

MAHARAJA GANGA SINGH UNIVERSITY, BIKANER

SYLLABUS
SCHEME OF EXAMINATION
AND
COURSES OF STUDY

FACULTY OF EDUCATION

B.Ed.

2025-2027



B.Ed. (2 Year) SCHEME OF EXAMINATION
AND COURSES OF STUDY

Maharaja Ganga Singh University, Bikaner

MAHARAJA GANGA SINGH UNIVERSITY, BIKANER

BACHELOR OF EDUCATION (B.Ed.) – TWO YEAR PROGRAMME

Scheme of Examination and Course of Studies (Session 2025–26)

As per CBCS & NCTE Regulations

A. Rules for Admission in B.Ed. (Two Years Course)

- Admission to the B.Ed. programme shall be governed by the rules and guidelines prescribed by the **National Council for Teacher Education (NCTE)** and the **Government of Rajasthan**, as amended from time to time.
- **Reservation of Seats** for SC/ST/OBC/SBC/Divyangjan and other categories shall be as per existing norms of the **Rajasthan Government / Central Government / MGSU**.

B. Admission Procedure

- Admission shall be made based on:
 - Marks obtained in the **qualifying examination**, or
 - Through an **entrance examination**, or
 - By any other **selection process** as decided by the **State Government** and the **University** from time to time.

C. Programme Duration & Working Days

- The B.Ed. programme is of **two academic years** (four semesters), which must be completed within a **maximum of three years** (six semesters) from the date of admission.
- **Minimum Working Days:**
 - There shall be at least **200 working days** each academic year, **excluding the period of examination and admission**.
- **Working Schedule:**
 - The institution shall operate for a minimum of **36 hours per week**, adopting a **six-day week system**.
 - Physical presence of **teachers and student-teachers is mandatory** during working hours to ensure participation in academic and co-curricular activities.
- **Attendance Requirements:**
 - **Minimum 80% attendance** is compulsory for all coursework and practicum.
 - **Minimum 90% attendance** is compulsory for **school internship**.
 - Candidates not meeting attendance criteria will be **barred from appearing in final university examinations**.

- Students **absent for 15 or more consecutive days** without valid reason or prior intimation will have their **names struck off from the roll**, and such students will need to seek **fresh admission**.

D. Eligibility Criteria for Admission

- Candidates must have secured:
 - **At least 50% marks** in either:
 - Bachelor's Degree (in Science / Social Science / Humanities / Commerce), **or**
 - Master's Degree in the above disciplines.
 - **OR a Bachelor's in Engineering or Technology** with specialization in **Science and Mathematics** and at least **55% marks**.
- **Relaxation in marks** shall be applicable for candidates belonging to **reserved categories (SC/ST/OBC/SBC/Divyang etc.)** as per **State Government norms**.

Objectives of the B.Ed. Programme

The B.Ed. programme aims to **prepare professionally competent teachers** to teach at:

- **Upper Primary (Classes VI–VIII)**
- **Secondary (Classes IX–X)**
- **Senior Secondary Level (Classes XI–XII)**

It is a **Pre-service Teacher Education Programme** designed to enable prospective teachers to:

1. **Understand the nature of education** and pedagogical processes through diverse and enriched academic experiences.
2. Engage in **interactive processes** that promote group reflection, critical thinking, and meaning-making in classroom and peer contexts.
3. Comprehend the **teaching-learning process** in real classrooms and analyze the various influencing factors.
4. Understand **learners at various levels**, their individual needs, interests, and challenges, and **motivate them towards meaningful learning**.
5. **Plan and organize learner-centered instruction**, promoting inclusive education and effective full-classroom engagement.
6. Perform **pedagogical content analysis** in subject areas and apply it to enhance learning outcomes.
7. Cultivate **skills and attitudes** necessary to involve the **community as an educational partner**, utilizing **societal and local resources**.
8. **Critically analyze evaluation tools**, with a focus on **Continuous and Comprehensive Evaluation (CCE)**.
9. Practice **reflective teaching** and interface constructively with the **resources of society and culture**.
10. Develop awareness of **human values, gender equity**, and the **interrelationships among school, society, and education**.

Course Design

The syllabus for the **two-year B.Ed. programme** at MGSU Bikaner is structured into **four semesters** and comprises the following broad components:

A. Perspectives in Education:-

1. **Childhood and Growing Up**
2. **Contemporary India and Education**
3. **Learning and Teaching**
4. **Gender, School and Society**
5. **Knowledge and Curriculum**
6. **Creating an Inclusive School**

B. Curriculum and Pedagogic Studies: -

7. **Language Across the Curriculum**
8. **Understanding Disciplines and Subjects**
9. **Pedagogy of School Subject I & II**
10. **Assessment for Learning**
11. **Optional Course** (Any one of the following or a second pedagogy subject at a higher level)
 - **Vocational / Work Education**
 - **Health and Physical Education**
 - **Peace Education**
 - **Guidance and Counselling**
 - **Environmental education**
 - **Measurement and Evaluation**

This structure is designed in accordance with the **NCTE Regulations, State Government Policy, and University Academic Council** directives, ensuring a holistic blend of theoretical knowledge, pedagogical understanding, practical exposure, and social engagement.

D) Engagement with the Field: The Self, The Child, Community, and School

This curricular area is designed to ensure continuous and meaningful engagement of student-teachers with the **school, society, learners, and themselves**. It consists of **three essential components**:

1. **Tasks and Assignments**
 - These are integrated across all core and pedagogical courses and are outlined in the **semester-wise distribution** of the syllabus.
 - They include projects, field reports, surveys, case studies, reflective journals, and other experiential learning activities.

2. School Internship

- A **compulsory, structured internship** spread across two years.
- Student-teachers are placed in partner schools to gain hands-on experience in lesson planning, classroom teaching, student assessment, school activities, and professional interaction.
- Internship follows **NCTE norms** and is supervised jointly by college faculty and school mentors.

3. Courses on Enhancing Professional Capacities (EPC)

These non-theory, practical-based courses develop essential teacher capacities:

Course	Title	Duration (Semesters)
EPC 1	Reading and Reflecting on Texts	½ Semester
EPC 2	Drama and Art in Education	½ Semester
EPC 3	Critical Understanding of ICT	½ Semester
EPC 4	Understanding the Self	½ Semester

General Rules Regarding Teaching Subjects

a) Definition of Teaching Subject

- A **teaching subject** refers to any subject offered by the candidate at the **Bachelor's or Master's level** as:
 - A **compulsory, optional, or subsidiary subject**,
 - **Studied for at least two academic years**,
 - And **examined in each of those years** by the University.

Not treated as teaching subjects:

- Subjects studied **only in the first year** of a Bachelor's programme (e.g., General English, General Hindi, Elementary Mathematics, General Education, etc.).
- Subjects **dropped after the first year** of study.
- **Qualifying or ancillary subjects** not taught across two academic sessions.

Honours Graduates:

- May offer both the **Honours subject** and the **subsidiary subject** as teaching subjects, provided both were studied for **at least two academic years** with university examinations passed in each.

b) Eligibility Criteria for Offering Social Studies as a Teaching Subject

Only those candidates are eligible to offer **Social Studies** in B.Ed. who hold a Bachelor's degree in any Two of the following subjects:

- History
- Political Science
- Public Administration
- Economics
- Geography
- Sociology
- Psychology
- Education

A candidate who has studied **Political Science** or **Public Administration** at the UG/PG level is considered **eligible to offer Civics** as a teaching subject in B.Ed.

Pedagogy of School Subject

- | | |
|--------------------------|------------------|
| 1. Hindi | 12. Mathematics |
| 2. Sanskrit | 13. Home Science |
| 3. English | 14. Gen Science |
| 4. Urdu | 15. Chemistry |
| 5. Social Studies | 16. Biology |
| 6. Civics | 17. Physics |
| 7. History | 18. Art |
| 8. Economics | 19. Music |
| 9. Geography | 20. Punjabi |
| 10. Financial Accounting | 21. Rajasthani |
| 11. Business Studies | |

The student may opt courses (of 2 credits) from SWAYAM portal (of 2 credits) or NPTEL or any other recognized body of Govt. of India/State Government. After doing such courses the student will have to submit the marksheet and certificate to concerned HOD/Principal of the college."

Note

All regulations, including those related to **internship, assessment, and teaching subject eligibility**, shall strictly follow the latest **NCTE Guidelines** and **notifications issued by Maharaja Ganga Singh University, Bikaner**.

School Internship

As per the NCTE framework and MGSU regulations, the **School Internship** is a key component of the B.Ed. programme. It enables student-teachers to engage meaningfully with schools to understand the professional roles, responsibilities, and practices of teachers.

Structure of the School Internship

- The **internship is conducted in two phases**, across the second and Fourth semesters of the programme:

1. School Attachment Phase (4 Weeks)

- Student-teachers are initially placed in a designated school for a period of **four weeks**.
- This phase is known as **School Attachment** and involves observation of classrooms, assisting teachers, interacting with students, and understanding the school environment.

2. Reflection & Consolidation Gap (Approximately 4 Weeks)

- A reflective break follows the attachment, during which student-teachers return to the university/college for:
 - Experience-sharing sessions
 - Clarifications and feedback from teacher educators
 - Reflective discussions and preparation for the next phase

3. School Placement Phase (16 Weeks)

- After the reflection gap, student-teachers return for a full **sixteen-week placement** in schools.
- In this phase, they function as **apprentice teachers**, actively participating in teaching, classroom management, student assessment, co-curricular planning, and school routines.
- Throughout both phases, student-teachers are guided by **school mentors** and **college faculty supervisors**

Main Objectives of School Internship

1. **To provide experiential learning:**
Student-teachers gain first-hand experience of the **multiple roles of a teacher**, including planning, instruction, classroom management, and student engagement.
2. **To reflect on teaching practices:**
The internship offers opportunities for **critical reflection** on classroom practice and adjustment of teaching strategies for **improved student learning**.
3. **To understand school culture:**
By participating in day-to-day school activities, student-teachers develop insight into **school functioning**, its values, discipline, management, and stakeholder relationships.
4. **To apply theoretical knowledge to practice:**
Internship bridges the gap between **educational theories** and **classroom realities**, enabling the student-teachers to implement concepts learned in pedagogy and foundation courses.
5. **To build collaborative competencies:**
Student-teachers develop the ability to **work in teams**, engage with **colleagues and mentors**, and contribute meaningfully to the school community.

6. **To design and implement instructional units:**

Student-teachers undertake responsibility for **planning and executing learning activities**, assessing learners, providing feedback, and adjusting teaching to meet diverse needs.

Evaluation & Reporting

- The internship is evaluated through:
 - **Lesson plans & peer teaching**
 - **Teaching performance** in actual classroom settings
 - **Mentor and faculty observations**
 - **Reflective, reports, and viva-voce**

All components are assessed according to **MGSU's B.Ed. examination scheme**, ensuring both internal and external assessment as per university guidelines.

B.ED. I YEAR (I SEMESTER)

Course Code: B.ED.

Year/ Semester	Serial Number, Code & Nomenclature o f Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
I YEAR I Semester	1.1	BED-01/ DCC	Childhood and Growing up	3 Hrs	4	---	4	20	80	100	12	28
	1.2	BED-02/ DCC	Contemporary India and Education	3 Hrs	4	---	4	20	80	100	12	28
	1.3	BED-03/ DCC	Learning and Teaching	3 Hrs	4	---	4	20	80	100	12	28
	1.4	BED-04/ DCC	Language across the curriculum	3 Hrs	4	---	4	20	80	100	12	28
	1.5	BED-05/ SEC	EPC-01 Reading and reflecting on texts Internal assessment		---	4	2	20	30	50	25	---
		BED-06/ SEC	EPC- 02 Drama and Art in Education Internal assessment		---	4	2	20	30	50	25	---
		BED-07/ SEC	EPC-03 Critical understanding of ICT Internal assessment		---	4	2	20	30	50	25	---
		BED-08/ DCC	Micro Teaching		---	6	4	50	---	50	25	---
			Total				26			600		

B.Ed. I YEAR(II SEMESTER)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
I YEAR II Semester	2.1	BED-09	Knowledge and Curriculum	3 Hrs	4	---	4	20	80	100	08	32
	2.2	BED-10	Understanding Disciplines and Subjects	3 Hrs	4	---	4	20	80	100	08	32
	2.3	BED-11	Gender, School and Society	3 Hrs	4	---	4	20	80	100	08	32
	2.4	BED-12	Pedagogy of School Subject (First Subject)	3 Hrs	4	---	4	20	80	100	08	32
	2.5	BED-13	Paper to be selected from swayam /NPTEL		---	---	2	50	---	50	25	---
		BED-14	Community Work		---	---	2	50	---	50	25	---
		BED-15	School Internship (Phase I, IV weeks) Internal assessment		---	4	2	50	---	50	25	---
		BED-16	Final Lesson		---	4	4	100	---	100	---	50
			Total				26			650		

B.Ed. II Year (III Semester)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	Sem. Assess.	Total Marks	Internal Assess.	Sem. Assess.
II YEAR III Semester	3.1	BED-17	School Internship Phase II (16 weeks)		---	24	12	300		300	150	----
	3.2	BED-18	Action Research		---	8	4	100		100	50	----
	3.3	BED-19	Case Study Institution/Students		---	8	4	100		100	50	----
	3.4	BED-20	Final Lesson II PEDAGOGY		---	8	4		100	100	--	50
	Final Year Total						24	500	100	600		

B.Ed. II Year (IV Semester)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
II YEAR IV Semester	4.1	BED-21	Assessment for Learning	3 Hrs	4	---	4	20	80	100	08	32
	4.2	BED-22	Creating an Inclusive School	3 Hrs	4	---	4	20	80	100	08	32
	4.3	BED-23	Pedagogy of school subject (second sub.)	3 Hrs	4	---	4	20	80	100	08	32
	4.4	BED-24	Optional Course	3 Hrs	4	---	4	20	80	100	08	32
	4.5	BED-25	Two P.P.T. Presentations on Current Educational Issues, Evaluation Techniques. Value Education and Human Rights VI and duties			4	2	50		50	25	
		BED-26	Epc-IV Understanding The Self			4	2	50		50	25	
		BED-27	Simulation & Criticism Lessons			4	2	50		50	25	
		BED-28	Communication skill			4	2	50		50	25	
		BED-29	Yoga and self-Development			4	2	50		50	25	
	Total						26	330	320	650		

*Simulation Lessons based on different teaching methods (Any five) one Criticism Lesson on second school subject.

EVALUATION FOR INTERNSHIP PROGRAMME

INTERNAL ASSESSMENT

BED I YEAR (II SEMESTER)

Internship Programme Phase-I (4Weeks)

S. No.	Assessment is based on the following activities	Marks: 50
1.	School observation and Engage with filed (One week)	5
2.	Creating and Maintaing teaching learning material for the school. (Which can become valuable resource for the regular teachers of the school)	5
3.	Practice teaching in One pedagogy subjects in schools (15)	15
4.	Lesson observations of the peers (Lesson in Pedagogy Subject)	5
5.	Criticism lessons (Pedagogy Subject first)	10
6.	Viva-Voce	10
Grand Total		50

Note: Each student –teacher has to maintain file in which detailed reports of all the activities and tasks discharged by him/her are to be described. The file record; the lesson plan diary will form the basis of assessment of the internship programme.

EVALUATION FOR INTERNSHIP PROGRAMME

INTERNAL ASSESSMENT

BED II YEAR (III SEMESTER)

Internship Programme Phase-II (16Weeks)

S. No.	Assessment is based on the following activities	Marks: 300
1.	School observation and Engage with filed (One Month)	50
2.	Creating and Maintaing teaching learning material for the school. (Which can become valuable resource for the regular teachers of the school)	50
3.	Practice teaching in One pedagogy subjects in schools (96)	100
4.	Lesson observations of the peers (Lesson in Pedagogy Subject)	10
5.	Criticism lessons (Pedagogy Subject first)	50
6.	Viva-Voce	40
Grand Total		300

Note: Each student –teacher has to maintain file in which detailed reports of all the activities and tasks discharged by him/her are to be described. The file record; the lesson plan diary will form the basis of assessment of the internship programme.

EXTERNAL EVALUATION(FINAL LESSON)

1. The external practical examination will be conducted at the end of (II & IV Semester) year.
2. The weightage of final lesson will be 100 marks.
3. The internal assessment in practice of teaching internship programme will be finalized by the principal with the help of the member of teaching staff and the same will be Communicated to the university before the commencement of the practical examination (final lesson) each year.
4. During the final practical examination each candidate will have to teach one lesson in any one of two teaching subjects
 1. The Board of examiners for external examination will consist of.
 - (a) The principal of the college concerned.
 - (b) One senior member of the college.
 - (c) Two external members from any discipline appointed by the university.

Evaluation

Evaluation of Theory Papers (CBCS Scheme)

Theory papers will carry a weightage of 100 marks, out of which 80 marks will be for external University Examination and 20 marks will be for internal assessment (Sessional/Practicum and mid-term test) .

Courses on Engagement with the field Community and School, EPC and micro teaching carrying an internal weightage of 50 marks. The assessment of papers will be done internally at the college level with viva-voce (Based on the file semester record, presentation). The final University semester examination paper for 80 marks will be of three hour's duration.

The detail of the question paper pattern is as follow:

Section A:

There will be one question with 10 parts having two parts from each unit with no internal choice. The weightage of each part is 2 marks hence the total weightage of this section is 20 marks. (10 X 2)

Section B:

There will be five questions with one question from each unit with internal choice (may have sub-divisions). The weightage of each question is 6 marks. Hence the total weightage of this section B is 30 marks. (6X5)

Section C:

There will be Three questions with one question from each unit with internal choice (may have sub-divisions). The weightage of each question is 10 marks. Hence the total weightage of this section C is 30 marks. (10X3)

WORKING OUT THE RESULT

SGPA (Semester Grade Point Average) and CGPA (Cumulative Grade Point Average) will be as per following grade point calculations:

Letter Grade	Grade Points	Description	Range of Marks (%)
O	10	Outstanding	90-100
A+	9	Excellent	80-89.99
A	8	Very Good	70-79.99
B+	7	Good	60-69.99
B	6	Above Average	50-59.99
C	5	Average	45-49.99
P	4	Below Average/Pass	40-44.99
F	0	Fail	0-39.99
U	0	Unfair Means	--
W	0	Withdrawn	--
Ab	0	Absent	Absent

Further, the calculation of SGPA will be the ratio of secured credit point (Credit x Grade point) and total course credits in each semester. Whereas, the CGPA will be calculated in same way but it will be for all four semesters. To calculate the CGPA into percentage, the multiplication factor will be 9.5.

SYLLABUS

B.ED. I YEAR (I SEMESTER)
CHILDHOOD AND GROWING UP
Course Code:- BED-01/ DCC

Internal Assessment: 20
External Assessment: 80

Total Marks: 100
Credit : 4

Learning Outcomes :-

After studying this paper, the student-teachers will be able to:

- **Understand the Concept of Growth and Development**
 - Differentiate between growth and development and their interrelationship.
 - Understand the **stages and characteristics** of human development, especially from **infancy to adolescence**.
- **Understand the Theories of Child Development**
 - Explain major **theoretical perspectives** on child development (e.g., Piaget, Erikson, Vygotsky, Kohlberg).
 - Appreciate the **role of heredity and environment** in the development of the child.
- **Understand the Developmental Needs of Children**
 - Recognize the **physical, emotional, social, moral, and cognitive needs** of children during different stages.
 - Understand individual differences and how they impact learning.
- **Recognize the Role of Socialization**
 - Understand the **agents of socialization** (family, school, peers, media) and their influence on personality development.
 - Appreciate **cultural and societal influences** on childhood and adolescence.
- **Develop an Understanding of Adolescence**
 - Understand **challenges faced by adolescents**: identity crisis, emotional imbalance, peer pressure, etc.
 - Suggest suitable **guidance and counseling strategies** for adolescents.
- **Understand Inclusive and Diverse Childhoods**
 - Become aware of **diverse contexts of growing up**: rural/urban, tribal, marginalized, gender-based variations.
 - Understand **inclusive practices** in the classroom to cater to diversity.
- **Apply Understanding to Classroom Practice**
 - Develop **pedagogical strategies** based on learners' psychological needs.
 - Foster **constructive and supportive learning environments** in school.

Unit - I: Childhood and child Development

(a) Educational Psychology: its meaning, methods, scope, functions and applications.

(b) Psychology of adolescents: Growth and Development of learner: Growth and Development - Meaning,

Principles (Physical, social, mental and-emotional Development) and their Implications for learning.

(c) Heredity and Environment

Unit - 2

- (a) Personality: meaning, types, factors responsible for shaping it, objective and Projective techniques of Personality assessment.**
- (b) Intelligence: meaning, Theories, measurement and role in learning.**
- (c) Creativity: meaning, process, development and measurement.**

Unit - 3

- (a) Concept of adjustment, adjustment as achievement, adjustment as process.**
- (b) Frustration and conflict. Causes of maladjustment, role of teacher in minimizing-maladjustment of learner.**
- (c) Adjustment Mechanism: some common adjustment Mechanism,**

Unit - 4

- (a) Individual differences: meaning, causes and their educational implications.**
- (b) Education for exceptional children: Gifted children, delinquent children, socially deprived children.**
- (c) Remedial measure and Learning material used for exceptional children.**

Unit - 5

- (a) Mental hygiene: mental hygiene concept and characteristics, factor effecting mental health.**
- (b) Methods of development of good mental health. How to improve mental health of teacher?**
- (c) Psychotherapy: aims of psychotherapy, types of psychotherapy.**

Practicum/Field Work:

- 1. Organize creative activities for children of diverse socio- cultural back ground with aim to learn to communicate and relate with them.**
- 2. Observing children in national setting to study play pattern and write a report on their domain of learning.**
- 3. Study of any one issue represented and highlighted by media (sexual abuse and harassment poverty. Child labour etc.**
- 4. Workshop or seminar for student teacher to observe interact with and study adolescents of different social ages in and outside the school, in diverge social economic, cultural, linguistic and regional contescts.**

5. Apply any three psychological tests on upper primary to senior secondary students (any one) and on the basis of the conclusion make a comprehensive profile (at least five students for each test.)

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B.Ed. I YEAR (I SEMESTER)
CONTEMPORARY INDIA AND EDUCATION
Course Code:- BED-02/ DCC

Internal Assessment: 20
External Assessment: 80

Total Marks: 100
Credit: 4

Learning Outcomes

By the end of this course, the **student-teachers will be able to:**

- **Explain the Concepts of Educational Administration and Management**
 - Define and differentiate between educational administration, supervision, and management.
 - Apply basic concepts to real-life school scenarios.
- **Describe the Roles of Educational Agencies**
 - Identify and explain the responsibilities of the **Central, State, and Local authorities** in managing education.
 - Analyze the structure and functioning of organizations like **NCERT, SCERT, NCTE, and RTE bodies**.
- **Understand the Administrative Framework of Education in Rajasthan**
 - Illustrate the administrative setup and governance of school education in **Rajasthan**.
 - Explain the roles of **DEO, BEO, DIETs**, and other local authorities in school functioning.
- **Apply Principles of Effective School Organization**
 - Understand and implement the **principles and practices** of organizing a school:
 - Time-table, records and registers, discipline, infrastructure, school climate, etc.
 - Foster a well-organized, child-friendly learning environment.
- **Critically Analyze Key Issues in the Indian Education System**
 - Reflect on current issues such as:
 - Quality and equity in education
 - Privatization and commercialization
 - Language policy
 - Inclusive education
 - Drop-out rates and gender disparity
 - Suggest **practical solutions** based on policy understanding.

Unit 1

- (a) Concept, need, characteristics, principles of Educational Administration and Educational management.
- (b) Concept of authority, delegation of power, centralization and decentralization, direction, communication, unity of command, TQM.
- (c) Constitutional provision of education, Fundamental rights and duties,

Unit 2

- (a) Universalization of education.
- (b) Equality of opportunities in education.
- (c) Directive principals of State Policies.
- (d) Relationship between education and democracy.
- (e) Role of education in developing Socialistic patterns and national integration.

Unit 3

- (a) Education as a sub system:
- (b) Education as an agent of social change, social change influencing the trend of education and social disparities

Unit 3

- (a) Education as a sub system:
- (b) Education as an agent of social change, social change influencing the trend of education and social disparities
- (c) Social Mobility, Cultural Lag, Gender Disparities
- (d) Regional disparities.
- (e) The role of educational institution for creating new social orders

Unit – 4

A brief survey of growth and development of education in India.

- (a) Pre - Independence era -
 - i Education during vedic, Buddhist and Medieval period.
 - ii Development during British period - Macaulay's minutes, Woods dispatch 1854.
 - iii Naye Taleem
- (b) Post independence era.
 - i Salient features of secondary education commission 1952-53, ii Education Commission 1964 (Major recommendations)
 - iii National Policy on Education 1986 (NEP 1986 for educational administration)
 - iv Mid day meal to insure nutrition and public space (irrespective of caste, religion, class and gender)
 - v RTE-2009

Unit - 5

(a) Role of central and state agencies of education.

MHRD, NCTE, NCERT, CBSE, CAGE (Central Advisory Board of Education), NIEPA State Dept. Of Education, RBSE, SIERT, IASE, CTE, DIET

Sessional Work: 10 Marks

Any one of the followings

- i Preparing a project report concerning any aspect of school Management.
- ii Construction of time-table and maintenance of attendance register.
- iii Preparation of an outline of an institutional planning on any aspect of school organization.
- iv A case study of a secondary school with reference to the leadership role of school Headmaster.

Books Suggested

1. Aggarwal, J.C.

- Title: Development and Planning of Modern Education
- Publisher: Vikas Publishing House, New Delhi
- A standard reference for educational policies, planning, and administration in India.

H 2. Dash, B.N.

- Title: Education in India: Problems and Perspectives
- Publisher: Neelkamal Publications
- Comprehensive book that covers all contemporary issues and reforms in Indian education.

H 3. Sharma, R.A.

- Title: Educational Administration and Management
- Publisher: R. Lal Book Depot, Meerut
- Useful for topics on school management, administration, and supervision.

H 4. Mohanty, J.

- Title: Indian Education in the Emerging Society
- Publisher: Sterling Publishers
- Explores the evolving role of education in India's democratic and social context.

H 5. Govt. of India

- Documents:
 - o National Policy on Education (1986, Modified 1992)
 - o National Curriculum Framework (2005)
 - o NEP 2020 – National Education Policy
- Essential reading for understanding Indian educational reforms and policy shifts.

H 6. Aggarwal, J.C.

- Title: Landmarks in the History of Modern Indian Education
- Covers historical evolution, key commissions, and policies.

H 7. Bhatia, K.K. & Narang, C.L.

- Title: Philosophical and Sociological Bases of Education

- Provides insights into sociopolitical and cultural dimensions of Indian education

WebLinks:

- [http://www.drededucation.com/2013/08/data-statistics-india-student-college.html\(August25,2013\)https://www.zeroerp.com/](http://www.drededucation.com/2013/08/data-statistics-india-student-college.html(August25,2013)https://www.zeroerp.com/)
- <http://www.yourarticlelibrary.com/essay/constitutional-provisions-regardingeducation-in-india/45229>
- <https://www.owlgen.com/question/which-constitutional-provisions-are-relatedtoeducation>
- <https://pcer.ac.in/wp-content/uploads/2015/12/Contemporary-India-andEducation.pdf>
- <http://egyankosh.ac.in/bitstream/123456789/8525/1/Unit%204.pdf>
- <https://slideplayer.com/slide/13043561/>
- <https://www.ukessays.com/essays/education/education-important-factor-in-a-developing-country-education-essay.php>
- https://en.wikipedia.org/wiki/Preamble_to_the_Constitution_of_India
- <http://www.yourarticlelibrary.com/political-science/equality-meaning-featuresand-types-of-equality/40362>
- <http://www.simplydecoded.com/2013/10/28/indian-preamble-and-itsimportance/>
- <http://www.publishyourarticles.net/knowledge-hub/political-science/essay-onlegal-equality/4666/>

B.Ed. IYEAR (I SEMESTER)

LEARNING AND TEACHING

Course Code:- BED-03/ DCC

Internal Assessment:20

Total Marks:100

External Assessment:80

Credit: 4

Learning Outcomes

By the end of this course, the **student-teachers will be able to:**

- **Understand the Process and Concept of Learning and Teaching**
 - Define and explain the concepts of **learning** and **teaching**.
 - Understand **learning as a constructive process** and not merely knowledge transmission.
- **Explain Theories of Learning and Their Educational Implications**
 - Describe and apply theories such as:
 - **Behaviorist Theories** (Pavlov, Skinner)
 - **Cognitive Theories** (Piaget, Bruner)

- **Constructivist Theories** (Vygotsky, Ausubel)
 - Analyze how these theories influence teaching strategies.
- **Understand the Nature and Process of Effective Teaching**
 - Identify the characteristics of **effective teaching** and **good teachers**.
 - Understand **classroom management**, **motivation**, and **feedback** in teaching-learning.
- **Analyze the Factors Affecting Learning**
 - Examine the influence of factors like **intelligence**, **aptitude**, **attitude**, **personality**, **socio-economic background**, and **learning environment** on student learning.
- **Apply Learning Principles in the Classroom**
 - Use **reinforcement**, **practice**, **feedback**, **transfer of learning**, and **problem-solving approaches**.
 - Modify teaching strategies based on learner needs and context.
- **Develop Reflective Teaching Practices**
 - Engage in **self-reflection** and **continuous improvement**.
 - Encourage **peer discussion**, **collaborative learning**, and **student participation**.
- **Use ICT and Multisensory Strategies**
 - Incorporate **technological tools** and **activity-based methods** to enhance engagement.
 - Understand the role of **interactive learning environments**.

Unit 1

- (a)** Concept Learning: Meaning, nature, types. Maturation of learning, Theories of learning (Trial and error (Thorndike's connectionism), operant conditioning and insight theory)
- (b)** Factor effecting learning, laws of learning, learning curves, learning skill.
- (c)** Transfer of learning: forms of transfer, theories of transfer, transfer and role of teacher

Unit 2

- (a) Concept of teaching: its nature and characteristics, process of teaching. (b) Variables of teaching, analyzing teaching in diverse classroom, relationship between Learning & Teaching (c) Teaching as a profession, Professional ethics

Unit 3

- (a) Motivation: concept, functions (importance) of motivation. (b) Achievement motivation, Maslow's theory of self-actualization. (c) Techniques of enhancing learner's motivation.

Unit 4

(a) Development – Concept, stages, dimensions, methods of study, developmental tasks (b) Factors influencing development – genetic, biological environmental and physical. (c) Theories of development - Cognitive development theory of Piaget and Bruner.

Unit 5

(a) Learner: Need of learner, identifying need and satisfying need. (b) Learning in school and outside school. (c) Dimensions of learning: knowledge, skill, value attitude and habits. (d) Interpersonal relationship: teacher- learner, learner and learner. How to strengthen Interpersonal

Practicum/Field Work

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

Term Test= 10 Marks

Assignment: 10 Marks

Any one assignment related to the Unit I to Unit V:

Books Recommended

1. Anastasi, Anne and Urbina, Susana (2008). Psychological Testing. New Delhi: Prentice Hall.
2. Chand, Jagdish (2010). Psychological Foundations of Education. New Delhi: Anshah Publishing.
3. Claridge, Gordon & Davis, Caroline (2003). Personality and Psychological Disorders. New Delhi: Atlantic Publishers.
4. Deaux, Kay & Snyder, Mark (2012). The Oxford Handbook of Personality and Social Psychology. New York: Oxford University Press.
5. Garrison, Carl C. & Gray, Stanley J. (2011). Educational Psychology. New Delhi: Sarup Book Publishers Pvt. Ltd.
6. Loewenthal, Kate Mirian (2001). An Introduction to Psychological Tests and Scales. UK: Psychology Press.
7. Mangal, S.K. (2007). Essentials of Educational Psychology. New Delhi: PHI Learning Pvt. Ltd.
8. Shrivastav, Neelu (2006). Educational psychology. New Delhi: Pragun Publications.
9. Singh, Agya Jit (2012). Development of the Learner and Teaching-Learning Process. Patiala: Twenty First Century Publications.

10. Tomar, Monika & Kumari, Sarita (2005). Educational Psychology. New Delhi: Shree Publishers and Distributors.
11. Virk, Jaswant K. (2012). Understanding the Learner and Learning Process. Patiala: Twenty First Century Publications.
12. Virk, Jaswant K. & Sahu, P.K. (2008). Psychology of Teaching and Learning. Patiala: Twenty First Century Publications.
13. Welton, J. (2004). Psychology of Education. New Delhi: Sangeeta Publication.

WebLinks:

- <https://www.studyquirk.com/teaching-and-learning-relationship-aspects-b-ed-notes/>
- <https://files.eric.ed.gov/fulltext/ED610428.pdf>
- <https://edu.google.com/workspace-for-education/editions/teaching-and-learning-upgrade/>
- <https://www.ox.ac.uk/admissions/graduate/courses/msc-learning-and-teaching>
- <https://tophat.com/glossary/l/learning-by-teaching/>
- <https://egyankosh.ac.in/bitstream/123456789/8501/1/Unit%201.pdf>
- <https://education.nsw.gov.au/teaching-and-learning>
- <https://www.beled.in/relationship-between-teaching-learning-for-beled-exams/>
- https://onlinecourses.swayam2.ac.in/cec20_ed11/preview
- <https://www.buffalo.edu/catt/develop/design/teaching-methods.html>

B.Ed. I YEAR(I SEMESTER)

LANGUAGE ACROSS THE CURRICULUM

Course Code:- BED-04/ DCC

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Learning Outcomes

After completing this course, the **student-teachers will be able to:**

- **Understand the Central Role of Language in the Teaching-Learning Process**
 - Recognize how language is not just a subject but a medium of learning across all disciplines.
- **Explain the Relationship between Language, Learning, and Cognition**

- Understand how students **construct knowledge through language**.
- Appreciate the **interdependence of thought and language** in learning.
- **Analyze the Nature and Functions of Language in School Contexts**
 - Describe the **functions of language in oral and written communication**.
 - Understand **how language varies across disciplines** like science, math, and social studies.
- **Develop Strategies to Enhance Comprehension and Communication in the Classroom**
 - Use **listening, speaking, reading, and writing (LSRW)** skills effectively for all subjects.
 - Employ strategies to develop **academic language and content literacy**.
- **Identify and Overcome Language Barriers in Multilingual Classrooms**
 - Understand the challenges of **multilingualism and language diversity**.
 - Create **inclusive language environments** for students from different linguistic backgrounds.
- **Integrate Language Skills with Content Teaching**
 - Plan lessons that build **subject knowledge along with language proficiency**.
 - Use **scaffolding, questioning, and discussions** to support learning.
- **Reflect on Teacher's Language Use**
 - Recognize the importance of a teacher's language in shaping classroom culture.
 - Develop **sensitivity to language use** that supports equity and learning.

Unit – I

Language acquisition and development: (a) Language: Concept, meaning and nature. Language uses : Oral and written.(b) Three language policy: (mother tongues and regional languages, national pride and unity (Hindi), and administrative efficiency and technological progress (English). Merits and Demerits of the Three-language Formula (c) Speech and Writing Language and Society Language and Identity

Unit – II

Use of language:

- (a) Language is a means of communication.
- (b) Language development: from childhood to adult stage.
- (c) Reading: silent reading v/s rapid reading, news paper, journal, books

Unit – III

Multilingualism and Scholastic Achievement: (a) India as a Multilingual Country (b) Bilingualism and Scholastic Achievement (c) Need to Promote Multilingualism

Unit – IV

Language and class room interaction: (a) Expression: Public speech, lecture and debating. (b) Error and correction of language in class. (c) Disciplinary language: (Social science, general science, math and research).

Unit – V

Language problem and its remedies: (a) Language phonemes and identification of sound error. (b) Organ of speech and sound production system. (c) Pronunciation and remedies of error of sound articulation.

Term Test: 10 Marks

Sessional Work: 10 Marks Any one of the followings:

1. Prepare chart with related language.
2. Collection of news papers cutting related with horticulture and hospitality.
3. Life sketch and contribution of any two Indian scientists and socialistic.
4. Preparation of 5 word card,
5. picture card and cross word puzzles (Language) Freeman Diane-Larsen (2000) Techniques and principles in language teaching.
6. Prepare a list of atleast 10 proverb of any language and interpret their cultural significance.
7. Collect a titery style poem of any language and analyse it.

Reference

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn,&P.Pluddemann(Eds.)Multilingual education for South Africa 9pp.3-&). Heinemann Educational Books.
2. Anderson, R.C. (1984). Role of the Reader's Schema in comprehension, learning and memory. In R. C. Anderson, J. Osborn, & R.J. Tierney (Eds.), Learning to read in American Schools: Basad readers and Content texts. Psychology Press.
3. Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. The Reaing Teacher, 670-674.

4. Erlwanger, S. H. (1973). Benny's conception of rules and answers in IPI Mathematics. *Journal of children's Mathematical Behavior*, 1(2), 7-26
5. Grellet, f. (1981). *Developing reading skills: A practical Guide to reading comprehension exercises*. Cambridge University Press.
6. Ladson-Billings. G. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational research journal*. 32(3), 465-491.
7. NCERT. (2006d) Position Paper National Focus Group on teaching of Indian language (NCF- 2005). New Delhi: NCERT.
8. Sankhla, Arjun Singh, (2013) *Hindi Bhasha Shikshan aur Praveenta*, Arihant Shiksha Prakashan Jaipur.
9. Thwaite, A. & Rivalland, J. (2009) How can analysis of classroom Taks help teachers reflect on their practices? *Australian Journal of Language and Literacy*, the 32(1) 38

WebLinks:

- https://www.universitas.com.pl/media/File/Fragmenty/TOWARDS/mart_2-3.pdf
- <https://www.bdu.ac.in/cde/docs/ebooks/B-Education/LANGUAGE%20ACROSS%20THE%20CURRICULM.pdf>
- https://www.holap.edu.hk/language-across-the-curriculum/?doing_wp_cron=1698896761.9415450096130371093750
- <https://internationalstudies.tcnj.edu/languages/>
- <https://rm.coe.int/09000016805c7464>
- <https://physicscatalyst.com/graduation/language-across-curriculum-approach/>
- <https://bidyapatibedstudy.com/2021/03/19/language-across-the-curriculum/>
- <https://www.learningclassesonline.com/2020/10/language-across-curriculum.html>
- <https://www.studyquirk.com/language-across-the-curriculum-origins-goals-and-difficulties-bed-notes/>

B.Ed. I YEAR (I SEMESTER)

EPC-1 Reading and Reflecting on Texts

Course Code:- BED-05/ SEC

Internal Assessment: 50 Marks

Credit: 2

This course will serve as a foundation to enable B.Ed students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purpose of reading.

Objective

- The student teacher will be able–
- To develop meta cognitive awareness to become conscious of their own thinking processes as they grapple with diverse texts.
- To enhance their capacities through course as reader and writers by becoming participants in the process of reading.
- To engage students with the reading interactively – individually and in small group.
- To get opportunities to write with a sense of purpose and audience, through tasks such as responding to a text with one's own opinions or writing within the context of other ideas.

Course Content

S.No.	Types of Text	No.of Text	Per text reflection Marks	Total Marks
1.	Empirical text	02	02	04
2.	Conceptual text	02	02	04
3.	Historical Work	02	02	04
4.	Policy documents	02	02	04
5.	Studies about schools	02	02	04
6.	Text concerned with teaching and Learning process	02	02	04
7.	Expository texts from diverse source	02	02	04
8.	Auto biographical narratives	02	02	04
9.	Field notes	02	02	04
10.	Ethnographic texts	02	02	04
	Evaluation of Reports-and Viva-voce			10
GrandTotal				50

Note: Pupil teacher will draft are port on entire activities

Evaluation Procedure–

Internal Assessment = 50 marks

Reference

1. Reflecting on Literacy in Education. Peter Hannon, Routledge Publication
2. Reflective Practice: Writing and Professional Development. Gillie Bolton. Sage Publication
3. Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William R. Smalzer. Cambridge University Press.

4. Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers
5. Fostering Reflection and Providing Feedback: Helping Others Learn from. By Jane Westberg PhD, Hilliard Jason MD, EdD. Springer Publication
6. Research and Reflection: Teachers Take Action for Literacy Development. Andrea Luzzo. Information Age Publication.
7. Reading to Learning the Content Areas. Judy Richardson, Raymond Morgan, Charlene Fleener. Cengage Learning

WebLinks:

- <http://assets.v mou.ac.in/BED105.pdf>
- http://www.wbnsou.ac.in/online_services/SLM/BED/D-17.pdf
- https://nmmt.inflibnet.ac.in/Uploads/Activities/PMMMNM-TT-2019-100053_20210702170511.pdf
- https://tnou.ac.in/wp-content/uploads/2022/12/SED-5_compressed.pdf
- <https://serc.carleton.edu/NAGTWorkshops/metacognition/activities/27560.html>
- https://onlinecourses.swayam2.ac.in/nou23_ed34/preview
- <https://www.egyankosh.ac.in/bitstream/123456789/53429/1/Block-1.pdf>
- <https://onlinestudypoints.com/reading-and-reflecting-on-the-text/>
- <https://aahelipublishers.in/product/reading-and-reflecting-on-texts/>
- <https://www.gkpad.com/sachin/06-22/bed-Reading-and-Reflecting.html>

B.Ed. I YEAR(I SEMESTER)

EPC-2 Drama and Art in Education

Course Code:- BED-06/ SEC

Internal Assessment: 50 Marks

Credit: 2

Objectives The student teacher will be able

- To nurture their creativity and aesthetic sensibilities.
- To create a whole experience of being fully present and working with all of one's faculties and being in relationship with other and nature.
- To extend their awareness, through multiple perspectives
- To shape their consciousness through intro section and imagined collective experience.

- To develop ability to appreciate the inherent rhythm, beauty and harmony in forms,relations and character.
- To critique the current trends in art education and develop a possible scenario for art for change.
- To develop feeling of empathy for and relate with the other can be nurtured through drama based on experience emotion and interpretation.
- To give opportunities for learner to recognize their agency,for transformational action.

S.No.	Types of Activities	No. of Activities	Per Activities and their reporting marks	Total marks
1.	Organise Drama in school	02	02	08
2.	Visit place of art and exhibition	02	02	08
3.	Visit place of cultural festival	02	02	08
4.	Visit of local culture and art forms and interpret art works, movies and other media	02	02	08
5.	Watch movies and other media of educational significance and their	02	02	08
	Interpretation			
	Evaluation of report and viva – voce			10
	Grand Total			50

B.Ed. I YEAR (I SEMESTER)

Critical Understanding of ICT

Course Code:- BED-07/ SEC

Internal Assessment:50

Marks Credit:2

Objectives

The students teacher will be able.

- To interpretand adapt ICTs in line with educational aim sand principles.

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

Activities I

1. Organize a work shop on information technology in construction of knowledge
2. Construction of lesson plan by use of audiovisual media and computers.

Activities II

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

Activities III

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

Activities IV

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

Activities V

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

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

Evaluation Procedure—

Internal Assessment = 50 marks

B.Ed. I YEAR(I SEMESTER)

Micro Teaching

Course Code:- BED-08/ DCC

Internal Assessment: 50 Marks

Credit: 2

Objectives

The students teacher will be able.

- To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions.
- To enable teacher trainers to master a number of teaching skills.
- To enable teaching trainers to gain confidence in teaching.
- To enable them to employ real teaching situation for developing skill.
- To enable team to get deeper knowledge regarding the art of teaching.

Micro teaching practical – Each paper teacher will undergo micro teaching practice session for minimum five teaching skills in school subject under the supervision of concerned of teaching educator. This should be followed by two lessons on integration of skills.

Core Teaching Skill sare

1. Skills of Probing Questions.
2. Skills of Explaining.
3. Skills of Illustrating with examples.
4. Skills of stimulus variation.
5. Skills of reinforcement.
6. Skills of Questionning.
7. Skills of using Blockboard
8. Skills of introducing a lesson.

Assessment is based on the following activities

1. Micro Lesson Plan	-	30Marks
Teaching & Practice with record (Minimum five)		
2. Two lesson plan and practice on integration of teaching skills with record		10 Marks
3. Viva-voce on Lesson plan & Teaching practice	-	10 Marks
Total	-	50 marks

Course Learning Outcome-

After completing their practice in micro lesson it will helps to develop and master important teaching skills. It employs real teaching situation for developing skills.

B.Ed. I YEAR (II SEMESTER)

KNOWLEDGE AND CURRICULUM

Course Code- BED-09

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Learning Outcomes

After completing this course, the **student-teachers will be able to:**

- **Understand the Meaning and Nature of Knowledge**
 - Define **knowledge** and distinguish between different types of knowledge (local, scientific, experiential, etc.).
 - Analyze how knowledge is **constructed, validated, and transmitted**.
- **Critically Examine the Concept of Curriculum**
 - Understand the meaning, scope, and components of **curriculum**.
 - Explain the **philosophical, psychological, and sociological bases** of curriculum development.
- **Analyze the Relationship Between Knowledge, Curriculum, and Schooling**
 - Evaluate how curriculum reflects **social, cultural, and political values**.
 - Understand how **curriculum choices impact inclusion, equity, and access**.
- **Identify Curriculum Determinants and Sources**
 - Identify the **factors influencing curriculum design**, such as societal needs, learners' needs, and national goals.
 - Examine **curriculum frameworks** such as NCF 2005 and NCFTE 2009.
- **Evaluate Curriculum Implementation and Change**
 - Understand the role of **teachers as curriculum practitioners**.
 - Explore **challenges in curriculum implementation**, reform, and innovation.
- **Reflect on Curriculum as a Political and Cultural Construct**
 - Recognize how curriculum decisions may reflect **power dynamics, ideologies, and exclusion** of certain knowledge systems.
 - Advocate for a **democratic, inclusive, and child-centered curriculum**.
- **Examine Curriculum Evaluation Practices**
 - Understand methods for **curriculum evaluation** and improvement.

Analyze feedback from stakeholders in making the curriculum more effective

Unit I

1. Concept, Meaning & nature of knowledge
2. Distinction between Data, knowledge, Information and skill Teaching and Training, Knowledge and information, reason and belief.
3. Process of Knowledge generation: Local window, Sharing, practice & Creation.

Unit 2

1. Curriculum: meaning, concept, nature and its basis..
2. Type of curriculum. Syllabus, curriculum & co-curriculum
3. Knowledge as the bases of curriculum, various structures of society and knowledge and their linkage and relationship

Unit 3

1. Factors affecting curriculum change: Social factors, Pressure groups, Writers and publishers.
2. Role of teacher as a curriculum maker
3. Concept of curriculum development and other curricular fields (curriculum design and curriculum engineering)

Unit 4

1. Meaning & Concept of nationalism, universalism and secularism and their interrelationship with Education.
2. Concept of National curriculum, curriculum reform in India. 3. Review of present curriculum (school subjects)

Unit 5

1. The salient features of national curriculum framework 2005 and NCFTE 2010 Analyze of these documents with respect to various aspects of foundations, concerns and the changes made with important considerations.
2. Nuffield, BSCS, PSCS, NSES. MSG, with respect to their priorities, concerns and goals towards school education

Term Test: 10 Marks Sessional Work

1. Organise a workshop related to curriculum development.
2. Analyse the influence of school, community and state on the content and curriculum of primary to secondary (any one level) and draft a report of work.
3. Play a drama on good discipline in school.
4. Organize tree plantation program with the involvement of community members and school.
5. Prepare project on NCF 2005.
6. Analysis of social myth in the light of scientific values and culture, life skills etc.
7. Organize a stage play or drama on education although of Mahatma Gandhi/ Ravindra Nath Tagore.

Organize child centered activity of children education and values based on Gandhian/Tagore

- 12 **Aggarwal, J.C.**
Title: Essentials of Educational Psychology
Publisher: Vikas Publishing House
- 12 **NCERT (2005, 2006, 2012)**
Title: National Curriculum Framework (NCF) and position papers
Publisher: NCERT
- 12 **Krishna Kumar**
Title: What is Worth Teaching?
Publisher: Orient BlackSwan
- 12 **Dewey, John**
Title: Democracy and Education
- 12 **Niranjana Radhaya, V.P. & Aruna, C.R.**
Title: Curriculum and Education
Publisher: Books for Change
- 12 **Apple, Michael W.**
Title: Official Knowledge: Democratic Education in a Conservative Age
- 12 **Pathak, Avijit**
Title: Social Implications of Schooling
Publisher: Rainbow Publishers
- 12 **Bhatt, B.D. & Sharma, S.R.**
Title: Educational Curriculum and Conceptual Change
- 12 **Taba, Hilda**
Title: Curriculum Development: Theory and Practice
- 12 **Tyler, Ralph W.**
Title: Basic Principles of Curriculum and Instruction
- 12 **Recommended NCERT Readings:**
- NCF 2005 (National Curriculum Framework)
 - NCF Position Paper: *Curriculum, Syllabus and Textbooks*
 - NCF Position Paper: *Teacher Education for Curriculum Renewal*

B.Ed. I YEAR (II SEMESTER)

UNDERSTANDING DISCIPLINES AND SUBJECTS

Course Code- BED-10

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Learning Outcomes

By the end of this course, the student-teacher will be able to:

1. Understand the Nature and Structure of Disciplines

- Explain what constitutes a **discipline** and how disciplines are formed and organized.
- Differentiate between **discipline, subject, and curriculum**.
- Reflect on the **historical evolution** of disciplines and their **social, cultural, and political contexts**.

2. Analyze the Evolution of School Subjects

- Understand how school subjects emerged from academic disciplines.
- Trace the transformation of **knowledge into subjects** as taught in schools.
- Analyze how **power, ideology, and policy decisions** influence the selection of subjects.

3. Critically Examine Knowledge Construction

- Understand the process of **knowledge construction** in various disciplines.
- Recognize the **interdisciplinary nature** of knowledge.
- Evaluate the **epistemological** basis of various school subjects.

4. Reflect on the Role of Teachers in Knowledge Mediation

- Identify the teacher's role as a **facilitator of knowledge**, not just a transmitter.
- Develop sensitivity toward **inclusive and democratic pedagogical practices**.
- Understand the teacher's responsibility in shaping students' understanding of subjects.

5. Relate Disciplines to School Curriculum

- Examine how school subjects are derived from disciplines and their implications for curriculum planning.
- Critique the **hierarchy and marginalization** of certain subjects (e.g., arts, crafts, physical education).
- Suggest reforms for making subject content **more meaningful, inclusive, and contextually relevant**.

6. Promote Reflective and Critical Thinking

- Engage in **critical reflection** on the formation of school knowledge.
- Encourage **questioning of dominant narratives** in curriculum and subject design.
- Promote **equity and social justice** through thoughtful selection and treatment of content.

Unit 1

- (a) Understand chronological evolution of knowledge
- (b) Understand theory related to human needs change with time.
- (c) Nature and role of disciplinary knowledge in the school curriculum,

Unit 2

- (a) Changing concept of discipline and subjects.
- (b) Sources of discipline and subject.
- (c) Nature and role of disciplinary knowledge in the school curriculum,

Unit 3

- (a) Disciplinary areas in school.
- (b) Inter-disciplinary approach.
- (c) Impact of social, political and intellectual context on discipline and school subject.

Unit 4

- (a) Sources of discipline and subject.
- (b) Redefining and re-structuring the discipline and school subjects.
- (c) Criteria for selecting content

Unit 5

- (a) Learner oriented discipline.
- (b) Discipline and subject for national building.
- (c) School subjects for social reconstruction, practical knowledge, community knowledge and intuitive knowledge.

Term Test: 10 Marks Sessional Work: 10 Marks

Practicum/Field Work

1. Conduct an activity from school subject which is essential for further life at upper primary to senior secondary level.
2. Work shop on writing a paper for book, magazine and journal.
3. Analyse the periodicals like newspaper magazine journals etc. In the light of social needs of science /social science/maths etc.
4. Make a project related to framing horticulture or hospitality by which student may acquire knowledge of multi disciplines

References:

1. Zastoupil, L.&Moir,M.(1999)the great Indian education debate: Documents Relating to the orientalist-anglicis controversy, 1781-1843, Psychology press.
2. UNESCO,(2009)Policy guidelines on inclusion in education UNESCO.
3. Valerianrodrigues,(2002)democracy.In the essential writings of B.R.Ambedkar (pp60-64) New Delhi: oxford University press.
4. ShulmanL.S.(1986)thosewhounderstand:knowledgegrowthinteaching. Educational researcher, 4-14
5. Scrase, T. J. (2002). Globalisation and the cultural politics of educational change: the controversy over teaching on English in west Bengal. International review of education 48(5),361-375
6. Poste, R. Pster, T. M, & Ross. D. (Eds) (2003) the combridge history of science: Volume 7 the modern social sciences. Cambridge University press.
7. Plato (2009) Reason and persuasion Three dialogues (chapter /\) in J. Holbo (Ed) meno: reason, persuasion and virtue. Person.
8. Naik. J.P. & Nurullah, S. (1974) a student's history of education in India (1800- 1973). Macmillan
9. Montuschi,E.(2003).Objects of social science.London :continuumpress.
10. Ladson-Billings.G.(1995).Toward a theory of culturally relevant pedagogy. American Educational research journal.32(3),465-491.

11. Hodson, D, (1987). Science curriculum change in Victorian England: A case study of the science of common things. In I. Goodson (Ed.), International perspectives in curriculum history. Croom helm.
12. Goodson, L.F. & Marsh, C.J. (2005). Studying school subjects: A guide. Routledge.
13. GOI. (1992, 1998), National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
14. Ghosh, S.C. (2007). History of education in India. Rawat publications.
15. Oeng, Z (2013) School subjects and academic disciplines. In A. Luke, A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.
16. Oeplitz, L.O. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. Harvard Educational Review, 58(3), 280-299.
17. Charkavarti, U. (1998). Rewriting history: The life and Times of Pandita Ramabai. Zubaan.
18. Carr, O. (2005). Making sense of education: An introduction to the philosophy and theory of education and teaching. Routledge.

WebLinks:

- <https://mangaloreuniversity.ac.in/sites/default/files/2019/Course-5%20English%20Version.pdf>
- <https://dktinstitutions.com/wp-content/uploads/2020/02/Understanding-Disciplines-and-Subjects.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/46622/1/BES-125B1E.pdf>
- <https://www.amazon.in/Understanding-Disciplines-Subjects-Jayapriya-N-ebook/dp/B09CQ2PZGH>

B.Ed. I YEAR (II SEMESTER)
GENDER, SCHOOL AND SOCIETY
Course Code- BED-11

Internal Assessment: 20

Total Marks:100

External Assessment: 80

Credit:4

Learning Outcomes

By the end of this course, the student-teacher will be able to:

9. **Explain the meaning and nature** of disciplines and school subjects.
9. **Understand the historical development** of disciplines and how subjects evolve in social and political contexts.
9. **Analyze the social construction** of knowledge and how it is shaped by time, culture, and ideology.
9. **Differentiate between disciplinary, multidisciplinary, and interdisciplinary knowledge.**
9. **Understand the transformation of knowledge into school curriculum** and critically examine school subjects.
9. **Recognize the role of teacher** in mediating knowledge and shaping subject understanding.
9. **Critically evaluate the dominance of certain disciplines** and the marginalization of others.

Unit – 1

1. Concepts of Gender, sex, sexuality, patriarchy, masculinity and feminism.
2. Gender bias, gender role, stereotyping and its consequences. Kanya-Bharun hatya.
3. Gender and other form of inequality in relation with (caste, class, ethnicity, disability).

Unit-2

1. Role of women in developing country, School cultures & issues of society.
- RTI (Right to Education) , Equal opportunity in women education
3. Schooling of Girls, dropout rate, completion rate, Feminization of teaching profession.

Unit 3

1. Rights for gender equality and their implication for social change.
2. Reason, why girls feel uncomfortable in schools? Girls school v/s co education school.
3. Gender bias in curriculum, text books, analysis of hidden curriculum

UNIT – 4

1. Gender, culture and institution: Intersection of class, caste, religion and region
2. Construction of gender in curriculum framework since Independence, Gender and the hidden curriculum
3. Relationships within the school: child-child, teacher-child, and teacher-peer group relationships from the perspective of gender.

UNIT – 5

1. Understanding sexuality (sexual orientation and sexual identity – third gender) Legal (sexual and reproductive) rights of women.
 2. Violence against women, Sexual harassment in family, neighborhood and other formal and informal institutions.
 3. Reproductive rights and sexual rights. Institutions redressing sexual harassment and abuse.
Practicum/Field Work
1. Analysis to textual materials from the perspective of gender bias and stereotype.
 2. Debates and discussions on violation of rights of girls and women.
 3. Case study on how students perceive role models in their own lives, Debate must be conducted in school among adolescence.
 4. Prepare an analytical report on portrayal of women in print and electronic media.

Reference Books

- **NCERT**
 - *Position Paper on Gender Issues in Education* (NCF 2005)
 - *Training Module on Gender Sensitization for Teachers*
- **Nivedita Menon**
 - *Seeing Like a Feminist*
 - Excellent for understanding gender roles and structures in India.
- **Krishna Kumar & Anjali Noronha**
 - *Education and Inequality: Historical and Contemporary Perspectives*
- **Madan, Amrit**
 - *Gender and Education*

- **Bhasin, Kamla**
 - *Understanding Gender*
 - A simple and powerful introduction to gender issues.
- **Shukla, S. & Kumar, K. (Eds.)**
 - *Sociology of Education in India*
- **Connell, R.W.**
 - *Gender and Power*
 - Explores structural gender inequalities in institutions.

.Delpit, L.D. (2012) Multiplication is for white people: raising expectations for other people's children, the new press.

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.Ni rantar. (20 I 0) textbook regimes: A feminist critique of nation and identity. New delhi

.A. banon. Robent (2010) social psychology,pearson education New Delhi

Web Links:

- <https://mangaloreuniversity.ac.in/sites/default/files/2019/Course-5%20English%20Version.pdf>
- <http://www.ippr.org/files/uploadedFiles/research/projects/Education/The%2520Aims%2520of%2520School%2520Ed%2520FINAL.pdf>
- <https://www.cheam.sutton.sch.uk/88/aims-of-the-school>
- <https://www.drishtiiias.com/loksabha-rajyasabha-discussions/draft-nationaleducation-policy-2019>
- <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>
- <http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf>
- <https://www.edutopia.org/blog/social-justice-whole-school-approach-jeanineharmon>

- <https://rrr.edu.au/unit/module-1/topic-3/social-justice/>
- <https://education.cu-portland.edu/blog/classroom-resources/teaching-socialjustice>
- https://en.wikipedia.org/wiki/Natural_science
- https://en.wikipedia.org/wiki/Outline_of_natural_science
- <https://www.merriam-webster.com/dictionary/natural%20science>
- <https://www.topuniversities.com/courses/natural-sciences/guide>
- <https://www.topuniversities.com/university-rankings/university-subjectrankings/2019/natural-sciences>

B.Ed. I YEAR (II SEMESTER)

Pedagogy of School Subject

PEDAGOGY OF HINDI

Course Code-BED-12/01

Internal Assessment: 20
External Assessment: 80

Total Marks: 100
Credit : 4

ह िंदी शिक्षा िास्त्र –अहिगम परिणाम

इस पाठ्यक्रम के अध्ययन के पश्चात्शिक्षक अभ्यर्थी में हनम्रशित्ति योग्यताएँ हिकशसत कीी:

- ह िंदी भाषा के स्वरूप औ म त्व को समझना
 - ह िंदी भाषा की प्रकृत, हििषताएँ एिं अन्य भाषाओं से सिबिं को समझ सकेगा।
 - ह िंदी भाषा के सामाशिक, सािंस्कृतक औ िैहक्षक म त्व को प चान सकेगा।
- भाषा अहिगम की प्रहक्रया को समझना
 - भाषा अहिगम से िुडे शसदुािंतोिं औ मनोिैज्ञाहनक पक्षोिं को स्पष्ट रूप से समझेगा।
 - प्रार्थहमक एिं माध्यहमक स्ति पि ह िंदी शिक्षण की उपयुक्त हिहियोिं का चयन कि सकेगा।
- ह िंदी शिक्षण की हिहियोिं औ तकनीकोिं का प्रयोग किना
 - ह िंदी भाषा शिक्षण की हिहभन्न हिहियोिं (िैसे – व्याकिण-अनुदेिन हिहि, सिंप्रेषणात्मक हिहि, नाटक, सििाद आहद) का प्रयोग कि सकेगा।
 - श्रिण, िाचन, िेिन औ िाक्कौिोिं के हिकास ेतु उपयुक्त गहतहिहियाँ योिना बना सकेगा
- पाठ्य पुस्तकोिं एिं शिक्षण सामग्री का हिश्लेषण औ उपयोग
 - ह िंदी पाठ्यपुस्तकोिं का हिश्लेषण कि उनकी उपयोहगता औ सीमाओं को प चान सकेगा।
 - भाषा शिक्षण के शिए स ायक सामग्री (चाटट, फ्लैिकार्ट, श्रव्य-दृश्य सामग्री आहद) का हनमाटण औ प्रभािी उपयोग कि सकेगा।
- मूल्ािंकन की हिहियोिं को समझना औ िागू किना

- ह िंदी भाषा अहिगम के हिहभन्न प िुओं (श्रिण, िाचन, िेिनआहद) के शिए उपयुक्त मूल्ािंकन उपकिण तैयाि कि सकेगा।
- हनििंति एििं व्यापक मूल्ािंकन (CCE) की दृष्ट से मूल्ािंकन की प्रहक्रया को िागू कि सकेगा।
- 6. शिक्षण योिना (Lesson Plan) तैयाि किना
 - पाठ योिना, भाषा प्रयोग की योिनाएँ, गहतहिहि आारित शिक्षण आहद की रूपििा बना सकेगा।
 - हिहि शिक्षण िक्षोिं के अनुसाि िघु ि दीघट पाठ योिनाएँ तैयाि कि सकेगा।
- 7. सीिने के हिहि स्रोतोिं का उपयोग किना
 - ह िंदी भाषा शिक्षण में पुस्तकािय, समाचाि पत्र, पत्रकाओं, ऑहयो-हििुि औि ICT सिंसािनोिं का उपयुक्त उपयोग कि सकेगा।

इकाई - 1

भाषा का वैज्ञानिक स्वरूप

(वर्ण नवश्लेषर्, शब्द नवश्लेषर् और वाक्य नवश्लेषर् के द्निर्कोर् से)
भानषककौशलों के नवकास हेतु नवनभन्न पक्ोों का नशक्

(क) श्रवर्

(ख) मौखखकअनभव्यखि (बोला)

(ग) पठि

(घ) वाचि/पाठ (स्वर और लय सनहत)

(ङ) अनभव्यखि (मौखखक एवों नलखखत)

नहोंदी भाषा नशक् की खिनत

मातृभाषा के रूप में

राजभाषा/रािरीय भाषा के रूप में

पुस्तकालय एवों भाषा प्रयोगशाला का उपयोग

नहोंदी भाषा-कौशलों के नवकास में पुस्तकालय एवों भाषा प्रयोगशाला की भूनमका मातृभाषा

और अन्य नवषयों के मध्य पारस्पररक सोंबोध

इकाई - 2

◆ मातृभाषा एवों उसका महत्व

◆ मातृभाषा नशक् के उद्देश्य

◆ मातृभाषा नशक् के नसद्ाोंंत

◆ कक्ा नशक् के नसद्ाोंंत

इकाई- 3

(क) गद्य नशक्

(सानहखिक एवों गैर-सानहखिक प्रकारों सनहत)

(ख) काव्य नशक्

(छोंदबद् एवों छोंदमुि रूपों

में) (ग) निबोध नशक्

(वर्णित्मक एवों त्गपूर्ण प्रकारों में) (घ)

कहािी नशक्

(काल्पनिक एवोंभिवात्मक प्रकारों में) (ङ)

रचि नशक्

(निबोध लेखि एवों कहािी

लेखि) (च) व्याकरर् नशक्

- ◆ नहोंदी भाषा नशक्र में श्रव्य-दृश्य (ऑनियो-नवजुअल) उपकरर्रोों का महत्व एवों उपयोग
- ◆ नहोंदी भाषा नशक्र में पाठ्यपुस्तकों का महत्व

इकाई- 4

- ◆ निम्नलिखित नशक्र नवनधयों का ज्ञाि एवों प्रयोग (प्रथम तीि पाठ योजिओं के प्रारूप के अनुसार): (क) पररयोजि नवनध (ख) आगम एवों निगमि नवनध (ग) क्रमबद् नशक्र नवनध (घ) क्ेत्रीय सानहि का प्रयोग (ङ) सामानजक सोंसाधियों का उपयोग (च) सोंगर्क आधाररत नशक्र (छ) निनजटल अनधगम उपकरर (ज) भाषा प्रयोग शाला

इकाई - 5

नहोंदी भाषा नशक्र में मूल्ाोंकि ◆ मूल्ाोंकि का अग्नएवों नवशेषताएँ

मूल्ाोंकि की पररभाषा, उसका महत्व तथा उसकी प्रमुख नवशेषताओं की समझ।

- ◆ पाठ से पूगएवों पाठ के पश्चात मूल्ाोंकि नशक्र-प्रनक्रया प्रारोंभ होिे से पहले तथा बाद में नकया जािे वाला मूल्ाोंकि।
- ◆ प्रश्नपत्रों एवों ब्लूनप्रॉट का निमाणर् सोंतुनलत मूल्ाोंकि हेतु प्रश्नपत्रों की रूपरेखा (ब्लूनप्रॉट) एवों उिका निमाणर् कैसे नकया जाए।
- ◆ प्रश्नों के प्रकार एवों निमाणर् प्रश्नों के नवनभन्न प्रकार (लघु, दीघण, वस्तुनिष्ठआनद) और उन्हें प्रभावी रूप से तैयार करि की नवनधयों। (क) भाषा नशक्र से सोंबोंनधत नवषयवस्तु का नवश्लेषर् नहोंदी भाषा नशक्र से जुडी नवषय वस्तु/पाठयोंशों की नवश्लेषर्ात्मक समझ। (ख) पाठयोजि का निमाणर् एवों उसके प्रकार पाठ योजि तैयार करि की प्रनक्रया, नजसमें दैनिक पाठ योजिाएँ (Daily Lesson Plans) और इकाई योजिाएँ (Unit Plans) शानमल हैं।

नहोंदी नशक्राशास्त्र के नलए अिशोंनसत पुस्तकों की सूची

- ◆ NCERT व NCF आधाररत स्रोत

रािरीय पाठ्यचयाण रूपरेखा (National Curriculum Framework – 2005) – NCERT

नहोंदी नशक्र की पद्दतयों (Teaching of Hindi) – NCERT

भाषा नशक्र में मूल्ाोंकि – एिसीईआरटी

एिसीएफ 2023 / एिईपी 2020 के सोंबोंनधत दस्तावेज

शैक्नर्क लेखकों द्वारा पुस्तकें

िों. ताराचोंद्र शमाण – नहोंदी नशक्र नवनधयों

िों. कृष्ण कुमार – नशक्रा का समाजशास्त्र, भाषा और नशक्रा

िों. नवमला कौल – भाषा नशक्र की रूपरेखा

िों. रामचरर् शमाण – नहोंदी भाषा नशक्र

िों. अनिल कुमार नसोंह – नहोंदी भाषा का नशक्राशास्त्र

बालस्वरूप राही – नहोंदी भाषा और सानहि का नशक्र

अन्य सहायक पुस्तकें

Aggarwal, J.C. – *Principles, Methods and Techniques of Teaching*

Bindu, R.L. – *Teaching of Hindi – A Practical Approach*

Rai, U.N. – *Hindi Shikshan: Koshikayein Evam Vidhiyan*

Dayal, Raghuvir Saran – *Hindi Shikshan Vidhi*

WebLinks:

- https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD115DST_July4.pdf
- <https://www.uou.ac.in/sites/default/files/slm/CPS-12.pdf>
- <https://ncert.nic.in/pdf/publication/otherpublications/BhashaShikshanBhag-I.pdf>
- <https://hi.wikipedia.org/wiki/%E0%A4%B6%E0%A4%BF%E0%A4%95%E0%A5%8D%E0%A4%B7%E0%A4%BE%E0%A4%B6%E0%A4%BE%E0%A4%B8%E0%A5%8D%E0%A4%A4%E0%A5%8D%E0%A4%B0>
- <https://exambaaz.com/hindi-pedagogy-notes/>
- <https://www.amazon.in/-/hi/DR-B-D/dp/B084FXCT4Q>
- <https://unacademy.com/course/hindi-pedagogy-of-language-tet/NLA36N2V>
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- <https://letslearnn.com/ctet-hindi-pedagogy-notes-pdf-download/>

B.Ed. I YEAR(II SEMESTER)

PEDAGOGY OF ENGLISH

Course Code-BED-12/02

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Learning Outcomes

After completing this course, the student-teachers will be able to:

- **Understand the Nature and Importance of English Language Learning**
 - Explain the role of English as a **global, national, and link language**.
 - Appreciate the **status and functions of English** in the Indian multilingual context.
- **Formulate Aims and Objectives of Teaching English**
 - State specific learning outcomes for teaching **Listening, Speaking, Reading, and Writing (LSRW)** skills.
 - Frame objectives at various stages: **primary, upper primary, secondary, and senior secondary** levels.
- **Understand the Principles and Approaches of English Language Teaching**
 - Apply appropriate **methods and approaches** (e.g., Direct Method, Communicative Approach, Grammar-Translation Method, Structural Approach) in classroom situations.
 - Evaluate their **strengths and limitations** in the Indian context.
- **Develop Competence in Using Various Instructional Strategies**
 - Prepare and implement effective **lesson plans, language games, and interactive activities**.
 - Use **multimedia and ICT tools** for enhancing language learning.
- **Teach Language Skills Effectively (LSRW)**
 - Plan and execute strategies to teach **listening comprehension, spoken fluency, reading for meaning, and effective writing**.
 - Evaluate students' progress in language skills using **formative and summative tools**.
- **Design and Use Language Teaching Aids and Materials**
 - Select, adapt, and prepare suitable **textbooks, workbooks, audio-visual aids, and authentic materials**.
 - Foster creativity in material development to suit learner needs.
- **Understand the Role of Evaluation and Remedial Teaching**
 - Assess students' language proficiency using **diagnostic and achievement tests**.
 - Plan **remedial measures** for slow learners and those with language difficulties.
- **Reflect on One's Own Practice as a Language Teacher**
 - Develop awareness of their own **strengths and areas for improvement**.
 - Engage in **continuous professional development** and reflective teaching practices.

Unit 1

- (a) Basic Concepts, objectives and Methods of Teaching English as a second language.
 - (i) Mother – tongue
 - (ii) Second Language
 - (iii) Difference between teaching and language teaching.
 - (iv) Principles of Second Language Teaching.
 - (v) Forms of English – Formal, Informal, Written, Spoken, Global English.
 - (vi) English as a Second Language (ESL), English as a Foreign Language (EFL), English for specific purpose (ESP).
- (b) Methods and Approaches :

(c) Objectives : Objectives of Teaching English as a second language.

(i) Skill based (LSRW)

(d) Introduction to Methods of and Approaches to Teaching of English as a second language.

(i) Direct Method.

(ii) Structural – Situational Approach

(iii) Audio – Lingual Method

(iv) Bilingual Method

(v) Communicative – Language Teaching (CLT).

1. Role of Computer and Internet in Second Language Teaching Computer Assisted Language Learning (CALL) Computer Assisted Language Teaching (CALT).

2. Eclectic Approach to Second Language Teaching

3. Study of the above methods and approaches in the light of :

(e) Psychology of second language learning.

(f) Nature of English Language.

(g) Classroom environment and conditions.

(h) Language functions.

(i) Aims of language teaching, role of mother tongue, role of teacher learners, text books and

A.V. aids language skills testing, errors and remedial work

Unit – 2

Teaching of listening and speaking skills.

(A) Listening:

i. Concept of listening in second language :

ii. The Phonemic elements involved in listening at the receptive level (Monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm).

iii. Listening skills and their sub skills.

iv. Authentic listening v/s Graded listening.

v. Techniques of teaching listening.

VI. Role of teaching aids in teaching listening skills.

vi. Note – taking

(B) Speaking:

i. Concept of speaking in second language;

ii. The phonemic element involved in speaking at the productive level (monotones, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm) :

iii. The stress system – Weak forms and schwa.

iv. Use of pronouncing dictionary.

v. Phonemic transcription.

vi. Techniques of teaching speaking skills and pronunciation practice and drills – Ear training, repetition, dialogues and conversation.

vii. Role of A.V. aids in teaching speaking skills.

Unit – 3

Teaching Reading and Writing skills:

Reading Skills:

- (i) Concept of reading in second language;
- (ii) Mechanics of Reading (Eye span, Pause, Fixations, Regressions) :
- (iii) Types of Reading: Skimming, scanning, silent reading, Reading Aloud. Intensive Reading, Extensive reading: Local and Global Comprehension.
- (iv) Role of speed and pace.
- (v) Relating teaching of Reading to listening and speaking skills.
- (vi) Teaching silent reading, intensive reading, extensive reading and genuine reading comprehension in terms of inference prediction critical reading, interpretation judgment summarizing, central idea, etc.
- (vii) Role of course reader and rapid reader, cloze procedure, Maza method, dictionary in teaching reading skills.
- ii. Concept of writing in first language and the second language.
- iii. Types of composition – oral, written, controlled, guided, contextualized and integrated composition.
- iv. Teaching the following items keeping in view their style, ingredients, and mechanics.
- v. Letter (Formal and informal), Essay, Report, Telegram, E-mail, Notices, Précis, Paragraph, Developing Stories, Note Making.

Unit –4

Resources and Planning for English Language Teaching:

(a) Resources for English Language Teaching :

- i. The Blackboard and the white board.
- ii. Blackboard drawings and sketches.
- iii. The overhead projector (OHP).
- iv. Flashcards, Poster and Flip Charts.
- v. Songs, Raps and Charts.
- vi. Video Clips.
- vii. Pictures, Photos, Postcards and Advertisements.
- viii. Newspapers, Magazines and Brochures.
- ix. Mind Maps
- x. Radio, Tape – Recorder, T.V.
- xi. Language Laboratory
- xii. Stories and Anecdotes

(B) Planning for English Language teaching as a second Language B – Prose Lessons:

- a. Planning a Unit (Based on a lesson in the Course Reader (Text Book)
- b. Identifying and listing language material to be taught (New

Lexical and structural items, their usage and uses).

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

a. New Lexical items (Vocabulary).

b. New Structural items

c. Reading Comprehension

d. Textual excises

e. Writing / Composition Unit Test

Unit 5 Testing and Evaluation in English

(i) Components of Poetry

(ii) Concept, aims and objectives of teaching poetry in Second Language

(iii) Steps of teaching Poetry at the Secondary stage.

a) Concept of testing and evaluation in English as a second language.

b) Difference in testing in content – subjects and skills subjects.

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

d) Type of test Achievement test, Proficiency test, Diagnostic test, prognostic test, Formative and summative tests).

e) Preparation of unit test and examination paper – their blue – print and answer key.

f) Types and preparation of test-items.

g) Error analysis.

h) Concept and need of remedial teaching and remedial work.

Terminal test = 10 Marks

Sessional Work= 10 Marks

Activities/Practicum/Field work(Any two of the following)

- Take a few passages from Science, Social Science and Maths text books of Classes VI to VII and analyse:

- (i) How the different forms of language have been introduced?
- (ii) Does the language clearly convey the meaning of the topic being discussed?
- (iii) Is the language learner-friendly?
- (iv) Is the language too technical?
- (v) Does it help in language learning?

- Now write an analysis based on the above issues.

- Do a survey of two schools (Secondary or Senior Secondary) in your neighbourhood to find out the challenges faced by the teachers and the learners in the teaching-learning process of English. The survey may be based on types of books introduced,

9. Collection of Newspaper and Magazine advertisements for teaching lexical and structural items and preparing language exercises based on them. family support in learning, school resources support, teaching strategies, learning hurdles etc. Prepare the findings in report form.

- Preparation of five cards, five pictures cards and five cross word puzzles.

- Keeping in view the needs of the children with special needs prepare two activities for English teaching.
- Picking up a child from family/School Prepare a portfolio of any exceptional child/specially-abled/slow learner about his/her developmental aspects of language.

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- <https://www.amazon.com/Different-Kind-Classroom-TeachingDimensions/.../087120...>
- <https://www.uts.edu.au/...teaching/teaching...teaching/planning-and-preparing-teaching>
- <http://www.theguardian.com/teachernetwork/teacherblog/2012/apr/10/language-teaching-social-media>
- <http://a4esl.org/>
- <http://carla.acad.umn.edu/>

- <http://www.eslcafe.com/>
- <http://resources.hkedcity.net/>
- <http://iteslj.org/ESL.html>
- <http://www.teachitprimary.co.uk/>
- <http://www.teachingenglish.org.uk/>
- <http://www.teachitprimary.co.uk/>
- <http://www.tefl.net/esl-lesson-plans/>
- <http://www.language-education.com/eng/index.asp>
- <http://www.edufind.com/english/grammar/>
- <http://www.rong-chang.com/>
- <http://www.englishclub.com/>
- <http://www.webenglishteacher.com/index.html>

B.Ed. I YEAR (II SEMESTER)

“संस्कृत शिक्षण की शिक्षा िास्त्र”

Course Code-BED-12/03

Internal Assessment: 20

External Assessment: 80

पाठ्य उद्देश्य

Total Marks: 100

Credit: 4

इस पाठ्यक्रम के अध्ययि उपरोंत, छात्र-अध्यापक निम्नलखखत क्मताएँ अनजणत करेंगे:

सौस्कृत भाषा के स्वरूप एवों महत्व को समझिा

सौस्कृत भाषा का सामानजक, सौस्कृतनतक एवों शैनक्कमहत्वसमझसकेंगे।

नवद्यालयी पाठ्यक्रम में सौस्कृत की उपयोगता को स्पि कर सकेंगे।

सौस्कृत नशक् के उद्देश्यों का निधाणर् करिा

नवनभन्न स्तरों (प्राथनमक, उच्च प्राथनमक, माध्यनमक) पर सौस्कृत नशक् के उद्देश्य तय कर सकेंगे। सौंप्रेषर्

कौशल (Listening, Speaking, Reading, Writing) परआधाररतलक्ष्य बिा सकेंगे। सौस्कृत नशक् की

नवनधयों एवों दनिकोर्ोों को अपिािा

सौस्कृत भाषा नशक् की प्रमुख नवनधयाँ जैसे- व्याकरर्-भुवाद नवनध, प्रिक् नवनध, श्रवर् बोला नवनध आनद को समझकर उपयोग कर सकेंगे।

भाषा नशक् सामग्री का चयि एवों निमाणर् करिा

पाठ्य पुस्तकों के साथ-साथ सहायक नशक् सामग्री (Audio-Visual Aids, Flashcards, Charts) तैयार कर सकेंगे।

पाठ योजना (Lesson Plan) का निमाणर् एवों नक्रयान्वयि
 पाठय नवषय के अिसार सुनियोनजत पाठ योजिाँ तैयार कर उन्हें कक्ा में प्रयोग कर सकेंगे।
 नशक् उद्देश्यों को ध्याि में रखते हुए कौशलआधाररत नशक् कर सकेंगे।
 मूल्ाोंकि एवों सुधारात्मक नशक् का प्रयोग
 छात्रों के प्रदशणि का िैदानिक एवों उपलखि मूल्ाोंकि करिा
 सीखेंगे। कमजोर छात्रों के नलए सुधारात्मक नशक् नवनधयाँ अपिािा
 सीखेंगे। सौस्कृत भाषा के प्रनत सकारात्मक दनिकोर् नवकनसत करिा
 छात्रों में सौस्कृत भाषा के प्रनत रुनच, उत्साह एवों आिापूर्ण दनिकोर् नवकनसत कर सकेंगे।

इकाई 1: तृतीय भाषा शिक्षण के सैद्ांशतक आधार

- तृतीयभाषा (सांस्कृत) शिक्षण के अांतशनिशित शसद्ांत
 - तृतीय भाषा नशक् का महत्व
 - निम्नलखखत नवषयों से अांत: सौबोध:
 - मिो नवज्ञाि
 - भाषा नवज्ञाि
 - नशक्ा नवज्ञाि
- भाषाई कौिल एवां उनका मित्व
 - (a) ग्रिण कौिल (Receptive Skills):
 - श्रवर् (Listening)
 - पठि (Reading)
 - (b) उत्पादन कौिल (Productive Skills):
 - वाचि (Speaking)
 - लेखि (Writing)
 - (c) उप-कौिल (Sub-skills) एवां उनका मित्व
- सांस्कृत को तृतीय भाषा के रूप में पढाने के उद्देश्य
 - (i) प्राथनमक स्तर पर
 - (ii) उच्च प्राथनमक स्तर पर

◆ इकाई 2: भाषाई कौिल का शिक्षण – अर्ि, मित्व, शवशधयाँ एवां तकनीक

- श्रवण कौिल
 - शुद् उच्चारर्
 - स्वर लहररयाँ (Intonation)
 - बलाघात (Stress)
 - नवराम (Pause)
 - बल (Emphasis)

- स्वर-स्वभाव (Tone) आनद
- वाचन कौल
 - स्पिउच्चारर्
 - प्रवाह
 - लयबद्धता
 - भाव-प्रदशणि
 - िेत्र-संमग्न
 - स्वर और भाव की सौगनत
- पठन कौल
 - प्रवाही पठि
 - मौखिक पठि
 - मूक पठि
 - बोध क्मता (Comprehension)
 - शब्द भौार का नवकास
- लेखनकौल
 - लेखि की यौनत्रकता (Mechanics of Writing)
 - क्ताणि (Spelling)
 - वाक्य निमाणर्
 - व्याकरर्
 - नवराम नचह
 - अिच्छेद लेखि
 - निदेनशत एवौ मुि लेखि
- कौिलौ का अांतसंबांध एवां एकीकृत शिक्षण

◆ इकाई 3: सांस्कृत शिक्षण की शवशधयाँ एवां दृशिकोण

- शवशभन्न शवशधयाँ और दृशिकोण – अर्ि, मित्व, प्रशिया, शविषताएँ एवां सीमाएँ
 - (i) प्रिक् नवनध (Direct Method)
 - (ii) सौरिचात्मक दृनिकोर् (Structural Approach)
 - (iii) सौप्रेषर्ात्मक दृनिकोर् (Communicative Approach)
 - (iv) नमनश्रतदृनिकोर् (Eclectic Approach)
- इनशवशधयोकाशवशभन्नसन्दभौमेंप्रयोगएवांशवश्लेषण:
 - तृतीय भाषा अनधग्रहर् की प्रकृतनत
 - सौस्कृत भाषा की नवशेषताएँ
 - कक्ा-कक् का वातावरर् और नशक् की पररखिनतयाँ
 - भानषक नक्रया कलापोँ में प्रयोग
 - भाषा नशक् के उद्देश्य
 - मातृभाषा की भूनमका
 - नशक्क, नवद्याथी, पाठ्यपुस्तक एवौ सहायक सामग्री की भूनमका
 - त्रुनटयाँ एवौ उपचारात्मक उपाय
 - मूल्ाेंकि एवौ आकलि

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- 8. Paliwal, Dr. A.K. (2002), “Communicative Language Teaching”, Jaipur Surbhi Publication.
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- Vedonuse Books (P) Ltd. Vardhman, Charve Plaza – IV, Building 9, K.P. Block Pitampura.
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- 12- "ttL=h MtW- lw; nso %1973% ^eukshHkkfekdh] iVuk fcgkj fgUnh xzaFk vdknehA
- 13- frot7h, HttytutFt ,o JhotLro 7ohUnutFt %1971% ^HttfGtdh**, fInYyh u'tuy ifeyflax gkAIA
- 14- f=itBh 7telq7't, %1972% ^l'LÑr 0;td7.t n'tZu**, fInYyh 6 7ttdey izdt'tu izt-fy- 8 QSTk cktkja

WebLinks:

- <https://www.uou.ac.in/sites/default/files/slm/CPS-6.pdf>
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B.Ed. I YEAR (II SEMESTER)

Pedagogy of Urdu

Course Code-BED-12/04

Internal Assessment: 20

External Assessment: 80

Total Marks: 100

Credit: 4

Learning outcomes

- Understand the different roles of language;
- Understand the relation between literature and language;
- Understand and appreciate different registers of language; Develop creativity among learners;
- Examine authentic literary and non literary texts and develop insight and appreciation; Understand the use of language in context, such as grammar and vocabulary;
- Tobeable to develop activities and tasks for learners;
- Understand the importance of home language and school language and role of mother tongue in education;
- Use multilingualism as a strategy in the classroom situation; Understand about the teaching of poetry, prose and drama;
- Identify methods, approaches and materials for teaching Urdu at different levels; Understand constructive approach to language teaching and learning; Understand the process of language assessment;
- Familiarise students with our rich culture, heritage and aspects of our contemporary life.

Language classroom and texts have a lot of scope to make students sensitive towards surrounding

Unit – 1

a) Language: Importance and functions with special reference to the Urdu Language.

b) Language skills, Listening and Art of Listening Speaking-Pronunciation, Recitation and

Punctuation Reading- Aloud, Silent, Intensive and Extensive Writing-Knowledge of Urdu Script

i] Khat – e- Naskh

ii] Khat – e – Nastaliq

iii] Khat – e – Shikast

b) Place of Urdu Language in the present educational system as prevalent in the State of Rajasthan.

c) Suggestions for a better place of Urdu in the Syllabi.

d) Relation of Urdu with other Indian Languages.

Unit – 2

a) Objectives of teaching Urdu at Secondary stages of Education

b) Problems of teaching and learning Urdu and their solutions.

c) Value outcomes of teaching Urdu at different levels of education.

d) Methods of teaching Urdu I] Direct Method. ii] Structural Method, ii] Grammar Method

iv] Translation Method.

Unit – 3

a) Teaching of various forms of Urdu Literature – I) Prose, ii) Composition, iii) Grammar, iv) Poetry: Ghazal, Nazam and Drama.

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

c) Co-curricular activities, Language Laboratory.

Unit – 4

1. Planning for teaching Urdu: Need and Importance of Planning.

2. Content Analysis

3. Yearly Plan, Unit Plan and Daily Lesson Plan

Unit – 5

a) Purpose of concept of Evaluation in Urdu

b) Techniques of evaluation, Teacher made test, Examination Paper Design and blue print, various types of questions and their uses for Evaluation.

Terminal Test = 10 Marks

Sessional Work = 10 Marks

1 Preparation of One achievement test.

2. Analysis of one text book prescribed at the Secondary stage.

3. Writing knowledge, understanding and skill objectives of teaching prose and poetry with specifications (5 for each area).
4. Preparation of two teaching aids useful for Urdu teaching.
5. Preparation of a lesson plan for remedial teaching.

Reference Books-

1. Muenuddin, Hum Urdu Kaise, Padhen, National Council for Promotion of Urdu Language, West Block, R.K. Puram, New Delhi
2. Muenuddin, Urdu Zaban Ki Tadrees, National Council for Promotion of Urdu Language, West Block, R.K. Puram, New Delhi.
3. Inamullah Sharwani, Tadrees-e-Zaban-e-Urdu, Usmania Book Depot 125, Rabindra Saraud Cal.73.
4. Rasheed Hasan Khan, Hum Urdu Kaise Likhaen, Maktaba Jamia Limited, Jamia Nagar, New Delhi
6. Rasheed Hasan Khan, Urdu Imla Maktaba Jamia Limited, Jamia Nagar, New Delhi.
7. Maulvi Abdul Haq, Quwaid-e-Urdu, Anjuman Taraqqi Urdu, (Hindi), New Delhi
8. Afazal Hussain, Fun-e-Ataleem aur Tarbeeat, Markazi Maktaba Islami, Delhi
9. Akhtar Ansari, Ghazal and Dars-e-Ghazal,
10. Khalilur Rahman Saifi Premi, Usool-e-Taleem aur Amal-e-Taleem, National Council for Promotion of Urdu language, West Block, R.K. Puram, New Delhi

.WebLinks:

- <https://manuu.ac.in/DDE-SelfLearnmaterial/BED%20214%20DST%20Pedagogy%20of%20Urdu.pdf>
- <https://manuu.edu.in/dde/sites/default/files/2021-03/111DST%20Pedagogy%20of%20Urdu.pdf>
- https://manuu.edu.in/dde/sites/default/files/DDE/DDE-SelfLearnmaterial/BEDD114DST_July4.pdf
- <https://unacademy.com/lesson/pedagogy-of-urdu-part-1-in-hindi/GSO7MW2J>
- <https://www.urdupoint.com/dictionary/english-to-urdu/pedagogy-meaning-in-urdu/68565.html>
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B.Ed. I YEAR (II SEMESTER)

Pedagogy of Social Studies

Course Code-BED-12/05

Internal Assessment: 20

External Assessment: 80

Total Marks:100

Credit:4

Learning Outcomes

The student teacher will be able to:

- Understand the aims and objectives of teaching Social Science.
- Develop an understanding of the nature of social sciences, as an individual and integrated disciplines.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Social Science and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Social Science.
- Review the Text-book of Social Science (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in social science at secondary level.
- Understand the concept of multiple assessment techniques.

Course Contents:

Unit – I : *Nature, Scope and objectives*

- a) Nature scope and concept of social studies.
- b) Importance
- c) Aims and objectives of teaching social studies at different levels.
- d) Co-relation of social studies with other school subjects.
- e) Concept and Objectives of curriculum
- f) Characteristics of good social studies curriculum.
- g) Critical appraisal of social studies syllabus at secondary level.
- h) Concept and objectives of lesson planning.
- i) Planning of daily lesson plan, unit plan and yearly lesson plan.
- j) Social studies text books.
- k) Qualities, role and professional growth of a teacher of social studies.

Unit – 3: *Instructional Strategies, Methods and Approaches.*

4. Various methods of teaching social studies (Lecture, Socialized recitation story Telling, Project, Problem Solving Methods).

5. Field trips

6. Other innovative practices (Brain storming, role playing).

d) Planning of social studies lab and its use.

e) Use of mass media and Computers in Social Studies Teaching.

f) Resource material – use of local resources in teaching social studies.

Unit – 5: *Evaluation of Teaching Social Studies*

a) Concept and Objectives of evaluation

b) Tools and techniques of evaluation in social studies teaching.

c) Preparation of achievement test.

(i) Different types of question.

(ii) Blue Print

(iii) Preparation of question papers.

Terminal Test = 10 Marks

Sessional Work = 10 Marks

1 Content analysis and preparation of instructional material related to any unit of subject related to social studies.

2 Preparation of TV/Radio Script.

3 Study of anyone aspect of social issue and prepare report.

4 Collection of newspaper cutting related to Social Study's issues.

5 Construction of different objective types test items.

Books Suggested:

1. Aggarwal, J.C., Teaching of Social Studies, New Delhi: Vikas Pub. 1982.

2. Bining, Arthur C., Teaching of Social Studies in Secondary School, McGraw Hill, Book Co. Kochhar, S.K., Teaching of Social Studies, New Delhi : Sterling Publications, 1983.

3. Bining and Bining: Teaching of Social Studies, New York, McGraw Hill Book Co. 1952.

4. Brantom. F.K.: The teaching of social studies in secondary school.

5. Dash, B.N., Content-cum-Method of Teaching of Social Studies, Kalyani Pub. New Delhi

6. Dray nd David Jordon: A hand book of social studies.

7. Hamming, James: The teaching of social studies in secondary school.

8. Horn E.E.: Methods of instruction in the social studies.

9. Kohli, A.S., Teaching of Social Studies, New Delhi : Anmol Pub.,1996.
10. Kochhar, S.K. in Hindi Ed. Teaching of social studies.
11. Mottart, Maurice P., Elementary Social Studies Instructions,
12. Mittal, H.C., Teaching of Social Studies, New Delhi: Dhanpat Rai & Chandna R.N. Sons.
13. Preston, Ralph C., Handbook of Social Studies, Rhinehart and Company, 1955.

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- <https://www.historians.org/>
- <http://www.unescobkk.org/education/inclusive-education/resources/ilfe-toolkit/ilfe-toolkitin-bangla/ Toolkit UNESCO: getting all children in school and learning>
- <https://scert.telangana.gov.in/pdf/publication/others/module12.pdf>
- http://www.wbnsou.ac.in/online_services/SLM/BED/A4_Part-III.pdf
- <https://www.learningclassesonline.com/2020/10/pedagogy-of-social-science.html>
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- https://ncert.nic.in/pdf/focus-group/social_sciencel.pdf
- <https://itpd.ncert.gov.in/course/view.php?id=949§ion=13>
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- https://onlinecourses.swayam2.ac.in/cec21_ed07/preview

B.Ed. I YEAR (II SEMESTER)

Pedagogy of Civics

Course Code-BED-12/06

Internal Assessment: 20

External Assessment: 80

Learning Outcomes

Total Marks: 100

Credit: 4

The student teacher will be able to:

- Understand the aims and objectives of teaching Civics
- Develop an understanding of the nature of Civics, as an individual and integrated disciplines.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Civics and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Civics
- Review the Text-book of Civics (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in Civics at secondary level.
- Understand the concept of multiple assessment techniques.

Unit – 1 Nature, Scope and Objectives

- a) Concept, Nature and scope of Civics.
- b) Contemporary Importance of Civics.
- c) Aims and Objectives of teaching Civics at different level (Elementary, Upper Primary, Secondary and Senior Secondary).
- d) Correlation of Civics to other subjects.
- e) Role of Civics in promoting International Understanding.

Unit – 2 Curriculums and planning

- a) Meaning and concept of curriculum
- b) Fundamental principles of formulation of curriculum in civics.
- c) Critical appraisal of the existing syllabus.
- d) Lesson Plan – Annual Plan, Unit plan and Daily lesson plan of teaching Civics.

Unit – 3: *Methods and Approaches of Civics Teaching*

- i. Various methods of teaching civics (Project, Problem Solving, Supervised Study, Lecture, Discussion and Brain Storming).
- ii. Innovative Practices in Civics Teaching
- iii. Field Trip
- iv. Mock Session

Unit – 4 Instructional support system

- i. Community resources
- ii. Teaching aid in Civics Teaching
- iii. Use of Print & Electronic Media
- iv. Techniques of interviewing

Unit – 5 Evaluation of Civics Teaching

- A Purpose and concept of evaluation
- b. Objectives based evaluation
- c. Preparation of achievement test –
 - i] Various types of question
 - ii] Blue Print
 - iii] Preparation of question paper.

Terminal Test = 10 Marks

Sessional Work = 10 Marks

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

Books suggested:

1. Bining and Bining: Teaching of social studies in secondary schools. New York, McGraw Hill Book Co. 1952.
2. Harlikar : Teaching of Civics in India, Bombay, Padma Publication Ltd.
3. Cray Ryland W : Education for Democratic citizenship.
4. Michaelies: Social studies for children in a Democracy, New York Prentice Hall Inc. 1956.
5. Bourne, H.E.: Teaching of History and Civics, Bombay Longmans 1972.
6. Tyagi G.S.D.: Nagrik Shastra Ka Shikshan, Agra, vinod Pustak Mandir.
7. Prescribed books of Board of Secondary Education for Higher Secondary Classes.

B.Ed. I YEAR (II SEMESTER)

Pedagogy of History

Course Code-BED-12/07

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Learning outcomes

The student teacher will be able to:

- Understand the aims and objectives of teaching History.
- Develop an understanding of the nature of History.
- Encourage to grasp concepts and to develop thinking skills.

- Define and differentiate the concept of History and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of History.
- Review the Text-book of History(Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in History at secondary level.
- Understand the concept of multiple assessment techniques.

Unit – 1

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

Unit – 2

- a) Meaning and Concept of curriculum
- b) Fundamental principles of formulating curriculum in History and critical appraisals of the existing syllabus.
- c) Lesson Plan – Annual plan, Unit plan and Daily lesson plan of teaching History, qualities and professional growth of History teacher, his role in future prospective.

Unit – 3:

- a) Various methods of teaching History (Story Telling Biographical Dramatization time sense, source Project and Supervised study method)
- b) Resource Material.

Unit – 4

- a. Audio – Visual aids in teaching history.
- b. Text book, teacher, co-curricular activities.
- c. Community Resource : Computer, T.V. History room
- d. Planning of historical excursion.
- e. Co-Curricular activities.

Unit – 5

- a. Concept and purpose of evaluation b Objectives based evaluation.
- c Tools and techniques of evaluation in History teaching.

(i) Various types of question (ii) Blue Print

(iii) Content analysis.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

Any one of the following:-

- i. Content analysis and preparation of instructional material related to any unit of subject related to history.
- ii. Study of anyone aspect of Historical issue and preparation of a report.
- iii. Visit to any historical place and preparation of report.
- iv. Collection of news paper cutting related to History's issues.
- v. Developing a lesson plan based on new methods/technique in history.

Books Suggested-

1. Baghela, Dixit: History Teaching Raj. Hindi Granth, Akadami Jaipur
2. B.D. Ghate: History Teaching, Hariyana Granth Akadami Chandigarh.
3. Choudhary, K.P.: Effective teaching of history in India, NCERT
4. Ghosh K.D.: Creative teaching of History OUP 1951.
5. Ghate V.D.: Suggestions for the Teaching of history in India.
6. Hill C.P.: Suggestions on the Teaching of History.
7. Johanson H.: Teaching of History in Elementary and Secondary Schools Macmillan.
8. NCERT : Handbook for History Teachers.
9. Tyagi : History Teaching, Vinod Publication, Agra
10. Verjeshwary, R. : Handbook for History Teacher in India.

WebLinks:

<https://testbook.com/question-answer/pedagogy-of-history-would-try-to-construct-hi--5ede25b6f60d5d471eb2e497#:~:text=It%20describes%20various%20teaching%2Dlearning,of%20the%20teaching%2Dlearning%20activities.> -

<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://sadbhavnapublications.org/images/notes-pdf/PEDAGOGY-OF-HISTORY-0.pdf>

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B.Ed. I YEAR(II SEMESTER)

Pedagogy of Economics

Course Code-BED-12/08

Internal Assessment:20

Total Marks:100

External Assessment:80

Credit:4

Learning Outcomes

The student teacher will be able to:

- Understand the aims and objectives of teaching Economics.
- Develop an understanding of the nature of Economics.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Economics and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Economics.
- Review the Text-book of Economics (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in Economics at secondary level.
- Understand the concept of multiple assessment techniques.

Course Content

Unit – 1: *Nature, Scope and objectives.*

1. Meaning, Nature, Scope of Economics.
2. Importance of Economics in School Curriculum.
3. Aims and Objectives of teaching Economics at different level.
4. Correlations of Economics with school Subject.

Unit – 2 Curriculum and planning

1. Concept and objectives of curriculum.
2. Fundamental Principles of formulation of curriculum in Economics.
3. Critical Appraisal of the existing syllabus.
4. Lesson Plan – Annual Plan, Unit and Daily Lesson Plan of teaching Economics.
5. Planning Outdoor activities.

Unit – 3: *Methods and Approaches to Teaching Economics.*

1. Various methods of teaching Economics – Project, Problem solving, Discussion, Analytic –

Synthetic and Lecture Method.

2. Innovative Practices in Economics Teaching – Brain Storming, work shop.

Unit –4: Instructional Support System

1. Use of teaching aids in Economics.

2. Print and Non Print media, community resources, Lab. And Museum.

3. Economics teacher and his qualities.

4. Critical appraisal of Economics Text Book.

Unit-5 Evaluation of teaching Economics

1. Purpose and concept of evaluation.

2. Objective of base evaluation.

3. Preparation of achievement test –

i Various Types of Question ii Blue Print

iii Preparation of question paper iv Sessional works

v Bibliography

Terminal Test= 10 Marks

Sessional Work= 10 Marks

1. Preparation of Map. Charts and Models for Teaching Economics.

2. Construction of any type of test item.

3. Critical appraisal of Economics syllabus at Sr. Secondary Level.

Books Suggested:

1. Aggarwal, J.C., Teaching of Economics – A Practical Approach, Vinod Pustak Mandir, Agra, 2005.

2. Dr. N. Husen, Teacher's Manual in Economics, Regional College of Education, Ajmer.

3. Mukherjee, Sandhya, Teaching of Economics, Prakashan Kendra. Lucknow

4. Sharma, Seema, Modern Teaching Economics, Anmol Publication Pvt. Ltd., New Delhi-2004.

5. Sexena, N.R., Mishra, B.K., Mohanty, R.K., Teaching of Economics, R. Lall Book Depot, Meerut, 2004.

6. Singh, Yogesh, Aratha Shaster Sikshan, Ashish Publication, New Delhi, 2005.

7. Yadav, Amita, Teaching of Economics, New Delhi: Anmol Pub., 2005.

8- गुरुत्वाकर्षण, गुरुत्वाकर्षण, वक्रगति = त्रिभुज, यथोक्त वक्रगति, वक्रगति

9- जड़त्व, वक्रगति = त्रिभुज, अनुसंधान, मूल, कृति

10- Unit 17: Rethinking the World, vix7t

11- MW- vkj- ih- dFtwf7;T, vF777L= 77777, 77777 id777, H77777

WebLinks:

<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.tnteu.ac.in/pdf/economics.pdf>

<https://bmdeducation.org/download/b-ed-2024-b-ed-1st-year-pedagogy-of-economics-short-exam-notes-pdf-download-english-medium/>

<https://www.amazon.in/Pedagogy-Economics-English-Medium->

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B.Ed. I YEAR (II SEMESTER)

PEDAGOGY OF GEOGRAPHY

Course Code-BED-12/09

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Learning Outcomes

Student-teachers will be able to:-

- Understand the aims and objectives of teaching Geography.
- Develop an understanding of the nature of Geography.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Geography and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Geography.
- Review the Text-book of Geography (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in Geography at secondary level.
- Understand the concept of multiple assessment techniques.
-

Unit – 1

a) Changing concept of Geography – Practical Geography.

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

Unit – 2

- (a) Characteristics of a good Geography Curriculum
- (b) Critical Appraisal of Geography Syllabus.
- (c) Planning Daily Lesson Plan & Unit Plan.
- (d) Geography Text Book.
- (e) Qualities, role & Professional growth of Geography Teacher

Unit – 3

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

Unit – 4

- (b) Teaching aids and lab equipment
- (c) Geography Room/Laboratory & Museums.
- (d) Resource material and use of local resources in teaching Geography.
- (e) Co-Curricular activities.

Unit – 5

- (a) Tools Techniques of Evaluation in Geography.
- (b) Achievement Test
 1. Different Types of Questions.
 2. Blue Print.
 3. Preparation of Question Paper.
 4. Diagnostic & Remedial Teaching in Geography.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

(Any one of the following)

1. Preparation of maps, charts and models for physical Geography.
2. Develop two lesson plan based on new methods and approaches.
3. Critical appraisal of geography syllabus at secondary level.
4. Construction of objective types test items.
5. Collection of news paper cuttings related to Geographical issues.
6. Preparation of a report on visit cuttings related to Geographical Interest.

Book Sugested-

- 1 . Source Book for teaching of Geography, UNESCO Publication.
2. Singh L.R.: Practical Geography, Allied Publications, Allahabad.
3. Monk House F.J.: Maps and Diagrams.
4. Verma, J.P. : Bhugol Shikshan, Vinod Pustak Mandir, Agra
5. Sharma, C.R. : Bhugol Shikshan, Modern Publishers, Vinod Pustak Mandir, Agra
6. H.N. Singh : Bhugol Shikshan, Vinod Pustak Mandir, Agra
7. Arora K.L.: Bhugol Shikshan, Prakash Bros. Ludhiyana.
8. Barnard, H.C.: Principles and Practice of Geography Teaching, London University, Tutorial Press, 1953.
9. Kual, A.K.: Why and How of Geography Teaching Ambanu Publication, Srinagar 1983.
10. Macnee: Teaching of Geography, Oxford University Press, Bombay.
11. Verma, O.P. and Vedanayagam E.G.: Geography Teaching, Sterling Publishers, New Delhi 3rd Ed. 1987.
12. Gopsil, G.H.: The Teaching of Geography macmillan & Co. Ltd., London 1958.

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B.Ed. I YEAR(II SEMESTER)

Pedagogy of Financial Accounting

Course Code-BED-12/10

Internal Assessment: 20

Total Marks:100

External Assessment: 80

Credit: 4

Learning Outcomes

Pupil teacher will be able

- To help the students to acquire the basic understanding in the field of Financial Accounting education.
- To develop the ability to plan curriculum and instructions in Financial Accounting at school level.
- To develop the ability to critically evaluate existing school syllabus and text book.
- To impart knowledge about the methods and devices of teaching Financial Accounting and to develop the skill of using the same.
- To develop the ability off air & comprehensive evaluation.
- To develop commercial efficiency among students

COURSE CONTENT

UNIT - I: Nature of Financial Accounting as a Discipline

- (a) Meaning, Nature & Significance of Financial Accounting as a Discipline.
- (b) Aims & objectives of teaching Financial Accounting at Senior Secondary Level.
- (c) Historical Development of Financial Accounting.
- (d) Nature of contents at Senior Secondary in CBSE & RBSE Boards.
- (e) Interrelatedness of the contents.
- (f) Role of accounting in business conduction.
- (g) Increasing complexities in Accounting

UNIT - II: Financial Accounting as a School Subject

- (a) Maxims of Teaching Financial Accounting.
- (b) Co-relation with other forms of account.
- (c) Characteristic features of Modern Accounting Classroom
- (d) A brief introduction to company & its financial flow through Accounting
- (e) A brief introduction to management & cost accountancy.
- (f) A brief introduction of the steps to prepare the final accounts.

UNIT- III: Methods & Techniques of Teaching & Learning of Financial Accounting

- (a) Conventional Method
- (b) Problem Solving Method
- (c) Explanation with Examples
- (d) ICT based Teaching
- (e) Assignment Technique
- (f) Internship
- (g) Computer Modules/Accounting applications

UNIT- IV: Pedagogical Analysis and Mode of Learning Engagement Pedagogical analysis of contents

- (a) Teaching about various types of Books
- (b) Trial Balance
- (c) Final accounts with adjustments
- (d) Partnerships: Introduction, Admission, Retirement and Death & Dissolution
- (e) Issue of shares
- (f) Understanding the steps to make an Instructional Design

Modes of Learning Engagement & Instructional Design

- a. Individual Power point presentation
- b. Task assignment
- c. Proceeding through textbook help
- d. Understanding concepts in group
- e. Preparing lesson plans & Unit plans
- f. Logical arrangement of Subject Matter in Instructional Design.

UNIT- V: Assessment & Evaluation in Financial Accounting

- (a) Process of Continuous & Comprehensive Evaluation
- (b) Evaluation in Financial Accounting- Importance, Type of tests- Essay, short answer and objective type questions and Blue Print of a test.
- (c) Diagnostic & Remedial Test

Practicum/Field Activities (Any two of the following)

1. Visit any Institute/centre where students are trained for accounting through computer based modules & application software and find out the list of such software/module. Interview the

- students & the centre/organization owner about the trends and practices in the field.
2. Search on internet about prevalent financial accounting practices of any country in the world other than India & compile the findings
 3. Collect all the news (From any renowned newspaper) related to financial issues in a particular month and put them on school/college bulletin Board and keep a file record with you.
 4. Organize a talk of any expert of financial issues with the help of teacher educators and compile a report of a pre-planned question answer session therein.
 5. Give a financial accounting based same question to five students and after getting written answers from them analyze the common mistakes committed.

References:

1. Rao, Seema : Teaching of Commerce, Anmol Publication Pvt.Ltd.1995.
2. Jain, K.C.S. : Vanijaya Shikshan (Hindi) General Academy, Jaipur, 1986.
3. Gortside, L: Teaching Business subjects. The Modern Approach made and printed in Great Britain by the Garen Press Ltd. Letch worth, Hest Fordshgire, 1970.
4. Neeb, W.B. : Modern Business Practice, The Ryerson Press, Toronto, 1965.
- . Khan, M.S.: The Teaching of Commerce, Sterling Publishers (P) Ltd, Jullundar-3
6. Singh, J.B.: Vanijaya Ka Adhyayan, Laxmi Narayan Agarwal, Agra, 1968.
7. Bhorali, Devadas : Commerce Education in India, D.K. Publishers Distributors (P) Ltd, New Delhi 1988.
8. Rai, B.C.: Method of Teaching Commerce, Prakashan Kendra Lucknow, 1986.

WebLinks:

- <https://www.gkpad.com/pedagogy-of-financial-accountancy-book-in-english/>
- <https://core.ac.uk/download/pdf/267832524.pdf>
- <https://www.youtube.com/watch?v=6FOY-FvhJWg>
- <https://bookmandelhi.com/product/pedagogy-of-financial-accounting/>
- <https://www.gkpad.com/pedagogy-of-financial-accountancy-book-in-hindi/>
- <https://www.ggtuonline.com/papers/b-ed-1-year-pedagogy-of-financial-accounting-1521-2018.html>

B.Ed. I YEAR(II SEMESTER)

Pedagogy of Business Studies

Course Code-BED-12/11

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Learning Outcomes

Pupil teacher will be able :

- To know the meaning, concept and scope of Business Organisation
- To know the aims and objectives of teaching Business Organisation.
- To know the place of Business Organisation in the school curriculum.
- To prepare Unit and lesson plans.
- To know about the audio-visual aids and importance of text-book.
- To know the various methods and techniques of teaching.
- To know the principles of curriculum organisation and its critical appraisal.
- To know about the evaluation process in the Business Organisation.

COURSE CONTENT

UNIT - I: Nature of Business Studies as a Discipline

- (a) Meaning, Nature & Significance of Business Studies as a Discipline.
- (b) Aims & objectives of teaching Business Studies at Senior Secondary Level.
- (c) Historical Development of Business Studies.
- (d) Nature of contents at Senior Secondary in CBSE & RBSE Boards.
- (e) Interrelatedness of the contents.
- (f) Role of Business Studies in business conduction.
- (g) Increasing complexities in Business Studies

UNIT - II: Business Studies as a School Subject

- (a) Maxims of Teaching Business Studies
- (b) Co-relation with other subjects
- (c) Characteristic features of the subject Business Studies
- (d) A brief Introduction to Human Resource management.
- (e) A brief introduction to Marketing Management
- (f) A brief introduction to e-business.

UNIT - III: Methods & Techniques of Teaching & Learning of Business Studies

- (a) Conventional Method
- (b) Problem Solving Method
- (c) Explanation with Examples
- (d) ICT based Teaching
- (e) Assignment Technique
- (f) Internship
- (g) Text Book Method.
- (h) Project Method
- (i) Discussion Method.
- (j) Questioning
- (k) Illustration
- (l) SWOT Analysis Technique

UNIT- IV: Pedagogical Analysis and Mode of Learning Engagement

- (a) Pedagogical analysis of contents
 - a. Interview: Types, Do's & Don't's
 - b. Preparing a Job Profile
 - c. Individual Appraisal
 - d. Role of Motivational Practices in Managing people
 - e. Strategies to understand the consumer.
 - f. Understanding the steps to make an Instructional Design for the subject
- (b) Modes of Learning Engagement & Instructional Design
 - a. Individual Power point presentation
 - b. Task assignment
 - c. Proceeding through textbook help
 - d. Understanding concepts in group
 - e. Preparing lesson plans & Unit plans
 - f. Logical arrangement of Subject Matter in Instructional Design.

UNIT- V: Assessment & Evaluation in Business Studies

- (a) Process of skill based Continuous & Comprehensive Evaluation
- (b) Evaluation in Business Studies- Importance, Type of tests- Essay, short answer and

objective type questions and Blue Print of a test.

(c) Diagnostic & Remedial Test

(d) Personal competencies and skills of a good Evaluator

Practicum/Field Work (Any two of the following)

1. Conduct a Mock-Interview session with the help of teacher Educators & take a feedback from them & share the written experience.
2. Study on internet all aspects a business House included in Fortune magazine and prepare a company profile.
3. Organize a group visit to any Industry and Prepare a visit summary.
4. Invite some entrepreneur for delivering a talk in college and note down the prime contents of his speech & analyze them
5. Write a logically explanatory note about your purchase behavior of all the personal articles/belongings yo purchase. List all the daily use/routine use articles/goods/belongings and ascribe the reasons why you prefer a particular brand from particular Shop/Mall only.

References

1. Tonne, Pohani, Freeman: Methods of Teaching Business Subject, Greogg Publishing Co., New York.
2. Khan, M.S.: The Teaching of Commerce, Sterling Publisher Pvt. Ltd., New Delhi.
3. Kochar, S.K.: Methods and Techniques of Teaching, Sterling Publisher Pvt. Ltd., New Delhi 1986.
4. Sharma, R.A.: Technology of Teaching, Loyal Book Dept., Meerut.
5. Rao, Seema : Teaching of Commerce, Anmol Publication Pvt. Ltd., 1995.
6. Jain K.C.S. : Vanyjaya Shikshan (Hindi) Ganeral Academy, Jaipur, 1986
7. Singh, I.B. : Vanigaya Ka Adhyayan, Laxmi Narayan Agarwal, Agra, 1968.
8. Bhorali Devadas: Commerce Education in India, D.K. Publishers Distribution (P) Ltd., New Delhi, 1988.
9. Rai B.C.: Method of Teaching Commerce, Prakashan Kendra, Lucknow 1986

WebLinks:

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[extension://efaidnbmnnnibpcajpcglclefindmkaj/http://assets.vmu.ac.in/BED132.pdfhttps://www.gkpad.com/pedagogy-of-business-organisation-book-in-englishhttps://www.sultanchandandsons.com/book/628/business-organisation](#)

B.Ed. I YEAR(II SEMESTER)

PEDAGOGY OF MATHEMATICS

Course Code-BED-12/12

InternalAssessment:20

Total Marks:100

ExternalAssessment:80

Credit:4

Learning Outcomes

The students will be able to-

- Gain insight into the meaning,nature,scope and objectives of mathematics
- Appreciate mathematics as a tool to engage the mind of every student.
- Understand the process of developing the concepts related to Mathematics.
- Appreciate the role of mathematics in day to day life.
- Learn important mathematics:mathematics more than formulas and mechanical procedures.
- Pose and solve meaningful problems.
- Construct appropriate assessment tools for evaluation mathematics learning.
- Understand methods and techniques of teaching mathematics.
- Perform pedagogical analysis of various Topics in mathematics at secondary level.
- Understand and use I.C.T. in teaching of mathematics.
- Understand and use continuous and comprehensive evaluation, diagnostic testing and remedial teaching in Mathematics.

Unit 1

- a) Meaning and nature of Mathematics, History of Mathematics and contribution of Indian and Western Mathematician with reference to Bhaskaracharya, Arybhata, Ramanujan, Euclid, Pythagoras etc.
- b) Mathematics for gifted and retarded children. Journal and reference books in mathematics

Unit 2

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

Unit – 3

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

Unit 4

- a) Principles and rationale of curriculum Development for the Secondary and Sr. Secondary level. Recent trends in mathematics curriculum. Critical evaluation of existing mathematics curriculum prescribed by Rajasthan Board of Secondary Education and CBSE at different levels.
- b) Mathematics laboratory (Planning and Equipment). The mathematics teacher academic & professional preparation.

Unit 5

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

Terminal Test= 10 Marks

Sessional Work= 10 Marks

1. Preparation of detailed plan about
2. (i) Development of Mathematics lab Or (ii) Mathematics Club.
3. Preparation of an article related to any mathematical topic
(student should select those types of topic which may be useful for creating mathematical interest such as mathematical Puzzles, magic, Square, Vedic mathematics etc.).
4. Preparation of a Brief History and contributions of two mathematicians.
5. Presentation of a case study of slow learner in mathematics.
6. Presentation of case study of gifted child in mathematics.
7. Observation of mathematics class room teaching in any Secondary School and preparation of a list of errors committed by student.
8. Preparation of a diagnostic test on any unit.
9. Prepare a term paper on any aspect of mathematics Education.

Books Suggested:

1. Aggarwal S.M.: Teaching of Modern Mathematics, Dhanpat Rai and Sons Delhi.
2. Aiyangar and Kuppaswami, N.A. Teaching of Mathematics, in the New Education Universal Publication.
3. Arora, S.K., How to Teach Mathematics, New Delhi; Sterling Publishers Pvt. Ltd., 2000.
4. Butler and Wren: The Teaching of Secondary Mathematics, Mc Graw Hill Book Company.

5. Gakhar, S.C. & Jaidka, M.L. Teaching of Mathematics, Panipat: M/s N.M. Publishers, 2003.
- 6 Jagadguru Swami, Sri Bharti Krisna Tirthji; Vedic Mathematics,
7. Kapoor and Saxena: Mathematical statistic, S. Chand & Co. New Delhi. Kapoor and Saxena: Mathematical statistic, S. Chand & Co. New Delhi.
8. Kapur, J.N.: Modern Mathematics for Teachers, Arya Book Depot New Delhi.
9. Kumar, Sudhir/Ratan, P.N., Teaching of Mathematics, New Delhi: Anmol Publication Pvt. Ltd.
10. Mangal, S.K., Teaching of Mathematics, Ludhiana: Tandon Publications, 2003.
11. Sidhu, K.S., Teaching of Mathematics, New Delhi: Sterling Publication Pvt. Ltd., 1998.
12. Sidhu K.S.: Teaching of Mathematics sterling Pub. Pvt. Ltd. New Delhi.
13. Solanki, Tarun Kumar: Aadhunik Ganit Shikshan,Rajasthan Hindi

WebLinks:

- https://ncert.nic.in/desm/pdf/Pedagogy_of_Mathematics_2_.pdf
- http://www.wbnsou.ac.in/online_services/SLM/BED/A4_Part-II_Unit_1-5.pdf
- <https://egyankosh.ac.in/handle/123456789/46653>
- http://www.iaod.org/downloads/EdPractices_19.pdf
- https://itpd.ncert.gov.in/mss/course_content/Module%209%20-%20Pedagogy%20of%20Mathematics.pdf
- <http://www.mathpower.com/tencomm.htm>
- <https://www.learningclassesonline.com/2020/10/pedagogy-of-mathematics.html>

B.Ed. I YEAR (II SEMESTER)

PEDAGOGY OF HOME SCIENCE

Course Code-BED-12/13

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Learning Outcomes

Student-teachers will be able to:-

- Understand the nature and importance of home science and its correlation with other subjects.
- Understand aims and objectives of the subject.
- Realize the essential Unity between laboratory work and theoretical background of the subject.
- Analyze school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.
- Utilize effectively the instructional material in teaching home science.
- Construct test items to measure objectives belonging to various cognitive levels.

- Identify specific learning difficulties in home science and to provide suitable remedial individual instructions to them.

Unit 1

1. Nature and meaning of Home Science.
2. Values and importance of Home Science for students of higher secondary stage.
3. Correlation of Home Science with other subjects.
4. Aims and objectives of Home – science (Bloom’s approach to specify the outcomes).

Unit 2

1. Problem solving Method
2. Demonstration Method
3. Experimental Method
4. Project Method
5. Lecture – Cum – Demonstration Method
6. Question – Answer – Techniques
7. Text Book
8. Dramatization and Field Trips

Unit 3

1. Concept of Planning for Home Science Teaching.
2. Various steps of Planning – Unit and Lesson Planning.
3. Importance and advantage for planning of unit and lesson plan.
4. Qualities of a good Home Science Teacher.
5. Role of Home – Science Teacher.

Unit – 4

- 1 . Specific use of the following: Audio Visual aids in teaching of Home Science.
2. Laboratory
3. Charts
4. Diagrams
5. Black Board
6. Reference Books
7. Graphs
8. Radio
9. T.V.
10. Magazines
11. Computer.
12. Co-curricular Activities

Unit 5

1. Concept, Principles, Basis and Measures to improve a syllabus.
2. Curriculum in Home – Science for different stages of school instruction.
3. Concept of measurement and evaluation.
4. Criteria of good evaluation.
5. Merits and limitation of evaluation.
6. Preparation of Blue – Prints of Unit Test.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

1. Writing of any Essay on any topic based on the contents of the above units.
2. Preparation of Visual-aid for solving community nutrition problem.

Book Suggested

1. Begum, Fahmeeda (2006): Modern Teaching of Home Science, Anmol Publications, New Delhi.
2. Bhargava, Priya (2004): Teaching of Home Science/ Commonwealth Publishers, New Delhi.
3. Chandra, Arvinda; Shah, Anupama and Joshi, Uma (1995): Fundamentals of Teaching of Home Science, Sterling Publisher, New Delhi.
4. Dass, R.R. and Ray, Binita (1985): Teaching of Home Science, Sterling Publishers, New Delhi.
5. Devdas (1955): Teaching of Home Science in Secondary School, All India Council for Secondary Education, New Delhi.
6. Kapoor, Ritu (1994): Teaching of Home Science, Parkash Book Depot, Ludhiana.
7. Siddiqui, Mujibul Hasan (2007): Teaching of Home Science, A.P.H. Publishing Corporation, New Delhi.
8. Yadav, Seema (1994): Teaching of Home Science, Anmol Publications, New Delhi.
- 9- "T7S'th th-ih- ,o lju Mh-ih-, x`g fOktu fT{T.T, fOut`n iLrd eUn7, vix7tA
- 10- vLFkkuk] ,l-vkj-] x`g foKku dk v/;kiu] y{ehukjk;.k vxoky] vkxjkA
- 11- lqf[k;k ,l-ih- ,o eg7T`T x`g fOktu fT{T.T, gf7;T.T lTfGR; vdTneh, p.Mhx<+A
- 12- vxoky y{ehukjk;.k] x`g foKku dk v/;;uA

B.Ed. I YEAR(II SEMESTER)

PEDAGOGY OF GENERAL SCIENCE

Course Code-BED-12/14

Internal Assessment: 20

Total Marks:100

External Assessment: 80

Credit:4

Learning Outcomes

- 1.Student-teachers will be able to-
2. Understand General Science as an interdisciplinary area of learning.
3. Understands aims and objectives of teaching General Science at different levels.
4. Explore different ways of creating learning situations for different concepts of science:
5. Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary stages.
6. Facilitate development of scientific attitudes in learners.
7. Examine different pedagogical issues in learning science. 6. Stimulate curiosity, inventiveness and creativity in science.
8. Develop ability to use science concepts for life skills.
9. Develop competencies for teaching, learning of science through different measures.
10. Construct appropriate assessment tools for evaluating learning of science.
11. Understands the CCE pattern of Evaluation.

Unit 1

- a) Definition and concept of Science.
- b) Place of Science in School Curriculum.
- c) Values of teaching Science at School Level.
- d) Correlation of Science with other subjects.
- e) Objectives of teaching sciences at Secondary Level.

Unit – 2

- a) Principles of developing Science Curriculum at Secondary Level.
- b) Factors affecting the selection and organization of Science Curriculum.
- c) Unit Plan and Lesson Plan.
- d) Qualities and responsibilities of Science Teacher.
- e) Role of teacher in training students in Scientific method and developing creativity among students.

Unit - 3

- A. Lecture method, Demonstration, Lab. Method Problem solving, Heuristics, Project Method, Inductive & deductive method.
- B. Inquiry approach programmed Instruction, Panel discussion, Team teaching & Workshop.
- b. Multi sensory aids – Charts, models, Bulletin Board, Flannel Board, Transparencies, Overhead Projector, Radio, T.V. Computer.
- c. Co-curricular activities – organization of science club, science fair and excursions, use of community resources.
- d. Science Lab Planning & equipping Science Lab. Guidelines for organizing practical work care and maintenance of equipment, safety precautions for work in Science Lab.

Unit 4

- a. Evaluation: Concept, types and purposes.
- b. Type of test items – Objective type, S.A. & Essay type.
- c. Planning objective based test items of different types.
- d. Preparation of Blue Print and construction of Achievement test.
- e. Evaluation of practical work in Science.

Unit 5

- 1. Case study of Science club
- 2. Report of Science fair or excursion.
- 3. Development of Blue Print

Terminal Test=10 Marks

Sessional Work= 10 Marks

- 1 . Sood J.K., Teaching Life Sciences, Kohli Publishers, Chandigarh 1987.
- 2 . Sharma L.M., Teaching of Science & Life Sciences Dhanpat Rai & Sons Delhi 1977.
- 3. Kulshertha, S.P., Teaching of Biology, Loyal Book Depot, Meerut 1988.
- 4. Yadav K., Teaching of Life Sciences, Anmol Publishers, Daryagaj, Delhi, 1993.
- 5. Yadav M.S., Modern methods of teaching sciences, Anmol Publisher, Delhi 2000.
- 6. Singh U.K. & Nayab A.K., Science Education, Common Wealth Publishers, Daryanganj, Delhi 2001.
- 7. Venkataih, S., Science Education in 21st Century, Anmol Publishers, Delhi 2001
- 8. Yadav, M.S. (Ed.), Teaching Science at High Level, Anmol Publishers, Delhi 2000
- 9. Edger, Marlow & Rao, D.B., Teaching Science successfully, Discovery Publishing House, New Delhi 2003.
- 10. Mangal S.K., Teaching of Science, Arya Book Depot, New Delhi 1996.
- 11. Dave, R.H., Taxonomy of Educational Objectives & Achievement testing, London University Press London 1969.
- 12. Sood, J.K., New Direction in Science Teaching, Kohli Publishers Chandigarh 1989.

WebLinks:

- <https://www.learningclassesonline.com/2020/10/pedagogy-of-science.html>
- <https://egyankosh.ac.in/bitstream/123456789/46666/1/BES-141B1E.pdf>
- <https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20SCIENCE.pdf>
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- <http://physics.msuiit.edu.ph/spvmlpapers/2005/iso.pdf>http://www.csun.edu/science/ref/plans/leson_designhunter.html<http://www.ilt.columbia.edu/publications/papers/icon.html><http://www.ltag.education.tas.gov.au/planning/modelsprincbackdesign.html><http://www.ncpublicschools.org>
- <http://www.ncpublicschools.org>.
- <http://www.scienceteacher.org>.
- https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_SCIENCE.pdf

B.Ed. I YEAR (II SEMESTER)

PEDAGOGY OF CHEMISTRY

Course Code-BED-12/15

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Learning Outcomes

Student-teachers will be able to:-

- Gain in sight on the meaning and nature of chemistry for determining aims and strategies of teaching-learning.
 - Appreciate that chemistry is a dynamic and expanding body of knowledge.
 - Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
 - Identify and relate every day experiences with learning chemistry.
 - Trace historical back ground of Chemistry..
 - Appreciate various approaches of teaching-learning of chemistry.
 - Analyze the contents of Chemistry with respect to Content, process, skills, knowledge organization and other critical issues.
 - Perform Pedagogical analysis of various topics in Chemistry.
 - Use effectively different activities/demonstration/laboratory experiences for teaching-learning of chemistry.
 - Integrate chemistry knowledge with other school subjects.
- To understand meaning, concept and various types of assessment.

Course Content:

Unit – 1: Nature Scope and Objectives

- a) Nature of Science with special reference to Chemistry.
- b). History of chemistry with special reference to India.
- c) Place & value of teaching chemistry at Secondary/Senior Secondary level.

- d). Correlation of Chemistry with other subjects.
- f) Objectives of teaching chemistry at Secondary/Senior Secondary level.

Unit – 2 : Curriculum and Planning

- a) Principles of developing Chemistry Curriculum at Secondary/ Senior Secondary level.
- b) Modern trends in Chemistry Curriculum CBA, Chemistry Study, NUFFIELD – O & A level.
- c) Critical appraisal of Chemistry syllabus at Secondary/Senior Secondary level prescribed by Board of Secondary Education, Rajasthan.
- d) Planning Daily lesson plan, unit plan & yearly plan.
- e) Qualities & responsibilities of Chemistry teacher.
- f) Teacher's role in training students in Scientific method and in developing creativity and scientific temper among learners.

Unit – 3: Methods and Approaches

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

Unit – 4: Instructional Support System

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

Unit 5 Evaluation in Chemistry

- a) Evaluation: Concept, Types and purposes.
- b) Type of test items and their construction.
- c) Preparation of Blue Print & Achievement Test. d Diagnostic Testing & Remedial teaching.
- e Evaluation of practical work in Chemistry.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

Any two of the following:-

1. Life sketch & contribution of any one prominent Indian Chemist.
2. Preparation of scrap book containing original Sciencetoon (Scientific cartoon) Stories/articles/features/plays/Interview report useful for teaching of Chemistry.
3. Planning an out of class activity to use local environment to teach chemistry.
4. Conducting & reporting two experiments useful at Secondary/ Senior Secondary level (other than those in syllaburs).
5. Description & design of any improvised apparatus.
6. A critical study of any one Senior Secondary Lab. of Chemistry.

Books Suggested:

1. Yadav, M.S. Teaching of Chemistry, Anmol Publication, New Delhi, 1995
2. Negi, J.S. & Negi, Rajita, Teaching of Chemistry, 2001
3. Yadav, M.S., Teaching Science at Higher Level, Anmol Publication, New Delhi, 2000
4. Mishra D.C., Chemistry Teaching Sahitya Prakashan, Agra,
5. Kherwadkal Anjali, Teaching of Chemistry by Modern Method, Sarup & Sons. New Delhi, 2003
6. Das R.C., Science Teaching in Schools, Sterling Publishers Pvt. Ltd. New Delhi, 1985
7. Venkataih, S., Science Education in 21st Century, Anmol Publishers, New Delhi, 2001
8. Rao, D.B., World Conference on Science Education, Discovery Publishing House, New Delhi, 2001
9. Singh U.K. & Nayak A.K., Science Education, Common Wealth

WebLinks:

https://www.google.co.in/search?q=PEDAGOGY+OF+chemistry&sca_esv=6485c54fff7d583b&sxsrf=ADLYWlJqTlpTc4_TjHk1O2XQL4eXve9SZg%3A1723104710388&ei=xn20ZsW2F6yNvrOP7vmD8A8&ved=0ahUKEwjFsbGh-eSHAxWshq8BHe78AP4Q4dUDCBA&uact=5&oq=PEDAGOGY+OF+chemistry&gs_lp=Egxnd3Mtd2l6LXNlcnAiFVBFRFHT0dZIE9GIGNoZW1pc3RyeTIFEAAyGAQyBRAAGIAEMgsQABiABBiRAhiKBTIFEAAyGAQyBRAAGIAEMgUQABiABDIIEAAyGAQYywEyCBAAGIAEGMsBMgsQABiABBiGAXiKBTILEAAYgAQYhgMYigVII1IQ6gZY7VRwAXgAkAEAmAGqAaABxxOqAQQwLjE3uAEDyAEA-AEBmAIRoAKFFMICChAAGLADGNyEGEfCagoQlxABBgnGloFwgIKEAAyGAQYFBiHAsICChAAGIAEGEMYigWYAwCIBgGQBgiSBwQxLjE2oAf6dQ&scient=gws-wiz-serpchrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.dscebed.co.in/pdf/library/PEDAGOGY-OF-BIOLOGICAL-SCIENCE.pdf

B.Ed. I YEAR(II SEMESTER)

PEDAGOGY OF BIOLOGY

Course Code-BED-12/16

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Learning Outcomes

Student-teachers will be able to:-

- Develop insight on the meaning and nature of Biology for determining aims and strategies of teaching- learning.
 - Appreciate that science is a dynamic and expanding body of knowledge.
 - Appreciate the fact that every child possesses curiosity about this/her natural surroundings.
 - Identify and relate every day experiences with learning of Biology.
 - Appreciate various approaches of teaching-learning of Biology.
 - Explore the process, skill in science and role of laboratory in teaching-learning.
 - Use effectively different activities/experiments/demonstrations/laboratory experiences for teaching-learning of Biology.
 - Integrate the Biology knowledge with other school subjects.
 - Analyze the contents of Biology with respect to Content, process, skills, knowledge organization and other critical issues.
 - Perform Pedagogical analysis of various topics in Biology.
 - Develop process-oriented objectives based on the content themes/Units.
- To understand meaning, concept and various types of assessment

Unit 1

- (i) Nature of Science with special reference to Biology.
- (ii) Main discoveries and developments in Biology.
- (iii) Place and values of teaching Biology at Secondary/Senior Secondary Level.
- (iv) Correlation of Biology with other subjects.
- (v) Objectives of Teaching Biology at Secondary/Senior Secondary

Unit 2

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

Unit 3

- (i) Lecture method, Demonstration method, Lab Method, Inductive & deductive method, Problem solving, Heuristic and project method.
- (ii) Inquiry approach, programmed instruction, Group – Discussion, self study, Team Teaching, Computer Assisted Learning, Seminars and Workshops.

Unit – 4 :

- (i) Multi sensory aids – charts, models, specimen, bulletin-boards, Flannel Board, Transparencies, slides, slides projector, OHP, Computer, T.V. Radio etc.
- (ii) Co-curricular Activities: Organization of Science club, Science fair, field trips and use of community resources.
- (iii) Biology Laboratory: Organization of Biology Laboratory, Arrangement of Apparatus, Care & Maintenance of equipment & specimen, organization of practical work in Biology.
- (iv) Role of State & National level Institutions & Laboratory, Research Centers in Botany, Zoology & Agriculture.
- (v) Characteristic of a good Text Book & Evaluation of Text Book.

Unit – 5:

- (i) Evaluation: Concept, types and purposes.
- (ii) Type of test items & their construction.
- (iii) Preparation of Blue Print & Achievement test.
- (iv) Evaluation of Practical work in Biology.

Term Test: 10 Marks

Sessional Work: 10 Marks

1. Life sketch & contribution of any one prominent Indian Biologist.
2. Preparation of Herbarium (Scrap book).
3. Prepare any one of the following related to environment education.(i) Poster (miniature) (ii) Article (iii) Story (iv) Play

4. Designation & description of any two low cost teaching models.
5. Prepare a Radio or T.V. Script.
6. Make a list of local (resources useful in teaching Biology and prepare a lesson plan using some of them.
7. A case study of any one Senior Secondary lab. of Biology.
8. Preparation of 10 frames of Linear & Branching type programmes on any topic of Biology.
9. Construction and administration of Diagnostic test on any one unit of Biology.

Books suggested:

1. Sood J.K., Teaching Life Sciences, Kohil Publishers, Chandigarh, 1987
2. Sharma, L.M. Teaching of Science & Life Sciences, Dhanpat Rai & Sons. Delhi, 1977
3. Kulshrestha, S.P., Teaching of Biology, Loyal Book Depot, 1988
4. Yadav K., Teaching of Life Sciences, Anmol Publishers, Daryaganj, Delhi, 1993
5. Yadav, M.S., Modern Method of Teaching Sciences, Anmol Publisher, Delhi, 2000
6. Singh, U.K. & Nayak A.K., Science Education Common Wealth Publishers Daryaganj, New Delhi, 2003
7. Venkataiah, S., Science Education in 21st Century, Anmol Publishers, Delhi, 2001
8. Yadav, M.S. (Ed.), Teaching Science at Higher Level, Anmol Publisher, Delhi, 2000
9. Edger, Marlow & Rao, D.B., Teaching Science successfully discovery Publishing House, New Delhi, 2003
10. Edger, Marlow & Rao, D.B., Teaching of Science Arya Book Depot, New Delhi, 1996
11. Dave, R.H., Taxonomy of Educational Objectives & Achievement Testing, London University Press, London, 1969
12. Sood J.K., New Direction in Science Teaching, Kohli Publishers,

WebLinks:

<chrome-extension://efaidnbmnnnibpcajpcgiclfindmkaj/https://www.tnteu.ac.in/pdf/bs.pdf>
<https://www.slideshare.net/slideshow/pedagogy-of-biological-sciencepdf-254953271/254953271>
<https://blog.vasavicollegeofeducation.in/pedagogy-of-biological-science-yr1.html>
<chrome-extension://efaidnbmnnnibpcajpcgiclfindmkaj/http://assets.vmu.ac.in/BED125.pdfhttps://www.amazon.in/Pedagogy-Biological-Science-S-P-Kulshreshtha/dp/9385960733>
<https://bmdeducation.org/download/b-ed-2024-b-ed-1st-year-pedagogy-of-biological-science-full-book-pdf-download-english-medium/>

B.Ed. I YEAR(II SEMESTER)

PEDAGOGY OF PHYSICS

Course Code-BED-12/17

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Learning Outcomes

Student-teachers will be able to:-

- Gain insight on the meaning, nature and scope of physics for determining aims and strategies of teaching-learning.
- Appreciate that science is a dynamic and expanding body of knowledge;
- Trace historical background of physics.
- Identify and relate every day experiences with learning physics;
- Appreciate various approaches of teaching-learning of physics;
- Perform Pedagogical analysis of various topics in physics.
- Analyze the contents of physics with respect to Content, process, skills, knowledge organization and other critical issues.
- Use effectively different activities/demonstrations/laboratory experiences for teaching-learning of physics;
- Integrate physics knowledge with other school subjects.
- To understand meaning, concept and various types of assessment.

Unit 1

- a) Nature of science, physics as a fundamental science.
- b) Major milestones in the development of physics.
- c) Contribution of India Physicists, C.V. Raman, M.N. Saha K.S. Krishnan, Narlekar, J.C. Bose, S.N. Bose H.J. Bhabha and S.Chandra Shekhar, Dr. A.P.J. A. Kalam .
- d) Objectives and values of Teaching Physics at Senior Secondary Level.

Unit 2

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

Unit 3

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

Unit 4

- a) Physics Laboratory – Planning, equipping and organizing practical work.
- b) State and national level institutes and laboratories (DST, NPT, ISRO, CEERI, RAPS and BARD).
- c) Community resources like science centers/museums, planetarium and solar observatory.
- d) Multisensory aids: Chart, models, over-head projector, computer and Internet, Improvised apparatus.
- e) Textbooks – Characteristics of a good text book and evaluation of text book.

Unit 5

- a) Type of test items and their construction.
- b) Preparation of blue print and achievement test.
- c) Diagnostic testing and remedial teaching in physics.
- d) Evaluation of practical work.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

- 1. Case study of one senior secondary lab of physics.
- 2. Description of design of any two improvised apparatus.
- 3. Planning an out of class activity to use local resources to teach physics.
- 4. Life sketch and contribution of one physicist.
- 5. Preparation of scrap book containing original Scientific cartoon/
Stories/Latest Articles/Feature/Play Interview report useful for teaching physics.

Book Suggested

- 1. Vaidya, N. “The impact of science teaching”, Oxford and IBH Publishing Company, New Delhi, 1971.
- 2. Richardson, S: “Science Teaching in Secondary Schools”, Prentice Hall, USA 1957.
- 3. Sharma R.C. and Sukla: “Modern Science Teaching” Dhanpat Rai and Sons, Delhi, 2002.
- 4. Kumar Amit : “Teaching of Physical Science” Anmol Publications, New Delhi 1997
- 5. Nanda V.K.: “Science Education today” Anmol Publications Pvt. Ltd. New Delhi 1999
- 6. Ravi Kumar S.K. “Teaching of Science” Mangal Deep publications, 2000
- 7. Rao Aman : Teaching of Physics, Anmol Publications, New Delhi 1993

8 . Wadhwa Shalin : “Modern Methods of Teaching Physics” Sarup and Sons, New Delhi 2001

9. HkVukxj , -ch- : HttSfOrd fOoKtu fT{T.T, vt7-yky- cd fMiks esjB 2000

10. usxh] t-,l- o u`xh 7fT{T.T : HttSfOrdh fT{T.T, fOout`n iLrd eUn7 vTx7T 1999

11. eaxy ,l-ds- : lT/tT7.T fOoKtu fT{T.T, vT; cd fMiT`, ubi fOnYyh, 1996

12. fuxe Mh-,l- : fOoKtu fT{T.T, gTfT;T.T lTfOgR; vdTneh, p.Mhx<+ 1990

13. R;kxh ,l-ds- : HttSfOrd fOoKtu fT{T.T, lTfOgR; idT'ru, vTx7T - 2000

14. R;kxh ,l-ds- : HttSfOrd fOoKtu fT{T.T, lTfOgR; idT'ru, vTx7T - 2000

WebLinks:

https://www.google.com/search?q=pedagogy+of+physics&rlz=1C1ONGR-enIN1107IN1107&og=PEDAGOGY+OF+PHYSICS&gs_lcrp=EgZjaHJvbWUqBwgAEAAyGAQyBwgAEAAyGAQyBwgBEAAyGAQyBwgCEAAyGAQyCggDEAAyDxgWGB4yCagEEAAyFhgeMggIBRAAGBYHHjIGCAYQRRg8MgYIBxBFGDzSAQc4MTdqMG00qAIAAsAIA&sourceid=chrome&ie=UTF-8
<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/http://assets.vmu.ac.in/BED123.pdf>
chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ncert.nic.in/desm/pdf/phy_sci_PartII.pdf
<https://www.scribd.com/document/728270505/Pedagogy-of-School-Subject-Physics>

B.Ed. I YEAR(II SEMESTER)

PEDAGOGY OF ART

Course Code-BED-12/18

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Learning Outcomes

The student teacher will be able to:

- Understand the nature of Art as a discipline.
- Get acquainted with the origin and devolution of various Forms of Art.
- Understand the place of Art in general education.
- Understand the concept and basics of different art forms(visual and performing arts);
- Develop the ability to use visual art processes to generate new knowledge, understanding and perception of the world;
- Understand the significant implications of art to nurture children's creativity and aesthetic sensibilities through genuine exploration, experience and free expression;

- Get acquainted with the strategies of classroom teaching of art.
- Prepare Yearly plan, Unit-plan and teaching-plan for teaching art.
- Prepare and use suitable teaching aids in the classroom effectively.
- Understand the creative aspect of the Teaching of child art.
- Understand the strategies of developing appreciation of beauty of nature and the basic elements of art forms among the students;
- Understand the strategies of developing ability to appreciate the inherent rhythm, beauty and harmony in visual art forms: specifically regional, traditional and classical art forms among the students.

Unit 1

- (i) Structure and rationale of the subject and its place in school curriculum, Art and Society, Art and International Understanding, The Place of Art in General Education.
- (ii) The Educational Values of Art and relationship with other school subjects. Role of Art in Indian culture and value, development of international understanding.
- (iii) Contribution of Indian Artists.

Unit 2

- (i) The aims and values of teaching art.
- (ii) Teaching of art at different stages.
- (iii) General and Specific objectives of teaching art.
- (iv) Development of values and national Integration through art.

Unit – 3

- (i) Principles of classroom teaching.
- (ii) Visual aids in teaching art, Role of the black board, art object and reproduction photograph and other aids in teaching art.
- (iii) Qualities of Art Teacher.

Unit 4

- (i) Methods of teaching art- Project, Demonstration, Exhibitions.
- (ii) Content analysis
- (iii) Year Plan, Unit Plan & Daily Lesson Plan.

Unit 5

- (i) Objectives, process based evaluation.
- (ii) Development of test items & Blue Print.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

Any two of the following:

1. Planning an out of class activity to use local resources to teach Art.
2. Life sketch and contribution of one Artist.
3. Preparation of 5 OHP slides.

Book Suggested

1. George Conard: The Process of Art Education in the Elementary School, Prentice Hall, Inc. England Cliffs, N. I. 1964.
2. Ruth Dunneth: Art and Child Personality, Methuen and Co. Ltd., London, 1945.
3. Arya Jaideo: Kala Ka Adhyapan, Vinod Pustak Mandir, Agra.
4. Naya Shikshak – Vol. No. 4 April 1966 Special Number, Art Education Published By Department of Education Rajasthan, Bikaner.
5. Kleinschmidt, H.E.: How to turn ideas into pictures. National Publicity Council, New York, 1950
6. William, J. Harole, Graphics Methods in Education, Houghton Mifflin Company, Boston

WebLinks:

https://www.artslive.com/news/resources-for-reconciliation-week/?gad_source=1&gclid=CjwKCAjw2dG1BhB4EiwA998cqMD-pBFWeFsg1UdKIXiWAYXohpAPF_FF462Y_xOnqzfTyMw1NJ5E8hoCvCAQAvD_BwE
<https://paulcarneyarts.wordpress.com/2023/05/27/a-potted-history-of-art-pedagogy/>
<https://theartyteacher.com/category/pedagogy/>
<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://files.eric.ed.gov/fulltext/EJ967131.pdf>
<https://www.redalyc.org/journal/6377/637767290003/html/>

B.Ed. I YEAR(II SEMESTER)

PEDAGOGY OF MUSIC

Course Code-BED-12/19

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Unit 1

- (i) Music as a typical representation of Indian culture. Origin of music, its relation to religion. Rejuvenation of Indian Classic Music. Similarities between Eastern and Western music.
- (ii) Contribution of great Indian musicians
- (iii) Relationship of music with dancing and poetry and other school subjects.
- (iv) Role of music in Indian culture and values, development of international understanding.

Unit –2:

- (i) The aims and values of teaching music.
- (ii) Teaching of music at different stages.
- (iii) General and Specific objectives of teaching music.
- (iv) Development of values and national Integration through music.

Unit – 3:

- (i) Methods and Techniques of Teaching Music.
- (ii) Teaching aids in teaching Music, Equipment and site of the Music room.
- (iii) Singing without reading notations, spontaneity of expression.

Unit – 4:

- (i) Qualities of Music Teacher.
- (ii) Content analysis
- (iii) Year Plan, Unit Plan & Daily Lesson Plan.

Unit – 5:

- (i) Objectives, process based evaluation.
- (ii) Development of test items & Blue Print.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

Any two of the following:

1. Write the qualities of any one Music Instrument.
2. Preparation of Music room.
3. Life sketch and contribution of popular Musicians.

Books Suggested:

1. Awasthi, S.S.A., Critique of Hindustani Music and Music Education, Jalandhar: Adhunik Printer, 1964.
2. Bhatkanda, V.N., Karmik Pustak Malika Laxme Narayan Garg, Sangeet Karyalaya, Hathras.
3. Bhatnagar, S., Teaching of Music, Shimla: Monika Prakashan, 1988.
4. Gary Spruce, Teaching music in Secondary School, RoulledgeFalmer, Great Britain, 2002.
5. Michael R. Rogers, teaching Approaches in Music theory, Illinois University Press, 1984
6. Nelson B Henry, Basic Concept in Music education, The University of Chicago Press, 1958
7. Singh, Bharpur, Punjab School Education Board, Sahibjada Ajit Singh Nagar.
- 8- dyil pUnz n`o c`gLiR, `Hr7r dt l`xhr f(l)Ur*, idt`tu 'tt[Tt, lwput f`oHttX, mRr7in`T, 1959
- 9- Htxor`T7.T `tet, f`gUnqLrTuh l`xhr 'mL=, l`xhr e`f`n7, [t7tt - 203131, 1985
- 10- y{ehukjk;.k xx} laxhr fucU/kkoyh} laxhr dk;ky;} gkFkjl - mi} 1959

B.Ed. I YEAR(II SEMESTER)

Pedagogy Of Punjabi
Course Code-BED-12/20

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Unit – I

- i The Nature And Importance Of language –its origin and development
- ii Origin and development of Punjabi language and there script
- iii Roll of Punjabi as mother tongue in the education of child
- iv Aims and objectives of teaching of Punjabi at School Levels
- v General principles and maxims of teaching of Punjabi

Unit –II

- i. Development of language skill in Students of various school classes
- ii listening skill
- iii Speaking skill
- iv reading skill
- v Writing skill

Development of micro & Macro lesson based of skill of questioning, explanting, illustration and stimulus variation. Construction of curriculum of Punjabi language Critical appraisal of Punjabi curriculum at secondary school level Role And Qualities of Teacher of Punjabi Language.

Unit – III

- 1. Roll of language activities (Debates, Recitation, Story Telling, and Symposium) Methods of teaching:
- 2. Prose
- 3. poetry
- 4. composition
- 5. Grammar
- 6. Meaning, nature, types of lesson plans for each of the above aspects of Punjabi language As
- 7. Herbert Method
- 8. Morison Method

Unit – IV

- 1. Methodology Of Various Teaching Methods As
- (2) Project Methods
- (3)Play way Method
- Discussion Methods
- (4) Correlation Method
- (5) Observation Method

Unit – V

1. Concept of Evaluation
2. Modern Concept of evaluation in language
3. Different type of techniques and Questions in evaluation of Punjabi
4. Construction of

Unit 1: - Reading and Reflection of Texts

1. Concept and meaning of reading and reflection of text.
2. Need and importance of reading and reflection on text for Pupil-Teacher. Reading of empirical, conceptual, historical and policy documents.
3. Reflection on text through examination, observation and group discussion.
4. Skill and Strategies of reading & written work: Model reading, drilling, pronunciation, silent reading, etc. Narrative texts, expository texts, autobiographical narratives, field notes and ethno graphics readings.

Unit2: Observation & Discussion

1. Discussion and creative on empirical, conceptual and historical work, policy documents, and studies about schools, teaching and learning and about different people's experiences.
2. Pupil teachers' observation, peer observation, group observation.
3. Motivating pupil teachers to think and regulate one's own thinking in the learning process.

Unit 3: Evaluation & Reflection

1. Developing reflective journal for trapping experience, observation and views of different stakeholders.
2. Critical analysis of entire activities on the basis of reflective journal.
3. Learning, monitoring, comprehension and self reflection.

Practicum/Field work (Any two of the following)): -

4. Preparing a report on empirical, conceptual and historical work, policy documents, and studies about schools, teaching and learning and about different people's experiences.
5. Preparing a conceptual chart on one's own thinking process required for text reading.
6. Preparing a conceptual chart on one's own thinking process required for reflection on text.
7. Submit reading reflection report after completing reading assignment by summarizing the important concept of the reading and describing what was interesting, surprising or confusing to him/her.

Reference:

1. Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers.

2. Reflecting on Literacy in Education. Peter Hannon. Routledge Publication.
3. Reflective Practice: Writing and Professional Development. Gillie Bolton. Sage Publication.
4. Fostering Reflection and Providing Feedback: Helping Others Learn from. By Jane Westberg PhD, Hilliard Jason MD, EdD. Springer Publication.
5. Research and Reflection: Teachers Take Action for Literacy Development. Andrea Izzo. Information age Publication.
6. Reading to Learn in the Content Areas. Judy Richardson, Raymond Morgan, Charlene Fleener. Cinage Learning.
7. Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William R. Smalzer. Cambridge University Press.

B.Ed. I YEAR(II SEMESTER)

B.Ed. I YEAR (II SEMESTER)

Community Work

Course Code-BED-14

Internal Assessment: 50

Marks Credit : 2

Objectives

The students teacher will be able.

- To understand the concept and importance of community participation.
- To evaluate the roles of different bodies of decentralized educational management in terms of quality education and community participation.
- To understand social and ethical norms for behaviour and recognize family, school and community and supports which is the best part of the college.
- To create an awareness of self-worth.
- To provide facilities for improving the conditions of life specifically for the poorer section of society.
- To stimulate self-reliance and self-development in local communities.

Activities

Activities during two weeks field engagement programme.

The institution will plan two weeks programme to address to the societal concerns and

curriculum. In this programme institute must ensure that all the students select work worth two weeks programmes and engaged in activities like:

- Thoretical orrientation to the concept of Nai Taleem propogated by Mahatma
- Gandhi including experiential learning & work education.
- Organizing plantation, cleannrness, roadsafety, Environment awareness, legal awarencess, Beti Bachao Beti Padhao etc. for developing awareness among society.
- Organization of rally or campaign on any social issue e.g. Polio, HIV, Electrol Rights, Blood donation camp, gender senitization etc.
- Gardening
- Cleanliness of the campus and beatification
- Community games
- Cultural programme
- S.U.P.W

Decoration of classroonn,, Best out of waste material development, preparing decorative out of waste paper etc.

Note:

The students will prepare a report of the activities take up and submit to the institution.

The record in the form of files will photography, short videos, material.

Internal evaluation will be done on the basis of files by students including picture short videos, material and viva-voce.

Evaluation Procedure

File record evaluation 40 Marks

Viva-voce 10 Marks

B.Ed. II YEAR(III SEMESTER)

School Internship Phase II (16Weeks)

Course Code-BED-17

S.No.	Assessment is based on the following activities	Marks
1	Interaction Report Interaction with school teachers, children and community members (one week)	15
2	Observation Report Description of village/community with special reference to socio-physical economic cultural background (one week)	15
3	Observation Report of school Description and evaluation of school with special reference to geographical, socio-cultural environment, physical infrastructure, human resource, philosophy, aims, organization and management (one week)	10
4	Participation in Administrative work of school with report making. 1. Planning of classes 2. Record keeping and file maintenance 3. Mid day meal planning 4. Budget making 5. Participation in school management committee/ equivalent (Two week)	20
5	Participation in co-scholastic work of school with report making. 1. Organizing morning Assembly 2. Planning and participation in community Awareness programme (Rallies, Awareness campaign, community health campaign and cleanliness campaign) 3. Planning and participation in games and sport programme 4. Planning and participation in literary and cultural activities (Drama/Art/Debate/Quiz/scout and guide camp/others) (Two week)	20
6	Observation Report of classroom (i) Preparation of time table of the class. (ii) Maintaining student's attendance and preparing a monthly record of student's attendance. (iii) Class wise learner's socio economic – cultural education profile with special reference to needs of the physical, mental emotional development of children, aspects of curriculum and its transaction: quality, transaction and assessment of teaching learning. (one week)	10

S.N o.	Assessment is based on the following activities	Marks
7	- Assessment of teaching learning in scholastic and co-scholastic area - Organizing science fair, exhibition, science club, nature study. - Evaluation report of teaching of (students teacher intern) by peer groups & teachers (one week)	10
8	Block teaching Teaching of selected pedagogy subject in upper primary classes (6-8 classes), secondary classes (9-10 class) with constructiv is tapproach by student teacher/intern. Teaching of thirty lessons in one pedagogy subject and thirty lessons in second pedagogy subject with planning.	180
9.	- Preparing a suggested comprehensive plan of action of some aspect of school improvement - Portfolio, including detailing of teaching – learning plans, resources used, assessment tools, student observations and records. - Reflective journal by student teacher in which he/she records one's experiences, observation and reflection. - Preparation and maintenances of feed back diary.	20
	Total	300

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

- The weightage of final lesson will be 100 marks
- The external practical examination will be conducted at the end of second year.
- The internal assessment in practice of teaching internship programme will be finalized by the principal with the help of the member of teaching staff and the same will be communicated to the university before the commencement of the practical examination (Final lesson) each year.
- During the final practical examination each candidate will have to teach one lesson in pedagogy subjects.
- The Board of examiners for external examination will consist of.
 - (d) The principal of the college concerned.
 - (e) Two external Members from any discipline appointed by the university.

Guidelines for practical work

1. Internship: 16 week internship in recognized upper primary/secondary/ higher secondary school. Trainees have to perform for different activities during internship and prepare detailed reports with photograph.
2. Internship report must be verified and signed by the school incharge/school principal.
3. TLM: Each subject's TLM must be submitted at college (Two)
4. Viva-voce based on internship: This Examination will be conducted by the college at the end of semester. Trainees have to present documentary evidence of his/her internship work for exg. Internship school permission letter, internship report with necessary photograph, internship completion, certificate issued by school.
5. Question asked by the internal examiner on the basis of internship work and theory papers.

Case Study: Course Code-BED-19

Field work, data analysis and report writing for submission.

Final Lesson: Course Code-BED-20

Two final lessons (Two of second school subject) conducted by the University at the end of Semester III.

B.Ed. II YEAR(IV SEMESTER)

COURSE - 9

ASSESSMENT FOR LEARNING

Course Code-BED-21

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Learning Outcomes

The student teacher will be able–

- To understand assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum.
- To know the critical role of assessment in enhancing learning.
- To know the constructivist paradigm of learning and assessment.
- To acquaint with the importance of feedback in the process of assessment.
- To know the practicality of learning centred assessment.
- To prepare prospective teachers to critically look at the prevalent practices of assessment.
- To prepare students teachers to facilitate better learning and prepare more confident and creative learner.
- To understand the policy perspective on examinations and evaluation and their implementation practices.

Course Content

Unit - I

- (a) Concept of measurement, evaluation and assessment.
- (b) Types, need and purpose of evaluation. Principles of Assessment and evaluation.
- (c) Monitoring of Learning, Observation of learning processes by self, by peer and by teacher, self assessment and peer assessment.

Unit 2

- (a) Construction of test: subjective test and objective test.
- (b) Characteristics of a good test. Standardized and teacher made test.
- (c) Nature of information gathered (Qualitative, Quantitative) Mode of response (Oral and written).

Unit 3

- (a) Classification of assessment: Base on purpose (Prognostic, Formative, Diagnostic and Summative), Scope (Teacher made, Standardized) Attribute measured (Achievement, Aptitude, Attitude
- (b) Providing Feedback, types of feedback (written comment, oral), peer feedback.

Unit – 4

- (a) Continuous and Comprehensive Evaluation: Meaning, concept and characteristics of CCE, Need and Process.
- (b) Grading: Concept, types and Application, Indicators for grading Psycho-Social and Political dimensions of assessment. Marking system and grading system.
- (c) Assessment of affective learning: attitude and values, interest,

Unit – 5

- (a) Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices.
- (b) Commercialization of assessment. Teacher assessment by student, institutional evaluation.
- (c) Participatory assessment and community monitoring critical analysis of prevalent practices of assessment.

Term Test: 10 Marks

Sessional Work: 10 Marks

Any on assignment related to the Unit I to Unit V:

Recommended Books;

- 1- vLFTtuT,        2009%       vT7              ,o  Y;T  , vx  y id   , v x7TA
- 2 -   y, gl7Tt ,o     ,      T  2009%,     vTdyu ,o  W;T         id   , t; 7A
- 3- v   y de 7              ,o  W;T   7tr id   ,      A
- 4-   .M  , H    T  2010%,               W;T  , H    ; id   , d     A
- 5-      T;     2009% ,T          ,o  W;T  , vx    id   , v x7TA
6. Paul, Black (2012). Assessment for learning McGraw.
7. East, Lorna M. Assessment as learning sage pub. 2010
8. Ecclestone, Kathryn. Transforming formative assessment in life long learning. Mc Grau H,  .

WebLinks:

- <https://www.coursera.org/learn/assessmentforlearning>
- <https://www.ispringsolutions.com/blog/8-ways-to-assess-online-student-learning>
- <https://www.indeed.com/career-advice/career-development/online-assessment-tools>
- <https://www.pearsonassessments.com/professional-assessments/blog-webinars/blog/2017/12/assessment-for-learning-vs--assessment-of-learning.html>
- <https://assessment.tki.org.nz/Assessment-for-learning>
- <https://teachingenglishwithoxford.oup.com/2021/10/06/assessment-for-learning/>

B.Ed. II YEAR(IV SEMESTER)

Course – 10

CREATING AN INCLUSIVE EDUCATION

Course Code-BED-22

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Course Contents:

Unit 1

1. Definitions, concept and importance of inclusive education. Principal and model of inclusive education.
2. Inclusion and disability. Difference between special education, integrated education and inclusive education.
3. Advantages of inclusive education for education for all children in the context of right to education.

Unit 2

1. Recommendations of the Indian Education Commission (1964-66). National Curriculum Framework, 2005 NCERT
2. The Convention on the Rights of the Child (specific articles related to inclusive education).
3. UNESCO Conventions, declaration and recommendations related to Rights of persons with Disabilities, role of UNICEF, RTE-2009 in inclusive education.

Unit 3

1. Diversity: Meaning and definition.
2. Disability: psychological construction of disability identity, discrimination.
3. Concept, Nature, and Characteristics of Multiple Disabilities, Classroom management for inclusive education.

Unit 4

1. Inclusive curriculum- Meaning and characteristics. Teaching and learning environment with special reference to inclusive school.
2. Special education. Special school building, co-curriculum activities.
3. Individual differences, children with disabilities: Hearing Impairment, visual impairment, Voice impairment, orthopedic.

UNIT – 5

1. Review existing educational programmes offered in secondary school (general and special education).
2. Utilization of records/ case profiles for identification, assessment and intervention for inclusive classrooms.
3. Evaluation and follow-up programmes for improvement of teacher preparation programmes in inclusive education.

Term Test: 10 Marks

Sessional Work: 10 Marks

Any on assignment related to the Unit I to Unit V: (10 Marks)

Reference Books:

1. Maitra, Krishna (2008): INCLUSION ISSUES AND PERSPECTIVES (For Teachers, Teachers' Educators and Parents): Kanishka Publishers, Distributors New Delhi-110002
2. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
3. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
4. Jha. M. (2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
5. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
6. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore
7. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P.Pluddemann (Eds.) Multilingual education for South Africa 9pp. 3-&). Heinemann Educational Books.

8. T., Ainscow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). Index for inclusion: Developing learning and participation in schools. Centre for Studies on Inclusive Education.
9. Carini, P.F. (2001). Valuing the immeasurable. In starting strong: A different look at children, schools, and standards (pp. 165-181). New York: Teachers College Press.
10. Delpit, L.D. (2012) Multiplication is for white people: raising expectations for other people's children, the new press.

B.Ed. II YEAR (IV SEMESTER)

Pedagogy of School Subject

PEDAGOGY OF HINDI

COURSE CODE:- BED-23/ 01

Internal Assessment: 20
External Assessment: 80

Total Marks: 100
Credit : 4

ह हिंदी शिक्षा िास्त्र – अहिगम परिणाम

इस पाठ्यक्रम के अध्ययन के पश्चात् शिक्षक अभ्यर्थी में हनम्रशित्ति योग्यताएँ हिकशसत िीी:

1. ह हिंदी भाषा के स्वरूप औ म त्व को समझना
 - ह हिंदी भाषा की प्रकृत, हिंषताएँ एिं अन्य भाषाओं से सिबिं को समझ सकेगा।
 - ह हिंदी भाषा के सामाशिक, सािंस्कृतक औ िैहक्षक म त्व को प चान सकेगा।
2. भाषा अहिगम की प्रहक्या को समझना
 - भाषा अहिगम से िुडे शसदािंतोिं औ मनोिैज्ञाहनक पक्षोिं को स्पष्ट रूप से समझेगा।
 - प्रार्थहमक एिं माध्यहमक स्ति पि ह हिंदी शिक्षण की उपयुक्त हिहियोिं का चयन कि सकेगा।
3. ह हिंदी शिक्षण की हिहियोिं औ तकनीकोिं का प्रयोग किना
 - ह हिंदी भाषा शिक्षण की हिहभन्न हिहियोिं (िैसे – व्याकिण-अनुदेिन हिहि, सिंप्रेषणात्मक हिहि, नाटक, सिंिाद आहद) का प्रयोग कि सकेगा।
 - श्रिण, िाचन, िेिन औ िाक्कौिोिं के हिकास ेतु उपयुक्त गहतहिहियाँ योिना बना सकेगा।
4. पाठ्य पुस्तकोिं एिं शिक्षण सामग्री का हिश्लेषण औ उपयोग
 - ह हिंदी पाठ्यपुस्तकोिं का हिश्लेषण कि उनकी उपयोहगता औ सीमाओं को प चान सकेगा।
 - भाषा शिक्षण के शिए स ायक सामग्री (चाटट, फ्लैिकार्ट, श्रव्य-दृश्य सामग्री आहद) का हनमाटण औ प्रभािी उपयोग कि सकेगा।
5. मूलािंकन की हिहियोिं को समझना औ िागू किना
 - ह हिंदी भाषा अहिगम के हिहभन्न प िुओं (श्रिण, िाचन, िेिन आहद) के शिए उपयुक्त मूलािंकन उपकिण तैयाि कि सकेगा।
 - हनििंति एिं व्यापक मूलािंकन (CCE) की दृष्ट से मूलािंकन की प्रहक्या को िागू कि सकेगा।

6. शिक्षण योजना (Lesson Plan) तैयार करना
 - पाठ योजना, भाषा प्रयोग की योजनाएँ, गहनहिहि आधारित शिक्षण आहद की रूपरेखा बना सकेगा।
 - हिहि शिक्षण क्षेत्रों के अनुसार विद्युत दीघट पाठ योजनाएँ तैयार कर सकेगा।
7. सीने के हिहि स्रोतों का उपयोग करना
 - हिंदी भाषा शिक्षण में पुस्तकालय, समाचार पत्र, पत्रिकाओं, ऑडियो-विडियो और ICT संसाधनों का उपयुक्त उपयोग कर सकेगा।

इकाई - 1

भाषा का वैज्ञानिक स्वरूप

(वर्ण नवश्लेष, शब्द नवश्लेष और वाक्य नवश्लेष के दृष्टिकोण से)

भाषाकौशल्यों के विकास हेतु नवनभक्त पक्षों का नशक

(क) श्रवण

(ख) मौखिक अनभव्यखि (बोली)

(ग) पठि

(घ) वाचि/पाठ (स्वर और लय सनहत)

(ङ) अनभव्यखि (मौखिक एवं नलखखत)

नहींदी भाषा नशक की खिनत

मातृभाषा के रूप में

राजभाषा/राज्यीय भाषा के रूप में

पुस्तकालय एवं भाषा प्रयोगशाला का उपयोग

नहींदी भाषाकौशल्यों के विकास में पुस्तकालय एवं भाषा प्रयोगशाला की भूमिका मातृभाषा

और अन्य नवषयों के मध्य पारस्परिक संबंध

इकाई - 2

- ◆ मातृभाषा एवं उसका महत्व
- ◆ मातृभाषा नशक के उद्देश्य
- ◆ मातृभाषा नशक के नसद्वारे
- ◆ कक्षा नशक के नसद्वारे

इकाई - 3

(क) गद्य नशक (सानहखिक एवं गैर-सानहखिक प्रकारों सनहत)

(ख) काव्य नशक (छंदबद्ध एवं छंदमुक्त रूपों में)

(ग) निबंध नशक

(वर्णित एवं त्रुणपूर्ण प्रकारों में)

(घ) कहाँ नशक (काल्पनिक एवं अभिवात्मक प्रकारों में)

(ङ) रचि नशक (निबंध लेखि एवं कहाँ लेखि)

(च) व्याकरण नशक

◆ नहींदी भाषा नशक में श्रवण-दृश्य (ऑनियो-नवजुअल) उपकरणों का महत्व एवं उपयोग

◆ नहींदी भाषा नशक में पाठ्यपुस्तकों का महत्व

इकाई - 4

◆ निम्नलखखत नशक नवनधयों का ज्ञान एवं प्रयोग

(प्रथम तीस पाठ योजनाओं के प्रारूप के

अनुसार): (क) पररयोजि नवनध

(ख) आगम एवं निगमि नवनध

(ग) क्रमबद्ध नशक नवनध

(घ) क्षेत्रीय सानहि का प्रयोग
(ङ) सामानजक सौसाधियों का उपयोग
(च) सौगर्क आधाररत नशक्र (छ)
निनजटल अनधगम उपकरर (ज)
भाषा प्रयोग शाला

इकाई - 5

नहोदी भाषा नशक्र में मूलांकि ♦ मूलांकि का अण्णवों
नवशेषताएँ

मूलांकि की पररभाषा, उसका महत्व तथा उसकी प्रमुख नवशेषताओं की समझ।

- ♦ पाठ से पृष्ठाएँ पाठ के पश्चात मूलांकि नशक्र-प्रनक्रया प्रारोभ होि से पहले तथा बाद में नकया जाि वाला मूलांकि।
- ♦ प्रश्नपत्रों एवं ब्लूनप्रोट का निमाणर् सौतुनलत मूलांकि हेतु प्रश्नपत्रों की रूपरेखा (ब्लूनप्रोट) एवं उिका निमाणर् कैसे नकया जाए।
- ♦ प्रश्नों के प्रकार एवं निमाणर् प्रश्नों के नवनभन्न प्रकार (लघु, दीघण, वस्तुनिष्ठआनद) और उन्हें प्रभावी रूप से तैयार करि की नवनधयाँ। (क) भाषा नशक्र से सौबोनधत नवषयवस्तु का नवश्लेषर् नहोदी भाषा नशक्र से जुडी नवषय वस्तु/पाठयोशों की नवश्लेषर्ात्मक समझ। (ख) पाठयोजि का निमाणर् एवं उसके प्रकार पाठ योजि तैयार करि की प्रनक्रया, नजसमें दैनिक पाठ योजिाँ (Daily Lesson Plans) और इकाई योजिाँ (Unit Plans) शानमल हैं।

नहोदी नशक्रा शास्त्र के नलए अिशौनसत पुस्तकों की सूची

- ♦ NCERT व NCF आधाररत स्रोत

रािरीय पाठ्यचयाण रूपरेखा (National Curriculum Framework – 2005) – NCERT

नहोदी नशक्र की पद्रतयाँ (Teaching of Hindi) – NCERT

भाषा नशक्र में मूलांकि – एिसीईआरटी

एिसीएफ 2023 / एिईपी 2020 के सौबोनधत दस्तावेज

शैक्नर्क लेखकों द्वारा पुस्तकें

ि. ताराचोर्द्र शमाण – नहोदी नशक्र नवनधयाँ

ि. कृष्ण कुमार – नशक्रा का समाजशास्त्र, भाषा और नशक्रा

ि. नवमला कौल – भाषा नशक्र की रूपरेखा

ि. रामचरर् शमाण – नहोदी भाषा नशक्र

ि. अनिल कुमार नसोह – नहोदी भाषा का नशक्राशास्त्र

ि. लक्ष्मीिरायर् लाल – नहोदी नशक्र

बालस्वरूप राही – नहोदी भाषा और सानहि का नशक्र

अन्य सहायक पुस्तकें

Aggarwal, J.C. – *Principles, Methods and Techniques of Teaching*

Bindu, R.L. – *Teaching of Hindi – A Practical Approach*

Rai, U.N. – *Hindi Shikshan: Koshikayein Evam Vidhiyan*

WebLinks:

- https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD115DST_July4.pdf
- <https://www.uou.ac.in/sites/default/files/slm/CPS-12.pdf>
- <https://ncert.nic.in/pdf/publication/otherpublications/BhashaShikshanBhag-I.pdf>
- <https://hi.wikipedia.org/wiki/%E0%A4%B6%E0%A4%BF%E0%A4%95%E0%A5%8D%E0%A4%B7%E0%A4%BE%E0%A4%B6%E0%A4%BE%E0%A4%B8%E0%A5%8D%E0%A4%A4%E0%A5%8D%E0%A4%B0>
- <https://exambaaz.com/hindi-pedagogy-notes/>
- <https://www.amazon.in/-/hi/DR-B-D/dp/B084FXCT4Q>
- <https://unacademy.com/course/hindi-pedagogy-of-language-tet/NLA36N2V>
- <https://ehindistudy.com/2022/04/05/pedagogy-hindi-%E0%A4%B6%E0%A4%BF%E0%A4%95%E0%A5%8D%E0%A4%B7%E0%A4%BE%E0%A4%B6%E0%A4%BE%E0%A4%B8%E0%A5%8D%E0%A4%A4%E0%A5%8D%E0%A4%B0/>
- <https://letslearnn.com/ctet-hindi-pedagogy-notes-pdf-download/>

B.Ed. II YEAR(IV SEMESTER)

PEDAGOGY OF ENGLISH

COURSE CODE:- BED-23/ 02

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Learning Outcomes

After completing this course, the student-teachers will be able to:

- **Understand the Nature and Importance of English Language Learning**
 - Explain the role of English as a **global, national, and link language**.
 - Appreciate the **status and functions of English** in the Indian multilingual context.
- **Formulate Aims and Objectives of Teaching English**
 - State specific learning outcomes for teaching **Listening, Speaking, Reading, and Writing (LSRW)** skills.
 - Frame objectives at various stages: **primary, upper primary, secondary, and senior secondary** levels.
- **Understand the Principles and Approaches of English Language Teaching**
 - Apply appropriate **methods and approaches** (e.g., Direct Method, Communicative Approach, Grammar-Translation Method, Structural Approach) in classroom situations.
 - Evaluate their **strengths and limitations** in the Indian context.
- **Develop Competence in Using Various Instructional Strategies**
 - Prepare and implement effective **lesson plans, language games, and interactive activities**.
 - Use **multimedia and ICT tools** for enhancing language learning.
- **Teach Language Skills Effectively (LSRW)**
 - Plan and execute strategies to teach **listening comprehension, spoken fluency, reading for meaning, and effective writing**.
 - Evaluate students' progress in language skills using **formative and summative tools**.
- **Design and Use Language Teaching Aids and Materials**
 - Select, adapt, and prepare suitable **textbooks, workbooks, audio-visual aids, and authentic materials**.
 - Foster creativity in material development to suit learner needs.
- **Understand the Role of Evaluation and Remedial Teaching**
 - Assess students' language proficiency using **diagnostic and achievement tests**.
 - Plan **remedial measures** for slow learners and those with language difficulties.
- **Reflect on One's Own Practice as a Language Teacher**
 - Develop awareness of their own **strengths and areas for improvement**.
 - Engage in **continuous professional development** and reflective teaching practices.

Unit 1

- (a) Basic Concepts, objectives and Methods of Teaching English as a second language.
 - (i) Mother – tongue
 - (ii) Second Language
 - (iii) Difference between teaching and language teaching.
 - (iv) Principles of Second Language Teaching.
 - (v) Forms of English – Formal, Informal, Written, Spoken, Global English.
 - (vi) English as a Second Language (ESL), English as a Foreign Language (EFL), English for specific purpose (ESP).
- (b) Methods and Approaches :
- (c) Objectives : Objectives of Teaching English as a second language.
 - (i) Skill based (LSRW)
- (d) Introduction to Methods of and Approaches to Teaching of English as a second language.

- (i) Direct Method.
- (ii) Structural – Situational Approach
- (iii) Audio – Lingual Method
- (iv) Bilingual Method
- (v) Communicative – Language Teaching (CLT).

1. Role of Computer and Internet in Second Language Teaching Computer Assisted Language Learning (CALL) Computer Assisted Language Teaching (CALT).

2. Eclectic Approach to Second Language Teaching

3. Study of the above methods and approaches in the light of :

- (e) Psychology of second language learning.
- (f) Nature of English Language.
- (g) Classroom environment and conditions.
- (h) Language functions.
- (i) Aims of language teaching, role of mother tongue, role of teacher learners, text books and A.V. aids language skills testing, errors and remedial work

Unit – 2

Teaching of listening and speaking skills.

(A) Listening:

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

vi. Note – taking

(B) Speaking:

- i. Concept of speaking in second language;
- ii. The phonemic element involved in speaking at the productive level (monotones, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm) :
- iii. The stress system – Weak forms and schwa.
- iv. Use of pronouncing dictionary.
- v. Phonemic transcription.
- vi. Techniques of teaching speaking skills and pronunciation practice and drills – Ear training, repetition, dialogues and conversation.
- vii. Role of A.V. aids in teaching speaking skills.

Unit – 3

Teaching Reading and Writing skills:

Reading Skills:

- (i) Concept of reading in second language;
- (ii) Mechanics of Reading (Eye span, Pause, Fixations, Regressions) :
- (iii) Types of Reading: Skimming, scanning, silent reading, Reading Aloud. Intensive Reading, Extensive reading: Local and Global Comprehension.
- (iv) Role of speed and pace.
- (v) Relating teaching of Reading to listening and speaking skills.
- (vi) Teaching silent reading, intensive reading, extensive reading and genuine reading comprehension in terms of inference prediction critical reading, interpretation judgment summarizing, central idea, etc.
- (vii) Role of course reader and rapid reader, cloze procedure, Maza method, dictionary in teaching reading skills.
- ii. Concept of writing in first language and the second language.
- iii. Types of composition – oral, written, controlled, guided, contextualized and integrated composition.
- iv. Teaching the following items keeping in view their style, ingredients, and mechanics.
- v. Letter (Formal and informal), Essay, Report, Telegram, E-mail, Notices, Précis, Paragraph, Developing Stories, Note Making.

Unit –4

Resources and Planning for English Language Teaching:

(a) Resources for English Language Teaching :

- i. The Blackboard and the white board.
- ii. Blackboard drawings and sketches.
- iii. The overhead projector (OHP).
- iv. Flashcards, Poster and Flip Charts.
- v. Songs, Raps and Charts.
- vi. Video Clips.
- vii. Pictures, Photos, Postcards and Advertisements.
- viii. Newspapers, Magazines and Brochures.
- ix. Mind Maps
- x. Radio, Tape – Recorder, T.V.
- xi. Language Laboratory
- xii. Stories and Anecdotes

(B) Planning for English Language teaching as a second Language B – Prose Lessons:

- a. Planning a Unit (Based on a lesson in the Course Reader (Text Book)
- b. Identifying and listing language material to be taught (New Lexical and structural items, their usage and uses).

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

- a. New Lexical items (Vocabulary).
- b. New Structural items
- c. Reading Comprehension
- d. Textual excises
- e. Writing / Composition Unit Test

Unit 5 Testing and Evaluation in English

(i) Components of Poetry

(ii) Concept, aims and objectives of teaching poetry in Second Language

(iii) Steps of teaching Poetry at the Secondary stage.

- a) Concept of testing and evaluation in English as a second language.
- b) Difference in testing in content – subjects and skills subjects.
- c) Testing language skills (LSRW), lexical and structural items, and poetry.
- d) Type of test Achievement test, Proficiency test, Diagnostic test, prognostic test, Formative and summative tests).
- e) Preparation of unit test and examination paper – their blue – print and answer key.
- f) Types and preparation of test-items.
- g) Error analysis.
- h) Concept and need of remedial teaching and remedial work.

Terminal test = 10 Marks

Sessional Work= 10 Marks

Activities/Practicum/Field work(Any two of the following)

- Take a few passages from Science, Social Science and Maths text books of ClassesVI to VII and analyse:
 - (i) How the different forms of language have been introduced?
 - (ii) Does the language clearly convey the meaning o f the topic being discussed?
 - (iii) Is the language learner-friendly?
 - (iv) Is the language too technical?
 - (v) Does it help in language learning?
- Now write an analysis based on the above issues.
- Do a survey of two schools (Secondary or Senior Secondary) in your neighbourhood to find out the challenges faced by the teachers and the learners in the teaching-learning process of English. The survey may be based on types of books introduced, 9. Collection of Newspaper and Magazine advertisements for teaching lexical and structural items and preparing language exercises based on them.family support in learning,school resources support,teaching strategies,learning hurdles etc. Prepare the findings in report form.
- Preparation of five cards, five pictures cards and five cross word puzzles.

- Keeping in view the needs of the children with special needs prepare two activities for English teaching.
- Picking up a child from family/School Prepare a portfolio of any exceptional child/specially-abled/slow learner about his/her developmental aspects of language.

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14. Quirk, Randolph and Greenbaum, (1973): A University Grammar of English, London.
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16. Roach, Peter, (1991): English Phonetics and Phonology. Cambridge, C.U.P.
17. Thomson, A.J. and Martinet (1998) A Practical English Grammar, ELBS, O.U.P.
18. Ur, P. 1996. A Course in Language Teaching. Cambridge: CUP.
19. Venkateshwaran, S (1995) Principles of Teaching English. Delhi: Vikas Publishing House Pvt. Ltd.

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- https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf
- <https://www.amazon.com/Different-Kind-Classroom-TeachingDimensions/.../087120...>
- <https://www.uts.edu.au/...teaching/teaching...teaching/planning-and-preparing-teaching>
- <http://www.theguardian.com/teachernetwork/teacherblog/2012/apr/10/language-teaching-social-media>
- <http://a4esl.org/>
- <http://carla.acad.umn.edu/>

- <http://www.eslcafe.com/>
- <http://resources.hkedcity.net/>
- <http://iteslj.org/ESL.html>
- <http://www.teachitprimary.co.uk/>
- <http://www.teachingenglish.org.uk/>
- <http://www.teachitprimary.co.uk/>
- <http://www.tefl.net/esl-lesson-plans/>
- <http://www.language-education.com/eng/index.asp>
- <http://www.edufind.com/english/grammar/>
- <http://www.rong-chang.com/>
- <http://www.englishclub.com/>
- <http://www.webenglishteacher.com/index.html>

B.Ed. II YEAR(IV SEMESTER)

“संस्कृत शिक्षण की शिक्षा िास्त्र”

COURSE CODE:- BED-23/03

Internal Assessment: 20

External Assessment: 80

पाठ्य उद्देश्य

Total Marks: 100

Credit: 4

इस पाठ्यक्रम के अध्ययि उपरोंत, छात्र-अध्यापक निम्नलखखत क्मताएँ अनजणत करेंगे:

सोंस्कृत भाषा के स्वरूप एवों महत्व को समझिा

सोंस्कृत भाषा का सामानजक, सोंस्कृतनतक एवों शैनक्कमहत्वसमझसकेंगे।

नवद्यालयी पाठ्यक्रम में सोंस्कृत की उपयोगता को स्पि कर सकेंगे।

सोंस्कृत नशक् के उद्देश्यों का निधाणर् करिा

नवनभन्न स्तरों (प्राथनमक, उच्च प्राथनमक, माध्यनमक) पर सोंस्कृत नशक् के उद्देश्य तय कर सकेंगे। सोंप्रेषर्

कौशल (Listening, Speaking, Reading, Writing) परआधाररतलक्ष्य बिा सकेंगे। सोंस्कृत नशक् की

नवनधयों एवों दनिकोर्ोों को अपिािा

सोंस्कृत भाषा नशक् की प्रमुख नवनधयाँ जैसे- व्याकरर्-अुवाद नवनध, प्रिक् नवनध, श्रवर् बोलिा नवनध आनद को समझकर उपयोग कर सकेंगे।

भाषा नशक् सामग्री का चयि एवों निमाणर् करिा

पाठ्य पुस्तकों के साथ-साथ सहायक नशक् सामग्री (Audio-Visual Aids, Flashcards, Charts) तैयार कर सकेंगे। पाठ

योजिा (Lesson Plan) का निमाणर् एवों नक्रयान्वयि

पाठ्य नवषय के अुसार सुनियोनजत पाठ योजिाँ तैयार कर उन्हें कक्ा में प्रयोग कर सकेंगे।

नशक् उद्देश्यों को ध्याि में रखते हुए कौशलआधाररत नशक् कर सकेंगे।

मूल्ाोंकि एवों सुधारात्मक नशक् का प्रयोग

छात्रों के प्रदर्शनी का वैदिक एवं उपलब्ध मूल्यों को करीब सीखेंगे। कमजोर छात्रों के लिए सुधारमक नशक नवनध्याँ अपिा सीखेंगे। संस्कृत भाषा के प्रनत सकारात्मक दनिकोर् नवकनसत करीब छात्रों में संस्कृत भाषा के प्रनत रुनच, उत्साह एवं आिपूर्ण दनिकोर् नवकनसत कर सकेंगे।

इकाई 1: तृतीय भाषा शिक्षण के सैदांशतक आधार

- तृतीयभाषा (संस्कृत) शिक्षण के अंतर्निहित शसदांत
 - तृतीय भाषा नशक का महत्व
 - निम्नलखित नवध्याँ से अंतः संबंधः
 - मि नवज्ञाि
 - भाषा नवज्ञाि
 - नशका नवज्ञाि
- भाषाई कौल एवं उनका मित्व
 - (a) ग्रिण कौल (Receptive Skills):
 - श्रवर् (Listening)
 - पठि (Reading)
 - (b) उत्पादन कौल (Productive Skills):
 - वाचि (Speaking)
 - लेखि (Writing)
 - (c) उप-कौल (Sub-skills) एवं उनका मित्व
- सांस्कृत को तृतीय भाषा के रूप में पढाने के उद्देश्य
 - (i) प्राथनमक स्तर पर
 - (ii) उच्च प्राथनमक स्तर पर

◆ इकाई 2: भाषाई कौल का शिक्षण – अर्, मित्व, शवशध्याँ एवं तकनीक

- श्रवण कौल
 - शुद् उच्चारर्
 - स्वर लहररयाँ (Intonation)
 - बलाघात (Stress)
 - नवराम (Pause)
 - बल (Emphasis)
 - स्वर-स्वभाव (Tone) आनद
- वाचन कौल
 - स्पिउच्चारर्
 - प्रवाह
 - लयबद्धता
 - भाव-प्रदर्शनी
 - ित्र-संलग्न
 - स्वर और भाव की संगनत

- पठन कौलिल
 - प्रवाही पठि
 - मौखिक पठि
 - मुक् पठि
 - बोध क्मता (Comprehension)
 - शब्द भोिार का नवकास
- लेखनकौलिल
 - लेखि की योन्नतकता (Mechanics of Writing)
 - क्तणि (Spelling)
 - वाक्य निमाणर्
 - व्याकर्
 - नवराम नचह
 - अिच्छेद लेखि
 - निदेनशत एवो मुि लेखि
- कौलिलो का अांतसंबांध एवां एकीकृत शिक्षण

◆ इकाई 3: सांस्कृत शिक्षण की शवशधयाँ एवां दृशिकोण

- शवशभन्न शवशधयाँ और दृशिकोण – अर्ि, मित्व, प्रशिया, शविषताएँ एवां सीमाएँ
 - (i) प्रिक् नवनध (Direct Method)
 - (ii) सौरचात्मक दनिकोर् (Structural Approach)
 - (iii) सोंप्रेषर्ात्मक दनिकोर् (Communicative Approach)
 - (iv) नमनश्रतदनिकोर् (Eclectic Approach)
- इनशवशधयोकाशवशभन्नसन्दर्भोमेंप्रयोगएवांशवश्लेषण:
 - तृतीय भाषा अनधग्रहर् की प्रकृनत
 - सौस्कृत भाषा की नवशेषताएँ
 - कक्ा-कक् का वातावरर् और नशक् की पररखिनतयाँ
 - भानषक नक्रया कलापो में प्रयोग
 - भाषा नशक् के उद्देश्य
 - मातृभाषा की भूनमका
 - नशक्, नवद्याथी, पाठ्यपुस्तक एवो सहायक सामग्री की भूनमका
 - त्रुनटयाँ एवो उपचारात्मक उपाय
 - मूल्ाोंकि एवो आकलि

bdkb ¼4½

1. r`rh; Htett %l`LNr% िT{t.T e` n`";-J0; llexl
- ¼d½ IEii; ;] egRo ,o lko/kkfu; k
- ¼[k½ fuEukafdr dk p;u] fuekl.k ,o buds i;ksx dl fi)r
- v-';TeiV`V, िp=, ptVZ, "rèn िp=, qySuy ct`MZ, 7`मि;T, dEL;wV7, bUV7u`V
- ,o vks-p-ihc-
- vfHku;] ;Xe dk;] llg dk;]
2. l`LNr itB`; llexl dt िT{t.T : िuEut`िdr dt lEiR;;, egRo i;T`x, िoि/T,
- izिoि/T, िT{t.T llexl ,o x.T n`et :-
- 0;rd7.T िT{t.T ¼2¼ x4 िT{t.T
- utVd िT{t.T ¼4¼ dgguh िodrl िT{t.T
- l`om िT{t.T ¼6¼ It4 िT{t.T
- 7put िT{t.T ¼8¼ vuqomn िT{t.T

bdkb ¼5½

- ewY;kadu
- Hkkekk esa ewY;kadu dk ■■■; ;] vFk] egRo A
- r'rh; Httett e' ewY;du dr lEir;;, 0;td7.t, vuqom ,o Httett dT'yt' dk ewY;kadu
- r'rh; Hkkekk d; #i esa laLÑr esa ewY;kadu – vFk] ■■■; ;, o egRo
- iz'u lk= fuek.k ¼æyw filVh
- fountutRed ,o mip7tRed fT{t.t : lEir;;, egRo, fT{t.t ,o ltexh
- fuek.k d; fl)A
- l'LÑr e' fuet'fdr dr fountutRed ,o mip7tRed fT{t.t :-
- Jo.k ■EcU/kh ¼2½ dFku lEcU/kh
- iBu ■EcU/kh ¼4½ ys[ku ■EcU/kh
- 0;kdj.k ■EcU/kh
- Lk=h; ijh{kk 10 vad
- l=h; dk;l 10 vad
- ¼fuekafdr esa ls dksbZ ,d
- ek;/fed Lrj dh fdh ,d laLÑr ikB~; iLrd dh leh{kkA
- iB; iLrd e' lEet'yr Htt'rtxr vH;tl dT; dh lwph cutut ,o mudh
- leh{kkA
- laxUFku mikxe ij vk/kkfjr v; ■ dk;l dh ikap rkfydk, cukukA
- fofHtu dT'yt' i7 vt/rt7r 20 i; ut' dr fuetZ.t d7utA
- jpuilB d; fy, ikap fp=k dk fuek.k rFkk mPpkj.k ■k; gsrq ikp
- vH;fild, cukukA
- 0;td7.t fT{t.t grq fp= ,o vT/txe ltexh dr fuetZ.t ¼5 lTeB ¼
- It= fT{t.t g' n; vH;tl ltexh dr fuetZ.t ¼5 lTeB½
- dgruh fT{t.t grq i'p fp= ,o vT/txe ltexh dr fuetZ.tA ¼5 lTeB½
- Lt'om fT{t.t g' n; i'p fp= ,o vT/txe ltexh dr fuetZ.tA ¼5 lTeB½
- LtEier.t mitxe vt/rt7r fT{t.t ltexh dr fuetZ.t d7utA ¼5 lTeB½
- vtxeu-fueu mitxe i7 vt/rt7r 0;td7.t fT{t.t ltexh dr fuetZ.t ¼5 lTeB½
- LkUnHkZ iLrd
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- 5- fešky] MkW- lUrter ¼1999-2000½ ^lL' Nr fT{t.t** e' 7B vt7yTy fMitrA
- 6- ukjkax oS'kuk ¼1996½ ^Eizsek.kkRed Httett fT{t.t** ubZ fNyh izdr'ku laLFku n;kuUn ekxZA
- 7. Plamer, H.L. (1964-65) : “The Principles of Languages Study” London O.U.P.
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- 9- IQ;k; vkj;u- ¼1990½ ^lL' Nr fT{t.t** p. Mhx< gT;T.t lTegR; vdrnehA
- 10. Sharma Bela Rani, (2002) “Modern Methods of Teaching Sanskrit”, New Delhi 110088, Vedonuse Books (P) Ltd. Vardhman, Charve Plaza – IV, Building 9, K.P. Block Pitampura.
- 11- 'kekZ MkW- 7retoytl ¼2001½ ^, firtild Httett foku v7 figh Httett** ub fNyh, 7rtdey izdr'Tu 1 - ch, usrkth lqHkke ekxZA
- 12- ^tlLh Mt- lw;iso ¼1973½ ^eukshkkfekdh] iVuk fcgkj fgUnh xzaFk vdknehA
- 13- frot7h, HtyutFt ,o JhotLro 7ohUnutFt ¼1971½ Htt'erdh**, fNyh u' tui ifeyflax gkAIA
- 14- f=iBh 7telq7't, ¼1972½ ^lL'Nr 0;td7.t n'tzu**, fNyh 6 7rtdey izdr'Tu izt-fy- 8 QSTK cktkja

WebLinks:

- <https://www.uou.ac.in/sites/default/files/slm/CPS-6.pdf>
- <https://www.uou.ac.in/sites/default/files/slm/CPS-14.pdf>
- <https://www.pupilstutor.com/2021/05/pedagogy-of-sanskrit-pdf.html>
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B.Ed. II YEAR(IV SEMESTER)

Pedagogy of Urdu

COURSE CODE:- BED-23/04

Internal Assessment: 20

External Assessment: 80

Total Marks: 100

Credit: 4

Learning outcomes

- Understand the different roles of language;
- Understand the relation between literature and language;
- Understand and appreciate different registers of language; Develop creativity among learners;
- Examine authentic literary and non literary texts and develop insight and appreciation; Understand the use of language in context, such as grammar and vocabulary;
- To be able to develop activities and tasks for learners;
- Understand the importance of home language and school language and role of mother tongue in education;
- Use multilingualism as a strategy in the classroom situation; Understand about the teaching of poetry, prose and drama;
- Identify methods, approaches and materials for teaching Urdu at different levels; Understand constructive approach to language teaching and learning; Understand the process of language assessment;
- Familiarise students with our rich culture, heritage and aspects of our contemporary life.

Language classroom and texts have a lot of scope to make students sensitive towards surrounding

Unit – 1

a) Language: Importance and functions with special reference to the Urdu Language.

b) Language skills, Listening and Art of Listening Speaking-Pronunciation, Recitation and Punctuation Reading- Aloud, Silent, Intensive and Extensive Writing-Knowledge of Urdu Script

i] Khat – e- Naskh

ii] Khat – e – Nastaliq

iii] Khat – e – Shikast

- b) Place of Urdu Language in the present educational system as prevalent in the State of Rajasthan.
- c) Suggestions for a better place of Urdu in the Syllabi.
- d) Relation of Urdu with other Indian Languages.

Unit – 2

- b) Objectives of teaching Urdu at Secondary stages of Education
- b) Problems of teaching and learning Urdu and their solutions.
- c) Value outcomes of teaching Urdu at different levels of education.
- d) Methods of teaching Urdu i] Direct Method. ii] Structural Method, ii] Grammar Method
iv] Translation Method.

Unit – 3

- a) Teaching of various forms of Urdu Literature – i) Prose, ii) Composition, iii) Grammar,
iv) Poetry: Ghazal, Nazam and Drama.
- b) Support system of teaching Urdu: Visual aids: Verbal, Pictorial (non projected two and three dimensional) Projected still and motion audio and audio visual aids.
- c) Co-curricular activities, Language Laboratory.

Unit – 4

1. Planning for teaching Urdu: Need and Importance of Planning.
2. Content Analysis
3. Yearly Plan, Unit Plan and Daily Lesson Plan

Unit – 5

- a) Purpose of concept of Evaluation in Urdu
- b) Techniques of evaluation, Teacher made test, Examination Paper Design and blue print,
various types of questions and their uses for Evaluation.

Terminal Test = 10 Marks

Sessional Work = 10 Marks

- 1 Preparation of One achievement test.
2. Analysis of one text book prescribed at the Secondary stage.
3. Writing knowledge, understanding and skill objectives of teaching prose and poetry with
specifications (5 for each area).
4. Preparation of two teaching aids useful for Urdu teaching.
5. Preparation of a lesson plan for remedial teaching.

Refernce Books-

1. Muenuddin, Hum Urdu Kaise, Padhen, National Council for Promotion of Urdu Language, West Block, R.K. Puram, New Delhi
2. Muenuddin, Urdu Zaban Ki Tadrees, National Council for Promotion of Urdu Language, West Block, R.K. Puram, New Delhi.
3. Inamullah Sharwani, Tadres-e-Zaban-c-Urdu, Usmania Book Depot 125, Rabindra Saraud Cal.73.
4. Rasheed Hasan Khan, Humurdu Kaise Likhaen, Maktaba Jamia Limited, Jamia Nagar, New Delhi
6. Rasheed Hasan Khan, Urdu Imla Maktaba Jamia Limited, Jamia Nagar, New Delhi.
7. Maulvi Abdul Haq, Quwaid-e-Urdu, Anjuman Taraqqi Urdu, (Hindi), New Delhi
8. Afazal Hussain, Fun-e-Ataleem aur Tarbeeat, Markazi Maktaba Islami, Delhi
9. Akhtar Ansari, Ghazal and Dars-e-Ghazal,
10. Khalilur Rahman Saifi Premi, Usool-e-Taleem aur Amal-e-Taleem, National Council for Promotion of Urdu language, West Block, R.K. Puram, New Delhi

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- <https://manuu.edu.in/dde/sites/default/files/2021-03/111DST%20Pedagogy%20of%20Urdu.pdf>
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B.Ed. II YEAR(IV SEMESTER)

Pedagogy of Social Studies

COURSE CODE:- BED-23/05

Internal Assessment: 20

External Assessment: 80

Total Marks:100

Credit:4

Learning Outcomes

The student teacher will be able to:

- Understand the aims and objectives of teaching Social Science.
- Develop an understanding of the nature of social sciences, as an individual and integrated disciplines.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Social Science and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Social Science.
- Review the Text-book of Social Science (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in social science at secondary level.
- Understand the concept of multiple assessment techniques.

Course Contents:

Unit – I : *Nature, Scope and objectives*

- a) Nature scope and concept of social studies.
- b) Importance
- c) Aims and objectives of teaching social studies at different levels.
- d) Co-relation of social studies with other school subjects.
- e) Concept and Objectives of curriculum
- f) Characteristics of good social studies curriculum.
- g) Critical appraisal of social studies syllabus at secondary level.
- h) Concept and objectives of lesson planning.
- i) Planning of daily lesson plan, unit plan and yearly lesson plan.
- j) Social studies text books.
- k) Qualities, role and professional growth of a teacher of social studies.

Unit – 3: *Instructional Strategies, Methods and Approaches.*

4. Various methods of teaching social studies (Lecture, Socialized recitation story Telling, Project, Problem Solving Methods).
5. Field trips
6. Other innovative practices (Brain storming, role playing).
- d) Planning of social studies lab and its use.
- e) Use of mass media and Computers in Social Studies Teaching.
- f) Resource material – use of local resources in teaching social studies.

Unit – 5: *Evaluation of Teaching Social Studies*

- a) Concept and Objectives of evaluation
- b) Tools and techniques of evaluation in social studies teaching.
- c) Preparation of achievement test.
 - (i) Different types of question.
 - (ii) Blue Print
 - (iii) Preparation of question papers.

Terminal Test = 10 Marks

Sessional Work = 10 Marks

- 1 Content analysis and preparation of instructional material related to any unit of subject related to social studies.
- 2 Preparation of TV/Radio Script.
- 3 Study of anyone aspect of social issue and prepare report.
- 4 Collection of newspaper cutting related to Social Study's issues.
- 5 Construction of different objective types test items.

Books Suggested:

1. Aggarwal, J.C., Teaching of Social Studies, New Delhi: Vikas Pub. 1982.
2. Bining, Arthur C., Teaching of Social Studies in Secondary School, McGraw Hill, Book Co. Kochhar, S.K., Teaching of Social Studies, New Delhi : Sterling Publications, 1983.
3. Bining and Bining: Teaching of Social Studies, New York, McGraw Hill Book Co. 1952.
4. Brantom. F.K.: The teaching of social studies in secondary school.
5. Dash, B.N., Content-cum-Method of Teaching of Social Studies, Kalyani Pub. New Delhi
6. Dray nd David Jordon: A hand book of social studies.
7. Hamming, James: The teaching of social studies in secondary school.

8. Horn E.E.: Methods of instruction in the social studies.
9. Kohli, A.S., Teaching of Social Studies, New Delhi : Anmol Pub.,1996.
10. Kochhar, S.K. in Hindi Ed. Teaching of social studies.
11. Mottart, Maurice P., Elementary Social Studies Instructions,
12. Mittal, H.C., Teaching of Social Studies, New Delhi: Dhanpat Rai & Chandna R.N. Sons.
13. Preston, Ralph C., Handbook of Social Studies, Rhinehart and Company, 1955.

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- <http://www.unescobkk.org/education/inclusive-education/resources/ilfe-toolkit/ilfe-toolkitin-bangla/> Toolkit UNESCO: getting all children in school and learning
- <https://scert.telangana.gov.in/pdf/publication/others/module12.pdf>
- http://www.wbnsou.ac.in/online_services/SLM/BED/A4_Part-III.pdf
- <https://www.learningclassesonline.com/2020/10/pedagogy-of-social-science.html>
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- <https://itpd.ncert.gov.in/course/view.php?id=949§ion=13>
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B.Ed. II YEAR(IV SEMESTER)

Pedagogy of Civics

COURSE CODE:- BED-23/06

Internal Assessment: 20

External Assessment: 80

Learning Outcomes

Total Marks:100

Credit:4

The student teacher will be able to:

- Understand the aims and objectives of teaching Civics
- Develop an understanding of the nature of Civics, as an individual and integrated disciplines.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Civics and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Civics
- Review the Text-book of Civics (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in Civics at secondary level.
- Understand the concept of multiple assessment techniques.

Unit – 1 Nature, Scope and Objectives

- a) Concept, Nature and scope of Civics.
- b) Contemporary Importance of Civics.
- c) Aims and Objectives of teaching Civics at different level (Elementary, Upper Primary, Secondary and Senior Secondary).
- d) Correlation of Civics to other subjects.
- e) Role of Civics in promoting International Understanding.

Unit – 2 Curriculum and planning

- a) Meaning and concept of curriculum
- b) Fundamental principles of formulation of curriculum in civics.
- c) Critical appraisal of the existing syllabus.
- d) Lesson Plan – Annual Plan, Unit plan and Daily lesson plan of teaching Civics.

Unit – 3: *Methods and Approaches of Civics Teaching*

- i. Various methods of teaching civics (Project, Problem Solving, Supervised Study, Lecture, Discussion and Brain Storming).
- ii. Innovative Practices in Civics Teaching
- iii. Field Trip
- iv. Mock Session

Unit – 4 Instructional support system

- i. Community resources
- ii. Teaching aid in Civics Teaching
- iii. Use of Print & Electronic Media
- iv. Techniques of interviewing

Unit – 5 Evaluation of Civics Teaching

- A Purpose and concept of evaluation
- b. Objectives based evaluation
- c. Preparation of achievement test –
 - i] Various types of question
 - ii] Blue Print
 - iii] Preparation of question paper.

Terminal Test = 10 Marks

Sessional Work = 10 Marks

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

Books suggested:

1. Bining and Bining: Teaching of social studies in secondary schools. New York, McGraw Hill Book Co. 1952.
2. Harlikar : Teaching of Civics in India, Bombay, Padma Publication Ltd.
3. Cray Ryland W : Education for Democratic citizenship.
4. Michaelies: Social studies for children in a Democracy, New York Prentice Hall Inc. 1956.
5. Bourne, H.E.: Teaching of History and Civics, Bombay Longmans 1972.
6. c*`yt ,o 0;tl : utxTid 'tL= T{t.t, 7tt- fgUnh xUFk vdkneh] t;ij
7. Tyagi G.S.D.: Nagrik Shastra Ka Shikshan, Agra, vinod Pustak Mandir.
8. Prescribed books of Board of Secondary Education for Higher Secondary Classes.

B.Ed. II YEAR(IV SEMESTER)

Pedagogy of History

COURSE CODE:- BED-23/07

Internal Assessment:20

Total Marks: 100

External Assessment:80

Credit: 4

Learning outcomes

The student teacher will be able to:

- Understand the aims and objectives of teaching History.
- Develop an understanding of the nature of History.
- Encourage to grasp concepts and to develop thinking skills.

- Define and differentiate the concept of History and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of History.
- Review the Text-book of History(Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in History at secondary level.
- Understand the concept of multiple assessment techniques.

Unit – 1

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

Unit – 2

- a) Meaning and Concept of curriculum
- b) Fundamental principles of formulating curriculum in History and critical appraisals of the existing syllabus.
- c) Lesson Plan – Annual plan, Unit plan and Daily lesson plan of teaching History, qualities and professional growth of History teacher, his role in future prospective.

Unit – 3:

- a) Various methods of teaching History (Story Telling Biographical Dramatization time sense, source Project and Supervised study method)
- b) Resource Material.

Unit – 4

- a. Audio – Visual aids in teaching history.
- b. Text book, teacher, co-curricular activities.
- c. Community Resource : Computer, T.V. History room
- d. Planning of historical excursion.
- e. Co-Curricular activities.

Unit – 5

a. Concept and purpose of evaluation be Objectives based evaluation.

c Tools and techniques of evaluation in History teaching.

(i) Various types of question (ii) Blue Print

(iii) Content analysis.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

Any one of the following:-

i. Content analysis and preparation of instructional material related to any unit of subject related to history.

ii. Study of anyone aspect of Historical issue and preparation of a report.

iii. Visit to any historical place and preparation of report.

iv. Collection of news paper cutting related to History's issues.

v. Developing a lesson plan based on new methods/technique in history.

Books Suggested-

1. Baghela, Dixit: History Teaching Raj. Hindi Granth, Akadami Jaipur

2. B.D. Ghate: History Teacdhing, Hariyana Granth Akadami Chandigarh.

3. Choudhary, K.P.: Effective teaching of history in India, NCERT

4. Ghosh K.D.: Creative teaching of History OUP 1951.

5. Ghate V.D.: Suggestions for the Teaching of history in India.

6. Hill C.P.: Suggestions on the Teaching of History.

7. Johansaon H.: Teaching of History in Elementary and Secondary Schools Macmillian.

8. NCERT : Handbook for History Teachers.

9. Tyagi : History Teaching, Vinod Publication, Agra

10. Verjeshwary, R. : Handbook for History Teacher in India.

WebLinks:

<https://testbook.com/question-answer/pedagogy-of-history-would-try-to-construct-hi--5ede25b6f60d5d471eb2e497#:~:text=it%20describes%20various%20teaching%2Dlearning,of%20the%20teaching%2Dlearning%20activities.> -

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<https://islandteacher.xyz/history-2-2/>

<https://lepole.education/en/post/pedagogical-culture/history-of-pedagogy/>

B.Ed. II YEAR(IV SEMESTER)

Pedagogy of Economics

COURSE CODE:- BED-23/08

Internal Assessment:20

Total Marks:100

External Assessment:80

Credit:4

Learning Outcomes

The student teacher will be able to:

- Understand the aims and objectives of teaching Economics.
- Develop an understanding of the nature of Economics.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Economics and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Economics.
- Review the Text-book of Economics (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in Economics at secondary level.
- Understand the concept of multiple assessment techniques.

Course Content

Unit – 1: *Nature, Scope and objectives.*

1. Meaning, Nature, Scope of Economics.
2. Importance of Economics in School Curriculum.
3. Aims and Objectives of teaching Economics at different level.
4. Correlations of Economics with school Subject.

Unit – 2 Curriculum and planning

1. Concept and objectives of curriculum.
2. Fundamental Principles of formulation of curriculum in Economics.
3. Critical Appraisal of the existing syllabus.
4. Lesson Plan – Annual Plan, Unit and Daily Lesson Plan of teaching Economics.
5. Planning Outdoor activities.

Unit – 3: *Methods and Approaches to Teaching Economics.*

1. Various methods of teaching Economics – Project, Problem solving, Discussion, Analytic – Synthetic and Lecture Method.
2. Innovative Practices in Economics Teaching – Brain Storming, work shop.

Unit –4: *Instructional Support System*

1. Use of teaching aids in Economics.
2. Print and Non Print media, community resources, Lab. And Museum.
3. Economics teacher and his qualities.
4. Critical appraisal of Economics Text Book.

Unit-5 Evaluation of teaching Economics

1. Purpose and concept of evaluation.
2. Objective of base evaluation.
3. Preparation of achievement test –
 - i Various Types of Question
 - ii Blue Print
 - iii Preparation of question paper
 - iv Sessional works
 - v Bibliography

Terminal Test= 10 Marks

Sessional Work= 10 Marks

1. Prepration of Map. Charts and Models for Teaching Economics.
2. Construction of anytype of test item.
3. Critical appraisal of Economics syllabus at Sr. Secondary Level.

Books Suggested:

1. Aggarwal, J.C., Teaching of Economics – A Practical Appraoch, Vinod Pustak Mandir, Agra,2005.
2. Dr. N. Husen, Teacher”s Manual in Ecanomics, Regional College of Education, Ajmer.
3. Mukherjee, Sandhya, Teaching of Economics, Prakashan Kendra. Lucknow

4. Sharma, Seema, Modern Teaching Economics, Anmol Publication Pvt. Ltd., New Delhi-2004.
5. Sexena, N.R., Mishra, B.K., Mohanty, R.K., Teaching of Economics, R. Lall Book Depot, Meerut, 2004.
6. Singh, Yogesh, Aratha Shaster Sikshan, Ashish Publication, New Delhi, 2005.
7. Yadav, Amita, Teaching of Economics, New Delhi: Anmol Pub., 2005.
- 8- गुरुतरः तः शिक्षणं, ओपनिशियन शिक्षणं, वरिष्ठ = शिक्षक, यशुतरः तः वसुधैव कुटुम्बकम्
- 9- ज्ञानं धनं, वरिष्ठ = शिक्षक, अनुवादितं, मूल, कृतं
- 10- निःसृतं शिक्षणं, वरिष्ठ = शिक्षक, कौशल निर्देशन, वरिष्ठ
- 11- मूल-वर्ग-विश्वविद्यालय, वरिष्ठ = शिक्षक, कौशल निर्देशन, क्षमता

Web Links:

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<https://bmdeducation.org/download/b-ed-2024-b-ed-1st-year-pedagogy-of-economics-short-exam-notes-pdf-download-english-medium/>

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B.Ed. II YEAR(IV SEMESTER)

PEDAGOGY OF GEOGRAPHY

COURSE CODE:- BED-23/09

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Learning Outcomes

Student-teachers will be able to:-

- Understand the aims and objectives of teaching Geography.
- Develop an understanding of the nature of Geography.

- Encourage to grasp concepts and to develop thinking skills.
-

- Define and differentiate the concept of Geography and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Geography.
- Review the Text-book of Geography (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in Geography at secondary level.
- Understand the concept of multiple assessment techniques.

Unit – 1

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

Unit – 2

- (a) Characteristics of a good Geography Curriculum
- (b) Critical Appraisal of Geography Syllabus.
- (c) Planning Daily Lesson Plan & Unit Plan.
- (d) Geography Text Book.
- (e) Qualities, role & Professional growth of Geography Teacher

Unit – 3:

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

Unit – 4 :

- (b) Teaching aids and lab equipment
- (c) Geography Room/Laboratory & Museums.
- (d) Resource material and use of local resources in teaching Geography.
- (e) Co-Curricular activities.

Unit – 5

(a) Tools Techniques of Evaluation in Geography.

(b) Achievement Test

1. Different Types of Questions.
2. Blue Print.
3. Preparation of Question Paper.
4. Diagnostic & Remedial Teaching in Geography.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

(Any one of the following)

1. Preparation of maps, charts and models for physical Geography.
2. Develop two lesson plan based on new methods and approaches.
3. Critical appraisal of geography syllabus at secondary level.
4. Construction of objective types test items.
5. Collection of news paper cuttings related to Geographical issues.
6. Preparation of a report on visit cuttings related to Geographical Interest.

Book Sugested-

- 1 . Source Book for teaching of Geography, UNESCO Publication.
2. Singh L.R.: Practical Geography, Allied Publications, Allahabad.
3. Monk House F.J.: Maps and Diagrams.
4. Verma, J.P. : Bhugol Shikshan, Vinod Pustak Mandir, Agra
5. Sharma, C.R. : Bhugol Shikshan, Modern Publishers, Vinod Pustak Mandir, Agra
6. H.N. Singh : Bhugol Shikshan, Vinod Pustak Mandir, Agra
7. Arora K.L.: Bhugol Shikshan, Prakash Bros. Ludhiyana.
8. Barnard, H.C.: Principles and Practice of Geography Teaching, London University, Tutorial Press, 1953.
9. Kual, A.K.: Why and How of Geography Teaching Ambanu Publication, Srinagar 1983.
10. Macnee: Teaching of Geography, Oxford University Press, Bombay.
11. Verma, O.P. and Vedanayagam E.G.: Geography Teaching, Sterling Publishers, New Delhi

3rd Ed. 1987.

12. Gopsil, G.H.: The Teaching of Geography macmillan & Co. Ltd., London 1958.

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B.Ed. II YEAR(IV SEMESTER)

Pedagogy of Financial Accounting

COURSE CODE:- BED-23/10

Internal Assessment: 20

Total Marks:100

External Assessment: 80

Credit:4

Learning Outcomes

Pupil teacher will be able

- To help the students to acquire the basic understanding in the field of Financial Accounting education.
- To develop the ability to plan curriculum and instructions in Financial Accounting at school level.
- To develop the ability to critically evaluate existing school syllabus and text book.
- To impart knowledge about the methods and devices of teaching Financial Accounting and to develop the skill of using the same.
- To develop the ability off air & comprehensive evaluation.
- To develop commercial efficiency among students

COURSE CONTENT

UNIT - I: Nature of Financial Accounting as a Discipline

- (a) Meaning, Nature & Significance of Financial Accounting as a Discipline.
- (b) Aims & objectives of teaching Financial Accounting at Senior Secondary Level.
- (c) Historical Development of Financial Accounting.

- (d) Nature of contents at Senior Secondary in CBSE & RBSE Boards.
- (e) Interrelatedness of the contents.
- (f) Role of accounting in business conduction.
- (g) Increasing complexities in Accounting

UNIT - II: Financial Accounting as a School Subject

- (a) Maxims of Teaching Financial Accounting.
- (b) Co-relation with other forms of account.
- (c) Characteristic features of Modern Accounting Classroom
- (d) A brief introduction to company & its financial flow through Accounting
- (e) A brief introduction to management & cost accountancy.
- (f) A brief introduction of the steps to prepare the final accounts.

UNIT- III: Methods & Techniques of Teaching & Learning of Financial Accounting

- (a) Conventional Method
- (b) Problem Solving Method
- (c) Explanation with Examples
- (d) ICT based Teaching
- (e) Assignment Technique
- (f) Internship
- (g) Computer Modules/Accounting applications

UNIT- IV: Pedagogical Analysis and Mode of Learning Engagement Pedagogical analysis of contents

- (a) Teaching about various types of Books
- (b) Trial Balance
- (c) Final accounts with adjustments
- (d) Partnerships: Introduction, Admission, Retirement and Death & Dissolution
- (e) Issue of shares
- (f) Understanding the steps to make an Instructional Design

Modes of Learning Engagement & Instructional Design

- a. Individual Power point presentation
- b. Task assignment
- c. Proceeding through textbook help

- d. Understanding concepts in group
- e. Preparing lesson plans & Unit plans
- f. Logical arrangement of Subject Matter in Instructional Design.

UNIT- V: Assessment & Evaluation in Financial Accounting

- (a) Process of Continuous & Comprehensive Evaluation
- (b) Evaluation in Financial Accounting- Importance, Type of tests- Essay, short answer and objective type questions and Blue Print of a test.
- (c) Diagnostic & Remedial Test

Practicum/Field Activities (Any two of the following)

1. Visit any Institute/centre where students are trained for accounting through computer based modules & application software and find out the list of such software/module. Interview the students & the centre/organization owner about the trends and practices in the field.
2. Search on internet about prevalent financial accounting practices of any country in the world other than India & compile the findings
3. Collect all the news (From any renowned newspaper) related to financial issues in a particular month and put them on school/college bulletin Board and keep a file record with you.
4. Organize a talk of any expert of financial issues with the help of teacher educators and compile a report of a pre-planned question answer session therein.
5. Give a financial accounting based same question to five students and after getting written answers from them analyze the common mistakes committed.

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1. Rao, Seema : Teaching of Commerce, Anmol Publication Pvt.Ltd.1995.
2. Jain, K.C.S. : Vanijaya Shikshan (Hindi) General Academy, Jaipur, 1986.
3. Gortside, L: Teaching Business subjects. The Modern Approach made and printed in Great Britain by the Garen Press Ltd. Letch worth, Hest Fordshgire, 1970.
4. Neeb, W.B. : Modern Business Practice, The Ryerson Press, Toronto, 1965.
5. Khan, M.S.: The Teaching of Commerce, Sterling Publishers (P) Ltd, Jullundar-3
6. Singh, J.B.: Vanijaya Ka Adhyayan, Laxmi Narayan Agarwal, Agra, 1968.
7. Bhorali, Devadas : Commerce Education in India, D.K. Publishers Distributors (P) Ltd, New Delhi 1988.
8. Rai, B.C.: Method of Teaching Commerce, Prakashan Kendra Lucknow, 1986.

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- <https://core.ac.uk/download/pdf/267832524.pdf>
- <https://www.youtube.com/watch?v=6FOY-FvhJWg>
- <https://bookmandelhi.com/product/pedagogy-of-financial-accounting/>
- <https://www.gkpad.com/pedagogy-of-financial-accountancy-book-in-hindi/>
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B.Ed. II YEAR(IV SEMESTER)

Pedagogy of Business Studies

COURSE CODE:- BED-23/11

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Learning Outcomes

Pupil teacher will be able :

- To know the meaning, concept and scope of Business Organisation
- To know the aims and objectives of teaching Business Organisation.
- To know the place of Business Organisation in the school curriculum.
- To prepare Unit and lesson plans.
- To know about the audio-visual aids and importance of text-book.
- To know the various methods and techniques of teaching.
- To know the principles of curriculum organisation and its critical appraisal.
- To know about the evaluation process in the Business Organisation.

COURSE CONTENT

UNIT - I: Nature of Business Studies as a Discipline

- (a) Meaning, Nature & Significance of Business Studies as a Discipline.
- (b) Aims & objectives of teaching Business Studies at Senior Secondary Level.
- (c) Historical Development of Business Studies.
- (d) Nature of contents at Senior Secondary in CBSE & RBSE Boards.

- (e) Interrelatedness of the contents.
- (f) Role of Business Studies in business conduction.
- (g) Increasing complexities in Business Studies

UNIT - II: Business Studies as a School Subject

- (a) Maxims of Teaching Business Studies
- (b) Co-relation with other subjects
- (c) Characteristic features of the subject Business Studies
- (d) A brief Introduction to Human Resource management.
- (e) A brief introduction to Marketing Management
- (f) A brief introduction to e-business.

UNIT - III: Methods & Techniques of Teaching & Learning of Business Studies

- (a) Conventional Method
- (b) Problem Solving Method
- (c) Explanation with Examples
- (d) ICT based Teaching
- (e) Assignment Technique
- (f) Internship
- (g) Text Book Method.
- (h) Project Method
- (i) Discussion Method.
- (j) Questioning
- (k) Illustration
- (l) SWOT Analysis Technique

UNIT- IV: Pedagogical Analysis and Mode of Learning Engagement

- (a) Pedagogical analysis of contents
 - a. Interview: Types, Do's & Don't's
 - b. Preparing a Job Profile
 - c. Individual Appraisal
 - d. Role of Motivational Practices in Managing people
 - e. Strategies to understand the consumer.
 - f. Understanding the steps to make an Instructional Design for the subject
- (b) Modes of Learning Engagement & Instructional Design
 - a. Individual Power point presentation
 - b. Task assignment

- c. Proceeding through textbook help
- d. Understanding concepts in group
- e. Preparing lesson plans & Unit plans
- f. Logical arrangement of Subject Matter in Instructional Design.

UNIT- V: Assessment & Evaluation in Business Studies

- (a) Process of skill based Continuous & Comprehensive Evaluation
- (b) Evaluation in Business Studies- Importance, Type of tests- Essay, short answer and objective type questions and Blue Print of a test.
- (c) Diagnostic & Remedial Test
- (d) Personal competencies and skills of a good Evaluator

Practicum/Field Work (Any two of the following)

- 1. Conduct a Mock-Interview session with the help of teacher Educators & take a feedback from them & share the written experience.
- 2. Study on internet all aspects a business House included in Fortune magazine and prepare a company profile.
- 3. Organize a group visit to any Industry and Prepare a visit summary.
- 4. Invite some entrepreneur for delivering a talk in college and note down the prime contents of his speech & analyze them
- 5. Write a logically explanatory note about your purchase behavior of all the personal articles/belongings yo purchase. List all the daily use/routine use articles/goods/belongings and ascribe the reasons why you prefer a particular brand from particular Shop/Mall only.

References

- 1. Tonne, Pohani, Freeman: Methods of Teaching Business Subject, Greogg Publishing Co., New York.
- 2. Khan, M.S.: The Teaching of Commerce, Sterling Publisher Pvt. Ltd., New Delhi.
- 3. Kochar, S.K.: Methods and Techniques of Teaching, Sterling Publisher Pvt. Ltd., New Delhi 1986.
- 4. Sharma, R.A.: Technology of Teaching, Loyal Book Dept., Meerut.
- 5. Rao, Seema : Teaching of Commerce, Anmol Publication Pvt. Ltd., 1995.
- 6. Jain K.C.S. : Vanyjaya Shikshan (Hindi) Ganeral Academy, Jaipur, 1986
- 7. Singh, I.B. : Vanigaya Ka Adhyayan, Laxmi Narayan Agarwal, Agra, 1968.

8. Bhorali Devadas: Commerce Education in India, D.K. Publishers Distribution (P) Ltd., New Delhi, 1988.
9. Rai B.C.: Method of Teaching Commerce, Prakashan Kendra, Lucknow 1986

WebLinks:

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[ww.gkpad.com/pedagogy-of-business-organisation-book-in-](#)

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B.Ed. II YEAR(IV SEMESTER)

PEDAGOGY OF MATHEMATICS

COURSE CODE:- BED-23/12

InternalAssessment:20

Total Marks:100

ExternalAssessment:80

Credit:4

Learning Outcomes

The students will be able to-

- Gain insight into the meaning,nature,scope and objectives of mathematics
- Appreciate mathematics as a tool to engage the mind of every student.
- Understand the process of developing the concepts related to Mathematics.
- Appreciate the role of mathematics in day to day life.
- Learn important mathematics:mathematics more than formulas and mechanical procedures.
- Pose and solve meaningful problems.
- Construct appropriate assessment tools for evaluation mathematics learning.
- Understand methods and techniques of teaching mathematics.
- Perform pedagogical analysis of various Topics in mathematics at secondary level.
- Understand and use I.C.T. in teaching of mathematics.
- Understand and use continuous and comprehensive evaluation, diagnostic testing and remedial teaching in Mathematics.

Unit 1

a) Meaning and nature of Mathematics, History of Mathematics and contribution of Indian and Western Mathematician with reference to Bhaskaracharya, Arybhatta, Ramanujan, Euclid, Pythagoras etc.

b) Mathematics for gifted and retarded children. Journal and reference books in mathematics

Unit 2

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

1. Arousing and maintaining interest in learning of mathematics.

Unit – 3

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

Unit 4

- a) Principles and rationale of curriculum Development for the Secondary and Sr. Secondary level. Recent trends in mathematics curriculum. Critical evaluation of existing mathematics curriculum prescribed by Rajasthan Board of Secondary Education and CBSE at different levels.
- b) Mathematics laboratory (Planning and Equipment). The mathematics teacher academic & professional preparation.

Unit 5

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

Terminal Test= 10 Marks

Sessional Work= 10 Marks

1. Preparation of detailed plan about
2. (i) Development of Mathematics lab Or (ii) Mathematics Club.
3. Preparation of an article related to any mathematical topic
(student should select those types of topic which may be useful for creating mathematical interest such as mathematical Puzzles, magic, Square, Vedic mathematics etc.).
4. Preparation of a Brief History and contributions of two mathematicians.
5. Presentation of a case study of slow learner in mathematics.
6. Presentation of case study of gifted child in mathematics.
7. Observation of mathematics class room teaching in any Secondary School and preparation of a list of errors committed by student.
8. Preparation of a diagnostic test on any unit.
9. Prepare a term paper on any aspect of mathematics Education.

Books Suggested:

1. Aggarwal S.M.: Teaching of Modern Mathematics, Dhanpat Rai and Sons Delhi.
2. Aiyangar and Kuppaswami, N.A. Teaching of Mathematics, in the New Education Universal Publication.
3. Arora, S.K., How to Teach Mathematics, New Delhi; Sterling Publishers Pvt. Ltd., 2000.
4. Butler and Wren: The Teaching of Secondary Mathematics, Mc Graw Hill Book Company.
5. Gakhar, S.C. & Jaidka, M.L. Teaching of Mathematics, Panipat: M/s N.M. Publishers, 2003.
- 6 Jagadguru Swami, Sri Bharti Krisna Tirthji; Vedic Mathematics,
7. Kapoor and Saxena: Mathematical statistic, S. Chand & Co. New Delhi. Kapoor and Saxena: Mathematical statistic, S. Chand & Co. New Delhi.
8. Kapur, J.N.: Modern Mathematics for Teachers, Arya Book Depot New Delhi.
9. Kumar, Sudhir/Ratan, P.N., Teaching of Mathematics, New Delhi: Anmol Publication Pvt. Ltd.
10. Mangal, S.K., Teaching of Mathematics, Ludhiana: Tandon Publications, 2003.
11. Sidhu, K.S., Teaching of Mathematics, New Delhi: Sterling Publication Pvt. Ltd., 1998.
12. Sidhu K.S.: Teaching of Mathematics sterling Pub. Pvt. Ltd. New Delhi.
13. Solanki, Tarun Kumar: Aadhunik Ganit Shikshan, Rajasthan Hindi

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- https://ncert.nic.in/desm/pdf/Pedagogy_of_Mathematics_2_.pdf
- http://www.wbnsou.ac.in/online_services/SLM/BED/A4_Part-II_Unit_1-5.pdf
- <https://egyankosh.ac.in/handle/123456789/46653>
- http://www.iaood.org/downloads/EdPractices_19.pdf
- https://itpd.ncert.gov.in/mss/course_content/Module%209%20-%20Pedagogy%20of%20Mathematics.pdf
- <http://www.mathpower.com/tencomm.htm>
- <https://www.learningclassesonline.com/2020/10/pedagogy-of-mathematics.html>

B.Ed. II YEAR(IV SEMESTER)**PEDAGOGY OF HOME SCIENCE****COURSE CODE:- BED-23/13****Internal Assessment: 20****Total Marks: 100****External Assessment: 80****Credit:4****Learning Outcomes**

Student-teachers will be able to:-

- Understand the nature and importance of home science and its correlation with other subjects.
- Understand aims and objectives of the subject.

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

Unit 1

1. Nature and meaning of Home Science.
2. Values and importance of Home Science for students of higher secondary stage.
3. Correlation of Home Science with other subjects.
4. Aims and objectives of Home – science (Bloom’s approach to specify the outcomes).

Unit 2

1. Problem solving Method
2. Demonstration Method
3. Experimental Method
4. Project Method
5. Lecture – Cum – Demonstration Method
6. Question – Answer – Techniques
7. Text Book
8. Dramatization and Field Trips

Unit 3

1. Concept of Planning for Home Science Teaching.
2. Various steps of Planning – Unit and Lesson Planning.
3. Importance and advantage for planning of unit and lesson plan.
4. Qualities of a good Home Science Teacher.
5. Role of Home – Science Teacher.

Unit – 4

1. Specific use of the following: Audio Visual aids in teaching of Home Science.
2. Laboratory
3. Charts
4. Diagrams

5. Black Board
6. Reference Books
7. Graphs
8. Radio
9. T.V.
10. Magazines
11. Computer.
12. Co-curricular Activities

Unit 5

- 1 . Concept, Principles, Basis and Measures to improve a syllabus.
2. Curriculum in Home – Science for different stages of school instruction.
3. Concept of measurement and evaluation.
4. Criteria of good evaluation.
5. Merits and limitation of evaluation.
6. Preparation of Blue – Prints of Unit Test.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

1. Writing of any Essay on any topic based on the contents of the above units.
2. Preparation of Visual-aid for solving community nutrition problem.

Book Suggested

1. Begum, Fahmeeda (2006): Modern Teaching of Home Science, Anmol Publications, New Delhi.
2. Bhargava, Priya (2004): Teaching of Home Science/ Commonwealth Publishers, New Delhi.
3. Chandra, Arvinda; Shah, Anupama and Joshi, Uma (1995): Fundamentals of Teaching of Home Science, Sterling Publisher, New Delhi.
4. Dass, R.R. and Ray, Binita (1985): Teaching of Home Science, Sterling Publishers, New Delhi.
5. Devdas (1955): Teaching of Home Science in Secondary School, All India Council for Secondary Education, New Delhi.
6. Kapoor, Ritu (1994): Teaching of Home Science, Parkash Book Depot, Ludhiana.
7. Siddiqui, Mujibul Hasan (2007): Teaching of Home Science, A.P.H. Publishing Corporation, New Delhi.
8. Yadav, Seema (1994): Teaching of Home Science, Anmol Publications, New Delhi.
- 9- "TTS' th th-ih- , o lju Mh-ih-, x`g foKtu fT(t.T, fOuf`n iLrd eUn7, vTx7tA
- 10- vLFkkuk] ,l-vkj-] x`g foKku dk v/;kiu] y{ehukjk;.k vxoky] vkxjka
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B.Ed. II YEAR(IV SEMESTER)

PEDAGOGY OF GENERAL SCIENCE

COURSE CODE:- BED-23/14

Internal Assessment: 20

External Assessment: 80

Total Marks:100

Credit:4

Learning Outcomes

1. Student-teachers will be able to-
2. Understand General Science as an interdisciplinary area of learning.
3. Understands aims and objectives of teaching General Science at different levels.
4. Explore different ways of creating learning situations for different concepts of science:
5. Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary stages.
6. Facilitate development of scientific attitudes in learners.
7. Examine different pedagogical issues in learning science. 6. Stimulate curiosity, inventiveness and creativity in science.
8. Develop ability to use science concepts for life skills.
9. Develop competencies for teaching, learning of science through different measures.
10. Construct appropriate assessment tools for evaluating learning of science.
11. Understands the CCE pattern of Evaluation.

Unit 1

- a) Definition and concept of Science.
- b) Place of Science in School Curriculum.
- c) Values of teaching Science at School Level.
- d) Correlation of Science with other subjects.
- e) Objectives of teaching sciences at Secondary Level.

Unit – 2

- a) Principles of developing Science Curriculum at Secondary Level.
- b) Factors affecting the selection and organization of Science Curriculum.
- c) Unit Plan and Lesson Plan.
- d) Qualities and responsibilities of Science Teacher.
- e) Role of teacher in training students in Scientific method and developing creativity among students.

Unit - 3

- A. Lecture method, Demonstration, Lab. Method Problem solving, Heuristics, Project Method, Inductive & deductive method.
- B. Inquiry approach programmed Instruction, Panel discussion, Team teaching & Workshop.
- b. Multi sensory aids – Charts, models, Bulletin Board, Flannel Board, Transparencies, Overhead Projector, Radio, T.V. Computer.
- c. Co-curricular activities – organization of science club, science fair and excursions, use of community resources.
- d. Science Lab Planning & equipping Science Lab. Guidelines for organizing practical work care and maintenance of equipment, safety precautions for work in Science Lab.

Unit 4

- a. Evaluation: Concept, types and purposes.
- b. Type of test items – Objective type, S.A. & Essay type.
- c. Planning objective based test items of different types.
- d. Preparation of Blue Print and construction of Achievement test.
- e. Evaluation of practical work in Science.

Unit 5

- 1. Case study of Science club
- 2. Report of Science fair or excursion.
- 3. Development of Blue Print

Terminal Test=10 Marks

Sessional Work= 10 Marks

Book Suggested

- 1 . Sood J.K., Teaching Life Sciences, Kohli Publishers, Chandigarh 1987.
- 2 . Sharma L.M., Teaching of Science & Life Sciences Dhanpat Rai & Sons Delhi 1977.
- 3. Kulshrestha, S.P., Teaching of Biology, Loyal Book Depot, Meerut 1988.
- 4. Yadav K., Teaching of Life Sciences, Anmol Publishers, Daryagaj, Delhi, 1993.
- 5. Yadav M.S., Modern methods of teaching sciences, Anmol Publisher, Delhi 2000.
- 6. Singh U.K. & Nayab A.K., Science Education, Common Wealth Publishers, Daryanganj, Delhi 2001.
- 7. Venkataih, S., Science Education in 21st Century, Anmol Publishers, Delhi 2001
- 8. Yadav, M.S. (Ed.), Teaching Science at High Level, Anmol Publishers, Delhi 2000
- 9. Edger, Marlow & Rao, D.B., Teaching Science successfully, Discovery Publishing House, New Delhi 2003.
- 10. Mangal S.K., Teaching of Science, Arya Book Depot, New Delhi 1996.
- 11. Dave, R.H., Taxonomy of Educational Objectives & Achievement testing, London University Press London 1969.
- 12 Sood, J.K., New Direction in Science Teaching, Kohli Publishers Chandigarh 1989.

WebLinks:

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- <https://egyankosh.ac.in/bitstream/123456789/46666/1/BES-141B1E.pdf>
- <https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20SCIENCE.pdf>
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B.Ed. II YEAR(IV SEMESTER)

PEDAGOGY OF CHEMISTRY

COURSE CODE:- BED-23/15

InternalAssessment: 20

Total Marks: 100

ExternalAssessment: 80

Credit: 4

Learning Outcomes

Student-teachers will be able to:-

- Gain in sight on the meaning and nature of chemistry for determining aims and strategies of teaching-learning.
- Appreciate that chemistry is a dynamic and expanding body of knowledge.
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
- Identify and relate every day experiences with learning chemistry.
- Trace historical back ground of Chemistry..
- Appreciate various approaches of teaching-learning of chemistry.
- Analyze the contents of Chemistry with respect to Content, process, skills, knowledge organization and other critical issues.
- Perform Pedagogical analysis of various topics in Chemistry.
- Use effectively different activities/demonstration/laboratory experiences for teaching-learning of chemistry.
- Integrate chemistry knowledge with other school subjects.

To understand meaning, concept and various types of assessment.

Course Content:**Unit – 1: Nature Scope and Objectives**

- a) Nature of Science with special reference to Chemistry.
- b). History of chemistry with special reference to India.
- c) Place & value of teaching chemistry at Secondary/Senior Secondary level.
- d). Correlation of Chemistry with other subjects.
- f) Objectives of teaching chemistry at Secondary/Senior Secondary level.

Unit – 2 : Curriculum and Planning

- a) Principles of developing Chemistry Curriculum at Secondary/ Senior Secondary level.
- b) Modern trends in Chemistry Curriculum CBA, Chemistry Study, NUFFIELD – O & A level.
- c) Critical appraisal of Chemistry syllabus at Secondary/Senior Secondary level prescribed by Board of Secondary Education, Rajasthan.
- d) Planning Daily lesson plan, unit plan & yearly plan.
- e) Qualities & responsibilities of Chemistry teacher.
- f) Teacher's role in training students in Scientific method and in developing creativity and scientific temper among learners.

Unit – 3: Methods and Approaches

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

Unit – 4: Instructional Support System

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

Unit 5 Evaluation in Chemistry

- a) Evaluation: Concept, Types and purposes.
- b) Type of test items and their construction.
- c) Preparation of Blue Print & Achievement Test. d Diagnostic Testing & Remedial teaching.
- e Evaluation of practical work in Chemistry.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

Any two of the following:-

1. Life sketch & contribution of any one prominent Indian Chemist.
2. Preparation of scrap book containing original Scientoon (Scientific cartoon) Stories/articles/features/plays/Interview report useful for teaching of Chemistry.
3. Planning an out of class activity to use local environment to teach chemistry.
4. Conducting & reporting two experiments useful at Secondary/ Senior Secondary level (other than those in syllaburs).
5. Description & design of any improvised apparatus.
6. A critical study of any one Senior Secondary Lab. of Chemistry.

Books Suggested:

1. Yadav, M.S. Teaching of Chemistry, Anmol Publication, New Delhi, 1995
2. Negi, J.S. & Negi, Rajita, Teaching of Chemistry, 2001
3. Yadav, M.S., Teaching Science at Higher Level, Anmol Publication, New Delhi, 2000
4. Mishra D.C., Chemistry Teaching Sahitya Prakashan, Agra,
5. Kherwadkar Anjali, Teaching of Chemistry by Modern Method, Sarup & Sons. New Delhi, 2003
6. Das R.C., Science Teaching in Schools, Sterling Publishers Pvt. Ltd. New Delhi, 1985
7. Venkataih, S., Science Education in 21st Century, Anmol Publishers, New Delhi, 2001
8. Rao, D.B., World Conference on Science Education, Discovery Publishing House, New Delhi, 2001
9. Singh U.K. & Nayak A.K., Science Education, Common Wealth

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<https://www.amazon.in/Pedagogy-Biological-Sciences-Dr-Vijayalatha/dp/9385877372>

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B.Ed. II YEAR(IV SEMESTER)

PEDAGOGY OF BIOLOGY

COURSE CODE:- BED-23/16

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Learning Outcomes

Student-teachers will be able to:-

- Develop insight on the meaning and nature of Biology for determining aims and strategies of teaching- learning.
- Appreciate that science is a dynamic and expanding body of knowledge.
- Appreciate the fact that every child possesses curiosity about this/her natural surroundings.
- Identify and relate every day experiences with learning of Biology.
- Appreciate various approaches of teaching-learning of Biology.
- Explore the process, skill in science and role of laboratory in teaching-learning.
- Use effectively different activities/experiments/demonstrations/laboratory experiences for teaching-learning of Biology.
- Integrate the Biology knowledge with other school subjects.
- Analyze the contents of Biology with respect to Content, process, skills, knowledge organization and other critical issues.
- Perform Pedagogical analysis of various topics in Biology.

- Develop process-oriented objectives based on the content themes/Units.
To understand meaning, concept and various types of assessment.

Unit 1

- (i) Nature of Science with special reference to Biology.
- (ii) Main discoveries and developments in Biology.
- (iii) Place and values of teaching Biology at Secondary/Senior Secondary Level.
- (iv) Correlation of Biology with other subjects.
- (v) Objectives of Teaching Biology at Secondary/Senior Secondary

Unit 2

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

Unit 3

- (i) Lecture method, Demonstration method, Lab Method, Inductive & deductive method,
Problem solving, Heuristic and project method.
- (ii) Inquiry approach, programmed instruction, Group – Discussion, self study, Team Teaching,
Computer Assisted Learning, Seminars and Workshops.

Unit – 4 :

- (i) Multi sensory aids – charts, models, specimen, bulletin-boards, Flannel Board,
Transparencies, slides, slides projector, OHP, Computer, T.V. Radio etc.
- (ii) Co-curricular Activities: Organization of Science club, Science fair, field trips and use of
community resources.
- (iii) Biology Laboratory: Organization of Biology Laboratory, Arrangement of Apparatus, Care
& Maintenance of equipment & specimen, organization of practical work in Biology.
- (iv) Role of State & National level Institutions & Laboratory, Research Centers in Botany,
Zoology & Agriculture.
- (iv) Characteristic of a good Text Book & Evaluation of Text Book.

Unit – 5:

- (i) Evaluation: Concept, types and purposes.
- (ii) Type of test items & their construction.
- (iii) Preparation of Blue Print & Achievement test.
- (iv) Evaluation of Practical work in Biology.

Term Test: 10 Marks

Sessional Work: 10 Marks

1. Life sketch & contribution of any one prominent Indian Biologist.
2. Preparation of Herbarium (Scrap book).
3. Prepare any one of the following related to environment education. (i) Poster (miniature) (ii) Article (iii) Story (iv) Play
4. Designation & description of any two low cost teaching models.
5. Prepare a Radio or T.V. Script.
6. Make a list of local (resources useful in teaching Biology and prepare a lesson plan using some of them.
7. A case study of any one Senior Secondary lab. of Biology.
8. Preparation of 10 frames of Linear & Branching type programmes on any topic of Biology.
9. Construction and administration of Diagnostic test on any one unit of Biology.

Books suggested:

1. Sood J.K., Teaching Life Sciences, Kohil Publishers, Chandigarh, 1987
2. Sharma, L.M. Teaching of Science & Life Sciences, Dhanpat Rai & Sons. Delhi, 1977
3. Kulshrestha, S.P., Teaching of Biology, Loyal Book Depot, 1988
4. Yadav K., Teaching of Life Sciences, Anmol Publishers, Daryaganj, Delhi, 1993
5. Yadav, M.S., Modern Method of Teaching Sciences, Anmol Publisher, Delhi, 2000
6. Singh, U.K. & Nayak A.K., Science Education Common Wealth Publishers Daryaganj, New Delhi, 2003
7. Venkataiah, S., Science Education in 21st Century, Anmol Publishers, Delhi, 2001
8. Yadav, M.S. (Ed.), Teaching Science at Higher Level, Anmol Publisher, Delhi, 2000
9. Edger, Marlow & Rao, D.B., Teaching Science successfully discovery Publishing House, New Delhi, 2003
10. Edger, Marlow & Rao, D.B., Teaching of Science Arya Book Depot, New Delhi, 1996
11. Dave, R.H., Taxonomy of Educational Objectives & Achievement Testing, London University Press, London, 1969
12. Sood J.K., New Direction in Science Teaching, Kohli Publishers,

WebLinks:

<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.tnteu.ac.in/pdf/bs.pdf>

<https://www.slideshare.net/slideshow/pedagogy-of-biological-sciencepdf-254953271/254953271>

<https://blog.vasavicollegeofeducation.in/pedagogy-of-biological-science-yr1.html>

chrome-

<extension://efaidnbmnnnibpcajpcglclefindmkaj/http://assets.vmu.ac.in/BED125.pdfhttps://www.a>

<mazon.in/Pedagogy-Biological-Science-S-P-Kulshreshtha/dp/9385960733>

<https://bmdeducation.org/download/b-ed-2024-b-ed-1st-year-pedagogy-of-biological-science-full-book-pdf-download-english-medium/>

B.Ed. II YEAR(IV SEMESTER)

PEDAGOGY OF PHYSICS

COURSE CODE:- BED-23/17

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Learning Outcomes

Student-teachers will be able to:-

- Gain insight on the meaning, nature and scope of physics for determining aims and strategies of teaching-learning.
- Appreciate that science is a dynamic and expanding body of knowledge;
- Trace historical background of physics.
- Identify and relate every day experiences with learning physics;
- Appreciate various approaches of teaching-learning of physics;
- Perform Pedagogical analysis of various topics in physics.
- Analyze the contents of physics with respect to Content, process, skills, knowledge organization and other critical issues.
- Use effectively different activities/demonstrations/laboratory experiences for teaching-learning of physics;
- Integrate physics knowledge with other school subjects.
- To understand meaning, concept and various types of assessment.

Unit 1

- a) Nature of science, physics as a fundamental science.
- b) Major milestones in the development of physics.
- c) Contribution of India Physicists, C.V. Raman, M.N. Saha K.S. Krishnan, Narlekar, J.C. Bose, S.N. Bose H.J. Bhabha and S.Chandra Shekhar, Dr. A.P.J. A. Kalam .
- d) Objectives and values of Teaching Physics at Senior Secondary Level.

Unit 2

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

Unit 3

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

Unit 4

- a) Physics Laboratory – Planning, equipping and organizing practical work.
- b) State and national level institutes and laboratories (DST, NPT, ISRO, CEERI, RAPS and BARD).
- c) Community resources like science centers/museums, planetarium and solar observatory.
- d) Multisensory aids: Chart, models, over-head projector, computer and Internet, Improvised apparatus.
- e) Textbooks – Characteristics of a good text book and evaluation of text book.

Unit 5

- a) Type of test items and their construction.
- b) Preparation of blue print and achievement test.
- c) Diagnostic testing and remedial teaching in physics.
- d) Evaluation of practical work.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

1. Case study of one senior secondary lab of physics.
2. Description of design of any two improvised apparatus.
3. Planning an out of class activity to use local resources to teach physics.
4. Life sketch and contribution of one physicist.
5. Preparation of scrap book containing original Scientific cartoon/Stories/Latest Articles/Feature /Play Interview report useful for teaching physics.

Book Suggested

1. Vaidya, N. "The impact of science teaching", Oxford and IBH Publishing Company, New Delhi, 1971.
2. Richardson, S: "Science Teaching in Secondary Schools", Prentice Hall, USA 1957.
3. Sharma R.C. and Sukla: "Modern Science Teaching" Dhanpat Rai and Sons, Delhi, 2002.
4. Kumar Amit : "Teaching of Physical Science" Anmol Publications, New Delhi 1997
5. Nanda V.K.: "Science Education today" Anmol Publications Pvt. Ltd. New Delhi 1999
6. Ravi Kumar S.K. "Teaching of Science" Mangal Deep publications, 2000
7. Rao Aman : Teaching of Physics, Anmol Publications, New Delhi 1993
8. Wadhwa Shalin : "Modern Methods of Teaching Physics" Sarup and Sons, New Delhi 2001
9. HkVukxj , -ch- : HttSfOrd fOktu fT{T.T, vt7-yky- cd fMiks esjB 2000
10. usxh] t-,l- o u`xh 7f{TtrT : HttSfOrdh fT{T.T, fOuf`n iLrd eFUn7 vTx7T 1999
11. eaxy ,l-ds- : lT/tT7.T fOktu fT{T.T, vt; cd fMiT, ub fInYyh, 1996
12. fuxe Mh-,l- : fOktu fT{T.T, gF7;T.T lTfGgR; vdTneh, p.Mhx<+ 1990
13. R;kxh ,l-ds- : HttSfOrd fOktu fT{T.T, lTfGgR; idT'Tu, vTx7T - 2000
14. R;kxh ,l-ds- : HttSfOrd fOktu fT{T.T, lTfGgR; idT'Tu, vTx7T - 2000

WebLinks:

https://www.google.com/search?q=pedagogy+of+physics&rlz=1C1ONGR_enIN1107IN1107&oq=PEDAGOGY+OF+PHYSICS&gs_lcrp=EgZjaHJvbWUqBwgAEAAyGAQyBwgAEAAyGAQyBwgBEAAyGAQyBwgCEAAyGAQyCggDEAAyDxgWGB4yCAgEEAAyFhgeMggIBRAAGBYHjIGCAYQRRg8MgYIBxBFGDzSAQc4MTdqMGo0qAIAAsAIA&sourceid=chrome&ie=UTF-8

<chrome-extension://efaidnbmninnibpcjpcglclefindmkaj/http://assets.vmu.ac.in/BED123.pdf>

chrome-extension://efaidnbmninnibpcjpcglclefindmkaj/https://ncert.nic.in/desm/pdf/phy_sci_PartII.pdf

<https://www.scribd.com/document/728270505/Pedagogy-of-School-Subject-Physics>

B.Ed. II YEAR(IV SEMESTER)

PEDAGOGY OF ART

COURSE CODE:- BED-23/18

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Learning Outcomes

The student teacher will be able to:

- Understand the nature of Art as a discipline.
- Get acquainted with the origin and evolution of various Forms of Art.
- Understand the place of Art in general education.
- Understand the concept and basics of different art forms(visual and performing arts);
- Develop the ability to use visual art processes to generate new knowledge, understanding and perception of the world;
- Understand the significant implications of art to nurture children's creativity and aesthetic sensibilities through genuine exploration, experience and free expression;
- Get acquainted with the strategies of classroom teaching of art.
- Prepare Yearly plan, Unit-plan and teaching-plan for teaching art.
- Prepare and use suitable teaching aids in the classroom effectively.
- Understand the creative aspect of the Teaching of child art.
- Understand the strategies of developing appreciation of beauty of nature and the basic elements of art forms among the students;
- Understand the strategies of developing ability to appreciate the inherent rhythm, beauty and harmony in visual art forms: specifically regional, traditional and classical art forms among the students.

Unit 1

- (i) Structure and rationale of the subject and its place in school curriculum, Art and Society, Art and International Understanding, The Place of Art in General Education.
- (ii) The Educational Values of Art and relationship with other school subjects. Role of Art in Indian culture and value, development of international understanding.
- (iii) Contribution of Indian Artists.

Unit 2

- (i) The aims and values of teaching art.
- (ii) Teaching of art at different stages.
- (iii) General and Specific objectives of teaching art.
- (iv) Development of values and national Integration through art.

Unit – 3

- (i) Principals of classroom teaching.
- (ii) Visual aids in teaching art, Role of the black board, art object and reproduction photograph and other aids in teaching art.
- (iii) Qualities of Art Teacher.

Unit 4

- (i) Methods of teaching art- Project, Demonstration, Exhibitions.
- (ii) Content analysis
- (iii) Year Plan, Unit Plan & Daily Lesson Plan.

Unit 5

- (i) Objectives, process based evaluation.
- (ii) Development of test items & Blue Print.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

Any two of the following:

1. Planning an out of class activity to use local resources to teach Art.
2. Life sketch and contribution of one Artist.
3. Preparation of 5 OHP slides.

Book Suggested

1. George Conard: The Process of Art Education in the Elementary School, Prentice Hall, Inc. England Cliffs, N. I. 1964.
2. Ruth Dunneth: Art and Child Personality, Methuen and Co. Ltd., London, 1945.
3. Arya Jaideo: Kala Ka Adhyapan, Vinod Pustak Mandir, Agra.
4. Naya Shikshak – Vol. No. 4 April 1966 Special Number, Art Education Published By Department of Education Rajasthan, Bikaner.
5. Kleinschmidt, H.E.: How to turn ideas into pictures. National Publicity Council, New York, 1950
6. William, J. Harole, Graphics Methods in Education, Houghton Mifflin Company, Boston

WebLinks:

https://www.artslive.com/news/resources-for-reconciliation-week/?gad_source=1&gclid=CjwKCAjw2dG1BhB4EiwA998cqMD-pBFWeFSg1UdKIXiWAgXohpAPF_FF462Y_xOnqzfTyMw1NJ5E8hoCvCAQAvD_BwE
<https://paulcarneyarts.wordpress.com/2023/05/27/a-potted-history-of-art-pedagogy/>
<https://theartyteacher.com/category/pedagogy/>
<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://files.eric.ed.gov/fulltext/EJ967131.pdf>
<https://www.redalyc.org/journal/6377/637767290003/html/>

B.Ed. II YEAR (IV SEMESTER)

PEDAGOGY OF MUSIC COURSE CODE:- BED-23/19

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Unit 1

- (i) Music as a typical representation of Indian culture. Origin of music, its relation to religion. Rejuvenation of Indian Classic Music. Similarities between Eastern and Western music.
- (ii) Contribution of great Indian musicians
- (iii) Relationship of music with dancing and poetry and other school subjects.
- (iv) Role of music in Indian culture and values, development of international understanding.

Unit –2:

- (i) The aims and values of teaching music.
- (ii) Teaching of music at different stages.
- (iii) General and Specific objectives of teaching music.
- (iv) Development of values and national Integration through music.

Unit – 3:

- (i) Methods and Techniques of Teaching Music.
- (ii) Teaching aids in teaching Music, Equipment and site of the Music room.
- (iii) Singing without reading notations, spontaneity of expression.

Unit – 4:

- (i) Qualities of Music Teacher.
- (ii) Content analysis
- (iii) Year Plan, Unit Plan & Daily Lesson Plan.

Unit – 5:

- (i) Objectives, process based evaluation.
- (ii) Development of test items & Blue Print.

Terminal Test= 10 Marks

Sessional Work= 10 Marks

Any two of the following:

1. Write the qualities of any one Music Instrument.
2. Preparation of Music room.
3. Life sketch and contribution of popular Musicians.

Books Suggested:

1. Awasthi, S.S.A., Critique of Hindustani Music and Music Education, Jalandhar: Adhunik Printer, 1964.
2. Bhatkanda, V.N., Karmik Pustak Malika Laxme Narayan Garg, Sangeet Karyalaya, Hathras.

3. Bhatnagar, S., Teaching of Music, Shimla: Monika Prakashan, 1988.
4. Gary Spruce, Teaching music in Secondary School, RoulledgeFalmer, Great Britain, 2002.
5. Michael R. Rogers, teaching Approaches in Music theory, Illinois University Press, 1984
6. Nelson B Henry, Basic Concept in Music education, The University of Chicago Press, 1958
7. Singh, Bharpur, Punjab School Education Board, Sahibjada Ajit Singh Nagar.
- 8- dytl pUnz n`o c`gLiR, `H7r dr l`xhr f(1)UUr*, idt'ru 'TT[TT, lwpur f(0)HTTx, mRr7in`T, 1959
- 9- H7xor'77.7 "reT, f(0)UnqLrTuh l`xhr 'TL=, l`xhr e`f(0)n7, [77t7 - 203131, 1985
- 10- y{ehukjk;.k xx} laxhr fucU/kkoyh} laxhr dk;ky;] gkFkjl - mi] 1959

B.Ed. II YEAR(IV SEMESTER)

Pedagogy Of Punjabi

COURSE CODE:- BED-23/20

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Unit – I

- i The Nature And Importance Of language –its origin and development
- ii Origin and development of Punjabi language and there script
- iii Roll of Punjabi as mother tongue in the education of child
- iv Aims and objectives of teaching of Punjabi at School Levels
- v General principles and maxims of teaching of Punjabi

Unit –II

- i. Development of language skill in Students of various school classes
- ii listening skill
- iii Speaking skill
- iv reading skill
- v Writing skill

Development of micro & Macro lesson based of skill of questioning, explanting, illustration and stimulus variation. Construction of curriculum of Punjabi language Critical appraisal of Punjabi curriculum at secondary school level Role And Qualities of Teacher of Punjabi Language.

Unit – III

1. Roll of language activities (Debates, Recitation, Story Telling, and Symposium) Methods of teaching:
2. Prose
3. poetry
4. composition
5. Grammar
6. Meaning, nature, types of lesson plans for each of the above aspects of Punjabi language As
7. Herbert Method
8. Morison Method

Unit – IV

1. Methodology Of Various Teaching Methods As
- (2) Project Methods
- (3) Play way Method
- Discussion Methods
- (4) Correlation Method
- (5) Observation Method
- Audio-visual aids -Meaning, Types, Role & Importance Construction & Importance of Punjabi text books

Unit – V

1. Concept of Evaluation
2. Modern Concept of evaluation in language
3. Different type of techniques and Questions in evaluation of Punjabi
4. Construction of

Unit 1: - Reading and Reflection of Texts

1. Concept and meaning of reading and reflection of text.
2. Need and importance of reading and reflection on text for Pupil-Teacher. Reading of empirical, conceptual, historical and policy documents.
3. Reflection on text through examination, observation and group discussion.
4. Skill and Strategies of reading & written work: Model reading, drilling, pronunciation, silent reading, etc. Narrative texts, expository texts, autobiographical narratives, field notes and ethno graphics readings.

Unit2: Observation & Discussion

1. Discussion and creative on empirical, conceptual and historical work, policy documents, and studies about schools, teaching and learning and about different people's experiences.
2. Pupil teachers' observation, peer observation, group observation.
3. Motivating pupil teachers to think and regulate one's own thinking in the learning process.

Unit 3: Evaluation & Reflection

1. Developing reflective journal for trapping experience, observation and views of different stakeholders.
2. Critical analysis of entire activities on the basis of reflective journal.
3. Learning, monitoring, comprehension and self reflection.

Practicum/Field work (Any two of the following): -

4. Preparing a report on empirical, conceptual and historical work, policy documents, and studies about schools, teaching and learning and about different people's experiences.
5. Preparing a conceptual chart on one's own thinking process required for text reading.
6. Preparing a conceptual chart on one's own thinking process required for reflection on text.
7. Submit reading reflection report after completing reading assignment by summarizing the important concept of the reading and describing what was interesting, surprising or confusing to him/her.

Reference:

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

B.Ed. II YEAR(IV SEMESTER)

OPTIONAL COURSE
(Any one of the followings)

Course Code-24/01

DISTANCE EDUCATION

Internal Assessment: 20

External Assessment: 80

Course Content:

Total Marks: 100

Credit: 4

Unit – II Nature, Scope and Objectives

1. Concept of Distance Education.
2. History of Distance Education.
3. Distance Education as a Discipline.
4. Theories of Distance Education.

Unit – II Curriculum and Planning

1. Open Education
2. Correspondence Education
3. National and State Universities

Unit – III Methods and Approaches

1. Communication Strategies
2. Teaching Strategies of Distance Education
3. Educational Broadcast
4. Educational Telecast
5. The Computer, Videodiscs, C.D. and Video tapes
6. Resource Centers of Distance Education.

Unit – IV: Instructional Support System

1. Instructional Procedure
2. Support System of distance Education
3. Evaluation Process of Distances Teaching
4. Role of Regional and Study Centers
5. Role of Counselor and distance learner

Unit – V: Evaluation

1. Concept of evaluation in distance education.
2. Need for continuous evaluation
3. An Analysis of Distance Education.
4. Research in Distance Education.

Term Test: 10 Marks

Sessional Work: 10 Marks

1. Content analysis and preparation of instructional material related to any unit of subject related to Distance Education.

2. Study of any one aspect study center/regional center related of Distance Education.
- 3 . Collection of newspaper cutting related to Distance Education.
4. Prepare a report on visit to any institution which is related to Distance Education.
5. Prepare a radio script or T.V. program script.
6. Prepare a chart, related to differentiate between Distance Education and traditional education teaching approaches.

Books Suggested:

1. Aitchison. J., 1987 Text Design in Distance Education print and facilitating adult learning, paper 7: 1-29 Pretorai University of South Africa.
2. Andrews, J and Strain, J., 1985 Computer assisted distance education off-line and on-line American experiences, Distance Education 6, 2:143-57.
3. Anand, Satyapal, 1979 University without Walls Delhi Viaksh Publishing House Pvt. Ltd.,
4. Baath, J.A., 1979 Correspondence Education in the light of a number of contemporary teaching models, Malmoe, Liber Hermods.
5. Bate, A.W. (Ed.), 1984 The role of technology in Destance Education” London : Croom Helm.,
6. Elton, Lewis, 1981 “Training Teachers of Distance Education” Paper presented Regional Symposium on Distance Learning in Asia, Penang 4-7 May 1981.
7. Ferguson, J., 1975 The Open University from within London University Press.
8. Rumble, G., 1975 “Distance Education in Latin America : Models for 1980”s, Distance Educational, 2:248-55.
9. Sewart, L.S., 1986 “Distance of of a correspondence course Adult Education 10:161-16.

BED II YEAR(IV SEMESTER)

Course Code-24/02

OPTIONAL COURSE

SCHOOL LIBRARY ORGANISATION

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Course Content:

Unit – 1

(i) Five Laws of Library Science

(ii) Library in Education

(iii) Library Equipment

(iv) Library Furniture

Unit – 2

(i) Aims and objects of School Library.

(ii) Planning of Library Building.

(iii) Class Library and Subject Library.

Unit 3

(i) Organization and Administration of School Library.

(ii) Issue Methods:

a Brown Charging System

b Newark Charging System

c Book Selection

Unit – 4

(i) Classification: Meaning, Aims and Need of Classification

(ii) Library Rules

(iii) Stock Verification

Unit 5

(i) Catalogue: Meaning, Aims and Functions of Catalogue.

(ii) Types of Catalogue: Physical Form.

(iii) Accession Register

(iv) Reference Service: Meaning, Need and functions of Reference Service.

(v) Types of Reference Service.

Term Test: 10 Marks

Sessional Work: 10 Marks

1. One Essay

2. Survey of School Library and preparation of a report.

3. Classification of 25 Books by Dewey-Decimal classification Scheme of 18th Edition.

4. Simple cataloging of Five Books by Rangnathan “Classified catalogue code.

Books Suggested:

1. Ranganathan, S.R. : Pustakalaya Vigan Ke Panch Sutra Rajasthan, Hindi, Granth Academy, Jaipur 1980

2. Shukla, Lalita, S : Basic Foundation of Library Science, Metropolitan Book Co. Delhi.
3. Ranganathan S.R. : Library Manual Asia Publishing House, Bombay, 1960.
4. Fargo, L.F. : School Pustakalaya Ke Vividh Roop, Atama Ram and Sons, Delhi 1966
- 5 . Shastri, D.T.: Pustakalaya, Vargikaran, Sahitya Bhawan, 1974.
6. Triopathi, S.M.: Adhunik Granthalaya Vargikaran, Sri Ram Mehra & Co. Agra, 1976.
7. Bhargava, G.D.: Granthalaya Vargikaran, Madhya Pradesh Hindi Granth Academy, Bhopal, 1971.
8. Agarwal, S.S.: Catalogue Entries and Procedure, Lakshmi Book Store New Delhi, 1971
9. Giraj Kumar and Kumar, C: Suchikaran Ke Siddhant, Vikash Publishing House, New Delhi, 1976.
10. Pandey S.K. Cataloguing Theory, Ere Ers Publications, New Delhi, 1986.
11. Ramganathan, S.R.: Library Administration, Asia Publishing House, Bombay.
12. Mittal, R.L.: Library Administration Theory and practice Metropolitan Book Co., Delhi-6, 1973.
13. Banarjee, P.R.: Pustakalaya, Vyasvasthan, Madhya Pradesh Hindi Granth Academy, Bhopal.
14. Shrivastav and Verma: Pustakalaya Sangathan Avam Sanchalan, Rajasthan Hindi Granth Academy, Jaipur

BED II YEAR(IV SEMESTER)

Course Code-24/03

OPTIONAL COURSE

EDUCATIONAL AND VOCATIONAL GUIDANCE

Course Content:

Unit – I: Concept, Nature and Scope of Guidance

Importance of guidance in the lives of individuals, meaning of guidance: Distinction between guidance and counseling.

Unit – 2 Importance of Guidance

Philosophy and aims of guidance, Importance of guidance in schools, for individuals and for society.

Unit 3 Areas of Guidance

Areas of Guidance, Educational Guidance, Vocational Guidance, Personal Guidance, Development Guidance, Psychology of Careers, concept of Vocational Development and Careers Patterns.

Unit –4 Guidance in Present Context

Guidance implications in the current Indian Scenario, Educational and Guidance: Democracy and Guidance, Individual Difference and Guidance.

Unit 5 Guidance Services

Introduction to Guidance Services : Individual Inventory Service Cumulative Record, Information Service, Follow up service, Group Guidance Service, Guidance in the school Programme Role & Responsibilities of Guidance worker in schools.

Term Test: 10 Marks

Sessional Work: 10 Marks

- (i) Evaluation an Educational Programme Guidance and Curriculum Approach.
- (ii) Write one essay and two abstracts.

Books Suggested:

- 1 Chada, Satish.: Educational Vocational Guidance and Counselling,
- 2 Ericko, Clifford E.: A Basic Text for Guidance Workers N.Y. Prentice,
- 3 Forchich Clifford P. guidance services in smaller schools New York Mc Graw Hill Book Co. 1950.
- 4 Hoppock: Group Guidance, Principles, Techniques and Evaluation.
- 5 Strang, Ruth: The Role of Teacher in Personnel work, New York Teachers College, Columbia University, 1933.
- 6 Rawat, Asha.: Career Information & Career Guidance, R. Lall Book Depot, Meerut.
- 7 Sharma, R.A.: Fundamental of Guidance and Counselling, R. Lall Book Depot, Meerut.
- 8 Super Donald: Appraising Vocational Fitness New York, Harper and Brothers, 1947.

BED II YEAR(IV SEMESTER)

Course Code-24/04

OPTIONAL COURSE

ENVIRONMENTAL EDUCATION

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Course Content:

Unit 1

- 1. Concept of Environment.
- 2. Concept of Ecology, Ecosystem, Components of Ecosystem and interdependence.
- 3. Relationship of man and Environment.
- 4. Personal & family responsibility about the Environment.

Unit – 2

1. Population explosion.
2. Pollution – Air, Water, Noise, Waste and Cultural.
3. Depletion of Natural resources: Causes and measures for conservation of forests and wild life.
4. Water, energy and soil management.

Unit – 3

1. Meaning, objectives, importance and philosophy of Environmental Education.
2. Scope of environmental education – Multi – disciplinary approach correlation with other school subjects.
3. Environment Education as a subject, its curriculum at different levels.

Unit – 4

1. Methods and Approaches: Group discussion, Project, Problem Solving, Observation, Field –Trips excursion, Activity Method, Games and Simulation, Puppet, lecture-demonstration, Ecology-club, Ecology-laboratory, Library and publications.
2. Role of Mass-media films and Audio –Visual material in Environmental

Unit 5

1. Role of different agencies: UNEP, W.W.F., Friends of trees, N.G.O.’s and Government organizations.
2. The need for global outlook to solve Environmental problems.

Term Test: 10 Marks

Sessional Work: 10 Marks

1. Prepare a scrap-book of an environmental articles and news.
2. Preparation of maps or charts or models or Transparencies related to Environmental issues.
3. Study any Environment problem and write a report of the same.
4. Prepare an article on Concept of Eco-system and Interdependency.
5. Prepare an article on Green-house effect Global warming.
6. Prepare an article on Depletion of Ozone Layer and Acid rain.
7. Prepare an article on Acts related to conservation of Environment.

Books Suggested:

1. Dani, H.M., Environmental Education, Chandigarh: Panjab University Publication Bureau, 1996.
2. Deshbandhu and G. Berberet: “Environmental Society, New Delhi
3. Dubey and S. Singh: “Environmental Management”, Geograph Deptt. Allahabad University.
4. Garg, R.K. & Tatair Prakash, “Paryavaran Shiksha”, Community Centre.
5. Holliman, J: “Consumer’s Guide to the Protection of the Environment”, Ballantine London.
6. Parakh, B. S., Population Education Inception to Institutionalisation, New Delhi: NCERT, 1985.

7. Rao, D.G., Population Education: A Guide to Curriculum and Teacher Education, New Delhi,: Sterling Publishers, Pvt. Ltd., 1974.
8. Sharma, R. C., Population Resources, Environment and Quality of Life: Hand Book on Population Education, New Delhi : Rai & Sons, 1988.
9. Sharma H.S. & Singh H.P.: “Environment Education Teaching” (Hindi). Radha Prakashan Mandir, Agra.
10. Sharma R.A.: “Educational Environment”, R. Lall Book Depot, Meerut.
11. Trivedi, P.R., Encyclopedia of Environmental Pollution, Planning and Conservation (Vol. I –VI), New Delhi , A.P.H. Co., 2000.
12. Vyas Harish Chandra: “Paryavaran Shiksha”, Vidya Vihar, New Delhi
- 13- *Environment Education: A Guide to Curriculum and Teacher Education*, New Delhi, 1974.

B.Ed. II YEAR(IV SEMESTER)

Course Code-24/05

OPTIONAL COURSE

POPULATION EDUCATION

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Course Content:

Unit – I

1. Population Education: Meaning and definition: Scope, need and importance of population education, Role and purpose of population education as an integral of education.
2. Population of India a world perspective: Concept of population; Theories of population, Under Population, Growth, Distribution and density of population, over population with demographic data in world perspective.

Unit – 2

1. Standard of Living and the Quality of Lives : Food and nutrition, health-hygiene, Sanitation, Housing, Clothing, Education Travel, leisure,
2. Employment, Income, Consumption Level's, Efficiency and output Social culture and Spiritual enlightenment, Ethics and aesthetics. Different aspects and their inter relationship with example and illustration from India and abroad;
3. Population and Indian's Development Endeavor, population growth and production with special reference to Nature Income; The impact of development of family life society, culture and personality.

Unit 3

- 1 Population Control and Planning: India's Population Policy :
- 2 The role of society and the formation of Public opinion favorable for Population Control, Role and responsibility of family and individual;
- 3 A small unit for healthier happier and better homes, improved standard of living; better Quality of life.
- 4 Population equilibrium: Emergency and Long measures role of Population Education.

Unit 4

1. Emergence of population Education: Action taken for Population Education (Historical Background),
2. Introduction of Population Education in school; Colleges and teacher education institution;
3. Role of Different Agencies and Organization, Home, School, Community; Government (Population policies and programmed voluntary Agencies, Mass media).

Unit 5

1. Teacher of Population Education: His preparation, qualities,
2. Role of teacher education. Education Activities for Population Education:
3. Extension lectures, Debates, Survey, Games, Exhibitions, Dramas, Meeting with parents; Preparation of aids, etc.

Term Test: 10 Marks

Sessional Work: 10 Marks

- a. Population Survey of a Community.
- b. Preparation of two charts regarding population of a District.
- c. Preparing of graphical presentation of population of a District.
- d. Preparing a report of an exhibition concerning population education.
- e. An essay on the role of Mass – Media in population control.

Books Suggested:

1. Mehta, T.S. & Pathak B.S.,: Population Education for Teachers NCERT Publication.
2. Mehta, T.S. and Chandrar: Population Education: Selected Reading NCERT Publication.
3. Mehta, T.S. Saxena, R.C. & Mukharjee: Reading in population in Education NCERT Publication.
4. Wadia, A.B.: Population Education for young on the Nature and Methodolog of Population Education FPAT, Mumbai. FPAL, Mumbai.
5. UNESCO: Reading on the Nature and Methodology of Population Education Bangkok, 1982. Bangkok, 1982.
6. Vyas & Vyas : Population : Problem and Solution, Asha Prakashan Grah 30, Naiwala, Karol Bag, New Delhi-5

B.Ed. II YEAR(IV SEMESTER)

Course Code-24/06

OPTIONAL COURSE

ELEMENTARY EDUCATION

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Unit 1

- i Elementary Education: Concept, Scope and Objective.
- ii Constitutional provisions and efforts made after independence.

Unit – 2

- (i) Status of UEE (Universalisation of elementary education) in Rajasthan.
- (ii) Role of state, local bodies and NGOs in the expansion of UEE.
- (iii) Experiments and Schemes (DPEP, Gurumitra, Lok Jumbish, Shiksha Karni, Sarswati Yojna, Sarva Shiksha Abhiyan, Rajeev Gandhi Pathshala, Para Teachers etc.).

Unit 3

- (i) Experiments in elementary education by Mahatma Gandhi and Giju Bhai.
- (ii) Training, Service conditions and responsibilities of elementary school teachers.
- (iii) Role of elementary school teacher in developing school – community relationship.

Unit 4

- (i) Objectives and methods of teaching of language, environmental studies, Mathematics and SUPW.
- (ii) Methods of Teaching :
 - (a) Story Telling
 - (b) Activity
 - (c) Play – Way
 - (d) Multi – Subject Teaching
 - (e) Continuous and Comprehensive Evaluation.

Unit 5

- (i) Problems in Elementary Education (Status, Causes and Suggestions)
 - (a) Quality V/S Qualities
 - (b) Drop outs
 - (c) Disparity in enrolment of girls and groups based on socio-economic states and categorize (ST/SC/OBC/Other categories).
 - (d) Administration and supervision of elementary schools.

Sessional Work: 10 Marks

- ### Books Suggested:

1. Mohanty, J. & Mohanty B. Early Childhood care and Education, Deep & Deep Publication, New Delhi, 1964
2. Rawat, D.S. & Others, Universalisations of Elementary Education :NCERT, New Delhi, 1981
3. Mohanty, Jamohan, “Primary and Elementary Educations” Deep & Deep Publications Pvt. Ltd. F-159, Rajouri Garden New Delhi-110027 Published in 2002.
4. dqiifir, iueZyt, cty iir{t.t dh vtn't iofit;t', tuot.th idr'tu izt-fy-fnYyh-110032 laLdj.k - 2003
5. Rao, R.K. “Primary Educations”, Kalpur Publications Delhi-110052, Published in 2000
6. Grewal, J.S. (Dr.) “Early Childhood Education” National Psychological Corporation. 4/230, Kacheri, Ghat, Agra – 282004 (U.P.) India Printed in 1995
- 7- c/t`dr ixtqHrbZ, iztFried iofity; dh iir{tt Ir}ir;t' l'LNfir lfigR;, inYyh-110032 idr'tu oetl 2000
- 8- pkgku vkj,- l- - ^cty iofitl d euf`oSKTid vt/rr7** idr'tu, vtx7t lfigir;d, 2002
9. c/t`dr, ixtqHrbZ xzUFreyt e`UV`l7h cty iir{t.t lfelir, 7rtyn`l7 %pw#% idr'tu oetl 1998
10. National Policy of on Education 1986 (with modification of Action
11. National Policy of Education 1986, Programme of Action 1992 (New Delhi: MHRD) (1992b).
12. Report of the Committee of State Education Ministers on Implication of proposal or make Elementary Educations a Fundamental Right (New Delhi : Department of Education) (1987)
13. Sinha, Amarjeet, Primary Schooling in India, New Delhi : Vikas, 1998
14. Shukla, Chaya – “Teaching of social studies in Elementary School”s Mohit National Publication –2002

B.Ed. II YEAR(IV SEMESTER)

Course Code-24/07

OPTIONAL COURSE

Health and Physical Education

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Unit 1

1. Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children.
2. Physical Education- Meaning, concept and importance
3. Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

Unit 2

1. The body system-skeleton, muscular, respiratory, circulatory and digestive in relation to Health fitness, bones, muscles and joints, their functions, common injuries of bones, common Health problems and diseases-its causes, prevention and cure, immunization and first aid
2. Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to preserve food, shift in food practices and its globalization, practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention.

Unit - 3

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

Unit 4

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

Unit 5

1. *Yogic* practices — importance of *yoga*, *yogasanas*, *kriyas* and *pranayams*
2. Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media.

Term Test: 10 Marks

Sessional Work: 10 Marks

1. Organization of inter school games and sports tournaments in your district/village/town.
 2. Orientation program on Fundamental Sports Skills : Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. Relay) Gymnastics.
 3. Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or individual game.
1. Organization of inter school games and sports tournaments in your district/village/town.

Books Suggested:

1. National Plan of Physical Education and Recreation (Ministry of Education Govt. of India)
2. Thomas, J.P : Organization of Physical Education Madras Y.M.C.A.
3. Williams J.F. Principles of Education.
4. Sharma, J .R. Principles of Physical Education.
5. Tirunarayan, O. and Harisharan S. Methods in Physical Education (A.C.P.E. Karakaikudi-4),
6. Rice E.A., A Brief History of Physical Education.
7. Weight Training in Throwing Events - Vidya Sagar Sharma (NIS Edition)
8. Dr. R.L. Anand: Playing Field Manual (NIS Edition)
9. Syllabus of Exercise for Primary, Upper Primary and Secondary Schools, Education Department, Govt. of Rajasthan.
10. Y.M.C.A. Chennai,: Rules of Games and Sports.
11. B.D. Bhatt and S.R. Sharma: Teaching of Physical and Health Education Kanishka Publishing House, 9/2325, Street No.12, Kailash Nagar, Delhi - 110031.

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B.Ed. II YEAR(IV SEMESTER)

Course Code-24/08

OPTIONAL COURSE

Guidance & Counseling

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Unit 1

- 1 . Meaning, Nature & functions of Guidance.
2. Principles of Guidance.
3. Need of Guidance at various stages of life.
4. Types of Guidance;,
(i) Educational Guidance (ii) Vocational Guidance (iii) Personal Guidance

UNIT – 2

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

UNIT – 3

1. Tests: Aptitude, Attitude, Interest, Achievement, personality, IQ and Emotional, Mental ability, Intelligence etc.
2. Techniques used in guidance: Questionnaire, Interview schedule, Case study, Diary and Autobiography.
3. Professional efficacy and interest.

Unit 4

1. Skills in Counseling (Listening, Questioning, Responding, Communicating.)
2. Role of Teacher as a counselor and professional ethics associated with it.
3. Career Counseling and Dissemination of Occupational Information.

Unit – 5

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

Term Test: 10 Marks

Sessional Work: 10 Marks

1. Prepare a plan and establish a guidance and Counseling cell in school.
2. Make a stress releasing strategy for school students and find out its effectiveness.
3. Pupil Teacher should guide at least one school student in any area of guidance and prepare a report to this effect.
4. Organize a workshop in school on guidance of secondary to senior secondary level students.
5. Prepare a case study of one student with special needs at school level and give suggestions for remedial measure,

Books Suggested:

1. Sharma, Shati Prabha. Career Guidance and Counseling: principles and techniques. Kanihka publisher. 2005
2. Sharma, RN & Sharma, rachana. Guidance and Counselling in India. Atlantic Pub. & Distributors, New Delhi, 2004
3. Singh, Y.K. Guidance and Career Counselling. APH Publishing New Delhi. 2007
4. Nayak, AK. Guidance & Career Counselling. APH Publishing corp. 2007
5. Abraham, Jessy. Guidance & Counselling for Teacher Education. Sarup & sons. New Delhi. 2003
- 6- vLFttut, fofiu, i7te't ,o fun`Z'tu- vxoy idr'tu, 2014
- 7- vLFttut, fofiu ,o vLFttut fufit fun`Z'tu vt7 micr`/tu, vxoty idr'tu, 2013-14
- 8- Hrvutx7, lq7`t ,o oet, 7teity- o`fird lwpur ,o o`fird fun`Z'tu, vxoty idr'tu 2012
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BED II YEAR (IV SEMESTER)

Course Code-24/09

Computer Education

Internal Assessment: 20

Total Marks: 100

External Assessment: 80

Credit: 4

Unit 1

1. Introduction to computer
 - (a) Generations of Computer.
 - (b) Block diagram of Computer.
 - (c) Classification & Historical Development of Computer
2. Concept of hardware and software.
3. Input/output devices: Keyboard, Mouse, Monitor, Printer, touch screen, light pen, scanning device, optical scanning & bar code scanning.
4. Storage devices: Hard disk, Floppy disk, optical disk, internet hard drives, CD, DVD.
5. Computer memory and its units – RAM, ROM, microprocessor, expansion slots and cards.

Unit 2

1. Basic features of Windows 98, xp & vista
2. “Windows” and its accessories & applets eg. Explorer, file manager, Notepad, Wordpad, Calculator, Paint etc.
3. Basic features of Linux

Unit 3

1. MS-Word : Text Management
2. MS-EXCEL: To support spread sheet and graphics.
3. POWER POINT: Preparation of presentation.

Unit – 4

1. Basic of communication.
2. Wireless revolution: wireless connection, infrared, microwave, satellite
3. Types of networking
4. Server, Modem, E-Mail, Internet surfing for educational purpose, Websites, Search Engines.
5. Concept of Multimedia and its educational uses.
6. Basic concept of HTML.

Unit – 5

1. Computer as teaching machine :

(a) Computer Aided Instruction (CAI) : concept and modes.

(b) Concept of other terms like CMI (Computer Managed Instruction,

2. Information Technology and Computer (concept, role, impact on education system.

3. Role of Computers in Education System. (e.g. library management, Educational Management of Research. School Management,

(i) Evaluation distance education, Education of special Children etc.).

Details of Practical Exercises:-

Student teacher done at least five practical exercises of practical. The exercises bases on following groups:- (i) M.S. Windows – 98 / XP/ vista (ii) M.S. Word (ii) M.S. Excel (iv) M.S. Power Point

(b) Sessional work (any two)

1. Preparation of Mark-sheet and Question Bank. (Consist objective type – 20, Short Answer

Type– 20 & Essay type – 10 questions)

2. Preparation of instructional material course work based on content to be used as at least one transparencies/charts using MS-Word/ Power Point.

3.Preparations of marks register of a class and its statistical analysis and graphical presentation. (M.S. Excel).

Books Suggested:

1. Balamurali, Savitha (1996) : “An introduction to Computer Science”, Vikas Publishing House Pvt. Ltd. New Delhi.

2. Osborne A. (1982) “An Introduction to Micro Computers Galgolia Book source” New Delhi.

3. Payal Lotia and Pradeep Nair: “Computer an introduction”, BPB Publication, New Delhi-110001.

4. Rajaraman, Fundamental of Computers, New Delhi, Prentice Hall of India Pvt. Ltd.

5. Sinha, P. K., Computer Fundamentals, New Delhi, BPB, 1992.

6. Reghavan S.S. (1986) “Micro Computer in Science and Language teaching” Mysore R.C.E.

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Teaching Internship (10 weeks)

Internal marks= 75

External marks=75

Total 150 marks

B.Ed. II YEAR(IV SEMESTER)

EPC-3 Critical Understanding of ICT

(Part II)

Course Code:- BED-25/ 01

Internal Assessment: 20

External Assessment: 80

Unit-I Fundamentals of ICT

Total Marks: 100

Credit: 4

1. Concept, Nature & Scope of ICT.
2. Concept of Hardware and Software
3. Classification of Computer
4. Parts of computer: input unit, processing unit, out put unit

Unit- 2 Teaching-learning Resources in Computer Science

1. Concept of Network, Network Type and Topology, Internet and Intranet, Network Protocol
2. Web Browsers: Internet explorer, Mozilla Firefox, Chrome, Opera
3. Search Engines: Google, Yahoo, Meta Search Engine
4. Concept of online, offline, hardcopy, softcopy
5. MS Office

Unit –3 ICT Application in Teaching and Learning

1. Computer aided/assisted learning, computer based training.
2. Preparing lesson plans.
3. Managing Subject related content
4. Preparing results and reports
5. School Brochure and Magazine
6. E-learning, E-Book, E-Commerce
7. Virtual classrooms, web-based teaching materials, Interactive white boards.

Practicum/ Field Work (Any two of the following)

- Participating in a program on understanding the functions of interactive White Boards/Multi-Media projector, Laptop, Desktop.
- Surfing the internet with use of Search Engine to access primary and secondary educational materials.
- Preparing different types of teaching-learning material using power point presentation.
- Preparing a report on any of the topic mentioned in above units using Microsoft office.
- Preparing progress report card of students using Microsoft excel.
- Creating an email id.

References:

1. Alexis, M. L. (2001). Computer for every one. Leon: Vikas Publishing house Ltd: NewDelhi.
2. Goel, Hemant Kumar. Computer Vigyan Shikshan. R Lal Book Depot(Hindi and English)
3. Merrill,P.P., et al (1985), Computers in Education, Second Edition, Allyn and Bacon, New York.
4. Norton, P. (1998). Introduction to computers. New Delhi: Tata McGraw Hill Publishing Co.
5. Peter Norton's Introduction to Computers (2000), Tata McGraw-Hill Publications, New Delhi.
6. Schwatz & Schitz (2000), Office 2000, BPB Publications, New Delhi.
7. Sinha P.K. (1992), Computer Fundamentals, BPB Publications, New Delhi.
8. Srinivasan, T. M. (2002). Use of computers and multimedia in education. Aavisakar Publication,Jaipur.

B.Ed. II YEAR(IV SEMESTER)**Course EPC: 4 Understanding the self****Course Code:- BED-26****Internal Assessment: 20****Total Marks: 100****External Assessment: 80****Credit: 4****Learning Outcomes:**

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

1. develop understanding of student- teachers about themselves- the development of the self as a person and as a teacher, through a workshop mode by more than one resource persons.
2. address aspects of development of the inner self and the professional identity of a teacher.
3. develop sensibilities, dispositions and skills that will later help them in facilitating the personal growth of their own students while they teach.
4. develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
5. develop a holistic and integrated understanding of the human self and personality to build resilience within one self to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.
6. make awareness in student teacher of their identities and the political, historical and social forces that shape them.
7. help explore one's dreams, aspiration, concerns, through varied forms of self – expression, including poetry and humour, creative movement, aesthete representations, etc.

8. introduce yoga to enhance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one's surrounding.

Unit I – Consciousness development and values

1. Concept and meaning of consciousness development and its relation with values.
- 2 Nature and scope of consciousness development and its need in education.
- 3 different identities- gender, religion, culture and its importance to address one's implicit beliefs, stereotypes and prejudices resulting from these identities.

Unit II –Body mind and concentration

1. Narration of life stories and group interactions for body, mind and concentration.
- 2 Steps to prepare Report on different circumstances affecting body, mind and concentration.
- 3 Steps to prepare Cumulative record of students for body, mind and concentration.

Unit III– Self and identity crises

1. different circumstances affecting sense of self and identity formation.
2. one's experiences, observations and

Practical/field work (Any two of the following)

- 1- Conduct seven days' workshop in school for personality development on Chetna Vikas Mulya Shiksha, after attending seven days' shivir of CVMS.
- 2- Organise an orientation program to address one's different identities- gender, religion, culture – and it is important to address one's implicit beliefs, stereotypes and prejudices resulting from these identities.
- 3- Prepare a report after analyzing the effect of the program on body, mind and concentration.
- 4- Make a record of students through the narration of their life stories and group interactions.
- 5- Case studies/ biographies/ stories/watching movie/documentary of different children, who are raised in different circumstances and how their circumstances affected their sense of self and identity formation.
- 6- Prepare and maintain a reflective journal by trainees in which he/she records one's experiences, observations and reflections of overall work done in the aforementioned four Activities

B.Ed. II YEAR(IV SEMESTER)

EPC-IV UNDERSTANDING THE SELF

Course Code:- BED-26

Internal Assessment: 50

Total Marks: 50

Credit:2

Objectives

The student teacher will be able–

- To develop understanding about themselves the development of the self as a person and a teacher
- To develop social relational sensitivity and effective Assessment for Learning skills, including the ability to listen and observe.
- To develop a holistic and integrated understanding of the human self and personality.
- To build resilience with into 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 enhance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one's surrounding.

Course out line-Internal Assessment

S.No.	Types of activities to be carried out	No. of Activities	Per activities and their reporting marks	Total Marks.
1.	Attending workshop /Organize orientation Programme	02	02	04
2.	Movie/documentary watching and its review	02	02	04
3.	Organizing Discussion Forum	02	02	04
4.	Self disclosure through art,dance and story Writing	02	02	04
5.	Meeting people(with in community)	02	02	04
6.	Participate or lead in real life intervention (with in families/college or community) through Guidance and counseling	02	03	06
7.	Review of personal narratives,life stories and Group interaction	02	02	04
8.	Organizing Yoga Camp	02	02	04
9.	Revisiting one's childhood experiences and Childhood experiences of one's peers	02	03	06
	Evaluation of Report and Viva voce			10
	Total			50

B.Ed. II YEAR (IV SEMESTER)

Communication Skills

Course Code:- BED-28

Internal Assessment: 50

Total Marks:50

Credit:2

Objectives

The student teacher will be able–

- To develop listening and viewing skills.
- To improve the speaking skills.
- To promote the reading skills.
- To gain insight and reflect on the concept and process of communication.
- To familiarize the expository writing.

Transaction mode: This course will be transacted Facilitated through participating approaches such as workshop, seminar by students and group work. Different workshops can be organized where tasks and activities can be organized. Some theoretical aspects can be presented through presentation cum discussion mode.

Listing/Viewing skills

Workshop can be organized to provide exposure to listening and writing skills. These can be conducted in the language lab.

Suggested Activities

Students can listen to:

- Sounds of relevant languages.
- Pattern of stress and intonation
- Speeches of famous personalities.
- Key note addresses in seminars.

Students can view

- Phonetic symbols
- Videos on sound production and articulation.
- Videos on conversation, poetry recitation
- Videos on group discussion and can observe body language. Making listening notes.
- Observing webinars

- Speaking skills Students can practice.
- Sounds of English/Hindi/Local language
- Students can participate in conversation (Situation to be provided)
- Engage in group discussion on topic related to education, culture, current issues to national and understanding level.
- Anchoring programmes in the institute involved in mock interview. Reading Skills

Students can be familiarized with reading technique,skimming,scanningcritical reading.They can be encouraged to go to libraries for articles in newspapers and magazine.

Students can be involved in note-making tasks.

Expository writinng

The students will be provided exposure to expository writing in the workshop. They will learn expository writing skills and gain experience writing various types on articles, information, and opinion narration email wirting.

Scheme of Semester Internal Assessment

S.No.	Particulars	Marks
1.	Knowledge of communication skills	10
2.	Project work file/assessment	10
3.	Over all performance	10
4.	Written test/viva voce	20
	Total	50

B.Ed. II YEAR(IV SEMESTER)

Yoga for Self Development

Course Code: BED-29

Internal Assessment:50

Total Marks:50

Credit: 2

Course Content

The student teacher will be able–

- Concept, need and importance of yoga for healthful living and self-development.
- Warming up exercise
- Surya Namaskar
- Yoga asanas– standing, sitting Prone and supine position (5 Asanas each)
- Kriya and pranayams, meditation.
- Do's and Don't of Yogic practice
- Role of Yogasanas for prevention of common diseases

Scheme of semester internal Assessment

S.No.	Particulars	Marks
1.	Participation in Yoga Programme regularly, Celebration of Yoga day/week	20
2.	Written test	10
3.	Practical test of Yoga Asanas/Programme	20
	Total	50