

**INSTITUTE OF ADVANCED STUDIES IN EDUCATION  
(DEEMED TO BE UNIVERSITY)**

of

**GANDHI VIDYA MANDIR, SARDAR SHAHR  
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**SYLLABUS**

**SCHEME OF EXAMINATION AND COURSE OF STUDY**

**FACULTY OF EDUCATION**

**B.Ed. (TWO YEAR COURSE)**

**Bachelor of Education Examination**

**Session – 2022-24**



## **About the Department**

The Department of Education came into existence in 1950 as Basic Teachers' Training College under the auspices of Gandhi Vidya Mandir and subsequently in 2002 it got merged with IASE (Deemed to be University). Since its inception, the faculty is trying its best to produce value oriented teachers. The institution is well-known for its teacher education where the forthcoming teachers are trained and groomed in cultural traditions of the Indian society along with the rational modern thinking to keep pace with the time. Students are trained in computer aided learning ambience where they get to meet students from different linguistic, cultural and behavioral backgrounds. Ph.D., M.Ed., B.Ed., B.A.-B.Ed., B.Sc.-B.Ed., M.A. in Education and many certificate programmes are offered by Faculty of Education, which have been duly approved by the NCTE. To keep pace with the changing trends and developments, it aims at developing a new cadre of teaching professionals through a rigorous full-time campus-based program.

## **About the Programme**

The Bachelor of Education (B.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teachers. The completion of the programme shall lead to B.Ed. degree with specialization either in the Chetna Vikas Mulya Shiksha, Educational aspects of The Geeta, Educational Technology, Environmental Education, Gandhian thoughts of Education, Guidance and Counseling, Health and Physical Education, Open and Distance Learning, Value Education.

## **Eligibility**

Candidates with at least 50% Marks either in Bachelor Degree and/or in Master Degree in Science/Social Sciences/Humanities, Bachelor in Engineering of Technology with specialization in Science and Mathematics with 55% Marks or any other Qualification equivalent thereto, are eligible for admission to the programme.

## **Reservation**

Reservation of seats for SC/ST/OBC/SBC/EWS and Handicapped will be as per existing Rajasthan Govt. /Central Govt. /University rules.

## **Duration**

The B.Ed. Programme shall be of duration of Two Academic Years, which can be completed in a Maximum of Three Years from the date of the admission to the programme.

## **Working Days**

There shall be at least Two Hundred Working Days each year exclusive of the period of examination and admission.

Institution shall work for a minimum of thirty six hours a week, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

## **Programme Outcomes (POs)**

### **At the end of this two years programme prospective teachers will be able -**

PO 1: To apply their knowledge of core content and pedagogy to set goals and objectives for learning based on Curriculum, and design instruction that engages students in meaningful learning activities.

PO 2: To appreciate the diversity of learners and create appropriate learning environment to assure a focus on learning of all students.

PO 3: To deliver meaningful learning experiences for all students by integrating their knowledge and applying a variety of communication, instructional, and assessment strategies in their teaching.

PO 4: To demonstrate their commitment for continuous self-improvement by engaging in professional development activities, collaborative and reflective practices to improve teaching and learning that contribute to the revitalization of the teaching profession.

PO5: To demonstrate leadership qualities by participating in the curriculum initiatives, student support and school management systems.

PO 6: To demonstrate their associations with school, family and community to foster student and community progression.

PO 7: To inculcate digital competency in order to enhance their teaching, research, innovation and administration.

### **Programme Specific Outcomes (PSOs)**

#### **Students will be able -**

PSO 1: To plan and organize classroom through learners' centered techniques of instruction for inclusive education and effective whole classroom instruction.

PSO 2: To conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.

PSO 3: To describe teaching learning process in the classroom and various factors that influence it.

PSO 4: To engage in value based and culturally responsive teaching practices.

PSO 5: To use effective and appropriate verbal, non-verbal, written, and media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.

PSO 6: To recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of knowledge explosion and technological change.

PSO 7: To integrate ICT in teaching-learning and assessment process to enrich professional practice.

PSO 8: To recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of knowledge explosion and technological change.

### **Admission Procedure(s)**

Admission shall be made on merit on the basis of marks obtained in the qualifying Examination and/or in the entrance examination or any other selection process as per policy of the State Government and the University.

## Attendance Clauses

The minimum attendance of student-teachers is 80% for all theory courses and Internal Assignment, and 90% for school internship.

Marks of attendance in regular classes and yoga classes will be allotted as per the following norms -

Attendance range (in percentage)	Marks of regular classes	Marks of Yoga classes
80 or below	0	0
81 – 85	2	2
86 – 90	4	4
91 – 95	6	6
96 – 98	8	8
99 – 100	10	10

## Declaration of Result

- The Degree will be awarded to a student who completes the total available course allotted for the whole programme.
- To pass the degree course, a student shall have to get minimum aggregate of 40% marks in Theory and assignment of each course and 50% in Internship.
- The student will be finally declared as failed if she/he does not pass in all courses within a total period of three years. After that such students will have to seek fresh admission as per the admission rules prevailing at that time.
- Successful candidates will be awarded division on the basis of the aggregate marks of all the Courses.

## Programme Structure and Distribution of Marks:

The syllabus of this **Programme** comprises of the following –

### a) Perspectives in Education – Course

- Course -1 Childhood, Growing up and Learning
- Course -2 Education in Contemporary India
- Course -5 Teaching and Learning
- Course –6 Knowledge and Curriculum.
- Course -10 Gender, School and Society
- Course -11 Creating an Inclusive School

### b) Curriculum and Pedagogic Studies –

- Course - 3 Yoga for Holistic Health
- Course - 4 Understanding discipline and subjects
- Course - 7 Assessment for Learning
- Course - 8 and 9 Pedagogies of School Subjects
- Course - 12 Optional Courses

Optional courses will be offered in areas such as given below or an additional pedagogy course (In another subject at the secondary level or the same subject at the higher secondary level)-

- Chetna Vikas Mulya Shiksha
- Educational aspects of The Geeta
- Educational Technology
- Environmental Education
- Gandhian thoughts of Education
- Guidance and Counseling
- Health and Physical Education

- Open and Distance Learning
  - Value Education
- c) **Engagement with the Field– Individual Student, the Child, Community and School**  
 Task and assessment that run through all the courses as indicated in the year wise distribution of the syllabus.
- School Internship\*
  - Course on enhancing professional capacities (EPC)
    - Course EPC1: Reading & Reflecting on Texts
    - Course EPC2: Understanding the self
    - Course EPC3: Critical Understanding of ICT
    - Course EPC4: Drama and Art in Education

**\*SCHOOL INTERNSHIP**

- As the title suggests, in this component of the programme, the pupil-teachers are actually placed in a school for duration of four and sixteen weeks, in two time slots. Initially, they will be attached to particular School for four weeks as 'school attachment'.
- This shorter period is to provide them adequate exposure to have a 'feel' of dealing with teaching-Learning.
- A time gap after this school attachment will provide opportunity to pupil-teachers to share experiences, reflect, clarify several things with teacher educators and internalize them.
- After about four weeks, they will go for 'school placement' of sixteen weeks. During this period, their role in the school is something like an 'apprentice' and its specific contours need to be worked out by course faculty.
- They will be engaged in the school functioning in all its aspects.

**INSTRUCTION:**

- Pupil-teacher with supervision of their teacher-educator must actively engaged in all the school activities at least their internship, (from school management, PTM (MNC) to classroom management)
- Total Marks of Internship = 250 marks
- Pre Internship of First year = 50 marks
- Internship of Second year = 200 marks

**Notes –**

- It is mandatory to attend a seven day workshop on Chetna Vikas Mulya Shiksha to qualify first year examination.
- There shall be a university examination at the end of each year as per details of the scheme of examination.
- Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.
- In order to qualify for B.Ed. degree a candidate must obtain a minimum of 40% marks in theory and Internal assisgnemnt and 50% for internship/ practical in teaching separately.
- The candidate who has passed any year of B.Ed. programme after taking supplementary examination will be awarded minimum pass marks in the concerned subject irrespective of marks actually obtained in the supplementary examination.
- A candidate who fails in 50% courses or less than 50% courses in first year of the programme will be eligible to take admission in second year and give the supplementary examination in the course(s) in which she/he fails along with subsequent examination and get two more chances for clearing this course. In second year, if a candidate is fail, she/he has only one more chance to

qualify the exam. Non-appearance or absence from the examination of this paper will be counted as a chance.

- If any student fails in more than 50% courses in first year, she/he has to appear as ex-student in next subsequent year.
  - In case the candidate is not able to pass supplementary examination in next subsequent years, she/he can appear only as an ex-student in all courses again at the main examination of the next subsequent year. She/he will not be required to appear in practical(s) if she/he has already cleared the same and have to pay extra one third fees as ex-student. A candidate shall be deemed to be an ex-student if she/he completed a regular course of study at the Institute and fulfilled the required attendance and appeared in University examination but failed or did not take the examination.
  - A candidate who fails in the theory/internal assignment/practical of a course at the main examination shall be required to appear only in the corresponding practical/theory of the supplementary examination.
  - To pass a course a candidate has to pass theory and internal assignment examination separately.
  - Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for B.Ed. degree.
  - Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years she/he has not completed at the time of change.
  - “Teaching Subjects” means a subject offered by a candidate at his/her Bachelor’s or Master’s Degree examination either as a compulsory subject or as an optional subject or a subsidiary subject provided that the candidate studied it for at least two years and took university examination each year but shall not include such subject as were studied by him/her only for a part of Bachelor’s degree course.
  - Only such candidates shall be allowed to offer Social Sciences for B.Ed. Examination who has taken their Bachelor’s Degree with any two subjects of History, Political Science, Public Administration, Economics, Geography, Sociology, Psychology and Philosophy.
  - A person having Bachelor’s degree in Agriculture will be allowed to offer General Science and Biology for B.Ed. Examination. General Science may be allowed to be offered by a candidate possessing a 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.
  - A candidate who has offered Political Science or Public Administration at his/her Bachelors’ or Masters’ Degree examination shall be deemed eligible to offer Civics as a teaching subjects in the B.Ed. Examination.
- A. Bachelor in Engineering or Technology with specialization in Science and Mathematics with 55% Marks or any other Qualification equivalent thereto, is eligible to offer Science and Mathematics as teaching subject.
- B. Candidates who have passed B.B.A./B.C.A./B.E./B.Tech./B.Sc. (Biotech/ Microbiology/ Environment Science) or any such degree which doesn’t have any school teaching subject are not eligible for admission in B.Ed. Course.

## Evaluation: Rules and Regulations

- Final examination is divided into two parts external and internal in all the courses, except the courses having practical exams. Internal assignment will include one 5 marks test and any two assignments in course having 100 marks and one assignment of the course having 50 marks given to the courses.
- The Degree will be awarded to a student who completes the total available course allotted for the whole programme.
- To pass the degree course, a student shall have to get minimum aggregate of 40% marks in Theory and assignment of each course and 50% in Internship.
- The student will be finally declared as failed if she/he does not pass in all courses within a total period of three years. After that such students will have to seek fresh admission as per the admission rules prevailing at that time.
- Year: Each year will consist of 32-36 weeks of academic work equivalent to 200 actual teaching days. The year may be scheduled from July to June.
- Successful candidates will be awarded division on the basis of the aggregate marks of all the Courses.
- Successful candidates will be awarded Division on the basis of the aggregate marks of all Courses as per the following:
  - i. First Division 60% or more
  - ii. Second Division 48% or more (but less than 60%)
  - iii. Third Division 40% or more (but less than 48%)
- Division will be awarded to the successful candidates at the end of Second year examination on the basis of cumulative total of marks obtained in the two years of the Programme in all the courses/papers including learning to function as a teacher (School Internship). Division in theory and assignment, practical/learning to function as a teacher (school Internship) will be awarded separately.
- Candidates can apply for Re-evaluation in any of the theory courses as per rules stipulated by the University for B. Ed degree. Changes in Statutes/ Ordinances/ Rules/ Regulations/ Syllabi and books may, from time to time, be made by amendment or remaking and a candidate shall, except in so far as the University determines otherwise, comply with any change that applies to years she/he has not completed at the time of change.
- No candidate shall be allowed to appear at B. Ed examination unless she/he has attended 80% of the periods earmarked for co-curricular activities e.i. shramdan, library, cultural, sports and literacy.

### 25 marks are allotted to:-

- Prayer, Yoga and meditation: Out of which 10 marks for attendance of regular classes and 10 marks for attendance of yoga and meditation, 5 marks for performance of yoga.  
Marks of yoga and meditation are as per the following:

Attendance range (in percentage)	Marks of regular classes	Marks of Yoga classes
80 or below	0	0
81 – 85	2	2
86 – 90	4	4
91 – 95	6	6
96 – 98	8	8
99 – 100	10	10

25 Marks of Co-curricular activities (CCA) will be awarded on the bases of attendance, performance and report writing of the activities. Distribution of marks for CCA is as given below:

Co-curricular activities i.e Cultural, Literary, Library, Sports, Shramdan.

Each activity carries 5 marks.

**Allocation of Time:**

- Six days per week and 32 weeks per year.
- Each period is of an hour and the classroom engagement is spread across 10:30 am to 4:30 pm with a break of 45 minutes for lunch.
- Yoga session from 6.00 to 7.00 AM.

**Details of Continuous and Comprehensive Assessment (CCA) are as follows:**

SR. NO.	CCA: COMPONENT	MAXIMUM MARKS
1	Monthly Test	10X6 Test = 60
2	Presentation	10
3	Group Discussion	10
4	Debate	10
5	Participation and Presentation in Seminar	10
6	Report Writing	10
7	Viva Voce	10
8	Attendance*	10
9	Co-curricular Activity	10
10	Team Teaching	10

**EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):**

CCA will be reduced to 30 marks or 15 marks(as per course weightage).

Formula: Marks obtained/Total marksX30

For example:  $60 \gg 160 \times 30 = 11.25$

**PROVISO-I:** Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.

**PROVISO-II:** Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.

**\*Attendance in Lectures, Tutorials and Practical**

Percentage	Marks Allotted
75% to 80%	02
81% to 85%	04
86% to 90%	06
91% to 95%	08
Above 96%	10



**First Year**

Course code	Title of the course	EVALUATION			
		External	CCA	Practical	Total
Course-1 BED-101	Childhood, Growing up and Learning	70	30	-	<b>100</b>
Course-2 BED-102	Education in Contemporary India	70	30	-	<b>100</b>
Course-3 BED-103	Yoga for Holistic Health	35	15	-	<b>50</b>
Course-4 BED-104	Understanding Disciplines and Subjects	35	15	-	<b>50</b>
Course-5 BED-105	Teaching and Learning	70	30	-	<b>100</b>
Course – 6 A BED-106	Knowledge and Curriculum Part-I	35	15	-	<b>50</b>
Course-7 BED-107	Assessment for Learning	70	30	-	<b>100</b>
Course – 8	<b>Pedagogy of school subject</b>				
BED-108-I	1. Hindi	35	15	-	50
BED-108-II	2. Sanskrit	35	15	-	50
BED-108-III	3. English	35	15	-	50
BED-108-IV	4. Social Science	35	15	-	50
BED-108-V	5. Civics	35	15	-	50
BED-108-VI	6. History	35	15	-	50
BED-108-VII	7. Economics	35	15	-	50
BED-108-VIII	8. Geography	35	15	-	50
BED-108-IX	9. Business Organization	35	15	-	50
BED-108-X	10. Financial Accounting	35	15	-	50
BED-108-XI	11. Mathematics	35	15	-	50
BED-108-XII	12. Home Science	35	15	-	50
BED-108-XIII	13. General Science	35	15	-	50
BED-108-XIV	14. Chemistry	35	15	-	50
BED-108-XV	15. Biology	35	15	-	50
BED-108-XVI	16. Physics	35	15	-	50
BED-108-XVII	17. Art	35	15	-	50
BED-108-XVIII	18. Computer Science	35	15	-	50
<b>Course –EPC- I (BED-109)</b>	Reading and Reflection on Texts	-	50	-	<b>50</b>
<b>Course- EPC- II (BED-110)</b>	Understanding the Self	-	50	-	<b>50</b>
<b>Course- INTERNSHIP- I</b>	Internship for four weeks*	-	50	-	<b>50</b>
CCA		-	25	-	<b>25</b>
Prayer, Yoga, meditation and festival etc		-	25	-	<b>25</b>
<b>Total</b>		-	-	-	<b>800</b>

## First Year

### Phase-I: Internship (4 weeks)

Assessment is based on the following activities :		Marks
Planning	Content Analysis and mode of transaction (Assignment in teaching subject)	5
	<ul style="list-style-type: none"><li>• Creating and maintaining teaching learning material for the school (which can become valuable resource for the regular teachers of the school).</li><li>• Prepare TLM in any teaching subject.</li></ul>	5+5=10
	Make lesson plan using 10 different methods. In which 5 traditional lesson plan and 5 innovative lesson plan with the help of teacher educators.	5
Planning and Execution	Identify a problem of Action Research and draft proposal on it.	5
	Innovative Micro-Teaching (5 Skills) (Teaching Subjects at secondary to senior secondary level)	5
Execution	One week, regular observation of regular teacher (at the beginning of practice teaching).	5
	Delivery of four lessons (After each lesson of practice teaching pupil-teacher need to discuss with subject teacher on their pedagogy and new practices it must be seconded)	5
Assessment and Evaluation	Draft a report based on: continuously and comprehensively evaluating students' learning for feedback into curriculum and pedagogic practice.	5
Regularity and involvement in different school activities	Observation of day-to-day *school activities and report of an in-depth study of four activities.	5
<b>TOTAL MARKS</b>		<b>50</b>

\* Note: Any of the above activity may be replaced as per the need of the course.

#### **SUGGESTED SCHOOL ACTIVITIES:-**

**Select any one activity from each group given below:**

##### **A Group**

- Organization of cultural activities.
- Organization of literary activities.
- Organization of games/sports.
- Framing of time table.
- Water resource management through traditional methods.
- Prepare a report after interview of effective/good teachers.

**B Group**

- Attending and organizing morning assembly
- Maintenance of classroom discipline
- Review of School Records
- Guidance and Counseling
- Gardening

**C Group**

- Organizing science fair, exhibition, science club, nature study
- Maintenance of School library
- Maintenance of School laboratories.
- Health and hygiene.
- Study on role of community for school improvement
- School mapping

**D Group**

- Sensitization for environmental problems.
- Cleaning campaigning in school.
- School climate/Environment (any one aspect)
- Voluntary services.
- Mass awareness of social evils and taboos.
- Any other activity/s decided by the institute.

## Second Year

Course code	Title of the course	EVALUATION			
		External	CCA	Practical	Total
<b>Course-9</b> BED-201	<b>Pedagogy of school subject -II</b>				
BED-201-I	1. Hindi	35	15	-	50
BED-201-II	2. Sanskrit	35	15	-	50
BED-201-III	3. English	35	15	-	50
BED-201-IV	4. Social Sciences	35	15	-	50
BED-201-V	5. Civics	35	15	-	50
BED-201-VI	6. History	35	15	-	50
BED-201-VII	7. Economics	35	15	-	50
BED-201-VIII	8. Geography	35	15	-	50
BED-201-IX	9. Business Organization	35	15	-	50
BED-201-X	10. Financial Accounting	35	15	-	50
BED-201-XI	11. Mathematics	35	15	-	50
BED-201-XII	12. Home Science	35	15	-	50
BED-201-XIII	13. General Science	35	15	-	50
BED-201-XIV	14. Chemistry	35	15	-	50
BED-201-XV	15. Biology	35	15	-	50
BED-201-XVI	16. Physics	35	15	-	50
BED-201-XVII	17. Art	35	15	-	50
BED-201-XVIII	18. Computer Science	35	15	-	50
<b>Course -10</b> BED-202	Gender, School and Society	35	15	-	<b>50</b>
<b>Course-6 B</b> BED-203	Knowledge and Curriculum Part -II	35	15	-	<b>50</b>
<b>Course-11</b> BED-204	Creating an Inclusive School	35	15	-	<b>50</b>
<b>Course-12</b> BED-205	Optional Courses (Any one from the following)				
BED-205-I	Chetna Vikas Mulya Shiksha	35	15	-	50
BED-205-II	Distance Education	35	15	-	50
BED-205-III	Educational aspects of the Geeta	35	15	-	50
BED-205-IV	Educational Technology	35	15	-	50
BED-205-V	Environmental Studies	35	15	-	50
BED-205-VI	Gandhian thoughts of Education	35	15	-	50
BED-205-VII	Guidance and Counseling	35	15	-	50
BED-205-VIII	Health and Physical Education	35	15	-	50
BED-205-IX	Value Education	35	15	-	50
Course- EPC-3 (BED-206-I)	Critical understanding of ICT	-	50	-	<b>50</b>
Course -EPC -4 (BED-206-II)	Drama and Art in Education	-	50	-	<b>50</b>
<b>Course - INTERNSHIP II</b>	School Internship of 16 weeks*	-	100	100	<b>200</b>
CCA		-	25	-	<b>25</b>
Prayer, Yoga, meditation and festival etc.		-	25	-	<b>25</b>
<b>Total</b>					<b>600</b>

## Second Year

### Phase- II Internship (16weeks)

#### TEACHING PRACTICE AND PRACTICAL WORK

Assessment is based on the following activities :		Marks
Planning and Execution	Preparation, administration and analysis of diagnostic test (s) followed by remedial teaching any selected lesson.	10
Execution	Execution of action research project	10
	Observation of Regular Teacher/ Pupil-teacher and preparation of report	10
	Working with community project of social welfare. (submission of report)	10
	Exhibition of TLM in school prepared by pupil-teacher	10
	Regular classroom teaching delivery of 70 (35+35) lessons	10+10=20
Assessment and Evaluation	Two Criticism Lessons in teaching subjects.	10+10=20
	5 Lessons to be observe by teacher-educator.	5+5=10
	Final Lesson (External evaluation)	50
Regularity and involvement in different school activities	Participation in any two co-curricular activity and preparation of report.	10
	Observation and report of school calendar, time table, assessment schedule, library and laboratory.	5
	Portfolio, including detailing of teaching-learning plans, resources used as assessment tools, student observations and records.	10
	Exhibition and critical observations of work done by the pupil-teacher during the internship programme. (Seeking reactions of students, headmasters/ principals/ cooperating teachers and supervisors)	05
	Preparation and maintenances of feedback diary	10
	A journal by pupil-teacher in which he/she records one's experiences, observations, and reflections.	10
<b>TOTAL MARKS</b>		<b>200</b>

#### Medium of Instruction & Medium of Examination

**Medium of Instruction:** The programme will be taught in Bi-lingual (Hindi and English).

#### Medium of Examination:

- The question papers will be in Hindi and English both medium.
- The students are allowed to answer the question paper and CCA in Hindi and English.

#### Grievance Redressal Mechanism:

- The students will have the right to make an appeal against any component of evaluation. Such appeal has to be made to the Head of the Department concerned as the case may be clearly stating in writing the reason(s) for the complaint / appeal.
- The appeal will be assessed by the Chairman and he/she shall place before the Grievance Redressal Committee (GRC), chaired by the Dean, Faculty of Education comprising of the HOD of the concerned Department and if needed Course Teacher(s) be called for suitable explanation; GRC shall meet at least once in a semester and prior to CCA finalization.
- The Committee will consider the case and may give a personal hearing to the appellant before deciding the case. The decision of the Committee will be final.
- The online and offline grievance reporting form is available.
- The grievance is redressed within 14 working days.

<b>B.Ed. I Year</b>			
<b>COURSE CODE:</b>	<b>BED-101</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Childhood, Growing up and Learning</b>		
<b>MAX. MARKS:</b>	<b>100</b>	<b>MIN.PASS MARKS:</b>	<b>40</b>
<b>THEORY EXAMINATION</b>	70	<b>MIN.PASS MARKS:</b>	28
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	30	<b>MIN.PASS MARKS:</b>	12
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Understand the meaning, nature and characteristics of growth &amp; development.</li> <li>• Understand the principles and theories of development.</li> <li>• Acquire knowledge on different stages of development with its multi-dimensional aspects.</li> <li>• Analyze the characteristics of development of children from different psycho-sociological and cultural background.a</li> <li>• Examine the impact of urbanization, virtualization, social and economic change on the development of adolescents.</li> <li>• Critically analyze the impact of different agencies on child development.</li> <li>• Understand the significance of gender, caste, social class and their influence on children.</li> </ul>			
<b>Learning Outcomes:</b> After completion of the course, student-teachers will be able to :- <ul style="list-style-type: none"> <li>• Understand children of different ages by interacting &amp; observing them in diverse social, economic and cultural context rather than through an exclusive focus on child development.</li> <li>• Study of childhood, child development and adolescence.</li> <li>• Understand learning as divergent process.</li> <li>• Make aware about the importance of healthy liking and preventing diseases.</li> <li>• Introduce psychological traits of learners.</li> <li>• Become health aware &amp; sensitize children about mental and physical health.</li> <li>• Understand the role of the family and the school in the child's development.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (24)</b>	<b><u>Childhood and Child Development</u></b> <ul style="list-style-type: none"> <li>• Education Psychology- its meaning, scope and implications for teacher in classroom situation. Various psychologists and their contributions in education.</li> <li>• Importance of psychology for teacher and learner.</li> <li>• Childhood: Meaning, Concept and Characteristics.</li> <li>• Concept of Growth and Development,</li> <li>• Dimensions and Principles of Development.</li> <li>• Factors affecting Development (especially in the context of family and school) and their relationship with learning.</li> <li>• Childhood and child Development implication in teaching and learning</li> <li>• Role of Heredity and Environment.</li> </ul>		

	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize creative activities for children of diverse socio-cultural background with aim to learn to communicate and relate with them.</li> <li>• Create child based new activity to learn to listen to children with attention and empathy.</li> <li>• Creating and applying appropriate tools to measure the growth and development of children in school.</li> </ul>
<b>UNIT-2</b> <b>TEACHING HOURS (24)</b>	<p><b><u>Adolescent Development &amp; Personality Factors</u></b></p> <ul style="list-style-type: none"> <li>• Adolescent: Meaning, Concept and Characteristics.</li> <li>• Adolescent Development implication for teachers, teaching and learning.</li> <li>• Cognitive, Physical, Social, Emotional and Moral Development patterns and characteristics of Adolescent's Learner.</li> <li>• Personality: Meaning, concept, types of personality and affecting factors. Theories and Assessment, Adjustment and its Mechanism, Maladjustment.</li> <li>• Individual Differences: Meaning, Types and Factors Affecting Individual differences.</li> <li>• Piaget, Kohlberg and Vygotsky: constructs and critical perspectives. Addressing the Talented, Creative, especially abled-Learners.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Identifying the adolescence's problem, a sound of discussion with parents will be held. Suggest the remedial majors to being about positive change.</li> <li>• Seminar or workshop for student teacher to observe, interact with and study adolescents of different ages in and outside the school, in diverge social-economic, cultural, linguistic and regional contexts.</li> <li>• Organizing seminars for the psycho-development of children outside the school.</li> </ul>
<b>UNIT-3</b> <b>TEACHING HOURS (24)</b>	<p><b><u>Learning &amp; Learning Difficulties</u></b></p> <ul style="list-style-type: none"> <li>• Learning: Meaning, Concept, Types and Nature of Learning, factors influencing Learning, theories of Learning, Learning implication for teachers.</li> <li>• Learning process. Cognition and Emotions, Motivation and Learning</li> <li>• Factors contributing to learning– Personal and Environmental.</li> <li>• Domains of learning, Cognitive, Affective and Psychomotor.</li> <li>• Understanding diverse learners: Backward, Mentally Retarded, Gifted, Creative, disadvantaged-deprived, CWSN, Children with learning disabilities.</li> <li>• Motivation: meaning, concept and its Implications for Learning and Achievement.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• The pupil teacher will prepare at least two lessons based on computer assisted instruction and study its effectiveness.</li> <li>• Observe two learners, in natural setting to study and write a report on their domain of learning, the report present class in the presence of teacher education.</li> <li>• To study children of diverse, economic and societal &amp; cultural context for understanding learners' thinking and learning and prepare a report.</li> </ul>

<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (22)</b></p>	<p><b><u>Mental Health &amp; Hygiene</u></b></p> <ul style="list-style-type: none"> <li>• Mental Health &amp; Hygiene: Meaning, Concept and its affecting factors</li> <li>• Development of good Mental Health.</li> <li>• Personal and Environmental Hygiene.</li> <li>• Physical &amp; Mental Hygiene for teachers and learners.</li> <li>• Adjustment: Concept and ways of Adjustment and its Mechanism, Maladjustment. Role of Teacher in the Adjustment.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Examine the personal, domestic and physical hygiene of school-student.</li> <li>• Organize prayer meetings, yoga and meditation camps by the trainees for the healthy personality development of the students.</li> <li>• Conduct a study of psychological variables such as stress, mental health, conflict, anxiety, depression, self-esteem among school students.</li> <li>• Organizing seminar/symposia in the community with students for awareness about cleanliness and health.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (22)</b></p>	<p><b><u>Development and Implications in Education</u></b></p> <ul style="list-style-type: none"> <li>• Self-concept, Social Skills of Learner.</li> <li>• Intelligence: Concept, Theories and its Measurement.</li> <li>• Multiple-Intelligence: Meaning, definitions, concept and theories.</li> <li>• Multi-Dimensional Intelligence, Critical perspective of the construct of Intelligence and its implication.</li> <li>• Creativity: Meaning, definitions, concept and theories.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Collecting and analyzing comparative data on the development of students at different levels of the school.</li> <li>• Find out the IQ of the students in different subjects by the trainees.</li> <li>• Organize thematic activities to ascertain the thematic originality/creativity of the students.</li> <li>• Apply any two psychological tests on two students and on the basis of the conclusion, make a comprehensive profile at least ten students for each test.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>



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<b>B.Ed. I Year</b>			
<b>COURSE CODE:</b>	<b>BED-102</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Education in Contemporary India</b>		
<b>MAX. MARKS:</b>	<b>100</b>	<b>MIN.PASS MARKS:</b>	<b>40</b>
<b>THEORY EXAMINATION</b>	70	<b>MIN.PASS MARKS:</b>	28
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	30	<b>MIN.PASS MARKS:</b>	12
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• To learn the concepts of social Change and social transformation in relation to education.</li> <li>• Acquire knowledge of the concept of Educational Administration and Management.</li> <li>• Understand the role of center, state and local agencies in managing education.</li> <li>• Develop an understanding of the main issues related to Indian educational system.</li> <li>• To develop understanding about the social realities of Indian society and its impact on education.</li> <li>• To identify the contemporary issues in education and its educational implications.</li> <li>• To know the different values enshrined in the constitution of India and its impact on education.</li> </ul>			
<b>Learning Outcomes:</b> After completion of the course, students will be able to:			
<ul style="list-style-type: none"> <li>• Contextualize contemporary India with development of education.</li> <li>• Understand the Classroom as a social context.</li> <li>• Appreciate diverse perspectives of social, cultural, economic and political issues.</li> <li>• Critically analyses human and child rights.</li> <li>• Equips the teacher with proactive perspective and sense of agency.</li> <li>• Engage with concepts which are drawn from a diverse set of disciplines.</li> <li>• Learn about policy debates overtime the implementation of policies and actual shaping of school education.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (24)</b>	<b><u>Diversity in contemporary Indian Society &amp; Education</u></b>		
	<ul style="list-style-type: none"> <li>• Indigenous Meaning, Concept &amp; Characteristics.</li> <li>• Education: Meaning, Concept and Nature.</li> <li>• Social and Cultural Diversity: Meaning, Concept and their impact on Education.</li> <li>• Social, Cultural, Economic and Political and Technological perspective of Society and Education.</li> <li>• The role of Educational Institution for creating new social orders.</li> <li>• Classroom as a social context.</li> </ul>		
	<b>Assignment:</b>		
	<ul style="list-style-type: none"> <li>• Prepare a report on role of Educational Institution for creating new social order in your area.</li> <li>• Prepare a report on Parents and teacher experiences about their and others' culture and diversity.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (24)</b></p>	<p><b><u>Educational Management</u></b></p> <ul style="list-style-type: none"> <li>• Concept and functions of Education Management, Education Management in Rajasthan, School as a Unit of Decentralized planning, Educational Management Information System (EMIS), Institutional Planning, School Mapping, Block Resource Centre (BRC), School Management Committee (SMC), District Information System for Education (DISE), Samagra Shiksha Abhiyan (SMSA).</li> <li>• National integration and National security.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a report after studying School Management Committee (SMC) in nearby school.</li> <li>• Make a presentation on Education Management Information system.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (24)</b></p>	<p><b><u>Constitutional Provision as the guideline to Education</u></b></p> <ul style="list-style-type: none"> <li>• Constitutional provisions related to Education.</li> <li>• Constitutional provisions on Human and Child Right, Values &amp; Education.</li> <li>• Role of NCPCR (National Commission on Protection of Child Right).</li> <li>• Constitution direction for Issues &amp; Problems in Education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct an awareness programme on Child Rights with students, parents and community.</li> <li>• Organise a seminar on Constitutional provisions related to Education.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (22)</b></p>	<p><b><u>Emerging Indian Concerns and their Educational Implications</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept and Impact on Education of Liberalization, Globalization, Governmentization, Privatization.</li> <li>• Stratification of Education: Concept and Process.</li> <li>• Nationalist critique of Colonial Education and Experiments with a Alternatives</li> <li>• Education for Marginalized group like Women, Dalits and Tribal people on personal family and Community Hygiene.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a group discussion on Education for Marginalized group.</li> <li>• Organize a debate on Governmentization v/s Privatization of education.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (22)</b></p>	<p><b><u>Organization of Educational Setup</u></b></p> <ul style="list-style-type: none"> <li>• Organization of Educational Setup at Primary and Secondary</li> <li>• Functions of RIE, SIERT, SBER, CTE, DIET.</li> <li>• Educational Initiative: Balika Shiksha Foundation, Kasturba Gandhi Balika Vidyalaya, Rajasthan Text Book Board, Bharat Scouts and Guides. Rasthriya Military School, Sainik School, Model School, E-Mitra, E-Governance, Rajshiksha, Edu sat, Gyandarshan, Gyanvani.</li> <li>• Right to Education, SSA, Policies for UEE, Naye Taleem.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Examine Policy &amp; Constitutional provision on equality and Right to Education.</li> <li>• Train students in any five Handicrafts on the basis of the Naye Taleem (such as paper Meshi, Mithi Kutti, Handloom etc) and other related to cottage industries and organize an exhibition on handicraft material.</li> </ul>

<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																													
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<b>B.Ed. I Year</b>			
<b>COURSE CODE:</b>	<b>BED-103</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Yoga for Holistic Health</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION DURATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• To develop the understanding of the Fundamentals of holistic health.</li> <li>• To develop the understanding of Metaphysical Bases of Yoga.</li> <li>• To develop the understanding of Philosophy of Yoga Education.</li> <li>• To know Different Yoga Systems and Characteristics of Yoga Practitioner.</li> <li>• To develop Awareness of COVID -19.</li> <li>• To develop the understanding of selected instruments of yoga and their effective uses.</li> </ul>			
<b>Learning Outcomes:</b> After completion of the course, students will be able to:			
<ul style="list-style-type: none"> <li>• Understanding about the concept, scope &amp; need of Holistic Health.</li> <li>• Apply their Knowledge about yoga and fundamentals of holistic health in daily life.</li> <li>• To compare the Education of holistic health between Indian &amp; Western Context.</li> <li>• Conceptualize Metaphysical Bases of Yoga.</li> <li>• Integrate yoga &amp; meditation in their daily life.</li> <li>• Examine Different Yoga Systems and Characteristics of Yoga Practitioner.</li> <li>• Able to perfectly select instrument of yoga and their effective uses.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (12)</b>	<b><u>Fundamentals of holistic health</u></b>		
	<ul style="list-style-type: none"> <li>• Concept of Holistic Health.</li> <li>• Need &amp; scope of education for Holistic Health.</li> <li>• The Indian context and Western context of Education for Holistic Health.</li> <li>• Dimensions of development of Holistic Health.</li> </ul>		
	<b>Assignment:</b>		
	<ul style="list-style-type: none"> <li>• Comparative study of the concept of holistic health in Indian context &amp; Western context.</li> <li>• Organize an Institutional programme for development of Holistic Health through yoga.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS</b> <b>(12)</b></p>	<p><b><u>Metaphysical Bases of Yoga</u></b></p> <ul style="list-style-type: none"> <li>• Concept of Purush and Prakriti as Basic Component of Cosmic Reality.</li> <li>• Concept of Antahkaran Man, Budhdi, Chitt, Ahankar.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Oraganize workshop on Metaphysical Bases of Yoga.</li> <li>• Oraganize awareness programme on Manviya Prakriti in school.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Philosophy of Yoga Education</u></b></p> <ul style="list-style-type: none"> <li>• The meaning and definition of yoga.</li> <li>• Needs, importance and scope of yoga education.</li> <li>• Yoga as a way of healthy and integrated living.</li> <li>• Yoga as a way of socio-moral upliftment of man.</li> <li>• Yoga as a way of spiritual Enlightenment, Atmanubhuti, Pratyakshanubhuti.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Practice any five yogasana in school with involvement of parents for socio-moral and physical health upliftment of student.</li> <li>• Orientation programme of school level students for integration of yoga in their daily life.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Different Yoga Systems and Characteristics of Yoga Practitioner</u></b></p> <ul style="list-style-type: none"> <li>• Ashtang yoga of Pantajali (Yam,Niyam,Asan,Pranayama-Pratyahar-Dharna-Dhyana, Samadhi).</li> <li>• Gyan-Bhakti-Karma yoga of Bhagvadgita.</li> <li>• Integral yoga of Aurbindo and modern school of yoga.</li> <li>• Characteristics of a yoga practitioner.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Discuss characteristics of a yogi purush with student and make routine for student.</li> <li>• Oraganize a training camp for school student on Ashtang yoga of Pantajali</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Instrument of Yoga</u></b></p> <ul style="list-style-type: none"> <li>• Different Asanas and Pranayam to promote a sound Physical and mental health.</li> <li>• Dhyana and its therapeutic value.</li> <li>• Selected ways of Dhyana.</li> <li>• Awarness of COVID - 19: Mechanism during Quarantine and Home Isolation.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Practice dhyana for five minutes to students before teaching and learning anlyse its impact on their performance.</li> <li>• Conduct a Mechanism strategy of Yoga for Quarantine and Isolate people and prepare a Report of Yoga Aasana special for Isolate people.</li> </ul>

**TEACHING AND LEARNING STRATEGIES**

1. Lectures
2. E-learning
3. Videos
4. Extension Lectures
5. Content Review
6. Self-Learning
7. Group Discussions
8. Field Visit
9. Survey
10. Documentaries
11. Short Films
12. Team Teaching

**\* The teaching strategies are subject to change as per requirement of the students and their capabilities.**

**CONTINUOUS & COMPREHENSIVE ASSESSMENT (CCA)**

**Details of Continuous and Comprehensive Assessment (CCA) are as follows:**

SR. NO.	CCA: COMPONENT	MAXIMUM MARKS
1	Monthly Test	10X6 Test = 60
2	Presentation	10
3	Group Discussion	10
4	Debate	10
5	Participation and Presentation in Seminar	10
6	Report Writing	10
7	Viva Voce	10
8	Attendance*	10
9	Co-curricular Activity	10
10	Team Teaching	10

**EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):**

CCA will be reduced to 30 marks or 15 marks (as per course weightage).

Formula: Marks obtained/Total marksX30

For example:  $60 \div 160 \times 30 = 11.25$

**PROVISO-I:** Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.

**PROVISO-II:** Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.

**\*Attendance in Lectures and Practical**

Percentage	Marks Allotted
75% to 80%	02
81% to 85%	04
86% to 90%	06
91% to 95%	08
Above 96%	10



<b>EXAMINATION PATTERN</b>	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.
<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. <b>Annual</b></li> <li>2. <b>However, the university may revise the syllabus at any time during the running year after giving a notice for a period one month.</b></li> </ol>
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. प्रतिभा, रानी (2016). योगप्रतिभा. आगरा: राधाप्रकाशन .</li> <li>2. किशनलाल (2016).योगासन एवं ध्यानक्रियाएं. दिल्ली: राजापोकेटबुक्स.</li> <li>3. रंजन, राजकुमार (2016).योगशिक्षा. आगरा: राखीप्रकाशन.</li> <li>4. दुबे एवंशर्मा (2016). योगशिक्षा. आगरा: राधाप्रकाशन.</li> <li>5. Ganesh, Shankar (2002). Classical and Modern approaches to Yoga.New Delhi: Pratibha Prakashan.</li> <li>6. Goel, A. (2007). Yoga education: Philosophy and practice. New Delhi: Deep and Deep Publications.</li> <li>7. Kumar, K. (2012). Yoga Education. New Delhi: Shipra Publication.</li> <li>8. Paraddi, Kasuma Mallapa and Ganesh, Shankar (2006). Ashtanga Yoga in relation to Holistic Health. New Delhi: Satyam Publication.</li> <li>9. Singhal. J.C. (2009).Yoga Percived, Practised. Saga of India.New Delhi: AbhishekPrakashan.</li> <li>10. Swami, A. P. &amp; Mukerjee (2008).Yoga lessons for developing spiritual consciousness. New Delhi: Cosmo Publication.</li> <li>11. Yadav, S. &amp; Kumar, S. (2014). To Study the Effectiveness of Yoga Education on Holistic Development of Teacher Trainees. International Journal of Innovative Research &amp; Development. 3(1).</li> </ol>

<b>B.Ed. I Year</b>			
<b>COURSE CODE:</b>	<b>BED-104</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Understanding Discipline and Subjects</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>To develop understanding of chronological evolution of knowledge.</li> <li>To understand the different discipline and subjects.</li> <li>To understand the changing concept and need of discipline.</li> <li>To develop the idea of sources of different discipline and subjects.</li> <li>To inculcate the ability to construct the content and frame curricula.</li> </ul>			
<b>Learning Outcomes:</b> After completion of the course, students will be able to:			
<ul style="list-style-type: none"> <li>Understand chronological evolution of knowledge.</li> <li>Understand theory related to human needs change with time.</li> <li>Reflect on the nature and role of disciplinary knowledge in the school curriculum and the paradigm shifts in the nature of disciplines with some discussion on the history of teaching of subject areas in schools.</li> <li>Historically review on sea change in disciplinary areas, especially social science, natural science and linguistics.</li> <li>Understand methods of study and validation of knowledge in changing scenario.</li> <li>Understand how the content was selected, framed in the syllabus, and how it can be transformed so that learners construct their own knowledge through it.</li> <li>Examine govt. policies on teaching of subjects after independence and its impact.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (12)</b>	<b><u>Disciplinary knowledge</u></b>		
	<ul style="list-style-type: none"> <li>Knowledge - Definition, its genesis and general growth from the remote past to 21<sup>st</sup> Century.</li> <li>Nature and role of disciplinary knowledge in the School Curriculum, the paradigm shifts in the nature of Discipline.</li> </ul>		
	<b>Assignment:</b>		
	<ul style="list-style-type: none"> <li>Conduct an activity from school subject which is essential for further life at upper primary to senior secondary level.</li> <li>The students will be asked to write a daily diary, the major events of the day meeting.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Disciplinary Areas</u></b></p> <ul style="list-style-type: none"> <li>• Redefinition and Reformulation of Disciplines and school subjects over the last two centuries (in particular social, political and intellectual contexts).</li> <li>• The role of such disciplinary areas like Language, Mathematics, Social Science, Science in the overall scheme of the School Curriculum (from Philosophical point of view John Dewey).</li> <li>• Sea change in disciplinary areas (especially Social Science, Natural Science and Linguistic).</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise seminar on the role of Disciplinary area in school curriculum.</li> <li>• Make a presentation on Redefinition and Reformulation of Disciplines and school subjects.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Content of Disciplines</u></b></p> <ul style="list-style-type: none"> <li>• Selection criteria of content in the Syllabus.</li> <li>• Transformation of content for construction of learners own knowledge through it.</li> <li>• Criteria of Inclusion or Exclusion of a subject area from the School Curriculum.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Workshop on transformation of content for construction of learners own knowledge according to present need.</li> <li>• Debate on criteria of inclusion or exclusion of a subject area from school curriculum.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Development in Disciplines</u></b></p> <ul style="list-style-type: none"> <li>• Recent developments and Post-independence era Govt. Policies on teaching of Science, Mathematics, Language and Social Science in School Level Curriculum.</li> <li>• Modes of Thinking: Meaning, Concept and Factors affecting it.</li> <li>• Positivistic, Speculative and Authority centered modes of Thinking: their impact on Pure &amp; Applied Sciences, Social Sciences and Humanities.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Select a suitable topic on a current affairs and then draft a usefully notes on it.</li> <li>• Analyze the Periodicals like newspaper, Magazine, Journals etc. in the light of social needs of science/social science/math etc.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Designing of Disciplines</u></b></p> <ul style="list-style-type: none"> <li>• Differentiate among Curriculum, Syllabus and Text Books.</li> <li>• Designing of Curriculum, Syllabus and Text Books.</li> <li>• Criteria of selection good Text Books, Magazine and Journal.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise a group discussion on difference between curriculum and syllabus.</li> <li>• Organise workshop to designing of Curriculum, Syllabus and Text Books.</li> </ul>

<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																													
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<p><b>PERIODICAL REVISION OF SYLLABUS</b></p>	<p>1. ANNUAL  2. <b>HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running yearafter giving a notice for a period one month.</b></p>
<p><b>SELECTED READINGS</b></p>	<ul style="list-style-type: none"> <li>• Gadgil, Madhav and RamchandraGuha, Ecology and Equity: The Use and Abuse of Nature in1996 contemporary India. New Delhi: OUP</li> <li>• Giddens, Anthony. 1996, Global Problems and Ecological Crisis in Introductionto Sociology. 2nd Edition. New York: W.W. Norton andCo.</li> <li>• Michael Redclift, 1984, Development and the Environmental Crisis, Meheun Co. Ltd. New York</li> <li>• Munshi, Indra. 2000, Environment' in Sociological TheorySociologicalBulletin. Vol.49, No.2</li> <li>• L Riordan T, 1981, Environmentalism, Pion</li> <li>• Schnaiberg Allan, 1980, The Environment, Oxford University Press. N.Y.</li> <li>• Sharma, S.L. 1994, Perspective on Sustainable Development In South Asiain Samad (Ed.) Perspectives On SustainableDevelopment in Asia. Kuala Lumpur: ADIPA</li> <li>• Buttle, Frederick H. 1987. Annual review of Sociology 13.</li> <li>• Catton Williams,Jr. and Dunlap Riley. E 1980, American Sociologist, 13.</li> </ul>

**B.Ed. I Year**

<b>COURSE CODE:</b>	<b>BED-105</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Teaching and Learning</b>		
<b>MAX. MARKS:</b>	<b>100</b>	<b>MIN.PASS MARKS:</b>	<b>40</b>
<b>THEORY EXAMINATION</b>	70	<b>MIN.PASS MARKS:</b>	28
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	30	<b>MIN.PASS MARKS:</b>	12
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	

**Objectives:**

- To develop Cognitive Psychology, Social Development and its effect on Teaching & Learning.
- To develop the emotional Development and Spiritual Development of the students.
- To develop effective Teaching
- To teach about Learning & its factors influencing Learning etc.
- To acquaint with the Diversity among learners and learning needs
- To make aware about the Role of ICT in Learning Enhancement.
- To relate with Teaching learning processes, Teaching learning strategies and methods in the context of NCF
- To acquaint with Action Research. Right to Education Act 2009.

**Learning Outcomes:**After completion of the course, students will be able to:

- To develop scientific attitude for the process of teaching & learning.
- To develop understanding about the relationship of cognitive, social and emotional development with learning process.
- To provide an overall view on teaching & learning style and ideas to enhance these activities.
- To make aware about teaching skills, components and parameters of effective teaching.
- To relate various Psychological domains of Teaching & Learning.
- To familiarize with ICT in teaching & learning process.

**UNIT-1  
TEACHING HOURS (24)**

**Psychological Domains of Teaching & Learning**

- Cognitive Psychology: - Meaning, Concept, Important, domains and its relationship with Learning & Teaching.
- Social Development – Meaning, Importance, Social Process and its effect on Teaching & Learning, Theory of Social Construction.
- Emotional Development - Meaning, Process, need to study and its effect on Teaching and Learning process.
- Spiritual Development: - Meaning, Concept, important domains and its relationship with Learning & Teaching.

**Assignment:**

- Make a critical analysis of school situation in terms of its role in promoting learner’s cognitive and non-cognitive learning outcome and report on entire activities.
- Prepare learners’ profile based on cognitive and non cognitive characteristics of two adopted students.

<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (24)</b></p>	<ul style="list-style-type: none"> <li>• Effective Teaching : Meaning, Component and Parameters of Effective Teaching, Identification of Teaching Skills, Principles of Teaching, Classroom Instruction Strategies, Teacher as a Learner, Responsibilities of Teacher.</li> <li>• Teaching for Culturally Diverse Students, Theory of Culturally Relevant Pedagogy.</li> <li>• Values and personal relationship between Teachers and Learners, relationship among learners, self-esteem and freedom experienced by learner.</li> <li>• Teaching Models &amp; factor effecting teaching &amp; learning.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Draft a survey based report on an effective Teacher’s behaviour .</li> <li>• Prepare an academic schedule of students after a thorough analysis of school dairy of students. Focus on the analysis of record of Teaching and Learning.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (24)</b></p>	<p><b><u>Effective Teaching Learning</u></b></p> <ul style="list-style-type: none"> <li>• Learning – Meaning, and Characteristics, Learning Factors, Influencing Factors, Kind of Learning, tradition and changes in view of the learning process a shift from teaching to Learning.</li> <li>• Principles of Learning, Quality of Learning.</li> <li>• Discovering Learning - Meaning, Concept, Principles to assess quality of Learning.</li> <li>• A Learning Cycle for Discovery, Classroom Instruction Strategies Theories Supporting the new view of the Learning process.</li> <li>• Learning as construction of Knowledge (NCERT, 2005) learning in and outside school and its relationship with learner’s motivation learning in diverse socio-cultural condition.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a Study of a case and prepare a report on factors influencing learning of two adopted students.</li> <li>• Conduct a test of at least two students to determine which side of the brain is more powerful.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (22)</b></p>	<p><b><u>Learning Style</u></b></p> <ul style="list-style-type: none"> <li>• Diversity among learners and learning needs (with reference to special needs) background &amp; Concept of Multilingual.</li> <li>• Learning &amp; thinking Style - Concept, Types and importance in Teaching – Learning process, factor effecting and relationship between Learning &amp; Thinking Style.</li> <li>• Role of ICT in Learning Enhancement.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare an academic record of two students justifying your contribution in academic enhancement of them.</li> <li>• Observe differential learning needs of the learners with regard to learning styles through active involvement of students (playing, storytelling, puzzle games, reading etc) and draft a report for presentation.</li> </ul>

<p style="text-align: center;"><b>UNIT-5 TEACHING HOURS (22)</b></p>	<p><b><u>Teaching Style</u></b></p> <ul style="list-style-type: none"> <li>• Teaching learning processes, Teaching learning strategies and methods in the context of National Curriculum Framework 2005.</li> <li>• Action Research, Right to Education Act 2009 (Role and Responsibilities of Teachers)</li> <li>• Teaching as Profession, Effective Classroom Management.</li> <li>• ICT &amp; Teaching.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Draft a report on Teachers’ Teaching Style for one week based on the Classroom observation of two teachers.</li> <li>• Make your own lesson Plan by studying Teacher’s diaries.</li> </ul>																																				
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<p><b>SELECTED READINGS</b></p>	<ul style="list-style-type: none"> <li>• चौबे.एस.पी. (2005). बाल विकास व मनोविज्ञान के मूल तत्व Concept Publishing Company Private Ltd Mahan Garden: New Delhi.</li> <li>• भूषण,शैलेन्द्र (2007-08).शैक्षिक तकनीकी. अग्रवाल पब्लिकेशन: आगरा-7.</li> <li>• शर्मा, आर.ए. (2008). शिक्षा के मनोविज्ञान आधार. इंटरनेशनल पब्लिशिंग हाउस: मेरठ.</li> <li>• सेवानी, अशोक एवं सिंह,उमा (2008). शिक्षा मनोविज्ञान. अग्रवाल पब्लिकेशन: आगरा.</li> <li>• कुलश्रेष्ठ,एस.पी.(2007-08).शैक्षिक तकनीकी के मूल आधार. अग्रवाल पब्लिकेशन: आगरा.</li> <li>• ऑबेरॉय, एस. सी, (1999). शिक्षक तकनीकी के मूल तत्व. आर्य बुक डिपो: नई दिल्ली.</li> <li>• शर्मा, आर.ए. (2005). शिक्षण अधिनम में नवीन प्रवर्तन आर. लाल बुक डिपो: मेरठ.</li> <li>• शर्मा, आर.ए. (2005). शिक्षण अधिगम में नवीन प्रवर्तन. आर.लाल बुक डिपो: मेरठ.</li> <li>• Siddiqui, Mujebul Hasan (2009). Teachings of teaching (classroom teaching). APH publishing: New Delhi.</li> <li>• Mathur, S.S &amp; Mathur, Anju (2007-2008).Development of learner and teaching learning process.Agrawal publication: Agra.</li> <li>• Rao, V.K. &amp; Reddy, R.S. (1992). Learning and Teaching. Commonwealth Publishers: New Delhi.</li> <li>• Bhatnagar, A.B, Meehakshi and Anurag. (2008). Development of learner and teaching learning process. R.lal Bookdepot: Meerut.</li> </ul>												

**B.Ed. I Year**

<b>COURSE CODE:</b>	<b>BED-106</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Knowledge and Curriculum Part-I</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	

**Objectives:**

- To understand the Meaning and Concept of knowledge.
- To understand the various dimensions of the curriculum.
- To understand concept and the process of knowledge generation and their linkage with society.
- To understand distinction between Data, knowledge and Information.
- To understand critically analyze various curriculum textbook.

**Learning Outcomes:** After completion of the course, students will be able to:

- To understand concept and the process of knowledge generation and their linkage with society.
- To critically analyse various/ curriculum textbook.
- To identify various dimensions of the curriculum and their relationship.
- To identify relationship between the curriculum framework and syllabus.
- To understand the relationship between ideology and the curriculum.

<p style="text-align: center;"><b>UNIT-1</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Knowledge Generation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning Concept and nature of knowledge.</li> <li>• Distinction between Data, knowledge, Information and skill Teaching and Training, Knowledge and information, reason and belief.</li> <li>• Process of Knowledge generation: Local window, Sharing, practice and creation.</li> <li>• Various structures of society and knowledge and their linkage and relationship.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Conduct a group discussion on Distinction between Data, knowledge, Information and write a report.</li> <li>• Conduct a play on journey of knowledge on any one issue/innovation/ Discovery such as aeroplane or Robot.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Curriculum and origin of knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Knowledge as the bases of curriculum.</li> <li>• Curriculum: Meaning, concept, nature component and its basis.</li> <li>• Type of curriculum: Explicit, hidden, absent or null curriculum.</li> <li>• Curriculum, Syllabus, content and co-curriculum for knowledge generation.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Identified the transaction of curriculum in a prescribed text book.</li> <li>• Organize a workshop on types of curriculum.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Features of Curriculum Framework</u></b></p> <ul style="list-style-type: none"> <li>• The salient features of NCF- 2005 and NCFTE-2010 and analysis of these documents with respect to various aspects of foundations, concerns and the changes made with important considerations.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Make a comparative Analysis of curriculum of school at any one level in the light of NCF 2005.</li> <li>• Organize an orientation program for school teachers on NCF-2005 and NCFTE-2010.</li> </ul>

<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Text book and curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Text book – Criteria of selection, and critical analysis of Text Book, Children’s literature and teacher’s handbooks.</li> <li>• Relationship among curriculum, syllabus and textbook.</li> <li>• Selection of materials; Development of activities and tasks.</li> <li>• Connecting learning to the world outside - Moving away from rote-learning to constructivism.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Critical review or analysis of the text book at upper primary and senior secondary level.</li> <li>• Organize a seminar on relationship among power, ideology and Curriculum.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Modernity, Post Modernity and Knowledge in Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Meaning and Concept of knowledge in modernity</li> <li>• Meaning and Concept of knowledge in Post-modernity</li> <li>• Knowledge process through curriculum transaction.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Make a report on the journey of knowledge from modernity to post-modernity.</li> <li>• The students will be asked to collect the facts regarding current knowledge and then prepare report.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol>

\* The teaching strategies are subject to change as per requirement of the students and their capabilities.

**CONTINUOUS & COMPREHENSIVE ASSESSMENT (CCA)**

Details of Continuous and Comprehensive Assessment (CCA) are as follows:

SR. NO.	CCA: COMPONENT	MAXIMUM MARKS
1	Monthly Test	10X6 Test = 60
2	Presentation	10
3	Group Discussion	10
4	Debate	10
5	Participation and Presentation in Seminar	10
6	Report Writing	10
7	Viva Voce	10
8	Attendance*	10
9	Co-curricular Activity	10
10	Team Teaching	10

**EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):**

CCA will be reduced to 30 marks or 15 marks (as per course weightage).

Formula: Marks obtained/Total marksX30

For example:  $60 \div 160 \times 30 = 11.25$

**PROVISO-I:** Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.

**PROVISO-II:** Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.

**\*Attendance in Lectures and Practical**

Percentage	Marks Allotted
75% to 80%	02
81% to 85%	04
86% to 90%	06
91% to 95%	08
Above 96%	10

<b>EXAMINATION PATTERN</b>	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.
<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. ANNUAL</li> <li>2. <b>HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running yearafter giving a notice for a period one month.</b></li> </ol>
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• Schilvest, W.H. (2012), Curriculum: Prospective Paradigm and Possiilty. M.C MILLAN publication.</li> <li>• Letha ram mohan (2009). Curriculum Instruction and Evaluation. Aggarwal publication, Agra.</li> <li>• Kelly, AV. (2009). The curriculum: Theory and Practice, sage publication Singapore.</li> <li>• Shulman L. S. (1986) Those Who Understand: Knowledge Growth in Teaching. Educational researcher.</li> <li>• Tagore, R. (2003) Civilization and Progress in Crisis in Civilization and other essays: rupa &amp;co. New Delhi.</li> <li>• Pathak, A (2013) Social implications of schooling: Knowledge Pedagogy and Consciousness. Aakar books, New Delhi.</li> <li>• Shukla, Bhavan (2016). Knowledge and Curriculam. Agraval publication Agra:</li> <li>• श्रीवास्तव, एच.एस.एवं चतुर्वेदी, एम. जी (2010). पाठ्यचर्या और शिक्षण विधियों, शिक्षा प्रकाशन, जयपुर।</li> <li>• यादव, शियाराम, (2011) पाठ्यक्रम विकास अग्रवाल प्रकाशन आगरा.</li> <li>• पूनम मदन (2016). पाठ्यचर्या के सैद्धान्तिक आधार, अग्रवाल प्रकाशन. आगरा.</li> <li>• पूनम मदन (2016). ज्ञान एवं पाठ्यचर्या, अग्रवाल प्रकाशन, आगरा.</li> <li>• पूनम मदन (2016). पाठ्यक्रम विकास एवं आकलन, अग्रवाल प्रकाशन. आगरा.</li> </ul>

<b>B.Ed. I Year</b>			
<b>COURSE CODE:</b>	<b>BED-107</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Assessment for Learning</b>		
<b>MAX. MARKS:</b>	<b>100</b>	<b>MIN.PASS MARKS:</b>	<b>40</b>
<b>THEORY EXAMINATION</b>	70	<b>MIN.PASS MARKS:</b>	28
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	30	<b>MIN.PASS MARKS:</b>	12
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• To Understand Concept of Measurement Assessment and Evaluation.</li> <li>• To Understand Types of Measurement and Evaluation.</li> <li>• Make to Know about Continuous and Comprehensive Evaluation.</li> <li>• To Understand Evaluation Tools.</li> <li>• Make to Know about Characteristics of Good Evaluation.</li> <li>• Make to Know about analysis process of Students.</li> </ul>			
<b>Learning Outcomes:</b> After completion of the course, students will be able to:			
<ul style="list-style-type: none"> <li>• To understand assessing children’s progress, both in terms of their psychological development and the criteria provided by the curriculum.</li> <li>• To provide broad outlook to go beyond the limited context of syllabus-based achievement testing, achievement scores in a subject linked with the child’s overall development.</li> <li>• Introduce student teachers to the history of evaluation and current practices.</li> <li>• Understand the different dimensions of learning and related Evaluation procedures, tools and techniques. Analyse, Manage and interpret assessment data.</li> <li>• Understanding the policy perspectives on examination and evaluation and their implementation practices. Assessment for culturally responsive in diverse classroom.</li> <li>• Develop critical understanding of issues in evaluation and explore realistic, comprehensive and dynamic assessment process which is culturally responsive for use in the classroom.</li> <li>• Develop enabling processes which lead to better learning and more confident and creative learners.</li> </ul>			

<p style="text-align: center;"><b>UNIT-1</b> <b>TEACHING</b> <b>HOURS (24)</b></p>	<p><b><u>Concept of Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning &amp; concept of Assessment, Measurement &amp; Evaluation and their Interrelationship, Purpose of Evaluation (Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Diagnosing). Principles of Assessment.</li> <li>• Functions of Measurement and Evaluation, Steps of Evaluation Process, Types of Measurement, Tools of Measurement and Evaluation. Techniques of Evaluation.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Observe the teaching learning process in class room and prepare a report and feedback on it.</li> <li>• Conduct a group discussion on difference between Assessment, Measurement and Evaluation.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (24)</b></p>	<p><b><u>Type of Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Classification of Assessment: Base on purpose (Prognostic, Formative, Diagnostic and Summative), Scope (Teacher made, Standardized) Attribute measured (Achievement, Aptitude, Attitude, etc.), Nature of information gathered (Qualitative, Quantitative) Mode of response (Oral and written), Nature of interpretation (norm referenced, criteria referenced).</li> <li>• Item Analysis.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Presentation of papers on examination and evaluation policies.</li> <li>• Prepare a diagnostic test of any subject and apply it on students and give suggestions for improvement.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (24)</b></p>	<p><b><u>Continuous and Comprehensive Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, concept need and process and characteristics of CCE.</li> <li>• Assessment of Attitude and Values, Interest, Intelligence, Personality, self-concept items and procedures for their assessment.</li> <li>• Grading: Concept, types and Application, Indicators for grading.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a plan for continuous and comprehensive evaluation of students.</li> <li>• To assess self concept of the students in class room and provide them feedback for it.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (22)</b></p>	<p><b><u>Evaluation Tools</u></b></p> <ul style="list-style-type: none"> <li>• Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices.</li> <li>• Self, Peer and Teacher Assessment.</li> <li>• Commercialization of assessment.</li> <li>• Construction an Achievement test</li> <li>• Typology of questions</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise a group activity (like competition/story telling/reading/writing) and get it assessed by self, peer and teacher.</li> <li>• Draft a feedback form about overall performance of students from parents and teacher, evaluate its effectiveness too.</li> </ul>



<b>UNIT-5 TEACHING HOURS (22)</b>	<p><b><u>Evaluation Practices</u></b></p> <ul style="list-style-type: none"> <li>• Construction and Selection of items, Guidelines for Construction of test items, assembling the test items, Guideline for administration.</li> <li>• Characteristics of Good Evaluation System– Reliability, Validity, Objectivity, Comparability, Practicability.</li> <li>• Analysis and interpretation of student’s performance processing test, performance, calculation of percentage (Measures of Position), Central tendency measurement, Co-efficient of Correlation, Product Moment and Rank difference, Graphical Representations.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Determination of Reliability or Validity of any self made test.</li> <li>• Construction, administration and interpretation of self made achievement text.</li> </ul>																																	
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																	
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	<p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b>          CCA will be reduced to 30 marks or 15 marks (as per course weightage).          Formula: Marks obtained/Total marksX30          For example: <math>60 \div 160 \times 30 = 11.25</math></p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p><b>*Attendance in Lectures and Practical</b></p> <table border="1" data-bbox="654 533 1149 748"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
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<b>EXAMINATION PATTERN</b>	<p><b>Details of Continuous and Comprehensive Assessment (CCA) are as follows:</b></p> <p>Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.</p>												
<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li><b>1. ANNUAL</b></li> <li><b>2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running yearafter giving a notice for a period one month.</b></li> </ol>												
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• अस्थाना, विपिन (2009). मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन. अग्रवाल प्रकाशन: आगरा.</li> <li>• पाल, हंसराज एवं शर्मा, मंजूलता (2009). मापन, आकलन एवं मूल्यांकन. शिक्षा प्रकाशन: जयपुर.</li> <li>• पाण्डेय, श्रीधर (2010). शिक्षा में मापन मूल्यांकन. भवदीय प्रकाशन: फैजाबाद.</li> <li>• शर्मा, ज्योति (2009).शैक्षिक मापन एवं मूल्यांकन. अग्रवाल प्रकाशन: आगरा.</li> <li>• Ecclestone, Kathryn (2010). Transforming formative assessment in lifelong learning. Mc Graw Hill. Eng.</li> <li>• गुप्ता, एस. पी.(2010). आधुनिक मापन एवं मूल्यांकन. प्रयागराज : शारदा पुस्तक मन्दिर.</li> </ul>												

**B.Ed. I Year**

<b>COURSE CODE:</b>	BED-108-I	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>हिन्दी भाषा का शिक्षण</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	

**उद्देश्य :**

- हिन्दी भाषा तत्वों एवं साहित्य के विविध रूपों का अध्ययन करवाना।
- गद्य साहित्य एवं हिन्दी भाषा की विविध विधाओं का शिक्षण करवाने की योग्यता विकसित करना।
- हिन्दी भाषा के शिक्षण कौशलों का विकास करना।
- भाषा शिक्षण हेतु विभिन्न सहयोगी सामग्रियों के निर्माण की योग्यता विकसित करना।
- विषय-वस्तु विश्लेषण की योग्यता विकसित करना।
- हिन्दी शिक्षण में मूल्यांकन संस्थितियों व विधाओं के अधिगम की योग्यता उत्पन्न करना।
- निदानात्मक एवं उपचारात्मक परीक्षण के उपयोग की क्षमता विकसित करना।

**अधिगम सम्प्राप्तियाँ :**

- विद्यार्थी हिन्दी भाषा तत्वों एवं साहित्य के विविध रूपों को जान सकेंगे।
- विद्यार्थी गद्य साहित्य एवं हिन्दी भाषा की विविध विधाओं की व्याख्या कर सकेंगे।
- भाषा के माध्यम से अनुवाद कला और सौन्दर्यात्मक सृजनात्मकता का अध्ययन कर सकेंगे।
- विद्यार्थी साहित्यिक अभिव्यक्ति के विविध रूपों को समझ सकेंगे।
- श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों को जान सकेंगे।
- विद्यार्थी भाषा शिक्षण हेतु विभिन्न सहयोगी सामग्रियों के निर्माण में रुचि ले सकेंगे तथा भाषा शिक्षण में पाठ्यक्रम सम्बन्धी विषय-वस्तु एवं प्रकरण पर चार्ट, पोस्टर, चित्र, एवं मॉडल बना सकेंगे।
- हिन्दी भाषा शिक्षण में दृश्य-श्रव्य उपकरणों का व्यावहारिक उपयोग कर सकेंगे।
- सूक्ष्म पाठ, इकाई पाठ, दैनिक पाठ एवं प्रतिमान आधारित पाठ योजनाओं के महत्व से अवगत होकर इनका निर्माण कर सकेंगे।
- पाठ्य प्रकरण के अन्तर्गत आयी किसी कहानी एवं नाटक का रूपान्तरण करवाने में रुचि ले सकेंगे।
- हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विधाओं को जान सकेंगे।
- निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरूप महत्व एवं उपयोग को जान सकेंगे।

<p style="text-align: center;">इकाई-1 TEACHING HOURS (12)</p>	<p><b><u>भाषा साहित्य और सौंदर्य</u></b></p> <ul style="list-style-type: none"> <li>• हिन्दी शिक्षण का अर्थ, प्रकृति और क्षेत्र।</li> <li>• हिन्दी भाषा का महत्व तथा हिन्दी भाषा का ऐतिहासिक एवं वैज्ञानिक स्वरूप।</li> <li>• साहित्य के विविध रूप एवं अनुवाद कला और भाषा सौंदर्य।</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• साहित्य के विभिन्न रूपों में से दो-दो पसंदीदा रचनाओं का संकलन कर उनका आलोचनात्मक मूल्यांकन करना एवं प्रतिवेदन तैयार करना।</li> <li>• हिन्दी भाषा के ऐतिहासिक विकास पर एक गोष्ठी का आयोजन करना।</li> </ul>
<p style="text-align: center;">इकाई-2 TEACHING HOURS (12)</p>	<p><b><u>भाषा साहित्य और अभिव्यक्ति</u></b></p> <ul style="list-style-type: none"> <li>• भाषायी शिक्षण कौशल :- <ul style="list-style-type: none"> <li>○ लिखित, मौखिक (श्रवण, वाचन एवं अभिव्यक्ति)।</li> <li>○ गद्य, पद्य, नाटक, निबंध, कहानी एवं व्याकरण शिक्षण।</li> <li>○ रचना शिक्षण।</li> </ul> </li> <li>• हिन्दी भाषा शिक्षण में चुनौतियाँ।</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• हिन्दी साहित्य के नाटकों/ एकांकियों का मंचन करवाना।</li> <li>• हिन्दी साहित्य व सौंदर्य आदि पर आधारित विभिन्न समकालीन विषयों (विशेषकर हिन्दी भाषा का विकास) पर निबंध लेखन।</li> <li>• हिन्दी भाषा शिक्षण में चुनौतियाँ पर समूह चर्चा का आयोजन।</li> </ul>
<p style="text-align: center;">इकाई-3 TEACHING HOURS (12)</p>	<p><b><u>पाठ्यक्रम और पाठ्य-सामग्री का निर्माण और विश्लेषण</u></b></p> <ul style="list-style-type: none"> <li>• हिन्दी भाषा शिक्षण विधियाँ एवं हिन्दी शिक्षण के सिद्धान्त।</li> <li>• सूक्ष्म शिक्षण (उपयोगिता, संरचना एवं कौशल)।</li> <li>• पाठ-योजना (संप्रत्यय, अर्थ, उद्देश्य, प्रकार एवं विविध सोपान)।</li> <li>• प्रतिमान शिक्षण।</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• हिन्दी की विभिन्न विधाओं पर पाठ योजना निर्माण से संबंधित कार्यशाला का आयोजन करना एवं प्रतिवेदन तैयार करना।</li> <li>• किन्हीं पाँच शिक्षण कौशलों पर सूक्ष्म पाठ निर्माण करना।</li> </ul>

<p style="text-align: center;">इकाई-4 <b>TEACHING HOURS (11)</b></p>	<p><b>सहायक शिक्षण सामग्री</b></p> <ul style="list-style-type: none"> <li>• शिक्षण सहायक सामग्री।</li> <li>• श्रव्य-दृश्य उपकरणों का निर्माण, प्रकार, रख-रखाव एवं उपयोगिता।</li> <li>• पाठ्यपुस्तकों की गुणवत्ता एवं महत्त्व।</li> <li>• मीडिया तथा अन्य पाठ्य सामग्री (पत्रिकाएँ, अखबार, पुस्तकालय, रेडियो, टेलीविजन, फिल्में, भाषा प्रयोगशाला, चर्चा, वाद्विवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)।</li> <li>• भाषा प्रयोगशाला।</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• भाषा प्रयोगशाला का प्रयोग करके उच्चारण कौशल, वर्तनीगत शुद्धता/लेखन कौशल, वाचन व श्रवण कौशल का अभ्यास करना एवं प्रतिवेदन तैयार करना।</li> <li>• एक कार्यकारी शिक्षण सहायक सामग्री (Working Model) का निर्माण करना।</li> </ul>
<p style="text-align: center;">इकाई-5 <b>TEACHING HOURS (11)</b></p>	<p><b>आकलन की भूमिका और महत्व</b></p> <ul style="list-style-type: none"> <li>• भाषा शिक्षण में मूल्यांकन (पाठान्तर्गत एवं पाठोपरान्त)।</li> <li>• उपलब्धि परीक्षण का निर्माण।</li> <li>• सतत् और समग्र मूल्यांकन, स्व-मूल्यांकन, पारस्परिक मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो।</li> <li>• निदानात्मक एवं उपचारात्मक शिक्षण।</li> <li>• प्रश्न-पत्र निर्माण एवं नील-पत्र।</li> <li>• प्रश्नों के विभिन्न प्रकार एवं रचना।</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• प्रश्न निर्माण से सम्बन्धित कार्यशाला का आयोजन करना एवं प्रतिवेदन तैयार करना।</li> <li>• स्वयं का पोर्टफोलियो निर्माण करना।</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>

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	<b>3</b>	<b>Group Discussion</b>	<b>10</b>											
	<b>4</b>	<b>Debate</b>	<b>10</b>											
	<b>5</b>	<b>Participation and Presentation in Seminar</b>	<b>10</b>											
	<b>6</b>	<b>Report Writing</b>	<b>10</b>											
	<b>7</b>	<b>Viva Voce</b>	<b>10</b>											
	<b>8</b>	<b>Attendance*</b>	<b>10</b>											
	<b>9</b>	<b>Co-curricular Activity</b>	<b>10</b>											
<b>10</b>	<b>Team Teaching</b>	<b>10</b>												
<b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks or 15 marks (as per course weightage). Formula: Marks obtained/Total marksX30 For example: $60 \div 160 \times 30 = 11.25$ <b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course. <b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course. <b>*Attendance in Lectures and Practical</b>														
<table border="0"> <thead> <tr> <th style="text-align: center;">Percentage</th> <th style="text-align: center;">Marks Allotted</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">75% to 80%</td> <td style="text-align: center;">02</td> </tr> <tr> <td style="text-align: center;">81% to 85%</td> <td style="text-align: center;">04</td> </tr> <tr> <td style="text-align: center;">86% to 90%</td> <td style="text-align: center;">06</td> </tr> <tr> <td style="text-align: center;">91% to 95%</td> <td style="text-align: center;">08</td> </tr> <tr> <td style="text-align: center;">Above 96%</td> <td style="text-align: center;">10</td> </tr> </tbody> </table>			Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
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<b>EXAMINATION PATTERN</b>	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.													

<p><b>PERIODICAL REVISION OF SYLLABUS</b></p>	<p><b>1. ANNUAL</b></p> <p><b>2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running yearafter giving a notice for a period one month.</b></p>
<p><b>SELECTED READINGS</b></p>	<ul style="list-style-type: none"> <li>• शर्मा, राजकुमारी (2006). हिन्दी शिक्षण. राधा प्रकाशन मन्दिर. आगरा।</li> <li>• मंगल, उमा (2005). हिन्दी शिक्षण. आर्य बुक डिपो. करोल बाग नई दिल्ली.</li> <li>• पाण्डेय. मुतिकान्त (2010). हिन्दी शिक्षण-अभिनव आयाम. विश्व भारती पब्लिकेशन: नई दिल्ली.</li> <li>• शर्मा, अनुराधा (2012). भाषा विज्ञान तथा सिद्धान्त. विश्व भारती पब्लिकेशन: नई दिल्ली.</li> <li>• गुप्ता, प्रभा (2012). मातृभाषा व विविध योजनाएँ. साहित्य प्रकाशन: आगरा.</li> <li>• गुप्ता, ओ.पी. (1994). वृहत पुस्तकालय व सूचना विकास शब्दावली. अवधारणा प्रकाशन कंपनी प्रा.लि.: नई दिल्ली.</li> <li>• किशोरीदास (2013). हिन्दी की वर्तनी व शब्द प्रयोग मीमांसा. वाणी प्रकाशन: नई दिल्ली।</li> <li>• नारंग, वैशना (2013). सम्प्रेषणपरक हिन्दी भाषा शिक्षा. ए.पी. भार्गव बुक हाऊस: आगरा.</li> <li>• शर्मा, प्रसाद प्रीतम (2007). हिन्दी शिक्षण. साहित्यागार. धामाणी मार्केट की गली. चौड़ा रास्ता: जयपुर.</li> <li>• सिंह, सावित्री (2001). हिन्दी शिक्षण. लायल बुक डिपो: मेरठ.</li> <li>• प्रसाद, भगवती (2002). प्रारंभिक स्तर पर हिन्दी शिक्षण. सुखपाल गुप्त आर्य बुक डिपो: नई दिल्ली.</li> <li>• त्यागी, एस.के. (2008). हिन्दी भाषा शिक्षण. अग्रवाल पब्लिकेशन्स: आगरा.</li> </ul>

**B.Ed. I Year**

<b>COURSE CODE:</b>	<b>BED-108-II</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>भाषाया शास्त्रम् (संस्कृतम्)</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	<b>35</b>	<b>MIN.PASS MARKS:</b>	<b>14</b>
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>15</b>	<b>MIN.PASS MARKS:</b>	<b>6</b>
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	

**अध्ययनस्य उद्देश्यानि :**

- संस्कृत भाषायां प्रति रुच्युत्पादनम् ।
- संस्कृत शिक्षणस्य योग्यतोत्पादनम् ।
- संस्कृते भाषाभिव्यक्ते क्षमताया दृढिकरणम् ।
- संस्कृतस्य विभिन्न विधानां ज्ञानपरिपोषणम् ।
- संस्कृत भाषा साहित्यम् प्रति अनुसंधानात्मक अभिवृते विकसनम् ।
- संस्कृत शिक्षणस्य प्रश्नपत्र निर्माणम् च मूल्यांकन योग्यतोत्पादनम् ।

**अध्ययनस्य परिणामः**

- भाषायाः विभिन्नानां भूमिकानां अवबोधनम् भविष्यन्ति ।
- भाषाप्रणाल्याः प्रकृतेः च बोधः विकसितः भविष्यन्ति ।
- संस्कृतस्य सांस्कृतिकपृष्ठभूमेः भूमिका महत्त्वं ज्ञास्यन्ति ।
- शिक्षार्थिषु रचनात्मकतायाः विकासं कर्तुम् योग्याः भविष्यन्ति ।
- पाठ्यक्रमे संस्कृतस्य स्थानं ज्ञास्यन्ति ।
- संस्कृते प्रामाणिक साहित्यान्य साहित्यिकग्रन्थानां मूल्यांकनं कर्तुं सक्षमा भविष्यन्ति ।
- भाषायाः उपयोगस्य बोधः (शब्दावली- व्याकरणयोः सन्दर्भे) विकसितः भविष्यन्ति ।
- शिक्षार्थेभ्यः गतिविधय कार्याणि च निर्मातुं योग्याः भविष्यन्ति ।
- कक्षा कक्षे शिक्षण कौशलां प्रयोगा कर्तुम् योग्याः भविष्यन्ति ।
- विभिन्न विधानाम् पाठ्योजना निर्मातुं योग्याः भविष्यन्ति ।



**भाषायः भूमिका**

- भाषा समाजः च भाषा लिंग च भाषा अभिज्ञानं च भाषा शक्तिश्च। संस्कृतशिक्षणस्य विभिन्नस्तरेषु लक्ष्यं उद्देश्यानि (प्राथमिक माध्यमिकं उच्च माध्यमिक स्तरः) च।
- संस्कृत शिक्षणस्य गुणवता (पूर्व कक्षायाः कक्षायाः एवं च कक्षायान्तरम्)  
संस्कृत भाषायाः इतिहासः।
- विद्यालये भाषा गृह भाषा एवं च विद्यालये भाषा, अधिगमे भाषायाः केन्द्रियता, पाठ्यक्रमस्य अन्तर्गते भाषा विद्यालय शिक्षणस्य भाषा तथा च अधिगम संचारयोः भाषायाः मध्ये भेदः। बहुभाषी-कक्षाः।
- भारते भाषाणां स्थितिः संवैधानिक प्रावधानं एवं च भाषा शिक्षायाः नीतयः (अनु. 343, 35, 350ए) कोठारी आयोगः (1965-66)  
एन.पी.ई. 1986, पी.ओ.ए. -1992, राष्ट्रीय पाठ्यचर्यायाः रूपरेखा 2005 (भाषा शिक्षा) संस्कृत स्थितिः राजस्थान संस्कृताकादमी।

**Assignment:**

- भारतीयसंविधाने मान्यता प्राप्त भाषासु एकप्रतिवेदनलेखनम्। कोठारी आयोगः एनपीई 1986 एवं च पीओए 1992 मध्ये उल्लेखित प्रावधानानां उपयोगं कृत्वा।
- विद्यालय/चतुष्पथस्थानकम्/ समाजस्य कृते संस्कृत भाषायां नाटकानि कथाश्च 13 संस्कृत भाषायाः ज्ञानस्य अवबोधन निमित्तं सर्वेक्षणं (न्यूनातिन्यूनम् एकस्मिन् ग्राम खण्ड)

**संस्कृतभाषायाः महत्त्वम्**

- संस्कृतभाषायाः महत्त्वम्।
- संस्कृतभाषा साहित्यं च।
- संस्कृतभाषा एवं च अन्याः भारतीयभाषाः।
- संस्कृतभाषायाः सामाजिक-सांस्कृतिकमहत्त्वम्।
- आधुनिकभारतीयभाषारूपेण संस्कृतम्।
- भारतेसंस्कृतशिक्षणस्य महत्त्वम्।
- विद्यालयस्तरे संस्कृतशिक्षणात् संबन्धिताः समस्याः।

**Assignment:**

- संस्कृतपाठ्यपुस्तकेषु अधोलिखित विषयाणामुपरि गतिविधि नांआवलीकरणम् 1. भाषा लिंगं च 2. भाषा शक्तिश्चएतेषां पाठ्यपुस्तकानां उपरि प्रभावस्य प्रतिवेदनं लेखनम्।
- समीपस्थ पञ्च विद्यालयानां सर्वेक्षणं कृत्वा अधोलिखित तत्वानां आधारेण प्रतिवेदन लेखनम्।
- संस्कृतशिक्षणे शिक्षकशिक्षार्थीनाम् समक्षे आगतानां समस्यानां उल्लेखः।
- संस्कृतस्य प्रारम्भिक स्तरः।
- कक्षायाम् प्रयुक्त पाठ्यपुस्तकम्।
- विविध स्तरेषु गुणवतायुक्त शिक्षणस्य कृते विमर्शयोजनं वा विद्यालये स्तरे संस्कृत शिक्षणस्य स्थितिः।
- त्रिभाषासूत्रं संस्कृतं च।

**संस्कृत पाठ्यचर्या शिक्षण विधयच**

- संस्कृतभाषायाः शिक्षणं पाठ्यचर्या च ।
- विद्यालयशिक्षायाः विधिस्तरेषु संस्कृतस्य स्वरूपम् (प्राथमिकोच्च प्राथमिकमाध्यमिकोच्चमाध्यमिकस्तरे) ।
- त्रिभाषा सूत्रे संस्कृतस्य स्थानम् उद्देश्यानि च ।
- संस्कृतपाठशालायाम् संस्कृतस्य स्थानम् ।
- पाठ्यचर्या एवं च संस्कृतायोगः ।
- संस्कृतपाठ्यक्रमः एवं च विद्यालय स्तरे पाठ्यपुस्तकानि (संस्कृतभाषा- धिगमस्य दृष्टिकोणे) ।
- प्रत्यक्षविधिः ।
- पारम्परिकविधिः ।
- पाठ्यपुस्तकविधिः ।
- वैकल्पिकविधिः ।
- व्याकरणसहानुवादविधिः ।
- आगमन-निगमनविधिः ।
- गद्य शिक्षण विधिः ।
- पद्य शिक्षण विधिः ।
- नाटक शिक्षण विधिः ।
- उच्चारण शिक्षण विधिः ।
- कथा शिक्षण विधिः ।

**Assignment:**

- समीपस्य पत्रच विद्यालयानां भ्रमणं तथा च विद्यालये त्रिभाषा सूत्रस्य अनुपालन विषये प्रतिवेदनलेखनम् ।
- संस्कृतभाषायाः पत्र-पत्रिकायाः संगृहणं कृत्वातेषां भाषापद्धते प्रस्तुतिविषयेः च प्रतिवेदनलेखनम् ।
- स्वप्रान्तस्य कृते एकस्याः कक्षायाः पाठ्यपुस्तकस्य विकासं कर्तुम् योजनायाः/रूपरेखायाः निर्माणम् ।
- पाठ्यपुस्तकेषु उल्लेखित 50 (पच्चाशत) शब्दानां अभिज्ञानं एवं च तेषां दैनिक जीवने उपयोगस्य अभ्यासः ।
- विद्यालयस्तरे संस्कृतशिक्षणस्य विभिन्नानां पद्धतिनां विषये विमर्शः ।
- भाषाधिगमस्य विषये सकारात्मकविशेषतानां एवं च न्यूनतानां तुलनात्मकाध्ययनं करणीयम् ।
- भाषा कक्षायाम् रचनात्मकता धारिता चतस्र (4) गतिविधयः ।
- छात्रैः सह वार्तालापं कृत्वा तेषां मातृ-भाषायाः ज्ञानप्राप्तिकरणम् एवं च संस्कृतकक्षायाः बहुभाषावादस्य उपयोगाय एकस्याः योजनायाः निर्माणम् । शिक्षणविधिद्वयाधारित पाठ्ययोजनायाः निर्माणं एवं च अभ्यासः ।

**भाषा च शिक्षण कौशलानि**

- श्रवण कौशलम् ।
- भाषण कौशलम् ।
- पठन कौशलम् ।
- लेखन कौशलम् ।
- शिक्षण कौशलम् - प्रस्तावना, श्यामपट्ट, प्रश्नोत्तर, उद्दीपन परिवर्तन, पुनर्बलन, व्याख्या कौशलम् ।
- भाषाकौशलस्य विकासाय पाठ्यसहगामी क्रियाः वादविवाद, भाषणम्, प्रतियोगिताः, अन्त्याक्षरी, भाषाधारितकीड़ा, निबन्ध लेखनं, सम्मेलनम्, कथालेखनम्, समस्यापूर्तिः, गायनम्, हास्य कणिकाः, कथा, प्रदर्शनी, प्रश्नोत्तरी एवं च विद्यालयपत्रिकायाः

	<p>सिद्धता ।</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• छात्रैः सह वार्तालापं कृत्वा तेषां भाषायाः ज्ञानं कृत्वा तताधारेण संस्कृत भाषायाः विकासाय बहुभाषावादधारित योजनायाः निर्माणम् ।</li> <li>• कक्षा षष्ठीतः अष्टमी पर्यन्तं विद्यमानेषु पाठ्यपुस्तकेषु दश प्रासंगिक-उदाहरणानां चयनं कृत्वा समुह चर्चायाः आयोजनम् ।</li> <li>• विद्यालयस्य छात्राणां कृते जनपदं/ प्रान्तस्तरीय संस्कृत प्रतियोगितानां आयोजनस्य रूपरेखानिर्माणम् । संस्कृतभाषायाः सम्भाषणस्य कृते साप्ताहिक का वासीयशिविरस्य आयोजनं/ सहभागिता ।</li> </ul>
<p>इकाई-5 <b>TEACHING HOURS (11)</b></p>	<p><b>मूल्यांकनम्</b></p> <ul style="list-style-type: none"> <li>• आकलनं मूल्यांकनम् च ।</li> <li>• उपलब्धिपरीक्षणस्य अर्थ, अवधारणा, निर्माणः च, निदानात्मकोपचरात्मक परीक्षणस्य निर्माणम् ।</li> <li>• नीलपत्रस्य अर्थः अवधारणा उपयोगः च ।</li> <li>• इकाई योजना ।</li> <li>• पाठ्ययोजना (गद्य,पद्य, नाटक, व्याकरण, रचना, कथा) ।</li> <li>• संस्कृते सतत् एवं च व्यापकमूल्यांकनम् (सीसीई) ।</li> <li>• संस्कृते आकलनस्य लक्षणानि - अर्थावधारणा च ।</li> <li>• संस्कृतस्यमूल्यांकनाय विभिन्नानां प्रश्नानां निर्माण ।</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• विद्यालयस्य कश्चित स्तरस्य कृते उपलब्धि परीक्षणस्य निर्माण एवं च प्रशासनम्</li> <li>• संस्कृत विषयस्य नैदानिक परीक्षणस्य सिद्धता एवं च तस्य प्रयोगाय विद्यालयशिक्षकेण सह चर्चायाः अनन्तरम् उपचारात्मकं विमर्शदानम् अपि ।</li> <li>• संस्कृते प्रथम श्रेणी(60 प्रतिशत) निमित्तं न्यूनातिन्यूनं अंकान् ये प्राप्तछात्रा सन्ति तेषां सूची निर्माणम् ।</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>

<b>CONTINUOUS&amp;COMPREHENSIVEASSESSMENT (CCA)</b>	<b>Details of Continuous and Comprehensive Assessment (CCA) are as follows:</b>	
	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>
	<b>1</b>	<b>Monthly Test</b>
	<b>2</b>	<b>Presentation</b>
	<b>3</b>	<b>Group Discussion</b>
	<b>4</b>	<b>Debate</b>
	<b>5</b>	<b>Participation and Presentation in Seminar</b>
	<b>6</b>	<b>Report Writing</b>
	<b>7</b>	<b>Viva Voce</b>
	<b>8</b>	<b>Attendance*</b>
	<b>MAXIMUM MARKS</b>	
	<b>10X6 Test = 60</b>	
	<b>10</b>	
	<b>10</b>	
	<b>10</b>	
	<b>10</b>	
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	<b>10</b>	
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<b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks or 15 marks (as per course weightage). Formula: Marks obtained/Total marksX30 For example: $60 \div 160 \times 30 = 11.25$		
<b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.		
<b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate appear in the monthly test conducted in the respective course.		
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	<b>Percentage</b>	
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<b>EXAMINATION PATTERN</b>	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.	
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>1. ANNUAL</b> <b>2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running yearafter giving a notice for a period one month.</b>	
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• शर्मा,उषा (2009).संस्कृतशिक्षणम्. स्वाति पब्लिकेशन्स: जयपुर.</li> <li>• पाण्डेय, रामशकल (2016). संस्कृतशिक्षणम्. विनोद पुस्तक मन्दिर: आगरा.</li> <li>• मिश्रा, महेन्द कुमार (2011). संस्कृते व्याकरणम्. विवेक पब्लिशिंग आउस: जयपुर.</li> <li>• शर्मा,लक्ष्मी नारायण (2006). भाषा की शिक्षण विधियाँ एवं पाठ नियोज्य. विनोद पुस्तक मन्दिर: आगरा.</li> <li>• माताप्रसाद, (2016). संस्कृत शिक्षणम्.कविता प्रकाशन: जयपुर.</li> <li>• कपिलदेव, (2015). द्विवेदी संस्कृत साहित्य का समीक्षात्मक इतिहास. रामनारायण लाल विजय कुमार प्रकाशन: इलाहाबाद.</li> <li>• चौबे, विजय नारायण, (2018). संस्कृत शिक्षण विधि, हिन्दी ग्रंथ अकादमी प्रभाग, उत्तरप्रदेश हिन्दी संस्थान, लखनऊ।</li> </ul>	

<b>B.Ed. I Year</b>			
<b>COURSE CODE:</b>	<b>BED-108-III</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Language (English)</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	

**Objectives:**

- Develop a good understanding of the Basic Concepts, objectives and Methods of Teaching English as a second language.
- Learn the Concept of listening in second language & the Phonemic elements involved in listening at the receptive level.
- Learn various types of Reading: Skimming, scanning, silent reading, Reading Aloud. Intensive Reading.
- Enable students to teach using Direct Method, Structural – Situational Approach, Audio – Lingual Method, Bilingual Method, Communicative – Language Teaching (CLT).
- Learn the Concept, aims and objectives of teaching poetry in Second Language.
- Enable students to develop various Resources for English Language Teaching.

**Learning Outcome:**After completion of the course, student-teachers will be able -

- Cultivate a good understanding of the basic concepts in teaching of English
- Enable them to critically review and use suitably different approaches and methods of teaching English as second language.
- Prepare lesson plans on different and prescribed aspects of English as second language.
- Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English.
- Use various techniques of testing English as second language and develop remedial and conduct teaching.
- Teach basic language skills as listening, speaking, reading and writing and integrate them for communication purpose.

**Concepts, objectives & Methods of Teaching English**

- Basic Concepts, objectives and Methods of Teaching English as a second language:
  - (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).
- Methods and Approaches :
- 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.
- Introduction to Methods of and Approaches to Teaching of English as a second language.
  - (i) Direct Method.
  - (ii) Structural – Situational Approach
  - (iii) Audio – Lingual Method
  - (iv) Bilingual Method
  - (v) Communicative – Language Teaching (CLT).
- Role of Computer and Internet in Second Language Teaching Computer Assisted Language Learning (CALL) Computer Assisted Language Teaching (CALT).
- 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 English Language.
  - (iii) Classroom environment and conditions.
  - (iv) Language functions.
- 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.
- Principles of Teaching English, Methods and Approaches to English Language Teaching.

**Assignment:**

- Organize a debate on Direct Method vs Bilingual Method.
- Organize a workshop on Review of a text book in the teaching period of English.

<b>UNIT-2</b> <b>TEACHING HOURS (12)</b>	<p><b><u>Listening and speaking skills</u></b></p> <p>(A) Listening:</p> <ul style="list-style-type: none"> <li>(i) Concept of listening in second language :</li> <li>(ii) The Phonemic elements involved in listening at the receptive level (Monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm).</li> <li>(iii) Listening skills and their sub skills.</li> <li>(iv) Authentic listening v/s Graded listening.</li> <li>(v) Techniques of teaching listening.</li> <li>(vi) Role of teaching aids in teaching listening skills.</li> <li>(vii) Note-taking</li> </ul> <p>(B) Speaking:</p> <ul style="list-style-type: none"> <li>(i) Concept of speaking in second language;</li> <li>(ii) The phonemic element involved in speaking at the productive level (monotones, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm) :</li> <li>(iii) The stress system – Weak forms.</li> <li>(iv) Use of pronouncing dictionary.</li> <li>(v) Phonemic transcription.</li> <li>(vi) Techniques of teaching speaking skills and pronunciation practice and drills – Ear training, repetition, dialogues and conversation.</li> <li>(vii) Role of A.V. aids in teaching speaking skills.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Your university is organizing a workshop on Monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm. Participate in the workshop.</li> <li>• Organize a symposium on the skills of Listening/Speaking/ Reading/Writing skill.</li> </ul>
<b>UNIT-3</b> <b>TEACHING HOURS (12)</b>	<p><b><u>Reading and Writing skills</u></b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Concept of reading in second language;</li> <li>• Mechanics of Reading (Eye span, Pause, Fixations, Regressions) :</li> <li>• Types of Reading: Skimming, scanning, silent reading, Reading Aloud. Intensive Reading, Extensive reading: Local and Global Comprehension.</li> <li>• Role of speed and pace.</li> <li>• Relating teaching of Reading to listening and speaking skills.</li> <li>• Teaching silent reading, intensive reading, extensive reading and genuine reading comprehension in terms of inference prediction critical reading, interpretation judgment summarizing, central idea, etc.</li> <li>• Role of course reader and rapid reader, cloze procedure, Maza method, dictionary in teaching reading skills.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Concept of writing in the first language and the second language.</li> <li>• Types of composition – oral, written, controlled, guided, contextualized and integrated composition.</li> <li>• Teaching the following items keeping in view their style, ingredients, and mechanics.</li> <li>• Letter (Formal and informal), Essay, Report, Telegram, E-mail, Notices,</li> </ul>

	<p>Précis, Paragraph, Developing Stories, Note Making.</p> <ul style="list-style-type: none"> <li>• Teaching prose, poetry, Grammar and Composition.</li> <li>• Language Difficulties, Errors and Disorders, , Remedial Teaching.</li> <li>• A Critical Analysis of the Evaluation of language Teaching Methodologies; Methods of Evaluation.</li> <li>• Continuous and Comprehensive Evaluation, Evaluation Language Proficiency.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a workshop on Types of Reading: Skimming, scanning, silent reading, Reading Aloud. Intensive Reading, Extensive reading: Local and Global Comprehension.</li> <li>• Organize a workshop on Letter (Formal and informal), Essay, Report, Telegram, E-mail, Notices, Précis, Paragraph, Developing Stories, Note Making.</li> <li>• Draft advertisements for Newspaper and Magazine teaching lexical and structural items. Prepare a file using newspaper cuttings.</li> </ul>
<b>UNIT-4</b> <b>TEACHING HOURS (11)</b>	<p><b><u>Resources and Planning for English Language Teaching</u></b></p> <p>(A) Resources for English Language Teaching:</p> <ul style="list-style-type: none"> <li>• The blackboard and the white board.</li> <li>• Blackboard drawings and sketches.</li> <li>• The overhead projector (OHP).</li> <li>• Flashcards, Poster and Flip Charts.</li> <li>• Songs, Raps and Charts.</li> <li>• Video Clips.</li> <li>• Pictures, Photos, Postcards and Advertisements.</li> <li>• Newspapers, Magazines and Brochures.</li> <li>• Mind Maps</li> <li>• Radio, Tape – Recorder, T.V.</li> <li>• Language Laboratory</li> <li>• Stories and Anecdotes</li> </ul> <p>(B) Planning for English Language teaching as a second Language B–Prose Lessons:</p> <ul style="list-style-type: none"> <li>• Planning a Unit (Based on a lesson in the Course Reader (Text Book)</li> <li>• Identifying and listing language material to be taught (New Preparation of unit test and examination</li> <li>• Lexical and structural items, their usage and uses).</li> <li>• Planning for teaching the content and skills in the following order :</li> <li>• New Lexical items (Vocabulary).</li> <li>• New Structural items</li> <li>• Reading Comprehension</li> <li>• Textual exercises</li> <li>• Writing / Composition</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Suppose you are a teacher of English. Deliver a lecture on Prose Lessons: a. planning a Unit (Based on a lesson in the Course Reader (Text Book).</li> </ul>



	<ul style="list-style-type: none"> <li>• Make a group of five students each in your class and then make a preparation of twenty test items in listening / composition exercise.</li> </ul>												
<b>UNIT-5 TEACHING HOURS (11)</b>	<p><b><u>Testing and Evaluation in English</u></b></p> <ul style="list-style-type: none"> <li>• Components of Poetry</li> <li>• Concept, aims and objectives of teaching poetry in Second Language</li> <li>• Steps of teaching Poetry at the Secondary stage.</li> <li>• Concept of testing and evaluation in English as a second language.</li> <li>• Difference in testing in content – subjects and skills subjects.</li> <li>• Testing language skills (LSRW), lexical and structural items, and poetry.</li> <li>• Type of test Achievement test, Proficiency test, Diagnostic test, prognostic test, Formative and summative tests).</li> <li>• Paper – their blue – print and answer key.</li> <li>• Types and preparation of test-items.</li> <li>• Error analysis.</li> <li>• Concept and need of remedial teaching and remedial work.</li> <li>• Development of Language Skills,</li> <li>• Teaching Learning Materials, Text Books, Multi-media Materials and other resources,</li> <li>• Basic Principles of Second language Teaching</li> <li>• Methods of Evaluation</li> <li>• Continuous and Comprehensive Evaluation , Evaluation Language Proficiency</li> <li>• Teaching prose, poetry, Grammar and Composition</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• As an educationist, deliver a lecture on Types of test Achievement test, Proficiency test, Diagnostic test, prognostic test, Formative and summative tests).</li> <li>• Write a speech on the merits of Language Lab.</li> </ul>												
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>												
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<b>B.Ed. I Year</b>			
<b>COURSE CODE:</b>	<b>BED-108 -IV</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Social Sciences</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	

**Objectives:**

- Understand the need for teaching-learning of Social Science in secondary classes.
- Develop a critical understanding about the aims and objectives of Social Science in a Democratic and Secular country.
- Develop a critical understanding about the nature and philosophy of Social Science and its interface with society.
- Understand the nature of Social Science curriculum and its pedagogical issues.
- Engage with the classroom processes in Social Science and its transactional implications.
- Critique and develop suitable evaluation mechanisms in Social Science.
- Develop the ability to organize co-curricular activities and community resources for promoting Social Science learning.

**Learning outcome:** After completion of the course, student-teachers will be able -

- Develop an understanding of the nature of social sciences, both of individual disciplines comprising of social sciences, and also of social sciences as an integrated/ interdisciplinary area of study.
- Encourage to see inter connections between the different social sciences, i.e. see social sciences as an integrated area of study.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of social sciences and explain its relative position in the syllabus.
- Prepare UNIT plans and Lesson plans for different classes.
- Review the Text-book of Social Sciences (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids using ICT.

<p style="text-align: center;"><b>UNIT-1</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Nature and Scope of Social Science</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept, Nature, Scope, Needs, Aims, Objective and Importance of Social Science Teaching.</li> <li>• Social Science as inter disciplinary and multi disciplinary subject. (Correlation of social science with other School Subjects.)</li> <li>• Contemporary social issues in Indian society and their solution through Education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Write a report on Social and Economic issues and concerns of the present-day Indian society, after analysis of News from News Papers, TV, Radio etc.</li> <li>• Organize a group discussion on Correlation of social science with other School Subjects.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Teaching-learning of Social Science</u></b></p> <ul style="list-style-type: none"> <li>• Questioning, Collaborative Strategies, Games, Simulations, Dramatization, Role Plays, Values Clarification, Problem-Solving, Discussion, Story-Telling, Project and Decision-making, use of media and technology, Concept Mapping.</li> <li>• Methods: Interactive verbal learning, Experiential Learning through activities, Experiments, Investigative field visits.</li> <li>• Lesson plan &amp; Unit plan in Social Science Teaching.</li> <li>• Enquiry/Empirical Evidence, Problems of teaching Social Science/Social Studies.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• To study social environmental degradation in the local area through interview of local community and talk about suggestions for preservation methods.</li> <li>• Prepare a lesson plan based on innovative method.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>ICT and Materials in Teaching-learning of Social Science</u></b></p> <ul style="list-style-type: none"> <li>• Use of ICT: Video clips, Power points presentations, films etc.</li> <li>• Planning, preparation and presentation of Instructional Material.</li> <li>• Techniques: Using textbooks and Atlas as a part of oral lessons, Non-oral working lessons, And Various teaching aids: Using atlas as a resource for social sciences; maps, globe, charts, models, graphs, visuals, online recourses. CDs, multimedia and internet; case study approach.</li> <li>• Dale cone of experience. Micro Teaching Bloom's Taxonomy (Cognitive, effective and psychomotor), in terms of Instructional behavior</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare and present a lesson through power point presentation on any topic of your choice.</li> <li>• Make teaching materials using different type of teaching aids (chart, atlas, model &amp; PowerPoint, etc) at school social science subject.</li> </ul>

<p style="text-align: center;"><b>UNIT-4 TEACHING HOURS (11)</b></p>	<p><b><u>Teaching-Learning Resources in Social Sciences</u></b></p> <ul style="list-style-type: none"> <li>• People as Resource: the significance of oral data.</li> <li>• Types of primary and secondary sources: data from field, textual materials, journals, text book, magazines, newspapers, etc.</li> <li>• Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program on use of digital library especially for secondary sources and reference material, such as dictionaries and encyclopedias.</li> <li>• Going beyond the textbook; getting children to craft little nuggets of History from primary sources.</li> </ul>																		
<p style="text-align: center;"><b>UNIT-5 TEACHING HOURS (11)</b></p>	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept and Construction of Achievement test, Diagnostic Test and Remedial teaching.</li> <li>• Blue print: Meaning, Concept, Need and Construction.</li> <li>• Open-Book tests: Strengths and Limitations.</li> <li>• Continuous and Comprehensive Evaluation (CCE) in Social Sciences.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation and an achievement test of any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> </ul>																		
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<b>B.Ed. I Year</b>			
<b>COURSE CODE:</b>	<b>BED-108 -V</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Civics</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	

**Objectives:**

- Understand the need for teaching-learning of civics in secondary classes.
- Develop a critical understanding about the aims and objectives of civics in a Democratic and Secular country.
- Develop a critical understanding about the nature and philosophy of civics and its interface with society.
- Understand the nature of civics curriculum and its pedagogical issues.
- Engage with the classroom processes in civics and its transactional implications.
- Critique and develop suitable evaluation mechanisms in civics.
- Develop the ability to organize co-curricular activities and community resources for promoting civics learning.

**Learning outcome:** After completion of the course, student-teachers will be able -

- Define and differentiate the concept of Civics and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching Civics.
- Prepare unit plans and Lesson plans for different classes.
- Critically evaluate the existing school syllabus of Civics.
- To enable the pupil teacher to review the Text-book of Social Sciences (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels: - Prepare, select and utilize different teaching aids.
- Preparation of Related Contents for Teacher Recruitment Exams.

<p style="text-align: center;"><b>UNIT-1</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Nature and Scope of Civics</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, concept, Nature and scope of civics in current trends.</li> <li>• Aim and Objective of Civics Teaching in School.</li> <li>• Correlation of civics to other social sciences subjects.</li> <li>• Problems of teaching Civics; developing critical thinking.</li> <li>• Role of civics in promoting international understanding.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a Report after Discussion with Students on Human Environment interaction.</li> <li>• Collect some photography from magazines, newspaper etc. of some burning political issue and prepare an album.</li> <li>• The issues related with political science can be introduced by referring to the relevant items from daily newspapers (e.g. instances of violation and protection of human rights).</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Teaching-Learning Contents in Civics</u></b></p> <p><b><u>Indian Constitution and Democracy -</u></b></p> <ul style="list-style-type: none"> <li>• Making of the Indian Constitution and its features, Preamble, Fundamental rights and Fundamental duties, Social justice, Child Rights and Child Protection, Election in Democracy and Voters Awareness.</li> </ul> <p><b>Government : Composition and Functions –</b></p> <ul style="list-style-type: none"> <li>• Parliament, President, Prime Minister and Council of Ministers; Supreme Court, State Government, Panchayati raj and Urban Self - Government. (in reference to Rajasthan) District Administration and Judicial System.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program for school student on use of library especially Dictionaries and encyclopedias.</li> <li>• Identify 10 Primary and 10 Secondary data to a same topic.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>ICT &amp; Materials in Teaching-learning of Civics</u></b></p> <ul style="list-style-type: none"> <li>• Use of ICT: Video clips, Power points presentations, films etc.</li> <li>• Planning, preparation and presentation of Instructional Material.</li> <li>• Techniques: Using textbooks and atlas as a part of oral lessons, Non-oral working Lessons, using medium and large scale maps, using pictures, photographs, satellite imageries and aerial photographs, using Audio-Visual Aids, CDs, Multimedia and Internet, Case Study Approach.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare and present a lesson through power point presentation on any topic of your choice.</li> <li>• Make teaching materials using different type of teaching aids.</li> </ul>



<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Teaching-Learning of Civics</u></b></p> <ul style="list-style-type: none"> <li>• Lesson plan, Unit plan and Year plan: Concept, Meaning, Need and Importance.</li> <li>• Teaching strategies in Civics Questioning, collaborative strategies: games, simulations and role play: problem solving and decision- making.</li> <li>• Methods - interactive verbal learning: Experiential learning through activities experiments: investigative field visits.</li> <li>• Enquiry/Empirical Evidence; Teaching Learning Material and Teaching Aids, Information and Communication Technology. Project Work, Learning outcomes, Evaluation.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program on Lesson plan, Unit plan and Year plan.</li> <li>• Collect news paper related with any current issues and make a survey related with local public problem.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning and Characteristics of Assessment.</li> <li>• Meaning, Concept and Construction of Achievement test, Diagnostic Test and Remedial teaching.</li> <li>• Blue print: Meaning, Concept, Need and Construction.</li> <li>• Open-Book tests: Strengths and limitations.</li> <li>• Continuous and Comprehensive Evaluation (CCE).</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test of any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> </ul>
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<b>COURSE CODE:</b>	<b>BED-108 -VI</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of History</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	

**Objectives:**

To enable the prospective teachers to:

- Appreciate the need for teaching-learning of History in secondary classes.
- Develop a systematic and critical understanding of History in a democratic and secular country with a diverse socio-cultural milieu and relevance in the contemporary context of a globalised world.
- Promote critical perspectives on the nature and philosophy of History and methods of enquiry.
- Comprehend, analyse, evaluate and integrate source material critically as historical evidence.
- Understand the organisation of History curriculum and its pedagogical concerns.
- Engage with the classroom processes in History and its transactional implications.
- Critique and develop suitable evaluation mechanisms in History.
- Nurture the ability to organize curricular activities and community resources for promoting History learning
- Become a reflective practitioner capable of translating theoretical perspectives into innovative pedagogical practices.
- Acquaint with the need and processes of continuous professional development

**Learning outcome:** After completion of the course, student-teachers will be able -

- Introduce student teachers to matters of both content and pedagogy in the teaching of history.
- Define and differentiate the concept of history and explain its relative position in the syllabus.
- Understand the aims and objectives of teaching history.
- Prepare unit plans and Lesson plans for different classes.
- Critically evaluate the existing school syllabus of history.
- To enable the pupil teacher to review the Text-book of history (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare, select and utilize different teaching aids.
- Encourage to grasp concepts and to develop thinking skills.

<p style="text-align: center;"><b>UNIT-1 TEACHING HOURS (12)</b></p>	<p><b><u>Nature and Scope of History</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, nature and scope of history.</li> <li>• Importance of teaching history.</li> <li>• Aims and Objective of teaching History at different levels.</li> <li>• Importance of studying Local History, National History, and World History in the context of National Integration and International brotherhood and global citizenship.</li> <li>• Co-relation of History with other school subjects.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Visit a local historical place and prepare a report on its importance at school level.</li> <li>• Conduct a program among students for linking child’s natural curiosity with natural and historical places.</li> </ul>
<p style="text-align: center;"><b>UNIT-2 TEACHING HOURS (12)</b></p>	<p><b><u>Teaching-Learning Resources in History</u></b></p> <ul style="list-style-type: none"> <li>• People as Resource: the significance of Oral Data.</li> <li>• Types of Primary and Secondary Sources, Data from Historical Places, Teaching Material, Journals, Magazines, Newspapers.</li> <li>• Using the Library for Secondary Sources and Reference Material such as Dictionaries and Encyclopedia.</li> <li>• Qualities and professional growth of History teacher, his role in future prospective.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program for school student on use of library especially dictionaries and encyclopedias.</li> <li>• Identify 10 primary and 10 secondary data to a same topic.</li> </ul>
<p style="text-align: center;"><b>UNIT-3 TEACHING HOURS (12)</b></p>	<p><b><u>ICT &amp; Materials in Teaching-learning of History</u></b></p> <ul style="list-style-type: none"> <li>• Use of ICT: Video clips, Power points presentations, films, Various on-line apps (Zoom, WebEx, goggle-meet, Drive) etc.</li> <li>• Planning, Preparation and Presentation of Instructional Material.</li> <li>• Techniques:</li> <li>• Various methods of teaching History (Story Telling, Biographical, Dramatization Time sense, Source, Project and Supervised study method)</li> <li>• Resource Material</li> <li>• Audio-Visual aids in teaching History</li> <li>• Text book, teacher, co-curricular activities</li> <li>• Community Resource: Computer, T.V.</li> <li>• History room.</li> <li>• Planning of historical excursion.</li> <li>• Co-curricular activities.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize Workshop on Planning, preparation and presentation of</li> </ul>

	<p>Instructional Material.</p> <ul style="list-style-type: none"> <li>• Make teaching materials using different type of teaching aids (chart, atlas, model &amp; PowerPoint, etc) at school history subject.</li> </ul>
<p style="text-align: center;"><b>UNIT-4 TEACHING HOURS (11)</b></p>	<p><b><u>Teaching-Learning of History</u></b></p> <ul style="list-style-type: none"> <li>• Lesson Plan, Unit Plan and Year Plan : Meaning, Concept, Need and Importance.</li> <li>• Teaching and Learning major themes and key concepts in History.</li> <li>• Current trends, introduction of current of selecting various current events, instruction affairs.</li> <li>• Method of history Teaching: Project Method, Problem Solving, Lecture cum Discussion Method, Team Teaching, Concept Mapping Method, Role plays.</li> <li>• Teaching strategies in history; questioning; collaborative strategies; games, simulation and role plays; values classification, problem solving and decision.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare your own teaching strategy of lesson plan and find its effectiveness.</li> <li>• Organise workshop on Method of history Teaching.</li> </ul>
<p style="text-align: center;"><b>UNIT-5 TEACHING HOURS (11)</b></p>	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept and Construction of Achievement Test, Diagnostic Test and Remedial teaching.</li> <li>• Blue Print: Meaning, Concept, Need and Construction.</li> <li>• Open-Book Tests: Strengths and Limitations.</li> <li>• Characteristics of Assessment in History.</li> <li>• Continuous and Comprehensive Evaluation (CCE) in History.</li> <li>• Concept and Purpose of evaluation</li> <li>• Objectives based evaluation</li> <li>• Tools and techniques of evaluation in History teaching.</li> <li>• various types of question</li> <li>• Content analysis.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test of any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> </ul>

**TEACHING AND LEARNING STRATEGIES**

1. Lectures
2. E-learning
3. Videos
4. Extension Lectures
5. Content Review
6. Self-Learning
7. Group Discussions
8. Field Visit
9. Survey
10. Documentaries
11. Short Films
12. Team Teaching

**\* The teaching strategies are subject to change as per requirement of the students and their capabilities.**

**CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)**

**Details of Continuous and Comprehensive Assessment (CCA) are as follows:**

SR. NO.	CCA: COMPONENT	MAXIMUM MARKS
1	Monthly Test	10X6 Test = 60
2	Presentation	10
3	Group Discussion	10
4	Debate	10
5	Participation and Presentation in Seminar	10
6	Report Writing	10
7	Viva Voce	10
8	Attendance*	10
9	Co-curricular Activity	10
10	Team Teaching	10

**EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):**

CCA will be reduced to 30 marks or 15 marks (as per course weightage).

Formula: Marks obtained/Total marksX30

For example:  $60 \div 160 \times 30 = 11.25$

**PROVISO-I:** Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.

**PROVISO-II:** Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.

**\*Attendance in Lectures and Practical**

Percentage	Marks Allotted
75% to 80%	02
81% to 85%	04
86% to 90%	06
91% to 95%	08
Above 96%	10

<b>EXAMINATION PATTERN</b>	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>1. ANNUAL</b> <b>2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running yearafter giving a notice for a period one month.</b>
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• Singh, K.C. (1990). Ancient India. Arya publishinging House:Karol Bagh. New Delhi.</li> <li>• Ahluvalia, M.M. (1992). Modern India and the Canted Porary word. Arya book depot:Karol Bagh. New Delhi.</li> <li>• Choube, S.B. (2007). History of Indian culture. Agrawal publication: Agra.</li> <li>• Tyagi, Gursarndas (2007). Teaching of History. Vinod pustak mandir: Agra.</li> <li>• Sharma, R.K. (2006). Teaching of History. Radha prakashan mandir: Agra.</li> <li>• Jain, M.S.(2004). Concise History of Modern Rajasthan. Wishwa prakaashan: New Delhi.</li> <li>• Kauchar, S.K. (2000). Teaching of History. Sterling Publishers Pvt Ltd.: New Delhi.</li> <li>• Agrawal, J.C.(1992). Teaching of History a Practical Approach. Vikas Publication Pvt. Ltd.: Delhi.</li> <li>• शर्मा, रामनिवास (1995). भारतीय नवजागरण और यूरोप हिंदी माध्यम कार्यान्वयन निदेशालय. दिल्ली.</li> <li>• शर्मा, रामशरण (1993). प्रारंभिक भारत का आर्थिक और सामाजिक इतिहास. हिन्दी माध्यम कार्यान्वयन निदेशालय. दिल्ली.</li> <li>• गुप्ता, पार्थ साखी (2008). ब्रिटेन का इतिहास. दिल्ली विश्वविद्यालय. दिल्ली.</li> </ul>

<b>B.Ed. I Year</b>			
<b>COURSE CODE:</b>	<b>BED-108 -VII</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Economics</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Understand the nature of Economics curriculum and its pedagogical issues.</li> <li>• Understand the need for teaching-learning of Economics in secondary / Sr. secondary classes.</li> <li>• Develop a critical understanding about the aims and objectives of Economics in the corporate world.</li> <li>• Develop the ability to organize co-curricular activities and community resources for promoting Economics learning.</li> <li>• Develop a critical understanding about the nature and philosophy of Economics and its interface with society.</li> <li>• Critique and develop suitable evaluation mechanisms in Economics.</li> <li>• Engage with the classroom processes in Economics and its transactional implications.</li> </ul>			
<b>Learning outcome:</b> After completion of the course, student-teachers will be able -			
<ul style="list-style-type: none"> <li>• Understand matters of both content and pedagogy in the teaching of Economics.</li> <li>• Define and differentiate the concept of Economics and explain its relative position in the Syllabus.</li> <li>• Understand the aims and objectives of teaching Economics.</li> <li>• Critically evaluate the existing school syllabus of Economics.</li> <li>• To enable the pupil teacher to review the Text-book of Economics (Secondary level).</li> <li>• Apply appropriate methods and techniques of teaching particular topics at different levels.</li> <li>• Prepare; select and utilize different teaching aids.</li> <li>• Construct administrate and interpret various type of test at school level.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (12)</b>	<b><u>Nature and Scope of Economics</u></b>		
	<ul style="list-style-type: none"> <li>• Nature, Scope, Meaning, Concept, Needs, Aims, Objective and Importance of Economics Teaching.</li> <li>• Correlation of Economics with other School Subjects.</li> <li>• Multiple perspectives/plurality of approaches for constructing explanations and arguments Social and economic issues and concerns of the present-day Indian society.</li> </ul>		
	<b>Assignment:</b>		
	<ul style="list-style-type: none"> <li>• Conduct a survey based study on economic condition of rural people of your area.</li> <li>• Prepare a report on financial sources of rural women and skills.</li> </ul>		



<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Teaching-Learning Resources in Economics</u></b></p> <ul style="list-style-type: none"> <li>• Aims and objectives of Economics Teaching (Bloom’s approach to specify the outcomes).</li> <li>• Approaches and Methods of teaching Economics - Problem Solving Method, Demonstration Method, Experimental Method, Project Method. Lecture cum demonstration, Question-Answer techniques, Text book, Dramatization.</li> <li>• Use of ICT in Economics teaching.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise workshop on Methods of teaching Economics.</li> <li>• Make two different teaching material using different type of teaching aids (chart, model and PowerPoint, etc)</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>ICT and Materials in Teaching-learning of Economics</u></b></p> <ul style="list-style-type: none"> <li>• Use of ICT: Video clips, Power points presentations, films etc.</li> <li>• Dale cone of experience.</li> <li>• Planning, preparation and presentation of Instructional Material.</li> <li>• Techniques: Using textbooks and graphs using medium and large scale maps; using audio-visual aids, CDs, multimedia and internet; case study approach.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a lesson plan by using ICT and find out it effectiveness with reference to traditional lesson.</li> <li>• Conduct a training program on use of multimedia and internet in teaching and learning.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Teaching-Learning of Economics</u></b></p> <ul style="list-style-type: none"> <li>• Types of Primary and Secondary Sources: data from field, textual materials, journals, magazines, newspapers, etc.</li> <li>• Using the library for secondary sources and reference material, such as dictionaries and encyclopedias. Online recourses.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program on use of digital library especially for secondary sources and reference material, such as dictionaries and encyclopedias.</li> <li>• To observe actual functioning of the economics institutions of local government bodies in own district and prepare a report as a project.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept and Construction of Achievement test, Diagnostic and Remedial test.</li> <li>• Blue print: Meaning, Concept, Need and Construction.</li> <li>• Open-Book Tests: Strengths and limitations.</li> <li>• Continuous and Comprehensive Evaluation (CCE)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test of any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure, too.</li> </ul>

<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																	
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	<p><b>Details of Continuous and Comprehensive Assessment (CCA) are as follows:</b></p> <table border="1" data-bbox="448 745 1485 1402"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>10X6 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>8</td> <td>Attendance*</td> <td>10</td> </tr> <tr> <td>9</td> <td>Co-curricular Activity</td> <td>10</td> </tr> <tr> <td>10</td> <td>Team Teaching</td> <td>10</td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b>  CCA will be reduced to 30 marks or 15 marks (as per course weightage).  Formula: Marks obtained/Total marksX30  For example: <math>60 \div 160 \times 30 = 11.25</math></p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p><b>*Attendance in Lectures and Practical</b></p>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	10X6 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Viva Voce	10	8	Attendance*	10	9	Co-curricular Activity	10	10	Team Teaching	10
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	75% to 80%	02
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	Above 96%	10
<b>EXAMINATION PATTERN</b>	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.	
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>1. ANNUAL</b> <b>2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running yearafter giving a notice for a period one month.</b>	
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• टाक, सुलेमान एवं करीम, अब्दुल (2005). अर्थशास्त्र शिक्षण. जैन प्रकाशन मंदिर: चौड़ा रास्ता. जयपुर.</li> <li>• सिंह, योगेश कुमार (2008). अर्थशास्त्र शिक्षण. ए.पी.एच. पब्लिशिंग कॉरपोरेशन: दरियागंज. नई दिल्ली.</li> <li>• सिंह, रामपाल (1999). अर्थशास्त्र शिक्षण. आर.लाल.बुक डिपो: मेरठ.</li> <li>• त्यागी, गुरसरनदास (2011). अर्थशास्त्र शिक्षण. अग्रवाल पब्लिकेशन्स: आगरा.</li> <li>• झा, कृष्णा नन्द (2010). अर्थशास्त्र शिक्षण. ए.पी.एच. पब्लिशिंग कारपोरेशन: दरियागंज. नई दिल्ली.</li> <li>• गौड़, अश्विनी कुमार (2006). अर्थशास्त्र शिक्षण. लाल बुक डिपो: मेरठ.</li> <li>• राव, जी.कामेश (2007). अर्थशास्त्र शिक्षण. राधा प्रकाशन मन्दिर: आगरा.</li> <li>• Gupta, Rainu &amp; Saxsena, R.G. (2003). Teaching of Economics. Jagdamba Book Centra: New Delhi.</li> <li>• Aggarwal, J.C. (2007). Teaching of Economics; a Practical Approach. Vinod Pustak Mandir: Agra.</li> </ul>	

B.Ed. I Year 2022-2024			
<b>COURSE CODE:</b>	<b>BED-108 -VIII</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Geography</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Understand the need for teaching-learning of Geography in secondary classes.</li> <li>• Develop a critical understanding about the aims and objectives of Geography in a Democratic and Secular country.</li> <li>• Develop a critical understanding about the nature and philosophy of Geography and its interface with society.</li> <li>• Understand the nature of Geography curriculum and its pedagogical issues.</li> <li>• Engage with the classroom processes in Geography and its transactional implications.</li> <li>• Critique and develop suitable evaluation mechanisms in Geography</li> <li>• Develop the ability to organize co-curricular activities and community resources for promoting Geography learning.</li> </ul> <b>Learning outcome:</b> After completion of the course, student-teachers will be able - <ul style="list-style-type: none"> <li>• To develop an understanding of the nature of geography, both of individual disciplines comprising of social sciences, and also of social sciences as an integrated/ interdisciplinary area of study.</li> <li>• To acquire a conceptual understanding of the processes of teaching and learning geography.</li> <li>• To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect the desired changes.</li> <li>• Prepare maps &amp; charts to illustrate the contents of different classes and use them effectively.</li> <li>• Understand the concept and process of evacuation and assessment.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (12)</b>	<u><b>Nature and Scope of Geography</b></u> <ul style="list-style-type: none"> <li>• Meaning, nature and scope of geography.</li> <li>• Uniqueness of disciplines and interdisciplinary.</li> <li>• Social and geographic issues and concerns of the present-day Indian society.</li> <li>• Origin of earth, atmosphere, Earthquake, Volcanic, pollution: air water soil.</li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>• Conduct a survey based study on geographical condition of people belonging to different geographical areas. (i.e. cities, village etc)</li> <li>• Make a report on increased level of within 15 year air pollution in your area with relevant data.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Teaching-learning Resources in Geography</u></b></p> <ul style="list-style-type: none"> <li>• Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.</li> <li>• Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.</li> <li>• Resource material and use of local resources in teaching Geography.</li> <li>• Co-curricular activities.</li> <li>• Enquiry/Empirical Evidence, Problems of teaching Geography.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program for school student on use of library especially dictionaries and encyclopedias.</li> <li>• Plan &amp; organize a Co-curriculum activity in school.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>ICT &amp; Materials in Teaching-learning of Geography</u></b></p> <ul style="list-style-type: none"> <li>• Use of ICT: Video clips, Power points presentations, films etc.</li> <li>• Planning, preparation and presentation of Instructional Material.</li> <li>• Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.</li> <li>• Dale cone of experience. Micro Teaching Bloom’s Taxonomy (Cognitive, effective and psychomotor), in terms of Instructional behavior.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Comparative study of at least two books of geography of different state in the light of content organization and presentation.</li> <li>• Make five different teaching materials using different type of teaching aids (chart, atlas, model &amp; PowerPoint, etc) on school geography subject.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Teaching-learning of Geography</u></b></p> <ul style="list-style-type: none"> <li>• Various teaching aids: Using atlas as a resource for Geography; maps, globe, charts, models, graphs, visuals. Teaching learning material</li> <li>• Teaching aids and lab equipments</li> <li>• Lesson plan format in geography.</li> <li>• Approaches and methods of geography teaching: project method, problem solving, team teaching, regional method, laboratory method.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a workshop for preparation of educational model for implementation of functional utility of audio and visual in geography teaching.</li> <li>• Make a lesson plan of geography on any topic of your interest using your own creative strategy for better understanding of the topic and present it in class, after them evaluate the effectiveness of your strategy.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, concept and construction of achievement test, diagnostic and remedial test.</li> <li>• Blue print: Meaning, concept, need and construction.</li> <li>• Open-book tests: Strengths and limitations</li> <li>• Continuous and Comprehensive Evaluation (CCE): Meaning, Concept, need and importance.</li> </ul>

	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test of any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> </ul>																																													
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<b>B.Ed. I Year</b>			
<b>COURSE CODE:</b>	<b>BED-108 -IX</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Business Organization</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	

**Objectives:**

- Understand the nature of Business Organization curriculum and its pedagogical issues.
- Understand the need for teaching-learning of Business Organization in secondary / Sr. secondary classes.
- Develop a critical understanding about the aims and objectives of Business Organization in the corporate & Trade.
- Develop the ability to organize co-curricular activities and community and global resources for promoting Business Organization learning.
- Critique and develop suitable evaluation mechanisms in Business Organization.
- Engage with the classroom processes in Business Organization and its operational implications.

**Learning Outcome:** After completion of the course, student-teachers will be able -

- Develop an understanding of the nature of Business Organization, both of individual disciplines comprising of Business Organization, and also of commerce as an integrated/ interdisciplinary area of study.
- Introduce student teachers to matters of both content and pedagogy in the teaching of Business Organization.
- Define and differentiate the concept of Business Organization and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching Business Organization.
- Prepare Unit plans and Lesson plans for different classes.
- To enable the pupil teacher to review the Text-book of Business Organization (Secondary level).
- Apply appropriate methods and techniques of teaching to particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Understand assessment and evaluation of Business Organization.



<p style="text-align: center;"><b>UNIT-1 TEACHING HOURS (12)</b></p>	<p><b><u>Nature and Scope of Business Organization</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept, Needs, Aims, Objective and Importance of Business Organization Teaching.</li> <li>• Correlation Business Organization with other School Subjects</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make an analysis of News items from News Papers, TV, Radio etc. and write a report on BO related issues and concerns of the present-day Indian society.</li> <li>• Conduct a survey to find out the Forms of Business Organization in your district and its contribution to society.</li> </ul>
<p style="text-align: center;"><b>UNIT-2 TEACHING HOURS (12)</b></p>	<p><b><u>Teaching-learning Resources in Business Organization</u></b></p> <ul style="list-style-type: none"> <li>• Revised Bloom’s Taxonomy (Cognitive, effective and psychomotor), in terms of Instructional behaviour.</li> <li>• Modern Methods of Business Organisation teaching: Programme instruction, Tutorial, Team teaching, brainstorming, self-study,e-learning,m-learning and blinded learning.</li> <li>• Techniques/approaches of Business Organisation Teaching: journal, Ledger and book approach.</li> <li>• Meaning, Concept, Need and Preperation of Lesson plan, Annual plan, Unit plan.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make five lesson plans based on different teaching methods.</li> <li>• Create your own teaching method (Fusion based) with logic and find its effectiveness.</li> </ul>
<p style="text-align: center;"><b>UNIT-3 TEACHING HOURS (12)</b></p>	<p><b><u>ICT &amp; Materials in Teaching-Learning</u></b></p> <ul style="list-style-type: none"> <li>• Use of ICT: Video clips, Power points presentations, films etc. Planning, preparation and presentation of Instructional Material.</li> <li>• Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using audio-visual aids, CDs, multimedia and internet; case study approach.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Comparative study of at least two books of Business Organization of different state in the light of content organization and presentation.</li> <li>• Make teaching materials using different type of teaching aids (chart, atlas, model &amp; PowerPoint, etc)</li> </ul>
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<p style="text-align: center;"><b>UNIT-5 TEACHING HOURS (11)</b></p>	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept and Construction of Achievement test, Diagnostic and Remedial test.</li> <li>• Blue print: Meaning, Concept, Need and Construction.</li> <li>• Open-book tests: Strengths and limitations</li> <li>• Continuous and Comprehensive Evaluation (CCE) in Business Organization.</li> <li>• Characteristics of Assessment in Business Organization.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure, too.</li> </ul>																																	
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<b>B.Ed. I Year</b>			
<b>COURSE CODE:</b>	<b>BED-108 -X</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Financial Accounting</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>Understand the nature of Financial Accounting curriculum and its pedagogical issues.</li> <li>Understand the need for teaching-learning of Financial Accounting in secondary / Sr. secondary classes.</li> <li>Develop a critical understanding about the aims and objectives of Financial Accounting in daily routine marketing and virtual account transactions.</li> </ul>			
<b>Learning outcome:</b> After completion of the course, student-teachers will be able -			
<ul style="list-style-type: none"> <li>Introduce student teachers to matters of both content and pedagogy in the teaching of Financial Accounting</li> <li>Define and differentiate the concept of Financial Accounting and explain its relative position in the Syllabus.</li> <li>Understand the aims and objectives of teaching Financial Accounting.</li> <li>Prepare UNIT plans and Lesson plans for different classes.</li> <li>To review the Text-book of Financial Accounting (Secondary level).</li> <li>Apply appropriate methods and techniques of teaching to particular topics at different levels.</li> <li>Prepare, select and utilize different teaching aids.</li> <li>Understand assessment and evaluation of Financial Accounting.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (12)</b>	<b><u>Nature and Scope of Financial Accounting</u></b>		
	<ul style="list-style-type: none"> <li>Meaning, Concept, Needs, aims, objective and Importance of Financial Accounting Teaching.</li> <li>Correlation of Financial Accounting with other School Subjects</li> <li>Multiple perspectives/ plurality of approaches for constructing explanations and arguments: Journal ledger, Case Book, Equation.</li> </ul>		
	<b>Assignment:</b>		
	<ul style="list-style-type: none"> <li>Write a report on Social and economic issues and concerns of the present-day Indian society, after analysis of News from News Papers, TV, Radio etc.</li> <li>Observation, recording and interpretation of financial and social features and phenomena of your area / district / city). Identify and interpretate news related to positive financial changes or initiation.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Teaching-Learning Resources in Financial Accounting</u></b></p> <ul style="list-style-type: none"> <li>• Revised Bloom’s Taxonomy (Cognitive, effective and psychomotor), in terms of Instructional behaviour.</li> <li>• Modern Methods of Financial Accounting teaching: Programme instruction, Tutorial, Team teaching, brainstorming, self-study, e-learning, m-learning and blended learning.</li> <li>• Techniques /approaches of Financial Accounting Teaching: journal, Ledger and case book approach.</li> <li>• Meaning Concept, Need and Preparation of Lesson plan, Annual plan, Unit plan.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make five lesson plans based on different teaching methods.</li> <li>• Create your own teaching method (Fusion based) with logic and find its effectiveness.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>ICT &amp; Materials in Teaching-learning of Financial Accounting</u></b></p> <ul style="list-style-type: none"> <li>• Use of ICT: Video clips, Power points presentations, films etc.</li> <li>• Planning, preparation and presentation of Instructional Material.</li> <li>• Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using audio-visual aids, CDs, multimedia and internet; case study approach.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make teaching materials using different types of teaching aids (chart, atlas, model &amp; PowerPoint, etc) at school financial accounting subject.</li> <li>• Analyze at least 5 Stationery shops to understand financial accounting.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Teaching-Learning Resources in Financial Accounting</u></b></p> <ul style="list-style-type: none"> <li>• Meaning Concept, Principles and Rationale Curriculum.</li> <li>• Approach to curriculum organization(unit, concentric and topical)</li> <li>• Studying the Financial Accounting syllabus – aims and objectives, content organization and presentation of any state board and CBSE for different stages of school education.</li> <li>• Role of teacher in curriculum development.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Content analysis of state level secondary or senior secondary books of Financial Accounting in the light of national aim and values.</li> <li>• Analyse current affairs in Indian Economics and suggest logical basis for incorporating it in syllabus at senior secondary.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept and Construction of Achievement Test, Diagnostic test and Remedial Teaching.</li> <li>• Blue print: Meaning, Concept, Need and Construction.</li> <li>• Open-book tests: Strengths and Limitations.</li> <li>• Continuous and Comprehensive Evaluation (CCE) in Financial Accounting.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test of any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> </ul>

<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>
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**B.Ed. I Year**

<b>COURSE CODE:</b>	<b>BED-108 -XI</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Mathematics</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	

**Objectives:**

- Understand the need for teaching-learning of Mathematics in secondary classes.
- Develop a critical understanding about the aims and objectives of Mathematics in a Democratic and Secular country.
- Understand the nature of Mathematics curriculum and its pedagogical issues.
- Critique and develop suitable evaluation mechanisms in Mathematics
- Develop the ability to organize co-curricular activities and community resources for promoting Mathematics learning.
- Understand the Approaches to teaching of mathematics
- Understand the Concept of Teaching Skills

**Learning outcome:**After completion of the course, student-teachers will be able -

- Develop insight into the meaning, nature, scope and objective of mathematics education.
- Learn important mathematics: mathematics is more than formulas and mechanical procedures.
- See mathematics as something to talk about, to communicate through, to discuss among themselves to work together on; Pose and solve meaningful problems.
- Appreciate the importance of mathematics laboratory in learning mathematics.
- Stimulate curiosity, creativity and inventiveness in mathematics.
- Develop competencies for teaching-learning mathematics through various measures.



<p style="text-align: center;"><b>UNIT-1</b> <b>TEACHING HOURS</b> <b>(12)</b></p>	<p><b><u>Nature and Scope of Mathematics</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Nature and Scope of Mathematics teaching.</li> <li>• History of mathematics teaching and contribution of mathematician with reference to– Bhaskaracharya, Aryabhata, Ramanujan, Euclid, Pythagoras etc.</li> <li>• Importance of Aims and Objectives of Mathematics Teaching.</li> <li>• Co-relation with other subjects of Mathematics.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a model of Pythagoras Theorem/Cube, Cuboid, and Cone etc.</li> <li>• Organise seminar on contribution of mathematician.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS</b> <b>(12)</b></p>	<p><b><u>Aims and Objectives of Teaching School Mathematics</u></b></p> <ul style="list-style-type: none"> <li>• Aims and general objectives of teaching mathematics, Bloom’s Digital Taxonomy (Cognitive, Effective and Psychomotor) in terms of Instructional Behaviour, the objectives of school education; writing specific objectives of various content areas in mathematics like algebra, geometry, trigonometry, etc.</li> <li>• Approaches to teaching of mathematics – Analytic-Synthetic, Inductive-Deductive, Heuristic, Problem Solving, Project and Laboratory</li> <li>• Using various techniques of teaching mathematics viz-oral, written, drill, assignment, team teaching, supervised study and programmed learning.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise workshop on techniques of teaching mathematics.</li> <li>• Organise a training program on Bloom’s Digital Taxonomy.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS</b> <b>(12)</b></p>	<p><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• Concept, Meaning and Objectives of Mathematics teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these plans.</li> <li>• Meaning and Concept of Teaching Skills.</li> <li>• Micro Teaching-Meaning, Need and Importance of Micro Teaching Cycle and its Features.</li> <li>• Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good Curriculum.</li> <li>• Dale cone of experiences.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare and present a lesson through power point presentation on any topic of your choice.</li> <li>• Organise a training program on Micro Teaching.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS</b> <b>(11)</b></p>	<p><b><u>Teaching-learning Resources in Mathematics</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.</li> <li>• Planning and Importance of Mathematics Laboratories and its uses.</li> <li>• Qualities of Mathematics Text Books at Secondary Level.</li> <li>• Audio-Visual Aids- Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the teaching of Mathematics.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program on use of Different types of Audio-Visual Aids in the teaching of Mathematics.</li> <li>• Make a report on Mathematics Teaching Planning and Importance of Mathematics Laboratories and its uses.</li> </ul>

<p style="text-align: center;"><b>UNIT-5 TEACHING HOURS (11)</b></p>	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, concept and construction of Achievement test, diagnostic test and remedial teaching.</li> <li>• Types of Questions, Characteristics of a good test.</li> <li>• Blue print: Meaning, concept, need and construction.</li> <li>• Continuous and Comprehensive Evaluation: Meaning, concept, importance and limitations.</li> <li>• Models of Teaching.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test of any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> </ul>																																	
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<b>COURSE CODE:</b>	<b>BED-108 -XII</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Home Science</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to Students identify the concepts of Home science.</li> <li>• To develop insight on the meaning and nature of Home science for determining aims and strategies of teaching- learning.</li> <li>• To identify and relate everyday experiences with learning of Home science.</li> <li>• Develop the ability to appreciate various approaches of teaching- learning of Home science.</li> <li>• Develop the ability to explore the process skill in Home science and role of laboratory in teaching-learning.</li> </ul> <p><b>Learning outcome:</b>After completion of the course, student-teachers will be able -</p> <ul style="list-style-type: none"> <li>• Understand the nature and importance of home science and its correlation with other subjects.</li> <li>• Realize the essential unity between laboratory work and theoretical background of the subject.</li> <li>• Analyze school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.</li> <li>• Utilize effectively the instructional material in teaching home science.</li> <li>• Construct test items to measure objectives belonging to various cognitive levels.</li> <li>• Identify specific learning difficulties in home science and to provide suitable remedial individual instructions to them.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (12)</b>	<p><b><u>Nature of Home Science</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept and Nature of Home Science.</li> <li>• Scope and Expansion of Home Science.</li> <li>• Values and Importance of Home Science for students of Higher Secondary stages.</li> <li>• Correlation of Home Science with other School Subjects.</li> <li>• Home Science teaching in the context of family and group.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Group discussion on importance of Home Science.</li> <li>• Make 5 Power point slides on correlation of Home Science with other School subjects with proper pictures of examples.</li> </ul>		

<p style="text-align: center;">UNIT-2 TEACHING HOURS (12)</p>	<p><b><u>Teaching-Learning of Home science</u></b></p> <ul style="list-style-type: none"> <li>• Aims and objectives of Home Science Teaching (Bloom’s approach to specify the outcomes).</li> <li>• Approaches and Methods of teaching Home Science -</li> <li>• Problem Solving Method.</li> <li>• Demonstration Method.</li> <li>• Experimental Method.</li> <li>• Project Method.</li> <li>• Lecture cum Demonstration.</li> <li>• Question-Answer techniques.</li> <li>• Field trip/ Educational Tour, Home science committee, fair and Exhibition.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize an exhibition on Hand made things.</li> <li>• Organize funfair on products related to home science and draft a report using pictures.</li> </ul>
<p style="text-align: center;">UNIT-3 TEACHING HOURS (12)</p>	<p><b><u>ICT &amp; Materials in Teaching-Learning of Home science</u></b></p> <ul style="list-style-type: none"> <li>• Use of ICT: Video Clips, Power points presentations, films etc.</li> <li>• Planning, Preparation and Presentation of Instructional Material.</li> <li>• Techniques: Using Textbooks, using Audio-Visual Aids, CDs, Multimedia and Internet, Case Study Approach.</li> <li>• Planning, Organization and activity of Home Science Club.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a file of essential equipments of Home Science lab and Management of lab.</li> <li>• Make teaching materials using different types of teaching aids (chart, Model, Power Point, O.H.P. transparent slides at school Home Science subject.</li> </ul>
<p style="text-align: center;">UNIT-4 TEACHING HOURS (11)</p>	<p><b><u>Teaching-Learning Resources in Home Science</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept, Need and Preparation of Lesson Plan, Unit Plan and Annual Plan.</li> <li>• Types of Primary and Secondary Resources: Data from Field, Textual Material, Journals, and Magazines.</li> <li>• Textile and Clothing- types of fabric yarn making and fabric construction, fabric finishing (specially dyeing and printing), construction of clothing etc.</li> <li>• Home Management – Management of time energy, home decoration, floor decoration.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare meals / dishes using different methods of cooking suitable as snacks and main meals.</li> <li>• Make 5 samples of knitting and embroidery.</li> <li>• Make 5 types of cloths like- jhabaly, aline frock, pyjama, and apron.</li> <li>• Group work to decorate a room ( Kitchen, dining room, bedroom, children room, puja room, guest room etc.)</li> </ul>

<p style="text-align: center;"><b>UNIT-5 TEACHING HOURS (11)</b></p>	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept and Construction of Achievement test, Diagnostic test and Remedial teaching.</li> <li>• Blue print: Meaning, Concept, Need and Construction.</li> <li>• Open-book tests: Strengths and Limitations</li> <li>• Continuous and Comprehensive Evaluation (CCE) in Home Science.</li> <li>• Characteristics of Assessment in Home Science: Types of questions best suited for examining/assessing/ aspect of Home Sciences; Questions for testing quantitative skills, Questions for testing qualitative skill, Open-Ended Questions.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test for any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> </ul>																																	
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																	
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**B.Ed. I Year 2022-2024**

<b>COURSE CODE:</b>	BED-108 -XIII	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of General Science</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
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<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	

**Objectives:**

- To develop the ability to Students insight on the meaning and nature of General science for determining aims and strategies of teaching- learning.
- To develop the ability to Students appreciate the fact that every child possesses curiosity about his/her natural surroundings.
- Students will be able to identify and relate everyday experiences with learning of science.
- Students will be able to integrate the science knowledge with other school subjects.
- Students will be able to analyze the contents of science with respecttopots, branches, process skills, knowledge organization and other critical issues.
- Students will be able to identify the concepts of science.

**Learning outcomes:** After completion of the course, student-teachers will be able to:-

- Develop insight on the meaning and nature of General science for determining aims and strategies of teaching-learning.
- Appreciate that science is a dynamic and expanding body of knowledge.
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
- Identify and relate everyday experiences with learning of science.
- Appreciate various approaches of teaching- learning of science.
- Explore the process skill in science and role of laboratory in teaching-learning.
- Use effectively different activities /experiments /demonstrations /laboratory experiences for teaching-learning of science.
- Integrate the science knowledge with other school subjects.
- Analyze the contents of science with respecttopots, branches, process skills, knowledge organization and other critical issues.
- Develop process-oriented objectives based on the content themes/units.
- Identify the concepts of science that are alternatively conceptualized by teachers and students in general.



<p style="text-align: center;"><b>UNIT-1</b> <b>TEACHING</b> <b>HOURS (12)</b></p>	<p><b><u>Nature and Scope of General Science Teaching</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Nature and Scope of General Science teaching.</li> <li>• Contribution of Scientist:-Har Govind Khurana, J .C.Boss, C.V. Raman. Chander Shekhar, A.P.J.Kalam.</li> <li>• Importance, Aims and Objectives of General Science Teaching.</li> <li>• Co-relation with other Subjects Journal and Referenced Book and daily routine.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Group discussion on importance of General Science.</li> <li>• Organise seminar on Contribution of Scientist in General Science and preapre a report.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Aims and Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Bloom's Taxonomy (Cognitive, effective and psycho. motor) In terms of Instructional Behavior.</li> <li>• Quality and responsibilities of Science teacher.</li> <li>• Methods of General Science teaching Subject- lecture method, Demonstration, Lab Method, Problem Solving, Heuristics Project Method, Inductive and deductive Method.</li> <li>• Techniques of General Science Teaching.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise workshop on techniques of teaching General Science.</li> <li>• Organise a training program on Bloom’s Digital Taxonomy.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• Concept Meaning and Objectives Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans.</li> <li>• Meaning and Concept of Teaching Skills- micro Teaching - Meaning. Need and Importance. Micro-Teaching Cycle and its features.</li> <li>• Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good curriculum.</li> <li>• Evaluation of General Science Syllabus at Secondary level</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare and present a lesson through power point presentation on any topic of your choice.</li> <li>• Organise a training program on Micro Teaching.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING</b> <b>HOURS (11)</b></p>	<p><b><u>Teaching-learning Resources inGeneral Science</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.</li> <li>• Planning and Importance of General Science Laboratories and its uses.</li> <li>• Qualities of General Science Text Books at Secondary Level.</li> <li>• Audio-Visual Aids- Meaning, Concept, Utility and Significance of</li> </ul>

	<p>Different types of Audio-Visual Aids in the teaching of General Science.</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program on use of Different types of Audio-Visual Aids in the teaching of General Science.</li> <li>• Make a report on General Science Teaching Planning and Importance of General Science Laboratories and its uses.</li> </ul>																																	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>UNIT-5 TEACHING HOURS (11)</b></p>	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, concept and construction of Achievement test, diagnostic test and remedial teaching.</li> <li>• Types of Questions, Characteristics of a good test.</li> <li>• Blue print: Meaning, concept, need and construction.</li> <li>• Continuous and Comprehensive Evaluation: Meaning, concept, importance and limitations.</li> <li>• Models of Teaching.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test of any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> </ul>																																	
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																	
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<b>EXAMINATION PATTERN</b>	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.												
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<b>B.Ed. I Year</b>			
<b>COURSE CODE:</b>	BED-108 -XIV	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Chemistry</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>To understand ability to gain insight on the meaning and nature of chemistry.</li> <li>To develop ability to determining aims and strategies of teaching-learning.</li> <li>To develop ability to use effectively different activities/ demonstration/ laboratory experiences for teaching-learning of chemistry.</li> <li>To understand ability to integrate in chemistry knowledge with other school subjects.</li> </ul> <b>Learning outcomes:</b> After completion of the course, student-teachers will be able to:- <ul style="list-style-type: none"> <li>Gain insight on the meaning and nature of chemistry for determining aims and strategies of teaching-learning.</li> <li>Appreciate that science is a dynamic and expanding body of knowledge.</li> <li>Appreciate the fact that every child possesses curiosity about his/her natural surroundings.</li> <li>Identify and relate everyday experiences with learning chemistry.</li> <li>Appreciate various approaches of teaching-learning of chemistry.</li> <li>Understand the process of science and role of laboratory in teaching-learning situations.</li> <li>Use effectively different activities/demonstration/laboratory experiences for teaching-learning of chemistry.</li> <li>Integrate in chemistry knowledge with other school subjects.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (12)</b>	<b><u>Basic of Chemistry Teaching</u></b> <ul style="list-style-type: none"> <li>Meaning, Nature and Scope of Chemistry teaching.</li> <li>Nature of Science with special reference to chemistry.</li> <li>History and Contribution of Chemistry teaching, history of Chemistry with special reference to India.</li> <li>Importance Aims and Objectives of Chemistry teaching Objective of teaching Chemistry at secondary/senior secondary level.</li> <li>Co-relation with other Subjects Journal and Referenced Book.</li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>Group discussion on importance of Chemistry.</li> <li>Organise seminar on Contribution of Scientist in Chemistry and prepare a report.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Instructional objectives and methods</u></b></p> <ul style="list-style-type: none"> <li>• Instructional objectives and methods Bloom's Taxonomy (Cognitive, effective and psychomotor).</li> <li>• In terms of instructional behavior Methods of Chemistry teaching Subject-lecture method. Demonstration Method, lab based method.</li> <li>• Inductive &amp; deductive method. Problem Solving. Heuristics &amp; Project Method Techniques of Chemistry Teaching Approaches of Chemistry teaching- Inquiry approach, programmed instruction, Group discussion, team teaching, CAL, SEMINARS &amp; WORKSHOP.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise workshop on techniques of teaching Chemistry.</li> <li>• Organise a training program on Bloom's Digital Taxonomy.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• Concept, Meaning and Objectives of Chemistry Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans.</li> <li>• Meaning and Concept of Teaching Skills. Micro Teaching - Meaning, Need and Importance, Micro-Teaching Cycle and its features.</li> <li>• Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good curriculum and Evaluation of Chemistry Syllabus at Secondary Level.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare and present a lesson through power point presentation on any topic of your choice.</li> <li>• Organise a training program on Micro Teaching.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Instructional Support System</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.</li> <li>• Dales' Cone of Experiences. Planning and Importance of Chemistry Laboratories and Its uses. Qualities of good Chemistry Text Books at Secondary Level.</li> <li>• Qualities and Characteristics Chemistry Teacher. Audio-Visual Aids - Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the Teaching of Chemistry. Utilization of Community Recourses in the Teaching of Chemistry Teaching.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program on use of Different types of Audio-Visual Aids in the teaching of Chemistry.</li> <li>• Make a report on Chemistry Teaching Planning and Importance of Chemistry Laboratories and its uses.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning &amp; Objective of Evaluation.</li> <li>• Types of Test Items and their Construction.</li> <li>• Preparation of Blue-Print and Achievement Test.</li> <li>• Characteristics of a good Test. Concept and Preparation of Diagnostic Test, Remedial Teaching and Enrichment Programme.</li> <li>• Use of ICT: Video clips, Power points presentations, films etc.</li> </ul>

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<b>COURSE CODE:</b>	BED-108 -XV	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Biology</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
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<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>To understand the ability to develop insight on the meaning and nature of biological science.</li> <li>To understand the ability to integrate the biological science knowledge with other school subjects.</li> <li>Develop the ability be to identify and relate everyday experiences with learning of biological science.</li> <li>To understand the ability to appreciate various approaches and methods of teaching- learning of biological science.</li> <li>Develop the ability to explore the process skill in science and role of laboratory in teaching-learning.</li> <li>Develop the ability to identify the concepts of biological science that are alternatively conceptualized by teachers and students in general.</li> </ul> <b>Learning Outcome: After completion of the course, student-teachers will be able -</b> <ul style="list-style-type: none"> <li>Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching- learning.</li> <li>Integrate the biological science knowledge with other school subjects. Identify and relate everyday experiences with learning of biological science.</li> <li>Appreciate various approaches and methods of teaching- learning of biological science.</li> <li>Explore the process skill in science and role of laboratory in teaching- learning.</li> <li>To understand meaning, concept and various types of assessment.</li> <li>Identify the concepts of biological science that are alternatively conceptualized by teachers and students in general.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (12)</b>	<b><u>Basics of Biology Teaching</u></b> <ul style="list-style-type: none"> <li>Meaning, Nature and Scope of Biology teaching.</li> <li>Main discoveries and development in Biology</li> <li>Place and Values of Teaching Biology in School level.</li> <li>Correlation of Biology and other Subjects.</li> <li>Objectives of teaching Biology at School Level.</li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>Group discussion on importance of Biology teaching.</li> <li>Organise seminar on Contribution of main discoveries and development in Biology and prepare a report.</li> </ul>		



<p style="text-align: center;">UNIT-2 TEACHING HOURS (12)</p>	<p><b><u>Instructional objectives and methods</u></b></p> <ul style="list-style-type: none"> <li>• Bloom's Taxonomy (Cognitive, effective and psychomotor), In terms of Instructional behavior.</li> <li>• Methods of Biology teaching Subject- lecture method, Demonstration Method, Inductive &amp; deductive method, Problem Solving, Heuristics &amp; Project Method. Inquiry approach programmed Instruction, Group discussion Self Study team teaching, Seminar and workshops.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise workshop on techniques of Biology teaching.</li> <li>• Organise a training program on Bloom's Digital Taxonomy.</li> </ul>
<p style="text-align: center;">UNIT-3 TEACHING HOURS (12)</p>	<p><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• Concept, Meaning and Objective of Biology Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans. Meaning and Concept of Teaching Skills. Micro Teaching - Meaning, Need and Importance, Micro-Teaching Cycle and its features.</li> <li>• Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good curriculum and Evaluation of Biology Syllabus at Secondary Level.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare and present a lesson through power point presentation on any topic of your choice.</li> <li>• Organise a training program on Micro Teaching.</li> </ul>
<p style="text-align: center;">UNIT-4 TEACHING HOURS (11)</p>	<p><b><u>Instructional Support System</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.</li> <li>• Dales' Cone of Experiences. Planning and Importance of Biology Laboratories and Its uses.</li> <li>• Qualities of good Biology Text Books at Secondary Level.</li> <li>• Qualities and Characteristics Biology Teacher.</li> <li>• Audio-Visual Aids - Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the Teaching of Biology.</li> <li>• Utilization of Community Recourses in the Teaching Biology Teaching.</li> <li>• Use of ICT: Video clips, Power points presentations, films etc.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program on use of Different types of Audio-Visual Aids in the teaching of Biology.</li> <li>• Make a report on Biology Teaching Planning and Importance of <i>Chemistry</i> Laboratories and its uses.</li> </ul>
<p style="text-align: center;">UNIT-5 TEACHING HOURS (11)</p>	<p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning and Objectives of Evaluation. Types of Test Items and their Construction.</li> <li>• Preparation of Blue-Print and Achievement Test.</li> <li>• Characteristics of a good Test. Concept and Preparation of Diagnostic Test, Remedial Teaching and Enrichment Programme.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test of any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> </ul>

<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																													
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<b>B.Ed. I Year</b>			
<b>COURSE CODE:</b>	BED-108 -XVI	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Physics</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To understand the need for teaching-learning of Physics in secondary classes.</li> <li>To develop a critical understanding about the aims and objectives of Physics in a Democratic and Secular country.</li> <li>To understand the nature of Physics curriculum and its pedagogical issues.</li> <li>To understand Critique and develop suitable evaluation mechanisms in Physics.</li> <li>To develop the ability to organize co-curricular activities and community resources for promoting Physics learning.</li> <li>To understand the Approaches to teaching of Physics</li> <li>To understand the Concept of Teaching Skills</li> </ul> <p><b>Learning outcome: After completion of the course, student-teachers will be able -</b></p> <ul style="list-style-type: none"> <li>Gain insight on the meaning and nature of Physics science for determining aims and strategies of teaching-learning.</li> <li>Identify and relate everyday experiences with learning Physics;</li> <li>Appreciate various approaches of teaching-learning of Physics;</li> <li>Use effectively different activities/demonstrations/laboratory experiences for teaching-learning of Physics;</li> <li>Integrate in Physics knowledge with other school subjects;</li> </ul>			
<b>UNIT-1 TEACHING HOURS (12)</b>	<p><b><u>Nature and Scope of Physics</u></b></p> <ul style="list-style-type: none"> <li>Meaning, Concept, Nature, Scope Physics Teaching.</li> <li>Contribution of Indian scientist – Sir C.V.Raman, J.C.Bose, S.N.Bose, H.J.Bhabha, M.N.Saha.</li> <li>Correlation of Physics with other School Subjects.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Organise workshop on Contribution of Indian scientist.</li> <li>Write a report on Objectives of Physics Teaching at different level of School.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Teaching-Learning of Physics</u></b></p> <ul style="list-style-type: none"> <li>• Aims and general objectives of teaching physics, Bloom’s Digital Taxonomy (Cognitive, Effective and Psychomotor) in terms of Instructional Behaviour, the objectives of school education; writing specific objectives of various content areas in Physics.</li> <li>• Approaches to teaching of Physics – Analytic-Synthetic, Inductive-Deductive, Heuristic, Problem Solving, Project and Laboratory.</li> <li>• Using various techniques of teaching Physics viz-oral, written drill, assignment, Team teaching, supervised study and programmed learning.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a lesson plan based on team teaching and execute it in school.</li> <li>• Make any two teaching aids with the low cost material.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• Concept, Meaning and Objectives of Physics teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these plans</li> <li>• Meaning and Concept of Teaching Skills, Maxims of Teaching</li> <li>• Micro Teaching-Meaning, Need and Importance of Micro Teaching Cycle and its Features</li> <li>• Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good Curriculum.</li> <li>• Dale cone of experience.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise training program on Micro Teaching.</li> <li>• Prepare a working model based on Dale cone of experience.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Teaching-learning Resources in Physics</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Objectives, Scope, Characteristics, Types, Preparation, presentation and Importance of Teaching - Learning Material.</li> <li>• Planning and Importance of Physics Laboratories and its uses.</li> <li>• Qualities of Physics Text Books at Secondary Level.</li> <li>• Audio-Visual Aids- Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the teaching of Physics.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program on use of Different types of Audio-Visual Aids in the teaching of Physics</li> <li>• Make a report on Physics Teaching Planning and Importance of Physics Laboratories and its uses.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, concept and construction of Achievement test, diagnostic test and remedial teaching.</li> <li>• Types of Questions, Characteristics of a good test.</li> <li>• Blue print: Meaning, concept, need and construction.</li> <li>• Continuous and Comprehensive Evaluation: Meaning, concept, importance and limitations. Models of Teaching.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test of any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> </ul>

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<b>B.Ed. I Year</b>			
<b>COURSE CODE:</b>	BED-108 -XVII	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Art</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Understand the nature of Art curriculum and its pedagogical issues.</li> <li>• Understand the need for teaching-learning of Art in secondary / Sr. secondary classes.</li> <li>• Develop a critical understanding about the aims and objectives of Art in a Cultural heritage of Society.</li> <li>• Develop the ability to organize co-curricular activities and community resources for promoting Art learning.</li> <li>• Develop a critical understanding about the nature and philosophy of Art and its interface with society.</li> <li>• Critique and develop suitable evaluation mechanisms in Art.</li> </ul>			
<b>Learning Outcome:</b> After completion of the course, student-teachers will be able -			
<ul style="list-style-type: none"> <li>• Understanding basics of different Art forms - impact of Art forms on the human mind.</li> <li>• Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.</li> <li>• Enhance skills for integrating different Art forms across school curriculum at secondary level</li> <li>• Prepare suitable teaching aids in teaching and learning of art and use them in the classroom effectively.</li> <li>• Fulfillment of an individual's potentials through fine art.</li> <li>• Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.</li> <li>• Appreciate and engage with a diverse range of art processes, products and performances - folk and classical through exposure and exchange.</li> <li>• Experiment and create pieces of art using different medium. Focus on coolers, textures, composition and thematic content.</li> </ul>			



<p style="text-align: center;"><b>UNIT-1</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Nature and Scope of Art</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Nature and Scope of Art, Aesthetics and Art teaching at Secondary level of School Education <ul style="list-style-type: none"> <li>▪ The place of Art in General Education.</li> <li>▪ Education Values of Art and its relationship with other school subjects.</li> <li>▪ Role of Art is Indian culture and values.</li> <li>▪ Art and Society.</li> <li>▪ Indian Folk art.</li> <li>▪ Creative Art.</li> </ul> </li> <li>• Contribution of Art Teaching.</li> <li>• Importance Aims and Objective of Art Teaching.</li> <li>• Co-relation with other Subject.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Viewing/listening to live and recorded performances of Classical and Regional Art forms.</li> <li>• Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach.</li> <li>• Local field trip for understanding working process of any art work /gallery.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Teaching-Learning of Art</u></b></p> <ul style="list-style-type: none"> <li>• Aims and objectives of Art Teaching (Bloom’s approach to specify the Outcomes).</li> <li>• Approaches and Methods of teaching Art: - Problem Solving Method, Demonstration Method, Experimental Method, Project Method. Lecture cum Demonstration, Question-Answer Techniques, Text Book, Dramatization.</li> <li>• Use of ICT in art teaching.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Exploration and experimentation with different methods of Visual Arts like Painting block printing, collage, clay modeling, paper cutting and folding, etc.</li> <li>• Field trip/ Educational Tour, Art committee, fair and Exhibition Art galleries and Museum.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>ICT &amp; Materials in Teaching-Learning of Art</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept, Need and Preparation of Lesson Plan, Unit Plan and Annual Plan.</li> <li>• Types of Primary and Secondary Resources: data from Field, Textual Material, Journals, Magazines, Newspaper.</li> <li>• Teaching Aids- Meaning, Importance and types of teaching Aids, Art laboratory (its need, organization, equipments)</li> <li>• Knowledge of Indian Craft Traditions and its relevance in Education.</li> <li>• Knowledge of Indian Contemporary Arts and Artists, Visual Arts.</li> </ul>

	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Develop and maintain a display board in School.</li> <li>• Make a file of essential equipments of Art lab/galleries and its Management.</li> <li>• Make five different teaching materials using different type of teaching aids.</li> </ul>
<p style="text-align: center;"><b>UNIT-4 TEACHING HOURS (11)</b></p>	<p><b><u>Teaching-learning Resources in Art</u></b></p> <ul style="list-style-type: none"> <li>• Curriculum in Art for school instruction. Mugal Art Style, Rajasthani Art Style, Pahari Art Style.</li> <li>• People as resource: the significance of Oral Data.</li> <li>• Types of Primary and Secondary Sources: data from Field, Textual Materials, Journals, Magazines, Newspapers etc.</li> <li>• Using the library for Secondary sources and reference material, such as Dictionaries and Encyclopedias.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a report and analyse how the artists design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns.</li> <li>• Organise a workshop on drawing, and painting, rangoli, clay modeling, pottery, mixed collage, woodcraft, toy making.</li> </ul>
<p style="text-align: center;"><b>UNIT-5 TEACHING HOURS (11)</b></p>	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept and Construction of Achievement test, Diagnostic test and Remedial teaching.</li> <li>• Blue print: Meaning, Concept, Need and Construction.</li> <li>• Open-book tests: Strengths and limitations</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test of any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>

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<b>B.Ed. I Year</b>			
<b>COURSE CODE:</b>	BED-108 -XVIII	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Computer Science</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
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<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	

### **Objectives:**

- Understand about aims and objectives of teaching computer science in secondary and Sr. Secondary schools and help them to plan learning activities according to those objectives.
- Understand the practical concepts of the M.S Office applications in School Management.
- To introduce students with basic concepts of Operating System, its functions and services.
- Understanding the basic elements of computers and their uses.

**Learning outcome:**After completion of the course, student-teachers will be able -

- Make an effective use of technology in Education.
- Acquaint with the challenges and opportunities emerging in integrating new technology in Educational process.
- Familiar with new trends, techniques in education along with learning.
- Know about the basic elements of computers and their uses.
- Know about aims and objectives of teaching computer science in secondary and Sr. Secondary schools and help them to plan learning activities according to those objectives.
- Acquire skills relating to planning lessons and presenting them effectively.
- Acquire the Basic Commands in DOS & Windows.
- Work with various MS Office Applications like Word, Excel and PowerPoint
- Understand and apply the M.S Office applications in School Management.
- Prepare Technology Integrated Lessons.
- Familiarize with the various methods that can be employed for the teaching of Computer science.

<p style="text-align: center;"><b>UNIT-1</b> <b>TEACHING</b> <b>HOURS (12)</b></p>	<p><b><u>Nature and Scope of Computer Science</u></b></p> <ul style="list-style-type: none"> <li>• Concept, Nature &amp; Scope of Computer Science.</li> <li>• History and Generations of Computers and their characteristics.</li> <li>• Classification and Part of computers.</li> <li>• Input Output Devices, Block Diagram.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a power point presentation on demonstration of computer parts and input/output devices of school students.</li> <li>• Organise seminar on History and Generations of Computers and their Applications.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS</b> <b>(12)</b></p>	<p><b><u>Hardware</u></b></p> <ul style="list-style-type: none"> <li>• Hardware for Output: Monitors, Speakers and Headphones, Printers, CD and DVD writers, Pen Drives, Flash drives, External hard drives.</li> <li>• Hardware for Processing: Processor, Mother board, Memory, RAM, ROM, Cache, HDD.</li> <li>• Other Hardware: UPS, Power supply requirements, Modem and Router.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Training program on hardware for output: monitors, speakers, head phone etc, in school workshop on use and function of modem and Souter.</li> <li>• Prepare a report on various memory devices used in computer.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Software</u></b></p> <ul style="list-style-type: none"> <li>• Type of Software.</li> <li>• Operating system: Function of an Operating System as a resource manager, Windows Operating system</li> <li>• Application Software : Application suites: MS Office suit</li> <li>• Educational Software: Edutainment, Web dictionaries, Virtual learning environments, Protection Software</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct training on basic features of Windows, M S Word, Excel and Power point.</li> <li>• Classroom Presentations on use of wizard, templates, slide master, blank slides.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Teaching-Learning Resources in Computer Science</u></b></p> <ul style="list-style-type: none"> <li>• Network, Type and Topology, Internet and Intranet, Network Protocol</li> <li>• Web Browsers: Internet Explorer, Mozilla Firefox, Chrome.</li> <li>• Search Engines: Google, Yahoo, Meta Search Engine.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a camp for one week in school on uses of internet and search engines, to train students in searching educational material and enhance knowledge.</li> <li>• Draft a report on effectiveness of camp.</li> <li>• Use of Search Engine for access primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.</li> <li>•</li> </ul>

<b>UNIT-5 TEACHING HOURS (11)</b>	<p><b><u>ICT Application in Teaching and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Concept, Nature and Use of ICT in Education.</li> <li>• Preparing lesson plans.</li> <li>• Managing Subject related content.</li> <li>• Preparing results and reports.</li> <li>• School Brochure and Magazine.</li> <li>• E-Education &amp; E-learning.</li> <li>• Virtual Classrooms, Web-based teaching materials, Interactive white boards.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Orientation program on interactive white boards.</li> <li>• Conduct an awareness program among students on E-learning.</li> </ul>																																	
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<b>COURSE CODE:</b>	<b>BED-109 - I</b>	<b>COURSE TYPE: CORE</b>
<b>COURSE TITLE:</b>	<b>EPC -1 Reading and reflecting on texts</b>	
<b>MAX. MARKS:</b>	<b>INTERNAL</b>	<b>MIN. MARKS</b>
<b>50</b>	<b>50</b>	<b>25</b>
<b>DURATION</b>	<b>THROUGHOUT THE YEAR</b>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop Reading skill.</li> <li>• Develop Writing skill.</li> </ul> <p><b>Learning outcome: After completion of the course, student-teachers will be able -</b></p> <ul style="list-style-type: none"> <li>• Students will also develop met cognitive awareness to become conscious of their own thinking processes and they grapple with diverse texts.</li> <li>• This course will enable student teacher to enhance their capacities as readers and writers by becoming participants in the process of reading.</li> <li>• To engage students with the readings interactively – individually and in small groups.</li> <li>• To provide opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one’s own opinions or writing within the context of other’s ideas.</li> </ul> <p><b>Note - Pupil Teacher will draft a report on entire activities.</b></p>		
<b>UNIT-1 TEACHING HOURS (12)</b>	<p><b><u>Reading of Texts</u></b></p> <ul style="list-style-type: none"> <li>• Teacher Educator will give a topic (related to empirical, conceptual and historical work, policy documents) for reading, after intensive reading in group or individual pupil teacher will discuss their view on the given topic of reading.</li> <li>• Teacher Educator will examine/observe the grappling with diverse texts of the student and remedial suggestions will be given.</li> </ul>	
<b>UNIT-2 TEACHING HOURS (12)</b>	<p><b><u>Skill and Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Teacher Educator will demonstrate essential skill (model reading, drill, pronunciation, silent reading etc) of reading &amp; written work.</li> <li>• Narrative texts, Expository texts from diverse sources, Autobiographical Narratives, Field Notes and Ethno Graphics Could also include addressing different types of reading skills and strategies.</li> <li>• Teacher Educator will set goals for Learning, Monitoring, Comprehension and Self Reflection.</li> </ul>	
<b>UNIT-3 TEACHING HOURS (12)</b>	<p><b><u>Reading Assignment</u></b></p> <ul style="list-style-type: none"> <li>• Student could read empirical, conceptual and historical work, policy documents, and studies about schools, teaching and learning and about different people’s experiences for discussion or creative writing.</li> <li>• Submit reading reflection after completing reading assignment and before coming to class. In each reflection students should summarize the important concept of the reading and describe what was interesting, surprising or confusing to them.</li> </ul>	



<b>UNIT-4 TEACHING HOURS (11)</b>	<u><b>Observation &amp; Discussion</b></u> <ul style="list-style-type: none"> <li>• Pupil teachers will observe the activities of peer group also.</li> <li>• Teacher educator will motivate pupil teachers to thinking about and regulating one’s own thinking in the learning process.</li> <li>• Critically analyze activities of own and group during reading, discussion and writing.</li> </ul>
<b>UNIT-5 TEACHING HOURS (11)</b>	<u><b>Evaluation &amp; Reflection</b></u> <ul style="list-style-type: none"> <li>• Reflective journal will be developed by pupil teacher for trapping experience, observation and views of participant (with the help of teacher educators)</li> <li>• Teacher Educator will critically analyze entire activities on the basis of reflective journal.</li> </ul>
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>
<b>EXAMINATION PATTERN</b>	<p>Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.</p>
<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li><b>1. ANNUAL</b></li> <li><b>2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running yearafter giving a notice for a period one month.</b></li> </ol>

<b>B.Ed. I Year</b>		
<b>COURSE CODE:</b>	<b>BED-109-II</b>	<b>COURSE TYPE: CORE</b>
<b>COURSE TITLE:</b>	<b>EPC -2 Understanding the self</b>	
<b>MAX. MARKS:</b>	<b>Internal</b>	<b>MIN. MARKS:</b>
<b>50</b>	<b>50</b>	<b>25</b>
<b>DURATION</b>	<b>THROUGHOUT THE YEAR</b>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To enable the students to understand self-exploration and self-evolution.</li> <li>To enable the students to know oneself and through that knowing entire existence.</li> </ul> <p><b>Learning outcome: After completion of the course, student-teachers will be able -</b></p> <ul style="list-style-type: none"> <li>To develop understanding of student- teachers about themselves- the development of the self as a person and as a teacher, through a workshop mode by more than one resource persons.</li> <li>To address aspects of development of the inner self and the professional identity of a teacher.</li> <li>To develop sensibilities, dispositions and skills that will later help them in facilitating the personal growth of their own students while they teach.</li> <li>To develop social relational sensitivity and effective communication skills, including the ability to listen and observe.</li> <li>To develop a holistic and integrated understanding of the human self and personality to build resilience within one self to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.</li> <li>To make awareness in student teacher of their identities and the political, historical and social forces that shape them.</li> <li>To help explore one’s dreams, aspiration, concerns, through varied forms of self – expression, including poetry and humour, creative movement, aesthete representations, etc.</li> <li>To introduce yoga to enhance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one’s surrounding.</li> </ul> <p><b>Note - Pupil Teacher will draft a report on entire activities.</b></p>		
<b>UNIT-1 TEACHING HOURS (20)</b>	<p><b>Activity – I</b></p> <ul style="list-style-type: none"> <li>Conduct seven days’ workshop in school for personality development on Chetna VikasMoolya Shiksha, after attending seven days shivir of CVMS.</li> <li>Organize an orientation program to address one’s different identities- gender, religion, culture – and it is important to address one’s implicit beliefs, stereotypes and prejudices resulting from these identities.</li> <li></li> </ul>	
<b>UNIT-2 TEACHING HOURS (20)</b>	<p><b>Activity – II</b></p> <ul style="list-style-type: none"> <li>Organize yoga and meditation classes at least for two months in a school.</li> <li>Prepare a report after analyzing the effect of the program on body, mind and concentration.</li> </ul>	
<b>UNIT-3 TEACHING HOURS (18)</b>	<p><b>Activity -III</b></p> <ul style="list-style-type: none"> <li>Prepare a Performa for cumulative records of students.</li> <li>Make a record of students through the narration of their life stories and group interactions</li> </ul>	

<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>
<b>EXAMINATION PATTERN</b>	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>ANNUAL</b> <b>HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running yearafter giving a notice for a period one month.</b>

### Second Year

Course code	Title of the course	EVALUATION			
		External	CCA	Practical	Total
<b>Course-9 BED-201</b>	<b>Pedagogy of school subject -II</b>				
BED-201-I	1. Hindi	35	15	-	50
BED-201-II	2. Sanskrit	35	15	-	50
BED-201-III	3. English	35	15	-	50
BED-201-IV	4. Social Sciences	35	15	-	50
BED-201-V	5. Civics	35	15	-	50
BED-201-VI	6. History	35	15	-	50
BED-201-VII	7. Economics	35	15	-	50
BED-201-VIII	8. Geography	35	15	-	50
BED-201-IX	9. Business Organization	35	15	-	50
BED-201-X	10. Financial Accounting	35	15	-	50
BED-201-XI	11. Mathematics	35	15	-	50
BED-201-XII	12. Home Science	35	15	-	50
BED-201-XIII	13. General Science	35	15	-	50
BED-201-XIV	14. Chemistry	35	15	-	50
BED-201-XV	15. Biology	35	15	-	50
BED-201-XVI	16. Physics	35	15	-	50
BED-201-XVII	17. Art	35	15	-	50
BED-201-XVIII	18. Computer Science	35	15	-	50
<b>Course -10 BED-202</b>	Gender, School and Society	35	15	-	<b>50</b>
<b>Course-6 B BED-203</b>	Knowledge and Curriculum Part -II	35	15	-	<b>50</b>
<b>Course-11 BED-204</b>	Creating an Inclusive School	35	15	-	<b>50</b>
<b>Course-12 BED-205</b>	Optional Courses (Any one from the following)				
BED-205-I	Chetna Vikas Mulya Shiksha	35	15	-	50

BED-205-II	Distance Education	35	15	-	50
BED-205-III	Educational aspects of the Geeta	35	15	-	50
BED-205-IV	Educational Technology	35	15	-	50
BED-205-V	Environmental Studies	35	15	-	50
BED-205-VI	Gandhian thoughts of Education	35	15	-	50
BED-205-VII	Guidance and Counseling	35	15	-	50
BED-205-VIII	Health and Physical Education	35	15	-	50
BED-205-IX	Value Education	35	15	-	50
Course- EPC-3 (BED-206-I)	Critical understanding of ICT	-	50	-	<b>50</b>
Course –EPC -4 (BED-206-II)	Drama and Art in Education	-	50	-	<b>50</b>
<b>Course – INTERNSHIP II</b>	School Internship of 16 weeks*	-	100	100	<b>200</b>
CCA		-	25	-	<b>25</b>
Prayer, Yoga, meditation and festival etc.		-	25	-	<b>25</b>
<b>Total</b>					<b>600</b>

## Second Year

### Phase- II Internship (16weeks)

#### TEACHING PRACTICE AND PRACTICAL WORK

Assessment is based on the following activities :		Marks
Planning and Execution	Preparation, administration and analysis of diagnostic test (s) followed by remedial teaching any selected lesson.	<b>10</b>
Execution	Execution of action research project	<b>10</b>
	Observation of Regular Teacher/ Pupil-teacher and preparation of report	<b>10</b>
	Working with community project of social welfare. (submission of report)	<b>10</b>
	Exhibition of TLM in school prepared by pupil-teacher	<b>10</b>
	Regular classroom teaching delivery of 70 (35+35) lessons	<b>10+10=20</b>
Assessment and Evaluation	Two Criticism Lessons in teaching subjects.	<b>10+10=20</b>
	5 Lessons to be observe by teacher-educator.	<b>5+5=10</b>
	Final Lesson (External evaluation)	<b>50</b>
Regularity and involvement in different school activities	Participation in any two co-curricular activity and preparation of report.	<b>10</b>
	Observation and report of school calendar, time table, assessment schedule, library and laboratory.	<b>5</b>
	Portfolio, including detailing of teaching-learning plans, resources used as assessment tools, student observations and records.	<b>10</b>
	Exhibition and critical observations of work done by the pupil-teacher during the internship programme. (Seeking reactions of students, headmasters/ principals/ cooperating teachers and supervisors)	<b>05</b>
	Preparation and maintenances of feedback diary	<b>10</b>
	A journal by pupil-teacher in which he/she records one's experiences, observations, and reflections.	<b>10</b>
<b>TOTAL MARKS</b>		<b>200</b>

**B.Ed. II Year**

<b>COURSE CODE:</b>	<b>BED-201-I</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>हिन्दी भाषा का शिक्षण</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	

**उद्देश्य :**

- हिन्दी भाषा तत्वों एवं साहित्य के विविध रूपों का अध्ययन करवाना।
- गद्य साहित्य एवं हिन्दी भाषा की विविध विधाओं का शिक्षण करवाने की योग्यता विकसित करना।
- हिन्दी भाषा के शिक्षण कौशलो का विकास करना।
- भाषा शिक्षण हेतु विभिन्न सहयोगी सामग्रियों के निर्माण की योग्यता विकसित करना।
- विषय-वस्तु विश्लेषण की योग्यता विकसित करना।
- हिन्दी शिक्षण में मूल्यांकन संस्थितियों व विधाओं के अधिगम की योग्यता उत्पन्न करना।
- निदानात्मक एवं उपचारात्मक परीक्षण के उपयोग की क्षमता विकसित करना।

**अधिगम सम्प्राप्तियाँ :**

- विद्यार्थी हिन्दी भाषा तत्वों एवं साहित्य के विविध रूपों को जान सकेंगे।
- विद्यार्थी गद्य साहित्य एवं हिन्दी भाषा की विविध विधाओं की व्याख्या कर सकेंगे।
- भाषा के माध्यम से अनुवाद कला और सौन्दर्यात्मक सृजनात्मकता का अध्ययन कर सकेंगे।
- विद्यार्थी साहित्यिक अभिव्यक्ति के विविध रूपों को समझ सकेंगे।
- श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों को जान सकेंगे।
- विद्यार्थी भाषा शिक्षण हेतु विभिन्न सहयोगी सामग्रियों के निर्माण में रुचि ले सकेंगे तथा भाषा शिक्षण में पाठ्यक्रम सम्बन्धी विषय-वस्तु एवं प्रकरण पर चार्ट, पोस्टर, चित्र, एवं मॉडल बना सकेंगे।
- हिन्दी भाषा शिक्षण में दृश्य-श्रव्य उपकरणों का व्यावहारिक उपयोग कर सकेंगे।
- सूक्ष्म पाठ, इकाई पाठ, दैनिक पाठ एवं प्रतिमान आधारित पाठ योजनाओं के महत्व से अवगत होकर इनका निर्माण कर सकेंगे।
- पाठ्य प्रकरण के अन्तर्गत आयी किसी कहानी एवं नाटक का रूपान्तरण करवाने में रुचि ले सकेंगे।
- हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विधाओं को जान सकेंगे।
- निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरूप महत्व एवं उपयोग को जान सकेंगे।

<p style="text-align: center;">इकाई-1 TEACHING HOURS (12)</p>	<p><u>भाषा साहित्य और सौंदर्य</u></p> <ul style="list-style-type: none"> <li>• हिन्दी शिक्षण का अर्थ, प्रकृति और क्षेत्र।</li> <li>• हिन्दी भाषा का महत्त्व तथा हिन्दी भाषा का ऐतिहासिक एवं वैज्ञानिक स्वरूप।</li> <li>• साहित्य के विविध रूप एवं अनुवाद कला और भाषा सौंदर्य।</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• साहित्य के विभिन्न रूपों में से दो-दो पसंदीदा रचनाओं का संकलन कर उनका आलोचनात्मक मूल्यांकन करना एवं प्रतिवेदन तैयार करना।</li> <li>• हिन्दी भाषा के ऐतिहासिक विकास पर एक गोष्ठी का आयोजन करना।</li> </ul>
<p style="text-align: center;">इकाई-2 TEACHING HOURS (12)</p>	<p><u>भाषा साहित्य और अभिव्यक्ति</u></p> <ul style="list-style-type: none"> <li>• भाषायी शिक्षण कौशल <ul style="list-style-type: none"> <li>○ लिखित, मौखिक (श्रवण, वाचन एवं अभिव्यक्ति)।</li> <li>○ गद्य, पद्य, नाटक, निबंध, कहानी एवं व्याकरण शिक्षण।</li> <li>○ रचना शिक्षण।</li> </ul> </li> <li>• हिन्दी भाषा शिक्षण में चुनौतियाँ।</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• हिन्दी साहित्य के नाटकों/ एकांकियों का मंचन करवाना।</li> <li>• हिन्दी साहित्य व सौंदर्य आदि पर आधारित विभिन्न समकालीन विषयों (विशेषकर हिन्दी भाषा का विकास) पर निबंध लेखन।</li> <li>• हिन्दी भाषा शिक्षण में चुनौतियाँ पर समूह चर्चा का आयोजन।</li> </ul>
<p style="text-align: center;">इकाई-3 TEACHING HOURS (12)</p>	<p><u>पाठ्यक्रम और पाठ्य-सामग्री का निर्माण और विश्लेषण</u></p> <ul style="list-style-type: none"> <li>• हिन्दी भाषा शिक्षण विधियाँ एवं हिन्दी शिक्षण के सिद्धान्त।</li> <li>• सूक्ष्म शिक्षण (उपयोगिता, संरचना एवं कौशल)।</li> <li>• पाठ-योजना (संप्रत्यय, अर्थ, उद्देश्य, प्रकार एवं विविध सोपान)।</li> <li>• प्रतिमान शिक्षण।</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• हिन्दी की विभिन्न विधाओं पर पाठ योजना निर्माण से संबंधित कार्यशाला का आयोजन करना एवं प्रतिवेदन तैयार करना।</li> <li>• किन्हीं पाँच शिक्षण कौशलों पर सूक्ष्म पाठ निर्माण करना।</li> </ul>
<p style="text-align: center;">इकाई-4 TEACHING HOURS (11)</p>	<p><u>सहायक शिक्षण सामग्री</u></p> <ul style="list-style-type: none"> <li>• शिक्षण सहायक सामग्री।</li> <li>• श्रव्य-दृश्य उपकरणों का निर्माण, प्रकार, रख-रखाव एवं उपयोगिता।</li> <li>• पाठ्यपुस्तकों की गुणवत्ता एवं महत्त्व।</li> <li>• मीडिया तथा अन्य पाठ्य सामग्री (पत्रिकाएँ, अखबार, पुस्तकालय, रेडियो, टेलीविजन, फिल्में, भाषा प्रयोगशाला, चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)।</li> <li>• भाषा प्रयोगशाला।</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• भाषा प्रयोगशाला का प्रयोग करके उच्चारण कौशल, वर्तनीगत शुद्धता/लेखन कौशल, वाचन व श्रवण कौशल का अभ्यास करना एवं</li> </ul>

	<p>प्रतिवेदन तैयार करना।</p> <ul style="list-style-type: none"> <li>• एक कार्यकारी शिक्षण सहायक सामग्री (Working Model) का निर्माण करना।</li> </ul>																																	
<p>इकाई-5 <b>TEACHING HOURS (11)</b></p>	<p><b>आकलन की भूमिका और महत्व</b></p> <ul style="list-style-type: none"> <li>• भाषा शिक्षण में मूल्यांकन (पाठान्तर्गत एवं पाठोपरान्त)।</li> <li>• उपलब्धि परीक्षण का निर्माण।</li> <li>• सतत् और समग्र मूल्यांकन, स्व-मूल्यांकन, पारस्परिक मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो।</li> <li>• निदानात्मक एवं उपचारात्मक शिक्षण।</li> <li>• प्रश्न-पत्र निर्माण एवं नील-पत्र।</li> <li>• प्रश्नों के विभिन्न प्रकार एवं रचना।</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• प्रश्न निर्माण से सम्बन्धित कार्यशाला का आयोजन करना एवं प्रतिवेदन तैयार करना।</li> <li>• स्वयं का पोर्टफोलियो निर्माण करना।</li> </ul>																																	
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																	
<p><b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b></p>	<p><b>Details of Continuous and Comprehensive Assessment (CCA) are as follows:</b></p> <table border="1" data-bbox="448 1377 1460 1832"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>10X6 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>8</td> <td>Attendance*</td> <td>10</td> </tr> <tr> <td>9</td> <td>Co-curricular Activity</td> <td>10</td> </tr> <tr> <td>10</td> <td>Team Teaching</td> <td>10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	10X6 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Viva Voce	10	8	Attendance*	10	9	Co-curricular Activity	10	10	Team Teaching	10
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	<p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks or 15 marks (as per course weightage). Formula: Marks obtained/Total marksX30 For example: <math>60 \div 160 \times 30 = 11.25</math></p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p><b>*Attendance in Lectures and Practical</b></p> <table border="1" data-bbox="654 533 1157 750"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
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<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. ANNUAL</li> <li>2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running yearafter giving a notice for a period one month.</li> </ol>												
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• शर्मा, राजकुमारी (2006). हिन्दी शिक्षण. राधा प्रकाशन मन्दिर. आगरा।</li> <li>• मंगल, उमा (2005). हिन्दी शिक्षण. आर्य बुक डिप्पो. करोल बाग नई दिल्ली.</li> <li>• पाण्डेय. मुतिकान्त (2010). हिन्दी शिक्षण-अभिनव आयाम. विश्व भारती पब्लिकेशन: नई दिल्ली.</li> <li>• शर्मा, अनुराधा (2012). भाषा विज्ञान तथा सिद्धान्त. विश्व भारती पब्लिकेशन: नई दिल्ली.</li> <li>• गुप्ता, प्रभा (2012). मातृभाषा व विविध योजनाएँ. साहित्य प्रकाशन: आगरा.</li> <li>• गुप्ता, ओ.पी. (1994). वृहत पुस्तकालय व सूचना विकास शब्दावली. अवधारणा प्रकाशन कंपनी प्रा.लि.: नई दिल्ली.</li> <li>• किशोरीदास (2013). हिन्दी की वर्तनी व शब्द प्रयोग मीमांसा. वाणी प्रकाशन: नई दिल्ली।</li> <li>• नारंग, वैशना (2013). सम्प्रेषणपरक हिन्दी भाषा शिक्षा. ए.पी. भार्गव बुक हाऊस: आगरा.</li> <li>• शर्मा, प्रसाद प्रीतम (2007). हिन्दी शिक्षण. साहित्यागार. धामाणी मार्केट की गली. चौड़ा रास्ता: जयपुर.</li> <li>• सिंह, सावित्री (2001). हिन्दी शिक्षण. लायल बुक डिपो: मेरठ.</li> <li>• प्रसाद, भगवती (2002). प्रारंभिक स्तर पर हिन्दी शिक्षण. सुखपाल गुप्त आर्य बुक डिपो: नई दिल्ली.</li> <li>• त्यागी, एस.के. (2008). हिन्दी भाषा शिक्षण. अग्रवालपब्लिकेशनस: आगरा.</li> </ul>												



**B.Ed. II Year**

<b>COURSE CODE:</b>	<b>BED-201-II</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>भाषाया शास्त्रम् (संस्कृतम्)</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	

**अध्ययनस्य उद्देश्यानि :**

- संस्कृत भाषायां प्रति रुच्युत्पादनम् ।
- संस्कृत शिक्षणस्य योग्यतोत्पादनम् ।
- संस्कृते भाषाभिव्यक्ते क्षमताया दृढिकरणम् ।
- संस्कृतस्य विभिन्न विधानां ज्ञानपरिपोषणम् ।
- संस्कृत भाषा साहित्यम् प्रति अनुसंधानात्मक अभिवृते विकसनम् ।
- संस्कृत शिक्षणस्य प्रश्नपत्र निर्माणम् च मूल्यांकन योग्यतोत्पादनम् ।

**अध्ययनस्य परिणामः**

- भाषायाः विभिन्नानां भूमिकानां अवबोधनम् भविष्यन्ति ।
- भाषाप्रणाल्याः प्रकृतेः च बोधः विकसितः भविष्यन्ति ।
- संस्कृतस्य सांस्कृतिकपृष्ठभूमेः भूमिका महत्त्वं ज्ञास्यन्ति ।
- शिक्षार्थिषु रचनात्मकतायाः विकासं कर्तुम् योग्याः भविष्यन्ति ।
- पाठ्यक्रमे संस्कृतस्य स्थानं ज्ञास्यन्ति ।
- संस्कृते प्रामाणिक साहित्यान्य साहित्यिकग्रन्थानां मूल्यांकनं कर्तुं सक्षमा भविष्यन्ति ।
- भाषायाः उपयोगस्य बोधः (शब्दावली- व्याकरणयोः सन्दर्भे) विकसितः भविष्यन्ति ।
- शिक्षार्थेभ्यः गतिविधय कार्याणि च निर्मातुं योग्याः भविष्यन्ति ।
- कक्षा कक्षे शिक्षण कौशलां प्रयोगा कर्तुम् योग्याः भविष्यन्ति ।
- विभिन्न विधानाम् पाठ्योजना निर्मातुं योग्याः भविष्यन्ति ।

<b>इकाई-1</b> <b>TEACHING HOURS (12)</b>	<b>भाषायः भूमिका</b> <ul style="list-style-type: none"><li>• भाषा समाजः च भाषा लिंग च भाषा अभिज्ञानं च भाषा शक्तिश्च । संस्कृतशिक्षणस्य विभिन्नस्तरेषु लक्ष्यं उद्देश्यानि (प्राथमिक माध्यमिकं उच्च माध्यमिक स्तरः) च ।</li><li>• संस्कृत शिक्षणस्य गुणवता (पूर्व कक्षायाः कक्षायाः एवं च कक्षायान्तरम्) संस्कृत भाषायाः इतिहासः ।</li><li>• विद्यालये भाषा गृह भाषा एवं च विद्यालये भाषा, अधिगमे भाषायाः केन्द्रियता, पाठ्यक्रमस्य अन्तर्गते भाषा विद्यालय शिक्षणस्य भाषा तथा च अधिगम संचारयोः भाषायाः मध्ये भेदः । बहुभाषी-कक्षाः ।</li><li>• भारते भाषाणां स्थितिः संवैधानिक प्रावधानं एवं च भाषा शिक्षायाः नीतयः (अनु. 343, 35, 350ए) कोठारी आयोगः (1965-66) एन.पी.ई. 1986, पी.ओ.ए. -1992, राष्ट्रीय पाठ्यचर्यायाः रूपरेखा 2005 (भाषा शिक्षा) संस्कृत स्थितिः राजस्थान संस्कृताकादमी ।</li></ul>

	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• भारतीयसंविधाने मान्यता प्राप्त भाषासु एकप्रतिवेदनलेखनम् । कोठारी आयोगः एनपीई 1986 एवं च पीओए 1992 मध्ये उल्लेखित प्रावधानानां उपयोगं कृत्वा ।</li> <li>• विद्यालय/चतुष्पथस्थानकम्/ समाजस्य कृते संस्कृत भाषायां नाटकानि कथाश्च 13 संस्कृत भाषायाः ज्ञानस्य अवबोधन निमित्तं सर्वेक्षणं (न्यूनातिन्यूनम् एकस्मिन् ग्राम खण्ड)</li> </ul>
<p>इकाई-2 TEACHING HOURS (12)</p>	<p><b>संस्कृतभाषायाः महत्वम्</b></p> <ul style="list-style-type: none"> <li>• संस्कृतभाषायाः महत्वम् ।</li> <li>• संस्कृतभाषा साहित्यं च ।</li> <li>• संस्कृतभाषा एवं च अन्याः भारतीयभाषाः ।</li> <li>• संस्कृतभाषायाः सामाजिक-सांस्कृतिकमहत्वम् ।</li> <li>• आधुनिकभारतीयभाषारूपेण संस्कृतम् ।</li> <li>• भारतेसंस्कृतशिक्षणस्य महत्वम् ।</li> <li>• विद्यालयस्तरे संस्कृतशिक्षणात् संबन्धिताः समस्याः ।</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• संस्कृतपाठ्यपुस्तकेषु अधोलिखित विषयाणामुपरि गतिविधिनां आवलीकरणम् 1. भाषा लिंगम् च 2. भाषा शक्तिश्च एतेषां पाठ्यपुस्तकानां उपरि प्रभावस्य प्रतिवेदनं लेखनम् ।</li> <li>• समीपस्थ पत्रच विद्यालयानां सर्वेक्षणं कृत्वा अधोलिखित तत्वानां आधारेण प्रतिवेदन लेखनम् ।</li> <li>• संस्कृतशिक्षणे शिक्षकशिक्षार्थीनाम् समक्षे आगतानां समस्यानां उल्लेखः ।</li> <li>• संस्कृतस्य प्रारम्भिक स्तरः ।</li> <li>• कक्षायाम् प्रयुक्त पाठ्यपुस्तकम् ।</li> <li>• विविध स्तरेषु गुणवतायुक्त शिक्षणस्य कृते विमर्शयोजनं वा विद्यालये स्तरे संस्कृत शिक्षणस्य स्थितिः ।</li> <li>• त्रिभाषासूत्रं संस्कृतं च ।</li> </ul>
<p>इकाई-3 TEACHING HOURS (12)</p>	<p><b>संस्कृत पाठ्यचर्या शिक्षण विधयश्च</b></p> <ul style="list-style-type: none"> <li>• संस्कृतभाषायाः शिक्षणं पाठ्यचर्या च ।</li> <li>• विद्यालयशिक्षायाः विधिस्तरेषु संस्कृतस्य स्वरूपम् (प्राथमिकोच्च प्राथमिकमाध्यमिकोच्चमाध्यमिकस्तरे) ।</li> <li>• त्रिभाषा सूत्रे संस्कृतस्य स्थानम् उद्देश्यानि च ।</li> <li>• संस्कृतपाठशालायाम् संस्कृतस्य स्थानम् ।</li> <li>• पाठ्यचर्या एवं च संस्कृतायोगः ।</li> <li>• संस्कृतपाठ्यक्रमः एवं च विद्यालय स्तरे पाठ्यपुस्तकानि (संस्कृतभाषा- धिगमस्य दृष्टिकोणे) ।</li> <li>• प्रत्यक्षविधिः ।</li> <li>• पारम्परिकविधिः ।</li> <li>• पाठ्यपुस्तकविधिः ।</li> <li>• वैकल्पिकविधिः ।</li> <li>• व्याकरणसहानुवादविधिः ।</li> <li>• आगमन-निगमनविधिः ।</li> <li>• गद्य शिक्षण विधिः ।</li> <li>• पद्य शिक्षण विधिः । <ul style="list-style-type: none"> <li>• नाटक शिक्षण विधिः ।</li> <li>• उच्चारण शिक्षण विधिः ।</li> <li>• कथा शिक्षण विधिः ।</li> </ul> </li> </ul>

	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• समीपस्य पत्रच विद्यालयानां भ्रमणं तथा च विद्यालये त्रिभाषा सूत्रस्य अनुपालन विषये प्रतिवेदनलेखनम्।</li> <li>• संस्कृतभाषायाः पत्र-पत्रिकायाः संगृहणं कृत्वातेषां भाषापद्धते प्रस्तुतिविषयेः च प्रतिवेदनलेखनम्।</li> <li>• स्वप्रान्तस्य कृते एकस्याः कक्षायाः पाठ्यपुस्तकस्य विकासं कर्तुम् योजनायाः/रूपरेखायाः निर्माणम्।</li> <li>• पाठ्यपुस्तकेषु उल्लेखित 50 (पच्चाशत) शब्दानां अभिज्ञानं एवं च तेषां दैनिक जीवने उपयोगस्य अभ्यासः।</li> <li>• विद्यालयस्तरे संस्कृतशिक्षणस्य विभिन्नानां पद्धतिनां विषये विमर्शः।</li> <li>• भाषाधिगमस्य विषये सकारात्मकविशेषतानां एवं च न्यूनतानां तुलनात्मकाध्ययनं करणीयम्।</li> <li>• भाषा कक्षायाम् रचनात्मकता धारिता चतस्र (4) गतिविधयः।</li> <li>• छात्रैः सह वार्तालापं कृत्वा तेषां मातृ-भाषायाः ज्ञानप्राप्तिकरणम् एवं च संस्कृतकक्षायाः बहुभाषावादस्य उपयोगाय एकस्याः योजनायाः निर्माणम्। शिक्षणविधिद्वयाधारित पाठ्योजनायाः निर्माणं एवं च अभ्यासः।</li> </ul>
<p>इकाई-4 TEACHING HOURS (11)</p>	<p><b>भाषा च शिक्षण कौशलानि</b></p> <ul style="list-style-type: none"> <li>• श्रवण कौशलम्।</li> <li>• भाषण कौशलम्।</li> <li>• पठन कौशलम्।</li> <li>• लेखन कौशलम्।</li> <li>• शिक्षण कौशलम् - प्रस्तावना, श्यामपट्ट, प्रश्नोत्तर, उद्दीपन परिवर्तन, पुनर्बलन, व्याख्या कौशलम्।</li> <li>• भाषाकौशलस्य विकासाय पाठ्यसहगामी क्रियाः वादविवाद, भाषणम्, प्रतियोगिताः, अन्त्याक्षरी, भाषाधारितक्रीडा, निबन्ध लेखनं, सम्मेलनम्, कथालेखनम्, समस्यापूर्तिः, गायनम्, हास्य कणिकाः, कथा, प्रदर्शनी, प्रश्नोत्तरी एवं च विद्यालयपत्रिकायाः सिद्धता।</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• छात्रैः सह वार्तालापं कृत्वा तेषां भाषायाः ज्ञानं कृत्वा तताधारेण संस्कृत भाषायाः विकासाय बहुभाषावादधारित योजनायाः निर्माणम्।</li> <li>• कक्षा षष्ठीतः अष्टमी पर्यन्तं विद्यमानेषु पाठ्यपुस्तकेषु दश प्रासंगिक-उदाहरणानां चयनं कृत्वा समुह चर्चायाः आयोजनम्।</li> <li>• विद्यालयस्य छात्राणां कृते जनपदं/ प्रान्तस्तरीय संस्कृत प्रतियोगितानां आयोजनस्य रूपरेखानिर्माणम्। संस्कृतभाषायाः सम्भाषणस्य कृते साप्ताहिके का वासीयशिविरस्य आयोजनं/ सहभागिता।</li> </ul>
<p>इकाई-5 TEACHING HOURS (11)</p>	<p><b>मूल्यांकनम्</b></p> <ul style="list-style-type: none"> <li>• आकलनं मूल्यांकनम् च।</li> <li>• उपलब्धिपरीक्षणस्य अर्थ, अवधारणा, निर्माणः च, निदानात्मकोपचरात्मक परीक्षणस्य निर्माणम्।</li> <li>• नीलपत्रस्य अर्थः अवधारणा उपयोगः च।</li> <li>• इकाई योजना।</li> <li>• पाठ्ययोजना (गद्य, पद्य, नाटक, व्याकरण, रचना, कथा)।</li> <li>• संस्कृते सतत् एवं च व्यापकमूल्यांकनम् (सीसीई)।</li> <li>• संस्कृते आकलनस्य लक्षणानि - अर्थावधारणा च।</li> <li>• संस्कृतस्य मूल्यांकनाय विभिन्नानां प्रश्नानां निर्माणम्।</li> </ul>

	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• विद्यालयस्य कश्चित स्तरस्य कृते उपलब्धि परीक्षणस्य निर्माण एवं च प्रशासनम्</li> <li>• संस्कृत विषयस्य नैदानिक परीक्षणस्य सिद्धता एवं च तस्य प्रयोगाय विद्यालयशिक्षकेण सह चर्चायाः अनन्तरम् उपचारात्मकं विमर्शदानम् अपि।</li> <li>• संस्कृते प्रथम श्रेणी (60 प्रतिशत) निमित्तं न्यूनातिन्यूनं अंकान् ये प्राप्तछात्रा सन्ति तेषां सूची निर्माणम्।</li> </ul>																																	
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																	
<p><b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b></p>	<p><b>Details of Continuous and Comprehensive Assessment (CCA) are as follows:</b></p> <table border="1" data-bbox="448 1025 1449 1478"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>10X6 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>8</td> <td>Attendance*</td> <td>10</td> </tr> <tr> <td>9</td> <td>Co-curricular Activity</td> <td>10</td> </tr> <tr> <td>10</td> <td>Team Teaching</td> <td>10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	10X6 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Viva Voce	10	8	Attendance*	10	9	Co-curricular Activity	10	10	Team Teaching	10
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	<p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks or 15 marks (as per course weightage). Formula: Marks obtained/Total marksX30 For example: <math>60 \div 160 \times 30 = 11.25</math></p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p><b>*Attendance in Lectures and Practical</b></p> <table border="1" data-bbox="654 533 1157 748"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
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<p><b>EXAMINATION PATTERN</b></p>	<p>Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.</p>												
<p><b>PERIODICAL REVISION OF SYLLABUS</b></p>	<p><b>1. ANNUAL</b> <b>2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running yearafter giving a notice for a period one month.</b></p>												
<p><b>SELECTED READINGS</b></p>	<ul style="list-style-type: none"> <li>• शर्मा,उषा (2009).संस्कृतशिक्षणम्. स्वाति पब्लिकेशन्स: जयपुर.</li> <li>• पाण्डेय, रामशकल (2016). संस्कृतशिक्षणम्. विनोद पुस्तक मन्दिर: आगरा.</li> <li>• मिश्रा, महेन्द कुमार (2011). संस्कृत व्याकरणम्. विवेक पब्लिशिंग आउस: जयपुर.</li> <li>• शर्मा,लक्ष्मी नारायण (2006). भाषा की शिक्षण विधियाँ एवं पाठ नियोज्य. विनोद पुस्तक मन्दिर: आगरा.</li> <li>• माताप्रसाद, (2016). संस्कृत शिक्षणम्.कविता प्रकाशन: जयपुर.</li> <li>• कपिलदेव, (2015). द्विवेदी संस्कृत साहित्य का समीक्षात्मक इतिहास. रामनारायण लाल विजय कुमार प्रकाशन: इलाहाबाद.</li> <li>• चौबे, विजय नारायण, (2018). संस्कृत शिक्षण विधि, हिन्दी ग्रंथ अकादमी प्रभाग, उत्तरप्रदेश हिन्दी संस्थान, लखनऊ।</li> </ul>												

<b>B.Ed. II Year</b>			
<b>COURSE CODE:</b>	<b>BED-201-III</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Language (English)</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Develop a good understanding of the Basic Concepts, objectives and Methods of Teaching English as a second language.</li> <li>• Learn the Concept of listening in second language &amp; the Phonemic elements involved in listening at the receptive level.</li> <li>• Learn various types of Reading: Skimming, scanning, silent reading, Reading Aloud. Intensive Reading.</li> <li>• Enable students to teach using Direct Method, Structural – Situational Approach, Audio – Lingual Method, Bilingual Method, Communicative – Language Teaching (CLT).</li> <li>• Learn the Concept, aims and objectives of teaching poetry in Second Language.</li> <li>• Enable students to develop various Resources for English Language Teaching.</li> </ul>			
<b>Learning outcome:</b> After completion of the course, student-teachers will be able -			
<ul style="list-style-type: none"> <li>• Cultivate a good understanding of the basic concepts in teaching of English</li> <li>• Enable them to critically review and use suitably different approaches and methods of teaching English as second language.</li> <li>• Prepare lesson plans on different and prescribed aspects of English as second language.</li> <li>• Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English.</li> <li>• Use various techniques of testing English as second language and develop remedial and conduct teaching.</li> <li>• Teach basic language skills as listening, speaking, reading and writing and integrate them for communication purpose.</li> </ul>			

**Concepts, objectives & Methods of Teaching English**

- Basic Concepts, objectives and Methods of Teaching English as a second language:
  - (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).
- Methods and Approaches :
- Objectives : Objectives of Teaching English as a second language.
  - (iii) Skill based (LSRW)
  - (iv) Competence based: Linguistic Competence (LC) and Communicative Competence (CC) in reference to LSRW skills.
- Introduction to Methods of and Approaches to Teaching of English as a second language.
  - (vi) Direct Method.
  - (vii) Structural – Situational Approach
  - (viii) Audio – Lingual Method
  - (ix) Bilingual Method
  - (x) Communicative – Language Teaching (CLT).
- Role of Computer and Internet in Second Language Teaching Computer Assisted Language Learning (CALL) Computer Assisted Language Teaching (CALT).
- Eclectic Approach to Second Language Teaching
- Study of the above methods and approaches in the light of :
  - (v) Psychology of second language learning.
  - (vi) Nature of English Language.
  - (vii) Classroom environment and conditions.
  - (viii) Language functions.
- 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.
- Principles of Teaching English, Methods and Approaches to English Language Teaching.

**Assignment:**

- Organize a debate on Direct Method vs Bilingual Method.
- Organize a a workshop on Review of a text book in the teaching period of English.

<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Listening and speaking skills</u></b></p> <p>(A) Listening:</p> <ul style="list-style-type: none"> <li>(viii) Concept of listening in second language :</li> <li>(ix) The Phonemic elements involved in listening at the receptive level (Monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm).</li> <li>(x) Listening skills and their sub skills.</li> <li>(xi) Authentic listening v/s Graded listening.</li> <li>(xii) Techniques of teaching listening.</li> <li>(xiii) Role of teaching aids in teaching listening skills.</li> <li>(xiv) Note-taking</li> </ul> <p>(B) Speaking:</p> <ul style="list-style-type: none"> <li>(viii) Concept of speaking in second language;</li> <li>(ix) The phonemic element involved in speaking at the productive level (monotones, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm) :</li> <li>(x) The stress system – Weak forms.</li> <li>(xi) Use of pronouncing dictionary.</li> <li>(xii) Phonemic transcription.</li> <li>(xiii) Techniques of teaching speaking skills and pronunciation practice and drills – Ear training, repetition, dialogues and conversation.</li> <li>(xiv) Role of A.V. aids in teaching speaking skills.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Your university is organizing a workshop on Monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm. Participate in the workshop.</li> <li>• Organize a symposium on the skills of Listening/Speaking/ Reading/Writing skill.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Reading and Writing skills</u></b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Concept of reading in second language;</li> <li>• Mechanics of Reading (Eye span, Pause, Fixations, Regressions) :</li> <li>• Types of Reading: Skimming, scanning, silent reading, Reading Aloud. Intensive Reading, Extensive reading: Local and Global Comprehension.</li> <li>• Role of speed and pace.</li> <li>• Relating teaching of Reading to listening and speaking skills.</li> <li>• Teaching silent reading, intensive reading, extensive reading and genuine reading comprehension in terms of inference prediction critical reading, interpretation judgment summarizing, central idea, etc.</li> <li>• Role of course reader and rapid reader, cloze procedure, Maza method, dictionary in teaching reading skills.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Concept of writing in the first language and the second language.</li> <li>• Types of composition – oral, written, controlled, guided, contextualized and integrated composition.</li> <li>• Teaching the following items keeping in view their style, ingredients, and mechanics.</li> <li>• Letter (Formal and informal), Essay, Report, Telegram, E-mail, Notices, Précis, Paragraph, Developing Stories, Note Making.</li> </ul>



	<ul style="list-style-type: none"> <li>• Teaching prose, poetry, Grammar and Composition.</li> <li>• Language Difficulties, Errors and Disorders, , Remedial Teaching.</li> <li>• A Critical Analysis of the Evaluation of language Teaching Methodologies; Methods of Evaluation.</li> <li>• Continuous and Comprehensive Evaluation, Evaluation Language Proficiency.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a workshop on Types of Reading: Skimming, scanning, silent reading, Reading Aloud. Intensive Reading, Extensive reading: Local and Global Comprehension.</li> <li>• Organize a workshop on Letter (Formal and informal), Essay, Report, Telegram, E-mail, Notices, Précis, Paragraph, Developing Stories, Note Making.</li> <li>• Draft advertisements for Newspaper and Magazine teaching lexical and structural items. Prepare a file using newspaper cuttings.</li> </ul>
<b>UNIT-4 TEACHING HOURS (11)</b>	<p><b><u>Resources and Planning for English Language Teaching</u></b></p> <p>(A) Resources for English Language Teaching:</p> <ul style="list-style-type: none"> <li>• The blackboard and the white board.</li> <li>• Blackboard drawings and sketches.</li> <li>• The overhead projector (OHP).</li> <li>• Flashcards, Poster and Flip Charts.</li> <li>• Songs, Raps and Charts.</li> <li>• Video Clips.</li> <li>• Pictures, Photos, Postcards and Advertisements.</li> <li>• Newspapers, Magazines and Brochures.</li> <li>• Mind Maps</li> <li>• Radio, Tape – Recorder, T.V.</li> <li>• Language Laboratory</li> <li>• Stories and Anecdotes</li> </ul> <p>(B) Planning for English Language teaching as a second Language B–Prose Lessons:</p> <ul style="list-style-type: none"> <li>• Planning a Unit (Based on a lesson in the Course Reader (Text Book)</li> <li>• Identifying and listing language material to be taught (New Preparation of unit test and examination</li> <li>• Lexical and structural items, their usage and uses).</li> <li>• Planning for teaching the content and skills in the following order :</li> <li>• New Lexical items (Vocabulary).</li> <li>• New Structural items</li> <li>• Reading Comprehension</li> <li>• Textual exercises</li> <li>• Writing / Composition</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Suppose you are a teacher of English. Deliver a lecture on Prose Lessons: a. planning a Unit (Based on a lesson in the Course Reader (Text Book).</li> <li>• Make a group of five students each in your class and then make a preparation of twenty test items in listening / composition exercise.</li> </ul>

<b>UNIT-5 TEACHING HOURS (11)</b>	<p><b><u>Testing and Evaluation in English</u></b></p> <ul style="list-style-type: none"> <li>• Components of Poetry</li> <li>• Concept, aims and objectives of teaching poetry in Second Language</li> <li>• Steps of teaching Poetry at the Secondary stage.</li> <li>• Concept of testing and evaluation in English as a second language.</li> <li>• Difference in testing in content – subjects and skills subjects.</li> <li>• Testing language skills (LSRW), lexical and structural items, and poetry.</li> <li>• Type of test Achievement test, Proficiency test, Diagnostic test, prognostic test, Formative and summative tests).</li> <li>• Paper – their blue – print and answer key.</li> <li>• Types and preparation of test-items.</li> <li>• Error analysis.</li> <li>• Concept and need of remedial teaching and remedial work.</li> <li>• Development of Language Skills,</li> <li>• Teaching Learning Materials, Text Books, Multi-media Materials and other resources,</li> <li>• Basic Principles of Second language Teaching</li> <li>• Methods of Evaluation</li> <li>• Continuous and Comprehensive Evaluation , Evaluation Language Proficiency</li> <li>• Teaching prose, poetry, Grammar and Composition</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• As an educationist, deliver a lecture on Types of test Achievement test, Proficiency test, Diagnostic test, prognostic test, Formative and summative tests).</li> <li>• Write a speech on the merits of Language Lab.</li> </ul>																								
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																								
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<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>Roach, Peter (1991) English Phonetics and Phonology. Cambridge CUP.</li> <li>Venkateshwaran, S (1995) Principles of Teaching English Delhi. Vikash Publishing House Pvt. Ltd.</li> <li>Bansal, R.K. and Harrison, J.B., (1972): Spoken English for India, Madras : orient longman Ltd.</li> <li>Baruah, T.C. (1985): The English Teachers' Handbook, New Delhi : Sterling Publishing Pvt. Ltd.</li> <li>Bright and McGregor: Teaching English as Second Language, Longman.</li> <li>Brumfit C.J. (1984): Communicative Methodology in Language Teaching, Cambridge : CUP.</li> <li>Freeman, Diane – Larsen (2000): Techniques and Principles in language Teaching, Oxford: OUP.</li> <li>Gimson A.C. (1980): An Introduction to the Pronunciation of English London: Edward Arnold.</li> <li>Lado Robert (1971): Language Teaching, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.</li> <li>Leech, Geoffrey and Svartvik, Jan. (2000) Communicative Grammar of English Cambridge CUP.</li> <li>Paliwal, A.K. (1988): English Language Teaching Jaipur : Surbhi Publication.</li> <li>Richards, J.C. and Rodgers, T.S.: Approaches and Methods in language Teaching Cambridge CUP.</li> </ul>														

<b>B.Ed. II Year</b>			
<b>COURSE CODE:</b>	<b>BED-201 -IV</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Social Sciences</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	

**Objectives:**

- Understand the need for teaching-learning of Social Science in secondary classes.
- Develop a critical understanding about the aims and objectives of Social Science in a Democratic and Secular country.
- Develop a critical understanding about the nature and philosophy of Social Science and its interface with society.
- Understand the nature of Social Science curriculum and its pedagogical issues.
- Engage with the classroom processes in Social Science and its transactional implications.
- Critique and develop suitable evaluation mechanisms in Social Science.
- Develop the ability to organize co-curricular activities and community resources for promoting Social Science learning.

**Learning outcome:** After completion of the course, student-teachers will be able -

- Develop an understanding of the nature of social sciences, both of individual disciplines comprising of social sciences, and also of social sciences as an integrated/ interdisciplinary area of study.
- Encourage to see inter connections between the different social sciences, i.e. see social sciences as an integrated area of study.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of social sciences and explain its relative position in the syllabus.
- Prepare UNIT plans and Lesson plans for different classes.
- Review the Text-book of Social Sciences (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids using ICT.

<p style="text-align: center;"><b>UNIT-1</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Nature and Scope of Social Science</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept, Nature, Scope, Needs, Aims, Objective and Importance of Social Science Teaching.</li> <li>• Social Science as inter disciplinary and multi disciplinary subject. (Correlation of social science with other School Subjects.)</li> <li>• Contemporary social issues in Indian society and their solution through Education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Write a report on Social and Economic issues and concerns of the present-day Indian society, after analysis of News from News Papers, TV, Radio etc.</li> <li>• Organize a group discussion on Correlation of social science with other School Subjects.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Teaching-learning of Social Science</u></b></p> <ul style="list-style-type: none"> <li>• Questioning, Collaborative Strategies, Games, Simulations, Dramatization, Role Plays, Values Clarification, Problem-Solving, Discussion, Story-Telling, Project and Decision-making, use of media and technology, Concept Mapping.</li> <li>• Methods: Interactive verbal learning, Experiential Learning through activities, Experiments, Investigative field visits.</li> <li>• Lesson plan &amp; Unit plan in Social Science Teaching.</li> <li>• Enquiry/Empirical Evidence, Problems of teaching Social Science/Social Studies.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• To study social environmental degradation in the local area through interview of local community and talk about suggestions for preservation methods.</li> <li>• Prepare a lesson plan based on innovative method.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>ICT and Materials in Teaching-learning of Social Science</u></b></p> <ul style="list-style-type: none"> <li>• Use of ICT: Video clips, Power points presentations, films etc.</li> <li>• Planning, preparation and presentation of Instructional Material.</li> <li>• Techniques: Using textbooks and Atlas as a part of oral lessons, Non-oral working lessons, And Various teaching aids: Using atlas as a resource for social sciences; maps, globe, charts, models, graphs, visuals, online recourses. CDs, multimedia and internet; case study approach.</li> <li>• Dale cone of experience. Micro Teaching Bloom’s Taxonomy (Cognitive, effective and psychomotor), in terms of Instructional behavior</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare and present a lesson through power point presentation on any topic of your choice.</li> <li>• Make teaching materials using different type of teaching aids (chart, atlas, model &amp; PowerPoint, etc) at school social science subject.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Teaching-Learning Resources in Social Sciences</u></b></p> <ul style="list-style-type: none"> <li>• People as Resource: the significance of oral data.</li> <li>• Types of primary and secondary sources: data from field, textual materials, journals, text book, magazines, newspapers, etc.</li> <li>• Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program on use of digital library especially for secondary sources and reference material, such as dictionaries and encyclopedias.</li> </ul>

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<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• व्यागी, गुरुसरनदास (2007-08). सामाजिक अध्ययन शिक्षक. प्रेमलता प्रिण्टर्स: आगरा.</li> <li>• सिङ्गना, अशोक (2007). सामाजिक अध्ययन शिक्षक. शिक्षा प्रकाशन: जयपुर.</li> <li>• शर्मा, हनुमान (2005). सामाजिक पर्यावरण अध्ययन शिक्षक. राधा प्रकाशन मन्दिर. परशुरामपुरी: आगरा.</li> <li>• मिश्रा, महेन्द्र कुमार (2008). सामाजिक अध्ययन शिक्षक. क्लासिक कलैक्शन: जयपुर.</li> <li>• पाण्डेय, सोहनलाल (2006). सामाजिक विज्ञान शिक्षक. श्याम प्रकाशन: जयपुर.</li> <li>• तायल, बी.बी. (2002). न्यूकोर्स सामाजिक विज्ञान. आर्य पब्लिकेशन. करोल बाग: नई दिल्ली</li> <li>• गर्ग, भंवरलाल (1995). सामाजिक विज्ञान शिक्षक. विनोद पुस्तक मन्दिर. आगरा.</li> <li>• Bedi, Yash Pal (1980). Social and Preventive Medicine. Atma ram sons. Kashmere Gate: Delhi.</li> </ul>												

<b>B.Ed. II Year</b>			
<b>COURSE CODE:</b>	<b>BED-201 -V</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Civics</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<p><b>Objectives:</b> To enable the prospective teachers to:</p> <ul style="list-style-type: none"> <li>• Understand the need for teaching-learning of civics in secondary classes.</li> <li>• Develop a critical understanding about the aims and objectives of civics in a Democratic and Secular country.</li> <li>• Develop a critical understanding about the nature and philosophy of civics and its interface with society.</li> <li>• Understand the nature of civics curriculum and its pedagogical issues.</li> <li>• Engage with the classroom processes in civics and its transactional implications.</li> <li>• Critique and develop suitable evaluation mechanisms in civics.</li> <li>• Develop the ability to organize co-curricular activities and community resources for promoting civics learning.</li> </ul> <p><b>Learning outcome:</b>After completion of the course, student-teachers will be able -</p> <ul style="list-style-type: none"> <li>• Define and differentiate the concept of Civics and explain its relative position in the Syllabus.</li> <li>• Understand the aims and objectives of teaching Civics.</li> <li>• Prepare unit plans and Lesson plans for different classes.</li> <li>• Critically evaluate the existing school syllabus of Civics.</li> <li>• To enable the pupil teacher to review the Text-book of Social Sciences (Secondary level).</li> <li>• Apply appropriate methods and techniques of teaching particular topics at different levels: - Prepare, select and utilize different teaching aids.</li> <li>• Preparation of Related Contents for Teacher Recruitment Exams.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (12)</b>	<p><b><u>Nature and Scope of Civics</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, concept, Nature and scope of civics in current trends.</li> <li>• Aim and Objective of Civics Teaching in School.</li> <li>• Correlation of civics to other social sciences subjects.</li> <li>• Problems of teaching Civics; developing critical thinking.</li> <li>• Role of civics in promoting international understanding.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a Report after Discussion with Students on Human Environment interaction.</li> <li>• Collect some photography from magazines, newspaper etc. of some burning political issue and prepare an album.</li> <li>• The issues related with political science can be introduced by referring to the relevant items from daily newspapers (e.g. instances of violation and protection of human rights).</li> </ul>		



<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Teaching-Learning Contents in Civics</u></b></p> <p><b>Indian Constitution and Democracy -</b></p> <ul style="list-style-type: none"> <li>• Making of the Indian Constitution and its features, Preamble, Fundamental rights and Fundamental duties, Social justice, Child Rights and Child Protection, Election in Democracy and Voters Awareness.</li> </ul> <p><b>Government : Composition and Functions –</b></p> <ul style="list-style-type: none"> <li>• Parliament, President, Prime Minister and Council of Ministers; Supreme Court, State Government, Panchayati raj and Urban Self - Government. (in reference to Rajasthan) District Administration and Judicial System.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program for school student on use of library especially Dictionaries and encyclopedias.</li> <li>• Identify 10 Primary and 10 Secondary data to a same topic.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>ICT &amp; Materials in Teaching-learning of Civics</u></b></p> <ul style="list-style-type: none"> <li>• Use of ICT: Video clips, Power points presentations, films etc.</li> <li>• Planning, preparation and presentation of Instructional Material.</li> <li>• Techniques: Using textbooks and atlas as a part of oral lessons, Non-oral working Lessons, using medium and large scale maps, using pictures, photographs, satellite imageries and aerial photographs, using Audio-Visual Aids, CDs, Multimedia and Internet, Case Study Approach.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare and present a lesson through power point presentation on any topic of your choice.</li> <li>• Make teaching materials using different type of teaching aids.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Teaching-Learning of Civics</u></b></p> <ul style="list-style-type: none"> <li>• Lesson plan, Unit plan and Year plan: Concept, Meaning, Need and Importance.</li> <li>• Teaching strategies in Civics Questioning, collaborative strategies: games, simulations and role play: problem solving and decision- making.</li> <li>• Methods - interactive verbal learning: Experiential learning through activities experiments: investigative field visits.</li> <li>• Enquiry/Empirical Evidence; Teaching Learning Material and Teaching Aids, Information and Communication Technology. Project Work, Learning outcomes, Evaluation.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program on Lesson plan, Unit plan and Year plan.</li> <li>• Collect news paper related with any current issues and make a survey related with local public problem.</li> <li>•</li> </ul>

<b>UNIT-5 TEACHING HOURS (11)</b>	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning and Characteristics of Assessment.</li> <li>• Meaning, Concept and Construction of Achievement test, Diagnostic Test and Remedial teaching.</li> <li>• Blue print: Meaning, Concept, Need and Construction.</li> <li>• Open-Book tests: Strengths and limitations.</li> <li>• Continuous and Comprehensive Evaluation (CCE).</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test of any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> </ul>																																	
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																	
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	<p><b>Details of Continuous and Comprehensive Assessment (CCA) are as follows:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">SR. NO.</th> <th style="text-align: center;">CCA: COMPONENT</th> <th style="text-align: center;">MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>1</b></td> <td><b>Monthly Test</b></td> <td style="text-align: center;"><b>10X6 Test = 60</b></td> </tr> <tr> <td style="text-align: center;"><b>2</b></td> <td><b>Presentation</b></td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td style="text-align: center;"><b>3</b></td> <td><b>Group Discussion</b></td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td style="text-align: center;"><b>4</b></td> <td><b>Debate</b></td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td style="text-align: center;"><b>5</b></td> <td><b>Participation and Presentation in Seminar</b></td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td style="text-align: center;"><b>6</b></td> <td><b>Report Writing</b></td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td style="text-align: center;"><b>7</b></td> <td><b>Viva Voce</b></td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td style="text-align: center;"><b>8</b></td> <td><b>Attendance*</b></td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td style="text-align: center;"><b>9</b></td> <td><b>Co-curricular Activity</b></td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td style="text-align: center;"><b>10</b></td> <td><b>Team Teaching</b></td> <td style="text-align: center;"><b>10</b></td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	<b>1</b>	<b>Monthly Test</b>	<b>10X6 Test = 60</b>	<b>2</b>	<b>Presentation</b>	<b>10</b>	<b>3</b>	<b>Group Discussion</b>	<b>10</b>	<b>4</b>	<b>Debate</b>	<b>10</b>	<b>5</b>	<b>Participation and Presentation in Seminar</b>	<b>10</b>	<b>6</b>	<b>Report Writing</b>	<b>10</b>	<b>7</b>	<b>Viva Voce</b>	<b>10</b>	<b>8</b>	<b>Attendance*</b>	<b>10</b>	<b>9</b>	<b>Co-curricular Activity</b>	<b>10</b>	<b>10</b>	<b>Team Teaching</b>	<b>10</b>
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	<p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b>  CCA will be reduced to 30 marks or 15 marks (as per course weightage).  Formula: Marks obtained/Total marksX30  For example: <math>60 \div 160 \times 30 = 11.25</math></p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p><b>*Attendance in Lectures and Practical</b></p> <table border="1" data-bbox="654 672 1149 896"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
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<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>सिंह, योगेश कुमार (2010). नागरिक शास्त्र शिक्षण. एस.एन. नागिया: प्रकाशन.</li> <li>मिश्रा, महेन्द्र (2008). नागरिक शास्त्र शिक्षण. यूनिवर्सिटी बुक हाउस. जयपुर.</li> <li>नायक, ए.के. एवं राव वी. के. (2010). माध्यमिक शिक्षा.राज प्रकाशन. हिन्दी ग्रन्थ अकादमी.जयपुर.</li> <li>शुक्ला एवं भाटिया (2006). शिक्षार्थी का विकास एवम् शिक्षण अधिगम प्रक्रिया. धनपतराय पब्लिशिंग. आगरा.</li> <li>सिंह, रामपाल (2004). शिक्षा एवं उदीयमान भारतीय समाज. विनोद पुस्तक मन्दिर: आगरा</li> </ul>												

<b>B.Ed. II Year</b>			
<b>COURSE CODE:</b>	<b>BED-201 -VI</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of History</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Appreciate the need for teaching-learning of History in secondary classes.</li> <li>• Develop a systematic and critical understanding of History in a democratic and secular country with a diverse socio-cultural milieu and relevance in the contemporary context of a globalised world.</li> <li>• Promote critical perspectives on the nature and philosophy of History and methods of enquiry.</li> <li>• Comprehend, analyse, evaluate and integrate source material critically as historical evidence.</li> <li>• Understand the organisation of History curriculum and its pedagogical concerns.</li> <li>• Engage with the classroom processes in History and its transactional implications.</li> <li>• Critique and develop suitable evaluation mechanisms in History.</li> <li>• Nurture the ability to organize curricular activities and community resources for promoting History learning</li> <li>• Become a reflective practitioner capable of translating theoretical perspectives into innovative pedagogical practices.</li> <li>• Acquaint with the need and processes of continuous professional development</li> </ul>			
<b>Learning Outcome:</b> After completion of the course, student-teachers will be able -			
<ul style="list-style-type: none"> <li>• Introduce student teachers to matters of both content and pedagogy in the teaching of history.</li> <li>• Define and differentiate the concept of history and explain its relative position in the syllabus.</li> <li>• Understand the aims and objectives of teaching history.</li> <li>• Prepare unit plans and Lesson plans for different classes.</li> <li>• Critically evaluate the existing school syllabus of history.</li> <li>• To enable the pupil teacher to review the Text-book of history (Secondary level).</li> <li>• Apply appropriate methods and techniques of teaching particular topics at different levels.</li> <li>• Prepare, select and utilize different teaching aids.</li> <li>• Encourage to grasp concepts and to develop thinking skills.</li> </ul>			
<b>UNIT-I</b>	<b><u>Nature and Scope of History</u></b> <ul style="list-style-type: none"> <li>• Meaning, nature and scope of history.</li> <li>• Importance of teaching history.</li> <li>• Aims and Objective of teaching History at different levels.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Importance of studying Local History, National History, and World History in the context of National Integration and International brotherhood and global citizenship.</li> <li>• Co-relation of History with other school subjects.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Visit a local historical place and prepare a report on its importance at school level.</li> <li>• Conduct a program among students for linking child's natural curiosity with natural and historical places.</li> </ul>
<b>UNIT-2</b>	<p><b><u>Teaching-Learning Resources in History</u></b></p> <ul style="list-style-type: none"> <li>• People as Resource: the significance of Oral Data.</li> <li>• Types of Primary and Secondary Sources, Data from Historical Places, Teaching Material, Journals, Magazines, Newspapers.</li> <li>• Using the Library for Secondary Sources and Reference Material such as Dictionaries and Encyclopedia.</li> <li>• Qualities and professional growth of History teacher, his role in future prospective.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program for school student on use of library especially dictionaries and encyclopedias.</li> <li>• Identify 10 primary and 10 secondary data to a same topic.</li> </ul>
<b>UNIT-3</b>	<p><b><u>ICT &amp; Materials in Teaching-learning of History</u></b></p> <ul style="list-style-type: none"> <li>• Use of ICT: Video clips, Power points presentations, films, Various on-line apps (Zoom, WebEx, goggle-meet, Drive) etc.</li> <li>• Planning, Preparation and Presentation of Instructional Material.</li> <li>• Techniques:</li> <li>• Various methods of teaching History (Story Telling, Biographical, Dramatization Time sense, Source, Project and Supervised study method)</li> <li>• Resource Material</li> <li>• Audio-Visual aids in teaching History</li> <li>• Text book, teacher, co-curricular activities</li> <li>• Community Resource: Computer, T.V.</li> <li>• History room.</li> <li>• Planning of historical excursion.</li> <li>• Co-curricular activities.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize Workshop on Planning, preparation and presentation of Instructional Material.</li> <li>• Make teaching materials using different type of teaching aids (chart, atlas, model &amp; PowerPoint, etc) at school history subject.</li> </ul>

<p style="text-align: center;"><b>UNIT-4</b></p>	<p><b><u>Teaching-Learning of History</u></b></p> <ul style="list-style-type: none"> <li>• Lesson Plan, Unit Plan and Year Plan : Meaning, Concept, Need and Importance.</li> <li>• Teaching and Learning major themes and key concepts in History.</li> <li>• Current trends, introduction of current of selecting various current events, instruction affairs.</li> <li>• Method of history Teaching: Project Method, Problem Solving, Lecture cum Discussion Method, Team Teaching, Concept Mapping Method, Role plays.</li> <li>• Teaching strategies in history; questioning; collaborative strategies; games, simulation and role plays; values classification, problem solving and decision.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare your own teaching strategy of lesson plan and find its effectiveness.</li> <li>• Organise workshop on Method of history Teaching.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b></p>	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept and Construction of Achievement Test, Diagnostic Test and Remedial teaching.</li> <li>• Blue Print: Meaning, Concept, Need and Construction.</li> <li>• Open-Book Tests: Strengths and Limitations.</li> <li>• Characteristics of Assessment in History.</li> <li>• Continuous and Comprehensive Evaluation (CCE) in History.</li> <li>• Concept and Purpose of evaluation</li> <li>• Objectives based evaluation</li> <li>• Tools and techniques of evaluation in History teaching.</li> <li>• various types of question</li> <li>• Content analysis.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test of any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol>

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## SELECTED READINGS

1. Singh, K.C. (1990). Ancient India. Arya publishing House:Karol Bagh. New Delhi.
2. Ahluvalia, M.M. (1992). Modern India and the Canted Porary word. Arya book depot:Karol Bagh. New Delhi.
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11. गुप्ता, पार्थ सायथी (2008). ब्रिटेन का इतिहास. दिल्ली विश्वविद्यालय. दिल्ली.



<b>B.Ed. II Year</b>			
<b>COURSE CODE:</b>	<b>BED-201 -VII</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Economics</b>		
<b>MAX. MARKS:</b>	<b>50</b>	MIN.PASS MARKS:	<b>20</b>
<b>THEORY EXAMINATION</b>	35	MIN.PASS MARKS:	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	MIN.PASS MARKS:	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Understand the nature of Economics curriculum and its pedagogical issues.</li> <li>• Understand the need for teaching-learning of Economics in secondary / Sr. secondary classes.</li> <li>• Develop a critical understanding about the aims and objectives of Economics in the corporate world.</li> <li>• Develop the ability to organize co-curricular activities and community resources for promoting Economics learning.</li> <li>• Develop a critical understanding about the nature and philosophy of Economics and its interface with society.</li> <li>• Critique and develop suitable evaluation mechanisms in Economics.</li> <li>• Engage with the classroom processes in Economics and its transactional implications.</li> </ul>			
<b>Learning outcome:</b> After completion of the course, student-teachers will be able -			
<ul style="list-style-type: none"> <li>• Understand matters of both content and pedagogy in the teaching of Economics.</li> <li>• Define and differentiate the concept of Economics and explain its relative position in the Syllabus.</li> <li>• Understand the aims and objectives of teaching Economics.</li> <li>• Critically evaluate the existing school syllabus of Economics.</li> <li>• To enable the pupil teacher to review the Text-book of Economics (Secondary level).</li> <li>• Apply appropriate methods and techniques of teaching particular topics at different levels.</li> <li>• Prepare; select and utilize different teaching aids.</li> <li>• Construct administrate and interpret various type of test at school level.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (12)</b>	<b><u>Nature and Scope of Economics</u></b>		
	<ul style="list-style-type: none"> <li>• Nature, Scope, Meaning, Concept, Needs, Aims, Objective and Importance of Economics Teaching.</li> <li>• Correlation of Economics with other School Subjects.</li> <li>• Multiple perspectives/plurality of approaches for constructing explanations and arguments Social and economic issues and concerns of the present-day Indian society.</li> </ul>		
	<b>Assignment:</b>		
	<ul style="list-style-type: none"> <li>• Conduct a survey based study on economic condition of rural people of your area.</li> <li>• Prepare a report on financial sources of rural women and skills.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Teaching-Learning Resources in Economics</u></b></p> <ul style="list-style-type: none"> <li>• Aims and objectives of Economics Teaching (Bloom’s approach to specify the outcomes).</li> <li>• Approaches and Methods of teaching Economics - Problem Solving Method, Demonstration Method, Experimental Method, Project Method. Lecture cum demonstration, Question-Answer techniques, Text book, Dramatization.</li> <li>• Use of ICT in Economics teaching.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise workshop on Methods of teaching Economics.</li> <li>• Make two different teaching material using different type of teaching aids (chart, model and PowerPoint, etc)</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>ICT and Materials in Teaching-learning of Economics</u></b></p> <ul style="list-style-type: none"> <li>• Use of ICT: Video clips, Power points presentations, films etc.</li> <li>• Dale cone of experience.</li> <li>• Planning, preparation and presentation of Instructional Material.</li> <li>• Techniques: Using textbooks and graphs using medium and large scale maps; using audio-visual aids, CDs, multimedia and internet; case study approach.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a lesson plan by using ICT and find out it effectiveness with reference to traditional lesson.</li> <li>• Conduct a training program on use of multimedia and internet in teaching and learning.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Teaching-Learning of Economics</u></b></p> <ul style="list-style-type: none"> <li>• Types of Primary and Secondary Sources: data from field, textual materials, journals, magazines, newspapers, etc.</li> <li>• Using the library for secondary sources and reference material, such as dictionaries and encyclopedias. Online recourses.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program on use of digital library especially for secondary sources and reference material, such as dictionaries and encyclopedias.</li> <li>• To observe actual functioning of the economics institutions of local government bodies in own district and prepare a report as a project.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept and Construction of Achievement test, Diagnostic and Remedial test.</li> <li>• Blue print: Meaning, Concept, Need and Construction.</li> <li>• Open-Book Tests: Strengths and limitations.</li> <li>• Continuous and Comprehensive Evaluation (CCE)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test of any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure, too.</li> </ul>

**TEACHING AND LEARNING STRATEGIES**

1. Lectures
2. E-learning
3. Videos
4. Extension Lectures
5. Content Review
6. Self-Learning
7. Group Discussions
8. Field Visit
9. Survey
10. Documentaries
11. Short Films
12. Team Teaching

**\* The teaching strategies are subject to change as per requirement of the students and their capabilities.**

**CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)**

Details of Continuous and Comprehensive Assessment (CCA) are as follows:

SR. NO.	CCA: COMPONENT	MAXIMUM MARKS
1	Monthly Test	10X6 Test = 60
2	Presentation	10
3	Group Discussion	10
4	Debate	10
5	Participation and Presentation in Seminar	10
6	Report Writing	10
7	Viva Voce	10
8	Attendance*	10
9	Co-curricular Activity	10
10	Team Teaching	10

**EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):**

CCA will be reduced to 30 marks or 15 marks (as per course weightage).

Formula: Marks obtained/Total marksX30

For example:  $60 \div 160 \times 30 = 11.25$

**PROVISO-I:** Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.

**PROVISO-II:** Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.

**\*Attendance in Lectures and Practical**

Percentage	Marks Allotted
75% to 80%	02
81% to 85%	04
86% to 90%	06
91% to 95%	08
Above 96%	10

<b>EXAMINATION PATTERN</b>	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.
<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. <b>ANNUAL</b></li> <li>2. <b>HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running yearafter giving a notice for a period one month.</b></li> </ol>
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<b>B.Ed. II Year</b>			
<b>COURSE CODE:</b>	<b>BED-201 -VIII</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Geography</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Understand the need for teaching-learning of Geography in secondary classes.</li> <li>• Develop a critical understanding about the aims and objectives of Geography in a Democratic and Secular country.</li> <li>• Develop a critical understanding about the nature and philosophy of Geography and its interface with society.</li> <li>• Understand the nature of Geography curriculum and its pedagogical issues.</li> <li>• Engage with the classroom processes in Geography and its transactional implications.</li> <li>• Critique and develop suitable evaluation mechanisms in Geography</li> <li>• Develop the ability to organize co-curricular activities and community resources for promoting Geography learning.</li> </ul> <b>Learning outcome:</b> After completion of the course, student-teachers will be able - <ul style="list-style-type: none"> <li>• To develop an understanding of the nature of geography, both of individual disciplines comprising of social sciences, and also of social sciences as an integrated/ interdisciplinary area of study.</li> <li>• To acquire a conceptual understanding of the processes of teaching and learning geography.</li> <li>• To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect the desired changes.</li> <li>• Prepare maps &amp; charts to illustrate the contents of different classes and use them effectively.</li> <li>• Understand the concept and process of evacuation and assessment.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (12)</b>	<u><b>Nature and Scope of Geography</b></u> <ul style="list-style-type: none"> <li>• Meaning, nature and scope of geography.</li> <li>• Uniqueness of disciplines and interdisciplinary.</li> <li>• Social and geographic issues and concerns of the present-day Indian society.</li> <li>• Origin of earth, atmosphere, Earthquake, Volcanic, pollution: air water soil.</li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>• Conduct a survey based study on geographical condition of people belonging to different geographical areas. (i.e. cities, village etc)</li> <li>• Make a report on increased level of within 15 year air pollution in your area with relevant data.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Teaching-learning Resources in Geography</u></b></p> <ul style="list-style-type: none"> <li>• Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.</li> <li>• Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.</li> <li>• Resource material and use of local resources in teaching Geography.</li> <li>• Co-curricular activities.</li> <li>• Enquiry/Empirical Evidence, Problems of teaching Geography.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program for school student on use of library especially dictionaries and encyclopedias.</li> <li>• Plan &amp; organize a Co-curriculum activity in school.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>ICT &amp; Materials in Teaching-learning of Geography</u></b></p> <ul style="list-style-type: none"> <li>• Use of ICT: Video clips, Power points presentations, films etc.</li> <li>• Planning, preparation and presentation of Instructional Material.</li> <li>• Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.</li> <li>• Dale cone of experience. Micro Teaching Bloom’s Taxonomy (Cognitive, effective and psychomotor), in terms of Instructional behavior.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Comparative study of at least two books of geography of different state in the light of content organization and presentation.</li> <li>• Make five different teaching materials using different type of teaching aids (chart, atlas, model &amp; PowerPoint, etc) on school geography subject.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Teaching-learning of Geography</u></b></p> <ul style="list-style-type: none"> <li>• Various teaching aids: Using atlas as a resource for Geography; maps, globe, charts, models, graphs, visuals. Teaching learning material</li> <li>• Teaching aids and lab equipments</li> <li>• Lesson plan format in geography.</li> <li>• Approaches and methods of geography teaching: project method, problem solving, team teaching, regional method, laboratory method.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a workshop for preparation of educational model for implementation of functional utility of audio and visual in geography teaching.</li> <li>• Make a lesson plan of geography on any topic of your interest using your own creative strategy for better understanding of the topic and present it in class, after them evaluate the effectiveness of your strategy.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, concept and construction of achievement test, diagnostic and remedial test.</li> <li>• Blue print: Meaning, concept, need and construction.</li> <li>• Open-book tests: Strengths and limitations</li> <li>• Continuous and Comprehensive Evaluation (CCE): Meaning, Concept, need and importance.</li> </ul>

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<b>EXAMINATION PATTERN</b>	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.
<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. ANNUAL</li> <li>2. <b>HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running yearafter giving a notice for a period one month.</b></li> </ol>
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• वर्मा, एल.एन. (2009). भूगोल शिक्षण. सैद्धान्तिक एवं प्रायोगिक. राजस्थान हिन्दी ग्रन्थ अकादमी: जयपुर.</li> <li>• सिंह, एच. एन. (2008). भूगोल शिक्षण. विनोद पुस्तक मंदिर: आगरा.</li> <li>• वर्मा, जगदीश प्रसाद (2008-09). भूगोल अध्यापन. अग्रवाल पब्लिकेशन्स: 28/115. ज्याति ब्लॉक. संजय प्लेस. आगरा.</li> <li>• सिंह, हरपाल (2008). भूगोल शिक्षण के आयाम. राधा प्रकाशन मन्दिर: दीनदयाल उपाध्यायपुरम :आगरा।</li> <li>• यादव, हीरालाल (2000). प्रयोगात्मक भूगोल के आधार. राधा पब्लिकेशन्स: नई दिल्ली.</li> <li>• गोयल, मंजू (2007). भूगोल शिक्षण. विजय प्रकाशन मन्दिर: वाराणसी.</li> <li>• कक्षा 9. मा. शिक्षा बोर्ड राज. (2011). सामाजिक विज्ञान-समकालीन भारत. राजस्थान राज्य पाठ्य पुस्तक मण्डल:झालाना डूंगरी. जयपुर.</li> <li>• कक्षा -10. माध्यमिक शिक्षा बोर्ड राज. (2011). सामाजिक विज्ञान व समकालीन भारत -2. राजस्थान राज्य पाठ्यपुस्तक मण्डल: जयपुर.</li> <li>• कक्षा - 11. माध्यमिक शिक्षा बोर्ड राज. (2014). भारत भौतिक पर्यावरण. राजस्थान पाठ्यपुस्तक मण्डल: जयपुर.</li> <li>• Shaida, B.D. (2009). Teaching of Geography. Dhanpat Rai Publishing Company (P) Ltd. 4779/23.: Ansari Road Dariya Ganj. New Delhi.</li> <li>• Sharma, Mata Prasad (2009). Geography Teaching. Shri Kavita Prakashan. Shop-7 Sgm House: Nataniyon Ka Rasty. Chowra Rasta. Jaipur.</li> <li>• Siddaiqui, Mujibul Hasan (2007). Teaching of Geography. S.B. Nangia. A.P. H. Publishing Corporation 4435-35/7: Ansari Road, Dariya Ganj, New Delhi.</li> <li>• G. Indira&amp; A. Jahitha Begum (2009). Teaching of Geography. S.B. Nangia. A.P.H. Corporation 4435-36/7: Ansari road. Darya Ganj. New Delhi.</li> </ul>



<b>B.Ed. II Year</b>			
<b>COURSE CODE:</b>	<b>BED-201 -IX</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Business Organization</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	

**Objectives:**

- Understand the nature of Business Organization curriculum and its pedagogical issues.
- Understand the need for teaching-learning of Business Organization in secondary / Sr. secondary classes.
- Develop a critical understanding about the aims and objectives of Business Organization in the corporate & Trade.
- Develop the ability to organize co-curricular activities and community and global resources for promoting Business Organization learning.
- Critique and develop suitable evaluation mechanisms in Business Organization.
- Engage with the classroom processes in Business Organization and its operational implications.

**Learning outcome:** After completion of the course, student-teachers will be able -

- Develop an understanding of the nature of Business Organization, both of individual disciplines comprising of Business Organization, and also of commerce as an integrated/ interdisciplinary area of study.
- Introduce student teachers to matters of both content and pedagogy in the teaching of Business Organization.
- Define and differentiate the concept of Business Organization and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching Business Organization.
- Prepare Unit plans and Lesson plans for different classes.
- To enable the pupil teacher to review the Text-book of Business Organization (Secondary level).
- Apply appropriate methods and techniques of teaching to particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Understand assessment and evaluation of Business Organization.

UNIT-1	<p><b><u>Nature and Scope of Business Organization</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept, Needs, Aims, Objective and Importance of Business Organization Teaching.</li> <li>• Correlation Business Organization with other School Subjects</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make an analysis of News items from News Papers, TV, Radio etc. and write a report on BO related issues and concerns of the present-day Indian society.</li> <li>• Conduct a survey to find out the Forms of Business Organization in your district and its contribution to society.</li> </ul>
UNIT-2	<p><b><u>Teaching-learning Resources in Business Organization</u></b></p> <ul style="list-style-type: none"> <li>• Revised Bloom’s Taxonomy (Cognitive, effective and psychomotor), in terms of Instructional behaviour.</li> <li>• Modern Methods of Business Organisation teaching: Programme instruction, Tutorial, Team teaching, brainstorming, self-study,e-learning,m-learning and blinded learning.</li> <li>• Techniques/approaches of Business Organisation Teaching: journal, Ledger and book approach.</li> <li>• Meaning, Concept, Need and Preperation of Lesson plan, Annual plan, Unit plan.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make five lesson plans based on different teaching methods.</li> <li>• Create your own teaching method (Fusion based) with logic and find its effectiveness.</li> </ul>
UNIT-3	<p><b><u>ICT &amp; Materials in Teaching-Learning</u></b></p> <ul style="list-style-type: none"> <li>• Use of ICT: Video clips, Power points presentations, films etc. Planning, preparation and presentation of Instructional Material.</li> <li>• Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using audio-visual aids, CDs, multimedia and internet; case study approach.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Comparative study of at least two books of Business Organization of different state in the light of content organization and presentation.</li> <li>• Make teaching materials using different type of teaching aids (chart, atlas, model &amp; Power Point, etc)</li> </ul>
UNIT-4	<p><b><u>Teaching-Learning Resources in Business Organization</u></b></p> <ul style="list-style-type: none"> <li>• Meaning Concept, Principles and Rationale Curriculum.</li> <li>• Approach to curriculum organization(unit, concentric and topical)</li> <li>• Studying the Business Organization syllabus – aims and objectives, content organization and presentation of any state board and CBSE for different stages of school education.</li> <li>• Role of teacher in curriculum development.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Content analysis of state level secondary or senior secondary books of Business Organization in the light of national aim and values.</li> </ul>

	<ul style="list-style-type: none"> <li>Analyse current affairs in Indian Economics and suggest logical basis for incorporating it in syllabus at senior secondary.</li> </ul>																																	
<b>UNIT-5</b>	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>Meaning, Concept and Construction of Achievement test, Diagnostic and Remedial test.</li> <li>Blue print: Meaning, Concept, Need and Construction.</li> <li>Open-book tests: Strengths and limitations</li> <li>Continuous and Comprehensive Evaluation (CCE) in Business Organization.</li> <li>Characteristics of Assessment in Business Organization.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Construction, administration and interpretation of an achievement test</li> <li>Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure, too.</li> </ul>																																	
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>Lectures</li> <li>E-learning</li> <li>Videos</li> <li>Extension Lectures</li> <li>Content Review</li> <li>Self-Learning</li> <li>Group Discussions</li> <li>Field Visit</li> <li>Survey</li> <li>Documentaries</li> <li>Short Films</li> <li>Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																	
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	<p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks or 15 marks (as per course weightage). Formula: Marks obtained/Total marksX30 For example: <math>60 \div 160 \times 30 = 11.25</math></p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p><b>*Attendance in Lectures and Practical</b></p> <table border="1" data-bbox="702 533 1197 748"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
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<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• Gortside, L. (1970). Teaching Business subjects. The Modern Approach made and printed in Great Britain by the Garden Press Ltd. Letehworth, Hert Fordshire.</li> <li>• Neeb, W.B. (1965). Modern Business Practice.The Ryerson Press, Toronto.</li> <li>• Singh, LB. (1968). Vanijaya ka Adhyayan. Laxmi Narayan Agarwal. Agra.</li> <li>• Bhorali, Devadas (1988). Commerce Education in India. D.K. Publishers Distributors (P) Ltd. New Delhi.</li> <li>• Rai, D.C. (1986). Method of Teaching Commerce. Prakashan Kendra. Lucknow.</li> <li>• सिंह, रामपाल (2005). वाणिज्य शिक्षण. अग्रवाल पब्लिकेशन: मेरठ.</li> <li>• शर्मा, बी.एल. (2006). वाणिज्य शिक्षक. आर.एल. बुक डिपो: मेरठ.</li> <li>• मितल, डी.डी.एवं जैन, आर. सी. (1995). वाणिज्य के मूल तत्व. आर्य बुक डिपो: नई दिल्ली.</li> <li>• जैन के.सी.एस. (2008). वाणिज्य शिक्षण. राजस्थान हिन्दी ग्रन्थ अकादमी: जयपुर.</li> <li>• गुप्ता, ब्रजकिशोर (1983). वाणिज्य की आधुनिक रूपरेखा. आर्य बुक डिपो: नई दिल्ली.</li> <li>• शर्मा, योगेश कुमार (2010). बही खाता शिक्षण. अग्रवाल पब्लिकेशन: आगरा.</li> <li>• गोयल, डी.के. एवं राजेश (2003). एकाउन्टेन्सी. आर्य पब्लिकेशन: माला अम्ब, सिरमौर (हि.प्र.)</li> <li>• चौपड़ा, आर.एल. एवं अग्रवाल, ए.एम. (2014). वाणिज्य शिक्षण. स्वाति पब्लिकेशन: जयपुर.</li> </ul>												

<b>B.Ed. II Year</b>			
<b>COURSE CODE:</b>	<b>BED-201 -X</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Financial Accounting</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Understand the nature of Financial Accounting curriculum and its pedagogical issues.</li> <li>• Understand the need for teaching-learning of Financial Accounting in secondary / Sr. secondary classes.</li> <li>• Develop a critical understanding about the aims and objectives of Financial Accounting in daily routine marketing and virtual account transactions.</li> </ul>			
<b>Learning outcome:</b> After completion of the course, student-teachers will be able -			
<ul style="list-style-type: none"> <li>• Introduce student teachers to matters of both content and pedagogy in the teaching of Financial Accounting</li> <li>• Define and differentiate the concept of Financial Accounting and explain its relative position in the Syllabus.</li> <li>• Understand the aims and objectives of teaching Financial Accounting.</li> <li>• Prepare UNIT plans and Lesson plans for different classes.</li> <li>• To review the Text-book of Financial Accounting (Secondary level).</li> <li>• Apply appropriate methods and techniques of teaching to particular topics at different levels.</li> <li>• Prepare, select and utilize different teaching aids.</li> <li>• Understand assessment and evaluation of Financial Accounting.</li> </ul>			
<b>UNIT-I</b>	<b><u>Nature and Scope of Financial Accounting</u></b>		
	<ul style="list-style-type: none"> <li>• Meaning, Concept, Needs, aims, objective and Importance of Financial Accounting Teaching.</li> <li>• Correlation of Financial Accounting with other School Subjects</li> <li>• Multiple perspectives/ plurality of approaches for constructing explanations and arguments: Journal ledger, Case Book, Equation.</li> </ul>		
	<b>Assignment:</b>		
	<ul style="list-style-type: none"> <li>• Write a report on Social and economic issues and concerns of the present-day Indian society, after analysis of News from News Papers, TV, Radio etc.</li> <li>• Observation, recording and interpretation of financial and social features and phenomena of your area / district / city). Identify and interpretate news related to positive financial changes or initiation.</li> </ul>		

UNIT-2	<p><b><u>Teaching-Learning Resources in Financial Accounting</u></b></p> <ul style="list-style-type: none"> <li>• Revised Bloom’s Taxonomy (Cognitive, effective and psychomotor), in terms of Instructional behaviour.</li> <li>• Modern Methods of Financial Accounting teaching: Programme instruction, Tutorial, Team teaching, brainstorming, self-study, e-learning, m-learning and blended learning.</li> <li>• Techniques /approaches of Financial Accounting Teaching: journal, Ledger and case book approach.</li> <li>• Meaning Concept, Need and Preparation of Lesson plan, Annual plan, Unit plan.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make five lesson plans based on different teaching methods.</li> <li>• Create your own teaching method (Fusion based) with logic and find its effectiveness.</li> </ul>
UNIT-3	<p><b><u>ICT &amp; Materials in Teaching-learning of Financial Accounting</u></b></p> <ul style="list-style-type: none"> <li>• Use of ICT: Video clips, Power points presentations, films etc.</li> <li>• Planning, preparation and presentation of Instructional Material.</li> <li>• Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using audio-visual aids, CDs, multimedia and internet; case study approach.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make teaching materials using different types of teaching aids (chart, atlas, model &amp; PowerPoint, etc) at school financial accounting subject.</li> <li>• Analyze at least 5 Stationery shops to understand financial accounting.</li> </ul>
UNIT-4	<p><b><u>Teaching-Learning Resources in Financial Accounting</u></b></p> <ul style="list-style-type: none"> <li>• Meaning Concept, Principles and Rationale Curriculum.</li> <li>• Approach to curriculum organization(unit, concentric and topical)</li> <li>• Studying the Financial Accounting syllabus – aims and objectives, content organization and presentation of any state board and CBSE for different stages of school education.</li> <li>• Role of teacher in curriculum development.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Content analysis of state level secondary or senior secondary books of Financial Accounting in the light of national aim and values.</li> <li>• Analyse current affairs in Indian Economics and suggest logical basis for incorporating it in syllabus at senior secondary.</li> </ul>
UNIT-5	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept and Construction of Achievement Test, Diagnostic test and Remedial Teaching.</li> <li>• Blue print: Meaning, Concept, Need and Construction.</li> <li>• Open-book tests: Strengths and Limitations.</li> <li>• Continuous and Comprehensive Evaluation (CCE) in Financial Accounting.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test of any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> </ul>

<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																													
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<b>B.Ed. II Year</b>			
<b>COURSE CODE:</b>	<b>BED-201 -XI</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Mathematics</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
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<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand the need for teaching-learning of Mathematics in secondary classes.</li> <li>• Develop a critical understanding about the aims and objectives of Mathematics in a Democratic and Secular country.</li> <li>• Understand the nature of Mathematics curriculum and its pedagogical issues.</li> <li>• Critique and develop suitable evaluation mechanisms in Mathematics</li> <li>• Develop the ability to organize co-curricular activities and community resources for promoting Mathematics learning.</li> <li>• Understand the Approaches to teaching of mathematics</li> <li>• Understand the Concept of Teaching Skills</li> </ul> <p><b>Learning outcome:</b>After completion of the course, student-teachers will be able -</p> <ul style="list-style-type: none"> <li>• Develop insight into the meaning, nature, scope and objective of mathematics education.</li> <li>• Learn important mathematics: mathematics is more than formulas and mechanical procedures.</li> <li>• See mathematics as something to talk about, to communicate through, to discuss among themselves to work together on; Pose and solve meaningful problems.</li> <li>• Appreciate the importance of mathematics laboratory in learning mathematics.</li> <li>• Stimulate curiosity, creativity and inventiveness in mathematics.</li> <li>• Develop competencies for teaching-learning mathematics through various measures.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (12)</b>	<p><b><u>Nature and Scope of Mathematics</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Nature and Scope of Mathematics teaching.</li> <li>• History of mathematics teaching and contribution of mathematician with reference to–Bhaskaracharya, Aryabhata, Ramanujan, Euclid, Pythagores etc.</li> <li>• Importance of Aims and Objectives of Mathematics Teaching.</li> <li>• Co-relation with other subjects of Mathematics.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a model of Pythagoras Theorem/Cube, Cuboid, and Cone etc.</li> <li>• Organise seminar on contribution of mathematician.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Aims and Objectives of Teaching School Mathematics</u></b></p> <ul style="list-style-type: none"> <li>• Aims and general objectives of teaching mathematics, Bloom’s Digital Taxonomy (Cognitive, Effective and Psychomotor) in terms of Instructional Behaviour, the objectives of school education; writing specific objectives of various content areas in mathematics like algebra, geometry, trigonometry, etc.</li> <li>• Approaches to teaching of mathematics – Analytic-Synthetic, Inductive-Deductive, Heuristic, Problem Solving, Project and Laboratory</li> <li>• Using various techniques of teaching mathematics viz-oral, written, drill, assignment, team teaching, supervised study and programmed learning.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise workshop on techniques of teaching mathematics.</li> <li>• Organise a training program on Bloom’s Digital Taxonomy.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• Concept, Meaning and Objectives of Mathematics teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these plans.</li> <li>• Meaning and Concept of Teaching Skills.</li> <li>• Micro Teaching-Meaning, Need and Importance of Micro Teaching Cycle and its Features.</li> <li>• Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good Curriculum.</li> <li>• Dale cone of experiences.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare and present a lesson through power point presentation on any topic of your choice.</li> <li>• Organise a training program on Micro Teaching.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Teaching-learning Resources in Mathematics</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.</li> <li>• Planning and Importance of Mathematics Laboratories and its uses.</li> <li>• Qualities of Mathematics Text Books at Secondary Level.</li> <li>• Audio-Visual Aids- Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the teaching of Mathematics.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program on use of Different types of Audio-Visual Aids in the teaching of Mathematics.</li> <li>• Make a report on Mathematics Teaching Planning and Importance of Mathematics Laboratories and its uses.</li> </ul>

<p style="text-align: center;"><b>UNIT-5 TEACHING HOURS (11)</b></p>	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, concept and construction of Achievement test, diagnostic test and remedial teaching.</li> <li>• Types of Questions, Characteristics of a good test.</li> <li>• Blue print: Meaning, concept, need and construction.</li> <li>• Continuous and Comprehensive Evaluation: Meaning, concept, importance and limitations.</li> <li>• Models of Teaching.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test of any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> </ul>																																	
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<b>B.Ed. II Year</b>			
<b>COURSE CODE:</b>	<b>BED-201 -XII</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Home Science</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Develop the ability to Students identify the concepts of Home science.</li> <li>• To develop insight on the meaning and nature of Home science for determining aims and strategies of teaching- learning.</li> <li>• To identify and relate everyday experiences with learning of Home science.</li> <li>• Develop the ability to appreciate various approaches of teaching- learning of Home science.</li> <li>• Develop the ability to explore the process skill in Home science and role of laboratory in teaching-learning.</li> </ul>			
<b>Learning outcome:</b> After completion of the course, student-teachers will be able -			
<ul style="list-style-type: none"> <li>• Understand the nature and importance of home science and its correlation with other subjects.</li> <li>• Realize the essential unity between laboratory work and theoretical background of the subject.</li> <li>• Analyze school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.</li> <li>• Utilize effectively the instructional material in teaching home science.</li> <li>• Construct test items to measure objectives belonging to various cognitive levels.</li> <li>• Identify specific learning difficulties in home science and to provide suitable remedial individual instructions to them.</li> </ul>			
<b>UNIT-1</b>	<b><u>Nature of Home Science</u></b>		
	<ul style="list-style-type: none"> <li>• Meaning, Concept and Nature of Home Science.</li> <li>• Scope and Expansion of Home Science.</li> <li>• Values and Importance of Home Science for students of Higher Secondary stages.</li> <li>• Correlation of Home Science with other School Subjects.</li> <li>• Home Science teaching in the context of family and group.</li> </ul>		
	<b>Assignment:</b>		
	<ul style="list-style-type: none"> <li>• Group discussion on importance of Home Science.</li> <li>• Make 5 Power point slides on correlation of Home Science with other School subjects with proper pictures of examples.</li> </ul>		

UNIT-2	<p><b><u>Teaching-Learning of Home science</u></b></p> <ul style="list-style-type: none"> <li>• Aims and objectives of Home Science Teaching (Bloom’s approach to specify the outcomes).</li> <li>• Approaches and Methods of teaching Home Science -</li> <li>• Problem Solving Method.</li> <li>• Demonstration Method.</li> <li>• Experimental Method.</li> <li>• Project Method.</li> <li>• Lecture cum Demonstration.</li> <li>• Question-Answer techniques.</li> <li>• Field trip/ Educational Tour, Home science committee, fair and Exhibition.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize an exhibition on Hand made things.</li> <li>• Organize funfair on products related to home science and draft a report using pictures.</li> </ul>
UNIT-3	<p><b><u>ICT &amp; Materials in Teaching-Learning of Home science</u></b></p> <ul style="list-style-type: none"> <li>• Use of ICT: Video Clips, Power points presentations, films etc.</li> <li>• Planning, Preparation and Presentation of Instructional Material.</li> <li>• Techniques: Using Textbooks, using Audio-Visual Aids, CDs, Multimedia and Internet, Case Study Approach.</li> <li>• Planning, Organization and activity of Home Science Club.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a file of essential equipments of Home Science lab and Management of lab.</li> <li>• Make teaching materials using different types of teaching aids (chart, Model, Power Point, O.H.P. transparent slides at school Home Science subject.</li> </ul>
UNIT-4	<p><b><u>Teaching-Learning Resources in Home Science</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept, Need and Preparation of Lesson Plan, Unit Plan and Annual Plant.</li> <li>• Types of Primary and Secondary Resources: Data from Field, Textual Material, Journals, and Magazines.</li> <li>• Textile and Clothing- types of fabric yarn making and fabric construction, fabric finishing (specially dyeing and printing), construction of clothing etc.</li> <li>• Home Management – Management of time energy, home decoration, floor decoration.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare meals / dishes using different methods of cooking suitable as snacks and main meals.</li> <li>• Make 5 samples of knitting and embroidery.</li> <li>• Make 5 types of cloths like- jhabaly, aline frock, pyjama, and apron.</li> <li>• Group work to decorate a room ( Kitchen, dining room, bedroom, children room, puja room, guest room etc.)</li> </ul>

<p style="text-align: center;"><b>UNIT-5</b></p>	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept and Construction of Achievement test, Diagnostic test and Remedial teaching.</li> <li>• Blue print: Meaning, Concept, Need and Construction.</li> <li>• Open-book tests: Strengths and Limitations</li> <li>• Continuous and Comprehensive Evaluation (CCE) in Home Science.</li> <li>• Characteristics of Assessment in Home Science: Types of questions best suited for examining/assessing/ aspect of Home Sciences; Questions for testing quantitative skills, Questions for testing qualitative skill, Open-Ended Questions.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test for any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> </ul>																																	
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<b>B.Ed. II Year</b>			
<b>COURSE CODE:</b>	<b>BED-201 -XIII</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of General Science</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
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**Objectives:**

- To develop the ability to Students insight on the meaning and nature of General science for determining aims and strategies of teaching- learning.
- To develop the ability to Students appreciate the fact that every child possesses curiosity about his/her natural surroundings.
- Students will be able to identify and relate everyday experiences with learning of science.
- Students will be able to integrate the science knowledge with other school subjects.
- Students will be able to analyze the contents of science with respecttopots, branches, process skills, knowledge organization and other critical issues.
- Students will be able to identify the concepts of science.

**Learning outcomes:** After completion of the course, student-teachers will be able to:-

- Develop insight on the meaning and nature of General science for determining aims and strategies of teaching-learning.
- Appreciate that science is a dynamic and expanding body of knowledge.
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
- Identify and relate everyday experiences with learning of science.
- Appreciate various approaches of teaching- learning of science.
- Explore the process skill in science and role of laboratory in teaching-learning.
- Use effectively different activities /experiments /demonstrations /laboratory experiences for teaching-learning of science.
- Integrate the science knowledge with other school subjects.
- Analyze the contents of science with respecttopots, branches, process skills, knowledge organization and other critical issues.
- Develop process-oriented objectives based on the content themes/units.
- Identify the concepts of science that are alternatively conceptualized by teachers and students in general.

<p style="text-align: center;"><b>UNIT-1</b> <b>TEACHING</b> <b>HOURS (12)</b></p>	<p><b><u>Nature and Scope of General Science Teaching</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Nature and Scope of General Science teaching.</li> <li>• Contribution of Scientist:-Har Govind Khurana, J .C.Boss, C.V. Raman. Chander Shekhar, A.P.J.Kalam.</li> <li>• Importance, Aims and Objectives of General Science Teaching.</li> <li>• Co-relation with other Subjects Journal and Referenced Book and daily routine.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Group discussion on importance of General Science.</li> <li>• Organise seminar on Contribution of Scientist in General Science and prepare a report.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Aims and Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Bloom's Taxonomy (Cognitive, effective and psycho. motor) In terms of Instructional Behavior.</li> <li>• Quality and responsibilities of Science teacher.</li> <li>• Methods of General Science teaching Subject- lecture method, Demonstration, Lab Method, Problem Solving, Heuristics Project Method, Inductive and deductive Method.</li> <li>• Techniques of General Science Teaching.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise workshop on techniques of teaching General Science.</li> <li>• Organise a training program on Bloom's Digital Taxonomy.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• Concept Meaning and Objectives Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans.</li> <li>• Meaning and Concept of Teaching Skills- micro Teaching - Meaning. Need and Importance. Micro-Teaching Cycle and its features.</li> <li>• Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good curriculum.</li> <li>• Evaluation of General Science Syllabus at Secondary level</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare and present a lesson through power point presentation on any topic of your choice.</li> <li>• Organise a training program on Micro Teaching.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Teaching-learning Resources in General Science</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.</li> <li>• Planning and Importance of General Science Laboratories and its uses.</li> <li>• Qualities of General Science Text Books at Secondary Level.</li> <li>• Audio-Visual Aids- Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the teaching of General Science.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program on use of Different types of Audio-Visual</li> </ul>

	<p>Aids in the teaching of General Science.</p> <ul style="list-style-type: none"> <li>• Make a report on General Science Teaching Planning and Importance of General Science Laboratories and its uses.</li> </ul>																																	
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<b>COURSE CODE:</b>	BED-201 -XIV	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Chemistry</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
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<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To understand ability to gain insight on the meaning and nature of chemistry.</li> <li>To develop ability to determining aims and strategies of teaching-learning.</li> <li>To develop ability to use effectively different activities/ demonstration/ laboratory experiences for teaching-learning of chemistry.</li> <li>To understand ability to integrate in chemistry knowledge with other school subjects.</li> </ul> <p><b>Learning outcomes:</b> After completion of the course, student-teachers will be able to:-</p> <ul style="list-style-type: none"> <li>Gain insight on the meaning and nature of chemistry for determining aims and strategies of teaching-learning.</li> <li>Appreciate that science is a dynamic and expanding body of knowledge.</li> <li>Appreciate the fact that every child possesses curiosity about his/her natural surroundings.</li> <li>Identify and relate everyday experiences with learning chemistry.</li> <li>Appreciate various approaches of teaching-learning of chemistry.</li> <li>Understand the process of science and role of laboratory in teaching-learning situations.</li> <li>Use effectively different activities/demonstration/laboratory experiences for teaching-learning of chemistry.</li> <li>Integrate in chemistry knowledge with other school subjects.</li> </ul>			
<b>UNIT-1</b>	<p><b><u>Basic of Chemistry Teaching</u></b></p> <ul style="list-style-type: none"> <li>Meaning, Nature and Scope of Chemistry teaching.</li> <li>Nature of Science with special reference to chemistry.</li> <li>History and Contribution of Chemistry teaching, history of Chemistry with special reference to India.</li> <li>Importance Aims and Objectives of Chemistry teaching Objective of teaching Chemistry at secondary/senior secondary level.</li> <li>Co-relation with other Subjects Journal and Referenced Book.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Group discussion on importance of Chemistry.</li> <li>Organise seminar on Contribution of Scientist in Chemistry and prepare a report.</li> </ul>		

UNIT-2	<p><b><u>Instructional objectives and methods</u></b></p> <ul style="list-style-type: none"> <li>• Instructional objectives and methods Bloom's Taxonomy (Cognitive, effective and psychomotor).</li> <li>• In terms of instructional behavior Methods of Chemistry teaching Subject- lecture method. Demonstration Method, lab based method.</li> <li>• Inductive &amp; deductive method. Problem Solving. Heuristics &amp; Project Method Techniques of Chemistry Teaching Approaches of Chemistry teaching- Inquiry approach, programmed instruction, Group discussion, team teaching, CAL, SEMINARS &amp; WORKSHOP .</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise workshop on techniques of teaching Chemistry.</li> <li>• Organise a training program on Bloom's Digital Taxonomy.</li> </ul>
UNIT-3	<p><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• Concept, Meaning and Objectives of Chemistry Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans.</li> <li>• Meaning and Concept of Teaching Skills. Micro Teaching - Meaning, Need and Importance, Micro-Teaching Cycle and its features.</li> <li>• Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good curriculum and Evaluation of Chemistry Syllabus at Secondary Level.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare and present a lesson through power point presentation on any topic of your choice.</li> <li>• Organise a training program on Micro Teaching.</li> </ul>
UNIT-4	<p><b><u>Instructional Support System</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.</li> <li>• Dales' Cone of Experiences. Planning and Importance of Chemistry Laboratories and Its uses. Qualities of good Chemistry Text Books at Secondary Level.</li> <li>• Qualities and Characteristics Chemistry Teacher. Audio-Visual Aids - Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the Teaching of Chemistry. Utilization of Community Recourses in the Teaching of Chemistry Teaching.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program on use of Different types of Audio-Visual Aids in the teaching of Chemistry.</li> <li>• Make a report on Chemistry Teaching Planning and Importance of Chemistry Laboratories and its uses.</li> </ul>
UNIT-5	<p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning &amp; Objective of Evaluation.</li> <li>• Types of Test Items and their Construction.</li> <li>• Preparation of Blue-Print and Achievement Test.</li> <li>• Characteristics of a good Test. Concept and Preparation of Diagnostic Test, Remedial Teaching and Enrichment Programme.</li> <li>• Use of ICT: Video clips, Power points presentations, films etc.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test of any standard of school.</li> </ul>

	<ul style="list-style-type: none"> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> </ul>																																													
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																													
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<b>EXAMINATION PATTERN</b>	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.
<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. ANNUAL</li> <li>2. <b>HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running yearafter giving a notice for a period one month.</b></li> </ol>
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• Anderson, R. G. W. (1978). The Playfair Collection and the teaching of chemistry at the University of Edinburgh, 1713-1858. Brill.</li> <li>• Eilks, I., &amp; Byers, B. (Eds.). (2015). Innovative methods of teaching and learning chemistry in higher education. Royal Society of Chemistry.</li> <li>• Eilks, I., &amp; Hofstein, A. (Eds.). (2015). Relevant chemistry education: From theory to practice. Springer.</li> <li>• Ellison, M. D., &amp; Schoolcraft, T. A. (2008). Advances in teaching physical chemistry. American Chemical Society.</li> <li>• Herron, J. D. (1996). The Chemistry Classroom: Formulas for Successful Teaching. American Chemical Society, Product Services Office, 1155 16th Street NW, Washington, DC 20036 (cloth: ISBN-0-8412-3298-8; paperback: ISBN-0-8412-3299-7).</li> <li>• Nadendla, R. R. (2007). Principles of organic medicinal chemistry. New Age International.</li> <li>• Risch, B. (Ed.). (2010). Teaching chemistry around the world. Waxmann Verlag.</li> <li>• Smith, A., &amp; Hall, E. H. (1902). The teaching of chemistry and physics in the secondary school. Longmans, Green, and Company.</li> <li>• Waddington, D. J. (1984). Teaching School Chemistry. New York :UNIPUB, 205 East 42nd Street,NY 10017.</li> </ul>



<b>B.Ed. II Year</b>			
<b>COURSE CODE:</b>	BED-201 -XV	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Biology</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To understand the ability to develop insight on the meaning and nature of biological science.</li> <li>To understand the ability to integrate the biological science knowledge with other school subjects.</li> <li>Develop the ability be to identify and relate everyday experiences with learning of biological science.</li> <li>To understand the ability to appreciate various approaches and methods of teaching- learning of biological science.</li> <li>Develop the ability to explore the process skill in science and role of laboratory in teaching-learning.</li> <li>Develop the ability to identify the concepts of biological science that are alternatively conceptualized by teachers and students in general.</li> </ul> <p><b>Learning outcome: After completion of the course, student-teachers will be able -</b></p> <ul style="list-style-type: none"> <li>Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching- learning.</li> <li>Integrate the biological science knowledge with other school subjects. Identify and relate everyday experiences with learning of biological science.</li> <li>Appreciate various approaches and methods of teaching- learning of biological science.</li> <li>Explore the process skill in science and role of laboratory in teaching- learning.</li> <li>To understand meaning, concept and various types of assessment.</li> <li>Identify the concepts of biological science that are alternatively conceptualized by teachers and students in general.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (12)</b>	<p><b><u>Basics of Biology Teaching</u></b></p> <ul style="list-style-type: none"> <li>Meaning, Nature and Scope of Biology teaching.</li> <li>Main discoveries and development in Biology</li> <li>Place and Values of Teaching Biology in School level.</li> <li>Correlation of Biology and other Subjects.</li> <li>Objectives of teaching Biology at School Level.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Group discussion on importance of Biology teaching.</li> <li>Organise seminar on Contribution of main discoveries and development in Biology and preapre a report.</li> </ul>		

<p style="text-align: center;">UNIT-2 TEACHING HOURS (12)</p>	<p><b><u>Instructional objectives and methods</u></b></p> <ul style="list-style-type: none"> <li>• Bloom's Taxonomy (Cognitive, effective and psychomotor), In terms of Instructional behavior.</li> <li>• Methods of Biology teaching Subject- lecture method, Demonstration Method, Inductive &amp; deductive method, Problem Solving, Heuristics &amp; Project Method. Inquiry approach programmed Instruction, Group discussion Self Study team teaching, Seminar and workshops.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise workshop on techniques of Biology teaching.</li> <li>• Organise a training program on Bloom's Digital Taxonomy.</li> </ul>
<p style="text-align: center;">UNIT-3 TEACHING HOURS (12)</p>	<p><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• Concept, Meaning and Objective of Biology Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans. Meaning and Concept of Teaching Skills. Micro Teaching - Meaning, Need and Importance, Micro-Teaching Cycle and its features.</li> <li>• Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good curriculum and Evaluation of Biology Syllabus at Secondary Level.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare and present a lesson through power point presentation on any topic of your choice.</li> <li>• Organise a training program on Micro Teaching.</li> </ul>
<p style="text-align: center;">UNIT-4 TEACHING HOURS (11)</p>	<p><b><u>Instructional Support System</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.</li> <li>• Dale Cone of Experiences. Planning and Importance of Biology Laboratories and Its uses.</li> <li>• Qualities of good Biology Text Books at Secondary Level.</li> <li>• Qualities and Characteristics Biology Teacher.</li> <li>• Audio-Visual Aids - Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the Teaching of Biology.</li> <li>• Utilization of Community Recourses in the Teaching Biology Teaching.</li> <li>• Use of ICT: Video clips, Power points presentations, films etc.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program on use of Different types of Audio-Visual Aids in the teaching of Biology.</li> <li>• Make a report on Biology Teaching Planning and Importance of <i>Chemistry</i> Laboratories and its uses.</li> </ul>
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<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																													
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<b>B.Ed. II Year</b>			
<b>COURSE CODE:</b>	BED-201 -XVI	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Physics</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand the need for teaching-learning of Physics in secondary classes.</li> <li>• To develop a critical understanding about the aims and objectives of Physics in a Democratic and Secular country.</li> <li>• To understand the nature of Physics curriculum and its pedagogical issues.</li> <li>• To understand Critique and develop suitable evaluation mechanisms in Physics.</li> <li>• To develop the ability to organize co-curricular activities and community resources for promoting Physics learning.</li> <li>• To understand the Approaches to teaching of Physics</li> <li>• To understand the Concept of Teaching Skills</li> </ul> <p><b>Learning outcome: After completion of the course, student-teachers will be able -</b></p> <ul style="list-style-type: none"> <li>• Gain insight on the meaning and nature of Physics science for determining aims and strategies of teaching-learning.</li> <li>• Identify and relate everyday experiences with learning Physics;</li> <li>• Appreciate various approaches of teaching-learning of Physics;</li> <li>• Use effectively different activities/demonstrations/laboratory experiences for teaching-learning of Physics;</li> <li>• Integrate in Physics knowledge with other school subjects;</li> </ul>			
<b>UNIT-1</b>	<p><b><u>Nature and Scope of Physics</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept, Nature, Scope Physics Teaching.</li> <li>• Contribution of Indian scientist – Sir C.V.Raman, J.C.Bose, S.N.Bose, H.J.Bhabha, M.N.Saha.</li> <li>• Correlation of Physics with other School Subjects.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise workshop on Contribution of Indian scientist.</li> <li>• Write a report on Objectives of Physics Teaching at different level of School.</li> </ul>		

UNIT-2	<p><b><u>Teaching-learning of Physics</u></b></p> <ul style="list-style-type: none"> <li>• Aims and general objectives of teaching physics, Bloom’s Digital Taxonomy (Cognitive, Effective and Psychomotor) in terms of Instructional Behaviour, the objectives of school education; writing specific objectives of various content areas in Physics.</li> <li>• Approaches to teaching of Physics – Analytic-Synthetic, Inductive-Deductive, Heuristic, Problem Solving, Project and Laboratory.</li> <li>• Using various techniques of teaching Physics viz-oral, written drill, assignment, Team teaching, supervised study and programmed learning.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a lesson plan based on team teaching and execute it in school.</li> <li>• Make any two teaching aids with the low cost material.</li> </ul>
UNIT-3	<p><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• Concept, Meaning and Objectives of Physics teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these plans</li> <li>• Meaning and Concept of Teaching Skills, Maxims of Teaching</li> <li>• Micro Teaching-Meaning, Need and Importance of Micro Teaching Cycle and its Features</li> <li>• Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good Curriculum.</li> <li>• Dale cone of experience.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise training program on Micro Teaching.</li> <li>• Prepare a working model based on Dale cone of experience.</li> </ul>
UNIT-4	<p><b><u>Teaching-learning Resources in Physics</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Objectives, Scope, Characteristics, Types, Preparation, presentation and Importance of Teaching - Learning Material.</li> <li>• Planning and Importance of Physics Laboratories and its uses.</li> <li>• Qualities of Physics Text Books at Secondary Level.</li> <li>• Audio-Visual Aids- Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the teaching of Physics.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a training program on use of Different types of Audio-Visual Aids in the teaching of Physics</li> <li>• Make a report on Physics Teaching Planning and Importance of Physics Laboratories and its uses.</li> </ul>
UNIT-5	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, concept and construction of Achievement test, diagnostic test and remedial teaching.</li> <li>• Types of Questions, Characteristics of a good test.</li> <li>• Blue print: Meaning, concept, need and construction.</li> <li>• Continuous and Comprehensive Evaluation: Meaning, concept, importance and limitations. Models of Teaching.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test of any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> </ul>

<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																													
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<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• Mangal, S.K (2005). Teaching of Physics. Arya book depot: New Delhi.</li> <li>• Joshi, S.R (2008). Teaching of science. A.P.H Publishing Corporation: New Delhi.</li> <li>• Das, R.C, (2000). Science teaching in schools. Sterling Publishers private limited: New Delhi.</li> <li>• Prasad, J. (1999). Practical aspects in teaching of science. Kanishka publisher: New Delhi.</li> <li>• Nanda, V.K. (1997). Science education today. Anmol publications Pvt. Ltd.: New Delhi.</li> <li>• Bhan, Suraj Prakash. (2006). Teacher training. Lotus press: New Delhi.</li> <li>• रावैड़, मुदित. (२००६). भौतिक विज्ञान शिक्षण. शिक्षा प्रकाशन: जयपुर.</li> <li>• भटनागर, ए.बी. (२०००). भौतिक विज्ञान शिक्षण. सूर्या पब्लिकेशन्स: मेरठ.</li> <li>• नेगी, जे.एस. (२००३). भौतिक विज्ञान शिक्षण. विनोद पुस्तक मन्दिर: आगरा.</li> <li>• शर्मा, आर.सी. (२००७). आधुनिक विज्ञान शिक्षण. धनपतराय पब्लिशिंग कम्पनी (प्रा.) लि.</li> <li>• सिंह, विजयपाल (२००५-०६). भौतिक विज्ञान शिक्षण. राधा प्रकाशन मन्दिर: आगरा-०२.</li> <li>• त्यागी, एस.के.(२०००). भौतिक विज्ञान शिक्षण. साहित्य प्रकाशन: आगरा</li> <li>• कुलश्रेष्ठ, एस.पी. शैक्षिक तकनीकी एवं उसके मूल आधार. विनोद पुस्तक मन्दिर. आगरा-०२.</li> </ul>



<b>B.Ed. II Year</b>			
<b>COURSE CODE:</b>	BED-201 -XVII	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Pedagogy of Art</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	

**Objectives:**

- Understand the nature of Art curriculum and its pedagogical issues.
- Understand the need for teaching-learning of Art in secondary / Sr. secondary classes.
- Develop a critical understanding about the aims and objectives of Art in a Cultural heritage of Society.
- Develop the ability to organize co-curricular activities and community resources for promoting Art learning.
- Develop a critical understanding about the nature and philosophy of Art and its interface with society.
- Critique and develop suitable evaluation mechanisms in Art.

**Learning outcome: After completion of the course, student-teachers will be able -**

- Understanding basics of different Art forms - impact of Art forms on the human mind.
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.
- Enhance skills for integrating different Art forms across school curriculum at secondary level
- Prepare suitable teaching aids in teaching and learning of art and use them in the classroom effectively.
- Fulfillment of an individual's potentials through fine art.
- Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.
- Appreciate and engage with a diverse range of art processes, products and performances - folk and classical through exposure and exchange.
- Experiment and create pieces of art using different medium. Focus on coolers, textures, composition and thematic content.

UNIT-1	<p><b><u>Nature and Scope of Art</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Nature and Scope of Art, Aesthetics and Art teaching at Secondary level of School Education <ul style="list-style-type: none"> <li>▪ The place of Art in General Education.</li> <li>▪ Education Values of Art and its relationship with other school subjects.</li> <li>▪ Role of Art is Indian culture and values.</li> <li>▪ Art and Society.</li> <li>▪ Indian Folk art.</li> <li>▪ Creative Art.</li> </ul> </li> <li>• Contribution of Art Teaching.</li> <li>• Importance Aims and Objective of Art Teaching.</li> <li>• Co-relation with other Subject.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Viewing/listening to live and recorded performances of Classical and Regional Art forms.</li> <li>• Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach.</li> <li>• Local field trip for understanding working process of any art work /gallery.</li> </ul>
UNIT-2	<p><b><u>Teaching-Learning of Art</u></b></p> <ul style="list-style-type: none"> <li>• Aims and objectives of Art Teaching (Bloom’s approach to specify the Outcomes).</li> <li>• Approaches and Methods of teaching Art: - Problem Solving Method, Demonstration Method, Experimental Method, Project Method. Lecture cum Demonstration, Question-Answer Techniques, Text Book, Dramatization.</li> <li>• Use of ICT in art teaching.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Exploration and experimentation with different methods of Visual Arts like Painting block printing, collage, clay modeling, paper cutting and folding, etc.</li> <li>• Field trip/ Educational Tour, Art committee, fair and Exhibition Art galleries and Museum.</li> </ul>
UNIT-3	<p><b><u>ICT &amp; Materials in Teaching-Learning of Art</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept, Need and Preparation of Lesson Plan, Unit Plan and Annual Plan.</li> <li>• Types of Primary and Secondary Resources: data from Field, Textual Material, Journals, Magazines, Newspaper.</li> <li>• Teaching Aids- Meaning, Importance and types of teaching Aids, Art laboratory (its need, organization, equipments)</li> <li>• Knowledge of Indian Craft Traditions and its relevance in Education.</li> <li>• Knowledge of Indian Contemporary Arts and Artists, Visual Arts.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Develop and maintain a display board in School.</li> <li>• Make a file of essential equipments of Art lab/galleries and its Management.</li> <li>• Make five different teaching materials using different type of teaching aids.</li> </ul>

UNIT-4	<p><b><u>Teaching-learning Resources in Art</u></b></p> <ul style="list-style-type: none"> <li>• Curriculum in Art for school instruction. Mugal Art Style, Rajasthani Art Style, Pahari Art Style.</li> <li>• People as resource: the significance of Oral Data.</li> <li>• Types of Primary and Secondary Sources: data from Field, Textual Materials, Journals, Magazines, Newspapers etc.</li> <li>• Using the library for Secondary sources and reference material, such as Dictionaries and Encyclopedias.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a report and analyse how the artists design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns.</li> <li>• Organise a workshop on drawing, and painting, rangoli, clay modeling, pottery, mixed collage, woodcraft, toy making.</li> </ul>																					
UNIT-5	<p><b><u>Assessment and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept and Construction of Achievement test, Diagnostic test and Remedial teaching.</li> <li>• Blue print: Meaning, Concept, Need and Construction.</li> <li>• Open-book tests: Strengths and limitations</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Construction, administration and interpretation of an achievement test of any standard of school.</li> <li>• Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.</li> </ul>																					
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<b>B.Ed. II Year</b>			
<b>COURSE CODE:</b>	BED-201 -XVIII		<b>COURSE TYPE: CORE</b>
<b>COURSE TITLE:</b>	<b>Pedagogy of Computer Science</b>		
<b>MAX. MARKS:</b>	<b>50</b>	MIN.PASS MARKS:	<b>20</b>
<b>THEORY EXAMINATION</b>	35	MIN.PASS MARKS:	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	MIN.PASS MARKS:	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>Understand about aims and objectives of teaching computer science in secondary and Sr. Secondary schools and help them to plan learning activities according to those objectives.</li> <li>Understand the practical concepts of the M.S Office applications in School Management.</li> <li>To introduce students with basic concepts of Operating System, its functions and services.</li> <li>Understanding the basic elements of computers and their uses.</li> </ul> <b>Learning outcome:</b> After completion of the course, student-teachers will be able - <ul style="list-style-type: none"> <li>Make an effective use of technology in Education.</li> <li>Acquaint with the challenges and opportunities emerging in integrating new technology in Educational process.</li> <li>Familiar with new trends, techniques in education along with learning.</li> <li>Know about the basic elements of computers and their uses.</li> <li>Know about aims and objectives of teaching computer science in secondary and Sr. Secondary schools and help them to plan learning activities according to those objectives.</li> <li>Acquire skills relating to planning lessons and presenting them effectively.</li> <li>Acquire the Basic Commands in DOS &amp; Windows.</li> <li>Work with various MS Office Applications like Word, Excel and PowerPoint</li> <li>Understand and apply the M.S Office applications in School Management.</li> <li>Prepare Technology Integrated Lessons.</li> <li>Familiarize with the various methods that can be employed for the teaching of Computer science.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (12)</b>	<u><b>Nature and Scope of Computer Science</b></u> <ul style="list-style-type: none"> <li>Concept, Nature &amp; Scope of Computer Science.</li> <li>History and Generations of Computers and their characteristics.</li> <li>Classification and Part of computers.</li> <li>Input Output Devices, Block Diagram.</li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>Make a power point presentation on demonstration of computer parts and input/output devices of school students.</li> <li>Organise seminar on History and Generations of Computers and their Applications.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS</b> <b>(12)</b></p>	<p><b><u>Hardware</u></b></p> <ul style="list-style-type: none"> <li>• Hardware for Output: Monitors, Speakers and Headphones, Printers, CD and DVD writers, Pen Drives, Flash drives, External hard drives.</li> <li>• Hardware for Processing: Processor, Mother board, Memory, RAM, ROM, Cache, HDD.</li> <li>• Other Hardware: UPS, Power supply requirements, Modem and Router.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Training program on hardware for output: monitors, speakers, head phone etc, in school workshop on use and function of modem and Souter.</li> <li>• Prepare a report on various memory devices used in computer.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Software</u></b></p> <ul style="list-style-type: none"> <li>• Type of Software.</li> <li>• Operating system: Function of an Operating System as a resource manager, Windows Operating system</li> <li>• Application Software : Application suites: MS Office suit</li> <li>• Educational Software: Edutainment, Web dictionaries, Virtual learning environments, Protection Software</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct training on basic features of Windows, M S Word, Excel and Power point.</li> <li>• Classroom Presentations on use of wizard, templates, slide master, blank slides.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Teaching-Learning Resources in Computer Science</u></b></p> <ul style="list-style-type: none"> <li>• Network, Type and Topology, Internet and Intranet, Network Protocol</li> <li>• Web Browsers: Internet Explorer, Mozilla Firefox, Chrome.</li> <li>• Search Engines: Google, Yahoo, Meta Search Engine.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a camp for one week in school on uses of internet and search engines, to train students in searching educational material and enhance knowledge.</li> <li>• Draft a report on effectiveness of camp.</li> <li>• Use of Search Engine for access primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>ICT Application in Teaching and Learning</u></b> Concept, Nature and Use of ICT in Education.</p> <ul style="list-style-type: none"> <li>• Preparing lesson plans.</li> <li>• Managing Subject related content.</li> <li>• Preparing results and reports.</li> <li>• School Brochure and Magazine.</li> <li>• E-Education &amp; E-learning.</li> <li>• Virtual Classrooms, Web-based teaching materials, Interactive white boards.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Orientation program on interactive white boards.</li> <li>• Conduct an awareness program among students on E-learning.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> </ol>

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<b>B.Ed.II Year</b>			
<b>COURSE CODE:</b>	<b>BED-202</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Gender, School and Society</b>		
<b>MAX. MARKS:</b>	<b>50</b>	MIN.PASS MARKS:	<b>20</b>
<b>THEORY EXAMINATION</b>	35	MIN.PASS MARKS:	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	MIN.PASS MARKS:	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	

**Objectives:**

- To describe the concept of gender and sex.
- To describe the social construction of gender.
- To understand different types of gender roles.
- To understand Analysis the gender relationship matrix.
- To identify the division of gender and valuation of work based on gender.

**Learning outcome:**After completion of the course, student-teachers will be able -

- Develop basic understanding and familiarity with key concepts–gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
- Learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region.
- Understand how gender, power and sexuality are related to education (in terms of access, curriculum and pedagogy).
- Develop an understanding of the paradigm shift from women studies to gender studies, based on the historical backdrop.
- Student to construct critically the impact of policies programmes and scheme for promotion of gender equality and empowerment.
- Apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.
- Develop an understanding of different theories on gender and education and relate it to power relations. The institutions involved in socialization processes would be analyzed to see how socialization practices impact power relations and identity formation.
- Understand how gender relates to education and schooling. The students will be able to understand on how school as an institution addresses gender concerns in curriculum, textual materials and pedagogy. It will enable the student to draw linkages between life skills and sexuality.

<p style="text-align: center;"><b>UNIT-1</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Gender Issues an Introduction</u></b></p> <ul style="list-style-type: none"> <li>• Meaning of Sex and Gender.</li> <li>• Key concept of Gender Studies.</li> <li>• Purpose of Gender Studies.</li> <li>• Gender socialization and Gender Roles.</li> <li>• Gender discrimination at Social, Cultural, Religious, Economic, Political, and Educational stage.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize cultural seminars/symposia with school-students and prepare a report on gender equality.</li> <li>• Collect material related to Women Role Models in various fields with Emphasis on Women in Unconventional Roles and prepare a brief report.</li> <li>• Collect thoughts of Eminent Men and Women of India on Girls Education and Women's Empowerment.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Gender Identities and Socialization Practices</u></b></p> <ul style="list-style-type: none"> <li>• Gender Identity: Definitions and concept.</li> <li>• Gender Identity and Socialization Practices in Family, School, and other formal and informal organizations.</li> <li>• Social construction of Gender.</li> <li>• Schooling of Girls: Inequalities and resistances.</li> <li>• Gender Concerns related to access, enrolment, retention, participation and overall achievement.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Collection of folklores reflecting socialization processes and drafts a report on entire program.</li> <li>• Analyze of textual materials from the perspective of gender bias and stereotype.</li> <li>• Find out the concept of women empowerment in ancient Indian culture and analyze its relevance at present scenario.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Creating Gender Inclusive Classroom</u></b></p> <ul style="list-style-type: none"> <li>• Gender Inclusive Classroom-tips/activities/toolkit.</li> <li>• Developing Positive Self-Concept and Self-Esteem among Students.</li> <li>• Teaching-Learning Materials to teach Gender Issues.</li> <li>• Classroom Transaction in relation to Gender.</li> <li>• Teacher as an Agent of Change in the Context of Gender and Society.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Write a survey based report on financial allocations/field conditions/policies/ imperatives of schools.</li> <li>• Field visits to schools, to observe the schooling process from a gender perspective.</li> </ul>

<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Gender Issues in Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Gender and Education (Indian context): Socialization-theory and Structural-theory.</li> <li>• In the Culture, Gender and Institution, Girls as Learners, Curriculum, Gender Culture and Hidden Curriculum, Gender- Education content and Construction of Knowledge.</li> <li>• Curriculum frame-work and Pedagogy based on gender issues.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Debate on women role models in various fields with emphasis on women in unconventional roles.</li> <li>• Prepare tools to analyze reflection of gender in curriculum and draft a report after administration of scoring and prepare a report. Report will be presented in seminar.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Gender, Sexual Harassment and Legislative Action</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Definition, Concept, types and identification of term Gender/Sexual harassment.</li> <li>• Institutions redressing sexual harassment and abuse.</li> <li>• Prenatal Diagnostic Technique Act, 1994.</li> <li>• The draft sexual Law Reforms in India-2000.</li> <li>• Domestic Violence Act, 2005.</li> <li>• Reservation for Women.</li> <li>• Constitutional provisions against sexual harassment.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Gathering Information on Laws by Compiling Violence against Women in India.</li> <li>• Case study on how students perceive role models in their own lives.</li> <li>• Draft a report with the help of field interview while studying the issue of reservation as an equalitarian policy.</li> <li>• Group Assignment on Examining Policies and Schemes on Girls.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>

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- Mudgal, S.D. (2007). Social Work Education Today and Tomorrow. Book Enclave: Jaipur.
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- Malik, C.D (2008). Social and Political Thought B.R. Ambedkar. Arise Publishers and Distributors: New Delhi.
- Naik, S.C. (2005) Society and Environment. Oxford & 1B Publishing Co. Pvt.ltd: New Delhi.
- Runela, satypal (2009). Society of the Indian Education. Rajasthan Hindi Granth Akadmi: Jaipur.

<b>B.Ed.II Year</b>			
<b>COURSE CODE:</b>	<b>BED-203</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Knowledge and Curriculum Part-II</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	

**Objectives:**

- To understand Conceptualize the meaning and different perspectives of curriculum.
- To understand the different types of curriculum.
- To make enable critically evaluate or assess the text book of secondary level of your subject.
- To make enable analyse curriculum framework.

**Learning outcome:**After completion of the course, student-teachers will be able -

- Conceptualize the meaning and different perspectives of curriculum.
- Make distinctions between knowledge and information and reason and belief based on epistemological basis of education, to engage with the enterprise of education.
- The basic concepts and process of curriculum planning, preparation of syllabi and development of text books at different levels.
- Analyze text books and related educational material in the context of aims and objectives of education and learning outcome.
- Understand the different types of curriculum with respect to their main orientation and approaches.
- Considerations, concerns, priorities and goals.
- Understand linkage among curriculum framework and critical issues. Which directly and indirectly are related with learning.
- Analyse curriculum framework, in the light of learners' need, and understanding in the light of characteristics.

<p style="text-align: center;"><b>UNIT-1</b> <b>TEACHING</b> <b>HOURS (12)</b></p>	<p><b><u>Introduction to Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept, Nature and Need of Curriculum.</li> <li>• Perspectives of Curriculum – Traditionalist, Conceptual – Empiricist, Reconceptualists, Social Constructivists.</li> <li>• Concept of core curriculum, Hidden curriculum, spiral curriculum, in legal led curriculum and their relevance.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Analyse the influence of school, community and state on the content and curriculum of primary to secondary (Any one level) and draft a report of work.</li> <li>• Analyse the influence of school, community and state on the content and curriculum of primary to secondary (Any one level)</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS 12)</b></p>	<p><b><u>Organization of Knowledge in Schools</u></b></p> <ul style="list-style-type: none"> <li>• School knowledge and its reflection in the form of curriculum, syllabus and Textbooks.</li> <li>• Curriculum framework, curriculum and syllabus;their significance in school education</li> <li>• Curriculum visualised at different levels: National-level; state-level; School-level; class-level and related issues</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Case study on School knowledge and its reflection in the form of curriculum, syllabus and Textbooks.</li> <li>• Critically evaluate or assess the text book of secondary level of your subject.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS</b> <b>(12)</b></p>	<p><b><u>Considerations in curriculum development (At school level)</u></b></p> <ul style="list-style-type: none"> <li>• Forms of knowledge and its characterisation in different school subjects.</li> <li>• Relevance and specificity of educational objectives for concerned level.</li> <li>• Socio-cultural context of students – multi-cultural, multilingual aspects.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Content Analyse of any subject school level book to find out\ Forms of knowledge.</li> <li>• Organize tree plantation program with the involvement of community members and school.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS</b> <b>(11)</b></p>	<p><b><u>Curriculum Determinants</u></b></p> <ul style="list-style-type: none"> <li>• Broad determinants of curriculum making:(At the nation or state-wide level)</li> <li>• Socio-political aspirations, including ideologies and educational vision; Cultural orientations; National priorities; System of governance and power relations; and International contexts.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Interaction with school teachers and principal, how they operationalise the prescribed curriculum into an action plan.</li> <li>• Organize a seminar on type of Curriculum.</li> </ul>

<b>UNIT-5 TEACHING HOURS (11)</b>	<p><b><u>Curriculum Implementation</u></b></p> <ul style="list-style-type: none"> <li>• Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school– local environment, community and media, etc.)</li> <li>• Process of curriculum evaluation and revision, Need for a model of continual evaluation, Feedback from learners, teachers, community, and Administrators</li> <li>• <b>Assignment:</b></li> <li>• Discuss on the process of curriculum evaluation and revision.</li> <li>• Organize an orientation program on how curriculum is evaluated and revised.</li> </ul>																																	
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<b>B.Ed.II Year</b>			
<b>COURSE CODE:</b>	<b>BED-204</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Creating an Inclusive School</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Prepare teachers for inclusive schools.</li> <li>• Develop the conceptual understanding of inclusive education .</li> <li>• Develop the understanding of difference between Special Education, Integrated Education and Inclusive Education.</li> <li>• Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.</li> <li>• Develop the understanding for curriculum and pedagogy in Inclusive School.</li> <li>• Make enable to conducive teaching learning environment in inclusive school .</li> <li>• Make enable to conducive Assessment and Evaluation in Inclusive Classroom.</li> </ul>			
<b>Learning outcome:</b> After completion of the course, student-teachers will be able -			
<ul style="list-style-type: none"> <li>• Understand concept, meaning and significance of inclusive education</li> <li>• Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.</li> <li>• Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.</li> <li>• Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education; understand the nature of difficulties encountered by children.</li> <li>• Prepare teachers for inclusive schools.</li> <li>• Analyze special education, integrated education, mainstream and inclusive education practices.</li> <li>• Identify and utilize existing resources for promoting inclusive practice.</li> <li>• Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.</li> <li>• Prepare a conducive teaching learning environment in varied school settings.</li> <li>• Develop the ability to conduct and supervise action research activities.</li> </ul>			

<p style="text-align: center;"><b>UNIT-1</b> <b>TEACHING</b> <b>HOURS (12)</b></p>	<p><b><u>Introduction, Issues &amp; perspectives of Inclusive Education</u></b></p> <ul style="list-style-type: none"> <li>• Definitions, Concept and Importance of Inclusive Education,</li> <li>• Difference between Special Education, Integrated Education and Inclusive Education.</li> <li>• Advantages of Inclusive Education for Education for all Children in the context of Right to Education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a group discussion on Difference between Special Education, Integrated Education and Inclusive Education.</li> <li>• To investigate the opinion of teachers on the integration of students with disability in normal schools.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS 12)</b></p>	<p><b><u>Concept &amp; Policy Perspective</u></b></p> <ul style="list-style-type: none"> <li>• Recommendations of the Indian Education Commission (1964-66), National Curriculum Framework, 2005 NCERT.</li> <li>• The Convention on the Rights of the Child (Specific articles related to inclusive education).</li> <li>• The World Declaration on the Survival, Protection and Development of Children.</li> <li>• Promoting Inclusion Preventing Exclusion.</li> <li>• UNESCO Conventions, Declaration and Recommendations related to Rights of persons with Disabilities.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• To study the conceptions of teachers about the need of inclusive education in primary schools, collect views of teachers of school. Analyze in the light of inclusive education and write a report.</li> <li>• Organize a seminar on constitutional provisions on inclusive education.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Diversity in the Classroom</u></b></p> <ul style="list-style-type: none"> <li>• Diversity due to disability: Nature, Characteristic and Needs.</li> <li>• Diversity due to Socio-Cultural and Economic factors: Discrimination, Language Attitudes, Violence and Abuse.</li> <li>• Concept, Nature, and Characteristics of Multiple Disabilities, Classroom Management for Inclusive Education.</li> <li>• MDGs (Millennium Development Goals) UNESCO.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct an awareness program on millennium goal of UNESCO.</li> <li>• Conduct a survey on the type of supportive service needed for inclusion of children with any disability and share the findings in the class.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Curriculum &amp; Pedagogy in Inclusive School</u></b></p> <ul style="list-style-type: none"> <li>• Inclusive Curriculum- Meaning and Characteristics.</li> <li>• Teaching and Learning Environment with special reference to Inclusive School.</li> <li>• Individual differences, children with disabilities: Hearing Impairment, visual Impairment, voice Impairment and orthopedic.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Planning and conducting multi level teaching in the persons with disabilities (two classes).</li> <li>• Write a report on entire activity and present it in classroom presentation. (among peer group)</li> </ul>

<b>UNIT-5 TEACHING HOURS (11)</b>	<p><b><u>Assessment in Inclusive School</u></b></p> <ul style="list-style-type: none"> <li>• Alternative means for Assessment and Evaluation in Inclusive Classroom.</li> <li>• Utilization of records/case profiles for identification, assessment and intervention for Inclusive Classrooms.</li> <li>• Evaluation and follow-up Programmes for improvement of teacher preparation programmes in Inclusive Education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Discussion, group work and presentation by students on any topic of course.</li> <li>• Study the assessment and evaluation practice being followed in a school. Critically reflect on the practice in the context of inclusive education.</li> </ul>																																	
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<b>B.Ed.II Year</b>			
<b>COURSE CODE:</b>	<b>BED-205-I</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Chetna Vikas Moolya Shiksha</b>		
<b>MAX. MARKS:</b>	<b>50</b>	MIN.PASS MARKS:	<b>20</b>
<b>THEORY EXAMINATION</b>	35	MIN.PASS MARKS:	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	MIN.PASS MARKS:	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• To develop human moral values, peace and harmony of pupil teachers.</li> <li>• To develop Human relationship, Spirituality and Social development of pupil-teachers.</li> <li>• Develop an ability in the pupil teachers to distinguish between good and bad.</li> <li>• To develop humanity in human beings.</li> </ul> <b>Learning outcome:</b> After completion of the course, student-teachers will be able - <ul style="list-style-type: none"> <li>• Life and values pertaining to Individual, Family and Society.</li> <li>• Harmony in Environment, Nature and Existence.</li> <li>• Humanity, Human Mindset, Humane Conduct and Universal Order in Nature and Existence.</li> <li>• Evaluating and understanding the difference between Animal and Human consciousness.</li> <li>• To ensure sustainable happiness and prosperity, which are the core aspirations of all human beings?</li> <li>• To facilitate the development of a holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the human reality and the rest of existence.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (12)</b>	<u><b>Understanding of Human Being and Human Values and Humane Conduct</b></u> <ul style="list-style-type: none"> <li>• Understanding the harmony in self and Body.</li> <li>• Understanding Human being and Human Goal.</li> <li>• Humane Character and Morality.</li> <li>• Relationships and Justice (Nyaya) within Family &amp; Society.</li> <li>• Relationship of Human being with Nature (Environment). Human Behavior, Humane Instincts and Personality.</li> </ul>		
<b>UNIT-2 TEACHING HOURS 12)</b>	<u><b>Significance of Value Education</b></u> <ul style="list-style-type: none"> <li>• Problems faced by the Humanity related to Human Value.</li> <li>• Social and Family disintegration.</li> <li>• Stress and conflict in Individuals.</li> <li>• Significance of Value Educations for solving the human problems.</li> </ul>		

<p style="text-align: center;"><b>UNIT-3 TEACHING HOURS (12)</b></p>	<p><b><u>Understanding the Values</u></b></p> <ul style="list-style-type: none"> <li>• Eternal Values: Trust, Respect, Affection, Care, Guidance, Reverence, Glory, Gratitude, Love.</li> <li>• Behavioral Values: Complementariness, Compliance, Ease, Commitment, Unanimity, Self-Restraint, Obedience, Spontaneity, Generosity.</li> <li>• Human Values Self (Jeevan) Values: Happiness, Peace, Satisfaction, and Continuous Happiness Material Values.</li> </ul>
<p style="text-align: center;"><b>UNIT-4 TEACHING HOURS (11)</b></p>	<p><b><u>Understanding Existence and Co-existence and the Interrelationships in Nature</u></b></p> <ul style="list-style-type: none"> <li>• Understanding the Existence &amp; Co-existence /Nature.</li> <li>• Understanding the Order, Co-existence and Interrelationships, Mutual Fulfillment and Cyclicity (Avartansheelata) in Nature.</li> <li>• Problems faced by the Humanity.</li> <li>• Ecological and Environmental imbalances.</li> </ul>
<p style="text-align: center;"><b>UNIT-5 TEACHING HOURS (11)</b></p>	<p><b><u>Harmony and Values in Family</u></b></p> <ul style="list-style-type: none"> <li>• Family and Relationships: Meaning, Need, Importance and Purpose.</li> <li>• Human relation: types and purpose.</li> <li>• Meaning and purpose of fulfillment in relationships and Justice in relationships.</li> <li>• Understanding Values in family-relations, Importance of ethics and character.</li> <li>• Family-work and Goal (Living with resolution and a feeling of prosperity, and participation in society).</li> <li>• Reasons for breaking up of Families and Relationships.</li> <li>• Purpose and need of Marriage (<i>vivaah sambandh</i>) and a study of reasons and tendencies for breaking up of marriages.</li> <li>• Comparative study of concept of a family and a family-based village governance order.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>

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<b>B.Ed.II Year</b>			
<b>COURSE CODE:</b>	<b>BED-205-II</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Distance Education</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• To understand the meaning, nature and characteristics of Distance Education.</li> <li>• To understand the principles and theories of Distance Education.</li> <li>• To acquire knowledge on different stages of Distance Education with its multi-dimensional aspects.</li> <li>• Make enable to analyze the characteristics of Distance Education of learners from different backgrounds.</li> <li>• To prepare for examine the impact of urbanization, virtualization, social and economic change on the basis of Distance Education.</li> </ul>			
<b>Learning outcome:</b> After completion of the course, student-teachers will be able -			
<ul style="list-style-type: none"> <li>• Understand the concept, nature and scope of Distance Education</li> <li>• Understand the nature of Distance Education as continuous process of Development and change.</li> <li>• Understand the aims, objectives of teaching Distance Education at different levels.</li> <li>• Learn the techniques and methods of distance Education.</li> <li>• Understand the open system, correspondence education.</li> <li>• Understand communication strategies of Distance Education.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (12)</b>	<b><u>Concept and Nature of ODL</u></b>		
	<ul style="list-style-type: none"> <li>• Concept of ODL.</li> <li>• Mode of transaction in ODL.</li> <li>• Perspective and Future perspective of ODL.</li> </ul>		
	<b>Assignment:</b>		
	<ul style="list-style-type: none"> <li>• Organise a debate on merits and demerits of distance education.</li> <li>• Prepare a chart related to differences between Distance Education and traditional education teaching approaches.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS 12)</b></p>	<p><b><u>Planning &amp; Institution of ODL</u></b></p> <ul style="list-style-type: none"> <li>• Institutional Planning: at School level and at University level.</li> <li>• National and State Universities and agencies (IGNOU, VMOU etc.)</li> <li>• DEC: Role and Responsibilities.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Collect newspaper cuttings related to Distance Education. And write a report on qualitative and quantitative improvement of distance learning.</li> <li>• Prepare a report on Visit on any institution which is related to Distance Education.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Methods and Approaches</u></b></p> <ul style="list-style-type: none"> <li>• Communication Strategies.</li> <li>• Teaching Strategic of Distance Education &amp; Educational Broadcast.</li> <li>• Educational Telecast.</li> <li>• ICT, Self Learning Material, E-Learning, Blended Learning.</li> <li>• Resource Centers of Distance Education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise workshop on E-learning.</li> <li>• Content Analyze and preparation of instructional material related to any unit of subject related to Distance Education.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Instructional Support System</u></b></p> <ul style="list-style-type: none"> <li>• Instructional Procedure.</li> <li>• Evaluation Process of Distance Teaching.</li> <li>• Role of Regional and Study Centers.</li> <li>• Role of Counsellor and Distance Learner.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Visit a study center and draft a report on its function, role and organization.</li> <li>• Study an aspect of study center/regional center related to Distance Education.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Concept of Evaluation in Distance Education.</li> <li>• Need for Continuous Evaluation, On-line and on Demand Examination.</li> <li>• Nature &amp; Type of Evaluation process in ODL.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Review any five researches in distance education.</li> <li>• Examine the information, advice and Counseling process and effectiveness of distance educational institute.</li> </ul>
<p><b>TEACHING AND LEARNING</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> </ol>

<b>STRATEGIES</b>	<ol style="list-style-type: none"> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>
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Road. Darya Ganj: New Delhi.

- Siddiqui, Mujibul Hasan (2004). Distance Learning Technologies in Education. APH Publishing Corporation. Ansari Road. Darya Ganj: New Delhi.
- Kawz, Ambika Sharanjit (1998). Managing Distance Education. Deep & Deep Publications. Rajouri Garden: New Delhi.
- Koul, B.N. (1988). Studies in Distance Education Indira Gandhi National Open University: New Delhi.
- Prasad, Deepesh Chandra (2007). Distance Education. KSK Publishers & Distributors. Ansari Road. Darya Ganj: New Delhi.
- Goel, Aruna and Goel, S.L. (2000). Distance Education in the 21st century. Deep & Deep Publications Pvt. Ltd. Rajouri Garden, New Delhi.

<b>B.Ed.II Year</b>			
<b>COURSE CODE:</b>	<b>BED-205-III</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Educational Aspects of the Geeta</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
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<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>To understand the philosophy of the Geeta.</li> <li>To understand different Aspects of the Geeta Education.</li> <li>To learn the significance of the teachings of the Geeta in the present context.</li> </ul>			
<b>Learning outcome:</b> After completion of the course, student-teachers will be able - <ul style="list-style-type: none"> <li>Develop understanding about the Meaning &amp; Nature of The Geeta Philosophy.</li> <li>Understand impact of the Geeta on Education.</li> <li>Understand Concept related to the Geeta Philosophy.</li> <li>Implement Social theories with special reference to the Geeta in education.</li> <li>Understand Contribution of the Geeta in the various fields of Education.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (12)</b>	<p><b><u>Introduction of the Geeta</u></b></p> <ul style="list-style-type: none"> <li>General Assumption and Ideas.</li> <li>Need, Importance and Concept of the Geeta Education.</li> <li>Different Aspects of the Geeta Education.</li> <li>Educational Aims and Place of the Geeta.</li> <li>Life philosophy in the Geeta.</li> <li>Educational Elements – Teacher, Student, Teaching Method, Curriculum.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Conduct a drama to demonstrate life philosophy in the Geeta.</li> <li>By playing method show teacher student relationship according to the Geeta.</li> </ul>		
<b>UNIT-2 TEACHING HOURS 12)</b>	<p><b><u>Philosophical Aspects</u></b></p> <ul style="list-style-type: none"> <li>God, Human being, Nature, Universe.</li> <li>Human life and Duties.</li> <li>Soul, Knowledge and Science.</li> <li>Religion, Morality and Nishkam Karma (Service of Selflessness)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Poster presentation competition on god, human being, nature and universe according to the Geeta darshan.</li> <li>Essay competition on Nishkam Karma (concept of the Geeta)</li> </ul>		

<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Social Aspects</u></b></p> <ul style="list-style-type: none"> <li>• Man and its Social Nature.</li> <li>• Social duty, Understanding and Coordination.</li> <li>• Concept and Significance of Lok Sangrah (Public Collection).</li> <li>• Importance of The Geeta in present Social Scenario.</li> <li>• Social life skill and Management.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct an awareness programme in society with the help of students on social duties/social life skill then assess the impact of program and present the report in class.</li> <li>• Conduct one week orientation program in school on the Geeta Darshan and evaluate the effectiveness of the program through examination.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Psychological Aspects</u></b></p> <ul style="list-style-type: none"> <li>• Nature of Man- Satvik, Rajashi &amp; Tamasi.</li> <li>• Nature, Types and forms of intelligence in the Geeta.</li> <li>• Concept of mind in the Geeta.</li> <li>• Guidance and motivation in the Geeta.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a nukkar natak, to demonstrate satvik, rajsi &amp; tamsi nature of man.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Multi-dimensional aspects and current significance of the Geeta</u></b></p> <ul style="list-style-type: none"> <li>• Yoga and Spiritualism.</li> <li>• Religion, Religious – Secularism, Peace and Ahinsa.</li> <li>• Universal values and decision making system (Conviction).</li> <li>• Cosmic order and symbolism in the Geeta, Expansion of all religions fellow feeling.</li> <li>• Environmental Conservation.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Practice Surynamaskar with school students and explain them importance of the yoga.</li> <li>• Organize a Drama/ play on universal values as described in The Geeta Darshan.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>

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**EXAMINATION  
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**SELECTED READINGS**

- Radha Krishanan, S (2009). Bhagwat the Geeta. Hindi Pocket Books.
- Wood, Ernest (1954). Great system of Yoga. DB. Taraporevala Sons & Co.
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<b>B.Ed.II Year</b>			
<b>COURSE CODE:</b>	<b>BED-205-IV</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Educational Technology</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>To understand the nature and scope of educational technology and also about the various forms of technology.</li> <li>To understand the systems approach to Education and communication theories and modes of communication,</li> <li>To know the instructional design and modes of development of self learning material</li> <li>To understand the evaluation mechanism in Research work.</li> </ul>			
<b>Learning outcome: After completion of the course, student-teachers will be able -</b>			
<ul style="list-style-type: none"> <li>Identify Concept of Educational Technology.</li> <li>Develop the ability for Relationship between Learning Theories and Instructional Strategies</li> <li>Develop basic skills in the production of different types of instructional material.</li> <li>Develop the ability use of ICT in Evaluation, Administration and Research.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (13)</b>	<b><u>Concept of Educational Technology as a Discipline</u></b>		
	<ul style="list-style-type: none"> <li>Information Technology, Communication Technology &amp; Information and Communication Technology (ICT) and Instructional Technology.</li> <li>Applications of Educational Technology in formal, non formal (Open and Distance Learning), informal and inclusive education systems.</li> <li>Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky).</li> <li>Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups).</li> </ul>		
	<b>Assignment:</b>		
	<ul style="list-style-type: none"> <li>Workshop/seminar on Software and hardware Technology In special reference of teacher Education.</li> <li>Prepare A Project on use of technology in teaching.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (13)</b></p>	<p><b><u>Systems Approach and Design</u></b></p> <ul style="list-style-type: none"> <li>• Systems Approach to Instructional Design.</li> <li>• Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's).</li> <li>• Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise a Workshop/seminar on Instructional Design.</li> <li>• Make a presentation on Dick and Carey Model.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Application of Computers in Education</u></b></p> <ul style="list-style-type: none"> <li>• Computer Aided Instruction(CAI),Computer Aided Learning(CAL).</li> <li>• Computer Based Teaching (CBT), Computer Maintained Learning (CML).</li> <li>• Concept, Process of preparing ODLM.</li> <li>• E-learning: Concept, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning).</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise Workshop/seminar on E-learning. In special reference of teacher Education.</li> <li>• Organise debates on Online v/s Offline learning.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (13)</b></p>	<p><b><u>Emerging Trends in e-learning</u></b></p> <ul style="list-style-type: none"> <li>• Social learning: concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, and discussion forum.</li> <li>• Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application).</li> <li>• E-Inclusion - Concept of E-Inclusion, Application of Assistive technology in E-learning.</li> <li>• Quality of E- Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&amp;M IS Success Model, 2003).</li> <li>• Ethical Issues for E-Learner and E-Teacher - Teaching, Learning and Research.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise a training programme on Massive Open Online Courses.</li> <li>• Write a report on Ethical Issues for E-Learner and E-Teacher.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Use of ICT in Evaluation, Administration and Research</u></b></p> <ul style="list-style-type: none"> <li>• E-portfolios.</li> <li>• ICT for Research - Online Repositories and Online Libraries.</li> <li>• Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a E-portfoilo using any one ICT tool and present in classroom</li> <li>• Organise workshop on Online and Offline assessment tools.</li> </ul>

<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																													
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<b>EXAMINATION PATTERN</b>	Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.
<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. ANNUAL</li> <li>2. <b>HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running yearafter giving a notice for a period one month.</b></li> </ol>
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• Comer, D. E. (2018). The Internet book: everything you need to know about computer networking and how the Internet works. CRC Press.</li> <li>• Geoghan, D. (2011). Visualizing Technology, Introductory. Delhi: Pearson Higher Ed.</li> <li>• Mohanty, L., &amp; Vohra, N. (2006). ICT strategies for schools: A guide for school administrators. SAGE Publishing India.</li> <li>• Saxena, J. (2008). Role of Ict&amp; Total Quality Management in Professional Education. New Delhi: APH Publishing Corporatio.</li> <li>• Shaikh, I. R. (2013). Introduction to Educational Technology &amp; ICT. Tata McGraw-Hill Education.</li> <li>• Solomon, G., &amp; Schrum, L. (2007). Web 2.0. New tools, new schools. Eugene, Oregon, Washington, DC: ISTE.</li> <li>• Solomon, G., &amp; Schrum, L. (2007). Web 2.0: New tools, new schools. ISTE (Interntl Soc Tech Educ).</li> </ul>

**B.Ed.II Year**

<b>COURSE CODE:</b>	<b>BED-205-V</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Environmental Studies</b>		
<b>MAX. MARKS:</b>	<b>50</b>	MIN.PASS MARKS:	<b>20</b>
<b>THEORY EXAMINATION</b>	35	MIN.PASS MARKS:	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	MIN.PASS MARKS:	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	

**Objectives:**

- To create the awareness about environmental problems among people.
- To impart basic knowledge about the environment and its allied problems.
- To develop an attitude of concern for the environment.
- To motivate public to participate in environment protection and environment improvement.
- To acquire skills to help the concerned individuals in identifying and solving environmental problems.
- Make enable to striving to attain harmony with Nature.

**Learning outcome: After completion of the course, student-teachers will be able -**

- To understand background of EVS as a composite area of study that draws upon the science, social science and environs mental education.
- To develop understanding about various ecosystems and biodiversity.
- Helping student to develop the ability to plan comprehensive units for environmental management and conservation.
- Understanding about the issues of conservation and environmental regeneration have been infused at appropriate places in all the textbooks.
- To analyze and understand environment concerns through the process of inquiry.
- To develop a sense of awareness about the environment hazards and its causes and remedies.

<p style="text-align: center;"><b>UNIT-1</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Introduction to Environmental Studies</u></b></p> <ul style="list-style-type: none"> <li>• Environmental studies: Historical background, Concept, Nature and Scope of EVS.</li> <li>• Natural and Social Environment: Concept, its Components, and Relationship, Man &amp; Environment, Man on Environment.</li> <li>• Disciplinary and Multidisciplinary approach of EVS.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Visit a natural or man made site (park/forest/zoo/KVK/forest department etc) then discuss with student about their perception on natural environmental and its relation with social environmental.</li> <li>• Conduct awareness campaigning for plantation of Tulsi, Neem, and Khejri etc.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Eco-systems</u></b></p> <ul style="list-style-type: none"> <li>• Concept of an Ecosystem.</li> <li>• Structure and function of an Ecosystem.</li> <li>• Producers, Consumers and decomposers.</li> <li>• Energy flow in Ecosystem.</li> <li>• Ecological Succession.</li> <li>• Food Chain, Food webs and Ecological pyramids.</li> <li>• Introduction, Types, Characteristic Features, Structure and Function of the following Ecosystem- <ul style="list-style-type: none"> <li>▪ Forest Ecosystem.</li> <li>▪ Grassland Ecosystem.</li> </ul> </li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Celebrate Important relevant days related to environmental conservation (such as earth day, world environmental days etc) in school or out of school with the help of students and make a systematic report on entire activities or work</li> <li>• Make a bulletin board material on “Role of Individual in prevention of Pollution” and analyze its impact on students and teachers of schools.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Biodiversity Its Conservation</u></b></p> <ul style="list-style-type: none"> <li>• Introduction – Definition: Genetic, Species and Ecosystem Diversity.</li> <li>• Value of Biodiversity &amp; Biodiversity at Global, National &amp; Local levels.</li> <li>• Hot-Spots of Bio-diversity.</li> <li>• Threats to Bio-diversity: Habitat loss, poaching of Wild life, Man Wild life Conflicts.</li> <li>• Conservation of Bio-diversity: In-situ and Ex-situ conservation of Bio-diversity.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct an activity in school, in which ask students to get opinion of their grandparents in changing life style and their merits and demerits/or collect their ideas on local products which can be helpful in healthy life style the pupil teacher will compile their experiences and draft a report then present it in class.</li> <li>• Conduct a seminar in your village/ district /town in which invite local people of various socio-economic/socio cultural background to present their experiences on sustainable agriculture.</li> </ul>

<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Environmental Issues</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept, Process, Effects and Preventive. Action of Acid rain, Global warming and cooling.</li> <li>• Natural &amp; Manmade disasters.</li> <li>• Meaning, Concept, Effects and Preventive action of</li> <li>• Water pollution.</li> <li>• Air Pollution.</li> <li>• Noise Pollution.</li> <li>• Land or Soil pollution.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct an orientation programme in rural / urban school on waste management.</li> <li>• Organize a planned Visit to urban or rural area to study about waste produced by human, after visiting the site, present your report in local community to create awareness for resolution of the problem.</li> </ul>																					
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Environmental Conservation &amp; Management</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept and Importance of Environmental Conservation &amp; Management.</li> <li>• Role of women in Conservation: Chipko Movement, Khejri Movement.</li> <li>• Consumerism and waste generation and its management.</li> <li>• Agricultural/Urban waste: their impact and management.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Analyze the direct or indirect message of Traditional Culture/folk songs of your area for social or natural environment enhancement.</li> <li>• Plant at least one tree and cultivate it throughout the years.</li> </ul>																					
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																					
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<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• To develop an understand student information on matters important to success.</li> <li>• To get information about student this will be of help in solving his problems.</li> <li>• To establish a feeling of mutual understanding between student and teacher.</li> <li>• To help the student work out a plan for solving his difficulties.</li> <li>• To help the student know himself better-his interests, abilities, aptitudes, and opportunities.</li> <li>• To assist the student in planning for educational and vocational choices.</li> </ul> <b>Learning outcome: After completion of the course, student-teachers will be able -</b> <ul style="list-style-type: none"> <li>• To develop an understanding of the concepts of guidance and Counselling.</li> <li>• To develop an understanding of educational, vocational and personal guidance.</li> <li>• To acquaint the students with the testing devices and techniques of guidance.</li> <li>• To develop an understanding of collection and dissemination of occupational guidance.</li> <li>• To sensitize student-teachers to the problems faced by students in the contemporary world.</li> <li>• To create an awareness of the working of guidance centers.</li> <li>• To provide guidance &amp; Counselling for school level students.</li> </ul>			
<b>UNIT-1 TEACHINGHOURS (12)</b>	<b><u>Concept of Guidance</u></b> <ul style="list-style-type: none"> <li>• Meaning, Nature &amp; functions of Guidance.</li> <li>• Principles of Guidance.</li> <li>• Need of Guidance at various stages of life.</li> <li>• Types of Guidance: <ul style="list-style-type: none"> <li>▪ Educational Guidance – Meaning and Need at Secondary and Higher Secondary level.</li> <li>▪ Vocational Guidance – Meaning and Need at Secondary and Higher Secondary level.</li> <li>▪ Personal Guidance – Meaning and Need at Secondary and Higher Secondary level.</li> </ul> </li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>• Organize a workshop in school on guidance of secondary to senior secondary level students.</li> <li>• Pupil Teacher should guide at least one school student in any area of guidance and prepare a report to this effect.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Counselling</u></b></p> <ul style="list-style-type: none"> <li>• Concept of Counselling.</li> <li>• Theories of Counselling: <ul style="list-style-type: none"> <li>▪ Theory of Self (Rogers)</li> <li>▪ Rational Emotive Behavioral Therapy (Albert Ellis).</li> </ul> </li> <li>• Types of Counselling: Directive, Non directive, Eclectic.</li> <li>• Process of Counselling (Initial disclosure, in depth exploration and Commitment to action).</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize an orientation program for student teacher on skills in Counselling (listening, questioning, communicating etc.)</li> <li>• Student teacher would practice on Counselling skill (at least three Time duration with 5-7 Minute per skill)</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Testing and Non- testing devices for the study of an Individual</u></b></p> <ul style="list-style-type: none"> <li>• Tests: Aptitude, Attitude, Interest, Achievement, Personality, IQ and Emotional, Mental Ability, Intelligence etc.</li> <li>• Techniques used in Guidance: Questionnaire, Interview Schedule, Case study, Diary and Autobiography.</li> <li>• Professional efficacy and interest.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Apply “Professional Interest test” on secondary student on the basis of interrelation, and give professional guidance to the students.</li> <li>• Prepare a case study of one student with special needs at school level and give suggestions for remedial measure, too.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Skills in Guidance &amp; Counselling</u></b></p> <ul style="list-style-type: none"> <li>• Skills in Counselling (Listening, Questioning, Responding, Communicating.)</li> <li>• Role of Teacher as a Counselor and Professional ethics associated with it.</li> <li>• Career Counselling and Dissemination of Occupational Information.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a flow chart on Job Analyze opportunities and present it in school among secondary to senior secondary students.</li> <li>• Organize a programme on occupational detail Information (like area, agencies and future etc.) for school level.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Contemporary Issues</u></b></p> <ul style="list-style-type: none"> <li>• Dealing with depression and academic stress (with regard to their identification and intervention). Guidance Implication in (Current Indian &amp; scenario, Education and Guidance: Democracy and Guidance, Individual Difference and Guidance, planning of Guidance cell in school.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a plan and establish a guidance and Counselling cell in school.</li> <li>• Make a stress releasing strategy for school students and find out its effectiveness.</li> </ul>
<p><b>TEACHING AND LEARNING</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> </ol>

<b>STRATEGIES</b>	<ol style="list-style-type: none"> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																													
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<b>EXAMINATION PATTERN</b>	<p>Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.</p>																																													

<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>1. ANNUAL</b> <b>2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running yearafter giving a notice for a period one month.</b>
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• Sharma, Shati Prabha (2005). Career Guidance and Counselling: Principles and Techniques. Kanihka publisher: New Delhi.</li> <li>• Sharma, R.N. and Sharma, Rachna (2004). Guidance and Counselling in India. Atlantic Pub. &amp; Distributors: New Delhi.</li> <li>• Singh, Y.K. (2007). Guidance and Career Counselling. APH Publishing: New Delhi.</li> <li>• Nayak, AK. (2007). Guidance &amp; Career Counselling. APH Publishing corp: New Delhi.</li> <li>• अस्थाना, विपिन (2014) परामर्श एवं निर्देशन, अग्रवाल प्रकाशन: नई दिल्ली।</li> <li>• अस्थाना, विपिन एवं निधि (2012) निर्देशन और उपबोधन, अग्रवाल प्रकाशन: आगरा।</li> <li>• भटनागर, सुरेश एवं वर्मा, रामपाल, (2012) वृत्तिक सूचना एवं वृत्तिक निर्देशन. अग्रवाल प्रकाशन: आगरा।</li> </ul>

<b>B.Ed.II Year</b>			
<b>COURSE CODE:</b>	<b>BED-205-VIII</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Health and Physical Education</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY EXAMINATION</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>DURATION</b>	<b>03 HR</b>	<b>MONTHLY TEST</b>	
		<b>01 HR</b>	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• To develop an understanding of Concept of Health, Health needs of children and adolescents.</li> <li>• To get acquainted with body system-Skeleton, Muscular, Digestive in relation to Health fitness, &amp; their Functions.</li> <li>• To know the physical fitness, strength, endurance and self-defense activities.</li> <li>• To learn about Safety and Security — disasters in and outside schools, ways of prevention etc.</li> <li>• To familiarize with various Games and Sports and their impact on health</li> <li>• To understand and learn various Yogic practices, health services, policies and major of institutions.</li> </ul>			
<b>Learning outcome: After completion of the course, student-teachers will be able -</b>			
<ul style="list-style-type: none"> <li>• To develop positive attitude towards health as individual and be collectively responsible to achieve it.</li> <li>• To know their health status, identify health problems and be informed for taking remedial measures.</li> <li>• To generate awareness about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries.</li> <li>• To learn and to form right habits about exercise, games and sports, sleep, rest and relaxation.</li> <li>• To sensitize, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.</li> <li>• To understand various policies and programmes related to health, physical education and Yoga.</li> <li>• To understand the process of assessment of health and physical fitness.</li> </ul>			
<b>UNIT-1 TEACHINGHOURS (12)</b>	<ul style="list-style-type: none"> <li>• Concept of Health, Importance, Dimensions and Determinants of Health; Health needs of children and adolescents, including differently-abled children.</li> <li>• Physical Education- Meaning, concept and importance.</li> <li>• Health and Physical Education and its relationship with other subject areas like Science, Social Science and Languages.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Analysis various text book in light of health education, prepare report.</li> <li>• Prepare an awareness program on healthy life style of children or adolescence.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<ul style="list-style-type: none"> <li>• The body system-Skeleton, Muscular, Respiratory, Circulatory and Digestive in relation to Health fitness, Bones, Muscles and Joints, their Functions.</li> <li>• Food and Nutrition, Food habits, Timing of food, Nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to persevere food, shift in food practices food and waterborne and deficiency diseases and prevention.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Ask school student to prepare a first aid box and conduct a training program on first aid treatment of injury.</li> <li>• Conduct an awareness program in community on preservation of food value during cooking.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<ul style="list-style-type: none"> <li>• Safety and Security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.</li> <li>• Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a Training program for girl students of school on self-defense activities.</li> <li>• Organize a workshop on prevention of disasters in school.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<ul style="list-style-type: none"> <li>• Games and Sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health.</li> <li>• Fundamental skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports, ethics; sports awards and scholarships, sports-person ship.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organization of inter school games and sports tournaments in your district/village/town.</li> <li>• Orientation program on Fundamental Sports Skills : Basics of track and field (100 mts. 200 mts., long jump, shot-put, 4 × 50 mts. Relay) Gymnastics.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (11)</b></p>	<ul style="list-style-type: none"> <li>• Yogic practices—importance of yoga, yogasanas, kriyas and pranayams of (school, family and sports), health services, policies and major of institutions.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Learning and performing of basic yogic activities.</li> <li>• Conduct yoga activities for development of physical fitness, i.e strength, speed, endurance, flexibility and body composition of students in school.</li> </ul>

<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																													
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<b>B.Ed.II Year</b>			
<b>COURSE CODE:</b>	<b>BED-205-IX</b>	<b>COURSE TYPE: CORE</b>	
<b>COURSE TITLE:</b>	<b>Value Education</b>		
<b>MAX. MARKS:</b>	<b>50</b>	<b>MIN.PASS MARKS:</b>	<b>20</b>
<b>THEORY EXAMINATION</b>	35	<b>MIN.PASS MARKS:</b>	14
<b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b>	15	<b>MIN.PASS MARKS:</b>	6
<b>ATTENDANCE ELIGIBILITY</b>	<b>80 PERCENT IN RESPECTIVE YEAR</b>		
<b>EXAMINATION</b>	<b>TERM END EXAMINATION</b>	<b>MONTHLY TEST</b>	
<b>DURATION</b>	<b>03 HR</b>	<b>01 HR</b>	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>To develop an understanding of Concept, Need and Importance of Values and Ethics. Philosophy &amp; Values.</li> <li>To enable them to make critically analysis of values in Indian culture and tradition.</li> <li>To understand various Classifications of Values, and values of individual in traditional life style.</li> <li>To help to inculcate Universal values, Identification etc.</li> <li>To understand the Development of Values as a personal and life long process,</li> <li>To learn Traditional Methods: Story Telling, Ramleela, Tamasha Street Play &amp; Folk songs.</li> </ul>			
<b>Learning outcome: After completion of the course, student-teachers will be able -</b>			
<ul style="list-style-type: none"> <li>To develop insight of understanding of concept of Indian values according to time space and situation.</li> <li>To scientifically analyze values in Indian culture and tradition.</li> <li>To develop positive attitude about Indian human values.</li> <li>To understand the Indian values according to Shradhha and logic.</li> <li>To understand the co-ordination with Indian values and life style.</li> <li>To analyze the ethical, artistic and pleasant values.</li> <li>To analyze absolute values in globalization and universalization.</li> <li>To develop the teaching learning method for adaptation and assimilation in life value.</li> <li>Explain fundamental aims and values that provide the intellectual basis of contemporary education policy and practice.</li> <li>Engage with issues in a manner that makes them sensitive to promote certain educational values while marginalizing others.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (12)</b>	<b><u>Nature and Sources of Values</u></b>		
	<ul style="list-style-type: none"> <li>Meaning, Concept, Need and Importance of Values and Ethics. Philosophical and Sociological probing into Morality and Values.</li> <li>Nature and sources of Values, Biological, Psychological, Social, Cultural, Science of living and ecological determinants of Values.</li> <li>Philosophical, Psychological and Sociological perspective of Value Education.</li> </ul>		
	<b>Assignment:</b>		
	<ul style="list-style-type: none"> <li>Practice general etiquette (like wish to colleagues, polite way of talking etc.) throughout session.</li> <li>Prepare a report on scientific Analysis of Traditional life style.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Classification of Values</u></b></p> <ul style="list-style-type: none"> <li>• Classification of Values, Eternal, Material, Social, Environmental, Psychological, Economical, Political, Cultural, Moral and Spiritual, Science of living, status of Values, How can these be realized through Education</li> <li>• Values of individual in traditional life style.</li> <li>• Universal values, Identification and Analyze of emerging issues involving value conflicts.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Identify values, which promote harmonious living in ancient social life, prepare/ a report and present it in the assembly to assimilate the values in the personality of students.</li> <li>• Organize a Poster making competition in school based on the classification of values.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> <b>TEACHING HOURS (12)</b></p>	<p><b><u>Development of Values</u></b></p> <ul style="list-style-type: none"> <li>• Development of Values as a personal and life long process, teaching of values as an integral part of education, Development of values through science of living, design and develop of instructional material for nurturing values.</li> <li>• Feelings of fear and trust and their influence in personal and social attitude, attitudes towards competition and co-operation, value orientation of education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make content Analysis of existing secondary level any text book to identify the components of human values included in it.</li> <li>• Observe and analyze the impact of competition in personal and social life and prepare a report.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Values in Religious Scriptures</u></b></p> <ul style="list-style-type: none"> <li>• Bhagwadgita- Nishkam Karma, Swadharma, Laksagrah &amp; Stithpragya.</li> <li>• Bible – Concept of Truth, Compassion, Forgiveness.</li> <li>• Dhamnipada- Astangmarg, Aryastya &amp; Madhyamarg</li> <li>• Gurugranth Sahib- Concept of Kirath, Sunsat, Paugat &amp; Jivanmukti.</li> <li>• Quarn – Concept of spiritual &amp; Moral Values (Adah, Raham &amp; theory of Justice) &amp; Social responsibilities.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Analyse morning assembly programme of a school from the point of view of sarv dharmprarthna and give suggestions.</li> <li>• Make a critical analysis of any value according to any religious book.</li> </ul>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (11)</b></p>	<p><b><u>Methods &amp; Evaluation of Value Education</u></b></p> <ul style="list-style-type: none"> <li>• Traditional Methods: Story Telling, Ramleela, Tamasha Street Play &amp; Folk songs.</li> <li>• Practical Methods: Survey, Role Play, Value Clarification, Intellectual discussions.</li> <li>• Causes of Value crisis: Material, Social, Economic, Religious Evils and their Peaceful solution.</li> <li>• Role of school every teacher as teacher of values, school curriculum as Value laden.</li> <li>• Moral Dilemma ( Dharmsankat) and one’s duty towards self and society.</li> </ul>

	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Debate on causes of value crisis and their possible resolution.</li> <li>• Identify analogical values in various religious scriptures, organize any activities to nurture it in students, and then prepare a report to this effect.</li> </ul>																																													
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																													
<p><b>CONTINUOUS COMPREHENSIVE ASSESSMENT (CCA)</b></p>	<p><b>Details of Continuous and Comprehensive Assessment (CCA) are as follows:</b></p> <table border="1" data-bbox="448 880 1468 1335"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>10X6 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>8</td> <td>Attendance*</td> <td>10</td> </tr> <tr> <td>9</td> <td>Co-curricular Activity</td> <td>10</td> </tr> <tr> <td>10</td> <td>Team Teaching</td> <td>10</td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b>  CCA will be reduced to 30 marks or 15 marks (as per course weightage).  Formula: Marks obtained/Total marksX30  For example: <math>60 \div 160 \times 30 = 11.25</math></p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA components, however, not more than 3 in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p><b>*Attendance in Lectures and Practical</b></p> <table border="1" data-bbox="662 1697 1150 1912"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	10X6 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Viva Voce	10	8	Attendance*	10	9	Co-curricular Activity	10	10	Team Teaching	10	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
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<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• अवस्थी, शशि (1993). प्राचीन भारतीय समाज, हिन्दी माध्यम कार्यान्वयन निदेशालय. दिल्ली विश्वविद्यालय. दिल्ली.</li> <li>• उर्वशी, सरंती (1979). नैतिक शिक्षा एवं बाल विकास, प्रभात प्रकाशन: चावडी बाजार. दिल्ली.</li> <li>• गुप्त, नत्थूलाल (1989). मूल्यपरक शिक्षा पद्धति. जयकृष्ण अग्रवाल: महात्मा गांधी मार्ग. अजमेर.</li> <li>• गोयनका, जयदयाल (1973). महत्वपूर्ण शिक्षा. गीताप्रेस: गोरखपुर.</li> <li>• प्र.ग.सहस्र बुद्धे (1995). जीवन मूल्य. सुरुचि प्रकाशन: केशवकुंज. झण्डेवालान. नई दिल्ली.</li> <li>• भारती, धर्मवीर (1972). मानव मूल्य और साहित्य. भारतीय ज्ञानपीठ, काशी.</li> <li>• मानव सेवा संघ. (1981). मानवता के मूल सिद्धान्त. वृंदावन.</li> <li>• मिश्र, विद्यानिवास (1988). अध्यापन भारतीय दृष्टि. एनसीटीई: नई दिल्ली.</li> <li>• कुमार,विमल (1990). मूल्य मीमांसा. राजकमल प्रकाशन: दिल्ली.</li> <li>• Acharya, Mahaprija (1999). Towards Inner Harmony. B. Jain Publishers: New Delhi.</li> <li>• Dutt, N.K. and Ruhela, S.P. (1986). Human Values and Education. Sterling Publishers Pvt. Ltd.: New Delhi.</li> <li>• Gandhi, K.L. (1993). Value Education. Gyan Publishing House: New Delhi.</li> <li>• Gupt, Nathu Lal (2000). Value Education Theory and Practice. Jaikrishan Agarwal: Mahatma Gandhi Road. Ajmer.</li> <li>• I.A. Lolla (1977). Value certification. An advanced Handbook for trainers and Teachers. Calif University Associate Press. Krischan Boum. Howard.</li> </ul>

<b>B.Ed.II Year</b>		
<b>COURSE CODE:</b>	<b>BED-206</b>	<b>COURSE TYPE: CORE</b>
<b>COURSE TITLE:</b>	<b>EPC 3 Critical Understanding of ICT</b>	
<b>MAX. MARKS:</b>	<b>Internal</b>	<b>MIN. MARKS</b>
<b>50</b>	<b>50</b>	<b>25</b>
<b>DURATION</b>	<b>THROUGHOUT THE YEAR</b>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To equip student- teachers in the effective use of ICT tools, software applications and digital resources.</li> <li>To familiarise them with the understanding and skills of integration of ICT in teaching learning, evaluation and management of an institution.</li> <li>To acquire the skill of organising and creating her/his own digital resources.</li> <li>To sensitise them to practice safe, ethical and legal ways of using ICT.</li> <li>To enable them to use ICT for making classroom processes more inclusive and supportive in addressing multiple learning abilities - PowerPoint presentation, prepare lesson plan.</li> </ul> <p><b>Learning outcome: After completion of the course, student-teachers will be able -</b></p> <ul style="list-style-type: none"> <li>To provide much hands-on- experience with familiarity with computers.</li> <li>To enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.</li> </ul>		
<b>UNIT-1 TEACHING HOURS (12)</b>	<p><b>Activity – I</b></p> <ul style="list-style-type: none"> <li>Organize a workshop on Information Technology in 'Construction of Knowledge'.</li> <li>Construction of Lesson Plan by use of Audio-Visual Media and Computers.</li> </ul>	
<b>UNIT-2 TEACHING HOURS (12)</b>	<p><b>Activity – II</b></p> <ul style="list-style-type: none"> <li>Deliver at least 10 Lessons in school by Audio-Visual Media and Computers.</li> <li>Assess the impact and prepare a report on the Entire work.</li> </ul>	
<b>UNIT-3 TEACHING HOURS (12)</b>	<p><b>Activity – III</b></p> <ol style="list-style-type: none"> <li>Explain and give practical instruction on Meaning, Planning and Organizing Video Conferencing in Education.</li> <li>Manage, Organize and Conduct any five conferencing programme for school student by pupil teacher.</li> </ol>	
<b>UNIT-4 TEACHING HOURS (11)</b>	<p><b>Activity – IV</b></p> <ul style="list-style-type: none"> <li>Practical knowledge of operating computers–on/off, word processing, use of power point, excel and Computer as a learning tool.</li> <li>Pupil teacher will make Power Point Presentation on any 2 topics and present them before students.</li> <li>Use of available software or CDs with LCD projection for subject learning interactions.</li> </ul>	

<b>UNIT-5 TEACHING HOURS (11)</b>	<b>Activity – V</b> <ul style="list-style-type: none"> <li>• Effective browsing of the Internet for discerning and selecting relevant information.</li> <li>• Survey of Educational sites based in India and downloading relevant material.</li> <li>• Pupil teacher will have Interactive use of ICT: Participation in Yahoo groups, Creation of 'blogs', etc.</li> </ul>
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>
<b>EXAMINATION PATTERN</b>	<p>Term-end examinations are organized by the university in the prescribed format to enable the scholars to achieve success in contemporary competitions and to achieve their goals.</p>
<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. ANNUAL</li> <li>2. <b>HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running yearafter giving a notice for a period one month.</b></li> </ol>
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• Bott, E., Siechert, C., &amp; Stinson, C. (2009). Windows 7 inside out. Pearson Education.</li> <li>• Comer, D. E. (2018). The Internet book: everything you need to know about computer networking and how the Internet works. CRC Press.</li> <li>• Emberton, D. J., &amp; Hamlin, J. S. (2000). Flash 4 magic. New Riders Publishing.</li> <li>• Geoghan, D. (2011). Visualizing Technology, Introductory. Delhi: Pearson Higher Ed.</li> <li>• Melton, B., Dodge, M., Swinford, E., &amp; Schorr, B. (2013). Microsoft Office Home and Student 2013 Step by Step. Pearson Education.</li> <li>• Mohanty, L., &amp; Vohra, N. (2006). ICT strategies for schools: A guide for school administrators. SAGE Publishing India.</li> <li>• Rathbone, A. (2012). Windows 8 for dummies. John Wiley &amp; Sons.</li> <li>• Saxena, J. (2008). Role of Ict&amp; Total Quality Management in Professional Education. New Delhi: APH Publishing Corporatio.</li> <li>• Shaikh, I. R. (2013). Introduction to Educational Technology &amp; ICT. Tata McGraw-Hill Education.</li> <li>• Solomon, G., &amp; Schrum, L. (2007). Web 2.0. New tools, new schools. Eugene, Oregon, Washington, DC: ISTE.</li> <li>• Solomon, G., &amp; Schrum, L. (2007). Web 2.0: New tools, new schools. ISTE (Interntl Soc Tech Educ).</li> </ul>

B.Ed.II Year		
<b>COURSE CODE:</b>	<b>BED-207</b>	<b>COURSE TYPE: CORE</b>
<b>COURSE TITLE:</b>	<b>(EPC 4) Drama and Arts in Education</b>	
<b>MAX. MARKS:</b>	<b>INTERNAL</b>	<b>MIN. MARKS</b>
<b>50</b>	<b>50</b>	<b>25</b>
<b>DURATION</b>	<b>THROUGHOUT THE YEAR</b>	

**Objectives:**

1. To develop basic understanding of different Art forms - impact of Art forms on the human mind.
2. To enhance artistic and aesthetic sensibility of learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.
3. To develop skills for integrating different Art forms across school curriculum at secondary level.
4. To create awareness of the rich cultural heritage, artists and artisans.

**Learning outcome: After completion of the course, student-teachers will be able -**

1. Fulfill an individual's potentials through fine art.
2. Create a whole experience of being fully present and working with all of one's' faculties and being in relationship with others and nature.
3. Help appreciate the interconnectedness of an individual's physical, emotional health with that of social, environmental health of the human and natural community.
4. Help connect these two with the inner aspects of one's being and to appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings and by creating opportunities to work on these, hone them, cultivate them; we can hope to create harmonious individuals and a harmonious world.
5. Develop ability to appreciate the inherent rhythm, beauty and harmony in forms, relations, and character.
6. Critique the current trends in art education and develop a possible scenario for art for change.
7. Understand the range of traditional art forms in the light of National Integration.
8. Develop an appreciation for diverse music forms and the role of music in human cultures.
9. Create and present pieces of art: using visual arts and crafts
10. Create and present pieces of performance art using music and movement
11. Evolve collective art projects incorporating different art media – into a public festival/ event.
12. Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.
13. Enable student-teachers to use drama processes to examine their present knowledge.
14. To generate new knowledge, understanding and perceptions of the world.



<p style="text-align: center;"><b>UNIT-1 TEACHING HOURS (12)</b></p>	<p><b>Activity – I</b></p> <ol style="list-style-type: none"> <li>1. Drama as a process that draws our physical, emotional, intellectual and other faculties together in a moment (eg. life itself) makes for worthwhile, far reaching, holistic learning. It is important to stress that drama is not about the self alone or self expression alone.</li> <li>2. The process of drama is a social experience. It is about the richness of understanding that can be generated by a group about society, self and the interconnections. The understanding generated within a group is internalized and is carried forward by the individual in diverse personal and social contexts. The focus of drama is on the student-building her/his creative capacities through theatre.</li> </ol> <ul style="list-style-type: none"> <li>• (These activities will be conducted in school in the presence and under guidance of teacher educator.)</li> </ul>
<p style="text-align: center;"><b>UNIT-2 TEACHING HOURS (12)</b></p>	<p><b>Activity – II</b></p> <ol style="list-style-type: none"> <li>1. Draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises to build imagination and concentration of the body and mind of pupil teachers.</li> <li>2. Structured exercises for coordinating, enhancing and translating imagination into physical expression. (Theatre techniques are used to help stretch, enhance and challenge the student-teacher in terms of her/his body, imagination and perceptions.)</li> </ol> <ul style="list-style-type: none"> <li>• By participating in group drama explorations structured and guided by the teacher, the student-teachers would enhance their critical awareness of the world and themselves in it. The focus is not the self alone but the social world that the self-lives in.</li> </ul>
<p style="text-align: center;"><b>UNIT-3 TEACHING HOURS (12)</b></p>	<p><b>Activity – III</b></p> <ol style="list-style-type: none"> <li>1. Pupil teacher will learn to challenge and shift one’s own attitude and standpoint as one learns to understand multiple perspectives to empathize by Teacher educator, and then transfer their learning in school.</li> <li>2. Teacher educator will identify and develop the creative potential of Pupil Teacher through creative dramas. (In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher.</li> <li>3. Encourage recognition of differences among people: caste, class, gender, religion, age, community, occupation, lifestyle, etc. and how these influence actions, decisions, and relationships of people. Learn to place oneself in a wider arena of these cross cutting currents. The self to be placed in the context of the other. “How should I look at the others what does that reveal about me?” Go beyond the immediate and look at other groups and settings, e.g. rural, the disadvantaged and other cultural communities, Ways of seeing situations, social structures and communities.</li> <li>4. To sharpen observation and to learn to continuously ask probing questions while investigating situations.</li> </ol>

<p style="text-align: center;"><b>UNIT-4</b> <b>TEACHING HOURS (11)</b></p>	<p><b>Activity – IV</b></p> <ol style="list-style-type: none"> <li>1. Pupil Teacher will learn to identify areas that are best suited for drama exploration, planning and organization of drama.</li> <li>2. Any theme of drama will choose by pupil teacher with discussion or involvement of students such as girl foeticide, women education, child abasement etc, and plan and organize the drama.</li> <li>3. Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of secondary school students. By these activities pupil teachers will examine (with the help of teacher educator) to develop the capacity to look at some situations from different perspectives, Learning to recognize contradictions within situations with the aim of grasping a better understanding of the situations rather than wanting to look for solutions.</li> <li>4. Finding connections between the particular and the universal. And how larger processes and contexts play out in the specific context of daily life situations and vice versa. For instance, the case of a marginalized dalit woman seeking medical help is connected with the larger world of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.</li> <li>5. Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how? Learning to continuously reflect on and analyze classroom exploration and their connection with events and situations in world outside. Evaluating one’s own and group progress in class.</li> </ol>
<p style="text-align: center;"><b>UNIT-5</b> <b>TEACHING HOURS (11)</b></p>	<p><b>Activity – V</b></p> <ol style="list-style-type: none"> <li>1. Teacher educator will illustrate Fine Arts component as to understand interconnections between arts, crafts, drama, culture, aesthetics, health and livelihoods. The aim is also to appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange. It is believed that giving opportunities to school teachers to engage with aesthetics through art forms is likely to cultivate and hone their aesthetic sense and their ability to recognize beauty and harmony as essential aspects of a life of quality.</li> <li>2. For Art, Art appreciation and Art education: Visit places like crafts museums, bal-bhavan, art galleries. Organize art, craft and music exercises with small groups followed by discussions and presentation.</li> <li>3. Any local exhibition or art event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own school days and art.</li> <li>4. Visual Art: Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colors, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news paper etc.</li> </ol>

<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> <li>12. Team Teaching</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>
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