

**MAHARSHI DAYANAND SARASWATI  
UNIVERSITY, AJMER**

# **SYLLABUS**

**SCHEME OF EXAMINATION AND  
COURSES OF STUDY**



**FACULTY OF EDUCATION**

**BACHELOR OF EDUCATION**

**B.Ed.**

**Examination w.e.f. - 2013-14**

# Faculty of Education B.Ed.

## Revised Ordinance 81 A

- 1 There will be a Pre-Teacher Education Test (PTET) for all B.ED./Shiksha Shastri Colleges of Rajasthan. Application forms for the same will be invited by the University. Conducting PTET. Candidates with minimum of 50% marks at the Bachelor's degree examination of the University (Maharishi Dayanand Saraswati University, Ajmer) or of any other university recognised as equivalent there to will be eligible to apply for admission to B.Ed./Shiksha Shastri Courses through PTET. However S.C. and S.T. candidates of Rajasthan Securing a minimum of 45% marks and O.B.C. Candidates securing at least 45% marks at the Bachelors/master's degree level examination will be eligible to apply for admission.
- 2 To qualify the Pre-Teacher Education Test (PTET) the candidates shall be required to secure at least 40% marks in the test. There will be no provision of grace marks. For being selected the candidate's name should figure in merit list within the total number of seats available in different faculties and/or categories.
- 3 On the basis of performance of PTET a list of successful candidates will be drawn in order of merit showing against each candidates on the basis of the marks obtained.
- 4 a) Out of the total number of seats, faculty wise 5% seats will be filled in on the basis of overall merit, irrespective of the district or state to which the candidate belongs.  
b) For the remaining seats, faculty wise the Govt. of Rajasthan has reserved a fixed number of seats for each district in proportion to the population of the districts. However, in the event of non availability of such candidates these seats will be filled in from the overall general merit list.
- 5 a) Out of the total number of seats available in each faculty (Arts, Science and Commerce), reservation will be made as given here under.
  - i) For candidates belonging to Scheduled Castes 16%
  - ii) For candidates belonging to Scheduled Tribes 12%
  - iii) For candidates belongs of other backward classes of Rajasthan 21%
  - iv) For women (out of which 2% seats are reserved for divorced woman and widows) 20%
  - v) For physically handicapped (Other than blind, deaf and dumb) with disability on at

least production of a medical certificate from the concerned DMHO or from CAS (Class I) countersigned by the concerned DMHO. 3%

Vi) For In-service or a discharged/retired defence personnel or his/her ward. 5%

**Notes on Rule 4&5 :**

- 1 Candidate belonging to Scheduled Castes/Scheduled Tribes shall be required to produce a Certificate to that effect from a District Magistrate / Sub Divisional Magistrate/Tehsildar.
- 2 The term 'ward' means only the son, daughter, wife and/or husband, real sister and real brother may also be treated ward of defence personnel provided they are dependent on the guardian concerned and parents are not alive.
- 3 Divorced women shall be required to produce a certificate from the court to the effect that she has been divorced.
- 4 For defence personnel/wards certificates from the Major of the Unit/Secretary, Soldiers Board is to be provided.

**Important :**

- 5 For deciding the candidature of a person from a district of Rajasthan the only consideration will be the district from where the candidate has passed secondary school examination
- 6 As envisaged under Rule 4&5 the selection for admission is made faculty wise and to avoid an ambiguity on the score the faculty of candidate will be the faculty from which the candidate has passed his/her graduation. Exceptions to this rule shall be permitted only to candidate, who has passed M.A./M.Com. in two subjects and opted for selection under faculty from which he/she has passed his/her post/graduation in two subjects.

**Explanatory note :**

- I) The above note shall be applicable to a candidate who has passed post graduation in other than his/her faculty of under graduation.
- II) The subjects of under graduation as well as post graduation shall be considered to decide teaching subjects as usual, provided a candidate has passed his/her under graduation as well

as post graduation Examination from the same faculty.

The candidate of Dausa, Baran, Rajsamand, Hanumangarh and Karoli district have to enclose a photocopy of the certificate of Secondary School Examination as well as certificate of the Magistrate that the place where from secondary examination has been passed lives in that particular district. Similarly, candidates who have passed secondary from Central Board will also have to enclose a copy of secondary certificate showing the name of School wise place.

**Further provided that :**

- a) In case of a married woman, the place of bonafide residence of husband may be the district, provided a bonafide residence certificate of husband's place and marriage certificate obtained from District Magistrate are produced along with examination application form for appearing in the test. The option of district so given will not in any case be changed after submitting the examination application form.
- b) Such wards of defence personnel and Central Govt. employees, who have passed their Secondary Examination from outside Rajasthan/other than the District to which such defence personnel/Central Government employee originally belongs within a district of Rajasthan may be considered from the district to which they originally belong to provided bonafide residence certificate from the employer are submitted along with application form for appearing in PTET. The District so chosen once will not be changed under any circumstance. False statement of facts noticed at any stage will automatically result in cancellation of appearance in the test and admission to the course if already made.
- 6 Out of total number of applications who are eligible, selection will be first made against the reserved quota in proportion to the seats available in each faculty and if there are vacant seats the same will be transferred to the general category and shall be filled in from the merit list.
- 7 Each candidate in order of prefer once will give five choices for Teacher Education Institution (TEI) of Rajasthan where his/her teaching subjects are available will be given by each candidate in order of preference. While allotting TEI the merit/choice of a candidate besides reservation, availability of seats subjects etc. will be taken into consideration. If the candidate is not able to get Training College of his/her choice he/she may be placed in any TEI of the state provided

he/she stands in merit of selection.

**Important :**

8 A candidate of any district/state may be admitted in a Teacher Education Institution in any district of the state. Admission to a Teacher Education Institution in a particular district cannot be claimed by any candidate on the basis of belonging to that district. Therefore, no confusion be borne by any person on this score. A widow or a divorced lady appointed as a teacher by the Government in relaxation of Rajasthan Subordinate Education Service Rules 1971 with the condition to pass B.Ed. within stipulated time be admitted to the B.Ed. course by waiving the following conditions by the V.C. on merits of each individual case.

- a) Passing of PTET examination.
- b) Be required 40% marks in the qualifying examination and
- c) The requirement of having studied two subjects for two years and taking a university examination in two subjects in each year.

**ORDINANCES AND REGULATIONS RELATED TO THE  
B.Ed. Examination**

**PART I : THEORY**

**O.320 :** The objectives and the learning outcomes of the B.Ed. courses are :

- a) To help future prospective teachers to develop competence to teach subjects of their specialisation on the basis of an adequate theory of learning and a sound knowledge of the subject.
- b) To develop interest, attitudes and knowledge which will enable them to foster the all round growth and development of children under their care and to provide guidance to individual pupils.
- c) To develop an understanding of the aims and objectives of education in the Indian background and to promote an awareness of role of the schools and the teachers in realising these aims and ideals.
- d) To develop an understanding of the close relationship between society and the school, between life and school work.
- e) To build up a professional consciousness.

### **Learning Outcomes :**

- A) Competence to teach effectively two school subjects at the secondary level.
- B) Ability to translate broad objectives of Secondary Education in terms of specific programmes and activities in relation to the curriculum.
- C) Ability to understand children's needs, motives growth pattern and the process of learning to stimulate learning and creative thinking to foster growth and development.
- D) Ability to use (i) individualised instructions and (ii) dynamic methods in large classes.
- E) Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
- F) Equip for diagnosing pupil's difficulties and deficiencies in achievement and dealing with them through remedial work.
- G) Readiness to spot talented and gifted children and capacity to meet their needs.
- H) Ability to organise various school programmes activities for pupils.
- I) Developing guidance point of view in educational, personal and vocational matters.
- J) Ability to assess all round development of pupils and maintain a cumulative record.
- K) Developing certain practical skills such as:
  - I) Blackboard work
  - II) Preparing improvised apparatus
  - III) Preparing teaching aids
- L) Interest and competencies in the development of the teaching profession and of education. Readiness to participate in activities of professional organisation.

### **PART II : PRACTICAL WORK**

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

#### **Objectives :**

To develop the ability and self confidence of pupil teachers to.

- a) Be conscious of a sense of values and needs for their inculcation in children through all available means including one's own personal life.
- b) Possess a high sense of professional responsibility
- c) Development of resourcefulness so as to make the best use of the situation available.
- d) Appreciate and respect each child's individuality and treat them as an independent and integrated personality.

- e) Arouse the curiosity and interest of the pupils and secure their active participation in the educative process.
- f) Develop in the pupil capacity of thinking and working independently and guide the pupil to that end.
- g) Organise and manage the class for teaching and learning.
- h) Appreciate the dynamic nature of the class situation and teaching techniques.
- i) Define objectives of particular lesson and plan for their achievement.
- j) Organise the prescribed such matter in relation to the needs, interests and abilities of the pupil.
- k) Use appropriate teaching methods and techniques.
- l) Prepare and use appropriate teaching aids, use of the black board and other apparatus and material properly.
- m) Convey ideas in clear and concise language and in a logical manner for effective learning.
- n) Undertake action research.
- o) Provide proper opportunity to the gifted pupils and take proper care of the backward pupils.
- p) Correlate knowledge of the subjects being taught with other objects and with real life situation as and when possible.
- q) Prepare and use assignments
- r) Evaluate pupil's progress.
- s) Plan and organise co-curricular activities and participate in them.
- t) Co-operate with the school teachers and administration and learn to maintain school records and registers.

### **Teaching Subjects**

**O.322** A candidate who after taking Bachelor's Degree of the University or any other University recognised for the purpose by the Board Of Management with one teaching subjects (as defined in Note No.(I) below) but has completed a regular course of study with two teaching subjects (as defined in regulation 42 of the university ) in a college affiliated to the university for one academic year and has during the course of the year delivered at least 40 lessons in a recognised school under the supervision of the staff of the college shall be eligible for admission to the examination for the degree of Bachelor of Education.

### **Notes**

- (i) Teaching subjects mean subjects offered by the candidate at his bachelor 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 Civilisation 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 part I stage of the degree course shall not be treated as teaching subject.

- (ii) Only such candidates shall be allowed to offer Social Studies for the B.Ed. Examination as have taken their Bachelor's Degree with any two subjects of History, Political Science, Public Administration, Economics, Geography, Sociology, Psychology and Philosophy.
- (iii) A person having Bachelor's Degree in Agriculture will be allowed to offer General Science and Biology for the B.Ed. Examination, General Science may be allowed to be offered by a candidate possessing the degree of B.Ed. (Home Science) or passing the B.Sc. examination with (i) Chemistry and (ii) Any one subject of life sciences, i.e. Biology or Botany or Zoology.
- (iv) A candidate who has offered Political Science or Public Administration at his Bachelor's or Master's degree Examination shall be deemed eligible to offer Civics as a teaching subject in the B.Ed. Examination.

**O.323 :** No candidate shall be allowed to appear at the B.Ed. Examination unless he/she has attended 75% of the periods devoted to Physical Training Games and Sports/Dance and Guiding Scouting or similar other activities. It will be responsibility of the Principal of the TTI to ensure the compliance of the ordinance.

**O.324 :** The Examination for the Degree of Bachelor Education shall be in two parts - Part - I - comprising Theory papers and part II - Practice of Teaching in accordance with the scheme of examination laid down from time to time.

**O.325 :** Candidates who fail in B.Ed. Examination in the Theory Paper may present themselves for : examination in a subsequent examination without attending a further course at an affiliated Training College. Provided that a candidate who fails in any one of the theory papers and secure



at least 48% marks in the aggregate of the remaining theory paper may be allowed to reappear at the examination in the immediately following year in the paper which he fails only. He shall be declared to have passed if he secures minimum pass marks prescribed for the paper in which he appeared and shall be deemed to have secured minimum pass marks only prescribed for the paper (irrespective of the marks actually obtained by him) for the purpose of determining his division in accordance with the scheme of examination. The candidate shall have to repeats at the paper in which he failed.

**O. 326** Candidates who fail in the B.Ed. Examination only in the practice of teaching may appear at the practical examination in the subsequent year provided that they keep regular terms for four calendar months and give at least 40 supervised lessons.

**O.326 A** A candidate who completes a regular course of study in accordance with the provision laid down in the Ordinance at in an affiliated teacher's training college for one academic year but for good reasons fails to appear at the B.Ed. examination may be admitted to a subsequent examination as an ex-student as defined in 0.325 or 0.326 above.

**O.326 B** No candidate shall be permitted to appear as an ex-student at more than two subsequent examinations.

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

- a) He or she studied at a college of education affiliated for the purpose to the University for at least three months and
- b) He completed the theoretical and practical works as laid down in the course of study for paper VI or VII.
- c) For a pass in the special subject a candidate shall have to obtain at lest second class marks in the practical examination.

**O.326D** A candidate who has already passed B.Ed. examination of the University or the B.Ed. or L.T. examination of some other University recognised for the purpose by the Syndicate may be

permitted to take any one paper of Content-cum-Methodology and other teaching subject which he has not offered at his B.Ed./L.T. Examination provided.

- a) He is eligible to offer that teaching subject under provision of **O.322**
- b) He studied at a college of education affiliated to the university, for the purpose for at least three months and
- a) **He completes the theoretical and practical work as laid down in the scheme of examination for that paper from time to time and also delivers at least 20 lessons in a recognised school with Innovative Practice and constructivist approach under the supervision of the staff of the college.**

## Regulation 42 : Scheme of Examination (B.Ed.)

### Part -I THEORY

(a) There will be eight compulsory theory papers. Each of three hours duration carrying 100 marks each(external 80+internal20). Paper VIII will be of 90 minutes carry 100 objective

PAPERS	External	Internal Two tests each carring 10 marks	G.Total
		10+10=20	
Paper I Education and Emerging Indian Society	80	10+10=20	100
Paper II PsychoSocial bases of Learning andTeaching	80	10+10=20	100
Paper III Educational system in india & school management	80	10+10=20	100
Paper IV Educational Technology & Classroom implication	80	10+10=20	100
Paper V Environmental Education	80	10+10=20	100
Paper VI Methods of Teaching	80	10+10=20	100
Paper VII Methods of teaching	80	10+10=20	100
Paper VIII Computer Education	50	10+10+30*=50	100

\*Practicalwork of 20 marks and one project work of 10 marks

Under paper VI and VII The candidate shall be required to offer any two papers from the following

:

- 1.Hindi
2. Sanskrit
- 3.English
- 4.Urdu
5. Social Studies
6. Civics
7. History
8. Economics
9. Geography
- 10.Book Keeping and Accountancy
- 11.Commerce
12. Mathematics
- 13.Home Science
- 14.General Science
15. Chemistry
16. Biology
17. Physics
- 18.Music
- 19.Drawing and Painting

#### (b). Question Paper :

i) Each question paper (paper I to VII) will be divided into five units. Each unit will have two questions one essay type and Two short answer type with 2 to 3 parts having 16 marks in

total. Candidate will be required to answer 5 questions one question from each unit.

- ii) Short answer type questions should aim at testing knowledge of concepts, facts, defining, laws, principles, generalisation etc. and also testing of understanding of principles and concepts. The answer to such question should not exceed 150 words.
- iii) The assessment of internship in teaching (including two criticism lesson) will be finalised by the Principal with the help of two senior members of the teaching staff and the marks awarded will be communicated to the university before the commencement of the external examination each year.
- iv) Essay type questions are to aim at testing ability of critical thinking and application of principles etc. taught in theory.
- v) The overall question paper will be set keeping the following difficulty levels. Easy : 30%  
Average : 40% Difficult : 30%
- vi) There will be 100 questions of ½ mark each in paper VIII (Computer Education) Marks of this paper shall not be added to the aggregate.

## **PART - II - Teaching practice and Practical Work**

**(a) The teaching Practice will carry 300 marks comprising of :**

1 - Internal assessment	150 marks
2 - External examination	150 marks

**(B) The distribution of 150 marks of Internal assesment shall be as follows**

<b>S. No.</b>	<b>Activities</b>	<b>Marks Distribution</b>
1.	Micro Teaching (5 skills of each Teaching Subject)	10
2.	Regular Practice Teaching including unit Test (each subject of 25 marks)	50
3.	Criticism Lesson (Each Teaching subject of 25 Marks)	50
4.	Block Practice teaching	20
5.	Open air Session /SUPW camp /Community service/ Educational Social Work	20

**(c) PRACTICAL SKILLS IN TEACHING**

- a) Observation of lessons delivered by experienced teachers and staff of the college.
- b) Planning units and lesson.
- c) Discussion on Teaching plan : Unit plan Lesson Plan (including criticism lessons)

- d) Organisation and participation in co-curricular activities.
- e) Setting follow up assignments.
- f) Evaluation in terms of educational objectives use of teachers made tests, administration of standardised tests.
- g) Black-board work.
- h) Practical work related with school subjects.
- i) Preparation and use of audio-visual aids related to methods of teaching.
- j) Experiment and laboratory work in Sciences, Home Science, Geography and other subjects of experimental and practical nature.
- k) Study of the organisation of work and activities in the school.
- l) Observation and assistance in the health education programme.
- m) Observation and assistance in the Guidance programme
- n) Maintenance of cumulative records
- o) Techniques of teaching large classes.

#### **(d) Organisation and Evaluation of Internship in Teaching**

- a) Every candidate will teach at least 40 lessons (20 lessons and one criticism lesson in each subject) during practice teaching session. At least ten lessons in each subject should be supervised.
- b) The assessment of internal assessment will be finalised by the subject lecturer of the teaching staff and the marks scored will be communicated to the University before the commencement of the external examination each year.
- c) Each candidate should be prepared to teach two lessons ( one in each subject) at the final external examination. The external examiners may pick up 10% of the candidates to deliver, if assessment of a student is not finalised another lesson. This would be optional to the examiners.
- d) The principal or his/her Senior nominee from the college Staff will act as internal examiner.
- e) Approximately 40 lessons will be examined by each external examiner each day.
- f) The record of practice teaching - Lesson Plan books, etc. will not be returned to the students. The teaching aids and models, if required, may be retained by the College concerned in exceptional cases.

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

- a) A candidate in order to be declared successful at the B.Ed. examination shall be required to pass separately in Part I (Theory) and part II (Teaching Practice and Practical Work)
- b) For a pass in Part I (Theory) a candidate shall be required to obtain at least 36 per cent marks in each theory paper as well as internal assessment and 40 per cent marks in the aggregate of all the theory papers.
- c) For a pass in part II (Teaching Practice and Practical Work) a candidate shall be required to obtain separately at least.
  - i) 40% marks in the external examination, out of the total of 150 marks.
  - ii) 40% marks in the criticism lesson ,out of the total of 60 marks.
- d) The successful candidates will be classified in three divisions and shall be assigned separately in theory and Teaching Practice and Practical work as follows :

Division	Theory	Teaching Practice Practical work
I	60%	60%
II	48%	48%
Pass	40%	40%

Marks secured by the students in Paper VIII - Computer Education shall not be added in the aggregate marks for awarding division to the students but passing in this paper by securing at least 36% is compulsory. If any student fails to secure 36% marks both in external & internal exam. He/she shall not be awarded a Degree till he/she clears in this paper by securing 36% marks in subsequent examination(s). Marks as secured by the candidate shall be recorded in his/her marksheet.

## अनिवार्य

Work expected to be done by the B.Ed. class under Physical Education and Art (For Guidance of teacher)

### सामान्य शारीरिक शिक्षा का पाठ्यक्रम

शारीरिक शिक्षा – कुल उपस्थिति 75 प्रतिशत सैद्धांतिक कक्षा हेतु 25 प्रतिशत एवं 50 प्रतिशत उपस्थिति प्रायोगिक कक्षाओं हेतु ।

#### सैद्धांतिक

- 0 शारीरिक शिक्षा—अर्थ, उद्देश्य क्षेत्र एवं शिक्षा से संबंध
- 1 शारीरिक समुपयुक्ता
- 2 खेल (एक शैक्षिक साधन, खेल की आवश्यकता एवं महत्व)
- 3 व्यायाम – व्यायाम में आधुनिक प्रवृत्तियां, भारतीय व्यायाम – आसन और प्राणायाम , व्यायाम (व्यक्तिगत एवं समूहगत)
- 4 विद्यालयी खेलकूद प्रतियोगितायें और अध्यापक का दायित्व प्रतिस्पर्द्धाओं के प्रकार और स्पर्द्धाक्रम
- 5 राष्ट्रीय शारीरिक निपुणता एवं राष्ट्रीय अनुशासन योजना का संक्षिप्त परिचय

#### प्रायोगिक

- 0 राष्ट्रीय गान का समूहगत एवं व्यक्तिगत अभ्यास, राष्ट्रीय गान के समय खड़े होने की स्थिति  
जनगणमन – (विश्व भारतीय स्वर लिपि )  
वंदे मातरम् – (रविन्द्र नाथ ठाकुर की स्तर लिपी, इंदिरादेवी चौधरानी की स्तर लिपी)

1. प्रयोग – अभ्यास
2. राष्ट्र ध्वज का बांधना व उतारना
3. अभिमुख प्रयाण अभ्यास (दो प्रयाण गीतों का अभ्यास)
4. प्रयाण गीत अभ्यास (दो प्रयाण गीतों का अभ्यास)
5. प्रत्येक छात्र को देकर कुछ शारीरिक अभ्यास कराने का अनुभव प्रदान करना

विशेष— सुविधा की दृष्टि से प्रशिक्षणार्थियों को दो वर्गों में विभक्त किया जा सकता है। यह 35 वर्ष तक प्रथम एवं 35 वर्ष से अधिक द्वितीय ।

6. व्यायाम – सूर्य नमस्कार, डम्बल, मोगरी, साधारण पी टी व दंड बैठक
  7. दौड़ 100 मी., पैदल चलना 5 किलोमीटर , गोला फेंकना (26 पौंड) समूह खेल कबड्डी, खो खो, वालीबॉल, फुटबाल, हाकी, बैडमिंटन, बास्केट बॉल में से किन्हीं दो खेलों के निर्णायक रूप से खेल खिला सकने की पूर्ण जानकारी होना और योग्यता रखना, किसी एक खेल में खिलाड़ी के रूप में खेलना।
- विशेष – सत्र में एक वार्षिक खेलकूद प्रतियोगिता का आयोजन प्रशिक्षणार्थियों के वर्ग बनाकर तथा स्वयं प्रशिक्षणार्थियों द्वारा भी आयोजन एवं संचालन ।

## **स्नातक शिक्षा बी एड सामान्य कला शिक्षण का पाठ्यक्रम**

सामान्य कला शिक्षा 75 प्रतिशत उपस्थित अनिवार्य, 15 प्रतिशत सैद्धांतिक तथा 60 प्रतिशत प्रायोगिक हेतु।

### **सैद्धांतिक –**

1. कला और शिल्प कला का अर्थ, उद्देश्य, क्षेत्र एवं कला का शैक्षिक महत्त्व
2. कला के प्रमुख तत्व –स्थान, रूप, रचना, रेखा और अंग
3. कला के अंग – प्राकृतिक, काल्पनिक, अलंकारिक, व्यापारिक और फोटोग्राफिक।
4. रंग बोध
5. कला का विभिन्न शैक्षिक विषयों के पठन पाठन में उपयोग
6. शाला संग्रहालय एवं प्रदर्शनियां – आवश्यकता एवं उपयोगिता (विशेष पाठ्यपुस्तक में विशेष सामग्री, सामग्री के ही आधार पर रूचि पक्ष)

### **प्रायोगिक**

1. राष्ट्र ध्वज का चित्र बनवाना । (स्वीकृत व मूल रंग में)
2. सुलेखन अभ्यास (हिन्दी एवं आंगल भाषा), लपेट पट, भित्ति व कागज पर ।



- 3 अनुचित्रण (ट्रेसिंग) नकल करना (कापिंग)
  - 4 मुक्त हस्त चित्रण अभ्यास
  - 5 प्राकृतिक दृश्य (साधारण, स्थिर व गति को बताते हुए) दूरी, प्रकाश आधार या साधारण रंग में।
  - 6 कहानी चित्रण (साधारण) कक्षा आठ तक की पुस्तकों से
  - 7 मनुष्य की एक रेखीय विभिन्न आकृतियां
  - 8 दोनों पाठन विषयों से संबंधित सहायक सामग्री के रूप में एक चार्ट सत्रीय कार्य के रूप में तैयार करवाया।
  - 9 सामान्य अभ्यास पत्ते, फूल शाकभाजी, जलचर, नभचर, घरेलु वस्तुयें तथा विद्यालयी वस्तुयें ।
- विशेष – शिक्षण विषयों से संबंधित अवस्थाओं पर ही अधिक अभ्यास किया जाय। सत्र में एक बार शैक्षिक महत्व की प्रदर्शनियों का नियोजन अवश्य हो ।

## **PAPER - I : EDUCATION AND EMERGING INDIAN SOCIETY**

<b>Max. Marks</b>	<b>—</b>	<b>100 Marks</b>
<b>Theory</b>	<b>—</b>	<b>80 Marks</b>
<b>Internal Test</b>	<b>—</b>	<b>Two Test</b>
		<b>Each of 10 Marks</b>

### **Objective**

To enable the Student teacher to understand -

1. The relationship between philosophy and education, how different philosophical system have influenced the education.
2. The context in which various educational approaches have evolved in India.
3. The provisions regarding education in the Indian Constitution.
4. The need to study education in a sociological perspective. The process of social change influencing the education and the role of education in social change.
5. The role and commitment of the teachers and learners about the challenges faced in evolving new education order.
6. Role of education in changing Indian Society towards a new social order.

### **Course Content**

Unit 1 :

1. Concept, nature, and meaning, aims and objectives of education.
2. Forms of Education : - Formal, Informal, Non-formal.
3. Values and aspiration of the present Indian Society.
4. Cultural heritage and its relevance to the modern Indian education.

Unit 2 : Educational implications of the following

1. Idealism.
2. Naturalism
3. Pragmatism.

4. Realism

Educational contribution of the following :

- 5.. Ravindra Nath Tagore
- 6.. M.K. Gandhi.
7. Swami Vivekanand
8. Sri Aurobindo Ghosh

Unit 3 : Indian Constitution and the status of education with reference to the following :

1. Universalization of education.
2. Equality of opportunities in education
3. Education and Fundamental Rights and Duties.
4. Relationship between education and democracy
5. Role of education in developing Socialistic patterns and national intergration.

Unit 4 : Education as a sub system

1. Education as an agent of social change, social change influencing the trend of education and social disparities
2. Modernization with specisl reference to Indianization.
3. Social Mobility, Cultural Lag, Gender disparities
4. Regional disparities.
5. The role of educational institution for creating new social orders.

Unit 5 : Emerging Indian Concerns and their educational implications;

1. Life skill.
2. Globalisation,
3. Human rights,

4. Technological invasion

5. Peace Education

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- Yadav an Yadav      Education in the Emerging Indian Society (Hindi and English)
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- डॉ रामनाथ शर्मा      डॉ. राजेन्द्र कुमार शर्मा, शैक्षिक समाजशास्त्र, 1996 एटलांटिक पब्लिशर्स एण्ड

डिस्ट्रीब्यूटर्स नई दिल्ली – 11002

आर.आर. रस्क	अनुवादक एक.के.ओड़ शिक्षा के दार्शनिक आधार 1990, राजस्थान हिन्दी ग्रंथ अकादमी जयपुर
पाठक पी.डी.	शिक्षा के सामान्य सिद्धान्त विनोद पुस्तक मंदिर आगरा
त्रिवेदी एम.एस.	समाजशास्त्र कॉलेज बुक हाऊस, जयपुर
Sexena N.R. Swaroop	Principles of Education Internation Publishing house meruti (U.P.)
Smelers Neel J. Sociology	Prentice Hall of India Private Ltd. New Delhi.
त्यागी पाठक	भारतीय शिक्षा की समसामयिक समस्याएँ विनोद पुस्तक मंदिर आगरा
Sexena N.R. Swaroop	Philosophical and Sociological foundation of Education (1995-96) Usha Printer, New Mohan Poori, Merath.
Ruhela Satyapal	Sociology of Education - 1992)
सेवानी अशोक व सिंह उमा	शिक्षा सिद्धान्त एवं आधुनिक भारत में शिक्षा, विनोद पुस्तक मंदिर आगरा

## PART - II : PSYCHO-SOCIAL BASES OF LEARNING AND TEACHING

Max. Marks	—	100 Marks
Theory	—	80 Marks
Internal Test	—	Two Test

Each of 10 Marks

### OBJECTIVES :

1. To develop an understanding of the basic concepts, methods and principles of Psychology and of Educational Psychology with reference to learning and teaching.
2. To develop an understanding of the nature and process of learning in the context of various learning theories and factors.
3. To develop an understanding about the various factors that affect learner like personality, intelligence, creativity and motivation.

4. To develop an understanding of the impact of social and psychological factors responsible for a balance development of personality of the learners.
5. To develop effective teaching skills in the teacher in the making.
6. To acquaint them with various aspects of teaching such as factors that affect it, teaching models and various teaching theories.
7. To develop necessary skills to evaluate and interpret the learning out-comes.

## **CONTENTS**

### Unit - 1 :

1. Educational psychology - its meaning, methods, scope, functions and applications.
2. Implications of Educational Psychology for a teacher, curricula, classroom situations and learner development.
3. Teaching – Learning :
  - Concept, Behavioural, Cognitive and constructivist principles of learning and its implication for secondary students.
  - Learning characteristics of adolescent and its implication for teaching.

### Unit - 2

1. Learning its meaning, factors effecting learning and types of learning (Gagne)
2. Theories of learning - Trial and Error, classical, conditioning, operant Conditioning, Gestalt, Piaget and Burner ,Meaning & theories of constructivism & Constructionism.
3. Transfer of learning, factors, theories, and its implications for teacher.
4. Motivation - meaning and role in the process of learning.

### Unit - 3

1. Personality meaning, types, factors responsible for shaping it, objective and Projective of assessment.
2. Intelligence - meaning, theories, measurement and role in learning.
3. Creativity - meaning, components, development and measurement.

### Unit - 4

1. Psychology of adjustment - concept of adjustment, mechanism of adjustment, Ego- defense mechanisms, identification and education of maladjusted children.
2. Individual differences - meaning, causes and their educationl implications, (with special reference to the slow learner, gifted, delinquents, Physically disabled and of socially deprived children.)

3. Managing Adolescent Learner :
  - Concept of mental health and adjustment problems.
  - Emotional Intelligence and its implication for mental health of adolescent.
  - Use of guidance techniques for nurturing mental health of adolescent.

#### Unit - 5

1. Group Dynamics, Classroom as a group - its impact upon learning
2. Development of a child as an individual ( Concept development), School and development of self-concept.
3. Creative thinking, reasoning and problem- solving and the effects of social class on their development.
4. Learning increments of socialization, individualised instruction, Diagnosing learning difficulties.
5. Concept of social learning (Bandura)and Social Constructivism(Lev Vygotsky).

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2. Bhatia and Purohit Educational Psychology
3. Bhatnagar, R.P. Educational Psychology Meenakshi Publication, Kanpur
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5. Blair, Jones and Simpson Educational Psychology Macmillan, N.Y. 1954
6. Chauhan, S.S. Advanced Educational Psychology Vikas Publication House, N.D. 1990
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8. Hilgard, E.R. Theories of Learning Appleton Century Craft N.Y. 1956
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|---------------------------------|---|
| 13. व्यास हरिश्चन्द्र एवं शर्मा | अधिगम और विकास के मनोसामाजिक आधार, राजस्थान हिन्दी ग्रंथ अकादमी जयपुर – 4 |
| 14. शर्मा, रामनाथ               | शिक्षा मनोविज्ञान   |
| 15. भटनागर, सुरेश               | शिक्षा मनोविज्ञान   |
| 16. माथुर एस.एस.                | शिक्षा मनोविज्ञान   |
| 17. सिंह, उपाध्याय              | विकास एवं अधिगम के मनोसामाजिक आधार  |
| 18. डॉ. रामपाल सिंह             | शिक्षा में नवचिन्तन   |
| 19. सिंह, सेवानी अशोक, शर्मा    | अधिगम का मनोविज्ञान, विनोद पुस्तक मंदिर आगरा                              |

**PAPER - III : EDUCATIONAL SYSTEM IN INDIA  
AND SCHOOL MANAGEMENT**

<b>Max. Marks</b>	—	<b>100 Marks</b>
<b>Theory</b>	—	<b>80 Marks</b>
<b>Internal Test</b>	—	<b>Two Test</b>

**Each of 10 Marks**

**Objectives :**

To enable student teacher to

1. Acquire a knowledge of the concept of Educational Administration and Management.
2. Understand the role of center, state and local agencies in managing education.
3. Acquire a knowledge of administration and supervision of education in Rajasthan.
4. Develop an understanding of the principles and practices of school organization
5. Develop an understanding of the main issues related to Indian educational system.

Unit - I

Concept and functions of educational management, Educational management in Rajasthan, School as a unit of decentralized planning, Educational management information System(EMIS), School mapping, Block Resource Centre(BRC), School Management Committee(SMC), District Information System for Education(DISE), Rashtriya Madhyamik Shiksha Abhiyan(RMSA).

Unit - II

- i. Concept, types, principles, styles, need problems of leadership.
- ii. Leadership role of school Headmaster in Institutional planning.



- iii. Concept, type, aims, need of educational planning and financial management :
- iv. School budget: nature, process of preparation, problems and solution.

#### Unit - III

- i. Meaning, old and modern concept, types, differences, objectives, Principles, nature, problem, remedies of Supervision and inspection, role of school Headmaster in supervision and Inspection:
- ii. Concept, type, objectives, Principles, nature, problem, remedies of following:
  - a. Development and maintenance of infrastructure
  - b. Time table
  - c. Planning co-curricular activities
  - d. School records
  - e. Student discipline
  - f. Overall school climate and tone

#### Unit - IV

- (1) A brief survey of growth and development of education in India.
  - A) Pre-Independence era -
    - i) Education during vedic, Buddhist and Medieval period
    - ii) Development during British period - Macaulay's minutes, Woods dispatch - 1854.
  - B) Post independence era.
- (2) Salient features of secondary education commission 1952-53, Education Commission 1964, and National policy on education 1986.
- (3) Major recommendations of education Commission (1964) and NEP 1986 for educational administration.
- (4) Provisions of Right of Children to Free and Compulsory Education Act, 2009

#### Unit - V

Organisation of educational set up at primary and secondary in Rajasthan , Functions of RIE, MHRD, NCTE, NUEPA, CBSE, CABE, SIERT, RBSE, IASE, CTE, DIET, Rajasthan Educational Initiative, Balika Shiksha Foundation, Kasturba Gandhi Balika Vidyalaya, Rajasthan text book board, Bharat Scouts and Guides. E-Mitra, E-Governance, Rajshiksha, Edusat, Gyandarshan, Gyanvani. Sarva Shiksha Abhiyan(SSA),

## Reference :

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3. गुप्ता एल.डी.	उच्च शैक्षिक प्रशासन	1990	हरियाणा साहित्य अकादमी चण्डीगढ़
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5. वशिष्ठ केके	विद्यालय संगठन एवं भारतीय शिक्षा की समस्याएँ	1985	लायल बुक डिपो, मेरठ
6. देव आचार्य महेन्द्र	विद्यालय प्रबन्ध	1998	राष्ट्रवाणी प्रकाशन दिल्ली
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8. व्यास हरिश्चन्द्र	शैक्षिक प्रबन्ध और शिक्षा की समस्याएँ	2003	आर्य बुक डिपो, 30 नाईवाला करौलबाग, नई दिल्ली
9. अग्रवाल जे.सी.	विद्यालय प्रशासन	1972	आर्य बुक डिपो, करौलबाग नई दिल्ली
10. योगेन्द्र जीत भाई	शैक्षिक एवं विद्यालय प्रशासन	1977	विनोद पुस्तक मन्दिर आगरा
11. Kochhar S.K.	Secondary School Administration	1970	Sterling publishers New Delhi
12. Mukerji, S.N.	Secondary School Administration	1953	Acharya Book Depot, Baroda
13. Mukerji S.N.	Administration of Education in India	1962	Acharya Book Depot, Baroda
14. Mohiyuddin, M.S.	School Organization and management	1944	Govt. of Mysore, Bangalore
15. Sharma R.C.	School Administration	1970	Kendriya Vidyalaya Sangathan, Delhi
16. Kabir Humayan	Student Indiscipline	1955	Ministry of Education, Delhi.
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28.	डॉ. सिंह रामपाल सेवानी, अशोक व शर्मा रमेश	विद्यालय प्रबन्धन एवं शिक्षा की समस्याए		विनोद पुस्तक मंदिर आगरा

## **PAPER IV : EDUCATIONAL TECHNOLOGY AND CLASSROOM IMPLICATIONS**

<b>Max. Marks</b>	—	<b>100 Marks</b>
<b>Theory</b>	—	<b>80 Marks</b>
<b>Internal Test</b>	—	<b>Two Test</b>
		<b>Each of 10 Marks</b>

### **Objectives :**

After completing this course the students and teachers will be able :-

1. Explain the concept of ET, its types, scope and role in educational practice.
2. Make use of Modern information and communication technology to improve teaching-learning process.

3. Differentiate the concept of teaching, learning, training and instruction.
4. Structure the content for different levels of teaching.
5. Perform content analysis and write instructional objectives in students behavioural terms.
6. Distinguish approaches, strategies and methods of teaching and there by plan and select the most appropriate method/strategy/communication strategies/teaching aids to the context of classroom situation.
7. Identify the different teaching skills and devise various teaching strategies for development of skills.
8. Explain the concept and significance of different teaching models in relation to instructional objectives.
9. Realize the importance of feed - back devices in teacher education and develop the competency to provide feed - back through different procedures.
10. Diagnose learning difficulties and to suggest remedial procedures.
11. Develop skill of computation and use of elementary statistics.
12. Construct and use of evaluation tools and techniques.

## COURSE CONTENT

### Unit - 1

- (i) Concept of educational technology - Scope and its role in educational practices.
- (ii) Types of ET - Teaching technology, Instructional technology and behavior teachnology (meaning, characteristics, basic assumptions and content).
- (iii) Concept of communication; Element of communication, communication skills& its Uses, teaching learning process as the process of cummunication.
- (iv) System approach in education.

### Unit - 2

- (i) ICT Pedagogy Integration :
  - Concept of ICT, Concept of hardware and software. Factors facilitating ICT pedagogy integration
- (ii) Content analysis.
- (iii) Classification and specification of instructional behavior(on the basis of Bloom's Taxonomy).
- (iv) Strategies of teaching - group discussion, Panel discussion, Team teaching, Programmed Instruction (concept, organization, merits and limitations). Computer Assisted Instruction (CAI), Computer assisted learning.Smart Classroom.

### Unit - 3

- (i) Concept of teaching effectiveness and its development
- (ii) Meaning and concept of teaching skills.
- (iii) Micro - teaching, its meaning, need and concept micro-teaching cycle, salient features of the Indian model of micro-teaching.
- (iv) Skill of questioning, probing, illustrating reinforcement, stimulus variation and using Black board (concept, components, and observation schedule).
- (v) Concept steps and significance of following teaching models
  - (a) Enquiry training model
  - (b) Concept attainment model
- (vi) Concept of feed back in teacher education, Flander's interaction analysis category system (FIACS). Constructivist Principles based Teaching

### Unit - 4

- (i) Concept of measurement and evaluation and purpose, type of evaluation.
- (ii) Characteristics of a good test.
- (iii) Steps of achievement test construction.
- (iv) Concept and procedure of educational diagnosis and their characteristics
- (v) Diagnostic test
- (vi) Concept of remedial teaching, Preparation of a remedial programme.

### Unit - 5

- (i) Importance and uses of educational statistics.
- (ii) Frequency distribution.
- (iii) Graphical presentation of histogram, Frequency polygon, Ogive
- (iv) Measures of Central tendency mean, median and mode
- (v) Measures of dispersion - Standard deviation
- (vi) Correlation, its interpretation, Rank difference correlation.

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पुरोहित जगदीश नारायण : शिक्षण के लिये आयोजन, हिन्दी ग्रन्थ अकादमी, जयपुर 1982

शर्मा आर.ए. : शिक्षण तकनीकि मॉडर्न पब्लिकेशन, मेरठ 1989

वघेला हेतसिंह : शैक्षिक प्रौद्योगिक राजस्थान हिन्दी ग्रन्थ अकादमी जयपुर 1996

पुरोहित, जगदीश नारायण, व्यास-हरिश्चन्द्र, भावी शिक्षकों के लिए आधारभूत कार्यक्रम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।

कथूरिया रामदेव पी सूक्ष्म अध्यापन विनोद पुस्तक मन्दिर आगरा, 1996

वेणूगोपाल एवं अन्य : प्रारम्भिक कम्प्यूटर अनुप्रयोग हिमांशु पब्लिकेशन, उदयपुर।

व्यास हरिश्चन्द्र : शिक्षा की संस्कृति – श्याम प्रकाशन फिल्म कॉलोनी जयपुर-3

व्यास हरिश्चन्द्र : सूक्ष्म शिक्षण, आर्य बुक डिपो, करोल बाग नई दिल्ली – 5

सिंह डॉ. रामपाल व सेवानी अशोक : शैक्षिक तकनीकी एवं कक्षा कक्ष प्रबन्धन, विनोद पुस्तक मंदिर आगरा

सिंह डॉ. रामपाल व शर्मा डॉ.रमेश पाठ्यक्रम, शिक्षण कला एवं मूल्यांकन विनोद पुस्तक मंदिर आगरा

## **Paper V : ENVIRONMENT EDUCATION**

Duration : 3 hrs.

Max. Marks : 100

**Max. Marks — 100 Marks**

**Theory — 80 Marks**

**Internal Test — Two Test**

**Each of 10 Marks**

### **OBJECTIVES**

On completion of the course the pupil teacher will be able to :

- a) develop awareness about physical environment.
- b) understand the importance of environment for our survival.
- c) Know about impact of our activities responsible for creating environment hazards
- d) Appreciate the need of conservation and protection of environment.

### **CONTENT**

#### **UNIT I : ENVIRONMENTAL EDUCATION**

- (i) Concept and components of environmental education.
- (ii) Aims, scope and nature of environment education, methodology involved future trends in environment education.
- (iii) Approaches of environmental education.
- (iv) Relation of environmental education to other subject.

#### **UNIT II : INTERDEPENDENCY IN ENVIRONMENT**

- (i) Abiotic factors

- (ii) Biotic factors
- (iii) Functional interaction : Food chain, Food web,
- (iv) Biogeochemical cycles in nature
- (v) Energy flow in eco-system
- (vi) Concept of sustainable ecosystem

### **UNIT III : GIFT OF NATURE**

Natural resources (Water, Air, Land, Minerals, flora and fauna). Problems and management.

### **UNIT IV : ENVIRONMENT POLLUTION**

- (i) Environment pollutants : Nature and Classification
- (ii) Air pollution (Acid rain, green house effect, ozone layer depletion)
- (iii) Water pollution
- (iv) Soil pollution
- (v) Radio active pollutants
- (vi) Noise pollution

### **UNIT V : SAVE THE ENVIRONMENT**

- (i) Conservation of environment
- (ii) Wild life management
- (iii) Disaster Management, Rain water harvesting in Rajasthan.
- (iv) Sustainable development and eco-friendly technology, eco-friendly environment
- (v) Programmes and Projects of environmental studies; Agroforestry, Social Forestry, Environmental movements legal protection of environment.

### **REFERENCES**

- 1 सक्सेना, ए. बी. (1998) "पर्यावरण शिक्षा" आर्य बुक डिपो नई दिल्ली
- 2 Saxena A.B. (1986) : 'Environmental Education' National Psychological Corporation, Agra
- 3 गांधी एम.पी. एवं रावत कमलेश "पर्यावरण शिक्षा" अल्का प्रकाशन, अजमेर
- 4 UNESCO (1990) Source Book on Environmental Education for Secondary School Teachers  
UNESCO Regional Office for Asia and Pacific
- 5 भोपाल सिंह डॉ. (1996) सामाजिक एवं भौतिक पर्यावरण शिक्षा, नई दिल्ली, आर्य बुक डिपो, 30 नई वाला, करोलबाग



- 6 गोयल एम के (1996) अपना पर्यावरण, विनोद पुस्तक मंदिर, आगरा,  
 7 गर्ग, बी एल (1996) पर्यावरण प्रकृति और मानव, अजमेर प्रकाशन  
 8 सिंह, डॉ. रामपाल व सेवानी, अशोक पर्यावरणीय मनोविज्ञान विनोद पुस्तक मंदिर आगरा

## Paper - VI एवं VII

### 1. हिन्दी शिक्षण

<b>Max. Marks</b>	—	<b>100 Marks</b>
<b>Theory</b>	—	<b>80 Marks</b>
<b>Internal Test</b>	—	<b>Two Test</b>
<b>Each of 10 Marks</b>		

**उद्देश्य : —**

- 1 भाषा संरचना में हिन्दी भाषा तत्वों का ज्ञान देना।
- 2 श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
- 3 इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्व से अवगत कराना व निर्माण का ज्ञान देना।
- 4 हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।
- 5 हिन्दी की विद्याओं एवं उनके व्यवहारिक शिक्षक की संस्थितियों का ज्ञान देना।
- 6 हिन्दी भाषा शिक्षण में दृश्य-श्रव्य उपकरणों के व्यवहारिक उपयोग का ज्ञान देना।
- 7 हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विद्याओं का ज्ञान देना।
- 8 निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरूप महत्व एवं उपयोग का ज्ञान देना।
- 9 मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत कराना।

**इकाई (1)**

- 1 भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से)
- 2 भाषायी कौशलों के विकास हेतु निम्नांकित पक्षों के स्वरूप का शिक्षण —  
 (क) श्रवण (ख) उच्चारण (ग) वर्तनी (घ) वाचन (सस्वर एवं मौन)  
 (ङ) अभिव्यक्ति (मौखिक एवं लिखित)
- 3 मातृभाषा/राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति।
- 4 पुस्तकालय एवं वाचनालय का हिन्दी भाषायी विकास में उपयोग।
- 5 मातृभाषा का अन्य विषयों के साथ समन्वय। एन.सी.एफ. 2005

**इकाई (2)**

- 1 मातृभाषा और उसका महत्व

- 2 मातृभाषा शिक्षण के उद्देश्य
- 3 मातृभाषा के सिद्धान्त
- 4 कक्षा—शिक्षण के सिद्धान्त

इकाई (3)

- 1 हिन्दी की विभिन्न विधाओं का शिक्षण :
  - (क) गद्य शिक्षण (व्यापक एवं गहन पाठ रूप में एवं द्रुत पाठ रूप में)
  - (ख) पद्य शिक्षण (रस पाठ एवं बोध पाठ रूप में)
  - (ग) नाटक शिक्षण (वाचिका एवं अभिनयात्मक रूप में)
  - (घ) कहानी शिक्षण (औपचारिक एवं व्यावहारिक शिक्षण के रूप में)
  - (ङ) रचना शिक्षण (निबन्ध रचना एवं कहानी रचना)
  - (च) व्याकरण शिक्षण
- 2 हिन्दी शिक्षण में दृश्य—श्रव्य उपकरणों का महत्व एवं उपयोग।
- 3 हिन्दी भाषा शिक्षण में पाठ्यपुस्तक का महत्व।

इकाई (4)

हिन्दी शिक्षण में निम्नलिखित विधियों का ज्ञान एवं उपयोग तथा प्रथम तीन के पाठ प्रारूप :

- |                       |                             |
|-----------------------|-----------------------------|
| (क) प्रायोजना विधि    | (ख) पर्यवेक्षित अध्ययन विधि |
| (ग) अभिक्रमिक अनुदेशन | (घ) क्षेत्रीय भ्रमण         |
| (ङ) सामुदायिक संसाधन  | (च) कम्प्यूटर               |
| (छ) दूरदर्शन          | (ज) भाषा प्रयोगशाला         |

इकाई (5)

- 1 हिन्दी शिक्षण में मूल्यांकन
  - (क) सतत एवं व्यापक मूल्यांकन का अर्थ एवं विशेषतायें
  - (ख) पाठान्तर्गत, पठोपरान्त मूल्यांकन
  - (ग) प्रश्न पत्र निर्माण एवं नील पत्र
  - (घ) प्रश्नों के विभिन्न प्रकार एवं रचना
- 2 (क) भाषा शिक्षण संबंधी विषय वस्तु का विश्लेषण
  - (ख) पाठ योजना निर्माण एवं प्रकार — दैनिक पाठ योजना एवं इकाई योजना

## सन्दर्भ पुस्तकें

1. रमन बिहारी लाल हिन्दी शिक्षण
2. भाई योगेन्द्रजीत हिन्दी भाषा शिक्षण
3. निरंजन कुमार सिंह माध्यमिक विद्यालयों में हिन्दी शिक्षण
4. भोलेनाथ तिवारी तथा कैलाशचंद भाटिया हिन्दी भाषा शिक्षण
5. रवीन्द्रनाथ श्रीवास्तव भाषा शिक्षण
6. राजेन्द्र प्रसाद श्रीवास्तव हिन्दी शिक्षण
7. बैद्यनाथ प्रसाद वर्मा हिन्दी शिक्षण पद्धति
8. वी.एन. शर्मा हिन्दी शिक्षण
9. डॉ. रमनलाल मांडेय हिन्दी शिक्षण
10. आचार्य रामचन्द्र वर्मा मानक हिन्दी व्याकरण
11. ब्लूम होल्ड भाषा
12. डॉ देवेन्द्र नाथ राष्ट्रभाषा हिन्दी की समस्यायें एवं समाधान
13. डॉ मुरारी लाल शुद्ध हिन्दी
14. किशोरीदास वाजपेयी हिन्दी शब्दानुशासन
15. भगवती प्रसाद शुक्ल हिन्दी प्रत्यय विचार
16. रामचन्द्र वर्मा शब्दार्थ दर्शन

17.	भगवती प्रसाद शुक्ल	हिन्दी उच्चारण एवं वर्तनी
18.	के.के. सुखिया	हिन्दी ध्वनियां और उनका शिक्षण
19.	अनन्त चौधरी	नागरी लिपि और हिन्दी वर्तनी
20.	भोलानाथ तिवारी तथा कृष्ण शर्मा	अभिव्यक्ति विज्ञान
21.	के.जी. रस्तोगी	भाषा सम्प्राप्ति मूल्यांकन
22.	हरदेव बाहरी	व्यवहारिक हिन्दी व्याकरण

## 2. संस्कृत शिक्षण

<b>Max. Marks</b>	—	<b>100 Marks</b>
<b>Theory</b>	—	<b>80 Marks</b>
<b>Internal Test</b>	—	<b>Two Test</b>
<b>Each of 10 Marks</b>		

उद्देश्य :

छात्राध्यापक —

- 1 भाषा कौशल एवं तृतीय भाषा शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों को जान सकेंगे।
- 2 संस्कृत भाषा के विभिन्न कौशलों का पश्चक एवं समन्वित शिक्षण कर सकेंगे।
- 3 विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों एवं उपागमों का प्रयोग कर सकेंगे।
- 4 संस्कृत भाषा शिक्षण में दृश्य—श्रव्य सामग्री का निर्माण एवं प्रयोग कर सकेंगे।
- 5 संस्कृत शिक्षण में मूल्यांकन हेतु प्रश्न पत्र निर्माण कर कौशलाधारित परीक्षण कर सकेंगे।
- 6 छात्रों की अशुद्धियों का कौशलानुसार निदान एवं उपचार अध्यापन कर सकेंगे।

### इकाई (1)

- 1 तृतीय भाषा शिक्षण के सिद्धान्त — महत्व प्रकार  
मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धान्त

- 2 (अ) भाषायी कौशल –
  - (1) अवबोध कौशल
  - (2) अभिव्यक्ति कौशल
- (ब) उपकौशल एवं उनका महत्व
- 3 तृतीय भाषा के रूप में संस्कृत शिक्षण के उद्देश्य –
  - (1) माध्यमिक स्तर पर
  - (2) उच्च माध्यमिक स्तर पर
4. एन.सी.एफ. 2005

### इकाई (2)

- (1) भाषायी कौशल शिक्षण : सम्प्रत्यय, महत्व, विधि, प्रविधि।
- (2) श्रवण कौशल – स्वर व्यंजन, बलाघात, स्वाराघात, आरोह, अवरोह, लय इत्यादि।
- (3) कथन कौशल – स्वर, व्यंजन, बालाघात, स्वाराघात, आरोहावरोह लय इत्यादि एवं मौखिक अभिव्यक्ति
- (4) पठन कौशल – अभिव्यक्ति कौशल, लेखन तकनीक के तत्त्व  
चारों कौशलों में सह-सम्बन्ध एवं समन्वयात्मक शिक्षण

### इकाई (3)

- 1 तृतीय भाषा के रूप में संस्कृत शिक्षण की विधियों एवं प्रविधियों के सम्प्रत्यय, महत्व, प्रक्रिया,

#### विशेषताएँ एवं कमियाँ : –

- (1) प्रत्यक्ष विधि (Direct Method)
- (2) संग्रन्थन उपागम (Structural Approach)
- (3) सम्प्रेषण उपागम (Communicative Approach)
- (4) समग्र उपागम (Eclectic Approach)
- 2 उपर्युक्त विधियों का निम्नांकित दृष्टि से अध्ययन एवं प्रयोग : –
  - (1) तृतीय भाषा अधिगम मनोविज्ञान
  - (2) संस्कृत भाषा की प्रकृति
  - (3) कक्षा-कक्ष वातावरण और परिस्थितियाँ
  - (4) भाषा का व्यवहार में प्रयोग
  - (5) भाषा शिक्षण के उद्देश्य
  - (6) मातृभाषा की भूमिका

- (7) शिक्षक, छात्र, पाठ्य पुस्तक तथा दृश्य—श्रव्य सहायक सामग्री की भूमिका
- (8) त्रुटियाँ एवं उपचारात्मक कार्य
- (9) परीक्षण एवं मूल्यांकन

#### इकाई (4)

1 तृतीय भाषा (संस्कृत) शिक्षण में दृश्य—श्रव्य सामग्री

(1) सम्प्रत्यय, महत्व एवं सावधानियाँ

(2) निम्नांकित का चयन, निर्माण एवं इनके प्रयोग के सिद्धान्त

अ श्यामपट्ट, चित्र, चार्ट, शब्द चित्र, फ्लैनल बोर्ड, रेडियो कम्प्यूटर, इन्टरनेट एवं ओ.एच.पी.

ब. अभिनय, युग्म कार्य एवं समूह कार्य

1 संस्कृत पाठ्य सामग्री का शिक्षण : निम्नांकित का सम्प्रत्यय, महत्व प्रयोग, विधि, प्रविधि, शिक्षण

#### सामग्री एवं गुण दोष : —

- (1) व्याकरण शिक्षण
- (2) गद्य शिक्षण
- (3) नाटक शिक्षण
- (4) कहानी विकास शिक्षण
- (5) संवाद शिक्षण
- (6) पद्य शिक्षण
- (7) रचना शिक्षण
- (8) अनुवाद शिक्षण

#### इकाई (5)

1. मूल्यांकन

(1) भाषा में सतत एवं व्यापक मूल्यांकन का सम्प्रत्यय, अर्थ, महत्व।

(2) तृतीय भाषा में मूल्यांकन का सम्प्रत्यय, व्याकरण, अनुवाद एवं भाषा कौशलों का मूल्यांकन

(3) तृतीय भाषा के रूप में संस्कृत में मूल्यांकन — अर्थ, सम्प्रत्यय एवं महत्व

(4) प्रश्न पत्र निर्माण (ब्लू प्रिन्ट)

2. निदानात्मक एवं उपचारात्मक शिक्षण : सम्प्रत्यय, महत्व, शिक्षण एवं सामग्री निर्माण के सिद्धान्त।

संस्कृत में निम्नांकित का निदानात्मक एवं उपचारात्मक शिक्षण —

- (1) श्रवण सम्बन्धी
- (2) कथन सम्बन्धी

- (3) पठन सम्बन्धी
- (4) लेखन सम्बन्धी
- (5) व्याकरण सम्बन्धी

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- 19 Widdowson, H.G. (1978), “Teaching Language as Communication”, Oxford: O.U.P.

### (3) TEACHING OF ENGLISH

Max. Marks — 100 Marks

Theory — 80 Marks

Internal Test — Two Test

Each of 10 Marks

**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.

#### **Course Content**

Unit - 1 :

Basic concepts, objectives, and methods of teaching English as a second language.

(a) BASIC CONCEPTS :

- (i) Mother-tongue
- (ii) Second language
- (iii) Difference between teaching and language teaching
- (iv) Principles 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.

- (i) Skill based (LSRW)
- (ii) 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)
  - (i) Direct method.
  - (ii) Structural - Situational approach
  - (iii) Audio-lingual method
  - (iv) Bilingual method
  - (v) Communicative - Language teaching (CLT)
- (2) Role of Computer and Internet in Second language teaching - Computer Assisted Language Learning (CALL) Computer assisted language teaching (CALT)
- (3) Eclectic Approach to Second Language Teaching.  
Study of the above methods and approaches in the light of :
  - (i) Psychology of second language learning.
  - (ii) Nature of the English language.
  - (iii) Classroom environment and conditions.
  - (iv) Language functions.
  - (v) Aims of language teaching, role of mother tongue, role of teacher learners, text books and A.V. aids language skills testing, errors and remedial work.
- (4) NCF-2005

**Unit - 2 Teaching of listening and speaking skills.**

(a) **Listening :**

- i. Concept of listening in second language:
- ii. The phonemic elements involved in listening at the receptive level (Monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm);
- iii. Listening skills and their sub skills;
- iv. Authentic listening vs Graded listening;
- v. Techniques of teaching listening;
- vi. Role of teaching aids in teaching listening skills;
- vii. Note - taking.

(b) **Speaking :**

- i. Concept of speaking in second language;
- ii. The phonemic element involved in speaking at the productive level

(monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm):

- iii. The stress system - Weak forms and schwa;
- iv. use of pronouncing dictionary;
- 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 :

##### (a) READING SKILLS :

- i. Concept of reading in second language;
- ii. Mechanics of reading (Eyespan, pause, fixations, regressions):
- iii. Types 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 production critical reading, interpretation judgement summarizing, central idea, etc.
- vii. Role of course reader and rapid reader, Cloze procedure, Maza method, dictionary in teaching reading skills.

##### (b) WRITING SKILLS :

- i. Writing skills.
- ii. Concept of writing in first language and the second language.
- iii. Types of composition - oral, written, controlled, guided, contextualized and intergrated composition;
- iv. Teaching the following items keeping in view their style, ingredients, and mechanics:  
Letters (Formal and informal), Essays, Report, Telegram, E-mail, Notices, Precs, 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 Flip Charts
- v. Songs, raps and chants
- vi. Video clips
- vii. Pictures, 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**

1 **PROSE LESSONS :**

(a) **Content Analysis :**

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

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

- i. New lexical items (Vocabulary)
- ii. New structural items
- iii. Reading comprehension
- iv. Textual excerses
- v. Writing/Composition
- vi. Unit test

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**

- i - Concept and Importance of CCE in English teaching;

- ii- Difference in Testing in content- subjects and skills subjects;
- iii- Testing language skills (LSRW), lexical and structural items, and poetry;
- iv- Type of test (Achievement test, Proficiency test, Diagnostic test, prognostic test, Formative and summative tests);
- v - Preparation of unit test and examination paper - their blue-print and answer key;
- vi - Types and preparation of test-items;
- vii - Error analysis;
- viii - Concept and need of remedial teaching and remedial work.

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#### (4) TEACHING OF URDU

<b>Max. Marks</b>	—	<b>100 Marks</b>
<b>Theory</b>	—	<b>80 Marks</b>
<b>Internal Test</b>	—	<b>Two Test</b>
<b>Each of 10 Marks</b>		

Objectives : To enable student teacher to :

1. Understand the basic concepts in and functions of Language with special reference to Urdu.
2. Acquire a knowledge of objectives of teaching Urdu at the Secondary stage.
3. Acquire a knowledge of different methods of teaching urdu at the Secondary stage.
4. Teach grammar, prose, compsoition 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.

#### CONENTS

##### Unit - 1

- i. Language : Importance and functions with special reference to the urdu language.
- ii. Language skills, Listening and Art of Listening
  - Speaking - Pronunciation, Recitation and Punctuation
  - Reading - Aloud, Silent, Intensive and Extensive
  - Writing - Knowledge of Urdu script
- (a) Khat - e- Naskh
- (b) Khat - e- Nastaliq

(c) Khat - e- Shikasht

iii. 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.

iv Relation of Urdu with other Indian languages.

#### Unit - 2 :Objectives

i. Objectives of teaching Urdu at secondary stages of education.

ii. Problems of teaching and learning Urdu and their solutions.

iii. Value outcomes of teaching Urdu at different levels of education.

iv. NCF-2005

#### Unit - 3

i. Teaching of various forms of urdu literature I) Prose, ii) Composition, iii) Grammar  
iv) Poetry : Ghazal, Nazam and Drama.

ii. Support system of teaching Urdu : Visual aids : Verbal, pictorial (non projected two and three dimensional) Projected still and motion audion and audio visual aids.

iii. Co-curricular activities, Language laboratory.

iv. Methods of teaching Urdu i) Direct method. ii) Structural method, iii) Grammer Method  
iv) Translation Method.

#### Unit - 4

i. Planning for teaching Urdu : Need and importance of planning.

ii. content Analysis

iii. Yearly Plan, unit plan and daily lesson plan.

#### Unit - 5

i. Concept,obective and Importance of CCE in Urdu

ii. Techniques of evaluation, Teacher made test, examination Paper design and blue print,

iii. various types of questions and their uses for evaluation.

#### BIBLOGRAPHY

<b>S.No.</b>	<b>Author</b>	<b>Title</b>	<b>Publisher</b>
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2.	Muenuddin	Urdu Zaban Ki Tadrees	National Council for Promotion of

		Urdu Language, West Block, RK Puram, New Delhi
3.	Inamullah Sharwani Tadres-e-Zaban-c- Urdu	Usmania Book Depot 1.25, Rabindra Saraud Cal.73
4.	Rasheed Hasan Khan Humurdu kaise Likhaen	Maktaba Jamia Limited, Jamia Nagar, New Delhi
5.	Rasheed Hasan Khan Urdu Imla	Maktaba Jamia Limited, Jamia Nagar, New Delhi.
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7.	Afzal Hussain Fun-e-Ataleem aur Tarbeeat	Markazi Maktaba Islami, Delhi
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## (5) TEACHING OF SOCIAL STUDIES

<b>Max. Marks</b>	—	<b>100 Marks</b>
<b>Theory</b>	—	<b>80 Marks</b>
<b>Internal Test</b>	—	<b>Two Test</b>
		<b>Each of 10 Marks</b>

Objectives : To enable the student teacher 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 Science.
3. Prepare Unit plans and lesson plans for different classes.
4. Critically evaluate the existing school syllabus of social science.
5. To enable the pupil teacher to review the text book of social science (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 science.
9. Clarify particular concepts trends, principles, methods etc. with the help of co-relation to

similar content or situation.

### **Unit - 1 Nature, Scope and Objectives**

- i - Nature scope and concept of social science.
- ii - Importance
- iii - Aims and objectives of teaching social science at different levels
- iv - Co-relation of social science with other school subjects.

### **Unit - 2 Curriculum and Planning.**

- i - Concept and objectives of curriculum
- ii - Characteristics of good social science curriculum.
- iii - Critical appraisal of social science syllabus at secondary level.
- iv - Concept and objective of lesson planning.
- v - Planning of daily lesson plan, unit plan and yearly lesson plan.
- vi - Social science text books
- vii - Qualities, role and professional growth of a teacher of social science, NCF-2005.

### **Unit - 3 Instructional strategies, Methods and Approaches.**

- i. - Various methods of teaching social science (Lecture, Socialized recitation story Telling, Project, Problem Solving Methods)
- ii. - Field trips
- iii - Other innovative practices (Brain storming, role playing)

### **Unit - 4 Instructional support system**

- i - Planning of social studies lab and its use.
- ii - Use of mass media and Computers in social studies teaching.
- iii - Resource material - use of local resources in teaching social studies.

### **Unit - 5 Evaluation of teaching Social studies.**

- i - Concept, objectives and Importance of CCE
- ii - Tools and techniques of evaluation in social studies teaching.
- iii - preparation of achievements test
- iv - Different types of question.
- v - Blue print
- vi - Preparation of question papers.

### ***Bibliography/Book for study & reference.***

1. Bining and Bining : Teaching of Social Studies.



2. Brantom. F.K. : The teaching of social studies in a changing world.
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## (6) TEACHING OF CIVICS

<b>Max. Marks</b>	—	<b>100 Marks</b>
<b>Theory</b>	—	<b>80 Marks</b>
<b>Internal Test</b>	—	<b>Two Test</b>
		<b>Each of 10 Marks</b>

Objectives : To enable the student teachers 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 concepts, 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 test on scientific basis.
9. Develop skills and abilities for organizing school activities related to the subject.

### Unit - 1 Nature, Scope and Objectives.

- i - Concept, nature and scope of Civics.
- ii - Contemporary importance of Civics.
- iii - Aims and objectives of teaching Civics at different level (Elementary, Upper

Primary, Secondary and Senior Secondary)

- iv - Correlation of Civics to other subjects.
- v - Role of Civics in promoting International Understanding.

## **Unit - 2 Curriculum and Planning**

- i - Meaning and concept of curriculum, NCF-2005
- ii - Fundamental principles of formulation of curriculum in civics
- iii - Critical appraisal of the existing syllabus
- iv - Lesson Plan - Annual Plan, Unit plan and daily lesson plan of teaching civics.

## **Unit - 3 Methods and approaches of Civics teaching**

- i - Various methods of teaching civics (Project, Problem solving, supervised study, Lecture, Discussion and Brain Storming)
- ii - Innovative practices in Civics teaching
- iii - Field trip
- iv - Mock session

## **Unit - 4 Instructional support system**

- i - Community resources
- ii - Teaching aid in Civics teaching
- iii - Use of print & electronic media
- iv - Techniques of interviewing

## **Unit - 5 Evaluation of Civics teaching**

- i - Concept, objectives and Importance of CCE
- ii - Objectives based evaluation
- iii - Preparation of achievement test
  - i - Various types of question
  - ii - Blue print
  - iii - Preparation of question paper.

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## (7) TEACHING OF HISTORY

<b>Max. Marks</b>	—	<b>100 Marks</b>
<b>Theory</b>	—	<b>80 Marks</b>
<b>Internal Test</b>	—	<b>Two Test</b>
		<b>Each of 10 Marks</b>

Objectives : To enable the student teachers to :-

1. Under stand the concept, nature and scope of History
2. Understand the nature of history as continuous process of development and change.
3. understand the aims objectives of teaching history at different levels of the secondary stage.
4. Prepare unit plans, lesson plan and its related teaching aids.
5. Develop the syllabus for teaching history for different classes and its critical calculation.
6. Review the text book 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 pupils methodically at the different levels of secondary stage.

### **Unit - 1 Nature and scope of the subject.**

- i Meaning, nature and scope of History.
- ii Importance of teaching History.
- iii Aims and objective of teaching History at different levels,
- iv Importance of studying local history national History and world History in the context of national integration and international brotherhood and global citizenship.
- v Co-relation of History with other school subjects.

## **Unit - 2 Curriculum and Planning.**

- i - Meaning and concept of curriculum, NCF-2005
- ii - Fundamental principles of formulating curriculum in History and critical appraisals of the existing syllabus.
- iii - Lesson plan - Annual plan, unit plan and daily lesson plan of teaching History, qualities and professional growth of History teacher, his role in future prospective.

## **Unit - 3 Methods and approaches**

- i - Various methods of teaching History (Story telling biographical dramatization time sense, source project and supervised study method)
- ii - Resource material.

## **Unit - 4 Instructional Support System.**

- i - Audio - visual aids in teaching History
- ii - Text book, teacher, co-curricular activities
- iii - Community resource : Computer, T.V. History room
- iv - Planning of historical excursion.
- v - Co-Curricular activities.

## **Unit - 5 Evaluation**

- i - Concept ,objectives and Importance of CCE
- ii - Objectives based evaluation.
- iii - Tools and techniques of evaluation in History teaching
  - (i) Various types of question.
  - (ii) Blue print
  - (iii) Content analysis.

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## (8) TEACHING OF ECONOMICS

<b>Max. Marks</b>	—	<b>100 Marks</b>
<b>Theory</b>	—	<b>80 Marks</b>
<b>Internal Test</b>	—	<b>Two Test</b>
		<b>Each of 10 Marks</b>

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-outcomes through teaching of Economics.
3. Develop ability to plan for suitable instructions in Economics.
4. Organize group-activities and project and to use various instructional strategies and methods for effective teaching of the subject.
5. Establish correlation of Economics with other school-subjects.
6. Develop necessary skills to use various teaching aids, (Particularly locally available material aids).
7. Develop skill to successfully use various evaluation techniques and to interpret the results.
8. Develop appropriate attitude towards the subjects and country's economy.

### **Unit - 1 Nature, scope and objectives.**

- i. Meaning, nature, scope of Economics.
- ii. Importance of Economics in school curriculum.
- iii. Aims and objectives of teaching Economics at different level.
- iv. Correlations of Economics with school subjects.

### **Unit - 2 Curriculum and Planning**

- i. Concept and objectives of curriculum, NCF-2005.
- ii. Fundamental principles of formulation of curriculum in Economics.

- iii. Critical appraisal of the existing syllabus.
- iv. Lesson plan - Annual Plan, unit plan and daily Lesson plan of teaching Economics.
- v. Planning Outdoor activities.

**Unit - 3 Methods and approaches to teaching Economics.**

- i. Various methods of teaching Economics - Project, Problem solving, Discussion, Analytic - Synthetic and Lecture method.
- ii. Innovative practices in Economics teaching - Brain Storming, work shop.

**Unit - 4 Instructional Support System**

- i. Use of teaching aids in Economics.
- ii. Print and Non Print media, community resources, Lab. and Museum.
- iii. Economics teacher and his qualities.
- iv. Critical appraisal of Economics text book.

**Unit - 5 Evaluation of teaching Economics.**

- i. Concept ,objectives and Importance of CCE
- ii. Objective of based evaluation.
- iii. Preparation of achievement test
- iv. Various types of question.
- v. Blue print
- vi. Preparation of question paper.

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in Secondary Schools : Bining and Bining
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Economics Regional College of Edu. Ajmer.
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4. अर्थ शास्त्र शिक्षण : हरनारायण सिंह एवं राजेन्द्रपालसिंह  
प्रकाशक-लक्ष्मीनारायण अग्रवाल, आगरा
5. अर्थ शास्त्र शिक्षण : श्री शुक्ल प्रकाशक - नन्दकिशोर एण्ड ब्रदर्स, बनारस।
6. अर्थ शास्त्र शिक्षण : डॉ. कामता प्रसाद पाण्डे।
7. अर्थ शास्त्र शिक्षण : गुरुसरनदास त्यागी, विनोद पुस्तक मन्दिर, आगरा।
8. अर्थ शास्त्र शिक्षण : महेन्द्रपाल सिंह।

9. सूक्ष्म अध्ययन : डॉ. आर. पी. कथूरिया, विकास प्रकाशन, भोपाल ।
10. सूक्ष्म अध्यापन : डॉ. आर. ए. कथूरिया, मार्टन पब्लिशर्स, मेरठ ।
11. अभिक्रमिक अध्यापन : तेला व श्रीवास्तव ।
12. अर्थशास्त्र के सिद्धान्त : आनन्द स्वरूप गर्ग ।
13. भारतीय अर्थशास्त्र के सिद्धान्त : पी. सी. जैन ।
14. भारत का आर्थिक विकास : हरिशचन्द्र शर्मा व एन. आर. सिंह
15. अर्थशास्त्र के सिद्धान्त : सुन्दरम् एवं वैश्य

## (9) TEACHING OF GEOGRAPHY

<b>Max. Marks</b>	—	<b>100 Marks</b>
<b>Theory</b>	—	<b>80 Marks</b>
<b>Internal Test</b>	—	<b>Two Test</b>
<b>Each of 10 Marks</b>		

Objectives :-

To enable the student teachers 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 contents 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 teachings of particular topics at different levels.
7. Arrange field trips and local surveys.
8. Prepare achievement test and diagnostic test, administration of the test, analysis of results and make suggestion for remedial teaching.

### Unit - 1 : Nature, scope and objectives

- (i) Changing concept of Geography-Practical Geography
- (ii) Its place, utility , importance and scope
- (iii) Aims and objectives of Geography teaching at secondary level, its role in developing international understanding.

- (iv) Correlation of Geography with social sciences, economics, Civics, Natural Sciences, Environmental Sciences.

#### **Unit - 2 Curriculum & planning**

- (i) NCF-2005, Characteristics of a good Geography curriculum
- (ii) Critical appraisal of Geography syllabus.
- (iii) Content analysis, a unit of teaching and daily lessons.
- (iv) Critical Review of text books in Geography .
- (v) Qualities, role & professional growth of Geography teacher

#### **Unit - 3 Approaches and Methods**

- (i) Field trips, local & Regional Geography.
- (ii) Regional method, Demonstration, Inductive, Deductive, Project, Comparative, Lab method.
- (iii) Other Innovative practices-Programmed learning, Micro Teaching computer, Geography club, Geography lab.

#### **Unit - 4 Instructional support system**

- (i) Teaching aids and lab equipment
- (ii) Geography room/laboratory & museums.
- (iii) Resource material and use of local resources in teaching Geography.
- (iv) Co-Curricular activities.

#### **Unit - 5 Evaluation**

- (i) Concept ,objectives and Importance of CCE in Geography
- (ii) Tools and techniques of evaluation in Geography.
- (iii) Achievement test
- (iv) Different types of questions.
- (v) Preparing a design and Blue print of a unit test.
- (vi) Preparation of question paper.
- (vii) Diagnostic & remedial teaching in Geography

#### **BIBLIOGRAPHY**

1. Source Book for teaching of Geography, UNESCO Publication
2. Singh L.R. : Practical Geography, Allied Publications, Allahabad
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4. Verma, J.P. : Bhugol Shikshan, Vinod Pustak Mandir, Agra



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6. H.N.Singh : Bhugol Shikshan, Vinod Pustak Mandir, Agra
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### **(10) TEACHING OF BOOK KEEPING AND ACCOUNTANCY**

<b>Max. Marks</b>	—	<b>100 Marks</b>
<b>Theory</b>	—	<b>80 Marks</b>
<b>Internal</b>	—	<b>Two Test</b>
		<b>Each of 10 Marks</b>

Objective- To enable the student teachers to-

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

#### **UNIT-I**

- i) Meaning and scope of Book-Keeping and Accountancy, its value and importance in social life.
- ii) Aims and objectives of teaching Book-Keeping and Accountancy at Senior secondary level.NCF-2005

#### **UNIT-II**

Planning for teaching and role of teacher-

- i). Unit plan and daily Lesson Plan.

- ii). Teachers role and attitude
- iii). Maxims and principles of classroom teaching
- iv). Classroom observation.

### **UNIT-III**

- i) Teaching approaches of Book-Keeping and Accountancy-
  - a) Journal approach
  - b) Ledger approach
  - c) Cash Book approach
  - d) Equation approach
- ii) Various methods of teaching Book-Keeping and Accountancy with special reference to modern methods of teaching, Project, Problem solving, Lecture-cum-demonstration and discussion methods.
- iii) Techniques and devices of teaching Book-Keeping and Accountancy.

### **UNIT-IV**

- i. Principles and approaches of framing syllabus and its critical appraisal at Senior Secondary level.
- ii. Text Book Book-Keeping and Accountancy-their importance, criteria for selection of text book, reference books and journals.

### **UNIT-V**

- i) Concept ,objectives and Importance of CCE ,Evaluation of students performance.
- ii) Audio-visual aids in teaching Book-Keeping and Accountancy Computer, (Tally) Internet.

### **BIBLIOGRAPHY**

1. Vermain A Musselma and J. Mershall Hanna : Teaching Book-Keeping and Accountancy, Gregg Pub., Div., Mc Graw Hill Book Co. Inc. New York.
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Cincinnati, Ohio.

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## **(11) TEACHING OF COMMERCE**

<b>Max. Marks</b>	—	<b>100 Marks</b>
<b>Theory</b>	—	<b>80 Marks</b>
<b>Internal Test</b>	—	<b>Two Test</b>
		<b>Each of 10 Marks</b>

### **OBJECTIVE :**

The Student- teacher will be able to :

1. Help the students to acquire the basic understanding in the field of Commerce education.
2. Develop the ability to plan curriculum and instructions in Commerce at School Level.
3. Develop the ability to critically evaluate existing school syllabus and text book.
4. Impart knowledge about the methods and devices of teaching Commerce and to develop the skill of using the same.
5. Develop the ability of preparing an achievement test.
6. Develop Commercial efficiency among students.

### **UNIT-I**

- (i) Meaning, nature and scope of Commerce education.
- (ii) Aims, objectives and values of teaching commerce at Senior Secondary Level.
- (iii) The place of Commerce in Education.NCF-2005

### **UNIT-II**

Methodology of teaching.

- (i) Unit Plan and Daily Lesson Plan.
- (ii) Maxims of teaching.
- (iii) Classroom observation.

### UNIT-III

- (i) Modern methods of teaching Commerce.
- (ii) Devices of teaching Commerce.
- (iii) A critical estimate of the present syllabus in Commerce at Senior secondary level.

### UNIT-IV

Instructional material for :-

- (i) Importance of proper equipment and material for effective instruction.
- (ii) Criteria for selection of instructional material and equipment.
- (iii) Different audio-visual equipment and material used Commerce education.
- (iv) Evaluation of text books in Commerce at Senior secondary Level.

### UNIT-V

- (i) Qualities of Commerce teacher, role and professional growth of Commerce teacher.
- (ii) Concept ,objectives and Importance of CCE in Commerce,type of tests-essay, short answer and objective type.

### BIBLIOGRAPHY :-

1. Roo, Seema : Teaching of Commerce, Anmol Publication Pvt. Ltd., 1995.
2. Jain KCS : Vanyjaya Shikhan (Hindi) General Academy, Jaipur, 1986.
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9. सिंह एवं सिंह : वाणिज्य शिक्षण

## (12) TEACHING OF MATHEMATICS

Max. Marks	—	100 Marks
Theory	—	80 Marks

**Course objectives : -**

To enable the pupil teacher to :

1. Understand and appreciate the uses and significance of Mathematics in daily life.
2. Learn various approaches of teaching Mathematics and to use them judiciously.
3. Learn the methods of providing instruction for the classroom.
4. Organise curricular activities.
5. Appreciate activities to develop aesthetics of Mathematics.
6. Update their knowledge of content in mathematics.
7. Develop competence in teaching different topics.

Unit - 1 :

- i) Meaning and nature of Mathematics, History of Mathematics and contribution of Indian and western mathematician with reference to Bhaskaracharya, Aryabhata, Ramanujan Euclid, Pythagorus etc.
- ii) Mathematics for gifted and retarded children. Journal and reference books in mathematics.

Unit - 2 :

- i) Objectives of teaching mathematics in terms of Instruction and behaviour, approaches to teaching mathematics-analytic, synthetic, inductive, deductive heuristic, project and laboratory; using various techniques of teaching mathematics viz, oral, written, drill, assignment, supervised study and programmed learning.
- ii) Arousing and maintaining interest in learning of mathematics.

Unit - 3 :

- i) Meaning and importance of planning. Preparing lesson plan, meaning and purpose of a unit plan, yearly plan, short lesson plan, preparing low cost improvised teaching aids, Audio Visual aids in mathematics.
- ii) Transfer of mathematics learning to various school subjects, among its different branches and in actual life situation.

Unit - 4 :

- i) Principles and rationale of curriculum Development for the secondary and Sr. Secondary level. Recent trends in mathematics curriculum. Critical evaluation of existing

mathematics curriculum prescribed by Rajasthan Board of Secondary Education and CBSE at different levels.NCF-2005

- ii) Mathematics laboratory (Planning and equipment). The mathematics teacher academic & Professional preparation.

Unit - 5 :

- i) Text book in mathematics - qualities of a good text book, process of obtaining feed back, Concept ,objectives and Importance of CCE ,evaluation in mathematics in terms of cognitive, affective and psychomotor development. Preparation and use of tests for evaluation such as achievement test & diagnostic test.
- ii) Diagnostic, Remedial and enrichment programmes with respect to syllabus at upper primary, Secondary and Sr. Secondary stages in the state.

### **BIBLIOGRAPHY**

1. Aggarwal S.M. : Teaching of Modern mathematics, Dhanpat Rai and Sons Delhi.
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9. Shanti Narayan : Modern Abstract Algebra, S. Chand & Co. New Delhi.
10. Kapoor and Saxena : Mathematical statistic, S.Chand & Co. New Delhi.

## **(13) TEACHING OF HOME SCIENCE**

<b>Max. Marks</b>	<b>—</b>	<b>100 Marks</b>
<b>Theory</b>	<b>—</b>	<b>80 Marks</b>
<b>Internal Test</b>	<b>—</b>	<b>Two Test</b>
		<b>Each of 10 Marks</b>

**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 - 1

- i. Nature and meaning of Home Science.
- ii. Values and importance of Home Science for students of higher secondary stage.
- iii. Correlation of Home Science with other subjects.
- iv. Aims and objectives of Home - science (Bloom's approach to specify the outcomes)

#### Unit - 2

- i. Problem solving method
- ii. Demonstration method
- iii. Experimental method
- iv. Project method
- v. Lecture-Cum-demonstration method
- vi. Question-answer-techniques
- vii. Text book method
- viii. Dramatization and field trips

#### Unit - 3

- i. Concept of planning for Home Science Teaching
- ii. Various steps of planning - unit and lesson planning.
- iii. Importance and advantage for planning of unit and lesson plan
- iv. Qualities of a good Home Science teacher
- v. Role of Home - Science teacher.

#### Unit - 4

- i. Specific use of the following : - Audio visual aids in teaching of Home - Science.
- ii. Laboratory (Location, Building)
- iii. Charts
- iv. Diagrams
- v. Black Board
- vi. Reference books
- vii. Graphs
- viii. Radio
- ix. T.V.
- x. Magazines
- xi. Computer.

#### Unit - 5

- i. Concept, principles, basis and measures to improve a syllabus
- ii. NCF-2005, Curriculum in Home - Science for different stages of school instruction
- iii. Concept of measurement and evaluation
- iv. Concept ,objectives and Importance of CCE ,Criteria of good evaluation
- v. Merits and limitation of evaluation
- vi. Preparation of Blue - prints of Unit test.

#### REFERENCES :

1. शैरी जी.पी. एवं सरन डी.पी. गृह विज्ञान शिक्षण विनोद पुस्तक मंदिर, आगरा।
2. अस्थाना, एस.आर., गृह विज्ञान का अध्यापन, लक्ष्मीनारायण अग्रवाल, आगरा।
- 3- Dass R.R. and Ray, Binita, Teaching of Home Science, Sterling Publisher pvt. Ltd, New Delhi.
4. सुखिया एस.पी. एवं महरोत्रा गृह विज्ञान शिक्षण हरियाणा साहित्य अकादमी, चंडीगढ़।
5. अग्रवाल लक्ष्मीनारायण, गृह विज्ञान का अध्ययन।

### (14) TEACHING OF GENERAL SCIENCE

<b>Max. Marks</b>	—	<b>100 Marks</b>
<b>Theory</b>	—	<b>80 Marks</b>
<b>Internal Test</b>	—	<b>Two Test</b>
		<b>Each of 10 Marks</b>



Objective : To enable the student teacher 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 situations to make pupil's learning meaningful.
5. Utilize the instructional materials effectively in the teaching of Science.
6. Organize Co-curricular activities & practical work in Science.
7. Use method most appropriate to assess the progress & achievement of the pupil & thus prepare appropriate tests for the purpose.
8. Diagnose the gaps and misconception in learning science evolve remedial measures.

#### **Unit - 1 : NATURE, SCOPE AND OBJECTIVES**

- i. Definition and concept of Science.
- ii. Place of Science in School Curriculum.
- iii. Values of teaching Science at School level.
- iv. Correlation Science with other subjects.
- v. Objectives of teaching sciences at Secondary level.

#### **Unit - 2 : CURRICULUM AND PLANNING**

- i. Principles of developing Science Curriculum at Secondary level. NCF-2005
- ii. Factors affecting the selection and organization of Science Curriculum.
- iii. Unit Plan and lesson Plan
- iv. Qualities and responsibilities of Science teacher.
- v. Role of teacher in training students in Scientific method and developing creativity among students.

#### **Unit - 3 : METHODS OF APPROACHES**

- i. Lecture method, Demonstration, Lab. Method problem solving Heuristics, Project method, Inductive & deductive method.
- ii. Inquiry approach, programmed Instruction, Panel discussion, Team teaching & Workshop.

#### **Unit - 4 INSTRUCTIONAL SUPPORT SYSTEM**

- i. Multi sensory aids - Charts, models, Bulletin board, flannel board, Transparencies, Overhead Projector, Radio, T.V. Computer.

- ii. Co-curricular activities - organization of science club, science fair and excursions, use of community resources.
- iii. Science Lab Planning & equipping Science Lab. Guidelines for organizing practical work care and maintenance of equipment, safety precautions for work in Science Lab.

**Unit - 5 : EVALUATION :**

- i. Concept ,objectives and Importance of CCE
- ii. Type of test items - objective type, S.A & Essay type.
- iii. Planning objective based test items of different types.
- iv. Preparation of blue print and construction of Achievement test.
- v. Evaluation of practical work in Science.

**REFERENCES :**

- |                              |      |  |
|------------------------------|------|--|
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| 5. Yadav M.S.                | 2000 | Modern methods of teachding sciences, Anmol Publisher, Delhi.                            |
| 6. Singh U.K. & Nayab A.K.   | 2003 | Science Education Common wealth publishers Daryanganj, New Dlhi.                         |
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## (15) TEACHING OF CHEMISTRY

<b>Max. Marks</b>	—	<b>100 Marks</b>
<b>Theory</b>	—	<b>80 Marks</b>
<b>Internal Test</b>	—	<b>Two Test</b>
		<b>Each of 10 Marks</b>

Objectives : To Enable the student teacher to -

1. Understand the nature, place, values 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 and organize chemistry practical work in the Laboratory.
9. Organize Co-curricular activities and utilize community resources for promoting science learning.
10. Use method most appropriate to assess the progress and achievements of the pupil & thus prepare appropriate tests for the purpose (both theoretical & practical)

Unit - 1 : NATURE SCOPE AND OBJECTIVES

- i. Nature of Science with special reference to Chemistry.
- ii. History of chemistry with special reference to India.
- iii. Place & value of teaching Chemistry at Secondary/Senior secondary level.
- iv. Correlation of Chemistry with other subjects.
- v. Objectives of teaching chemistry at Secondary/Senior Secondary level.

Unit - 2 : CURRICULUM AND PLANNING

- i. Principles of developing Chemistry Curriculum at Secondary/Senior Secondary level, NCF-2005.
- ii. Modern trends in Chemistry Curriculum CBA, Chemical- education Material Study, Nuffield- O & A level.
- iii. Critical appraisal of Chemistry syllabus at Secondary/Senior Secondary level prescribed by Board of Secondary Education, Rajasthan.
- iv. Planning Daily lesson plan, unit plan & yearly plan.
- v. Qualities & responsibilities of Chemistry teacher.
- vi. Teacher's role in training students in Scientific method and in developing creativity and Scientific temper among learners.

#### Unit - 3 : APPROACHES AND METHODS

- i. Lecture method, Demonstration method, Lab. based methods, Inductive & deductive method, problem solving, heuristic & Project method.
- ii. Inquiry approach, programmed instruction, Group discussion, self study, Team teaching, CAL, Seminars & Workshops.

#### Unit - 4 : INSTRUCTIONAL SUPPORT SYSTEM

- i. Multisensory aids : Charts, models Flannel board, Transparencies, OHP, Radio, T.V. Computer.
- ii. Co-curricular Activities : Organization of science club science fair and visits to places of scientific interest.
- iii. Chemistry Lab : Layout Plans, equipments, furniture, maintenance of records, repair, care and improvisation of apparatus, safety measures in Lab. organization of Practical work.
- iv. Role of State & National Level Institutions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemical Companies like Hindustan Zinc Ltd.
- v. Characteristics of a good text book and evaluation of a Text Book.

#### Unit - 5 : EVALUATION IN CHEMISTRY

- i. Concept, objectives and Importance of CCE.
- ii. Type of test items and their construction.
- iii. Preparation of Blue Print & Achievement Test.

- iv. Diagnostic Testing & Remedial teaching
- v. Evaluation of practical work in Chemistry.

**REFERENCES :**

<b>S.No.</b>	<b>Author</b>	<b>Year</b>	<b>Title &amp; Publisher</b>
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5.	Kherwadkal, Anjali	2003	Teaching of Chemistry by Modern Method, Sarup & Sons. New Delhi.
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8.	Rao, D.B.	2001	World Conference on Science Education, Discovery Publishing House, New Delhi.
9.	Singh U.K. & Nayak A.K.	2003	Science Education, Common Wealth publishers, Daryanganj, New Delhi.

**(16) TEACHING OF BIOLOGY**

<b>Max. Marks</b>	—	<b>100 Marks</b>
<b>Theory</b>	—	<b>80 Marks</b>
<b>Internal Test</b>	—	<b>Two Test</b>
		<b>Each of 10 Marks</b>

To enable the student teachers to

1. Understand the nature, place, values and objective 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 stage of Rajasthan.
4. Develop yearly plan, unit plan and lesson for Senior Secondary classes.

5. Provide training in Scientific method and develop Scientific temper among their students.
6. Use various methods and approaches of teaching Biology.
7. Acquire the ability to develop instructional support system.
8. Plan and organize Biological practical 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 that prepare appropriate tests for the purpose (both theoretical and practical)

#### **Unit - 1 : NATURE, SCOPE AND OBJECTIVES**

- a) Nature of Science with special reference to Biology.
- b) Main discoveries and developments in Biology
- c) Place and values of teaching Biology at Secondary/Senior Secondary level.
- d) Correlation of Biology with other subjects.
- e) Objectives of Teaching Biology at Secondary/Senior Secondary level.

#### **Unit - 2 : CURRICULUM AND PLANNING**

- i) Principles of constructing Biology curriculum at Senior Secondary level, NCF-2005.
- ii) Modern trends in Biology curriculum : Biological Sciences curriculum studies, Nuffield Biology - O & A level.
- iii) Critical appraisal of Biology syllabus at Secondary/Senior Secondary level prescribed by Board of Secondary Education, Rajasthan.
- iv) Planning lesson plan, Unit plan and yearly plan.
- v) Qualities and responsibilities of Biology teacher. Teachers role in training students in Scientific method and in developing creativity and Scientific temper among students.

#### **Unit - 3 : METHODS & APPROACHES**

- i) Lecture method, Demonstration method, Lab method, Inductive & deductive method, problem solving, heuristic and project method.
- ii) Inquiry approach, programmed instruction, Group - discussion, self study, team teaching, computer assisted learning, seminars and workshops.

#### **Unit - 4 : INSTRUCTIONAL SUPPORT SYSTEM**

- i) Multi sensory aids - charts, models, specimen, bulletin-boards, flannel Board, Transparencies, slides, slides projector, OHP, Computer, T.V., Radio etc.
- ii) Co-curricular activities : Organization of science club, Science fair, field trips and use of

community resources.

- iii) Biology laboratory : Organization of Biology Laboratory, Arrangement of apparatus, Care & maintenance of equipment & specimen, organization of practical work in Biology.
- iv) Role of state & national level institutions & Laboratory, Research Centers in Botany, Zoology & Agriculture.
- v) Characteristic of a good text book & evaluation of text book.

#### Unit - 5 : EVALUATION IN BIOLOGY

- i) Concept ,objectives and Importance of CCE
- ii) Type of test items & their construction.
- iii) Preparation of blue print & achievement test
- iv) Evaluation of practical work in Biology.

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1.	Sood J.K.	1987	Teaching Life Sciences, Kohli Publishers, Chandigarh
2.	Sharma, L.M.	1977	Teaching of Science & Life Sciences, Dhanpat Rai & Sons, Delhi.
3.	Kulsherstha, S.P.	1988	Teaching of Biology, Loyal Book Depot.
4.	Yadav K	1993	Teaching of Life sciences, Anmol Publisher,s Daryaganj, Delhi.
5.	Yadav, M.S.	2000	Modern Method of Teaching sciences, Anmol Publisher, Delhi.
6.	Singh, U.K. & Nayak A.K.	2003	Science Education Common wealth Publishers Daryaganj, New Delhi.
7.	Venkataih, S.	2001	Science Education in 21st Century, Anmol Publishers, Delhi.
8.	Yadav, M.S. (Ed.)	2000	Teaching Science at Higher Level, Anmol Publisher, Delhi.
9.	Edger, Marlow & Rao, D.B.	2003	Teaching science successfully discovery Publishing House, New Delhi.

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| 10. | Mangal, S.K. | 1996 | Teaching of Science Arya Book Depot, New Delhi.   |
| 11. | Dave, R.H.   | 1969 | Taxonomy of Educational Objectives & Achievement Testing, London university press London. |
| 12. | Sood J.K.    | 1989 | New Direction in Science Teaching, Kohli Publishers, Chandigarh.                          |

## (17) TEACHING OF PHYSICS

<b>Max. Marks</b>	—	<b>100 Marks</b>
<b>Theory</b>	—	<b>80 Marks</b>
<b>Internal Test</b>	—	<b>Two Test</b>
		<b>Each of 10 Marks</b>

### Objectives :

To enable the student - teachers 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 and Senior Secondary level.
5. Analyse the syllabus of the subject in relation to its applicability to practical situations.
6. Develop scientific attitude and provide a training in scientific method to their students.
7. Write the objectives in behavioural terms, analyze the content and be skilled in concept mapping.
8. Develop unit and lesson plan.
9. Use various methods and teaching aids with appropriateness of content, level and classroom situation.
10. Plan and organize physics practical in the laboratory
11. organize co-curricular activities related to physics
12. Use methods most appropriate to assess the progress and achievement of the pupils 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 - 1 : Nature, Scope and Objectives.**

- i) Nature of science, Physics as a fundamental science.
- ii) Major milestones in the development of physics.
- iii) Contribution of Indian Physicists, C.V. Raman, M.N. Saha, K.S. Krishnan, Narlekar, J.C. Bose, S.N. Bose, H.J. Bhabha and S.Chandra Shekhar
- iv) Objectives and values of Teaching Physics at Senior Secondary Level.

**Unit - 2 : Curriculum and Planning**

- i) Principles of selection and organization of course content and experiences for senior secondary level physics curriculum and characteristics of good physics curriculum, NCF-2005.
- ii) Correlation of physics with other school subjects and its role in daily life.
- iii) Writing of objectives in behavioural terms, content analysis, developing yearly unit and daily lesson plan and concept mapping.
- iv) Teachers role in planning for developing scientific attitude and creativity among students and for training them in scientific method.

**Unit - 3 : Methods and approaches**

- i) Demonstration method, laboratory method, project method, problem solving method and assignment method.
- ii) Heuristic approach, inductive deductive approach.
- iii) Out of class activities like science club, science fairs and field trips.

**Unit - 4 : Instructional support system.**

- i) Physics Laboratory - Planning, equipping and organizing practical work.
- ii) State and national level institutes and laboratories (DST, NPL, ISRO, CEERI, RAPS and BARC)
- iii) Community resources like science centres/museums, planetarium and solar observatory.
- iv) Multisensory aids : chart, models, over-head projector, computer and Internet, Improvised apparatus.
- v) Textbooks - Characteristics of a good text book and evaluation of text book.

**Unit - 5 : Evaluations**

- i) Concept ,objectives and Importance of CCE ,Type of test items and their construction.
- ii) Preparation of blue print and achievement test.
- iii) Diagnostic testing and remedial teaching in physics.
- iv) Evaluation of practical work.

**REFERENCES :**

1. Heiss, oburn and Hoffman : Modern Science “The macmillan company”, New York, 1961.
2. Thurber W. and A Collettc : Teaching Science in Today’s Secondary Schools Boston Allyan and Bacon Inc. New York, 1959.
3. मंगल एस.के. : साधारण विज्ञान शिक्षण आर्य बुक डिपो, नई दिल्ली, 1996
4. Vaidya, N. “The impact of science Teaching”, Oxford and IBH Publishing Company, New Delhi. 1971.
5. Richardson, S : “Science Teaching in Secondary Schools”, Prentice Hall, USA 1957.
6. Sharma R.C. and Sukla : 'Modern Science Teaching' Dhanpat Rai and Sons, Delhi, 2002.
7. त्यागी एस.के. : भौतिक विज्ञान शिक्षण साहित्य प्रकाशन, आगरा – 2000
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14. Nanda V.K. : “Science Education today" Anmol Publications Pvt. ltd. New Delhi. 1997.
15. Kumar Amit : “Teaching of Physical Science" Anmol Publications, New Delhi, 1997.
16. नेगी, जे.एस. व नेगी रक्षिता : भौतिकी शिक्षण, विनोद पुस्तक मन्दिर आगरा 1999

## 18. TEACHING OF MUSIC

<b>Max. Marks</b>	—	<b>100 Marks</b>
<b>Theory</b>	—	<b>80 Marks</b>
<b>Internal Test</b>	—	<b>Two Test</b>
<b>Each of 10 Marks</b>		

**Objectives :**

On completion of the course the pupil teacher will be able to:

- a) Understand the important concepts used in the discipline.
- b) To prepare unit plan, lesson plan and yearly plan for different classes.
- c) Prepare achievement test and diagnostic tests, administer them and analyses the results.
- d) Prepare suitable teaching aids and use them in the classroom effectively.

#### UNIT I

Nature, Scope and and concept of music. Its field, utility and importance. Correlation of music with other school subjects, with society and environment Comparison of Hindustani and Karnatak music, Ragas and their importance.

#### UNIT II

Instructional objectives of teaching music, General and specific objectives. Value outcomes through teaching of Music, Various methods of teaching Music. Preparation for community singing.

#### UNIT III

Instructional support system of teaching Music. Resource material classroom its management and organisation, teaching aids, textbook, teacher, co-curricular activities for teaching Music, Dances Kathak Ghumar, NCF-2005.

#### UNIT iv

Innovative practice in teaching of Music, Team teaching, Micro teaching, Programme instruction Field trips, Community Resources, Computers, T.V. Museum, subjects lab. Music competition, Music conference.

#### UNIT v

Development of appreciation of Music and students, Concept, objectives and Importance of CCE, Planning and evaluation of teaching, teacher made tests, type of question, blue print, paper construction.

Content analysis, daily lesson plan, unit plan, and yearly plan of teaching Music.

#### REFERENCES

L Thakur Onkarnath: Pranava Bharti

2. Swaruy, B. : Theory of Indian Music.
3. Digamber, Vishnu. Sangeet Bodh (5 parts)
4. Sangeet Darpan (Sanskrit)
5. Sangeet Ratnakar (Sanskrit)
- 6 Bhatkhande : Hindustani Sangeet Paddhati
7. Basu, S.N.: Sangeet Praesika  
& Thakur, Onkarnath: SangeetAnjali
9. Music in Education (UNESCO)
10. Set of Records in Bhakhande : Teaching Music
11. Utter Bhartiya Sangeet Ka Itihas

## **PAPER 19: COMPUTER EDUCATION**

Duration : 1½ hrs.

<b>Max. Marks</b>	—	<b>100 Marks</b>
<b>Theory</b>	—	<b>50 Marks</b>
<b>Internal Test</b>	—	
<b>(i) Two Test Each of 10 Marks</b>		
<b>(ii) Project work – 10 Marks</b>		
<b>(iii) Practical work– 20 Marks</b>		

### **Objectives**

On completion of the course the pupil teacher will be able to :

#### **UNIT I : COMPUTER AND ITS USES**

- i What is computer.
- ii History and technological development
- iii. Use of Computer in modern society i.e. Education, Weather forecasting, Banking, Research defense, Business, Census, library management & research school management
- iv. Limitation and disadvantage
- v. Impact of Computer on Education, planning and administration - : CAI, CMI, CBI, CALT, MIS (Management information system)
- vi. Globalisation of community through computer (Internet)

#### **UNIT II CHARACTERISTICS AND HARDWARE**

- i. Characteristics of Computer

- ii Classification of Computer (According to technology and capacity wise)
- iii Personal Computer
- iv Input Unit, Out put unit, Processing unit.
- v Memory of Computer

#### UNIT III OPERATING SYSTEM

- i Types of Operating system (DOS,Unix, Windows)
- ii DOS Internal Commands external commands
- iii Introduction of UNIX
- iv Brief introduction of window
- v Utility and application of Software & Criteria of selection it.

#### UNIT IV :INTRODUCTION TO COMPUTER SYSTEM

- i. DBMS and Database
- ii. Foxpro
- iii. Ms-word
- iv. Power Point (Preparation of slides)

#### UNIT V : SPREAD SHEETS AND PRESENTATION

- i. Introduction of spread sheet
- ii. MS Excel
- iii. Introduction of Presentation

#### 1. **Practical Work** : -

Each student is expected to maintain a record of the following

- i. M.S. Word : Text management
- ii. M.S. Excel : Support database of achievement of student and graphics
- iii. M.S. Power Point : - Preparation of slide on a topic of teaching subject.

#### 2. **Project Work** (on Any one Topics)

#### **REFERENCES**

- 1 P.K.Sinha, Computer Fundamental, New Delhi, BPB.
- 2 Sybex, Windows 98 complete, New Delhi, BPB.
- 3 Sybex, MS Office 2000 complete, New Delhi, BPB
- 4 Crumlish, ABC of the Internet, New Delhi, BPB
- 5 एम सी शर्मा, कम्प्यूटर एक पूर्ण परिचय, नई दिल्ली, बी पी बी
- 6 उपाध्याय एवं नीरज सिंह कम्प्यूटर शिक्षा

## 20. TEACHING OF DRAWING AND PAINTINGS

Max. Marks — 100 Marks

Theory — 80 Marks

Internal Test — Two Test

Each of 10 Marks

Objectives : To enable the student teacher to:

1. Understand the Principles and important concepts of Drawing and Painting as an Art.
2. Understand the place of Art in general education.
3. Acquaint with the strategies of classroom teaching of art education.
4. Understand the importance and educational values of Art-room, Art-Museums, Art-exhibitions and Art-Galleries.
5. Understand the role of Art in National Integration, Human Values and international understanding.
6. Prepare suitable teaching aids and use them classroom effectively.
7. Understand the creative aspect of the teaching of art.

### UNIT 1 Art and Education

- i meaning of Art.
- ii The changing status of education and the place of Art in General education.
- iii Systematic study in Art Education with reference to national integration, human values and international understanding.
- iv The Educational Values of Art and its relation with other school subjects.

### UNIT 2 Basic Principle of Art Teaching

- (i) Art teaching and creativity.
- (ii) Importance of creative activities at various stages of School Education from nursery to secondary level.NCF-2005.
- (iii) Emotions, observation and imagination as a basis for creation of Art.
- (iv) Free Expression.

### UNIT 3 Teaching of Art

#### Methods of Art Teaching

- (a) method of free expression
- (b) Methods of assigned topic
- (c) Dictated method
- (d) Copy Method
- (e) Visual aids in teaching of Arts, Black board, Art Objects, Reproductions, Photographs and other Teaching Aids.

### UNIT 4 Art Room and Art Teacher

- (i) The Art Teacher
  - (a) Role of Art Teacher in Classroom Teaching
  - (b) Qualities of an Art Teacher
- (ii) Importance of Art Room in School
- (iii) Educational values of- Art Exhibition, Art-Museum and Art-Galleries.

### **UNiT V Planning in Art Teaching**

- (i) The syllabus of Art Teaching at Secondary level
- (ii) Objectives of Art Teaching
- (in) Concept ,objectives and Importance of CCE in Art Teaching
- (iv) Lesson Plan and Unit Plan in Art Teaching.

### **Bibliography**

- |                       |   |  |
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| Jeswani, KK.          | : | “Teaching and Appreciation of Art" Atma Ram & Sons         |
| Lowenfeld, V (1957)   | : | Creative and Mental Growth<br>The Macmillan Comp. New York |
| McDonald, R           | : | Art as Education, “Henry Holt & Company New York           |
| Read, Herbert (1942)  | : | “Education through Art" Faber & Faber, London.             |
| Whitfor, WG (1929)    | : | “An Introduction to Art-Educion” D. Appleton &Co.          |









