

UNIVERSITY OF KOTA, KOTA

SYLLABUS

FACULTY OF EDUCATION

SCHEME OF EXAMINATION AND COURSES OF STUDIES



**Three Years Integrated B.Ed.-M.Ed.
Degree Programme**

(Session 2018-19)

University of Kota, Kota

UNIVERSITY OF KOTA, KOTA

Scheme of Examination and Course of Studies

B.Ed.-M.Ed.

Rules for Admission in B.Ed.-M.Ed.(Three Years Course)

Admission rules for the B.Ed.-M.Ed. courses shall be the same as decided by the NCTE/Government of Rajasthan from time to time. Reservation of seats for SC/ST/OBC/SBC/Specially-abled and others shall be as per existing Rajasthan Govt. /Central Govt. /University rules

A. Admission Procedure for B.Ed.-M.Ed.: Admissions shall be made on the basis of marks obtained in the qualifying Examination or through the entrance examination or any other selection process or as per policy decided by the State Government and the University from time to time.

B. Duration and Working Days

Duration: The B.Ed.-M.Ed. Programme shall be of duration of Three Academic Years, which must be completed in a Maximum of Four Years from the date of the admission to the programme.

Working Days (For Both Years): There shall be at least Two Hundred and Fifteen (215) Working Days each year exclusive of the period of examination and admission.

- Institutions shall work for a minimum of thirty six hours a week, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- The minimum attendance of student-teachers shall be 80% for all taught courses and practicum, and 90% for field attachment/school internship.
- Candidates falling short in above stated attendance criteria will not be allowed to appear in the final examinations conducted by the university.
- There will be six days week system.

Eligibility: A Postgraduate degree in Science/Social Science/Humanities from a recognized institution with a minimum of 55 % marks. Relaxation in case of reservation categories will be as per state government guidelines.

Objectives of B.Ed.-M.Ed.: The 3-year Integrated B.Ed.-M.Ed. Course is a professional programme in the field of Teacher Education which aims at preparing Teacher Educators and other professionals including curriculum developers, educational policy analysts, planners, administrators,

supervisors, school Principals and researchers. The completion of the programme shall lead to B.Ed.-M.Ed. Degree with specialization in selected areas focusing on both the elementary and secondary education.

The programme is designed to provide opportunities for the prospective Teacher Educators to extend and deepen their horizontal of knowledge and understanding of education and teacher education, develop research capacities, specialized in selected areas etc. The course includes both critical comprehension of theory as well as hands-on and field based reflective practices, skills and competences.

The Syllabus for Three-year B.Ed.-M.Ed. programme is designed to attain the following broad objectives. After the completion of the course the prospective teacher educators shall:

1. Understand the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
2. Understand how children learn and develop how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.
3. Plan learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors and understand how students come to view, develop and make sense of subject matter contained in the learning experiences.
4. Use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
5. Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
6. Develop sensibility to identify problems for further probing and abilities to conduct pure, applied and/or action research on the identified issues concerning educational theory and practices.
7. Develop self-identity as a teacher educator through continuous experiences and reflective practices that continually evaluate the effects of his/her choices and action

General Rules

- a) Teaching subject means a subject offered by the candidate at his bachelor's or Master's Degree Examination either as a compulsory subject or as an optional subject or as a subsidiary subject provided that 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 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 the candidate at the part I stage of the degree course shall not be treated as a teaching subject. In case of Honours Graduates, besides the honour subjects the subsidiary subject would also be taken into account provided the candidate studied the same for at least two academic years and also took University Examination each year.

b) Only such candidates shall be allowed to offer Social Studies for the B.Ed.-M.Ed. Examination who have taken their Bachelor's Degree with any one subject out of History, Political Science, Public Administration, Economics, Geography, Sociology, Psychology, Education, Music D&P, Home Science, Computer, Office Management and Secretariat Practice, Product & Export and Leather, Indian Music, Musicology, Archival Science.

A Candidate who has offered Political Science or Public Administration at his Bachelor's or Master's Degree examinations shall be deemed eligible to offer Civics as a teaching subject in B.Ed.-M.Ed. Examination

Rules:Examination&Result

B.Ed.-M.Ed.I Year and II Year

1. Candidatespassedintotal50%oftheoryandinternalpapersseparatelywill be promoted to next year. Provided that they reappear in them at laterstages.
2. Candidatesfailinginmorethan50%oftheorypaperswillbedeclaredfailandthey willhavetoreappearinnextyearinallthetheorypapers,howevertheirinternal marks can be forwarded.
3. Itismandatoryforstudentteachertohave90%attendanceininternshipprogram.
4. ACandidatewillhavetoobtain40%marksseparatelyinthefinallesson in second year.Candidate failing inthefinallessonwillbe promoted to third year.Provided that they reappear in final lesson in third year.

B.Ed.-M.Ed.III Year

1. Itismandatoryforstudentteachertohave90%attendanceininternshipprogramme failingwhich; theywillbedeclared fail in thirdyear.
2. Candidatesfailingin50%oftheoryandinternalpaperswillbeentitledtobecomean exstudent. However, their internal marks can be carryforwarded.
3. ACandidatewillhavetoobtain40%marksseparatelyinthefinallesson.Candidate failing inthefinallessonwillbedeclaredfail insecondyear.However,asanex- student, theycan carryforward theirallothermarks.

COURSE OF STUDY AND SCHEME OF EVALUATION

B.Ed.-M.Ed.I YEAR

PaperNo.	PaperName	MaxMarks		
		Ext.	Int.	Total
Course1	Childhood and Growingup	80	20	100
Course2	Contemporary India andEducation	80	20	100
Course3	Learningand Teaching	80	20	100
Course4	Philosophical and Sociological Foundation of Education	80	20	100
Course5	Anyoneof the following Area (A)Elementary Education(i) Structure, Managementand Qualityconcerns of Elementary Education Area (B)SecondaryEducation (i) Structure, management and Qualityconcerns of secondary Education	80	20	100
Course6 a &b	Pedagogy ofSchoolSubject FirstSubject Pedagogy ofSchoolSubject Second Subject	80 80	20 20	100 100
Course7 EPC1	Reading andreflecting ontexts (1/2) Internalassessment	-	50	50
Course8 EPC2	Drama and Artin Education (1/2) Internalassessment	-	50	50
Course9 EPC3	Criticalunderstanding ofICT Internalassessment	-	50	50
* SchoolInternship(PhaseI,4week) InternalAssessment		50marks		
Total		900		

Course 6a & b Pedagogy of School Subject First Subject

Pedagogy of School Subject Second Subject

- *Pedagogy of Hindi*
- *Pedagogy of English*
- *Pedagogy of Sanskrit*
- *Pedagogy of Urdu*
- *Pedagogy of Social Science*
- *Pedagogy of Civics*
- *Pedagogy of Economics*
- *Pedagogy of Geography*
- *Pedagogy of History*
- *Pedagogy of Art*
- *Pedagogy of Home Science*
- *Pedagogy of General Science*
- *Pedagogy of Biology*
- *Pedagogy of Chemistry*
- *Pedagogy of Mathematics*
- *Pedagogy of Physics*

COURSE OF STUDY AND SCHEME OF EVALUATION

B.Ed.-M.Ed.II YEAR

Paper No.	Paper Name	Max Marks		
		Ext.	Int.	Total
Course10	Knowledge and Curriculum	80	20	100
Course11	Assessmentfor learning	80	20	100
Course12	Psychologyof Learningand Development	80	20	100
Course13	Methodologyof Educational Research	80	20	100
Course14	Any oneofthefollowing same area as selectedin 1 st Year: Area (A)Elementary Education (ii) Issues, Curriculumand Assessment of ElementaryEducation Area (B)Secondary Education (ii) Issues, Curriculumand Assessment of SecondaryEducation	80	20	100
Course15	Anyoneof the following (A) ComparativeEducation (i)Essentials of ComparativeEducation Area (B)GuidanceandCounseling (i)Principles andProcedures of Guidanceand Counseling Area (C)Inclusive Education (i)TheoryofInclusiveEducation Area (D)ET andICT inEducation (i)Principles of ET andICT Area (E)Educational Management (i)Principles of Education Management	80	20	100
Course16	*SchoolInternship (PhaseII,16 weeks) Internal assessment	100marks		
Course17	<i>External.Assessment</i> OneFinalLessonofPedagogyofa	100marks		
Total		800 marks		

COURSE OF STUDY AND SCHEME OF EVALUATION

B.Ed.-M.Ed.III YEAR

Paper No.	Paper Name	Max Marks		
		Ext.	Int.	Total
Course18	Teacher Education	80	20	100
Course19	Indian Education–Its Development, Major Policies Prospectus and Challengers	80	20	100
Course20	Advance Educational Research (Quantitative and Qualitative)	80	20	100
Course21	Methodology of Educational Research	80	20	100
Course22	Any one of the following same area as selected in 1 st Year: Area (A) Comparative Education (ii) Comparative study of systems of Education in India, UK, USA and Japan. Area (B) Guidance and Counseling (ii) Dynamics and Techniques of Guidance and Counseling Area (C) Inclusive Education (ii) Inclusive education for Diverse Need Area (D) ET and ICT in Education (ii) Implications of ET and ICT in Education Area (E) Educational Management (i) Practices of Educational Management	80	20	100
Course23	Finalization and submission of Dissertation (50 marks External,	150 marks		
Course24	*Internship Internal assessment	50 marks		
Course25	Communication Skills	25 marks		
Course26	Yoga for Self Development	25 marks		
Course27	Open Air Session and Social Participation	50 marks		
Total		800 marks		

EVALUATION

EVALUATION OF THEORY PAPERS

Theory papers will carry a weightage of 100 marks, out of which 80 marks will be for external University Examination and 20 marks will be for internal assessment. Out of 20 marks - 10 marks will be for sessional and 10 marks will be for mid-term test.

Some papers carrying an internal weightage of 50 marks. The assessment of papers will be done internally at the college level.

The final University examination paper for 80 marks will be of three hours' duration.

The details of the question paper pattern is as follows.

1. Each question paper (80 MARKS) will have two sections - Section A will contain 10 short answer type questions and the candidate will be required to attempt any 5 questions. Each question will carry 7 marks. Section-B will contain 3 essay type questions with an internal choice for each question. Essay type question will carry 15 marks each.
2. Short answer type questions would aim at testing of critical thinking, knowledge of concepts, facts, definitions, laws, principles, generalization etc. and also understanding of principles and concepts.
3. Essay type questions would aim at testing knowledge, definitions, laws, generalization etc. and also understanding of concepts. Essay type questions meant to aim at testing the abilities of critical thinking and application of principles taught in theory.

EVALUATION FOR INTERNSHIP PROGRAMME

INTERNAL ASSESSMENT

B.Ed.-M.Ed. I YEAR

Internship Programme Phase I (4 Weeks)

S.No.	Assessment is based on the following activities	Marks :
		50
1.	School observation and Engage with filed (One week)	5
2.	Creating and Maintaining teaching learning material for the school. (Which can become valuable resource for the regular teachers of the school)	5
3.	Practice teaching in both the pedagogy subjects in schools (7+7)	15
4.	Lesson observations of the peers (3-3 lesson in both pedagogy subjects)	5
5.	Criticism lessons)1-1 on both pedagogy subjects)	10
6.	Participation in preparation of camp/Co-curricular activities in 3 days open air session	10
Grand Total		50

Note: Each student-teacher has to maintain a file in which detailed reports of all the activities and tasks discharged by him/her are to be described. A Viva-voce will be conducted after the internship programme. The file record, the viva voce and the lesson plan diary will form the basis of assessment of the internship programme.

The viva-voce will be conducted by a committee consisting of the following members:- Principal /HOD, Internship Incharge, One senior member by rotation

WORKING OUT THE RESULT FOR AWARDING DIVISION

1. A candidate in order to be declared successful at the B.Ed.-M.Ed. examinations shall be required to pass separately in Theory and Practice of teaching. (Internship Programme)
2. For a pass in Practice of teaching a candidate shall be required to pass separately in the internal & external examinations and obtain at least 40 % marks in each.
3. For a pass in theory a candidate shall be required to pass separately in the internal assessment and external examination.
4. University theory examination will be conducted at the end of each academic year and the final division will be awarded on the basis of aggregate marks of the three academic years.
5. Practical examination (Final lesson) will be conducted at the end of the second academic session.
6. The successful candidates will be classified in three divisions and shall be assigned divisions separately in theory and practice of teaching as follows:

Division	Theory	Practice of Teaching
I	60%	60%
II	48%	48%
III		

SYLLABUS

B.Ed.-M.Ed.IYEAR

PaperNo.	PaperName	MaxMarks		
		Ext.	Int.	Total
Course1	Childhood and Growingup	80	20	100
Course2	Contemporary India andEducation	80	20	100
Course3	Learningand Teaching	80	20	100
Course4	Philosophical and Sociological Foundation of Education	80	20	100
Course5	Anyoneof the following: Area (A)Elementary Education (i) Structure, Managementand Qualityconcerns of Elementary Education Area (B)SecondaryEducation	80	20	100
Course6 a &b	Pedagogy ofSchoolSubject FirstSubject Pedagogy ofSchoolSubject Second Subject	80	20	100
Course7 EPG1	Reading andreflecting ontexts (1/2) Internalassessment	-	50	50
Course8 EPG2	Drama and Artin Education (1/2) Internalassessment	-	50	50
Course9 EPG3	Criticalunderstanding ofICT Internalassessment	-	50	50
* SchoolInternship(PhaseI,4week) InternalAssessment		50marks		
Total		900		

Course- 1

CHILDHOOD AND GROWING UP

Objectives:

The student teacher will be able:

- To study and get the introduction of childhood, child development and adolescence. To develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds.
- To arrive at an understanding of how different sociopolitical realities construct different childhoods, within children's lived contexts: family, schools, neighborhoods and community.
- To understand learning as a divergent process.
- To read about theories of child development, childhoods and adolescence as constructed in different social economic and cultural settings.
- To focus on the issues of marginalization of difference and diversity, and stereotyping.
- To understand the role of the family, and the school in the child's development,

Unit -I: Childhood and child Development

1. Childhood: Introduction, children of different age groups, children from diverse socio-economics and culture backgrounds.
2. Construct of childhood: Understanding the construct of different socio-political realities, different childhoods within children's lived contexts: Family, schools, neighbourhoods and community.
3. Physical, social, emotional & intellectual development of child.

Unit -II: Theories of Child development

1. Theories of child development (from cross-cultural psychology, sociology and anthropology), crucial aspects from the construct of childhood in regard to political, social and cultural dimensions.
2. Theories of child development (Psychology) Jean Piaget's theory of cognitive development, Behaviouristic theory.
3. Childhood and adolescence as constructed in different social-economic and cultural settings.
4. Issues of Marginalization, Children's lived experiences—living in an urban, slum, growing up as a girl and growing up in a dalithousehold and like other adverse situations.

Unit -III: Adolescent Development

1. Adolescent: Meaning, Concept & Characteristics
2. Cognitive, Physical, Social, Emotional and moral Development.
3. Experience of adolescence of children across different cultures and situations.
4. The Impact of urbanization and economic change on construction and experience of adolescence of children.

Unit -IV: Role of Media, family & Community

1. Role of media in representations of gender, class and poverty to understand lived realities of children.
2. Work and childhood children, in difficult circumstances and understanding of them, role of media in critical deconstruction of significant events in regard to child labour and other.
3. Role of community, family, creche and child correction home in protecting childhood in India.
4. Childhood and changing trends in family structure, employment status of parents, and technological exposures, (Cartoons, video games, mobile phone, internet, social networking sites and toys.)

Unit - V: Role of NGO's National and International agencies.

1. Role of NGOs in protecting childhood.
2. National (MWC, NIPCCD etc.) and International agencies (UNICEF, WHO, Red cross etc.) working for Children.

Practicum/Field Work:

1. Organize creative activities for children of diverse socio-cultural background with aim to learn to communicate and relate with them .
2. Observing children in national setting to study play pattern and write a report on their domain of learning.
3. Study of any one issue represented and highlighted by media (sexual abuse and harassment poverty. Child labour etc.
4. Workshop or seminar for student teacher to observe interact with and study adolescents of different social ages in and outside the school, in diverse social economic, cultural, linguistic and regional contexts.
5. Apply any three psychological tests on upper primary to senior secondary students (any one) and on the basis of the conclusion make a comprehensive profile (at least five students for each test.)

Evaluation Procedure *100 Marks*

Any two practicum & one test *10+10 = 20 Marks*

(Covering Unit I to V)

External Evaluation *80 Marks*

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Course- 2

CONTEMPORARY INDIA AND EDUCATION

Objectives:

The student teacher will be able:

- To acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools.
- To understand the diversity, inequality and marginalisation in society and the implications for education.
- In provide a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives of issues.
- To understand the classroom in social context
- To provide a setting for interaction, generation of dialogue and the opportunity of appreciate diverse perspectives of issues/
- To understand the concept of policy frameworks for public education in India.
- To understand critically the policy perspectives of education.
- To understand the prominent social determinants.

Unit -I : Equity and Equality in Education

1. Issues in Education: Equity and equality in education, concept of diversity at the level of individual in regards to regions, languages, religions, castes, tribes etc. Diverse communities and individuals and expectation from education.
2. Role of education in grooming children in diversified situation, role of education for collective living and tools for conflict resolution.
3. Approach to attain equality of educational opportunity, provision for equality of educational opportunity, causes of inequality, and attainment of ideals of equality in education.

Unit -II: Universalization of Education

1. Educational as Human Rights, Child Rights and Protected discrimination.

2. Concept of Universalization of Education.
3. Strategies for achieving universalization of education.
4. Qualitative and quantitative aspects of universalization of Education.
5. Obstacles in universalization of education in relation to access (Physical and social) enrolment, retention and quality.
6. Problems, issues and remedies for education of marginalized section of community (Gender, regions, languages, religions, class, castes, tribes, etc.)

Unit -III : Indian Constitutional Provisions, Related to Education

1. An introduction to the constitution of India (especially the preamble, Fundamental Rights and Duties of citizens and the Directive principles of state policies) with regards to 'Constitutional values' and aims of education.
2. Amendments in the constitution of India pertaining to education (Elementary Education, religious minority and linguistic minority, rights against discrimination, medium of instruction and right to equality.)
3. Constitution direction for issues & Problems in education.

Unit -IV : Emerging Indian Concerns and their educational implications:

1. Meaning, Concept and Impact on education of Liberalisation Globalization and Privatization.
2. Stratification of Education: concept and process.
3. Critique of colonial Vs. Indigenous education in India an overview of experiments and alternatives in Education for marginalized groups like women, dalit and tribal people.

Unit -V : Contemporary Issues and Policies:

1. National policy on education and its programme of action. (1986/1992) Major suggestions and their implication.
2. Learning without Burden. (Yashpal committee Report (1992-93))
3. Right to Education and Challenges in implementation, Sarva Shiksha Abhyan, Nayeetalem.
4. Kothari commission recommendation and their implementation in the context of planned industrializations and education.

PRACTICUM/FIELDWORK:

- Prepare a report in class about the education of marginalized group.
- Conduct an awareness programmes on child rights with students, parents and community.
- Arrange a discussion session in class show cultural diversity in school benefit the students.
- Train students in any five handicrafts on the basis of the nayeetalem (Such as paper meshi, Handloom etc.) and other related to cottage industries, prepare a report.
- Examine policy & constitutional provision on equality and right to education.

Evaluation Procedure *100 Marks*

Any two practicum & one test *10+10 = 20 Marks*

(Covering Unit I to V)

External Evaluation *80 Marks*

References

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Course- 3

LEARNING AND TEACHING

Objectives:

The student teacher will be able:

- To develop understanding of concept of teaching and learning from socio-cultural and cognitive processes.
 - To develop scientific attitude for the process of teaching & Learning.
 - To compare the views of behaviorist, cognitive and humanist about teaching and learning.
 - To explain the relationship among variable in teaching learning process.
 - To reflect on their own implicit understanding of the nature and kinds of learning.
- To explore the possibilities of an understanding of processes in human cognition and meaning making them as basis for designing learning environments and experiences at school.
- To appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teacher's
 - To plan teaching learning based on learner centered approaches.

Unit -I : Learning and understanding learning process.

1. Learning– concept, nature, characteristics, types, and factors affecting it.
2. Learning Process: Behaviourist, cognitive, information processing, humanist, biological, constructivist and socio–cultural perspectives of learning process. Processes that facilitate–construction of knowledge.||
 - (i) Experiential learning and reflection
 - (ii) Social mediation
 - (iii) Cognitive negotiability
 - (iv) Situated learning and cognitive apprenticeship
 - (v) Meta cognition.
3. Development of learner and learning process, meaning and principles of development, relationship between development and learning. Dimensions of

individual development: Physical, cognitive, language, affective, socio-cultural and moral their interrelationship implications for teachers (relevant ideas of piaget, Bruner, Erikson and Kohlberg.)

Unit -II : Developing creative thinking and learning Environment

1. Meaning and nature of creativity, factors of creativity, Development of creativity through use of brainstorming (Special focus on Osborn, DeBono and Gordon) Teaching for minimizing negative transfer and maximizing positive transfer of learning.
2. Physical facilities in the school and school organizational climate, socio-cultural environment of school, text book, curriculum, technological interventions and learning process.
3. Ways of teaching and learning (Small, Large group 'individualized and collaborative teaching and learning), Distinction between learning as 'Construction of Knowledge' and learning as, -transmission and reception of knowledge. ||

Unit -III Effectiveteaching

1. Concept, nature characteristics of teaching.
2. Functions of teaching, Principles of teaching, phases of teaching, classroom instruction strategies, Teacher as a learner,
3. Teaching for culturally diverse students, Theory of culturally relevant pedagogy.
4. Values & personal relationship between Teachers and learners, relationship among learners, self esteem and freedom experienced by learner.
5. Teaching models & factors effecting teaching and learning.

Unit -IV Learning style

1. Diversity among learners and learning needs (with reference to special needs) multilingual background concept and philosophy of inclusive education. Learning style - concepts Types and importance in teaching learning process, factors effecting

on learning style, concept of thinking style and its relationship with learning style. Role of ICT in learning enhancement.

Unit -V :Teaching Style

1. Teaching style – Concept types and effect on learner's learning process, factors effecting on teaching style.
2. Teaching as a profession, impact of beliefs and practices on teaching, multiple responsibilities located in an institutionalized setting, and the need and opportunities for professional growth.
3. Use of technology in small group teaching, peer tutoring, co-operative learning, group discussion, group projects, simulations and games.
4. Use of technology in large group teaching, collaborative teaching, questioning, demonstrations.

Practicum/Field Work

1. Analysis of record on teaching and learning by video recording of your own lesson.
2. A survey based report on an effective teacher behaviours or classroom instruction strategies of effective teacher.
3. Write a report about some best teachers in your past experiences & write some special features of their ways of teaching.
4. Conduct an interview of 5 students of multilingual background and list the problems faced by them in classroom conditions
5. Identify learning style of at least 5 students at primary to secondary level. (Any one)

Evaluation Procedure

100 Marks

Any two practicum & one test

10+10 = 20 Marks

(Covering Unit I to V)

External Evaluation

80 Marks

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Course– 4
Philosophical and Sociological Foundation of
Education

OBJECTIVES:

The student teacher will be able to:

- Understand the nature and functions of philosophy of education.
- Do Logical analysis, interpretation and synthesis of various concepts, propositions and philosophical assumptions about educational phenomena.
- Understand and use philosophical methods in studying educational data.
- Do Critical appraisal of contributions made to education by prominent educational thinkers-both Indian and Western.
- Understand and relate philosophical theories and traditions with educational aims and practices.'
- Enable the student to make preparatory analysis of the social structure or to realise the role of education as an instrument of social, political, economic and industrial change.

COURSE CONTENT

UNIT-I Nature of Educational Philosophy

- Meaning, Concept, Nature and Scope of Educational Philosophy and its function
- Metaphysical problems related to nature, man and Society and their implications in education.

- Epistemology & Axiology with specific reference to analytic philosophy, Dialectical approach & scientific inquiry.
- Education as interdisciplinary knowledge.

UNIT-II Philosophical Perspective of Education: Indian Perspective

- The basic Educational thought for Society-Vedas
- Vision derived from the synthesis of different ancient Indian philosophies and their educational implications:
 - (i) Sankhya (ii) Vedanta (iii) Buddhism (iv) Jainism
- Critical analysis of thoughts of great educators: i) Swami Vivekanand ii) Rabindranath Tagore iii) M.K. Gandhi iv) Sri Aurobindo
- Educational implications of Shrimad Bhagwadgita

UNIT-III Philosophical Perspective of Education: Western Perspective

- Western philosophical Foundation Epistemology Metaphysics & Axiology
- Vision derived from the different school of thoughts and their educational implication:
 - a) Idealism b) Naturalism c) Pragmatism d) Existentialism (e) Humanism
- Critical analysis of thoughts of great educators:
 - a) Plato b) Aristotle c) Rousseau d) John Dewey

UNIT-IV Sociological Foundation of Education

- Nature & Scope of Sociology of Education
- Development of school as a formal institution of education in society
- School as an Institution of socialization.
- Education and Social Change
- Education and Social mobility

- Role of family, community and Media in education of children

UNIT-V Changing Socio-Political Context of Education

- Socio-Political context of Education.
- Equality in Educational opportunity critical analysis of the ways in which Schooling, Teaching learning & Curriculum. Contribute to Social inequality.
- Education for marginalized sections of society (SC, ST, women, minorities) and Constitutional provisions for their education
- Gender sensitivity and education

PRACTICUM/FIELDWORK

Any two of the following:

- Prepare a note on texts of any two western / Indian thinkers.
 - Write an e-term paper on concept of any one Indian Philosophical thought and its impact on education.
 - Write three abstracts on any recent articles published in Philosophical/Sociological journals.
 - Organize a seminar on any one philosophical aspect of education. •
- Conduct a social survey of Educational work done by an NGO.
- Survey of educational status in a marginalized section of society.

- Identify the common factors between Indian & Western Philosophies

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Course- 5

I Year Specialization Paper- V Area (A) Elementary Education

(i) Structure, Management & Quality Concerns of Elementary Education

OBJECTIVES:

The student teacher will be able to:

- Understand perspective & concept of Elementary Education.
- Develop understanding about structure of the Elementary Education System. •
Analyze the history & development of Elementary Education in India.
- Understand the quality concerns in Elementary Education.
- Understand the strategy & programmes for quality enhancement of Elementary
Education in India.

COURSE CONTENT

Unit-I Structure of Elementary Education

- Meaning, concepts & types of Elementary Education.
- Objectives & Functions of Primary Education as Elementary Education
- Management of Elementary Education
- Elementary Education as the base of Education System.

Unit-II Perspectives and Context of Elementary Education

- Developmental characteristics and norms for Elementary stage of Education - physical, cognitive process and abilities, language development, socio-emotional development during early and late childhood
- Influence of home, school and community related factors on child's development.
- Conceptual analysis of the concepts in elementary education like learner/learning centered approach, activity centered approach, freedom and discipline; reflection on present practices.

Unit-III Development of Elementary Education

- Indigenous system of Elementary education in India
- Nature and focus of Elementary Education after independence.

- Relevance of educational thought of Mahatama Gandhi and Tagore to elementary education.
- Constitutional provision for education and Directive Principles related to elementary education and their implications.
- Right to Education as fundamental right; provision in RTE Act and related issues.
- Elementary education as highlighted in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

Unit-IV IV-Strategies and Programmes in Elementary Education

- Panchayatiraj and community involvement in educational planning and management related issues. Role of BRC, CRC, SMC.
- Participation of NGOs in achieving goals of UEE
- ECCE programme, women empowerment as support services
- Providing minimum facilities, improving internal efficiency of the system teacher empowerment and incentive schemes, capacity enhancement of teachers (role of DIETs and SIERT, managing learning in multigrade contexts).
- Strategies and programmes for quality enhancement of Elementary Education - Lok jumbish, DPEP, SSA, Sambalan Programme, incentive schemes for enhancing enrolment and ensuring and retention in Elementary Schools such as Mid Day Meal programme.

Unit-V Quality Concern in Elementary Education

- Minimum Level of Learning (MLL)
- Early Childhood Care and Education (ECCE)
- Continuous Comprehensive Evaluation at Elementary level
- Multi-grade teaching in elementary schools. •
Teacher's commitment.
- Use of modern technologies and media.

PRACTICUM WORK

Objectives

1. Prepare a report on functioning of an Elementary School.
2. Study a Multi-graded School and prepare an Analytical Report on it.
3. Prepare a note on Educational Thoughts of any thinker on Elementary Education.
4. A study of implementation of a government scheme related to Elementary Education.
5. A report on functioning of a BRC / CRC
6. A report on conduct of an in-service training programme for Elementary School Teachers

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I year Specialization

Paper-V

Area (B) Secondary Education

(i) Structure, Management & Quality Concerns of

Secondary Education

OBJECTIVES:

The student teacher will be able to:

- Develop an idea about the structure of secondary education in India.
- Know about the historical development of secondary education in Pre and Post Independent India.
- Understand the constitutional provisions, educational policies and documents of secondary education
- Understand the management system of secondary education at National and State Level.
- Know about the quality indicators of Secondary education
- Reflect upon various programmes to uplift quality in secondary school.

COURSE CONTENT

Unit-I Structure of Secondary Education • Meaning, aims,

objectives & functions of secondary education. • Structure of secondary education in India.

- Status of secondary education with reference to access, enrolment, retention, syllabus availability of resources and quality learning.
- Vocationalization of secondary education in India (the efforts, present status, problem and prospects)

Unit-II Development of Secondary Education in India

- Secondary education in India - historical development in pre and post-independent Era
- Constitutional provision for secondary education.
- Policies and documents related to secondary education - Mudaliar commission, Kothari commission, NPE 1986, NCF 2005
- Universalization of secondary education: Issues and challenges.

Unit-III Management of Secondary Education •

Importance, function and management of secondary education. • Management at

national level: Role of MHRD, CABE, NCERT • Management of secondary level in Rajasthan

- Supervision for effective management in secondary education
- Privatization of secondary education

Unit-IV Management at Institutional Level

- Aims, objectives and role of secondary educational institution In the light of constitutional goals, NPE 1986 and NCF 2005.
- Management of secondary schools - planning (institutional Plan), coordinating, team building, visioning.
- Role of Heads/Principals and teachers in creating academic culture and appropriate climate in school

Criteria of quality secondary school

Unit-V Quality Concern in Secondary Education

- Concept, indicators of quality, setting standards for performance
- Continuous professional development of Heads and teachers through in-service training programme and in-house capacity building activities.
- Team work and transparency in functioning among teachers
 - Total quality management (TQM) for institutional upliftment

PRACTICUM WORK

Any two of the following

1. A comparative study on the functioning of any two different types of schools in India such as CBSE, Madarsa, Convent, urban, rural, Residential etc.
2. Visit a local school and evaluate the role of School Management Committee during last 2 years and prepare a report with pictures, photographs and sketches.
3. Conduct interviews of the teachers and students of various schools and prepare a report based on their educational aspirations and problems with reference to the effectiveness of management
4. Conduct a study on 'good Practices' in various schools and prepare a report including leadership, communication process, information system, data management etc.
5. A study of implementation of government scheme related to secondary education.
6. A study of implementation of recommendations of any national document on education.

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Course6a&b

**Pedagogyof SchoolSubject
FirstSubject**

Pedagogy of School Subject Second Subject

- *Pedagogy of Hindi*
- *Pedagogy of English*
- *Pedagogy of Sanskrit*
- *Pedagogy of Urdu*
- *Pedagogy of Social Science*
- *Pedagogy of Civics*
- *Pedagogy of Economics*
- *Pedagogy of Geography*
- *Pedagogy of History*
- *Pedagogy of Art*
- *Pedagogy of Home Science*
- *Pedagogy of General Science*
- *Pedagogy of Biology*
- *Pedagogy of Chemistry*
- *Pedagogy of Mathematics*
- *Pedagogy of Physics*

Course– 6 a & b

Pedagogy of Hindi

हिन्दी का िक्षण भास्त्र

उद्दे य

छात्र अध्यापक:—

1. भाशा के अभिप्राय एवं महत्व के साथ हिन्दी भाशा की वैज्ञानिकता तथा िक्षण के उद्दे यों को बता सकेंगे।
2. भाशा िक्षण के सूत्रों एवं सिद्धान्तों को बता सकेंगे।
3. हिन्दी भाशा की पाठ्य सामग्री स्पष्ट कर सकेंगे।
4. माध्यमिक स्तर की हिन्दी पाठ्यपुस्तक की समीक्षा कर सकेंगे।
5. भाशा के आधारभूत कौ ालों के िक्षण का अभ्यास कर सकेंगे।
6. इकाई, दैनिक और सूक्ष्म िक्षण की पाठ योजनाओं का निर्माण कर सकेंगे।
7. विभिन्न विधाओं के िक्षण के उद्दे यों, विधियों एवं पाठ योजना निर्माण की योग्यता का विकास करेंगे।
8. हिन्दी िक्षण मे दृ य—श्रव्य सामग्री के उपयोग की दक्षता प्राप्त करेंगे।
9. विद्यालय की भाशा सम्बन्धी विभिन्न पाठ्य सहगामी गतिविधियों के संचालन की योग्यता का विकास करेंगे।
10. हिन्दी िक्षण में अनुभूत समस्याओं के निराकरण हेतु क्रियानुसंधान के आकल्प का निर्माण कर सकेंगे।
11. ब्लूप्रिंट बनाकर प्र नपत्र का निर्माण कर सकेंगे।
12. हिन्दी के प्र नपत्र का वि लेशन कर सकेंगे।
13. निदानात्मक परीक्षण एवं उपचारात्मक िक्षण का अभिप्राय, महत्व एवं उपयोग का निर्माण कर सकेंगे।
14. भाशा प्रयोग ाला संबंधी जानकारी प्राप्त कर सकेंगे।

इकाई—प्रथम भाशा का अर्थ, महत्व, हिन्दी भाशा की वैज्ञानिकता एवं िक्षण के उद्दे य

1. भाशा का अर्थ एवं महत्व—
(राष्ट्रीय, सांस्कृतिक, साहित्यिक, व्यावहारिक एवं पारिभाषिक)
2. संविधान में हिन्दी भाशा की स्थिति एवं हिन्दी का वि वस्तर पर स्थान।
3. भारत की भाषिक समस्या एवं त्रिभाशा—सूत्र।
4. हिन्दी भाशा की वैज्ञानिकता भाब्द भण्डार एवं देवनागरी लिपि।
5. हिन्दी िक्षण के उद्दे य एवं व्यवहारगत परिवर्तन।

इकाई—द्वितीय भाशा िक्षण के सूत्र, हिन्दी भाशा का अन्य विशयों से सहसम्बन्ध तथा पाठ्य सामग्री

1. भाशा िक्षण के सूत्र एवं सिद्धान्त
2. हिन्दी भाशा का अन्य विशयों से सहसंबंध।
3. पाठ्यचर्या एवं पाठ्यक्रम का स्वरूप एवं तत्व।
4. पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तक का संबंध एवं पाठ्यपुस्तक की समीक्षा
5. भाशा प्रयोग ाला।

इकाई—तृतीय भाशा के आधारभूत कौ ाल एवं पाठ योजनाएँ

1. भाशा के आधारभूत कौ ालों (सुनना, बोलना, पढ़ना और लिखना) का िक्षण।
2. इकाई पाठ योजना।
3. हिन्दी का विभिन्न विधाओं का अध्यापन— (उद्दे य, विधियाँ एवं पाठ योजना)
गद्य िक्षण (निबन्ध, कहानी और जीवनी—गहन अध्ययन एवं द्रुत पाठ)

एकांकी िक्षण (अभिनयात्मक पाठ)

पद्य िक्षण (बोध पाठ एवं रस पाठ)

4. व्याकरण िक्षण अनौपचारिक एवं औपचारिक-औपचारिक व्याकरण िक्षण के अंतर्गत िक्षण विधि एवं पाठ योजना निर्माण।
5. रचना िक्षण (िक्षण विधि एवं पाठ योजना निर्माण)
6. सूक्ष्म िक्षण कौशलों की पाठ योजना का निर्माण (प्रस्तावना, वाचन, प्रश्न, दृष्टांत तथा भाशा तत्व विलेक्षण कौशल)

इकाई – चतुर्थ हिन्दी िक्षण में सहायक सामग्री एवं िक्षक की भूमिका

1. हिन्दी िक्षण में दृश्य-श्रव्य सामग्री
2. विद्यालय की पाठ्यक्रमेतर गतिविधियों और हिन्दी िक्षक।
3. हिन्दी िक्षक के गुण, व्यावसायिक दायित्व एवं व्यावसायिक उन्नयन।
4. हिन्दी िक्षण में आने वाली समस्याएँ एवं उनका समाधान (क्रियात्मक अनुसंधान का आकल्प निर्माण)

बी.एड. इकाई-पंचम हिन्दी िक्षण में मूल्यांकन

1. मूल्यांकन का अर्थ, महत्व एवं विशेषताएँ।
2. पाठ्यान्तर्गत एवं पाठोपरान्त मूल्यांकन।
3. मूल्यांकन की विधियाँ।
4. प्रश्नपत्र का निर्माण
(उद्देश्य, प्रश्नवार प्रकरणवार अंक विभाजन एवं ब्लू प्रिन्ट का निर्माण तथा प्रश्नपत्र का विलेक्षण)
5. निदानात्मक परीक्षण एवं उपचारात्मक िक्षण-अर्थ, स्वरूप महत्व एवं उपयोग।

सत्रीय कार्य

निम्नलिखित विशयों में से किन्ही दो पर आलेख

1. हिन्दी भाशा िक्षण के नवाचार।
2. हिन्दी भाशा के विकास में किसी वििष्ट साहित्यकार का योगदान।
3. राष्ट्रीय एकता, भावात्मक एकता, अन्तर्राष्ट्रीय सद्भावना आदि मूल्यों के सम्प्रेषण से सम्बन्धित रचनाओं का संकलन रचनाकार के परिचय सहित। (कम से कम दस रचनाएँ)
4. किसी अवसर विशेष से संबंधित एक भित्तिपत्र का निर्माण।
(जैसे-हिन्दी दिवस, तुलसी जयन्ति, मीरा जयन्ति एवं अन्य महत्व के दिवस)
5. हिन्दी साहित्य के विकास में साहित्य अकादमियों का योगदान (साहित्य अकादमी दिल्ली, राजस्थान साहित्य अकादमी उदयपुर, हिन्दी ग्रंथ अकादमी जयपुर में से किसी एक अकादमी द्वारा किये गए कार्यों का सर्वेक्षणात्मक अध्ययन।

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Course– 6 a & b

Pedagogy of English

Objectives: To enable the student teacher to-

1. Develop a good understanding of the basic concepts in second language teaching.
2. Teach basic language skills as listening, speaking, reading and writing and integrate them for communicative purpose.
3. Critically review and use appropriately different approaches to and methods of teaching English as second language.
4. Prepare lesson plans on different and prescribed aspects of English as second language.
5. Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English.
6. Use various techniques of testing English as second language and develop remedial and conduct teaching.

UNITI :

BASIC CONCEPT, OBJECTIVES, AND METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE

(A) Basic CONCEPT:

- i. Mother-tongue
- ii. Second Language
- iii. Difference between teaching and language teaching
- iv. Principle of Second Language teaching
- v. Forms of English – Formal, Informal, Written, Spoken, Global English.
- vi. English as a Second Language (ESL), English as a Foreign Language (EFL), English for specific purpose (ESP).

(B) OBJECTIVES:

OBJECTIVES OF TEACHING ENGLISH AS A SECOND LANGUAGE.

- (a) Skill based (LSRW) (b) Competence based: Linguistic Competence (LC) and Communicative Competence (CC) in reference to LSRW skills.

(C) METHODS AND APPROACHES:

INTRODUCTION TO METHODS OF AND APPROACHES TO TEACHING OF ENGLISH AS A SECOND LANGUAGE.

- (1)
 - (a) Direct Method
 - (b) Structural – Situational Approach
 - (c) Audio-lingual Method
 - (d) Bilingual Method
 - (e) Communicative Language Teaching (CLT)
- (2) Role of Computer and internet in second language – Computer Assisted Language

Learning(CALL),ComputerAssistedLanguageTeaching(CALT)

(3) EclecticApproachtoSecondLanguageTeaching.

Studyof theabovemethodsandapproachesinthelightof :

(a)Psychologyof secondlanguagelearning.

(b)Natureof theEnglishLanguage.

(c)Classroomenvironmentandconditions

(d)Languagefunctions.

(e)Aimsof languageteachingroleof mother-tongue,roleof teacherlearners,text-booksand

A.V.aids,languagekills,testing,errorsandremedialwork.

UNIT2:Teachingof listeningandspeakingskills.

a)Listening:

- i. Conceptoflisteninginsecondlanguage;
- ii. ThePhonemicelementsinvolvedinlisteningatthereceptivelevel.(monothongs,diphthongs, consonants,pause,juncture,stress,accent,beat,intonation,rhythm)
- iii.Listeningskillsandtheirsu-sub-skills;
- iv.AuthenticlisteningvsGradedlistening;
- v. Techniquesofteachinglistening;
- vi.Roleofteachingaidsinteachinglisteningkills;
- vii.Note-taking

b)Speaking:

- i. Conceptofspeakinglanguage;
- ii. ThePhonemicelementinvolvedinspeakingat theproductivelevel. (monothongs,diphthongs, consonants,pause,juncture,stress,accent,beat,intonation,rhythm)
- iii.TheStressSystem-WeakFormsandschwa;
- iv.UseofPronouncingdictionary;

- v. Phonemic transcription;
- vi. Techniques of teaching speaking skills and pronunciation - Pronunciation Practice and drills - Ear Training, Repetition, Dialogues and Conversation;
- vii. Role of A.V. aids in teaching speaking skills.

UNIT 3: Teaching Reading and Writing skills:

READINGSKILLS:

- i. Concept of Reading in Second Language
- ii. Mechanics of Reading (Eye, span, pause, Fixations, Regression);
- iii. Type of Reading: Skimming, Scanning, Silent reading, Reading aloud, Intensive Reading, Extensive reading; Local and Global Comprehension.
- iv. Role of speed and pace.
- v. Relating teaching of Reading to listening and speaking skills;
- vi. Teaching silent reading, intensive reading, extensive reading and genuine reading comprehension in terms of inference, Prediction, Critical Reading, Interpretation, Judgment, Summarizing, Central idea, etc.
- vii. Role of course reader and rapid reader, cloze procedure, Maza method, dictionary in teaching Reading skills.

WRITINGSKILLS:

- a) Writing Skills;
- b) Concept of Writing in First Language and the second Language;
- c) Types of composition - oral, written, controlled, guided, contextualized, and integrated composition;
- d) Teaching the following items keeping in view their style, ingredients, and mechanics;
 - Letter (Formal and informal), Essays, Report, Telegram, E-mail, Notices, Précis, Paragraph, Developing stories, Note Making.

UNIT 4: RESOURCES AND PLANNING FOR ENGLISH LANGUAGE TEACHING

(A) RESOURCES FOR ENGLISH LANGUAGE TEACHING

- i. The Blackboard and the White Board
- ii. Blackboard drawings and sketches
- iii. The Overhead Projector (OHP)
- iv. Flashcards, Posters and Slip Charts
- v. Songs, raps and chants
- vi. Video clips
- vii. Picture, Photos, Postcards, and Advertisements
- viii. Newspapers, Magazines and Brochures
- ix. Mind Maps
- x. Radio, Tape-recorder, T.V.
- xi. Language Laboratory
- xii. Realia
- xiii. Stories and anecdotes

(B) PLANNING FOR ENGLISH LANGUAGE TEACHING AS A SECOND LANGUAGE

(b.1): PROSE LESSONS

(i) Content Analysis:

- a) Planning a Unit (Based on a lesson in the course Reader (text-book))
- b) Identifying and listing language material to be taught (New lexical and structural items, their usage and uses)

(ii) Planning for teaching the content and skills in the following order:

- a) New lexical items (vocabulary)
- b) New structural items.
- c) Reading comprehension
- d) Textual exercise
- e) Writing/composition
- f) Unit Test.

(b.2): POETRY LESSONS:

- i. Components of Poetry
- ii. Concept, aims and objectives of teaching Poetry in Second Language.
- iii. Steps of teaching Poetry at the Secondary stage.

UNIT 5: TESTING AND EVALUATION IN ENGLISH

Concept of testing and evaluation in English as a second language;

Difference in Testing in content-subject and skill-subjects;

Testing language skills (LSRW), lexical and structural items, and poetry;

Type of test (Achievement test, Proficiency test, Diagnostic test, Prognostic Test, Formative and summative Test);

Preparation of unit test and examination paper-their blue-print and answer key;

Types and preparation of test-item;

Error analysis;

Concept and need of remedial teaching and remedial work.

Sessional Work (20 Marks)

1.(a) Two Test of 16 Marks

(b) The student will be required to do any one of the following: (4 Marks)

1. Review of a text-book.

2. Preparation of a list of structural items included in the text-book at the secondary stage and its critical analysis;

3. Preparation of five (5) word-cards, five (5) picture cards and five (5) cross-word puzzles.

4. Preparation of twenty (20) test items in Listening/Speaking/Reading/Writing.
5. Preparation of five (5) OHT for teaching structures/composition exercise
6. Preparation of CALL material (five (5) pages)
7. Preparation of CALT material (five (5) pages)
8. Preparation of language Lab. Material on Listening/Speaking skill. (five (5) pages)
9. Collection of Newspaper and Magazine advertisement for teaching lexical and structural items and preparing language exercises based on them.

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Course– 6 a & b

Pedagogy of Sanskrit

संस्कृत का शिक्षण पास्त्र

उद्देश्य

छात्र अध्ययपापकः—

1. संस्कृत भाशा की संरचना और महत्व को समझ सकेंगे।
2. संस्कृत शिक्षण के सामान्य, विष्ट उद्देश्यों और सिद्धान्तों से अवगत हो सकेंगे।
3. मूलभूत भाशा कौशल, जैसे—श्रवण, भाषण, वाचन एवं लेखन, को समझ सकेंगे।
4. संस्कृत शिक्षण की विभिन्न विधियों एवं उपागमों से अवगत हो सकेंगे और इनका समुचित प्रयोग कर सकेंगे।
5. संस्कृत की विभिन्न विधाओं के सम्प्रत्यय, महत्व, उद्देश्य, शिक्षण विधियों एवं सोपानों को समझ सकेंगे।
6. संस्कृत भाशा के तत्त्वों—जैसे भाब्द रूप, धातु रूप आदि से अवगत हो सकेंगे और इन का सही प्रयोग कर सकेंगे।
7. संस्कृत की विभिन्न विधाओं में सूक्ष्म पाठयोजनाओं, इकाई योजनाओं एवं दैनिक पाठ योजनाओं का निर्माण कर सकेंगे।
8. संस्कृत शिक्षण को रोचक एवं प्रभावी बनाने के लिए योग्य शिक्षण सहायक दृश्य—श्रव्य साधनों का चयन एवं उपयोग कर सकेंगे।
9. इकाई परीक्षा का उपलब्धि परीक्षा हेतु नील पत्र एवं प्रश्न पत्र का निर्माण कर सकेंगे।
10. छात्रों की अधिगम कठिनाइयों को पहचान कर निदानात्मक एवं उपचारात्मक शिक्षण योजना तैयार कर सकेंगे।
11. माध्यमिक एवं उच्च माध्यमिक स्तर पर माध्यमिक शिक्षा बोर्ड राजस्थान/ केन्द्रीय माध्यमिक शिक्षा बोर्ड द्वारा निर्धारित पाठ्यक्रम की समीक्षा कर सकेंगे।

12. माध्यमिक एवं उच्च माध्यमिक स्तर पर माध्यमिक शिक्षा बोर्ड राजस्थान/ केन्द्रीय माध्यमिक शिक्षा बोर्ड द्वारा निर्धारित पाठ्यपुस्तकों की समीक्षा कर सकेंगे।
13. संस्कृत शिक्षक की विशेषताओं, व्यावसायिक नैतिकता एवं उन्नयन से अवगत हो सकेंगे।

पाठ्यक्रम

इकाई – प्रथम (क) संस्कृत शिक्षण का महत्व, सामान्य उद्देश्य एवं सिद्धान्त

- (1) संस्कृत भाषा की संरचना। (2) संस्कृत, हिन्दी एवं अंग्रेजी भाषाओं की संरचना में अन्तर। (4) संस्कृत की ध्वनियों की हिन्दी की ध्वनियों से तुलना। (4) संस्कृत शिक्षण का महत्व। (5) माध्यमिक एवं उच्च माध्यमिक स्तरों पर संस्कृत शिक्षण के सामान्य एवं विशिष्ट उद्देश्यों का व्यवहारगत भावदावली में निर्धारण। (6) संस्कृत शिक्षण के सामान्य सिद्धान्त और सूत्र।

(ख) पाठ्यक्रम एवं पाठ्यपुस्तकों की समीक्षा

- (1) पाठ्यक्रम निर्माण के सिद्धान्त। (2) माध्यमिक एवं उच्च माध्यमिक स्तरों पर रा.मा.ि.बोर्ड/के.मा.ि.बोर्ड द्वारा निर्धारित संस्कृत पाठ्यक्रमों की समीक्षा। पाठ्यपुस्तक के गुण एवं माध्यमिक/उच्च माध्यमिक स्तर पर रा.मा.ि.बोर्ड/के.मा.ि.बोर्ड द्वारा निर्धारित पाठ्यपुस्तकों की समीक्षा।

इकाई – द्वितीय भाषा कौशलों का विकास

- (1) श्रवण का सम्प्रत्यय, महत्व एवं विकास। (2) कथन का सम्प्रत्यय, महत्व एवं विकास, संस्कृत में भुद्ध। उच्चारण का महत्व। अशुद्ध उच्चारण के कारण एवं उपाय। (3) वाचन का सम्प्रत्यय, महत्व और विकास। वाचन के प्रकार— सस्वर वाचन, मौन पठन, गहन और विस्तृत वाचन। (4) लेखन का सम्प्रत्यय, महत्व एवं विकास। रचना के प्रकार— मौखिक, लिखित, नियन्त्रित और मुक्त। वर्तनी की त्रुटियाँ—कारण एवं उपाय। रचना कार्य का संशोधन

इकाई – तृतीय संस्कृत शिक्षण की विधियां एवं उपागम

- (1) संस्कृत शिक्षण की परम्परागत विधियां – पाठगाला विधि, भांडारकर विधि या व्याकरण अनुवाद विधि, पाठ्य पुस्तक विधि, द्विभाषा विधि।
- (2) संस्कृत शिक्षण की अभिनव विधियां— प्रत्यय विधि, समवाय विधि। संस्कृत शिक्षण की परम्परागत एवं नई विधियों का तुलनात्मक अध्ययन।
- (3) संस्कृत शिक्षण के उपागम— संग्रन्थन संस्थिति उपागम एवं सम्प्रेषण उपागम

इकाई – चतुर्थ शिक्षण सोपान और पाठ नियोजन

- (क) गद्य, पद्य, कथा, नाटक, अनुवाद और व्याकरण शिक्षण का महत्व, उद्देश्य एवं सोपान।
- (ख) संस्कृत व्याकरण के तत्वों, जैसे— शब्दरूप, धातुरूप, सर्वनामरूप, अव्यय, उपसर्ग, प्रत्यय, सन्धि, समास, विभक्ति, वाक्यरचना और वाच्य—परिवर्तन का ज्ञान एवं प्रयोग।
- (ग) पाठ नियोजन:

1. बी.एड. पाठ्यक्रम में निर्धारित शिक्षण कौशलों पर सूक्ष्म पाठों का नियोजन।
2. वार्षिक नियोजन, इकाई नियोजन एवं गद्य, पद्य, कथा, नाटक और व्याकरण—आधारित दैनिक एवं संक्षिप्त पाठ नियोजन।

(घ) संस्कृत शिक्षण के संसाधन

- (1) श्रव्य—दृश्य साधन का सम्प्रत्यय, आवश्यकता, वर्गीकरण और संस्कृत शिक्षण में उपयोग।
- (2) संस्कृत शिक्षक के गुण, व्यावसायिक उत्तरदायित्व, नैतिकता एवं उन्नयन।

इकाई पंचम संस्कृत में मूल्यांकन

1. शिक्षक द्वारा निर्मित परीक्षा— इकाई परीक्षा, उपलब्धि परीक्षा, दक्षता परीक्षा एवं निदानात्मक परीक्षा।
2. विभिन्न तालिकाओं सहित रूपरेखा का निर्माण, प्रश्नपत्र का निर्माण, उत्तर एवं अंक योजना पद विशेषण।
3. निदानात्मक एवं उपचारात्मक शिक्षण का सम्प्रत्यय एवं योजना

बी.एड. सत्रीय कार्य

निम्नांकित में से किन्ही दो पर सत्रीय कार्य प्रस्तुत करना—

1. माध्यमिक या उच्च माध्यमिक स्तर पर रा.मा.ि. बोर्ड/ के.मा.ि. बोर्ड द्वारा निर्धारित संस्कृत पाठ्यक्रम की समीक्षा।
2. माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक में प्रयुक्त अव्यय, उपसर्ग, प्रत्यय, विभक्ति, सन्धि, समास, लकार, वाच्य में से किसी एक पर कक्षा शिक्षण संव्यूहन तैयार करना।
3. संस्कृत की किसी कथा से सम्बन्धित चित्रों की पारदर्शी अथवा स्लाइड्स तैयार करना।
4. संस्कृत पत्रिकाओं से किसी एक लेख या संस्कृत में सारांश तैयार करना।
5. संस्कृत की पाठ्यपुस्तक आधारित प्रश्नपत्र का निर्माण। (रा.मा.ि. बोर्ड/के.मा.ि. बोर्ड के नमूने (चंजमतद) के आधार पर)
6. छात्रों की उच्चारण, वर्तनी अथवा वाक्य रचना सम्बन्धी त्रुटियों का निदान एवं उपचारात्मक शिक्षण योजना का निर्माण।

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Course— 6 a & b

Pedagogy of Social Studies

Objectives: To enable the student to teach to—

1. Define and differentiate the concept of Social Studies and explain its relative position in the Syllabus.

2. Understand the aims and objectives of teaching Social Studies.
3. Prepare Unit plans and Lesson plans for different classes.
4. Critically evaluate the existing school syllabus of Social Studies.
5. Review the Text-book of Social Studies (Secondary level)
6. Apply appropriate methods and techniques of teaching to particular topics at different levels.
7. Prepare, select and utilize different teaching aids.
8. Evaluate his pupils in Social Studies.
9. Clarify particular concepts, trends, principles, methods etc. with the help of Co-relation to similar Content or situation.

UNIT I – Nature, Scope and Objectives

Nature, Scope and concept of social studies.

Importance

Aims and Objectives of teaching Social Studies at different levels.

Co-relation of Social Studies with other school subjects.

UNIT II – Curriculum and Planning

Concept of Objectives of Curriculum.

Characteristics of good Social Studies Curriculum

Critical appraisal of Social Studies syllabus at Secondary level.

Concept and objectives of lesson planning.

Planning of daily lesson plan, Unit plan and yearly plan.

Social Studies textbooks.

Qualities, role and professional growth of a teacher of Social Studies.

UNIT III – Instructional Strategies, methods and Approaches.

Various methods of teaching Social Studies (Lecture, Socialized recitation, Story Telling, Project, Problem Solving Methods)

Field trips

Other innovative practices (Brainstorming, role playing)

UNIT IV – Instructional Support System

Planning of Social Studies lab and its use.

Use of mass media and Computers in Social Studies teaching.

Resources material – Use of local resources in teaching Social Studies.

UNIT V – Evaluation of Teaching Social Studies.

Concept and objectives of evaluation

Tools and techniques of evaluation in Social Studies teaching.

Preparation of achievement test.

Different types of question.

Blueprint

Preparation of Question papers.

Sessional Work (20 Marks)

(a) Two Test of 16 Marks

(b)

Anyone of the following: (4 Marks)
Studies.

2. Preparation of TV/Radio Script.
3. Study of any one aspect of Social issue and prepare report.
4. Collection of newspaper cutting related to Social Studies issues.
5. Construction of different objective type test items.

BIBLIOGRAPHY:

1. Binning and Binning : Teaching of Social Studies in Secondary School.
2. Brantom, F.K. : The teaching of Social Studies in a changing world.
3. Dray and David Jordan: A Hand Book of Social Studies.
4. Hemming James : The Teaching of Social Studies in Secondary School
5. Wesley Edgerose : Social Studies for Schools.
6. Taneja, V.R. : Teaching of Social Studies.
7. Horn, E.E. : Methods of instruction in the Social Studies.

Course– 6 a & b

Pedagogy of History

Objectives: To enable the student teacher to

1. Understand the concept, nature and scope of history.
2. Understand the nature of history as a continuous process of development and change
3. Understand the aims and objectives of teaching history at different levels of the secondary stage.
4. Prepare unit plans, lesson plans and its related teacher aids.
5. Develop the syllabus for teaching history for different classes and its critical evaluation
6. Review the textbook of history at the secondary level.
7. Understand the spirit and applying different methods and techniques of teaching history at the Secondary stage.
8. Evaluate his pupil methodically at the different level of Secondary stage.

UNIT I- Nature and Scope of the Subject

Meaning, nature and scope of history.

Importance of teaching History.

Aims and Objective of teaching History at different levels.

Importance of studying local history, National history and world history in the context of National Integration and International brotherhood and global citizenship.

Correlation of History with other school subjects

UNIT II- Curriculum and planning

Fundamental principles of formulating curriculum in History and critical appraisal of the existing syllabus.

Lesson plan-Annual plan, Unit Plan and Daily lesson plan of teaching History.

Qualities and professional growth of the History teacher, his role in future prospective.

UNIT III – Method and Approaches

Various methods of teaching History (Story Telling Biographical, Dramatization Time sense, Source, Project and Supervised study method)

Resource Material.

UNIT IV - Instructional Support System

Audio-Visual aids in teaching History.

Textbooks, teacher, co-curricular activities.

Community Resource: Computer, T. V.

Planning of historical excursion, History room.

Co-curricular activities.

UNIT V - Evaluation

Concept and Purpose of evaluation

Objectives based evaluation

Tools and techniques of evaluation in History teaching.

Various types of Question

Blue Print.

Content analysis.

Sessional Work (20 Marks)

(a) Two Test of 16 Marks

(b)

Anyone of the following: (4 Marks)

History.

2. Study of any one aspect of Historical issue and preparation of a report.
3. Visit to any historical place and preparation of report.
4. Collection of newspaper cutting related to History's issues.
5. Developing a lesson plan based on new methods/technique in history.

BIBLIOGRAPHY:

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2. Ghatge, V.D. : Suggestions for the Teaching of History in India.
3. Hill, C.P. : Suggestion in the teaching History
4. Johnson, H. : Teaching of History in Elementary & Secondary School. Macmillan,
5. Verjeshwary, R. : Hand Book for History Teachers in India.
6. NCERT : Hand Book of History Teachers.
7. Choudhary, K.P. : Effective Teaching of History in India, NCERT.
8. Gurusharan Tyagi, : History Teaching, Vinod Publication, Agra.
9. Baghela, Dixit: History Teaching, Raj. Hindi Granth, Akadami, Jaipur
10. Ghatge, B.D. : History Teaching, Haryana Granth Akadami, Chandigarh.

Course– 6 a & b

Pedagogy of Civics

Objectives: To enable the Student teacher to-

1. Refresh the Knowledge of student teacher about the meaning and importance of Civics.
2. Establish co-relation of civics with other School Subjects.
3. Apply appropriate methods in teaching particular topics at different level.
4. Select and use relevant teaching aids
5. Imbibe and develop basic teaching skills.
6. Clarify particular concept, trends, principles, methods etc, with the help of correlation to similar content or situation.
7. Prepare Yearly, unit and Daily Lesson Plans.
8. Prepare achievement and diagnostic tests on scientific basis.
9. Develop skills and abilities for organizing school activities related to the subject

CONTENTS

UNIT I–Nature, Scope and Objectives

- Concept, nature and scope of Civics.
- Contemporary importance of Civics. • Aims and Objectives of teaching Civics at different level (Elementary, Upper, Primary, Secondary and Senior Secondary)
- Correlation of Civic to other subjects.
- Role of Civics in Promoting International Understanding.

UNIT II–CURRICULUM AND PLANNING

- Meaning and concept of Curriculum.
- Fundamental principles of formulation of curriculum in Civics

- Critical appraisal of the existing syllabus
- Lesson Plan-Annual Plan, Unit Plan and Daily Lesson Plan of teaching Civics

UNIT III – METHODS AND APPROACHES OF CIVIC TEACHING

- Various methods of teaching Civics (Project, Problem Solving, Supervised Study, Lecture, Discussion and Brain Storming)
- Innovative practices in Civic teaching
- Field trip
- Mock Session.

UNIT IV - INSTRUCTIONAL SUPPORT SYSTEM

- Community resources
- Teaching aid in Civics Teaching
- Use of Print & Electronic Media
- Techniques of interviewing

UNIT V – EVALUATION OF CIVIC TEACHING

- Purpose and concept of evaluation
- Objectives based evaluation
- Preparation of achievement test-
 - i. Various types of question ii. Blue Print
 - iii. Preparation of Question Paper.

Sessional Work (20 Marks)

(A) Two Test of 16 Marks

(B) Anyone of the following: (4 Marks)

1. Content analysis and preparation of instructional material related to any unit of subject related to Civics.
2. Preparation of TV/Radio Script.
3. Study of any one aspect of Indian Political issues.
4. Visit any local bodies as Panchayat, Municipalities, Municipal Corporation and Nagar Nigam and prepare report about the functions of local bodies.
5. Prepare a plan of Civics Classroom
6. Preparation a plan for equipping a civics lab.
7. Prepare five slides related to Civic teaching contents at Secondary level.
8. Collection of newspaper cutting related to Civics issues.

BIBLIOGRAPHY:

1. Bining and Bining: Teaching of Social Studies in Secondary School New York, Mc. Graw Hill Book Co. 1952.
2. Harlikar: Teaching of Civics in India Bombay padma publication Ltd.
3. Cray Ryland, W. Education for Democratic Citizenship.
4. Michaelies: Social Studies for Children in a Democracy, New York: Prentice Hall Inc. 1956
5. Boume, H.E.: Teaching of History and Civics, Bombay Longmans, 1972
6. Tyagi, G.S.D.: Nagrik Shastraka Shikshan. Vinod Pustak Mandir, Agra.
7. Prescribed book of Board of Secondary Education for Higher Secondary Classes.
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Course– 6 a & b

Pedagogy of Geography

Objectives: To enable the student teacher to:

1. Understand the modern concept of Geography.
2. Understand the aims and objectives of teaching Geography.
3. Prepare yearly plan, Unit plan, lesson plan for different classes.
4. Prepare maps and charts to illustrate the content of different classes and use them effectively.
5. Critically evaluate the existing school syllabus and review the text book of Geography.
6. Apply appropriate methods and techniques of teaching of particular topics at different levels.
7. Arrange field trips and local surveys.
8. Prepare achievement tests, administration of the test, analysis of results and make suggestions for remedial teaching.

UNIT I-Nature, Scope and Objectives

- a) Changing concept of Geography-Practical Geography. b) Its place and scope (importance)
- c) Aims and objectives of Geography teaching at secondary level, its role in developing international understanding.
- d) Correlation of Geography with social sciences, economics, Civics, Natural Sciences and Environmental Science.

UNIT II-Curriculum & Planning

- a) Characteristics of a good Geography curriculum. b) Critical Appraisal of Geography syllabus.
- c) Planning daily lessons plan & Unit Plan. d) Geography Text Book.

e) Quantities role & Professional growth of Geography Teacher.

UNIT III- Methods & Approaches.

- a) Regional method, Demonstration, Inductive Deductive, Project, Comparative Lab Method. b) Field trips, local & Regional Geography.
- c) Other Innovative Practices – Programmed Learning, Computer, Geography Club, Geography Lab.

UNIT IV- Instructional support system.

- a) Teaching aids and lab equipments.
- b) Geography room/Laboratory & Museums. c) Resource material and use of local resources in teaching Geography
- d) Co-Curricular activities.

UNIT V- Evaluation

- a) Tools Techniques of evaluation in Geography
- b) Achievement Test
 - i. Different Types of Questions. ii. Blue Print.
 - iii. Preparation of question paper.
 - iv. Diagnostic & Remedial teaching in Geography.

Sessional Work (20 Marks)

(A) Two Test of 16 Marks

(B) Any one of the following: (4 Marks)

1. Preparation of maps, charts and models for Physical Geography.
2. Develop two lesson plans based on new methods and approaches.
3. Critical appraisal of geography syllabus at secondary level.
4. Construction of objective type test items.
5. Collection of newspaper cuttings related to Geography issues.
6. Preparation of a report on visits to some place of Geography interest.

BIBLIOGRAPHY:

1. Source Book for the teaching of Geography UNESCO Publication.
2. Singh L.R. : Principal Geography. Allied Publishers Allahabad.
3. Monk House : FJ Maps and Diagrams
4. Verma J.P. : Bhugol Shikshan. Vinod Pustak Mandir, Agra.
5. Sharma G.R. : Bhugol Shikshan, Modern Publishers, Meerut.
6. H.N. Singh : Bhugol Shikshan, Prakash Bros. Ludhiana
7. Arora K.L. : Bhugol Shikshan, Prakash Bros. Ludhiana.
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9. Kual, A.K. : Why and How of Geography Teaching Ambanu Publication Srinagar 1983.
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13. Simpson, C.A.: The Study of Local Geography, Methuen.
14. Gopsil, G.H. : The teaching of Geography Macmillan & Co. Ltd., London 1958

Course– 6 a &b

Pedagogy of Mathematics

Objectives:

1. To enable pupil-teacher to understand and appreciate Mathematical Structure and their isomorphism with Physical realities.
2. To improve their understanding of the basic concepts and make them appreciate their unifying strength and their wide applicability.
3. To enable the student teacher to have a clear idea of the place of mathematics in school curriculum and its relation with the objectives of general education,
4. To enable them to analyse the school syllabus of mathematics in relation to its objectives.
5. To enable them to see meaningfulness of the school mathematics programme in relation to life situations.
6. To give them competence in teaching different topics effectively
7. To enable them to check up the result of their teaching against the objectives and their criteria.
8. To enable them to devise and suitably use teaching aids so that they may result in better learning.
9. To enable them to use various techniques and practice in the classroom to make pupil learning long lasting and meaningful.
10. To enable them to organize co-curricular activities in mathematics.
11. To enable them to enrich and refresh their knowledge of content in Mathematics.

Notes:

1. The Question on the unit such as method of teaching, aids in teaching, Unit and lesson planning, objective and evaluation will be based on the Unit I.
2. The Question on unit I will not be asked directly without any reference to Methodology.

3. The unit may be discussed by adopting any suitable methodology such as use of library assignments, discussion etc.

UNIT I

Diagnostic, Remedial and Enrichment programmes with respect to the following content area–

- a) Set theory and mathematical structures–sets, Relation and Functions. An elementary idea of Boolean algebra and numbers with different bases.
- b) Statistics–
Graphical representation of the statistical data. Measures of central tendency, dispersion and coefficient of correlation.
- c) Axiomatic development of Geometry:
Concept of line, ray, line segment, angle, triangle, interior and exterior of angles and triangles. Concepts of equality, congruency and similarity.
- d) Any other topic from prevailing syllabi at upper primary, secondary and higher secondary stages in the state.

UNIT II

- a) The nature of mathematics, Importance of mathematics in the secondary school Curriculum History of mathematics and contribution of Indian mathematicians. Meaning of mathematics according to the following schools of thought.

(i) Logistic (ii) Institutionism, (iii) Formalists
- b) Aims and objectives of teaching mathematics, Introduction of Blooms Taxonomy of education and educational objectives in relation to knowledge, understanding, application and skills.

UNIT III

- a) The Mathematics, Curriculum, Strategy and principles of curriculum construction for the secondary level, Recent trends in mathematics curriculum, Critical evaluation of existing Mathematics curriculum.
Critical evaluation of existing mathematics curriculum prescribed by Rajasthan Board of Secondary Education of different levels.

b) Unit and Lesson planning. c) Methods of teaching:

(a) Analytic and Synthetic (b)
Inductive Deductive

(c) Demonstration: Laboratory (d) Heuristic and project

UNIT IV - Aids in teaching and their proper use:

a) Mathematics rooms (planning and equipment)

b) Text Books

c) Audiovisual aids, filmstrips, field trips and excursion mathematics Association, Workbook. d) The Mathematics Teacher - Academic and professional preparation.

e) Journal and reference books on Mathematics teaching.

UNIT V - Evaluation in Mathematics:

a) Concept of evaluation, distinction between evaluation and examination. It is Characteristics and functions.

b) Formulation of objective, learning experience.

c) Preparation and use of test
for evaluations such as achievement tests, diagnostic test, aptitude tests, observations schedule etc.

Sessional Work (20 Marks)

(A) Two Test of 16 Marks

(B) Anyone of the following: (4 Marks)

1. Make a Diagnostic, Remedial and enrichment programmes of set theory and mathematical structures.
2. Preparation and construction of an achievement test based on any unit.
3. Preparation of a lesson plan based on any innovative method.

Preparation of 10 frames of liner or

Branching type programmes on any topic of mathematics.

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2. Aiyangar and Kuppuswan N.: A Teaching of Mathematics in the New edition. Universal Publication.
3. Butler and Wren: The teaching of Secondary Mathematics, McGraw Hill Book Co.
4. Jagadguru Swami: Sri Bharti Turthji Vedic mathematics Motilal Banarsids Publisher, Delhi
5. Kapur, J.N.: Modern Mathematics for teachers, Arya Brothers Ludhiana.
6. Mangal, S.K.: Teaching of Mathematical, Prakash Brothers Ludhiana.
7. Siddu, K.S.: The Teaching of Maths, Sterling Publi. (p) Ltd. New Delhi

Course– 6 a & b

Pedagogy of Physics

Objectives: To enable student Teacher to:

1. Understand the modern concept of Physics.
2. Understand aims and objectives of teaching Physics.
3. Appreciate the contribution of eminent Physicists in connection with the development of Physics.
4. Plan curriculum at Secondary/Senior Secondary level.
5. Analyse the syllabus of the subject in relation to its applicability to practical situation..
6. Develop scientific attitude and provide training to scientific method to their students.
7. Write the objectives in behavioural terms, analyse the content and beskills in concept formation.
8. Develop unit and lesson plan
9. Use various method and teaching aids with appropriateness of content, level and classroom situation.
10. Plan & organize Physics practical work in the Laboratory.
11. Organize co-curricular activities related to Physics.
12. Use method most appropriate to assess the progress and achievement of the pupil using variety of tools and techniques for physics theory and practical)

13. Diagnose the gaps and misconception in learning physics and take remedial measures.

UNIT I - Nature, Scope and Objectives

1. Nature of Science physics as a fundamental science.
2. Major milestones in the development of physics.
3. Contribution of
Indian physicists, C. V. Raman, M. N. Saha, K. S. Krishan, Narlekar, J. C., Bose, S. N. Bose,
H. J. Bhabha and S. Chandra Shekar.
4. Objectives of value of teaching physics at Senior Secondary level.

UNIT II - Curriculum and Planning

1.
Principles of selection and organization of course content and experiences. For Senior Secondary level physics curriculum and characteristics of good physics curriculum.
2. Correlation of physics with other school subjects and its role in daily life.
3. Writing of objectives in behavioural terms, content analysis, developing yearly unit and daily lesson plan and concept mapping.
4.
Teachers role in planning for developing Scientific attitude and creativity among students and for training them in scientific method.

UNIT III- Methods and Approaches

1. Demonstration method, Laboratory methods, project method, problem solving method and assignment method.
2. Heuristic approach, Inductive and deductive approach.
3. Out of class activities, like science club, science fairs and field trips.

UNIT IV- Instructional Support System

1. Physics Laboratory – planning, equipping and organizing practical work.
2. State and national level institutes and laboratories (DST, NPL, ISRO, CRRRI, RAPS and BARC).
3. Community resources like science centers/museums, planetarium and solar observatory.
4. Multi-aids – charts, models, over-head projector, Computer and internet, improvised apparatus.
5. Textbooks- Characteristics of a good textbook and evaluation of a Text Book.

UNIT V- Evaluation

1. Type of test items and their construction.
2. Preparation of blueprint & achievement Test

3. Diagnostic Testing & Remedial teaching in physics.

4. Evaluation of practical work.

Sessional Work (20 Marks)

(A) Two Tests of 16 Marks

(B) Any One of the following: (4 Marks)

1. Case study of one senior secondary lab of Physics.
2. Description of design of any two improvised apparatus.
3. Planning an out of class activity to use local resources to teach Physics.
4. Life sketch and contribution of one Physicist.
5. Preparation of scrapbook containing original science (Scientific cartoon)/stories/ latest articles/feature/play/interview report useful for teaching Physics

Bibliography:

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5. Wadhwa Shalini: "Modern Methods of Teaching Physics" Sarupandsons, New Delhi, 2001.

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Course— 6 a & b

Pedagogy of Biology

Objectives: To enable students Teacher to:

1. Understand the nature, place, values and objectives of teaching Biology at Senior Secondary level.
2. Establish its correlation with other subjects.
3. Evaluate critically the existing syllabus of Biology prescribed for Secondary/Senior Secondary level in the State of Rajasthan.
4. Develop yearly plan, unit plan and lesson plan for Senior Secondary classes.
5. Provide training in Scientific method and develop Scientific temper among their students.
6. Use various methods and approaches of teaching Biology.
7. Acquire the ability to develop instructional support system.
8. Plan & organize Biology practical work in the Laboratory.
9. Organise Co-curricular activities and utilize community resources for promoting Science learning.

10. Use method most appropriate to assess the progress and achievement of the pupil & thus prepare appropriate test for the purpose (both theoretical & practical)

UNIT I–Nature, Scope and Objectives

1. Nature of Science with special reference to Biology.
2. Main discoveries and development in Biology.
3. Place & Value of teaching Biology at Secondary/Senior Secondary level.
4. Correlation of Biology with other subjects.
5. Objectives of teaching Biology at Secondary/Senior Secondary level.

UNIT II–Curriculum and Planning

1. Principles of Biology curriculum at Secondary/Senior Secondary level.
2. Modern trends in Biology Curriculum: B.S.C.S., CHEM Study, NUFFIELD–O&A Level.
3. Critical appraisal of Biology syllabus at Secondary/Senior Secondary level prescribed by Board of Secondary Education, Rajasthan.
4. Planning lesson plan, unit plan, & yearly plan.
5. Qualities & responsibilities of Biology teacher. Teacher's role in training students in Scientific method and in developing creativity and Scientific temper among students.

UNIT III- Methods and Approaches

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

UNIT IV- Instructional Support System

1. Multisensory aids – charts, models, specimen, bulletin, flannel, Board, Transparencies, slides projector, OHP, Computer, T. V., Radio etc.
2. Co-Curricular activities: Organization of Science club, Science fair, field trips and use of community resources.
3. Biology Laboratory: Organization of Biology Laboratory, Arrangement of Apparatus, Care & Maintenance of equipment & specimen, organization of practical work in Biology.
4. Role of State & National Level Institutions & Laboratories, research Centre in Botany Zoology & Agriculture.
5. Characteristics of a good text book and evaluation of a Text Book.

UNIT V – Evaluation in Chemistry

1. Evaluation: Concept, types and purposes.
2. Type of text items and their construction.
3. Preparation of BluePrint & Achievement Test
4. Evaluation of practical work in Biology.

Sessional Work (20 Marks)

(A) Two Tests of 16 Marks

(B) Any one of the following: (4 Marks)

1. Life sketch and contribution of any one prominent Indian Scientist.
2. Preparation of Herbarium (Scrapbook)
3. Preparation of any one of the following related to environmental education. (i) Poster (miniature) (ii) Article (iii) Story (iv) Play
4. Description of any two teaching models.
5. Prepare a Radio or T.V. script.
6. Make a list of local (resources) useful in teaching Biology and prepare a lesson plan using some of them.
7. A case study of any one senior Secondary lab of Biology.
8. Preparation of 10 frames in linear or branching type programmes on any topic of Biology.

9. Construction and administration of a Diagnostic test on any one unit of Biology.

Bibliography:

S.No.	Author	Year	Title & Publisher
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2.	Sharma, L.M.	1977	Teaching of Science & Life Science, Dhanpat Rai & Sons, Delhi.
3.	Kulshrestha, S.P.	1988	Teaching of Biology, Loyal Book Depot, Meerut.
4.	Yadav, K.	1993	Teaching of Life Science, Anmol Publishers, Daruagaj, Delhi
5.	Yadav, M.S.	2000	Modern methods of teaching Sciences, Anmol Publishers, Delhi
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7.	Venkataiah, S.	2001	Sciences Education in 21 st Century, Anmol publishers, Delhi
8.	Yadav, M.S. (Ed)	2000	Teaching Sciences at High level, Anmol publishers, Delhi.
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12.	Sood, J.K.	1989	New Direction in Science Teaching Kohli Publisher, Chandigarh.

Pedagogy of Chemistry

Objectives: To enable student Teacher to:

1. Understand the nature, place, value and objectives of teaching Chemistry at Secondary/Senior Secondary level.
2. Establish its correlation with other subjects.
3. Evaluate critically the existing syllabus of Chemistry prescribed for Secondary/Senior Secondary level in the State of Rajasthan.
4. Develop yearly plan, unit plan and lesson plan for Secondary/Senior Secondary classes.
5. Provide training in Scientific method and develop Scientific temper among their students.
6. Use various methods and approaches of teaching Chemistry.
7. Acquire the ability to develop instructional support system.
8. Plan & organize Chemistry practical work in the Laboratory.
9. Organise Co-curricular activities and utilize community resources for promoting Science learning.
10. Use method most appropriate to assess the progress and achievement of the pupil & thus prepare appropriate test for the purpose (both theoretical & practical)

UNIT-I-Nature, Scope and Objectives

1. Nature of Science with special reference to Chemistry.
2. History of Chemistry with special reference to India.
3. Place & Value of teaching Chemistry at Secondary/Senior Secondary level.
4. Correlation of Chemistry with other subjects.
5. Objectives of teaching Chemistry at Secondary/Senior Secondary level.

UNIT II – Curriculum and Planning

1. Principles of developing Chemistry Curriculum at Secondary/Senior Secondary level.
2. Modern trends in Chemistry Curriculum: CBA, CHEM Study, NUFFIELD – O&A Level.
3. Critical appraisal of Chemistry syllabus at Secondary/Senior Secondary level prescribed by Board of Secondary Education, Rajasthan.
4. Planning Daily lesson plan, unit plan, & yearly plan.
5. Qualities & responsibilities of Chemistry teacher.
6. Teacher's role in training students in Scientific method and in developing creativity and Scientific temper among learners.

UNIT III- Methods and Approaches

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

UNIT IV- Instructional Support System

1. Multisensory aids – charts, models, specimen, bulletin, flannel, Board, Transparencies, slides projector, OHP, Computer, T. V., Radio etc.
2. Co-Curricular activities: Organization of Science club, Science fair and visit to places of Science interest.
3. Chemistry Lab: Layout plan, equipments, furniture, maintenance of records. Repair, care and improvisation of apparatus, safety measures in Lab. Organization of Practical work.
4. Role of State & National Level Institutions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemical Companies like Hindustan Zinc Ltd.
5. Characteristics of a good text book and evaluation of a Text Book.

UNIT V – Evaluation in Chemistry

1. Evaluation: Concept, Types and purposes.
2. Type of text items and their construction.
3. Preparation of Blue Print & Achievement Test
4. Diagnostic Testing & Remedial teaching.
5. Evaluation of practical work in Chemistry.

Sessional Work (20 Marks)

(A) Two Tests of 16 Marks

(B) Any two of the following: (4 Marks)

1. Life sketch & contribution of any one prominent Indian Chemist.
2. Preparation of scrapbook containing original Sci-toon (Scientific cartoon) stories/articles/features/plays/interview report useful for teaching of Chemistry.
3. Planning an out-of-class activity to use local environment to teach chemistry.
4. Conduction & reporting two experiments useful at Secondary/Senior Secondary level (other than those in syllabus).
5. Description & design of any improvised apparatus.

6. A critical study of any Senior Secondary Lab of Chemistry.
7. Preparation of 10 frames of Linear & Branching type programmes on any topic of Chemistry.
8. Preparation of a Radio or T.V. script.

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2.	Negi, J.S. & Negi, Raksita	2001	Teaching of Chemistry
3.	Yadav, M.S.	2000	Teaching Science at Higher Level, Anmol Publication, New Delhi.
4.	Mishra, D.C.		Chemistry teaching Sahitya
5.	Kherwadkar, Anjali	2003	Teaching of Chemistry by Modern Method, Sarup & Sons, New Delhi.
6.	Das, R.C.	1985	Science Teaching in schools, Sterling Publishers Pvt. Ltd. New Delhi.
7.	Venkataiah, S.	2001	Science Education in 21 st Century, Anmol Publishers

8. Rao, D.B. 2001
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9. Singh, U.K. & Nayak, A.K. 2003
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Course– 6 a & b

Pedagogy of General Science

Objectives: To enable student Teachers to:

1. Understand the nature, scope, values and objectives of teaching Science at Secondary level.
2. Develop competence in teaching different topics of Science effectively.
3. Develop Scientific temper & provide teaching in scientific method to their student.
4. Use various methods with appropriateness of content, level and classroom situation to make pupil's learning meaningful.

5. UtilizetheinstructionalmaterialeffectivelyintheteachingofScience.
6. OrganizeCo-curricularactivities&practicalworkScience.
7. Usemethodmostappropriatenessto assesstheprogress& achievementofthepupil&thusprepare appropriatetest forthepurpose.
8. Diagnosethe gaps andmisconceptioninlearningScienceand evolveremedialmeasures.

UNITI-Nature,Scope andObjectives

- A. Definitionandconceptofscience.
- B. PlaceofScienceinSchoolCurriculum:
- C. ValuesofteachingScienceat Schoollevel.
- D. ObjectivesofteachingScienceat Secondarylevel.

UNITII-Curriculumand Planning

- A. PrinciplesofdevelopingScienceCurriculumat Secondarylevel.
- B. Factorsaffectingtheselectionandorganizationof ScienceCurriculum. C. UnitPlanand LessonPlan.
- D. QualitiesofandresponsibilitiesofScienceteacher.
- E. RoleofteacherintrainingstudentsinScientificmethodanddevelopingcreativityamongstudents.

UNITIII–Methodsof approaches

- A. Lecturemethod,Demonstration,LabMethod,problemsolving,Heuristic.Projectmethod,Inductive& deductivemethod.
- B. Inquiryapproach,programmedInstruction,Paneldiscussion,teamteaching,general&Workshop.

UNITIV-Instructionalsupport system

- A. Multisensory aids- charts, models, Bulletin board, flannelboard, Transparencies, Overhead Projector, Radio, T.V., Computer.
- B. Co-curricular activities—Organization of Science Lab, Science fair and excursions, use of community resources.
- C. Science Lab, Planning & equipping Science Lab, Guidelines for Organizing practical work care and maintenance of equipment, safety precautions for work in Science Lab.

UNIT V- Evaluation

a) Evaluation: Concept, type and purpose.

b) Type of Test items—
 objective type, S.A. & Essay type. c)

Planning objective based test items of different types

.

d)

Preparation of blueprint and construction of Achievement test

e) Evaluation of practical work in Science.

Sessional Work (20 Marks)

(A) Two Test of 16 Marks

(B) Any one of the following: (4 Marks)

1. Life sketch and contribution of anyone prominent Indian Scientist.
2. Conducting and reporting two experiments useful at secondary level.
3. Preparation of 10 frames of liner or branching type programmes on any topic of General Science.

4. Construction and administration of a Diagnostic test on any one unit of General–Science.

Bibliography:

S.No.	Author	Year	Title&Publisher
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2.	Sharma,L.M.	1977	TeachingofScience&LifeScience,DhanpatRai &Sons,Delhi.
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Course– 6 a &b
Pedagogy of Home Science

Objectives: To enable the pupil teacher to-

1. Understand the nature and importance of Home Science and its correlation with other subjects.
2. Understand aims and objectives of the subject.
3. Realise the essential unity between laboratory work and theoretical background of the subject.
4. Analyse school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.
5. Utilize effectively the instructional material in teaching Home Science.
6. Construct test items to measure objectives belonging to various cognitive levels.
7. Identify specific learning difficulties in Home Science and to provide suitable remedial individual instruction to them.

UNIT-I

- a. Nature and meaning of Home Science.
- b. Values and importance of Home Science for students of Higher secondary stage.
- c. Correlation of Home-Science with other subjects.
- d. Aims and objectives of Home Science (Bloom's approach to specify the outcomes.)

UNIT-II

- a. Problems Solving Method.
- b. Demonstration Method.
- c. Experimental Method.
- d. Project Method.
- e. Lecture-Cum-demonstration Method.
- f. Question-Answer Techniques.
- g. Text Book.
- h. Dramatization and field Trips.

UNIT-III

- a. Concept of planning for Home Science Teaching.
- b. Various steps of Planning – Unit and lesson Planning.
- c. Importance and advantage for planning of Unit and Lesson Plan.
- d. Role of Home Science teacher.

UNIT-IV

- a. Specific use of following: - Audio Visual aids in teaching of Home-Science.
- b. Laboratory (Location, Building)
- c. Charts
- d. Diagrams
- e. Black Board
- f. Reference books
- g. Graphs
- h. Radio
- i. T.V.
- j. Magazine
- k. Computer

UNIT-V

- a. Concept, principles, basis and measures to improve syllabus.
- b. Curriculum in Home Science for different stages of school instruction.
- c. Concept of measurement and evaluation.
- d. Criteria of good evaluation.
- e. Merits and limitations of evaluation.

f. Preparation of Blue-Print of Unit Test,

Sessional Work (20 Marks)

(A) Two Tests of 16 Marks

(B) Any one of the following: (4 Marks)

- a. Writing of any Essay on any topic based on the contents of the above units. b. Preparations of Visual-aid for solving community nutrition problem.

REFERENCES:

1. *Ujhl zhl-ih-, oLju]Mh-ih-xgfoKkuf {k.kfoukniLrdefnj}vbxjkA*
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Course– 6 a &b

Pedagogy of Arts

OBJECTIVES:

The Student teacher will be able to-

- a) Understand the important concept used in the discipline.
- b) To prepare unit plan, lesson plan and yearly plan for different classes.
- c) Critically evaluate existing school syllabus and textbook.
- d) Prepare achievement test and diagnostic test, administer them and analyse the results.
- e) Prepare suitable teaching aids and use them in the classroom effectively.
- f) Arrange field trips and exhibitions.

CONTENTS

UNIT-I

- a) Structure and rationale of the subject and its place in school curriculum.
- b) Art and society.
- c) The Place of Art in general education.
- d) The educational values of Art and its relationship with other school subjects.
- e) Role of Art in Indian culture and values.
- f) Art and international understanding.
- g) Contribution of Indian Artists.

UNIT-II

- a) The aims and values of teaching Art.
- b) Teaching of Art at different stages of development. c) General and specific stages of development.
- d) Development of national integration through Art. e) Methodology of teaching Art.

UNIT-III

- a) Resource material. Classroom its management and organisation.
- b) Visual aids in Teaching Art; the Black Board, Art objectives and reproduction. Photography and other aids.
- c) Textbook. Teacher and Co-curricular activities.

UNIT-IV

- a) Curriculum : Meaning Principles of constructions & criteria for Evaluation.
- b) Field trips, Community resources, Clubs, Museum and Subject Labs.

UNIT-V

- a) Purpose and concept of evaluation. Objectives Processed evaluation
- b) Preparation, Construction and evaluation and Administration of:
 - i) Various types of Questions ii) Paper and Blue Print
 - iii) Content Analysis v) Unit Plan, daily lesson plan.

Sessional Work (20 Marks)

(A) Two Tests of 16 Marks

(B) Any one essay of the unit: (4 Marks)

Course– 6 a &b

Pedagogy of Economics

Objectives: To enable student Teacher to:

1. Refresh the Knowledge about the meaning, Importance, nature, scope and aims of Economics.
2. Acquaint with the aims, objectives and value-outcome through teaching of Economics.
3. Develop ability to plan suitable instructions in Economics.
4. Organize group-activities and projects 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 (Particularly locally available materials).
7. Develop skill to successfully use various evaluation techniques and to interpret the results.
8. Develop appropriate attitude towards the subjects and country's economics.

UNIT I-Nature, Scope and objectives.

1. Meaning, nature, scope of Economics.
2. Importance of Economics in School Curriculum.
3. Aims and objectives of teaching Economics at different level.
4. Correlation of Economics with School Subjects.

UNITII-Curriculumand Planning

1. Conceptandobjectivesofcurriculum.
2. FundamentalPrinciplesofformulationofCurriculuminEconomics.
3. CriticalAppraisalofthe existingsyllabus.
 - a) LessonPlan–AnnualPlan,UnitPlanandDailyLessonPlanofteachingEconomics..
4. PlanningOutdooractivities.

UNITIII-Methodsand ApproachestoTeachingEconomics.

1. VariousmethodsofteachingEconomics-Project,Problemsolving,Discussion,Analytic–Synthetic and LectureMethod.
2. InnovativePracticesinEconomicsteaching–BrainStorming,Workshop.

UNITIV-InstructionalSupportSystem

1. UseofTeachingaidsinEconomics.
2. PrintandNonPrintmedia,Communityresources, Lab, andMuseum.
3. Economicsteacherandhisqualities.
4. CriticalappraisalofEconomicsTextBook.

UNITV-Evaluationof TeachingEconomics

1. Purposeandconceptofevaluation.
2. Objectivebasedevaluation.
3. Preparationof achievementtest-
 - I.Varioustypesofquestion II. BluePrint.
 - III.Preparationofquestionpaper.
 - IV.SessionalWorks.

Sessional Work (20 Marks)

(A) Two Test of 16 Marks

(B) Any one of the following: (4 Marks)

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

Bibliography:

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in Secondary Schools : Bining and Bining

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Regional College of Edu., Ajmer

Course– 6 a & b
Pedagogy of Urdu

Objectives: To enable the student to teach to-

1. Understand the basic concepts and functions of Language with special reference to Urdu.
2. Acquire knowledge of objectives of teaching Urdu at the Secondary stage.

3. Acquire knowledge of different methods of teaching Urdu at the Secondary stage.
4. Teach grammar, prose, composition and poetry lessons in Urdu.
5. Prepare lesson and unit plans and to analyse the subject content in terms of Language skills and teaching objectives.
6. Knowledge of evaluation system in Urdu and to methodically prepare Exams, and test papers in Urdu.
7. Conduct remedial teaching in Urdu.

UNIT-I:

1. Language: Importance and functions with special reference to the Urdu Language.
2. Language skills, Listening and Art of Listening.

Speaking -
Pronunciation, Recitation, Punctuation Reading
- Aloud, Silent, Intensive and Extensive Writing
- Knowledge of Urdu script

- (i) Khat-e-Narkh
- (ii) Khat-e-Nartaliq
- (iii) Khat-e-Shikarat

Place of Urdu
Language in the present educational system as prevalent in the state of Rajasthan.
Suggestions for a better place of Urdu in the syllabi.

Relation of Urdu with other Indian
Language.

UNIT-II

Objective of teaching at secondary stage of education.

Problems of teaching and learning Urdu and their solutions.

Value outcomes of teaching Urdu at different levels of education.

Methods of teaching Urdu-I) Direct Method

II) Structural Approach

III) Grammar Method

IV) Translation Method.

UNIT-III

Teaching of various forms of Urdu literature (i) Prose
(ii) composition

(iii) Grammar (iv) Poetry:
Ghazal, Nazam, Drama

Support system of teaching Urdu: Visual aids: Verbal, Pictorial (non-projected-two and three dimensional), projected, still and motion, Audio and Audio-visual aids.

Co-curricular activities, Language Laboratory.

UNIT IV

Planning for Teaching Urdu:
Importance of Planning Content Analysis.

Need and

Yearly Plan, Unit Plan and Daily Lessons Plan.

UNIT V

Purpose and concept of evaluation in Urdu.

Techniques of evaluation, Teacher made test, Examination Paper Design and blueprint, various types of Question and their uses for Evaluation.

Sessional Work (20 Marks)

(a) Two Test of 16 Marks

(b) The student will be required to do any one of the following: (4 Marks)

i. Preparation of One Achievement Test.

ii. Analysis of one textbook prescribed at the Secondary Stage.

iii. Writing knowledge, understanding and skill objectives of teaching prose and poetry with specification (5 for each area).

iv. Preparation of two teaching aids useful for Urdu teaching.

v. Preparation of a lesson plan for remedial teaching

BIBLIOGRAPHY:

S.No.	Author	Title	Publisher
1.	Muenuddin	Hum Urdu Kaise Padhen	National Council for Promotion of Urdu Language, West Block, R.K. Ouram, New Delhi
2.	Moenuddin	Uedu Zaban Ki Tadress	National Council for Promotion of Urdu Language, West Block, R.K. Puram, New Delhi.
3.	Inamullah Sharwani	Trdres-e-Zaban-e-Urdu	Usmania Book Depot, 1.25 Rabindra Saraud Cal. 73
4.	Rasheed Hasan	Hum Urdu Kaise Likhaen	Maktaba Jamia Limited, Jamia Nagar, New Delhi
5.	Rashad Hasan	Urdu Imla	Maktaba Jamia Limited, Jamia Nagar, New Delhi
6.	Maulvi Abdul	Quwaid-e-Urdu	Anjuman Taraqqi Urdu (Hindi) New Delhi.
7.	Afzal Husain	Fun-e-Ataleema ur Tarbeet	Makazi Maktaba Islam, Delhi
8.	Akhtar Ansari	Ghazal and Dars-e-Ghazal	National Council for Language of Urdu Language, West Block, R.K. Puram, New Delhi.

Course– 7

EPC - 1

ReadingandReflecting onTexts

Marks 50Internal assessment

ThiscoursewillserveasafoundationtoenableB.Ed.-M.Ed.studentsstoreadandrespondtoavariety of textsindifferentwaysandalsolearntothinktogether,depending onthetextandthepurposeof reading.

Objective

- Thestudent teacher willbe able–
- Todevelopmetacognitiveawarenesstobecomeconsciousoftheirownthinkingprocesses as theygrapplewith diversetexts.
- Toenhancetheircapacitiesthroughcourseasreadersandwritersbybecomingparticipants in theprocess ofreading.
To engagestudents withthe readinginteractively – individuallyand in smallgroup.
- Togetopportunitiestowritewithasenseofpurposeandaudience,throughtaskssuchas
- respondingtoatext withone’s own opinions or writingwithin the context of other ideas.

CourseContent

S.No.	Types ofText	No. of Text	Per text reflection	Total Marks
1.	Empirical text	02	02	04
2.	Conceptual text	02	02	04
3.	Historical Work	02	02	04
4.	Policydocuments	02	02	04
5.	Studies about schools	02	02	04
6.	Text concerned with teaching and	02	02	04
7.	Expositorytexts from diversesource	02	02	04

8.	Autobiographical narratives	02	02	04
9.	Field notes	02	02	04
10.	Ethnographic texts	02	02	04
	Evaluation of Reports and Viva -voce			10
Grand Total				50

Note: Pupil teacher will draft a report on entire activities

Evaluation Procedure –

Internal Assessment = 50 marks

Reference

1. Reflecting on Literacy in Education. Peter Hannon, Routledge Publication
2. Reflective Practice: Writing and Professional Development. Gillie Bolton. Sage Publication
3. Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William R. Smalzer. Cambridge University Press.
4. Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers
5. Fostering Reflection and Providing Feedback: Helping Others Learn from. By Jane Westberg PhD, Hilliard Jason MD, EdD. Springer Publication
6. Research and Reflection: Teachers Take Action for Literacy Development. Andrea Luzzo.

Informationage Publication.

7. Reading to Learn in the Content Areas. Judy Richardson, Raymond Morgan, Charlene Fleener. Cengage Learning

Course– 8

EPC - 2

Drama and Art in Education

Marks 50 Internal assessment

Objectives

The student teacher will be able

- To nurture their creativity and aesthetic sensibilities.
- To create a whole experience of being fully present and working with all of one's faculties and being in relationship with other and nature.
- To extend their awareness, through multiple perspectives
- To shape their consciousness through introspection and imagined collective experience.
- To develop ability to appreciate the inherent rhythm, beauty and harmony in forms, relations and character.
- To critique the current trends in art education and develop a possible scenario for art for change.
- To develop feeling of empathy for and relate with the other can be nurtured through drama based on experience emotion and interpretation.
- To give opportunities for learner to recognize their agency, for transformational action.

S.No.	Types of Activities	No. of Activities	Per Activities and their	Total marks
1.	Organise Drama in school	02	04	08
2.	Visit place of art and exhibition	02	04	08
3.	Visit place of cultural festival	02	04	08

4.	Visit of local culture and art forms and interpret art works, movies and other media	02	04	08
5.	Watch movies and other media of educational significance and their interpretation	02	04	08
	Evaluation of report and viva-voce			10
	Grand Total			50

Course– 9

EPC 03

Critical Understanding of ICT

Marks 50 Internal assessment

Objectives

The students teacher will be able.

- To interpret and adapt ICTs in line with educational aims and principles.
- To learn integrating technology tools for teaching learning.
- To explore use of ICTs to simplify record keeping, information management in education administration.
- To reflect critically and act responsibly to present how ICTs are used to support centralization and proprietisation of larger.

Activities I

1. Organize a workshop on information technology in construction of knowledge
2. construction of lesson plan by use of audio visual media and computers.

Activities I

1. Deliver at least 10 lessons in school by audio– visual media and computers.
2. Assess the impact and prepare a report on the entire work.

Activities III

1. Explain and give practical instruction on meaning, planning and organizing on video conferencing in education.
2. Manage, organize and conduct any five conferencing programmes for school student by pupil teacher.

Activities IV

1. Practical knowledge of operating computer on/off, word processing, use of power point, excel and computer as a learning tool.
2. Pupil teacher will make power point presentation on any 2 topics and present them before students.
3. Use of available software on CD's with LCD projection for subject learning interaction.

Activities V

1. Effective browsing of the internet for discerning and selecting relevant information.
2. Survey of educational sites based in India and downloading, relevant material.
3. Pupil teacher will have interactive use of ICT: Participation in Yahoo groups, creation of blogs etc.

Note: Student teacher will draft a report on entire Activities. Internally college will conduct a practical examination and viva-voce.

Evaluation Procedure –

Internal Assessment = 50 mark

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