UNIVERSITY OF RAJASTHAN
JAIPUR

FACULTY OF EDUCATION

SYLLABUS

SCHEME OF EXAMINATION AND

COURSE OF STUDY

B.Ed.- Two Year (Part-I and Part-II)

2021-2022

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NOTICE

1. Change in syllabus/ordinance/rules/regulations/ syllabi and books may from time to time, be made by amendment or remaking and a candidate shall, accept in so far as the university determines otherwise comply with any change that applies to years he/she has not completed at time of change.
2. All court cases shall be subject to the jurisdiction of Rajasthan Univeristy headquarters Jaipur only and not any other place.

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Ordinance and Regulations related to the B.Ed. Examination

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

Objectives:

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

Learning outcomes:

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

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

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

PART II

Practical Work

Objectives:

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

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

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

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

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

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15. Techniques of teaching in large classes.

O. 322 A candidate who after taking a Bachelor's / Shastri degree of the University or any other University recognized for the purpose by the syndicate, with two teaching subjects (as defined in note no. 1 below) has completed a regular course of study in college , affiliated to the University for two academic years and has during the course of the years delivered at least 20 lessons (10 Lessons of one teaching subject in part 1st & 10 Lessons of other teaching subject in part IInd) in a recognized school under the supervision of the staff of the college shall be eligible for admission to the examination for the degree of Bachelor of Education.

(Two years course)

Notes :-

i. Teaching subject means a subject offered by the candidate at his/her Bachelor's/ Shastri or Master's Degree Examination either as a compulsory subject or as an optional subject or as a subsidiary subject provided that the candidate studied it for at least two years and also took University Examination each year but shall not include such subjects as were studied by him only for a part of the Bachelor's Degree Course. Thus the qualifying subjects like General English, General Hindi, General Education, History of Indian Civilization and Culture, Elementary Mathematics etc. Prescribed for the First year T.D.C. course of the University or a subject dropped by candidates at the part I stage of the degree course shall not be treated as teaching subjects. In case the honours graduates, besides the honours subject the subsidiary subject would also be taken into account provided the candidate studies the same for at least two academic sessions and also took University Examination each year.

ii. Only such candidate shall be allowed to offer Social Studies for the B.Ed. Examination as have taken their Bachelor's Degree with any two subjects out of History, Political Science, Public Administration, Economics, Geography, Sociology, Philosophy and Psychology.

iii. A candidate having Bachelor's Degree in Agriculture will be allowed to offer General Science and Biology for the B.Ed. Examination. General Science may also be allowed to be offered by a candidate possessing the degree of B.Sc. (home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) Any one subject of life Science, i.e. Biology or Botany or Zoology, General Science may also be allowed to be offered by

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a candidate possessing the degree of B.sc. Exam in any one subject of life science i.e. Biology, Botany, or Zoology.

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

v. The additional optional subject of Bachelors Degree Examination in which a candidate passes in one year with all the papers prescribed for the Three Year course after obtaining the Bachelor's Degree may also be treated as a "Teaching subject". Further, if a candidate desires to pass the additional optional subject after obtaining the Bachelor's Degree to be taken into consideration for permitting him to offer the subject, under paper VII A and B for the B.Ed. course, the marks obtained by him in the additional optional subject may also be taken into account in addition to the marks obtained by him at the Bachelor's Degree for determining his eligibility for admission to B.Ed. Course.

vi. A student teacher of B.Ed. Course should have no difficulty in offering his or her teaching subject according to a subject offered by the candidate at his Bachelor's/ Shastri or Master Degree Examination. A Student teacher can offer it irrespective of Faculty consideration in this regard. He or she can offer any two subjects and his teaching subjects under Regulation-42 of the syllabus of B.Ed. of the University of Rajasthan, Jaipur.

O.323 No candidate shall be allowed to appear in the B.Ed examination part 1 & 2nd unless he/she has attended (80% for all course work & practicum, and 90% for school internship)

O.324 The examination for Degree of Bachelor of education for two years shall be in two parts- part 1st comprising theory papers & part 2 practice of teaching in accordance with the scheme of examination laid down from time to time. A candidate may in addition offer a special course in any one of the specialization prescribed under the scheme of examination from time to time, and if successful as mentioned to this effect will be made in the degree awarded to him.

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

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

O.326 Candidates who fail in the B.Ed. examination part 1 and part 2 only in the practice of teaching may appear in the practical examination in the subsequent year provided that they keep regular terms for four calendar months per year and give at-least 20 lessons(10 in part 1& 10 in part 2) supervised lessons.

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

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

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

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(a) He/she studies at a college of education affiliated for the purpose to the University for at-least three months ; and

(b) He/she completes the theoretical and practical work as laid down in the courses of study for paper XI.

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

a. He/she is eligible to offer that teaching subject under provision of O.322.
b. He/she studies at a college of education affiliated for the purpose to the University for at-least three months in B.Ed part 2.
c. He/she completes the theoretical and practical work, as laid down in the Scheme of examination for that paper from time to time and also delivers at-least 10 lessons in a recognized school under the supervision of the staff of the college.

Regulation 42:-

Scheme of B.Ed Two years Examination

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

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

Part II- School internship of 20 weeks (4 weeks at B.Ed part I & 16 weeks at B.Ed part II)

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

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

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Paper 8 SUPW Camp/Open air session will be totally internal. It has five components of 100 Marks (minimum passing marks 40%) and not less than three days shall be devoted for it by the institution.

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

Scheme of B.Ed Two years Examination

B.Ed PART -1

Programme Outline of B.Ed.

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

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		14. General Science 15. Home Science 16. Commerce practice 17.Book Keep. &Accountancy 18. Drawing and Painting 19. Music • Graduation in Art, Science& Commerce students shall have to offer any two teaching subjects studied at graduation level at least for two years for paper vii (a) (b). 20* PSYCHOLOGY 21* SOCIOLGY 22*COMPUTER 23* RAJASTHANI * An additional pedagogy course (for a school subject other than that chosen for course 7 (a &b) at secondary level, or the same school subject at the higher secondary level)				
VIII	B.Ed.-08	OPEN AIR/ SUPW CAMP 1.- Community Service 2. Survey (Based on social and educational events) 3. Co-Curricular Activities 4. Health and Social awareness programme (DISASTER MANAGEMENT AND CLEANINESS) 5. Studies (work experience related with theory course and litrecy activities)		**100** 20 20 20 20 20		100
		***EXTERNAL ASSESSMENT (one final lesson)**	75	150	-	225
EPC-1	EPC-1	Reading and Reflecting on Texts (Task and Assignment for Courses)	35	15	-	50

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EPC-2	EPC-2	Drama and art in education	35	15	-	50
		SCHOOL INTERNSHIP	(4 weeks)	According to NCTE & GOVT. Rules and Regulation		

ENGAGEMENT WITH THE FIELD: Task and Assignment for Courses 1-6(a), 7 A/B , 8 - OPEN AIR/ SUPW CAMP & EPC- 1, EPC-2,

* EPC- *ENHANCING PROFESSIONAL CAPACITIES

Total Marks-975

B.Ed PART -2 (Programme Outline as under)-

Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
VI	B.Ed. 06 b	Knowledge and curriculum(part-2)	35	15	-	50
VII	B.Ed-07 A / B	Pedagogy of a School Subject (part-2) , Ist & IInd Year(candidate shall be required to offer any two papers from the following on for part-1 & other for part-2) 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography 9. Social Studies 10. Mathematics 11. Physics 12. Chemistry 13. Biology 14. General Science 15. Home Science 16. Commerce practice 17. Book Keep. &Accountancy 18. Drawing and Painting 19. Music	80	20	-	100

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		* Graduation in Art, Science& Commerce students shall have to offer any two teaching subjects studied at graduation level at-least for two years for paper vii (a) (b). 20* PSYCHOLOGY 21* SOCIOLGY 22*COMPUTER 23* RAJASTHANI * An additional pedagogy course (for a school subject other than that chosen for course 7 (a &b) at secondary level; or the same school subject at the higher secondary level)				
IX	B.Ed-09	Gender, School and Society	35	15	-	50
X	B.Ed 10	Assessment for Learning	80	20		100
XI	B.Ed11	Creating and inclusive school	35	15		50
XII	B.Ed12	OPTIONAL Special COURSES- (ANY ONE) 1. Peace Education 2.Physical Education and Yoga 3. Guidance and Counselling 4. Health and Physical Education 5. Environmental Education	80	20		100
(A)		INTERNSHIP (16 WEEKS)	According to NCTE & GOVT. Rules and Regulation			
(B)		*EXTERNAL ASSESSMENT (ONE FINAL LESSON)	75	150		225
EPC-3	EPC-3	Critical Understanding of ICT	50		50 (20 Submission of Report + 30 Practical)	100
EPC-4	EPC-4	Understanding the self	35	15		50

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TOTAL MARKS - 825

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

*EPC -*ENHANCING PROFESSIONAL CAPACITIES

Evaluation:-

Evaluation Papers B.Ed. Part-I Exam-

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

Evaluation Papers B.Ed. Part-II Exam-

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

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Question Papers

1. Each question paper of 80 marks will have two sections. Section – A will contain 12 short answer type questions, out of which the candidate will be required to attempt 7 questions each carrying 5 marks. Section – B will contain essay type 3 questions with an internal choice for each question. Essay type questions will carry 15 marks.
2. Each question paper of 35 marks will have two sections. Section – A will contain 10 short answer type questions, out of which the candidate will be required to attempt 7 questions each carrying 2 marks. Section – B will contain 3 essay type questions with an internal choice for each question. Essay type questions will carry 7 marks.
3. The syllabus of content part in papers VII A and B shall be the same as prescribed in the relevant teaching subject (optional wherever provided) for the senior secondary examination of the board of secondary education Rajasthan, Ajmer from time to time.
4. No direct question will be set in this content part but it will be evaluated along with pedagogy prescribed in the syllabus i.e the question set on this part will be based on application of pedagogy.
5. EPC - 1, 2 & 4 Paper of 35 marks will have two sections. Section – A will contain 10 short answer type questions, out of which the candidate will be required to attempt 7 questions each carrying 2 marks. Section – B will contain 3 essay type questions with an internal choice for each question. Essay type questions will carry 7 marks.
6. EPC-3, Question paper of 50 marks will be of objective and descriptive type, containing 50 Questions each carrying one mark.

PART -2

School internship of 20 weeks (4 weeks at B.Ed part I & 16 weeks B.Ed part II) and Practical work:- The Teaching Practice will carry 450 marks comprising of:

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

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

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

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

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

INTERNAL ASSESSMENT SCHEME

MARKS-150+150=300

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

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V Organization evaluation of practice teaching:

1. Every candidate will teach at-least 20 lessons (10 in part-1 & 10 in part-2) during practice teaching session in simulation condition. At least ten lessons in each subject should be supervised. 20(10+10) lessons as desired in the syllabus should be completed as full period class room lesson in simulation condition. Micro teaching lesson to be used in addition to those 20 lessons for developing certain teaching skills.
2. A minimum of five lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.
3. By and large, the evaluation of the performance in the practical teaching will be based on the last five lessons in the subject when the student has acquired some competence and skills of teaching.
4. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
5. At B.Ed part-1each candidate should be prepared to teach one lessons at the final practice examination. At the B.Ed part-2 exam candidate should be prepared to teach two lessons (one in each subject).The external examiners may select at-least 10% of the candidates to deliver two lessons at B.Ed part-2 year.
6. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).
7. The board of Examination will consist of:

   (a) The principal of the college concerned.

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(b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to University of Rajasthan.

(c) An external examiner from outside the University of Rajasthan or a senior member of the teaching staff of an affiliated training college.

(d) The board as far as possible will represent Social science, language and science.

8. Approximately 50 lessons will be examined by the board each day.

VI Working out the result and awarding the division:

(1) A candidate in order to be declared successful at the B.Ed.part-1 & 2 Examination shall be required to pass separately in Part I (Theory) and Part II (Practice of Teaching).

(2) For a passing in Part I (Theory) a candidate shall be required to obtain at-least (a) 30 percent marks in each theory paper and sessionals (24 marks out of 80 and 6 marks out of 20); (b) 30% marks in each theory paper and sessional (11 marks out of 35 & 4 marks out of 15) (c) 36 percent marks in the aggregate of all the theory papers.

(3) For passing in Part II (school internship Practice of Teaching) a candidate shall be required to obtain separately at-least-

- ❖ 40 percent marks in the external examination.
- ❖ 40 percent marks in internal assessment.

(4) The successful candidates at B.Ed part-1 & part-2 obtaining total marks will be classified in three divisions and shall be assigned separately in theory and school internship Practice of teaching as follows:

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

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

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B.Ed - 01

Childhood and Growing up

Marks -100

Objectives:

After completing the course the students will be able:-

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

Unit I: Role of psychology to understand the child

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

Unit II: Multi dimensional development

- Growth and development- concept, stages principles, dimensions, Factors in influencing development- genctic, biological, environmental and physical
- Theories of development :
  a) Piaget's vgotsky cognitive development
  b) Freud's psycho- sexual development
  c) Erikson's psycho social development
  d) Gessel's maturation theory

Unit 3: Child Growing up

- Childhood: Meaning, concept and characteristics, effects of family, schools, neighbourhood and community on development of a child

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- Adolescence: meaning, concept, characteristics, effects of family, school, pear group, social climate and social media.
- Personality: concept and nature, theories of personality with special refcrance to (Garden Allport, Psycho analytical theory, Jungs Theory) assessment of personality
- Individual differences: concept, areas (With Special Educational needs-Concept) and educational implication.
- Stress: meaning, types consequences of stress and stress managment.

Unit 4: Learning to Learn

- Concept and beliefs about learning:-Defining misconception, Brain's role in learning
- Memory and forget, Behaviouristic learning theories (Thorndike, Skinner, Pavlov), Gestalt, Cognitive, Types of learning by Gagne.
- Motivation:-Concept and Maslow's Hierarchy need theory, Creating and maintaining a productive Classroom Environment-Dealing with misbehaviour

Unit 5: Psychological attributes of an individual

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

Test and Assignment:-

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

1. Comparative study of developing pattern's of children with reference to different in SES.
2. Collecting and analyzing statistics on the girl child with reference to gender ratio.
3. Write the adminstration, scoring, interpretation and conclusion of any one test by psychological experiment on learning/span of attention/memory/intelligence test.

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B.Ed. 02

Contemporary India and Education

MARKS-100

Objectives:-

After completing the course the students will be able to :

1. To promote reflective thinking among students about issues of education related to contemporary India.
2. To develop an understanding of the trends, issues and challenges faced by contemporary education in India.
3. To appreciate the developments in Indian education in the post independence era.

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4. To understand the Commissions and committees on education constituted from time to time.
5. To understand issues and challenges of education and concern for the underprivileged section of the society.
6. To develop awareness about various innovation practices in education.
7. To develop and understanding of self teaching technical devices.
8. To understand the constitutional values and provisions for education.

Course Content

Unit I Education as an Evolving Concept

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

Unit – II: Issues and Challenges

- Diversity, Inequality, Marginalization:- Meaning, Concept, Levels with special reference to Individual, Region, Language, Caste, Gender.
- Role of education in multicultural and multilingual society for Equalization and Improvement of Marginalization groups.
- Hindrances of Education in India: Quality, Facilities, Access, Cost, Political unwillingness, Youth unsatisfaction, Moral Crisis.

Unit – III: Constitution and Education

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

Unit – IV: Programme and Policies

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

Unit – V: Innovative Practices

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

Test and Assignments :-

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

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

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

B.Ed -03

Learning and Teaching

MARKS -100

Objectives:

After completing the course the students will be able:-

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

Unit I – Learning and Teaching Process

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

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- Tradition and changes in view of the learning process a shift from teaching and learning.

Unit II – Source of Effective Teaching Learning

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

Unit III – Educational Technology

- Educational Technology: Meaning, Importance and Approaches.
- Model of teaching: Meaning, Assumptions and Fundamental elements of a model of a teaching suchman's inquiry training model.
- Communication: Concept, Elements and Communication skills, Teaching Learning process as the communication.

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

- Analysis and organization learning in diverse class room: Issues and concerns.
- Team Teaching Cooperative learning and E-learning, E-content, E-magazine, E-Journals, E-Library, Issues and concerns with regard to organize teaching, learning process in a diverse classroom with respect study habits, ability, giftedness and interest of the learner

Unit V Teaching as profession:

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

Test and Assignment:-

1. Class Test 10 MARKS
2. Any One 10 MARKS

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

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B.Ed-04

Language across the curriculum

Marks-50

Objectives:

This course will enable the pupil teacher to-

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

Unit 1

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

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

Unit-2

A)- Oral aptitude in language, theoretical speech of oral apttitude, development of oral expression/speech in pupil teacher, classroom discourse, discussion as a tool of learning,

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questioning in the class room, developing reading skill through text book, problems and remedies to incorrect pronunciation.

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

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

Unit-3

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

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

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

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

Test and Assignment:- (15 MARKS)

1. Class Test (5 marks)
2. Any One (10 marks)

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

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B.Ed - 05

Understanding Disciplines and subjects

Marks 50

Objectives:-

After completing the course the students will be able:-

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

Unit–I Meaning and concept of disciplinary knowledge

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

Unit –II School Subjects on Disciplines

Impact of School Subjects on Disciplines:-

- Social Science: Methods: Lecture method, Project method,Supervised study, Story-Telling, Biographical, Source Method,Brain-storming Dramatization, Experiential-Learning
- Science: Methods & Techniques of Teaching Science: Brain Storming, Laboratory, Demonstration, Project & Field visit, Constructive Learning, Concept Mapping, Heuristic Learning & Problem Solving, Group Discussion & Panel Discussion

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- Maths: Methods of teaching mathematics: Lecture, Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem solving, and Laboratory methods & techniques of Teaching, Mathematics: Questioning, Brain storming, Role□playing, Simulation, Non□ fouma! techniques of learning Mathematics.
- Language: Story, Novel, Poetry, Personal Essay, Pen Portrait. Travelogue, Self Narration, Memories
  - Redefinition of the school subject with concern to social Justice
  - Meaning of Social cultural perspective in context of Universal education

Unit - III Process and framing of disciplines and subjects

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

Test and Assignment:-

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

References:-

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Course – 6 A : Knowledge and Curriculum

Marks-50

Objectives

1. To create excellence in the educational system for facing the knowledge of challenges of the twenty first century.
2. To encourage the application of knowledge skills in the Indian educational institutions.
3 To enhance the quality of pre-service and in-service teacher training.
4. To realize the importance of curriculum modification.
5. To provide awareness and understanding of social environment.
6. To transform teacher- pupils in to a vibrant knowledge-based society.

Unit 1 : Concept of knowledge

- Meaning and Nature of knowledge
- Sources of attainment of knowledge in schools with special references of

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Society, Culture and modernity.

- Distinctions between-

Knowledge and Skill.

Teaching and Training.

Knowledge and information.

Reason and belief.

UnitII Facts of Knowledge-

Different facts of knowledge and relationship such as-

Local and Universal

Concrete and Abstract

Theoretical and Practical

School and Out of School

(With an emphasis on understanding special attributes of school knowledge)

Unit III : Concept of curriculum

- Meaning, Nature and Objectives of Curriculum, Need for curriculum in schools.
- Philosophical, Psychological, Sociological and Scientific basis of Education with reference of Gandhi, Tagore, Dewey and Plato.
- Difference between curriculum and syllabus.
- Factors Influencing curriculum.
- Various types of curriculum- Subject centered, Experience centered, Activity centered, Child centered, and Craft centered.

Tasks and Assignments

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1. Class Test 5 marks
2. Any one 10 Marks

- How does school knowledge get reflected in the form of curriculum, syllabus and textbooks?
- Review of a text book of any school subject.
- Prepare a children's literature handbook.

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PAPER:-VII A / B

हिन्दी शिक्षण

100 अंक

उद्देश्य –

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

इकाई – प्रथम

भाषा की भूमिका

- भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से)
- भाषायी कौशलों के विकास –

  (क) श्रवण, (ख) उच्चारण, (ग) वर्तनी, (घ) वाचन (सस्वर व मौन)

  (ड) अभिव्यक्ति (मौखिक व लिखित)

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- हिन्दी के विविध रूजनात्मक आयामों के अन्तर्गत विविध भाषा रूपों का अध्ययन
  (i) वाणिज्य और व्यापार के क्षेत्र में हिन्दी (ii) वैज्ञानिक और तकनीकी हिन्दी, (iii) कार्यालयीय हिन्दी, (iv) विधि के क्षेत्र में हिन्दी
  (v) सामाजिक विज्ञान के क्षेत्र में हिन्दी (vi) संचार माध्यमों में हिन्दी
  (vii) विज्ञापन के क्षेत्र में हिन्दी
- मातृभाषा/राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- भाषा का समाज में स्थान
- हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति

इकाई – द्वितीय

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

इकाई (तृतीय)

- भाषा शिक्षण की विधियाँ – भारतीय भाषाकारों की दृष्टि से – पाणिनी, यास्क, बरनी, कामताप्रसाद गुरू, किशोरी दास बाजपेयी
- पाश्चात्य विद्वानों की दृष्टि से – जे.प्याजे, एल. वायगात्स्की, चॉम्स्की, जॉन ड्यूवी
- वर्तमान में प्रचलित – प्रायोजना विधि (किलपैट्रिक), पर्यवेक्षित अध्ययन विधि एवं अभिक्रमित अनुदेशन।

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- भाषा का स्वरूप – भाषा व्यवहार के विविध पक्ष नियमबद्ध व्यवस्था के रूप में भाषा, भाषायी परिवर्तनशीलता, उच्चारण के सन्दर्भ में हिन्दी की बोलियाँ, वाक् तथा लेखन।
- भाषायी व्यवस्थाएँ – सार्वभौमिक व्याकरण की संकल्पना – अर्थ, प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएँ : स्वनिम विज्ञान व रूप विज्ञान।

इकाई (चतुर्थ)

- पाठयक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण

(अ) पाठयचर्या – पाठयक्रम तथा पाठ्य पुस्तकों का सम्बन्ध

(ब) निदात्मक परीक्षण एवं उपचारात्मक शिक्षण–अर्थ, स्वरूप महत्व एवं उपयोग।

(स) प्राथमिक/माध्यमिक/उच्च माध्यमिक स्तर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री का विश्लेषण

इकाई (पंचम)

- हिन्दी शिक्षण में मूल्यांकन –

(अ) भाषा विकास की प्रगति का मूल्यांकन -- सतत और समग्र मूल्यांकन आपसी–मूल्यांकन, स्व–मूल्यांकन, समूह मूल्यांकन, पोर्ट–फोलियो।

(ब) प्रश्नों का स्वरूप – समस्या–समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तन वाले प्रश्न, समालोचनात्मक चिन्तन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्प प्रश्न)

(स) फीड बैक -- (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

(द) प्रश्न पत्र निर्माण एवं नीलपत्र

समसामयिक कार्य

1. कक्षा परीक्षा (टेस्ट) 10 अंक
2. निम्न में से कोई एक 10 अंक

- संविधान में भारतीय भाषाओं सम्बन्धी अनुशंसाएँ तथा राष्ट्रीय शिक्षा नीति, पी.ओ.ए. द्वारा संस्तुत भाषा सम्बन्धी सिफारिशों पर एक रिपोर्ट तैयार करना।
- अपने आस–पास के पाँच स्कूलों का दौरा कर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार करें कि त्रिभाषा सूत्र की क्या स्थिति है?

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- छात्रों को भाषा सीखने संबंधी कठिनाइयों और समस्याओं का अध्ययन, विश्लेषण एवं निदान के उपाय।
- पाठ्य पुस्तक में दी हुई रचनाओं (कविता, कहानी, निबन्ध आदि) के अतिरिक्त छात्रों से समकालीन पत्र–पत्रिकाओं से पूरक सामग्री का चयन।
- आधुनिक कवि या साहित्यकार के व्यक्तित्व और कृतित्व पर आलेख तैयार करना।
- सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिन्दी शिक्षण की दो गतिविधियाँ तैयार करें।
- हिन्दी की विधाओं पर स्क्रेब पुस्तिका तैयार करें।
- रचनात्मक रूप से प्रतिभा सम्पन्न बालकों के विकास के लिए वर्षभर में कक्षा शिक्षण के अतिरिक्त किये गये उपाय और उनकी सप्रमाण प्रगति सूचक रिपोर्ट।
- आस–पास के क्षेत्र के किसी विशिष्ट समुदाय के लोगों का भाषा सर्वेक्षण और उनकी शब्दावली का अध्ययन।
- पत्र–पत्रिकाओं में प्रकाशित रचनाओं अथवा नई समकालीन साहित्य की पुस्तकों का अध्ययन, विश्लेषण और उनकी शैक्षणिक समस्याएँ।

सन्दर्भ ग्रन्थ सूची –

1. गुप्ता (डॉ.) प्रभा (2012) मातृभाषा व विविध योजनाएँ – साहित्य प्रकाशन, आगरा।
2. त्यागी, डॉ. एस.के. (2008) हिन्दी भाषा शिक्षण अग्रवाल पब्लिकेशन्स, आगरा।
3. पाण्डेय, डॉ. मुतिकान्त (2010) हिन्दी शिक्षण–अभिनव आयाम' विश्व भारती पब्लिकेशन्स, नई दिल्ली।
4. भाटिया, एम एम और नारंग सी.एल., 1987, आधुनिक हिन्दी शिक्षण विधियाँ, लुधियाना, प्रकाश ब्रदर्स।
5. लाल रमन बिहारी, 1993, हिन्दी शिक्षण, रस्तोगी पब्लिकेशन्स, मेरठ।
6. शर्मा (डॉ.) अनुराधा (2012) "भाषा विज्ञान तथा सिद्धान्त" विश्व भारती पब्लिकेशन्स, नई दिल्ली।
7. शर्मा प्रसाद प्रीतम (2007) हिन्दी शिक्षण, साहित्यागार, जयपुर
8. सिंह डॉ. सावित्री (2001) हिन्दी शिक्षण, मेरठ–1

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संस्कृत शिक्षण

100 अंक

उद्देश्य –

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

इकाई – प्रथम

भाषा की भूमिका –

- संस्कृत भाषा शिक्षण के सिद्धान्त, महत्त्व एवं प्रकार
  मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धान्त
- संस्कृत भाषा का महत्त्व, संस्कृत भाषा और साहित्य, संस्कृत भाषा और अन्य भारतीय भाषाएँ, आधुनिक भारतीय भाषा के रूप में संस्कृत, विद्यालयी स्तर पर संस्कृत शिक्षण से सम्बन्धित समस्याएँ।

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- विद्यालय में भाषा –

  1. मातृभाषा एवं विद्यालयी भाषा 2. पाठ्यक्रम में भाषा

  3. अधिगम में भाषा का केन्द्रीयकरण 4. बहु–भाषीय कक्षा–कक्ष

- भारत में संस्कृत भाषा की स्थिति

  (i) भाषा शिक्षा का संवैधानिक प्रावधान एवं नीतियाँ अनु. 343–351

  (ii) कोठारी कमीशन (1964–1966)

  (iii) NPA (1986) (iv) POA (1992)

  (v) राष्ट्रीय पाठ्यक्रम रूपरेखा (2005) – भाषा शिक्षा में संस्कृत की स्थिति

- संस्कृत शिक्षण में भाषायी कौशल – कथन, श्रवण, पठन, लेखन

इकाई – द्वितीय

- संस्कृत शिक्षण के विविध रूप

  i. गद्य शिक्षण vi. उच्चारण शिक्षण

  ii. पद्य शिक्षण vii. रचना शिक्षण

  iii. व्याकरण शिक्षण viii. अनुवाद शिक्षण

  iv. कहानी शिक्षण

  v. नाटक शिक्षण

  उपर्युक्त का सम्प्रत्यय, महत्व, प्रयोग, विधि, प्रविधि, शिक्षण सामग्री व गुण–दोष

- सूक्ष्म शिक्षण दैनिक पाठ योजना, इकाई योजना एवं सूक्ष्म पाठ योजना
- नवाचार और भाषा शिक्षण की प्रणाली
- विविध जन संचार माध्यमों से संस्कृत शिक्षण

  (अ) परम्परागत –नाटक, अभिनय, कथा, सेमिनार, कार्यशाला

  (ब) संचार माध्यम – वेबसाइट्स, विकीपीडिया

  (i) प्रिंट मीडिया – समाचार पत्र–पत्रिकाएँ, साहित्यिक पुस्तिकाएँ

  (ii) इलेक्ट्रॉनिक मीडिया – रेडियो, दूरदर्शन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया), इंटरनेट, इन्ट्रानेट, भाषा–प्रयोगशाला

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इकाई (तृतीय)

- संस्कृत शिक्षण की विधियाँ –

  (I) पाणिनी व यास्क के अनुसार।

  (II) प्रचलित अन्य विधियाँ – प्रायोजना विधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन–निगमन विधि, अनुवाद विधि, चयन विधि, पाठय पुस्तक विधि, सम्प्रेषण उपागम, समग्र उपागम।

  (III) पाश्चात्य विद्वानों के अनुसार – जे.प्याजे, एल. वायगात्सकी, चॉम्स्की, जानड्यूवी।

- विधियों का अनुप्रयोग –

  (i) तृतीय भाषा अधिगम मनोविज्ञान

  (ii) कक्षा–कक्ष वातावरण और परिस्थितियाँ

  (iii) शिक्षक–छात्र–पाठ्यपुस्तक व दृश्य श्रव्य सहायक सामग्री की भूमिका

  (iv) भाषा का व्यवहार में प्रयोग

  (v) अन्य विषयों के साथ संस्कृत का समन्वय

  (vi) त्रुटियाँ व उपचारात्मक कार्य

  (vii) संस्कृत भाषा की चुनौतियाँ

  (viii) स्वनिम विज्ञान व रूप विज्ञान के रूप में संस्कृत

  (ix) संस्कृत भाषा परीक्षण एवं मूल्यांकन

इकाई (चतुर्थ)

- पाठयक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण

  (अ) पाठयचर्या, पाठयक्रम एवं पाठयपुस्तकों का सम्बन्ध

  (ब) संस्कृत में दत्त कार्य एवं क्रिया–कलापों का विकास।

  (स) अधिगम में संस्कृत शिक्षण का महत्त्व विश्व परिदृश्य के सन्दर्भ में।

  (द) निदात्मक परीक्षण एवं उपचारात्मक शिक्षण–अर्थ, स्वरूप महत्व एवं उपयोग।

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- संस्कृत शिक्षण में आकलन –

  (1) संस्कृत भाषा विकास की प्रगति का आंकलन – सतत और समग्र मूल्यांकन स्व–मूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो।

  (2) प्रश्नों का स्वरूप – समस्या–समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तनवाले प्रश्न कल्पनाशीलता को जीवित करने वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय, सत्य–असत्य वाले, मिलान वाले प्रश्न)

  (3) फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

  (4) प्रश्न–पत्र निर्माण एवं नील–पत्र

समसामयिक कार्य

1. कक्षा परीक्षा (टेस्ट) 10 अंक
2. निम्न में से कोई एक 10 अंक

- अपने पड़ौस के 05 विद्यालयों का भ्रमण कर त्रिभाषा सूत्र की स्थिति की रिपोर्ट तैयार करना।
- संविधान में भारतीय भाषाओं सम्बन्धी अनुशंसाएँ तथा राष्ट्रीय शिक्षा नीति पी.ओ.ए. द्वारा संस्तुत भाषा सम्बन्धी सिफारिशों पर रिपोर्ट तैयार करना।
- किसी एक संस्कृत कवि का विस्तृत परिचय देते हुए संस्कृत में उनके योगदान पर आलेख तैयार करना।
- किसी एक संस्कृत पत्रिका की समीक्षा।
- संवाद शिक्षण को प्रभावी बनाते हुए अधिगम सामग्री तैयार करना।
- पत्र पत्रिकाओं में प्रकाशित किसी लेख का संस्कृत में अनुवाद।
- छायाचित्राधारित शिक्षाप्रद कथा लेखन।

सन्दर्भ ग्रन्थ –

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7. Mackey William Francis, Language Teaching" Analysis London, Longmans, Green & Co. Ltd.
8. Widdowson, H.G., Teaching Language as Communication Oxford, OHP

PAPER:-VII A / B

Pedagogy of English

Objectives – MARKS:-100

The student-teachers will be able to-

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

COURSE CONTENT

UNIT – I - FOUNDATION OF ENGLISH LANGUAGE TEACHING

- Concept of language, language acquisition, language-learning ,
- Forms of English- formal, informal, written and spoken
- Importance of teaching English
- Principles of second language teaching
- Difference between teaching of content based subjects and skill based subjects
- Objectives of teaching English language (a) Skill based- LSRW (b) Competency based- linguistic competence and communicative competence.

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UNIT – II - TEACHING OF ENGLISH LANGUAGE SKILLS

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

UNIT – III - METHODOLOHY AND PLANNING OF ENGLISH LANGUAGE TEACHING

- Approaches, methods and techniques, Whole language approach, Structural-Situational approach, Communicative approach, Task based approach, Eclectic approach, Direct method, Bilingual Method, Audio- lingual method CALL (computer assisted language learning) and CALT (Computer assisted language teaching), Role play, Simulation, Group work and Drill technique,Study the above approaches & methods in the light of -Psychological factors affecting second language learning -

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Nature of English language - Classroom environment and conditions -Language functions , Planning of English language teaching , Annual plan, unit plan and daily lesson plan - Prose lessons - Content analysis -,Poetry lessons – Components of poetry - The place of poetry teaching in school curriculum. - Concept, aims and objectives of teaching poetry in second language, Grammar lessons-Planning for teaching Grammar and usage –sentence(Affirmative, Negative, Interrogative, Simple, Compound, Complex), Verb-patterns, Question tag,Determiners, Model Auxiliaries, Tenses, Infinitives, Gerunds, Phrasal verbs and idioms, Concord, Active and passive voice, Direct and indirect speech, Punctuations.

UNIT – IV-RESOURCES IN ENGLISH LANGUAGE TEACHING

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

UNIT – V - ASSESSMENT AND EVALUATION IN ENGLISH

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

SESSIONAL WORK:-

1. Class Test 10 marks
2. One of the following 10 marks

- Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.
- Identification of learning difficulties experienced by student teachers during teaching practice

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- Review of two articles related to teaching and learning of English from educational journals, magazines or newspapers.
- Preparing an action plan for improving any of the following skills: reading skill, speaking skill, listening skill or creative writing.

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PAPER:-VII A / E

Pedagogy of Urdu

Marks-100

OBJECTIVES:-

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

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

CONTENT:-

UNIT-I

- Concept of language (verbal & Nonverbal) Concept of language learning and Acquisition function of language, Communication, Transmission of culture and medium of instruction.
- Multilingualism as a resource.
- Origin and Development of urdu language.
- Language skills, Listening and Art of listening.

Speaking- Pronunciation , Recitation and Punctuation.

Reading- Aloud, silent, Intersive and Extensive.

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Reading comprehension, Reading defects and their cure.

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

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

UNIT-II

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

UNIT –III

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

UNIT-IV

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

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

UNIT-V

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

Assignments :-

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

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

REFERENCES:-

1. Inamullah sharwani : "Tadrees-e-zaban-e-urdu" usmania book depot,1-25 Rabindra saraus cal-73.
2. Khan Rasheed Hasan : "Urdu Kaise Likhen"Maktaba Jamia limited jamia nagar, New Delhi 1997.
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4. Maulvi Abdul : "Quwaid-e-urdu"Anjuman Taraqqi urdu (Hindi) New Delhi.
5. Moin uddin : "udru zaban ki Tadrees" National council for Promotion of urdu Language(NCPUL) New Delhi-2000
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PAPER:-VII A / B

PEDAGOGY OF HISTORY

Marks-100

Objectives:-

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

Unit I

1.1 Meaning, nature and scope of history as a school subject, role and importance of history in school curriculum and life.

1.2 Aims and objectives of history, values of teaching history (moral, spiritual, social, cultural and esthetic) relation of history with other subjects of Social and Natural Science and Literature

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

1.4 Approaches: Current events Approach, Mass-media Approach Interdisciplinary Approach, Constructivism Approach.

Unit – 2

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2.1 Models of teaching :

a. Discovery model

b. Value Attainment model

c. Enquiry model

2.2 Methods of teaching :

a. Lecture method

b. Project method

c. Supervised study

d. Story-Telling Method

e. Biographical Method

f. Source Method

2.3 Innovative Practices

a. Brain -storming

b. Dramatization

g. Co-operative-Learning

h. Experiential-Learning

2.4 Planning :

a. Annual plan

b. Unit plan

c. Lesson plan

Unit – III

3.1 a. Teacher as a transformer of cultural & Historical Heritage.

b. Teacher as a facilitator

c. Qualities and professional growth of a History teacher to face challenges of present era.

d. Teacher as a Reflective Practitioner and a Researcher.

3.2 Learning Resources

a. Print Media

b. Electronic Media

c. Multi Media

d. Visuals

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3.3 a. Use of community resources.

b. Field Trips.

c. History resources center

d. Co-Scholastic activities based on school curriculum

e. History club

UNIT – IV

4.1

(a) Indian Historiography : Brief introduction to Indian Historiography-Ancient, Medieval, and Modern. Problems of periodisation. Criteria of Historical criticism.

(b) Teaching of Controversial Issue : Nature of Historical controversies regarding facts.Controversies interpretation of facts. Objectivity and value-judgment in History.

4.2

(a) History and National Integration : Our National heritage, Unity in diversity. The role of History in promoting national integration.

(b) History and Inter-National Understanding: Our Human Heritage. The role of History as promoter of internationalism.

4.3

(a) Content Analysis of History Textbooks at secondary level.

(b) Use of Library and other instructional materials & Source: Primary and Secondary.

UNIT V

5.1 Preparation of Challenging assignments.

5.2 Criteria for assessing written and practical work in History.

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

Test & Assignments:-

1. Class Test — 10 Marks
2. Any one of the following :- — 10 Marks
   - Preparation of Research Report: Study in Depth in one area of content course in Indian and World History to demonstrate the relevant knowledge in the subject field and its value to the professional growth in the subject.

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- Organization of History Circle: To include programmes such as reading of papers on Historical topics, Group Discussions, Preparation of reports, Organize excursions to place of Historical interest.
- Preparation of History Practical Note Book :

(a) Twelve Historical maps – six each from Indian and World History.

(b) Time – Line Charts four each from Indian and World History.

(c) A small project based on the study of a Historical event in the locality, personalities, movements, buildings or institutions.

(d) Group Presentation for Critical appraisal of existing curriculum and text book at school level.

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

PAPER:-VII-A / B

PEDAGOGY OF ECONOMICS

Marks-100

Objectives-

To enable student Teachers to:

1. Refresh the knowledge about the Meaning, Importance, Nature, Scope and Aims of Economics.
2. Acquaint with the Aims, Objectives and Value-outcomes through teaching Economics.
3. Develop ability to plan for suitable instructions in economics.

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4. Organize group-activities and project and to use various instructional strategies and methods for effective teaching of the subject.
5. Establish correlation of economics with other school-subjects.
6. Develop necessary skills to use various teaching aids, (Particular locally available material aids).
7. Develop skill to successfully use various evaluation techniques and to interpret the results.
8. Develop appropriate attitude towards the subjects and country's economy.
9. To enable the students to construct and analyze critically the curriculum and text books of economics at secondary stage.

COURSE CONTENT:-

UNIT I-Nature, Scope and objective.

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

UNIT II-Curriculum and planning

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

UNIT-III Teaching Planning

- Micro Teaching, Content Analysis.
- Yearly plan, Unit plan and Daily lesson plan – Meaning, Characteristics, Importance and Steps.
- Methods of Teaching:- Lecture Method, Discussion Method, Project Method, Survey Method, Inductive-Deductive Method
- Techniques and Devices of Teaching Economics

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i) Assignments ii) Seminars iii) Brain Storming iv) Tours and Excursions v) Supervised Study vi) Case Study

UNIT-IV Teacher, Text Book, Teaching Aids

- Text Book (Meaning, Importance and qualities of a good textbook of Economics). Supplementary Material (Meaning and sources).
- Economics Room –Importance and Equipments.
- Teacher of Economics – Importance, Qualities and Competence.
- Teaching Aids – Meaning, Importance and Types:
  Uses of Chalkboard, Diagrams, Charts, Table graphs, O.H.P., T.V., Computer with multimedia, Flash Cards, LCD Projector, Interactive Board.

UNIT-V Evaluation

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

Sessional Work (20 Marks)

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

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5. Dhillon, S. and Chopra, K. (2002). *Teaching of Economics.* Ludhiana: Kalyani Publishers.
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15. Teacher's Manual in economics : Dr.N.Hasen published law, Regional College of Edu.Ajmer.

PAPER:-VII A / B

PEDAGOGY OF CIVICS TEACHING

MARKS-100

Objectives:-

The Pupil-Teacher will be able to

1. Explain and Discuss the Meaning, Nature and Scope of Civics.

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

Unit- I

a. Meaning, nature and scope of Civics as a school subject, role and importance of Civics in school curriculum and life.

b. Aims and objectives of civics, values of teaching civics (moral, spiritual, social, cultural and Aesthetic) relation of Civics with other subjects of Social and natural Science and Literature.

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

d. Approaches: current events Approach, mass-media Approach, interdisciplinary Approach, constructivism Approach.

Unit – 2

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

b. Methods of teaching : Lecture method, Discussion method, Project method, Supervised study method, Socialized recitation method, Problem-Solving method

c. Innovative practices : Brain-storming method, Co-operative-Learning, Experimental-Learning

d. Planning : Content Analysis, Annual plan, Unit plan, Lesson plan.

Unit – III

3.1 a. Teacher as an agent of social change in multicultural-multilingual Society.

b. Teacher as a facilitator.

c. Qualities and professional growth of a Civics Teacher to face challenges of present era.

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d. Teacher as a Reflective Practitioner and a Researcher.

3.2 Learning Resources:

a. Print Media

b. Electronic Media

c. Multi Media

d. Visuals

3.3 a. Use of community resources

b. Civics resources center

c. Co-Scholastic activities based on school curriculum

d. Civics club

Unit – IV

4.1 Local, State and National Political Structure in India :

a. Education for Citizenship.

b. Political science in the global context.

c. Human right/Child right/Woman's right.

d. Peace and conflict resolution.

e. Educational technology and political science (Civics).

f. Gender issue in civics.

g. Content Analysis of Civics Textbooks of secondary level.

4.2 Use of Library and other instructional materials.

UNIT- V

5.1 Evaluation in Civics:

a) Preparation of challenging assignments.

b) Criteria for assessing written and practical work in Civics.

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

Assignments :-

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

1. Peer interaction (Peer Educators) and group work on selected areas taken from school syllabus.

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

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PEDAGOGY OF GEOGRAPHY

MARKS-100

Objectives :-

To enable the Pupil -- Teachers to:

1. Develop an understanding of the meaning, concept and need for learning Geography.
2. Understand the aims and objectives of teaching Geography.
3. Make use of various methods of teaching Geography.
4. Develop the power of analysis, reasoning and judgment through different practical activities.

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5. Develop proper understanding of nationalism and internationalism through Geography teaching.
6. Acquaint the Pupil teachers with the preparation and use of different Resources of Geography.

Unit – 1

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

Emerging concepts and trends in Geography:

(a) Geography as a description of the earth.

(b) Geography as a study of natural phenomena and their effect on man.

(c) Geography as a study of Landscape-Physical and cultural.

(d) Geography as a study of real difference.

(e) Geography as a study of spatial relationships.

(f) Geography as a study of unifying and integrating discipline.

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

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

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

Unit – 2

2.1 Models of teaching in reference of Geography teaching :

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

2.2 Methods of teaching:

- Problem solving
- Regional method
- Project method

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- Supervised study
- Laboratory method
- Demonstration method
- Inductive & Deductive method

2.3 Innovative Practices:

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

2.4 Planning:

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

Unit – III

3.1

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

3.2 Learning Resources

- Print Media
- Electronic Media
- Multi Media
- Visuals

3.3

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

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Unit – IV

4.1 a. Local Geography: It's meaning significance and use as method of study.

b. Regional Geography: Its meaning and significance, concept of regionalism.

4.2 a. Content Analysis of Textbooks of Geography at secondary level.

b. Use of Library and other instructional materials related with Geography.

UNIT-V

5.1 Preparation of Challenging assignments.

5.2 Criteria for assessing written and practical work in civics.

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

Assignments:-

1. Class Test 10 marks

2. Any one of the following: - 10 marks

- Each pupil teacher is required to conduct and prepare a brief report on anyone of the following :

(i) Socio-Economic/Demographic survey of a village as a Geography.

(ii) Land utilization survey of a village.

(iii) Traffic survey of a town.

(iv) Any other survey of a similar nature.

- Geographic description of a place.Participation in seminars and writing of reports. Each student is required to participate in at least two seminars on varied aspects of Geography and submit reports.
- Presentation of Geographic data through maps and diagrams. Students are required to prepare ten such exercises in the form of an album.

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PAPER VII A / B

PEDAGOGY OF SOCIAL STUDIES

MARKS-100

OBJECTIVES:

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

COURSE CONTENTS

UNIT-I Nature, Scope and objective.

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

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- Relationship of Social Studies with other subjects.

UNIT II-Curriculum and planning

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

UNIT-III Teaching Planning

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

UNIT- IV Methods and Techniques

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

UNIT –V Evaluation

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

Sessional Work (20 Marks)

1. One test — 10 Marks
2. Any one of the following. — 10 Marks
   - Content analysis and preparation of instructional material related to any unit of subject related to Social Studies.
   - Construction of objective type test items.

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- Prepare five slides related to Social Studies teaching content at senior secondary level.
- Critical appraisal for Social Studies syllabus at senior secondary level.
- Preparation of 10 frames of linear or branching type programmes on any topic of Social Studies.

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PAPER:-VII A / B

PEDAGOGY OF MATHEMATICS

Marks – 100

Objectives:

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

1. To enable prospective mathematics teachers towards the processes in which mathematics learning takes place in children's mind.
2. To enable the nature, characteristics and structure of mathematics and its correlation with other areas.

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

UNIT I Nature and Structure of Mathematics

a) Meaning and characteristics of mathematics– Science and Mathematics – Development of Mathematics: empirical, intuitive and logical

b) History of Mathematics education : Ancient period to 21st century

c) Contributions of eminent Mathematicians(Western &Indian-4 each)

d) Branches of Mathematics: Arithmetic, Algebra, Geometry, Trigonometry -

e) Undefined terms – Axioms – Postulates – Theorems – Proofs and verification in mathematics-Types of theorems: Existence and Uniqueness theorems – Types of proofs: Direct, indirect by contradiction, by exhaustion, by mathematical induction.

f) Euclidean geometry and its criticisms – emergence of non Euclidean geometry.

UNIT– II Objectives and Approaches of Teaching Mathematics

a) Aims and Objectives of Teaching Mathematics: At primary, Secondary and Higher secondary levels – Goals of mathematics education-Mathematical skills: Calculations,

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Geometrical, and interpreting graphs – Mathematical abilities- Problem solving ability.

b) Approaches to teaching Mathematics: Behaviorist approach, constructivist approach,

c) Process oriented approach, Competency based approach, Realistic mathematics education.

UNIT-III METHODS AND MODEL OF TEACHING MATHEMATICS:

a) Methods of teaching mathematics: Lecture, Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem solving, and Laboratory methods, Co-operative, constructivism method.

b) Techniques of Teaching Mathematics: Questioning, Brain storming, Role-playing, Simulation.

c) Non- formal techniques of learning Mathematics

d) Models of Teaching: Concept attainment model, inquiry training model, Inductive thinking model.

UNIT – IV Pedagogical content knowledge of mathematics

a) Concept of pedagogic content knowledge (PCK)

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

c) Analysing and selecting suitable teaching methods, strategies, techniques, models: learning activities, Year plan (Programme of work), Unit plan and lesson plan in mathematics – their need and importance

d) Analysing and selecting suitable evaluation strategies

e) Identifying the misconceptions and appropriate remedial strategies

UNIT-V Technology in mathematics education

a) Technology integration strategies for mathematics,web based lessons, web quest, cyber guides, multimedia presentation, Tele computing projects, online discussions

b) E-content development concept ,formats, steps for preparation.

c) A survey of software used in mathematics teaching and learning.

SESSIONAL:

1. **Class Tests 10 MARKS**
2. **Any one 10 MARKS**

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a) Group puzzles activity

b) Preparation of teaching aids

c) Demonstration of teaching aids

d) Collection of newspaper cuttings related to learning of a unit in mathematics.

e) Preparing a script for radio lesson or T.V. lesson in mathematics.

f) Visiting a mathematics lab in a school and presenting a report.

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PAPER:-VII A / B

Pedagogy of Physics

MARKS:-100

Objectives:-

The student teachers will be able to:

1. Understand the nature of Science and Physics.
2. Appreciate the contribution of Indian and Foreign scientists in the development of Physics.
3. Develop the skill of planning teaching learning activities.
4. Develop competencies in (a) Selection and use of teaching methods, approaches and devices. (b) Selection, preparation and use of cost effective teaching aids. (c) Inculcation of scientific attitude and science related values. (d) Plan, manage physics laboratory and organize physics practical work
5. Develop skill of critical appraisal of Physics text book.
6. Select and effectively make use of teaching aids.
7. Organize co-curricular activities related to physics.
8. Plan and critically appraise Physics curriculum at senior secondary level.
9. Prepare, use and analyze achievement tests for evaluation of learning outcomes of Physics.

Course content

Unit - I - Foundations of teaching physics

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

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Unit - II - Planning for Instruction and Role of Teacher

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

Unit - III - Approaches and Methods of Teaching Physics

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

Unit IV- Instructional support system

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

Unit –V Physics curriculum and Evaluation of Physics Learning

- Principles of developing curriculum of Physics,
- Evaluation of physics learning : formative, summative, continuous and comprehensive evaluation, types of test items and their construction, preparation of blue print and achievement test, item analysis,

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- Diagnostic testing and remedial teaching in physics.. Evaluation of Practical Work

Sessional Work –

1. Class Test 10MARKS
2. Any one of the following: 10MARKS
   - Case study of any one Senior Secondary School Laboratory of Physics.
   - Preparation of a diagnostic test of physics on any one unit.
   - Planning activities for teaching a unit of physics using local resources.
   - Conducting and reporting a practical class in Physics Laboratory

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PAPER:-VII A / B

PEDAGOGY OF CHEMISTRY

Marks-100

Objectives -

To enable student teacher to:

1. Understand the Nature, Place, Values and Objectives of teaching chemistry at secondary/senior secondary level.
2. Understand correlation with other subjects
3. Evaluate critically the existing syllabus of chemistry
4. Develop understanding of various objectives of teaching Chemistry in Secondary Schools.
5. Understand and adopt proper methods of teaching various topics of Chemistry.
6. Appreciate the usefulness of various co-curricular activities for fostering interest of pupils in Chemistry.
7. Get acquainted with various methods of evaluation of the progress of pupils in Chemistry.
8. Prepare and use different types of instructional material for teaching Chemistry.
9. Understand the difficulties faced in teaching and learning Chemistry and suggest remedial measures.
10. Evaluate critically the existing syllabus of Chemistry prescribed for Secondary/Senior Secondary level in the State of Rajasthan.
11. Provide training in scientific method and develop scientific temper among their students.

Unit - I: The Nature of Science

- Definition of Science, Scientific Method, Scientific Literacy with suitable examples from Chemistry,
- Nature of science with special reference to chemistry
- Instructional Objectives, General and Specific Objectives of Teaching Chemistry

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- Correlation of chemistry with other subjects.

Unit - II: Curriculum and Planning

- Chemistry Curriculum, Place of Chemistry in School Curriculum
- Principles of Curriculum Construction, Difference between Curriculum and Syllabus,
- Co-curricular activities, factors influencing curriculum of chemistry.
- Modern trends in Chemistry Curriculum CBA, Chemical- Education Material Study, Nuffied- O & A level.
- Critical appraisal of Chemistry syllabus at Secondary/Senior Secondary level prescribed by Board of Secondary Education, Rajasthan.
- Planning- Daily lesson plan, unit plan & yearly plan.

Unit - III: Methods of Teaching Chemistry

- Micro Teaching, Skills of teaching Lesson Planning ,
- Methods of Teaching Chemistry- Lecture Method, Demonstration Method, Discussion Method, Problem Solving Method, Project Method, Inductive-Deductive Method, Co-operative method, Constructvism method.
- Teaching Models-Concept Attainment Model, Inquiry Training Model
- Qualities of chemistry teacher.

UNIT-IV Instructional Support System

- Teaching Aids in Chemistry Audio Aids, A-V Aids, Educational Broadcasts, Television and Teleconferencing, Charts, Models, Low Cost Teaching Aids, Improvised Apparatus.
- Chemistry Lab: Layout Plans, Equipments, Furniture, Maintenance of records, repair, care and improvisation of apparatus, safety measures in Lab.
- Role of State & National Level Institutions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemical Companies like Hindustan Zinc Ltd.
- Characteristics of a good text book and evaluation of a Text Book

Unit - V: Evaluation of Chemistry

- Difference between Measurement, Assessment and Evaluation,
- Characteristics of good Measurement, Diagnostic Test and Remedial Teaching.

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- Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Essay type, Short types objective type
- Development and Standardization of Achievement Test in Chemistry.

Assignments :-

1. Class Test 10 marks
2. Any one of the following :- 10 marks
   - Planning and Conducting Experiments.
   - Preparation of models and charts.
   - Preparation of Chemistry Projects.
   - Criticals analysis of chemistry textbooks.
   - Preparation of design, blue print for teacher made test.
   - Development of self-instructional material on any one topic of Chemistry
   - Life sketch & contribution of any one prominent Indian Chemist.
   - Preparation of scrap book containing original science (Scientific cartoon) Stories/article
   - Life sketch & contribution of any one prominent Indian Chemist.
   - Conducting & reporting two experiments useful at secondary/senior secondary level (other than those in syllabus)
   - A critical study of any one senior secondary Lab of chemistry.
   - Preparation of 10 frames of Linear or Branching type programmes on any topic of Chemistry.

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PAPER:-VII A / B

PEDAGOGY OF BIOLOGY

Marks100

Objectives:

To enable student Teacher to

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

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

UNIT-I Nature, Scope and Objectives

- Nature of science with special reference to Biology.
- Main discoveries and development in Biology.
- Place & values of teaching Biology at secondary/senior secondary level.
- Correlation of Biology with other subjects.
- Objectives of teaching Biology at secondary/senior secondary level.

UNIT-II Curriculum and lanning

- Principles of Biology curriculum at secondary/senior secondary level.
- Modern trends in Biology Curriculum : B.S.C.S.,
- Critical appraisal of Biology syllabus at secondary/senior secondary level prescribed by Board of secondary Education, Rajasthan.
- Planning- Daily lesson plan, unit plan & yearly plan.
- Qualities & responsibilities of Biology teacher. Teacher's role in training students in scientific method and in developing creativity and scientific temper among their students.

UNIT-III Methods and approaches

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

UNIT-IV Instructional Support System

- Multi sensory aids: Charts, models, specimen, bulletin - boards, flannel Board, Transparencies slides, projector, OHP, Computer, T.V., and Radio etc.
- Co-curricular Activities: Organization of science club, science fair, trips and use of community resources.
- Biology Lab: Organization of Biology Laboratory, Arrangement of Apparatus, Care & Maintenance of equipment & speciman, organization of practical work in Biology.

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- Role of state & National Level Instructions & Laboratories Research centers in Botany, Zoology & Agriculture.
- Characteristics of a good text book and Evaluation of a Text Book.

UNIT-V Evaluation in Biology

- Evaluation: Concept, Types and purposes.
- Type of test items and their construction.
- Preparation of Blue Print & Achievement Test.
- Evaluation of practical work in Biology.

Sessonal Work :(20 Marks)

(1) Class Test 10 Marks

(2)Any one of the following-- 10 Marks

- Life sketch & contribution of any one prominent Indian Biologist.
- Preparation of Harbarium (scrap book)
- Prepare any one of the following related to environment education.
  (i) Poster (miniature), (ii) Article, (iii)Story, (iv)Play
- Description of any two teaching models.
- Prepare a Radio or T.V. script.
- Make a list of local (resources useful in teaching Biology and prepared lesson plan using some of them.
- A case study of any one senior secondary lab of Biology.
- Preparation of 10 frames of Linear or Branching type programmes on any topic of Biology.
- Construction and administration of Diagnostic test on any one unit of Biology.

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PAPER VII A / B

Pedagogy of General Science

MARKS:-100

OBJECTIVES:-

The Pupil- teacher will be able to-

1. Familiarize with nature of General Science.
2. Formulate instructional objectives in behavioral terms.
3. Critically evaluate the existing science curriculum at secondary level.
4. Understand the basic concepts of General Science.
5. Acquaint themselves with laboratory plan, purchase and maintenance of equipment and material.
6. Explain the concept of evaluation and construct blue print of question paper.

Unit - 1 Teaching of General Science

- Meaning, nature, aims and objectives of General science
- Importance of General science in Teaching
- Correlation - concept, importance and types.
- Maxims of teaching in General science

Unit - 2 Planning in General- Science teaching

- Curriculum - concept, methods of curriculum construction, Difference between Curriculum and Syllabus, ,
- Place of General science in school curriculum
- Critical appraisal of General Science syllabus at secondary/senior secondary level
- Science teacher - Qualities, Competencies

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- Analysis of textbook.

Unit - 3 Methods & Techniques of teaching in General Science

- Methods -Scientific Method, Demonstration, Laboratory, Heuristic, Project, Co-operative Learning, Constructivism, Inductive-deductive.
- Techniques:- Team teaching, Simulation, Task analysis, Cognitive psychology based technique, Technology based technique
- Year plan, Unit plan, Lesson plan - General, IT based,

Unit- 4 Teaching Aids and Models of teaching

- Teaching Aids :Non-projective - chart, picture, model, Projective - Film projector, OHP, LCD, DLP,
- Science laboratory, Science- club, Science Exhibition, Field trip
- Laboratory Equipment and Material- selection, purchase, maintenance and safety measures.
- Models of teaching:- Concept Attainment Model, Inquiry training model.

Unit - 5 Pedagogical analysis & Evaluation in General Science

- Concept ,Approaches & importance for pedagogical analysis,
- Core elements and values, Content cum methodology approach, IT based approach
- Importance of evaluation in General Science, Evaluation according to areas - Cognitive, Psychomotor & Affective, Domain
- Use of tools and technique of evaluation:-Achievement test, Diagnostic test, Remedial teaching, Online Evaluation

Sessional Work –

1. Class Test — 10 marks
2. Any one of the following: — 10 marks
   - Preparation of a diagnostic test of Gen. Science on any one unit.
   - Analysis of syllabus.
   - Evaluation of textbook.
   - Content analysis of one unit.
   - Conduct presentation of lesson/ Unit.

REFERENCES:-

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1. Cartin, A.A. and Sund, R.D. (1972). *Teaching Science throughDiscovery.* London: Merill.
2. Das, R.C. (1992). *Science Teaching in School.* New Delhi: Sterling Publishing.
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7. Mangal, S.K. (1997). *Teaching of Science.* New Delhi: Arya Book Depot, *New UNSECO Source Book for Science.* France: UNSECO.
- Sharma, R.C. (1998). *Modern Science Teaching.* New Delhi: Dhanpat Rai Pub. Co.

PAPER:-VII A / B

Pedagogy of Home Science

100 Marks

Objectives:

To enable the student teachers to:

1. Develop an understanding of aims, objectives and scope of teaching Home Science.
2. Create interest among student teachers in teaching of Home Science.
3. Understand the terms and concepts of teaching of Home Science and their use in classroom situations.
4. Develop understanding and skills of using various teaching methods and teaching aids in teaching of Home Science.
5. Train the student teachers to use problem-solving approach in problems related to home life.
6. Develop practical skills to organize various activities related to Home Science.
7. Develop competencies and skill for effective evaluation in Home Science.

COURSE CONTENT:

UNIT-I

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Meaning, importance, principles and scope of home science, objectives of teaching of home science at secondary level. Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of home science. Place of home science in Secondary School curriculum, Curriculum Construction-Principles and critical analysis of existing school curriculum of Home Science. Correlation-Meaning, importance, types of correlation and correlation of Home Science with different subjects.

UNIT-II

a) Micro teaching skills relevant in Home science.

b) Lesson Planning: Meaning, importance and essentials of lesson planning. Use of Demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and Field trips in teaching of Home Science.

UNIT-III

Role of school and teacher in teaching of home science. Qualities, qualification and competencies of a home science teacher. Organization of Home Science Department. Home Science Laboratory-Concept and importance, planning of space and equipment for Home Science Laboratory.

UNIT-IV

Meaning, Importance, Essential Role ,Qualities and limitations of Home Science text books. Audio-visual Aids: Meaning, importance and classification of audio-visual aids. Preparation of low-cost teaching aids.

UNIT-V

Concept of assessment and Evaluation in home science, Concept, need and techniques of Continuous and Comprehensive Evaluation (CCE) in home science. Types of tests - Achievement test, Proficiency test, Diagnostic test, Prognostic test. Preparation of an Achievement test. Concept and need of remedial teaching.

Assignments :-

1.Class Test 10 marks

2. Any one of the following :- 10 marks

- Food – its constituents, functions and sources.
- Care and maintenance of cotton, wool, silk and synthetics.
- Importance of care of the child.

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- Cleaning and polishing of brass, silver, glass and plastic articles.
- Guidelines for making flower arrangement and rangoli.
- Immunization Schedule
- Organisation of mid-day meals in schools

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1. Begum, Fahmeeda (2006). *Modern Teaching of Home Science.* New Delhi: Anmol Publications.
2. Bhargava, Priya (2004). *Teaching of Home Science*. New Delhi. Commonwealth Publishers.
3. Chandra, Arvinda, Shah, Anupama and Joshi, Uma (1995). *Fundamentals of Teaching of Home Science*. NewDelhi: Sterling Publisher.
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5. Devdas(1955): Teaching of Home Science in Secondary School, All India Council for Secondary Education, New Delhi
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8. Mago, Neelam *Teaching of Home Science.* Ludhiana: Tandon Publications.
9. Seshaiah, Ponnana Rama (2004). *Methods of Teaching Home Science.* New Delhi: Discovery Publishing House.
10. Sharma, Shaloo (2002). Modern Methods of Teaching Home Science. Sarup & Sons, New Delhi.
11. Siddiqui, Mujibul Hasan (2007). *Teaching of Home Science*. New Delhi: A.P.H. Publishing Corporation.
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PAPER:-VII A / B

PEDAGOGY OF COMMERCE PRACTICE

MARKS-100

Objectives:

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

1. Develop an understanding of content of commerce and accountancy

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2. Understand the characteristics of Commerce and its role in the development of modern society.
3. Understand the Commercial implications of various theories of learning
4. Gain competency in using modern psychological theories to device teaching learning process.
5. Understand the nature and functions of various instructional supports.
6. Improve the understanding of the principles of curriculum construction and organization in Commerce
7. Develop the understanding of the various methods and approaches and techniques of commerce teaching
8. Identify the role of IT in Commerce Education.
9. Develop an appreciation towards the role of commerce in daily life.

Unit. 1 Conceptual Background of Commerce

- Introduction to Commerce: Meaning, Definitions, Scope and Nature of Commerce as a discipline, Significance of Commerce in the global scenario, Modern trends in Commerce: Banking, Insurance, Trade- Correlation of Commerce with other subjects: Economics, Geography, accounting, Mathematics, Statistics, International relations, Business, Management information system.
- Nature and Significance of Commerce Education: Meaning, Definitions, Goals, Aims and Objectives of studying Commerce Education- History of Commerce Education – Development of Commerce Education in India- Need and importance of learning Commerce at Higher secondary level- Formulation of Objectives in Commerce at National and State level(NCF), Importance of commerce in daily life.

Unit –2 Curriculum Developments in Commerce

- Curriculum development – General principles – psychological, sociological, philosophical, needs and interests of the learner, nature of subject matter and philosophy of nation.
- Modern trends in curriculum construction- Objective based, Child centered, and Activity based, correlated, overcoming individual difference, fulfilling the requirements of higher education, flexible and feasible.
- Different approaches to curriculum organization – Spiral, topical and concentric

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approach

Unit -3 Training in Teaching skills

- Micro Teaching Practice in Teaching Skills,
- Meaning, importance and purpose of planning - Year plan, unit plan and lesson plan
- Teacher – Essential qualities, duties and responsibilities.
- Professional growth –Ways and means of developing professional competency in service training - Role of NCERT

Unit- 4 Instructional support or resources for commerce teaching

- Resource materials in teaching Commerce– Syllabus, Textbooks – criteria of selection, Resource unit, Source Book, Teachers' handbook, Reference books, Journals, Magazines, periodicals, Supplementary readers, Learning aids :audio- visual aids (OHP), Computer, LCD Projector),CD ROM, Interactive White Board
- Commerce Library –Need & Importance
- Organization of field trips and study tours – their importance
- Commerce Club–Need & Significance
- Community Resources and its utilization

UNIT: 5 – EVALUATION IN COMMERCE

- Evaluation – Criteria for evaluating Teaching Manuals, Criteria for evaluating Teaching Competence.
- Objective based Evaluation, competency based evaluation
- Construction of achievement test –design, blue print, writing of test items.
- Different types of test items – merits and demerits
- Continuous and comprehensive evaluation – grading system

SESSIONALS:

1. Class Test 10 MARKS

2. Any one 10 MARKS

- Report writing on Visits to banks, insurance houses, warehouse, trade centers, companies and other business houses.
- Collection of business documents, newspapers, magazines articles, paper cuttings and business forms.

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- Organizing and conducting commerce club activities.

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1. Aggarwal, J. C. (1996). Teaching of Commerce: A Practical Approach, New Delhi : VikasPublishing House Pvt. Ltd.
2. Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt Ltd-NewDelhi.
3. Khan, M.S., *Commerce Education*, New Delhi; Sterling Publication (P) Ltd.
4. Method and Techniques of Teaching Commerce Singh M.N Young Man & Co.New Delhi.
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8. Teaching of Commerce in Our School Lulla B.P (BTTC-BIE Publication, Bombay).

PAPER:-VII A / B

PEDAGOGY OF BOOK KEEPING AND ACCOUTANCY

Marks-100

Objectives:

To enable student Teacher to:

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

Unit-I

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- Meaning and scope of Book-Keeping and Accountancy, its value and importance in social life
- Aims and objectives of teaching Book- Keeping and Accountancy at Senior Secondary level. Place and Importance of Teaching of Economics at secondary level.
- Importance of Book keeping and Accountancy in school curriculum.
- Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Book keeping and Accountancy

Unit-II

- Planning for teaching and role of teacher-
- Micro Teaching
- Yearly Plan, Unit Plan and Daily Lesson Plan
- Teacher role and attitude
- Maxims and principles of classroom teaching
- Teaching Aids

UNIT-III

Teaching approaches of Book-Keeping and Accountancy

a. Journal Approach

b. Leader Approach

c. Cash Book Approach

d. Equation Approach

Various Methods of teaching Book-Keeping and Accountancy with special reference to modern methods of teaching Project, Problem solving, Lecture-cum-demonstration and discussion methods.

Techniques and devices to teach Book-Keeping and Accountancy.

UNIT-IV

- Principles and approaches of framing syllabus and its critical appraisal at Senior Secondary level
- Text Book of Book-keeping and Accountancy, importance, criteria for selection of text book, reference books and journals.
- Qualities of good teacher

UNIT-V

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- Evaluation of Students performance.
- Acheivement Test,
- Diagcnestic Test,
- Blue Print

Sessional Work (20 Marks)

- One test of 10 Marks
- Any one of the following-10 Marks

Preparation of teaching aids

Preparation and construction of a achievement test

Preparation of a lesson plan based on any innovative method.

References:

1. Aggarwal, J.C.:Teaching of commerce.
2. Boynton Lewis D:Methods of teaching Book-keeping,south western publication Co. Cincinnanti, Ohio.
3. Gupta and Gupta:Intermediate Book-keeping and Accounts, Agra Book store. Agra (Hindi and English Version)
4. Harvey: Ways to teach Book-keeping and Accounting
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7. Selby: The teaching of Book-keeping
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10. Williams: Principles of Teaching applied in Book-keeping and Accounts Sir Issac Pitman. London

PAPER:-VII A /B

Pedagogy of Drawing and Painting

100 Marks

Objectives:

To enable student teacher to:

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1. Develop the skill of using various teaching methods for teaching of Arts.
2. Develop the Aesthetic sense.
3. Acquaint the students with different techniques of painting.
4. Develop imagination and sense of appreciation of Arts and interest in teaching of art.
5. Learn and understand the principles, concept, and elements of art and to apply them in teaching and daily life.

COURSE CONTENT:

UNIT-I

- What is Art: Concept and Scope of Art.
- Origin & development of Art in India with special reference to Pre-historic & Mughal period.
- Importance of Art in Life and Education.
- Principles of Art.

UNIT-II

- Aims and objective of teaching Art.
- Elements of Art.
- Art & Society,
- (a) Stages of Development in Child Art.
- (b) Principles of curriculum construction at secondary level.
- *Qualities* of Good poster.
- Design –Its meaning & types.
- Colour–Types and effects.
- Importance of Colours in life.
- Elements of Good Landscape.
- Appreciation of Art.

UNIT-III

- Significance of Fine Art & its correlation with other school subjects.
- Six limbs of Indian Art (Shadanga).
- Importance of Field trips and Excursions in Art.

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- The importance of Exhibitions & Competitions in encouraging creative expression among Students.

UNIT-IV

- Qualities and functions of an Art-teacher.
- Methods of teaching art:

  Lecture cum Demonstration method.

  Direct Observation method.

  Method of Imagination and Free Expression.
- Contribution of artists: Amrita Shergill, Shobha Singh, Rabindranath tagore and Satish Gujral
- Importance of art Room and its requirements.

UNIT-V

Micro teaching

Yearly, Unit,& Lesson planning to teach:

Still life, Design, Landscape, Composition, Poster.

Assignments :-

1 .Class Test 10 marks

2. Any one of the following - 10 marks

Practical work to be submitted by students during the session:

Size-½ Imperial Size Sheet. One Canvas in size 18'X 22' to be submitted along with the sheets.

I. Landscapes - 2

II. Still life - 2

III. Poster - 2

IV. Composition -- 2

REFERENCE

1. Brown, Percy (1953). Indian Painting, Calcutta.
2. Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.
3. Harriet, Goldstein (1964). *Art in Everyday Life*. Calcutta: Oxford and IBH Publishing
4. Jaswani, K.K., Teaching and Appreciation of Art in Schools.
5. Lowenfeld Viktor . Creative and Mental Growth.

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6. Margaret, Marie Deneck (1976). *Indian Art.* London: The Himalata Publication.
7. Sharma, L.C., History of Art, Goel Publishing House, Meerut.
8. Read, Herbert. Education through art [paperback].
9. Shelar, Sanjay. *Still Life.* Jyotsna Prakasha

PAPER:-VII A / B

Pedagogy of Music Teaching

Marks - 100

Objectives:

To enable student teacher:-

1. To understand the importance aims and objectives of teaching of Indian Music.
2. To provide knowledge of different methods and techniques of teaching music.
3. To acquaint student teacher with latest teaching skills.
4. To equip with various Ragas and different talas.
5. To enable student teachers to organise competitions.
6. To develop understanding and aesthetic sense, time sense, tolerance and self confidence in student.

Unit - I Music: Brief Introduction

- A brief history of the development of various school of Indian music (Vocal and Instrumental) their characteristic and chief exponents.
- Aims and objectives of teaching of music at the various stages of the Secondary Level and Senior Secondary Level.
- Important branches of music and their forms. Brief comparative study of Northern and Southern Music.
- Correlation of music with other school subjects.

Unit - II Music in School Curriculum

- Importance of music in school curriculum
- Music classroom equipments and other instructional materials
- Voice training, ear training, correct posture of singing
- Role of music in personality development

Unit - III Micro-Teaching & Skills

- Methods of Teaching Music.

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- Lesson development planning the lesson.
- Presenting, evaluating and reviewing the lesson.
- Helping musical growth at various grades through selection, organization and application of instructional material and adaption of local and regional motives suitable for.
- Audio-visual aids and their use in teaching of music.

Unit - 4 Biographies of following eminent musicians:

- Swami Haridas
- Tansen
- Pt. Vishnu Digambar Paluskar
- Pt. V.N. Bhatkhande

Unit - 5 Types of Tals & Ragas

- Knowledge of following Tals- Teen Tal, Rupak, Darda, Kehrwa, Jhaptal, Ektal, Chartal.
- Knowledge of different part of instruments Tanpura/Ektar/Tabla
- Concept of Raga and their lakshanes. Types of Ragas. Bilawal, Yaman, Khamaj, Kafi, Bhairav.

SESSIONALS:-

1. Class Test — 10 marks
- Any one — 10 marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- Working knowledge of and performing ability in one instrument other than Tabla for pupil teachers of vocal music and working knowledge of performing ability in vocal music and Tabla for pupil teacher of instrumental musical.
- Ability to describe and to compose in the following Ragas:- Shiva Bilawal, Yaman, Bhairav, Kafi, Asavari, Khamaj Des, Bihag and Malkauns.
- Music and Folk music.

REFERENCES:-

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1. A sthi, S.S.A., Critique of Hindustani Music and Music Education, Jalandhar : A unik Printer, 1964
2. B kanda, V.N., Karmik Pustak Malika Laxme Narayan Garg, Sangeet Karyalaya. H ras
3. N nagar, S., Teaching of Music, Shimla: Monika Prakashan, 1988.
4. Si h, Bharpur, Punjab School Education Board, Sahibjada Ajit Singh Nagar.

PAPER: VII A / B

Pedagogy of Psychology

100 marks

Objectives

After completion of the course the pupil teachers will be able :

1. To enable an understanding about the meaning, nature, scope of psychology Education.
2. To enable the distinction and overlap between psychology and educational psychology.
3. To enable the role of various methods and approaches of teaching psychology.
4. To enable Approaches to organization of psychology curriculum and Methodology of developing curricular materials
5. To enable appropriate strategies for the transaction of psychology curriculum.
6. To enable use different media, materials and resources for teaching psychology.

UNIT I Introduction of Psychology

- Modern concept of Psychology
- Brief account of the development of modern scientific Psychology from Psychophysics
- Nature of Psychology as a science
- Subject matter of Psychology

UNIT-2 Need of Psychology

- Role of Psychology in modern life (a brief and general account)
- Contributions of Psychology in the various personal, familial, social, educational, occupational and clinical aspects of human life

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- Importance of Psychology in the school curriculum – its unique nature and place in human life, correlation with other disciplines and its importance in developing understanding about self and other people

UNIT-3 Aims and objectives of teaching Psychology

- Cognitive – knowledge, understanding analysis, synthesis and evaluation of human behaviour around
- Effective – development of right values, attitudes, interest and motivation related to study of human behaviour
- Development of scientific outlook and skills towards human beings and in using psychological methods and tools

UNIT-4 Teaching strategies

- Class – room based lecture, discussion, seminar, workshop, modelling
- Laboratory based – experimental studies
- Field based – survey, project, field visit of various form
- Observation
- Clinical – case study

UNIT-5 Pedagogical analysis of content

- A general overview and content analysis
- Determination of behavioural objectives
- Selection of teaching strategies
- Achievement Test construction

Assignments :-

1. Class Test 10 marks
2. Any one of the following: - 10 marks
   - Case study of an adolescent learner
   - Case study of a learner with special needs
   - Plan and implementation of one lesson using constructivist approach/ 5 E/ Brain
   - Based Principles of learning
   - Administration & Experiment on i) Memory Retention, ii) Perception, iii) Imagination

REFERENCE

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3. Crow and Crow: Educational Psychology Indian Edition (Eurasia PublishingHouse.
4. Chauhan, S.S.: Advance Educational Psychology (Vikas Publishers, Delhi)
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6. Educational Psychology : Jitendra Mohan, Willey Eastern Limited
7. Educational Psychology – Shukla and Saffaya
8. Jaiswal, S.R.: Educational Psychology (Allied publishers-Hindi Version)
9. Saraswat, Maiti: Introduction to Educational Psychology, (Alok Publishers- Hindi Versions)
10. Shiksha Manovigyan : P. D. Pathak, Vinod Pustak Mandir, Agra
11. Shiksha Manovigyan : Arun Kumar Singh (Bharti Bhawan)
12. Shiksha Mein Nirdeshan Aur Paramarsha : Shiyaram Jaiswal Vinod Pustak Mandir
13. Uchchatar Shiksha Manovigyan : S. P. Gupta Sarada, Pustak Bhawan, Allahabad.

PAPER:-VII A / B

Pedagogy of Sociology

Marks100

Objectives :

After completion of the course the pupil teachers will be able:

1. To enable the pupil teachers to develop an understanding of aims and objectives of teaching of sociology.
2. To develop an understanding of pupil teachers concerning curriculum organization.
3. To acquaint pupil teachers with different methods and techniques of teaching of sociology.
4. To acquaint the pupil-teachers with different audio-visual aids.
5. To develop proper understanding of different techniques of evaluation.
6. To acquaint the pupil-teachers with recent trends in sociology.
7. To Prepare and effective use of teaching aids.
8. To organize discussions, tours, exhibitions and practical activities.
9. TO Interprete of socio-economic and population data.

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10. To analyse present day problems in social context.

11. To develop the skill of preparation of lesson plan and its presentation and preparation and evaluation of question papers.

12. To set and equip the room to teach sociology.

Course Contents :

UNIT-I

- Meaning, nature, scope and importance of sociology in modern context.
- Relation of Sociology with other subjects, (Political Science, History, Literature (languages), Psychology and Geography)
- Aims, objectives and values of teaching of Sociology.
- Recent trends in teaching of Sociology.

UNIT-II

- Principles of constructing curriculum of Sociology.
- Approaches of organization of Sociology curriculum.
  Unit (b) Concentric (c) Topical
- Critical analysis of Sociology syllabus at the senior secondary stage.
  - Social Instructions – Marriage, Family, Kinship.
  - Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige.
  - Social groups – Meaning, characteristics and classification.
  - Social mobility – Meaning, types, factors.
  - Role of Sociology in developing national integration and internationalism.

UNIT-III

- Methods of teaching

(a) Lecture method (d) Source method

(b) Discussion method (e) Problem method

(c) Project method (f) Survey method

- Techniques and devices of teaching

(a) Assignments (d) Seminars

(b) Symposium (e) Dramatization

(c) Illustration (f) Questioning

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UNIT-IV

- Sociology text-book; importance and qualities, supplementary material.
- Sociology room – Importance, equipments.
- Teacher of Sociology – Importance, qualities and competence.
- Teaching aids: Meaning, importance and types.Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globes, graphs.

UNIT-V

- Yearly, unit,& Lesson Plan : Need, importance and steps of writing it in teaching of Sociology.
- Evaluation – Meaning, modern concept, importance and types; preparing blue-print and writing objective based test items.

Assignments :-

1. Class Test 10 marks
2. Any one of the following :- 10 marks
   - Study of a selected problem of community life related with the area of sociology.
   - Development and execution of a project of sociology.
   - Collection of source materials related with sociology.
   - Content analysis of the syllabus of the grade which has been taught by the student –teacher with special reference of:

   a. Identification of concept.

   b. Identification of life- skill.

   c. Identification of activities and experiments.

REFERENCES :

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5. Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology*. Institute for Sustainable
6. Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.

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9. Singh, Gurmit (2009). *Teaching of Social Studies.* Ludhiana: Chetna Parkashan.
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PAPER:- VII A / B

Pedagogy of Computer

MARKS-100

Objectives:

After completion of the course the pupil teachers will be able :

1. To develop an understanding of Computer system and its working.
2. To develop an understanding of the educational uses of various features of MSOffice for communication.
3. To create an awareness of the various uses of computer as a tool, Tutor and Tutee.
4. To develop the skills of software used for learning through computers as cognitive tools
5. To create awareness about the various educational Apps and resources offered by the Internet browser like Firefox and Google Chrome.
6. To enable the use of social media for teaching, learning and related resources.
7. To develop the skill of preparing effective multimedia presentation and instructional material using computers.
8. To understand the concept of Open Education Resources & use of internet

Unit 1: Computer Education: Pedagogy

- Computer Education: Concept, need and importance, Application of computers with special reference to education and society.
- Aims and objectives of computer education, present and future of computer education in Indian schools.
- Formulation of instructional objectives in behavioral terms

Unit II: Teaching Methods and Approaches

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- Methods of Teaching: Comparative study of various teaching methodologies in context of teaching of computer education, Lecture, Discussion, Illustration, Demonstration, Project and problem solving method
- Approaches to teaching: Personalized instructions, system approach, multimedia approach, micro-teaching
- Advanced methods of teaching: CML, CAI, mobile learning, and online learning

Unit III: Computer Education: Curriculum and text books

- Computer Education Curriculum: Concept and principles of curriculum for computer education , need of curriculum development cell for computer education
- E-books/Text Books: Characteristics and criteria for selection of computer books with special reference to theory and practical books of computer subject

Unit IV: Computer Teacher and Computer laboratory

- Computer Teacher: Essential qualification and qualities of a computer teacher, professional growth and code of conduct for ethical computer teaching
- Planning of Computer Laboratory: Room space, furniture, light conditions, number of computers etc.
- Community resources utilization: Concept, need, and importance e.g. computerized banks and hospitals etc.
- Practical skills on computers: Application Software, Word Processors, Multimedia presentation etc.
- Programming languages: Concept and generations
- Internet

Unit V: Lesson Planning and Evaluation

- Lesson Planning: Concept, Need, and importance of lesson planning in computer teaching, characteristics of a good computerized lesson plan
- Evaluation: Criteria to evaluate the computer teaching learning process, evaluation of theory and practical.
- c)Role of computers in evaluation
- Recent trends in computer teaching learning process

Assignments:-

1. Class Test 10 marks

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2. Any one of the foliowing :- 10 marks

- Preparation of marksheet and question bank
- Preparation of instructional material/courseware using Ms word,Ms powerpoint
- Preparation of mark register of a class and its statistical and graphical presentation.

REFERENCE :

1. An Initiative of National Internet Exchange Of India & Digital Empowerment Foundation, Digital knowledge centr
2. Computer in education by Atul Jain, Publisher: Isha Books (2006)
3. Digital Knowledge Maps in Education: Technology Enhanced Support for Teachers and Learners edited by Dr. Dirk Ifenthaler (University of Oklahoma, USA) and Dr.RiaHanewald (Deakin University, Australia).
4. Intel (2003): *Intel innovation in Education* Intel, Teach to Future-Students Work Book Kuar Heman,Meerut: R. Lal Publisher.
5. Integrating Educational Technology In to Teaching, 4/E (With Cd), Pearson Education India , Sept 2007.
6. Kumar, Khushvinder and Kumar, Sunil. *Teaching of computer. Gurusar Sadhar:* GBD Publications.
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PAPER:-VII A / B

राजस्थानी शिक्षण

100 अंक

उद्देश्य –

- राजस्थानी भाषा के विभिन्न रूपों की समझ विकसित कर उसकी संरचना के बारे में बताना।
- राजस्थानी भाषा कौशल व शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों का ज्ञान कराकर, विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण कराना।

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- राजस्थानी भाषा की स्थिति की भूमिका, विशेषता एवं उसकी सांस्कृतिक पृष्ठभूमि की समझ विकसित करना।
- राजस्थानी भाषा के पाठ्यक्रम की स्थिति का अवबोध कराकर विभिन्न विधाओं के माध्यम से सफल अध्यापन हेतु विभिन्न विधियों एवं उपागमों का प्रयोग करना।
- कक्षा–कक्ष परिस्थिति में बहुभाषीय रूप में राजस्थानी भाषा का सफल प्रयोग कराना।
- पाठ्यक्रम, पाठ्यचर्या और पाठ्य पुस्तक के मध्य सम्बन्धों में समझ विकसित कराना।
- राजस्थानी भाषा शिक्षण में दृश्य–श्रव्य सामग्री का निर्माण एवं प्रयोग कराने की योग्यता व भाषा प्रयोगशाला की आवश्यकता एवं प्रक्रिया की समझ पैदा करना।
- राजस्थानी भाषा की अशुद्धियों का कौशलानुसार निदान व उपचार की योग्यता।
- राजस्थानी भाषा शिक्षण में मूल्यांकन हेतु प्रश्न–पत्र का निर्माण की योग्यता विकसित कराना।

इकाई – प्रथम

राजस्थानी भाषा की भूमिका –

- राजस्थानी भाषा, शिक्षण के सिद्धान्त, महत्त्व, प्रकार , मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धि सिद्धान्त
- राजस्थानी भाषा का महत्त्व, राजस्थानी भाषा और साहित्य, राजस्थानी भाषा और अन्य भारतीय भाषा, आधुनिक भारतीय भाषा के रूप में, विद्यालयी स्तर पर शिक्षण से सम्बन्धित समस्याऐं।
- विद्यालय में राजस्थानी भाषा –
  1. मातृभाषा एवं विद्यालयी भाषा
  2. पाठ्यक्रम में राजस्थानी भाषा
  3. अधिगम में राजस्थानी भाषा
  4. बहु–भाषीय कक्षा–कक्ष
- भारत में राजस्थानी भाषा की स्थिति
- क्षेत्रीय भाषायें.

  मेवाडी, बागडी, शेखावाटी, अहीरवाटी, ढूंढाडी, हाडौती, वागडी, मेवाती, मारवाडी आदि

इकाई – द्वितीय

- राजस्थानी शिक्षण के विविध रूप

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i. गद्य शिक्षण
ii. पद्य शिक्षण
iii. व्याकरण शिक्षण
iv. कहानी शिक्षण
v. नाटक शिक्षण
vi. उच्चारण शिक्षण
vii. रचना शिक्षण

उपर्युक्त का सम्प्रत्यय, महत्व, प्रयोग, विधि, प्रविधि, शिक्षण सामग्री व गुण–दोष

सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना एवं सूक्ष्म पाठ योजना

- नवाचार और भाषा शिक्षण की प्रणाली
- विविध जन संचार माध्यमों से राजस्थानी शिक्षण

(अ) परम्परागत –नाटक, अभिनय, कथा, सेमिनार, कार्यशाला

(ब) संचार माध्यम –

(i) प्रिंट मीडिया – समाचार पत्र–पत्रिकाएँ, साहित्यिक पुस्तिकाएँ

(ii) इलेक्ट्रॉनिक मीडिया – रेडियो, दूरदर्शन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया), इंटरनेट, इन्ट्रानेट, भाषा–प्रयोगशाला

इकाई (तृतीय)

- राजस्थानी शिक्षण की विधियाँ –

प्रायोजना विधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन–निगमन विधि, अनुवाद विधि, चयन विधि, पाठ्य पुस्तक विधि, सम्प्रेषण उपागम, समग्र उपागम।

- विधियों का अनुप्रयोग –

(i) राजस्थानी भाषा अधिगम मनोविज्ञान

(ii) कक्षा–कक्ष वातावरण और परिस्थितियां

(iii) शिक्षक–छात्र–पाठ्यपुस्तक व दृश्य श्रव्य सहायक सामग्री की भूमिका

(iv) राजस्थानी भाषा का व्यवहार में प्रयोग

(v) अन्य विषयों के साथ राजस्थानी का समन्वय

(vi) त्रुटियां व उपचारात्मक कार्य

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(vii) राजस्थानी भाषा की चुनौतियां।

(ix) राजस्थानी भाषा परीक्षण एवं मूल्यांकन।

इकाई (चतुर्थ)

- पाठयक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण

(अ) पाठयचर्या और पाठयक्रम एवं पाठयपुस्तकों का सम्बन्ध

(ब) राजस्थानी में दत्त कार्य एवं क्रिया–कलापों का विकास।

(स) अधिगम में संस्कृत शिक्षण का महत्त्व विश्व परिदृश्य के सन्दर्भ में।

(द) निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण–अर्थ, स्वरूप महत्व एवं उपयोग।

इकाई (पंचम)

- **राजस्थानी शिक्षण में आकलन –**

(1) राजस्थानी भाषा विकास की प्रगति का आकलन – सतत और समग्र मूल्यांकन एवं स्व–मूल्यांकन,, समूह मूल्यांकन, पोर्टफोलियो।

(2) प्रश्नों का स्वरूप – समस्या–समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तनवाले प्रश्न कल्पनाशीलता को जीवित करने वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय, सत्य–असत्य वाले, मिलान वाले प्रश्न)

(3) फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

(4) प्रश्न–पत्र निर्माण एवं नील–पत्र

समसामयिक कार्य

1.	कक्षा परीक्षा	10 अंक
2.	निम्न में से कोई एक	10 अंक

- अपने पड़ौस के 05 विद्यालयों का दौरा कर एक रिपोर्ट तैयार करें कि वहाँ राजस्थानी भाषा की क्या स्थिति है ?
- संविधान में भारतीय भाषाओं सम्बन्धी अनुशंसाएं तथा राष्ट्रीय शिक्षा नीति पी.ओ.ए. द्वारा राजस्थानी भाषा सम्बन्धी सिफारिशों पर रिपोर्ट तैयार करना।
- किसी एक राजस्थानी कवि का विस्तृत परिचय देते हुए उनके राजस्थानी में योगदान पर आलेख तैयार करना।
- किसी एक राजस्थानी पत्रिका की समीक्षा।

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- संवाद शिक्षण को प्रभावी बनाते हुए अधिगम सामग्री तैयार करना।
- पत्र पत्रिकाओं में प्रकाशित किसी लेख का राजस्थानी में अनुवाद।
- छायाचित्राधारित शिक्षाप्रद कथा लेखन।

सन्दर्भ ग्रन्थ –

1. राजस्थानी भाषा – डॉ सुनीति कुमार चटर्जी राजस्थानी साहित्य शोध संस्थान उदयपुर
2. पुरानी राजस्थानी –डॉ तेसीतोरी अनु. डॉ नामवर नागरी प्रचारिणी सभा वाराणसी
3. राजस्थानी व्याकरण– लेखक एवं प्रकाशक सीताराम लालस जोधपुर
4. संक्षिप्त राजस्थानी व्याकरण– नरोत्तम दास स्वामी सार्दुल राजस्थानी रिसर्च इन्स्टीटयूट बीकानेर
5. राजस्थानी भाषा एवं साहित्य –मोतीलाल मेनारिया हिन्दी साहित्य सम्मेलन प्रयोग
6. राजस्थान का भाषा और साहित्य– ग्रियर्सन अन आत्माराम जोजोया राजस्थान भाषा प्रचार सभा जयपुर
7. राजस्थानी हिन्दी कोष भाग-2– डॉ भूपतिराम साकरिया तथा बद्रीप्रसाद साकरिया
8. पंचशील प्रकाशक जयपुर
9. आधुनिक राजस्थानी– साहित्य प्रेरणा स्त्रोत प्रवृतिया– डॉ किरण नाहटा
10. राजस्थानी गद्य उद्भव और विकास–अखिल भारतवर्षीय मारवाडी सम्मेलन हरीसन रोड कलकत्ता

INTERNSHIP

INTERNAL ASSESSMENT SCHEME

MARKS-150+150=300

1. Micro Teaching 5 skill (Each skill of 2 marks) 10 Marks per year
2. Regular Practice Teaching in simulation condition including unit test in paper VII a+b (lesson 10 per year) 20Marks per year
3. Criticism lesson 20 Marks per year
4. Observation 15 Marks per year
   - Ordinary Lesson
   - Demonstration Lesson
   - Criticism Lesson
5. Teaching aids (5X4 per year) 20 Marks per year

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(for Art students- four in each method subject) and for science students-Two teaching aids and two practical in each method- per year.)

6. Practical in the audio- visual equipment two (to be evaluated by Audio- visual in-charge) 15 Marks per year

7. Internship

- Teaching of Method subject (15X1) 15Marks per year
- Social Participation in Group 10 Marks per year
- Participation in all activities of school 10 Marks per year
- Report of any feature of school /Case study/ Action Research 15Marks per year

Course EPC- 1

READING AND REFLECTING ON TEXTS

Marks – 50

Objectives

After completion of this course, the student teacher will:

- Improve his/her proficiency in 'reading', 'writing', 'thinking', and 'communicating' in the language of instruction.
- Develop an interest in reading
- Improve his/her ability to understand instruction

Course Content:-

Unit 1: Engaging with narrative and descriptive account & expository writing

- The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well produced comic strip stories.
- The selected texts could include articles, biographical writing, or extracts from popular nonfiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces) For this unit, the student teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student teachers.

Unit 2: Engaging with Journalistic & Educational writing

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- The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student teachers can be grouped randomly.
- Selected texts here could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspect of the above themes. Student teachers can be grouped randomly.

Unit 3: Engaging with subject-related reference books

- The student teachers should work in groups divided according to their subjects. Within these groups, pairs of student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books.

Assignment

1. **Class Test 5 marks**
2. **Any One 10 marks**
   - Writing : Based on the text (e.g., summary of a scene, extrapolation of story or converting a situation into a dialogue)
   - Group Discussion (on selected theme)
   - Making notes on schematic form (e.g., flow diagram, tree diagram or mind map)
   - Individual task, using reading strategies such as- scanning and skimming for extracting information.
   - Making PPT to whole subject group.

Refrences-

1. The 4 Language Skills
   www. Englishclub.com/language-skill.htm
2. Reading (Process) Wikipedia
   www.wikipedia.org/wiki/reading-process

EPC - 2

DRAMA AND ART IN EDUCATION

MARKS-50

Objectives:-

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To enable the students to—

1. Develop the aesthetic sense and creative thinking in the students.
2. Understand forms of art, performing and visual and its significant role in human life.
3. Understand relationship between art, literature and education.
4. Acquaint about drama as a critical pedagogy and develop consciousness & awareness towards society.
5. Understand about teaching of different subjects through drama and art education at school level.
6. Understand cultural heritage of India with special reference to Rajasthan.
7. Understand about technical invasion in the field of art and future perspectives of drama and art education.
8. Develop sensitivity, empathy and sense of responsibility for self development and betterment of society.

UNIT-I: Aesthetic Sense and Education

- Aesthetic sense and values: Meaning, Nature, Concept and Importance in Human Life. Arts in Education & Education in Arts, Transform art and aesthetic sense through education.
- Concept of Creativity, Creative writing, Modes in speech and importance of education for it. Relationship between Art, Literature and Education. Historical perspectives of various types of Art in India.
- Introduction to music: - dhawani swar, sapttak, alankar, lay-taal,vadhaya-tantu,avnadhh, shushir, Dhanlok, lok- geet,lok vadhya & Introduction to Dance :- history of dance- kala,lok-nritya.

UNIT— II: Performing Art and Learning

- Introductions & type of Drama, Social and Educational relevance of Performing Art and its place in contemporary Indian society.
- General introduction of seven classical dance style, Knowledge of Indian Dance-Drama tradition both in classical and folk, General introduction of Folk and Tribal dances, Contemporary dance in Modern India.

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- Introduction of Folk Drama of Rajasthan: Gavri, Tamasha, Khayal, Rammat, Phed, Leela, Swang, Nautanki, Bhavai, Dance and Drama training, its relevance to learning at different levels of school.
- Forms of the major cultural, art festivals, exhibitions, craft-fairs of India with special reference to Rajasthan and their significant role for enhancement of aesthetic & artistic sensibility.

UNIT-III Visual Art : Teaching & Learning

- Play: Meaning, Concept, Need, Types, Importance, relationship between learning and Drama Education. Dramatic Pressure for understanding problems in a new way.
- Exploration and experimentation with different types of Visual Arts: painting, printing, college, cartoon making, photography, clay modeling, model making, pottery, puppetry, rangoli, paper art.
- Use of visual art in teaching-learning process. Art and Self-Expression. Need and importance of community participation.
- Use of ICT in drama and art in education: computer graphics, animation, special effects, documentary films, movies, slides. Use of social media: youtube, blog, twitter.

Field Based Activities:

- Class Test 5 marks
- Any one of the following 10 marks

1. Prepare a street play (Nukkad Natak) related to any social, political issue and perform it on three different places of your city.
2. Prepare Direct or Participate in Character play related with any historical topic of school syllabus and perform it in any school.
3. Prepare, Direct, or Participate in one Dance - Drama related with any contemporary issue based on any form of Folk Drama of Rajasthan, perform it publicly and submit a report.
4. Make a Documentary film related with any subject of school and present it.
5. Make any two type of Visual Art given in this syllabus and use it in school or stimulated teaching.
6. Write three Drama-Scripts by your own on the basis of creative writing for school children.

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7. Visit or Participate in any cultural, art festival or exhibition and submit a report with your experiences.
8. Organize an exhibition related to any form of Visual Art in your respective institution.

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2. Bhatachrya Dilip : Musical Instrument of Tribal India, Manas Publications, New Delhi 1999.
3. Bharucha Rustom : Theatre and the world, Manohar Publication, New Delhi.
4. Chatuvedi Ravi : Theatre and Democracy, Rawat Publication, New Delhi.
5. Datta Ajit Kumar : Indian Artifacts, Cosmo Publications, Lodon.
6. Hariharan M., Kuppuswami Gowri : An Anthology of Indian Music, Sandeep Prakashan, Delhi.
7. Khandalavala Karl J. : Indian Painting, Lalit Kala Academy, New Delhi.
8. Krishna Rao U.S., Devi Chandrabhaga U.K. : A panorama of Indian dances, Shree Satguru Publication, New Delhi.
9. Kothari Sunil : New Directions in Indian dance, Marg Publication, Mumbai.
10. Lal Ananda : Theatres of India, Oxford Univ. Press.
11. Raja Deepak S. : Hindustani Music, D.K. Print World Ltd., New Delhi.
12. Sudhakar Kanaka : Indian Classical dancing, Sterling Publishers Pvt. Ltd. New Delhi.
13. Tribhwn Robin D. , Tribhwan Preeti R. : Tribal Dances of India, Discovery Publication House, New Delhi,1999.
14. Thames and Hudson : Arts & Crafts of India, London.
15. Vatsyayan Kapila : Traditions of Indian Folk Dance, Clarion Books, Hind pocket Bokks, New Delhi
16. Water house Devid : Dance of India, Popular Prakashan, Mumbai.
17. Watts George & Bown Percy : Arts and Crafts of India, Cosmo Publications, New Delhi.
18. गोस्वामी प्रेमचन्द : भारतीय कला के विविध स्वरूप, पंचशील प्रकाशन, जयपुर।
19. प्रसाद देवी : शिक्षा का वाहन कला, नेशनल बुक ट्रस्ट, इंडिया,1999।
20. गुप्ता डॉ. भयामला : सौंदर्य तत्वमीमांसा, सीमा साहित्य भवन, न्यू लायलपुर, दिल्ली।

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21. रामअवतार वीर : भारतीय संगीत का इतिहास, राधा पब्लिकेशन, दिल्ला।

22. जोशी भोला दत्त : संगीत भास्त्र एवं रागमाला, सरोज प्रकाशन, दिल्ली।

23. भार्मा अमिता : भाास्त्रीय संगीत का विकास, ईस्टर्न बुक लिकर्स, दिल्ली।

24. भार्मा सत्यवती : ख्याल गायन भौली विकसित आयाम, पंचशील प्रकाशन, जयपुर।

25. माली डॉ. शितराम, गोकाकर डॉ. सुधाकर : नाटक और रंगमंच, ने नल पब्लिसिंग हाउस, दिल्ली।

26. चौबे अमरेश चन्द्र : संगीत की संस्थागत शिक्षण प्रणाली, कृष्णा ब्रदर्स, अजमेर।

27. खुराना भान्नों : ख्याल गायकी के विविध घराने, सिद्धार्थ पब्लिकेशन, दिल्ली।

SYLLABUS
SCHEME OF EXAMINATION AND COURSE OF STUDY
B.Ed - TWO YEAR, PART-2
PART-2 (2019-20)

B.Ed 06 b

Knowledge and Curriculum(Part-2)

Marks-50

Objectives:

After completing the course the students will be able:-

- To enable student teacher appreciate the relationship between Schooling, Education and Knowledge.
- To examine the different sources of knowledge and their kinds ·
- To familiarize students with the process of Constructions of Knowledge ·
- To criticaliy analyze the role of Education in reproducing Dominance and Challenging Marginalization with reference to Class, Caste, Gender and Religion.

Unit-I Child's Construction of Knowledge

- Sources of Knowledge : Empirical knowledge Vs Revealed knowledge ·
- Different kinds of knowledge:

(a) Disciplinary knowledge: Concepts and Alternative Concepts

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(b) Course content knowledge: Criteria of Selection and Concerns

(c) Indigenous knowledge Vs Global knowledge

(d) Scientific knowledge Vs Religious knowledge

- Concepts of Belief, Information, Knowledge and Understanding

Unit II Curriculum Planning and Transaction

- Construction of Curriculum
- Models of Curriculum Development given by Franklin Bobbit, Ralph Tyler, Hilda Taba and Philip Jackson
- Curriculum Transaction: Role of a teacher in knowledge Construction through Dialogue, Challenge and Feedback as a Critical Pedagogue.

Unit-III School: The Site of Curriculum Engagement

- Role of School Philosophy, Administration (and organization) in creating a context for transacting the curriculum effectively.
- Role of Infrastructural support in Teaching and Learning: Classroom seating Arrangement, Library, Laboratory, Playground, Canteen etc.
- School Culture and Organizational ethos as the context for Teachers' Work.
- Teacher's role and Support is "Developing Curriculum, Transacting Curriculum and Researching Curriculum": Realities and expectations.

Test and Assignment:-

1. Class Test 05 Marks
2. Project (Any one of the following) 10 marks
   - Seminars discussions, movie appraisals, group work, field works,
   - Projects and the close reading of articles, policies, documents from key practitioners in the area of Curriculum Studies in Education.

References-

12. Aggrawal, J.C. (2008). Knowledge Commission -2006: Major Observation and Recommendations, Educational Reforms in India for the 21st Century. New Delhi, Shipra Publication.
13. Balsara, M (1999). Principles of Curriculum Reconstruction. New Delhi, Kanishka Publication.

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14. Lal, R.B. and Palod S. (2015). Policy Franework and Isasues in Education. NEw Delhi, R.Lal Book Depot.
15. Malareddy, M. and Ravishankar, S. (). Curriculum Development and Educational Technology. New Delhi, Sterling Publisher P. Ltd..
16. Mohanty, J. (2003). Modern Trends in Education Technology. (Reprint Addition 2013)
17. Prasad, Janardan and Kumar, Vijay (1997). Advanced Curriculum Construction. New Delhi, Kanishka Publication.
18. Ramesh Shukla (2005). Dictionary of Education (2005). New Delhi, A.P.H. Publishing Corporation.
19. Soti and Sharma, A. (2014). Eminent Educational Thinkers of India. Agra, R.S.A. International Publisher. Agra.
20. www.knowlwdgeccmmission.gov.in
21. www.ncert.nic.in
22. www.takingglobal.org/expres/article.htm12cid-178

PAPER:-7 A / B (SYELABUS ALREADY GIVEN IN 1 ST YEAR)

PAPER 8 IN B.Ed 1 YEAR (OPEN AIR/ SUPW CAMP)

B.Ed-09

Gender, School and Society

MARKS: 50

Objectives:

After completing the course the students will be able:-

- To develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
- To understand some important landmarks in connection with growth of women's education in historical and contemporary periods.
- To learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region;

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- To understand the need to address gender based violence in all social spaces and evolves strategies for addressing it.

Unit 1: Gender Issues: Key Concepts

- Gender, Sexuality, Patriarchy, Masculinity and Feminity
- Gender Bias, Gender Stereotyping and Empowerment
- Equity and Equality in Relation with Caste, Class, Religion, Ethnicity, Disability and Region.
- Issues and Concerns of Transgender.

Unit 2: Socialization Processes in India: Family, School and Society

- Gender Identities and Socialization Practices in different types of families in India.
- Gender Issues in Curriculum – Gender, Culture and Institution: Intersection of Class, Caste, Religion and Region – Construction of Gender in Curriculum Frameworks since Independence: An Analysis – Gender and the hidden curriculum – Gender in text and classroom processes – Teacher as an agent of change – Life skills and sexuality.
- Sites of Conflict: Understanding the Importance of addressing sexual abuse in family, Neighborhood and School and in other formal and informal institutions.

Unit 3: Gender Studies: Historical Perspectives on Education

- Historical Backdrop: Some Landmarks in Socio-Economic and Education upliftment of Status of Girls and Women.
- Constitutional Commitments,
- Reports of Commissions and Committees, Policy initiatives,
- Schemes and Programmes on Girls Education and Overall Development of Women for Addressing Gender Discrimination in Society.

Tasks and Assignments

1.	Class Test	05 marks
2.	Any one	10 Marks

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- Preparation of Project on Key Concepts and its operational definitions relating it with the Social Context of the Teachers and Students.
- Analyses Textual Materials from the Perspective of Gender Bias and Stereotype.
- Organize Debates on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region.
- Prepare a project on Issues and Concerns of Transgender.
- Project on analyzing the growing up of Boys and Girls in different types of family in India.

References:-

- Desai, Neera and Thakkar, Usha (2001). Women in Indian Society. National Book Trust, New Delhi
- Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO.
- Kirk Jackie e.d., (2008), Women Teaching in South Asia, SAGE, New Delhi
- Leach, Fiona. (2003). Practising Gender Analysis in Education, Oxfam
- National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, 3.2, NCERT, 2006.
- Nayar, Sushila and Mankekar Kamla (ed.) 2007, 'Women Pioneers in India's Renaissance, National Book Trust, New Delhi, India.
- Sherwani, Azim. (1998). the girl child in crisis. Indian Social Institute, New Delhi.
- Srivastava Gouri, (2012), Gender and Peace in Textbooks and Schooling Processes, Concept Publishing Company Pvt. Ltd, New Delhi
- UNICEF (2005). 2005 and Beyond – Accelerating Girls' Education in South Asia. Meeting Report.
- Unterhalter, Elaine. (2007). Gender, Schooling and Global Social Justice, Routledge.

B.Ed. 10

Assessment for Learning

MARKS: 100

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Objectives

The course will enable the student teachers to...

- understand the process of evaluation.
- develop the skill in preparing, administering and interpreting the achievement test.
- understand and use different techniques and tools of evaluation for learning.
- comprehend the process of assessment for learning
- develop skills necessary to compute basic statistical measures to assess the learning.

Unit 1: Basic Concepts and Overview

- Basic Concepts: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading.
- Purpose of assessment in different paradigms: (a) behaviourist (with its limited view on learning as behaviour), (b) constructivist paradigm and (c) socio-culturalist paradigm; distinction between 'assessment of learning' and 'assessment for learning'; assessment as a basis for taking pedagogic decisions .
- Significance of assessment for learning
- Self assessment and peer assessment

Unit 2: Analysis of Existing Practices of Assessment

- Records used in Assessment: a) Profiles: Meaning, Steps involved and criteria for developing and maintaining a comprehensive learner profile. b) Evaluation rubric: Meaning , Construction and Uses c) Cumulative records : Meaning, Significance
- Ethical Principles of Assessment Examination Reforms a. Continuous and Comprehensive Evaluation (CCE) b. Choice Based Credit System (CBCS) c. Open Book Examination

Unit 3: Assessment in the Classroom and Record Keeping

- Expanding notions of learning in a constructivist perspective.
- Ability to develop indicators for assessment.
- Tasks for assessment: projects, assignments.

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- Formulating tasks and questions that engage the learner and demonstrate the process of thinking.
- Scope for original responses, observation of learning processes by self, by peers, by teacher.
- Organizing and planning for student portfolios and developing rubrics for portfolio assessment, teachers' diaries, and group activities for assessment.

Unit 4: INTERPRETING TEST SCORES

- Presentation and Organization of data : Frequency distribution
- Graphical representation of data, Histogram, Frequency polygon
- Measures of Central Tendency : Mean, Median, Mode
- Measures of Variability : Quartile Deviation, Standard Deviation
- Percentile and Percentile Rank
- Rank difference method by spearman's, Co-efficient of correlation, Types of correlation
- Normal Probability Curve : Properties, Uses

Unit 5: Feedback

- Feedback : meaning, importance and types
- Feedback as an essential component of assessment; types of teacher feedback (written and oral).
- Feedback to students and feedback to parents; peers' feedback, scores, grades and qualitative descriptions, developing and maintaining a comprehensive learner profile.
- Challenges of assessment.

Tasks and Assignments

1. Class Test 10 marks
2. Any one 10 Marks
   - Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.
   - Developing a Portfolio / Profile / Evaluation Rubric (format).
   - Evaluation of available Unit test and reformation of the same.
   - Designing Questionnaire / Interview Schedule on a given topic
   - Preparing any four evaluation tools for Formative Assessment.

REFERENCES:-

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1. Deshpande, J.V. Examining the Examination System Economic & Political Weekly, April 17, 2004 Vol XXXIX, No. 16. Nawani, D (2015).

2. Re-thinking Assessments in Schools, Economic & Political Weekly, Jan 17, Vol L, No.

3. Nawani, D (2012). Continuously and comprehensively evaluating children, Economic & Political Weekly, Vol. XLVIII, Jan 12, 2013.

4. NCERT(2007) National Focus Group Paper on Examination Reforms S. K. (1994).

5.Applied Statistics for Education Mittal Publications.

6.Garrett, H.E. (2008). Statistics in Psychology and Education. Delhi: Surjeet Publication.

7.Mrunalini, T. (2013).Educational Evaluation. Hyderabad: Neelkamal Publications Pvt. Ltd.

B.Ed- 11

Creating and inclusive school

MARKS: 50

Objectives

The course will enable the student teachers to –

- To demonstrate knowledge of different perspectives in the area of education of children with disabilities.

- To reformulate attitudes towards children with special needs.

- To use specific strategies involving skills in teaching special needs children in inclusive classrooms.

- To modify appropriate learner-friendly evaluation procedures.

- To incorporate innovative practices to respond to education of children with special needs.

- To contribute to the formulation of policy.

- To implement laws pertaining to education of children with special needs.

Course:-

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UNIT 1: PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS

- Historical perspectives and contemporary trends Approaches of viewing disabilities:
- The charity model, the bio centric model, the functional model and the human rights model
- Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.

UNIT 2: LEGAL AND POLICY PERSPECTIVES

- RTE Act, 2009.
- National Policy – Education of Students with Disabilities in the National Policy on Education, 1968, 1986,
- POA(1992); Education in the National Policy on Disability, 2006.
- Education of Special Focus Groups under the Sarva Shiksha Abhiyan (SSA, 2000);
- MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009), National Trust and NGOs.
- Community-based education.

UNIT 3: INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL

- School's readiness for addressing learning difficulties
- Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities
- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Documentation, record keeping and maintenance.

Tasks and Assignments

1. Class Test 05 marks
2. Any one 10 Marks

- Case study of a Learner with Special needs.
- Making a Report of Visit to a resource room of SSA.
- Interviewing a teacher working in an Inclusive School.

REFERENCES:

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1. Dunn., L & Bay, D.M (ed.): Exceptional Children in the Schools, New York : Holt, Rinehart, Winston.
2. Hallahar, D.P & Kauffman, J.M.: Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusetts, 1991
3. Hewett, Frank M. & Forcness Steven R.: Education of Exceptional Learners, Allyn & Bacon, Masachusetts, 1984.
4. Kirk, S.A & Gallagher J.J.: Education of Exceptional Children ; Houghton Mifflin Co., Boston, 1989
5. Magnifico, L.X: Education of the Exceptional Child, New York, Longman.
6. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
7. Singh, N.N and Beale, I.L. (eds.) Learning Disabilities – Nature, Theory and Treatment Spring-Verlag, New York, Inc:1992.

OPTIONAL Special COURSES- (ANY ONE)

B.ED – 12 (I):

PEACE EDUCATION

OBJECTIVES:- MARKS-100

The course will enable the student teachers to –

- to understand the concept of peace education.
- to acquire the knowledge about peaceful mind makes peaceful world.
- To understand the theory and practice of peace education
- To understand the philosophical thoughts for peace.
- To promote awareness about the existence of Conflicting relationships between people, within and between nations and between nature and humanity.
- To create frameworks for achieving Peaceful and Nonviolent societies.

UNIT I Concept of Peace

- Negative peace and Positive peace,
- Negative Peace - Peace as absence of war and abolition of war, as the minimization and elimination of violence, as removal of structural violence, Peace with Justice, Peace and Nonviolent liberation technique (Satyagraha) and Disarmament.
- Positive peace: Peace as Love, Mutual Aid, Positive Interpersonal relations, Peaceful resolution of Conflict, Peace and Development, Alternative defense, living with nature and preserving Life and Eco system and Holistic Inner and Outer Peace.

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Unit -2: Introduction of Peace Education

- Meaning, Concept and need of Peace Education.
- As a universal value
- Aims and Objectives of Peace Education
- Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education.
- Current Status of Peace Education at Global Scenario.

Unit 3- Bases of Peace Education

- Becoming peace teacher-acquisition of knowledge, values and attitudes.
- Life Skills required for Peace Education (WHO)
- Areas of Peace Education: Conflict management , Conservation of Environment
- Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
- Strategies and Methods of teaching Peace Education- Meditation, Yoga , Dramatization , Debate and etc

UNIT 4.Effective Teaching of Peace

- Peace Education for Life and Life long education, Peace Education and Removing the Bias towards Violence – Correcting Distortions.
- Model of integrated Learning – Transactional Modalities - Cooperative Learning, Group Discussion, Project Work, Role Play, Story Telling, Rational Analytic Method – Case Analysis and Situation analysis,
- Peace Research, International classroom, International Parliament, Peace Awards, Creating Models for Peace technology - development of new tools, techniques, mechanisms and institutions for building up peace and Engaging students in Peace Process.

Unit 5- Transacting Peace Education & Role of Social Agencies:

- Integration of Peace Education through curricular and co-curricular activities
- Role of mass media in Peace Education
- Programmes for Promoting Peace Education –UNESCO
- Addressing challenges to peace in Multicultural Society.
- Role of Religion in propogation of Peace. Nelson Mandela Mother-Theresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace.

Tasks and Assignments

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1. Class Test 10 marks

2.Any one 10 Marks

- Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.
- Organize an activity in schools to promote Peace.
- Write a report on Gandhi and Peace.
- Write about the contribution of any two Noble prize winners for Peace.
- Prepare an album of Indian Philosophers and write their thoughts on peace.

REFERENCES :-

1. Adams.D (Ed) (1997) UNESCO and a culture of Peace: Promoting a Global Movement. Paris UNESCO.

2. Aber,J.L. Brown, J.L.A.Henrich, C.C.(1999) Teaching Conflict Resolution: An effective.

3. Dr.Haseen Taj (2005) National Concerns and Education, Neelkamal Publications.pvt.Ltd

4. Dr.Haseen Taj (2005) Current challeges in Education, Neelkamal Publications.pvt.Ltd

5. Mahesh Bhargava and Haseen Taj (2006) Glimpses of Higher Education. Rakhi

6. Prakashan, Agra-2 7. Wttp://www.un.org/cyberschoolbus/peace/content.htm.

Course - B.Ed - 12 (II)

PHYSICAL EDUCATION AND YOGA

OBJECTIVES:- MARKS-100

The course will enable the student teachers to –

- To enable them to understand the need & importance of Physical Education.
- To acquaint them to allied areas in Physical Education.
- To sensitize the student teacher towards physical fitness & its importance.

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- To make them aware of the benefits of physical fitness & activities for its development.
- To help them acquire the skills for assessment of physical fitness.
- To introduce them to the philosophical bases of Yoga.
- To introduce them to types of Yoga & its importance.
- To motivate them to resort to physical activity for the fitness development.
- To help them understand the procedure of health related fitness evaluation

Unit 1. PHYSICAL EDUCATION

- Introduction, Definition and Meaning of physical education
- Objectives of physical education
- Scope of physical education & allied areas in Physical Education

Unit 2. PHYSICAL EDUCATION AND METHODS

- Need & importance of physical education in different levels of school(sec. and sr. sec.level)

- Training methods:- Development of components of physical fitness and motor fitness through following training methods (continuous method, interval method, circuit method, fartlek/speed play and weight training)

- Development of Techniques and Tactics

Unit 3. PHYSICAL FITNESS

- Definition, Meaning, Types and factors of physical fitness
- Factors affecting physical fitness
- Benefits Physical Fitness

Unit 4:- PHYSICAL FITNESS AND YOGA ACTIVITIES

- Need of physical activities at school level
- Importance of physical activities at school level
- Assessment of physical fitness
- Introduction, Meaning and mis-concepts of Yoga
- Ashtang Yoga (3 stages of Yoga)
- Types of Yoga
- Importance of Yogasanas, Pranayama and Shudhikriya
- Importance of Meditation in school

Unit 5 :- Human abilities and Yoga in Indian context

- Education and Yoga - Promotion of intelligence, awareness and creativity through Yoga, Yoga in Class – rooms (Primary , Secondary and Higher education levels).

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- Stress and Yoga: Stress – Definition, Causes, Symptoms, Complications in life ; Yogic management of stress related disorders – Anxiety, Depression and Suicidal tendencies.

Tasks and Assignments

1. Class Test - 10 Marks
2. Any one following : 10 marks
   - Learning and performing of basic yogic activities
   - Health and physical education relationship with other subject areas like science, social science and languages.
   - Fundamental skill of games/sports and yoga

REFERENCES:-

- Kuvalayananda, Swami, Pranayama,(1983) , Popular Prakashan Bombay.
- Kuvalayananda, Swami,Asanas,(1983) Popular Prakashan Bombay, English/Hindi.
- Lal, Raman Bihari. (2008). Siksha Ke Daarshnik Evam Samajshastriye Sidhant. Meerut, Rastogi Publications.
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- Reyna, Ruth. (1971). Introduction to Indian Philosophy. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.

B.Ed– 12 (III)

GUIDANCE AND COUNSELING

OBJECTIVES:- MARKS-100

The course will enable the student teachers to –

- Understand the concept, need and meaning of guidance.
- Get acquainted with the principles , issues, problems and procedure of guidance.
- Develop understanding about the role of school in guidance.

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- Understand the various areas, tools and techniques in guidance.
- Understand the concept, need and meaning of counseling.
- Get acquainted with the principles and process of counseling.
- Understand the tools and techniques in counseling.

UNIT – 1.GUIDANCE IN SCHOOL

- Concept, Need and Meaning of Guidance.
- Principles of Guidance.
- Procedure of Guidance (steps)
- Issues and problems of Guidance.
- Role of school in Guidance.

UNIT 2. AREAS, TOOLS AND TECHNIQUES IN GUIDANCE.

- Personal, Educational and vocational Guidance.
- Tools :- Records of students
- Cumulative Record
- R a t in g scale
- Psychological tests.
- Q u estionnaire and Inventories
- Techniques in Guidance (a) Observation, (b)Interview,(c)Sociometry

UNIT3. COUNSELLING IN SCHOOL

- Concept, Need and Meaning of counseling.
- Principles of Counseling.
- counseling Process and Role.
- Directive, non-directive and eclectic counseling.
- Qualities and role of a school counselor.

UNIT 4. TOOLS AND TECHNIQUES IN COUNSELLING

- Individual counseling and Group counseling
- Lectures , discussions and Dramatics as techniques in counseling.
- Importance of follow-up in counseling.
- Counseling for the children with special needs
- Counseling for parents.

UNIT 5 Guidance and Counseling for Special Needs Population Guidance of children with special needs

- problems and needs
- guidance of the gifted and creative students
- guidance of under achiever,
- slow learners and first generation learners

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- guidance of learning disabled, Drug addicts and alcoholics
- De addiction centers, Careen resource centre
- Evaluation of counseling,

Need for research and reforms in guidance and counselling .

Tasks and Assignments

1. Class Test 10 marks

2.Any one 10 Marks

- Interview of a school counselor.
- Visit to a guidance or counseling centre and write a report.
- Administration of an individual test and preparing a report.

B.Ed 2

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B.Ed 12 (IV)

HEALTH AND PHYSICAL EDUCATION

OBJECTIVES:- MARKS-100

The course will enable the student teachers to –

- To introduce the student teacher with the concept of wholistic health.
- To enable them to understand the various dimensions &determinants of health.

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- To acquaint them to school health program and its importance.
- To enable them to understand the need & importance of Physical Education.
- To acquaint them to allied areas in Physical Education.
- To sensitize the student teacher towards physical fitness & its importance.
- To make them aware of the benefits of physical fitness & activities for its development.
- To help them acquire the skills for assessment of physical fitness.

Unit 1. CONCEPT OF HEALTH

- Introduction, Definition and Meaning of Health
- Dimensions of health
- Determinants of health
- Importance of balanced diet

Unit 2. HEALTH AND PROGRAMME

- School health programme
- Role of teacher in development of health
- Health Hygienic Education

Unit 3. PHYSICAL EDUCATION

- Introduction, Definition and Meaning of physical education
- Objectives of physical education
- Scope of physical education & allied areas in Physical Education

Unit 4. PHYSICAL FITNESS

- Definition, Meaning, Types and factors of physical fitness
- Factors affecting physical fitness
- Benefits Physical Fitness
- Physical education and sports.

Unit 5 . PHYSICAL FITNESS AND EDUCATION

- Need & Importance of physical activities at school level(SEC. & SR. SEC.)
- Techniques and methods of Assessment of physical fitness

Tasks and Assignments

1. Class Test - 10 Marks
2. Any one following : 10 marks
   - Activities for development of physical fitness.
   - Project on health/sports.
   - Analysis of various text books from health and physical education point of view.
   - Organization of games and sports tournaments.
   - Rules and Regulation of sports.

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- Moss, Bernice, "Health Education", National Education Association of the Unites States, Washington, 1961.

B.Ed. 12 (V)

ENVIRONMENTAL EDUCATION

OBJECTIVES:- MARKS-100

The course will enable the student teachers to –

- To acquaint the student teachers with the concept of Environment and Ecology.
- To create awareness and generate interest of student-teachers in Environmental Education.
- To provide knowledge to the student-teachers about Pollution and its control.
- To sensitize student-teachers to the Global Environmental problems.
- To sensitize student-teachers to the need for Conservation of the resources.
- To develop desirable attitude, values and respect for the Environment.

COURSE

UNIT – I: ENVIRONMENT & ECOLOGY

- Introduction to Environment and Ecology: Concept of Environment
- Ecology, Biosphere, Community, Population,
- Eco-System, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest).

UNIT – II ENVIRONMENTAL EDUCATION

- Environmental Education: Meaning, Objectives,

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- its need & importance
- Principles of Environmental Education.

UNIT –III : POLLUTION CONTROL

- Pollution Monitoring and Control: Concept of Pollution,
- Types of Pollution - Air, Soil, Water and Noise Pollution, their sources
- Effects, monitoring and control.

Unit IV Environmental Health and Safety

- Concept of safety, health and environment
- Diseases through pollution
- Management to control diseases.
- Environmental Health & Human Society.

UNIT –V: NATURAL RESOURCES MANAGEMENT

- Natural Resource Conservation and Management: Definition Classification of Natural Resources,
- Their Conservation and Management.
- Wildlife Conservation & disaster management.

Tasks and Assignments

1. Class Test 10 marks
2. Any one 10 Marks

- Plant one tree and write a report on environmental awareness
- Organize rally on world environment day and write the report
- Preparing a Scrap File along with suggestions of student-teacher related to Environmental Problems.
- Carrying out a Project on [illegible] preparing its detailed report.

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EPC-3

Critical Understanding of ICT

Marks: 50

Objectives:

1. To enable the students to recognize understand and appreciate ICT as an assertive learning as a enormous functional support to teachers.
2. To know and understand different parts of computer and their functioning.
3. To understand the operating system of Computer.
4. To develop skill in the use of Internet.
5. To appreciate the concept of integration of Information and Communication Technology with Education.
6. To make use of Modern Information and Communication Technology to improve teaching-learning process.
7. To develop positive attitude towards handling of computers.

Unit – I Information Communication Technology in Education

- ❖ Concept, Importance, Meaning & Nature of Information & Communication Technology.
- ❖ Need of Information & Communication Technology in Education.
- ❖ Scope of Information and Communication technology areas; (Teaching Learning Process, Evaluation, Research and Administration), Trends in Information and communication and Technology.
- ❖ Paradigm shift in education due to ICT content with special reference to curriculum, Role of Teacher, Methods of teaching, Classroom Environment Evaluation, Procedure and Educational management
- ❖ Challenges in integrating Information communication Technology in school Education.

Unit- II Introduction to Computer

- ❖ General awareness about functioning of Computer
  - Generation, Characteristics, Types of computers and uses of Computer
  - Brief introduction of working computer using the block diagram.
- ❖ Hardware
  - Input device- Key Board, Mouse, Scanner, Microphone and digital Camera
  - Output device- Monitor, Printer, Speaker and Screen Image projector
  - Storage device- Hard Disk, CD & DVD and Mass Storage Device (Pen drive)
- ❖ Software
  - Operating System- Concept and function
  - Application software (Its uses in education)
  - Word Processors
  - Power point presentation

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- Spread sheet
- Viruses & their management

Unit- III – ICT supported teaching/ learning strategies, Internet and Intranet

- ❖ CAL- Computer Assisted Learning
- ❖ PBL- Project Based Learning
- ❖ Technology Aided learning
- ❖ E- Learning –Concept & Nature
- ❖ Web Based Learning
- ❖ Virtual Classroom
- ❖ Concept, need & importance
- ❖ Facilities available for Communication
  - Email, Chat and online conferencing
  - E- Library, websites, blog, Wikipedia
- ❖ Search Engines- Concept and uses

Tasks and Assignments: Practical + Sessional (Submission Report) - 30+20 = 50 marks

Practicum - 30 marks

- ❖ Prepare a report on Effective teaching learning process with ICT.
- ❖ Practicing word processing using Indian language software.
- ❖ Practice in installing various system and application software.
- ❖ One term paper on any topic to related to ICT.
- ❖ Comparison of various ICT supported teaching learning strategies.
- ❖ Report on web based learning environments.

Sessional (Submission Report): 20 marks

- ❖ Preparation of Studies for teaching on any topic at the school level
- ❖ Analysis of Multi Media Packages
- ❖ Any Seven Topic - Key Board, Mouse, Printer, Monitor, CPU, Motherboard, RAM & ROM, Hard disks, Floppy Disk, SMPS, UPS

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EPC-4

UNDERSTANDING THE SELF

MARKS: 50

Objectives

The course will enable the student teachers to –

- To develop understanding about themselves the development of the self as a person and a teacher.
- 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 to deal with conflicts at different level and learn to create terms to draw upon collective strength.
- To help explore one's dreams, aspiration, concerns through varied forms of self expression, including poetry and humour.
- To introduce yoga to enchance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one's surrounding.

Unit 1: Exploring the self (potential of self, fears, aspirations)

- Exploring the self (potential of self, fears, aspirations)
- Self identity
- Teacher as a reflective practitioner

Unit 2: The Evolving Self

- Developing the self (building self esteem, self image)
- Harmony and peace with self (Resilience, mindfulness)
- Positivity and management of emotions
- Tactics and techniques of self understanding

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Unit 3: The Emerging Self

- Stereotypes and Prejudices, Gender, Class, Caste, Race, Region, Language, Religion,
- Disability (any three of the indicated may be chosen) Agencies that shape the self : Family, School and Media
- Challenging stereotypes

Tasks and Assignments

1. Class Test **05 Marks**

2 ANY ONE **10 Marks**

- Participate or lead in real life intervention (within families/college or community) through guidance and counseling.
- Review of personal narratives, life stories and group interaction.
- Write a reflection about your journey as a student-teacher. Identify areas where you think you need to improve and elucidate how you intend bringing improvement in yourself in these areas.

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