

Rules for Admission in B. Ed. (Two Year Course)

A. 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.

B. Reservation

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

C. Admission Procedure for B. Ed.

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.

D. Duration and Working Days

- **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.

- The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

E. Objectives of B. Ed.

- The objectives of this programme is to prepare teachers from upper primary to middle level (Classes VI-VIII), Secondary Level (Classes IX-X) & Senior Secondary Level (Classes XI-XII) pre-service teacher education program are to enable the prospective teacher to –
- Understand nature of education and pedagogic processes through enriched experiences.
- Contribute to fill up the gap between theory and practice by dovetailing both appropriately.
- Interactive processes wherein group reflection, critical thinking and meaning making will be encouraged.
- Enable them to face the challenging of social, political and technological issues.
- Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues.
- Understand various level learners, their needs, and interest and peculiar problems and motivate them for learning.
- Effective use and utilization of Information Communication Technology resources, on-line as well as off line for day-to-day classroom teaching, remedial instruction and for providing challenging learning to the precious.
- Develop and select tests, evaluate and keep records of student's progress – cognitive as well as non-cognitive.
- Adopt and develop enrichment learning & instructional material in subject areas.
- To develop problem solving ability through action research.

- Foster skills and attitude for involving the Community as an educational partner and use society resources in education.
- Become self-regulated learners; develop professional commitment and work as responsible professionals.
- To make them comfort with content and pedagogical effective use and utilization of ICT.
- To enable to critical analyses the various evaluation tools to serve CCE.
- Reflective teacher practice and interface with societal resources.
- Become aware about human values, yoga for holistic health and gender, school and society.

Programme Outcomes:

At the end of this two years programme prospective teachers will be able 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.
- Appreciate the diversity of learners and create appropriate learning environment to assure a focus on learning of all students.
- Deliver meaningful learning experiences for all students by integrating their knowledge and applying a variety of communication, instructional, and assessment strategies in their teaching.
- Demonstrate their commitment for continuous self-improvement by engaging in professional development activities and collaborative and reflective practices to improve teaching and learning that contribute to the revitalization of the teaching profession.

- Demonstrate leadership qualities by participating in the curriculum initiatives, student support and school management systems.
- Demonstrate their associations with school, family and community to foster student and community progression.
- Inculcate digital competency in order to enhance their teaching, research, innovation and administration.

Programme Specific Outcomes:**Students will be able to -**

- Plan and organize classroom through learners' centered techniques of instruction for inclusive education & effective whole classroom instruction.
- Conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.
- Describe teaching learning process in the classroom and various factors that influence it.
- Engage in value based and culturally responsive teaching practices.
- Use effective and appropriate verbal, nonverbal, written, and media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.
- 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.
- Integrate ICT in teaching-learning and assessment process to enrich professional practice.
- 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.

Course Design:

The syllabus of this course comprises of the following –

a) Perspectives in Education – Course

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

b) Curriculum and Pedagogic Studies –

- Course - 3 Yoga for Holistic Health
- Course - 4 Understanding disciplines & subjects
- Course - 8 & 9 Pedagogy of School Subject
- Course - 7 Assessment for Learning
- 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 high secondary level)-

- Open & Distance Learning
- Guidance & Counseling
- Health & Physical Education
- Value Education
- Educational aspects of The Geeta
- Gandhian thoughts of Education
- Environmental Education
- Chetna Vikas Moolya Shiksha

c) Engagement with the Field – the Self, 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: Drama & Art in Education
- Course EPC3: Understanding the self.
- Course EPC4: Critical Understanding of ICT.

COURSES OF STUDY AND SCHEME OF EVALUATION
First Year

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
Course-1 BED-110	Childhood, Growing up & Learning	70	30		100
Course-2 BED -120	Education in Contemporary India	70	30		100
Course-3 BED -130	Yoga for Holistic Health	35	15		50
Course-4 BED -140	Understanding Disciplines and Subjects	35	15		50
Course-5 BED-150	Teaching & Learning	70	30		100
Course-6A BED-160	Knowledge & Curriculum (Part -I)	35	15		50
Course-7 BED-170	Assessment for Learning	70	30		100
Course - 8	Pedagogy of School Subject-I	35	15		50
BED-180-I	a) Hindi	35	15		50
BED-180-II	b) Sanskrit	35	15		50
BED-180-III	c) English	35	15		50
BED-180-IV	d) Social Sciences	35	15		50
BED-180-V	e) Civics	35	15		50
BED-180-VI	f) History	35	15		50
BED-180-VII	g) Economics	35	15		50
BED-180-VIII	h) Geography	35	15		50

BED-180-IX	i) Business Organization	35	15		50
BED-180-X	j) Financial Accounting	35	15		50
BED-180-XI	k) Mathematics	35	15		50
BED-180-XII	l) Home Science	35	15		50
BED-180-XIII	m) General Science	35	15		50
BED-180-XIV	n) Chemistry	35	15		50
BED-180-XV	o) Biology	35	15		50
BED-180-XVI	p) Physics	35	15		50
BED-180-XVII	q) Arts	35	15		50
BED-180-XVIII	r) Computer Science	35	15		50
Course-EPC- 1	Reading & Reflection on Texts	-	50		50
Course EPC-II	Understanding the Self	-	50		50
Course- INTERNSHIP I	Internship for Four Weeks*	-	50		50
	CCA				25
	Prayer, Yoga, Meditation & Festival etc.				25
Total					800

Second Year

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
Course – 9BED-190	Pedagogy of School Subject - II	35	15		50
BED-190-I	a) Hindi	35	15		50
BED-190-II	b) Sanskrit	35	15		50
BED-190-III	c) English	35	15		50
BED-190-IV	d) Social Sciences	35	15		50
BED-190-V	e) Civics	35	15		50
BED-190-VI	f) History	35	15		50
BED-190-VII	g) Economics	35	15		50
BED-190-VIII	h) Geography	35	15		50
BED-190-IX	i) Business Organization	35	15		50
BED-190-X	j) Financial Accounting	35	15		50
BED-190-XI	k) Mathematics	35	15		50
BED-190-XII	l) Home Science	35	15		50
BED-190-XIII	m) General Science	35	15		50
BED-190-XIV	n) Chemistry	35	15		50
BED-190-XV	o) Biology	35	15		50
BED-190-XVI	p) Physics	35	15		50
BED-190-XVII	q) Arts	35	15		50
BED-190-XVIII	r) Computer Science	35	15		50

Course – 10/ BED-200	Gender, School & Society	35	15		50
Course 6 B/ BED -210	Knowledge & Curriculum Part -II	35	15		50
Course 11/ BED -220	Creating an Inclusive School	35	15		50
Course –12/ BED-230	Optional Courses (Any one from the following)	35	15		50
BED-230-I	Distance Education	35	15		50
BED-230-II	Guidance & Counseling	35	15		50
BED-230-III	Health & Physical Education	35	15		50
BED-230-IV	Chetna Vikas Moolya Shiksha	35	15		50
BED-230-V	Environmental Studies	35	15		50
BED-230-VI	Educational Aspects of The Geeta	35	15		50
BED-230-VII	Gandhian Thoughts of Education	35	15		50
BED-230-VIII	Value Education	35	15		50
Course EPC-3	Critical Understanding of ICT	-	50		50
Course – EPC - 4	Drama & Art in Education	-	50		50
Course –	School Internship	100	100		200

INTERNSHIP II	of 16 weeks*				
	Prayer, Yoga, Meditation & Festival etc.				25
	CCA				25
Total					600

SCHOOL INTERNSHIP

- As the title suggests, in this component of the programme, the student- 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 student-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.

MAIN OBJECTIVE

- Student teacher will be enable to reflect on their practice, and learn to adapt and modify their visualization/ implementation towards betterment of student learning; involve in various school activities and processes in order to gain a 'feel' of the multiple roles of a teacher.
- Develop understanding of the 'school culture'; and learn to reflect upon, consolidate and share their school

experiences; and to recognize one's own development as a teacher.

- To provide multiple components of field learning getting to know the school, observing children, observing teaching and learning in real classroom contexts & practicing teaching.
- To developing capacities to think with educational theories and applying concept in concrete teaching – learning situations, managing classroom learning, evaluating learners and providing feedback, learning to work with colleagues, reflecting on one's own professional practice are drawn upon to provide appropriate learning experiences for the student teacher that is critical to the education of teachers.
- To undertake responsibility for planning and implementation of learning situations for specific units of study, in the context of their school.

INSTRUCTION:

- Student 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
- Phase pre internship of first year = 50 marks
- Phase-I Internship of second year = 200 marks

First Year

Phase-I: Pre-Internship (4 weeks)

Assessment is based on the following activities –		Marks
Planning	Content Analysis and mode of transaction (Assignment in teaching subject)	5
	Creating and maintaining teaching learning material for the school (which	5+5=10

	can become valuable resource for the regular teachers of the school). a) TLM in any teaching subject	
	Make lesson plan using 10- different methods in which 5 must involve, student could develop their own method (fusion based) with the help on teacher educator.	5
Planning & 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 based on model of teaching. (After each lesson of practice teaching student teacher need to discuss with subject teacher on their pedagogy and new practices it must be seconded.)	5
Assessment & 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

	TOTAL MARKS	50
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* 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**Internship (16weeks)****TEACHING PRACTICE AND PRACTICAL WORK**

Assessment is based on the following activities –		Marks
Planning & Execution	Preparation, Administration & analysis of Diagnostic test (s) followed by Remedial teaching any selected lesson.	10
Execution	Execution of Action Research Project	10
	Observation and preparation of report	10
	Working with community project of social welfare. (submission of report)	10
	Exhibition of TLM in school prepared by student teacher	10
	Regular classroom teaching delivery of 70 (35+35) lessons.	5+5=10
Assessment & Evaluation	Two Criticism Lesson in Teaching Subjects	10+10=20
	5 Lessons to be observe by Teacher Educator.	5+5=10
	Final Lesson (External Evaluation)	50
Regularity & Involvement in different school activities	Student teachers function in liaison with the regular teachers in the school in all day-to-day functioning along with teaching-learning by mentor teachers.	05
	Participating in various 'out of classroom activities' in school Organizing events	5

	Participation in any two co-curricular activity and preparation of report	10
	Study (and preparation) of school calendar, time table, assessment schedule, library and laboratory.	5
	Portfolio, including detailing of teaching-learning plans, resources used assessment tools, student observations and records.	10
	Exhibition of critical observations of work done by the students 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 student teacher in which he/she records one's experiences, observations, and reflections.	10
	TOTAL MARKS	200

F. Notes –

- It is mandatory to attend a seven days workshop on Chetna Vikas Moolya 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 should obtain a minimum of 40% marks in Theory and Practical and 50% for Internship 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 s/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 a student is fail more than 50% courses in first year, he/she has to appear as ex- student in next subsequent year.
- If a student is fail more than two courses he/she 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 practical/theory/field work 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 have to pass theory & practicum 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 he/she has not completed at the time of change.
- Teaching Subjects means a subject offered by a candidate at his 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 only for a part of Bachelor's degree course.
- Only such candidate shall be allowed to offer Social Sciences for B.Ed. Examination as have taken their Bachelor's Degree with any two subjects of History,

Political Science, Public Administration, Economics, Geography, Sociology, Psychology and Philosophy.

- 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 Bachelors' or Masters' Degree examination shall be deemed eligible to offer Civics as a teaching subjects in the B.Ed. Examination.

G. Bachelor in Engineering or Technology with specialization in Science and Mathematics with 55% Marks or any other Qualification equivalent there to, are eligible to offer Science and Mathematics as teaching subject.

Evaluation : Rules & Regulations

- Final examination is dividing in to two parts external and internal in all the courses, except the courses having practical exams. Internal assignment will be included 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 40% marks in each course and 50% in practicum.
- 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 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 he/she has attended 75% of the periods devoted to co-curricular activities i.e. shramdan, library, cultural, sports and literacy.

25 marks are allotted to Prayer, Yoga & meditation out of which 10 marks will be given to attendance of regular classes and 10 marks to attendance of yoga and meditation. 5 marks will be given to performance of yoga.

Marks of Yoga and Meditation are as per following -

Marks of attendance in regular classes and yoga classes will be allotted as per 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 CCA will be given on the bases of Attendance, Performance and Report Writing of the activities. Marks distribution of CCA as per given below Co- curricular activities i.e. cultural, Literary, Library, Sports, Shramdan each activity carry 5 marks.

Time Allocation-

- 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 at 6.00 to 7.00 AM.

Course – 1
Childhood, Growing Up & Learning
(CODE: BED-110)

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

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

- Understand children of different ages by interacting & observing them in diverse social, economic and cultural context rather than through an exclusive focus on child development.
- Study of childhood, child development and adolescence.
- Understand learning as divergent process.
- Make aware about the importance of healthy living and preventing diseases.
- Introduce psychological traits of learners.
- Become health aware & sensitize children about mental and physical health.
- Understand the role of the family and the school in the child's development.

UNIT – I Childhood and Child Development

- Childhood: Meaning, Concept and Characteristics.
- Concept of Growth and Development,
- Dimensions and Principles of Development.
- Factors affecting Development (especially in the context of family and school) and their relationship with learning.
- Childhood and child Development implication in teaching and learning
- Role of Heredity and Environment.

Practicum/Field Work

- Organize creative activities for children of diverse socio-cultural background with aim to learn to communicate and relate with them.
- Create child based new activity to learn to listen to children with attention and empathy.
- Organize Creative activities (Such as slogan writing, Creative writing, story writing etc to cultivate linguistic skill.

UNIT – II Adolescent Development& Personality Factors

- Adolescent: Meaning, Concept and Characteristics.
- Cognitive, Physical, Social, Emotional and Moral Development patterns and characteristics of Adolescent's Learner.
- Language & Thought, Gender as a Social Construct; Gender Roles, Gender-Bias and Educational Practice.
- Personality : Concept and types of Personality, Factors responsible for shaping it. Its measurement.
- Individual Differences : Meaning, Types and Factors Affecting Individual differences.
- Socialization Processes: Social world & children (Teacher, Parents, Peers).
- Piaget, Kohlberg and Vygotsky: constructs and critical perspectives.

Practicum/Field Work

- Identifying the adolescence's problem, a sound of discussion with parents will be held. Suggest the remedial majors to being about positive change.
- Project on your experiences to be had with adolescence of diverse contexts such as orphan, backward classes and street children, interact with them(special reference to their physical, mental and emotional development)

- Seminar or workshop for student teacher to observe, interact with and study adolescents of different ages in and outside the school, in diverse social-economic, cultural, linguistic and regional contexts.

UNIT – III Learning & Learning Difficulties

- Learning : Meaning, Concept, Types and Nature of Learning, factors influencing Learning.
- Theories of Learning (Behaviourism, Gestalt, Cognitivism, Constructivism) and their implication,
- How Children learn. Learning processes, Reflection, Imagination and Argument Constructivism, Experiential learning, Concept Mapping, Investigatory, Approach, Problem Solving.
- Alternative conceptions of learning in children, understanding children's 'errors' as significant steps in the learning process. Cognition & Emotions, Motivation and Learning
- Factors contributing to learning – Personal & Environmental.
- Domains of learning, Cognitive, Affective and Psychomotor.
- Critical perspective of the construct of Intelligence.
- Understanding diverse learners : Backward, Mentally Retarded, Gifted, Creative, disadvantaged-deprived, CWSN, Children with learning disabilities. Addressing the Talented, Creative, specially abled Learners.
- Motivation : Meaning and Role in the process of learning, Achievement, Motivation.

Practicum/Field Work

- The pupil teacher will prepare at least two lessons based on computer assisted instruction and study its effectiveness.

- 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.
- To study children of diverse economic and societal & cultural context for understanding learners' thinking and learning and prepare a report.

UNIT – IV Personality and Hygiene

- Mental Health & Hygiene: Meaning, Concept and factors affecting Mental Health & Hygiene.
- Development of good Mental Health.
- Personal and Environmental Hygiene.
- Physical & Mental Hygiene for teachers and learners.
- Personality : Meaning, Theories and Assessment, Adjustment and its Mechanism, Maladjustment.
- Adjustment : Concept and ways of Adjustment. Role of Teacher in the Adjustment.
- Motivation and Implications for Learning.

Practicum/Field Work

- Conduct an awareness program in school by the pupil teacher on Physical and Mental health after getting training on Prayer, Yoga and Meditation.
- Conduct a Study in your Society selecting any two Psychological Variables (Stress, Mental Health, Tension, Conflict, Anxiety, Depression, Self-esteem etc.).

UNIT – V Development and Implications in Education

- Self-concept, Social Skills of Learner.
- Intelligence : Concept, Theories and its Measurement. Multiple Intelligence. Its implication. Multi-Dimensional Intelligence, Critical perspective of the construct of Intelligence.
- Creativity: Meaning, Theories and Measurement.

- Adolescent Development implication for teachers, teaching and learning.
- Learning implication for teachers.

Practicum/Field Work

- Examine the personal, domestic and physical hygiene of school of student.
- 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).

References –

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- Shrivastva. D.N. Verma, P. (2010). Modern Experimental Psychology and Teshing. Shri Vinod Pustak Mandir: Agra.
- Mathur, S.S. (2007-08). Development of Learner and Teaching Learning Process. Agrawal Publication: Agra.
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Course - 2
Education in Contemporary India
(CODE: BED-120)

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

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

- Contextualize contemporary India with development of education.
- Understand the Classroom as a social context.
- Appreciate diverse perspectives of social, cultural, economic and political issues.
- Critically analyses human and child rights.
- Equips the teacher with proactive perspective and sense of agency.
- Engage with concepts which are drawn from a diverse set of disciplines.
- Learn about policy debates overtime the implementation of policies and actual shaping of school education.

UNIT – I Diversity in contemporary Indian society & Education

- Indigenous Meaning, Concept & Characteristics.
- Education: Meaning, Concept and Nature.
- Social & Cultural Diversity: Meaning, Concept and their impact on Education.
- Social, Cultural, Economic and Political and Technological perspective of Society and Education.
- The role of Educational Institution for creating new social orders.
- Classroom as a social context.

Practicum/Field Work

- Project on tracing the process by which a consumer product is made available from its raw form to a finished product and studying the various factors of geography, economics, politics, history and sociology that may have influenced it in one way or another.
- Prepare a report on Parents and teacher experiences about their and others' culture and diversity.

UNIT – II Educational Management

- 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), Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA).
- National integration and National security.

Practicum/Field Work

- Prepare a report after studying the difference in role and functions of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA).
- Write a report on overall school performance in development of social and scientific attitude among student after analysis the whole day experiences of student with discussion at least fifteen days.

UNIT –III Constitutional Provision as the guideline to Education

- Constitutional provisions related to Education
- Constitutional provisions on Human & Child Right, Values & Education.
- Role of NCPCR (National Commission on Protection of

Child Right)

- Constitution direction for Issues & Problems in Education

Practicum/Field Work

- Observe Mid-day Meal of a school to assess its nutritive value and social integral value (when children from various socio-cultural background religion, caste etc. Come together)
- Conduct an awareness programme on Child Rights with students, parents and community.
- What nations stand out with regard to high or low percentages of girls or women enrolled in schools at various levels of education? What seem to be some of the determinants of high or low percentages? What changes appear to be likely in the next few years?

UNIT – IV Emerging Indian Concerns and their Educational Implications

- Meaning, Concept and Impact on Education of Liberalization, Globalization, Governmentization, Privatization.
- Stratification of Education: Concept and Process.
- Nationalist critique of Colonial Education and Experiments with a Lternatives
- Education for Marginalized group like Women, Dalits and Tribal people on personal family and Community Hygiene.

Practicum/Field Work

- Discuss with Parents and Students about Hygiene.
- Draft a report on above special camp and present it in classroom seminar.

UNIT – V Organization of Educational Setup

- Organization of Educational Setup at Primary and Secondary
- Functions of RIE, SIERT, SBER, CTE, DIET.
- 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.
- Right to Education, SSA, Policies for UEE, Naye Taleem.

Practicum/Field Work

- Examine Policy & Constitutional provision on equality and Right to Education.
- Train students in any five Handicraft on the basis of the Naye Taleem (such as paper Meshi, Mithi Kutti, Handloom etc) and other related to cottage industries.
- Organize an exhibition on handicraft material.

Reference

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Course – 3
Yoga for Holistic Health
(CODE: BED-130)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning Outcomes:

- Understanding about the concept, scope & need of Holistic Health.
- Apply their Knowledge about yoga and fundamentals of holistic health in daily life.
- To compare the Education of holistic health between Indian & Western Context.
- Conceptualize Metaphysical Bases of Yoga.
- Integrate yoga & meditation in their daily life.
- Examine Different Yoga Systems and Characteristics of Yoga Practitioner.
- Able to perfectly select instrument of Yoga and their effective uses.

UNIT – I Fundamentals of Holistic Health

- Concept of Holistic Health.
- Need & scope of education for Holistic Health.
- The Indian context and Western context of Education for Holistic Health.
- Dimensions of development of Holistic Health.

Practicum/Field Work

- Make a seven day programme for holistic development of student through discussion the concept of holistic health with student.
- Organize five days shivir on Holistic Health.
- Comparative study of the concept of holistic health in Indian context & Western context.
- Institutional programme for development of Holistic Health through yoga.

UNIT – II Metaphysical Bases of Yoga

- Concept of Purush and Prakriti as Basic Component of Cosmic Reality.
- Concept of Antahkaran Man, Budhdhi, Chitt, Ahankar.
- The Metaphysics of Sankhya, theory of Causation.

Practicum/Field Work

- Workshop on Metaphysical Bases of Yoga.
- Awareness programme on Manviya Prakriti in school.

UNIT – III Philosophy of Yoga Education

- The Meaning and Definition of Yoga.
- Needs, Importance and Scope of Yoga Education.
- Yoga as a way of healthy and integrated living.
- Yoga as a way of Socio-Moral upliftment of man.
- Yoga as a way of Spiritual Enlighten, Atmanubhuti, Pratyakshanubhuti.

Practicum/Field Work

- Practice any five yogasana in school with involvement of parents for socio-moral and physical health upliftment of student.
- Orientation programme of school level students for integration of yoga in their daily life.

UNIT – IV Different Yoga Systems and Characteristics of Yoga Practitioner

- Ashtang yoga of Pantajali Pranayama-Pratyahar-Dharna-Dhyana, Samadhi.
- Gyan-Bhakti-Karma Yoga of Bhagvadgita.
- Integral yoga of Aurbindo and modern school of Yoga.
- Characteristics of a Yoga Practitioner.

Practicum/Field Work

- Discuss characteristics of a Yogi purush with student and make an idea Soutine for student.
- Attend morning assembly or prayer of a school for integrates Ashtang yogasna in it.

UNIT – V Instrument of Yoga

- Inner instrument to Self-awareness : Antah Karana (Sankhya Philosophy)
- Different Asanas and Pranayam to promote a sound Physical and Mental Health.
- Dhyana and its Therapeutic Value.
- Selected ways of Dhyana.
- Awareness of COVID–19 : Mechanism during Quarantine and Home Isolation.

Practicum/Field Work

- Practice dhyana for five minute to students before teaching and learning analyses its impact on their performance.
- Conduct a Mechanism strategy of Yoga for Quarantine and Isolate people and prepare a Report of Yoga Aasana special for Isolate people.

Reference

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Course-4
Understanding Discipline & Subjects
(CODE: BED-140)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

Learning outcome: The Student teacher will be able to:

- Understand chronological evolution of knowledge.
- Understand theory related to human needs change with time.
- 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.
- Historically review on sea change in disciplinary areas, especially social science, natural science and linguistics.
- Understand methods of study and validation of knowledge in changing scenario.
- 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.
- Examine govt. policies on teaching of subjects after independence and its impact.

Unit-I Disciplinary knowledge

- Knowledge - Definition, its genesis and general growth from the remote past to 21st Century.
- Nature and role of disciplinary knowledge in the School Curriculum, the paradigm shifts in the nature of Discipline.

Practicum/Field Work

- Conduct an activity from school subject which is essential for further life at upper primary to senior secondary level.

- Conduct a play on life history of eminent persons so that students can follow or accept as role model.
- The students will be asked to write a daily diary, the major events of the day meeting.

Unit-II Disciplinary Areas

- Redefinition and Reformulation of Disciplines and school subjects over the last two centuries (in particular social, political and intellectual contexts).
- 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).
- Sea change in disciplinary areas (especially Social Science, Natural Science and Linguistic).

Practicum/Field Work

- The mentor will check the daily school diary of the student and then share the feedback with parents and students.
- Assign tasks to students to collect information from their grandparents about change in life style, then with the help of student analyses the reason of these changes. (Due to advancement in science and technology) and present the report in assembly.

Unit-III Content of Disciplines

- Selection criteria of content in the Syllabus.
- Transformation of content for construction of learners own knowledge through it.
- Criteria of Inclusion or Exclusion of a subject area from the School Curriculum.

Practicum/Field Work

- The mentor will motivate the students to write the story/ letter/ paragraph etc. (piece of creative writing)

- Workshop on transformation of content for construction of learners own knowledge according to present need.
- Debate on criteria of inclusion or exclusion of a subject area from school curriculum.

Unit-IV Development in Disciplines

- Recent developments and Post independence era Govt. Policies on teaching of Science, Mathematics, Language and Social Science in School Level Curriculum.
- Modes of Thinking: Meaning, Concept and Factors affecting it.
- Positivistic, Speculative and Authority centered modes of Thinking: their impact on Pure & Applied Sciences, Social Sciences and Humanities.

Practicum/Field Work

- Select a suitable topic on a current affairs and then draft a usefully notes on it.
- Select any appropriate topic of your subject at school level and organize a play in which - community, student and teachers will have actively evolved.
- Analyze the Periodicals like newspaper, Magazine, Journals etc. in the light of social needs of science/social science/math etc.

Unit-V Designing of Disciplines

- Differentiate among Curriculum, Syllabus and Text Books.
- Designing of Curriculum, Syllabus and Text Books.
- Criteria of selection good Text Books, Magazine and Journal.

Practicum/Field Work

- The mentor will ask the student to write a paragraph of about 200 words on his/her favorite book/subject, preferably correlating it with school subject.

- Make a project related to farming, horticulture or hospitality by which student may acquire knowledge of multidiscipline.
- Write a Book, which is the best, with logic and justification.

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Course 5
Teaching & Learning
(CODE: BED-150)

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

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

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

Unit -1 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.

Practicum/Field Work

- 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.
- Preparation of learners profile based on cognitive and non cognitive characteristics of two adopted students.

Unit-2 Effective Teaching

- 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.
- Teaching for Culturally Diverse Students, Theory of Culturally Relevant Pedagogy.
- Values and personal relationship between Teachers and Learners, relationship among learners, self-esteem and freedom experienced by learner.
- Teaching Models & factor effecting teaching & learning.

Practicum/Field Work

- A Survey based report on an effective Teacher behaviours or class room Instruction Strategies of effective Teacher.
- Prepare academic schedule of student after analysis of school diary of student and used its implementation. Analysis of record or Teaching and Learning.

Unit-3 Learning

- Learning – Meaning, and Characteristics, Learning Factors, Influencing Ffactors, Kind of Learning, tradition and changes in view of the learning process a shift from teaching to Learning.
- Principles of Learning, Quality of Learning.
- Discovering Learning - Meaning, Concept, Principle to

assess quality of Learning.

- A Learning Cycle for Discovery, Classroom Instruction Strategies Theories Supporting the new view of the Learning process.
- 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.

Practicum/Field Work

- Study of a case and prepare a report on influential factors of learning on two adopted students.
- A conduct HBDI test of at least two students to determine which side of brain is more powerful.
- On the basis of regular visit (one week) to same class and student, analysis of influential factors of learning of two adopted students.
- Present the report in class workshop.

Unit – 4 Learning Style

- Diversity among learners and learning needs (with reference to special needs) background & Concept of Multilingual.
- Learning & thinking Style - Concept, Types and importance in Teaching – Learning process, factor effecting and relationship between Learning & Thinking Style.
- Role of ICT in Learning Enhancement.

Practicum/Field Work

- Make academic record of two students all of the session and justified your contribution in academic enhancement of them.
- Through active involvement with students(playing, storytelling, puzzle games, reading etc) observe

differential learning needs of the learners with regard to learning styles and draft a report for presentation.

Unit- 5 Teaching Style

- Teaching Style - Concept, Types and effect on learner's learning process, factor effecting on Teaching Style.
- Effective Teacher Behavior, Role of Hemisphere city in Thinking learning and teaching style.
- Teaching as Profession, Effective Classroom Management.
- ICT & Teaching.

Practicum/Field Work

- Draft a report on Teachers' Teaching Style by one week Classroom observation of two teachers .
- Make your own lesson Plan by studying Teacher's diaries.
- Create facilitative learning environments through enhancing motivation, positive emotions, collaborative and self regulated learning, examine the effect on learning level.(Through pre and post test of learners treatment should at least of one week)
- Present the report of entire programme in class.

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Course (6) A
Knowledge and Curriculum
(CODE: BED-160)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- To understand concept & 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.

Unit –I Knowledge Generation

- Meaning Concept & Nature of Knowledge
- Distinction between Data, Knowledge, Information and Skill Teaching and Training, Knowledge and Information, Reason and Belief.
- Process of Knowledge Generation : Local window, Sharing, Practice & Creation.
- Various structures of society and knowledge and their linkage and relationship.

Practicum/Field Work

- The mentor will help the students to make the critical analysis of a lesson prescribed in the text book.
- Conduct a play on journey of knowledge on any one issue/innovation/Discovery such as aeroplane or bio-computer.
- Make use of full presence of students and staff for impressive performance.
- Analysis of social myths in the light of scientific values and culture, life skills etc.

Unit –II Concept & Type of Curriculum

- Knowledge as the bases of Curriculum.
- Curriculum: Meaning, Concept, Nature Component and its basis.
- Type of Curriculum: Explicit, Hidden, Absent or Null Curriculum.
- Syllabus, Curriculum & Co-curriculum.

Practicum/Field Work

- Identified the transaction of curriculum in a prescribed text book.
- Organize child Centered activity for enhancement of children education and values. (Gandhian/ Ravindra thoughts.)

Unit- III Features of Curriculum Framework

- The salient features of National Curriculum Framework 2005 and NCFTE 2010 and analysis of these documents with respect to various aspects of foundations, concerns and the changes made with important considerations.

Practicum/Field Work

- Make a comparative Analysis of curriculum of school at any one level in the light of NCF 2005.
- Prepare Project on NCF 2005.
- Organize an orientation program for school teachers on NCF 2005 and NCFTE 2010.

Unit – IV Text Book and Curriculum

- Text Book – Criteria of Selection and Critical Analysis of Text Book, Children's literature and teacher's Handbooks.
- Relationship among Curriculum, Syllabus and Textbook.
- Selection of Materials : Development of activities and tasks.
- Connecting learning to the world outside : Moving away from rote-learning to constructivism.

Practicum/Field Work

- The men will motive the students to know the good qualities of book and then in the light of the knowledge select the book. A report will be prepared based on this process.
- Organize a seminar on relationship among power, ideology and Curriculum.
- Critical review or analysis of the text book at upper primary and senior secondary level.

Unit – V Modernity, Post Modernity & Knowledge in Curriculum

- Meaning and Concept of Knowledge in Mordenity.
- Meaning and Concept of Knowledge in Post-mordenity.
- Knowledge process through curriculum transaction.

Practicum/Field Work

- Organize a poster designing competition for awareness of girl's education and Female infanticide.
- The students will be asked to collect the facts regarding current knowledge and then prepare report.
- Student should contact the people of nearby area of school for social issues.
- For collecting information related to Folk songs, Folk culture and Customs, student should contact rural people.
- To understand how to sing folk songs, the student should be present in the folk song events.

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Course 7
Assessment for Learning
(CODES: BED-170)

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

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

- To understand assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum.
- 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.
- Introduce student teachers to the history of evaluation and current practices.
- Understand the different dimensions of learning and related Evaluation procedures, tools and techniques. Analyse, Manage and interpret assessment data.
- Understanding the policy perspectives on examination and evaluation and their implementation practices. Assessment for culturally responsive in diverse classroom.
- Develop critical understanding of issues in evaluation and explore realistic, comprehensive and dynamic assessment process which is culturally responsive for use in the classroom.
- Develop enabling processes which lead to better learning and more confident and creative learners.

Unit - I Concept of Evaluation

- Meaning & Concept of Assessment, Measurement & Evaluation and their Interrelationship, Purpose of

Evaluation (Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Diagnosing. Principles of Assessment and Perspectives.)

Practicum/Field Work

- Observe the teaching learning process in class room and prepare a report and feedback on it.
- Prepare a Diagnostic test of any subject and apply it on students there give suggestions for improvement.

Unit – II Type of Evaluation

- 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).
- Evaluation of Cognitive Learning : Types and levels of Cognitive Learning, Understanding and Application, Thinking Skills – Convergent, Divergent, Critical, Problem Solving and Decision Making, items and procedures for their assessment .

Practicum/Field Work

- Assess thinking skills of students and suggest plan for improvement to their parents and teachers.
- Conduct a competition amongst students, giving them any topic and asking-them to make a response oral or written. On the basis of response evaluate their personality or skills, ask them to take remedial measure, too measures.
- Presentation of papers on examination and evaluation policies.

Unit- III Continuous and Comprehensive Evaluation

- Meaning, Concept, Need and Process and Characteristics of CCE.
- Assessment of Affective Learning : Attitude and Values, Interest, Self – Concept items and procedures for their assessment.
- Grading : Concept, types and Application, Indicators for grading, Psycho-Social and Political dimensions.
- School visits followed by presentation on evaluation practices in schools

Practicum/Field Work

- Prepare a plan for continuous and comprehensive evaluation of students.
- Conduct a summary to express the feeling of students about parents, teacher and peers.

Unit –IV Evaluation Devices

- Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices.
- Evaluation of Group Processes – Cooperative Learning and Social Skills.
- Self, Peer and Teacher Assessment.
- Commercialization of Assessment.
- Participatory Assessment and Community monitoring critical analysis of prevalent practices of assessment.
- Typology of questions, Activities and tasks (open-ended questions, MCQ, true and false etc.) Reflecting - Problem solving, creative and critical thinking, enhancing imagination and environmental awareness.
- Feedback to/from students, parents and teachers.

Practicum/Field Work

- Organise a group activity (like competition/story telling/reading/writing) and get it assessed by self, peer and teacher.
- Draft a report on variation among assessment.
- School Visits followed by presentation on evaluation practices in schools.
- Conduct a community work with involvement of children, students, teachers and society, and evaluate the work.
- To assess self concept of the students in class room and provide them feedback for it.
- Draft a feedback form about overall performance of students from parents and teacher, evaluate its effectiveness too.

Unit- V Evaluation Practices

- Construction and Selection of items, Guidelines for Construction of Test items, assembling the test items, Guideline for administration.
- Scoring procedure – Manual and e-assessment.
- Analysis and interpretation of student's performance processing test, performance, Calculation of Percentage, Central Tendency Measurement, Graphical representations.
- Recording and reporting of forums for engagement with community work.
- Relationship of Assessment with Self Esteem; Motivation and identity as learner, assessment of fixed and growth mindsets.

Practicum/Field Work

- Debate on merits and demerits of manual and electronic scoring procedure.
- Construction, administration and interpretation of self

made achievement text.

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Pedagogy of school subject –I (Course 8)

हिन्दी भाषा का शिक्षण

(CODE: BED-180 I)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

अधिगमसम्प्राप्तियां :-

- विद्यार्थी हिन्दी भाषा के इतिहास एवं विविध रूपों को जान सकेंगे।
- भाषा के माध्यम से अनुवाद कला और सौन्दर्यात्मक सृजनात्मकता का अध्ययन कर सकेंगे।
- विद्यार्थी साहित्यिक अभिव्यक्ति के विविध रूपों को समझ सकेंगे।
- विद्यार्थी गद्य साहित्य एवं हिन्दी भाषा की विविध विधाओं की व्याख्या कर सकेंगे।
- भाषा साहित्य की विधाओं से प्राप्त ज्ञान का प्रयोग भावी जीवन में कर सकेंगे।
- भाषा शिक्षण में पाठ्यक्रम सम्बन्धी विषय-वस्तु एवं प्रकरण पर चार्ट, पोस्टर, चित्र, एवं मॉडल बना सकेंगे।
- विद्यार्थी भाषा शिक्षण हेतु विभिन्न सहयोगी सामग्रियों के निर्माण में रुचि ले सकेंगे।
- पाठ्य प्रकरण के अन्तर्गत आयी किसी कहानी एवं नाटक का रूपान्तरण करवाने में रुचि ले सकेंगे।
- विद्यार्थी भाषा शिक्षण के इतिहास के बारे में सकारात्मक दृष्टिकोण विकसित कर पायेंगे।

इकाई- 1 भाषा साहित्य और सौंदर्य

- भाषा का विकास, हिन्दी व संस्कृत में सम्बद्ध सृजनात्मक भाषा के विविध रूप - साहित्य के विविध रूपों को जानना, स्कूली पाठ्यक्रम में साहित्य को पढ़ना-पढ़ाना, अनुवाद कला और सौंदर्य में भाषा स्कूली पाठ्यचर्या में मीडिया की भूमिका, उद्देश्य व

प्रासंगिकता, अनुवाद का महत्व और जरूरतें सृजनात्मक अभिव्यक्ति के रूप में हिंदी अनुवाद (अंग्रेजी और अन्य भारतीय भाषाओं के संदर्भ में) चुने हुए उदाहरण के आधार पर बताया जाएगा।

परियोजना कार्य

- साहित्य के विभिन्न रूपों में से दो-दो पसंदीदा रचनाओं का संकलन व उनको आलोचनात्मक मूल्यांकन तथा फाईल, निर्माण।
- “विद्यालयी पाठ्यचर्या में मीडिया की भूमिका” विषय पर वाद-विवाद/गोष्ठी।
- वर्ग पहली के रूप में अन्य भारतीय भाषाओं का हिन्दी अनुवाद (संकेत अंग्रेजी में/अन्य भाषा में तथा वर्ग पहली में उसे हिन्दी रूप में भरना।
- वर्तनी शुद्धता, हिन्दी भाषा के अन्य भाषाओं में पर्यायवाची शब्द, विलोम शब्द, क्लिष्ट शब्द, समानार्थी शब्द व अनेकार्थक शब्द आदि को अभिक्रमित अनुदेशन विधि से पढ़ाना।

इकाई-2 भाषा साहित्य और अभिव्यक्ति

- साहित्यिक अभिव्यक्ति के विविध रूप - कविता को पढ़ना-पढ़ाना : गद्य की विविध विधाओं को पढ़ना-पढ़ाना नाटक को पढ़ना-पढ़ाना समकालीन साहित्य की पढ़ाई (बाल साहित्य, दलित साहित्य, स्त्री साहित्य) हिंदी की विविध विधाओं के आधार पर गतिविधियों का निर्माण, कविता, कहानी, नाटक, निबंध, उपन्यास की पाठ विधि तैयार करना।

परियोजना कार्य

- स्वरचित कविता पाठ व कहानी प्रतियोगिता का आयोजन।
- बाल साहित्य, दलित साहित्य व स्त्री साहित्य में से नाटकों/एकांकीयों का मंचन करवाना जैसे जगदीश माथुर द्वारा रचित रीढ़ की हड्डी एकांकी का मंचन।
- विभिन्न समकालीन विषयों विशेषकर हिन्दी भाषा का विकास, हिन्दी साहित्य व सौंदर्य आदि पर निबंध लेखन।
- हिन्दी की विभिन्न विधाओं पर पाठ योजना निर्माण से

संबंधित कार्यशाला

- पाठ्यपुस्तक में आये मार्मिक व रोचक स्थलों को छंटकर सूचीबद्ध करना।

इकाई-3 पाठ्यक्रम और पाठ्य-सामग्री का निर्माण और विश्लेषण

- पाठ्यचर्या और पाठ्यक्रम एक पाठ्य-सामग्री अनेक - पाठ्यचर्या, पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध पाठ्यक्रम को बच्चों के अनुरूप ढालना (शिक्षण को स्कूल के बाहरी जीवन से जोड़ते हुए तथा रटत-प्रणाली का निषेध करते हुए सामग्री चयन, गतिविधि और अभ्यास सामग्री का निर्माण), शोधकर्ता के रूप में शिक्षक (अलग-अलग बच्चों की आवश्यकताओं को ध्यान में रखते हुए)

परियोजना कार्य

- कक्षा शिक्षण के दौरान आने वाली समस्याओं के निवारण हेतु क्रियात्मक अनुसंधान।
- क्रियात्मक अनुसंधान से प्राप्त अनुभवों के आधार पर शिक्षण व्यूह रचना बनाना।
- समूह कार्य (विभिन्न राज्यों के हिन्दी विषय के पाठ्यक्रम का विश्लेषण व रिपोर्ट निर्माण)
- कक्षा 6 से 12 तक हिन्दी की पाठ्यपुस्तक में से प्रमुख पाठों, जैसे 'नौकर', 'झांसी की रानी' आदि के अनुसार सन् 1857 व उसके बाद स्वतंत्रता आंदोलन के दौरान घटी प्रमुख घटनाओं का टाइमलाईन 'चार्ट' बनाना।
- पाठ्यपुस्तकों के विभिन्न पाठों को आधार बनाकर क्रियाएं-चित्र देखकर कहानी लिखना, गीत द्वारा शिक्षण, पहेलियों द्वारा शिक्षण, अंताक्षरी का आयोजन, भ्रमण (विभिन्न ऐतिहासिक, सामाजिक, सांस्कृतिक महत्व के स्थलों का जैसे- 12 कक्षा के पाठ "जहां कोई वापसी नहीं" के अनुसार सिंगरौली जैसे पर्यावरणीय महत्व के स्थल का भ्रमण।
- पर्यावरण सरोकारों से संबंधित दूरदर्शन व रेडियो पर प्रसारित कार्यक्रमों को सूचीबद्ध करना।
- "शिरीष के फूल" पाठ में आये शिरीष के फूल जैसे

अन्य स्थानीय वृक्ष को खोजना जिसमें शिरीष के वृक्ष की भांति कोई विशेष गुण हो तथा उस पर लघु निबंध लिखवाना।

- पाठ्यपुस्तक में आयी किसी कहानी जैसे संवदिया (फणीश्वर नाथ रेणु), ईदगाह (प्रेमचंद) का नाट्य रूपान्तरण करवाना।

इकाई-4 सहायक शिक्षण सामग्री

- प्रिंट मीडिया तथा अन्य पाठ्य सामग्री जैसे बच्चे द्वारा चुनी गई सामग्री :पत्रिकाएँ, अखबार, कक्षा-पुस्तकालय आदि। आई.सी.टी. दृश्य-श्रव्य सामग्री, रेडियो, टेलीविजन, फिल्में, भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)

परियोजना कार्य

- “आई.सी.टी. की शिक्षण व शिक्षा प्रक्रिया में महत्ता” विषय पर महाविद्यालय स्तर पर गोष्ठी।
- ‘मेरा संकलन’ स्क्रेप बुक/पुस्तिका का निर्माण करवाना जिसमें पत्रिकाओं, समाचार पत्रों, आदि में से प्रमुख महापुरुषों, प्रसिद्ध लेखकों, कवियों, कवयित्रियों खिलाड़ियों व अन्य प्रसिद्ध व्यक्तियों के जीवन परिचय, उपलब्धि व चित्रों का संकलन।
- अपनी पसंदीदा कहानी, कविता, नाटक का संकलन।
- किसी स्थानीय कवि/लेखक/साहित्यकार का साक्षात्कार व रिपोर्ट निर्माण।
- भाषा प्रयोगशाला का प्रयोग करके उच्चारण कौशल, वर्तनीगत शुद्धता/लेखन कौशल, वाचन व श्रवण कौशल का अभ्यास करवाना।
- वाद-विवाद करवाना, विभिन्न कौशलों से जुड़े खेल (अंत्याक्षरी, विलोम बताना, पर्यायवाची बताना)।

इकाई-5 आकलन की भूमिका और महत्व

- भाषा विकास की प्रगति का आकलन - सतत् और समय मूल्यांकन, स्व-मूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो।
- प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु - समस्या

समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पी प्रश्न)

- फीडबैक - (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट।

परियोजना कार्य

- अपना पोर्टफोलियो तैयार करना।
- विभिन्न प्रकार के प्रश्नों का निर्माण करने से संबंधित प्रोजेक्ट (परियोजना कार्य) एवं वर्कशॉप।

संदर्भ ग्रंथ सूची

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भाषाया शास्त्रम् (संस्कृतम्)
(CODE: BED-180 II)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

अध्ययनस्य परिणामः

- भाषायाः विभिन्नानां भूमिकानां अवबोधनम् भविष्यन्ति ।
- भाषाप्रणाल्याः प्रकृतेः च बोधः विकसितः भविष्यन्ति ।
- संस्कृतस्य सांस्कृतिकपृष्ठभूमेः भूमिका महत्त्वं ज्ञास्यन्ति ।
- शिक्षार्थिषु रचनात्मकतायाः विकासं कर्तुम 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 ।

इकाई-1 भाषायः भूमिका

- भाषा समाजः च भाषा लिंगं 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, 351, 350ए) कोठारी आयोगः (1965-66)

एन.पी.ई. 1986, पी.ओ.ए. -1992

राष्ट्रीय पाठ्यचर्यायाः रूपरेखा 2005 (भाषा शिक्षा)
संस्कृत स्थितिः राजस्थान संस्कृताकादमी।

व्यावहारिकम्/फील्ड वर्क/ क्षेत्रकार्यम्

- 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 एकरिम्न ग्राम खण्ड)

इकाई-2 संस्कृतभाषायाः महत्त्वम्

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

व्यावहारिकम्/ क्षेत्र कार्यम्/ फील्ड वर्क

- संस्कृतपाठ्यपुस्तकेषु अधोलिखित विषयाणामुपरि गतिविधि नांआवलीकरणम् 1. भाषा लिङ्गं च 2. भाषा शक्तिश्चएतेषां पाठ्यपुस्तकानां उपरि प्रभावस्य प्रतिवेदनं लेखनम्।
- समीपस्थ पत्र च 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 ।

इकाई- 3 संस्कृत पाठ्यचर्या

- 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 ।

व्यावहारिकम्/क्षेत्रियकार्यम्/फील्डवर्क

- 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 पाठयोजनायाः निर्माणं एवं च अभ्यासः ।

इकाई- 4 भाषाशिक्षणस्य कौशलानि

- भाषा कौशलस्य अधिग्रहणम्-श्रवणं वदनं पठनं लेखनं च श्रवणं वदनं च - श्रवणस्य वदनस्य च उपकौशलानि श्रवण वदन कौशलस्य विकासाय सामग्री संसाधनं च कक्षाया श्रवणसंवादः, स्थितिजन्य वार्तालापः, भूमिकानिर्वहनम्, भाषणं क्रीडा एवं च संदर्भानि, सतत अनुकरणं, भाषाप्रयोगशाला, चित्राणि, प्रमाणिकसामग्री एवं च अन्तर्जालसाधनानि
- पठनम्- पठनस्य उपकौशलानि, पठनस्य कौशलानां विकासस्य महत्त्वं, उच्चैः पठनम्, मौनपठनम्, व्यापक-गहनपठनम्, कोश-शब्दकोषः- विश्वकोषश्च ।
- लेखनम्- लेखनस्य उपकौशलानि लेखनस्य प्रक्रिया औपचारिकानौपचारिक लेखनस्य रूपाणि कविता, लघुकथा, दैनन्दिनीलेखनं, सूचना लेखनं, प्रतिवेदनम्, संवादः, भाषणम्, विज्ञापनम् इत्यादयः ।
- सन्दर्भकौशलम्, अध्ययन कौशलम्, उच्चादेश कौशलम् ।
- भाषाकौशलस्य विकासाय पाठ्यसहगामी क्रियाः वादविवाद, भाषणम्, प्रतियोगिताः, अन्वयाक्षरी, भाषाधारितक्रीडा, निबन्ध लेखनं, सम्मेलनम्, कथालेखनम्, समस्यापूर्तिः, गायनम्, हास्य कणिकाः, कथा, प्रदर्शनी, प्रश्नोत्तरी एवं च विद्यालयपत्रिकायाः सिद्धता ।

व्यावहारिकम्/ क्षेत्रकार्यम्/ फील्डवर्क

- छात्रैः सह वार्तालापं कृत्वा तेषां भाषायाः ज्ञानं कृत्वा तताधारेण संस्कृत भाषायाः विकासाय बहुभाषावादधारित योजनायाः निर्माणम् ।
- कक्षा षष्ठीतः अष्टमी पर्यन्तं विद्यमानेषु पाठ्यपुस्तकेषु दश प्रासंगिक-उदाहरणानां चयनं कृत्वा समुह चर्चायाः आयोजनम् ।
- विद्यालयस्य छात्राणां कृते जनपदं/ प्रान्तस्तरीय संस्कृत प्रतियोगितानां आयोजनस्य रूपरेखानिर्माणम् ।
- संस्कृतभाषायाः सम्भाषणस्य कृते साप्ताहिक का वासीयशिविरस्य आयोजनं/ सहभागिता ।

इकाई- 5 मूल्यांकनम्

- आकलनं मूल्यांकनम् च
- उपलब्धिपरीक्षणस्य अर्थ- अवधारणा निर्माणः च, निदानात्मकोपचारात्मक परीक्षणस्य निर्माणम्।
- नीलपत्रस्य अर्थः अवधारणा उपयोगः च।
- संस्कृते सतत् एवं च व्यापकमूल्यांकनम् (सीसीई)
- संस्कृते आकलनस्य लक्षणानि - अर्थावधारणा च
- संस्कृतस्यमूल्यांकनाय विभिन्नानां प्रश्नानां निर्माण।
- संस्कृत मूल्यांकने प्रश्नानां भेदाः।
- कौशलस्य परिक्षणाय प्रश्नानां निर्माणम्।

व्यावहारिकम्/ क्षेत्र कार्यम्/ फील्ड वर्क

- विद्यालयस्य कश्चित स्तरस्य कृते उपलब्धि परीक्षणस्य निर्माण एवं च प्रशासनम्
- संस्कृत विषयस्य नैदानिक परीक्षणस्य सिद्धता एवं च तस्य प्रयोगाय विद्यालयशिक्षकेण सह चर्चायाः अनन्तरम् उपचारात्मकं विमर्शदानम् अपि।
- संस्कृते प्रथम श्रेणी(60 प्रतिशत) निमित्तं न्यूनातिन्यूनं अंकान् ये प्राप्तछात्रा सन्ति तेषां सूची निर्माणम्।

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Pedagogy of Language (English)
(CODE: BED-180 III)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- Understand the different roles of language;
- Understand the relation between literature and language;
- Understand and appreciate different registers of language;
- Develop creativity among learners;
- Understand the role and importance of translation;
- Examine authentic literary and non-literary texts and develop insight and appreciation;
- Understand the use of language in context, such as grammar and vocabulary;
- Develop activities and tasks for learners;
- Understand the importance of home language and school language and the role of mother tongue in education;
- Use multilingualism as a strategy in the classroom situation;

UNIT – I Role of Language

- **Language and Society:** Language and Gender; Language and Identity; Language and Power; language and class (Society), development of English language.
- **Language in School:** Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; difference between language as a school-subject and language as a means of learning and communication; Critical review of medium of

instruction; different school subjects as registers; Multilingual classrooms; multicultural awareness and language teaching.

Practicum/Field Work

- Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools.
- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the English subject classroom.
- On the basis of the English Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks.

UNIT – II Position of English in India

- Role of English Language in the Indian context: English as a colonial language, English in post-colonial times; English as a language of knowledge; position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English.

Practicum/Field Work

- Discuss in groups how the role of English language has changed in the twenty-first century.
- Keeping in view the topics given in this unit, prepare a questionnaire. Interview ten people and write a report on 'English Language in India'.
- Do a survey of five schools in your neighborhood to find out the level of proficiency of English
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

UNIT – III An Overview of language Teaching

- Different approaches/ Theories to language learning and teaching (MT &SL)
- Philosophical, social and psychological basis of approaches to language acquisition and language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J.Piaget, L.Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.)
- A Critical Analysis of the Evaluation of language Teaching Methodologies;
- Grammar cum translation method, Direct method, structural- situational method, Audio-lingual method, Natural method; Communicative approach, Total physical Response, Thematic Approach (inter-disciplinary).

Practicum/Field Work

- Prepare four activities keeping in view 'Constructivism in a Language Classroom'.
- Prepare two lesson plans on different methods, then demonstrate them in school and find the effectiveness of the method.

UNIT – IV Nature of Language

- **Aspects of Linguistic Behavior:** Language as a rule-governed behavior and linguistic variability; Pronunciation- linguistic diversity, its impact on English, pedagogical implication; speech and writing.
- Linguistic system: The organization of sounds; The structure of sentences; the concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

Practicum/Field Work

- Have a discussion on the topic 'Difference Between Spoken and Written Language' prepare a report.
- Make an analysis of advertisements aired on Radio/Television on the basis of language and gender.

UNIT – V Acquisition of language Skills

- Grammar in context; Vocabulary in context
- Acquisition of language skills: listening, speaking, reading and writing.
- Listening and Speaking: sub-skills of listening: Tasks; materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources
- Reading: sub-skills of reading; importance of understanding the development of reading skills; reading aloud and silent reading; Extensive and intensive reading; study skills, including using thesauruses, dictionary, encyclopedia, etc.
- Writing: Stages of writing; Process of writing; Formal and informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; reference skills; study skills; higher order skills.

Practicum/Field Work

- Collect ten contextual examples of Grammar from English Textbooks of Classes VI to VIII and have a group discussion.
- Keeping in view the needs of the children with special needs, prepare two activities for English teachers.

Reference

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Pedagogy of Social Sciences
(CODE: BED-180 IV)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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.

Unit- I Nature and Scope of Social Science

- Meaning, Concept, Nature, Scope, Needs, Aims, Objective and Importance of Social Science Teaching.
- Social Science as inter disciplinary and multi disciplinary subject. (Correlation of social science with other School Subjects.)
- Contemporary social issues in Indian society and their solution through Education.

Practicum/Field Work

- 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.
- Observation, Recording and Interpretation of physical and social features and phenomena of your area / district / city).
- Identify and interpretate news related to positive social changes or initiation.

Unit- II Teaching-learning of Social Science

- 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.
- Methods : Interactive verbal learning, Experiential Learning through activities, Experiments, Investigative field visits.
- Lesson plan & Unit plan in Social Science Teaching.

Practicum/Field Work

- To study social environmental degradation in the local area through interview of local community and talk about suggestions for preservational methods.
- Prepare a lesson plan based on innovative method.

Unit- III ICT & Materials in Teaching-learning of Social Science

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and Atlas as a part of oral lessons, Non-oral working lessons, Various teaching

aids: Using atlas as a resource for social sciences; maps, globe, charts, models, graphs, visuals, online resources. CDs, multimedia and internet; case study approach.

Practicum/Field Work

- Prepare and present a lesson through power point presentation on any topic of your choice.
- Make a Case study on any current issue of society e.g. female feticide, child abuse etc.

Unit -IV Teaching-Learning Resources in Social Sciences

- People as Resource: the significance of oral data.
- Types of primary and secondary sources: data from field, textual materials, journals, text book, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.

Practicum/Field Work

- Make five different teaching materials using different type of teaching aids (e. I. chart, atlas, model & PowerPoint, etc) at school social science subject.
- Conduct a training program on use of digital library especially for secondary sources and reference material, such as dictionaries and encyclopedias.
- Going beyond the textbook; getting children to craft little nuggets of History from primary sources.

Unit- V Assessment and Evaluation

- Meaning, Concept and Construction of Achievement test, Diagnostic Test and Remedial teaching.
- Blue print: Meaning, Concept, Need and Construction.
- Open-Book tests: Strengths and Limitations.
- Continuous and Comprehensive Evaluation (CCE) in Social Sciences.

Practicum/Field Work

- Construction, administration and interpretation and an achievement test of any standard of school.
- Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.
- Mark the student with less than 60% marks in social science, diagnose their difficulties and give appropriate remedial measure.

Reference

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Pedagogy of Civics
(CODE: BED-180 V)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- Define and differentiate the concept of Social Sciences and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching Social Sciences.
- Prepare unit plans and Lesson plans for different classes.
- Critically evaluate the existing school syllabus of Social Sciences.
- 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.

Unit- I Nature and Scope of Civics

- Meaning, concept and scope of civics in current trends.
- Teaching and learning major themes and key concepts in civics.
- Aim and Objective of Civics Teaching in School.
- Uniqueness of disciplines and interdisciplinary.
- Political issues and concerns of the present Indian society.
- Role of civics in promoting international understanding.

Practicum/Field Work

- Make a Report after Discussion with Students on Human Environment interaction.
- Collect some photography from magazines, newspaper etc. of some burning political issue and prepare an

album.

- 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).

Unit- II Teaching-Learning Resources in Civics

- People as resource; the significance of oral data
- Types of primary and secondary sources; data from historical places, teaching material, journals, magazines, newspapers.
- Using the library for secondary sources and reference material such as Dictionaries and Encyclopaedia.

Practicum/Field Work

- Conduct a training program for school student on use of library especially Dictionaries and encyclopedias.
- Identify 10 Primary and 10 Secondary data to a same topic.

Unit -III ICT & Materials in Teaching-learning of Civics

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- 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.

Practicum/Field Work

- Analyzing text book of any State Board/CBSE and NCERT's textbooks in the light of the subject specific requirements in terms of understanding and skills
- Helping children to develop oral and written expression with the help of ICT.

- Make five different teaching materials using different type of teaching aids.

Unit –IV Teaching-Learning of Civics

- Lesson plan, Unit plan and Year plan : Concept, Meaning, Need and Importance.
- Human-Environment Interactions : patterns of human activities reflection modifications based on the prevailing cultural values, Economic and Political circumstances and technological abilities.
- Political Region – Formation and Change.
- Teaching strategies in Civics Questioning, collaborative strategies: games, simulations and role play: problem solving and decision- making.
- Methods - interactive verbal learning : Experiential learning through activities experiments: investigative field visits.

Practicum/Field Work

- Use transparent slide to show structure and function of their local govt.
- Collect news paper related with any current issues and make a survey related with local public problem.

Unit –V Assessment and Evaluation

- Meaning, Concept and Construction of Achievement test, Diagnostic Test and Remedial teaching.
- Blue print: Meaning, Concept, Need and Construction.
- Open-Book tests: Strengths and limitations.
- Continuous and Comprehensive Evaluation (CCE).
- Characteristics of Assessment.

Practicum/Field Work

- Construction, administration and interpretation of an achievement test of any standard of school.
- Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.

- Mark the student with less than 60% in civics, diagnose the difficulties and give appropriate remedial measure.

Reference

- सिंह, योगेश कुमार (2010). नागरिक शास्त्र शिक्षण. एस.एन. नागिया: प्रकाशन.
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Pedagogy of History **(CODE: BED-180 VI)**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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.

Unit -I Nature and Scope of History

- Meaning, Concept, Nature and Importance of History Teaching.
- Uniqueness of disciplines and interdisciplinary.
- Historical importance of school level History study.
- Historical approaches, constructing explanations and arguments.

Practicum/Field Work

- Visit a local historical place and prepare a report on its importance at school level.
- Conduct a program among students for linking child's natural curiosity with natural and historical places.

Unit -II Teaching-Learning Resources in History

- People as Resource : the significance of Oral Data.
- Types of Primary and Secondary Sources, Data from Historical Places, Teaching Material, Journals, Magazines, Newspapers.
- Using the Library for Secondary Sources and Reference Material such as Dictionaries and Encyclopedia.

Practicum/Field Work

- Conduct a training program for school student on use of library especially dictionaries and encyclopedias.
- Identify 10 primary and 10 secondary data to a same topic.

Unit- III ICT & Materials in Teaching-learning of History

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, Preparation and Presentation of Instructional Material.
- 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.

Practicum/Field Work

- Organise Workshop on Planning, preparation and presentation of Instructional Material.
- Make five different teaching materials using different type of teaching aids (e. I. chart, atlas, model & PowerPoint, etc) at school history subject.

Unit-IV Teaching-Learning of History

- Lesson Plan, Unit Plan and Year Plan : Meaning, Concept, Need and Importance.
- Teaching and Learning major themes and key concepts in History.

- Current trends, introduction of current of selecting various current events, instruction affairs.
- Method of history Teaching: Project Method, Problem Solving, Lecture cum Discussion Method, Team Teaching, Concept Mapping Method, Role plays.
- Teaching strategies in history; questioning; collaborative strategies; games, simulation and role plays; values classification, problem solving and decision.

Practicum/Field Work

- Prepare your own teaching strategy of lesson plan and find its effectiveness.
- Discuss the strategy of teaching with school teacher and finalize a unique strategy. It must be practical to be used it in practice teaching.

Unit- V Assessment and Evaluation

- Meaning, Concept and Construction of Achievement Test, Diagnostic Test and Remedial teaching.
- Blue Print: Meaning, Concept, Need and Construction.
- Open-Book Tests: Strengths and Limitations.
- Characteristics of Assessment in History.
- Continuous and Comprehensive Evaluation (CCE) in History.

Practicum/Field Work

- Construction, administration and interpretation of an achievement test of any standard of school.
- Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.
- Mark the student with less than 60% in history, diagnose the difficulties and give appropriate remedial measure.

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Pedagogy of Economics
(CODE: BED-180 VII)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- Understand matters of both content and pedagogy in the teaching of Economics.
- Define and differentiate the concept of Economics and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching Economics.
- Critically evaluate the existing school syllabus of Economics.
- To enable the pupil teacher to review the Text-book of Economics (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Construct administrative and interpretate various type of test at school level.

Unit- I Nature and Scope of Economics

- Nature, Scope, Meaning, Concept, Needs, Aims, Objective and Importance of Economics Teaching.
- Correlation of Economics with other School Subjects.
- Multiple perspectives/plurality of approaches for constructing explanations and arguments Social and economic issues and concerns of the present-day Indian society.

Practicum/ Field Work

- Conduct a survey based study on economic condition of rural people of your area.

- Prepare a report on financial sources of rural women and skills.

Unit- II Teaching-Learning Resources in Economics

- Aims and objectives of Art Teaching (Bloom's approach to specify the outcomes).
- Approaches and Methods of teaching Economics - Problem Solving Method, Demonstration Method, Experimental Method, Project Method. Lecture cum demonstration, Question-Answer techniques, Text book, Dramatization.
- Use of ICT in Economics teaching.

Practicum/ Field Work

- Identify and prepare different types of teaching aids for children with special needs (speech impaired).
- Make two different teaching material using different type of teaching aids (chart, model & PowerPoint, etc)

Unit- III ICT & Materials in Teaching-learning of Economics

- Use of ICT: Video clips, Power points presentations, films etc.
- Dale cone of experience.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and graphs using medium and large scale maps; using audio-visual aids, CDs, multimedia and internet; case study approach.

Practicum/ Field Work

- Prepare a lesson plan by using ICT and find out its effectiveness with reference to traditional lesson.
- Devise a strategy to incorporate the suggestions given in the Ist Term report for the progress of the learner.
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Unit -IV Teaching-Learning of Economics

- Types of Primary and Secondary Sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias. Online recourses.

Practicum/ Field Work

- Do a comparative study of one textbook of Economics from any class (VI to XII) developed by any two states.
- Prepare a list of audio-visual aids related to teaching of Economics and use them wherever necessary
- Make a lesson plan of social science 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.
- To observe actual functioning of the economics institutions of local government bodies in own distrust and prepare a report as a project.

Unit –V Assessment and Evaluation

- Meaning, Concept and Construction of Achievement test, Diagnostic and Remedial test.
- Blue print: Meaning, Concept, Need and Construction.
- Open-Book Tests: Strengths and limitations.
- Continuous and Comprehensive Evaluation (CCE)

Practicum/Field Work

- Construction, administration and interpretation of an achievement test of any standard of school.
- Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure,too.
- Mark the student with less than 60% in economics, diagnose the difficulties and give appropriate remedial measure, too.

Reference

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Pedagogy of Geography (CODE: BED- 180 VIII)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- 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.
- To acquire a conceptual understanding of the processes of teaching and learning geography.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect the desired changes.
- Prepare maps & charts to illustrate the contents of different classes and use them effectively.
- Understand the concept and process of evaluation and assessment.

Unit- I Nature and Scope of Geography

- Meaning, nature and scope of geography.
- Uniqueness of disciplines and interdisciplinary.
- Social and geographic issues and concerns of the present-day Indian society.
- Origin of earth, atmosphere, Earthquake, Volcanic, pollution: air water soil.

Practicum/Field Work

- Conduct a survey based study on geographical condition of people belonging to different geographical areas. (i.e. cities, village etc)
- Make a report on increased level of within 15 year air pollution in your area with relevant data.

Unit -II Teaching-learning Resources in Geography

- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.
- Resource material and use of local resources in teaching Geography.
- Co-curricular activities.

Practicum/Field Work

- Conduct a training program for school student on use of library especially dictionaries and encyclopedias.
- Plan & organize a Co-curriculum activity in school.

Unit- III ICT & Materials in Teaching-learning of Geography

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- 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.

Practicum/Field Work

- Comparative study of at least two books of geography of different state in the light of content organization and presentation.
- Make five different teaching materials using different type of teaching aids (e. I. chart, atlas, model & PowerPoint, etc) on school geography subject.

Unit- IV Teaching-learning of Geography

- Various teaching aids: Using atlas as a resource for Geography; maps, globe, charts, models, graphs, visuals. Teaching learning material
- Teaching aids and lab equipments
- Lesson plan format in geography.
- Approaches and methods of geography teaching: project method, problem solving, team teaching, regional method, laboratory method.

Practicum/Field Work

- Conduct a workshop for preparation of educational model for implementation of functional utility of audio visual and in geography teaching.
- 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.

Unit- V Assessment and Evaluation

- Meaning, concept and construction of achievement test, diagnostic and remedial test.
- Blue print: Meaning, concept, need and construction.
- Open-book tests: Strengths and limitations
- Continuous and Comprehensive Evaluation (CCE): Meaning, Concept, need and importance.

Practicum/Field Work

- Construction, administration and interpretation of an achievement test of any standard of school.
- Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.
- Mark the student with less than 60% in geography, diagnose the difficulties and give appropriate remedial measure.

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Pedagogy of Business Organization
(CODE: BED-180 IX)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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 Nature and Scope of Business Organization

- Meaning, Concept, Needs, Aims, Objective and Importance of Business Organization Teaching.
- Correlation Business Organization with other School Subjects

Practicum/Field work

- 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.
- Conduct a survey to find out the Forms of Business Organization in your district and its contribution to society.

Unit – 2 Teaching-learning Resources in Business Organization

- Revised Bloom's Taxonomy (Cognitive, effective and psychomotor), in terms of Instructional behaviour.
- Modern Methods of Business Organisation teaching: Programme instruction, Tutorial, Team teaching, brainstorming, self-study, e-learning, m-learning and blended learning.
- Techniques/approaches of Business Organisation Teaching: journal, Ledger and book approach.
- Meaning, Concept, Need and Preparation of Lesson plan, Annual plan, Unit plan.

Practicum/Field work

- Make five lesson plans based on different teaching methods.
- Create your own teaching method (Fusion based) with logic and find its effectiveness.

Unit -3 ICT & Materials in Teaching-Learning

- Use of ICT: Video clips, Power points presentations, films etc. Planning, preparation and presentation of Instructional Material.
- 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.

Practicum/Field Work

- Comparative study of at least two books of Business Organization of different state in the light of content organization and presentation.
- Make five different teaching materials using different type of teaching aids (e. I. chart, atlas, model & PowerPoint, etc) on

Unit - 4 Teaching-Learning Resources in Business Organization

- Meaning Concept, Principles and Rationale Curriculum.
- Approach to curriculum organization(unit, concentric and topical)
- Studying the Business Organization syllabus – aims and objectives, content organization and presentation of any state board and CBSE for different stages of school education.
- Role of teacher in curriculum development.

Practicum/Field work

- Content analysis of state level secondary or senior secondary books of Business Organization in the light of national aim and values.
- Analyse current affairs in Indian Economics and suggest logical basis for incorporating it in syllabus at senior secondary.

Unit- 5 Assessment and Evaluation

- Meaning, Concept and Construction of Achievement test, Diagnostic and Remedial test.
- Blue print: Meaning, Concept, Need and Construction.
- Open-book tests: Strengths and limitations
- Continuous and Comprehensive Evaluation (CCE) in Business Organization.
- Characteristics of Assessment in Business Organization

Practicum/Field Work

- Construction, administration and interpretation of an achievement test
- Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure, too.
- Analyse question papers of any State Board/CBSE and NCERT's textbooks in the light of the subject specific requirements in terms of understanding and skills.

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Pedagogy of Financial Accounting
(CODE: BED-180 X)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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 Financial Accounting
- Define and differentiate the concept of Financial Accounting and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching Financial Accounting.
- Prepare UNIT plans and Lesson plans for different classes.
- To review the Text-book of Financial Accounting (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 Financial Accounting.

Unit -I Nature and Scope of Financial Accounting

- Meaning, Concept, Needs, aims, objective and Importance of Financial Accounting Teaching.
- Correlation of Financial Accounting with other School Subjects
- Multiple perspectives/ plurality of approaches for constructing explanations and arguments: Journal ledger, Case Book, Equation.

Practicum/Field Work

- 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.
- 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
- Analyse News items from News Papers, TV, Radio etc. to write a report on accountancy/banking related issues and concerns of the present-day Indian society. Conduct a survey to find out Systems of Accounting in your district and its contribution to society.

Unit – II Teaching-Learning Resources in Financial Accounting

- Revised Bloom's Taxonomy (Cognitive, effective and psychomotor), in terms of Instructional behaviour.
- Modern Methods of Financial Accounting teaching: Programme instruction, Tutorial, Team teaching, brainstorming, self-study, e-learning, m-learning and blended learning.
- Techniques /approaches of Financial Accounting Teaching: journal, Ledger and case book approach.
- Meaning Concept, Need and Preparation of Lesson plan, Annual plan, Unit plan.

Practicum/Field work

- Make five lesson plans based on different teaching methods.
- Create your own teaching method (Fusion based) with logic and find its effectiveness.

Unit –III ICT & Materials in Teaching-learning of Financial Accounting

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- 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.

Practicum/Field Work

- Make five different teaching materials using different types of teaching aids (e. I. chart, atlas, model & PowerPoint, etc) at school financial accounting subject.
- Analyze at least 5 Stationery shops to understand financial accounting.
- Make five different teaching materials using different type of teaching aids (e. I. chart, atlas, model & PowerPoint, etc) at school Financial Accounting subject.

Unit – IV Teaching-Learning Resources in Financial Accounting

- Meaning Concept, Principles and Rationale Curriculum.
- Approach to curriculum organization(unit, concentric and topical)
- Studying the Financial Accounting syllabus – aims and objectives, content organization and presentation of any state board and CBSE for different stages of school education.
- Role of teacher in curriculum development.

Practicum/field work

- Content analysis of state level secondary or senior secondary books of Financial Accounting in the light of national aim and values.
- Analyse current affairs in Indian Economics and suggest logical basis for incorporating it in syllabus at senior secondary.

Unit - V Assessment and Evaluation

- Meaning, Concept and Construction of Achievement Test, Diagnostic test and Remedial Teaching.
- Blue print: Meaning, Concept, Need and Construction.
- Open-book tests: Strengths and Limitations.

- Continuous and Comprehensive Evaluation (CCE) in Financial Accounting.

Practicum/Field Work

- Construction, administration and interpretation of an achievement test of any standard of school.
- Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.
- Mark the student with less than 60% in FA, diagnose the difficulties and give appropriate remedial measure.

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Pedagogy of Mathematics
(CODE: BED-180XI)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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 them-selves 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.

Unit -I Nature and Scope of Mathematics

- Meaning, Nature and Scope of Mathematics teaching.
- History of Mathematics Teaching and Contribution of Mathematician with reference to – Bharkaracharya, Aryabhata, Ramanujan, Euclid, Pythagores etc.
- Importance of Aims and Objectives of Mathematics Teaching.
- Nature of Mathematical Propositions, Truth Values, Compound Propositions,

Practicum/Field Work

- Prepare a Model of Pythagoras Theorem/Cube, Cuboid, and Cone etc.

Unit -II Aims and Objectives of Teaching School Mathematics

- Nature of Concepts, Concept Formation and Concept Assimilation, Concept Mapping.
- Aims and General Objectives of Teaching Mathematics, Bloom's Digital Taxonomy, Vis-a Vis the Objectives of School Education, Writing Specific Objectives and teaching points of various content areas in Mathematics like Algebra, Geometry, Trigonometry etc.
- Approaches to teaching of mathematics – Analytic, Synthetic, Inductive-Deductive, Heuristic, Concept mapping, Project and Laboratory; using various techniques of teaching mathematics viz, oral, written, drill, assignment, supervised study and programmed learning.

Practicum/Field Work

- Draft a report on role of Mathematics Teachers' association and its utility for rural teacher. After report writing conducts an awareness programme in rural area (or lab school) under mathematics teachers association.

Unit - III ICT & Materials in Teaching-Learning of Mathematics

- Use of ICT: Video clips, Power points presentations, films etc.
- Dale Cone of Experiences, Planning, Preparation and presentation of Instructional Material.
- Techniques: Using Textbooks, using Audio-Visual Aids, CDs, Multimedia and Internet, Case Study Approach.

Practicum/Field Work

- Prepare and present a lesson through power point presentation on any topic of your choice. Organize Mathematics Fair with the help of school students.
- Make five different teaching materials using different type of teaching aids at school level.

Unit -IV Teaching-Learning Resources in Mathematics

- Types of Primary and Secondary Sources: Data from field, Textual Materials, Journals, Magazines, Newspapers etc.
- Using the Library for Secondary sources and Reference material, such as Dictionaries and Encyclopedias.
- Mathematics laboratories, online resources. Unit and Lesson plan.

Practicum/Field Work

- Using low-cost material – preparation of various activities, such as verification of algebraic identities, surface areas and volumes of cube, cuboids, cylinder, cone, sphere, conic sections, etc.
- Encouraging learner to examine a variety of methods of assessment in mathematics so as to assess creativity, problem-solving and experimentation/activity performance; appreciating evaluation through overall performance of the child; self and peer evaluation.

Unit -V Assessment and Evaluation

- Meaning, concept and construction of Achievement test, Diagnostic test and Remedial Teaching.
- Blue print: Meaning, Concept, Need and Construction.
- Continuous and Comprehensive Evaluation: Meaning, Concept, Importance and Limitations.

Practicum/Field Work

- Construction, Administration and Interpretation of an Achievement test of any standard of School.
- Make a Diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give Remedial measure.
- Mark the student with less than 60% in Mathematics, diagnose the difficulties and give appropriate remedial measure.

• Reference

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Pedagogy of Home-Science
(CODE: BED-180-XII)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- Understand the nature and importance of home science and its correlation with other subjects.
- Realize the essential unity between laboratory work and theoretical background of the subject.
- Analyze school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.
- Utilize effectively the instructional material in teaching home science.
- Construct test items to measure objectives belonging to various cognitive levels.
- Identify specific learning difficulties in home science and to provide suitable remedial individual instructions to them.

Unit – 1 Nature of Home Science

- Meaning, Concept and Nature of Home Science.
- Scope and Expansion of Home Science.
- Values and Importance of Home Science for students of Higher Secondary stages.
- Correlation of Home Science with other School Subjects.
- Home Science teaching in the context of family and group.

Practicum/Field work

- Group discussion on importance of Home Science.
- Make a flip chart on various scopes of Home Science.
- Make 5 Power point slides on correlation of Home Science with other School subjects with proper pictures of examples.

Unit – II Teaching-Learning of Home science

- Aims and objectives of Home Science Teaching (Bloom's approach to specify the outcomes).
- Approaches and Methods of teaching Home Science -
- Problem Solving Method.
- Demonstration Method.
- Experimental Method.
- Project Method.
- Lecture cum Demonstration.
- Question-Answer techniques.
- Field trip/ Educational Tour, Home science committee, fair and Exhibition.

Practicum/Field work

- Organize an exhibition on Hand made things.
- Organize funfair on products related to home science and draft a report using pictures.
- Projects in group, like- Gudiya Kishadi/ child welfare in slum areas/ cleaning of Home and decoration.
- Organize an annual function in school and make a file on project work.
- Presentation of drama on any current social or family issue and draft report on this.

Unit – III ICT & Materials in Teaching-Learning of Home science

- Use of ICT: Video Clips, Power points presentations, films etc.
- Planning, Preparation and Presentation of Instructional Material.
- Techniques: Using Textbooks, using Audio-Visual Aids, CDs, Multimedia and Internet, Case Study Approach.
- Planning, Organisation and activity of Home Science Club.

Practicum/Field work

- Make a poster on types of Teaching Aids with proper pictures.
- Make a file of essential equipments of Home Science lab and Management of lab.
- Make five different teaching materials using different types of teaching aids (chart, Model, Power Point, O.H.P. transparent slides at school Home Science subject.

Unit – IV Teaching-Learning Resources in Home Science

- Meaning, Concept, Need and Preparation of Lesson Plan, Unit Plan and Annual Plant.
- Types of Primary and Secondary Resources: Data from Field, Textual Material, Journals, Magazines.
- Textile and Clothing- types of fabric yarn making and fabric construction, fabric finishing (specially dyeing and printing), construction of clothing etc.
- Home Management – Management of time energy, home decoration, floor decoration.

Practicum/Field work

- Practice skill to optimize and enhance nutrients in the dishes you prepare (Germination, fermentation and good combinations)
- Prepare meals / dishes using different methods of cooking suitable as snacks and main meals.
- Preservation of the following in Home Science laboratory (1) Jam (2) squash/ syrups (3) Pickle / chutney
- Make 5 samples of knitting and embroidery.
- Make 5 types of cloths like- jhabaly, aline frock, pyjama, and apron.
- Group work to decorate a room (Kitchen, dining room, bedroom, children room, puja room, guest room,)

Unit – V Assessment and Evaluation

- Meaning, Concept and Construction of Achievement test, Diagnostic test and Remedial teaching.
- Blue print: Meaning, Concept, Need and Construction.
- Open-book tests: Strengths and Limitations
- Continuous and Comprehensive Evaluation (CCE) in Home Science.
- 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.

Practicum/Field Work

- Construction, administration and interpretation of an achievement test for any standard of school.
- Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.
- Mark the student with less than 60% marks in home science, diagnose their difficulties and give appropriate remedial measure.

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Pedagogy of General Science (CODE: BED-180-XIII)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- 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.
- Develop competencies for effective teaching of science and use of ICT & materials in science teaching.
- Integrate the science knowledge with other school subjects.

Unit -I Nature and Scope of General Science

- Concept, Nature, Need & Importance of Science & Science Teaching.
- Main discoveries and development of Science (special reference to ancient India).
- Science as a domain of Inquiry, as a dynamic and expanding body of knowledge, science as a process of constructing knowledge. Science as interdisciplinary area of learning (Physics, Chemistry, Biology etc.) Science for Environment, Health, Peace & Equity, Science and Society.
- Fact, Concept, Principles, Laws and Theories- their characteristics in context of General Science.

Practicum/ Field Work

- Visit a KVK/ Ayurveda college/ Science Labs to address their working process and draft a report on their contribution to prosperity.
- Discussion on development of new theories/ Principles.
- Instruct students to make use of her/his previous knowledge in science gained through classroom / environment / parents and peer group.
- Planning and organizing events on special days related to science such as earth day, environmental day, cancer and DIVAID& day.

Unit -II Teaching-Learning of General Science

- Scientific Attitude and Scientific Methods: Concept, Components and Steps.
- Bloom's Digital Taxonomy, Vis-a Vis the Objectives of School Education, Writing Specific Objectives.
- Team teaching, Inductive-Deductive Method, Project Method, Problem Solving Method, Investigatory Approach, Concept Mapping, Collaborative Learning, and Experiential Learning in Science: Facilitating learners for Self-study.

Practicum/Field Work

- Organization of exploratory activities to develop scientific attitude and temper.
- Prepare a lesson plan on any topic of science subject through problem solving method and execute it.
- Identified at least five activities for school students to develop scientific attitude among them.

Unit - III ICT & Materials in Teaching-Learning of Genral Science

- Use of ICT: Video clips, Power points presentations, films etc.
- Dale Cone of Experience, Planning, Preparation and presentation of Instructional Material.
- Techniques: Using textbooks, using Audio-Visual Aids, CDs, Multimedia and Internet, Case Study Approach.
- Planning, Organisation and activity of Science Club.

Practicum/ Field Work

- Prepare and present a lesson through power point presentation on any topic of your choice.
- Organize and plan excursions with school students of scientifically significant local areas.
- Designing programme instruction to facilitate learners for self study.
- Conduct at least two activities related to science club with a report.

Unit - IV Teaching-Learning Resources in General Science

- Types of Primary and Secondary Sources: Data from Field, Textual Materials, Journals, Magazines, Newspapers, etc.
- Using the Library for Secondary Sources and Reference Material, such as Dictionaries and Encyclopedias.
- Online resources. Unit & Lesson plan.

Practicum/Field Work

- Make five different teaching materials using different type of teaching aids (e. I. chart, atlas, model & PowerPoint, etc) at school science subject.
- Conduct a training program on use of digital library especially for secondary sources and reference material, such as dictionaries and encyclopedias.
- Going beyond the textbook; getting children to craft little nuggets of History from primary sources.
- Discuss the skills relating to primary and secondary data; and collect primary or secondary data on any topic with the help of students coins, inscriptions (if available), the material remains of the past and visuals; Helping children to read passages from primary sources; Thinking about what all these sources might or might not reveal. Prepare a report on entire activity.

Unit -V Assessment and Evaluation

- Meaning, Concept and Construction of Achievement test, Diagnostic test and Remedial teaching.
- Blue print: Meaning, Concept, Need and Construction.
- Continuous and Comprehensive Evaluation (CCE) in Sciences.
- Characteristics of Assessment in Sciences.

Practicum/Field Work

- Construction, administration and interpretation of an achievement test.
- Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.
- Mark the student with less than 60% in Mathematics, diagnose the difficulties and give appropriate remedial measure.
- Conduct a programme with students for nurturing natural curiosity of observation and drawing conclusions.

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Pedagogy of Chemistry
(CODE: BED-180 XIV)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- Gain insight on the meaning and nature of chemistry for determining aims and strategies of teaching-learning.
- Identify and relate everyday experiences with learning chemistry.
- Appreciate various approaches of teaching-learning of chemistry.
- Use effectively different activities/demonstration/laboratory experiences for teaching-learning of chemistry.
- Understand various types of assessment and evaluation.

Unit -I Nature and Scope of Chemistry

- Concept, Nature, Scope, & Importance of Chemistry & Chemistry Teaching.
- Relation of Chemistry with other school subjects and daily life (natural environment, artifacts)
- Facts and principles of Chemistry its application consistent with the stages of Cognitive Development of learners.
- Heat, Carbon and its compound, acid, basis and salts, Thermodynamics, physical and chemical changes, stages of liquid nature and states of matter, metal and non metal etc.

Practicum/Field Work

- Planning, organizing and conducting of small community survey regarding to use of chemical in everyday life.
- Drama or role plays activity in class on life sketch & their contribution of any chemistry scientist.
- Prepare anyone of the following related to everyday chemistry:-

(1) Poster (2) Article (3) Story (4) Play.

Unit - II Teaching-Learning of Chemistry

- Scientific attitude and Scientific Methods: Concept, Components and Steps.
- Bloom's Digital Taxonomy, Vis-a Vis the objectives of school Education, Writing Specific Objectives.
- Team Teaching, Inductive-Deductive Method, Project Method, Problem Solving Method, Investigatory Approach, Concept Mapping, Collaborative Learning, and Experiential Learning in Chemistry: Facilitating learners for Self-study.

Practicum/Field Work

- Conducting two experiments useful at Sec/ Sr. sec level, e.i. physical and chemical changes, heat, acid, basis and salts.
- Make a project based on survey of 10 families nearby/their houses of using various types of fuels.
- Organize team teaching, on different topic of chemistry in school.

Unit - III ICT & Materials in Teaching-learning of Chemistry

- Use of ICT: Video clips, Power points presentations, films etc.
- Dale Cone of Experiences, Planning, Preparation and Presentation of Instructional Material.
- Techniques: Using Textbooks, using Audio-Visual Aids, CDs, Multimedia and Internet, Case Study Approach.

Practicum/Field Work

- Lesson presentation by different methods e.g. OHP, Transparant slides, project, power point, working model etc,
- Conduct a case study on brilliant or problematic student of the school and give suggestions for improvement.
- Description & design of any improvised apparatus.

Unit -IV Teaching-Learning Resources in Chemistry

- Types of Primary and Secondary Sources: Data from Field, Textual Materials, Journals, Magazines, Newspapers, etc.
- Using the Library for Secondary Sources and Reference Material, such as Dictionaries and Encyclopedias.
- Chemistry laboratories, online resources. Unit and Lesson Plan.

Practicum/Field Work

- Content Analyse of chemistry books of class XI and make a report on it.
- Conduct a training program on use of digital library especially for secondary sources and reference material, such as dictionaries and encyclopedias.
- Going beyond the textbook; getting children to craft little nuggets of History from primary sources.

Unit -V Assessment and Evaluation

- Meaning, Concept and Construction of Achievement test, Diagnostic test and Remedial teaching.
- Blue print: Meaning, Concept, Need and Construction.
- Continuous and Comprehensive Evaluation: Meaning, Concept, Importance and Limitations.

Practicum/Field Work

- Construct an achievement test of any standard of school admistrare and interpretataion its findings.
- Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure,too.
- Mark the student with less than 60% in chemistry, diagnose the difficulties and give appropriate remedial measure, too.

Reference

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- Das R.C. (1985). Science Teaching in Schools. Sterling publishers: New Delhi.
- Kherwadkal, Anjali (2003). Teaching of Chemistry. Modern method Sarup & sons: New Delhi.
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Pedagogy of Biology
(CODE: BED-180XV)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning.
- Integrate the biological science knowledge with other school subjects. Identify and relate everyday experiences with learning of biological science.
- Appreciate various approaches and methods of teaching-learning of biological science.
- Explore the process skill in science and role of laboratory in teaching- learning.
- To understand meaning, concept and various types of assessment.
- Identify the concepts of biological science that are alternatively conceptualized by teachers and students in general.

Unit -I Nature and Scope of Biology

- Concept, Nature, Need & Importance of Biological Science & Biology Teaching.
- Correlation of biology with other school subjects. Biological science for environment and health, peace, equity: history of biological science, its nature and knowledge science independent of human application:
- Origin of life and evolution, biodiversity, eminent Indian scientist their contribution and life sketch: charak shrusupta salim ali hargovind kurana P. Maheshwari.
- Photosynthesis, factors affecting the process of photosynthesis, respiration in plants and animal, transportation in plants, phytoplankton and zooplankton.

Practicum/Field Work

- Poster presentation/drama on origin of life and evolution for awareness about biodiversity.
- Planning and organizing events on special days related to biological science such as earth day, environmental day, cancer and HIV AID & science day.
- Drama or role plays activity in class on life sketch & their contribution of any chemistry scientist.

Unit -II Teaching-learning of Biology

- Scientific attitude and scientific methods: concept, components and steps.
- Bloom's Digital Taxonomy, Vis-a Vis the objectives of school education; writing specific objectives.
- Team teaching, inductive-deductive method, project method, problem solving method, investigatory approach, concept mapping, collaborative learning, and experiential learning in chemistry: Facilitating learners for self-study.

Practicum/Field Work

- Organization of exploratory activities to develop scientific attitude and temper.
- Talk to the students about Indian traditional sanskar and find out the scientific basis or hidden concern for life and preservation of environment.
- Collection and identification of common plants and animals around the locality to construct food chain and food web.
- Conduct a programme with students for nurturing natural curiosity of observation and drawing conclusions.
- Conduct any activity among students for linking child's natural curiosity with natural phenomena like weather, flora and fauna; contexts.

Unit - III ICT & Materials in Teaching-learning of Biology

- Use of ICT: Video clips, Power points presentations, films etc.
- Dale cone of experience, Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks, using audio-visual aids, CDs, multimedia and internet; case study approach.
- Planning, Organisation and activity of science club.

Practicum/Field Work

- Preparation/ designing programme instruction to facilitate learners for self study.
- Make five different teaching materials using different type of teaching aids (Model & PowerPoint, etc) at school subject.
- Organize activities with school level students to discuss their experiences of life; pupil teacher will give only clues and prompt them to enhance their activities.
- Prepare a low cost or waste material based experiment for secondary/ senior secondary schools.

Unit - IV Teaching-learning Resources in Biology

- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.
- Online resources. Unit and lesson plan.

Practicum/Field Work

- Prepare a lesson plan by using fusion method of teaching; give logic or reasoning your view why it is the best method. Write a report on its effectiveness.
- Conduct a training program on use of digital library especially for secondary sources and reference material, such as dictionaries and encyclopedias.
- Going beyond the textbook; getting children to craft little nuggets of History from primary sources.
- Analyze the non-print material of biological science, which may be valuable supporting material for secondary to senior secondary level teachers.

Unit -V Assessment and Evaluation

- Meaning, concept and construction of Achievement test, diagnostic and remedial test.
- Blue print: Meaning, concept, need and construction.
- Continuous and Comprehensive Evaluation (CCE)
- Characteristics of Assessment

Practicum/Field Work

- Construct, administrate and interpret an achievement test for any standard of school.
- Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure too.
- Mark the student with less than 60% in biology, diagnose the difficulties and give appropriate remedial measure too.
- Assessment of project work in work in biology (both in the laboratory and in the field)

Reference

- Agarwal, D.D. (2004). Modern methods of Teaching Biology. Saruk & Sons: New Delhi.
- Miller, David F. & Blaydes, Glenn W. (1938). Methods and materials for teaching biological sciences. Mc Graw Hill book company Inc: New York and London.
- Choudhary, S. (2010). Teaching of Biology. APH Publishing Corporation: New Delhi.
- Sood, J.K. (1987). Teaching of Life Science. Kohli publishers: Chandigarh.
- Yadav, M.S. (2000). Modern Methods of Teaching Science. Anmol Publishers: New Delhi.
- Bhar, Suraj prakash (2006). Teacher Training Lotus Press: New Delhi.
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Pedagogy of Physics **(Code:BED-180 XVI)**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- Gain insight on the meaning and nature of Physics science for determining aims and strategies of teaching-learning.
- Identify and relate everyday experiences with learning Physics;
- Appreciate various approaches of teaching-learning of Physics;
- Use effectively different activities/demonstrations/laboratory experiences for teaching-learning of Physics;
- Integrate in Physics knowledge with other school subjects;

Unit -1 Nature and Scope of Physics

- Meaning, Concept, Nature, Scope, Needs, Aims, Objective and Importance of Physics Teaching.
- Correlation of Physics with other School Subjects.
- Ohm's law, Magnetic field, reflection in of light, Refraction of light.

Practicum/Field Work

- Write a report on physical issues and concerns of the present-day, after analysis of News from News Papers, TV, and Radio etc.
- Observation, recording and interpretation of physical and social features and phenomena of your area / district / city).
- Identify and interpretate news related to positive social changes or initiatives for improvement of physical environment.
- Prepare a practical file after conducting any two experiments on Ohm's Law/ reflection of light etc.

Unit –II Teaching-Learning of Physics

- Scientific Attitude and Scientific Methods: Concept, Components and Steps.
- Aims and General Objectives of Teaching Physics, Bloom's Digital Taxonomy, Vis-a Vis the Objectives of School Education, Writing Specific Objectives.
- Team Teaching, Project Method, Problem Solving Method, Inductive-Deductive, Investigatory Approach, Concept Mapping and Experiential Learning in Physics: Facilitating learners for Self-Study.

Practicum/Field Work

- Prepare a lesson plan based on team teaching and execute it in school.
- Role playing activities in relation to solving problems of everyday life.
- Practical work with the help of low cost material in schools.
- Make any two teaching aids with the help of low cost material.

Unit -III ICT & Materials in Teaching-Learning of Physics

- Use of ICT: Video clips, Power points presentations, films etc.
- Dale Cone of Experience, Planning, Preparation and presentation of Instructional Material.
- Techniques : Using Textbooks, using Audio-Visual Aids, CDs, Multimedia and Internet and Online Recourses.

Practicum/Field Work

- Field projects related to Physics to develop knowledge of scientific methods in learners.
- Group discussion in peer groups, on the problems related to Physics.
- Make a lesson plan based on power point presentation and execute it in school.

Unit -IV Teaching-learning Resources in Physics

- Types of Primary and Secondary Sources: Data from Field, Textual Materials, Journals, Magazines, Newspapers, etc.
- Using the Library for Secondary Sources and reference material, such as Dictionaries and Encyclopedias.
- Various teaching aids, Audio-Visuals, Online Recourses.
- Lesson Plan and Unit Plan.

Practicum/Field Work

- Conduct a training program on use of digital library especially for secondary sources and reference material, such as dictionaries and encyclopedias.
- Observation of skills relating to primary and secondary data;

Unit - V Assessment and Evaluation

- Meaning, Concept and Construction of Achievement Test, Diagnostic Test and Remedial Teaching.
- Blue print: Meaning, Concept, Need and Construction.
- Continuous and Comprehensive Evaluation: Meaning, Concept, Importance and Limitations.

Practicum/Field Work

- Construction, administration and interpretation of an achievement test of any standard of school.
- Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.
- Mark the student with less than 60% in physics, diagnose the difficulties and give appropriate remedial measure.

Reference

- Mangal, S.K (2005). Teaching of Physics. Arya book depot: New Delhi.
- Joshi, S.R (2008). Teaching of science. A.P.H publishing corporation: New Delhi.
- Das, R.C, (2000). Science teaching in schools. Sterling Publishers private limited: New Delhi.
- Prasad, J. (1999). Practical aspects in teaching of science. Kanishka publisher: New Delhi.
- Nanda, V.K. (1997). Science education today. Anmol publications Pvt. Ltd.: New Delhi.
- Bhan, Suraj Prakash. (2006). Teacher training. Lotus press: New Delhi.
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Pedagogy of Art
(CODE: BED-180- XVII)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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 colors, textures, composition and thematic content.

Unit –I Nature and Scope of Art

- Meaning, Nature and Scope of Art, Aesthetics and Art teaching at Secondary level of School Education
 - The place of Art in General Education.
 - Education Values of Art and its relationship with other school subjects.

- Role of Art is Indian culture and values.
- Art and Society.
- Indian Folk art.
- Creative Art.
- Contribution of Art Teaching.
- Importance Aims and Objective of Art Teaching.
- Co-relation with other Subject.

Practicum/Field work

- Viewing/listening to live and recorded performances of Classical and Regional Art forms
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach.
- Local field trip for understanding working process of any art work /gallery.

Unit –II Teaching-Learning of Art

- Aims and objectives of Art Teaching (Bloom’s approach to specify the Outcomes).
- Approaches and Methods of teaching Art: - Problem Solving Method, Demonstration Method, Experimental Method, Project Method. Lecture cum Demonstration, Question-Answer Techniques, Text Book, Dramatization.
- Use of ICT in art teaching.

Practicum/Field work

- Organize an exhibition on Hand made things.
- Organize funfair on products related to Art and draft a report with pictures.
- Exploration and experimentation with different methods of Visual Arts like Painting block printing, collage, clay modeling, paper cutting and folding, etc.
- Field trip/ Educational Tour, Art committee, fair and Exhibition Art galleries and Museum.

Unit –III ICT & Materials in Teaching-Learning of Art

- Meaning, Concept, Need and Preparation of Lesson Plan, Unit Plan and Annual Plan.
- Types of Primary and Secondary Resources: data from Field, Textual Material, Journals, Magazines, Newspaper.
- Teaching Aids- Meaning, Importance and types of teaching Aids, Art laboratory (its need, organization, equipments)
- Knowledge of Indian Craft Traditions and its relevance in Education.
- Knowledge of Indian Contemporary Arts and Artists, Visual Arts.

Practicum/Field work

- Planning and Establishment of an Art gallery in School.
- Develop and Maintain a display board in School.
- Make a file of essential equipments of Art lab/galleries and its Management.
- Make five different teaching materials using different type of teaching aids.

Unit – IV Teaching-learning Resources in Art

- Curriculum in Art for school instruction. Mughal Art Style, Rajasthani Art Style, Pahari Art Style.
- People as resource: the significance of Oral Data.
- Types of Primary and Secondary Sources: data from Field, Textual Materials, Journals, Magazines, Newspapers etc.
- Using the library for Secondary sources and reference material, such as Dictionaries and Encyclopedias.

Practicum/Field work

- 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.

- Organise a workshop on drawing, and painting, rangoli, clay modeling, pottery, mixed collage, woodcraft, toy making.
- Document and arrange opportunities of marketing of the local artistic product, produced by specific local families, which is used in day to day life

Unit – V Assessment and Evaluation

- Meaning, Concept and Construction of Achievement test, Diagnostic test and Remedial teaching.
- Blue print: Meaning, Concept, Need and Construction.
- Open-book tests: Strengths and limitations

Practicum/Field Work

- Construction, administration and interpretation of an achievement test of any standard of school.
- Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.
- Mark the student with less than 60% marks in art education, diagnose their difficulties and give appropriate remedial measure.

Reference

- Gerge, Conard (1964). The process of Art Education in the Elementary School. Practice Hall Inc.: England.
- Ruth. Dunneth (1945). Art and child personality. Methuen and Co. Ltd.: London.
- Kiya, Shikshak (1966). Art Education. Published by Department of Education: Bikaner. Rajasthan.

Pedagogy of Computer Science
(Code: BED-180 XVIII)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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 the hardware and software and their applications.
- Know about on historical evolution of computer and its hardware, software components.
- 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.

Unit- I Nature and Scope of Computer Science

- Concept, Nature & Scope of Computer Science.
- History and Generations of Computers and their characteristics.
- Classification and Part of computers.
- Input Output Devices, Block Diagram.

Practicum/ Field Work

- Make a power point presentation on history/generation of demonstration of computer parts and input/output devices of school students.

Unit – II Hardware

- Hardware for Output : Monitors, Speakers and Headphones, Printers, CD and DVD writers, Pen Drives, Flash drives, External hard drives.
- Hardware for Processing : Processor, Mother board, Memory, RAM, ROM, Cache, HDD.
- Other Hardware : UPS, Power supply requirements, Modem and Router.

Practicum/ Field Work

- Training program on hardware for output: monitors, speakers, head phone etc, in school workshop on use and function of modem and Souter.

Unit - III Software

- Type of Software.
- Operating system: Function of an Operating System as a resource manager, Windows Operating system
- Application Software : Application suites: MS Office suit
- Educational Software: Edutainment, Web dictionaries, Virtual learning environments, Protection Software

Practicum/ Field Work

- Conduct a training on basic features of Windows, M S Word, Excel and Power point.
- Classroom Presentations on use of wizard, templates, slide master, blank slides.

Unit- IV Teaching-Learning Resources in Computer Science

- Network, Type and Topology, Internet and Intranet, Network Protocol
- Web Browsers: Internet Explorer, Mozilla Firefox, Chrome.
- Search Engines: Google, Yahoo, Meta Search Engine.

Practicum/ Field Work

- 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.
- Draft a report on effectiveness of camp.
- Use of Search Engine for access primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias

Unit –V ICT Application in Teaching and Learning

- Concept, Nature and Use of ICT in Education.
- Preparing lesson plans.
- Managing Subject related content.
- Preparing results and reports.
- School Brochure and Magazine.
- E-Education & E-learning.
- Virtual Classrooms, Web-based teaching materials, Interactive white boards.

Practicum/ Field Work

- Orientation program on interactive white boards.
- Conduct an awareness program in rural area among students and public on educational use of mobile phone.

Reference

- Srinivasan, T. M. (2002). Use of computers and multimedia in education. Aavisakar Publication: Jaipur.
- Alexis, M. L. (2001). Computer for every one. Leon. Vikas Publishing house Ltd: New Delhi.
- Norton, P. (1998). Introduction to computers. New Delhi: Tata McGraw Hill Publishing Co.
- Peter Norton's Introduction to Computers (2000). Tata McGraw-Hill Publications: New Delhi.
- Schwatz & Schitz (2000). Office 2000. BPB Publications: New Delhi.
- Smha P.K. (1992). Computer Fundamentals. BPB Publications: New Delhi.
- Merrill, P.P. et al (1985). Computers in Education. Second Edition. Allyn and Bacon: New York.

Course – EPC-I
EPC -1 Reading and reflecting on texts
(CODE: BED-150)

Maximum Marks: 50

Internal Marks: 50

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

- Students will also develop metacognitive awareness to become conscious of their own thinking processes and they grapple with diverse texts.
- This course will enable student teacher to enhance their capacities as readers and writers by becoming participants in the process of reading.
- To engage students with the readings interactively – individually and in small groups.
- 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.

Activity - I Reading of Texts

- 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.
- Teacher Educator will examine/observe the grappling with diverse texts of the student and remedial suggestions will be given.

Activity - II Skill and Strategies

- Teacher Educator will demonstrate essential skill (model reading, drill, pronunciation, silent reading etc) of reading & written work.
- 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.
- Teacher Educator will set goals for Learning, Monitoring, Comprehension and Self Reflection.

Activity - III Reading Assignment

- 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.
- 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.

Activity - IV Observation & Discussion

- Pupil teachers will observe the activities of peer group also.
- Teacher educator will motivate pupil teachers to thinking about and regulating one's own thinking in the learning process.
- Critically analyse activities of own and group during reading, discussion and writing.

Activity - V Evaluation & Reflection

- Reflective journal will be developed by pupil teacher for trapping experience, observation and views of participant (with the help of teacher educators)
- Teacher Educator will critically analyse entire activities on the basis of reflective journal.

Note - Pupil Teacher will draft a report on entire activities.

Course – EPC 2
Understanding the self
Internal assessment

Maximum Marks: 50

Internal Marks: 50

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

- 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.
- To address aspects of development of the inner self and the professional identity of a teacher.
- To develop sensibilities, dispositions and skills that will later help them in facilitating the personal growth of their own students while they teach.
- To develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
- 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.
- To make awareness in student teacher of their identities and the political, historical and social forces that shape them.
- To help explore one's dreams, aspiration, concerns, through varied forms of self – expression, including poetry and humour, creative movement, aesthete representations,etc.
- 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.

Activity - I

- Conduct seven days' workshop in school for personality development on *Chetna VikasMoolya Shiksha*, after attending seven days shivir of CVMS.
- Organise 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.

Activity - II

- Organise yoga and meditation classes at least for two months in a school.
- Prepare a report after analyzing the effect of the program on body, mind and concentration.

Activity -III

- Prepare a Performa for cumulative records of students.
- Make a record of students through the narration of their life stories and group interactions.

Second Year

Course code	Title of the course	EVALUATION			
		External	Internal	Practical	Total
Course – 9/ BED-190	Pedagogy of school subject - II	35	15		50
BED-190-I	Hindi	35	15		50
BED-190 –II	Sanskrit	35	15		50
BED-190-III	English	35	15		50
BED-190-IV	Social Sciences	35	15		50
BED-190-V	Civics	35	15		50
BED-190-VI	History	35	15		50
BED-190-VII	Economics	35	15		50
BED-190-VIII	Geography	35	15		50
BED-190-IX	Business Organization	35	15		50
BED-190-X	Financial Accounting	35	15		50
BED-190-XI	Mathematics	35	15		50
BED-190-XII	Home Science	35	15		50
BED-190-XIII	General Science	35	15		50
BED-190-XIV	Chemistry	35	15		50
BED-190-XV	Biology	35	15		50
BED-190-XVI	Physics	35	15		50

BED-190-XVII	Arts	35	15		50
BED-190-XVIII	Computer Science	35	15		50
Course-10/ BED-200	Gender, School & Society	35	15		50
Course-6B/ BED-210	Knowledge & Curriculum Part -II	35	15		50
Course-11/ BED-220	Creating an Inclusive School	35	15		50
Course-12/ BED-230	Optional Courses (Any one from the following)	35	15		50
BED-230-I	Distance Education	35	15		50
BED-230-II	Guidance & Counseling	35	15		50
BED-230-III	Health & Physical Education	35	15		50
BED-230-IV	Chetna Vikas Moolya Shiksha	35	15		50
BED-230-V	Environmental Studies	35	15		50
BED-230-VI	Educational aspects of The Geeta	35	15		50
BED-230-VII	Gandhian thoughts of Education	35	15		50
BED-230-VIII	Value Education	35	15		50
Course EPC-3/	Critical Understanding of ICT	-	50		50

Course – EPC -4/	Drama & Art in Education	-	50		50
Course- INTERNSHIP - II	School Internship of 16 weeks*	100	100		200
	Prayer, Yoga, meditation & festival etc				25
	CCA				25
Total					600

Internship (16 weeks)**TEACHING PRACTICE AND PRACTICAL WORK**

Planning & Execution	Preparation, administration & analysis of diagnostic test (s) followed by remedial teaching any selected lesson.	10
Execution	Execution of action research project	10
	Observation and preparation of report	10
	Working with community project of social welfare. (submission of report)	10
	Exhibition of TLM in school prepared by student teacher	10
	Regular classroom teaching delivery of 70 (35+35) lessons	5+5=10
Assessment & Evaluation	Two Criticism Lesson in teaching subject	10+10=20
	5 Lessons to be observe by teacher educator.	5+5=10
	Final Lesson (External evaluation)	50
Regularity & involvement in different school	Student teachers function in liaison with the regular teachers in the school in all day-to-day functioning along with teaching-learning by mentor teachers	05

activities	Participating in various 'out of classroom activities' in school Organizing events	5
	Participation in any two co-curricular activity and preparation of report	10
	Study (and preparation) of school calendar, time table, assessment schedule, library and laboratory.	5
	Portfolio, including detailing of teaching-learning plans, resources used, assessment tools, student observations and records.	10
	Exhibition of critical observations of work done by the students 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 student teacher in which he/she records one's experiences, observations, and reflections.	10
	TOTAL MARKS	200

Pedagogy of school subject –II
Course – 9/ BED-190

Code	School Subject	Syllabus
BED-190-I	a) Hindi	Students has to choose pedagogy course syllabus as per given in first year course –7A.
BED-190 –II	b) Sanskrit	
BED-190-III	c) English	
BED-190-IV	d) Social Sciences	
BED-190-V	e) Civics	
BED-190-VI	f) History	
BED-190-VII	g) Economics	
BED-190-VIII	h) Geography	
BED-190-IX	i) Business Organization	
BED-190-X	j) Financial Accounting	
BED-190-XI	k) Mathematics	
BED-190-XII	l) Home Science	
BED-190-XIII	m) General Science	
BED-190-XIV	n) Chemistry	
BED-190-XV	o) Biology	
BED-190-XVI	p) Physics	
BED-190-XVII	q) Arts	
BED-190-XVIII	r) Computer Science	

Course -10
Gender, School and Society
(CODE: BED-200)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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 socialisation processes would be analysed to see how socialisation 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.

Unit – I Gender Issues: Key Concepts

- Gender, Social construction of Gender.
- Gender socialization and Gender Roles.
- Gender discrimination at different levels of institutions (institutions related to Social, Cultural, Religious, Economic, Political and Educational settings).

Practicum/Field Work

- Organize debates on equity and equality cutting across gender, class, caste, religion, ethnicity, disability, and region etc.
- Collect material related to Women Role Models in various fields with Emphasis on Women in Unconventional Roles and prepare a brief report.
- Collect thoughts of Eminent Men and Women of India on Girls Education and Women's Empowerment.

UNIT – II Gender Identities and Socialisation Practices in

- Family.
- Schools.
- Other formal and informal organization.
- Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).
- Gender Concerns related to access, enrolment, retention, participation and overall achievement.

Practicum/Field Work

- Collection of folklores reflecting socialization processes and drafts a report on entire programme.
- Analyse of textual materials from the perspective of gender bias and stereotype.
- Find out the concept of women empowerment in ancient Indian culture and analyse its relevance at present scenario.

UNIT – III Creating Gender Inclusive Classroom

- Developing positive self concept and self esteem among girls.
- Teaching Learning Materials.
- Classroom transaction.
- Teacher as an agent of change.

Practicum/Field Work

- Write a survey based report on financial allocations/field conditions/policies/ imperatives of schools.
- Debate and discussion on rights of girls and women.
- Field visits to schools, to observe the schooling process from a gender perspective.
- Preparation of indicators on participation of boys and girls in heterogeneous schools– public and private,-aided and managed by religious organizations and prepare a report.

UNIT – IV Gender Issues in Curriculum

- Gender, Culture and Institution: Intersection of class, caste, religion and region.
- Curriculum and the gender question.
- Construction of gender in curriculum framework since Independence: An Analyse.
- Gender and the hidden curriculum.
- Gender in text and context (textbooks' inter-sectionalist with other disciplines, classroom processes, including pedagogy)

Practicum/Field Work

- Debate on women role models in various fields with emphasis on women in unconventional roles.
- Prepare tools to analyse reflection of gender in curriculum and draft a report after administration of scoring and prepare a report. Report will be presented in seminar.

UNIT – V Gender, Sexual Harassment and Legislative Action

- Institutions redressing sexual harassment and abuse.
- Prenatal Diagnostic Technique Act, 1994.
- The draft sexual Law Reforms in India, 2000.
- Domestic Violence Act, 2005.
- Reservation for Women.
- Supreme Court Verdict about transgender.

Practicum/Field Work

- Gathering Information on Laws by Compiling Violence against Girls and Women in India.
- Case study on how students perceive role models in their own lives.
- Draft a report with the help of field interview while studying the issue of reservation as an equalitarian policy.
- Group Assignment on Examining Policies and Schemes on Girls Education and Women's Empowerment.

Reference

- Trivedi, Vinoti Ojha (2016). Gender school and society. Agrawal Publication: Agra.
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- A. banon, Robert (2010). Social Psychology. Pearson education: New Delhi.
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- Nath, pramanik rathindra (2006). Gender Lhequality and women's empowerment. abhijeet publication: Delhi
- 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.
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Course 6B
Knowledge and Curriculum (Part-II)
(CODE: BED-210)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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.

Unit - I Introduction to Curriculum

- Meaning, Concept, Nature and Need of Curriculum.
- Perspectives of Curriculum – Traditionalist, Conceptual – Empiricist, Reconceptualists, Social Constructivists.
- Concept of Core Curriculum, Hidden Curriculum, Spiral Curriculum, in Legal led Curriculum and their relevance.

Practicum/Field Work

- 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.
- Analyse the influence of school, community and state on the content and curriculum of primary to secondary (Any one level)

Unit -II Organization of Knowledge in Schools

- School knowledge and its reflection in the form of Curriculum, Syllabus and Textbooks.
- Curriculum Framework, Curriculum and Syllabus - their significance in School Education.
- Curriculum visualised at different levels: National-level, State-level, School-level, Class-level and Related issues.

Practicum/Field Work

- Case study on School knowledge and its reflection in the form of curriculum, syllabus and Textbooks.
- Critically evaluate or assess the text book of secondary level of your subject.

Unit - III Considerations in curriculum development (At school level)

- Forms of Knowledge and its characterisation in different school subjects.
- Relevance and specificity of Educational Objectives for concerned level.
- Socio-cultural context of students – multi-cultural, multilingual aspects.

Practicum/Field Work

- Content Analyse of any subject school level book to find out\ Forms of knowledge.
- Organize tree plantation program with the involvement of community members and school.

Unit - IV Curriculum Determinants

- Broad determinants of Curriculum making :(At the Nation or State-wide level)
- Socio-Political Aspirations, Including Ideologies and Educational Vision, Cultural Orientations, National priorities, System of Governance and power relations; and International contexts.

Practicum/Field Work

- Interaction with school teachers and principal, how they operationalise the prescribed curriculum into an action plan.
- Organize a seminar on type of Curriculum.

Unit -V Curriculum Implementation

- Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school – local environment, community and media, etc.)
- Process of curriculum evaluation and revision, Need for a model of continual evaluation, Feedback from learners, teachers, community, and Administrators

Practicum/Field Work

- Discuss on the process of curriculum evaluation and revision.
- Organize an orientation program on How curriculum is evaluated and revised.

Reference

- Schilvest, W.H. (2012). Curriculum: prospective paradigm and possiilty.M.C. MLLAN publication: Europe.
- Letha, Ram Mohan (2009). Curriculum instrchon and evaluation. Agerwal publication: Agra.
- Kelly, AV. (2009). The curriculum: theory and practice. Sage publication: Singapore.

- NCERT (1984). Curriculum and Evaluation. NCERT: New Delhi.
- NCERT (2006). Systematic reforms for Curriculum Change: New Delhi.
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- तिवारी, किरण एवं पालीवाल, चन्द्रप्रकाश (2016). ज्ञान एवं पाठ्यक्रम. राखी प्रकाशन प्रा. लि.: आगरा.
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Course -11
Creating an Inclusive School
(CODE: BED-220)

Maximum Marks: 50

External: 35 Marks

Internal:15 Marks

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

- Understand concept, meaning and significance of inclusive education
- Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- 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.
- Prepare teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.
- Prepare a conducive teaching learning environment in varied school settings.
- Develop the ability to conduct and supervise action research activities.

Unit - I Introduction, Issues & perspectives of Inclusive Education

- Definitions, Concept and Importance of Inclusion and Disability, Difference between Special Education, Integrated Education and Inclusive Education.
- Advantages of Inclusive Education for Education for all Children in the context of Right to Education.
- Meaning, Concept and Need for Inclusive School.

Practicum/Field Work

- Observe inclusive teaching strategies in an inclusive classroom and discuss with teacher for further planning.
- To investigate the opinion of teachers on the integration of students with disability in normal schools.

Unit - II Concept & Policy Perspective

- Recommendations of the Indian Education Commission (1964-66), National Curriculum Framework, 2005 NCERT, The Convention on the Rights of the Child (specific articles related to inclusive education).
- The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990) Promoting Inclusion Preventing Exclusion, UNESCO Conventions, declaration and recommendations related to Rights of persons with Disabilities.

Practicum/Field Work

- To study the conceptions of teachers about the need of inclusive education in primary schools, then method: collect views of teachers and heads of school.
- Analyse and interpret results in the light of inclusive education and write a report.
- Explain the main constitutional provisions on inclusive education.

UNIT - III Diversity in the Classroom

- Diversity due to disability: Nature, Characteristic and Needs.
- Diversity due to Socio-Cultural and Economic factors: Discrimination, Language Attitudes, Violence and Abuse.
- Concept, Nature, and Characteristics of Multiple Disabilities, Classroom Management for Inclusive Education.
- MDGs (Millennium Development Goals) and EPA goal of UNESCO.

Practicum/Field Work

- Study the educational resources for persons with disability (POD) in local secondary schools, two primary schools of your choice, result may be discussed in school in the present context of teacher education.
- Conduct an awareness program on millennium goal of UNESCO.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
- Conduct a survey on the type of supportive service needed for inclusion of children with any disability and share the findings in the class.

UNIT - IV Curriculum & Pedagogy in Inclusive School

- Inclusive Curriculum- Meaning and Characteristics.
- Teaching and Learning Environment with special reference to Inclusive School.
- Guidelines for adaptation for teaching/practicing Science, Mathematics, Social Sciences, Languages in Inclusive settings.

Practicum/Field Work

- Planning and conducting multi level teaching in the persons with disabilities (two classes).
- To study the barriers/problems in relation to development of positive policy regarding inclusive teaching-learning practices in local private schools/schools in slums/rural areas, method may be: collection of the views of managing committees/heads/teachers on development of positive policy regarding inclusive teachers-learning facilities.
- Write a report on entire activity and present it in classroom presentation.(among peer group)

Unit - V Assessment in Inclusive School

- Alternative means for Assessment and Evaluation in Inclusive Classroom.
- Utilization of records/case profiles for identification, assessment and intervention for Inclusive Classrooms.
- Evaluation and follow-up Programmes for improvement of teacher preparation programmes in Inclusive Education.

Practicum/Field Work

- Discussion, group work and presentation by students on uses of internet in inclusive setting.
- Study the assessment and evaluation practice being followed in a school. Critically reflect on the practice in the context of inclusive education.

Reference

- Siddiqui, Hena (2016). Inclusive education. Agraval Publication: Agra.
- Mitara, Krishna and Saxena, vandana (2008). Inclusive Issues and Perspectives. Arihant Publication: Jaipur.
- Sharma, P.L (2003). Planning Inclusive Education in Small Schools. R .I E. Mysore .
- Delpit, L.D. (2012). Multiplication is for white people: raising expectations for other people's children. The new press: USA.
- GOI, (1966). Report of the education commission: Education and national development. Ministry of education: New Delhi.
- Govinda R. (2011). Who goes to school? Exploring exclusion in Indian education. Oxford University Press: United Kingdom.
- Parekh, B.C. (2000). Rethinking multiculturalism: Cultural diversity and political theory. Palgrave: 213-230.
- UNESCO (2006). United Nations convention on the rights of persons with disabilities.
- UNESCO. (2009). Policy guidelines on inclusion in education UNESCO.

Course -12 Optional Courses
Distance Education
(CODE: BED-230-I)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- Understand the concept, nature and scope of Distance Education
- Understand the nature of Distance Education as continuous process of Development and change.
- Understand the aims, objectives of teaching Distance Education at different levels.
- Learn the techniques and methods of distance Education.
- Understand the open system, correspondence education.
- Understand communication strategies of Distance Education.

Unit- I Concept & Nature of ODL

- Concept of ODL.
- Mode of transaction in ODL.
- Perspective & Future perspective of ODL.

Practicum/Field Work

- Measure the level of awareness among people on distance education or courses and conduct them through distance mode.
- Debate on merits & demerits of distance education.
- Prepare a chart related to differences between Distance Education and traditional education teaching approaches.

UNIT- II Planning & Institution of ODL:

- Institutional Planning: at School level & at University level.
- National and State Universities and agencies (IGNOU, VMOU etc.)
- DEC: Role and Responsibilities.

Practicum/Field Work

- Listing the various ODL courses, which are conducted or available in your district/village/town at Institutional level and give proper information about the courses in choupal or meeting with local people specially girls and women and prepare a report on the programme.
- Interact with distance learners and list out their practical problems like availability of material, contact classes, periodic journals & commutation problems etc. All the information will be compiled and the report must be sent to national and state universities (related to distance education)
- Collect newspaper cuttings related to Distance Education. And write a report on qualitative and quantitative improvement of distance learning.
- Prepare a report on Visit on any institution which is related to Distance Education.

Unit- III Methods and Approaches

- Communication Strategies.
- Teaching Strategic of Distance Education & Educational Broadcast.
- Educational Telecast.
- ICT, Self Learning Material, E-Learning, Blanded Learning.
- Resource Centers of Distance Education.

Practicum/Field Work

- Visit any distance learning center for reporting on useful telecast programmes for their distance learners to revitalize their innovative learning and to increase their skills and knowledge.
- Prepare teaching materials using C.W/ Video tapes as teaching aid for distance learner.
- Prepare a Radio script or TV program script.

- Content Analyse and preparation of instructional material related to any unit of subject related to Distance Education.

Unit- IV Instructional Support System

- Instructional Procedure.
- Evaluation Process of Distance Teaching.
- Role of Regional and Study Centers.
- Role of Counsellor and Distance Learner.

Practicum/Field Work

- Write a report on maintaining the record of attendance of students in contact sessions, by study centers.
- Visit a study center and draft a report on their function, role and organization.
- Study anyone aspect of study center/regional center related to Distance Education.

Unit –V Evaluation

- Concept of Evaluation in Distance Education.
- Need for Continuous Evaluation, On-line and on Demand Examination.
- Nature & Type of Evaluation procees in ODL.

Practicum/Field Work

- Review any five researches in distance education.
- Examine the information, advice and Counselling process and effectiveness of distance educational institute.
- Find at least two dropout students in your area and enrol them in any distance education agency.

Reference

- यादव, सियाराम(2010). दूरवर्ती शिक्षा. अग्रवाल पब्लिकेशन्स: आगरा:2.
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- Goel, Aruna andGoel, S.L. (2000). Distance Education in the 21st century. Deep & Deep Publications Pvt. Ltd. Rajouri Garden: New Delhi.

Guidance & Counselling **(CODE: BED-230-II)**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- To develop an understanding of the concepts of guidance and Counselling.
- To develop an understanding of educational, vocational and personal guidance.
- To acquaint the students with the testing devices and techniques of guidance.
- To develop an understanding of collection and dissemination of occupational guidance.
- To sensitize student-teachers to the problems faced by students in the contemporary world.
- To create an awareness of the working of guidance centers.
- To provide guidance & Counselling for school level students.

UNIT - I Concept of Guidance

- Meaning, Nature & functions of Guidance.
- Principles of Guidance.
- Need of Guidance at various stages of life.
- Types of Guidance:
 - Educational Guidance – Meaning and Need at Secondary and Higher Secondary level.
 - Vocational Guidance – Meaning and Need at Secondary and Higher Secondary level.
 - Personal Guidance – Meaning and Need at Secondary and Higher Secondary level.

Practicum/Field Work

- Organise a workshop in school on guidance of secondary to senior secondary level students.
- Group discussion among pupil teachers on types of guidance.

- Pupil Teacher should guide at least one school student in any area of guidance and prepare a report to this effect.

UNIT - II Counselling

- Concept of Counselling.
- Theories of Counselling:
 - Theory of Self (Rogers)
 - Rational Emotive Behavioral Therapy (Albert Ellis).
- Types of Counselling: Directive, Non directive, Eclectic.
- Process of Counselling (Initial disclosure, in depth exploration and Commitment to action).

Practicum/Field Work

- Organise an orientation program for student teacher on skills in Counselling (listening, questioning, communicating etc.)
- Organize a Counselling program for the student who is guided by teacher student in the area/type of Guidance.
- Student teacher would practise on Counselling skill (at least three Time duration with 5-7 Minute per skill)

UNIT - III Testing and Non- testing devices for the study of an Individual

- Tests: Aptitude, Attitude, Interest, Achievement, Personality, IQ and Emotional, Mental Ability, Intelligence etc.
- Techniques used in Guidance: Questionnaire, Interview Schedule, Case study, Diary and Autobiography.
- Professional efficacy and interest.

Practicum/Field Work

- Apply “Professional Interest test” on secondary student on the basis of interpretation, and give professional guidance to the students.
- Prepare a case study of one student with special needs at school level and give suggestions for remedial measure, too.

UNIT - IV Skills in Guidance & Counselling

- Skills in Counselling (Listening, Questioning, Responding, Communi-cating.)
- Role of Teacher as a Counselor and Professional ethics associated with it.
- Career Counselling and Dissemination of Occupational Information.

Practicum/Field Work

- Make a flow chart on Job Analyse opportunities and present it in school among secondary to senior secondary students.
- Organise a programme on occupational detail Information (like area, agencies and future etc.) for school level.

UNIT - V Contemporary Issues

- Dealing with depression and academic stress (with regard to their identification and intervention). Guidance Implication in (Current Indian & scenerio, Education and Guidance: Democraey and Guidance, Individual Difference and Guidance, planning of Guidance cell in school.

Practicum/Field Work

- Prepare a plan and establish a guidance and Counselling cell in school.
- Make a stress releasing strategy for school students and find out its effectiveness.

Reference

- Sharma, Shati Prabha (2005). Career Guidance and Counselling: Principles and Techniques. Kanihka publisher: New Delhi.
- Sharma, R.N. and Sharma, Rachna (2004). Guidance and Counselling in India. Atlantic Pub. & Distributors: New Delhi.

- Singh, Y.K. (2007). Guidance and Career Counselling. APH Publishing: New Delhi.
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- अस्थाना, विपिन एवं निधि (2012). निर्देशन और उपबोधन. अग्रवाल प्रकाशन: आगरा.
- भटनागर, सुरेश एवं वर्मा, रामपाल. (2012). वृत्तिक सूचना एवं वृत्तिक निर्देशन. अग्रवाल प्रकाशन: आगरा.

Health and Physical Education **(CODE: BED-230 III)**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- To develop positive attitude towards health as individual and be collectively responsible to achieve it.
- To know their health status, identify health problems and be informed for taking remedial measures.
- 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.
- To learn and to form right habits about exercise, games and sports, sleep, rest and relaxation.
- To sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.
- To understand various policies and programmes related to health, physical education and *Yoga*.
- To understand the process of assessment of health and physical fitness.

UNIT - I

- Concept of Health, Importance, Dimensions and Determinants of Health; Health needs of children and adolescents, including differently-abled children.
- Physical Education- Meaning, concept and importance.
- Health and Physical Education and its relationship with other subject areas like Science, Social Science and Languages.

Practicum/Field Work

- Analysis various text book in light of health education. Prepare report.
- Prepare an awareness program on healthy life style of children or adolescence.

UNIT - II

- The body system-Skeleton, Muscular, Respiratory, Circulatory and Digestive in relation to Health fitness, Bones, Muscles and Joints, their Functions.
- 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.

Practicum/Field Work

- Ask school student to prepare a first aid box and conduct a training program on first aid treatment of injury.
- Conduct an awareness program in community on preservation of food value during cooking.

UNIT - III

- Safety and Security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.
- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities.

Practicum/Field Work

- Organize a Training program for girl students of school on self-defence activities.
- Organize a workshop on prevention of disasters in school.

UNIT - IV

- Games and Sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health.
- Fundamental skills of games and sports; Sports for recreation and competition; Rules and regulations of

sports; sports, ethics; sports awards and scholarships, sports-personship.

Practicum/Field Work

- Organisation of inter school games and sports tournaments in your district/village/town.
- Orientation program on Fundamental Sports Skills : Basics of track and field (100 mts. 200 mts., long jump, shotput, 4 × 50 mts. Relay) Gymnastics.

UNIT - V

- Yogic practices—importance of yoga, yogasanas, kriyas and pranayams of (school, family and sports), health services, policies and major of institutions.

Practicum/Field Work

- Learning and performing of basic yogic activities.
- Conduct yoga activities for development of physical fitness, i.e strength, speed, endurance, flexibility and body composition of students in school.

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Chetna Vikas Moolya Shiksha
(CODE: BED-230 IV)

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- Life and values pertaining to Individual, Family and Society.
- Harmony in Environment, Nature and Existence.
- Humanity, Human Mindset, Humane Conduct and Universal Order in Nature & Existence.
- Evaluating and understanding the difference between Animal and Human consciousness.
- To ensure sustainable happiness and prosperity, which are the core aspirations of all human beings.
- 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. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living.

UNIT- I Understanding of Human Being and Human Values and Humane Conduct

- Understanding the harmony in Self and Body.
- Understanding Human being and Human Goal.
- Humane Character and Morality.
- Relationships and Justice (Nyaya) within Family & Society.
- Relationship of Human being with Nature (Environment).
- Human Behavior, Humane Instincts and Personality.

UNIT- II Significance of Value Education

- Problems faced by the Humanity related to Human Value.
- Social and Family disintegration.
- Stress and conflict in Individuals.
- Significance of Value Educations for solving the human problems.

UNIT- III Understanding the Values

- Eternal Values : Trust, Respect, Affection, Care, Guidance, Reverence, Glory, Gratitude, Love.
- Behavioral Values : Complementariness, Compliance, Ease, Commitment, Unanimity, Self-Restraint, Obedience, Spontaneity, Generosity.
- Human Values Self (Jeevan) Values: Happiness, Peace, Satisfaction, Continuous Happiness Material Values.

UNIT - IV Understanding Existence & Co-existence and the Interrelationships in Nature

- Understanding the Existence & Co-existence /Nature.
- Understanding the Order, Co-existence and Interrelationships, Mutual Fulfillment and Cyclicity (Avartansheelata) in Nature.
- Problems faced by the Humanity.
- Ecological and Environmental imbalances.

UNIT –V Harmony and Values in Family

- Family and Relationships: Meaning, Need, Importance and Purpose.
- Human relation: types and purpose.
- Meaning and purpose of fulfillment in relationships and Justice in relationships.
- Understanding Values in family-relations, Importance of ethics and character.
- Family-work and Goal (Living with resolution and a feeling of prosperity, and participation in society).
- Reasons for breaking up of Families and Relationships.

- Purpose and need of Marriage (*vivaah sambandh*) and a study of reasons and tendencies for breaking up of marriages.
- Comparative study of concept of a family and a family-based village governance order.

Sessional-Work (Any two of the following)

- A Report of a programme organized under the Chetna Vikas Moolya Shiksha programme.
- Propose a broad outline for Humanistic Constitution at the level of Nation.
- A Critical study of value based book or work in any organization.

Reference

- Gaur,R.R. & Sangal,R. Bagaria,G.P. (2009). A Foundation Course in Human Values and Professional Ethics. Excel Books: New Delhi.
- Nagraj, A. (1998). Jeevan Vidya Ek Parichay. Divya Path Sansthan: Amarkantak.
- Dhar, P.L. and R.R. Gaur (1990). Science and Humanism. Common Wealth Publisher.
- Tripathi, A.N (2003). Human Values. New Age International Publishers.
- Banerjee, B.P. (2005). Foundation of Ethics and Management Excel Book.

Environmental Studies **(CODE: BED-230 V)**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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 environmental 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.

Unit – I Introduction to Environmental Studies

- Environmental studies : Historical background, Concept, Nature and Scope of EVS.
- Natural and Social Environment : Concept, its Components, and Relationship, Man & Environment, Man on Environment.
- Disciplinary and Multidisciplinary approach of EVS.

Practicum/Field Work

- 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.
- Conduct a play in school on man and environmental relationship for awareness about environmental protection among students, teachers and local people.

- Conduct awareness campaigning for plantation of Tulsi, Neem, and Khejri etc.

UNIT – II Eco-systems

- Concept of an Ecosystem.
- Structure and function of an Ecosystem.
- Producers, Consumers and decomposers.
- Energy flow in Ecosystem.
- Ecological Succession.
- Food Chain, Food webs and Ecological pyramids.
- Introduction, Types, Characteristic Features, Structure and Function of the following Ecosystem-
 - Forest Ecosystem.
 - Grassland Ecosystem.

Practicum/Field Work

- 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
- Make a bulletin board material on “Role of Individual in prevention of Pollution” and analyse its impact on students and teachers of schools.
- Draft a report after analyse the scientific basis of Environment related to Indian traditional days present this report in class.(Basant Panchmi, hariyali amavasya etc.)

Unit- III Biodiversity Its Conservation

- Introduction – Definition: Genetic, Species and Ecosystem Diversity.
- Value of Biodiversity & Biodiversity at Global, National & Local levels.
- Hot-Spots of Bio-diversity.
- Threats to Bio-diversity : Habitat loss, Poaching of Wild life, Man Wild life Conflicts.

- Conservation of Bio-diversity : In-situ and Ex-situ conservation of Bio-diversity.

Practicum/Field Work

- 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.
- 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.

Unit – IV Environmental Issues

- Meaning, Concept, Process, Effects and Preventive action of Acid rain, Global warming and cooling.
- Natural & Manmade disasters.
- Meaning, Concept, Effects and Preventive action of
- Water pollution.
- Air Pollution.
- Noise Pollution.
- Land or Soil pollution.

Practicum/Field Work

- Conduct a orientation programme in rural / urban school on waste management.
- 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.

Unit –V Environmental Conservation & Management

- Meaning, Concept and Importance of Environmental Conservation & Management.
- Role of women in Conservation : Chipko Movement, Khejri Movement.
- Consumerism and waste generation and its management.
- Agricultural/Urban waste: their impact and management.

Practicum/Field Work

- Analyse the direct or indirect message of Traditional Culture/folk songs of your area for social or natural environment enhancement.
- Plant at least one tree and cultivate it through out the years.
- Present the report of entire work in chopal / assembly/ of your school.

Reference

- Bahuguna, Sundarlal (1996). Dharti ki Pukar. Radhakrishna Publication: Delhi.
- Kaushik,A. and Kaushik, C.P.(2004). Perspectives in Environmental studies. New Age International(P) Ltd. Publishers: New Delhi.
- Goel, M.K. (2006). Paryavaran Addhyayan. Vinod Pustak Mandir: Agra.
- Rathore, H.C.S., Bhattacharya, G. C., Singh, S.K., Singh, M. and Gardia,A.(2008). Society and Environmental Ethics. Seema Press: Varanasi.
- Sharma,P.D.(2001).Ecology And Environment. Rajson Printers: New Delhi.
- Shukla, C.S.(2007). Paryavaran Shiksha. Alok Prakashan: Lucknow.
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- Singh, S.K. (2010). Fundamentals of Environmental Education.Sharda Pustak Bhawan: Allahabad.
- Srivastava, P. (2005). Paryavaran Shiksha, Madhya Pradesh Hindi Granth Academy: Bhopal.
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- NCERT (2011). Teachers' Handbook on Environmental Education for the Higher Secondary Stage, DESM, NCERT: New Delhi.
- Ram,P.S. and Singh,R.(2013). Paryawaran Shiksha Ke Ubharate Aayam. Sharda Pustak Bhawan: Allahabad.

Educational Aspects of Geeta **(CODE: BED-230 VI)**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- Develop understanding about the Meaning & Nature of The Geeta Philosophy.
- Understand impact of the Geeta on Education.
- Understand Concept related to the Geeta Philosophy.
- Implement Social theories with special reference to the Geeta in education.
- Understand Contribution of the Geeta in the various fields of Education.

UNIT – I Introduction of the Geeta

- General Assumption and Ideas.
- Need, Importance and Concept of The Geeta Education.
- Different Aspects of The Geeta Education.
- Educational Aims and Place of The Geeta.
- Life philosophy in The Geeta.
- Educational Elements – Teacher, Student, Teaching Method, Curriculum.

Practicum/Field Work

- Conduct a drama to demonstrate life philosophy in The Geeta.
- By playing method show teacher student relationship according to The Geeta.
- Debate on “Need of The Geeta in School Curriculum”,

UNIT – II Philosophical Aspects

- God, Human being, Nature, Universe.
- Human life and Duties.
- Soul, Knowledge and Science.
- Religion, Morality and Nishkam Karma (Service of Selflessness)

Practicum/Field Work

- Poster presentation competition on god, human being, nature and universe according to The Geeta darshan.
- Review of secondary level science curriculum with reference to knowledge and science according to The Geeta.
- Easy competition on Nishkam Karma (concept of The Geeta)

UNIT – III Social Aspects

- Man and its Social Nature.
- Social duty, Understanding and Coordination.
- Concept and Significance of Lok Sangrah (Public Collection).
- Importance of The Geeta in present Social Scenario.
- Social life skill and Management.

Practicum/Field Work

- 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.
- Discussion on concept of social life skill in The Geeta and other scripture.
- Conduct one week orientation program in school on. The Geeta Darshan and evaluate the effectiveness of the program through examination.

UNIT – IV Psychological Aspects

- Nature of Man- Satvik, Rajashi & Tamasi.
- Nature, Types and forms of intelligence in The Geeta.
- Concept of mind in The Geeta.
- Guidance and motivation in The Geeta.

Practicum/Field Work

- Conduct a nukkar natak, to demonstrate satvik, rajsi & tamsi nature of man, to promote satvik nature. (Explain the type of intelligent people though a play/ drama based on the philosophy of The Geeta.)

UNIT – V Multi-dimensional aspects and current significance of The Geeta

- Yoga and Spiritualism.
- Religion, Religious – Secularism, Peace and Ahinsa.
- Universal values and decision making system (Conviction).
- Cosmic order and symbolism in The Geeta, Expansion of all religions fellow feeling.
- Environmental Conservation.

Practicum/Field Work

- Practice Surynamaskar with school students and explain them importance of the yoga.
- Plant at least one plant in school and motivate students to plant and care it throughout the year.
- Plan and organiz Visit a goshalla with students and make them aware about cow products (such as milk urine, gobar etc.) The visit may be on *Gogahavmi*, on *Goverdhan* puja etc.
- Organize a Drama/ play on universal values as described in The Geeta Darshan.

Reference

- Radha Krishanan, S (2009). Bhagwat the Geeta. Hindi Pocket Books.
- Wood, Ernest (1954). Great system of Yoga. DB. Taraporevala Sons & Co.
- Sharma, Jawahar Lal (2003). Cultural Study of Shribhagawat. Rajasthan Hindi Granth Academy: Jaipur.
- Vyas, Girls (2001). The Geeta & Bible. Hansa Prakashan: Jaipur.
- Giri, Gagra Dev (2008). Coordination of Knowledge. Karma in Shri Bhagwat the Geeta. Jyoti Prakashan: Varansi.
- Easwaran, Eknath (1997). The Bhagavad Gita. Jaico Publishing House.
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- बापू, श्रीचिन्मयानन्द (2016). श्रीमदभागवत दर्शन. रीगी पब्लिकेशन: नई दिल्ली.

Gandhian Thoughts of Education **(CODE: BED-230 VII)**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- Meaning & Nature of Gandhian education.
- Educational theories with reference to Gandhian Philosophy.
- Contribution of Gandhi in the various fields of Education and Society.
- Various Social work of Gandhi to Society.
- To introduce the students the life sketch, personality and the educational thoughts of Gandhi.

UNIT – I Gandhian Education: Concept and Assumption

- Meaning, Concept of Gandhian Education.
- Life history of Mahatma Gandhi and Experiments on Education in India.
- Need and importance of Educational aims and all round development of man.
- Relevance and Significance of Education in present Social Environment.
- Human Values and different forms of Education.
- Various dimensions of Education - Teacher, Student, Teaching method and Syllabus.
- Self – dependence and provision of Craft in Education.

Practicum/Field Work

- Organize a get together programme in backward area of society.
- Make any two handicraft items according to Gandhian vision.

UNIT – II Philosophical Aspects of Gandhian Education

- Philosophical vision of Gandhian Education and education as a continuous process of life.
- Prayer meeting, free labour service, inspirational message, yoga and importance of Spiritual Education.
- Concept of co-relation/integration in Education.
- Concept of Samvaya and Sarvodaya Darshan and Education.

Practicum/Field Work

- Analyse a prayer of any school and suggest activities according to Gandhian philosophy.
- Practise meditation and yoga for seven days and prepare a write up on entire activities.

UNIT – III Human Values and Gandhian Education

- Education of Religion and Culture according to Gandhi.
- Individual Social and Human Value.
- Gandhi and Social Welfare.
- Gandhian view of Service (Daridranarayan).

Practicum/Field Work

- Serve two critically ill people in hospital, then draft a report on your feeling and entire work.
- Analyse scientific basis of any two traditions of Indian society.

UNIT – IV Social and Political aspects of Gandhian Education

- Social perspectives of Gandhian Education, Untouchability and Rural Education.
- Religion, Secularism and Cultural aspect of Education.
- Communal and Social change through Education.
- Democracy, Naturalism and Inter-natural fellow feeling.
- Concept of Socialism through Education.

Practicum/Field Work

- Determine the factors of purity in politics and discuss it with five families or in school. Present a report on entire work in class.
- Discussion on role of voting in democracy with ten families of backward and rural society in /choupal of village.

UNIT – V Different Aspects of Gandhian Education

- Process of Basic Education.
- Women Education, Handicap Education, Varnacular (Mother Tongue), Literacy.
- Finix Ashram, Tolstoy farm, work of Sabarmati Ashram
- Trusteeship and Education.

Practicum/Field Work

- Practise efficiency in any one productive work, under basic education.

- Make at least five students Literate and draft a report on entire activities using the knowledge of each student.
- Conduct *Sarva Dharma Prathana Sabha* in school for one week and report on changing attitude of students
- Write a detailed report on activities and your own attitude about Sarva Dharma prathana Sabha organized at Rammanch by GVM.

Reference

- Prasad, Upendra (2011). Gandhiwadi Samajwad. Naman Prakashan: New Delhi.
- Gupta, Viswa Prakash (2002). Mahatma Gandhi Personality & Thanking. Radha Publication: New Delhi.
- Saxena, R. Swaroop (2008). Philosophical & Sociological Principles of Education. R.Lal Book Depot: Meerut.
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- पचौरी, गिरीश (2003). शिक्षा के दार्शनिक आधार. आर.लाल. बुक डिपो: मेरठ.

Value Education **(CODES: BED-230-VIII)**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- To develop insight of understanding of concept of Indian values according to time space and situation.
- To scientifically analyse values in Indian culture and tradition.
- To develop positive attitude about Indian human values.
- To understand the Indian values according to Shradhha and logic.
- To understand the co-ordination with Indian values and life style.
- To analyse the ethical, artistic and pleasant values.
- To analyse absolute values in globalization and universlization.
- To develop the teaching learning method for adoption and assimilation in life value.
- Explain fundamental aims and values that provide the intellectual basis of contemporary education policy and practice.
- Engage with issues in a manner that makes them sensitive to promote certain educational values while marginalizing others.

UNIT – I Nature and Sources of Values

- Meaning, Concept, Need and Importance of Values and Ethics. Philosophical and Sociological probing into Morality and Values.
- Nature and sources of Values, Biological, Psychological, Social, Cultural, Science of living and ecological determinants of Values.
- Philosophical, Psychological and Sociological perspective of Value Education.

Practicum/Field Work

- Practise general etiquette (like wish to colleagues, polite way of talking etc.) through out session.
- Prepare a report on scientific Analysis of Traditional life style.

UNIT – II Classification of Values

- 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
- Values of individual in traditional life style.
- Universal values, Identification and Analyse of emerging issues involving value conflicts.

Practicum/Field Work

- 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.
- Organise a Poster making competition in school based on the classification of values.

UNIT – III Development of Values

- 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.
- Feelings of fear and trust and their influence in personal and social attitude, attitudes towards competition and co-operation, value orientation of education.

Practicum/Field Work

- Make content Analysis of existing secondary level any text book to identify the components of human values included in it.
- Conduct any one yogasna/Suryanamaskar in the school for one week with explanation of its impact on physio-psychology of human beings.
- Observe and analyse the impact of competition in personal and social life and prepare a report.

UNIT – IV Values in Religious Scriptures

- Bhagwadgita- Nishkam Karma, Swadharma, Laksagrah & Stithpragya.
- Bible – Concept of Truth, Compassion, Forgiveness.
- Dhamnipada- Astangmarg, Aryastya & Madhyamarg
- Gurugranth Sahib- Concept of Kirath, Sunsat, Paugat & Jivanmukti.
- Quarn – Concept of spiritual & Moral Values (Adah, Raham & theory of Justice) & Social responsibilities.

Practicum/Field Work

- Analyse morning assembly programme of a school from the point of view of sarv dharmprarthna and give suggestions.
- Organise a play or stage show on values in religious scriptures of various religions, in which students will demonstrate religiosity and common influencing factors of various religions.
- Make a critical analysis of any value according to any religious book.

UNIT – V Methods & Evaluation of Value Education

- Traditional Methods: Story Telling, Ramleela, Tamasha Street Play & Folk songs.
- Practical Methods : Survey, Role Play, Value Clarification, Intellectual discussions.
- Causes of Value crisis: Material, Social, Economic, Religious Evils and their Peaceful solution.
- Role of school every teacher as teacher of values, school curriculum as Value laden.
- Moral Dilemma (Dharm sankat) and one's duty towards self and society.

Practicum/Field Work

- Analyse a cocurricular activity of school from the point of view of values inculcation and give appropriate suggestions.
- Debate on causes of value crisis and their possible resolution.
- Identify analogical values in various religious scriptures, rganize any activities to nurture it in students, and then prepare a report to this effect.

Reference

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- प्र.ग.सहस्र बुद्धे (1995). जीवन मूल्य. सुरुचि प्रकाशन: केशवकुंज. झण्डेवाला. नई दिल्ली.
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- Acharya, Mahaprija (1999). Towards Inner Harmony. B. Jain Publishers: New Delhi.
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- I.A. Lolla (1977). Value certification. An advanced Handbook for trainers and Teachers. Calif University Associate Press. Krischan Boum. Howard.

COURSE: EPC 3
Critical Understanding of ICT
(Internal Assessment)

Maximum:50 Marks

Internal : 50 Marks

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

- To provide much hands-on- experience with familiarity with computers.
- To enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

Activity - I

- Organize a workshop on Information Technology in 'Construction of Knowledge'.
- Construction of Lesson Plan by use of Audio-Visual Media and Computers.

Activity - II

- Deliver at least 10 Lessons in school by Audio-Visual Media and Computers.
- Assess the impact and prepare a report on the Entire work.

Activity - III

- Explain and give practical instruction on Meaning, Planning and Organizing Video Conferencing in Education.
- Manage, Organize and Conduct any five conferencing programme for school student by pupil teacher.

Activity - IV

- Practical knowledge of operating computers–on/off, word processing, use of power point, excel and Computer as a learning tool.
- Pupil teacher will make Power Point Presentation on any 2 topics and present them before students.
- Use of available software or CDs with LCD projection

for subject learning interactions.

Activity - V

- Effective browsing of the Internet for discerning and selecting relevant information.
- Survey of Educational sites based in India and downloading relevant material.
- Pupil teacher will have Interactive use of ICT: Participation in Yahoo groups, Creation of 'blogs', etc.

Note:- Pupil Teacher will draft a report on entire activities.