

B.Ed. Pt-I (2020-21) & B.Ed. Pt-II (2021-22)

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

A. Eligibility

Candidates with at least 50% Marks either in Bachelor Degree and /or in Master Degree in Science/ Social Sciences/ Humanities, are eligible for admission to the programme.

B. Reservation

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

C. Admission Procedure for B. Ed.

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

D. Duration and

Working Days -Duration

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

Working Days

- There shall be at least Two Hundred Working Days each year exclusive of the period of examination and admission.
- Institution shall work for a minimum of thirty- six hours a week, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

Faculty of Education B.Ed.

Revised Ordinance 81 A

1. There will be a Pre-Teacher Education Test (PTET)for all B.ED./Shiksha Shastri Colleges of Rajasthan. Application forms for the same will be invited by the University. Conducting PTET. Candidates with minimum of 50% marks at the Bachelor's degree examination of the University (Maharishi Dayanand Saraswati University, Ajmer) or of any other university recognised as equivalent there to will be eligible to apply for admission to B.Ed./Shiksha Shastri Courses through PTET.How ever S.C. and S.T. candidates of Rajasthan Securing a minimum of 45% marks and O.B.C.Candidates securing at least 45% marks at the Bachlors/master's Degree level examination will be eligble to apply for

admission.

2. To qualify the Pre-Teacher Education Test (PTET) the candidates shall be required to secure at least 40% marks in the test. There will be no provision of grace marks. For being selected the candidate's name should figure in merit list within the total number of seats available in different faculties and/or categories.
3. On the basis of performance of PTET a list of successful candidates will be drawn in order of merit showing against each candidate on the basis of the marks obtained.
4. a) Out of the total number of seats, faculty wise 5% seats will be filled in on the basis of overall merit, irrespective of the district or state to which the candidate belongs.
b) For the remaining seats, faculty wise the Govt. of Rajasthan has reserved a fixed number of seats for each district in proportion to the population of the districts. However, in the event of non availability of such candidates these seats will be filled in from the overall general merit list.
5. a) Out of the total number of seats available in each faculty (Arts, Science and Commerce), reservation will be made as given here under.
 - i. For candidates belonging to Scheduled Castes 16%
 - ii. For candidates belonging to Scheduled Tribes 12%
 - iii. For candidates belongs of other backward classes of Rajasthan 21%
 - iv. For candidates belonging to MBC (As per Govt. order)
 - v. For women (out of which 8% seats are reserved for divorced woman and widows) 20%
 - vi. For physically challenged (blind, deaf and/ or dumb and orthopedic) with at least 40% disability, on production of a medical certificate on Form No. 4 will have to be submitted duly signed by medial Board or by reader in the specialiyt concernec where there is medical college or from the junior Specialist in the speciality concerned or the C.M.H.Os at place where there no Medical College exist. (Otherthan blind, deaf and dumb with disability on at least production of a medical certificate from the concerned DMHO or from CAS (Class I) countersigned by the concerned DMHO. 05%
 - vii. For In-service or Ex- serviceman defence personnel or for his/ her ward (only Air force, Army and Navy personnel) 05%
 - viii. Economically Weaker Section (EWS) 10%

Notes on Rule 4&5:

1. Candidate belonging to Scheduled Castes/Scheduled Tribes shall be required to produce a Certificate to that effect from a District Magistrate / Sub Divisional

Magistrate/Tehsildar.

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

Important:

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

Explanatory note:

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

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

Further provided that:

- a. In case of a married woman, the place of bonafide residence of husband may be the district, provided a bonafide residence certificate of husband's place and marriage certificate obtained from District Magistrate are produced along with examination application form for appearing in the test. The option of district so given will not in any case be changed after submitting the examination application form.

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

Important:

9. A candidate of any district/state may be admitted in a Teacher Education Institution in any district of the state. Admission to a Teacher Education Institution in a particular district cannot be claimed by any candidate on the basis of belonging to that district. Therefore, no confusion be borne by any person on this score.

ORDINANCES AND REGULATIONS RELATED TO THE

B.Ed. Examination

O.320 &321: The objectives of the B.Ed. courses are:

The objectives of this programme are to prepare teachers for Secondary Level (Classess IX-X). Pre-service teacher education programme is to enable the prospective teachers to –

- Understand nature of education and pedagogic processes through enriched experiences.
- Contribute to fillup the gap between theory and practice by dovetailing both appropriately.
- Interactive processes wherein group reflection, critical thinking and Meaning making will be encouraged.
- Understand various educational issues in the context of diverse socio-

cultural & Multilingual Indian Society.

- Enable them to face the challenging of social, political and technological issues.
- Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues.
- Describe teaching learning process in the classroom and various factors that influence it.
- Understand various level learners, their needs, and interest and peculiar problems and motivate them for learning.
- Plan and organize classroom through learners' centred techniques of instruction for inclusive education & effective whole classroom instruction.
- Conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.
- Effective use and utilization of Information Communication Technology resources, on-line as well as off line for day-to-day classroom teaching, remedial instruction and for providing challenging learning to the precious.
- Develop and select tests, evaluate and keep records of student's progress – cognitive as well as non-cognitive.
- Adopt and develop enrichment learning & instructional material in subject areas.
- To develop problem solving ability through action research.
- Foster skills and attitude for involving the community as an educational partner and use society resources in education.
- Become self-regulated learners; develop professional commitment and work as responsible professionals.
- To make them comfort with content and pedagogical effective use and utilization of ICT.
- To enable to critical, analyse the various evaluation tools to serve CCE.
- Reflective teacher practice and interface with societal resources.
- Become aware about human values and gender, school and society.

Course Design:

The syllabus of this course comprises of the following –

(a) Perspectives in Education – Course

1. Course -1 Childhood & Growing up Learner.
2. Course -2 Education in Contemporary India.
3. Course -3 Learning and Teaching.
4. Course -4. Assessment for Learning
5. Courses- 5. Knowledge and Curriculum
6. Course-6. Gender issues in Education

7. Course –7 Understanding a discipline
10. Course- 12. Schooling, Socialization and Identity
11. Course -13 Creating an Inclusive School

(b) Curriculum and Pedagogic Studies

Course 8 & 9 –

(a&b) Pedagogy Courses

- | | |
|--------------------------|-------------------------|
| a) Hindi | m) Home Science |
| b) Sanskrit | n) General Science |
| c) English | o) Chemistry |
| d) Urdu | p) Biology |
| e) Social Science | q) Physics |
| | r) Drawing and Painting |
| f) Civics | s) Music |
| g) History | |
| h) Economics | |
| i) Geography | |
| j) Accountancy | |
| k) Business Organization | |

- l) Mathematics

Course 10 and 11 –

(a & b) Pedagogy Courses

- | | |
|-------------------|-------------------------|
| a) Hindi | r) Drawing and Painting |
| b) Sanskrit | s) Music |
| c) English | |
| d) Urdu | |
| e) Social Science | |

- f) Civics
g) History
h) Economics
i) Geography
j) Accountancy
k) Business Organization

- l) Mathematics
m) Home Science
n) General Science
o) Chemistry
p) Biology
q) Physics

c. Optional Courses

14 Optional Courses

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

- Open & Distance Learning
- Guidance & Counselling
- Physical Education and Yoga for Holistic Health
- Value Education
- Environmental Education

d. Engagement with the Field – the Self, the Child, Community and School

Task and assignment that run through all the courses as indicated in the year wise distribution of the syllabus.

- School Internship
- Course on Enhancing Professional Capacities (EPC)

First year

Course EPC1: Reading & Reflecting on Texts.

Course EPC2: Drama & Art in Education

Second Year

Course EPC3: Understanding the Self.

Course EPC4: Critical Understanding of ICT

Teaching Subjects

O.322 (i) Teaching subjects mean subjects offered by the candidate at his bachelor or Master's Degree examination either as a compulsory subject or as an optional subject or as a subsidiary subject provided that candidate studied it for at least two years and also took University Examination each year but shall not include such subjects as were studied by him/her only for a part of Bachelor's Degree course. Thus, the qualifying subjects like General English, General Hindi, General Education, History of Indian Civilisation and Culture, Elementary Mathematics, etc. prescribed for the first year T.D.C. Course of the University or a subject dropped by the candidate at part I stage of the degree course shall not be treated as teaching subject.

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

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

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

O.323: No candidate shall be allowed to appear at the B.Ed. Examination unless he/she has attended 75% of the periods devoted to Physical Training Games and Sports/Dance

and Guiding Scouting or similar other activities. It will be responsibility of the Principal of the TTI to ensure the compliance of the ordinance.

TEACHING SCHEME & CONTACT HOURS B.Ed.-I Year

| Courses | Nomenclature of the Course | Instructional time in periods | | External | Internal | Total | Duration of Exam (Hrs.) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------|----------|------------------------------------|-------|-------------------------|
| | | Per week | Per Year* | | | | |
| Course 1 | Childhood and Growing up Learner | 6 | 168 | 80 | 20 | 100 | 3 |
| Course 2 | Education in Contemporary India | 6 | 168 | 80 | 20 | 100 | 3 |
| Course 3 | Learning and Teaching | 6 | 168 | 80 | 20 | 100 | 3 |
| Course 6 | Gender Issues in Education | 6 | 168 | 80 | 20 | 100 | 3 |
| Course 7 | Understanding a Discipline | 6 | 168 | 80 | 20 | 100 | 3 |
| Course 8 and 9 (any two of the following: A candidate has to opt for two pedagogy courses one from pedagogy course 8 and the other from pedagogy course 9 excluding that opted in pedagogy course 8) | | | | | | | |
| Pedagogy Course 8 | Pedagogy of school subject Part-I Hindi, Sanskrit, English, Urdu, Social Science, Civics, History, Economics, Geography, Accountancy, Business Organization, Mathematics, Home Science, General Science, Chemistry, Biology, Physics, Drawing and Painting, Music | 6 | 168 | 80 | 20 | 100 | 3 |
| Pedagogy Course 9 | Pedagogy of school subject Part-I Hindi, Sanskrit, English, Urdu, Social Science, Civics, History, Economics, Geography, Accountancy, Business Organization, Mathematics, Home Science, General Science, Chemistry Biology, Physics, Drawing and Painting, Music | 6 | 168 | 80 | 20 | 100 | 3 |
| EPC**-1 | Drama and Art in Education | 2 | 84 | 40 | 10 | 50 | 2 |
| EPC-2 | Reading and Reflecting on Texts | 2 | 84 | 40 | 10 | 50 | 2 |
| | School Pre- Internship & Criticism (4 weeks) Pre-Internship Activities- (1) One Week School Observation (2) School Internship (Three weeks) For Pedagogy Part – I & Pedagogy Part – II (10 lessons in each subject) (3) Criticism Lesson (4) Action Research/Survey/Case study (Any one) Other Activities - (1) Co-curricular Activities (2) Open Air Session Two Days (3) Student-teacher's Multi-dimensional Appraisal | | | | 10 20+ 20= 40 5+5 5 | 100 | |
| Total | | 46 | 1344 | 640 | 260 | 900 | |

* Instructional period 28 weeks per year and Pre-internship for 4 weeks.

** Enhancing Professional Competencies (EPC)-

1. In first year, School internship will be of four weeks. Out of which, initial six days will be for general observation of the ongoing school activities and classroom teaching of the student- teachers.
2. There will be two criticism lessons (one in each pedagogy subject) for the progressive assessment of the student-teacher.

3. To understand the local resources, people & community, VEC/SMC/PTA/MTA meetings, an open-air session of two days' will be conducted.
4. Co-curricular & Extra-curricular activities must be spread all through the year which should also include special days' celebration.
5. Individual appraisal of the student-teachers will be done by the supervisor through a portfolio on some set criteria about their year-long activities, individual attributes & personal qualities like discipline, honesty, dedication, commitment, etc.

O. 324: Rules: Examinations and Results First Year

1. For the degree of B.Ed. (Two-year course) the University will conduct examination at the end of every year. The examination shall be in two parts. Part I comprising theory examination and part II will comprise internship activities in accordance with the scheme of examination laid down from time to time.
2. There will be 9 papers in first year. The University will conduct the examinations for 7 papers of three hours duration and two hours for paper EPC-I and II.
3. Internship activities for one week in first year will include co-curricular activities, two-days open air sessions and student-teachers multi-dimensional appraisal followed by three weeks for teaching of the pedagogy subjects including one week observation, two criticism lessons and any one activity out of (i) Action Research (ii) Survey and (iii) Case Study. All the above said activities will be compulsory for students. Failing to attend /perform any one of the above-said activities shall result into a failure in first year.
4. It is mandatory for any student to attain 90% attendance in internship programme, failing which they will be declared fail in first year.
5. Candidates will have to obtain 40% marks in theory & practicum separately. For a pass, a candidate will have to obtain minimum 40 marks in the courses/papers carrying 100 marks and minimum 20 marks in the courses/papers of 50 marks respectively.
6. There shall be one summative test of 10 marks (for course 1,2,3,6,7,8 & 9) and candidates will conduct practicum/field work and submit report of two activities in each course/paper carrying 5 marks for each activity. Out of 20 internal marks a candidate will have to get a minimum of 8 marks for a pass. If a candidate fails in two or less than two subjects, s/he will be promoted to II year but it will be compulsory for her/him to reappear in the internal activities & External Examination of the same course/paper next year.
7. There shall be one summative test of 05 marks (for EPC 1-2) & candidates will conduct practicum/field work and submit report of two activities in each course/paper carrying 5 marks for both activities. Out of 10 internal marks a candidate will have to get a minimum of 4 marks for a pass.

8. A Candidate failing in more than two external papers will be declared fail and has to undertake entire examination in the subsequent year. However, her/his internal marks can be carry-forwarded.
9. Candidates failing in two or less than two papers of internal will be allowed a promotion in second year, provided that they reappear in them at later stages. However, any candidate can get this benefit of promotion in a maximum of two papers internals & externals combined together.

TEACHING SCHEME & CONTACT HOURS B.Ed.-II Year

| Courses | Nomenclature of the Course | Instructional time in periods | | External | Internal | Total | Duration of Exam (Hrs.) |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------|-------------|------------|------------|-------------------------|
| | | Per week | Per year* | | | | |
| Course 4 | Assessment for Learning | 8 | 128 | 80 | 20 | 100 | 3 |
| Course 5 | Knowledge and Curriculum | 8 | 128 | 80 | 20 | 100 | 3 |
| Course 10 & 11 (any two of the following: same as pedagogy courses 8&9) | | | | | | | |
| Pedagogy Course 10 | Pedagogy of school subject Part-II Hindi, Sanskrit, English, Urdu, Social Science, Civics, History, Economics, Geography, Accountancy, Business Organization, Mathematics, Home Science, General Science, Chemistry, Biology, Physics, Drawing and Painting, Music | 4 | 64 | 40 | 10 | 50 | 2 |
| Pedagogy Course 11 | Pedagogy of school subject Part-II Hindi, Sanskrit, English, Urdu, Social Science, Civics, History, Economics, Geography, Accountancy, Business Organization, Mathematics, Home Science, General Science, Chemistry Biology, Physics, Drawing and Painting, Music | 4 | 64 | 40 | 10 | 50 | 2 |
| Course 12 | Schooling, Socialization and Identity | 8 | 128 | 80 | 20 | 100 | 3 |
| Course 13 | Creating an Inclusive School | 8 | 128 | 80 | 20 | 100 | 3 |
| Course 14 | Optional Courses (any one of the following) a) Open and Distance Learning b) Guidance and Counselling c) Physical Education and Yoga for Holistic Health d) Value Education e) Environmental Studies | 4 | 64 | 40 | 10 | 50 | 2 |
| EPC-3 | Critical understanding of ICT | 2 | 32 | 40 | 10 | 50 | 2 |
| EPC-4 | Understanding the self | 2 | 32 | 40 | 10 | 50 | 2 |
| | School internship (16 weeks) Pedagogy Part – I & Pedagogy Part – II (70 lessons) | | | | 60 | | |
| Internship | 1.A Project Report on the various aspects of school where internship was performed | | | | 40 | | |
| | 2.ICT Based lessons (At least 5 in each subject) | | | | 10 | | |
| | 3. Co-curricular Activities (in School) | | | | 10 | 250 | |
| | Other Activities | | | | | | |
| | 1. Co-curricular Activities (in College) | | | | 10 | | (15+01) |
| | 2.Individual Appraisal | | | | 20 | | =16 Weeks |
| | 3.Final lesson | | | | 100 | | |
| Total | | 48 | 1344 | 620 | 280 | 900 | |
| Grand Total of B.Ed. Ist and IInd year 900+900 | | | | 1800 | | | |

* Instructional period 16 weeks per year and internship for 16 weeks.

1. In second year, the total internship programme will be spread in duration of 16 weeks. This rigorous internship in surrounding schools will enable the student-teacher to perform better as a teacher. Not more than 15 students should be allowed to deliver lessons in a school.
2. During internship programme the student-teacher will ensure that they get a teaching exposure of secondary and senior secondary level preferably.
3. The student teacher will prepare a project report on the various aspects of the school on some set criteria where internship will be performed.
4. The student teacher will deliver at least 5 ICT based lessons while doing the internship.
5. Co-curricular & Extra-curricular activities (in college) must be spread all through the year which should also include special days' celebration.
6. Co-curricular & Extra-curricular activities (in School) must be spread all through the internship program which should also include special days' celebration
7. Individual appraisal of the student-teachers will be done on some set criteria about their year-long activities, individual attributes & personal qualities like discipline, honesty, dedication, commitment etc.
8. Each candidate should be prepared to teach two lessons (One in each subject) at the final Practical Examination. However, the candidates will deliver one lesson (in the subject of their choice) for final practical out of prepared two lessons. The external examiner may pick up at least 10% of the candidate to deliver two lessons (if required), Lessons to be assessed by the Board of Examination consisting of:
 - (a) Two external examiner from any discipline.
 - (b) One internal examiners Principal of the College and
 - (c) Marks will be awarded out of 100.

O.325: Rules: Examinations & Results Second Year

1. There will be 9 papers in second year. The university will conduct the examinations for 4 papers of three hours duration. The pedagogy, EPC and optional courses /papers will be of 2 hours duration.
2. There will be two pedagogy papers with an internal weightage of 10 marks. The External Assessment of both the papers will be done externally at the University level for 40 marks. For a pass in pedagogy papers candidate will have to obtain 4 marks in internal & 16 marks in external separately.
3. Internship activities in Second year for one week will include co-curricular activities and internal appraisal. During the 15 weeks of Internship a student teacher will have to perform teaching of both the pedagogy subjects, a project report on the various aspects of school where internship is to be performed and ICT based 5 lessons and co-curricular activities in school. All the above said activities will be compulsory for students. Failing to attend /perform anyone of the above-said activities shall result into a failure in Second year.

4. It is mandatory for any student to attain 90% attendance in internship programme, failing which they will be declared fail in Second year.
5. Candidates will have to obtain 40% marks in theory & practicum separately. In the papers carrying 100 marks, candidates will have to obtain minimum 40 marks for a pass.
6. There will be summative test of 10 marks (for course 4, 5, 12 and 13) and candidates will conduct practicum/field work and submit report of 2 activities in each paper carrying 5 marks for each activity. Out of 20 internal marks a candidate will have to get a minimum of 8 marks to pass.
7. There will be summative test of 05 marks (for pedagogy course 10 and 11, course 14 & EPC 3 and 4) candidates will conduct practicum/field work and submit report of 2 activities in each paper carrying 5 marks for both activities. Out of 10 internal marks a candidate will have to get a minimum of 4 marks to pass.
8. If a candidate fails in two or less than two subjects, s/he has to re-appear for those papers in subsequent year. However, their internal marks can be carry-forwarded.
9. A candidate will have to obtain 40% marks separately in the final lesson. Candidates failing in the final lesson will be declared fail in second year. However, as an Ex-student, they can carry-forward their all other marks.

O.326A General Rules

1. Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for B.Ed. degree. Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.

O.326B Scheme of Examination

The examination for the degree of Bachelor of Education shall be held in Theory and School Internship.

Course/Paper-wise scheme of examination: Theory

Courses/Papers with External weight-age of 80 Marks (3 hours duration)

- I. One essay type** (with a word limit of 400 words) question will be set from each unit carrying 16 marks. There will be an internal choice of attempting two questions of short answer type (with a word limit of 150 words) from the same unit. Each short answer type question will carry 8 marks.
- II. Courses/Papers 1 to 9 and 12 and 13 (First Year & Second Year B.Ed.)**
Internal weight-age of 20 will be divided as under:
Assessment in the papers with internal weight-age of 20 marks will be divided in 4 parts.

- Summative test (10 Marks)
- There will be a provision of practicum/field work in each paper with 10 marks weightage. Out of the suggested Practicum/field work, it will be compulsory to attempt atleast two activities ensuring that a minimum of two units have been covered in the same. Students have to maintain a record/portfolio etc. as per the nature of related activity. 10 Marks will be bifurcated - 50 percent for conducted activities and 50 percent for documentation of conducted activities.
- Assessment in the papers with internal weight-age of 20 marks (Pedagogy Courses) will be divided in 2 parts.
- Only one summative test will be conducted for 10 marks & the rest 10 marks will be awarded for participating & documentation of the practicum/field work activities as suggested.

III Course 10 and 11 (second year) and EPC 1-4 (first year and second year)
 intenal weightage of 10 will be divided as under:

- Summative test (05 Marks)
- There will be a provision of practicum/field work in each paper with 05 marks weightage. Out of the suggested Practicum/field work, it will be compulsory to attempt atleast two activities ensuring that a minimum of two units have been covered in the same. Students have to maintain a record/portfolio etc. as per the nature of related activity. 05 Marks will be bifurcated- 50 percent for conducted activities and 50 percent for documentation of conducted activities.

IV Examination

1. There shall be a University examination at the end of each year as per details of the scheme of examination.
2. A candidate will be permitted to appear in the annual examination only if she/he has pursued a regular course of study and has at least 80% attendance in all course work and practicum classes and 90% attendance in School Internship.
3. Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary/NCC/NSS activities, will get credit of attendance for that period. This will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the Head of the Institute.
4. The minimum pass marks in each year examination shall be 40% for each theory paper and Practicum and 50% for learning to function as a teacher (School Internship) separately. Candidate will have to pass each external paper and internal separately.
5. A candidate who fails only in one course/paper in the examination of First year of the B.Ed. Programme will be eligible to take the examination in that part of the course/paper External / Internal as the case may be, in which she/he fails along

with the Second-year examination.

6. A candidate who fails only in one course/paper in examination of the Second year of the B.Ed. programme will be allowed to appear as an ex-student in that part of the course/paper in which she/he fails at the subsequent annual examination.
7. In case a candidate fails in learning to function as a teacher (School Internship), she/he will have to undergo the full year of the course of study as a regular student in the subsequent year.
8. A candidate will be given a maximum of three chances to pass the examination in any year of the Programme. If she/he does not pass the examination even after three chances she/he will not be eligible for B.Ed. degree.
9. Division will be awarded to the successful candidates at the end of Second year examination on the basis of cumulative total of marks obtained in the two years of the Programme in all the courses/papers including learning to function as a teacher (School Internship).

V. Evaluation

O. 327 Rules & Regulations

Question papers:

- a. Each question paper (paper 1 to 9, 12 and 13) will be divided into five units. Each unit will have two questions one essay type and two short answer type with 2 to 3 parts having 16 marks in total. Candidate will be required to answer 5 questions one question from each unit.
- b. Short answer type questions should aim at testing knowledge of concepts, facts, defining, laws, principles, generalisation etc. and also testing of understanding of principles and concepts. The answer to such question should not exceed 150 words.
- c. Essay type questions are to aim at testing ability of critical thinking and application of principles etc. taught in theory.
- d. The overall question paper will be set keeping the following difficulty levels. Easy: 30% Average: 40% Difficult: 30%.
- e. Courses/Papers and EPC with External weight-age of 40 Marks will be divided in two parts A & B (2 hours duration)
Part-A
In part -A Three short answer type questions (Answer limit 100 words) will be set; one question from each unit. Candidate will attempt 2 questions out of three. Each question will carry 5 marks.
Part-B
There will be three essay type (with a word limit of 200 words) questions, one from each unit with an alternative choice. Each question will carry 10 marks.
- f. The assessment of internship in teaching (including two criticism lesson) will be finalised by the Principal with the help of two senior members of the teaching staff and the marks awarded will be communicated to the university before the commencement of the external examination each year.

VI Award of Division

1. Successful candidates will be awarded division on the basis of the aggregate marks of all the Core Courses, Pedagogy Courses and Courses on Developing

Teacher Sensibilities as per the following:

First division 60% and above

Second division 50% and above but less than 60%

Third division (Pass) 40% and above but less than 50%

- 2 Candidates can apply for Re-evaluation in any of the theory courses as per rules stipulated by the University for B.Ed. degree. Changes in Statutes/ Ordinances/ Rules/ Regulations/ Syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the University determines otherwise, comply with any change that applies to years she/he has not completed at the time of change.

**B.Ed. - I Year Syllabus
(2020-21)
Course-1
Childhood and Growing up Learner**

**Max. Marks: 100
Internal:20
External: 80**

Learning Outcomes:

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

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

Unit– I: Childhood and child Development

- Childhood: Meaning, concept and characteristics.
- Physical & intellectual development of child.
- Social and emotional development of child (with special reference to diverse social, economics and cultural backgrounds).
- Development of concept formation, logical reasoning, problem-solving and creative thinking & language development.
- Effect of family, schools, neighborhoods and community on social and emotional development of child.

Unit – II: Adolescent Development

- Adolescent: Meaning, concept and characteristics.
- Physical, Cognitive, Social, Emotional and Moral Development patterns and characteristics of adolescent's learner.
- Social and emotional construction of adolescence, various social-cultural and political dimension associate with its positioning and development in society.
- Impact of urbanization and economic change on adolescent. Issues of marginalization of difference and diversity and stereotyping.

Unit – III: Psychological traits of a child

- Intelligence- concept, types, Nature and Measurement.
- Creativity- Meaning, components, development and Measurement.
- Aptitude and Interest
- Thinking and problem solving.

Unit – IV: Physical & Mental Hygiene

- Physical and Mental health & Hygiene: Meaning, Concept and Factors affecting Physical mental Health & Hygiene.

- Development of Good Physical mental Health, characteristics of a Physical and mentally healthy teacher, to improve mental health of teachers.
- Personal and environmental hygiene, Family and school health/prevention of accident, Health information, disease prevention and health information.

Unit – V: Implications for teachers & learners

- Childhood and child Development implication in teaching and learning
- Physical & Mental Hygiene implication for teachers
- Adolescent Development implication for teachers, teaching and learning
- Learning implication for teachers

Practicum/Field Work (any two of the following)

1. Project on your experiences to be had with adolescence of diverse contexts such as orphan, backward classes and street children, interact with them (special reference to their physical, mental and emotional development)
2. Seminar or workshop for student teacher to observe, interact with and study adolescents of different ages in and outside the school, in diverse social-economic, cultural, linguistic and regional contexts.
3. Observing learners, in natural setting to study play patterns and write a report on their domain of learning, the report present class in the presence of teacher education.
4. To study children of diverse economic and societal & cultural context for understanding learners' thinking and learning and prepare a report.
5. Examine the physical hygiene of school, and any social place in order to make critical appreciation.
6. Conduct an awareness program in school by the pupil teacher on physical and mental health after getting training on prayer, yoga and meditation.
7. Organize creative activities for children of diverse socio- cultural background with aim to learn to communicate and relate with them.
8. Create child based new activity to learn to listen to children with attention and empathy.
9. Apply any five Psychological tests on upper primary to senior secondary students (any one) and on the basis of the conclusion, make a comprehensive profile, (at least ten students for each test).

Suggested Readings:

1. Shrivashra D.N, Verma Preeti 2007, Child Psychology: Child Development Vinod Pustak Mandir, Agra.
2. Pareek Prof Matworeshwar, 2002, Child Development and Family Relationship, Research Publication, Jaipur.
3. Mangal Dr. S.K, Mangal Shubhra, 2005, Child Development, Arya Book Depot New Delhi.

4. Sharma, R.k, Sharma, H.S, Tiwari, Aryana, 2006, Psychological Foundation of Child development, Rodha Prakashan Mandir, Agra.
5. Singh. Dr. D.p, talang. Amritanshy, prakash ved. 2002 psycho- social basis of learning and development, research publication, jaipur.
6. Shrivasha. D.N. Verma, Verma, Dr. Preeti 2010, Modern Experimental Psychology and Teshing, Shri Vinod Pustak Handir, Agra.
7. Mathur, Dr.s.s. 2007-08, Development of learner and Teaching learning process, Agrawal publication, Agra.
8. Mishra. R.c. 2010, child psychoplogy. A.P.H publishing corporation, New Delhi.
9. Dweck, C. (2006). Mindset: The new psychology of success. Random House LLC.
10. Piaget, J. (1997) development and learning in M gauvarin & M. Cole (Eds.) readings on the development of children. New York. WH freeman & company
11. Plato (2009) Reason and persuasion three dialogues in J. Holbo (Ed) meno: reason, persuasion and virtue Person.
12. Saraswathi T. S. (1999) adult-child continuity in India: in adolescence a myth or an emerging relity? In T.S. Saraswathi 9Ed) culture, socialization and human development: theory research and applications in India. New Delhi Sage
13. व्यास हरिश्चन्द्र एवं शर्मा "अधिगम और विकास के मनोसामाजिक आधार, राजस्थान हिन्दी ग्रंथ अकादमी जयपुर – 4
14. सिंह, रामपाल एवं सिंह, नगेन्द्र (2013) "शिक्षण एवं अधिगम के मनोसामाजिक आधार" अग्रवाल पबलिकेशन्स, आगरा
15. सिंह, नगेन्द्र एवं सेवानी, अशोक, (2014) "अधिगम का मनोविज्ञान", अग्रवाल पबलिकेशन्स, आगरा

B.Ed. - I Year Syllabus
Course- 2 Education in Contemporary India

Max. Marks: 100

Internal: 20

External: 80

Learning Outcomes:

The student teacher will be able to:

- Contextualize contemporary India and education.
- Evolve a deeper understanding of its purpose and its relationship with society and Humanity.
- Understand the classroom in social context.
- Provide a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives of issues.
- Critically analyse human and child rights.
- Engage with concepts which are drawn from a diverse set of disciplines.

- Learn about policy debates overtime the implementation of policies and actual shaping of school education.
- Understand the prominent social determinants.

Unit– I: Diversity in Society & Education

- Education: Meaning, Concept and Nature.
- Social & Cultural Diversity: Meaning, Concept and their Impact on Education.
- Social, Cultural, Economic and Political Perspective of Society and Education.
- Role of the school in developing National, Secular and Humanistic identities.
- Determinants of identity formation in individuals and groups: Social categories, such as Caste, Gender, Religion, Language and Age.

Unit– II: Issues of Cotemporary Indian Society & Constitutional Provisions:

- Meaning & concept of Pluralistic and Egalitarian culture identity, gender equality, poverty and Gender sensitization and their relation with education.
- Concept of inequality, discrimination, marginalization and their impact on education and society.
- Preamble, Fundamental rights & duties of citizens & directive principles of National policies.
- Constitutional provisions on human & children right.
- Role of NCPCR (National commission on Protection of Child Right)
- National integration and National security.

Unit– III: School in Social Context

Understanding the nature and processes of socialisation

- At home: family as a social institution; parenting styles and their impact; transmission of parental expectations and values.
- Socialisation and the community: neighbourhood, extended family, religious group and their socialisation functions.
- At school: impact of entry to school; school as a social institution; value-formation in the context of schooling.
- Various dimensions of self and the impact of socialisation on development of self.
- Understanding interface between home, community and school; inter-linkages within wider socio-cultural contexts.
- Paradigm Shift in Pedagogical Concept with reference to social context.

Unit– IV: Emerging Indian Concerns and their educational implications:

- Meaning, Concept and Impact of Liberalisation, Globalization and Privatization in Education.
- Stratification of Education: concept and process.
- Social Mobility, Social Cohesion, Technological Invasion and Knowledge Explosion.

- Education for marginalized group like women, Dalits and Tribal people.

Unit– V: Contemporary Issues and Policies:

- Contemporary challenges related to equalization of opportunities in education.
- Right to Education and Challenges in implementation, SSA.
- Education and Industrialization.
- Learning without Burden – Prof. Yashpal Committee Report.

Practicum/Field Work (Any Two of The Following)

1. Arrange a discussion session in class how cultural diversity in school benefits the students
2. Observe mid day meal of a school to assess its nutritive value and social integral value (when children from various socio-cultural background religion, caste etc. come together)
3. List down some of the habits of students which they bring exclusively from home or outside school.
4. Present a report in class about the education of marginalized group.
5. Examine policy & constitutional provision on equality and right to education.

Suggested Readings:

1. सिंह, डॉ. एम.के. (2009) "शिक्षा के दार्शनिक व सामाजिक आधार", इंटरनेशनल पब्लिशिंग हाऊस, मेरठ।
2. सेवानी, अशोक व सिंह (2014) शिक्षा सिद्धान्त एवं आधुनिक भारत में शिक्षा, अग्रवाल पब्लिकेशन्स, आगरा
3. सिंह नगेन्द्र, सेवानी, अशोक, (2013) आधुनिक भारत में शिक्षा, अग्रवाल पब्लिकेशन्स, आगरा
4. रुहेला, प्रो. एस.पी. (2009) "शिक्षा के दार्शनिक व समाजशास्त्रीय आधार," अग्रवाल पब्लिकेशन्स, आगरा।
5. चौबे, डॉ. सरयूप्रसाद. (2009) "शिक्षा के दार्शनिक, ऐतिहासिक व समाजशास्त्रीय आधार, इंटरनेशनल पब्लिशिंग हाऊस, मेरठ।
6. सोनी, डॉ. रामगोपल "उदयोन्मुख भारतीय समाज में शिक्षक", एच.पी.भार्गव बुक हाऊस, आगरा।
7. पाण्डेय, डॉ. रामशकल (2007) "शिक्षा के दार्शनिक व समाजशास्त्रीय पृष्ठभूमि, अग्रवाल पब्लिकेशन्स, आगरा।
8. पचौरी, डॉ. गिरीश, पचौरी रितुए (2010) "उभरते भारतीय समाज में शिक्षक की भूमिका", आर. लाल. बुक डिपो, मेरठ।
9. सक्सेना, एन.आर.स्वरूप (2010) "शिक्षा सिद्धान्त" आर. लाल. बुक डिपो, मेरठ।
10. रुहेला, प्रो. एस.पी. (2008) "विकासोन्मुख भारतीय समाज में शिक्षक और शिक्षा" अग्रवाल पब्लिकेशन्स, आगरा।
11. त्यागी, ओकांर सिंह, उदीयमान भारतीय समाज, और शिक्षा, अरहित प्रकाशन, जयपुर।
12. Sexena, N.R. Swaroop, Principles of Education, International Publishing House, Merrut (U.P)
13. पाठक, पी.डी. शिक्षा के सामान्य सिद्धान्त, विनोद पुस्तक मन्दिर, आगरा।

B.Ed. - I Year Syllabus
Course-3 Learning and Teaching

Max. Marks: 100

Internal:20

External: 80

Learning Outcomes:

The student teacher will be able:

- To develop scientific attitude for the process of teaching & learning.
- To develop understanding about the relationship of cognitive, social and emotional development with learning process.
- To provide an overall view on teaching & learning style and ideas to enhance these activities.
- To introduce student – teachers with teaching skill, component and parameters of effective teaching.
- To develop insight for perfect teaching by its overall perspectives in detail.

Unit- I: Psychological Domains of Teaching & Learning

- Meaning and principles of development, relationship between development and learning.
- Meaning of cognition & its role in learning, socio-cultural factors influencing cognition and learning.
- Social development – Meaning, Importance, Social process and its effect on Teaching & Learning, theory of social construction (Bruner)
- Emotional development: - Meaning, Process, Need to Study its effect on Teaching and Learning Process.

Unit- II: Effective Teaching

- Effective Teaching: Meaning, Component and Parameters of Effective Teaching, Identification of Teaching Skills, Principles of Teaching, Classroom instruction strategies, Teacher as a Learner, Modernising the classroom, Teacher behaviour and classroom climate (Flanders' interaction analysis system).
- Teaching for culturally diverse students, theory of culturally relevant pedagogy.
- Creative Teaching: Meaning, concept and ways of teaching creatively.
- Unlearning to learn

Unit- III: Learning

- Learning – Meaning, and characteristics, factors influencing learning, Types of learning (Insight, Constructivist and Social), Tradition and changes in view of the learning process a shift from teaching to learning.
- Principles of learning, Quality of learning.
- Role of teacher in teaching-learning situations: (a) Transmitter of knowledge (b) Teacher as a Role Model (c) Facilitator for Encouraging Children to Construct knowledge (Constructivist Approach) (d) Co-learner, concept mapping

- Classroom Instruction Strategies (General Introduction)
- Role of motivation in learning – Concept, Motivational Strategies to be used in classroom teaching.

Unit- IV: Learning Style

- Diversity among learners and learning needs (with reference to special needs).
- Multilingual background: Concept, Multilingual background of children and its classroom implications.
- Learning Style: - concept, Types and importance in Teaching –Learning process, factors affecting learning style.
- Introduction of teaching Models: **Concept attainment, advance organizer** and inquiry model.

Unit- V: Teaching Style

- Teaching Style: - Concept, Types and effect on learners’ learning process, factor affecting teaching Style.
- Teacher behaviour, effect of Verbal and Non-Verbal behaviour of Teacher on students’ learning.
- Use of out of class experiences of children in classroom teaching, Organisational climate and teaching.

Practicum/Field Work (Any two of the following)

1. Analysing the behaviour of your fellow student-teachers, find out how socio-cultural factors have influenced & shaped their learning.
2. Write a report about some best teachers in your past experiences & write some special features of their ways of teaching.
3. Conduct a case study of an individual (Educationally exceptional – Differently-abled).
4. Conduct and interview of 02 students of multilingual background and list the problems face by them in classroom conditions.
5. Trace out some of the odd Non-Verbal behaviour of any 05 fellow student teachers.

Suggested Readings:

1. चौबे एस.पी, 2005, बाल विकास व मनोविज्ञान के मूल तत्व
2. Concept Publishing Company Private Ltd, Mahan Garden, New Delhi.
3. भूषण शैलेन्द्र, 2007–08, शैक्षिक तकनीकी, अग्रवान पब्लिकेशन, आगरा–7
4. शर्मा डॉ. आर.ए., 2008, शिक्षा के मनोविज्ञान आधार, इंटरनेशनल पब्लिशिंग हाउस, मेरठ।
5. कुलश्रेष्ठ एस.पी., 2007–08, शैक्षिक तकनीकी के मूल आधार, अग्रवाल पब्लिकेशन, आगरा
6. ऑवेरॉय डॉ. एस. सी, 1999, शिक्षक तकनीकी के मूल तत्व, आर्य बुक डिपो, करोल बाग, नई दिल्ली
7. शर्मा डॉ. आर.ए., शिक्षण अधिनम में नवीन प्रवर्तन 2005, आर. लाल बुक डिपो, मेरठ।
8. व्यास हरिश्चन्द्र एवं शर्मा अधिगम और विकास के मनोसामाजिक आधार, राजस्थान हिन्दी ग्रंथ अकादमी जयपुर – 4

9. सिंह, रामपाल एवं सिंह, नगेन्द्र (2013) शिक्षण एवं अधिगम के मनोसामाजिक आधार , अग्रवाल पब्लिकेशन्स, आगरा
10. सिंह नगेन्द्र एवं सेवानी अशोक, (2013) : अधिगम का मनोविज्ञान, अग्रवाल पब्लिकेशन्स, आगरा
11. सिंह रामपाल एवं सेवानी अशोक, (2013) :शैक्षिक तकनीकी एवं कक्षा कक्ष प्रबंधन, अग्रवाल पब्लिकेशन्स, आगरा
12. Shrama R. A., ARYA- 2008, mega trends in instructional technology, (Programmed instruction E-learning, local book depot, Meerut (up)
13. शर्मा, डॉ. आर.ए. 2005, शिक्षण अधिगम में नवीन प्रवर्तन, आर.लाल बुक डिपो, मेरठ।
14. Siddiqui, Mujebul Hasan, 2009, teachings of teaching (classroom teaching). APH publishing, New Delhi.
15. Mathur, Dr. S.S, Mathur, Dr. Anju. 2007-2008 development of learner and teaching learning process, agrawal publication Agra.
16. Rao. V.K, Reddy, R.s.1992, learning and teaching commonwealth publishers, New Delhi.
17. Bhatnagar, Dr. A.B, Bhatnagar, Dr. Meehakshi, bhatnagar anurag, 2008, Development of learner and teaching learning process, R.lal book, depot, Meerut.

B.Ed. - I Year Syllabus
Course-6 Gender Issues in Education

Max. Marks: 100

Internal:20

External: 80

Learning Outcomes:

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

- develop basic understanding and familiarity with key concepts - gender, gender perspective, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism
- understand the gradual paradigm shift from women studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, culture, religion and region
- understand how Gender, Power and Sexuality relate to education (in terms of access, curriculum and pedagogy)

Unit- I: Gender Issues: Key Concepts

- Gender, Social construction of Gender.
- Gender Socialization, Gender Roles.
- Gender discrimination.

Unit- II: Structures of Gender Inequality

- Patterns of Gender inequality in terms of caste, class Culture and religion.
- Patterns of violence against women, Female foeticide, Female Infanticide.
- Child marriage, Dowry, Widowhood, commercial sex workers, Domestic violence.

Unit- III: Gender and Education

- Gender Identities and Socialization Practices in: Family, Schools, Other Formal and Informal Organization.
- Gender bias in curriculum, drop out, Sex Ratio, Literacy.
- Recent trends in Women's Education.

Unit- IV: Issues related to marginalized Women

- Issues related to marginalized Women: ST/SC/Minorities
- Physically challenged women, victims of violence.

Unit- V: Gender Jurisprudences (in Indian Context)

- The Pre-natal diagnostic Techniques Act, 1994;
- The Draft sexual Assault Law Reforms, India, 2000
- Domestic violence Act 2005
- Reservation for Women
- Child marriage Act

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

1. Write a paper on efforts of the Central and State governments for Gender Jurisprudences.
2. Prepare on any one topic from any one unit with the support of Teacher Educator and present in the classroom.
3. Review one recent article on Gender Issues in Education.
4. Prepare a report on recent trends in Educational development of girl child in India.
5. Conduct an opinion survey for Gender Issues in Education.

Suggested Readings:

1. Radha Kumar (1993). The History of Doing. Zubaan.
2. Sharma, Kumud, (1989). Shared Aspirations, Fragmented Realities, Contemporary Women's Movement in India, Its Dialectics and Dilemmas. New Delhi. Occasional Paper No. 12, CWDS.
3. Maithreyi Krishna Raj, (1986). Women Studies in India – Some Perspectives. Bombay. Popular Prakasham.
4. Devaki Jain and Pam Rajput (Ed) (2003). Narratives from the Women's Studies Family. New Delhi. Recreating Knowledge, Sage.
5. Bonnie G. Smith, (2013). Women's Studies: The Basics. Routledge.
6. Rege, Sharmila (2003 (ed), Sociology of Gender. New Delhi. The Challenge of Feminist Sociological Knowledge, Sage.

7. Singh, Indu Prakash, (1991). Indian Women: The Power Trapped. New Delhi. Galaxy Pub.
8. Mohanty, Manoranjan, (2004). (eds), Class, Caste, Gender. New Delhi. Sage.
9. Census Document Karve, Irawati (1961). Hindu Society: An Interpretation Poona. Deccan College.
10. Ahuja, Ram (1993/2002). Indian Social System. Jaipur. Rawat.
11. Report of the CIBE (2005) Committee on Girl's Education and the common School System New Delhi. MHRD,
12. NCERT (2005). National Curriculum Framework. New Delhi. NCERT.
13. NCERT (2006). Gender Issues in Education, Position Paper. New Delhi. NCERT.
14. Bhasin, Kamla (2000). Understanding Gender. New Delhi: Kali for Women.
15. Bhasin, Kamla. 2004. Exploring Masculinity. New Delhi. Women Unlimited.
16. MHRD (2000). Bringing Girls Centrestage: Strategies and Interventions for Girls' Education in DPEP. New Delhi. MHRD.
17. Chakravarti, Uma (2003). Gendering Caste Through a Feminist Lens, Mandira Sen for Stree, an imprint. Calcutta. Bhatkal and Sen.
18. Chanana, Karuna (1985). The Social Context of Womens Education in India, 1921-81, in New Frontiers of Education, July-September. New Delhi: 15 (3):1-36.

B.Ed. - I Year Syllabus
Course-7 Understanding a Discipline

Max. Marks: 100

Internal:20

External: 80

Learnig outcomes:

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

- Understand chronological evolution of knowledge.
- Understand theory related to human needs change with time.
- Reflect on the nature and role of disciplinary knowledge in the school curriculum and the paradigm shifts in the nature of disciplines with some discussion on the history of teaching of subject areas in schools.
- Historically review on sea change in disciplinary areas, especially social science, natural science and linguistics.
- Understand methods of study and validation of knowledge in changing scenario.
- Understand how the content was selected, framed in the syllabus, and how it can be transformed so that learners construct their own knowledge through it.
- Examine govt. policies on teaching of subjects after independence and its

impact.

Unit- I: Disciplinary knowledge

- Knowledge: - definition, its genesis and general growth from the remote past to 21st Century.
- Nature and role of disciplinary knowledge in the school curriculum, the paradigm shifts in the nature of discipline

Unit- II: Disciplinary areas

- Redefinition and reformulation of disciplines and school subjects over the last two centuries (in particular social, political and intellectual contexts)
- The role of such disciplinary areas like language, maths, social science, science in the overall scheme of the School curriculum (from philosophical point of view John Dewey)
- See change in disciplinary areas (especially social science, natural science and linguistic)

Unit- III: Content of disciplines

- Selection criteria of content in the syllabus.
- Transformation of content for construction of learner's own knowledge through it.
- Criteria of inclusion or exclusion of a subject area from the school curriculum.

Unit -IV: Development in disciplines

- Recent developments in science, maths and philosophy in school level curriculum.
- Post independence era govt. policies on teaching of science, math and social science.
- Modes of thinking: meaning, concept and factors effecting it.
- Positivistic, speculative and authority centered modes of thinking: their impact on pure & applied sciences, social sciences and humanities.

Unit-V: Designing of disciplines

- Differentiate among curriculum, syllabus and text books.
- Designing of curriculum, syllabus and text books.
- Criteria of selection good text books, magazine and journal.

Practicum/Field Work (Any two of the following)

1. Assign tasks to students to collect information from their grandparents about change in life style, then with the help of student analyse the reason of these changes. (Due to advancement in science and technology) and present the report in assembly.
2. Conduct a play on advances of knowledge in teaching/education from 15th century to 21st Century.
3. Select any appropriate topic of your subject at school level and organize a play

in which -community, student and teachers will have actively evolved.

4. Critical review of post independence era govt. policies and its implementation on teaching of science/maths/social science/ language.
5. Draft a report after deep study on recent developments in science/maths/philosophy in school curriculum.
6. Analyse the Periodicals like news paper, Magazine, Journals etc. in the light of social needs of science/social science/maths etc.
7. Workshop on “writing a paper for book, magazine and journal. “
8. Workshop on transformation of content for construction of learners own knowledge according to present need.
9. Debate on criteria of inclusion or exclusion of a subject area from school curriculum.
10. Critical review of a text literature of your subject area.
11. Make a project related to farming, horticulture or hospitality by which student may acquire knowledge of multidisciplinary.
12. Write about a book, which is the best, with logic and justification.
13. Conduct an activity from school subject which is essential for further life at upper primary to senior secondary level.
14. Conduct a play on life history of eminent persons, so that students can follow or accept as role model.
15. Seminar on scheme of school curriculum.

Suggested Readings:

1. Zastoupil, L. & Moir, M. (1999) the great Indian education debate: Documents Relating to the orientalist-anglicist controversy, 1781-1843, Psychology press.
2. UNESCO, (2009) Policy guidelines on inclusion in education UNESCO.
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**B.Ed. - I Year Syllabus
Course-8(a)&9(a) Pedagogy of Hindi**

Max. Marks: 100

Internal:20

External: 80

उद्देश्य : –

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

इकाई (1)

- भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से)
- भाषायी कौशलों के विकास हेतु निम्नांकित पक्षों के स्वरूप का शिक्षण –
(क) श्रवण (ख) उच्चारण (ग) वर्तनी (घ) वाचन (सस्वर एवं मौन)
(ङ) अभिव्यक्ति (मौखिक एवं लिखित)
- मातृभाषा/राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति।
- पुस्तकालय एवं वाचनालय का हिन्दी भाषायी विकास में उपयोग।

- मातृभाषा का अन्य विषयों के साथ समन्वय। एन.सी.एफ. 2005

इकाई (2)

- मातृभाषा और उसका महत्व
- मातृभाषा शिक्षण के उद्देश्य
- मातृभाषा के सिद्धान्त
- कक्षा-शिक्षण के सिद्धान्त

इकाई (3)

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

इकाई (4)

- हिन्दी शिक्षण में निम्नलिखित विधियों का ज्ञान एवं उपयोग तथा प्रथम तीन के पाठ प्रारूप :
 - (क) प्रायोजना विधि
 - (ख) पर्यवेक्षित अध्ययन विधि
 - (ग) अभिक्रमिक अनुदेशन
 - (घ) क्षेत्रीय भ्रमण
 - (ङ) सामुदायिक संसाधन
 - (च) कम्प्यूटर
 - (छ) दूरदर्शन
 - (ज) भाषा प्रयोगशाला

इकाई (5)

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

गतिविधि/पोर्टफोलियो/परियोजना कार्य (कोई 02)

1. हिंदी में लिखित किसी भी लेख के विभिन्न पक्षों का अध्ययन कर उसी भौली का एक अन्य लेख किसी अन्य भाव पर केन्द्रित कर लिखें।
2. कक्षा को दो दलों में बाँटकर एक शब्द के अधिकतम पर्यायवाची बताने की प्रतियोगिता का आयोजन करें व विजेता दल की घोषणा करें व उस पर रिपोर्ट तैयार करें।
3. बालकों की पारिवारिक पृष्ठभूमि के सम्बन्ध में संवाद स्थापित करते हुए उनके भाषा कौशल को परिवेगत प्रभाव के आधार पर परखिए।
4. किसी विशयवस्तु पर विविध प्रश्नों का समावेश करते हुए 25 अंको के एक मूल्यांकन प्रश्न पत्र का निर्माण करना।
5. हिन्दी व संस्कृत की वर्णमाला का तुलनात्मक अध्ययन कर दोनों के बीच में समानताओं व असमानताओं पर टिप्पणियाँ लिखो।

सन्दर्भ पुस्तकें

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11. रमन बिहारी लाल हिन्दी शिक्षण
12. भाई योगेन्द्रजीत हिन्दी भाषा शिक्षण
13. नरंजन कुमार सिंह माध्यमिक विद्यालयों में हिन्दी शिक्षण
14. भोलेनाथ तिवारी तथा कैलाशचंद भाटिया हिन्दी भाषा शिक्षण
15. रवीन्द्रनाथ श्रीवास्तव भाषा शिक्षण
16. राजेन्द्र प्रसाद श्रीवास्तव हिन्दी शिक्षण
17. बैद्यनाथ प्रसाद वर्मा हिन्दी शिक्षण पद्धति
18. वी.एन. शर्मा हिन्दी शिक्षण
19. डॉ. रमनलाल मांडेय हिन्दी शिक्षण
20. आचार्य रामचन्द्र वर्मा मानक हिन्दी व्याकरण
21. लूम होल्ड भाषा
22. डॉ देवेन्द्र नाथ राष्ट्रभाषा हिन्दी की समस्यायें एवं समाधान
23. डॉ मुरारी लाल शुद्ध हिन्दी
24. किशोरीदास वाजपेयी हिन्दी शब्दानुशासन
25. भगवती प्रसाद शुक्ल हिन्दी प्रत्यय विचार
26. रामचन्द्र वर्मा शब्दार्थ दर्शन
27. भगवती प्रसाद शुक्ल हिन्दी उच्चारण एवं वर्तनी
28. के.के. सुखिया हिन्दी ध्वनियां और उनका शिक्षण
29. अनन्त चौधरी नागरी लिपि और हिन्दी वर्तनी
30. भोलानाथ तिवारी तथा कृष्ण शर्मा अभिव्यक्ति विज्ञान

31. के.जी. रस्तोगी भाषा सम्प्राप्ति मूल्यांकन
32. हरदेव बाहरी व्यवहारिक हिन्दी व्याकरण

B.Ed. - I Year Syllabus
Course-8(b)&9(b) Pedagogy of Sanskrit

Max. Marks: 100
Internal:20
External: 80

उद्देश्य :

छात्राध्यापक –

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

इकाई (1)

- तृतीय भाषा शिक्षण के सिद्धान्त – महत्व प्रकार मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धान्त
- (अ) भाषायी कौशल –
 - (1) अवबोध कौशल
 - (2) अभिव्यक्ति कौशल
 - (ब) उपकौशल एवं उनका महत्व
- तृतीय भाषा के रूप में संस्कृत शिक्षण के उद्देश्य –
 - (1) माध्यमिक स्तर पर
 - (2) उच्च माध्यमिक स्तर पर
- एन.सी.एफ. 2005

इकाई (2)

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

इकाई (3)

- तृतीय भाषा के रूप में संस्कृत शिक्षण की विधियों एवं प्रविधियों के सम्प्रत्यय, महत्व, प्रक्रिया, विशेषताएँ एवं कमियाँ : –
 - (1) प्रत्यक्ष विधि (Direct Method)
 - (2) संग्रन्थन उपागम (Structural Approach)
 - (3) सम्प्रेषण उपागम (Communicative Approach)
 - (4) समग्र उपागम (Eclectic Approach)
- उपर्युक्त विधियों का निम्नांकित दृष्टि से अध्ययन एवं प्रयोग : –

- (1) तृतीय भाषा अधिगम मनोविज्ञान
- (2) संस्कृत भाषा की प्रकृति
- (3) कक्षा-कक्ष वातावरण और परिस्थितियाँ
- (4) भाषा का व्यवहार में प्रयोग
- (5) भाषा शिक्षण के उद्देश्य
- (6) मातृभाषा की भूमिका
- (7) शिक्षक, छात्र, पाठ्य पुस्तक तथा दृश्य-श्रव्य सहायक सामग्री की भूमिका
- (8) त्रुटियाँ एवं उपचारात्मक कार्य
- (9) परीक्षण एवं मूल्यांकन

इकाई (4)

- तृतीय भाषा (संस्कृत) शिक्षण में दृश्य-श्रव्य सामग्री
 - 1) सम्प्रत्यय, महत्व एवं सावधानियाँ
 - (2) निम्नांकित का चयन, निर्माण एवं इनके प्रयोग के सिद्धान्त
अ श्यामपट्ट, चित्र, चार्ट, शब्द चित्र, पलैनल बोर्ड, रेडियो कम्प्यूटर, इन्टरनेट एवं ओ.एच.पी.ब.
अभिनय, युग्म कार्य एवं समूह कार्य
- संस्कृत पाठ्य सामग्री का शिक्षण : निम्नांकित का सम्प्रत्यय, महत्व प्रयोग, विधि, प्रविधि, शिक्षण सामग्री एवं गुण दोष : –
 - (1) व्याकरण शिक्षण
 - (2) गद्य शिक्षण
 - (3) नाटक शिक्षण
 - (4) कहानी विकास शिक्षण
 - (5) संवाद शिक्षण
 - (6) पद्य शिक्षण
 - (7) रचना शिक्षण
 - (8) अनुवाद शिक्षण

इकाई (5)

- मूल्यांकन
 - (1) भाषा में सतत एवं व्यापक मूल्यांकन का सम्प्रत्यय, अर्थ, महत्व।
 - (2) तृतीय भाषा में मूल्यांकन का सम्प्रत्यय, व्याकरण, अनुवाद एवं भाषा कौशलों का मूल्यांकन
 - (3) तृतीय भाषा के रूप में संस्कृत में मूल्यांकन – अर्थ, सम्प्रत्यय एवं महत्व
 - (4) प्रश्न पत्र निर्माण (ब्लू प्रिन्ट)
- निदानात्मक एवं उपचारात्मक शिक्षण : सम्प्रत्यय, महत्व, शिक्षण एवं सामग्री निर्माण के सिद्धान्त। संस्कृत में निम्नांकित का निदानात्मक एवं उपचारात्मक शिक्षण –
 - (1) श्रवण सम्बन्धी
 - (2) कथन सम्बन्धी
 - (3) पठन सम्बन्धी
 - (4) लेखन सम्बन्धी
 - (5) व्याकरण सम्बन्धी

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

1. Take a few passages from Sanskrit textbooks of Classes VI to VII and analyse:
 - a. How the different forms of language have been introduced?

- b. Does the language clearly convey the meaning of the topic being discussed?
- c. Is the language learner-friendly?
- d. Is the language too technical?
- e. Does it help in language learning?

Now write an analysis based on the above issues.

2. 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 Sanskrit. The survey may be based on introduction level of subject, school resources support, teaching strategies, learning hurdles, psychological & socio-cultural aspects etc. Prepare the findings in report form.
3. Collect interesting folktales in Sanskrit and tell half story to the students & leave the half to imaginatively anticipate it. Find the interesting conclusions & write down your class experiences.
4. Keeping in view the needs of the children with special needs prepare two activities for Sanskrit teaching.
5. 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.

सन्दर्भ सूची

1. ब्लूम फील्ड; अनुवादक – प्रसाद, डॉ विश्वनाथ, (1968) “भाषा” दिल्ली-7 बंगलो रोड़ जवाहरनगर।
2. Damoon. C. Howard, Postman, Neil, (1965) “The Uses of Language”, New York Holt. Rinchart and Winston Inc.
3. Freeman D.L. (2000) “Techniques and Principles in Language Teaching”, (II edition) O.U.P.
4. Lado Robert (1961), “Language Teaching”, London: Longman
5. Lado, Robert (1971) (HM Ed) “Language Teaching” New Delhi, Tata McGraw Hill Publishing House Co. Ltd.
6. Mackey, William Francis (1965). “Language Teaching”, Analysis London : Longmans, Green & Co Ltd.
7. मित्तल, डॉ सन्तोष (1999-2000) “संस्कृत शिक्षण” मेरठ आरलाल डिपो।
8. नारांग वैशना (1996) “सम्प्रेषणात्मक भाषा शिक्षण” नई दिल्ली प्रकाशन संस्थान दयानन्द मार्ग।
9. Plamer, H.L. (1964-65): “The Principles of Languages Study” London O.U.P.
10. Paliwal, Dr. A.K. (2002), “Communicative Language Teaching”, Jaipur Surbhi Publication.
11. Richards, J.C. and Rodgers, T.C. (1986), “Approaches and Methods in language Teaching”, Cambridge: CUP.
12. सफाया आर.एन. (1990) “संस्कृत शिक्षण” चण्डीगढ़ हरियाणा साहित्य अकादमी।
13. Sharma Bela Rani, (2002) “Modern Methods of Teaching Sanskrit”, New Delhi 110088.

14. डॉ. रामसकल पाण्डेय – संस्कृत शिक्षण
15. शास्त्री डॉ. सूर्यदेव (1973) "मनोभाषिकी", पटना बिहार हिन्दी ग्रंथ अकादमी।
16. Sweet Henry, (1964), "The Practical study of Languages". A Guide for Teachers and learners. London Oxford university press.
17. तिवारी, भोलानाथ एवं श्रीवास्तव रवीन्द्रनाथ (1971) "भाषिकी", दिल्ली नेशनल पब्लिसिंग
18. हाऊस।
19. त्रिपाठी रामसुरेश, (1972) "संस्कृत व्याकरण दर्शन", दिल्ली 6 राजकमल प्रकाशन प्रा.लि. 8 फ़ैज
20. बाजार।
21. Widdowson, H.G. (1978), "Teaching Language as Communication", Oxford: O.U.P.

**B.Ed. - I Year Syllabus
Course-8(c)&9(c) Pedagogy of English**

Max. Marks: 100

Internal:20

External: 80

Learning Outcomes:

To enable the student teacher to:

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

Unit - I: Basic concepts, objectives, and methods of teaching English as a second language.

- **Basic Concepts**
 - a. Mother-tongue
 - b. Second language
 - c. Difference between teaching and language teaching
 - d. Principles of second language teaching
 - e. Forms of English - Formal, Informal, Written, Spoken, Global English.
 - f. English as a second language (ESL), English as a foreign language (EFL), English for specific purpose (ESP)

- **Objectives**

Objectives of teaching English as a second language.

1. Skill based (LSRW)
2. Competence based: Linguistic Competence (LC) and Communicative Competence (CC) in reference to LSRW skills.

- **Methods and Approaches**

- A. Introduction to methods of and approaches to teaching of English as a second language.
 1. (i) Direct method.
 - (ii) Structural - Situational approach
 - (iii) Audio-lingual method
 - (iv) Bilingual method
 - (v) Communicative - Language teaching (CLT)
 2. Role of Computer and Internet in Second language teaching - Computer Assisted Language Learning (CALL) Computer assisted language teaching (CALT)
- B. Eclectic Approach to Second Language Teaching. Study of the above methods and approaches in the light of:
 - a. Psychology of second language learning.
 - b. Nature of the English language.
 - c. Classroom environment and conditions.
 - d. Language functions.
 - e. 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.

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Unit- II: Teaching of listening and speaking skills.

- **Listening**

- a. Concept of listening in second language:
- b. The phonemic elements involved in listening at the receptive level
- c. (Monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat,
- d. intonation, rhythm);
- e. Listening skills and their sub skills;
- f. Authentic listening vs Graded listening;
- g. Techniques of teaching listening;
- h. Role of teaching aids in teaching listening skills;
- i. Note - taking.

- **Speaking**

- a. Concept of speaking in second language;

- b. The phonemic element involved in speaking at the productive level
- c. (monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm):
- d. The stress system - Weak forms and schwa;
- e. use of pronouncing dictionary;
- f. Phonemic transcription;
- g. Techniques of teaching speaking skills and pronunciation - Pronunciation practice and drills - Ear training, repetition, dialogues and conversation;
- h. Role of A.V. aids in teaching speaking skills.

Unit– III: Teaching reading and writing skills

- **Reading Skills**

- a. Concept of reading in second language;
- b. Mechanics of reading (Eyespan, pause, fixations, regressions):
- c. Types of reading: Skimming, scanning, silent reading, reading aloud, Intensive reading, Extensive reading: Local and Global comprehension.
- d. Role of speed and pace;
- e. Relating teaching of reading to listening and speaking skills;
- f. Teaching silent reading, intensive reading, extensive reading and genuine reading comprehension in terms of inference production critical reading, interpretation judgement summarizing, central idea, etc.
- g. Role of course reader and rapid reader, Cloze procedure, Maza method, dictionary in teaching reading skills.

- **Writing skills**

- a. Writing skills.
- b. Concept of writing in first language and the second language.
- c. Types of composition - oral, written, controlled, guided, contextualized and
- d. intergrated composition;
- e. Teaching the following items keeping in view their style, ingredients, and
- f. mechanics: Letters (Formal and informal), Essays, Report, Telegram, E-mail, Notices, Precis, Paragraph, Developing stories, Note making.

Unit– IV: Resources and Planning for English language teaching

- **Resources for english language teaching:**

- a. The Blackboard and the white board
- b. Blackboard drawings and sketches
- c. The overhead Projector (OHP)
- d. Flashcards, Posters and Flip Charts
- e. Songs, raps and chants

- f. Video clips
- g. Pictures, photos, postcards, and advertisements
- h. Newspapers, magazines and brochures
- i. Mind maps
- j. Radio, Tape-recorder, T.V.
- k. Language laboratory
- l. Realia
- m. Stories and anecdotes
- **Planning for English Language Teaching As A Second Language**
 - 1. Prose Lessons**
 - a. Content Analysis:
 - (i) Planning a Unit (Based on a lesson in the Course Reader (text book))
 - (ii) Identifying and listing language material to be taught (New lexical and structural items, their usage and uses)
 - b. Planning for teaching the content and skills in the following order:
 - (i) New lexical items (Vocabulary)
 - (ii) New structural items
 - (iii) Reading comprehension
 - (iv) Textual exercises
 - (v) Writing/Composition
 - (vi) Unit test
 - Poetry Lessons**
 - a. Components of Poetry
 - b. Concept, aims and objectives of teaching poetry in second language
 - c. Steps of teaching poetry at the secondary stage

Unit- V: Testing and evaluation in English

- a. Concept and Importance of CCE in English teaching;
- 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.

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

- 1. Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse:
 - a. How the different forms of language have been introduced?

- b. Does the language clearly convey the meaning of the topic being discussed?
- c. Is the language learner-friendly?
- d. Is the language too technical?
- e. Does it help in language learning?

Now write an analysis based on the above issues.

2. 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, family support in learning, school resources support, teaching strategies, learning hurdles etc. Prepare the findings in report form.
3. Find out some of the following labels/words used in your English text book: Approving, Disapproving, Figurative, Formal, Humorous, Informal, Ironic, Literary, Offensive, Rare Slang, Spoken, Technical, Written, Taboo, Old fashioned, Old use, AmE, BrE, Dialect. Analyse them in your local understanding & context.
4. Keeping in view the needs of the children with special needs prepare two activities for English teaching.
5. 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.

Suggested Readings:

1. Bansal, R.K. and Harrison, J.B. (1972): Spoken English for India, Mardras: orient longman Ltd.
2. Baruah, T.C. (1985): The English Teachers' Handbook, New Delhi: sterling publishing Pvt.ltd.
3. Bright and McGregor: Teaching English as Second Language, Longman.
4. Brumfit C.J. (1984): Communicative Methodology in Language Teaching. Cambridge: C.U.P.
5. Collins Cobuild English Grammer (2000) Harper Collins Publisher, India.
6. Doff, A. (1988): Teaching English: Cambridge: CUP
7. Freeman, Diane-Larsen (2000): Techniques and Principles in language Teaching, Oxford: OUP
8. Gimson A.C. (1980): An Introduction to the Pronunciation of English London: Edward Arnold.
9. Hornby A.S. (1968): A Guide to patterns and usage in English. Oxford: OUP
10. Lado Robert (1971): Language Teaching, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
11. Dr. (Mrs) Bisht – Teaching of English
12. Paliwal, A.K. (1988): English Language Teaching Jaipur: Surbhi Publication.
13. Palmer, H.L. (1964-65): The Principles of Language Study, London: O.U.P.

14. Quirk Randolph and Greenbaum, (1973): A University Grammar of English London.
15. Richards, J.C. and Rodgers, T.S.: Approaches and Methods in language Teaching Cambridge C.U.P.
16. Roach, Peter (1991) English Phonetics and Phonology. Cambridge C.U.P.
17. Thomson, A.J. and Martinet (1998) A Practical Grammar ELBS, O.U.P.
18. Sharma, Jain – Teaching of English
19. Venkateshwaran, S (1995) Principles of Teaching English Delhi: Vikas Publishing House Pvt. Ltd.
20. Willis, Jane: Teaching English Through English, O.U.P.
21. Woodward, Tessa (2001) Planning Lessons and Courses. Cambridge: CUP

**B.Ed. - I Year Syllabus
Course-8(d)&9(d) Pedagogy of Urdu**

Max. Marks: 100

Internal:20

External: 80

Learning Outcomes:

To enable student teacher to:

- Understand the basic concepts in and functions of Language with special reference to Urdu.
- Acquire a knowledge of objectives of teaching Urdu at the Secondary stage.
- Acquire a knowledge of different methods of teaching urdu at the Secondary stage.
- Teach grammar, prose, compsoion and poetry lessons in Urdu.
- Prepare lesson and Unit plans and to analyse the subject content in terms of language skills and teaching objectives.
- Knowledge of evaluation system in Urdu and to methodically prepare Exams and test papers in Urdu.
- Conduct remedial teaching in Urdu.

Unit – I:

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

- Place of Urdu language in the present educational system as prevalent in the State of Rajasthan. Suggestions for a better place of Urdu in the syllabi.
- Relation of Urdu with other Indian languages.

Unit - II: Aims and Objectives

- Aims and Objectives of teaching Urdu at secondary stages of education.
- Problems of teaching and learning Urdu and their solutions.
- Value outcomes of teaching Urdu at different levels of education.
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Unit – III:

- Teaching of various forms of urdu literature i) Prose, ii) Composition, iii) Grammar iv) Poetry: Ghazal, Nazam and Drama.
- Support system of teaching Urdu: Visual aids: Verbal, pictorial (non projected two and three dimensional) Projected still and motion audion and audio-visual aids.
- Co-curricular activities, Language laboratory.
- Methods of teaching Urdu (i) Direct method. (ii) Structural method, (iii) Grammer Method (iv) Translation Method. (v) Bilingual method

Unit – IV:

- Planning for teaching Urdu: Need and importance of planning.
- Content Analysis
- Yearly Plan, unit plan and daily lesson plan.

Unit – V:

- Concept, objective and Importance of CCE in Urdu
- Techniques of evaluation, Teacher made test, examination Paper design and blue print,
- various types of questions and their uses for evaluation.

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

1. Assign a task to the students to collect at least 15 Motivational ‘Urdu Shayaries’ of renowned ‘Shayar’ and prepare a report of the same for presenting it in class.
2. Imaginatively draft some Urdu based dialogues of some historical character & Present them in class and take written feedback from peers.
3. Do a survey of five schools in your neighbourhood to find out:
 - a. Level of introduction of Urdu
 - b. Materials (Textbooks) used in the classroom
4. Select a purely Hindi speaking child studying in classes (6 to 8) & ask him/her at least 10 general questions to find out that how Urdu is understood around.
5. Analyse the question papers of Urdu language (Previous 3 Years)-Classes X and XII (any board) in the light of new approach of assessment.

Suggested Readings:

1. Muenuddin Hum Urdu kaise Padhen National Council for Promotion of Urdu Language, West Block, RK Puram, New Delhi
2. Muenuddin Urdu Zaban Ki Tadrees National Council for Promotion of Urdu Language, West Block, RK Puram, New Delhi
3. Inamullah Sharwani Tadrees-e-Zaban-e-Urdu Usmania Book Depot 1.25, Rabindra Saraud Cal.73
4. Rasheed Hasan Khan Hum Urdu kaise Likhaen Maktaba Jamia Limited, Jamia Nagar, New Delhi
5. Rasheed Hasan Khan Urdu Imla Maktaba Jamia Limited, Jamia Nagar, New Delhi.
6. Maulvi Abdul Haq Quwaid-e-Urdu Anjuman Taraqqi Urdu (Hind), New Delhi
7. Afazal Hussain Fun-e-Ataleem aur Tarbeeat Markazi Maktaba Islami, Delhi
8. Akhtar Ansari Ghazal and Dars-e- Ghazal
9. Khalilur Rahman Usool-e-Taleem aur Amal- National Council for Promotion of Saifi Premi. e-Taleem urdu Language, West Block, RK Puram, New Delhi.

B.Ed. - I Year Syllabus
Course-8(e) and 9(e) Pedagogy of Social Sciences

Max. Marks: 100

Internal:20

External: 80

Learning Outcomes:

To enable the student teacher to -

- Define and differentiate the concept of social studies and explain its relative position in the syllabus.
- Understand the aims and objectives of teaching Social Science.
- Prepare Unit plans and lesson plans for different classes.
- Apply appropriate methods and techniques of teaching to particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Evaluate his pupils in social science.
- Clarify particular concepts trends, principles, methods etc. with the help of co-relation to similar content or situation.

Unit – I: Nature, Scope and Objectives

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

Unit – II: Teacher and Planning

- Qualities, role and professional growth of a teacher of social science, NCF-2005.
- Concept and objective of lesson planning.
- Planning of daily lesson plan, unit plan and yearly lesson plan.
- Content analysis.

Unit – III: Instructional strategies, Methods and Approaches

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

Unit – IV: Teaching Learning Material

Classification, importance of teaching learning material, use of:

- Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc.
- Projected aids - Transparencies, slides, projectors, computers
- Improvised apparatus and low-cost teaching material.
- Planning of social studies lab and its use.
- Use of mass media and Computers in social science teaching.
- Resource material - use of local resources in teaching social science.

Unit – V: Evaluation of teaching Social studies

- Concept, objectives and Importance of CCE
- Tools and techniques of evaluation in social science teaching.
- Preparation of achievements test
- Different types of questions
- Blue print- Meaning and preparation
- Preparation of question papers or unit test
- Diagnostic testing and Remedial teaching

Practicum/Field Work (Any two of the following)

1. Identify and interpret news related to positive social changes or initiation.
2. A Panel discussion “good social environment for good ecological environment.”
3. Conduct a community survey on some existing social problem and find out the reasons of the problem.
4. Write a reflective journal on the effect of globalisation in villages (specified village).
5. Choose any one area of social science (History, Geography, Economics & Civics) & prepare a portfolio of any one eminent personality of that subject.

Suggested Readings:

1. Bining and Bining: Teaching of Social Studies.
2. Brantom. F.K.: The teaching of social studies in a changing world.
3. Dray nd David Jordon: A Hand book of social studies.

4. Hamming, James: The teaching of social studies in secondary school.
5. Wesley Edger Brose: Social studies for schools.
6. Taneja, V.R.: Teaching of social studies.
7. Horn E.E.: Methods of instruction in the social studies.
8. Kochhar, S.K. in Hindi Edition: Teaching of social studies.
9. Bhuwadeshwar Prasad: Social studies teaching in Indian Schools
10. Sharma M.B.: Method of social science teaching
11. Jain Ameerchand: Social Science teaching
12. सिंह डॉ. राम पाल रू सामाजिक ज्ञान शिक्षण

B.Ed. - I Year Syllabus
Course-8(f) & 9(f) Pedagogy of Civics

Max. Marks: 100

Internal:20

External: 80

Learning Outcomes:

To enable the student teachers to-

- Refresh the knowledge of student teacher regarding the meaning and importance of civics.
- Establish co-relation of civics with other school subjects.
- Apply appropriate methods in teaching particular topics at different level.
- Select and use relevant teaching aids.
- Imbibe and develop basic teaching skills.
- Clarify particular concepts, trends, principles, methods etc. with the help of correlation to similar content or situation.
- Prepare yearly, unit and daily lesson plans.
- Prepare achievement and diagnostic test on scientific basis.
- Develop skills and abilities for organizing school activities related to the subject.

Unit – I: Nature, Scope and Objectives.

- Concept, nature and scope of Civics.
- Contemporary importance of Civics.
- Aims and objectives of teaching Civics at different level (Upper Primary, Secondary and Senior Secondary)
- Correlation of Civics to other subjects.
- Role of Civics in promoting International Understanding.

Unit – II: Teacher and Planning

- Role of teacher in teaching civics and developing creativity among students.
- Quality and Responsibility of Civics Teachers
- Annual Plan, Unit plan and daily lesson plan of teaching civics
- Content analysis.

Unit – III: Methods and approaches of Civics teaching

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

Unit – IV: Teaching Learning Material

Classification, importance of teaching learning material, use of:

- Non projected aids- charts, posters, B.B., models, bulletin boards, flannel board, etc.
- Projected aids - Transparencies, slides, projectors, computers,
- Improvised apparatus and low-cost teaching material.
- Use of mass media and Computers in civics teaching.
- Resource material - use of local resources in teaching civics.

Unit – V: Evaluation of Civics teaching

- Concept, objectives and Importance of CCE
- Objectives based evaluation
- Preparation of achievement test
 - a. Various types of question
 - b. Blue print
 - c. Preparation of question paper.
- Diagnostic testing and remedial teaching

Practicum/Field Work (Any two of the following)

1. Make biography of any emerging political party of India discuss its impact on local politics.
2. Arrange a discussion session in classroom about the directive principle of nation and lead the discussion that how people breach it.
3. Collect some photography from magazines, newspaper etc of some burning political issue and prepare an album.
4. Prepare and execute a team-teaching plan based on Civics.
5. Construct an achievement test based on civics.

Suggested Readings:

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. बघेला एवं व्यास : नागरिक शास्त्र शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
7. Tyagi G.S.D.: Nagrik Shastra ka Shikshan, Agra, Vinod Pustak Mandir.
8. Prescribed books of Board of Sedondary Education for Higher Secondary Classes.
9. सिंह डॉ. रामपाल : नागरिक शास्त्र का शिक्षण

**B.Ed. - I Year Syllabus
Course-8(g) & 9(g) Pedagogy of History**

Max. Marks: 100

Internal:20

External: 80

Learning Outcomes:

To enable the student teachers to: -

- Understand the concept, nature and scope of History
- Understand the nature of history as continuous process of development and change.
- understand the aims objectives of teaching history at different levels of the secondary stage.
- Prepare unit plans, lesson plan and its related teaching aids.
- Prepare diagnostic test.
- Understand the spirit and applying different methods and techniques of teaching history at the secondary stage.
- Evaluate his pupils methodically at the different levels of secondary stage.

Unit – I: Nature and scope of the subject

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

Unit – II: Teacher and Planning.

- Role of teacher in teaching history and developing creativity among students.
- Quality and Responsibility of History Teachers
- Qualities and professional growth of History teacher, his role in future prospective.
- Annual plan, unit plan and daily lesson plan of teaching History
- Content analysis.

Unit -III: Methods and approaches

- Various methods of teaching History (Story telling, biographical, dramatization time sense, source project and supervised study method)
- Innovative Methods in History.

Unit – IV: Teaching Learning Material

Classification, importance of teaching learning material, use of:

- Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc.
- Projected aids - Transparencies, slides, projectors, computers,
- Improvised apparatus and low-cost teaching material.
- Use of mass media and Computers in history teaching.
- Resource material - use of local resources in teaching history.

Unit – V: Evaluation

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

Practicum/Field Work (Any two of the following)

1. Watch a T.V. program based on historical events & mark out its deviations from authentic books of renowned writers.
2. Analyse two different writer's interpretation of Battle of Haldi Ghati & mark out different findings of theirs.
3. Prepare a survey-based report on the primary sources available in your village/town/city & also throw light on their historical importance.
4. Find out the similarities in development of river valley civilisations of India & civilisations abroad.
5. Prepare a time-scale diagram of any historical topic on a chart & put it in a school classroom & keep a note of it with you.

Suggested Readings:

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

10. B.D. Ghate: History Teaching, Hariyana Granth Akadami Chandigarh.

B.Ed. - I Year Syllabus
Course-8(h) & 9(h) Pedagogy of Economics

Max. Marks: 100

Internal:20

External: 80

Learning Outcomes:

To enable student Teacher to:

- Refresh the knowledge about the meaning. Importance, nature, scope and aims of Economics.
- Acquaint with the aims, objectives and value-outcomes through teaching of Economics.
- Develop ability to plan for suitable instructions in Economics.
- Organize group-activities and project and to use various instructional strategies and methods for effective teaching of the subject.
- Establish correlation of Economics with other school-subjects.
- Develop necessary skills to use various teaching aids, (Particularly locally available material aids).
- Develop skill to successfully use various evaluation techniques and to interpret the results.
- Develop appropriate attitude towards the subjects and country's economy.

Unit – I: Nature, scope and objectives

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

Unit – II: Teacher and Planning

- Role of teacher in teaching Economics and developing creativity among students.
- Quality and Responsibility of Economics Teachers
- Annual Plan, unit plan and daily Lesson plan of teaching Economics.
- Planning Outdoor activities.

Unit – III: Methods and approaches to teaching Economics.

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

Unit – IV: Teaching Learning Material

Classification, importance of teaching learning material, use of:

- Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc.
- Projected aids - Transparencies, slides, projectors, computers,
- Improvised apparatus and low-cost teaching material.
- Use of mass media and Computers in economics teaching.
- Resource material - use of local resources in teaching economics.

Unit – V: Evaluation of teaching Economics.

- Concept, objectives and Importance of CCE
- Objective of based evaluation.
- Preparation of achievement test
- Various types of question.
- Blue print
- Preparation of question paper.
- Diagnostic Testing and remedial teaching

Practicum/Field Work (Any two of the following)

1. Study a mismatch in Demand & Supply of agriculture-based products (Onion, tomato etc) in local markets & analyse how the prices are affected. The sellers can be randomly interviewed.
2. Conduct a survey-based study on economic condition of rural people of your area.
3. Prepare a report on how the rural area women earn money through different skill-based products of cottage industries.
4. Do a small survey of Local/urban/metropolitan market & trace some shops & items where ‘Consumer Surplus’ dominates.
5. Collect some articles based on burning issues of Indian Economy from the Local/National newspapers to present them in classroom or bulletin Board and keep the record of the same.

Suggested Readings:

1. Teaching of Social Studies in Secondary Schools: Bining and Bining
2. Husen, N. (2003): Teacher’s manual in Economics, Published by Regional College of Education, Ajmer
3. Sharma, Seema (2004) Modern teaching of Economics, Anmol Publication Pvt. Ltd., New Delhi
4. Sharma, S.R. (2009) Arthashastra shikashan, Arjun Publishing House.
5. Dwivedi, D.N (2002: Principles of Economics, Vikas Publishing House, New Delhi
6. Yadav, Anita; Teaching of Economics, Anmol Publication Pvt. Ltd.\
7. Twomey Fosnot, C. (1989): Enquiring teachers Enquiry learners: A constructivist approach for teaching New York, Teachers College Press.
8. Saxena, Nirmal (2008): Arthshastra Shikshan, Rajasthan Hindi Granth Academy, Jaipur
9. Nagar, Divya: Arthshastra Shikshan, Rajasthan Prakashan, Jaipur

10. Agnihotri, Krishna Kumar (2006): Arthshastra shikshan, Goyal Publication, Jaipur
11. Varshney, Rajeev Kumari (2005) Arthshastra Shikshan, Arjun Publishing House.
12. Mahto, S.K. (2006); Arthshastra Shikshan ke Aadhar Radha Prakashan Mandir Pvt. Ltd., Agra
13. NCERT (1974): Teaching units in Economics for high and higher secondary stage, New Delhi.
14. Siddiqui, M.H. (1998): Teaching of Economics, Ashish Publishing House, New Delhi.

B.Ed. - I Year Syllabus
Course- 8 (i) & 9(i) Pedagogy of Geography

Max. Marks: 100

Internal:20

External: 80

Learning Outcomes: -

To enable the student teachers to: -

- Understand the modern concept of Geography
- Understand the aims and objectives of teaching Geography
- Prepare yearly plan, unit plan, and lesson plan for different classes.
- Prepare maps and charts to illustrate the contents of different classes and use them effectively.
- Apply appropriate methods and techniques of teachings of particular topics at different levels.
- Arrange field trips and local surveys.
- Prepare achievement test and diagnostic test, administration of the test, analysis of results and make suggestion for remedial teaching.

Unit - I: Nature, scope and objectives

- Changing concept of Geography.
- Its place, utility, importance and scope
- Aims and objectives of Geography teaching at secondary level, its role in developing international understanding.
- Correlation of Geography with social sciences, economics, Civics, Natural Sciences, Environmental Sciences.

Unit – II: Teacher and planning

- Role of teacher in teaching geography and developing creativity among students.
- Quality and Responsibility of Geography Teachers, professional growth of Geography teacher

- Content analysis, a unit of teaching and daily lessons, Yearly plan

Unit – III: Methods and Approaches

- Demonstration method, Inductive, Deductive, Project, Comparative, observation method.
- Field trips, and local Geography
- Geography club

Unit – IV: Teaching Learning Material

Classification, importance of teaching learning material, use of:

- Non projected aids- charts, posters, B.B., models, bulletin boards, flannel board, etc.
- Projected aids - Transparencies, slides, projectors, computers,
- Improvised apparatus and low-cost teaching material.
- Use of mass media and Computers in Geography teaching.
- Resource material - use of local resources in teaching Geography
- Geography room/laboratory & museums.

Unit – V: Evaluation

- Concept, objectives and Importance of CCE in Geography
- Tools and techniques of evaluation in Geography.
- Construction of Achievement test
- Different types of questions.
- Preparing a design and Blue print of a unit test.
- Diagnostic testing & remedial teaching in Geography

Practicum/Field Work (Any two of the following)

1. Make a detailed sketch of the Nile river & describe how it flows through different countries.
2. Conduct a survey of the people of different social strata residing in different Geographical locations and compile it in report form.
3. Plan your own teaching strategy on any topic of your choice based on geography.
4. Watch any programme of Bear Gryll's Man Vs Wild Series on Discovery channel and write your experiences about the flora & fauna aspects.
5. Prepare a sketch of the main Geographical features of India with descriptions.

Suggested Readings:

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. Ludhiana

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. Mishra A.N.: Bhugol Shikshan Padhati, Kanpur 1959
12. Verma, O.P. and Vedanayagam E.G.: Geography Teaching, Sterling Publishers. New Delhi 3rd Ed. 1987.
13. Simpson, C.A.: The study of Local Geography, Methuen.
14. Gopsil, G.H.: The teaching of Geography Macmillon & Co. Ltd., London 1958.

**B.Ed. - I Year Syllabus
Course-8(j) & 9(j) Pedagogy of Accountancy**

Max. Marks: 100
Internal:20
External: 80

Learning Outcomes-

To enable the student teachers to-

- Acquire the basic understanding of teaching of Accountancy.
- Impart knowledge of the methods and devices of teaching Accountancy and to develop the skill of using the same.
- Apply appropriate methods and devices of teaching particular topics for Accountancy
- Prepare achievement and diagnostic tests.
- Develop the ability to plan curriculum and instruction in Accountancy at Sr. Sec. level.
- Develop necessary skills in preparation of using various teaching aids.

Unit -I: Nature, scope and objectives

- Meaning and scope of Accountancy, its value and importance in social life.
- Aims and objectives of teaching Accountancy at senior secondary level.NCF-2005

Unit -II: Teacher and planning

- Role of teacher in teaching accountancy and developing creativity among students.
- Quality, professional growth and Responsibility of accountancy Teachers
- Content analysis, a unit of teaching and daily lessons.

Unit -III: Methods and Approaches

- Teaching approaches of Accountancy
 - a) Journal approach

- b) Ledger approach
- c) Cash Book approach
- d) Equation approach
- Various methods of teaching Accountancy with special reference to modern methods of teaching, Project, Problem Solving, Lecture-cum-demonstration and Discussion methods.
- Techniques and devices of teaching Accountancy.

Unit – IV: Teaching Learning Material

Classification, importance of teaching learning material, use of:

- Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc.
- Projected aids - Transparencies, slides, projectors, computers,
- Improvised apparatus and low-cost teaching material.
- Use of mass media and Computers in accountancy teaching.
- Resource material and use of local resources in teaching accountancy.

Unit -V: Evaluation

- Concept, objectives and Importance of CCE in accountancy
- Tools and techniques of evaluation in accountancy.
- Construction of Achievement test
- Different types of questions.
- Preparing a design and Blue print of a unit test.
- Diagnostic testing & remedial teaching in accountancy

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.

Suggested Readings:

1. Vermain A Musselma and J. Marshall Hanna: Teaching Book-Keeping and Accountancy, Gregg Pub., Div., Mc Graw Hill Book Co. Inc. New York.
2. Williams: Principles of Teaching applied in Book-Keeping and Accounts, Sir Isaac Pitman, London.
3. Selby: The teaching of Book-keeping

4. Tonne, Pohem and Freeman: Method of teaching Business Subject, Gregg Pub. Dir., McGraw Hill Book Co., Inc., New York.
5. Harvey: Ways to teach Book keeping and Accounting
6. Boynton Lewis D.: Methods of teaching Book-keeping, south Western publication Co. Cincinnati, Ohio.
7. Aggarwal, J.C.: Teaching of Commerce.
8. Gupta and Gupta: Intermediate Book-keeping and Accounts, Agra Book Store, Agra (Hindi and English Version)
9. J.N. Vaish: Book-keeping and Accounts, Part I and II (Hindi and English version).
10. Parikh, Dr. A.K.M.: Lesson Planning in Indian Schools, Subda Sanchar, Ajmer.
11. सिंह एवं सिंह : वाणिज्य शिक्षण
12. जैन, के. सी. एस : वाणिज्य शिक्षण

B.Ed. - I Year Syllabus
Course-8(k) & 9(k) Pedagogy of Business Organization

Max. Marks: 100

Internal:20

External: 80

Learning Outcomes:

The Student- teacher will be able to:

- Help the students to acquire the basic understanding in the field of Business Organization.
- Develop the ability to plan curriculum and instructions in Business Organization at School Level.
- Develop the ability to critically evaluate existing school syllabus and text book.
- Impart knowledge about the methods and devices of teaching Business Organization and to develop the skill of using the same.
- Develop the ability of preparing an achievement test.
- Develop Business Organization efficiency among students.

Unit -I: Nature, scope and objectives

- Meaning, nature and scope of Business Organization.
- Aims, objectives and values of teaching Business Organization at Senior Secondary Level.
- The place of Business Organization in Education.NCF-2005

Unit -II: Teacher and planning

- Role of teacher in teaching Business Organization and developing creativity among students.
- Qualities and Responsibility of Business Organization Teachers

- Content analysis, a unit of teaching and daily lesson, professional growth of Business Organization teacher, yearly plan.

Unit -III: Methods and Approaches

- Modern methods of teaching Business Organization.
- Devices of teaching Business Organization.

Unit -IV: Teaching Learning Material

Classification, importance of teaching learning material, use of:

- Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc.
- Projected aids - Transparencies, slides, projectors, computers,
- Improvised apparatus and low-cost teaching material.
- Use of mass media and Computers in Business Organization teaching.
- Resource material - use of local resources in teaching Business Organization

Unit -V: Evaluation

- Concept, objectives and Importance of CCE in Business Organization
- Tools and techniques of evaluation in Business Organization.
- Construction of Achievement test
- Different types of questions.
- Preparing a design and Blue print of a unit test.
- Diagnostic testing and remedial teaching in Business Organization

Practicum/Field Work (Any two of the following)

1. Conduct a Mock-Interview session with the help of teacher Educators and 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 you 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.

Suggested Readings:

1. Roo, Seema: Teaching of Commerce, Anmol Publication Pvt. Ltd., 1995.
2. Jain KCS: Vanyjaya Shikhan (Hindi) General Academy, Jaipur, 1986.
3. Gortside, L.: Teaching Business subjects, The Modern Approach made and printed in Great Britain by the Garden Press Ltd., Letehworth, Hert Fordshire, year 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. I.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.
9. सिंह एवं सिंह : वाणिज्य शिक्षण

**B.Ed. - I Year Syllabus
Course-8(I) & 9(I) Pedagogy of Mathematics**

Max. Marks: 100

Internal:20

External: 80

Learning Outcomes: -

To enable the pupil teacher to:

- Understand and appreciate the uses and significance of Mathematics in daily life.
- Learn various approaches of teaching Mathematics and to use them judiciously.
- Learn the methods of providing instruction for the classroom.
- Organise curricular activities.
- Appreciate activities to develop aesthetics of Mathematics.
- Update their knowledge of content in mathematics.
- Develop competence in teaching different topics.
- Develop the ability of preparing achievement test.

Unit - I: Nature, scope and objectives

- Meaning, scope, objectives and nature of Mathematics, History of Mathematics and contribution of Indian and western mathematician with reference to Bhaskaracharya, Aryabhata, Ramanujan Euclid, Pythagoras etc.
- Mathematics for gifted and retarded children.

Unit – II: Teacher and planning

- Role of teacher in teaching Mathematic and developing creativity among students.
- Qualities, responsibilities & professional growth of Mathematic teacher
- Content analysis, a unit of teaching and daily lessons.

Unit - II: Methods and Approaches

- Modern methods of teaching Mathematic.
- Devices of teaching Mathematic.

Unit - IV: Teaching Learning Material

Classification, importance of teaching learning material, use of:

- Non projected aids- charts, posters, B.B., models, bulletin boards, flannel board, etc.
- Projected aids - Transparencies, slides, projectors, computers,
- Improvised apparatus and low-cost teaching material.
- Use of mass media and Computers in Mathematic teaching.
- Resource material and use of local resources in teaching Mathematic.
- Mathematics lab

Unit - V: Evaluation

- Concept, objectives and Importance of CCE, evaluation in mathematics in terms of cognitive, affective and psychomotor development. Preparation and use of tests for evaluation such as achievement test & diagnostic test.
- Remedial and enrichment programmes with respect to syllabus at upper primary, and Secondary stages.

Practicum/Field Work (Any two of the following)

1. Prepare a Concept map related to any theme of Mathematics and Explain how it facilitates teaching and learning.
2. Prepare a project related to Mathematics and report your steps.
3. Prepare a power point presentation on brief history and contribution of two mathematicians.
4. Conduct a group activity on any topic of mathematics and report your Experiences.
5. Observation of Mathematics class-room teaching in any secondary school and prepare a list of errors committed by students.

Suggested Readings:

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. Butler and Wren: The teaching of Secondary mathematics, Mc Graw Hill Book Company.
4. Jagadguru Swami: Sri Bharti Krishna Tirthji Vedic mathematics, Moti Lal Banarsids Publisher Delhi.
5. Kapur, J.N.: Modern mathematics for teachers, Arya Book Depot New Delhi.
6. Mangal S.K.: Teaching of mathematics Prakash Brothers Ludhiana
7. Sidhu K.S.: Teaching of mathematics sterling Pub. Pvt. Ltd. New Delhi.
8. श्री नारायण एवं भटनागर : गणित शिक्षण रमेश बुक डिपो, जयपुर।
9. Shanti Narayan: Modern Abstract Algebra, S. Chand & Co. New Delhi.
10. Kapoor and Saxena: Mathematical statistic, S.Chand & Co. New Delhi.

B.Ed. - I Year Syllabus
Course 8(m) & 9(m) Pedagogy of Home Science

Max. Marks: 100

Internal:20

External: 80

Learning Outcomes:

To enable the pupil - teacher to

- Understand the nature and importance of Home Science and its correlation with other subjects
- Understand aims and objectives of the subject.
- Realise the essential unity between laboratory work and theoretical background of the subject.
- Analyse 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 instruction to them.

Unit – I: Nature and Scope of the subject

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

Unit – II: Teacher and Planning

- Qualities of a good Home Science teacher
- Role of Home - Science teacher.
- Concept of planning for Home Science Teaching
- Various steps of planning - unit and lesson planning.
- Importance and advantage of planning of unit and lesson plan
- NCF 2005

Unit -III: Methods and Approaches

- Problem solving method
- Demonstration method
- Experimental method
- Project method
- Lecture-Cum-demonstration method

- Question-answer-techniques
- Text book method
- Dramatization and field trips

Unit – IV: Teaching Learning Material

Classification, importance of teaching learning material, use of:

- Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc.
- Projected aids - Transparencies, slides, projectors, computers,
- Improvised apparatus and low-cost teaching material.
- Use of mass media and Computers in Home Science teaching.
- Resource material and use of local resources in teaching Home Science.

Unit – V: Evaluation

- Concept of measurement and evaluation
- Concept, objectives and Importance of CCE, Criteria of good evaluation
- Merits and limitation of evaluation
- Preparation of Blue - prints of Unit test.
- Diagnostic testing and Remedial Teaching

Practicum/Field Work (Any two of the following)

1. Prepare a Flip Card on various Scopes of home Science.
2. Prepare a Power point Presentation on correlation of Home Science with other subjects with proper pictures and examples.
3. Presentation of drama on any current social or family issue and draft a report on this. (Group Activity)
4. Make 5 samples of knitting and embroidery and prepare a report on its theoretical aspect.
5. Prepare a Performance based record of five Students on the basis of your observation.

Suggested Readings:

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

B.Ed. - I Year Syllabus
Course 8(n) & 9-(n) Pedagogy of General Science

Max. Marks: 100

Internal:20

External: 80

Learning Outcomes:

To enable the student teacher to:

- Understand the nature, scope values and objectives of teaching science at Secondary level.
- Develop competence in teaching different topics of Science effectively.
- Develop scientific temper & provide teaching in scientific method to their student.
- Use various methods with appropriateness of content, level and classroom situations to make pupil's learning meaningful.
- Utilize the instructional materials effectively in the teaching of Science.
- Organize Co-curricular activities & practical work in Science.
- Use method most appropriate to assess the progress & achievement of the pupil & thus prepare appropriate tests for the purpose.
- Diagnose the gaps and misconception in learning science evolve remedial measures.

Unit - I: Nature, Scope and Objectives

- Definition and concept of Science, Nature and scope of Gen. Science
- Place of Science in School Curriculum.
- Values of teaching Science at School level (Secondary).
- Correlation of General Science with other subjects.
- General and specific Objectives of teaching sciences at Secondary level, Bloom's taxonomy writing objectives in behavioural terms

Unit - II: Teacher and Planning

- Role of teacher in training students in Scientific method and developing scientific temper and creativity among students.
- Qualities and responsibilities of Science teacher, professional growth of a teacher.
- Content analysis
- Yearly, Unit Plan and lesson Plan

Unit - III: Methods and Approaches

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

Unit – IV: Teaching Learning Material

Classification, importance of teaching learning material, use of:

- Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc.
- Projected aids - Transparencies, slides, projectors, computers,
- Improvised apparatus and low-cost teaching material.
- Planning of general science lab and its use.
- Use of mass media and Computers in General Science teaching.
- Resource material and use of local resources in teaching General Science.

Unit - V: Evaluation

- Concept, objectives and Importance of CCE
- Type of test items - objective type, Short answer type & Essay type.
- Planning objective based test items of different types.
- Preparation of blue print and construction of Achievement test.
- Diagnostic and remedial teaching.
- Evaluation of practical work in Science.

Practicum/Field Work (Any two of the following)

1. Visit Ayurveda college/ science labs to address lauding their working process and draft a report on their contribution to prosperity.
2. Prepare a concept map on any theme of General Science and explain its importance for Teaching and learning.
3. Collect Information about Indian Cultural traditions and find out the scientific basis or hidden concern for life and preservation of environment.
4. Being a Science teacher how you will remove superstitions from the Society. Report your Strategic planning.
5. Prepare a diagnostic test and apply it in school, after discussion with concerning teacher and give remedial measures.

Suggested Readings:

1. Sood J.K. 1987 Teaching Life sciences, Kohli Publishers, Chandigarh
2. Sharma L.M. 1977 Teaching of science & life sciences Dhanpat Rai & Sons Delhi.
3. Kulshertha, S.P. 1988 Teaching of Biology, Loyal Book Depot, Meerut
4. Yadav K 1993 Teaching of life sciences Anmol Publishers, Daryagaj, Delhi.
5. Yadav M.S. 2000 Modern methods of teaching sciences, Anmol Publisher, Delhi.
6. Singh U.K. & 2003 Science Education Common wealth publishers Nayab A.K. Daryanganj, New Dlhi.
7. Venkataih, S. 2001 Science Education in 21st Century, Anmol Publishers, Delhi.
8. Yadav, M.S. (Ed.) 2000 Teaching science at High level, Anmol Publishers, Delhi.

9. Edger, Marlow & 2003 Teaching Science successfully, Discovery Rao, D.B. Publishing House, New Delhi.
10. Mangal S.K. 1996 Teaching of Science, Arya Book Depot, New Delhi.
11. Dave, R.H. 1969 Taxonomy of Educational Objectives & Achievement testing London University press London.
12. Sood, J.K. 1989 New Direction in Science Teaching Kohli Publishers Chandigarh.

B.Ed. - I Year Syllabus
Course-8(o) & 9(o) Pedagogy of Chemistry

Max. Marks: 100

Internal:20

External: 80

Learning Outcomes:

To Enable the student teacher to -

- Understand the nature, place, values and objectives of teaching Chemistry at Sedondary/Senior Secondary level.
- Establish its correlation with other subjects.
- Develop yearly plan, unit plan and lesson plan for Secondary/Senior Secondary classes.
- Provide training in Scientific method and develop Scientific temper among their students.
- Use various methods and approaches of teaching Chemistry.
- Acquire the ability to develop instructional support system.
- Plan and organize chemistry practical work in the Laboratory.
- Organize Co-curricular activities and utilize community resources for promoting science learning.
- Use method most appropriate to assess the progress and achievements of the pupil & thus prepare appropriate tests for the purpose (both theoretical & practical)

Unit - I: Nature Scope and Objectives

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

Unit - II: Teacher and Planning

- Qualities & responsibilities of Chemistry teacher, Professional growth.
- Teacher's role in training students in Scientific method and in developing creativity and scientific temper among learners.

- Planning Daily lesson plan, unit plan & yearly plan.

Unit - III: Methods and Approaches

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

Unit - IV: Teaching Learning Material

- Multisensory aids: Charts, models Flannel board, Transparencies, OHP, Radio, T.V. Computer. Improvised apparatus.
- Role of State & National Level Institutions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemical Companies like Hindustan Zinc Ltd.

Unit - V: Evaluation in Chemistry

- Concept, objectives and Importance of CCE.
- Type of test items and their construction.
- Preparation of Blue Print & Achievement Test.
- Diagnostic Testing & Remedial teaching
- Evaluation of practical work in Chemistry.

Practicum/Field Work- (Any two of the following)

1. Perform Some Simple Experiment to clarify any Concept in Chemistry and to develop Observation Skills. Prepare a report of entire activity.
2. Organization of exploratory activities to develop scientific attitude and temper and report experiences
3. Plan an innovation method of teaching chemistry so as to facilitate the correlation of content with other subjects/ day to day life. Teach that lesson in class and report complete activity with your experiences.
4. Write a reflective journal on some innovative trends in Chemistry teaching and their importance in Achieving aims of teaching chemistry at different level.
5. Prepare a diagnostic test and apply it in school, after discussion with concerning teacher and give remedial measures.

Suggested Readings:

1. Yadav, M.S. 1995 Teaching of Chemistry, Anmol Publication, New Delhi.
2. Negi, J.S. & Negi, Rajita 2001 Teaching of Chemistry.
3. Yadav, M.S. 2000 Teaching Science at Higher Level, Anmol Publications, New Delhi.
4. Misra D.C. Chemistry Teaching Sahitya Prakashan, Agra
5. Kherwadkal, Anjali 2003 Teaching of Chemistry by Modern Method, Sarup & Sons. New Delhi.

6. Das R.C. 1985 Science Teaching in Schools, Sterling Publishers Pvt. Ltd. New Delhi.
7. Venkataih, S 2001 Science Education in 21st Century, Anmol Publishers, New Delhi.
8. Rao, D.B. 2001 World Conference on Science Education, Discovery Publishing House, New Delhi.
9. Singh U.K. & Nayak A.K. 2003 Science Education, Common Wealth publishers, Daryanganj, New Delhi.

B.Ed. - I Year Syllabus
Course- 8(p) & 9(p) Pedagogy of Biology

Max. Marks: 100

Internal:20

External: 80

Learning Outcomes:

To enable the student teachers to

- Understand the nature, place, values and objective of teaching Biology at Senior Secondary level.
- Establish its correlation with other subjects.
- Evaluate critically the existing syllabus of Biology prescribed for Secondary/Senior Secondary level in the stage of Rajasthan.
- Develop yearly plan, unit plan and lesson for Senior Secondary classes.
- Provide training in Scientific method and develop Scientific temper among their students.
- Use various methods and approaches of teaching Biology.
- Acquire the ability to develop instructional support system.
- Plan and organize Biological practical in the Laboratory.
- Organise co-curricular activities and utilize community resources for promoting Science learning.
- Use method most appropriate to assess the progress and achievement of the pupil that prepare appropriate tests for the purpose (both theoretical and practical)

Unit - I: Nature, Scope and Objectives

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

Unit - II: Teacher and Planning

- Qualities and responsibilities of Biology teacher. Teachers role in training students in Scientific method and in developing creativity and scientific temper among students.
- Planning lesson plan, Unit plan and yearly plan.

Unit - III: Methods & Approaches

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

Unit - IV: Teaching Learning Material

Classification, importance of teaching learning material, use of:

- Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc.
- Projected aids - Transparencies, slides, projectors, computers,
- Improvised apparatus and low-cost teaching material.
- Planning of biology lab and its use.
- Use of mass media and Computers in Biology Science teaching.
- Resource material and use of local resources in teaching Biology Science

Unit - V: Evaluation in Biology

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

Practicum/Field Work (Any two of the following)

1. Preparation of Scrap book to show the Contribution of any two Biologists
2. Conduct any activity among students for linking child's natural curiosity with natural phenomena like weather, flora and fauna; contexts. Report your Observations.
3. Preparation/ designing programmed instruction material on any topic of Biology to facilitate learners for self –study.
4. Prepare a low cost or waste material-based experiment for secondary/ senior secondary schools.
5. Prepare a plan to assess Students' Practical work in Biology.

Suggested Readings:

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

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

B.Ed. - I Year Syllabus
Course- 8(q) & 9(q) Pedagogy of Physics

Max. Marks: 100

Internal: 20

External: 80

Learning Outcomes:

To enable the student - teachers to

- Understand the modern concept of physics
- Understand aims and objectives of teaching physics.
- Appreciate the contribution of eminent physicists in connection with the development of physics.
- Develop scientific attitude and provide training in scientific method to their students.
- Write the objectives in behavioural terms, analyze the content and be skilled in concept mapping.
- Develop unit and lesson plan.
- Use various methods and teaching aids with appropriateness of content, level and classroom situation.
- Plan and organize physics practical in the laboratory
- Organize co-curricular activities related to physics
- Use methods most appropriate to assess the progress and achievement of the pupils using variety of tools and techniques for physics theory and practical.
- Diagnose the gaps and misconception in learning physics and take remedial measures.

Unit – I: Nature, Scope and Objectives.

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

Unit - II: Teacher and Planning

- Qualities and responsibilities of Physics teacher. Teachers role in training students in Scientific method and in developing creativity and scientific temper among students.

- Planning lesson plan, Unit plan and yearly plan.

Unit - III: Methods and approaches

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

Unit - IV: Teaching Learning Material

Classification, importance of teaching learning material, use of:

- Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc.
- Projected aids - Transparencies, slides, projectors, computers,
- Improvised apparatus and low-cost teaching material.
- Planning of physics lab and its use.
- Use of mass media and Computers in Physical Science teaching.
- Resource material and use of local resources in teaching Physical Science

Unit - V: Evaluation in Physics

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

Practicum/Field Work- (Any two of the following)

1. Prepare a concept map on any topic and explain how it Facilitates Students' Learning.
2. Description and Design of an Improvised Apparatus
3. Write a reflective journal on 'Radiations and Human Health'.
4. Planning an out of class activity to use local resources to teach Physics and report your experiences.
5. Prepare a plan to assess Students' Practical work in Physics.

Suggested Readings:

1. Heiss, oburn and Hoffman: Modern Science "The macmillan company", New York, 1961.
2. Thurber W. and A Collettc: Teaching Science in Today's Secondary Schools Boston Allyan and Bacon Inc. New York, 1959.
3. मंगल एस.के. : साधारण विज्ञान शिक्षण आर्य बुक डिपो, नई दिल्ली, 1996
4. Vaidya, N. "The impact of science Teaching", Oxford and IBH Publishing Company, New Delhi. 1971.
5. Richardson, S : "Science Teaching in Secondary Schools", Prentice Hall, USA 1957.
6. Sharma R.C. and Sukla : 'Modern Science Teaching' Dhanpat Rai and Sons, Delhi, 2002.

7. त्यागी एस.के. : भौतिक विज्ञान शिक्षण साहित्य प्रकाशन, आगरा – 2000
8. Ravi Kumar S.K. “ Teaching of Science" Mangal deep publications 2000.
9. Rao Aman : Teaching of Physics, Anmol Publications, New Delhi 1993
10. Wadhwa Shalini : “Modern Methods of Teaching Physics" Sarup and Sons, New Delhi 2001.
11. Prasad Janardan : “Practical aspects in Teaching of Science", Kanishka publisher, New Delhi 1999.
12. भटनागर ए.बी. : भौतिक विज्ञान शिक्षण आर.लाल. बुक डिपो मेरठ 2000
13. निगम डी.एस. : विज्ञान शिक्षण हरियाण साहित्य अकादमी, चण्डीगढ़, 1990
14. Nanda V.K. : “Science Education today" Anmol Publications Pvt. ltd. New Delhi. 1997.
15. Kumar Amit : “Teaching of Physical Science" Anmol Publications, New Delhi, 1997.
16. नेगी, जे.एस. व नेगी रक्षिता : भौतिकी शिक्षण, विनोद पुस्तक मन्दिर आगरा 1999

B.Ed. - I Year Syllabus
Course: 8(r) & 9(r) Pedagogy of Drawing and Paintings

Max. Marks: 100

Internal: 20

External: 80

Learning Outcomes:

To enable the student teacher to:

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

UNIT- I: Art and Education

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

UNIT- II: Basic Principle of Art Teaching

- Art teaching and creativity.

- Importance of creative activities at various stages of School Education from nursery to secondary level.NCF-2005.
- Emotions, observation and imagination as a basis for creation of Art.
- Free Expression.

UNIT- III: Methods and Aids of Art Teaching

- Method of free expression
- Methods of assigned topic
- Dictated method
- Copy Method, observation
- Visual aids in teaching of Arts, Black board, Art Objects, Reproductions, Photographs and other Teaching Aids.

UNIT- IV: Art Teacher and planning

- The Art Teacher
 - a. Role of Art Teacher in Classroom Teaching
 - b. Qualities of an Art Teacher
- Lesson plan, unit plan in Art teaching.

UNIT- V: Evaluation in Art Teaching

- Concept, objectives and importance of Continuous and comprehensive evaluation (CCE) in Art Education.
- Types of questions best suited for assessing aspects of Art Education questions for testing quantitative skills and questions for testing qualitative skills, open ended questions.
- Blue print: Meaning, concept, need and construction.

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

1. Organize an exhibition on Hand made things.
2. Organize funfair on products related to Art and draft a report with pictures.
3. Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.
4. Field trip/ Educational Tour, Art committee, fair and Exhibition Art galleries and Museum.
5. Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, folk performances in the community.

Suggested Readings:

1. Jefferson, B. (1559): "Teaching Art to Children" Allyan & Bacon Inc. Boston
2. Jeswani, KK.: "Teaching and Appreciation of Art" Atma Ram & Sons
3. Lowenfeld, V (1957): Creative and Mental Growth
4. The Macmillan Comp. New York
5. McDonald, R: Art as Education, "Henry Holt & Company New York
6. Read, Herbert (1942): "Education through Art" Faber & Faber, London.
7. Whitfor, WG (1929): "An Introduction to Art-Educion" D. Appleton &Co.

B.Ed. - I Year Syllabus
Course-8(s) & 9 (s) Pedagogy of Music

Max. Marks: 100

Internal:20

External: 80

Learning Outcomes:

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

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

Unit- I: Nature, Scope and Objectives of music

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

Unit - II: Teacher and Planning

- Qualities and Responsibilities of Music Teacher
- Professional Growth of Music Teacher
- Content Analysis
- Daily lesson plan, unit plan and yearly plan.

Unit - III: Methods and Approaches of Teaching

- Various methods of teaching Music.
- Preparation for community singing
- Techniques and Devices, Fusion of Methods

Unit - IV: Teaching Learning Materials

Classification, importance of teaching learning material, use of:

- Non projected aids- charts, posters, B.B., models, bulletin boards, specimen, flannel board, etc.
- Projected aids - Transparencies, slides, projectors, computers,
- Improvised apparatus and low-cost teaching material.
- Planning of Music lab and its use.
- Use of mass media and Computers in Music teaching.
- Resource material and use of local resources in teaching Music

Unit - V: Evaluation

- Concept, objectives and Importance of CCE, Planning and evaluation of teaching, teacher made tests, type of question, blue print, paper construction.
- Content analysis, daily lesson plan, unit plan, and yearly plan of teaching Music.

Practicum/Field Work (Any two of the following)

1. Make five different teaching materials using different type of teaching aids (chart, Model, Power Point, O.H.P. transparencies of Art subject.
2. Make a pictorial presentation of local musical instruments with its historical and cultural significance.
3. Viewing/listening to live and recorded performances of Classical and Regional Art forms & compile your personal feelings on it.
4. While you were in internship if you found any student worth evaluating on any of the aesthetic arts (Music, Dance, and Drama) make an individual port folio & submit it in college.
5. Visit the website www.kavitakosh.org and pick some Nazm & Gazal of Urdu writers & differentiate the composition form

Suggested Readings

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

**B.Ed. - I Year Syllabus
EPC-1 Drama and Art in Education
(Part I)**

**Max. Marks:50
External:40
Internal:10**

Learning Outcomes:

The student teacher will be able to:

- Understand the important concepts and Prepare unit plan, Lesson plan and yearly plan for different classes.
- Critically evaluate existing school syllabuses and textbooks.
- Prepare suitable teaching aids and use them in the classroom effectively.
- Fulfilment of an individual's potentials through fine art.
- Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.
- Appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange.
- Experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content.

- Understanding basics of different Art forms - impact of Art forms on the human mind
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.
- Enhance skills for integrating different Art forms across school curriculum at secondary level

Unit- I: Art and Education

- Meaning and importance of Art and aesthetics at secondary level of school education.
- Folk art, contemporary art and creative Art.
- Development of aesthetic values through Music, Dance, Drama, Visual Art and Craft.
- Importance of Art exhibitions, galleries live concerns etc. in developing aesthetic sense.

Unit- II: Visual Art and Craft and teaching learning

- Brief knowledge of techniques of visual Art – Sketching, copying, collage and Mosaic work, stenciling and Block, Memory drawing, paper folding, cutting and pasting, cartoon, and other craft.
- Different materials of visual art pencil, charcoal, crayons, water, poster and acrylic colours, pen and ink, Rangoli, alpna, \mandna material, wire, thread, coloured papers, clay and metal scraps etc.
- Creative expression through different visual art techniques in teaching.

Unit- III: Performing Art and teaching, learning

- Basic knowledge of
 - a. Dramatization – concept, types and elements (Gati, Mudra, bhaav, Samvad)
 - b. Music – Hindustani and Karnataka sangeet, classical and folk Music, vocal and instrumental.
 - c. Dance - concept, classical and folk dance.
 - d. Place of performing Art in Indian society.
 - e. Improvising and recreating the various characteristics from society and use in teaching.

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

1. Viewing/listening to live and recorded performances of Classical and Regional Art forms & compile your personal feelings on it.
2. Local field trip for understanding working process of any art work or Art gallery/art form & mention experiences.
3. Organize an exhibition on Hand made things
4. Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, folk performances in the community.
5. Planning and establishment of an art gallery in school.

6. Make five different teaching materials using different type of teaching aids (chart,
7. Individual appraisal through aesthetic portfolio.
8. While you were in internship if you found any student worth evaluating on any of the aesthetic arts (Music, Dance, Drama) make an individual port folio & submit it in college.
9. Draw Caricatures of three renowned Historical personalities.
10. Pick out art-based articles and paintings from famous newspapers and compile the collected information.

Suggested Readings:

1. Gearge Conard: The process of Art education in the elementary school Practice Hall, inc. England, Cliets No.1,1964.
2. Ruth Dunneth: ‘Art and child personality’, Methuen and Co. Ltd. London 1945.
3. Arya Jaides: Kala Ke Adhyapana, Vinod Pustak Mandi, Agra.
4. Kiya Shikshak: Vol. No. 4 April, 1966, Special Number, Art Education, Published by Department of Education, Rajasthan, Bikaner.
5. AAMS: Memorandum on the teaching of Art London.
6. Jeswani K K (1950) Teaching and appreciation arts in schools, Atma Ram and sons Delhi
7. Krishnamurty J (1973) Education & Significance of life, B I Publications Bombay.
8. Kala Shikshan, BSTC, Rajasthan Pathya Pustak Mandal, Jaipur.
9. Veer Ram Avtaar, Bhartiya Sangeet ka Itihaash, (2001) Radha Publication, Delhi
10. Singh Chitra Lekha, Arts Education, Vinod Pustal Mandir, Agra

B.Ed. - I Year Syllabus
Course EPC-2 Reading and Reflecting on Texts

Max. Marks:50

External:40

Internal :10

Learning outcomes:

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

- develop metacognitive awareness to become conscious of their own thinking processes and they grapple with diverse texts.
- enhance their capacities as readers and writers by becoming participants in the process of reading.
- engage themselves with the readings interactively – individually and in small groups.
- Avail opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one’s own opinions or writing within the context of other’s ideas.

Unit- I: Reading and Reflection of Texts

- Concept and meaning of reading and reflection of text.
- Need and importance of reading and reflection on text for Pupil-Teacher.

Reading of empirical, conceptual, historical and policy documents.

- Reflection on text through examination, observation and group discussion.
- 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.

Unit- II: Observation & Discussion

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

Unit- III: Evaluation & Reflection

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

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

1. Preparing a report on empirical, conceptual and historical work, policy documents, and studies about schools, teaching and learning and about different people's experiences.
2. Preparing a conceptual chart on one's own thinking process required for text reading.
3. Preparing a conceptual chart on one's own thinking process required for reflection on text.
4. 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.

Suggested Readings:

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 Syllabus
School Pre- Internship & Criticism (4 weeks)

Pre- internship Activities-

| | |
|--------------------------------------------------|-----------|
| 1. One Week School Observation | 10 |
| 2. School Internship (Three weeks) | |
| For Pedagogy Part – I & | |
| Pedagogy Part – II (10 lessons in each subject) | 20+20= 40 |
| Criticism Lesson | 5+5= 10 |
| 3. Action Research/Survey/Case study (Any one) | 5 |
| Other Activities - | |
| 1. Co-curricular Activities | 10 |
| 2. Open Air Session Two Days | 10 |
| 3. Student-teacher's Multi-dimensional Appraisal | 15 |

SECOND YEAR
(2021-22)
B.Ed. - II Year Syllabus
Course-4 Assessment for Learning

Max. Marks: 100
Internal: 20
External: 80

Learning Outcomes:

The student teacher will be able to:

- To understand assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum.
- To provide broad outlook to go beyond the limited context of syllabus-based achievement testing, achievement scores in a subject linked with the child's overall development.
- To introduce student teachers to the history of evaluation and current practices.
- Understand the different dimensions of learning and related assessment procedures, tools and techniques.
- Analyse, Manage and interpret assessment data.
- Understanding the policy perspectives on examination and evaluation and their implementation practices. Assessment for culturally responsive in diverse classroom.
- Develop critical understanding of issues in assessment and explore, realistic, comprehensive and dynamic assessment process which are culturally responsive for use in the classroom.
- Develop enabling processes which lead to better learning and more confident and creative learners.
- Understand the critical role of assessment in enhancing learning Critiques the traditional purpose of assessment (as a mechanism to filter learners as per their abilities or potentials and thus reducing learning to a limited set of expertise that can be displayed on papers, assessment as a selective and competitive act and achievement as an outcome of individual's innate factors.)

Course Content

Unit- I: Concept of Assessment

- Meaning & concept of assessment, Measurement, and Evaluation and Their Interrelationship, Purpose of Assessment (Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Diagnosing). Principles of Assessment, and Perspectives.

Unit- II: Type of assessment

- Classification of assessment: Base on purpose (Prognostic, Formative, Summative and Diagnostic), Scope (Teacher made Standardized) Attribute measured (Achievement, Aptitude, Attitude, etc), Nature of information gathered (Qualitative, Quantitative) Mode of response (Oral and written, Nature of interpretation (norm referenced, criteria referenced).
- Assessment of cognitive learning: Types and levels of Cognitive learning, understanding and application, thinking skills – convergent, divergent, critical, problem solving and decision making, items and procedures for their assessment.

Unit- III: Continuous and Comprehensive Evaluation (CCE)

- Continuous and Comprehensive Evaluation: Concept, Need and Process.
- Assessment of affective learning: Attitude, values, interest, self – concept; procedures for their assessment.
- Grading: Concept, types and Application, Indicators for grading Psycho-Social dimensions of assessment.
- Individual appraisal through portfolio.

Unit- IV: Assessment Devices

- Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices.
- Assessment of Group Processes – Cooperative Learning and Social Skills.
- Self, Peer and Teacher Assessment.
- Participatory assessment and community monitoring critical analysis of prevalent practices of assessment.
- Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false, etc.) reflecting - Problem solving, creative and critical thinking, enhancing imagination and environmental awareness.
- Limitations of assessment- lock sided assessment, overemphasis on return assessment, stress on rote memorization, and overemphasis on competition.
- Commercialization of assessment

Unit- V: Assessment practices

- Construction and Selection of items, Guidelines for administration and scoring procedure (Manual and electronic), Construction of achievement test.
- –e-assessment.
- Analysis and interpretation of student’s performance; calculation of percentage, measure of central tendency, percentile & percentile rank, graphical representations.
- Relationship of assessment with self esteem; motivation and identity as learner, assessment of fixed and growth mindsets.
- Non-detention policy in RTE act (2009) its merits & demerits; relationship with curriculum, pedagogy and teachers.

Practicum/Field Work (Any two of the following)

1. Prepare a diagnostic test of any subject from upper primary to secondary level, give suggestions for improvement.
2. Presentation of papers on examination and evaluation policies.
3. Individual appraisal of a school student through portfolio.
4. Prepare an annual plan for continuous and comprehensive evaluation at upper primary to senior secondary level any subject.
5. Construction, administration and interpretation of self made achievement text.

Suggested Readings:

1. अस्थाना, विपिन (2009) मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, अग्रवान प्रकाशन, आगरा।
2. पाल, हसराज एवं गर्मा, मंजूलता (2009), मापन आकलन एवं मूल्यांकन शिक्षा प्रकाशन, जयपुर।
3. अनिल कुमार शिक्षा मे मापन एवं मूल्यांकन रजत प्रकाशन, दिल्ली।
4. पाण्डेय, भीघर (2010), शिक्षा में मापन मूल्यांकन, भवदीय प्रकाशन, कैजावाद।
5. गर्मा ज्याति (2009) , शैक्षिक मापन एवं मूल्यांकन, अग्रवान प्रकाशन, आगरा।
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,ll. Eng.2010

**B.Ed. - II Year Syllabus
Course-5 Knowledge and Curriculum**

Max. Marks: 100

Internal:20

External: 80

Learning outcomes:

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

- Conceptualize the meaning and different perspectives of curriculum.
- Understand the epistemological, sociological and the psychological bases of curriculum development.
- Understand the different types of curriculum with respect to their main orientation and approaches.
- Compare and analyze the NCF over the years with respect to their foundation, Considerations, concerns, priorities and goals.

- Understand linkage among curriculum framework and critical issues, which directly and indirectly are related with learning.
- Analyse curriculum framework, in the light of learners' need, and understanding in the light of characteristics.

Unit- I: Introduction to Curriculum

- Meaning of curriculum, four perspectives of curriculum – Traditionalist, Conceptual – Empiricist, Reconceptualists, Social Constructivists.
- Concept of Core curriculum, Hidden curriculum, Spiral curriculum, in legal led curriculum and their relevance.
- 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.

Unit- II: Curriculum transaction

- Nature of learner and learning process: developmental characteristics of learners: developmental tasks; behavioristic, cognitivist and social learning (and their relevance to curriculum development.) learning approaches.
- Teacher as knowledge manager

Unit- III: Epistemological & Sociological bases of curriculum

- Epistemological basis of curriculum: Epistemology: Meaning, concept-and forms of knowledge, structure of a discipline, characteristics of disciplines and levels of understanding.
- Sociological basis, societal needs and aspirations, culture and values, social changes, knowledge explosion /national concerns and goals

Unit- IV: Contemporary bases of Curriculum -

- Globalization localization and privatization, political ideology and technological inferences, economic necessities in reference to curriculum.
- (Cultural context of students: - multicultural, multilingual aspects/ critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.)

Unit- V: Features of curriculum framework-

- 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.
- Nuffield, BSCS, PSCS, NSES. SMSG, with respect to their priorities, concerns nail goals towards school education.

Practicum/Field Work (Any two of the following)

1. Organize 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)
3. On the basis of any textbooks (VI to XII), prepare a list of topics and activities given on: (i) Language and gender (ii) Language and

- peace and write a report on their reflection in the textbooks.
4. Organize a workshop related to curriculum Structure/framework.
 5. Case study of school students to understand Nature of learner and learning process.
 6. Critically evaluate or assess the text book of secondary level of your subject.
 7. Play a drama on good discipline in school.
 8. Content Analysis of any subject school level book in the light of gender issues/values.
 9. Organize tree plantation program with the involvement of community members and school.
 10. Organize awareness campaign for cleanliness in nearby school and at home.
 11. To organize street theatre/play on environment awareness. 2. Organize a seminar on type of Curriculum.
 12. Comparative Analysis of curriculum of school at any one level in the light of NCF 2005.
 13. Prepare Project on NCF2005.
 14. Organize an orientation program for school teachers on NCF2005 and NCFTE 2010.

Suggested Readings:

1. Schilvest, W.H. (2012), curriculum: prospective paradigm and possiilty.M.C. MLLAN publication.
2. Hirst, Paul, H. Knowledge and the curriculum. Routledge publication.
3. Letha ram mohan (2009). Curriculum instrchon and evaluation. Agerwal publication, Agra.
4. Scolt, dand (2003). Curriculum studies: curriculum knowledge. Routledge falmes, m.y. 5. Kelly, AV. (2009). The curriculum: theory and practice sage publication Singapore.
5. श्रीवास्तव, एच.एस.एवं चतुर्वेदी, एम. जी (2010). पाठ्यचर्या और शिक्षण विधियों, शिक्षा प्रकाशन, जयपुर
6. यादव, शियाराम, पाठ्यक्रम विकास अग्रवाल प्रकाशन.2011
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., Ainswcow, 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 experctations for other people's children, the new press.

11. GOI. (1966). Report of the education commission: Education and national development. New Delhi: ministry of education.
12. GOI (1986). National policy of education. GOI.
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. Govinda R. (2011). Who goes to school? Exploring exclusion in Indian education. Oxford University Press.
15. Parekh, B.C. (2000). Rethinking multiculturalism: Cultural diversity and political theory (pp 213-230) Palgrave.
16. UNESCO. (1989) UN convention on the rights of the child. UNESCO.
17. UNESCO. (2006). United Nations convention on the rights of persons with disabilities.
18. UNESCO. (2009) Policy guidelines on inclusion in education UNESCO
19. सिंह डॉ. रामपाल व सेवानी अशोक, शैक्षिक प्रबन्धन एवं विद्यालय संगठन , विनोद पुस्तक मंदिर आगरा
20. सिंह नगेन्द्र, शर्मा रमेश, सेवानी अशोक (2013) भारत में शिक्षा प्रणाली और विद्यालय प्रबंधन, अग्रवाल पब्लिकेशन, आगरा

B.Ed. - II Year Syllabus
Course-10(a) & 11(a) Pedagogy of Hindi (Part II)

Max. Marks: 50

External: 40

Internal: 10

पाठ्यक्रम के विशेष उद्देश्य

- भाषा की अलग-अलग भूमिकाओं को जानना।
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना।
- भाषा के स्वरूप और व्यवस्था को समझना।
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना।
- भाषा और साहित्य के संबंध को जानना।
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना।
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना।
- भाषायी बारीकियों के प्रति संवेदनशील होना।
- अनुवाद के महत्त्व और भूमिका को जानना।
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना।
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना।
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना।

विषयवस्तु

इकाई – 1: सैकण्डरी व सीनीयर सैकण्डरी स्तर पर हिंदी भाषा का पाठ्यक्रम

- सीनीयर सैकण्डरी स्तर पर हिंदी भाषा शिक्षण के उद्देश्य
- सैकण्डरी व सीनीयर सैकण्डरी स्तर पर हिंदी भाषा के पाठ्यक्रम की पाठ्यवस्तु का परिचय
- एनसीएफ 2005 एवं एनसीएफटीई 2009 के प्रावधानों में हिंदी भाषा को दिया गया महत्त्व
- हिंदी भाषा पाठ्यक्रम की पाठ्यवस्तु की प्रकृति, स्वरूप व विभिन्नताओं का अध्ययन
- पाठ्यक्रम में सम्मिलित विभिन्न विधाएँ
- हिंदी भाषा के पाठ्यक्रम में बदलती हुई प्रवृत्तियाँ

इकाई – 2: साहित्यिक अभिव्यक्ति के विविध रूप –

- कविता को पढ़ने-पढ़ाने की कला की बारीकियाँ
- गद्य की विविध विधाओं को पढ़ने-पढ़ाने के विभिन्न चरण
- नाटक को पढ़ने-पढ़ाने के नवीन तरीके
- समकालीन साहित्य की पढ़ाई (बाल साहित्य, दलित साहित्य, स्त्री साहित्य) व विचार मंथन से भाव पक्ष को परखना।
- हिंदी के विविध विधाओं के आधार पर गतिविधियों का निर्माण
- कविता, कहानी, नाटक, निबंध, उपन्यास की पाठ विधि तैयार करने के ध्यातव्य तत्व।

इकाई – 3: हिंदी भाषा के शिक्षक में व्यावसायिक व सौन्दर्यात्मक मूल्यों का विकास सृजनात्मक भाषा के विविध रूप –

- साहित्य के विविध रूप
- स्कूली पाठ्यक्रम में साहित्य के स्तर व तदनुसार पढ़ना-पढ़ाना
- अनुवाद कला और सौंदर्य में भाषा के चमत्कार के प्रसंगों को समझाना

- स्कूली पाठ्यचर्या में मीडिया की भूमिका व प्रासंगिकता
- सृजनात्मक अभिव्यक्ति के रूप में हिंदी अनुवाद (अंग्रेजी और अन्य भारतीय भाषाओं के संदर्भ में) चुने हुए उदाहरण के आधार पर बताया जाएगा।

गतिविधि/पोर्टफोलियो/परियोजना कार्य (कोई दो)

1. हिंदी साहित्य में उल्लिखित किसी भी लेख या कविता के उन 10 अंशों/कविता पंक्ति का उल्लेख करो जो आपको अत्यन्त मार्मिक लगी। यह भी उल्लेख करें कि वह आपके अन्तःकरण को क्यों छू गई।
2. किसी प्राकृतिक तत्व/उपादान यथा (चन्द्रमा, रात्री, उषा, वर्षा, पेड़) पर आधारित करते हुए काव्यात्मक/भावमय लेख या कविता लिखें तथा उस पर अपने महाविद्यालय शिक्षकों/साथियों से समीक्षात्मक टिप्पणी लें।
3. हिंदी भाषा में लिखित अत्यन्त छोटी कविताओं (लगभग 2 से 6 पंक्ति) का संग्रह कर उनका रिकार्ड संधारण करें तथा उन्हें कंठस्थ करें।
4. अभिक्रमित अधिगम सामग्री (व्याकरण के किसी बिन्दु पर)

संदर्भ पुस्तकें :

1. हिन्दी शिक्षण रमन बिहारीलाल
2. हिन्दी भाषा शिक्षण भाई योगेन्द्रजीत
3. माध्यमिक विद्यालयों में हिन्दी शिक्षण निरंजनकुमार सिंह
4. हिन्दी भाषा शिक्षण भोलानाथ तिवारी तथा कैलाशचंद भाटिया
5. भाषा शिक्षण रविन्द्रनाथ श्रीवास्तव
6. मानक हिन्दी व्याकरण आचार्य रामचन्द्र वर्मा
7. भाषा ब्लूम फील्ड
8. शुद्ध हिन्दी डॉ० भागीरथ मिश्र
9. हिन्दी उच्चारण एवं वर्तनी भगवती प्रसाद शुक्ल
10. 10. हिन्दी की ध्वनियों और उनका शिक्षण के.के.सुखिया
11. अभिव्यक्ति विज्ञान – भोलानाथ तिवारी तथा कृष्ण दत्त शर्मा
12. व्यावहारिक हिन्दी व्याकरण – हरदेव बाहरी
13. नागरी लिपि और हिन्दी वर्तनी – अनन्त चौधरी
14. शब्दार्थ दर्शन – रामचन्द्र वर्मा
15. भाषा सम्प्राप्ति मूल्यांकन – के.जी.रस्तोगी
16. हिन्दी शब्दानुशासन – किशोरीदास वाजपेयी

B.Ed. - II Year Syllabus Course-10(b) & 11(b) Pedagogy of Sanskrit (Part II)

Max. Marks:50

External:40

Internal:10

Learning Outcomes:

- To understand the role and importance of Sanskrit and its cultural background.
- To be able to develop creativity among learners.
- To be able to know the place of Sanskrit in curriculum.
- To understand the use of language in context, such as grammar and vocabulary in context.

- To be able to practice the language teaching skills.
- To understand and prepare various kinds of lesson plans.
- To understand the relationship between curriculum, syllabus and textbooks in Sanskrit.
- To appreciate the use of audio, audio-visual aids and ICT (Internet and Computer Technology).

Unit - I: Language, Literature and Aesthetic Development of a Teacher

- Different Creative forms of Sanskrit Language
- Understanding different forms of literature
- Literature in the school curriculum: Need, objectives and relevance
- Role and relevance of media in school curriculum
- Translation: Importance and need, Translation as a creative activity: through examples of translated texts into Sanskrit from different Indian languages.
- Teaching of Different Forms of Sanskrit Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in Sanskrit; Developing tasks and materials for study skills in Sanskrit literary forms; The study of trends of contemporary Indian literature

Unit - II: Sanskrit Curriculum at Secondary & Senior Secondary level

- Understanding the relationship between curriculum, syllabus and textbook
- Selection of materials; Development of activities and tasks
- Connecting learning to the world outside
- Moving away from rote-learning to constructivism

Unit -III: Professional Development of Sanskrit Teacher

- Qualities of a good Sanskrit Teacher
- Development of good Communication Skills
- Teacher as a thinker
- Teaching values through organisational setup & teachers' behaviour
- Teacher as a Researcher.

Developing competencies to prepare a lesson plan based on the following concepts

- a. Teaching with Creativity
- b. Teaching with ICT support
- c. Teaching with Spiritual Practices
- d. Teaching through Dialogue and Brainstorming

Practicum/Field Work (Any two of the following)

1. Select any text book of Sanskrit subject and analyse it from the point that how it is developing cultural, social, ethical & aesthetic values.
2. Search on internet some major Classical/Mythological book selling centres of India and list them with some small descriptions on them
3. Collect 20 Neeti Slokas of Sanskrit and distribute/recite them among the students & keep a filed record of the same with you.

Suggested Readings:

1. Apte, D.G.and Dongre, P.K. Teaching of Sanskrit in Secondary School.
2. ब्लूम फील्ड, अनुवादक-प्रसाद, डॉ० विश्वनाथ,{1968}'भाषा'दिल्ली-7 बंगलो रोड जवाहरनगर ।
3. Bokil, V.P. and Parason, M.R.: A New Approach to Sanskrit, Lokasangrapa Press, Poona.
4. चौबे, बी.एन. संस्कृत शिक्षण
5. चतुर्वेदी एस.आर. संस्कृत शिक्षण
6. K.Verma Raja : Teaching of Sanskrit.
7. Kale, M.R. : The Higher Sanskrit Grammar.
8. Lado, Robert (1961). "Language Teaching". London : Longman.
9. मित्तल, डॉ. सन्तोष (1999-2000), संस्कृत शिक्षण, मेरठ, आर लाल डिपो।
10. नारंग, वैशना (1996), सम्प्रेषणात्मक भाषा शिक्षण, नई दिल्ली प्रकाशन संस्थान दयानंद मार्ग।
11. सफाया आर.एन. (1990), संस्कृत शिक्षण, चण्डीगढ़, हरियाणा साहित्य अकादमी।
12. Sharma, Bela Rani, (2002) "Modern Methods of Teaching Sanskrit". New Delhi 110088.

B.Ed. - II Year Syllabus Course-10(c) & 11(c) Pedagogy of English(Part II)

Max. Marks:50

External:40

Internal:10

Learning Outcomes:

- To understand the role and importance of English and its cultural background.
- To be able to develop creativity among learners.
- To be able to know the place of English in curriculum.
- To understand the use of language in context, such as grammar and vocabulary in context.
- To be able to practice the language teaching skills.
- To understand and prepare various kinds of lesson plans.
- To understand the relationship between curriculum, syllabus and textbooks in English
- To appreciate the use of audio, audio-visual aids and ICT (Internet and Computer Technology)
- Understand and develop the professional competencies & skills

Unit- I: Language, Literature and Aesthetic Development of a Teacher

- Different Creative forms of English Language
- Understanding different forms of literature
- Literature in the school curriculum: Need, objectives and relevance
- Role and relevance of media in school curriculum

- Translation: Importance and need, Translation as a creative activity: through examples of translated texts into English from different Indian languages.
- Teaching of Different Forms of English Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in English; Developing tasks and materials for study skills in English literary forms; The study of trends of contemporary Indian, Asian and European literature; Lesson planning in prose, poetry and drama at various school levels.

Unit - II: Development and Analysis of Syllabus and Textual Materials

- Understanding the relationship between curriculum, syllabus and textbook
- Selection of materials; Development of activities and tasks
- Connecting learning to the world outside
- Moving away from rote-learning to constructivism (using constructivist approach in the teaching of English).
- Teacher as a researcher.

Unit - III: Professional Development of English Teacher

- Importance of in-service programmes for English teacher.
- Role of English teachers' association.
- Development of professional competencies of English teacher.
- Professional ethics of English teacher.
- Research in teaching and learning of English.

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

1. List 10 idioms & 25 proverbs and discuss in classroom to test how many of the students already know. Draft the experience.
2. After a good internship experience list some of the common errors students commit & suggest a Remedial plan
3. Do an analytical English book review of Secondary level.
4. Preparing a programmed learning programme on any grammar point.

Suggested Readings:

1. Bansal, R.K. and Harrison, J.B. (1972): Spoken English for India. Madras: Orient Longman Ltd.
2. Baruah, T.C. (1985): The English Teachers' Handbook, New Delhi: Sterling Publishing Pvt. Ltd.
3. Bright and McGregor: Teaching English as Second Language, Longman.
4. Brumfit, C.J. (1984): Communicative Methodology in Language Teaching. Cambridge: C.U.P.
5. Collins Cobuild English Grammar (2000) Harper Collins Publisher, India.
6. Doff, A. (1988): Teach English: Cambridge: CUP.
7. Freeman, Diane-Larsen (2000): Techniques and Principles in Language Teaching. Oxford: OUP

8. Gimson A.C. (1980): An Introduction to the Pronunciation of English. London: Edward Arnold.
9. Hornby, A. S. (1968): A Guide to Patterns and Usage in English. Oxford: OUP.
10. Leech, Geoffrey and Svartvik, (2000) Communicative Grammar of English Cambridge C.U.P.
11. Paliwal, A.K. (1998): English Language Teaching, Jaipur: Surbhi Publication.
12. Palmer, H.L. (1964-65): The Principles of Language Study, London: O.U.P.
13. Quirk, Randolph and Greenbaum, (1973): A University Grammar of English, London.
14. Roach, Peter, (1991): English Phonetics and Phonology. Cambridge, C.U.P.
15. Thomson, A.J. and Martinet (1998) A Practical English Grammar, ELBS, O.U.P.

**B.Ed. - II Year Syllabus
Course-10(d) & 11(d)
Pedagogy of Urdu (Part II)**

Max. Marks:50

External:40

Internal:10

Learning Outcomes:

- Understand the relation between literature and language;
- Understand and appreciate different forms of language;
- To be able to develop creativity among learners;
- Understand the use of language in context, such as grammar and vocabulary;
- To be able to develop activities and tasks for learners;
- Understand about the teaching of poetry, prose and drama;
- Develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- Develop and use teaching aids in the classroom both print and audiovisual material, and ICT (Internet and Computer Technology)
- 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 surroundings, people and the nation;
- Understand need and function of language lab

Unit -I: Language, Literature and Aesthetic Development Of Teacher

- Different Creative Forms of Urdu Language: Understanding different forms of literature; Literature in the school curriculum: Needs, objectives and relevance
- Translation: Importance and need
- Teaching of Different Forms of Urdu Literature—Poetry, Prose, Drama
- Introduction of various literary forms of Urdu language, Classical Urdu literature and modern Urdu literature,

- Main literary movements of Urdu literature-Aligarh Movement, Progressive Movement
- Main Schools of Urdu Poetry-Dabistan-eLukhnow; Dabistan-e-Delhi
- Various forms of Urdu literature: Prose-Novel, Afsana, Drama, Inshaiya: Poetry-Ghazal, Nazm, Qasida, Marsiya and Masnavi
- Qualities of a good Urdu Teacher
- Research areas in Teaching and learning of Urdu

Unit -II: Development and analysis of syllabus and textual Materials

- Understanding the relationship between curriculum, syllabus and textbook; Connecting learning to the world outside; Moving away from rote-learning to constructivism; A surface introduction to the curriculum at secondary & Senior Secondary Level.

Unit - III: Professional Development of urdu Teacher

- Importance of in-service programmes for urdu teacher.
- Role of urdu teachers' association.
- Development of professional competencies of urdu teacher.
- Professional ethics of urdu teacher.
- Research in teaching and learning of urdu.

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

1. Organise a workshop/seminar/conference on the topic 'Language of Children' or any other similar related topic & prepare a report
2. Prepare a list of 10 idioms (using them in sentences) and 10 proverbs (explaining them) in Urdu.
3. Select any Urdu Shayar's work on the website www.kavitakosh.org and critically evaluate the same.

Suggested Readings:

1. Hum Urdu Kaise Padhen : Muinuddin
2. Urdu Zaban Ki Tadress : Moenuddin
3. Taders-e-Zaban-e-Urdu : Inamullah Sharwani
4. Hum Urdu Kaise Likhaan : Rasheed Hasan Khan
5. Urdu Imla : Rasheed Hasan Khan
6. Quwaid-e-Urdu : Maluvi Abdul Haq
7. Fun-e-Taleem – Tarbal : Fazal Hussain
8. Ghazal and Dars-e-Ghazal : Akhtar Ansari
9. Zaban, Zindgi aur Taleem : Khwaja Gulamus Syeden

B.Ed. - II Year Syllabus
Course-10(e) & 11(e) Pedagogy of Social Sciences (Part II)

Max. Marks:50

External:40

Internal:10

Learning Outcomes:

The Student-teachers will be able to-

- Develop an understanding of the Curriculum of Social sciences at secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

Unit- I: Social Science curriculum at secondary level

- Principles and approaches of curriculum construction.
- New trends in social science curriculum.
- A critical appraisal of existing social science curriculum at secondary stage prescribed by board of secondary education Rajasthan.
- Enrichment in social science teaching for multidimensional aspects of knowledge.
- Content analysis of social science in following perspective – (a) Indigenous nature (b) Socio-cultural, economics & political issues (c) Relevancy to modern society

Unit- II: Learning resources in Social Science

- Learning resources social science club, exhibition, projects, quiz, social survey, social science laboratory, text books and other reference materials (online & offline).
- Museum
- Projected and non-projected teaching aids
- Use of ICT: Video clips, Power point presentations, films etc

Unit- III: Professional Development of Teachers

- Professional competencies of subject teacher
- Professional development programmes for teachers; planning, organization & evaluation.
- Reflective & Innovative practices in professional development of teachers.
- Professional ethics of Social sciences teachers.

Practicum/Field Work (Any two of the following)

1. Prepare and present a lesson through power point presentation on any topic of your choice.

2. Mark any one student with less than 60% marks in social science, diagnose their difficulties and give appropriate remedial measure.
3. Read a book related to professional development of teacher and prepare an abstract.
4. Prepare a programmed learning programme on any topic.

Suggested Readings:

1. त्यागी, गुरुसरनदास, (2007-08), "सामाजिक अध्ययन शिक्षक," प्रेमलता प्रिण्टर्स, आगरा।
2. सिङ्गाना एवं अशोक, (2007), "सामाजिक अध्ययन शिक्षक," शिक्षा प्रकाशन, जयपुर।
3. शर्मा, हनुमान सहाय, (2005), "सामाजिक पर्यावरण अध्ययन शिक्षक," राधा प्रकाशन मन्दिर परशुरपुरी, आगरा 282002।
4. मिश्रा, महेन्द्र कुमार, (2008), "सामाजिक अध्ययन शिक्षक," क्लासिक कलैक्शन, जयपुर।
5. शैदा बी.डी, शैदा ए.के, "सामाजिक अध्ययन शिक्षक," आर्य बुक डिपो, करोल बाग नई दिल्ली-110005।
6. पाण्डेय, सोहनलाल, (2006), "सामाजिक विज्ञान शिक्षक," याम प्रकाशन, जयपुर।
7. तायल बी.बी, (2002), "न्यूकोर्स सामाजिक विज्ञान," आर्य पब्लिकेशन, करोल बाग नई दिल्ली-110005।
8. गर्ग, भवरलाल (1995), "सामाजिक विज्ञान शिक्षक," विनोद पुस्तक मन्दिर, आगरा।
9. Bedi Yesh Pal, (1980), "social and preventive medicine", Atma ram sons, karmese gate, Delhi
10. Gilby Thomas, (1953), "Between community and society" Longmans, Green and co. London, New York
11. Chitambar J.B, (1987), "Introductory Rural Sociology" Wiley Eastern Limited. New Bangalore
12. Ganguli B.N, (1977), "Social Development" AB/9 Safdarjang Enclave, New Delhi
13. Reddy L. Venkateswara, (2005), "methods of Teaching Rural Sociology" Discovery Publishing House, 4831/24, Anrari Road, Prahlad street Darya Ganj, New Delhi

**B.Ed. - II Year Syllabus
Course-10(f) & 11(f) Pedagogy of Civics (Part II)**

Max. Marks:50

External:40

Internal:10

Learning Outcomes:

The contents will enable the student teacher to

- Develop an understanding of the contents of secondary and senior secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

Unit- I: Civics Curriculum at Secondary Level

- Principles and approaches of curriculum construction.
- New trends in Civics curriculum
- A critical appraisal of New trends in Civics curriculum at Secondary & Senior Secondary Stage prescribed by State board.
- Knowledge building through multiple reading
- Content analysis of Civics in the following perspective –
(a) Constitutional aspects (b) International contents (c) Current Burning issues
(d) Contents in local context

Unit- II: Learning resources in Civics

- Learning resources - Exhibition, Projects, Quiz, Civics Room, Text Books and other reference materials (online & offline), Museum
- Projected and Non-Projected teaching aids
- Use of ICT: Video clips, Power points presentations, films etc

Unit- III: Professional Development of Teachers

- Professional competencies of Civics teacher.
- Professional development programmes for Civics teachers, planning, organization & evaluation.
- Reflective & Innovative practices in professional development of teachers.
- Enriching knowledge of contents through e-learning.

Practicum/Field Work (Any two of the following)

1. Visit any Institution under Panchayati Raj and collect its institutional profile through structured/unstructured interview.
2. Do the content analysis of any book of Civics from the state board & find out the obsolete/irrelevant/repeated contents
3. Collect the details of various pressure groups operating in local politics & mention how they affect the political on-goings

Suggested Readings:

1. Bining and Bining: Teaching of Social Studies in Secondary Schools, New York.
2. Bourne H.E.: Teaching of History and Civics, Bombay, Longmans 1972.
3. Harlikar: Teaching of Civics in India, Bombay, Padma Publications Ltd.
4. Kochhar, S.K.: Teaching of S.Sc..Sterling Publishers Pvt. Ltd., New Delhi.
5. Raic B.C. : Methods of Teaching Civics, Lucknow, 1985-86.
6. बघेला, हेतसिंह : नागरिक शास्त्र शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर 1993
7. त्यागी, गुरसरनदास : नागरिक शास्त्र का शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
8. मित्तल, एम0एल0 : नागरिक शास्त्र का शिक्षण, लायल बुक डिपो, मेरठ
9. कुदेसिया, उमेश चन्द्र : नागरिक शास्त्र शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
10. सिंह, रामपाल : नागरिक शास्त्र शिक्षण, आर0लाल0 बुक डिपो, मेरठ।
11. क्षत्रिय, के0 : नागरिक शास्त्र शिक्षण, लायल बुक डिपो, मेरठ
12. श्रीमती संध्या मुखर्जी : नागरिक शास्त्र शिक्षण, प्रकाशन केन्द्र, लखनऊ, 1985-86।

B.Ed. - II Year Syllabus
Course-10(g) & 11(g) Pedagogy of History (Part II)

Max. Marks:50

External:40

Internal:10

Learning Outcomes

The Student-teachers will be able to-

- Develop an understanding of the Curriculum of History at Senior secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

Unit- I: History curriculum at Secondary Level

- Principles and approaches of curriculum construction.
- New trends in history curriculum.
- A critical appraisal of existing history curriculum at secondary stage prescribed by State board.
- Knowledge building through multiple reading.
- Content analysis of history in following perspective –
(a) Indigenous nature (b) International happenings and impact on our nation
(c) History of various civilizations (d) History of colonial India.

Unit- II: Learning resources in history

- Learning resources - exhibition, projects, quiz, history room, text books and other reference materials (online & offline), Museum
- Projected and non-projected teaching aids
- Use of ICT: Video clips, Power point presentations, films etc

Unit- III: Professional Development of Teachers

- Professional competencies of subject teacher.
- Professional development programmes for history teachers, planning, organization & evaluation.
- Reflective & Innovative practices in professional development of teachers.
- Enriching knowledge of content through e-learning.

Practicum/Field Work (Any two of the following)

1. Pick any event from the history of colonial India & State how that event is still having its impact on the present-day happenings.
2. Prepare a power point presentation on any historical fort.
3. Write a note on any eminent historical writer of medieval era.

Suggested Readings:

1. Aggrawal, J.C. Teaching of History (A practical Approach), Vikas Publishing House Pvt. Ltd., New Delhi.
2. Choudhary. K.P.; Effective teaching of History in India, NCERT.
3. Ghate, V.D.; Suggestions for the teaching of History in India.
4. Ghose, K.D.; Creative teaching of History OUP
5. Hill, C.P.: Suggestions on the teaching of History.
6. Kochhar, S.K.: Teaching of History, Sterling Publishers Private Limited, New Delhi.
7. Verjeshwary, R.: Hand Book for History teacher in India.
8. Dixit, Upender Nath and Baghela, Het Singh: History teaching, Raj.Hindi Granth, Akadami, Jaipur
9. Ghate, B.D.; History teaching, Hariyana
10. Tyagi, Gurusharan: History teaching, Vinod Publication, Agra.

B.Ed. - II Year Syllabus
Course-10(h) & 11(h) Pedagogy of Economics (Part II)

Max. Marks:50

External:40

Internal:10

Learning Outcomes:**The contents will enable the student teacher to**

- Develop an understanding of the content of secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

Unit- I: Economics Curriculum at Secondary Level

- Principles and approaches of curriculum construction.
- New trends in Economics Curriculum
- A critical appraisal of New trends in Economics curriculum at Secondary Stage prescribed by State board.
- Knowledge building through multiple reading
- Content analysis of Economics in the following perspective –
 - a. Contents of Macro Economics
 - b. Contents of Micro economics
 - c. Contents in local context
 - d. Contents of International Importance

Unit- II: Learning resources in Economics

- Learning resources - Exhibition, Projects, Quiz, Economics Room, Text Books and other reference materials (online & offline), Museum, Financial Institutions.
- Projected and Non-Projected teaching aids
- Use of ICT: Video clips, Power point presentations, films etc
- Communicity resources

Unit- III: Professional Development of Teachers

- Professional Competencies of Economics Teacher.
- Professional development Programmes for Economics teachers, planning, organization & evaluation.
- Reflective & Innovative practices in Professional development of teachers.
- Enriching knowledge of contents through e-learning.
- Professional ethics of economics teachers.

Practicum/Field Work (Any two of the following)

1. Make a complete profile of a Business House of India including the inception, set up, product range, product mix and the revenue output
2. Prepare a report on any Monopolistic or Oligopolistic market situation of state.
3. Prepare two articles from the 'Economic Times' news paper which must be related to some issue of international crisis

Suggested Readings:

1. Kanwar, B.S.: Teaching of Economics, Prakash Bros, Ludhiana, 1973.
2. Rai, B.C.: Methods of Teaching Economics, Publication Centre, Lucknow, 1986.
3. Siddiqi, M.H.: Teaching of Economics, Ashish Publishing House, New Delhi 1993.
4. Bawa, Dr. M.S. (ed): Teaching of Economics: Contemporary Methods and Strategies for Secondary and Senior Secondary levels, Teachers' Hand-book; Institute of Advanced Studies in Education, Department of Education, University of Delhi, 1995.
5. Tyagi, G.D., Arthashastra Shikshan, Vinod Pustak Mandir, Agra-2005.

B.Ed. - II Year Syllabus Course-10(g) & 11(g) Pedagogy of Chemistry (Part II)

Max. Marks:50

External:40

Internal:10

Learning Outcomes-

Student-teachers will be able to: -

- Understand the approaches of curriculum construction.
- Explore new trends in Chemistry curriculum.

- Explore different ways of creating learning situations for different concepts of Chemistry.
- Facilitate development of scientific attitudes in learners.
- Select appropriate learning resources and teaching –learning material
- Develop ability to use Chemistry concepts for life skills.
- Develop competencies for teaching, learning of Chemistry through different measures.
- To introduce with Professional development programmes of teachers.

Unit- I: Chemistry curriculum at secondary level

- Principles and approaches of curriculum construction.
- New trends in Chemistry curriculum.
- A critical appraisal of existing Chemistry curriculum at senior secondary stage prescribed by board of secondary education Rajasthan.
- Enrichment in Chemistry teaching for developing scientific creativity.
- Chemistry Curriculum- Vision, Main goals of teaching Chemistry, Core areas of curricular choices at different stages of school Chemistry education.

Unit- II: Learning resources in Chemistry

- Learning resources science club, Science fair, exhibition, projects, quiz, Models, Puzzles, Poster Making
- Developing science kit and chemistry laboratory: Designing Chemistry laboratory. Planning and organizing field observation; audio-visual materials, multimedia-selection and designing. Use of ICT. Using community resources in science. Pooling of learning resources in school complex/ block/district level.
- Chemistry Text books and reference materials- news- letters, Encyclopedia, Reference books and other online resources.

Unit- III: Professional Development of Teachers

- Professional competencies of subject teacher
- Professional development programmes for teachers; planning, organization & evaluation.
- Professional Ethics of Chemistry teacher.
- Reflective & Innovative practices in professional development of teachers.

Practicum/Field Work– (Any two of the following)

1. Write a reflective journal on ‘Developing Scientific Creativity’
2. Prepare ICT based lesson plan in Chemistry and Execute it.
3. Read any Article /book on Professional Development of teachers and prepare an abstract.

Suggested Readings:

1. Yadav, M. S. 1995, Teaching of Chemistry, Anmol Publication, New Delhi.
2. Megi, M. S. 1995, Teaching of Chemistry, Anmol Publication, New Delhi.

3. Yadav, M. S. 2000: Teaching Science at Higher level, Anmol Publications, New Delhi.
4. Misra, D. C.: Chemistry Teaching, Sahitya Preparation, Agra.
5. Khirwadbar, Anjab 2003: Teaching of Chemistry by Modern Method, Sarup & Sons. New Delhi.
6. Das, R. C. 1985: Science Teaching in Schools, Sterling Publishers Pvt. Limited. New Delhi
7. Venkataih, S., 2001: Science Education in 21st Century, Anmol Publishers, New Delhi.
8. Rao, D. B. 2001: World conference on Science Educaiton Discovery publishing work, New Delhi.
9. Singh, U. K., & Nayab, A. K. 2003: Sciece Education, Commonwealth Publishers, Daryaganj, New Delhi.
10. Singh, Y. K., & Sharma Archnesh, 2003: Modern Methods of Teaching Chemistry A. P. H. Publishing Cooperation, Daryaganj, New Delhi.

**B.Ed. - II Year Syllabus
Course-10(h) & 11(h) Pedagogy of Biology (Part II)**

Max. Marks:50

External:40

Internal:10

Learning Outcomes: -

Student-teachers will be able to: -

- Understand the approaches of curriculum construction.
- Explore new trends in Biological Science curriculum.
- Explore different ways of creating learning situations for different concepts of biological science.
- Facilitate development of scientific attitudes in learners.
- Select appropriate learning resources and teaching –learning material
- Develop ability to use biological science concepts for life skills.
- Develop competencies for teaching, learning of biological science through different measures.
- To introduce with Professional development programmes of teachers.

Unit- I: Biological Science curriculum

- Principles and approaches of curriculum construction.
- New trends in Biological science curriculum.
- A critical appraisal of existing Biological science curriculum at Seniorsecondary stage prescribed by board of secondary education Rajasthan.
- Enrichment in Biological science teaching for developing scientific attitude.

- Biological Science Curriculum- Vision, Main goals of teaching Biological Science, curricular choices at different stages of school Biological Science education.

Unit- II: Learning resources in Biological Science

- Learning resources science club, Science fair, exhibition, projects, quiz, Models Puzzles, Poster Making
- Developing science kit and biological science laboratory; Designing biology laboratory. Planning and organizing field observation; audio-visual materials, multimedia-selection and designing. Use of ICT. Using community resources in science. Pooling of learning resources in school complex/ block/district level.
- Biological Science Text books and reference materials- news- letters, Encyclopedia, and other online resources.

Unit- III: Professional Development of Teachers

- Professional competencies of subject teacher
- Professional development programs for teachers; planning, organization & evaluation.
- Professional Ethics of Biological Science teacher.
- Reflective & Innovative practices in professional development of teachers.

Practicum/Field Work (Any two of the following)

1. Being a Biology teacher how you will remove superstitions from the Society. Report your Strategic planning.
2. Plan and Organize a Quiz Competition in a school, on the themes of Biology. Report entire activity
3. Group Discussion on 'Professional Ethics of Biological Science teacher'. Write your conclusions.

Suggested Readings:

1. Sood, J.K., 1987: Teaching Life Sciences, Kohali Publisher, Chandigarh.
2. Sharma, L.M., 1977: Teaching of Science & Life Science, Dhanpat Rai & Sons, Delhi
3. Kulshrestha, S.P., 1988: Teaching of Biology, Loyal Book Depot, Meerut
4. Yadav K., 1993: Teaching of Life Science, Anmol Publisher, Daryaganj Delhi.
5. Yadav, M.S., 2000: Modern Methods of Teaching Science, Anmol Publishers, Delhi.
6. Singh, U.K. & Nayab, A.K., 2003: Science Education Commonwealth Publishers, Daryaganj, New Delhi
7. Venkataih, S., 2001: Science education in 21st century Anmol Publishers, Delhi
8. Yadav, M.S.(Ed.), 2000: Teaching Science at Higher Level, Anmol Publishers, Delhi
9. Ediger, Marlow & Rao, D.B., 2003: Teaching Science Successfully Discovery Publishing House, New Delhi

10. Mangal, S.K., 1996: Teaching of Science, Arya Book Depot, New Delhi
11. Dave, R.H., 1969: Taxonomy of Educational objectives & Achievement Testing, London University Press, London.
12. Sood, J.K., 1989: New Directions in Science Teaching, Kohli Publishers, Chandigarh.

B.Ed. - II Year Syllabus
Course-10(i) & 11(i) Pedagogy of General Science (Part II)

Max. Marks:50

External:40

Internal:10

Learning Outcomes:

Student-teachers will be able to: -

- Understand the approaches of curriculum construction.
- Explore new trends in General Science curriculum.
- Explore different ways of creating learning situations for different concepts of General science.
- Facilitate development of scientific attitudes in learners.
- Select appropriate learning resources and teaching –learning material
- Develop ability to use General science concepts for life skills.
- Develop competencies for teaching, learning of General science through different measures.
- To introduce with Professional development programmes of teachers.
- To plan organization and report on various programmes of Professional development of teachers.

Unit- I: General Science curriculum at secondary level

- Principles and approaches of curriculum construction.
- New trends in General science curriculum.
- A critical appraisal of existing General science curriculum at secondary stage prescribed by board of secondary education Rajasthan.
- Enrichment in General science teaching for developing scientific creativity.
- General Science Curriculum- Vision, Main goals of teaching General Science, Core areas of concerns in General science, curricular choices at different stages of school General Science education.

Unit- II: Learning resources in General Science

- Learning resources science club, exhibition, projects, quiz, Models Science fair, Puzzles.
- General science laboratory- Set up and importance
- General Science Text books and reference materials- news- letters, Encyclopedia, Reference books and other online resources.

- Identification and use of learning resources in general science exploring alternative sources; Developing science kit and laboratory; Planning and organizing field observation; audio-visual materials, multimedia-selection. Use of ICT. Using community resources in science. Pooling of learning resources in school complex/ block/district level.

Unit- III: Professional Development of Teachers

- Professional competencies of subject teacher
- Professional development programmes for teachers; planning, organization & evaluation.
- Professional Ethics of general Science teacher.
- Reflective & Innovative practices in professional development of teachers.

Practicum/Field Work- (Any two of the following)

1. Analyse General Science Curriculum of upper primary classes (VI-VIII) and Give your Suggestions keeping in mind the recommendations of NCF 2005.
2. Arrange an activity for the students where they will Face a problem to be solved Creatively like- make paper planes (*Hawai jahaj*) and fly it to maximum Distance, move/ let it fall an empty bottle kept in a shut room (without touching it) etc. Report your Observations and Interesting Findings
3. Organise a group discussion on ‘Reflective & Innovative practices in professional development of teachers’ and summarize your conclusions.
4. Visit Ayurveda college/ science labs to address lauding their working process and draft a report on their contribution to prosperity.
5. Prepare a concept map on any theme of General Science and explain its importance for Teaching and learning.
6. Collect Information about Indian Cultural traditions and find out the scientific basis or hidden concern for life and preservation of environment.
7. Being a Science teacher how you will remove superstitions from the Society. Report your Strategic planning.
8. Prepare a diagnostic test and apply it in school, after discussion with concerning teacher and give remedial measures.

Suggested Readings:

1. Sood, J.K. (1987): Teaching Life Sciences, Kohli Publishers, Chandigarh.
2. Sharma, L.M. (1977): Teaching of Science and Life Sciences, Dhanpat Rai & Sons, Delhi.
3. Kulshreshtha, S.P. (1988): Teaching of Biology, Loyal Book Depot, Merrut
4. Yadav, K. (1993): Teaching of Life Science Anmol Publishers, Daryaganj, Delhi.
5. Yadav, M.S. (2000): Modern Methods of Teaching Sciences, Anmol Publishers, Delhi

6. Singh, U.K. & Nayab, A.K. (2003) : Science Education Commonwealth Publishers, Daryaganj, New Delhi
7. Venkataih, S. (2001): Science Education in 21st Century, Anmol Publishers, Delhi.
8. Yadav, M.S. (Ed.) (2000): Teaching Science at Higher Level, Anmol Publishers, Delhi.
9. Edger, Marlow & Rao, D.B. (2003): Teaching Science Successfully, Discovery Publishing House, New Delhi.
10. Mangal, S.K. (1996): Teaching of Science, Arya Book Depot, and New Delhi.
11. Dave, R.H.: (1969): Taxonomy of Educational Objectives and Achievement Testing, London University Press, London.
12. Sood. J.K. (1989): New Directions in Science Teaching, Kohli Publishers, Chandigarh.

B.Ed. - II Year Syllabus
Course-10(j) & 11(j) Pedagogy of Accountancy

Max. Marks:50

External:40

Internal:10

Learning Outcomes:

The Student- teacher will be able:

- To help the students to acquire the basic understanding in the field of Accountancy.
- To develop the ability to plan curriculum and instructions in Accountancy 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 Accountancy and to develop the skill of using the same.
- To develop the ability of preparing an achievement test.
- To develop commercial efficiency among students

Unit - I: Accountancy Curriculum at Senior Secondary level

- Aims & Objectives of teaching Accountancy at Senior Secondary level.
- A critical appraisal of existing Accountancy Curriculum of 11 & 12 Class prescribed by board of Secondary Education Rajasthan
- New trends in Accountancy

Unit - II: Resources in Accountancy

- Teaching Learning Resources: Books, Journals, Newspapers, Self-explanatory & User-friendly Software, Internet, Encyclopedias, Customized Teaching Modules

- Teaching Accountancy with the help of Digital Boards: Process, Benefits & Limitations, Teaching through Traditional support: Black board, charts etc.
- Computer Assisted Accounting: Meaning, Process, Benefits, Limitations
- Learning Accountancy through apprenticeship
- Sources of knowing latest accounting standards & norms.
- Efficient indigenous ways of accounting

Unit - III: Professional Development of Accountancy Teacher

- Knowledge Building: Knowing Latest Accounting standards, Introduction to Indian Stock Market, Understanding Modern ways of money transaction: E-Banking, Mobile Banking, Global Trends.
- Understanding the Professional Ethics of Accountancy.
- Learning to teach Accountancy through Innovative Practices.
- Efficient Management of the Conventional & Computer based data of Accountancy.
- Career & growth prospects in Accounting field: An introduction to Chartered Accountants, Cost & Works Accountants, Company Secretaries.

Practicum/ Field work (Any two of the following)

1. Classify the contents and the sub-contents at 11th and 12th level according to their nature and give suggestions to add something in them or remove something.
2. Interview any person who does the organizational accounting & find out the difficulties faced by him/her.
3. Describing all functions of ATM machine as a money transaction device, mention its limitations & your personal experience with ATM's.

Suggested Readings:

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. Leteh worth, Hest Fordshire, 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. Bhoral, 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

B.Ed. - II Year Syllabus
Course-10(k) & 11(k) Pedagogy of Business Organization

Max. Marks:50

External:40

Internal:10

Learning Outcomes:

The Student- teacher will be able:

- To know the meaning, concept and scope of Business Organization.
- To know the aims and objectives of teaching Business Organization.
- To know the place of Business Organization 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 organization and its critical appraisal.
- To know about the evaluation process in the Business Organization.

Unit - I: Business Organization Curriculum at Sr. Secondary level

- Aims & Objectives of teaching Business Organization at Sr. Secondary level.
- A critical appraisal of existing Business Organization Curriculum at Sr. Secondary level prescribed by board of Secondary Education Rajasthan
- New trends in Business Studies.

Unit - II: Resources in Business Studies

- Teaching Learning Resources: Books, Journals, Newspapers, Self-explanatory & User-friendly Software, Internet, Encyclopedias, Customized Teaching Modules
- Teaching Business Organization with the help of Digital Boards: Process, Benefits & Limitations, Teaching through Traditional support: Black board, charts etc.
- Computer Assisted Accounting: Meaning, Process, Benefits, Limitations
- Learning Business Organization through apprenticeship
- Sources of knowing latest business trends

Unit - III: Professional Development of Business Organization Teacher

- Knowledge Building: Understanding of: Business Communication skills, General Business competencies.
- Understanding the Professional Ethics of Business Organization.
- Learning to teach Business Organization through Innovative Practices.
- Efficient Management of with modern devices/computers/apparatuses
- Career & growth prospects in Business field
- Understanding world scenario through famous magazines such as 'Fortune' etc

Practicum/ Field work (Any two of the following)

1. Classify the contents and the sub-contents at 11th and 12th level according to their nature and give suggestions to add something in them or remove something.
2. Interview any person who does the management of some moderately good size business & find out the difficulties faced by him/her.
3. Conduct a SWOT (Strength, weakness, opportunities, threats) analysis of the prime character of any movie related to business affairs.

Suggested Readings:

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.: Vanyajaya 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

B.Ed. - II Year Syllabus

Course-10(I) & 11(I) Pedagogy of Mathematics (Part II)

Max. Marks:50

External:40

Internal:10

Learning Outcomes:

Students-teachers will be able to-

- Identify difficulties in learning concepts and generalization, and provide suitable remedial measures.
- Develop ability to teach proof of theorems and develop mathematical skills to solve problems.
- Develop understanding of the strategies for teaching exceptional student in mathematics.
- Develop capacity to evaluate and use instructional materials in mathematics education.
- Develop skills to be a successful mathematics teacher.
- Construct appropriate assessment tools for evaluating mathematics learning.

- Familiarize with the development of curriculum in mathematics.
- Understand and use of learning resources in Mathematics.

Unit- I: Mathematics curriculum at Secondary Level

- Principles and approaches of curriculum construction.
- New trends in mathematics curriculum.
- A critical appraisal of existing mathematics curriculum at secondary stage prescribed by Board of Secondary Education Rajasthan and Central Board of Secondary Education
- Enrichment in mathematics teaching for developing creativity.
- Some highlights of curriculum like vision of school mathematics, main goals of mathematics education, core areas of concerns in school mathematics, curricular choices at different stages of school mathematics education.

Unit- II: Learning resources in mathematics

- Recreational Activities
 - a. Mathematics club
 - b. Mathematics Fairs
 - c. Mathematical Games
 - d. Mathematical Quiz
 - e. Mathematical Puzzles
 - f. Mathematical Project
 - g. Mathematical Model
- Importance and setting up of Mathematics Laboratory.
- Importance of Support Material: On-line and off-line Resources.
 - a. Teacher Hand book
 - b. Using community resources for mathematical teaching e.g. interviewing local persons to know the indigenous knowledge of Mathematics etc.

Unit- III: Professional Development of Mathematics Teacher

- Importance of in-service programmes for mathematics teacher.
- Role of mathematics teachers' association.
- Development of professional competencies of mathematics teacher.
- Professional ethics of mathematics teacher.
- Research in teaching and learning of mathematics.

Practicum/Field Work- (Any two of the following)

1. Critical appraisal of existing Mathematics Syllabus of secondary classes as prescribed by State Board.
2. Organise any mathematical Game in the class (VI-X any one) and write your Experiences.
3. Write a reflective Journal on 'Professional Ethics of Mathematics Teacher'.
4. Two action research to be undertaken.
5. Organization of mathematics exhibition.

Suggested Readings:

1. धाकड़, परशुराम त्रिवेदी, शिल्पा (2009) "गणित शिक्षण विधियों" साहित्यागार चोड़ा रास्ता, जयपुर
2. मंगल, एस.के. (2005) "गणित शिक्षण" आर्य बुक डिपो, नई दिल्ली
3. र्मा, एच.एस. (2005) "गणित शिक्षण" राधा प्रकाशन मन्दिर, आगरा
4. नेगी, जे.एस. (2007) "गणित शिक्षण" विनोद पुस्तक मन्दिर, आगरा
5. सिंह, योगेस कुमार (2010) "गणित शिक्षण आधुनिक पद्धतियों" ए.पी.एच.पब्लिशिंग कॉरपोरेशन, नई दिल्ली:-02
6. कुलश्रे ठ, अरुण कुमार (2013) "गणित शिक्षण" आर.लाल.बुक डिपो, मेरठ:-001
7. Sarna, C.S Gupta, R.G gary P.K (2003) "Textbook of mathematics arya book depot, New Delhi
8. Siddiqui, Musibul Haseen (2009) "Teaching of mathematics" A.P.H. publishing corporation New Delhi
9. Dapur, J.N. (1998), "Suggested Experiments in Arya book depot New Delhi-5

B.Ed. - II Year Syllabus Course-10(i) & 11(i) Pedagogy of Geography (Part II)

Max. Marks:50

External:40

Internal:10

Learning Outcomes:

The contents will enable the student teacher to

- Develop an understanding of the contents of secondary and senior secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

Unit- I: Geography Curriculum at Secondary Level

- Principles and approaches of curriculum construction.
- New trends in Geography curriculum
- A critical appraisal of Geography curriculum at Secondary & Senior Secondary Stage prescribed by State board.

Unit- II: Learning resources in Geography

- Learning resources - Exhibition, Projects, Quiz, Civics Room, Text Books and other reference materials (online & offline), Museum, Geography Lab, Models Aquarium etc
- Projected and Non-Projected teaching aids
- Use of ICT: Video clips, Power points presentations, films etc

Unit- III: Professional Development of Teachers

- Professional competencies of Geography teacher.

- Professional development programmes for Geography teachers, planning, organization & evaluation.
- Reflective & Innovative practices in professional development of teachers.
- Enriching knowledge of contents through e-learning.

Practicum/Field Work (Any two of the following)

1. Prepare a Teaching Model as a teaching aid for teaching Geography at secondary level.
2. Make a detailed pictorial Project on any topic of Geography students can refer it for extensive learning
3. Preparation a power point presentation on any topic of Physical geography.

Suggested Readings:

1. वर्मा, जे.पी. : भूगोल शिक्षण, विनोद पुस्तक मंदिर, आगरा 1987।
2. शर्मा, सी.आर. : भूगोल शिक्षण, मॉर्डन पब्लिशर्स, मेरठ।
3. सिंह, एच.एन.: भूगोल शिक्षण, विनोद पुस्तक मंदिर, आगरा 1987।
4. अरोड़ा,के.एल.: भूगोल शिक्षण, प्रकाश ब्रदर्स, लुधियाना 1983
5. मिश्रा, ए.एन. : भूगोल शिक्षण पद्धति, शिक्षण निकेतन, कानपुर 1959।
6. Singh, L.P.: Practical Geography, Allied publication, Allahabad.
7. Barnard, H.C.: Principles and Practice of Geography Teaching, London University, Tutorial press, 1953.
8. Kaul, A.K.: Why and How of Geography Teaching, Ambanu Publications, Srinagar, 1983.
9. Verma, O.P. and Vedanayagam E.G., Geography Teaching, Sterling Publishers, New Delhi, 1987.
10. Gopsil, G.H.: The Teaching of Geography, Macmillan K Co. Ltd, London, 1958.
11. Macnee: Teaching of Geography, Oxford University Press, and Bombay.
12. Source Book for Teaching of Geography, UNESCO Publishing.

**B.Ed. - II Year Syllabus
Course-10(m) & 11(m) Pedagogy of Home Science (Part II)**

Max. Marks:50

External:40

Internal:10

Learning Outcomes: -

Student-teachers will be able to: -

- Understand the approaches of curriculum construction.
- Explore new trends in Home Science curriculum.
- Explore different ways of creating learning situations for different concepts of Home science.

- Select appropriate learning resources and teaching –learning material
- Develop ability to use Home science concepts for life skills.
- Develop competencies for teaching, learning of Home science through different measures.
- To introduce with Professional development programs of teachers.
- To plan organization and report on various programs of Professional development of teachers.

Unit- I: Home Science curriculum

- Principles and approaches of curriculum construction.
- New trends in Home science curriculum.
- A critical appraisal of existing Home science curriculum at Seniorsecondary stage prescribed by board of secondary education Rajasthan.
- Enrichment in Home science teaching for developing Home Managerial Skills.
- Home Science Curriculum- Vision, Main goals of teaching Home Science, Core areas of concerns in Home science, curricular choices at different stages of school.

Unit- II: Learning resources in Home Science

- Learning resources Home science club, exhibition, projects, quiz, Models Home Science fair, Puzzles, Posters.
- Home science laboratory- Set up and importance
- Home Science Text books and reference materials- news- letters, Encyclopedia, Reference books and other online resources.
- Identification and use of learning resources in Home science exploring alternative sources; field observation; audio-visual materials, multimedia-selection. Use of ICT. Using community resources in Home science. Pooling of learning resources in school complex/ block/district level.

Unit- III: Professional Development of Teachers

- Professional competencies of subject teacher
- Professional development programs for teachers; planning, organization& evaluation.
- Professional Ethics of Home Science teacher.
- Reflective & Innovative practices in professional development of teachers.

Practicum/Field Work (Any two of the following)

1. Write a reflective Journal on ‘Use of ICT in achieving goals of home science teaching’
2. Critical Appraisal of Home Science laboratory of any senior secondary school.
3. Group Discussion on ‘Professional Ethics of Home Science teacher’ .Write your Conclusions.

Suggested Readings:

1. Sherry, G.P. and Saran, D.P.: Grah Vigyan Shikshan, Vinod Pustak Mandir, Agra, 1969
2. Asthana, S.R.: Griha Vigyan ka Addhyapan, Laxmi Narain Agarwal, Agra, 1968
3. Sarla Sharil: Banana Seekho, Atmaram & Sons, Delhi, 1962
4. Dass, R.R. and Ray, Binita: Teaching of Home Science, Sterling Publishers Pvt., New Delhi, 1984
5. Sukhiya, S.P. and Mehrotra: Grah Vigyan Shikshan, Haryana Sahitya Akademy, Chandigarh, 1984
6. Agarwal, Laxminarayan, Teaching of Home Science.
7. Sherry, G.P.: Home Management

B.Ed. - II Year Syllabus
Course-10(q) & 11(q) Pedagogy of Physics (Part II)

Max. Marks:50

External:40

Internal:10

Learning Outcomes-

Student-teachers will be able to: -

- Understand the approaches of curriculum construction.
- Explore new trends in Physical Science curriculum.
- Explore different ways of creating learning situations for different concepts of Physical science.
- Facilitate development of scientific attitudes in learners.
- Select appropriate learning resources and teaching –learning
- Develop ability to use Physical science concepts for life skills.
- Develop competencies for teaching, learning of Physical science through different measures.
- To introduce with Professional development programmes of teachers

Unit- I: Physical Sciences curriculum

- Principles and approaches of curriculum construction.
- New trends in Physics curriculum.
- A critical appraisal of existing Physical Science curriculum at senior secondary stage prescribed by board of secondary education Rajasthan.
- Enrichment in Physics teaching for developing scientific creativity.
- Physics Curriculum- Vision, Main goals of teaching Physics, Core areas of curricular choices at different stages of school inPhysics education.

Unit- II: Learning resources in Physical Sciences

- Learning resources science club, Science fair, exhibition, projects, quiz, Models, Puzzles, Scrap Book, Field Trips.

- Developing science kit and Physical science laboratory: Designing Physics laboratory. Planning and organizing field observation; audio-visual materials, multimedia-selection and designing. Use of ICT
- Physics text books and reference materials- news- letters, Encyclopedia, Reference books and other online resources.

Unit- III: Professional Development of Teachers

- Professional competencies of subject teacher
- Professional development programs for teachers; planning, organization & evaluation.
- Professional Ethics of Physical Science teacher.
- Reflective & Innovative practices in professional development of teachers.

Practicum/Field Work (Any two of the following)

1. Preparation of Scrap book containing original Scientific Cartoons/Stories/Latest articles/play etc. useful for physics teaching.
2. Analyse physical science textbooks (Senior secondary Level) in the light of the syllabus and from the perspective of the child.
3. List out few Qualities of good Physics Teacher.

Suggested Readings:

1. Heiss, Oburn and Hoffman: Modern Science, the Macmillan Company, New York 1961.
2. Thurber W. and A. Collette: Teaching Science in Today's Secondary Schools, Boston Allyn and Bacon Inc., New York, 1959.
3. Vidya, N. The Impact of Science Teaching, Oxford and IBH Publishing Company, New Delhi, 1971.
4. Richardson, S. : Science Teaching in Secondary Schools, Prentice Hall, USA, 1957.
5. Sharma, R. C. and Sukla: Modern Science Teaching, Dhanpat Rai and Sons, Delhi, 2002.
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 Shalini: Modern Methods of Teaching Physics, Sarup and Sons, New Delhi, 2001.
9. Gupta, S. K.: Teaching of Physical Sciences in Secondary Schools, Sterling Publishers (p) ltd, New Delhi, 1989.
10. मंगल एस. के. : साधारण विज्ञान शिक्षण, आर्य बुक डिपो, नई दिल्ली 1996.
11. त्यागी एस. के.: भौतिक विज्ञान शिक्षण, साहित्य प्रकाशन, आगरा 2000

B.Ed. - II Year Syllabus
Course-10(r) & 11(r) Pedagogy of Drawing and Paintings
Part –II

Max. Marks: 50

External:40

Internal:10

Learning outcome:

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

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

Unit – I: Drawing Curriculum

- Principles and Approaches in Curriculum construction.
- Critical Appraisal of existing Drawing Curriculum.
- New Trends in Drawing Curriculum.
- Vision, Main Goals of Teaching Drawing, Core Areas of Curricular Choices at Different Stages of School in Drawing Education.

Unit – II: Resources in Art Teaching

- Use of ICT.
- Different Art Styles- Mughal, Rajasthani, Pahadi etc.
- People as Resource person.
- Drawing Lab, Art Galleries Museum.
- Primary and secondary Resources, Data From field.
- Textual Material, Journals Magazines, News Paper etc.

Unit- III: Professional Development of Teachers

- Professional Competencies of art teacher.
- Professional development Programmes for art teachers, planning, organization & evaluation.
- Reflective & Innovative practices in Professional development of art teachers.
- Enriching knowledge of contents through e-learning of art teacher.
- Professional ethics of art teachers.

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

1. Planning and establishment of an Art gallery in school.
2. Develop and maintain a display board in school.
3. Make a file of essential equipments of Art lab /galleries and its Management.
4. Make five different teaching materials using different type of teaching aids (chart,
5. Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of sketches etc.and environmental concerns.
6. Model, Power Point, O.H.P. transparencies of Art subject.
7. Prepare a report and analyse how the artists design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns.
8. Organise a workshop on drawing, and painting, *rangoli*, clay modelling, pottery, mixed collage, woodcraft, toy making.
9. Make 5 tie dye samples using different techniques. 4. Make 5 samples using block printing.
10. Group work to decorate a room (Kitchen, dining room, bedroom, children room, puja room, guest room,)
11. Document and arrange opportunities of marketing of the local artistic product, produced by specific local families, which is used in day to day life
12. Construction, administration and interpretation of an achievement test of any standard of school.
13. Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure.
14. Mark the student with less than 60% marks in art education, diagnose their difficulties and give appropriate remedial measure.
15. Viewing/listening to live and recorded performances of Classical and Regional Art forms
16. Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach.
17. Local field trip for understanding working process of any art work or Art gallery.

Suggested Readings:

1. George Conard: The process of Art education in the elementary school Practice Hall, inc. England, Clifts No. 1, 1964.
2. Ruth Dunneth: 'Art and child personality', Methuen and Co. Ltd. London 1945.
3. Arya Jaides: Kala Ke Adhyapana, Vinod Pustak Mandi, Agra.
4. Kiya Shikshak: Vol. No. 4 April, 1966, Special Number, Art Education, Published by Department of Education, Rajasthan, Bikaner.
5. AAMS: Memorandum on the teaching of Art London.

B.Ed. - II Year Syllabus
Course: 10(s) & 11(s) Pedagogy of Music (Part II)

Max. Marks:50

External:40

Internal:10

Learning Outcomes:

The Student- teacher will be able to:

- Understand the contents of Music at senior secondary level.
- Understand the nature of contents at school level.
- To know the learning resources of music
- Grow professionally

Unit - I: Music curriculum at Senior Secondary level

- Vision, Main Goals of Teaching Music, Core Areas of Curricular Choices at Different Stages of School in Music Education.
- Principles and Approaches in Music curriculum construction.
- Critical Appraisal of existing Music curriculum.
- New Trends in Music curriculum.

Unit - II: Learning resources in Music

- Music House Trips
- Community resources,
- Music conference
- Music competition
- E-resources
- Formal & Informal Institutions
- Music Lab, Live Concerts

Unit - III: Professional Development of a Music Teacher

- The Aesthetic and personal qualities of a Music teacher
- Understanding the changing trends in the Music
- Best Utilization of talent of Music in teaching
- Understanding the local folks prevalent in the local community
- Utilizing the instrumental knowledge in carrying out the co-curricular and Extra-curricular activities.

- Professional Development Program for Music Teacher

Practicum/Field Work (Any two of the following)

1. Organize a Music competition in college in the presence of expert musicians. Compile a report of the event.
2. Make a pictorial & descriptive biography of a renowned singer of India or abroad and file it for assessment.
3. Interview a musician about how they got inclined towards music & evolved a career out of it. Prepare a summary

Suggested Readings:

1. Thakur Onkarnath: Pranava Bharti
2. Swaruy, B.: Theory of Indian Music.
3. Digamber. Vishnu: Sangeet Bodh (5 parts)
4. Sangeet Darpan (Sanskrit).
5. Sangeet Ratnakar (Sanskrit).
6. Bhatkhande: Hindustani Sangeet Paddhati
7. Basu. S.N.: Sangeet Praesika.

**B.Ed. - II Year Syllabus
Course-12 Schooling, Socialisation and Identity**

Max. Marks: 100

Internal :20

External:80

Learning Outcomes:

The student teacher will be able to:

- Become aware of the processes of socialisation at home and school that act as shaping factors in identity formation of the school-going child (in Indian contexts);
- Reflect critically on factors that shape identity formation and influence sense of self of the growing 'student' as well as 'teacher' in school aswell as in out of school situations;
- Begin to understand the processes that have shaped/continue to shape one's own sense of identity as 'student' and as 'person' located in multiple social contexts and roles;
- Begin to become critically aware of 'self' and 'identity' and 'free' oneself through self-understanding, from tendencies that lead to crystallising and limiting of one's identity as a teacher and a human being; and
- Reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.

Unit - I: Socialisation

- Understanding the nature and processes of socialisation
 - a. At home: family as a social institution; parenting styles and their impact; transmission of parental expectations and values;
 - b. Socialisation and the community: neighbourhood, extended family, religious group and their socialisation functions; and
 - c. At school: impact of entry to school; school as a social institution; value-formation in the context of schooling.

Unit - II: Emergence of 'Person' and 'Identity'

- Aspirations: Meaning, positive & negative aspirations, realistic & unrealistic aspiration
- Factors that influence aspirations: intelligence, sex, interests, values, family pressures, group expectations, cultural traditions, competition with others, past experiences, the Mass Media, personal characteristics.
- Self Concept: Meaning, Self concept in reference to parents expectation, Attitude towards members of the family, physical state of the child, Biological Maturation(Early-average-late), Impact of radio & television etc, school opportunities, school demands, religious affiliations, opinion of peers, family economic problems, family personal problems, attitude towards peers.
- The influence of technology and globalisation on identity formation.

Unit - III: Schooling and Identity Formation

- Schooling as a process of identity formation: ascribed, acquired and evolving.
- Factors influencing teacher-student relationship, Early school experiences in identity formation
- Factors influencing attitudes toward Education: sex, child training methods, home influence, social class, religion, ethnic group, peers, personal adjustment.
- Role of the school in developing national, secular and humanistic Identities.

Unit -IV: Coping with Social Complexities: Role of Education

- Expanding human activities and relations; increasing complexity, homogenisation of culture versus preservation of distinctive identities; competition, uncertainty and insecurities and the resultant identity conflicts.

Unit - V: Evolving An 'Identity' As A Teacher

- The impact of one's own socialisation processes; awareness of one's own shifting identities as 'student', 'adult' and 'student-teacher' and influences that have acted/continue to act on oneself.
- Reflections on one's own aspirations and efforts in becoming a 'teacher'.
- Social image of the teacher in present context.
- Teacher appraisal

Practicum/Field Work (Any two of the following)

1. Understanding the 'self concept' prepare a reflective journal mentioning how the school teachers formed your self concept.

2. Recall your childhood experiences about your social surroundings & recollect the persons who played an imposing role in forming your self & identity.
3. Organise a Brain-storming session on the topic values can't be taught they are caught. Mention who were the prominent speakers & contributors.
4. Recall a situation where you find yourself ill treated write your experiences.
5. What did you think of teaching profession before joining this B.Ed. Program & what you think now after experiencing internship program. Prepare a note focusing on your weaknesses & strengths.

Suggested Readings:

1. Hart J W teachers and Teaching, Macmillan, New York
2. Medley, D M (1982), 'Teacher Effectiveness' in Encyclopaedia of Education Research, 5th edn, Vol IV, 1894-1903
3. Elizabeth B. Hurlock, Personality Development, (1976) McGraw Hill, Inc, New York
4. Pradhan, Ramchandra (1984), Education for Peace and Human Rights: Search for an Indian perspective, Gandhi Marg, Special issues on Peace Education (1984), (Editor: R R Diwakar), Vol. VI (Nos. 4 & 5) Gandhi peace foundation, New Delhi, pp270-87
5. Das Gupta, S N (1969), History of Indian Philosophy, Kitab MAhal, Allahbad
6. Chopra, R K (1993) Status of Teachers in India, NCERT, New Delhi
7. Saidain, K G (1997), Problems of Educational Reconstruction, Doaba Publishing House, Delhi

**B.Ed. - II Year Syllabus
Course-13 Creating an Inclusive School**

Max. Marks: 100

External: 80

Internal:20

Learning outcome: -

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

- Understand concept, meaning and significance of inclusive education
- Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education; understand the nature of difficulties encountered by children.
- Prepare teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive

education practices.

- Identify and utilize existing resources for promoting inclusive practice.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.
- Prepare a conducive teaching learning environment in varied school settings.
- Develop the ability to conduct and supervise action research activities.

Unit- I: Introduction, Issues & perspectives of Inclusive Education

- Definitions, concept and importance of inclusion and disability.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for education for all children in the context of right to education.
- N.C.F 2005 and adaptation of teaching learning material for inclusive education.

Unit- II: Concept & Policy Perspective

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

Unit - III: Diversity in the classroom

- Diversity- Meaning and definition.
- Disability – psychological construction of disability identity, discrimination.
- Models of disabilities & Barriers to learning and participation.
- Concept, Nature, and Characteristics of Multiple Disabilities, classroom management for inclusive education
- MDGs (Millennium development goals) and EPA goal of UNESCO

Unit - IV: Curriculum & Pedagogy in Inclusive School

- Inclusive curriculum- Meaning and characteristics.
- Teaching and learning environment with special reference to inclusive school
- Guidelines for adaptation for teaching/ practicing science, mathematics, social studies, languages, physical education, yoga, heritage, arts, theatre, drama etc in inclusive settings.

Unit - V: Assessment in Inclusive School

- Review existing educational programmes offered at secondary school level

(general and special education).

- Utilization of records/ case profiles for identification, assessment and intervention for inclusive classrooms.
- Evaluation and follow-up programmes for improvement of teacher preparation programmes in inclusive education.

Practicum/Field Work (Any two of the following)

1. Observe inclusive teaching strategies in an inclusive classroom and discuss with teacher for further planning.
2. To investigate the opinion of primary teachers on the integration of students with disability in normal schools.
3. To study the conceptions of teachers about the need of inclusive education in primary schools, then Method: collect views of teachers and heads of school.
4. Analyse and interpret results in the light of inclusive education and write a report.
3. Workshop/ presentations on child right:
5. Explain the main constitutional provisions on inclusive education.
6. Problem: to study the educational resources for persons with disability (POD) in local secondary schools, two primary schools of your choice, result may be discussed in school in the present context of teacher education.
7. Conduct an awareness program on millennium goal of UNESCO.
8. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
9. Conduct a survey on the type of supportive service needed for inclusion of children with any disability and share the findings in the class.
10. Planning and conducting multi level teaching in the persons with disabilities (two classes).
11. To study the barriers/problems in relation to development of positive policy regarding inclusive teaching-learning practices in local private schools/schools in slums/rural areas, method may be: collection of the views of managing committees/heads/teachers on development of positive policy regarding inclusive teachers-learning facilities.
12. Write a report on entire activity and present it in classroom presentation.(among peer group
13. Discussion, group work and presentation by students on uses of internet in inclusive setting:
14. Prepare an action plan for implementation of policies of inclusive education in school setting.

Suggested Readings:

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

B.Ed. - II Year Syllabus
Courses-14(a) Open and Distance Learning

Max.Marks:50

External:40

Internal:10

Learning outcomes:

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

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

Unit-I: Concept, Nature, Planning & Institution of ODL:

- Concept of ODL.
- Mode of transaction in ODL.
- Perspective & Future perspective of ODL.
- Institutional Planning: at school level & at university level.
- National and State Universities and agencies (IGNOU, KOU, etc.)
- DEC: Role and responsibilities

Unit-II: Methods, Approaches and Instructional Support System:

- Communication Strategies

- Teaching Strategies of Distance Education & Educational broadcast.
- Educational Telecast.
- ICT, Self learning material, E-learning, Blended learning.
- Resource Centers of Distance Education
- Instructional Procedure
- Evaluation Process of Distance Teaching
- Role of Regional and Study Centers
- Role of Counsellor and distance learner.

Unit– III: Evaluation:

- Concept of evaluation in distance education.
- Need for continuous evaluation. On-line and on demand examination.
- Nature and type of Evaluation processes in ODL

Practicum/Field Work (Any two of the following)

1. Measure the level of awareness among people on distance education or courses and conduct them through distance mode.
2. Debate on merits & demerits of distance education.
3. Prepare a chart related to differences between Distance Education and traditional education teaching approaches.
4. Listing the various ODL courses, which are conducted or available in your district/village/town at Institutional level and give proper information about the courses in choupal or meeting with local people specially girls and women and prepare a report on the programme.
5. Interact with distance learners and list out their practical problems like availability of material, contact classes, periodic journals & commutation problems etc. All the information will be compiled and the report must be sent to national and state universities (related to distance education)
6. Write a report on maintaining the record of attendance of students in contact sessions, by study centers.
7. Visit a study center and draft a report on their function, role and organization.
8. Study anyone aspect of study center/regional center related to Distance Education.
9. Collect newspaper cuttings related to Distance Education. And write a report on qualitative and quantitative improvement of distance learning.
10. Prepare a report on Visit an any institution which is related to Distance Education.
11. Review any five researches in distance education.
12. Examine the information, advice and Counselling process and effectiveness of distance educational institute.
13. Find at least two dropout students in your area and enrol them in any distance education agency.

14. Visit any distance learning center for reporting on useful telecast programmes for their distance learners to revitalize their innovative learning and to increase their skills and knowledge.
15. Prepare teaching materials using C.W/ Video tapes as teaching aid for distance learner.
16. Prepare a radio script or TV program script.
17. Content Analyse and preparation of instructional material related to any unit of subject related to Distance Education.

Suggested Readings:

1. यादव, डॉ. सियाराम, दूरवर्ती शिक्षा (2010), अग्रवाल पब्लिकेशन्स, आगरा-2
2. शर्मा, आर. ए., दूरवर्ती शिक्षा (1999), सूर्या पब्लिकेशन, निकट गवर्नमेन्ट इन्टर कालेज, मेरठ
3. Rao, V.K. "Distance Education (2010) APH Publishing Corporation, Ansari Road, Darya Ganj New Delhi
4. Siddiqui, Mujibul Hasan, Distance Learning Technologies in Education (2004), APH Publishing Corporation, Ansari Road, Darya Ganj New Delhi
5. Kawz, Ambika Sharanjit, Managing Distance Education (1998) Deep & Deep Publications, Rajouri Garden, New Delhi
6. Koul, B.N. And Bakhshisu Singh and M.M.Ansari, Studies in Distance Education (1988) Indira Gandhi National open University, New Delhi.
7. Prasad, Dr. Deepesh Chandra, Distance Education (2007), KSK Publishers & Distributors, Ansari Road, Darya Ganj, New Delhi.
8. Selvam, S.K. Panneer, Distance Education for National Development. APH Publishing Corporation, Ansari Road, Darya Ganj, New Delhi
9. Goel Aruna And S.L. Goel, Distance Education in the 21st century (2000), Deep & Deep Publications Pvt. Ltd. Rajouri Garden, New Delhi.

**B.Ed. - II Year Syllabus
Course-14(b) Guidance & Counselling**

Max.Marks:50

External:40

Internal:10

Learning outcomes:

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

- To develop an understanding of the concepts of guidance and counselling.
- To develop an understanding of educational, vocational and personal guidance.
- To acquaint the students with the testing devices and techniques of guidance.
- To develop an understanding of collection and dissemination of occupational guidance.
- To sensitize student-teachers to the problems faced by students in the contemporary world.

- To create an awareness of the working of guidance centers.
- To provide guidance & counselling for school level students.

Unit - I: Concept of Guidance and Counselling

- Meaning, Nature & Functions of Guidance.
- Principles of Guidance.
- Need of Guidance at various stages of life.
- Types of Guidance:
 - (i) Educational Guidance – Meaning and need at Secondary level.
 - (ii) Vocational Guidance – Meaning and need at Secondary level.
 - (iii) Personal Guidance – Meaning and need at Secondary level.
- Concept of Counselling.
- Theories of Counselling:
 - Theory of Self (Rogers)
 - Rational Emotive Behavioral Therapy (Albert Ellis).
- Types of Counselling: Directive, Non directive, Eclectic.
- Process of Counselling (Initial disclosure, in depth exploration and commitment to action).

Unit - II: Testing and Non- testing devices for the study of an Individual

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

Unit - III: Contemporary issues and Skills in Guidance & Counselling

- Dealing with depression and academic stress (with regard to their identification and intervention). Guidance Implication in (Current Indian scenerio, Education and Guidance: Democraey and Guidance, Individual Differences and Guidance, planning of Guidance cell in school.
- Skills in Counselling (Listening, Questioning, Responding, Communicating.)
- Role of Teacher as a counselor and professional ethics associated with it.
- Career Counselling and Dissemination of Occupational Information.

Practicum/Field Work (Any two of the following)

1. Organise a workshop in school on guidance for secondary level students.
2. Group discussion among pupil teachers on types of guidance.
3. Pupil Teacher should guide at least one school student in any area of guidance and prepare a report to this effect.
4. Organise an orientation program for student teacher on skills in Counselling (listening, questioning, communicating etc.)
5. Organiz a Counselling program for the student who is guided by teacher student in the area/type of Guidance.

6. Student teacher would practise on Counselling skill (at least three Time duration with 5-7 Minute per skill)
7. Apply “Professional Interest test” on secondary student on the basis of interrelation, and give professional guidance to the students.
8. Prepare a case study of one student with special needs at school level and give suggestions for remedial measure, too.
9. Make a flow chart on Job Analyse opportunities and present it in school among secondary students.
10. Organise a programme on occupational detail Information (like area, agencies and future etc.) for school level.
11. Prepare a plan and establish a guidance and Counselling cell in school.
12. Make a stress releasing strategy for school students and find out its effectiveness.

Suggested Readings:

1. Sharma, Shati Prabha. Career Guidance and Counselling: 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
4. Abraham, Jessy. Guidance & Counselling for Teacher Education. Sarup & sons. New Delhi. 2003
5. अस्थाना, विपिन, परामर्श एवं निर्देशन. अग्रवाल प्रकाशन, 2014
6. अस्थाना, विपिन एवं अस्थाना निधि निर्देशन आरै उपबोधन, अग्रवाल प्रकाशन, 2013-14
7. भटनागर, सुरेश एवं वर्मा, रामपाल. वृतिक सूचना एवं वृतिक निर्देशन, अग्रवाल प्रकाशन 2012
8. जयसवाल, सीताराम शिक्षा में निर्देशन एवं परामर्श अग्रवाल प्रकाशन 2014
9. उपाध्याय, राम वल्लभ एवं जयसवाल, सीताराम शिक्षा में निर्देशन एवं परामर्श की भूमिका अग्रवाल प्रकाशन 2014

B.Ed. - II Year Syllabus
Course-14(c) Physical Education and Yoga for Holistic Health

Max. Marks:50

External:40

Internal:10

Learning Outcomes:

The student teacher will be able to:

- Help them to understand the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health.
- Develop positive attitude towards health as individual and be collectively responsible to achieve it.
- Equip them to know their health status, identify health problems and be informed for taking remedial measures.
- Make them aware about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries.
- Encourage them to learn and to form right habits about exercise, games and sports, sleep, rest and relaxation.
- Sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.
- Create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-control, concentration, peace and relaxation to avoid ill effects of stress, strain and fatigue of routine life.
- Help them to understand and develop skills to deal with psycho-social issues including those, related to process of growing up during adolescence, HIV/AIDS and substance abuse;
- Understand various policies and programmes related to health, physical education and yoga.
- Help them to understand the process of assessment of health and physical fitness.

Unit-I: Health and Body Functioning

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- Understanding of the body system–skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common health problems and diseases–its causes, prevention and cure, immunisation and first aid
- 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 Globalisation, practices related to food hygiene, Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sports-personship; Need for diet planning; malnutrition and deficiency diseases with prevention measures.

Unit- II: Physical fitness Safety & Security

- Physical fitness and motor components. Speed, strength, endurance, agility and coordinative ability, flexibility its definition and ways to develop these components.
- Health and its hazards, School Health Programme, Personal Hygiene, School environment, Health services
- Role of physical education in Holistic health. Personal awareness, social responsibility, promotion of Physical Education activity in day to day living.
- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and Major Indian, Western and traditional games) rhythmic activities, gymnastics and their impact on health.

Unit- III: Yoga for Holistic Health

- The meaning and definition of yoga.
 - Needs, importance and scope of yoga education.
 - Yoga as a way of healthy and integrated living.
 - Yoga as a way of socio-moral upliftment of man.
 - Ashtang yoga of Pantajali.
 - Characteristics of a yoga practitioner, Different *Asanas* and *Pranayam* to promote a sound Physical and mental health.
 - Kriya and Pranayam.

Practicum/Field Work (Any two of the following)

1. Conduct a BMI (Body Mass Index) Test of the class & maintain the record.
2. Prepare a chart of the common diseases, their causes & cure. Explain it to students.
3. Conduct a survey of any institute/organisation and find out the unhygienic places and corners there and also find out the remedial suggestions to make the place tidy.
4. Organise a session of Yogasanas & Kriyas and after the completion of the session, mention how it felt to you.
5. Conduct a 12-minute run/walk test to deliver i.... in light of cardiovascular endocrine.
6. Prepare a PPT a performa of a leading player of indige
7. Prepare a presentation on emphasis of physical workout in our day to day leaving.

8. Test the agility of self and record it a weekly basis.
9. Organise a speed development schedule for self and start marking accordingly.

Suggested Readings:

1. Ministry of Education India: sharirk Shikshan aur ki Rashtriya Yojna New Delhi., 1960
2. Mondson Joseph Ed : Techniques Physical Education Gerge G Harrap London 1950
3. Wakhankar D.G.: Manual of Physical education G Bell London 1967
4. Randall M.W.: Objectives in Physical Education G.Bell, London,1967
5. Cowell Charles C., and Schwehn Hind M.: Modern Principles and Methods in High school Physical Education Allyn and Bacon Honstio,1962
6. Shepard, N.M. ;Foundation and Principles of Physical Education Rounald Press New York
7. Carroll H.A. ‘Mental Hygiene: The dynamics of adjustment,’ N.J.: Prentice Hall, 1967.
8. Wechsler D.: Mental Health in Later Maturity Washington, U.S. Govt. Printing Office. 3. Bears C.W.: A mind that found itself N.Y. Dubley 1948
9. Shastri Dr. J.K. Dave, Patanjali Yoga Darshan 9Guj.), Sastu Sahitya Vardhak Karyalaya 2006.
10. Ram Murti S. Mishra, Yoga sutra, The text book of Yoga Psychology, Ancher Books, New York, 1973
11. Dr. Yajneswar Shastri, The Salient Features of Hinluism, Yogeshwar Prakashan, Ahmedabad.
12. Yoga Percived, Practised, Saga of India, J.C. Singhal, Abhishek Prakashan, 2009 8. Yoga lessons for developing spiritual consciousness, Swami A.P. Mukerjee, Cosmo Publication, New Delhi, 2008
13. Ashtanga Yoga in relation to Holistic Health, Paraddi Kasuma Mallapa and Ganesh Shankar, Satyam Publication, 2006.
14. Classical and Modern approaches to Yoga. Ganesh Shankar, Pratibha Prakashan, New Delhi, 200

**B.Ed. - II Year Syllabus
Course-14(d) Value Education**

Max.Marks:50

External:40

Internal:10

Learning outcome:

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

- To develop insight of understanding of concept of Indian values according to time, space and situation.
- To scientifically analyse values in Indian culture and tradition.

- To develop positive attitude about Indian human values.
- To understand the Indian values according to Shradhha and logic.
- To understand the co-ordination with Indian values and life style.
- To analyse the ethical, artistic and pleasant values.
- To analyse absolute values in globalization and universlization.
- To develop the teaching learning method for adoption and assimilation in life value.
- Explain fundamental aims and values that provide the intellectual basis of contemporary education policy and practice.
- Engage with issues in a manner that make them sensitive to promote certain educational values while marginalizing others.
- Explore the meaning of Ethics and values.
- Understand the process of value education.

Unit – I: Nature and sources of values, Classification of values

- Meaning, concept need and importance of values and ethics. Philosophical and sociological probing into morality and values.
- Nature and sources of values, biological, psychological, social, cultural, science of living and ecological determinants of values.
- Philosophical, psychological and sociological perspective of value education.
- Classification of values, eternal, material, social, environmental, psychological, economical, political, cultural, moral, and spiritual, science of living, status of values, How can these be realized through education
- Values of individual in traditional life style.
- Universal values, Identification and Analyse of emerging issues involving value conflicts.

Unit – II: Values in religious scriptures

- *Bhagwadgita*- Nishkam karma, swadharma, laksagrah & stithpragya. 2. Bible – Concept of truth, compassion, forgiveness
- *Dhamnipada*- Astangmarg, Aryastya & Madhyamarg
- *Gurugranth Sahib*- Concept of Kirath, Sungat, Pangat & Jivanmukti
- Quarn – Concept of spiritual & moral values (adal, raham & theory of justice) & social responsibilities.

Unit – III: Methods & Evaluation of Value Education

- Traditional Methods: Story Telling, Ramleela, Tamasha, street play & folk songs.
- Practical Methods: Survey, role play, value clarification, Intellectual discussions.
- Causes of value crisis: material, social, economic, religious evils and their peaceful solution.
- Role of school every teacher as teacher of values, school curriculum as value

laden.

- Moral Dilemma (Dharmasankat) and one's duty towards self and society

Practicum/Field Work (Any two of the following)

1. Practise general etiquette (like wish to colleagues, polite way of talking etc.) through out session.
2. Prepare a report on scientific Analysis of Traditional life style.
3. Promote harmonious living in ancient social life, prepare/ a report and present it in the assembly to assimilate the values in the personality of students.
4. Organise a Poster making competition in school based on the classification of values.
5. Analyse morning assembly programme of a school from the point of view of *sarv dharm prarthna* and give suggestions.
6. Organise a play or stage show on values in religious scriptures of various religions, in which students will demonstrate religiosity and common influencing factors of various religions.
7. Make a critical analysis of any value according to any religious book
8. Analyse a cocurricular activity of school from the point of view of values inculcation and give appropriate suggestions.
9. Debate on causes of value crisis and their possible resolution.
10. Identify analogical values in various religious scriptures, rganize any activities to nurture it in students, and then prepare a report to this effect.

Suggested Readings:

1. अवस्थी शशि – प्राचीन भारतीय समाज, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली 1993
2. उर्वशी, सरती – नैतिक शिक्षा एवं बालविकास, प्रभात प्रकाशन, चावडी बाजार, दिल्ली , 1979
3. काणे पी.बी. – धर्मशास्त्री का इतिहास, उ.प्र. हिन्दी संस्थान, हिन्दी भवन, महात्मा गांधी मार्ग, लखनऊ।
4. गुप्ता नत्थूलाल – मूल्यपरक शिक्षा पद्धति, जयकृष्ण अग्रवाल, महात्मा गांधी मार्ग, अजमेर 1989
4. गोयनका जयदयाल – महत्वपूर्ण शिक्षा, गीताप्रेस गारे खपुर।
5. पाण्डेय गोविन्दचन्द – मूल्य मीमांसा – राजस्थान हिन्दी ग्रन्थ अकादमी, तिलक नगर, जयपुर, 1973। 7. प्र.ग.सहस्र बुद्धे : जीवन मूल्य, सुरुचि साहित्य, कश्चे तवकुंज, झण्डे वालान, नई दिल्ली, 1995
6. भारती धर्मवीर – मानव मूल्य और और साहित्य, भारतीय ज्ञानपीठ, काशी, 1972 9. मानव सेवा संघ, वृंदावन – मानवता के मूल सिद्धान्त 1981
7. मिश्र विद्यानिवास – अध्यापन, भारतीय दृष्टि, एनसीटीई, नई दिल्ली 1988 11. विमल कुमार – मूल्य मीमांसा, राजकमल प्रकाशन, दिल्ली 1990
8. Acharya Mahaprija: Towards Inner Harmony, New Delhi, B. Jain Publishers, 1999
9. Dutt, N.K. and Ruhela S.P.: Human Values and Education, Sterling Publishers Pvt. Ltd., New Delhi, 1986
10. Gandhi K.L.: Value Education, Gyan Publishing House, New Delhi, 1993
11. Gupta, Nathu Lal: Value Education: Theory and Practice: Jaikrishan Agarwal, Mahatma Gandhi Road, Ajmer – 2000

12. I.A. Lolla: Value Certification: An advanced Handbook for trainers and Teachers, Calif, University Associate Press, Krischan Boum, Howard 1977
13. Prem Kripal: Value in Education, NCERT, New Delhi 1981
14. Rajput, J.S.: Values in Education, New Delhi, Sterling Publishers, 2005
15. Rokeach M.: The Nature of Human Values, The Free Press, New York 1973
16. Sharma R.S.: The Monk who sold Ferrari, Mumbai, Jaico Publishing House, 2003
17. Swami Ragnath Anand: Eternal Values for a Changing Society, BVB Bombay 1971.

B.Ed. - II Year Syllabus
Course-14 (e) Environmental Studies (EVS)

Max.Marks:50

External:40

Internal:10

Learning outcomes

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

- To understand philosophical and epistemological basis of EVS as a composite area of study that draws upon the science, social science and environmental education.
- Helping student teacher develop the ability to plan comprehensive units for holistical view. Analyse, intellectual discourse and essential projects.
- Understanding about the issues of conservation and environmental regeneration have been infused at appropriate places in all the textbooks.
- To analyze and understand environment concerns through the process of inquiry.
- To develop in the pupil teachers a sense of awareness about the environment hazards and its causes and remedies.

Unit– I: Introduction to Environmental Studies

- Environmental studies: Historical background, concept and philosophical and epistemological basis of environmental studies.
- Natural and social environment: concept, its components, and relationship,
- Man & Environment, man on environment,
- Nature scope and areas of EVS.
- Disciplinary and Multidisciplinary approach of EVS role of media and ecotourism in creating environmental awareness.

Unit – II: Environmental conservation

- Meaning, concept, scope and need of environmental conservation and regeneration.
- Role of individual in conservation of natural resources: water, energy and food.
- Equitable uses of resources for sustainable livelihood.

- Role of women in conservation.
- Medicinal Plants.

Unit-III: Management and Sustainable development

- Meaning, concept and importance of environmental management.
- Biomedical waste management.
- Deforestation.
- Role of local bodies in environmental management.
- Consumerism and waste generation and its management.
- Agricultural / urban waste: their impact and management.
- Meaning concept need and importance of sustainable development.
- Economic growth and sustainable consumption.
- Organic farming
- Changing Patterns of energy and water consumption.
- Biological control for sustainable agriculture
- Sustainable use of forest produces.
- Biodiversity: - Meaning, concept and, types
- Need and important of biodiversity at global/national/local level.
- Jan Jagrati Swachhta Abhiyan.

Practicum work (Any two of the following)

1. Visit a natural or man-made site (park/forest/zoo/KVK/forest department etc) then discuss with students about their perception on natural environment and its relation with social environment.
2. Conduct a play in school on man and environmental relationship for awareness about environmental protection among students, teachers and local people.
3. Conduct awareness campaigning for plantation of *Tulsi*, *Neem*, and *Khejri* etc.
4. Celebrate Important relevant days related to environmental conservation (such as earth day, world environmental days etc) in school or out of school with the help of students and make a systematic report on entire activities or work
5. Make a bulletin board material on “role of individual in conservation of natural resources” and analyse its impact on students and teachers of schools.
6. Plan and organise an ecofriendly club in schools.
7. Draft a report after analyse the scientific basis of Environment related to Indian traditional days present this report in class. (Basant Panchmi, hariyali amavasya etc.)
8. Conduct an activity in school, in which ask students to get opinion of their grandparents in changing life style and their merits and demerits/or collect their ideas on local products which can be helpful in heathy life style the pupil teacher will compile their experiences and draft a report then present it in class.
9. Conduct a seminar in your village/ district /town in which invite local people of

various socio-economic/socio cultural background to present their experiences on sustainable agriculture.

10. Conduct two days' orientation programme in rural / urban school on waste management.
11. Organize a planned Visit a hospital to study on biomedical waste, after visiting it present your report in local community to create awareness for resolution of the problem.
12. Tap the knowledge of local or tribal people on medicinal use of plants and organic way of farming and present your report among peer group and teacher education.
13. Analyse the direct or indirect message of Traditional Culture/folk songs of your area for social or natural environment enhancement.
14. Plant at least one tree and cultivate it through out the years.
15. Present the report of entire work in chopal / assembly/ of your school.

Suggested Readings:

1. Bahuguna, Sundarlal (1996) Dharti ki Pukar, Radhakrishna Publication, Delhi, Pp. 111.
2. Kaushik, A. and Kaushik, C.P. (2004). Perspectives in Environmental studies, New Age International(P) Ltd. Publishers, New Delhi
3. Goel, M.K. (2006) Paryavaran Addhyayan, Vinod Pustak Mandir, Agra, Pp. 581.
4. Ramakrishnan, P.S. (2001) Ecology and Sustainable Development, N.B.T., New Delhi, Pp.198.
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10. Singh, S.K. (2010) Fundamentals of Environmental Education, Sharda Pustak Bhawan, Allahabad, Pp.175
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B.Ed. - II Year Syllabus
EPC-3 Critical Understanding of ICT
(Part II)

Max.Marks:50
External:40
Internal:10

Learning Outcomes:

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

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

Unit- I: Fundamentals of ICT

- Concept, Nature & Scope of ICT.
- Concept of Hardware and Software
- Classification of Computer
- Parts of computer: input unit, processing unit, out put unit

Unit- 2: Teaching-learning Resources in Computer Science

- Concept of Network, Network Type and Topology, Internet and Intranet, Network Protocol
- Web Browsers: Internet explorer, Mozilla Firefox, Chrome, Opera
- Search Engines: Google, Yahoo, Meta Search Engine

- Concept of online, offline, hardcopy, softcopy
- MS Office

Unit– 3: ICT Application in Teaching and Learning

- Computer aided/assisted learning, computer-based training.
- Preparing lesson plans.
- Managing Subject related content
- Preparing results and reports
- School Brochure and Magazine
- E-learning, E-Book, E-Commerce
- Virtual classrooms, web-based teaching materials, Interactive white boards.

Practicum/ Field Work (Any two of the following)

1. Participating in a program on understanding the functions of interactive White Boards/Multi-Media projector, Laptop, Desktop.
2. Surfing the internet with use of Search Engine to access primary and secondary educational materials.
3. Preparing different types of teaching-learning material using power point presentation.
4. Preparing a report on any of the topic mentioned in above units using Microsoft office.
5. Preparing progress report card of students using Microsoft excel.
6. Creating an email id.

Suggested Readings:

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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.
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B.Ed. - II Year Syllabus
Course EPC: 4 Understanding the self

Max.Marks:50

External:40

Internal:10

Learning Outcomes:

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

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

- Concept and meaning of consciousness development and its relation with values.
- Nature and scope of consciousness development and its need in education.
- 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

- Narration of life stories and group interactions for body, mind and concentration.
- Steps to prepare Report on different circumstances affecting body, mind and concentration.
- Steps to prepare Cumulative record of students for body, mind and concentration.

Unit- III: Self and identity crises

- Different circumstances affecting sense of self and identity formation.
- One's experiences, observations and
- Issues of identity crises and its resolution.

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.

Suggested Readings:

1. अवस्थी शशि – प्राचीन भारतीय समाज, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली 1993
2. उर्वशी, सरतंी – नैतिक शिक्षा एवं बालविकास, प्रभात प्रकाशन, चावडी बाजार, दिल्ली , 1979
3. काणे पी.बी. – धर्मशास्त्री का इतिहास, उ.प्र. हिन्दी संस्थान, हिन्दी भवन, महात्मा गांधी मार्ग, लखनऊ।
4. गुप्ता नत्थूलाल – मूल्यपरक शिक्षा पद्धति, जयकृष्ण अग्रवाल, महात्मा गांधी मार्ग, अजमेर 1989
4. गोयनका जयदयाल – महत्वपूर्ण शिक्षा, गीताप्रेस गारे खपुर।
5. पाण्डेय गोविन्दचन्द्र – मूल्य मीमांसा – राजस्थान हिन्दी ग्रन्थ अकादमी, तिलक नगर, जयपुर, 1973। 7. प्र.ग.सहस्र बुद्धे : जीवन मूल्य, सुरुचि साहित्य, कश्चे िवकुंज, झण्डे वालान, नई दिल्ली, 1995
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8. Acharya Mahaprija: Towards Inner Harmony, New Delhi, B. Jain Publishers, 1999
9. Dutt, N.K. and Ruhela S.P.: Human Values and Education, Sterling Publishers Pvt. Ltd., New Delhi, 1986
10. Gandhi K.L.: Value Education, Gyan Publishing House, New Delhi, 1993
11. Gupta, Nathu Lal: Value Education: Theory and Practice: Jaikrishan Agarwal, Mahatma Gandhi Road, Ajmer – 2000

12. I.A. Lolla: Value Certification: An advanced Handbook for trainers and Teachers, Calif, University Associate Press, Krischan Boum, Howard 1977
13. Prem Kripal: Value in Education, NCERT, New Delhi 1981
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15. Rokeach M.: The Nature of Human Values, The Free Press, New York 1973
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