रामविलास (2001) ऐतिहासिक भाषा विज्ञान और हिन्दी भाषा नई दिल्ली।
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7. Mackey William Francis, "Language Teaching" Analysis London, Longmans, Green & Co. Ltd.
8. Widdowson, H.G., Teaching Language as Communication Oxford, OHP

PAPER:-VII (a),(b)

Pedagogy of English

Objectives –

MARKS:-100

The student-teachers will be able to-

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

COURSE CONTENT

UNIT – I - FOUNDATION OF ENGLISH LANGUAGE TEACHING

- Concept of language, language acquisition, language-learning.
- Forms of English- formal, informal, written and spoken


- Importance of teaching English
- Principles of second language teaching
- Difference between teaching of content based subjects and skill based subjects
- Objectives of teaching English language (a) Skill based- LSRW (b) Competency based- linguistic competence and communicative competence.

UNIT – II - TEACHING OF ENGLISH LANGUAGE SKILLS

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

UNIT – III - METHODOLOGY AND PLANNING OF ENGLISH LANGUAGE TEACHING

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- Approaches, methods and techniques. Whole language approach. Structural-Situational approach. Communicative approach. Task based approach. Eclectic approach. Direct method. Bilingual Method. Audio-lingual method CALL (computer assisted language learning) and CALT (Computer assisted language teaching). Role play. Simulation. Group work and Drill technique. Study the above approaches & methods in the light of -Psychological factors affecting second language learning - Nature of English language - Classroom environment and conditions -Language functions . Planning of English language teaching . Annual plan, unit plan and daily lesson plan - Prose lessons - Content analysis -.Poetry lessons – Components of poetry - The place of poetry teaching in school curriculum. - Concept, aims and objectives of teaching poetry in second language, Grammar lessons-Planning for teaching Grammar and usage -sentence(Affirmative, Negative, Interrogative, Simple, Compound, Complex). Verb-patterns, Question tag, Determiners, Model Auxiliaries, Tenses. Infinitives. Gerunds, Phrasal verbs and idioms, Concord. Active and passive voice. Direct and indirect speech, Punctuations.

UNIT – IV-RESOURCES IN ENGLISH LANGUAGE TEACHING

- Concept and use of A.V. aids in the teaching of English
- Resources for Teaching and learning English-Text books, work books, teacher's hand books, charts, pictures, flash cards, flannel board, tape-recorder, radio, OHP, substitution tables, computer, realia, newspapers, magazines, brochures, blackboard, white board, Songs, Stories and anecdotes, Language laboratory and Language games. Use of community resources and media for language development . Qualities, Responsibilities and Professional ethics of language teacher

UNIT – V - ASSESSMENT AND EVALUATION IN ENGLISH

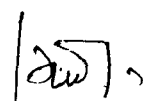
- Concept of assessment and Evaluation in English. Concept, Need and Techniques of Continuous and Comprehensive Evaluation (CCE) in English. Types of tests - Achievement test, Proficiency test, Diagnostic test, Prognostic test. Testing language skills. Lexical and Structural items, Poetry and Grammar. Preparation of an Achievement test. Concept and need of remedial teaching.

SESSIONAL WORK:-

1. Class Test

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10 marks


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2. One of the following

10 marks

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

REFERENCES:

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

PAPER:-VII (a),(b)

Pedagogy of Urdu

Marks-100

OBJECTIVES:-

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

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

CONTENT:-

UNIT-I

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• Concept of language (verbal & Nonverbal) Concept of language learning and Acquisition function of language, Communication, Transmission of culture and medium of instruction.

- Multilingualism as a resource.
- Origin and Development of urdu language.
- Language skills, Listening and Art of listening .

Speaking- Pronunciation , Recitation and Punctuation.

Reading- Aloud,silent,Intersive and Extensive.

Reading comprehension, Reading defects and their cure.

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

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

UNIT-II

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

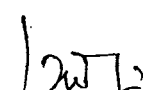
UNIT -III

- Methods of teaching urdu.
- Translation method.
- Direct method.
- Play way method.
- Structural method.
- Teaching of various forms of urdu Literature(i) Prose(ii) Composition (iii) Grammar (iv) Poetry, Ghazal, Nazam and Drama.
- Co-curricular Activities.

UNIT-IV

- **Planning for teaching urdu:** Need and importance of planning

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- Content Analysis.
Yearly plan, Unit plan and Daily lesson plan.
- Audio visual Aids-Need and importance of Audio-visual Aids, Types of Audio-visual aids.
- Appropriate use of Teaching aids.
- Planning of urdu lab and its use.
- Qualities of good urdu Teacher.

UNIT-V

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

Assignments :-

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

REFERENCES:-

1. Inamullah sharwani : "Tadrees-e-zaban-e-urdu" usmania book depot,1-25 Rabindra saraus cal-73.
2. Khan Rasheed Hasan : "Urdu Kaise Likhen" Maktaba Jamia limited jamia nagar, New Delhi 1997.
3. Khan Rasheed Hasan : "Ibadat Kaise Likhen" Maktaba jamia ltd.jamia nagar New Delhi 1997.

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4. Maulvi Abdul : "Quwaid-e-urdu" Anjuman Taraqqi urdu (Hindi) New Delhi.
5. Moin uddin : "udru zaban ki Tadrees" National council for Promotion of urdu Language (NCPUL) New Delhi-2000
6. Moin uddin : "Hum urdu Kaise Parhayen" NUPUL, west block R.K.Purum New Delhi 2000.
7. N.L.Bosang/Mansoor
· Ali akthar Hashmi : "Sanvi madaris mein Tadrees" (NCPUL) New Delhi 1998.
8. Naqvi Noor-ul-hasan : "Tadrees-e-Aadab urdu" 2004, Education book house, Aligarh.

PAPER:-VII (a),(b)

PEDAGOGY OF HISTORY

Marks-100

Objectives:-

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

Unit I

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

Unit – 2

2.1 Models of teaching :

- a. Discovery model
- b. Value Attainment model
- c. Enquiry model

2.2 Methods of teaching :

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

2.3 Innovative Practices

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

2.4 Planning :

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

Unit – III

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- 3.1 a. Teacher as a transformer of cultural & Historical Heritage.
b. Teacher as a facilitator
c. Qualities and professional growth of a History teacher to face challenges of present era.
d. Teacher as a Reflective Practitioner and a Researcher.
- 3.2 Learning Resources
a. Print Media
b. Electronic Media
c. Multi Media
d. Visuals
- 3.3 a. Use of community resources
b. Field Trips
c. History resources center
d. Co-Scholastic activities based on school curriculum
e. History club

UNIT – IV

4.1

- (a) Indian Historiography : Brief introduction to Indian Historiography-Ancient, Medieval, and Modern. Problems of periodisation. Criteria of Historical criticism.
(b) Teaching of Controversial Issue : Nature of Historical controversies regarding facts. Controversies interpretation of facts. Objectivity and value-judgment in History.

4.2

- (a) History and National Integration : Our National heritage, Unity in diversity. The role of History in promoting national integration .
(b) History and Inter-National Understanding: Our Human Heritage. The role of History as promoter of internationalism.

4.3

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

UNIT.V

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5.1 Preparation of Challenging assignments.

5.2 Criteria for assessing written and practical work in History.

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

Test & Assignments:-

1. Class Test 10 Marks

2. Any one of the following :- 10 Marks

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

REFERENCES:-

1. Arora, K.L.. Itihas Shikshan, Ludhiana Prakash 1982.
2. Arora R.L. (1990) Teaching of History, Prakash Brother Ltd.
3. Kongawad N.B. (2011) Itihas mattu Pouraneeiti Boodhane.
4. N.C.E.R.T. (1970) effective teaching of History in India A Hand Book for History Teaching
5. Parik, Mathureshwar, Itihas Shikshan, Jaipur Research publ. 1988.
6. Roddannavar J.G. (2009) Method of Teaching history and civics.
7. S.K. Kochhar - Teaching of social studies sterling publisher New Delhi.

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PAPER:-VII (a),(b)
PEDAGOGY OF ECONOMICS

Marks-100

Objectives-

To enable student Teachers to:

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

COURSE CONTENT:-

UNIT I-Nature, Scope and objective.

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

UNIT II-Curriculum and planning

- Concept and objectives of curriculum.

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

UNIT-III Teaching Planning

- Micro Teaching, Content Analysis.
- Yearly plan, Unit plan and Daily lesson plan – Meaning, Characteristics, Importance and Steps.
- Methods of Teaching:- Lecture Method, Discussion Method, Project Method, Survey Method, Inductive-Deductive Method
- Techniques and Devices of Teaching Economics
 - i) Assignments
 - ii) Seminars
 - iii) Brain Storming
 - iv) Tours and Excursions
 - v) Supervised Study
 - vi) Case Study

UNIT-IV Teacher, Text Book, Teaching Aids

- Text Book (Meaning, Importance and qualities of a good textbook of Economics), Supplementary Material (Meaning and sources).
- Economics Room –Importance and Equipments.
- Teacher of Economics – Importance, Qualities and Competence.
- Teaching Aids – Meaning, Importance and Types:

Uses of Chalkboard, Diagrams, Charts, Table graphs, O.H.P., T.V., Computer with multimedia, Flash Cards, LCD Projector, Interactive Board.

UNIT-V Evaluation

- Evaluation, Meaning and Importance of evaluation. Achievement, Diagonestic test
- Types of Evaluation – Oral tests, written tests-Essay type tests, short answer type tests and objective type tests. Purpose and concept of evaluation.
- Objective of based evaluation
- Preparation of achievement test-
 - ☞ Various types of question
 - ☞ Blue print
 - ☞ Preparation of question paper

Sessional Work (20 Marks)

1. One test of 10 Marks.

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2. Any one of the following 10 Marks.

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

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2. Arithshastra shikshan :Rampalsingh prakashak-shabd sanchar, Ajmer
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9. Mittal, R.L., *Arth Shastar Da Adhiapan*. Patiala: Punjabi University Press.
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12. Sharma, Seema (2004). *Modern Teaching Economics*. New Delhi: Anmol Publication Pvt. Ltd.
13. Siddiqui, M.H. (2004). *Teaching of Economics*. New Delhi: Asish Publishing House.

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14. Teaching of social studies in secondary schools :Bining and Bining.

15. Teacher's Manual in economics : Dr.N.Hasen published law. Regional College of Edu.Ajmer.

PAPER:-VII (a),(b)

PEDAGOGY OF CIVICS TEACHING

MARKS-100

Objectives:-

The Pupil-Teacher will be able to

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

Unit-1

- a. Meaning, nature and scope of Civics as a school subject, role and importance of Civics in school curriculum and life.
- b. Aims and objectives of civics, values of teaching civics (moral, spiritual, social, cultural and Aesthetic) relation of Civics with other subjects of Social and natural Science and Literature.
- c. A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.
- d. Approaches: current events Approach, mass-media Approach, interdisciplinary Approach, constructivism Approach.

Unit - 2

- a. Models of teaching : Concept Attainment model, Value Attainment model, Jurisprudential model

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

Unit – III

- 3.1 a. Teacher as an agent of social change in multicultural-multilingual Society.
- b. Teacher as a facilitator.
- c. Qualities and professional growth of a Civics Teacher to face challenges of present era.
- d. Teacher as a Reflective Practitioner and a Researcher.

3.2 Learning Resources:

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

3.3 a. Use of community resources

- b. Civics resources center
- c. Co-Scholastic activities based on school curriculum
- d. Civics club

Unit – IV

4.1 Local, State and National Political Structure in India :

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

4.2 Use of Library and other instructional materials.

UNIT- V

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5.1 Evaluation in Civics:

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

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

Assignments :-

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

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PAPER:-VII (a),(b)

PEDAGOGY OF GEOGRAPHY

MARKS-100

Objectives :-

To enable the Pupil – Teachers to:

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

Unit – 1

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

Emerging concepts and trends in Geography:

- (a) Geography as a description of the earth.
- (b) Geography as a study of natural phenomena and their effect on man.
- (c) Geography as a study of Landscape-Physical and cultural.
- (d) Geography as a study of real difference.
- (e) Geography as a study of spatial relationships.
- (f) Geography as a study of unifying and integrating discipline.

1.2 Aims and objectives of Geography: Values of teaching Geography (moral, spiritual, social, cultural and Esthetic) relation of Geography with other subjects of Social, Natural Science and Literature

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

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

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Unit – 2

2.1 Models of teaching in reference of Geography teaching :

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

2.2 Methods of teaching:

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

2.3 Innovative Practices:

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

2.4 Planning:

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

Unit – III

3.1

- Role of a teacher for conservation of natural resources & environment.
- Teacher as a facilitator
- Qualities and professional growth of a geography teacher to face an ecological challenge of present era.
- Teacher as a Reflective Practitioner and a Researcher.

3.2 Learning Resources

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- Print Media
- Electronic Media
- Multi Media
- Visuals

3.3

- Use of community resources
- Field Trips : Local & Regional
- Geography resource center
- Co-scholastic activities based on school curriculum
- Geography club

Unit – IV

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

UNIT-V

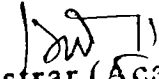
- 5.1 Preparation of Challenging assignments.
- 5.2 Criteria for assessing written and practical work in civics.
- 5.3 Assessment Modes: Self-assessment, Peer assessment, Group assessment, Learners' profile, Open book exams, Learners' portfolio.

Assignments :-

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

- Each pupil teacher is required to conduct and prepare a brief report on any one of the following :
- (i) Socio-Economic/Demographic survey of a village as a Geography.
- (ii) Land utilization survey of a village.
- (iii) Traffic survey of a town.
- (iv) Any other survey of a similar nature.

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- 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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PAPER VII (a)(b)

PEDAGOGY OF SOCIAL STUDIES

MARKS-100

OBJECTIVES:

1. To develop an understanding about the concept of Social Studies.
2. To develop an understanding of aims and objectives of teaching of Social Studies.

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3. To acquaint pupil-teachers with different methods, Devices and Techniques of teaching Social Studies.
4. To acquaint the pupil-teacher with different audio visual aids.
5. Preparation and effective use of teaching aids.
6. Organization of Discussions, Seminar, Tours, Exhibitions and Practical activities.
7. To develop the skill of preparation of lesson plan and its presentation.
8. Analysis of present day problems in social context.
9. To develop the skill of preparation and evaluation of question papers.

COURSE CONTENTS

UNIT-I Nature, Scope and objective.

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

UNIT II-Curriculum and planning

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

UNIT-III Teaching Planning

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

UNIT- IV Methods and Techniques

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

4. Social studies room - Need & Importance and Equipment.

UNIT -V Evaluation

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

Sessional Work (20 Marks)

1. One test 10 Marks

2. Any one of the following. 10 Marks

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

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PAPER:-VII (a),(b)

PEDAGOGY OF MATHEMATICS

Marks – 100

Objectives:

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

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

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UNIT I Nature and Structure of Mathematics

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

UNIT- II Objectives and Approaches of Teaching Mathematics

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

UNIT-III METHODS AND MODEL OF TEACHING MATHEMATICS:

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

UNIT – IV Pedagogical content knowledge of mathematics

- a) Concept of pedagogic content knowledge (PCK)
- b) Pedagogic content knowledge analysis for selected units of 8th, 9th , 10th and 11th std:-Content analysis, Listing pre-requisites, instructional objectives and task analysis

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- c) Analysing and selecting suitable teaching methods, strategies, techniques, models; learning activities, Year plan (Programme of work), Unit plan and lesson plan in mathematics – their need and importance
- d) Analysing and selecting suitable evaluation strategies
- e) Identifying the misconceptions and appropriate remedial strategies

UNIT-V Technology in mathematics education

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

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:-VII (a),(b)

Pedagogy of Physics

MARKS:-100

Objectives:-

The student teachers will be able to:

1. Understand the nature of Science and Physics.
2. Appreciate the contribution of Indian and Foreign scientists in the development of Physics.
3. Develop the skill of planning teaching learning activities.
4. Develop competencies in (a) Selection and use of teaching methods, approaches and devices. (b) Selection, preparation and use of cost effective teaching aids. (c) 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.

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9. Prepare, use and analyze achievement tests for evaluation of learning outcomes of Physics.

Course content

Unit - I - Foundations of teaching physics

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

Unit - II - Planning for Instruction and Role of Teacher

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

Unit - III - Approaches and Methods of Teaching Physics

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

Unit IV- Instructional support system

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

Unit –V Physics curriculum and Evaluation of Physics Learning

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

Sessional Work –

1. Class Test 10MARKS

2. Any one of the following: 10MARKS

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

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PAPER:-VII (a),(b)

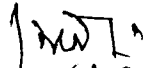
PEDAGOGY OF CHEMISTRY

Marks-100

Objectives -

To enable student teacher to:

1. Understand the Nature, Place, Values and Objectives of teaching chemistry at secondary/senior secondary level.
2. Understand correlation with other subjects
3. Evaluate critically the existing syllabus of chemistry
4. Develop understanding of various objectives of teaching Chemistry in Secondary Schools.
5. Understand and adopt proper methods of teaching various topics of Chemistry.
6. Appreciate the usefulness of various co-curricular activities for fostering interest of pupils in Chemistry.


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